

**JPMorgan Chase & Co's
New Skills for Youth Initiative
Grant Application**

by

**Wisconsin Department of
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Application Overview

In this innovation age, careers and the skills and education needed for those careers are changing rapidly. Supporting students in understanding career options, labor market information, tuition costs, and career pathways has never been more important. In Wisconsin, we also realize that this work must begin at an early age.

Never has there been such excitement and momentum from all stakeholders in Wisconsin, to enhance our education and workforce system. And never has it been more critical for all stakeholders to come to the table and work together to get this right. Wisconsin has one of the largest racial achievement gaps in the country. As our demographics continue to shift, never has it been more important for us to ensure that every single student has the opportunity to access and complete a high quality career pathway that culminates in postsecondary degrees and/or industry credentials with labor market value.

This work is a top priority for the State Superintendent of Public Instruction, our Governor, our Legislators, our business community, and our K-12 institutions. We have strong collaborative partnerships across all sectors. Throughout this grant application, you will see the solid foundational work that Wisconsin will build upon. You will see the strong commitment of our team, and the collaboration that already exists. And finally you will see the solid plan from which we will continue our work.

The challenge of this grant application, is to fully document the many activities, policies, and systems that we already have in place, in the small number of pages allotted. Our foundation is rock solid. This grant will allow us to take a comprehensive look at our system, determine where gaps may exist, replicate best practices, and create and implement a system-wide plan to bring us to our goal.

Wisconsin has accomplished a great deal of work in post-secondary and adult (displaced workers) areas. We are eager to have this grant opportunity to continue transformation of our career pathways systems with a focus on all secondary students having access to high quality career pathways. It is critical that Wisconsin create a strong career pathway system that begins in middle school and culminates in post-secondary or industry recognized credentials in adulthood. This grant will help Wisconsin realize this plan.

Wisconsin is a leader in this arena. All the stakeholders groups that are needed to make our vision a reality are at the table and eager to lead. Wisconsin has a robust portfolio of accomplishments on which to build. Our state is eager to conduct a comprehensive needs assessment that will ensure that as we finalize and begin to implement our plan, there is nothing in our system that will be overlooked. Wisconsin has a solid plan that addresses all six key priority areas of the grant that we will adjust and finalize based upon the results of our needs assessment. Wisconsin is well poised for success, and looks forward to participating in the cohort of leading states to disseminate lessons learned to the rest of the country.

Narrative Section 1: State Background, Project Goals, and Objectives

Wisconsin's goal is crystal clear. We are committed to transforming our career readiness system so that ALL students--not some-- have the opportunity to access high quality career pathways. This will dramatically increase the number of students successfully completing one of these pathways leading to a postsecondary degree or an industry recognized credential with labor market value. Wisconsin is a leader in this field, and we look forward to contributing to increased knowledge across the country to help reach the goals of the New Skills for Youth Grant.

It is important to note that Wisconsin has significantly increased its efforts to align education and workforce initiatives to leverage existing resources and expand career pathways for youth and adults. Referenced throughout this application are examples where multiple agencies and organizations are coming together to develop deeper connections and shared approaches to using limited resources in order to create opportunities for learners and job seekers as well as promote a prosperous environment for economic growth in Wisconsin. The current workforce

talent shortage in key high skill, high wage sectors, the desire for all students to have access and opportunities for quality career and technical education, and the rising cost of student college loan debt, is engaging stakeholders in a way that is unprecedented.

Furthermore, the Wisconsin legislature has exercised their support by investing in workforce training programs and passing legislation to support academic and career planning services for all students in grades 6-12. The Wisconsin Fast Forward program, Career and Technical Education (CTE) Incentive Grants and the Academic and Career Planning (ACP) initiative are three key pieces of recent legislation that have been referred to as “game-changing”. This, combined with Wisconsin’s continued investment with general purpose revenue for other training programs such as youth apprenticeship, positions our state to implement new education and workforce strategies that will truly transform our career pathways system. This grant will provide critical resources to build upon all these efforts to dramatically increase the number of students in Wisconsin successfully completing secondary to postsecondary career pathways. More information about all of the work that we have already accomplished in Wisconsin can be found in narrative section 6.

In order to continue moving Wisconsin forward, we eagerly joined the Council of Chief State School Officers (CCSSO) Career Readiness Initiative and have drafted a solid career readiness plan (Appendix B) aligned to the CCSSO task force recommendations. That plan lays the groundwork to establish policy and/or programmatic changes to improve Wisconsin’s career readiness system. Components of this plan comprehensively address key objectives of the New Skills for Youth (NSFY) grant. Below you will find a summary of concrete action steps that we intend to take to move us toward the six key objectives. Details for each of these steps can be found in narrative section 5.

Key Objective 1: Demand Driven Employer Led Process

- Establish a Business Education Endorsement in partnership with Wisconsin Manufacturers & Commerce (WMC).
- Showcase the use of Wisconsin’s labor market information and create an employer toolkit in partnership with the Wisconsin Department of Workforce Development (DWD).
- Expand the use of WTCS Program Advisory Boards to assist secondary CTE programs.
- Implement a CEO Champions model in partnership with WMC and Wisconsin Technical College System (WTCS).

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

- Expand dual credit opportunities aligned to academic and career plans by formulating a state vision to ensure equitable access by all students.
- Create model practices and professional development to support employer engagement in K-12 schools.
- Make ACP services available to all students in grades 6-12.

Key Objective 3: Career-Focused Accountability Systems

- Create a more robust accountability system incorporating college and career pathway indicators.
- Continue researching other state’s accountability systems.
- Collaborate with University of Wisconsin System (UWS) and WTCS to design new high-school to post-secondary performance indicators using the capabilities of the P20 SLDS (our state’s educational longitudinal data system).
- Leverage the use of DPI’s WISEdata to provide a pathway for collecting data elements that indicate college and career readiness (CCR).

Key Objective 4: Scaled Pathways that Culminate in Credentials

- Increase opportunities for high school students to participate in work-based learning activities.
- Promote work based learning (Youth Apprenticeship to Adult Apprenticeship).
- Utilize the new ACP education/business portal (Inspire).

Key Objective 5: Align State and Federal Funding Streams

- Leverage the research of the Council on Workforce Investment (CWI) to better align funding streams.
- Work to support Workforce Innovation and Opportunity Act (WIOA) through participation on CWI Talent Development and Partnership Development and Resource Alignment committees.

Key Objective 6 Ensure Cross-Institutional Alignment

- Develop a Memorandum of Understanding between the UWS, WTCS, and DPI to create a system that guarantees every student a career pathway program.

It is clear that Wisconsin has the commitment, the skill, and the plan to get accomplish our goal. Having funds to conduct a comprehensive needs assessment which will help us to finalize our plan is key to our success. In the next sections, you will learn more about our team, our plan, and the foundation for which all of this work is built.

Narrative Section 2: Commitment and Capacity of Cross-Sector Team

Tony Evers, State Superintendent, at the Department of Public Instruction, has made the New Skills for Youth project a high priority for Wisconsin. He has assigned leadership for this work to Assistant State Superintendent, Dr. Sheila Briggs, who among other things, provides leadership in the area of CTE. Dr. Briggs eagerly began with the strong team already working on the Career Readiness Initiative (CRI) and brought in additional leaders respected for their capacity to partner and influence Wisconsin's career readiness work. Wisconsin has put together an exceptional team of talented and committed individuals, including DPI, WTCS, UWS, local school district administrators, DWD, the CWI, Youth Apprenticeship, Economic Development, private business owners, and WMC. Resumes and/or biographies for Wisconsin's team can be found in Appendix C. This team represents all the entities that will be needed to implement the complex policy and programmatic changes necessary to make this a lasting and sustainable effort in Wisconsin. Dr. Briggs will ensure that the team stays focused, remains committed, and carries through on their plan through regular meetings, (both virtual and in person), as well as through an online collaborative space. Dr. Briggs has a long track record of managing large projects and getting results.

All members of Wisconsin's team have been actively involved in state initiatives related to college and career readiness. This includes collaborating on the work of Carl D. Perkins programs of study, connecting with local businesses or school districts to forge meaningful and relevant partnerships, and building strategic plans at the district level to facilitate capacity for strong pathways work. Efforts to establish what career readiness means in Wisconsin include connecting with chambers of commerce and developing regional partnerships to attract talent in the next generation in the limitless career paths in Wisconsin, and to incorporate those measures of career readiness in our state accountability system. To read about our partners' passion and commitment to this effort, please read their letters of support, found in Appendix D.

Wisconsin policy makers have already demonstrated their commitment to this work through concrete actions. In a recent newsletter by the Alliance for Excellent Education, (Vol. 16 No. 4), one of the headlines was *Wisconsin: Gov. Scott Walker Praises Efforts to Prepare Students for Careers* (Feb 23, 2016). The article highlighted portions of Governor Walker's recent State of the State address, including his "focus on education as the bridge to prepare citizens for the workforce". He highlighted increased enrollment at our technical college system, increasing youth apprenticeships, requiring ACP, and additional funds for dual-enrollment. Dedication to this cause by our Governor, as well as the bipartisan efforts to pass legislation to make these things possible, demonstrate commitment from the top policy makers in Wisconsin.

Wisconsin's commitment is so strong, that ACP has been put into state statute (Wisconsin Statute 115.28(59)). Implementing this new legislative requirement for school districts to offer ACP services to all students in grades 6-12 (discussed more in Narrative 5 & 6) has given Wisconsin an added advantage in many ways. Through this planning, we brought together a statewide powerhouse advisory council that meets biannually to provide feedback and share ideas on the state and local work being done around career development for students. The ACP advisory council will be an additional group that will bring ideas and opinions of local district leaders and educators into this grant work. For a list of these members, see Appendix E.

There is no shortage of passion, commitment, or skill to accomplish this important work in Wisconsin. The groundwork is strong. We are eager to have the luxury of time and funding to bring this talented team together and conduct a thoughtful and comprehensive needs assessment, so that we can round out and finalize the action plan for Wisconsin.

Narrative Section 3: Intensive, Diagnostic Needs Assessment

Wisconsin has many discrete parts of a needs assessment complete or in progress. This grant will give us the structure and funding to evaluate in a comprehensive manner, all of the components, and fill in the gaps, to have a comprehensive, intensive, and diagnostic needs assessment completed. This will be a chance to evaluate needs across all sectors, with a focus on opportunity and equity gaps by region of the state. Some of the initial work done recently in this area is summarized below.

The ACP Needs Assessment (Appendix F) was conducted statewide in Spring 2014 and consisted of three components: a district and school survey; focus groups with district administrators, school leadership, and teachers; and the development of a self-assessment tool. The surveys and focus groups informed the needs assessment as to what schools and districts across the state are currently doing in terms of academic and career planning in grades 6-12. This information is helping to develop the self-assessment tool, a resource to support schools and districts in implementing ACP by the 2017-18 school year. In order to find out more about ACP preparations at the school and district level across the state, the Wisconsin Center for Education Research (WCER) fielded two surveys. The first survey asked district superintendents, or their designees, about ACP within district schools. The second survey asked school principals, or their designees, about ACP within their schools, specifically to find out if all of the building staff are involved in these efforts. Key findings emerged from the assessment that we were able to use in building the first phase of professional development for the pilot school districts during the 2015-2016 school year and ultimately assist with conducting a qualitative assessment.

The Governor's Council on Workforce Investment (the entity responsible for the implementation of the state's Workforce Innovation and Opportunity Act) is made up of business, education, workforce, agency and other elected officials, and recently unveiled a report, *CWI 2014-2018 Strategic Plan*, (Appendix G) identifying innovative and dynamic approaches to develop Wisconsin's workforce. As part of the planning process Wisconsin's workforce development system was thoroughly researched and analyzed based on two Wisconsin based industry-led reports - *The Road Ahead* and *Be Bold II*. *The Road Ahead* (Tim Sullivan, 2012) provided an analysis of workforce development in Wisconsin and focused on the skills gap; and the solutions related to those areas. *Be Bold II*, (Competitive Wisconsin, 2012) conducted an analysis of industry sectors doing well in Wisconsin, explained why they are doing well, and devised strategies to strengthen Wisconsin's economy. The CWI 2014-2018 Strategic Plan included twenty-one recommendations to address a wide range of education and workforce development challenges. Of the twenty one recommendations, eight of them are directly related to PK-12 education and are helping to prioritize our work at DPI. For example, one of the recommendations is to ensure that every high school student experiences quality work-based learning opportunities. This now translates to one of the goals in our CRI action plan.

Over the past few years federal funding (through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants) has supported technical colleges in the development of adult career pathways. Each grant has built upon the great work of the previous grant. TAACCCT 4 has an expanded focus, with dedicated funding to support alignment of policy between systems, take career pathway work to scale using coordinated learning and professional development and to evaluate and incorporate effective best practice.

Furthermore our state has invested heavily in employer driven training programs through the Wisconsin Fast Forward grant program administered by DWD. While these grants have primarily focused on adult career pathways, the conversations have dramatically shifted to embrace a more comprehensive approach to coordinate the "youth" and "adult" career pathways systems. Resource mapping and gap analysis activities are commonplace in our state-level partnerships and collaborations.

One specific example of how Wisconsin is currently focused on resource alignment and systems delivery is through the Advancing Careers of TAA and Transitioners, or ACT² grant. DPI is a major partner in this multi-agency alliance to lead, develop, implement and institutionalize career pathways. The group is called the Wisconsin Pathways Committee (WPC) and is working together to create a systems approach that reaches deeper into each partner's organization, expands the scope of career pathways and increases alignment among the agencies. Representatives of 10 state and regional agencies comprise the committee and include agencies such as DPI; DWD Youth and Registered Apprenticeship Programs, Labor Exchange Services, Workforce Development,

Vocational Rehabilitation and Veteran’s Services; WTCS’ Adult Basic Education and English Language Instruction, Post-Secondary Technical Education and Student Support Programs; as well as representatives of regional Workforce Development Boards and Community Based Literacy Organizations. The group has recently reached consensus on a shared vision for the next stage of their work, agreed upon a mutual definition of Career Pathways and is documenting and clarifying roles they play in a purposeful statewide system. In the spring of 2016, the Committee will engage in a Compression Planning Process to identify gaps between the current state and the vision for Career Pathways scale and alignment. The process will also help the partners to identify and prioritize opportunities for moving toward their mutual vision. Although the funding for this grant primarily affects adult learners, DPI’s secondary perspective is valued in order to create a career pathway system that includes youth as well as adults.

To embark on a comprehensive needs assessment, current data from a variety of Wisconsin sources (ACT² compression planning process, ACP needs assessment, CWI strategic plan, etc.) was used as a foundation to determine additional data to collect. The State of Wisconsin will consult and contract with experts in the field to ensure that the needs assessment is comprehensive and thorough. Some additional data and work that we will consider include the following:

- Analyze existing CTE data and collect additional data to determine the extent to which access to high-quality career pathways is provided to all students as evidenced by identifying which students have access to them, participate in them, and complete them.
- Utilize technical college district data regarding secondary to postsecondary transition data (transcripted credit and other dual enrollment indicators).
- Review career pathway course data (DPI Coursework Completion System) and compare courses (National Center for Education Statistics (NCES) Secondary School Course codes) to current and emerging high-skill, high-demand industry sectors to determine extent to which courses align with current workforce needs.
- Conduct surveys and focus groups with various stakeholders to collect quantitative and qualitative data regarding current career pathways systems, policies, and practices.
- Utilize Youth Apprenticeship participation and completion data and equity gaps.
- Utilize CTE Incentive grant data for participation data and equity gaps.

Wisconsin is well positioned to accomplish this work. Combining the work we have already completed, along with a comprehensive review of what is missing will finally give Wisconsin a complete picture of our career pathways work, including gaps that exist. The results from this comprehensive needs assessment will fully inform the final state action plan.

Narrative Section 4: Collection of Data on Defined Set of Indicators

DPI’s efforts to create a comprehensive data collection and reporting system is proving transformational in the field. The Wisconsin Information System for Education (WISE) is comprised of multiple tools that support ID generation and data collection as well as productive and helpful data use. Dashboard and reporting tools - including the WISEdash Public and Secure Portals - inform improvement planning and education research to better understand and improve outcomes for Wisconsin students. They are available to multiple stakeholders including educators, district and school officials, and state agency staff. A critical component of DPI’s data system work is a focus not only on data collection and reporting, but also on data use. To that end, WISExplore is the effort to build resources and training to support ongoing, embedded data inquiry in schools and at DPI. This confluence of high-quality data collection, reporting, and data use training reflects the high value our agency places upon data-informed decision making.

Early in the development of Wisconsin’s K-12 state longitudinal data system (SLDS), we recognized the importance of postsecondary enrollment and retention data. Our public and secure reporting provides users information, based on National Student Clearinghouse (NCS) data, about student enrollment in postsecondary institutions across the country, clarifying in-state versus out-of-state enrollment, different institution types, and when the student enrolled (the fall following high school graduation, 16 months after graduation, or later).

While NSC data has been invaluable for information regarding indicators on postsecondary transition of high school graduates, a new initiative promises to provide even better information on postsecondary outcomes. In 2014, DPI, UWS, WTCS, and private colleges and universities, completed the development of a P20 SLDS. This federated system uses the Wisconsin Student Number (DPI's student identifier) as a common identifier for education records held at the state system or organization level. This work was funded by a 2009 ARRA grant and motivated by 2009 Wisconsin Act 59, which charged these education partners with building a longitudinal data system for the purpose of conducting cooperative research on education programs. As part of this work, Wisconsin's university and technical college systems have agreed to share data via the P20 SLDS with DPI that that would allow DPI to track not just postsecondary enrollments but also postsecondary credit accumulation, remediation requirements, pace of progress toward degree or credential completion, and degrees and credentials earned by area of study. These data exchanges would begin in 2016-17.

In 2013, legislation was enacted to expand the 2009 longitudinal data system directive to include the Departments of Children and Families (DCF) and DWD. This was a result of policy makers' interest in improving the state's analytical capabilities related to workforce and economic development issues. An integrated data system currently being built under an Early Childhood Race to the Top (RTTT) grant will enable linkage of Unemployment Insurance wage data with K12 and postsecondary education records. Our goal is for DWD to connect with our education systems through this early childhood project. DWD is monitoring the progress of this project and will partner with the system when the build has been completed, thereby meeting the state statutory longitudinal data system requirement described above.

Wisconsin has a strong foundation from which to build. However, CTE data is not yet included in our WISEdash data system. Our primary data system for Carl Perkins Act of 2006 (CPA) requirements is the Career and Technical Education Enrollment Reporting System (CTEERS). CTEERS collects student enrollment information at the 11th, 12th, and 13th grade levels on those secondary districts receiving CPA funds for the reporting year. This includes 97% of all public school districts operating a high school within the state.

In addition to other indicators, CTEERS includes CTE participation and program areas, CTE concentration within a CTE pathway, the classification of instructional program area code, as well as any programs leading to certifications within the pathway. CTEERS also collects student data for articulated dual credit CTE coursework as well as student outcomes within nine months of graduation for those CTE concentrator completer graduates. These outcomes include employment, education status, and, if employed, the hours, Standard Occupation Classification code and wage for that student.

As described above, Wisconsin has a comprehensive set of data from CPA-funded school districts to include completion of pathways, dual credit participation, industry credentials, and graduate follow-up. Collecting these data from all school districts and through a central collection system is a current barrier. DPI's capacity to collect, match, and share data is becoming more sophisticated each year and it is our goal to integrate CTEERS into the WISEdash protocol including pathway data on all students' not just CTE students in school districts using CPA funds.

Narrative Section 5: Development of Career Readiness Action Plan

As mentioned in narrative 1, DPI has a thoughtfully developed Career Readiness Action Plan drafted as part of the initial CCSSO Career Readiness Initiative. The major provisions of this plan are included below.

Key Objective #1 - Increase employer engagement through expanded state level partnerships:

Several employer engagement activities are already in motion. This includes a partnership between DPI and WMC to establish a business-education endorsement based on a jointly developed set of criteria. This partnership is an outgrowth of the Future Wisconsin project sponsored by WMC and described further in WMC's letter of support. DPI also has a Memorandum of Understanding (Appendix H) with DWD to create an employer toolkit and other labor market information resources that can be promoted and demonstrated to target audiences. Additional work is planned to create common expectations and

procedures for local industry cluster advisory boards. The WTCS is a partner in this work and is committed to working with DPI to connect K-12 school districts with technical college program advisory boards. Finally, DPI plans to implement a CEO Champions model created by the Nashville Chamber. Through a partnership with WMC, a CEO Champion will be established in each region of the state, WMC, DPI, and WTCS will provide support through advocacy, policy, and community building.

Key Objective #2 - Increase the rigor and quality of Wisconsin's career pathways for all students:

Wisconsin has made tremendous progress in removing the stigma often associated with CTE programs being of lesser value than other college/career preparation programs. Ensuring that students can earn dual credit through their career pathway has been an important policy consideration. Wisconsin currently has many options for dual enrollment (over 2,300 transcribed credit agreements and over 1,500 advanced standing agreements in place between high schools and the technical colleges) but the programs don't ensure continued equitable access by all students regardless of income and location. It should be noted that we have strong, robust, virtual education options provided through the Wisconsin Digital Learning Collaborative. We have nearly 300 school districts using this resource to address location-based inequities, and we will continue to leverage this in our planning. Formulating a state vision, and aligning policies and resources concerning dual enrollment opportunities that advance both college and career opportunities for students after high school is a critical component of our action plan.

Creating model practices and professional development is foundational in order to achieve a rigorous and quality career pathway for all students. DPI has a strong working relationship with the Wisconsin Technical College System and collaboratively develop resources to improve career pathways. One initial resource was *A Guide for Implementing Programs of Study in Wisconsin* (Appendix I) which was written by DPI and WTCS to assist secondary and postsecondary education professionals in creating sustained, systemic change through programs of study. DPI is committed to building on these partnerships to include school districts, WTCS, UWS, WMC, DWD, local workforce and economic development associations, and others to provide professional development opportunities to teachers and administrators through a special 2016 statewide conference devoted to implementing ACP.

Key Objective #3 - Create a more robust accountability system incorporating college and career pathways indicators: DPI has engaged in research and other exploratory discussions to incorporate career readiness metrics in accountability report cards. Our data warehouse and collection processes have been enhanced over the years to more effectively link data from multiple sources. It is DPI's goal to utilize existing structures to collect and maintain new indicators or load existing indicators from other internal data sources in order to minimize work for school districts. This will allow us to expand accountability measures to include career pathway indicators.

Key Objective #4 - Scale career pathways that culminate in postsecondary or industry credentials of value: DPI has a long history of providing school districts with guidance and best practices. The DPI will build on the existing networks that we have with our 424 school districts to disseminate research-based best practices and promote work-based learning opportunities aligned to career pathways for all students and aligned to ACP. In turn, WMC has committed to promoting work-based learning to increase opportunities by businesses as well as disseminating employer-based best practices. Furthermore, DPI is committed to working with DWD, who oversees youth apprenticeship programs. Wisconsin's Youth Apprenticeship program, our state's signature work-based learning program, integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Based on the recommendations of a recent Wisconsin Apprenticeship Summit (Appendix J) DPI will work with DWD to improve the career pathway from K-12 to adult registered apprenticeship as part of a new initiative to scale career pathways that span secondary to postsecondary education systems and culminate in a highly valued industry credential. Significant work includes creating a seamless and integrated work-based learning system for schools rooted in academic standards and employer technical skill requirements, as outlined by the industry sector advisory boards maintained by the WTCS.

The procurement of the ACP software vendor, Career Cruising, has provided another opportunity to engage the business community in scaling career pathways. One of the specifications for the ACP software system required the software to provide a business-education portal option to support Wisconsin's

career/workforce to K12 connections. Career Cruising's integrated business and education connector portal is called *Inspire*. *Inspire* bridges the gap between employers and the future workforce by providing powerful online tools that create meaningful connections between career searchers and local employers and mentors. While *Inspire* is available to Wisconsin, it can only be operated and sustained through county or regional partnership funding to support dedicated staff to build a repository of companies and mentors, in addition to overseeing and coordinating communications between employers and students. Wisconsin currently has four county/regions utilizing *Inspire*. However, there are concerns that some parts of the state will not have the same business resources to reach all areas, especially in rural, remote and impoverished parts of the state. Our CRI plan outlines our partnership with WMC to leverage the use of ACP's to engage employers on a new level. We are encouraged by initial conversations with the WMC Foundation and their role in helping to address this gap by ensuring that all regions of the state be able to benefit from this business and education connector portal.

Key objective #5 - Review existing state and federal education and workforce programs to align funding streams. DPI has been a collaborative partner in the development of our state's Workforce Innovation and Opportunity Act. Although Wisconsin did not submit a "combined" plan that included the Carl D. Perkins Act (Secondary and Postsecondary CTE funding) in the plan, it is our state's intention to collaborate and align funding streams to support more effective delivery of career focused programs. Furthermore, as part of our state's efforts to implement the CWI strategic plan, two subcommittees have been identified to advance recommendations to the full council (see Appendix K). The committees are the Talent Development and Planning Committee and the Partnership Development and Resources Alignment Committee. As illustrated in the titles, these committees are focused on talent development strategies and effectively utilizing partnerships and existing resources to achieve success in meeting our state's workforce goals. It is our goal to leverage this powerful structure already in place, to align state and federal funding streams.

Key objective #6--Ensure cross-instructional alignment between k-12 education and post-secondary institutions. A great deal of collaborative work has taken place between the WTCS and DPI related to career pathway implementation as a result of Carl D. Perkins Act funding and the emphasis on programs of study. It is our desire to expand this collaboration and enter into a Memorandum of Understanding (MOU) between UWS, WTCS, and DPI that clearly articulates a more comprehensive vision of career pathways. The active engagement of UWS and WTCS in our state's ACP efforts serves as a great catalyst for this outcome.

To summarize, Wisconsin has a strong foundational plan, and is well positioned to use the phase one funding of the NSFY grant to finalize this comprehensive plan and take it to action. Wisconsin's DPI is deeply committed to this project. From the State Superintendent to the passionate leaders throughout our agency, all are very engaged in transforming systems to ensure more students have access to high quality career pathways so they can successfully transition into adulthood. The launching of the ACP initiative is one example that illustrates our capacity to lead large scale initiatives that have high profile stakeholder engagement. With the incredibly strong, cross-sector team, the backing of the Governor and the track record of the legislature on this issue, there is no doubt that we will be successful in implementing our plan.

The state leadership team will be instrumental in building upon this work. Specially they will provide feedback relative to current progress, assist in shaping the needs assessment, and most importantly, utilize the results from the completed needs assessment to identify priorities for the next six months and establish longer term goals/objectives in preparation for phase two funding. All team members have committed to this work and are eager to get started. In the next section, we have outlined the foundational work in Wisconsin, organized by the six key objectives.

Narrative Section 6: Prior and On-going Work to Enact Key Policy and Programmatic Reforms and Build Sustainability

Wisconsin is proud of the work we have done, the legislative support, and the engagement of our partners. Our plan reflects the priorities that have emerged from our multi-state agency collaboration and stakeholder engagement. Below is a brief summary of the progress we've made in each of the key objectives.

Key Objective #1 - Demand Driven and Employer Led Processes

Governor Scott Walker signed the Wisconsin Fast Forward (WFF) program (Appendix L) into law in March 2013 with the near-unanimous support of the State Legislature. The program created worker training grants (\$15 million) and makes other investments to prepare workers for jobs available today and in the years to come. This funding also includes resources to develop a cutting-edge Labor Market Information (LMI) system. Not only will the system provide real-time labor intelligence, but it will also serve as an effective forum to connect job seekers and employers with available jobs. DPI is leveraging this new system to provide school districts with current LMI for ACP services for all students in grades 6-12.

WFF was expanded in March of 2014 when the Blueprint for Prosperity Initiative (2013 Wisconsin Act 139) was enacted to provide high school pupils with skills training and industry recognized certifications in high demand fields. A third round of funding was announced on January 20, 2016 with up to \$3 million being available to employers and educational partners for qualified training programs for high school seniors with an emphasis on dual credit programs yielding industry recognized credentials for program graduates.

Key Objective #2 - Rigor and Quality in career Pathways for All

The CTE Incentive Grant program was established on December 11, 2013, by Wisconsin Act 59. Grants from this program incentivize school districts to offer high-quality CTE programs that mitigate workforce shortages in key industries and occupations. The grants reimburse school districts up to \$1,000 for each pupil in a school district graduating from high school and earning an approved industry-recognized certification. This program provides a formalized process for DPI, WTCS, and DWD to annually consult and review LMI to determine workforce shortage areas and identify relevant industry certifications that address those sector needs (Appendix M). The introduction of these grants in Wisconsin has proven to be an effective policy lever to incentivize school districts to scale up career pathways that have labor market value. After this spring, Wisconsin will have two years of student level data from these grants and an analysis of this data will be important to determine barriers to participation and completion.

The work that occurred in building a foundation for Programs of Study (POS) in Wisconsin was transformational. In 2011, DPI, in partnership with the WTCS, created a system and corresponding regional partnership team for the purpose of advancing a true K-12 to postsecondary focus on POS. The teams included leadership from WTCS as well as CTE Coordinators at the district and Cooperative Education Service Agency (CESA), program directors of CTE teacher preparation programs, Career Prep staff from technical colleges, and college deans and faculty. There were three goals of the project: 1) create four regional POS professional development workshops for cross sector teams, 2) conduct a self-assessment of the ten components of building a POS, and 3) guide districts in relating LMI to the ten components as part of district strategic planning.

Another encouraging piece of legislation that is currently being considered is funding for a CESA Career and Workforce Education Pilot Program (SB642 and AB734) This bill creates a career and workforce education pilot program and authorizes DPI to reimburse the board of control of a CESA for eligible expenses associated with hiring a career and workforce education coordinator and establish a career and workforce education pilot program in cooperation with DWD. If funded through the pilot and thereafter, Wisconsin plans to integrate this program into our CRI plan and build upon these efforts.

Key Objective #3 - Career-Focused Accountability Systems

Wisconsin's current accountability system was first implemented with 2011-12 School and district report cards. Since the design phase of the current system, staff and multiple stakeholders have been engaged in discussions about the importance of reflecting the value DPI places upon both college and career readiness, and in identifying indicators that fairly, accurately, and reliably measure career and college readiness. The current accountability system includes ACT participation and performance and graduation rate for high schools. The following indicators are some examples of the types of data we have considered for future inclusion in our accountability system: dual enrollment, postsecondary enrollment, CTE concentration, industry certification, Free Application for Federal Student Aid (FAFSA) completion, and course offerings.

Key Objective #4 - Scaled Pathways that Culminate in Credentials

New legislation was passed in mid-2013 for \$1.1 million that requires ACP services for all public school students in grades 6-12. This bold legislation provides guidance, training, and technical assistance to school districts and school district staff, including teachers and counselors, on how to implement model academic and career plans. It also provided DPI the opportunity to build upon and improve Wisconsin's longstanding requirement for schools to have an Education for Employment (E4E) plan (Appendix N) and connects to the Wisconsin Comprehensive School Counseling Model standards with a focus on career development. Furthermore, as a requirement of the legislation, DPI recently procured a statewide career development software tool that will be available to school districts free of charge in 2016-17 school year. As we reflect on the important work ahead we hold up the ACP legislation as a pivotal policy lever to drive our work forward and to improve middle and high school career pathways. This initiative has the potential to create sustainable partnerships and truly transform how middle and high school students experience education.

DPI is encouraged by the tremendous support and engagement from other state agencies, education institutions, and employers. We were fortunate that the legislation included a planning phase (3 years), providing time to engage stakeholders, conduct a professional development needs assessment, design professional development, develop a communications plan, and procure a statewide career development software tool for school districts to use free of charge. The success of this initiative relies on all stakeholders having a thorough understanding of ACP, in that it refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for the student's academic, career, and personal advancement. Our initial professional development focused on the process side of ACP helping school districts access their gaps in services and build sustainable business and community partnerships to address any weaknesses. Although school districts aren't required to offer these services to all 6-12 graders until the 2017-18 school year, many of them have used this planning time to engage their local businesses, community based organizations, economic and workforce partners, and parents to put critical infrastructures in place today.

The implementation of the ACP legislation has also formalized our partnership with DWD. The MOU between DWD and DPI outlines on-going work related to services that support the implementation and continuing operation of ACP services. It cannot be stated enough that the partnership between these two agencies is interwoven and strong. That said, DWD is now creating an annual labor market information update of job projections, high-demand industry forecasts, and other relevant labor market data for use by school district personnel with the format and content being mutually agreed to by DWD and DPI.

Key Objective #5 - Align State and Federal Funding Streams

Over the years Wisconsin has been the recipient of several public and private grants that focused on building career pathways systems. A key element to implementing career pathways systems is alignment of state and federal programs. Although most of these grants focused on adult career pathways, DPI has been a collaborative partner in these efforts to build connections and assist in leveraging resources where appropriate. Dr. Briggs, our NSFY state team leader, is a member of the CWI Talent Development and Planning Committee which reviewed and provided input to our final state plan. Within our plan, ACP is identified as one of the key initiatives to help build career pathways. As Wisconsin's career pathways system alignment efforts shift to more actively engage youth, we are prepared to continue reviewing programs, funding, and policies to increase all learners' access to high quality career pathways.

CWI has conducted an analysis of all of the funding source from every agency, devoted to workforce development. The 2012 Wisconsin's Workforce Development System - A graphical guide to employment and training resources in Wisconsin (Appendix O) is a resource that has served many workforce and education stakeholders. The Public Policy Forum (a private, non-profit, independent research organization dedicated to enhancing the quality of public policy decision-making in southeast Wisconsin) provided the research and DWD provided the funding for this comprehensive report. This data will be essential as we work toward aligning funding streams to best leverage resources in Wisconsin.

Key Objective #6 - Ensure Cross Institutional Alignment

Wisconsin wrote and received a grant from CCSSO to join the College and Career Readiness Partnership in 2012. This grant initially brought together nine states to focus on CCR activities. Although the grant has long since ended, Wisconsin retained the cross sector PK-20 team, and continues to collaborate around alignment, communication, and CCR activities. This work has strengthened relationships between the K-12 system, our regional service agencies, WTCS, UWS, and the Wisconsin Association of Independent Colleges and Universities. We continue to work on systemic efforts to align our work, and this team will be additional support for implementation of the NSFY grant.

A long standing goal of our state is to encourage high school students to take technical college courses while in high school. In compliance with Wisconsin statutes, the WTCS Board submits an annual report regarding high school students attending technical colleges and the most recent report confirms the upward trend of participation. The report (Appendix P) shows that over 30,000 students are taking advantage of this option to earn technical college credit while in high school supporting our goal to have students experience postsecondary coursework.

In summary, Wisconsin has articulated our goal. We have identified foundational work already accomplished, as well as a concrete plan for further work in all six key objective areas. We have outlined our plan for building upon the needs assessments that have already been done, by conducting a comprehensive and thorough needs assessment that will help us refine our plan. We have demonstrated the commitment, skill, and capacity of our cross-sector team, and our ability to accomplish the plan we've presented. And finally, we have made a strong case for the potential to transform the career preparation system in Wisconsin. We are eager to continue this work, and look forward to the opportunity to participate in the New Skills for Youth grant program as a leader.

Appendices

Appendix A - Budget Proposal

Appendix B - Career Readiness Initiative Strategic Planning - Wisconsin

Appendix C - Members of the Wisconsin State Leadership Team

Appendix D - Letters of Support

Appendix E - Academic and Career Planning Advisory Council

Appendix F - ACP Needs Assessment Executive Summary

Appendix G - CWI Strategic Plan

Appendix H - DWD and DPI MOU (Service Level Agreement #1 for ACP's)

Appendix I - A Guide for Implementing Programs of Study in Wisconsin

Appendix J - 2015 Wisconsin Apprenticeship Summit

Appendix K - Council on Workforce Investment Committee Structure

Appendix L - Wisconsin Fast Forward Annual Report (December, 2015)

Appendix M - DWD and DPI MOU (Service Level Agreement #2 for CTE Incentive Grants)

Appendix N - Education for Employment Administrative Rule (PI 26)

Appendix O - Wisconsin Workforce Development System – A graphical guide to employment and training resources in Wisconsin

Appendix P - Wisconsin Technical College System Report - Public High School Pupils Attending Wisconsin Technical Colleges

Appendix A

Budget Proposal

Staffing <i>(including salaries and benefits)</i>	
Consultants <i>(e.g. contracting services; analysis expenses)</i>	
Subcontractors <i>(e.g. contracts for services provided)</i>	\$70,000
Travel and Meetings <i>(e.g. air and ground transportation; per diem; space rental; audio visual rental; food and beverage)</i>	\$20,000
Communications <i>(e.g. consultants; media; design)</i>	
Office Rent	
Office Supplies	
Technology & Teleconferencing	
Printing & Duplicating	
Other Program Costs <i>(specify)</i>	
Indirect Costs <i>(may not exceed 10%)</i>	\$10,000
GRANT TOTAL <i>(must not exceed \$100,000)</i>	\$100,000

There will be two main activities during Phase One of this grant process - convening of groups and organizations to implement the plan and conducting the needs assessment. The state team will guide the implementation of the needs assessment, provide feedback relative to current progress, and utilize the results from the completed needs assessment to identify priorities for long term goals and objectives. This team will also be instrumental in developing the final state plan that will become the Phase II application. Funding will be utilized to convene this team and others as necessary, pay for space, provide food, and reimburse for travel expenses.

The remainder of the funds will be used to contract with a nationally regarded organization to assist us in conducting the comprehensive needs assessment. DPI will follow all State of Wisconsin procurement rules. It is our intent to contract with another governmental entity to conduct the needs assessment as this process will expedite the bidding/contracting time and ensure that we get the needs assessment launched as soon as practicable.

Career Readiness Initiative Strategic Planning - Wisconsin

Commitment 1: Employer Engagement

Establish a structured, sustainable process through which education and employer communities use real-time labor market data to set priorities to strengthen and scale career pathways and programs to prepare students for specific high-skill, high-demand employment opportunities.

<u>Targeted Outcomes</u>	<u>Self-Reflection Questions</u>	<u>Self-Reflection Question Notes</u>
<p>1a. Identifying high-skill, high-demand sectors: The state partners with the employer community to create a structured and dynamic process that uses current and projected labor market data to identify high-skill, high-demand sectors and occupations where career pathways should be prioritized and scaled.</p> <p>1b. Aligning skills and competencies with labor market: The state enables and supports an employer-led, sector-based process to articulate the progression of skills and competencies required by each priority sector to ensure career pathways and programs are aligned with industry needs.</p> <p>1c. Dynamic review process: The state and employer community create and support a formal process and feedback loop to review the impact of career programs and pathways to inform their continuous improvement.</p>	<p>Targeted outcome 1a: Identifying high-skill, high-demand sectors</p> <ol style="list-style-type: none"> Does your state have a formalized statewide structure or process, through which to regularly convene the K-12, higher education, and employer communities, including mega industry clusters, to review real-time labor market data and establish priorities for career pathways and programs? If not, are there entities in place that could be repositioned to serve this purpose, or will new structures need to be developed and adopted? If so, is that structure codified in law or through an inter-governmental agreement between the SEA, the higher education system, and workforce development agencies to be sustained across leadership transitions? To what extent does that process use real-time labor market data to inform classification of industries that are high-skill, high-demand? To what extent does the state process identify statewide priorities for career pathways while also allowing for regional differentiation based on local economic needs? Are the results of that process used to inform state policy around career pathway implementation, program approval, and funding such that programs that lead to credentials in high-skill, high-demand industries get prioritized? <p>Targeted outcome 1b: Aligning skills and competencies with the labor market</p> <ol style="list-style-type: none"> Have employers led an extensive and thorough process through which they've identified the progression of skills and competencies, i.e. academic knowledge, technical skills, and employability skills, needed in each priority sector/pathway? Are there specific industries and/or regions within the state where this work has been done most successfully? If so, to what extent are they being used as models across the state? Has that progression of skills and competencies been validated by employers through a formal process that's recognized, respected, and relied upon by business and industry? Are these skills and competencies well reflected in the standards used within career pathways? <p>Targeted Outcome 1c: Dynamic review process</p> <ol style="list-style-type: none"> Does the state, in partnership with the employer community, continually assess real-time labor market needs and make adjustments to their classification of industries as high-skill, high-demand? Has the state adopted new policies and adjusted existing policies and internal structures to remove barriers and facilitate the successful development and implementation of state career pathways? Is there an inter-governmental process, agreement, or structure that facilitates cross-agency collaboration on the review and publication of data, especially related to career pathway participants' progress and success in earning credentials with labor market value? Does the state use a consistent set of shared measures to determine the impact of its pathways investments on labor market outcomes? 	<p>Outcome 1a</p> <ul style="list-style-type: none"> Wisconsin Technical College System (WTCS): partners with DWD to identify high demand programs as part of the WTCS Outcomes Based Funding DWD <ul style="list-style-type: none"> Skill Explorer software LMI CWI Employer Sectors Current legislation provides for each school district to receive \$1,000 per student who graduates with an industry certification in a high demand area. WTCS: partners with DWD to identify high demand programs as part of the WTCS Outcomes Based Funding <p>Outcome 1b</p> <ul style="list-style-type: none"> A number of pieces are already in place. Such as: <ul style="list-style-type: none"> <u>DPI</u> <ul style="list-style-type: none"> Education for employment efforts required under statute and rule. Work-based learning options- Employability, Leadership, State Certified Co-op CTE programming Perkins grant requirement- employer engagement advisory <u>WTCS</u> <ul style="list-style-type: none"> EACH program's courses and skills to be trained determined in semi-annual advisory council meetings

Career Readiness Initiative Strategic Planning - Wisconsin

		<ul style="list-style-type: none"> ○ WTCS: requires LMI data as a key component in the approval of career pathways ○ WTCS: TSA (Technical Skill Assessment) requires all programs identify common program outcomes in Phase 1, Phase 2 (which is tied to Outcomes Based Funding reports on the students who have successfully completed a program with identified TSA outcomes ○ WTCS requirements to work with employers to meet employment needs, each program has an advisory board in place; ● Problems in rural areas regarding work-based experiences. Need more of these generally. Business needs to have an active hand. ● WMC survey on employer engagement <hr/> <p><i>Outcome 1c</i></p> <ul style="list-style-type: none"> ● WTCS: DPI/DWD/WTCS have formed a Career Pathway Steering Committee ● DPI works with DWD to establish for schools a list of high demand areas. ● DWD continually updates and identifies high demand sectors ● There is an issue of programs not leading to pathways. ● Grants for industry credentials address this as does education for employment plans that school districts have to implement.
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Current Status														
Outcome 1a:	□ 1	□ 2	x 3	□ 4	Outcome 1b:	□ 1	□ 2	x 3	□ 4	Outcome 1c:	□ 1	x 2	□ 3	□ 4
<p>1 = Limited Progress: This outcome is not yet a priority within the state. There is very little activity and no significant effort to address this outcome yet.</p> <p>2 = Emerging Practice: This outcome is becoming a priority for the state. Early work has been done within the state to lay a foundation to reach this outcome.</p> <p>3 = Established Practice: This outcome is a priority for the state. Policies have been adopted and work is being implemented across the state that can be strengthened and scaled.</p>														

Career Readiness Initiative Strategic Planning - Wisconsin

4 = Sustained Practice: The state has fully met this outcome. Policies have taken root; programs have been scaled; systems are sustainable; and no major work is needed.

Goal: Employer Engagement

Based on the current status of our employer engagement work, what's our objective in taking it to the next level? What new and/or modified policies, mechanisms, or structures must be developed and implemented?

Goal Statement: We will Affect positive change for business, community, and students by creating meaningful and sustainable vehicles for employer engagement at the state, regional, and local levels. The state role is to ensure and sustain robust regional and local engagement frameworks.

Action Plan		
<u>Strategies/Action Steps to Reach the Goal:</u>	<u>Roles/Responsibilities for Each Strategy/Action Step:</u> <i>(Be sure to note roles for K12, Business/Industry, and Higher Ed)</i>	<u>Timeline:</u>
1. CEO Champions (see Nashville Model)	<ol style="list-style-type: none"> DPI will work with WMC, WTCS, and regional economic development boards to establish the CEO Champions program. WMC will work with employers to establish a 3-year rotating CEO Champion in each region. WMC will work with each region to establish an advisory board for each CEO champion. 	Establish CEO Champion program by Fall 2016
2. Connect employers to Jobs for America's Graduates (JAG) programs (http://www.jag.org/).	<ol style="list-style-type: none"> DPI will work with WMC to create greater awareness of the JAG program with WMC members. DPI will work with school districts, WMC, and WMC members to solicit private funds to establish JAG programs in each of our economic development regions. 	Establish additional JAG programs by Fall 2017
3. Create common expectations and procedures for advisory boards by industry sector.	<ol style="list-style-type: none"> DPI will work with WTCS to take their sector based advisory committee information and communicate that information to school districts. (Advisory board information would be made available to school districts seeking to establish courses, pathways, and augment education for employment plans required under state law). 	Advisory boards established by Winter 2016. Information available to school districts Fall 2017

Career Readiness Initiative Strategic Planning - Wisconsin

				<ol style="list-style-type: none"> DPI will work with WMC and WTCS on identifying employability and soft skills expected from students graduating from K-12 schools and communicating those to school districts. DPI will provide for industry sector networking opportunities at the annual Academic and Career Plan conference. 					
4. Establish/create clarity and a framework for employers to connect with K-12 schools.				<ol style="list-style-type: none"> DPI will work with WMC to establish documents, forums and other mechanisms for businesses to connect with K-12 schools in an employer toolkit. DPI will encourage and facilitate use of the new voluntary Academic and Career Plan software system Career Cruising Inspire Business-Education portal by school districts to connect employers to students statewide and regionally. This software: <ul style="list-style-type: none"> Acts as regional intermediary Offers career exploration activities, school tours, speakers, career coaches, etc. WMC and DPI will encourage employers to participate and sponsor regional Inspire or other Business-Education portal networks. 		Available Fall 2016			
5. Establish a State Superintendent’s business-education partnership endorsement				<ol style="list-style-type: none"> DPI will work with WMC to establish the program criteria (in process now). DPI and WMC will publicize the program and encourage participation. DPI will provide the application and facilitate scoring against criteria. 		First set of endorsements publicized by Fall 2016.			
Will this require legislative action?		Will this require Department action?		Will this require regulatory changes?		Can federal programs be leveraged?		Which stakeholders need to be involved?	
<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<input checked="" type="checkbox"/> WIOA	<input type="checkbox"/> Perkins	<input type="checkbox"/> Other	Regional economic development boards
Description:		Description: The Department of Public Instruction will undertake a significant workload to implement the strategies listed above.		Description:		Description: WIOA has very tight guidelines on youth that are eligible to be served with their funds.			Chambers
									Businesses

Career Readiness Initiative Strategic Planning - Wisconsin

			<p>WIOA does reach into in-school youth and out-of-school youth re-engagement back to school in order to attain HS completion.</p>	<p>Governor’s Workforce Investment Council</p> <p>Wisconsin Technical College System</p> <p>Wisconsin Economic Development Council- sector industry groups</p> <p>Department of Workforce Development- Local WDBs for employer connections</p>
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Implementation Planning

<p><i>What <u>assets</u> can be leveraged to help your state team get this work done?</i></p> <ul style="list-style-type: none"> ● Inspire portal available thru Career Cruising ● Youth Apprenticeship consortiums have many established employer connections to leverage ● ACP rule requirement for employer input ● CTE requirements for Program of Study partnerships (Perkins) ● Work-based learning options- Employability, Leadership, State Certified Co-op ● Perkins grant requirement- employer engagement advisory ● Access by HS faculty to local technical college advisory council meetings for specific programming ● DWD <ul style="list-style-type: none"> ○ Skill Explorer software ○ LMI ○ CWI ○ Employer Sectors 	<p><i>What <u>barriers</u> should you anticipate as you implement these strategies?</i></p> <ul style="list-style-type: none"> ● Rural area access to employers partnership opportunities ● Potential to duplicate current established efforts 	<p><i>What <u>unintended consequences</u> might be created with these strategies?</i></p> <ul style="list-style-type: none"> ● Dilution of the advisory councils already part of high school and college programming ● Integration issues with other established state groups? (CWI, SSO Advisory Groups, WEDC, Ag Education and Workforce Development Council, Youth Apprenticeship to Registered Apprenticeship, Energy Workforce Consortium, DWD Driver Industry Councils, etc.) ● A greater focus on a talent return on investment over employer involvement in schools related to exposure and opportunity.
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Career Readiness Initiative Strategic Planning - Wisconsin

Key Milestones: What progress markers will you expect to reach throughout CRI on a quarterly basis?

<p>Q1: December, 2015:</p> <ol style="list-style-type: none"> 1. Begin work planning to implement strategies. 2. Create Business Education Partnership Endorsement agreement with WMC 	<p>Q2: March, 2016:</p> <ol style="list-style-type: none"> 1. Establish expectations and outcomes for industry sector advisory boards and CEO Champions 2. Identify needed documents and supports for a toolkit connecting schools and employers. 3. Establish Business Education Partnership Endorsement Criteria
<p>Q3: June, 2016:</p> <ol style="list-style-type: none"> 1. CEO Champions Program established in each of the nine regional economic development organization areas. 2. Identify industry sectors for advisory boards 3. Finalize toolkit for connecting employers and schools. 4. Publicize and make applications available for Business Education Partnership Endorsement 	<p>Q4: September, 2016:</p> <ol style="list-style-type: none"> 1. Support CEO Champion work with school districts. 2. Establish members for sector advisory groups. 3. Promote toolkit to schools and businesses. 4. Award first annual Business Education Partnership Endorsements
<p>Q5: December, 2016:</p> <ol style="list-style-type: none"> 1. Industry sector advisory groups begin work 	<p>Q6: March, 2017:</p> <ol style="list-style-type: none"> 1. Begin connecting industry sector advisory groups to schools.
<p>Q7: June, 2017:</p> <ol style="list-style-type: none"> 2. Initial report on impact of CEO Champions. 3. Review industry sector advisory groups. 4. Ensure industry advisory groups are connected to schools. 	

Career Readiness Initiative Strategic Planning - Wisconsin

Commitment 2: Quality Career Pathways

Design and implement policies and related strategies to strengthen and scale career pathways that span secondary and postsecondary levels, embed rigorous core academic and career-technical content, include high-quality work-based learning experiences, and culminate in credentials that open doors to high-skill, high-demand jobs.

<u>Targeted Outcomes</u>	<u>Self-Reflection Questions</u>	<u>Self-Reflection Question Notes</u>
<p>2a. Quality and rigor in pathways: The state has policies and processes in place to ensure all career pathways and programs endorsed by the state develop the core academic knowledge, technical skills, and employability skills students need to be successful in college and the 21st century work place.</p> <p>2b. Expanded work-based learning opportunities: The state develops and implements policies and programs to expand work-based learning for secondary students by making them an integral component of career pathways that connects classroom learning with the work place.</p> <p>2c. Credentials have value: The state adopts and operationalizes policies that requires career pathways and programs to culminate in validated credentials with labor market value.</p>	<p align="center"><u>Targeted outcome 2a: Quality and rigor in pathways</u></p> <ol style="list-style-type: none"> Has the state mapped the skills and competencies needed for entry-level success in priority sectors and translated them into defined standards? To what extent does the state use those standards to modify and/or design career pathways that span secondary and postsecondary levels? Do pathways offer multiple entry and exit points to enable students to change paths as their interests and goals evolve? Has the state supported the use of effective and scalable instructional models, like project-based learning, to ensure that rigorous academic and technical content is delivered in a manner that engages students and makes relevancy for their futures clear? To what extent has the state helped districts and schools recruit industry professionals with sought-after technical knowledge and skills and demonstrated teaching ability to high school teaching positions? Has it removed policy barriers and streamlined certification procedures to make teaching more attractive to those candidates? Does the state provide professional development opportunities and incentives to enable core academic and career-technical teachers to earn credentials in high-skill, high-demand fields and strengthen their instructional practices in related pathways? Has the state identified and supported evidence-based, scalable career counseling models, beginning in middle school, to help students make sound, well-informed decisions about course and pathway participation? Has the state made high quality, career-oriented opportunities, like career pathways, widely available in all secondary settings so that all students can gain a deeper understanding of how their coursework connects with postsecondary options and opportunities? <p align="center"><u>Targeted outcome 2b: Expanded work-based learning (WBL) opportunities</u></p> <ol style="list-style-type: none"> Has the state ensured the alignment between applied or work-based learning opportunities, secondary curriculum, and prioritized sector needs? Has the state supported the implementation of WBL experiences, either at work sites or within a simulated environment, making them an integral component of pathways aligned with sector needs? Do those WBL experiences include authentic assessments of the experience by employers? Do the experiences encompass the full continuum of WBL opportunities – from awareness and exploration to preparation and training - to give students insight into the range of careers available to them and entry requirements to help make informed choices about long-term career goals? <p align="center"><u>Targeted outcome 2c: Credentials have value</u></p> <ol style="list-style-type: none"> Does the state use funding and program approval processes to scale up pathways in high-skill, high-demand sectors and scale down or phase out those that don't lead to credentials of value? To what extent does the state have a cross-sectoral process to operationalize industry-recognized credentials? 	<p align="center"><u>Self-Reflection Question Notes</u></p> <p><i>Outcome 2a</i></p> <ul style="list-style-type: none"> Areas to work on: <ul style="list-style-type: none"> Rural areas – externships for teachers? Professional development for teachers. Incentivizing K-12 teachers to go into businesses Utilizing ACPs WTCS Joint Career Pathways Committee should be utilized. <p><i>Outcome 2b</i></p> <ul style="list-style-type: none"> Lack of Youth apprenticeships (gaps in certain areas). Need to make sure all students have a work-based learning experience. <p><i>Outcome 2c</i></p> <ul style="list-style-type: none"> Building out student career and technical student organizations with entrepreneurship opportunities. Important to note that our high school and post-secondary degrees mean something to people in terms of knowledge, skills, and abilities.

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	<p>3. Has the state ensured that credentials, certifications, or degrees earned through pathways are “stackable” and articulate to progressively higher-level credentials, certifications, or degrees?</p> <p>4. Has the state provided secondary students with access to postsecondary coursework, like dual enrollment, through which to earn college credit?</p> <p>5. Has the state created systemic articulation agreements between secondary and postsecondary schools to award credit to high school students who complete college coursework in priority sectors?</p>	<ul style="list-style-type: none"> Dual enrollment numbers doubled in the WTCS in the last 5 years and WTCS has made it part of outcome-based funding.
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Current Status														
Outcome 2a:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	X 3	<input type="checkbox"/> 4	Outcome 2b:	<input type="checkbox"/> 1	X 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Outcome 2c:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	X 3	<input type="checkbox"/> 4
<p>1 = Limited Progress: This outcome is not yet a priority within the state. There is very little activity and no significant effort to address this outcome yet.</p> <p>2 = Emerging Practice: This outcome is becoming a priority for the state. Early work has been done within the state to lay a foundation to reach this outcome.</p> <p>3 = Established Practice: This outcome is a priority for the state. Policies have been adopted and work is being implemented across the state that can be strengthened and scaled.</p> <p>4 = Sustained Practice: The state has fully met this outcome. Policies have taken root; programs have been scaled; systems are sustainable; and no major work is needed.</p>														
Goal: Quality Career Pathways														
<i>Based on the current status of our career pathways work, what’s our objective in taking it to the next level? What new and/or modified policies, mechanisms, or structures must be developed and implemented?</i>														
Goal Statement: Coordinate work among higher education, K-12, and employers will result in every student having access to the occupational pathway of their choice based on the student’s academic and career plan.														

Action Plan		
<u>Strategies/Action Steps to Reach the Goal:</u>	<u>Roles/Responsibilities for Each Strategy/Action Step:</u> <i>(Be sure to note roles for K12, Business/Industry, and Higher Ed)</i>	<u>Timeline:</u>
1. Memorandum of understanding between UW, WTCS, and DPI to create a system that guarantees every student a career pathway program.	1. The MOU defines a standard Wisconsin definition of Career Pathways and what that means as it relates to HS CTE programs and others	Fall 2016

Career Readiness Initiative Strategic Planning - Wisconsin

	<ol style="list-style-type: none"> 2. Part of MOU requires a multi-agency vision of Career Pathways. 3. Signed MOU demonstrates agency commitment. 	
2. Establish formal structures (staffing) to ensure cross-agency coordination building on the WTCS joint career committee.	<ol style="list-style-type: none"> 1. WTCS convenes meetings(s) with DPI, DWD, WTCS, UW, WMC, WEDC to determine agency career pathways work and programming. 2. The cross-agency group will analyze gaps and overlaps for opportunities to leverage resources and develop efficiencies utilizing existing structures. 	<p>Initial Meeting in Spring 2016</p> <p>Analysis completed by 2017</p>
3. Increase dual enrollment opportunities aligned to academic and career plans.	<ol style="list-style-type: none"> 1. DPI will work with partners to identify barriers to increased dual enrollment. 2. DPI will work with higher education partners to advance policy and legislation that supports a state vision for dual enrollment. 3. All partners will promote dual enrollment opportunities as part of ACP. (Note ACP 	Proposals for Fall 2017
4. Create model practices and professional development to support employer engagement in K-12 schools.	<ol style="list-style-type: none"> 1. DPI will provide for professional development opportunities through the annual ACP conference. 2. DPI will highlight local best practices for employer engagement through the annual ACP conference and ACP webpages and WiseLearn initiatives. 3. WMC will highlight local best practices for employer engagement through meetings and the developing Business-Education endorsement program. 4. DPI will examine requiring educational pre-service programs to include learning on career pathways and ACP. 	Summer 2017
5. Increase opportunities for high school students to participate in work-based learning activities.	<ol style="list-style-type: none"> 1. DPI will identify and cite research-based best practices for work-based learning. 2. DPI in partnership with stakeholders will define the spectrum of opportunities that qualify as work-based learning. 3. DPI will promote all work-based learning participation as part of College & Career Readiness. 4. WMC will promote employer participation in work-based learning opportunities in order to build capacity. 5. DPI will work with DWD to create one seamless and integrated work-based learning system for schools rooted in 	<p>Fall 2017 completion</p> <p>Fall 2018 completion for integration with DWD</p>

Career Readiness Initiative Strategic Planning - Wisconsin

				academic standards and employer technical skill requirements.				
Will this require legislative action?		Will this require Department action?		Will this require regulatory changes?		Can federal programs be leveraged?		Which stakeholders need to be involved?
<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<input type="checkbox"/> WIOA	<input checked="" type="checkbox"/> Perkins	<input type="checkbox"/> Other
Description: Legislative action would be required if proposals are advanced to change statutes.		Description: Significant work is being proposed for the Department of Public Instruction to undertake (see above). Best practices and guidance will need to be developed.		Description:		Description: Federal Perkins is up for re-authorization. IF they adopt the WIOA Career Pathways definition with the current requirement for strict POS course sequencing per 79 pathways (the framework) this may be easier to determine. Perkins funding only applies to grade 7-12.		Wisconsin Technical College System University of Wisconsin Private Colleges K-12 school districts Groups representing education professionals DWD Businesses and Business Grops

Implementation Planning		
<p><i>What <u>assets</u> can be leveraged to help your state team get this work done?</i></p> <ul style="list-style-type: none"> 6 CTE Content Areas chunk 16 clusters into broad deliverable approaches for HSs. Tech College programs are already structured in this framework. Multiple agencies and work groups are actively involved in this work. CWI, WTCS TAAACCT grant, WTCS GPR Career Pathways grants, DWD Fast Forward HS Pupil grants, Act 59 CTE Tech Incentive grants, Perkins grants required, etc. Possible for K12 students keep same ACP account through adulthood; however would require multi-agency commitment to ACP vendor to support. 	<p><i>What <u>barriers</u> should you anticipate as you implement these strategies?</i></p> <ul style="list-style-type: none"> Confusing definitions of career pathways terms between Workforce, Postsecondary, and HS federally granted programs. Career Pathways definition in CTE is 16 clusters and 79 pathways as a framework for curriculum as required by Perkins POS implementation. Two separate systems of state certified work-based learning systems- DWD/YA and DPI/State Certified Skill Standards Co-op. Employer capacity to provide for WBL activities. Career Pathways work must be perceived as a multi-agency initiative. Time for school district staff to maintain these relationships on a local level without adding staff. Parent understanding of career pathways is crucial. 	<p><i>What <u>unintended consequences</u> might be created with these strategies?</i></p> <ul style="list-style-type: none"> Focusing only on driver industries and not all clusters can lead to thinking Career Pathways is only for certain kids. This must be a cross agency effort. If WTCS is the leading agency, career pathways will be perceived as only for those going to tech college. Need to honor K12 to University as a pathway or will be perceived as driving kids to work and tech college only. Need resources to keep WBL (work based learning) curriculum current to business & industry standards and practice. Need a variety of ways to be in WBL to counter stereotypes and potential resistance. Need to ensure that the focus for career pathways is on all students, not just regular education students.

Career Readiness Initiative Strategic Planning - Wisconsin

	<ul style="list-style-type: none"> ● A need for more seamless credit transition between K12 and tech colleges and UWs. ● Need additional capacity and resources to support CP/WBL/ACP/Inspire development at DPI. 	
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Key Milestones: What progress markers will you expect to reach throughout CRI on a quarterly basis?	
Q1: December, 2015: Begin work planning to implement strategies.	Q2: March, 2016: <ol style="list-style-type: none"> 1. Initial meeting on cross-agency coordination. 2. Identify barriers to increased dual enrollment. 3. Begin examination of model practices to support employer engagement.
Q3: June, 2016: <ol style="list-style-type: none"> 1. Identify research-based best practices for work-based learning. 2. 	Q4: September, 2016: <ol style="list-style-type: none"> 1. MOU established. 2. Propose any needed policy or legislative changes related to increasing dual enrollment opportunities.
Q5: December, 2016: <ol style="list-style-type: none"> 1. Analysis completed of cross-agency gaps and overlaps for opportunities to leverage resources and develop efficiencies utilizing existing structures. 2. 	Q6: March, 2017: <ol style="list-style-type: none"> 1. Determine spectrum of opportunities that qualify for work-based learning.
Q7: June, 2017: <ol style="list-style-type: none"> 1. Publication of model practices and professional development to support employer engagement. 	2018 - Complete integration with DWD for seamless interface for school districts.

Commitment 3: Accountability

Make career readiness a higher priority in state accountability systems by incorporating a more robust set of career-focused indicators that measure and value successful completion of meaningful pathways, work-based learning experiences, and credentials.

Career Readiness Initiative Strategic Planning - Wisconsin

<u>Targeted Outcomes</u>	<u>Self-Reflection Questions</u>	<u>Self-Reflection Question Notes</u>
<p>3a. Career-focused indicators: The state has incorporated a robust set of career-focused indicators into its accountability system that reflects its career readiness goals.</p> <p>3b. Indicators have accountability weight: The state drives change in school and classroom practice by making career-focused indicators count adequately towards school and district accountability metrics to better prepare students for success in college and the 21st century work place.</p> <p>3c. Student credit for career readiness: The state has adapted graduation requirements and scholarship criteria to give students credit for meeting rigorous career readiness indicators.</p>	<p>Targeted outcome 3a: Career-focused indicators</p> <ol style="list-style-type: none"> What career-focused indicators are currently included in the state’s accountability system? E.g.: <ul style="list-style-type: none"> Completion of career pathways in priority sectors Completion of work-based learning experiences authentically assessed by employers Number and percent of students who earn college credit that transfers to a higher education institution Number of industry certifications and credentials earned in priority sectors as an outcome of career pathways To the extent that career-focused indicators are collected, are they also publicly reported and built into the state accountability system? If such indicators aren’t currently a substantial component of the state accountability system, which indicators might be ripe for incorporation into the system? What strategy or process does the state have in place already, or could it create, to accomplish that? How would the higher education and employer communities be engaged in that process? <p>Targeted outcome 3b: Indicators have accountability weight</p> <ol style="list-style-type: none"> Of the career-focused indicators in the state’s accountability system, which are factored into the metrics used to measure school improvement? To what extent has the state examined, or will it examine, the degree to which those indicators appear to help accelerate the number of students who complete high quality career programs and pathways? What other career-focused accountability indicators might be factored into the metrics used to measure school improvement? How will the state engage higher education and business and industry to help make those determinations so that they are aligned with the needs of the postsecondary communities? <p>Targeted outcome 3c: Student credit for career readiness</p> <ol style="list-style-type: none"> Has the state offered a portfolio of opportunities for students to demonstrate career readiness– such as industry credentials, industry certificates, and CTE endorsements - that count for academic credit? 	<p>Self-Reflection Question Notes</p> <p><i>Outcome 3a</i></p> <ul style="list-style-type: none"> Need buy-in from multiple parties on the value and ability to use career focused indicators in the state report card. We may need to think differently about how we collect and maintain career/CTE data in our data warehouse; this includes obtaining support and buy-in from private schools that are now required to participate in data collection systems for accountability purposes. None of these indicators are part of the accountability system currently, though there has been interest since the initial design in each option listed. We collect career pathway and some industry certification data. CTE concentration and industry certifications seem the most viable options at this time. In order to include such indicators we would need a) to be certain we can factor such indicators into the accountability calculations in a manner that does not unfairly benefit or hinder schools/districts; and b) to hold a stakeholder engagement process to ensure buy-in; and c) have the data from every applicable school and district, including private schools in a voucher program.

Career Readiness Initiative Strategic Planning - Wisconsin

	<p>2. Has the state created diploma endorsements that award credit and provide extra recognition to students for fulfilling the requirements of high-skill, high-demand career pathways, including earning credentials of value?</p> <p>3. Has the state recognized competency-based approaches to demonstrating student knowledge, such as work-based learning or capstone projects, that count toward graduation requirements?</p>	<p><i>Outcome 3b</i></p> <ul style="list-style-type: none"> The Wisconsin Technical College System offers numerous opportunities to demonstrate career readiness. School districts work with technical colleges in providing high school students with access to some of these opportunities. Career focused indicators are not currently part of our state report card. Some additional career-focused indicators that could be looked at include: FAFSA completion; work-based learning; career outcomes, including unemployment data; dual-enrollment; ASVAB
		<p><i>Outcome 3c</i></p> <ul style="list-style-type: none"> Wisconsin does recognize competency-based and work-based knowledge for graduation as recognized by local school districts. Wisconsin also has a CTE diploma that requires students to meet state minimum standard of 15 credits to graduate. School districts are responsible for defining the rest of the diploma.

Current Status														
Outcome 3a:	X 1	<input type="checkbox"/> 2	WTCS <input type="checkbox"/> 3	<input type="checkbox"/> 4	Outcome 3b:	X 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	Outcome 3c:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	X 3	WTCS <input type="checkbox"/> 4
<p>1 = Limited Progress: This outcome is not yet a priority within the state. There is very little activity and no significant effort to address this outcome yet.</p> <p>2 = Emerging Practice: This outcome is becoming a priority for the state. Early work has been done within the state to lay a foundation to reach this outcome.</p> <p>3 = Established Practice: This outcome is a priority for the state. Policies have been adopted and work is being implemented across the state that can be strengthened and scaled.</p> <p>4 = Sustained Practice: The state has fully met this outcome. Policies have taken root; programs have been scaled; systems are sustainable; and no major work is needed.</p>														

Career Readiness Initiative Strategic Planning - Wisconsin

Goal: Accountability

Based on the current status of our formal accountability work, what's our objective in taking it to the next level? What new and/or modified policies, mechanisms, or structures must be developed and implemented?

Goal Statement: Create a more robust accountability system incorporating college and career pathway indicators.

Action Plan

<u>Strategies/Action Steps to Reach the Goal:</u>	<u>Roles/Responsibilities for Each Strategy/Action Step:</u> <i>(Be sure to note roles for K12, Business/Industry, and Higher Ed)</i>	<u>Timeline:</u>
1. Engage with stakeholders to identify and prioritize career readiness metrics to include in accountability report cards.	<ol style="list-style-type: none"> 1. Review the work of other states. 2. Review the availability of WI data. 3. Develop a plan for, and hold a stakeholder engagement process, with an outcome of a clear and prioritized list of future career readiness metrics for the accountability system. 	<p>These tasks have been started, but would benefit from a more explicit stakeholder engagement process.</p> <p>December 2015 to September 2016</p>
2. Identify methods for incorporating such measures into the report cards while ensuring valid and reliable measures.	<ol style="list-style-type: none"> 1. DPI identifies methods for including new measures and metrics in the accountability report cards. 2. Review potential methods with stakeholders for their input. 	<p>March - September 2016</p>
3. Promote a larger directory of pathway components.	<ol style="list-style-type: none"> 1. Bring in people from other states to inform discussion. 	<p>December 2015 - March 2016</p>
4. Identify data collection and data warehouse needs and prioritize this work.	<ol style="list-style-type: none"> 1. DPI: Identify data collection and data warehouse needs, develop workflows for collecting and maintaining new indicators or 	<p>September 2016 - December 2017</p>

Career Readiness Initiative Strategic Planning - Wisconsin

					loading existing indicators from other internal data sources; 2. Schools and districts: Potentially gather and maintain additional data elements for collection and use by DPI 3. Private schools in a voucher program: Gather and maintain additional data elements for collection and use by DPI					
Will this require legislative action?		Will this require Department action?		Will this require regulatory changes?		Can federal programs be leveraged?			Which stakeholders need to be involved?	
XYES	<input type="checkbox"/> NO	XYES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	X NO	<input type="checkbox"/> WIOA	<input type="checkbox"/> Perkins	<input type="checkbox"/> Other		
Description: The statute as written does not mandate all aspects of the report card and there are opportunities to make changes within the existing statutory framework. Statutory changes would be dependent on the policy.		Description: The department would need to develop options, explore data elements and collection needs, and implement changes.		Description:		Description: N/A.			Business community Higher education CTE educators Education organizations Private schools in voucher programs Parents Public Officials	

Implementation Planning		
<p><i>What <u>assets</u> can be leveraged to help your state team get this work done?</i></p> <p>Strong CTE foundations in our state.</p> <p>Interest in the business community to engage in decision-making/support to include career readiness indicators in accountability measures.</p>	<p><i>What <u>barriers</u> should you anticipate as you implement these strategies?</i></p> <p>Measurement challenges: identifying fair, valid, and reliable ways to include new indicators in the report cards</p> <p>Buy-in challenges: ensuring balanced support and buy-in from multiple stakeholders, including private schools in voucher programs.</p> <p>Data challenges: gathering and maintaining new data elements.</p>	<p><i>What <u>unintended consequences</u> might be created with these strategies?</i></p> <p>Potential obfuscation of report cards; Any new indicators must be included in a fair way and, ideally, would not simply double-count other indicators.</p>

Career Readiness Initiative Strategic Planning - Wisconsin

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Key Milestones: What progress markers will you expect to reach throughout CRI on a quarterly basis?	
Q1: December, 2015: Approval of stakeholder engagement plan, initial career readiness indicators to pursue.	Q2: March, 2016: Stakeholder process underway.
Q3: June, 2016: Stakeholder process complete with key decision points addressed.	Q4: September, 2016: Decision points messaged; detailed plan in place for inclusion of career readiness indicators as available and prioritized.
Q5: December, 2016: Work underway to actively pursue identified career readiness indicators.	Q6: March, 2017: Continued work to include career readiness indicators; agreement upon measurement details.
Q7: June, 2017: Continued work to include career readiness indicators.	

CRI Communication Strategy		
<i>What is the overarching communications strategy for the Career Readiness Initiative in our state?</i>		
<p>The Wisconsin Department of Public Instruction is currently running a strategic communications plan with College and Career Readiness (CCR) as the focal point. The attached documentation shows how the department plans to carry out statewide efforts to highlight CCR and tie the state’s definition to the work of our department (see Appendix A).</p>		
Key Consideration Points		
<i>Will this be branded as a new initiative, or folded into an initiative already in place?</i>	<i>What early opportunities exist for cross-sector leaders to communicate jointly about this work?</i>	<i>Who will serve as your state’s spokesperson on the CRI? How will each sector/agency communicate through its own channels?</i>

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<p><i>What are the key messages that need to be conveyed, and who are the key audiences?</i></p>	<p><i>Who are the most important stakeholders to engage early?</i></p>	<p><i>Where might we anticipate pushback on our ideas, strategies, and implementation plans?</i></p>
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List of Common Abbreviations:

- ACP - Academic and Career Plans
(Required as Part of Wisconsin’s Education for Employment Administrative Rule)
- CTE - Career and Technical Education
- DPI - Wisconsin Department of Public Instruction
- DWD - Wisconsin Department of Workforce Development
- LMI - Labor Market Information
- WBL - Work Based Learning
- WMC - Wisconsin Manufacturers and Commerce
- WTCS - Wisconsin Technical College System
- UW - University of Wisconsin

**Members of the Wisconsin State Leadership Team
New Skills for Youth Grant**

- The State Education Agency – Wisconsin Department of Public Instruction:
 - **Tony Evers, PhD**, State Superintendent
 - **Sheila Briggs, PhD**, Assistant State Superintendent, Division for Academic Excellence
 - **Sharon Wendt**, Director, Career and Technical Education Team
 - **Laura Pinsonneault**, Director, Office of Educational Accountability
 - **Sara Baird**, Assistant Director, Career and Technical Education Team
- Local Education Agency Representation:
 - **Alex Fralin**, Chief of Schools for Secondary Education, Madison Metropolitan School District, Madison, WI
 - **Joe Garza**, Superintendent, School District of New Berlin, New Berlin, WI
- Business and Industry Representation:
 - **Dan Conroy**, Vice President, Nexen Group, Wester, WI
 - **Jim Morgan**, President, WMC Foundation
 - **Edward F. Paradowski**, President, Apache Stainless Equipment Corporation, Beaver Dam, WI
 - **Mark Tyler**, President, OEM Fabricators, Inc., Woodville, WI and Chair of the Wisconsin Council on Workforce Investment
- Higher Education Leaders:
 - **Kathy Cullen**, Provost and Vice President for Student Success in the Wisconsin Technical College System
 - **Dr. Morna K. Foy**, President, Wisconsin Technical College System
 - **Bob Jokisch**, Senior Policy Advisor for Financial Aid and Student Success, University of Wisconsin System
- Workforce Development Representation:
 - **Cathy Crary**, Youth and At-Risk Populations Section Chief, Wisconsin Department of Workforce Development
- Regional Economic Development Representation:
 - **Susan Koehn**, Director of Industry Partnerships for Milwaukee 7

TONY EVERS

Wisconsin Department of Public Instruction
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(608) 266-5188 Fax
anthony.evers@dpi.wi.gov

Home: 125 North Hamilton, #406
Madison, WI 53703
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[personal](#) email

2009 - Present – Wisconsin State Superintendent of Public Instruction

- Elected in 2009 to the non-partisan constitutional office of State Superintendent
- Re-Elected in 2013

Responsibilities include:

- Oversee 641 Wisconsin Department of Public Instruction employees
- Provide leadership, direction, and technical assistance to 424 public school districts and 2,218 elementary and secondary public schools which educate 874,414 students
- Distribute state school aids
- Administer federal aids to school districts
- Ensure education for children with disabilities
- Administer state aids for the seventeen public library systems
- Develop public library resources
- Develop, adopt and implement state academic standards and assessments
- Publish guides to support classroom teachers and other education professionals
- License education professionals
- Administer school district revenue limits
- Administer the Milwaukee, Racine, and Wisconsin Parental Choice Programs; charter schools; and the regular and special education open enrollment programs
- Operate two state residential schools for children with disabilities
- Provide leadership on efforts to close achievement gaps on Promoting Excellence for All Task Force
- Educational Communications Board – Co-chair
- Higher Educational Aids Board
- Wisconsin Agriculture Education and Workforce Development Council
- Governor's Early Childhood Advisory Council
- Governor's Workforce Investment Board
- Council of Chief State School Officers Task Force on Improving Career Readiness - Member

2009 - Present – Wisconsin Technical College System Board

2016 – Present – President, Council of Chief State School Officers

2009 - Present – University of Wisconsin Board of Regents

- 2009 – Present – Education Committee
- 2009 – Special Regent Committee for UW Colleges and UW Extension Chancellor Search

2001-2009 Deputy State Superintendent, Wisconsin Department of Public Instruction

- Member of National Deputies Leadership Council
- Deputies Leadership Council – Past President
- Member of Next Generation Assessment Task Force

1992-2001 Agency Administrator, Cooperative Educational Service Agency (CESA) 6, Oshkosh, WI

- Certified as national auditor and conducted curriculum management audits
- Led the development of the Dodge County Distance Education Network
- Member of Governor’s Taskforce on Education
- Restructured agency to incorporate shared decision-making
- Established grant writing office
- Created a joint CESA Assessment Center

1988-1992 District Administrator, Verona Area School District, Verona, WI

- Headed a successful building referendum
- Certified as a strategic plan facilitator and conducted long range plan sessions
- Developed creative administrative performance evaluation program
- Established a community education program
- Led board goal development processes

1984-1988 District Administrator, Oakfield School District, Oakfield, WI

- Rewrote district policy book
- Developed district marketing plan
- Implemented alcohol and drug abuse program
- Initiated academic recognition program

1980-1984 Principal, Tomah High School, Tomah, WI

1979-1980 Principal, Miller Elementary School, Tomah, WI

1976-1979 Teacher, Tomah Area School District, Tomah, WI

- Gifted and Talented Education
- Media Coordinator

1975-1976 Department of Public Instruction, Madison, WI

EDUCATION

- **University of Wisconsin-Madison**
PhD, Educational Administration, 1986
- **University of Wisconsin-Madison**
MS, Curriculum and Instruction, 1976
- **University of Graz, Austria**
Medical School, 1973
- **University of Wisconsin-Madison**
BS, Zoology, 1972

RECOGNITIONS AND AWARDS

- Outstanding Public Service Award, Wisconsin Council of the Blind and Visually Impaired, November, 2015
- Education Advocacy Award, Marquette University, April, 2015
- 2014 Award of Special Recognition for Service to Wisconsin, Wisconsin Association of School District Administrators, May, 2014
- 2013 Award of Merit, Region III, Association for Career and Technical Education,
- Friend of Education Award, Fair Aid Coalition, January, 2011
- 2010 School Nursing Advocate Award, April, 2010
- The Supervisor-Administrator Award, Wisconsin School Counselor Association, February, 2010
- 2009 Innovator of the Year, Wisconsin Charter Schools Association, November, 2009
- Outstanding Organization Award, presented by the Wisconsin State Human Relations Association, November, 2009

HIGHLIGHTED INITIATIVES OF THE EVERS ADMINISTRATION

- **Agenda 2017** - A comprehensive educational agenda focused around four simple questions: What and how should kids learn? How do we know if kids have learned? How do we ensure that kids have highly effective teachers and schools? How should we pay for kids' education?
- **Every Child a Graduate, College and Career Ready** - The goal of Agenda 2017: that every child graduates ready for further education and the workforce. We must align our efforts so our students benefit from both college and career preparation, learning the skills, habits, and knowledge necessary to be contributing members of our communities.

- **Promoting Excellence for All** - Our ongoing research and work to close Wisconsin's persistent achievement gap. For Wisconsin to be innovative in the 21st century, and for communities to remain strong, all students must graduate college and career ready. As Wisconsin's student population becomes increasingly diverse, the persistence of racial disparities in the educational system poses challenges to opportunity and economic progress.
- **Recruit and Retain Quality Teachers** - Strong teachers and school leaders are vital to the success of our students, schools, and communities. We need to recruit and retain talented educators for our children. Trained mentors are essential for our newest teachers and school leaders. We must expand incentives for our best educators to work in high-needs schools and engage in research and innovation. We should pilot new and innovative systems for educator compensation.
- **Innovation that Works** - Our students require strong libraries and access to up-to-date technology that reflects the information economy that is changing our lives and schools. For this we need multiple pathways to connect rigorous academic standards to real-world learning experiences, including on-line and digital learning opportunities for all students. We must create the next generation of schools that are of the highest quality and reach strong standards of accountability.
- **Safe and Respectful Schools** - Wisconsin families want and expect their children to attend safe schools. Children learn best in positive, healthy, and successful learning environments. Investments in a safe and respectful school community include reduced class sizes, access to highly qualified counselors, anti-bullying programs, and systems that promote positive behaviors.
- **Accountability for Results** - We must create schools that are accountable to the families, students, and citizens of every district in this state. We must administer assessments that provide students, families, and educators with meaningful and timely information about student learning as measured against rigorous standards. A new generation accountability system recognizes progress in raising student achievement.
- **Fair and Sustainable Funding** - Our children, no matter where they live in Wisconsin, must have the same educational opportunities. Deferred maintenance, program and staffing cuts, delayed technology purchases, and higher student fees are becoming the norm instead of the exception. Child poverty continues to grow. Moving beyond current challenges, we must agree on the building blocks of a sustainable funding future for our public schools and libraries. And, we must leverage available state funds and federal dollars to target schools that have the neediest children.
- **International Education** - A pre-kindergarten through higher education collaboration to advance a global perspective throughout the curriculum.
- **Citizenship and Service Learning** - Connecting the classroom to the community to enhance student engagement in their own learning and to increase citizenship skills.
- **Wisconsin Quality Educator Initiative** - Educator certification and licensing system based on standards, mentoring, and professional development plans
- **Early Childhood Education** - expansion of early learning opportunities through four year old kindergarten, Preschool to 5, and community school models.
- **Advancing Rural Schools, Communities and Libraries** - An initiative designed to meet the unique needs of rural Wisconsin and the schools that are so often the backbones of those communities.
- **New Wisconsin Promise Schools of Recognition** - A statewide recognition of student achievement in high poverty schools.
- **Keeping the Promise** - A funding initiative to support children with disabilities.

- **Data Quality** - A state- and district-wide effort to promote the importance of quality data for use to improve teaching and close the achievement gap.
- **American Diploma Project/Partnership for 21st Century Skills** – A standards initiative to ensure the Wisconsin PK-16 education system prepares students with knowledge and skills for a 21st century workforce.
- **Arts and Creativity Task Force** – A joint effort with the Lieutenant Governor to promote the arts and creativity as an economy-building strategy.
- **Next Generation Assessment Task Force** - An initiative to bring business and education leaders together to develop the vision for a balanced PK-12 education assessment system.
- **Leadership for Learning** - a state, school district, and school-based initiative to enhance leadership development in Wisconsin beginning with pre-service and continuing through master educator by focusing on standards, professional development, and conditions that support strong leadership.

Sheila J. Briggs, PhD

Experienced, Valued, and Proven Educational Leader

OBJECTIVE

Senior leadership position where I can contribute to increased student achievement and closing achievement gaps.

SUMMARY

I am driven to be a part of a fast-paced, mission focused team, that is informed, strategic, and equity minded. My goal is to work in an educational setting, supporting principals and teachers in a relationship based, culturally relevant environment. My leadership style is based upon trust and support, while focusing on results.

EXPERIENCE

Assistant State Superintendent, Department of Public Instruction

Madison, WI 2011-present

Supervise five inspirational leaders covering nearly every curricular area, supporting both teachers and educators. Lead the work in licensing, educator preparation program approval, educator effectiveness, career and technical education, GED/HSED, academic and career planning, youth and course options, career pathways, graduation requirements, equivalency, credit flexibility, waivers, ESL/Bilingual, world languages, international education, gifted and talented, environmental education, early childhood, American Indian education, science, social studies, fine arts, financial literacy, computer science, literacy, mathematics, federal Title IIA and B, Title III and the WI equity plan. I serve on multiple boards, several Governor's Councils, and have multiple projects that connect me with higher education, early childhood, workforce development, business and community.

Accomplishments

- Led the development and implementation of the statewide Educator Effectiveness program, which included securing full state funding
- Secured and led a \$33.5 million Race to the Top--Early Childhood Challenge Grant, working collaboratively with two additional state agencies
- Defeated efforts in the state to eliminate the Common Core State Standards for which we led implementation
- Led the development and implementation of a new Continuous Review Process collaboratively with our educator preparation programs.
- Leading the design and implementation of statewide Academic and Career Planning, including securing state funding.
- My teams have developed the Global Educator Certificate, the Seal of Biliteracy, the CTE incentive grants, the Personal Financial Literacy Grants, the WISELearn portal (released in fall of 2016), the Early Childhood Integrated Data System, the Professional Learning on Demand modules, and the Business Friends of Education (fall of 2016)

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Sheila J. Briggs, PhD

Experienced, Valued, and Proven Educational Leader

Director of State and Federal Programs, Madison Metropolitan School District

Madison, WI — 2010-2011

Responsible for implementation and accountability for all government programs, including SAGE, all Title programs, AARA, Supplemental Grants, NCLB and SIFI requirements. Manage reporting for and multiple budgets totalling over 10 million dollars. Additionally, maintained most duties of the previous position listed below.

Accomplishments

- Developed a more streamlined method for tracking expenses
- Shifted funding to ensure the district was in compliance with Federal Law
- Shifted resources from central office to schools

Elementary Lead Principal, Madison Metropolitan School District

Madison, WI--2007-2010

While holding this position, I directly supported the work of the Assistant Superintendent for Elementary Schools. My job was to provide leadership support to the 32 elementary school principals. I assisted with scheduling, budgeting, allocations, facilitating challenging parent situations, creating and carrying out improvement plans for struggling teachers, and responding to whatever support requested. In addition to these duties, I was also in charge of the Play and Learn program, and planning for implementation of the Four Year Old Kindergarten program. I assisted the Assistant Superintendent in every aspect of her job as needed.

Accomplishments

- Grew the Play and Learn Program from two to 19 sites spread across the city, and received a Friends of Joining Forces for Families Award.
- Led a large and complex task force that resulted in implementation of Four Year Old Kindergarten.
- Worked directly with the teacher's union, district attorneys, and principals to support the improvement of or dismissal of countless elementary school teachers that were not meeting expectations.

Principal of Schenk Elementary School, Madison Metropolitan School District

Madison, WI — 2001-2007

Led this school through a massive change process that took third grade reading scores from 57% proficient/advanced to 91%, 93%, 98% and finally 100% over a five year period during which poverty skyrocketed from 20% to 60%.

Accomplishments

- Wrote and received a \$300,000 comprehensive school reform grant from the Department of Public Instruction.
- Received the Wisconsin School of Promise Award from the Department of Public Instruction
- Was the focus of a University Study on Data Driven Leadership
- Finalist for the National School Change Award

710 South Street DeForest, WI 53532

T: 608-846-0812 C: 608-228-5311

E: sheilajbriggs@gmail.com

LinkedIn: <https://www.linkedin.com/in/sheila-briggs-198a7745>

Sheila J. Briggs, PhD

Experienced, Valued, and Proven Educational Leader

EDUCATION

Doctor of Philosophy in Educational Leadership and Policy Analysis, University of Wisconsin--Madison
Madison, WI--2007-2012

Received *Outstanding Dissertation of the Year* for my dissertation entitled, *The Perceived Effect of Racial Consciousness on Student Achievement in Two High Achieving School Districts*. ProQuest LLC UMI number 3510478, June 2012. Graduated with licenses: K-12 Superintendent and Director of Special Education

Master Administrator Capstone Certificate, University of Wisconsin--Madison
Madison, WI--2005-2007

Selected to participate in the Wallace Fellows Urban Leadership project. My work in this project led to this certificate from the University, and my work being featured in the book *Learning First: A School Leader's Guide to Closing Achievement Gaps* by Carolyn Kelley and James Shaw. The book's opening quote is attributed to me.

Master of Science in Educational Administration, Cardinal Stritch University
Milwaukee, WI--1999-2001

Graduated with honors with licenses for K-12 Principalship and Director of Instruction

Bachelor of Science in Child and Family Studies, University of Madison--Wisconsin
Madison, WI--1987-1991

Graduated with honors and distinction with a licence in Preschool-Kindergarten teaching.

SKILLS

- Leadership experience at the classroom, school, district, and state level.
- Content knowledge touching nearly every aspect of education from early childhood to career and technical education, to higher education and workforce development.
- Skilled and inspirational public speaker in venues from professional development, to television interviews, to awards ceremonies, to legislative hearings.
- Knowledge of Madison and the MMSD as an insider, but strong outside connections in higher education, technical college system, CESAs, businesses, and the teachers' union.

REFERENCES

Available upon request.

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LinkedIn: <https://www.linkedin.com/in/sheila-briggs-198a7745>

Sharon Wendt Bio

Sharon Wendt has been with the Department of Public Instruction (DPI) since 1994. In the fall of 2007, Sharon began her role as Director of Career and Technical Education. As director of CTE, Sharon assists in the development and implementation of program policy and budget affecting career and technical education programs and services in Wisconsin PK-12 public schools. Prior to becoming director, Sharon served as a DPI Agriculture Education Consultant and a School Administration Consultant for Charter Schools.

In her leadership role, Sharon works with state and federal legislation, grants administration, and provides leadership support for district-wide collaboration, as well as for developing partnerships with employers and other community groups to better prepare students for all post-high school opportunities. Sharon serves as State Superintendent Tony Evers' designee to the Wisconsin Technical College System Board, the Governor's Council on Workforce Investment, and the Wisconsin Agriculture Education and Workforce Development Council.

Sharon earned her Bachelor's degree in Agricultural Education from the University of Wisconsin-River Falls and her Master's Degree in Educational Leadership from Cardinal Stritch University.

Laura Shawn Pinsonneault

4005 Birch Ave • Madison, WI • 651-335-2064 • laura.pinsonneault@dpi.wi.gov

PROFESSIONAL EXPERIENCE

Department of Public Instruction, Madison, WI

Director, Office of Educational Accountability

2011-Present

- Work with cross-agency staff and external stakeholders to design a next generation accountability system; manage existing state process for developing and releasing accountability report cards and supporting resources
- Oversee staff responsible for educational statistics and data analysis
- Foster and participate in cross-agency work on the development of a statewide longitudinal data system and business intelligence tool dashboards and reports to assist with data analysis and reporting; support adoption of a statewide student information management system
- Support education policy analysis and development
- Supervise Wisconsin's state assessment system, including alternate assessments for students with disabilities and English learners
- Oversee staff responsible for test development, administration, and integration of assessment efforts with standards implementation, school accountability, educator effectiveness, and school improvement processes
- Maintain open and regular communications with internal partners and external stakeholders
- Manage annual budget of \$17 million

Education Consultant, Office of Educational Accountability

2009-2011

- Serve as the Transition to Common Core Standards work group co-chair for the SMARTER Balanced Assessment consortium, lead work group efforts, provide input on consortium activities and direction and serve as a Wisconsin representative to the consortium
- Provide internal and external leadership, communications, and professional development related to DPI initiatives: data systems and reporting; next generation assessments; accountability; Common Core State Standards implementation
- Lead content components of the business intelligence tool project – creating style guides, developing best practice materials and professional development resources, leading dashboard design sessions, and providing overall project leadership and support to ensure a successful implementation and overall vision
- Work with internal and external partners – other DPI teams; CESA; district leaders; WASDA, AWSA, and WASB – to advance DPI initiatives and improve value for schools and districts

University of Cincinnati, Cincinnati, OH

Assistant Academic Director, Partner for Achieving School Success GEARUP Program

2007-2008

- Collaborated with GEARUP staff to develop and implement new curriculum for summer career exploration camp serving 150 TANF eligible local high school students
- Maintained progress reports for over 100 GEARUP students during school year
- Evaluated data and provided narratives for bi-weekly grant reports
- Maintained positive and productive relationships with local educators, school administration, and parents of youth to increase community and parental involvement with the GEARUP program

National Governors Association, District of Columbia

Intern, Education Division, Center for Best Practices

Summer 2006

- Researched and reviewed educational policy developments around the country
- Collected and evaluated information from all 50 states regarding graduation rate formula implementation
- Compiled and analyzed data for published report, [*Implementing Graduation Counts: State Progress to Date*](#)
- Wrote and edited weekly articles for online newsletter, *Front & Center*
- Prepared policy memos for governors' offices addressing a variety of educational issues

EDUCATION

University of Michigan

Gerald R. Ford School of Public Policy

Masters of Public Policy

Ann Arbor, MI

Saint Olaf College

Bachelor in Philosophy and Political Science, *Magna Cum Laude*

Northfield, MN

Bio Sara Baird



Sara currently serves as the Assistant Director of Career and Technical Education in Wisconsin. Her background in CTE includes her previous positions as the Career Pathways Consultant at the Wisconsin Department of Public Instruction (DPI) where she focused on career clusters and programs of study. She started her work at DPI in Marketing, Management and Entrepreneurship in 2006. Sara's background is in Marketing Education. Prior to DPI, Sara taught Marketing Education for ten years in southeastern Wisconsin. Sara has a bachelor's degree in Marketing Education and a master's degree in Training and Development both from the University of Wisconsin-Stout.

Alex Fralin is the Chief of Schools for Secondary Education for the Madison Metropolitan School District. He has a rich background in facilitating school improvement, as well as coaching and evaluating K-12 school leaders. Before he was appointed as the Chief of Schools for Secondary Education in Madison, Mr. Fralin was a Deputy Chief of Schools for Chicago Public Schools. Previously, he worked as the Senior Director of the Aspiring Principals Program and Leadership Coach at New Leaders for New Schools NYC. He has also worked as a principal, assistant principal and 8th grade math, technology and business teacher in New York City. Mr. Fralin earned a bachelor's degree from Boston University, a master's degree in education from Bank Street College and is completing his doctorate in educational leadership from Fordham University.



Joe Garza became superintendent of the School District of New Berlin in July 2011, after serving for four years as assistant superintendent.

He came to New Berlin from the Almond-Bancroft School District in Portage County, WI, where he was a secondary school principal and then the district's superintendent.

He received his Masters in Educational Leadership from Marian University and is currently pursuing his Ph.D. at Cardinal Stritch University in Milwaukee. He currently serves as a guest lecturer for both institutions.

Superintendent Garza has a keen interest in college and career readiness for students. Also top of mind is the impact a successful, relevant K-12 education has on workforce development and economic development. In 2012, he served on the Joint Legislative Council Special Committee on Improving Educational Opportunities in High School .

Since that time, the District's College and Career Readiness initiative has attracted the attention of Governor Scott Walker, DWD Secretary Newson, and UW System President Ray Cross. Superintendent Garza has also been invited to address the Independent Business Association of Wisconsin as well as New Berlin representatives at a legislative update hosted by the New Berlin Chamber of Commerce.

The District has been selected as one of DPI's Academic and Career Planning pilot sites and provides leadership and guidance to other districts seeking to implement ACP across the State of WI. The District is also represented on the following related initiatives:

- WMC Future WI Project
- Milwaukee Public Policy Forum - Education Committee
- Inspire of Southeast WI Executive Committee
- Southeastern WI Tech Alliance
- Waukesha County School to Work Consortium
- Waukesha County Youth Apprenticeship Consortium
- WCTC Dual Enrollment Academy Advisory Committee
- STEM Forward sySTEMnow Conference Committee
- Girls in Tech - Milwaukee Chapter
- CESA #1 Counselor Advisory Committee, Ed. for Employment Consortium
- Moving New Berlin Forward Alliance
- New Berlin Chamber of Commerce - Board of Directors



Dan Conroy retired after 26 years with Nexen Group, Inc. in Webster, WI and Vadnais Heights, MN as Vice President of Human Resources. He served as the Operations Manager at the advanced manufacturing facility in Webster for five years. Prior to that, he was Nexen's Human Resources Director, where he was responsible for human resources functions for 19 years.

He has Bachelor of Science Degree in Psychology from the University of Wisconsin, Superior, and an MBA from the University of St. Thomas. He was a School

Board Member for 12 years, and has served on numerous Technical College and University Advisory Boards.

Dan also served as Board Member and Chairman of the Board for a non-profit manufacturing operation for individuals with special needs, and was a former Board Member and Past President of the St. Croix Valley Employers Association. He is active in many professional organizations, and is a passionate advocate for business/education partnerships, and an unrepentant promoter of manufacturing careers.

Jim Morgan, WMC Foundation President

Jim Morgan is Sr. Vice President of WMC, the state's largest business association, and has been with the organization since 1987. Jim is also the president of the WMC Foundation and responsible for educational programming related to economics education, business education, workforce development, safety programs, and corporate best practices.

Jim serves as WMC's resource person to businesses and schools by collecting information on the most innovative programs in Wisconsin education. He frequently speaks on business and education issues. In 2010, he was named "Friend of Education" by the State Superintendent of Public Instruction.

Jim is also involved in assisting local chambers of commerce by providing training and conducting strategic planning sessions, and serves as secretary-treasurer for the Wisconsin Chamber of Commerce Executives association.

He is currently spearheading "Future Wisconsin," a 20-year strategic vision for the state to ensure our economic competitiveness.

Jim has both his Bachelors and Masters degrees in Education from the University of Wisconsin-Madison.

He serves or has served on the following:

- University of Wisconsin-Madison Dept. of Educational Administration Advisory Committee
- Commission on Personal Financial Literacy
- Wisconsin Technical Education Association
- Task Force on Entrepreneurship
- Wisconsin Charter Schools Association Board
- Wisconsin Workplace Training Program
- School-to-Work Transition Planning Group
- State Superintendent's Business/Education Advisory Council
- Wisconsin School Counseling Implementation Group
- Task Force for Youth Employment
- Governor's Commission on Schools for the 21st Century
- Wisconsin High School Graduation Test Advisory Committee
- Wisconsin Foundation for Independent Colleges, Inc.

President / Chief Executive / Executive Management

Leadership style

- Collaborative, candid, and inclusive with an exceptionally high energy level
- Focus on building engagement and creating a culture of commitment and accountability

Skills and Expertise

- Expert in team building and motivation, which drives coaching and development
 - Specialist in manufacturing companies, both product line driven and engineer-to-order
 - Experienced coach in a direct selling collaborative sales model
 - Unparalleled business leadership skills due to intimate understanding of all aspects of the organization
 - Unique expertise based on the experience of 2 manufacturing business start-ups, and 2 business turnarounds
-

PROFESSIONAL EXPERIENCE

Apache Stainless Equipment Corporation, Beaver Dam, WI

December 2010 to Present

PRESIDENT

- Recruited to lead the turnaround of an engineer-to-order manufacturing business that experienced a 50% drop in revenues from 2008 to 2010
- Led a reorganization / reinvention of the business strategy, without collateral damage to the employee base
- 5 year results of 37.9% increase in revenue and 66.1% increase in earnings

Mayville Engineering Company, Mayville, WI

April 2009 to November 2010

VICE PRESIDENT – MEC ENGINEERED PRODUCTS

- Spearhead the start-up of MEC Engineered Products, which is a new business unit in the Power Generation Industry
- Development of a business plan which includes a marketing plan, product design, costing and pricing strategies, and manufacturing strategy
- Full P&L responsibility for business unit, with a projected profitable position at the end of first full fiscal year

Kohler Company, Kohler, WI

July 2002 to March 2009

GENERAL MANAGER ~ KOHLER RENTAL POWER (JULY 2007 TO MARCH 2009)

- Full P&L responsibility of a \$33+ million business with key initiative to drive profitable growth and market share
- Responsible for development of market strategy and implementation, as well as all functional areas of the business
- 7 owned offices nationally, with over 20 additional satellite offices. Over 125 total direct and indirect reports.

MANAGER NATIONAL ACCOUNTS ~ KOHLER RENTAL POWER (OCTOBER 2004 TO JULY 2007)

- Full P&L responsibility for Kohler Rental's National Accounts group
- Over \$5 million of annual group sales generated thru 6 sales and operations direct reports

SENIOR PRODUCT MANAGER ~ KOHLER GENERATOR DIVISION (JUNE 2003 TO SEPTEMBER 2004)

- Responsible for the Sales, Marketing, and Product Development for products manufactured by Sauk Technologies

GENERAL MANAGER ~ SAUK TECHNOLOGIES (JULY 2002 TO MAY 2003)

- Kohler Company acquired Custom Tank Technology in July 2002 and renamed the business Sauk Technologies
- Full P&L responsibility of a \$15 million manufacturing business with key initiative to integrate Kohler Power Systems standard product into Sauk Technologies lean manufacturing process

Custom Tank Technology, Saukville, WI**June 1995 to July 2002****PRESIDENT & FOUNDER**

- Founder and President of a pure business start-up
- Developed a comprehensive business plan which included a marketing plan, product design, costing and pricing strategies, and manufacturing strategy
- Full P&L responsibility of a start-up that grew to \$12.0 million in 2001 with 120 employees in two locations (Saukville, WI and Griffin, GA)
- Kohler Company acquired Custom Tank Technology in July 2002 in an effort to vertically integrate

Tramont Corporation, Milwaukee, WI**April 1989 to May 1995****SALES MANAGER, PROCESS ENGINEER, PURCHASING MANAGER**

- Manufacturer of diesel fuel tanks and accessory products that grew from 15 employees in 1989 to 70 employees in 1995
 - Served in a variety of positions, including Purchasing Manager, Accounts Payable, Process Engineer, and Sales Manager
- Well rounded experience that provided insight into numerous functional areas, business process, and market needs. The business plan to start Custom Tank Technology as a competing business developed from market opportunities that were not being effectively pursued.
-

EDUCATION**Graduate Education - MBA**

University of Wisconsin-Madison – Executive Masters Degree in Business Administration (MBA) - Class of May 2006
Graduated while maintaining an "A" average

PROFESSIONAL INVOLVEMENT

- **WMC**: Future Wisconsin Project, Talent Development Committee (2014-present)
 - **Mad-REP**: Business Education Collaborative (2014-present)
 - **Beaver Dam Chamber of Commerce**: Advocacy Committee Chairman (2015-present)
 - **Chief Council of State School Officers' (CCSSO)**: Career Readiness Initiative - WI representative for the private sector (2015-present)
 - **Wisconsin Center for Manufacturing and Productivity (WCMP)**: Board of Directors (October 2015-present)
-

S. Mark Tyler

Resume

Brief Summary

Mark is the founder and president of OEM Fabricators, Inc., he is also very involved in connecting business and industry with education, workforce development, and economic development. Mark believes that there are huge opportunities that can lead to financial gains for individuals, businesses, and Wisconsin's economy, by breaking out of our typical silos and working together. He believes that OEM is demonstrated proof that bringing together and aligning the interests of individuals, business, education, and government can produce great economic gains. Because of this belief, Mark spends about half of his time working on issues where these groups intersect.

Employment History

1986 to Present

President, OEM Fabricators, Inc., Woodville, WI 54028 www.oemfab.com

Mark founded the company in 1986 as a steel fabricator serving Original Equipment Manufacturers. Today OEM Fabricators has over 400 Team Members with facilities in Woodville, Neillsville, Phillips and Baldwin. OEM services a diverse customer base with a broad array of manufacturing processes and support services. The company also operates OEM Micro that serves the micro manufacturing and medical device industries. Prior to 1986 Mark served a number of companies in varying roles in manufacturing, engineering, systems development, supervision and data analysis. During his career, Mark has participated in thirteen startup companies and continues to be active in four.

Board and Task Force Participation

Wisconsin Technical College System, Board Member, Term 2007-2013, Reappointed, Term 2013-2019
President 2011-2012,

University of Wisconsin, Board of Regents, 2011-2012 (Statutory Member), 2015-present

Wisconsin Manufacturers and Commerce, Board Member, Term 2013-2019

Governor's Council on Workforce Investment, Term 2013-2017, Chair 2015-present

West Central Wisconsin Workforce Development Board, Board Member, 2005-2015, Board Chair 2010-2012

Manufacturing Works, Gold Collar Careers, Founding Member 2004-Present, Chair 2011-2012

Engineered Propulsion Systems, Inc., Board Member, 2013-Present

Wisconsin Technology Council, 2013-Present

Workforce Resource Inc., Board Member, 2012-2015

Legislative Study Committee on Technical College Funding and Governance, 2014

Chancellor's Advisory Committee, University of Wisconsin, River Falls, Member, Term 2007-2018

UW Stout Discovery Center Advisory Council, 2013-Present

Manufacturers Advisory Council to Congressman Sean Duffy, 2013-Present

Success by Six, Board Member for St. Croix County, 2014-Present

Wipfli Client Advisory Board, 2013

Competitive Wisconsin Be Bold 2, Advisory Board 2012

Legislative Study Committee on Improving Opportunities in High School, 2012

Special Task Force on UW Restructuring and Organizational Flexibilities, 2011-2012 (Legislative Task Force)

Family Resource Center St. Croix Valley, Board Member, Term 2006-2009

Educational History

Masters in Business Administration, Opus School of Business, University of St. Thomas, 2011

Minnesota Executive Program, Carlson School of Management, University of Minnesota, 2005

Design Technology (Machine and Tool Design), Technical Diploma, St. Paul Technical Vocational Institute, 1977

Edison High School, Minneapolis, Minnesota, 1975

Recent Presentations (Partial Listing)

Wisconsin School Counselors Association Conference, Academic and Career Planning with BWHS, February 2016

University of Wisconsin Regent Task Force on Tuition Policy, Workforce Development, Feb 2016

River Falls Chamber of Commerce, Workforce Development and Family Friendly Workplaces, October 2015

Legislative Task Force on Youth Workforce Development, September, 2015

Hudson Wisconsin Chamber of Commerce, Manufacturer's Roundtable, Workforce Development, March 2015

St Croix EDC, Annual Awards Dinner Keynote, Workforce Development and Early Childhood Dev. February 2015

Representative Sean Duffy Hunger and Homelessness Summit, Perspectives of Corporate Giving, December 2014

UW Board of Regents, Re: Engineering Program Needs in NW Wisconsin, November 2014

WITC, Facilitating the Future, Moderator for Business and Education Partnerships, June 2014

Junior Achievement, Careers are changing, are your biases keeping up? March 2014

Manufacturing Advantage Conference, Gold Collar Careers, November 2013

Governor Walker and Cabinet to Business Community, representing the WTCS Oct 2013

WMC, Wisconsin State of Business Luncheon, October 2013

Breakfast with Bakke, Bakke Norman Law, Economic development (business and education relationships) May 2013
Clark County Education Summit, joining business and education, March 2013
Workforce Paradox Conference, Panel discussion on business and education relationships. March 2013
Manufacturing Matters Conference, "The value of applying to the MOTY Awards." Feb 2013
Dunn County Economic Development Corp. "*Understanding the Levers That Can Move Our Economy*" January 2013
Governor's Northern Economic Summit, Gold Collar Careers, December 2012
High School Counselors In-Service, NW Wisconsin Region 2012
Legislative Study Committee on Improving Opportunities in High School, Innovative Tech Ed Programs 2012
Governor's Council on College and Workforce Readiness, Gold Collar Careers & HS Career Pathways 2012
The Workforce Paradox, sponsored by WMC, Gold Collar Careers Initiative w/ Dan Conroy, Nexen Group 2012
UW Family Impact Series, Legislative Seminar, Positioning Wisconsin for the Jobs of the Future, 2011
Wisconsin Association for Career and Technical Education, 2011
Wisconsin Technical College District Boards Association, 2011
Governor's Council on Workforce Investment, presented with WTCS staff, 2011

Associations and Club Memberships (Personal or Company)

Wisconsin Manufacturers and Commerce
National Association of Manufacturers
National Association of State Workforce Board Chairs
Wisconsin & National Association for Career and Technical Education
Association of Equipment Manufacturers
Baldwin Area Chamber of Commerce & Visitors Bureau
Neillsville Area Chamber of Commerce
St. Croix Economic Development Corporation
Clark County Economic Development Corporation
Society of Manufacturing Engineers
Skills USA, Life Member
Horseless Carriage Club and Twin Cities Regional Group
Experimental Aircraft Association
Shetland Pony Club

Personal and Company Awards

2015 ACT / WI DPI for Career and College Readiness Support
2014 Family Resource Center St. Croix Valley, Volunteer of the Year
2013 Association for Career and Technical Education, Region 3 Award of Excellence
2013 Wisconsin Association of School District Administrators, Award for Special Service to Wisconsin
2012 Wisconsin Manufacturer of the Year, Workforce Development Category
2012 Business Friend of Education, Wisconsin Department of Public Instruction
2007, 2008, 2010 Most Interactive Display with CVTC & WITC Welding Programs, Career Valley
2007 Business of the Year, Baldwin Area Chamber of Commerce
2007 Technical Education Champion, Wisconsin Technical College District Boards Association
2007 CL Greiber Award, Wisconsin Association for Career and Technical Education
2006 Wisconsin Manufacturer of the Year, Medium Category
2005 Synergy Conference Award for Developing Human Capital
2004 St. Croix County Business of the Year, Large Category
2004 National Shetland Congress Champion, Single Draft, Shetland Pony Club of America

Other Activities

Academic and Career Planning, Pilot Committee Baldwin Woodville School District
Future Wisconsin Project, Wisconsin Manufacturers and Commerce
Legislative Testimony in Support of SB 523, January 2016
University of Wisconsin, Regent Scholar Selection Committee, Chair, December 2015
Hosted: Northwestern Wisconsin Engineering Consortium Celebration, October 2015
National Institute of Standards and Technology, MEP Advisory Board, Committee on Board Governance, 2015
UW Stout, Introduction of Bob Meyer at his Inauguration as UW Stout Chancellor, April 2015
Wisconsin Manufacturer of the Year Awards, Judge for Mega Grand Award Category, January 2015
UW Stout, Regional STEM Collaborative, January 2015
UW System, Regent Scholar Awards, Committee Chair of Selection Committee, January 2015
UW Stout Search and Screen Committee for the UW Stout Chancellor, 2014
UW Search and Screen Committee for the System President, 2014
UW Economic Development Incentive Grant Selection Committee, 2013
Governor Walker's Roundtable on Entrepreneurism 2013
Early Stage Angel Investor, Recent Examples: Engineered Propulsion Systems & Oshkosh Premier Waterfront Hotel

Baldwin Woodville High School, Technical Education Advisory Committee, 2012-Present
Eleva Strum High School, Cardinal Manufacturing Supporter, 2012-Present
Menomonie High School Technical Education Advisory Committee participant, 2015
OEM's Funeral for the Recession, 2011
Sponsor for The STEPS Program for Girls, an engineering summer camp, UW Stout
Sponsor for The Falcon Pullers, UW River Falls Engineering Program
Career Venture Participant, facilitating exploration of welding as a career for 2-3000 students annually
Funding Sponsor, *"The Payoff: Differences in the Value of Wisconsin Technical College System and University of Wisconsin System Degrees"* 2005

Family Farm

Emerald Glenn Farm, Woodville, WI

www.emeraldglennfarm.com

Mark and his wife Jackie operate an equine breeding and training farm that specializes in American Shetland and Welsh Ponies. The farm produces 5 to 10 foals per year along with forage and grain crops. Jackie is the 2011 & 2013 Breeder of the Year for the Shetland Pony Club. The Shetland Pony Club is the second oldest equine registry in the United States. Jackie also maintains a "spinners flock" of Shetland Sheep. She also raises Grass-fed Beef.

Hobbies and Interests

Connecting Business and Industry with Higher Education, Workforce Development, and Economic Development
Collecting Antiques, Carriages, and Brass Era Cars
Spinning wool and weaving.
Maple Syrup & Wine Making

Contact Information

Home 2466 County Road DD
Woodville, WI 54028

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twitter #stufftyler facebook S Mark Tyler

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Woodville, WI 54028

phone 715-698-7333 fax 715-698-3904

Kathleen Cullen
Wisconsin Technical College System

Kathleen Cullen has served as the Provost and Vice President for Student Success in the Wisconsin Technical College System since 2005. In this role she provides leadership and administrative oversight for the development and delivery of technical college educational programs, student services and assessment, economic development and adult basic education.

Prior to this position she was the Associate Vice President for the Office of Instruction, where her primary duties included directing the development, implementation, modification and discontinuance of programs and course offerings in order to meet the needs of Wisconsin Business, Industry and Labor. In all, Ms. Cullen has over 35 years of leadership experience in higher education.

Kathleen has both a Bachelors Degree and Masters of Science in Education from the University of Wisconsin Madison.

Dr. Morna K. Foy is President of the Wisconsin Technical College System, consisting of 16 institutions that annually serve nearly 330,000 students.

In a time of significant change in the workplace and in higher education, President Foy believes in the power of technical education to enrich lives and strengthen Wisconsin's economy. The result is a sharp focus on the innovation necessary to deliver relevant, valuable learning opportunities for students at every stage of their lives and careers, and a reliable talent pipeline for employers in every sector and region of the state.

President Foy has more than 25 years of experience in public policy and higher education and a lifelong commitment to her home state of Wisconsin.

Bob Jokisch
Senior Policy Advisor for Financial Aid and Student Success
University of Wisconsin System
1730 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706
608-262-5450
bjokisch@uwsa.edu

Career History

Office of Academic & Student Affairs, University of Wisconsin System Administration, Madison, WI *September 2002 – current*
Senior Policy Advisor for Financial Aid and Student Success

- Coordinate Financial Aid issues with University of Wisconsin System Financial Aid Directors
- Chair Wisconsin Grant Formula Advisory Committee
- Analyze federal and state legislation on student debt and financial aid
- Coordinate systemwide Developmental Education and College Readiness initiatives in collaboration with the Department of Public Instruction and UW System institutions
- Coordinate dual enrollment activities across the UW System with goals of increasing opportunities for students to take college-level courses in high school, increase the percentage of Wisconsin citizens with college degrees, and decrease time to degree.
- Coordinate systemwide shared governance meetings of faculty and academic staff representatives from University of Wisconsin System institutions, addressing issues such as compensation, recruitment and retention, academic policies, disciplinary procedures, and role of shared governance
- Work closely with Regents, Provosts, and other senior administrators on issues affecting the University of Wisconsin System and its institutions
- Manage annual operating budget for Office of Academic and Student Affairs by working closely with units

- Manage personnel activities in Office of Academic and Student Affairs in collaboration with units

**Career History
(continued)**

**Office of Learning and Information Technology,
University of Wisconsin System Administration,
Madison, Wisconsin**

*June 1996 –
September 2002*

Director of IT Planning (promoted from Policy and Planning Analyst in July, 2000)

- Developed Information Technology Plans for University of Wisconsin System in coordination with campus and UW System Chief Information Officers
- Developed successful State budget requests for Curricular Redesign, Student Technology Workers, Networking Upgrades, and BadgerNet, while working with campus Chief Information Officers and Learning Technology Development staff
- Staffed the Executive Group for On-line Learning (EGOLL) that led to new Board of Regents (UW Online) Policy
- Served as staff to IT Funding Working Group and Common Systems Review Group that developed allocations to UW System institutions for Common Systems
- Managed \$8.5 million operating budget

**Office of Budget Planning, UW System
Administration, Madison, Wisconsin**

*September 1987 –
June 1996*

Senior Budget Planner (Hired as Associate Budget Planner, promoted to Budget Planner on June, 1988, and to Senior Budget Planner on January, 1993)

- Developed successful State budget requests for Student Technology Fee, Lab/Classroom Modernization, General

Computer Access, Undergraduate Education, and Supplies and Expenses

**Career History
(continued)**

- Developed reports to the Board of Regents and the State Legislature on tuition policy, student add/drop procedures, auxiliary operations, student fees, distance education policies, and other issues
- Developed recommendations and options to President and Cabinet for annual allocations to institutions
- Staffed and served on working groups on distance education policies, which included analysis of student credit hour data and institutional academic policies
- Served as staff Instructional Technology/Distance Education working Group of 21st Century Study by Board of Regents
- Reviewed Business Education plans and expenditure reports
- Worked with campus budget offices in building auxiliary and overall budgets to insure compliance with Board of Regents and State guidelines, and consistency with allocations and UW System budget
- Directed Lab/Classroom Modernization and General Computer Access programs by building budgets, developing guidelines, reviewing institutional plans to insure proper expenditures, and reviewing year-end accounting reports
- Worked with campus and legislative staff to develop Fiscal Notes analyzing impact on UW System institutions of proposed legislation

**Legislative Audit Bureau, Wisconsin State
Legislature, Madison, Wisconsin
Program Analyst**

*June 1984 –
September 1987*

- Analyzed State Agency policies and procedures, financial reports and other data, formulated comprehensive studies of state programs, compiled statistical analyses, and developed recommendations for reports to Joint Legislative Audit Committee

- Audits included
 - UW-Extension

 - UW System Auxiliary Reserves

Education

M.A. Political Science, University of Illinois

May 1986

B.A. Political Science, Marquette University

May 1980

Cathy Crary Youth and At-Risk Populations Section Chief, 201 E Washington Ave., RM E100. Madison, WI 53707

Cathy serves as the Section Chief with Wisconsin's Department of Workforce Development, Division of Employment and Training, Youth and At-Risk Populations Section. In this capacity she has responsibility for directing and managing multiple statewide programs to include: the Wisconsin Youth Apprenticeship (YA) program; Workforce Innovation and Opportunities Act (WIOA) youth program; High Risk Populations (older worker, persons with disabilities, ex-offenders) efforts; and other Special Grant projects such as the Wisconsin Fast Forward Blueprint for Prosperity - High School Pupil Workforce Training program and the Career & Technical Education Incentive Grant program. Cathy has spent 27 years dedicated to job seeker and worker preparation, employer education and coordination, and program policy development with a special focus on youth work-based learning programs.

Profile

- Twenty-seven years work experience with the Department of Workforce Development in employment and training programs in multiple capacities: case manager, employment coach, grant manager, program trainer, project manager, curriculum development manager, writer, program planner, IT coordinator, Web editor, database manager and policy developer.
- Nine years of supervisory experience in the capacity of Program and Policy Analyst-Advanced Section Chief of WIA and GPR funded youth programs, special grant programs, performance planning, and special population programs.
- Proven ability to work in unison with diverse groups including staff, employer associations, educational institutions, legislative aides, industry leaders, customers, stakeholders, grant recipients and Governor's office.

Relevant Experience & Accomplishments

Program Planning, Development and Implementation

- Extensive experience in planning, implementation and direct service within multi-level organizational structures to include federal and state funded programs.
- Experienced in the development and facilitation of industry coalition teams to explore employment linkages.
- Extensive experience with legislative requests, procedures and statutory language interpretation to include development of policy recommendations.
- Extensive work with grant funding, budget structures and fiscal reporting requirements including effective management techniques to ensure state and federal program deliverables are met on a quarterly and annual basis.
- Extensive experience with business and industry outreach through the development, marketing, and implementation of work based learning programs (youth and adult), and marketing to peripheral stakeholders (associations, parents, industry leaders, and state and local government officials).
- Experienced in local and federal negotiations pertaining to performance goal setting based on the research and analysis of LMI trends, regression analysis, past performance indicators, and local program design review.

Management/Supervision

- Nine years in the public sector and seven years in the private sector supervising, and directing, multiple staff (maximum of 30 employees under my direct supervision).
- Experienced in simultaneous supervision of multiple function areas, across multiple funding sources, involving a wide range of skill sets and specialty areas.
- Proficient in recruitment and retention techniques, staff evaluation, training and skills coaching, and to the extent possible, staff promotion.
- Managed federal and state budgets ranging from 1.1 to over 13 million per year.

Community Involvement

Village of Deerfield, Board Trustee, Planning Commission, EMS Commission, Community Development Trust Fund and Facility Planning Committee, Chair of: Licensing, Parks, Personnel, and Public Works Committees.

Education

Broward Co. College, Ft. Lauderdale, FL – 1980

Madison Area Technical College, Madison WI – 1977

Susan Koehn

Susan Koehn is the Director of Industry Partnerships for Milwaukee 7 (M7), the regional economic development organization representing 7 Southeast Wisconsin counties: Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha. The M7 region is united around an agenda to grow, expand, and attract world-class businesses and talent. Milwaukee 7 recognizes that talent drives all business success. To grow our own industries and attract new ones, we must support and advance initiatives that develop, attract and retain talent. Milwaukee 7 provides a rapid response team to address immediate talent needs, but also tackles long-range systemic skills gap and talent shortage by working with education and workforce agencies to improve the talent pool.

Susan became familiar with Milwaukee7 and regional economic and talent development through her work with the region's WIRED Initiative in 2008-09. From there, she moved into a role with Southeast WI Workforce Development Board, coordinating activities in Kenosha, Racine, and Walworth Counties. Susan has over 15 years experience in strategic and program planning, evaluation, grant writing, research, and professional writing. She earned her Bachelor of Science degree in Business Administration from Marquette University, and a Master of Science from UW – Madison.

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skoehn@mke7.com

Susan Koehn

Milwaukee 7

Director of Industry Partnerships

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<http://mke7.com/talent>

c 262.957.6760



Letters of Support
Wisconsin State Leadership Team
New Skills for Youth Grant

- Apache Stainless Equipment Corporation
- Madison Metropolitan School District
- Nexen Group, Inc.
- OEM Fabricators, Inc.
- Office of the Governor, State of Wisconsin
- School District of New Berlin
- University of Wisconsin System (UWS)
- Wisconsin Department of Workforce Development (DWD)
- Wisconsin Manufacturers & Commerce (WMC)
- Wisconsin Technical College System (WTCS)



February 26, 2016

As President of Apache Stainless Equipment Corporation, I strongly support efforts that are being made in the area of College and Career Readiness.

As an employer, Apache Stainless Equipment works closely with Beaver Dam High School and Moraine Park Technical College. We directly support the following programs:

- Welding Boot Camp
- Youth Apprenticeship Program
- Middle College

In Dodge County we work closely with other manufacturers and schools to participate in the Manufacturers Business Alliance, where Apache Stainless HR Manager, Pam Korth, is the chairperson of the committee.

Personally I am involved with the following groups in an effort to have a positive impact on College and Career Readiness:

- **WMC:** Future Wisconsin Project, Talent Development Committee (2014-present)
- **Mad-REP:** Business Education Collaborative (2014-present)
- **Beaver Dam Chamber of Commerce:** Advocacy Committee Chairman (2015-present)
- **Chief Council of State School Officers' (CCSSO):** Career Readiness Initiative - WI representative for the private sector (2015-present)
- **Wisconsin Center for Manufacturing and Productivity (WCMP):** Board of Directors (October 2015-present)

For a local community, state, or nation to thrive economically, there must be an available workforce that is properly trained and educated. With 1/3 of our workforce in the 50+ age range, there is a great sense of urgency to address this issue. For that reason, Apache Stainless Equipment Corporation and our leadership are doing what we can to have an impact.

Sincerely,



Apache Stainless Equipment Corp.

200 W. Industrial Drive | Beaver Dam, WI 53916

ASME Tanks ▲ Small Vessels ▲ Contract Mfg. ▲ Mepaco®

Mepaco®

Ed Paradowski, President
Apache Stainless Equipment Corporation



February 25, 2016

Dear New Skills for Youth Initiative Program Officers and Review Committee Members,

I am writing to express my ardent support for the Wisconsin Department of Public Instruction's (DPI's) application for a New Skills for Youth Initiative Grant. The Madison Metropolitan School District (MMSD) shares DPI's steadfast commitment to ensuring that all students have access to a comprehensive educational system and school experience that prepares them for careers.

MMSD's vision is that every school will be a thriving school that prepares every student for college, career, and community. Throughout 2014, MMSD completed a visioning and planning process with students, parents, school staff, community members, and representatives from business, higher education, and community-based organizations. Together, we explored what an MMSD diploma should signify, the skills and knowledge all students should gain throughout their high school experiences, and how students would be best engaged in learning those skills and knowledge.

Completing that exploration process confirmed our beliefs that all students should chart their personalized pathways to college, career and community success. Academic and career planning (ACP) will be foundational to the implementation of the personalized pathways system. ACP is a process and product by which students in grades 6-12—in collaboration with key school staff, families, and community members—chart, assess and refine their pathway to postsecondary success by exploring who they are, what they want to do with their lives, and how they will make progress toward their short-and long-term goals. ACP will drive students' participation in a sequence of rigorous inter-connected courses and experiences within and outside of the school setting. Every student's personalized pathway will lead to graduation with a post-secondary plan that could lead to an industry recognized certificate and/or licensure, an associate degree, baccalaureate degree, or beyond. MMSD is happy to share information, lessons learned, and future plans in any way that will support and advance the work of the New Skills for Youth Initiative cross-sector state leadership team. In turn, we look forward to the opportunity to learn from the work of the New Skills for Youth Initiative cross-sector team as they assess the needs of and plan for the future of Wisconsin.

DPI has long recognized the need for career readiness among Wisconsin students. DPI is a participating member of the Council of Chief State School Officers' (CCSSO) Career Readiness Initiative and has already drafted a plan to address CCSSO task force recommendations surrounding increasing employer engagement, expanding dual credit opportunities, creating model practices and professional development to support employer engagement, increasing opportunities for high school students to participate in work-based learning activities, and creating a more robust accountability system



incorporating college and career pathways indicators. This grant opportunity will allow DPI to further engage MMSD and other Wisconsin schools, businesses, technical college and university systems, and various State departments in assessing Wisconsin's needs and developing an action plan. MMSD's Chief of Secondary Schools, Alex Fralin, spearheads MMSD's personalized pathways work and will participate on the cross-sector state leadership team.

I fully support the DPI's New Skills for Youth Initiative Grant. I encourage reviewers to give their strongest consideration to this proposal. Please feel free to contact Alex Fralin or me if additional information is desired.

Sincerely,

Jennifer Cheatham, Ed.D.
Superintendent of Schools



February 22, 2016

To: New Skills for Youth Grant Committee,

I am pleased to write this letter of support for Wisconsin Department of Public Instruction's application for the Skills for Youth Grant. We are acutely aware of the skills gap and the importance of students having the career information that can help them achieve their potentials and attain future success.

Nexen is an advanced manufacturer located in Northwest Wisconsin. We are a company of primarily machinists and engineers. We were founded in 1902, and were named business of the year for Northwest Wisconsin by Workforce Development. We have many of the highest paid jobs in our county.

We are in the Innovation Age. Technology has changed all the rules - for businesses, for careers, and for students. There are few of today's jobs for which a high school diploma is enough. Those jobs can be performed in other countries, or even automated if the technology is right.

The good news is that technology also creates many rewarding, high paying and available careers. The challenge is that K-12 students need to be aware of these careers, understand what they look like, and understand the k-12 and post-secondary classes they will need to take in order to be qualified for those careers.

In small town Wisconsin, we know our neighbors. We understand that the schools educate the sons and daughters of our employees, educate our future workforce, and are an important part of the fabric of our community. We have had active partnerships with our local schools for decades. Here is a brief summary of the types of things we do

- Classroom Presentation
- Education for Employment
- Teach In-Services
- Guidance Counselor In-Services
- Plant Tours
- Career Fairs
- Student Internships
- Scholarships
- Endowments
- Webster Education Foundation
- Equipment Donations
- Advisory Committees
- Equipment and Cash Donations
- Staff Training
- Job Shadowing
- STEPS for Girls
- First Lego League
- Tiger & Cardinal Manufacturing

There has never been a more critical time for us to prepare our youth for the future. According to former Secretary of Education Richard Riley:

"60 percent of all new jobs in the 21st century will require skills possessed by only 20 percent of the current workforce. We are currently preparing students for jobs that don't yet exist using technologies that haven't yet been invented to solve problems we don't even know are problems yet."

The Skills for Youth Grant has the foresight to attack this important issue, and Wisconsin is the just the state that can blaze the trail into the future.

Sincerely,

A handwritten signature in black ink that reads "Jim Hasart". The signature is written in a cursive, flowing style.

Jim Hasart
Chief Operating Officer

February 24, 2016

Letter of Support
New Skills for Youth Comprehensive Grant Program

I'm writing in support of Wisconsin's application for the New Skills for Youth Grant Program. This grant addresses an area that I am passionate about and an area which I devote a substantial amount of time. My day job is president of a contract manufacturing company in Western Wisconsin. I founded the company about thirty years ago and today we have about four hundred Team Members. Since the companies' founding our growth has been constrained by the lack of skilled workers in a wide variety of areas, but mostly related to manufacturing.

I have always been interested in career and technical education and during my own technical college experience in the seventies; I served as a national officer for VICA, which is now SkillsUSA. I worked in industry for about ten years prior to starting my own company, OEM Fabricators. Since then, I've become involved in our technical colleges, universities, K-12 systems, even early childhood development, all in an effort to inspire kids and parents to be aware of the great opportunities in our economy.

Some of the roles that I currently fill as part of my involvement education and promoting Career Pathways are: Pilot Committee Member for the Baldwin Woodville School District for Academic and Career Planning; Board Member and Vice President of the Wisconsin Technical College System Board; Chair of the Governor's Council on Workforce Investment; Regent with the University of Wisconsin; Executive Board Member for Success by 6 in the St Croix Valley; Board Member for Gold Collar Careers/Manufacturing Works; and finally as an employer of students and graduates.

In addition to these roles, there are more grassroots activities that I join in as well. My company and I are strong supporters of Cardinal Manufacturing at Eleva-Strum High School. Cardinal Manufacturing is a for profit business that is embedded in the technical education department at Eleva-Strum. We provide donations of materials and money, work, and advice to their program which is becoming nationally recognized.

We assisted Baldwin Woodville High School in purchasing two CNC machines with a forty thousand dollar donation and ongoing financial support for the machine tool program. We also serve on their Tech Ed. Advisory Committee and their ACP Pilot Committee.

We have partnered with other school districts and donated welding machines to them as well. Our OEM Team Members serve on a wide variety of K-12 and technical college advisory groups. Our primary focus is on manufacturing careers, but in our participation in workforce efforts, we frequently get involved in other sectors as well.

The reason for all this participation is based our need for great Team Members and a recognition that many students don't get complete information about the broad range of

opportunities available to them, given they have prepared themselves for the opportunity. We often work to educate parents as well as students and educators. There are many old, established biases that are not accurate, and in addition to guiding students to opportunities, frequently educators and parents need to have their understanding of opportunities brushed up a bit too.

It is incredibly important for students to begin exploring early and gain an understanding of their strengths and interests, then leverage those strengths and interests in advancing their education. Earning dual enrolment credits and advanced standing while still in high school can pave the path to post-secondary experiences and shorten the path to a career. Earning industry credentials along the way provide the potential to work for a company and earn tuition assistance and on the job experiences. Integrating these opportunities as part of the career pathway can enhance the experience and accelerate success.

Wisconsin has been a leader in building career pathways and in collaborating across typical siloes. We still have much important work to do. The foundation for leveraging partners has been established, but the work must continue to develop robust career pathways and deep relationships that can respond to rapid changes in the preparation needs of students. The capacity needed to shepherd students and the program capacity to handle the training needs of students is critical to enabling every student to be successful in graduating and being career ready.

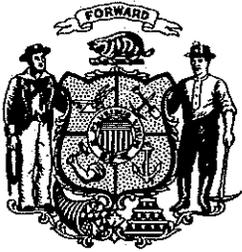
For these reasons I provide my strongest support for this application and encourage that Wisconsin participate in continuing to lead the way in the development and implementation of career pathways and career clusters. This grant would accelerate progress and ultimately to drive student and graduate success. Further, the ultimate outcome is highly engaged and contributing members to our communities.

Please give your highest consideration to Wisconsin for this request.

Sincerely,



S. Mark Tyler
President



SCOTT WALKER
OFFICE OF THE GOVERNOR
STATE OF WISCONSIN

P.O. Box 7863
MADISON, WI 53707

February 29, 2016

Dr. Tony Evers
Superintendent of Public Instruction
Wisconsin Department of Public Instruction
125 S. Webster St.
Madison, WI 53703

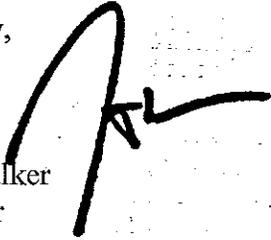
Superintendent Evers,

I am writing this letter to express my support for Wisconsin's application for the New Skills for Youth grant. Wisconsin is committed to ensuring every student is prepared for careers and postsecondary training after high school. The New Skills for Youth Grant by the Council of Chief State School Officers in partnership with the National Association of State Directors of Career Technical Education Consortium and the Education Strategy Group will provide Wisconsin with new opportunities to continue improving education and improve outcomes for our state's students.

Wisconsin has made reforms to ensure every child graduates college and career ready. We passed a law requiring all students in 6-12th grade have access to Academic and Career Planning services by the 2017-18 school year. We allocated funding to Career and Technical Education Incentive grants, that provide funding to districts for every student graduating from high school with an industry recognized certificate in labor market shortage areas. These are just a few of the changes we've already made to lead the way toward success for our students.

Growing our economy, developing our workforce, and transforming education are priorities for Wisconsin. I support Wisconsin's application because the New Skills for Youth Grant aligns with these goals and will help prepare Wisconsin's youth for the future. If you require any further information from my office, please do not hesitate to contact me.

Sincerely,


Scott Walker
Governor

February 25, 2016



To New Skills for Youth Grant Committee:

On behalf of the School District of New Berlin, I am writing to support Wisconsin's application for the New Skills for Youth (NSFY) grant.

We are pleased to be part of a cross sector team charged with the collective goal of ensuring all students are prepared to effectively navigate the worlds of post-secondary education, training and work in support of their personal, academic, social and career goals.

Redefining College and Career Readiness has been a priority of mine since I served on the Joint Legislative Committee for Improving Opportunities in High School. It is our collective work to help students develop a diverse set of talents that can fuel innovation and job creation while supporting projected workforce needs.

In the School District of New Berlin, we are proud of our success in preparing students to succeed academically. With rare exception, all of our student's graduate high school and 91% aspire to attend some form of college. However, we know we need to do more if we want to ensure that all students complete a post-secondary credential with value in the projected labor market. They need to know what they are investing in and how that aligns to their unique skills and abilities and the goals they have for their future. Given projected demography, we simply can't afford to wait to address these needs.

Our work over the past three years, as well as the priorities outlined in our strategic plan, shows the level of commitment we have to this work. Our entire staff is engaged in these efforts. Specifically, the School District of New Berlin:

- Created a "Vision of the SDNB Graduate" that reinforces a broader view of College and Career Readiness
- Aligned our District mission, vision, values and strategic plan to this vision
- Sought the support and advice of industry as well as post-secondary education providers to increase the relevance of our programs and services in relation to post-secondary success.
- Expanded programs and services to focus on:
 - K12 Career Exposure
 - K12 Integration of 'Dispositions for Success' in grading and reporting practices
 - Foundational Career and Technical Education for all secondary students (includes employability, personal finance, career research, etc.)
 - Personal planning and adult mentorship through the implementation of a 'Program of Study Framework' and 'Academic and Career Planning'

Joe Garza
Superintendent
Joe.Garza@nbexcellence.org

School District of New Berlin
4333 S Sunnyslope Road
New Berlin WI 53151

262 789 6220 office
262 786 0512 fax

The School District of New Berlin does not discriminate against individuals on the basis of age, gender, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. For more information, follow this link:

[\[http://www.nbexcellence.org/district/disclaimers.cfm\]](http://www.nbexcellence.org/district/disclaimers.cfm).

- Expansion of 'Career Focused Programs' with embedded credentials/certifications in IT/Computer Science, Nursing/Health Care, Business/Entrepreneurship, Education, Manufacturing, Construction/Trades and Engineering in support of projected workforce needs.
- Expansion of CTSOs, Applied/Experiential and Work Based Learning programs
- Strengthening post-secondary alignment through strong partnerships with the technical college system, UW Colleges as well as our UW Universities.
- Expanded the way we measure progress towards College and Career Readiness in alignment with 'shared objectives' as well as best practices outlined in the CCSSO Opportunities and Options Report.
- Ongoing advocacy for:
 - a more holistic and sustainable approach to dual enrollment programming to reduce the cost and time to degree.
 - revising the way career and technical education is funded as this sends a message regarding its importance for all students.
 - a regional approach to fostering relationships between industry and education.
 - expansion of the legislative definition of career prep to focus on all pathways to a career to encourage active engagement of all post-secondary education providers in this important work.

We believe our work is directly aligned to many related efforts in our local community, county, economic development region as well as the State of WI and look forward to continuing to collaborate on shared objectives. We are truly passionate about this work.

We appreciate your consideration of the State's application and would welcome the opportunity to be part of a national effort to design and deliver programs and policy in order to ensure students graduate high school effectively positioned to complete a post-secondary credential that supports their personal, academic, social and career goals effectively and economically.

Sincerely,



Joe Garza
Superintendent

cc: David Maxey, President, Board of Education
Tom David, Vice President, Board of Education
Laura Schmidt, Strategic Advisor to the Superintendent



Office of the President

1700 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-
1559
(608) 262-2321 Phone
(608) 262-3985 Fax

e-mail: rcross@uwsa.edu
website: www.wisconsin.edu/

February 25, 2016

It is my pleasure to provide my support for the Wisconsin application for the New Skills for Youth (NSFY) comprehensive grant program. The focus of the grant, “to dramatically increase the number of students in the U.S. who successfully complete career pathways that begin in high school and culminate in postsecondary degrees and/or industry credentials with labor market value,” aligns well with the goals of the University of Wisconsin System. The University of Wisconsin System plays a key role in preparing Wisconsin’s future workforce and this grant can help advance this work in partnership with the Department of Public Instruction, the Wisconsin Technical College System, and other members of this grant team.

The University of Wisconsin System looks forward to working with the Wisconsin team to support two overarching goals of New Skills For Youth (NSFY) Grant:

1. To dramatically increase the number of students in the U.S. who successfully complete career pathways that begin in secondary school and culminate in postsecondary degrees and/or industry credentials with labor market value: and
2. To 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.

The University of Wisconsin System already partners with the Department of Public Instruction on two similar projects, the Wisconsin College and Career Readiness Partnership and Academic and Career Planning process.

I have asked Bob Jokisch, Senior Policy Advisor for Financial Aid and Student Success to represent the University of Wisconsin System on the Wisconsin team. Bob coordinates our work across the UW System on both college readiness and dual enrollment policies. These are two key areas for the University of Wisconsin System. I have established a goal of improving college readiness to decrease the number of students who need development education over the next four years. In addition, the UW System is working hard to provide additional opportunities for students to take college level courses in high school so as to increase student success and decrease time to degree.

I want to thank The Council of Chief State School Officers in partnership with the National Association of State Directors of Career Technical Education Consortium and the Education Strategy Group for launching the New Skills for Youth (NSFY) comprehensive grant program, and JPMorgan Chase & Co.

Universities: Madison, Milwaukee, Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater. Colleges: Baraboo/Sauk County, Barron County, Fond du Lac, Fox Valley, Manitowoc, Marathon County, Marinette, Marshfield/Wood County, Richland, Rock County, Sheboygan, Washington County, Waukesha. Extension: Statewide.

for their financial support. This is a wonderful opportunity to better prepare Wisconsin's future workforce.

A handwritten signature in black ink that reads "Ray Cross". The signature is written in a cursive style with a large, stylized "R" and "C".

Ray Cross
President, University of Wisconsin System

Department of Workforce Development
Secretary's Office
201 E. Washington Avenue
P.O. Box 7946
Madison, WI 53707
Telephone: (608) 266-3131
Fax: (608) 266-1784
Email: sec@dwd.wisconsin.gov



Scott Walker, Governor
Raymond Allen, Secretary

February 26, 2016

To Whom It May Concern:

It is with great honor that I provide the full support of the Wisconsin Department of Workforce Development (DWD) to Wisconsin's application for the New Skills for Youth grant. Wisconsin has a rich collaborative history with strong partnerships to prepare youth with in-demand skills to succeed in careers and in post-secondary education and training.

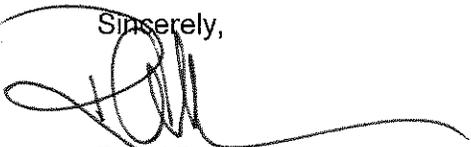
To this end, DWD is pleased to support this grant application in collaboration with our partners at the Wisconsin Technical College, Wisconsin Department of Public Instruction and the Wisconsin Manufacture's and Commerce.

The Department can support implementation of this initiative through the enhanced Labor Market Information (LMI), which we rolled out in early 2016. These new tools will help DWD and its workforce partners determine high-skilled, high-demand industry sectors for the creation of career pathways for our students.

Additionally, the Governor has addressed the training needs of employers in Wisconsin by providing the Department with the ability and support to create a bridge program between our Youth Apprenticeship and Registered Apprenticeship programs. Furthermore, the Governor's investment in workforce training grants through his Wisconsin Fast Forward initiative has engaged both education and employers to work together to create training opportunities for the junior and seniors in our high schools, based on employer demand.

I ask that you give Wisconsin's application for this grant your full consideration. If you have any further questions or are in need of any additional information from my office, please do not hesitate to contact me.

Sincerely,



Ray Allen
Secretary



WISCONSIN MANUFACTURERS & COMMERCE

February 29, 2016

RE: New Skills for Youth Grant

To whom it may concern:

As the state chamber of commerce and state manufacturers' association, Wisconsin Manufacturers and Commerce is excited to support the New Skills for Youth (NSFY) comprehensive grant program. Through our educational arm, the WMC Foundation, we have engaged our 3,700 members and more than 100 local chambers of commerce in workforce-related initiatives for years. However, we have never been as engaged as we are right now.

Our state faces a workforce shortage as severe as any state in the nation. Wisconsin expects to double the number of people over the age of 65 in the next two decades while at the same time coming up 285,000 bodies short of what we need to fill the jobs that will be created or need to be filled. IT is critical that we dramatically increase the number of students in the state who successfully complete career pathways that culminate in postsecondary degrees and/or industry credentials with labor market value.

The WMC Foundation has been an active participant in the state's Academic and Career Planning in Wisconsin, starting with 6th grade students and continuing through high school. Our members have been in classrooms, offered company tours, employed youth apprentices, offered internships, and served as mentors. They have worked with students, teachers, parents, counselors and workforce boards to help everyone understand the needs of the current workforce. Furthermore we are excited about the opportunity that the ACP business/education portal (Inspire) brings to our state. Through our commitment to DPI, we will actively engage with our members to support, fund and sustain these regional business and education partnerships.

In addition, we have launched the Future Wisconsin Project – a 20-year strategic economic vision for the state. Topping the list of success indicators is our ability to attract, develop and retain talent. When we survey the business community, no issue comes close to rivaling the need for talent. It is the number one factor holding back economic growth in Wisconsin. To that end, we have been engaged in the following:

WMC

WISCONSIN MANUFACTURERS & COMMERCE

- ✓ Working with the Department of Public Instruction on Academic and Career Plans
- ✓ Working with the Department of Workforce Development on labor market data
- ✓ Establishing competitive benchmarks for Wisconsin
- ✓ Recognizing business and education partnerships
- ✓ Working with local schools and businesses through their local chamber of commerce
- ✓ Establishing awards programs
- ✓ Working with the private colleges, tech colleges and University of Wisconsin system to connect learning with earning
- ✓ Providing programs on business, financial literacy, and workforce for middle and high school students

The WMC Foundation is “all in” on working with our educational partners in ensuring today’s students are ready for tomorrow’s workplace. We are looking forward to working with all of the state partners in developing the most innovative and effective career pathways in the nation.

Sincerely,



James R. Morgan,
President



Morna K. Foy, President

4622 University Avenue
PO Box 7874
Madison, Wisconsin 53707-7874
608.266.1207 | Wisconsin Relay System: 711
info@wtcsystem.edu | www.wtcsystem.edu

February 25, 2016

To New Skills for Youth Grant Committee:

On behalf of the Wisconsin Technical College System (WTCS), I am writing to support Wisconsin's application for the New Skills for Youth (NSFY) grant. We are pleased to be part of a cross sector team charged with the collective goal of ensuring all students are prepared for careers and postsecondary education and training after high school.

WTCS, the coordinating agency for the state's 16 technical colleges, has been engaged in building Dual Credit options with our K-12 partners for over 20 years and was one of six states who successfully competed for, and was awarded funding to create a national model related to Rigorous Programs of Study. Connecting youth and adult career pathways has been a priority of mine since I became President of the System in 2013. This work supports collaborative efforts between K-12 and the WTCS started over 15 years ago and would provide us with additional support in our goal to expand and align Wisconsin Career Pathways through policy, professional development and promising practice.

The key objectives of the NSFY are perfectly aligned with the WTCS 2016-2020 Strategic Directions to:

- Transform the delivery of postsecondary education and training by advancing proven strategies like dual credit and stackable credentials,
- Innovate to position students for academic and career success by maintaining affordability for students, balanced with a lasting commitment to quality, and
- Collaborate to efficiently advance customer outcomes by assuring industry-aligned curriculum is flexible and responsive to employers' needs and engaging with key education partners to assure a coordinated approach in addressing Wisconsin's education and workforce needs.

We appreciate your consideration and look forward to being part of a national effort to design and deliver both programs and policy in order to increase students' career readiness and share those efforts as we move forward.

Sincerely,

Dr. Morna K. Foy, President



ACP ADVISORY COUNCIL

STATE AGENCIES

Department of Public Instruction

Sara Baird, Assistant Director Career and Technical Education
Gregg Curtis, School Counseling Consultant- ACP Co-Lead
Robin Kroyer-Kubicek, Career Pathways Consultant- ACP Co-Lead
Janice Mertes, Assistant Director for Instructional Media Technology/Digital Learning
Kevin Miller, Dual Credit Consultant
Nancy Molfenter, Special Education Transition Consultant
Carolyn Parkinson, Director, Wisconsin Educational Opportunity Programs
Suzan Van Beaver, Special Education Consultant
Sharon Wendt, Director, Career and Technical Education
Aundrea Worthing, Title I/Neglected and Delinquent Consultant

Department of Workforce Development

Cathy Crary, Youth and Special Projects Supervisor
Kathleen Enders, Vocational Rehabilitation Specialist
Cathy Crary, Y&P Unit Supervisor
Becky Kikkert, Secretary's Office, Communications

Department of Children and Families

Hai Phuong Eagan, Education Program Coordinator
Wendy Henderson, Director of Office of Youth Services

Department of Health Services

Janet Estervig, Employment Initiatives Manager

K12 EDUCATION

Associations

John Ashley, Executive Director, Wisconsin Association of School Boards (WASB)
Arlene Braden, Secretary-Treasurer, Wisconsin Education Association Council (WEAC)
Nicole Brookshire, Vice-President- Operations, Junior Achievement
Brian Jackson, President, Wisconsin Indian Education Association (WIEA)
Betsy Kippers, President, Wisconsin Education Association Council (WEAC)
Erika Gehrke, Development Manager, Junior Achievement Wisconsin
Jim Lynch, Executive Director, Association of Wisconsin School Administrators (AWSA)
Steve Schneider, School Counselor, Sheboygan South High School; President-Elect Wisconsin School Counseling Association (WSCA)
Judi Walsh, Program Coordinator for CCR, De Forest Area School District
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Academic and Career Planning Needs Assessment: Executive Summary

June 2015

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Executive Summary

Academic and Career Planning (ACP) is a process intended to provide students in grades 6-12 in public schools across the state academic and career planning services. The Wisconsin Department of Public Instruction (DPI) contracted the Center on Education and Work/Wisconsin Center for Education Research (WCER) to conduct a Needs Assessment around professional development for the state's forthcoming Academic and Career Planning process. The statewide ACP process is scheduled to be piloted in volunteer districts and schools across Wisconsin in the 2015-16 and 2016-17 school years, with full implementation statewide in 2017-18.

The Needs Assessment consisted of three parts: a survey component, a focus group component, and the development/refinement of a Self-Assessment Rubric. The surveys and focus groups provided information about what schools and districts across the state are currently doing in terms of academic and career planning in grades 6-12. With this knowledge, WCER was able to comment on and suggest revisions to the DPI's draft Self-Assessment Rubric, a resource intended to support schools and districts as they prepare for piloting and for full implementation in the 2017-18 school year.

Through the data and analysis of the Needs Assessment, the evaluation team provided four points of discussion and recommendation for ACP piloting and implementation in the coming years:

1. **Culture change:** Switching to school-wide involvement in ACP will be a major culture change in many districts and schools. It will be essential to foster buy-in statewide for the ACP process at multiple levels, from district administrators to building leaders, to building staff, particularly those staff not currently involved in ACP activities, and to students and families. This will necessitate addressing issues of significance, readiness, and capacity, as well as other concerns.
2. **Comprehensive and constant communication:** Early, ongoing, consistent, and comprehensive communication to all stakeholders will be vital to the success of the statewide ACP roll-out and implementation.
3. **Management of ACP processes and products:** While many ACP activities already occur in schools, the largest gap lies in the area of management. Solutions for connecting disparate processes and products must be developed and communicated, while at the same time keeping in mind the importance of context-sensitivity.
4. **Professional development:** Professional development support will be important at all levels. Train-the-trainer models should take into account the readiness and capacity of new potential trainers as many may have little experience training adults and will need the support of school and district leadership to train other teachers and staff well.

The full report provides an overview of the data collection methods used in the Needs Assessment, an examination of the data from the surveys and focus groups that contributed to the evaluation team's understanding of current ACP processes and procedures statewide, and a list of recommendations based on the data analysis to inform professional development efforts and to help improve ACP piloting and implementation across districts and schools in the near future.

WISCONSIN TALENT DEVELOPMENT



2014-2018 STRATEGIC PLAN

Governor's Council on Workforce Investment

Governor Scott Walker
Room 115 East
Wisconsin State Capitol
Madison, WI 53703

Dear Governor Walker:

On behalf of the Council on Workforce Investment (CWI), it is our honor to submit the 2014-2018 Workforce and Talent Development Strategic Plan for your review. Through the 2013 Executive Order 100, you tasked the CWI with aligning Wisconsin's talent and workforce development initiatives and investments with its economic development strategies. The goal of this publication is to ensure that careers with high market value and in-demand skill sets are filled with the most qualified individuals to provide Wisconsin with a competitive advantage for attracting and retaining businesses.

The CWI recognizes that skilled talent is one of the most critical factors contributing to the success of Wisconsin's driver industries and the economy overall. The CWI 2014-2018 Strategic Plan makes 21 recommendations to address a broad range of workforce development system challenges through sustainable short-term and long-term activities that are designed to cultivate, attract, and retain skilled talent. In order to create a robust pipeline of work-ready, highly qualified individuals to support Wisconsin's businesses and job creators, the state needs to take action with great urgency to implement the CWI's talent development vision.

With your support, the CWI intends to maintain the 2014-2018 Strategic Plan as a living document for use in continuing to shape and advance Wisconsin's workforce policies, strategies, and desired outcomes. In 2015, review of progress and updates to this Plan will be added as a standing item on the CWI's meeting agenda. Recommendations and plan details may be refined and updated with input from key stakeholders to ensure continual integration of the state's evolving talent and economic development strategies.

Under your direction, CWI members stand ready to serve as communication and implementation ambassadors for the 2014-2018 Strategic Plan.

Kind Regards,

Mary Isbister, Chair
Governor's Council on Workforce Investment

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TIMELINE

2010

Be Bold Wisconsin: The Wisconsin Competitiveness Study sparked Wisconsin's Prosperity Strategy and suggested 9 recommendations to boost economic development.

2011

Wisconsin Economic Development Corporation (WEDC) was formed.

2012

The Road Ahead and *Be Bold 2* reports address Wisconsin's workforce challenges and recommend demand-driven training programs and expanded labor market information systems to align with regional economic development strategies.

Wisconsin's Workforce Development System – A graphical guide to employment and training resources in Wisconsin is produced by the Public Policy Forum (<http://publicpolicyforum.org/sites/default/files/2012WorkforceMap.pdf>).

2013

Wisconsin Act 9 – Wisconsin Fast Forward (WFF) legislation was passed to develop an enhanced Labor Market Information System and established a \$15M grant fund to provide employers with customized skilled labor training grants.

2014

Federal lawmakers pass the Workforce Investment and Opportunity Act (WIOA).

Wisconsin Blueprint for Prosperity legislation adds \$35.4M in additional WFF grant funds to reduce technical college wait lists, provide technical training to high school pupils, and enhance training and job opportunities for workers with disabilities.

The CWI unveils its strategic plan to align workforce development and economic development priorities for talent attraction and retention.

Competitive Wisconsin introduces the *Be Bold 3* initiative (<http://www.competitivewi.com/2013/09/be-bold-3-the-latest-step-in-a-public-private-collaboration-that-works/>).

Wisconsin Manufacturers & Commerce (WMC) introduces the Future Wisconsin Project (<https://www.wmc.org/programs/the-future-wisconsin-project/>).

WISCONSIN TALENT DEVELOPMENT EXECUTIVE SUMMARY



Overview

The Governor's Council on Workforce Investment (CWI) was established in 2000 as a federal mandate under the Workforce Investment Act (WIA) to assist the state of Wisconsin in identifying and implementing innovative and dynamic workforce development strategies. It is charged with the ultimate goal of moving Wisconsin's economy forward by ensuring that workers have the necessary access to in-demand career training and employers have a robust skilled labor pipeline to support job growth and economic development strategies.

The CWI membership is appointed by the Governor and includes a majority of business leaders, as well as state legislators, local elected officials, educational institutions, community-based organizations, and labor representatives from across the state. Its members work in partnership with the Department of Workforce Development (DWD) and the state's workforce development partner agencies to craft outcomes-based workforce development strategies based upon labor market information and employer demand.

In 2013, Governor Walker issued an Executive Order that tasked the CWI with aligning Wisconsin's talent and workforce development initiatives with its economic development strategies. To achieve the required results, the CWI launched a comprehensive strategic planning process that used Wisconsin workforce development system reports as a foundation for analyzing and defining workforce challenges. The exercise identified four key themes for developing executable strategy recommendations, which led to the formation of CWI strategic planning subcommittees: Talent Development, Attraction, and Retention; Education for Workforce and Talent Development; Development of Sustainable Partnerships; and Alignment of Workforce Programs. Subcommittee reports were written, reviewed, and consolidated into the strategic plan.

The 2014-2018 CWI Strategic Plan makes 21 recommendations to address a broad range of workforce development system challenges through sustainable short-term and long-term activities that are designed to cultivate, attract, and retain skilled talent. Success will be measured by connecting highly trained workers with employers to fuel business and move Wisconsin's economy forward. The CWI will continue to monitor the status of each recommendation and evaluate opportunities for action and engagement at future Council meetings.

Governor's Council on Workforce Investment

Purpose

As defined by Governor Walker, the Council on Workforce Investment should represent employer labor requirements; recommend strategies that support the development of a highly qualified labor force; and align resources to empower individuals to pursue and retain good paying careers.

Goal

Offer actionable recommendations that will provide short-term and long-term sustainable talent development activities that are aligned with and support Wisconsin's economic development and growth plans.

WISCONSIN TALENT DEVELOPMENT STRATEGIC PLANNING PROCESS



Overview

In 2013, a newly constituted Council on Workforce Investment (CWI) was tasked by Governor Walker with defining a strategic framework that aligns Wisconsin's talent and workforce development initiatives and investments with the economic development activities and growth strategies of the state. This document was conceived with the charge of assisting Wisconsin and the Governor in implementing innovative and dynamic approaches to developing Wisconsin's talent and workforce. The CWI was charged with ensuring that Wisconsin's employers have a pipeline to the skilled workforce that they need and access to training for in-demand careers with the ultimate goal of moving Wisconsin's economy forward.

All of the stakeholders in the workforce development ecosystem are represented on the CWI, including legislators, local elected officials, education system representatives, labor, business and industry, and community-based workforce development organizations. There is great urgency with which the state needs to realize the CWI's vision in order to create a robust pipeline of work-ready, highly qualified individuals to support Wisconsin's businesses and job creators. Skilled talent is one of the most important factors for the long-term success of Wisconsin's driver industries and the economy overall.

Defining the Workforce Challenge

Wisconsin's workforce development system was thoroughly researched and analyzed in two recent industry-led reports: 1) *The Road Ahead* (Tim Sullivan, 2012); and, 2) *Be Bold 2* (Competitive Wisconsin, 2012). These studies led to the development of the *Governor's Workforce Investment Plan* (February 2013), which resulted in allocating state funds through Act 9 to: implement a state-of-the-art Labor Market Information System; establish the Office of Skills Development (OSD); offer customized training grants to employers for workers in high-demand occupations; and provide flexible workforce training through technical colleges and performance-based solutions. Recognizing the remarkable impact that each report had in shaping innovative workforce development legislation, the CWI offered the following feedback to further define Wisconsin's current workforce development system:

- The State's workforce data suggests more focus is required on jobs that are goods producing.
- If the state can upscale employee skill sets, wages will increase, and the economy will grow.

Focus

The focus of the Council on Workforce Investment's strategic planning process ensures that careers with high market value and in-demand skill sets are filled with the most qualified individuals to provide Wisconsin with a competitive advantage for attracting and retaining businesses to grow the economy.

Vision

- Wisconsin will have the nation's best qualified workforce to support the interests of current businesses and drive new economic development.
- Wisconsin's education and workforce development systems will work in unison to be the most nimble and responsive in the country.
- Wisconsin's citizens will have access to the best labor market information, education, and training opportunities for the pursuit of family-sustaining careers and employment security.

- Of the non-working, post-high school young adults in Wisconsin, a large percentage are not working as a result of being disengaged, lacking job-readiness skills, and having unrealistic employment expectations.
- The current state labor market tools tend to be skewed toward lower skill and service related jobs.
- A more accurate and comprehensive picture of the demand side of the labor market (industry needs) is necessary to guide workforce investments and career conversations to high demand careers.
- Manufacturers require talent from support service sectors (e.g. finance, IT, logistics, supply chain, etc.) to sustain industry growth.
- Job replacement requirements for those retiring will out-pace the supply of replacement workers.
- Other key industry sectors for future jobs are: construction, transportation, utilities, information technology, and healthcare.
- New technology is changing the type of skill requirements for work today and will continue to accelerate in the future.
- Changing demographics and population concentration need to be taken into account in strategy development.

In addition, the Department of Workforce Development (DWD) commissioned a study of the employment and training services that constitute Wisconsin's workforce development system: *Wisconsin's Workforce Development System – A graphical guide to employment and training resources in Wisconsin* (Public Policy Forum, 2012). The report evaluated the employment and training services, from job search and placement assistance to vocational rehabilitation for individuals with disabilities and provided a resource map and analysis to offer policymakers and service providers a current view into the workforce system. Key findings of this report included the following:

- While it appears that some consolidation of employment and training funding has occurred in recent years, Wisconsin's workforce development system remains somewhat fragmented.
- Projected changes in Wisconsin's workforce and economy may demand increased attention to workforce attraction and retention, as well as enhanced emphasis on worker training and education.
- The vast majority of funds supporting Wisconsin's workforce development system are from federal sources, a trend that may not bode well for the future.
- Some new approaches to structuring workforce programs and diversifying funding sources have been initiated in Wisconsin, and those efforts should continue.

The CWI conducted a comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in late 2013 to further define the workforce challenge. The process resulted in: 1) Identifying four key themes for developing executable strategy recommendations; 2) Establishing CWI's strategic planning subcommittees; and 3) Defining the workforce challenge through a problem statement.

Problem Statement

- A demand driven workforce investment environment is essential to develop workforce skills in alignment with economic development needs.
- Job demand will out-pace population growth between now and 2030.
- Changing workforce requirements are a fact of sustainable economic growth and our system must be responsive and nimble to make timely adjustments.
- The lack of public awareness about current and future labor market requirements makes it difficult to have a consistent demand-driven career pathway system.
- Job seeker and student expectations are not matched to the reality of the Wisconsin economy and its current high-demand career opportunities.
- Ready-to-work skills gaps decrease employment readiness.

Subcommittee Work

The SWOT analysis definition of the problem statement led to the formation of four CWI subcommittees:



The CWI subcommittees used the following principles to guide discussions and develop recommendations:

- **Collaboration:** Coordinate efforts of the stakeholders, including industry, education, government, and citizens to maximize the Return on Investment (ROI) and impact from available resources.
- **Alignment:** Eliminate redundancy between programs and services offered by multiple stakeholders when possible.
- **Demand-Driven:** Understand the skills needed by private industry to adapt education and job training systems to support initiatives related to those skills.
- **Leverage:** Consolidate federal and state economic and workforce development resources and direct them toward expected job outcomes when possible.
- **Auditability:** Reinforce transparency and accountability within the workforce system.
- **Return on Investment:** Create quantitative, meaningful metrics to measure success.

TALENT DEVELOPMENT, ATTRACTION AND RETENTION SUBCOMMITTEE

- Recommendation**
1. Develop Career Counseling/Career Month
 2. Add Attraction and Retention Tax Credits for Skilled Graduates
 3. Incorporate Relocation Tax Credit and Loan forgiveness
 4. Expand Youth and Adult Apprenticeship Participation and Programming
 5. Support Transportable Skill Sets for Transportable Careers
 6. Deliver Financial Incentives for Attraction/Entrepreneurship
 7. Engage in Marketing that Attracts Millennials and Entrepreneurs
 8. Expand Broadband Access

The CWI Talent Development, Attraction, and Retention (TDAR) subcommittee was charged with studying, reviewing, and recommending strategies to help Wisconsin address the following range of issues:

- Wisconsin faces a challenge in attracting and retaining talent to support key driver industries.
- Wisconsin needs to address the fact that demographic projections indicate that the future workforce will not be sufficient to support growing industries.
- Wisconsin business associations, employers, and economic development entities engage in talent attraction and retention efforts that should be integrated into a statewide initiative.
- Wisconsin needs to determine how to leverage its collective assets to create an attractive value proposition to attract and retain workforce talent.

The TDAR subcommittee identified that the new generation of workforce talent has an endless array of opportunities in today's multi-faceted and highly interconnected global economy. Wisconsin's high quality of life, nationally recognized education system, and diverse business climate are critical factors to leverage in developing local talent and importing talent. In order to succeed in doing so, Wisconsin must implement programs and policies that directly address the competitive requirements of innovative employers and the needs and desires of skilled workers. In addition, the state must deploy best-in-class workforce incentives and career opportunities to retain current residents and attract significant levels of new talent.

The TDAR subcommittee also identified that the requirements for attracting and retaining talent for middle-skilled jobs are different from the needs for attracting and retaining talent for professional workers. However, recurring themes for both populations include: awareness of career opportunities across a broad scope of industries and geographies; job availability; employer collaboration and engagement; and partnerships beginning early in the education process and continuing throughout the school and career experience for prospective employees.

TDAR recognized that local and regional job creators require a growing pool of skilled and trained employees to fill existing and projected workforce needs. It further recognized that there is an opportunity to provide more effective development opportunities statewide for the current 21st Century workforce, as well as to create and implement a model that addresses the increasing workforce development and replacement needs generated by an expanding economy. Achieving these goals will put Wisconsin on a path to become a nationally recognized leader in providing incentives to attract and retain talented graduates who may otherwise leave the state for career advancement opportunities.

Specific Areas of Focus

- Wisconsin needs to address the fact that demographic projections suggest that the future workforce may not be sufficient to support growing industries.
- Wisconsin faces challenges in attracting and retaining talent to support key driver industries.
- Wisconsin has an opportunity to effectively leverage existing talent attraction and retention efforts within its business associations, key employers, and numerous economic development entities, and a collaborative statewide initiative should be coordinated to align these organizations.
- Wisconsin needs to adopt strategies for leveraging current assets that create and foster a value proposition that attracts and retains workforce talent in ways that go far beyond existing state initiatives or those elsewhere in the United States.

What Do Employers Want? What Do Workers Need?

Wisconsin's workforce is facing a quantity and quality challenge. As the economy improves, many traditional and new economy sectors are realizing a need for additional employees, including replacement workers as Baby Boom generation retirements accelerate. It is critical to focus on ensuring that Wisconsin has a workforce pipeline securely in place to meet future demands. Replacing the state's aging workforce will require rethinking and retooling current educational and workforce development programs to more effectively meet the expectations and requirements of employers.

Bottom Line

Wisconsin will need a growing number of trained and credentialed employees at all skill levels to respond to an expected workforce shortfall. The projected state workforce labor shortage will require aligning projected labor market skill competencies and demands with more certified and credentialed skilled workers; technical college graduates with stackable credentials, technical diplomas, and associates degrees; and, university graduates with bachelor degrees and master's degrees.

*Exhibit 1
2012 Post-Secondary Graduations*

Educational Institution	2012 Graduates
University of Wisconsin System	39,356
Wisconsin Technical College System	29,060
Wisconsin Private Colleges	14,000
Total	82,416

Source: IPEDS database; U.S. Department of Education

Annually, Wisconsin's higher educational institutions yield approximately 29,000 technical college graduates, nearly 40,000 University of Wisconsin System (UWS) graduates, and approximately 12,000 to 15,000 graduates from private colleges and universities (Exhibit 1).

Exhibit 2
2012-2022 Wisconsin Labor Supply and Demand Projections



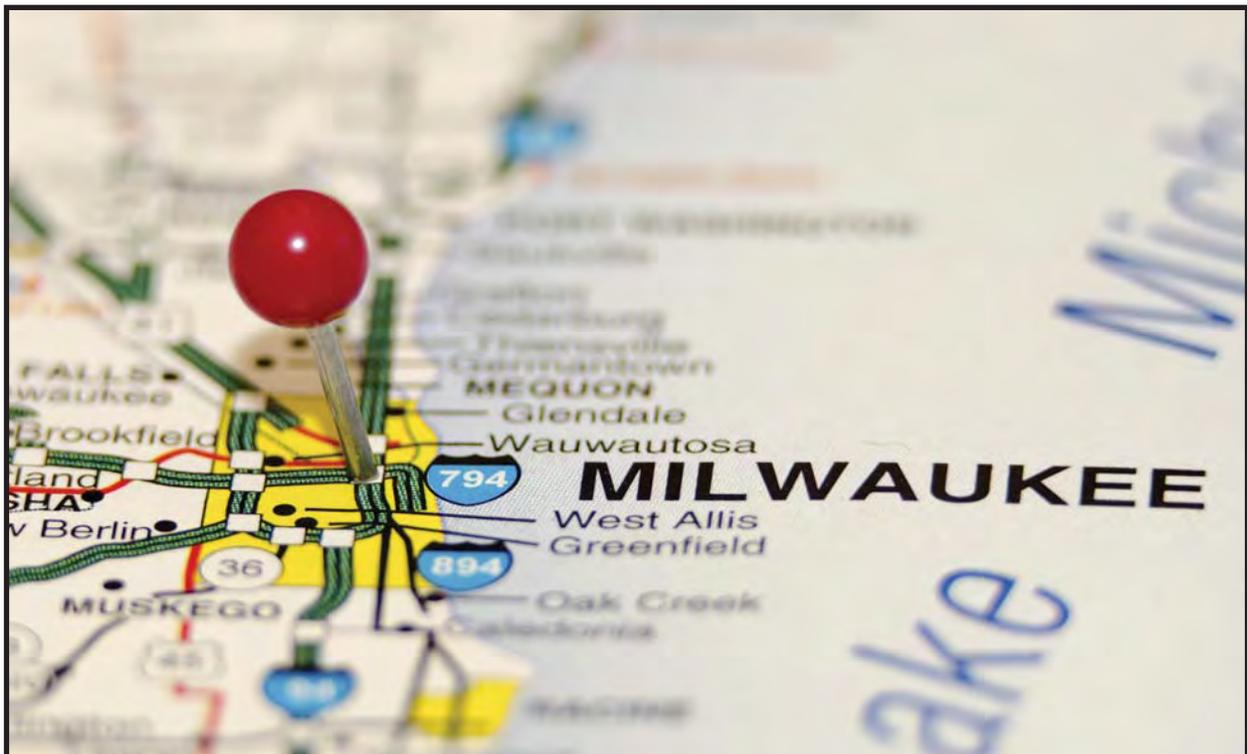
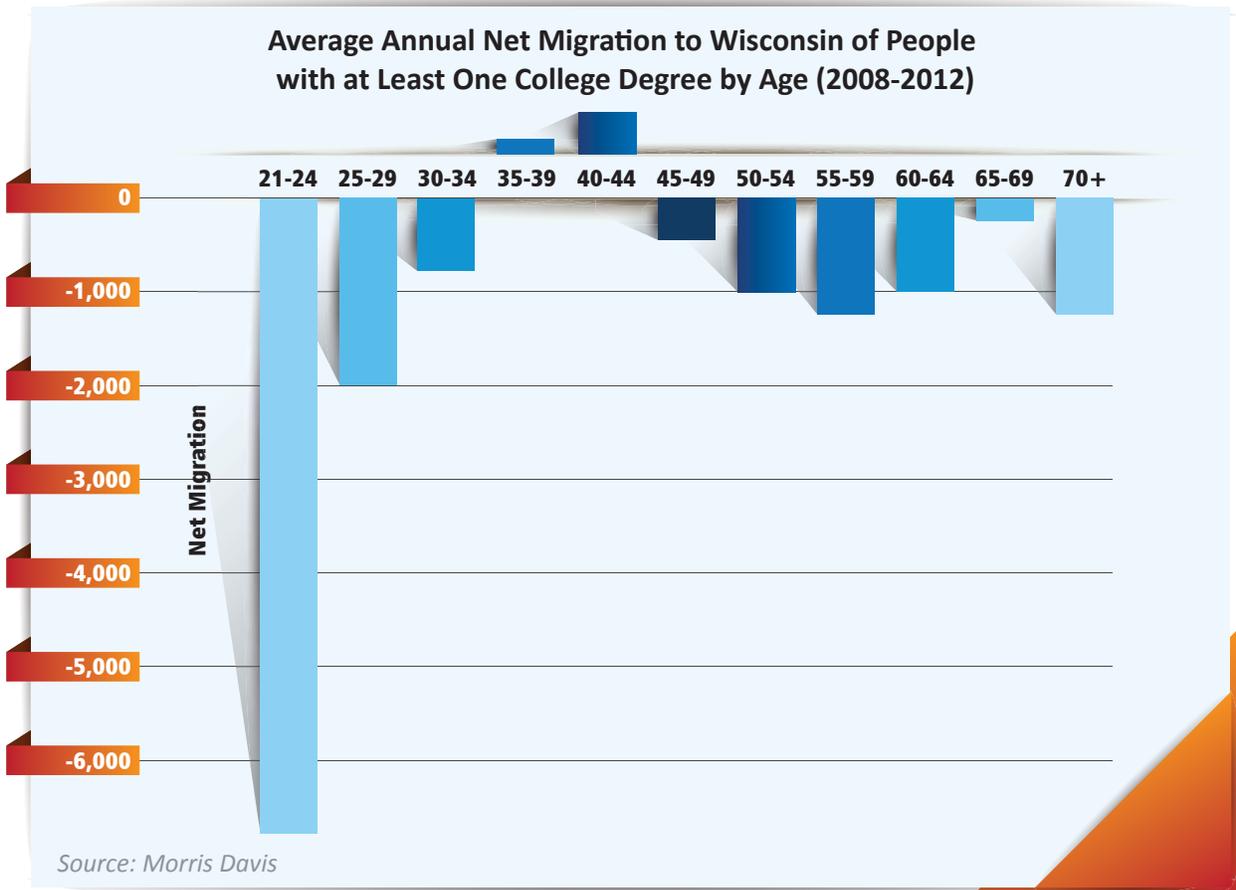
Based on the DWD - Office of Economic Advisors 10-Year Jobs Projections Study (2012-2022), which accounts for new and replacement positions across all industries and occupations, 46,000 positions will be unfilled due to an aging workforce over this period (Exhibit 2). To address this shortage, Wisconsin must retain its graduates, as well as attract domestic and international talent.

Data on age and job growth from Professor Morris Davis of the University of Wisconsin (UW)-Madison Business School (Exhibit 3) indicates that between 2008 and 2012 Wisconsin exported an average of 14,000 college graduates per year, most of whom left the state between the ages of 21 and 29.

A 2013 Harris Interactive Survey of 2,000 students and 1,000 hiring managers signified that 82 percent of the employers polled said that they were looking for graduates who had completed formal internships or work programs, but only 8 percent of the students interviewed said that they had accomplished an internship in a field related to their major.

Clearly, there is a compelling need for employers and educational institutions to work together to identify the necessary technical and employability skills that are required for effective job performance. Wisconsin's established and start-up businesses have unique and specific labor needs, many of which demand the highly specialized skills that are taught in technical schools or gained through apprenticeships and on-the-job training. Others are more subjective and should be encouraged through educational curriculum. With the proper feedback from employers, educational institutions must regularly update their curriculum and extra-curricular activities to help students develop and refine skills for success in the continually changing workplace upon graduation.

Exhibit 3
Annual Net Migration



EDUCATION FOR WORKFORCE AND TALENT DEVELOPMENT SUBCOMMITTEE

- Recommendation**
9. Recognize the importance of developing children's executive function skills during their early years
 10. Allow high school juniors to start work-based learning to graduate on-track
 11. Update Wisconsin's school report cards to include measures of career readiness and other work-based learning measures
 12. Ensure every high school student experiences quality work-based learning opportunities
 13. Develop an image-building campaign for career opportunities in high-demand fields
 14. Improve access to 1- and 2-year certificate and 2- and 4-year degree programs that support career opportunities in high demand fields
 15. Ensure UW and Wisconsin Technical Colleges address the underserved educational needs of economic leader positions

The Education for Workforce and Talent Development (EWTD) subcommittee was tasked with addressing the following scope of issues:

- Wisconsin needs real-time skills development and innovations that support the education and training of the current and future workforce to meet the needs of driver industries.
- Wisconsin needs a demand-driven career pathway system based on real-time labor market information to connect career exploration with the jobs and careers that driver industries offer.
- Wisconsin's Pre-K-12 and post-secondary education systems need to be nimble and responsive to the changing workforce requirements of employers.
- Wisconsin needs to build an education system that provides work readiness skills, in addition to specific career skills.
- Wisconsin's parents, students, counselors, teachers, principals, superintendents, and others need to be equipped with workforce data and projections to better prepare students for employability requirements.

The EWTD subcommittee consisted of representatives from K-12 education, the technical college system, business and industry, as well as policy makers. Technical advisors from local workforce boards, education and industry engaged in the subcommittee discussions to ensure that current programming, issues, and results were discussed. EWTD recommendations thereby incorporate the need to engage and educate parents on workforce opportunities and projections, provide additional work-based experiences for students, and further engage employers in the process of developing market-aligned talent.

DEVELOPMENT OF SUSTAINABLE PARTNERSHIPS SUBCOMMITTEE

- Recommendation**
16. Wisconsin partnership champions at the state and local levels
 17. The state must build a partnerships and opportunities clearinghouse
 18. Support industry engagement

The Development of Sustainable Partnerships (DSP) subcommittee was tasked with addressing the following:

- Wisconsin must create a sustainable synergy between its public and private economic and workforce development partners and stakeholders that will achieve cost-effective, innovative, and integrated statewide workforce solutions.
- Partnerships are necessary to ensure that the skills, credentials, and competencies required by employers are understood and implemented by talent and workforce suppliers.
- Wisconsin needs to create efficient and effective relationships to ensure that workforce development services are aligned with industry needs and economic development strategies.
- Wisconsin's workforce development agencies, namely the DWD, local Workforce Development Boards (WDBs), and Wisconsin Technical College System (WTCS) must work together to champion targeted skills development for driver industries.

Wisconsin is fortunate to have a robust ecosystem of economic and workforce development and education professionals. These individuals and organizations strive to deliver the highest level of service to advance the state's economy by meeting the needs of its business community and the workforce of the present and future. The state also has a long and successful history of recognizing that the best solutions for many problems are shared among multiple stakeholders.

However, the *Be Bold 2* report suggests that,

"Wisconsin lacks the collaborative mechanism required to inspire and create shared priorities among the many influential contributors to the state's talent development system and the flexibility to pursue talent development in a contemporary way. That need must be met. Wisconsin must create a synergy amongst its public and private economic and talent development efforts that will achieve maximum positive, cost-effective impact."

To this end, the DSP subcommittee recognizes the clear need to develop meaningful and sustainable public-private partnerships to advance the recommendations in this plan, as well as to identify future needs.

This is especially true in the area of work-based learning (WBL). The development of a successful WBL model demands the coordination of partners in education, workforce development, and the business community, as well as the presence of a strong champion to facilitate those conversations and to ensure the creation of successful experiences. The value of WBL has been broadly recognized as a critical factor in youth career exploration, and is embraced by a number of state agencies, including the Department of Public Instruction (DPI) and DWD, and Chambers of Commerce throughout Wisconsin. While a number of local best practices have been developed in WBL, no consistent model or standard of excellence has emerged.

Growing interest in the use of WBL as a means of supporting interest in Career and Technical Education (CTE), coupled with a pair of key legislative changes in the past 2 years have created a critical mass of support for the formation of a statewide WBL model. The CWI, through the DSP subcommittee recognizes its role in championing the formation of a sustainable partnership model to support WBL and other talent development initiatives in Wisconsin.

ALIGNMENT OF WORKFORCE PROGRAMS SUBCOMMITTEE

- Recommendation**
19. Increase access to the workforce system
 20. Support collaboration and communication between providers
 21. Change employer and job seeker perceptions of the workforce system

The Alignment of Workforce Programs (AWP) subcommittee was tasked with organizing, aligning, and marketing Wisconsin's workforce programs and worker training efforts in the most effective, efficient, and cost-conscious manner possible. The AWP subcommittee was tasked with addressing the following issues:

- Wisconsin's local, regional, and statewide workforce service providers and educational partners must design and implement a collaborative talent development model to create shared priorities among the stakeholders and workforce suppliers and the talent and workforce system practitioners. Stakeholders include, but are not limited to the: DWD, WDBs, WTCS, UWS, and other state agencies.
- Wisconsin needs to determine how to align talent and workforce development activities or shared priorities between public and private economic growth efforts.
- All talent and workforce development stakeholders need to be engaged and must be "sitting at the same table" in order to create and adopt a shared vision and develop implementation plans.
- Wisconsin must find a way to align and leverage the wide variety of resources attributed to talent and workforce development to prevent duplication, create synergy, and maximize outcomes.
- Wisconsin needs to build a coherent portfolio of talent and workforce development programs that are responsive to driver industry demands and engage job seekers, some of whom have barriers to employment.

The AWP subcommittee evaluated Wisconsin's workforce development system and determined that there are many highly aligned and effective programs for residents and employers. This alignment is demonstrated through the coordination of federal and state workforce programs that are jointly administered by local WDBs and the DWD. The analysis also identified that there are weaknesses in the current system, including:

- There are local and regional differences in the level of collaboration, communication, and user perception.
- There is opportunity for improvement in alignment and focus of economic development and workforce development priorities.
- It is difficult for businesses, workers, and program administrators to access comprehensive workforce program information.
- There is a negative perception regarding current workforce programs among some businesses and high-skill workers.
- There is no consistent "brand" or point of entry for workforce information.

WISCONSIN TALENT DEVELOPMENT COUNCIL RECOMMENDATIONS



Overview

To realize Governor Walker's goal of aligning Wisconsin's talent and workforce development initiatives with its economic development priorities, the CWI's 2014-2018 Strategic Plan makes 21 recommendations that address a broad range of workforce development system challenges through short-term and long-term activities to cultivate, attract, and retain skilled workers.

The success of the CWI's 2014-2018 Strategic Plan recommendations will be measured by the ability to connect highly trained workers with employers to fuel business and move Wisconsin's economy forward. The CWI will continue to monitor the status of each recommendation and evaluate opportunities for action and engagement at future Council meetings.

Resources Needed to Implement the Council Recommendations

The below icons depict the types of resources that may be required to implement the CWI 2014-2018 Strategic Plan recommendations. These icons have been placed by specific recommendations to demonstrate the level of support that is necessary for action to occur.



TALENT DEVELOPMENT, ATTRACTION AND RETENTION SUBCOMMITTEE

The TDAR subcommittee was charged with studying, reviewing, and recommending strategies to help Wisconsin address its critical and growing requirements for a skilled workforce. It devoted many hours from January through July 2014 to meet, discuss, and develop recommendations that would address the needs identified in the problem statements. Subcommittee members identified the need to integrate existing workforce development programs to avoid duplication and effectively manage resources.

The TDAR subcommittee identified the need to develop messages that would reinforce the positive benefits of alternative career pathways. It explored tactical opportunities to help students and workers gain a better understanding regarding the wide range of career opportunities that are available in Wisconsin, and sought means to assist them in calculating the ROI potential for each educational pathway that they may consider. Furthermore, the subcommittee considered the importance of engaging young people, parents, and teachers in career exploration and planning.

The TDAR subcommittee proposed 8 recommendations to offer best practice solutions that complement existing initiatives, address the diverse needs and educational levels of different populations across the state, and create positive excitement regarding Wisconsin's promising role as a talent attraction and retention powerhouse. Most of the recommendations require state funding support for implementation.

Recommendation 1:



Develop Career Counseling/Career Month

Before addressing the needs of attracting and retaining talent, the resources for developing Wisconsin's existing talent should be considered. Career education should be incorporated into the elementary and middle school curriculum. Parents, guidance counselors, teachers, and administrators should be given best practice tools to educate youth about career pathways.

The 2013-2015 Biennial Budget provided funding for the DPI to develop and implement an Academic and Career Plan (ACP) initiative that will be ready to launch during the 2017-2018 school year. To facilitate the continued development and retention of the existing and future workforce, ACP amendments are necessary, requiring:

- Career and school counselors to attend annual job career pathway training programs.
- Counselors to achieve and maintain certification in current and emerging trends in career pathway development.
- Private and for-profit colleges that receive any state or local government funding to demonstrate counseling staff competencies regarding current and emerging trends in career pathway development.

It is the subcommittee's hope that the ACP initiative will provide information on how to access external career planning resources. DWD presently provides occupational information, including job forecasts, job locations, wage information, required skills, and educational needs on WORKnet at:

<http://worknet.wisconsin.gov/worknet>.

The TDAR subcommittee urges DWD to begin the immediate promotion of this resource to Superintendents at all school districts in the state through targeted e-mail communications and a webinar to demonstrate its features.

The subcommittee suggests that a poster be created by DWD for distribution to all public and private schools for display beginning in early 2015.

The subcommittee recommends that as part of this new career pathway education process, counselors and school districts must look at new ways to incorporate the following activities into development components:

- **Career Month:** Highlight long-standing careers in Wisconsin's workforce, as well as projections for future careers with a tool that provides up-to-date information on job market prospects.
- **Careers in Action:** Increase youth opportunities to visit businesses and learn about the skills that are required in the 21st Century, as well as overcome the perception of manufacturing as "dirty, dumb, and dangerous". Events should include parents, counselors, and students. The TDAR subcommittee recommends the consideration of extending the school year to allow more days for industry tours. Alternatively, the subcommittee suggests using in-service days for tours with non-teacher chaperones. The subcommittee also suggests the need to review funding resources to assist with transportation for such tour events.

Recommendation 2:



Add Attraction and Retention Tax Credits for Skilled Graduates

Before addressing the needs of attracting and retaining talent, the resources for developing Wisconsin's existing talent should be considered. Career education should be incorporated into the elementary and middle school curriculum. Parents, guidance counselors, teachers, and administrators should be given best practice tools to educate youth about career pathways.

Enhancing Attraction and Reducing Flight

To combat the projected employee and talent shortfall, Wisconsin must retain its existing talent and actively attract individuals from external locations. Wisconsin experiences a net out-migration of its highly educated population. The state also experiences a significant portion of immigrants with up-skill potential.

The UWS is a national and global leader in attracting large numbers of out-of-state students. However, 87 percent of those students return to their home states or relocate to other regions or countries upon completion of their degrees. The UWS - Office of Policy Analysis and Research report released in 2012, found that 10 percent of UWS graduates enrolled under the Minnesota tuition reciprocity agreement remained in Wisconsin.

Comparatively, 81 percent of Wisconsin residents who attend a UW institution continue to live and work in Wisconsin following graduation.

The TDAR subcommittee recommends retaining a greater number of college-graduating students by offering a Post Graduate Tax Incentive program. The program would be open to all graduates from Wisconsin higher educational institutions who take jobs in Wisconsin.

Under this recommendation, positions of greatest need would be identified and higher incentives would be provided to graduates who obtain employment in high demand jobs. In addition, skilled individuals would be recruited from across the country and beyond. The following policy details should be considered:

- a) The tax incentives should be available to all Wisconsin post-secondary credential earners who stay to work in a Wisconsin job.
- b) In-state students could be given a 1-year tax incentive, since most of these individuals already stay here upon graduation. The incentive for non-resident students might include 3 to 5 years of incentives to help equalize tuition expenses and to incent non-resident students who typically do not choose to remain in Wisconsin.
- c) The program could be refined or tailored to target high-demand jobs, industry sectors, or underserved geographies.
- d) It is anticipated that the program will be ROI-positive to the state budget, due the additional tax revenue generated by the higher-skilled, higher-paid employees over the 5-year duration of such a program.
- e) TDAR discussed several program incentive vehicles, including cash and non-cash payments, tax credits, and employer incentives. The subcommittee also looked at fixed payout amounts and percentage payouts, based on W-2 earnings. Fixed percentage payouts should also be considered to allow higher wage employees to receive higher rebates or credits, instead of fixed dollar amount payouts.
- f) Committee calculations do not take into account additional tax offsets which increase ROI, such as sales and property taxes.
- g) The TDAR subcommittee recommends that a thorough evaluation of the reciprocity agreement between Minnesota and Wisconsin be evaluated as more than 90% of Minnesota students do not remain in Wisconsin after graduation, yet they pay in-state tuition rates. Wisconsin may want to consider the elimination of the Minnesota reciprocity agreement.

Exhibit 4 illustrates the value of the tax credit model based on the income taxes paid on a \$50,000 annual salary.

*Exhibit 4
2010-2020 Projected Job Growth Rate*

Year	Tax Credit (to Worker)	Tax Offset (Income Tax to WI)
1	\$1,500	\$2,840
2	\$2,000	\$2,840
3	\$2,500	\$2,840
4	\$3,500	\$2,840
5	\$4,500	\$2,840
Cumulative	\$14,000*	\$14,200

**Equivalent W2 earnings would have to be about 7.5% greater (per-year salary) in another state to equal this due to federal tax required to net this result.*

Source: IPEDS database; U.S. Department of Education

Recommendation 3: Incorporate Relocation Tax Credit and Loan Forgiveness



It is important to attract and retain new entrants into the Wisconsin job market after post-secondary graduation.

New job opportunities are not always available within an easy commute from a current residence and relocation can present challenges, especially to dislocated workers. Wisconsin Housing and Economic Development Authority (WHEDA) has tools that can support Wisconsin graduates who are first time home buyers:

- The Mortgage Credit Certificate can provide \$2,000 per year, as long as the graduate lives in the home.
- WHEDA's Down Payment Assistance is a below-market, low-interest loan that can be used for a down payment, closing costs, or upfront mortgage premiums.
- HOME is a low-cost mortgage financing product that is available to graduates across the state.

The majority of WHEDA's homeowners are Millennials, who are approximately 22 to 37 years of age. Perhaps other WHEDA-like programs could be established to attract other skilled individuals. WHEDA tools could be used separately or together with other new incentives that support retaining and attracting talent.

The subcommittee also recommends a loan forgiveness program to help retain those who may otherwise be enticed to leave for or return to opportunities elsewhere. It could be modeled after an existing federal program, such as the Public Service Loan Forgiveness (PSLF) Program. The PSLF allows students to consolidate federal government loans, and have the remainder of the loan forgiven once 120 monthly (10 years) payments have been made.

Wisconsin could offer a Badger version of the PSLF with state-specific variables and qualifiers. Qualifying performance criteria may include: continued employment within certain regions of the state; employment within key sectors or a combination of each. Such programs would encourage skilled resident and non-resident graduates to stay in Wisconsin.



Exhibit 5
2012-2022 Projected Job Growth Rate

Wisconsin Long-Term Projected Job Growth Rate by Broad Occupational Group 2012 - 2022		
<i>Group</i>	<i>Employment Change</i>	<i>Percentage Change</i>
Legal	2,447	16.1
Construction and Extraction	14,648	15.0
Healthcare Practitioners and Technical	23,792	14.8
Healthcare Support	10,984	13.3
Personal Care and Service	19,305	12.8
Building and Grounds Cleaning and Maintenance	12,852	12.5
Computer and Mathematical	7,648	11.7
Business and Financial Operations	12,518	8.5
Management	12,130	8.4
Life, Physical, and Social Science	2,019	8.3
Food Preparation and Serving Related	18,298	7.9
Arts, Design, Entertainment, Sports, and Media	3,722	7.5
★ Total, All Occupations	217,845	7.1
Installation, Maintenance, and Repair	7,703	7.1
Community and Social Service	2,377	6.6
Education, Training, and Library	11,074	6.1
Transportation and Material Moving	13,197	6.0
Office and Administrative Support	20,468	4.6
Protective Service	2,499	4.6
Architecture and Engineering	2,093	4.3
Farming, Fishing, and Forestry	3,552	4.2
Sales and Related	11,699	4.2
Production	9,924	3.2

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, September 2014

The following policy details should be considered:

- a) The committee recommends tailoring the relocation tax credits and loan forgiveness program to individuals in targeted priority industries or geographies. The DWD projects job growth and openings for Wisconsin occupations and industries over the next ten years. These projections should serve as the basis for constructing the targeted jobs and sectors. See Exhibit 5 for occupation projections through 2022.
- b) Incentive programs could be structured to support specific segments of the workforce or an industry cluster. These considerations would need further review and study by legislators and policy makers.



Recommendation 4:

Expand Youth & Adult Apprenticeship Participation & Programming

Apprenticeships provide a unique opportunity for individuals to learn occupational skills through on-the-job training coupled with related classroom instruction. In Wisconsin, this valuable learning tool can be accessed by youth through the state's Youth Apprenticeship (YA) program and by adults through technical college programs in conjunction with employer-based training opportunities. Apprenticeships provide workers with certified training and transportable skills. The subcommittee recommends continuation of youth and adult apprenticeship programs, as outlined:

Youth Apprenticeships

<http://dwd.wisconsin.gov/youthapprenticeship>

Wisconsin's YA program is open to high school students, providing a pipeline from high school to a high-skill career. Students receive hands-on training in a paid position with classroom instruction. The YA program provides course offerings in 10 of 16 career clusters representing WBL programs in 49 career pathways. These programs demonstrate successful development and retention of workers in careers that fit their skills, interests, and lifestyle expectations.

One challenge with the program is the ability to identify worksites to participate. It is the TDAR subcommittee's recommendation for the YA program to market existing worksites and to promote best practices. For example, the program could highlight how one worksite effectively uses the program to backfill its retiring workforce through the promotion of the graduating YA student into the next apprenticeship phase in their career path.

To foster greater participation, the committee recommends adoption of an education tax credit for businesses that invest in training and/or mentoring youth apprentices. Some additional enhancements may also be possible:

- Web postings of individuals looking for internships, apprenticeships, and co-ops.
- An interactive map to show position characteristics and career options, including: positions in administration, sales, marketing, human resources, purchasing, engineering and design, technical support, machining, welding, assembling, painting, electrical technician functions, machine repair, plant maintenance, shipping and/or receiving, inventory control, safety, material handling, etc.
- Realistic job descriptions with current and projected openings and advancement opportunities should be updated regularly and published on the website.

Adult Apprenticeships

<http://dwd.wisconsin.gov/apprenticeship>

It is also important to increase the number of adults participating in registered apprenticeships. One recommendation is the implementation of a 1-year, pre-apprenticeship employment trial. This could be managed in collaboration with the state's regional job centers.

To be considered for the program, it is important to evaluate the candidate's viability in each of these areas:

- Previous employment history
- Fitness for duty in the workplace
- Foundational skills
- Evaluation of relevant experience or knowledge
- Reliable transportation
- Education credential

The employer and employee would then enter into a written contract guaranteeing an apprenticeship following the first year of employment if all written conditions were met. This model would exempt the employer from Unemployment Insurance requirements if the employee is released from the program due to a violation of terms of the contract.

The TDAR subcommittee recommends the expansion of registered apprenticeship programs to include in-demand careers and cumulative credentialing. For example:

- CAD drafting, product design, technical support, or others as determined by DWD.
- Certification would be presented upon completion of the program.
- Credential award that could be stacked toward an Associate's Degree.

Recommendation 5: Support Transportable Skill Sets for Transportable Careers



In addition to the need for developing, retaining, and attracting a higher number of post-secondary graduates, Wisconsin also needs to address recruitment, training, and retention of middle-skilled jobs. This is especially critical when it comes to competing with other states that are experiencing significant economic booms, such as North Dakota and Texas, and are able to provide higher wages and greater access to employment.

Jobs associated with the trades tend to ebb-and-flow depending upon the employer's order pipeline. Similarly situated businesses should incorporate a mechanism that allows workers from one company experiencing some downtime to work for another company that has a high demand. By stabilizing employment, workers can maintain employability, technical acumen, and healthcare continuation without coverage gaps.

The TDAR subcommittee recommends that Wisconsin businesses work together in a consortium-like manner to provide job continuity for our skilled workforce. Currently, the International Union of Operating Engineers consortium maintains a bulletin board that provides information to partner firms on how to access highly-skilled workers soon to be available from other partner businesses. This provides workers with pending employment options, allowing them to maintain continuous employment by transferring to a partner business. Establishing an industry-standard scorecard for employees who wish to participate would assure employers that the transferring employees will meet their specific requirements. Scorecard items may include skill ratings based on job proficiency and performance, certifications received, and other traditional measures.

Performance ratings also could be assigned to identify an individual's ability to meet the culture of the new business. These measures may include traditional soft skills, as well as leadership, teamwork, motivation, autonomy, ability to work under pressure, multi-task, etc.

The subcommittee recommends increased support and promotion of two important Wisconsin landmark initiatives that assist our technical colleges and universities:

- The recently signed Universal Transfer Agreement (July 2014) between leaders of the UWS and WTCS that identifies up to 48 core credits students can transfer within or between institutional campuses (<http://www.wisconsin.edu/news/2014/r140606b.htm>).
- The nationally recognized and innovative UW Flex Option program, which is a competency-based learning model that allows adults and part-time students of any age to learn only what is necessary for career advancement. It offers credit for knowledge gained from previous experience, thus shortening the time to obtain certification or a degree (<http://flex.wisconsin.edu>).



Recommendation 6: Deliver Financial Incentives for Attraction/Entrepreneurship

Wisconsin must also increase its support for an entrepreneurial ecosystem to attract and encourage entrepreneurs and accelerate their production development and commercialization.

Attracting entrepreneurs is a difficult and diverse task, and requires the dedicated investment of resources. Capital is the principle need identified by entrepreneurs. Wisconsin has a number of tools to support funding entrepreneurs, such as tax credits through Act 255, the Wisconsin Angel Network, and access to some venture capital.

In addition to accessing capital, it is important for the state to enhance “one-stop shopping” nodes for those considering where in the U.S. to establish initial operations. Many business owners complain about the maze of regulations that need to be followed and permits that must be issued in order to start or grow their business. A state “business one-stop” would enable growing companies to get answers and permits quickly. The one-stop system would attract new and young businesses both in the state and those looking for new locations. The TDAR subcommittee recommends a review of Wisconsin’s current business registration process to identify opportunities to streamline and/or simplify workforce processes for businesses of all sizes.

There are big differences in what attracts large businesses, small businesses, and newly emerging or potential businesses. Larger businesses are more interested in the state corporate income tax rates, while studies show that smaller businesses need support services, supply chain guidance, and logistics expertise. The state must address the differing needs of each group and enhance programs and policies for mutual benefit.

The state needs urban centers to become magnets for talent attraction, retention, and growth. Wisconsin should brand itself as an entrepreneurial destination for talent, resources, expertise, and market networks. The state needs to demonstrate to entrepreneurs the benefits of locating and growing in Wisconsin as it is the preferred place to work, live, and thrive.

Wisconsin’s large urban areas are becoming magnets for the young entrepreneurs who are essential to the state’s growth. Many cities in Wisconsin have organizations for entrepreneurial avocation. Milwaukee has several entrepreneurial organizations, such as BizStarts, StartUp Milwaukee, Wisconsin Women Entrepreneurs, Dream Milwaukee, and Hispanic Entrepreneurs of Wisconsin. The Wisconsin Entrepreneurs Network and the Center for Technology Commercialization are located in Madison. Many of the UWS and WTCS campuses have programs and mentors for promising entrepreneurs, such as the Entrepreneurship and Small Business Champion at the Fox Valley Technical College Venture Center.

Wisconsin must continue to provide the tools needed to expand the opportunity pipeline in the state, opening the doors for more out-of-state investments that will help lead to an accelerated growth of in-state businesses. Wisconsin needs to continue to foster the positive environment that is necessary for entrepreneurs to thrive. As more businesses enter the market, the economy will grow and attract other workers and established businesses.

Recommendation 7:



Engage in Marketing that Attracts Millennials and Entrepreneurs

Wisconsin must enhance its marketing strategies in order to promote its unique assets and attract and retain talent on all levels. The TDAR subcommittee spent a considerable amount of time researching what makes a state attractive to talent. Quality of life is the most cited attribute when businesses and people, especially Millennials, are deciding where to locate. Important factors people listed when asked what defines quality of life, include: a sense of place, a broad and efficient transportation structure, safe streets and low crime rate, quality K-12 education, and access to recreation and entertainment.

In its document titled *The Life Project*, the Milwaukee-based NEWaukee organization identifies several key elements that current and next generation employees are seeking. These “attraction” elements include:

- Quality of life
- Culture (arts, sports, food, and walkable neighborhoods)
- Transportation
- Sense of place (a network, leadership roles, and philanthropy)
 - Age 18 – 23 in College: Dreaming about lifestyle and location
 - Age 24 – 27 First Job: Searching for a job and transient
 - Age 28 – 31 Career-focused: Starting a life

Wisconsin’s four-season lifestyle, outdoor recreational activities, and infrequent natural disasters are often listed in quality of life rankings. Therefore, it is important to market those qualities to current residents and potential residents.

Current efforts should be enhanced and new initiatives must be implemented and promoted in order to expand the “talent dividend” concept to attract businesses and young workers to the region, across the nation, and around the world. Success stories and personal profiles of individuals and businesses that have benefited from these programs should be promoted in social media and in more traditional marketing and public relations venues.

As part of the discussion on how to retain a population level that will allow economic stability and growth, the TDAR subcommittee noted the importance for Wisconsin to increase its marketing efforts outside the state. Innovative programs, such as the proposed loan forgiveness program, must be utilized in order to attract workers and companies.

In order to have an impactful marketing campaign of this nature, the legislature must be committed to investing the dollars necessary to achieve the goal.





Recommendation 8: Expand Broadband Access

The TDAR subcommittee's final recommendation is to modernize our state's telecommunications and internet technology. Broadband and interconnectivity capabilities are required for all sectors of the economy. Without abundant high-speed Internet access, the state will lag behind others in the Midwest and elsewhere.

Broadband is necessary for conducting modern business and attracting and developing talent. It is absolutely critical in order for Wisconsin to be among the top destinations chosen by entrepreneurs and Millennials to live and work. Wisconsin ranks 22nd among all states with respect to average broadband speed and 26th with respect to adoption of broadband service faster than four megabits per second, according to Akamai Technologies, a Cambridge, Mass., firm that tracks global broadband trends.

Workers in the 21st Century can live and work from anywhere, as long as there is broadband accessibility. Subcommittee members believe that an investment in "lighting up" Wisconsin will be a national model for business and talent attraction and retention. Expansive broadband also gives the added benefit of a myriad of social networks and entertainment venues not present at the local level in some areas.

Broadband is also a critical element of talent development and educational attainment for students. Education via the Internet allows a greatly expanded knowledge resource for teachers and students. Moreover, students with Internet access at school but who are "off-the-grid" at home are at a competitive disadvantage to others with access in both locations. Reduced access also minimizes opportunities for students to learn about career paths, decreases career-oriented learning opportunities, and diminishes interactive opportunities that may help retain individuals as productive employees in Wisconsin.

Wisconsin has an opportunity to become the "best lit" state in the nation if it further expands its broadband access across all 72 counties. The TDAR subcommittee recognizes that a broadband initiative is far-reaching in scope, vision, and would be faced with immense challenges and obstacles. However, it strongly believes and recommends that the state of Wisconsin aggressively pursues the vision of providing reliable high-speed Internet access across 100 percent of its geography.

In order to move forward, immediate action from the state is necessary to ensure collaboration among all stakeholders. For example, new roads should not be constructed without the consideration of fiber-optic telecommunication equipment as part of the process. These discussions must be led by the "greater good" concept and not the propriety of the departments or governmental agencies. Convening and mapping grants and discussions should be required across entities where there may have been previous obstacles. Promotion of efforts currently underway by the Public Service Commission, mapping connectivity coverage across Wisconsin, and identifying solutions to increase access and service to all residents must be supported by all parties.

The state should work closely with telecommunication service providers, cable companies, wireless providers, Internet service providers, and others to identify strategies to provide affordable access to every home and business. The initial financial cost to expand broadband access will most likely be offset by increased tax revenues derived from a larger number of young people and skilled professionals staying in Wisconsin or choosing to relocate here for quality of life and career opportunities.

Wisconsin needs broadband investment across the state, both for the educational demands of the new and existing workforce and for the unrealized potential for maximized entrepreneurial spirit. Action will pay dividends forward for many years of growth and progress.

Desired Outcomes

*Exhibit 6
TDAR Actions and Impacts*

Action	Impacts	Expected Outcomes		
		Attraction	Retention	Development
Attraction and Retention Tax Credits for Skilled Graduates	Produces Results with Positive Return on Investment to Wisconsin Taxpayers	X	X	
Relocation Tax Credits and Loan Forgiveness	Generates Incentives for Both In-State and Out-of-State Workers	X	X	
Career Counseling and Career Month	Integrates Career Path Awareness Early and Reinforces it Often		X	X
Apprenticeships: Youth and Adult	Connects Students and Prospective Workers with Business and Career Possibilities		X	X
Transportable Skillsets	Elevates Life-Long "Employment Security" Over "Job Security"		X	X
Entrepreneurial Incentives	Supports "Stage 2" Business - the Most Vigorous Job Creators	X	X	
Millennial Marketing	Focuses on Attracting and Retaining New Generation Employees	X	X	
Broadband	Sets the Stage for Accelerated Growth, Especially Outside Metropolitan Regions	X	X	X

In order to measure success and determine if any of the initiatives need to be adjusted over time, the TDAR subcommittee advises the state to track the progress of the recommendations presented here. Below are the outcomes to be measured, the actions and resources required, and an implementation timeline:

What Will Success Look Like and What Desired Outcomes Should be Measured?

Following is a list of desired outcomes, some of which are currently in-play through other initiatives and others which must be initiated. In either case, the TDAR subcommittee recommends that the CWI and workforce partners continue to monitor these desired outcomes.

- Career counseling will begin at the 6th grade level and continue throughout the educational continuum.
- The state will experience an increase of graduates who are retained in Wisconsin upon entry into the workforce.
- The state will support key industry workforce needs in specified key geographies through the introduction, promotion, and payout of positive ROI post-graduate retention tax credit and loan forgiveness packages.
- Wisconsin attraction and retention programs will be cited as national best practices.

- Workforce shortages will be addressed and the state will substantially reduce its estimated 11,000 annual total out-migration of qualified workers through tiered goals over the next 10-15 years.
- Tax credits paid out versus income tax offsets will be monitored to ensure positive ROI.
- The tracking of retirees and/or exits from the workforce will be compared to replacement workers brought in to monitor the gap in hiring.

What Specific Actions are Required?

- Legislation to authorize tax credit and loan forgiveness programs need to be introduced and passed.
- Legislation to authorize incentives and credits for internship and co-op programs need to be introduced and passed.
- Funding needs to be authorized to support a more complete asset mapping of the state's existing resources to avoid duplication and to align efforts with existing and proposed DWD initiatives and those of other state agencies.
- Funding needs to be invested in a marketing campaign aimed primarily at Millennials through new media techniques and social media channels.
- Funding needs to be invested in state wide broadband deployment activities to make Wisconsin a "best lit" state.

What Human and Capital Resources are Required?

- Capital resources will be required to implement the tax credit and loan forgiveness and incentive programs.
- Existing DWD, DPI, and business resources will need to be used wherever possible to:
 - a) Determine how these incentives impact state income if implemented and the offsets to reach neutral or positive ROI.
 - b) Identify how these programs would be funded if provided as a grant or out-right payment.
- Leverage current resources within the state to better meet needs, reduce costs, and improve the time to market.

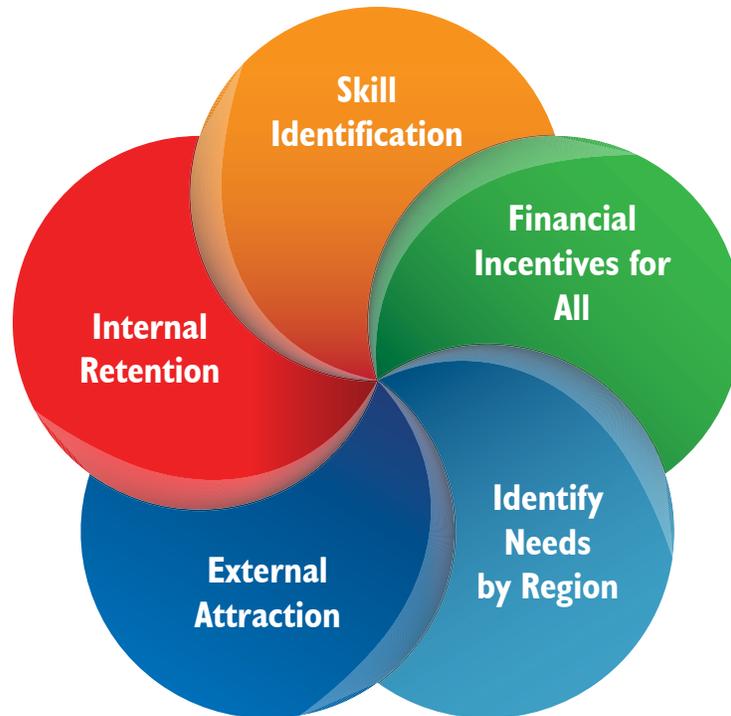
What is the Timeline for Implementation?

- Draft legislation should be presented for introduction in the Spring 2015 Session.
- Introduction of programs in Summer 2015 for roll-out beginning in Fall.

Millennials and skilled workers of all ages are mobile and have many choices. Wisconsin must deploy every effort to develop and retain current residents and attract sufficient new talent in order to compete successfully in the global marketplace. This report by the TDAR subcommittee contains 8 recommendations that reflect its intent to give current and prospective employees and employers every reason to choose Wisconsin, first and always.

The TDAR subcommittee recommends a 3-part task for talent development, attraction, and retention aimed at skilled and qualified workers. Specific strategic elements are highlighted in Exhibit 7.

*Exhibit 7
Talent Development, Attraction, and Retention Strategic Elements*



These initiatives are designed to suggest bold action items that the state's elected representatives are encouraged to embrace, fund, and implement in order to "put Wisconsin on the map" as a best-in-class national leader and provider of workforce development initiatives that will support 21st Century economy expectations, imperatives, and growth requirements.



EDUCATION FOR WORKFORCE AND TALENT DEVELOPMENT SUBCOMMITTEE



Recommendation 9:

Recognize the Importance of Developing Children's Executive Function Skills during their Early Years

Executive functions refer to a set of mental skills that work together to help a person achieve goals. These functions include the ability to manage time and attention, switch focus, plan and organize, remember details, control inappropriate speech or behavior, and connect past experience with present action. Early attention to problems with executive function skills can help children outgrow and compensate for weaknesses. This recommendation aims at promoting the development of executive function skills in children during the early years.

Core Competencies for Educators

The implementation of this recommendation requires the DPI and the Department of Children and Families (DCF) to adopt core competencies for professionals working with young children and their families. These competencies should be mandatory.

Early Childhood Advisory Council

The Governor's Early Childhood Advisory Council (ECAC), co-chaired by the Secretary of the DCF and the State Superintendent of Public Instruction, could be helpful in the accomplishment of this recommendation. The mission of the ECAC is to help ensure that all children and families in Wisconsin have access to quality early childhood programs and services.

Recommendation 10:



Allow High School Juniors to Start Work-Based Learning to Graduate On-Track

Even though a review by DWD will be necessary to determine what changes might be needed, the EWTD subcommittee members acknowledge that standards for apprenticeships and WBL programs are industry driven. In other words, this is less of a policy issue and more of an industry decision.

This program may not be applicable to some industries, such as construction, where workers are not placed into an apprenticeship program unless a construction contractor is hiring them. Also, employers in the construction industry may not be interested in hiring kids from high school, due to existing full-time training models. On the other hand, the construction industry has shown interest in getting people started at a younger age, since the average age in construction apprenticeship is in the late 20's.

Recommendation 11:



Update Wisconsin's School Report Cards to Include Measures of Career Readiness and Other Work-Based Learning Measures

Update Wisconsin's school report cards to include measures of career readiness, such as dual enrollment, industry certifications, and other WBL measures to create additional incentives for Wisconsin's PK-12 schools to invest in these areas and better connect the PK-12 system to talent development.

The DPI plans to incorporate career-ready measures in future versions of the state’s school report cards. If the legislature advances legislation to address school report cards and school accountability, the CWI advocates for the inclusion of career readiness measures. Furthermore, the CWI advocates for the ability of the DPI to have the necessary flexibility to update school report cards as new career-readiness data become available, in consultation and collaboration with the CWI and other workforce development partners. The CWI will discourage the legislature from codifying a static list of items that can only be amended through a change to state law. The implementation of this recommendation will require the support of the Governor and key Legislators. No resources are required for this recommendation.

Recommendation 12:



Ensure Every High School Student Experiences Quality Work-Based Learning Opportunities

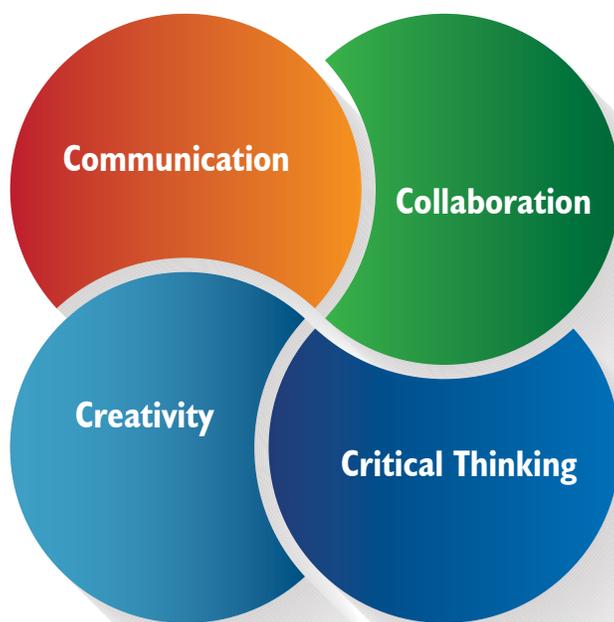
Ensure that every high school student experiences quality WBL opportunities that include assessment of their 21st Century skills and employability skills. This recommendation asks for legislation requiring WBL.

In terms of resources, the coordination of this massive endeavor will necessitate several positions statewide to certify and validate WBL across the state and connect businesses with schools and their students. A rough estimate would be \$3 million annually.

“Wisconsin Statute 115.28(59) authorized the Department of Public Instruction to require Academic and Career Planning services for all students in grades six through twelve by the 2017-2018 school year.”

Model legislation already exists, and it is believed that virtual internships are being piloted in West Virginia. It is recommended that Career and Technical Student Organizations are considered as an option to count as WBL. The new requirement for academic and career plans will be in place for grades 6-12, beginning in 2017-2018. This will be a great opportunity to integrate WBL into the plan, as well as explore using the software platform to provide online mentoring.

*Exhibit 8
21st Century Skills*



Recommendation 13:



Develop an Image-Building Campaign for Career Opportunities in High Demand Fields

Many of the career opportunities in advanced manufacturing and other fields are misunderstood. There are incorrect perceptions of the work, the pay, the education required, and the opportunities that exist. It is recommended to create a public campaign to educate both youth and adults, with the aim of encouraging students to enter these high demand career pathways.

The DWD identifies high demand occupations in its periodic employment projections utilizing data within the Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA) labor information databases. These occupations, which are defined as “hot” occupations, are occupations that have the most projected openings, are projected to grow faster than average, and pay wages above the state median wage. The chart below shows the openings of the top 15 largest growing occupations in Wisconsin for the projected period 2012-2022 as a percentage of total openings. The total openings of these fifteen occupations account for nearly 12 percent of total openings.

Exhibit 9
 "Hot" Occupations as determined by DWD from BLS and ETA data sources



The image-building project should reflect the needs of high demand industries, such as healthcare. It should use technical college expertise and the Career Conversations pilot project developed by the UW-Madison Center for Education and Work as a model.

The project may be led by the private sector or by a public/private partnership.



Recommendation 14:

Improve Access to 1- and 2-Year Certificate and 2- and 4-Year Degree Programs that Support Career Opportunities in High Demand Fields

Access can be improved in a number of ways. Beginning in high school, the state can encourage early entry into CTE programs. This could also be supported with expanded dual enrollment opportunities at no cost to the student or student's family, both for the technical colleges and UWS.

It is recommended that the state develops a matching program for scholarships. If a company provides a \$1,000 scholarship to a student enrolling in an educational program in a high demand field, the state would match that scholarship. It is also recommended to increase student assistance funding through the Wisconsin Higher Education Grant (WHEG) program. Each year, thousands of students eligible for funding do not receive assistance because funding is insufficient. If funding cannot be increased overall, then prioritize the funding for high-demand fields.

Example

To illustrate the drag that unfilled high demand positions can place on the economy, here is an example involving advanced machinists. Typically an advanced machinist will make about \$80,000 per year. They will bring direct revenue of \$300,000 to \$500,000 for their employer; they also bring indirect revenues of \$500,000 to \$700,000 to that employer. Total revenues to the employer directly and indirectly range from \$800,000 to \$1,200,000. When these economic leader positions cannot be filled, they prevent growth in the company and in the economy. Other examples of economic leader positions are mechanical engineers, electrical engineers, automation technicians, and electro-mechanical technicians.

Recommendation 15:

Ensure UWS and WTCS Address the Underserved Educational Needs of Economic Leader Positions

The UWS and the WTCS programs should be driven by the regional needs of the economy. Processes should be established that assess and address the needs of the very different regional economies within state. The resources needed for this recommendation include:

- Increasing the Wisconsin Grant – WTCS and performance funding for technical colleges, targeting economic leader preparation and incentivizing additional graduates in high demand fields.
- Increasing the Wisconsin Grant – UWS targeting economic leader preparation and incentivizing additional graduates in high demand fields.

Desired Outcomes

The EWTDC subcommittee recommends that the following outcomes be considered to measure whether implementation of the above strategies was successful:

- Wisconsin has the highest employment rate in the state's history.
- Increased average household income per capita, regionally, and statewide is at or above the income rates in comparable states.
- Continual improvements in employer satisfaction relative to the technical and employability skills and quantity of job candidates for high demand fields.

DEVELOPMENT OF SUSTAINABLE PARTNERSHIPS SUBCOMMITTEE

**Recommendation 16:****Wisconsin Partnership Champions at the State and Local Levels****State Partnership Champion**

The DSP subcommittee recommends the selection of a state champion of sustainable partnerships to be employed by the DWD to develop, lead, and expand local partnership models with key stakeholders who are committed to discussing and fulfilling the CWI's strategic vision. The department has an established track record in developing and supporting successful partnerships. This is evidenced in its nationally recognized YA program that operates under a shared-governance and funding model in collaboration with DPI, WTCS, Cooperative Education Service Areas (CESAs) throughout the state, and countless local partners that include Chambers of Commerce and businesses. Wisconsin's model of shared governance and funding has led to nationally-recognized excellence. DWD is also recognized as a workforce strategy leader for its efforts through the OSD, which was created in 2013 to administer both the Governor's Wisconsin Fast Forward and Blueprint for Prosperity initiatives.

Positioning a state champion within this framework is of critical importance due to the fact that a number of state agencies play significant roles in the promotion and administration of WBL strategies. The DWD plays a key role in the development and funding of the YA program, whereas DPI has played a traditional role in promoting WBL and CTE programs through funding and policy guidance. The introduction of new ACP requirements and the technical incentive grants that were introduced in 2013 Wisconsin Act 59 also expanded this role (<http://cte.dpi.wi.gov/>). The WTCS plays a critical role in managing dual credit and articulation agreements. This important state entity and other partnering agencies would benefit from the presence of a single point of contact for coordination purposes.

The state champion will be responsible for a number of the DSP subcommittee recommendations, including:

- Execute the CWI's vision
- Manage a clearinghouse for partnerships and opportunities
- Establish standards
- Work with local champion(s) to define roles and responsibilities
- Determine how success will be measured
- Report on performance

In addition, it is recommended that the state champion have familiarity with the development of effective partnership strategies, as well as working with both the public and private sector. One of the most critical success factors in the development of a WBL model is the generation of employer interest. The state champion will be expected to develop effective marketing and outreach strategies to foster this interest.

Local Partnership Champion

The DSP subcommittee also recommends the selection of local champions with dedicated staff support from the local WDBs. The appropriate individual must have knowledge in WDB business service functions to effectively promote WBL benefits and opportunities to businesses and educators. Some WDBs have already embraced and implemented this model. As a result, the DSP subcommittee recommends the expansion of this model across all WDBs, and to strategically align the work of local champions with the state champion and CWI.

Factors that support this subcommittee recommendation include:

- WDBs have Business Service teams for developing business opportunities
- WDBs have strong partnerships with high schools and colleges
- WDBs have the ability to leverage funds
- Some WDBs serve as local YA consortia leaders
- The WIOA requires local WDBs to “convene, use, or implement” sector partnerships

The DSP subcommittee further recognizes that there are a number of existing stakeholders and partnerships in place that promote WBL. It is the subcommittee’s hope that its vision for the development of a state and local network of champions would foster greater alignment of existing practices and pave the way for future collaborations.

Recommendation 17:



The State Must Build a Partnerships and Opportunities Clearinghouse

There are a number of initiatives currently underway in Wisconsin to develop a model of youth career exploration that is centered on WBL. Many of these initiatives are being led by partnerships with local and regional stakeholders that include Chambers of Commerce, CESAs, and other partners in the non-profit and philanthropic arena. One of the most succinct needs identified in these initiatives is the creation of a platform to link students to WBL opportunities. The solutions that have been identified to address this need vary from ad-hoc relationships to the development of home-grown solutions, such as the Fox Cities Chamber of Commerce’s “My Future Fox Cities” program. The DSP subcommittee recommends leveraging the following existing tools with potential to add a “connection module” for partnership:

- School districts across Wisconsin currently use a number of platforms, including Career Cruising, WisCareers, and My Future. These strategies should be viewed as interim solutions pending the DPI’s ACP module, which will link the academic and career learning objectives with career coaches, potential employers, and students.
- The selected platform should interact with the new Job Center of Wisconsin (JCW) application in order to provide ease for employers to both post job opportunities and identify strategic partners.

The clearinghouse is a vital strategy that requires public support for a government network to facilitate an integrated and streamlined WBL model without regulatory authority. It will function as a user-friendly database to bridge communications between Wisconsin residents who are looking to find WBL ideas and opportunities or to form partnerships. It is requested that such a “clearinghouse” of potential partnership networks would have the capability to be accessed by other partnership networks. For example, a talent supplier, such as a local high school, should be able to access the clearinghouse to see what local employers have interest in developing WBL opportunities and may be seeking individuals for work experiences.

Future functionality could include profile settings and detailed search functionality, if the state and local champions determine those components would be useful. The subcommittee recommends the review of the functionality of existing tools with a similar purpose to start product development.

Some of the clearinghouse functionality may already be performed by the WDBs, school districts, local Chambers of Commerce, and other partners around the state. This clearinghouse will not only streamline the “matching” process, but it will serve as a management information system. Clearinghouse reports will make it apparent where successful partnerships are being developed and maintained. The reports shall also inform state and local champions about areas needing improvement. The state and local partnership champions may also determine if the users of the clearinghouse will be able to view partner metrics. In this scenario, a local school could seek employers who have chosen to hire 75% or more of the students who completed a work experience with them.

Recommendation 18: Support Industry Engagement



The DSP subcommittee recognizes that many industry organizations have independently initiated and established local partnerships and WBL opportunities with local talent suppliers or government programs. However, these local partnerships may not be known and understood by others in the state who could replicate such partnerships. There is a general lack of market awareness throughout the state. Furthermore, industry and workforce partners could benefit from following a standardized approach to industry engagement as employers often face the same obstacles to engagement. The DSP subcommittee therefore recommends the following methods to engage industry:

- a) When building a local WBL program to address company workers compensation costs, consider utilizing the local WDB or other grantee as the employer of record.
- b) Allow the local champion and industry partners to address confidentiality issues if needed, particularly as they pertain to proprietary information.
- c) Provide a non-refundable tax credit incentive for a company that hires a trained “student” following completion of the WBL experience and graduation.
- d) Address transportation needs to help students get to-and-from WBL opportunities, perhaps through a tax credit on related necessary transportation costs. This is especially important in the case of experiences that occur during the school day.

The DSP subcommittee further recommends the following tactics be considered when implementing the above strategies:

- **Policy:** Reform may be necessary to incentivize the desired employer and student engagement in WBL programs. State education policy could provide students with credit for WBL experience and allow for additional scheduling flexibility to enable WBL participation. The state accountability system should also provide measurements of and incentives for the strategies above.
- **State Monetary Incentives:** Continued support of the technical incentive grants introduced in 2013 Wisconsin Act 59 would also support additional student participation in local CTE programs. Local school boards and superintendents may also support CTE programs if the costs to implement and/or to sustain programming was supported through incentive grants.
- **Governance:** State agencies are best positioned to manage programs, champions, and WBL incentives and will promote consistent programming, standards, and outcomes throughout the state.

- **Students:** Classroom credit for WBL may spark additional interest in CTE participation and will support academic and career planning objectives.
- **Industry:** Employers must be engaged in policy and program formation to reduce unintended risks to businesses and students while improving program outcomes regarding skill training and permanent employment opportunities.

Desired Outcomes

To measure the success of the sustainable partnership strategies, the DSP subcommittee identified specific metrics to be developed by the state champion, including:

- The clearinghouse will be a self-measured tool through usage trends and effectiveness reports.
- The local champion will be measured by the number of opportunities created, the number of positions filled, completion of WBL requirements, and the number of hires by companies providing WBL experiences, including those developed by the statewide champion.

The DSP subcommittee envisions the following outcomes for all Wisconsin PK-16 students:

- Require 80% of all students to complete 480 hours of WBL. Those hours can be completed at multiple organizations over an extended time.
- Require 100% of all students to go through formal career planning prior to WBL.
- Extend these requirements to all residents under 25 years of age.
- Recommend the same requirement for returning learners, if changing careers.



ALIGNMENT OF WORKFORCE PROGRAMS SUBCOMMITTEE

The AWP subcommittee identified that the following tactics are required to achieve its 3 recommendations:

- Recognizing and supporting regional, local, and sector strategies.
- Building on strengths and resources of current workforce programs, including public, private, and non-profit.
- Branding and marketing simplified and user-friendly access to the many “workforce” entry portals for employers, job seekers, and workforce providers. This effort will reinforce that workforce programs are open and useful for all businesses and workers with various skill sets and education levels.
- Acting as a forum for exchange of best practices among providers and feedback opportunities for users.
- Collecting and maintaining a clearinghouse for workforce programs and training information.
- Leveraging existing workforce providers and funders to maximize ROI.

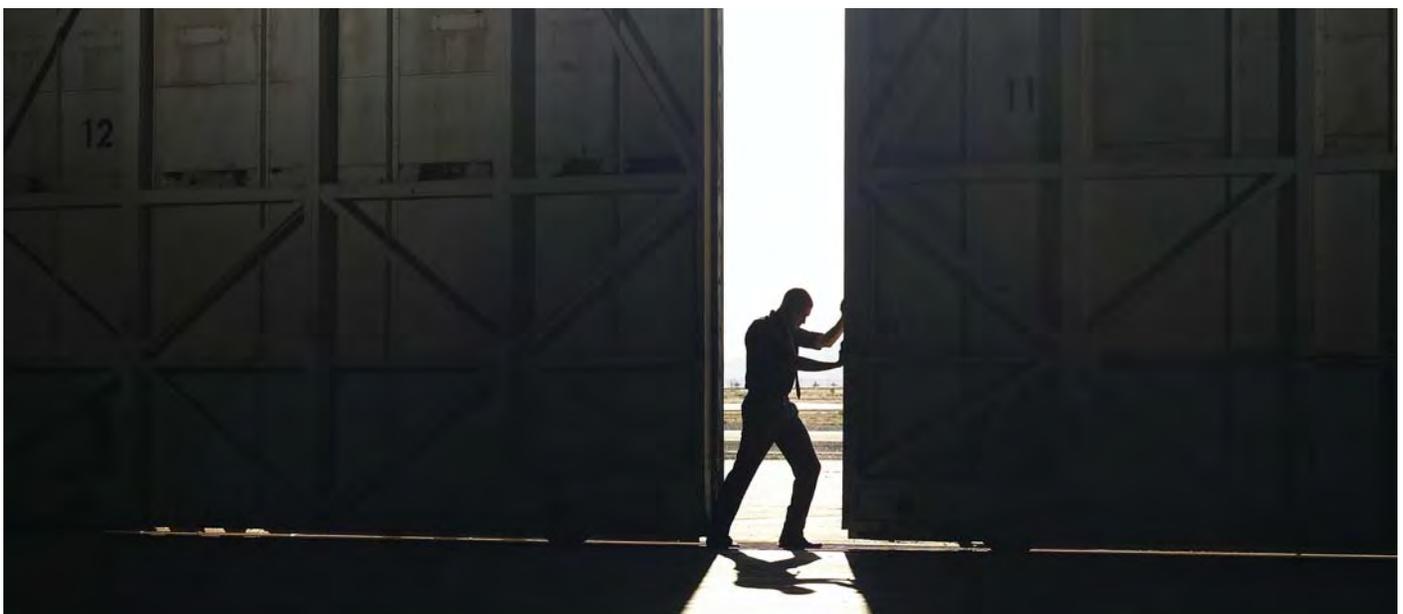
Recommendation 19:

Increase Access to the Workforce System



The AWP subcommittee recommends increasing workforce development system access through the alignment of education, workforce development, economic development, and non-profit programs and services for:

- Employers
- Businesses
- Job seekers
- Incumbent workers
- Youth and adults who are interested in career exploration

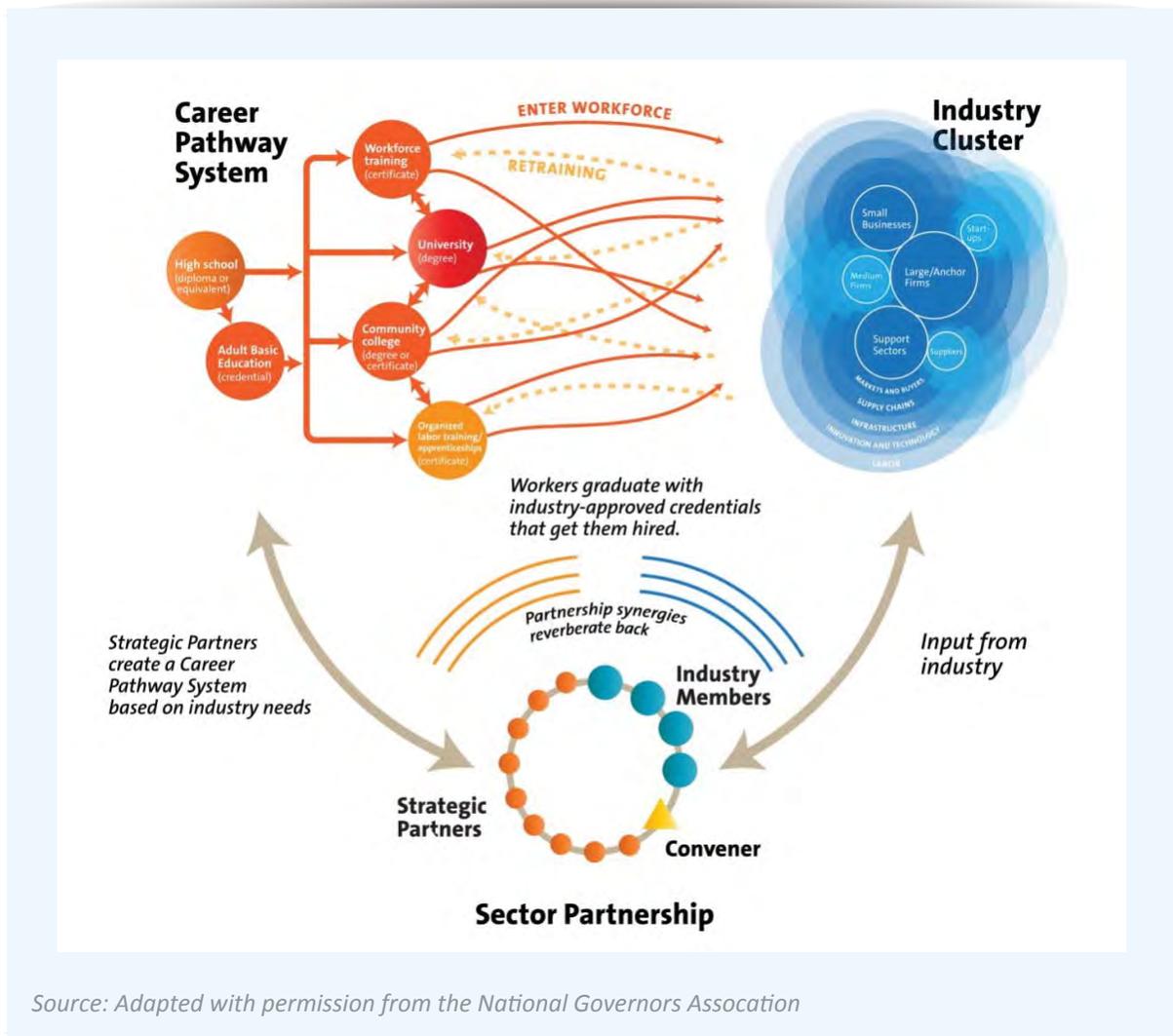


Recommendation 20: Support Collaboration and Communication Between Providers



The AWP subcommittee urges collaboration and communication between workforce development system providers to ensure that programs are delivered in the most user-friendly, comprehensive, non-duplicative, and economically-efficient manner possible. The National Governors Association presented their national workforce model recommendations to the CWI in February 2014. The model engages educators, economic development/industry agencies and workforce development/sector partners in a continuous process flow to link career pathway systems to industry demand supported by workforce development/sector initiatives. This model supports many CWI recommendations contained in the strategic plan.

Exhibit 10
National Governor’s Association Graphic



Source: Adapted with permission from the National Governors Association



Recommendation 21:

Change Employer and Job Seeker Perceptions of the Workforce System

The CWI serves as the state workforce board as authorized by the WIA, and soon to be superseded by the WIOA. The composition of a state workforce board is regulated by the Department of Labor (DOL) to ensure a wide representation of both workforce customers (job seekers and employers) and service providers. The Wisconsin CWI members are appointed by and serve at the pleasure of the Governor and represent the diversity of Wisconsin's workforce across all sectors and regions. It is not the AWP subcommittee's intent to suggest that the CWI manage, oversee, or direct workforce programs. Instead, this recommendation charges the CWI with facilitating workforce discussions and connecting partner resources by:

- a) **Coordinating Communications** - It is necessary to maintain an enhanced web-based source of contact for workers, employers, and service providers. This includes connecting and/or unifying workforce information technology systems around the New JCW and aligning and/or linking with other workforce and economic development software. It is recognized that there are many portals of entry to workforce programs and information. It would be difficult to centralize these access points. The alignment staff should focus on making it as easy as possible for a user to access needed information.
- b) **Branding and Marketing an Aligned Workforce System in Wisconsin** - As previously noted, Wisconsin has many workforce development initiatives. Instead of organizing or controlling these programs centrally, the alignment staff will focus on marketing existing programs and providing a mechanism for communicating with other workforce development system users. An early objective of the CWI and alignment staff will be to develop a brand and to market a comprehensive workforce system.
- c) **Developing, Collecting, and Disseminating Workforce Information for Customers, Providers, and Funders** - Much workforce data is already developed and published by DWD. The alignment staff will assure this data is easily available to users and may recommend, based on user feedback, different data and/or collection methods.
- d) **Establishing and Maintaining a Forum for Exchange of Best Practices** - This forum should be marketed as an access point for federal, state, regional and local providers and funders to share best practices and to seek peer experiences and information that are not already in the system.
- e) **Creating and Maintaining a Comprehensive Repository of Federal, State, Regional, Local, and Independent Workforce Programs and Providers** – Examples of content to be included in the Repository include:
 - Local WDBs and the WWDA
 - WTCS and UWS programs
 - Federally-funded workforce programs not included in the WIA
 - WEDC, regional economic development entities, local Chambers of Commerce, and other economic development groups
 - Private organizations
 - Organized labor
 - State agencies administering workforce programs, including the DWD, the Department of Corrections (DOC), the DCF, and the Department of Health Services (DHS)
 - Consortia of the above and/or other workforce programs
 - CWI-sponsored workforce initiatives

- f) **Proactively developing and communicating Effective Practices to Customers and Providers** - Program information and continual process improvement recommendations will not generally originate within the alignment staff. It will likely come from partners, service providers, employers, clients and others who engage the workforce system. Recommendations may include:
- Communicating experiences of providers and others.
 - Promoting best practice forums.
 - Publicizing collaborations that work, such as the:
 - 1) WRTP/Big Step funded by public, private, educational and philanthropic members to align funding and delivery of worker training in the Madison and Milwaukee areas.
 - 2) Skills Wisconsin, funded through the US Department of Labor (DOL) in partnership with the Wisconsin Workforce Development Association (WWDA), which focuses on aligning workforce programs with economic development programs through data sharing and program coordination.
 - 3) Wisconsin Fast Forward, a state funded employer driven job training initiative administered by DWD.
- g) **Effective collaborations** - Expand collaboration among government entities, private businesses, non-profits, educational systems, and other organizations and agencies. Examples include:
- Non-workforce state agencies
 - Regional and local job creation and training groups
 - Federal programs with training or job creation focus
 - Economic development
 - For profit and other private post-secondary schools
 - Non-profit and philanthropic organizations
- h) **Recognizing and celebrating workforce successes** - An important marketing tool will be to recognize and publicize innovation and successes in the development and delivery of workforce programs and to celebrate successful collaborations. This could include, but is not be limited to:
- State and regional competitions
 - Local, regional, and statewide recognition celebrations
 - Publicity on workforce websites and local media

Desired Outcomes

The AWP subcommittee proposes the following metrics to measure whether the recommendations have alleviated the weaknesses in Wisconsin's current workforce development system. Potential outcomes are also listed.

Local and Regional Differences in the Level of Collaboration, Communication, and User Perception

Metric: Conduct a statistically valid survey of workforce providers and users initially and after 1, 2, and 5 years of implementing the alignment initiatives.

Outcome: Confirm a statistically significant improvement in perception of WDBs and workforce collaboration across Wisconsin's 11 WDAs.

Improvement in Alignment and Focus of Economic Development and Workforce Development.

Metric: Count the number of recognized state and regional workforce development and economic development collaborations after 1, 2, and 5 years of implementing the alignment initiatives.

Outcome: Confirm the measureable collaborations and continued increase in the number and scope of collaborative programs between workforce development and economic development at the state and regional levels.

Improved Access to Comprehensive Workforce program information by businesses, workers and program administrators.

Metric: Successfully implement the New JCW architecture.

Outcome: Evaluate and confirm that a user-friendly source of comprehensive workforce access and information exists and provides linkage to the multiple workforce access points that will be established through the new JCW architecture developed by DWD.

Improved perception of current workforce programs among businesses and higher-skill workers.

Metric: Compare business perception to the IMPAQ Baseline Report ES commissioned by the WWDA as part of the Wisconsin Fast Forward program at 1, 2, and 5 years. And, compare user data from the DWD and local One-Stop Job Center locations.

Outcome: Confirm a higher use of workforce programs and access points by high-skilled workers and businesses that are seeking these services.

Establish and market a unifying “brand” and point of entry to workforce information.

Metric: Determine that the alignment staff is established and operational.

Outcome: Confirm that a Wisconsin-specific workforce brand is developed and marketed.



WISCONSIN TALENT DEVELOPMENT NEXT STEPS



Overview

The work product and final report of each CWI subcommittee contain specific executable recommendations, a summary of the anticipated investment required for implementation, and an expected ROI. Each of the recommendations has been summarized in the Strategic Recommendations Matrix which highlights the 21 recommendations that address a broad range of challenges currently facing Wisconsin's workforce and talent development system. The matrix identifies resources that may be required to implement the recommendations, as well as the agencies and partners who should own the "next steps".

The CWI recognizes that, if all recommendations were adopted and implemented, these strategic recommendations alone cannot completely resolve the complex workforce challenges that Wisconsin faces. It is imperative that the work and recommendations of other workforce and talent development initiatives, some of which are noted in this Plan, be communicated to the CWI. In order to perpetually integrate thought leadership and related strategies into the CWI Strategic Plan, a standing Council meeting agenda item will be added to review initiatives and work products related to other workforce and talent development activities in Wisconsin starting in 2015. As such, the intent of the CWI is to maintain this Plan as a living document for use in perpetually shaping policies, strategies and desired outcomes for Wisconsin's workforce. The Plan may be periodically updated and reissued to ensure that all partners and stakeholders are informed of current strategies and opportunities.

The CWI will share this report with the WEDC board of directors to ensure that the recommendations are aligned with the economic development strategies of the state. The CWI recommendations may be revisited and/or rewritten as warranted by the state's evolving economic and talent development strategies. To ensure continual integration of these strategies, the CWI Executive Committee is dedicated to meeting with the WEDC board of directors as needed.

Finally, it is understood that CWI members will serve as communication and implementation ambassadors of the Plan's recommendations and strategies. Council members have expressed their commitment to review the Plan with business and industry leaders, Chambers of Commerce, local and regional economic development agencies, policymakers, educators, and others whenever and wherever appropriate. Stakeholder and partner feedback will be shared and reviewed at future Council meetings.

Governor's Council on Workforce Investment

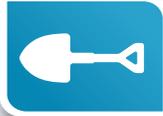
The Council on Workforce Investment is the federally-mandated entity under the Workforce Investment Act that assists the Governor in developing innovative and dynamic approaches to develop Wisconsin's workforce. To monitor the CWI's progress towards achieving 2014-2018 Strategic Plan goals, visit:

<http://www.wi-cwi.org>

Exhibit 11
Strategic Recommendations Matrix

Governor's Council for Workforce Investment Subcommittee Recommendations	Public Funding	Policy/Legislation	Program Development	Public Marketing	Employer Action	Private Investment	Shovel-Ready	WTCS	UW	DPI	Local School Dist	DWD	WDB	WEDC	Private Business
	WHAT						WHO								
Talent Development, Attraction and Retention (TDAR)															
1. Develop Career Counseling/Career Month	\$		+					X	X	X	X	X	X		X
2. Add Attraction and Retention Tax Credits for Skilled Graduates	\$	+	+	+				X	X			X		X	
3. Incorporate Relocation Tax Credit and Loan forgiveness	\$	+	+	+								X			
4. Expand Youth and Adult Apprenticeship Participation and Programming	\$	+	+	+				X	X	X	X	X	X		X
5. Support Transportable Skill Sets for Transportable Careers												X	X		X
6. Deliver Financial Incentives for Attraction/Entrepreneurship	\$	+	+	+				X	X			X		X	X
7. Engage in Marketing that Attracts Millennials & Entrepreneurs	\$			+								X	X	X	X
8. Expand Broadband Access	\$	+								X					X
Education for Workforce and Talent Development (EWTB)															
9. Recognize the importance of developing children's executive function skills during their early years			+								X	X			
10. Allow high school juniors to start work-based learning to graduate on-track	\$		+								X	X	X	X	X
11. Update Wisconsin's school report cards to include measures of career readiness and other work-based learning measures		+	+								X	X	X		
12. Ensure every high school student experiences quality work-based learning opportunities	\$	+	+								X	X	X		X
13. Develop an image-building campaign for career opportunities in high demand fields	\$		+	+				X	X	X	X	X	X	X	
14. Improve access to 1- and 2-year certificate and 2- and 4-year degree programs that support career opportunities in high demand fields	\$	+	+	+				X	X	X	X	X		X	
15. Ensure UW and Wisconsin Technical Colleges address the underserved educational needs of economic leader positions	\$	+						X	X						
Development of Sustainable Partnerships (DSP)															
16. Wisconsin partnership champions at the state and local levels	\$			+				X	X	X	X	X	X	X	X
17. The state must build a partnerships and opportunities clearinghouse	\$			+				X	X	X	X	X	X	X	X
18. Support industry engagement	\$	+	+	+						X		X	X	X	X
Alignment of Workforce Programs (AWP)															
19. Increase access to the workforce system	\$			+				X	X	X	X	X	X	X	X
20. Support collaboration & communication between providers								X	X	X	X	X	X	X	
21. Change employer & job seeker perceptions of the workforce system	\$			+				X	X	X	X	X	X	X	

Resources Needed to Implement the Council Recommendations

Public Funding	Program Development	Policy/Legislation	Employer Action	Shovel-Ready	Public Marketing	Private Investment/Cooperation
						

Acknowledgements

The deepest appreciation is extended to all members of the Governor's Council on Workforce Investment (CWI) who volunteered their time and energy these past 15 months to complete this 2014-2018 Strategic Plan. In addition, the CWI would like to acknowledge the efforts of Secretary Reggie Newson of the Department of Workforce Development (DWD); Scott Jansen, Administrator of the DWD-Division of Employment and Training; and the DWD staff. Contributions from various technical advisors from the Workforce Development Boards, educational partners, economic development organizations, and the Wisconsin Manufacturing Education Partnership were critical in shaping the recommendations outlined in the Plan.

The CWI 2014-2018 Strategic Plan is the product of a committed group of Wisconsin citizens who gave freely of their time and talent. We owe this amazing group of individuals a debt of gratitude.



Governor's Council on Workforce Investment

Full Council (November, 2014)

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James Ladwig, County Executive, Racine County, Racine

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Paul Stelter, Chief Executive Officer, Fox Valley WDB

Appendix

- 1) Talent Attraction, Development and Retention Subcommittee Final Report:
http://wi-cwi.org/pdf/tdar_stratplan_081514.pdf
- 2) Education for Workforce and Talent Development Subcommittee Final Report:
http://www.wi-cwi.org/pdf/ewtd_stratplan_100714.pdf
- 3) Development of Sustainable Partnerships Subcommittee Final Report:
http://wi-cwi.org/pdf/dsp_stratplan_081814.pdf
- 4) Alignment on Workforce Programs Subcommittee Final Report:
http://wi-cwi.org/pdf/awp_stratplan_081414.pdf
- 5) Council on Workforce Investment Subcommittee Minutes: <http://www.wi-cwi.org/committees.htm>

Glossary of Acronyms

ACP: Academic and Career Plan
BLS: U.S. Bureau of Labor Statistics
CESAs: Cooperative Education Service Areas
CTE: Career and Technical Education
CWI: Governor's Council on Workforce Investment
ETA: U.S. Department of Labor – Employment and Training Administration
DCF: Wisconsin Department of Children and Families
DHS: Wisconsin Department of Health Services
DOC: Wisconsin Department of Corrections
DOL: U.S. Department of Labor
DPI: Wisconsin Department of Public Instruction
DWD: Wisconsin Department of Workforce Development
ECAC: Governor's Early Childhood Advisory Council
JCW: Job Center of Wisconsin
NGA: National Governors Association
OSD: Office of Skills Development
PSLF: Public Service Loan Forgiveness
ROI: Return on Investment
UW: University of Wisconsin
UWS: University of Wisconsin System
WBL: Work-Based Learning
WDAs: Workforce Development Areas
WDBs: Workforce Development Boards
WEDC: Wisconsin Economic Development Corporation
WFF: Wisconsin Fast Forward
WHEDA: Wisconsin Housing and Economic Development Authority
WHEG: Wisconsin Higher Education Grant
WIA: Workforce Investment Act
WIOA: Workforce Investment and Opportunity Act
WTCS: Wisconsin Technical College System
WWDA: Wisconsin Workforce Development Association
YA: Youth Apprenticeship

Governor Scott Walker
Room 115 East
Wisconsin State Capitol
Madison, WI 53703

Dear Governor Walker:

On behalf of the Council on Workforce Investment (CWI), it is our honor to submit the 2014-2018 Workforce and Talent Development Strategic Plan for your review. Through the 2013 Executive Order 100, you tasked the CWI with aligning Wisconsin's talent and workforce development initiatives and investments with its economic development strategies. The goal of this publication is to ensure that careers with high market value and in-demand skill sets are filled with the most qualified individuals to provide Wisconsin with a competitive advantage for attracting and retaining businesses.

The CWI recognizes that skilled talent is one of the most critical factors contributing to the success of Wisconsin's driver industries and the economy overall. The CWI 2014-2018 Strategic Plan makes 21 recommendations to address a broad range of workforce development system challenges through sustainable short-term and long-term activities that are designed to cultivate, attract, and retain skilled talent. In order to create a robust pipeline of work-ready, highly qualified individuals to support Wisconsin's businesses and job creators, the state needs to take action with great urgency to implement the CWI's talent development vision.

With your support, the CWI intends to maintain the 2014-2018 Strategic Plan as a living document for use in continuing to shape and advance Wisconsin's workforce policies, strategies, and desired outcomes. In 2015, review of progress and updates to this Plan will be added as a standing item on the CWI's meeting agenda. Recommendations and plan details may be refined and updated with input from key stakeholders to ensure continual integration of the state's evolving talent and economic development strategies.

Under your direction, CWI members stand ready to serve as communication and implementation ambassadors for the 2014-2018 Strategic Plan.

Kind Regards,

Mary Isbister, Chair
Governor's Council on Workforce Investment

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TIMELINE

2010

Be Bold Wisconsin: The Wisconsin Competitiveness Study sparked Wisconsin's Prosperity Strategy and suggested 9 recommendations to boost economic development.

2011

Wisconsin Economic Development Corporation (WEDC) was formed.

2012

The Road Ahead and *Be Bold 2* reports address Wisconsin's workforce challenges and recommend demand-driven training programs and expanded labor market information systems to align with regional economic development strategies.

Wisconsin's Workforce Development System – A graphical guide to employment and training resources in Wisconsin is produced by the Public Policy Forum (<http://publicpolicyforum.org/sites/default/files/2012WorkforceMap.pdf>).

2013

Wisconsin Act 9 – Wisconsin Fast Forward (WFF) legislation was passed to develop an enhanced Labor Market Information System and established a \$15M grant fund to provide employers with customized skilled labor training grants.

2014

Federal lawmakers pass the Workforce Investment and Opportunity Act (WIOA).

Wisconsin Blueprint for Prosperity legislation adds \$35.4M in additional WFF grant funds to reduce technical college wait lists, provide technical training to high school pupils, and enhance training and job opportunities for workers with disabilities.

The CWI unveils its strategic plan to align workforce development and economic development priorities for talent attraction and retention.

Competitive Wisconsin introduces the *Be Bold 3* initiative (<http://www.competitivewi.com/2013/09/be-bold-3-the-latest-step-in-a-public-private-collaboration-that-works/>).

Wisconsin Manufacturers & Commerce (WMC) introduces the Future Wisconsin Project (<https://www.wmc.org/programs/the-future-wisconsin-project/>).

WISCONSIN TALENT DEVELOPMENT EXECUTIVE SUMMARY



Overview

The Governor's Council on Workforce Investment (CWI) was established in 2000 as a federal mandate under the Workforce Investment Act (WIA) to assist the state of Wisconsin in identifying and implementing innovative and dynamic workforce development strategies. It is charged with the ultimate goal of moving Wisconsin's economy forward by ensuring that workers have the necessary access to in-demand career training and employers have a robust skilled labor pipeline to support job growth and economic development strategies.

The CWI membership is appointed by the Governor and includes a majority of business leaders, as well as state legislators, local elected officials, educational institutions, community-based organizations, and labor representatives from across the state. Its members work in partnership with the Department of Workforce Development (DWD) and the state's workforce development partner agencies to craft outcomes-based workforce development strategies based upon labor market information and employer demand.

In 2013, Governor Walker issued an Executive Order that tasked the CWI with aligning Wisconsin's talent and workforce development initiatives with its economic development strategies. To achieve the required results, the CWI launched a comprehensive strategic planning process that used Wisconsin workforce development system reports as a foundation for analyzing and defining workforce challenges. The exercise identified four key themes for developing executable strategy recommendations, which led to the formation of CWI strategic planning subcommittees: Talent Development, Attraction, and Retention; Education for Workforce and Talent Development; Development of Sustainable Partnerships; and Alignment of Workforce Programs. Subcommittee reports were written, reviewed, and consolidated into the strategic plan.

The 2014-2018 CWI Strategic Plan makes 21 recommendations to address a broad range of workforce development system challenges through sustainable short-term and long-term activities that are designed to cultivate, attract, and retain skilled talent. Success will be measured by connecting highly trained workers with employers to fuel business and move Wisconsin's economy forward. The CWI will continue to monitor the status of each recommendation and evaluate opportunities for action and engagement at future Council meetings.

Governor's Council on Workforce Investment

Purpose

As defined by Governor Walker, the Council on Workforce Investment should represent employer labor requirements; recommend strategies that support the development of a highly qualified labor force; and align resources to empower individuals to pursue and retain good paying careers.

Goal

Offer actionable recommendations that will provide short-term and long-term sustainable talent development activities that are aligned with and support Wisconsin's economic development and growth plans.

WISCONSIN TALENT DEVELOPMENT STRATEGIC PLANNING PROCESS



Overview

In 2013, a newly constituted Council on Workforce Investment (CWI) was tasked by Governor Walker with defining a strategic framework that aligns Wisconsin's talent and workforce development initiatives and investments with the economic development activities and growth strategies of the state. This document was conceived with the charge of assisting Wisconsin and the Governor in implementing innovative and dynamic approaches to developing Wisconsin's talent and workforce. The CWI was charged with ensuring that Wisconsin's employers have a pipeline to the skilled workforce that they need and access to training for in-demand careers with the ultimate goal of moving Wisconsin's economy forward.

All of the stakeholders in the workforce development ecosystem are represented on the CWI, including legislators, local elected officials, education system representatives, labor, business and industry, and community-based workforce development organizations. There is great urgency with which the state needs to realize the CWI's vision in order to create a robust pipeline of work-ready, highly qualified individuals to support Wisconsin's businesses and job creators. Skilled talent is one of the most important factors for the long-term success of Wisconsin's driver industries and the economy overall.

Defining the Workforce Challenge

Wisconsin's workforce development system was thoroughly researched and analyzed in two recent industry-led reports: 1) *The Road Ahead* (Tim Sullivan, 2012); and, 2) *Be Bold 2* (Competitive Wisconsin, 2012). These studies led to the development of the *Governor's Workforce Investment Plan* (February 2013), which resulted in allocating state funds through Act 9 to: implement a state-of-the-art Labor Market Information System; establish the Office of Skills Development (OSD); offer customized training grants to employers for workers in high-demand occupations; and provide flexible workforce training through technical colleges and performance-based solutions. Recognizing the remarkable impact that each report had in shaping innovative workforce development legislation, the CWI offered the following feedback to further define Wisconsin's current workforce development system:

- The State's workforce data suggests more focus is required on jobs that are goods producing.
- If the state can upscale employee skill sets, wages will increase, and the economy will grow.

Focus

The focus of the Council on Workforce Investment's strategic planning process ensures that careers with high market value and in-demand skill sets are filled with the most qualified individuals to provide Wisconsin with a competitive advantage for attracting and retaining businesses to grow the economy.

Vision

- Wisconsin will have the nation's best qualified workforce to support the interests of current businesses and drive new economic development.
- Wisconsin's education and workforce development systems will work in unison to be the most nimble and responsive in the country.
- Wisconsin's citizens will have access to the best labor market information, education, and training opportunities for the pursuit of family-sustaining careers and employment security.

- Of the non-working, post-high school young adults in Wisconsin, a large percentage are not working as a result of being disengaged, lacking job-readiness skills, and having unrealistic employment expectations.
- The current state labor market tools tend to be skewed toward lower skill and service related jobs.
- A more accurate and comprehensive picture of the demand side of the labor market (industry needs) is necessary to guide workforce investments and career conversations to high demand careers.
- Manufacturers require talent from support service sectors (e.g. finance, IT, logistics, supply chain, etc.) to sustain industry growth.
- Job replacement requirements for those retiring will out-pace the supply of replacement workers.
- Other key industry sectors for future jobs are: construction, transportation, utilities, information technology, and healthcare.
- New technology is changing the type of skill requirements for work today and will continue to accelerate in the future.
- Changing demographics and population concentration need to be taken into account in strategy development.

In addition, the Department of Workforce Development (DWD) commissioned a study of the employment and training services that constitute Wisconsin's workforce development system: *Wisconsin's Workforce Development System – A graphical guide to employment and training resources in Wisconsin* (Public Policy Forum, 2012). The report evaluated the employment and training services, from job search and placement assistance to vocational rehabilitation for individuals with disabilities and provided a resource map and analysis to offer policymakers and service providers a current view into the workforce system. Key findings of this report included the following:

- While it appears that some consolidation of employment and training funding has occurred in recent years, Wisconsin's workforce development system remains somewhat fragmented.
- Projected changes in Wisconsin's workforce and economy may demand increased attention to workforce attraction and retention, as well as enhanced emphasis on worker training and education.
- The vast majority of funds supporting Wisconsin's workforce development system are from federal sources, a trend that may not bode well for the future.
- Some new approaches to structuring workforce programs and diversifying funding sources have been initiated in Wisconsin, and those efforts should continue.

The CWI conducted a comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in late 2013 to further define the workforce challenge. The process resulted in: 1) Identifying four key themes for developing executable strategy recommendations; 2) Establishing CWI's strategic planning subcommittees; and 3) Defining the workforce challenge through a problem statement.

Problem Statement

- A demand driven workforce investment environment is essential to develop workforce skills in alignment with economic development needs.
- Job demand will out-pace population growth between now and 2030.
- Changing workforce requirements are a fact of sustainable economic growth and our system must be responsive and nimble to make timely adjustments.
- The lack of public awareness about current and future labor market requirements makes it difficult to have a consistent demand-driven career pathway system.
- Job seeker and student expectations are not matched to the reality of the Wisconsin economy and its current high-demand career opportunities.
- Ready-to-work skills gaps decrease employment readiness.

Subcommittee Work

The SWOT analysis definition of the problem statement led to the formation of four CWI subcommittees:



The CWI subcommittees used the following principles to guide discussions and develop recommendations:

- **Collaboration:** Coordinate efforts of the stakeholders, including industry, education, government, and citizens to maximize the Return on Investment (ROI) and impact from available resources.
- **Alignment:** Eliminate redundancy between programs and services offered by multiple stakeholders when possible.
- **Demand-Driven:** Understand the skills needed by private industry to adapt education and job training systems to support initiatives related to those skills.
- **Leverage:** Consolidate federal and state economic and workforce development resources and direct them toward expected job outcomes when possible.
- **Auditability:** Reinforce transparency and accountability within the workforce system.
- **Return on Investment:** Create quantitative, meaningful metrics to measure success.

TALENT DEVELOPMENT, ATTRACTION AND RETENTION SUBCOMMITTEE

- Recommendation**
1. Develop Career Counseling/Career Month
 2. Add Attraction and Retention Tax Credits for Skilled Graduates
 3. Incorporate Relocation Tax Credit and Loan forgiveness
 4. Expand Youth and Adult Apprenticeship Participation and Programming
 5. Support Transportable Skill Sets for Transportable Careers
 6. Deliver Financial Incentives for Attraction/Entrepreneurship
 7. Engage in Marketing that Attracts Millennials and Entrepreneurs
 8. Expand Broadband Access

The CWI Talent Development, Attraction, and Retention (TDAR) subcommittee was charged with studying, reviewing, and recommending strategies to help Wisconsin address the following range of issues:

- Wisconsin faces a challenge in attracting and retaining talent to support key driver industries.
- Wisconsin needs to address the fact that demographic projections indicate that the future workforce will not be sufficient to support growing industries.
- Wisconsin business associations, employers, and economic development entities engage in talent attraction and retention efforts that should be integrated into a statewide initiative.
- Wisconsin needs to determine how to leverage its collective assets to create an attractive value proposition to attract and retain workforce talent.

The TDAR subcommittee identified that the new generation of workforce talent has an endless array of opportunities in today's multi-faceted and highly interconnected global economy. Wisconsin's high quality of life, nationally recognized education system, and diverse business climate are critical factors to leverage in developing local talent and importing talent. In order to succeed in doing so, Wisconsin must implement programs and policies that directly address the competitive requirements of innovative employers and the needs and desires of skilled workers. In addition, the state must deploy best-in-class workforce incentives and career opportunities to retain current residents and attract significant levels of new talent.

The TDAR subcommittee also identified that the requirements for attracting and retaining talent for middle-skilled jobs are different from the needs for attracting and retaining talent for professional workers. However, recurring themes for both populations include: awareness of career opportunities across a broad scope of industries and geographies; job availability; employer collaboration and engagement; and partnerships beginning early in the education process and continuing throughout the school and career experience for prospective employees.

TDAR recognized that local and regional job creators require a growing pool of skilled and trained employees to fill existing and projected workforce needs. It further recognized that there is an opportunity to provide more effective development opportunities statewide for the current 21st Century workforce, as well as to create and implement a model that addresses the increasing workforce development and replacement needs generated by an expanding economy. Achieving these goals will put Wisconsin on a path to become a nationally recognized leader in providing incentives to attract and retain talented graduates who may otherwise leave the state for career advancement opportunities.

Specific Areas of Focus

- Wisconsin needs to address the fact that demographic projections suggest that the future workforce may not be sufficient to support growing industries.
- Wisconsin faces challenges in attracting and retaining talent to support key driver industries.
- Wisconsin has an opportunity to effectively leverage existing talent attraction and retention efforts within its business associations, key employers, and numerous economic development entities, and a collaborative statewide initiative should be coordinated to align these organizations.
- Wisconsin needs to adopt strategies for leveraging current assets that create and foster a value proposition that attracts and retains workforce talent in ways that go far beyond existing state initiatives or those elsewhere in the United States.

What Do Employers Want? What Do Workers Need?

Wisconsin's workforce is facing a quantity and quality challenge. As the economy improves, many traditional and new economy sectors are realizing a need for additional employees, including replacement workers as Baby Boom generation retirements accelerate. It is critical to focus on ensuring that Wisconsin has a workforce pipeline securely in place to meet future demands. Replacing the state's aging workforce will require rethinking and retooling current educational and workforce development programs to more effectively meet the expectations and requirements of employers.

Bottom Line

Wisconsin will need a growing number of trained and credentialed employees at all skill levels to respond to an expected workforce shortfall. The projected state workforce labor shortage will require aligning projected labor market skill competencies and demands with more certified and credentialed skilled workers; technical college graduates with stackable credentials, technical diplomas, and associates degrees; and, university graduates with bachelor degrees and master's degrees.

*Exhibit 1
2012 Post-Secondary Graduations*

Educational Institution	2012 Graduates
University of Wisconsin System	39,356
Wisconsin Technical College System	29,060
Wisconsin Private Colleges	14,000
Total	82,416

Source: IPEDS database; U.S. Department of Education

Annually, Wisconsin's higher educational institutions yield approximately 29,000 technical college graduates, nearly 40,000 University of Wisconsin System (UWS) graduates, and approximately 12,000 to 15,000 graduates from private colleges and universities (Exhibit 1).

Exhibit 2
2012-2022 Wisconsin Labor Supply and Demand Projections



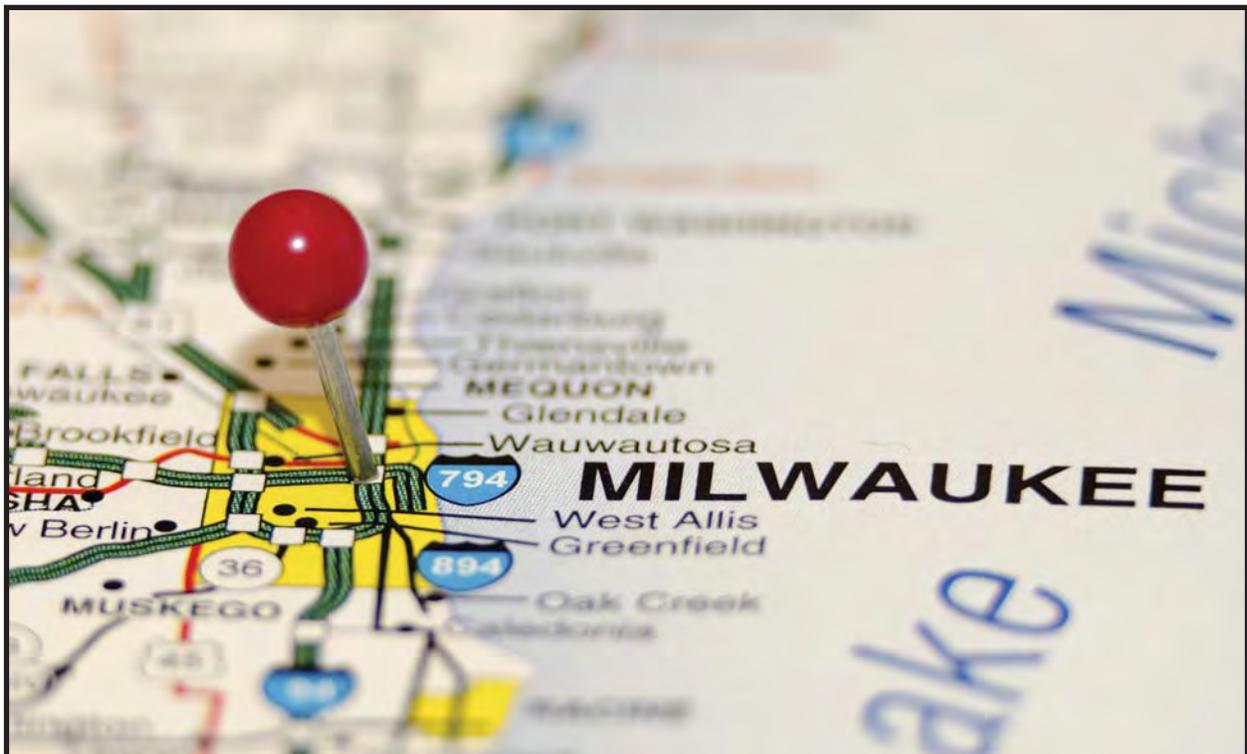
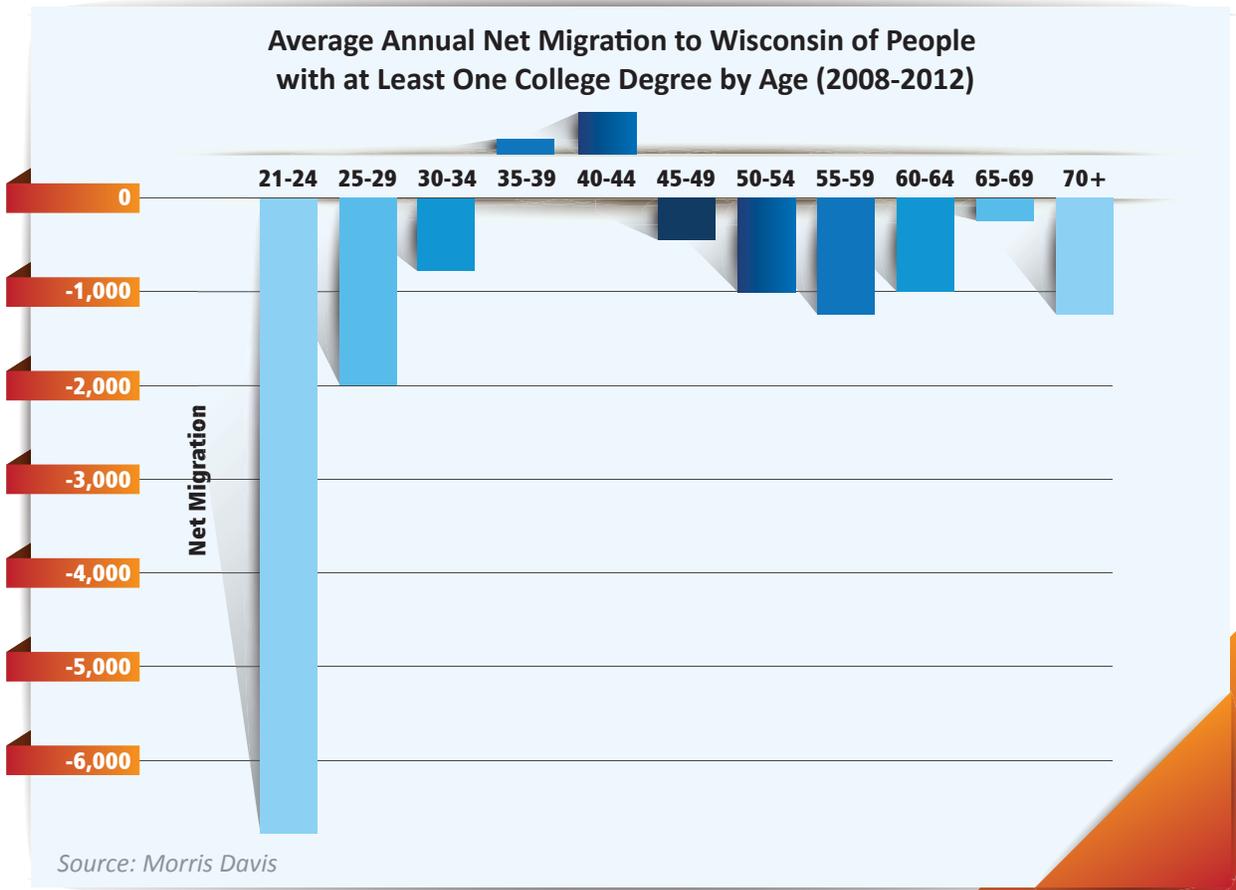
Based on the DWD - Office of Economic Advisors 10-Year Jobs Projections Study (2012-2022), which accounts for new and replacement positions across all industries and occupations, 46,000 positions will be unfilled due to an aging workforce over this period (Exhibit 2). To address this shortage, Wisconsin must retain its graduates, as well as attract domestic and international talent.

Data on age and job growth from Professor Morris Davis of the University of Wisconsin (UW)-Madison Business School (Exhibit 3) indicates that between 2008 and 2012 Wisconsin exported an average of 14,000 college graduates per year, most of whom left the state between the ages of 21 and 29.

A 2013 Harris Interactive Survey of 2,000 students and 1,000 hiring managers signified that 82 percent of the employers polled said that they were looking for graduates who had completed formal internships or work programs, but only 8 percent of the students interviewed said that they had accomplished an internship in a field related to their major.

Clearly, there is a compelling need for employers and educational institutions to work together to identify the necessary technical and employability skills that are required for effective job performance. Wisconsin's established and start-up businesses have unique and specific labor needs, many of which demand the highly specialized skills that are taught in technical schools or gained through apprenticeships and on-the-job training. Others are more subjective and should be encouraged through educational curriculum. With the proper feedback from employers, educational institutions must regularly update their curriculum and extra-curricular activities to help students develop and refine skills for success in the continually changing workplace upon graduation.

Exhibit 3
Annual Net Migration



EDUCATION FOR WORKFORCE AND TALENT DEVELOPMENT SUBCOMMITTEE

- Recommendation**
9. Recognize the importance of developing children's executive function skills during their early years
 10. Allow high school juniors to start work-based learning to graduate on-track
 11. Update Wisconsin's school report cards to include measures of career readiness and other work-based learning measures
 12. Ensure every high school student experiences quality work-based learning opportunities
 13. Develop an image-building campaign for career opportunities in high-demand fields
 14. Improve access to 1- and 2-year certificate and 2- and 4-year degree programs that support career opportunities in high demand fields
 15. Ensure UW and Wisconsin Technical Colleges address the underserved educational needs of economic leader positions

The Education for Workforce and Talent Development (EWTD) subcommittee was tasked with addressing the following scope of issues:

- Wisconsin needs real-time skills development and innovations that support the education and training of the current and future workforce to meet the needs of driver industries.
- Wisconsin needs a demand-driven career pathway system based on real-time labor market information to connect career exploration with the jobs and careers that driver industries offer.
- Wisconsin's Pre-K-12 and post-secondary education systems need to be nimble and responsive to the changing workforce requirements of employers.
- Wisconsin needs to build an education system that provides work readiness skills, in addition to specific career skills.
- Wisconsin's parents, students, counselors, teachers, principals, superintendents, and others need to be equipped with workforce data and projections to better prepare students for employability requirements.

The EWTD subcommittee consisted of representatives from K-12 education, the technical college system, business and industry, as well as policy makers. Technical advisors from local workforce boards, education and industry engaged in the subcommittee discussions to ensure that current programming, issues, and results were discussed. EWTD recommendations thereby incorporate the need to engage and educate parents on workforce opportunities and projections, provide additional work-based experiences for students, and further engage employers in the process of developing market-aligned talent.

DEVELOPMENT OF SUSTAINABLE PARTNERSHIPS SUBCOMMITTEE

- Recommendation**
16. Wisconsin partnership champions at the state and local levels
 17. The state must build a partnerships and opportunities clearinghouse
 18. Support industry engagement

The Development of Sustainable Partnerships (DSP) subcommittee was tasked with addressing the following:

- Wisconsin must create a sustainable synergy between its public and private economic and workforce development partners and stakeholders that will achieve cost-effective, innovative, and integrated statewide workforce solutions.
- Partnerships are necessary to ensure that the skills, credentials, and competencies required by employers are understood and implemented by talent and workforce suppliers.
- Wisconsin needs to create efficient and effective relationships to ensure that workforce development services are aligned with industry needs and economic development strategies.
- Wisconsin's workforce development agencies, namely the DWD, local Workforce Development Boards (WDBs), and Wisconsin Technical College System (WTCS) must work together to champion targeted skills development for driver industries.

Wisconsin is fortunate to have a robust ecosystem of economic and workforce development and education professionals. These individuals and organizations strive to deliver the highest level of service to advance the state's economy by meeting the needs of its business community and the workforce of the present and future. The state also has a long and successful history of recognizing that the best solutions for many problems are shared among multiple stakeholders.

However, the *Be Bold 2* report suggests that,

"Wisconsin lacks the collaborative mechanism required to inspire and create shared priorities among the many influential contributors to the state's talent development system and the flexibility to pursue talent development in a contemporary way. That need must be met. Wisconsin must create a synergy amongst its public and private economic and talent development efforts that will achieve maximum positive, cost-effective impact."

To this end, the DSP subcommittee recognizes the clear need to develop meaningful and sustainable public-private partnerships to advance the recommendations in this plan, as well as to identify future needs.

This is especially true in the area of work-based learning (WBL). The development of a successful WBL model demands the coordination of partners in education, workforce development, and the business community, as well as the presence of a strong champion to facilitate those conversations and to ensure the creation of successful experiences. The value of WBL has been broadly recognized as a critical factor in youth career exploration, and is embraced by a number of state agencies, including the Department of Public Instruction (DPI) and DWD, and Chambers of Commerce throughout Wisconsin. While a number of local best practices have been developed in WBL, no consistent model or standard of excellence has emerged.

Growing interest in the use of WBL as a means of supporting interest in Career and Technical Education (CTE), coupled with a pair of key legislative changes in the past 2 years have created a critical mass of support for the formation of a statewide WBL model. The CWI, through the DSP subcommittee recognizes its role in championing the formation of a sustainable partnership model to support WBL and other talent development initiatives in Wisconsin.

ALIGNMENT OF WORKFORCE PROGRAMS SUBCOMMITTEE

- Recommendation**
19. Increase access to the workforce system
 20. Support collaboration and communication between providers
 21. Change employer and job seeker perceptions of the workforce system

The Alignment of Workforce Programs (AWP) subcommittee was tasked with organizing, aligning, and marketing Wisconsin's workforce programs and worker training efforts in the most effective, efficient, and cost-conscious manner possible. The AWP subcommittee was tasked with addressing the following issues:

- Wisconsin's local, regional, and statewide workforce service providers and educational partners must design and implement a collaborative talent development model to create shared priorities among the stakeholders and workforce suppliers and the talent and workforce system practitioners. Stakeholders include, but are not limited to the: DWD, WDBs, WTCS, UWS, and other state agencies.
- Wisconsin needs to determine how to align talent and workforce development activities or shared priorities between public and private economic growth efforts.
- All talent and workforce development stakeholders need to be engaged and must be "sitting at the same table" in order to create and adopt a shared vision and develop implementation plans.
- Wisconsin must find a way to align and leverage the wide variety of resources attributed to talent and workforce development to prevent duplication, create synergy, and maximize outcomes.
- Wisconsin needs to build a coherent portfolio of talent and workforce development programs that are responsive to driver industry demands and engage job seekers, some of whom have barriers to employment.

The AWP subcommittee evaluated Wisconsin's workforce development system and determined that there are many highly aligned and effective programs for residents and employers. This alignment is demonstrated through the coordination of federal and state workforce programs that are jointly administered by local WDBs and the DWD. The analysis also identified that there are weaknesses in the current system, including:

- There are local and regional differences in the level of collaboration, communication, and user perception.
- There is opportunity for improvement in alignment and focus of economic development and workforce development priorities.
- It is difficult for businesses, workers, and program administrators to access comprehensive workforce program information.
- There is a negative perception regarding current workforce programs among some businesses and high-skill workers.
- There is no consistent "brand" or point of entry for workforce information.

WISCONSIN TALENT DEVELOPMENT COUNCIL RECOMMENDATIONS



Overview

To realize Governor Walker's goal of aligning Wisconsin's talent and workforce development initiatives with its economic development priorities, the CWI's 2014-2018 Strategic Plan makes 21 recommendations that address a broad range of workforce development system challenges through short-term and long-term activities to cultivate, attract, and retain skilled workers.

The success of the CWI's 2014-2018 Strategic Plan recommendations will be measured by the ability to connect highly trained workers with employers to fuel business and move Wisconsin's economy forward. The CWI will continue to monitor the status of each recommendation and evaluate opportunities for action and engagement at future Council meetings.

Resources Needed to Implement the Council Recommendations

The below icons depict the types of resources that may be required to implement the CWI 2014-2018 Strategic Plan recommendations. These icons have been placed by specific recommendations to demonstrate the level of support that is necessary for action to occur.



TALENT DEVELOPMENT, ATTRACTION AND RETENTION SUBCOMMITTEE

The TDAR subcommittee was charged with studying, reviewing, and recommending strategies to help Wisconsin address its critical and growing requirements for a skilled workforce. It devoted many hours from January through July 2014 to meet, discuss, and develop recommendations that would address the needs identified in the problem statements. Subcommittee members identified the need to integrate existing workforce development programs to avoid duplication and effectively manage resources.

The TDAR subcommittee identified the need to develop messages that would reinforce the positive benefits of alternative career pathways. It explored tactical opportunities to help students and workers gain a better understanding regarding the wide range of career opportunities that are available in Wisconsin, and sought means to assist them in calculating the ROI potential for each educational pathway that they may consider. Furthermore, the subcommittee considered the importance of engaging young people, parents, and teachers in career exploration and planning.

The TDAR subcommittee proposed 8 recommendations to offer best practice solutions that complement existing initiatives, address the diverse needs and educational levels of different populations across the state, and create positive excitement regarding Wisconsin's promising role as a talent attraction and retention powerhouse. Most of the recommendations require state funding support for implementation.

Recommendation 1:



Develop Career Counseling/Career Month

Before addressing the needs of attracting and retaining talent, the resources for developing Wisconsin's existing talent should be considered. Career education should be incorporated into the elementary and middle school curriculum. Parents, guidance counselors, teachers, and administrators should be given best practice tools to educate youth about career pathways.

The 2013-2015 Biennial Budget provided funding for the DPI to develop and implement an Academic and Career Plan (ACP) initiative that will be ready to launch during the 2017-2018 school year. To facilitate the continued development and retention of the existing and future workforce, ACP amendments are necessary, requiring:

- Career and school counselors to attend annual job career pathway training programs.
- Counselors to achieve and maintain certification in current and emerging trends in career pathway development.
- Private and for-profit colleges that receive any state or local government funding to demonstrate counseling staff competencies regarding current and emerging trends in career pathway development.

It is the subcommittee's hope that the ACP initiative will provide information on how to access external career planning resources. DWD presently provides occupational information, including job forecasts, job locations, wage information, required skills, and educational needs on WORKnet at:

<http://worknet.wisconsin.gov/worknet>.

The TDAR subcommittee urges DWD to begin the immediate promotion of this resource to Superintendents at all school districts in the state through targeted e-mail communications and a webinar to demonstrate its features.

The subcommittee suggests that a poster be created by DWD for distribution to all public and private schools for display beginning in early 2015.

The subcommittee recommends that as part of this new career pathway education process, counselors and school districts must look at new ways to incorporate the following activities into development components:

- **Career Month:** Highlight long-standing careers in Wisconsin's workforce, as well as projections for future careers with a tool that provides up-to-date information on job market prospects.
- **Careers in Action:** Increase youth opportunities to visit businesses and learn about the skills that are required in the 21st Century, as well as overcome the perception of manufacturing as "dirty, dumb, and dangerous". Events should include parents, counselors, and students. The TDAR subcommittee recommends the consideration of extending the school year to allow more days for industry tours. Alternatively, the subcommittee suggests using in-service days for tours with non-teacher chaperones. The subcommittee also suggests the need to review funding resources to assist with transportation for such tour events.

Recommendation 2:



Add Attraction and Retention Tax Credits for Skilled Graduates

Before addressing the needs of attracting and retaining talent, the resources for developing Wisconsin's existing talent should be considered. Career education should be incorporated into the elementary and middle school curriculum. Parents, guidance counselors, teachers, and administrators should be given best practice tools to educate youth about career pathways.

Enhancing Attraction and Reducing Flight

To combat the projected employee and talent shortfall, Wisconsin must retain its existing talent and actively attract individuals from external locations. Wisconsin experiences a net out-migration of its highly educated population. The state also experiences a significant portion of immigrants with up-skill potential.

The UWS is a national and global leader in attracting large numbers of out-of-state students. However, 87 percent of those students return to their home states or relocate to other regions or countries upon completion of their degrees. The UWS - Office of Policy Analysis and Research report released in 2012, found that 10 percent of UWS graduates enrolled under the Minnesota tuition reciprocity agreement remained in Wisconsin.

Comparatively, 81 percent of Wisconsin residents who attend a UW institution continue to live and work in Wisconsin following graduation.

The TDAR subcommittee recommends retaining a greater number of college-graduating students by offering a Post Graduate Tax Incentive program. The program would be open to all graduates from Wisconsin higher educational institutions who take jobs in Wisconsin.

Under this recommendation, positions of greatest need would be identified and higher incentives would be provided to graduates who obtain employment in high demand jobs. In addition, skilled individuals would be recruited from across the country and beyond. The following policy details should be considered:

- a) The tax incentives should be available to all Wisconsin post-secondary credential earners who stay to work in a Wisconsin job.
- b) In-state students could be given a 1-year tax incentive, since most of these individuals already stay here upon graduation. The incentive for non-resident students might include 3 to 5 years of incentives to help equalize tuition expenses and to incent non-resident students who typically do not choose to remain in Wisconsin.
- c) The program could be refined or tailored to target high-demand jobs, industry sectors, or underserved geographies.
- d) It is anticipated that the program will be ROI-positive to the state budget, due the additional tax revenue generated by the higher-skilled, higher-paid employees over the 5-year duration of such a program.
- e) TDAR discussed several program incentive vehicles, including cash and non-cash payments, tax credits, and employer incentives. The subcommittee also looked at fixed payout amounts and percentage payouts, based on W-2 earnings. Fixed percentage payouts should also be considered to allow higher wage employees to receive higher rebates or credits, instead of fixed dollar amount payouts.
- f) Committee calculations do not take into account additional tax offsets which increase ROI, such as sales and property taxes.
- g) The TDAR subcommittee recommends that a thorough evaluation of the reciprocity agreement between Minnesota and Wisconsin be evaluated as more than 90% of Minnesota students do not remain in Wisconsin after graduation, yet they pay in-state tuition rates. Wisconsin may want to consider the elimination of the Minnesota reciprocity agreement.

Exhibit 4 illustrates the value of the tax credit model based on the income taxes paid on a \$50,000 annual salary.

*Exhibit 4
2010-2020 Projected Job Growth Rate*

Year	Tax Credit (to Worker)	Tax Offset (Income Tax to WI)
1	\$1,500	\$2,840
2	\$2,000	\$2,840
3	\$2,500	\$2,840
4	\$3,500	\$2,840
5	\$4,500	\$2,840
Cumulative	\$14,000*	\$14,200

**Equivalent W2 earnings would have to be about 7.5% greater (per-year salary) in another state to equal this due to federal tax required to net this result.*

Source: IPEDS database; U.S. Department of Education

Recommendation 3: Incorporate Relocation Tax Credit and Loan Forgiveness



It is important to attract and retain new entrants into the Wisconsin job market after post-secondary graduation.

New job opportunities are not always available within an easy commute from a current residence and relocation can present challenges, especially to dislocated workers. Wisconsin Housing and Economic Development Authority (WHEDA) has tools that can support Wisconsin graduates who are first time home buyers:

- The Mortgage Credit Certificate can provide \$2,000 per year, as long as the graduate lives in the home.
- WHEDA's Down Payment Assistance is a below-market, low-interest loan that can be used for a down payment, closing costs, or upfront mortgage premiums.
- HOME is a low-cost mortgage financing product that is available to graduates across the state.

The majority of WHEDA's homeowners are Millennials, who are approximately 22 to 37 years of age. Perhaps other WHEDA-like programs could be established to attract other skilled individuals. WHEDA tools could be used separately or together with other new incentives that support retaining and attracting talent.

The subcommittee also recommends a loan forgiveness program to help retain those who may otherwise be enticed to leave for or return to opportunities elsewhere. It could be modeled after an existing federal program, such as the Public Service Loan Forgiveness (PSLF) Program. The PSLF allows students to consolidate federal government loans, and have the remainder of the loan forgiven once 120 monthly (10 years) payments have been made.

Wisconsin could offer a Badger version of the PSLF with state-specific variables and qualifiers. Qualifying performance criteria may include: continued employment within certain regions of the state; employment within key sectors or a combination of each. Such programs would encourage skilled resident and non-resident graduates to stay in Wisconsin.



Exhibit 5
2012-2022 Projected Job Growth Rate

Wisconsin Long-Term Projected Job Growth Rate by Broad Occupational Group 2012 - 2022		
Group	Employment Change	Percentage Change
Legal	2,447	16.1
Construction and Extraction	14,648	15.0
Healthcare Practitioners and Technical	23,792	14.8
Healthcare Support	10,984	13.3
Personal Care and Service	19,305	12.8
Building and Grounds Cleaning and Maintenance	12,852	12.5
Computer and Mathematical	7,648	11.7
Business and Financial Operations	12,518	8.5
Management	12,130	8.4
Life, Physical, and Social Science	2,019	8.3
Food Preparation and Serving Related	18,298	7.9
Arts, Design, Entertainment, Sports, and Media	3,722	7.5
★ Total, All Occupations	217,845	7.1
Installation, Maintenance, and Repair	7,703	7.1
Community and Social Service	2,377	6.6
Education, Training, and Library	11,074	6.1
Transportation and Material Moving	13,197	6.0
Office and Administrative Support	20,468	4.6
Protective Service	2,499	4.6
Architecture and Engineering	2,093	4.3
Farming, Fishing, and Forestry	3,552	4.2
Sales and Related	11,699	4.2
Production	9,924	3.2

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, September 2014

The following policy details should be considered:

- a) The committee recommends tailoring the relocation tax credits and loan forgiveness program to individuals in targeted priority industries or geographies. The DWD projects job growth and openings for Wisconsin occupations and industries over the next ten years. These projections should serve as the basis for constructing the targeted jobs and sectors. See Exhibit 5 for occupation projections through 2022.
- b) Incentive programs could be structured to support specific segments of the workforce or an industry cluster. These considerations would need further review and study by legislators and policy makers.



Recommendation 4:

Expand Youth & Adult Apprenticeship Participation & Programming

Apprenticeships provide a unique opportunity for individuals to learn occupational skills through on-the-job training coupled with related classroom instruction. In Wisconsin, this valuable learning tool can be accessed by youth through the state's Youth Apprenticeship (YA) program and by adults through technical college programs in conjunction with employer-based training opportunities. Apprenticeships provide workers with certified training and transportable skills. The subcommittee recommends continuation of youth and adult apprenticeship programs, as outlined:

Youth Apprenticeships

<http://dwd.wisconsin.gov/youthapprenticeship>

Wisconsin's YA program is open to high school students, providing a pipeline from high school to a high-skill career. Students receive hands-on training in a paid position with classroom instruction. The YA program provides course offerings in 10 of 16 career clusters representing WBL programs in 49 career pathways. These programs demonstrate successful development and retention of workers in careers that fit their skills, interests, and lifestyle expectations.

One challenge with the program is the ability to identify worksites to participate. It is the TDAR subcommittee's recommendation for the YA program to market existing worksites and to promote best practices. For example, the program could highlight how one worksite effectively uses the program to backfill its retiring workforce through the promotion of the graduating YA student into the next apprenticeship phase in their career path.

To foster greater participation, the committee recommends adoption of an education tax credit for businesses that invest in training and/or mentoring youth apprentices. Some additional enhancements may also be possible:

- Web postings of individuals looking for internships, apprenticeships, and co-ops.
- An interactive map to show position characteristics and career options, including: positions in administration, sales, marketing, human resources, purchasing, engineering and design, technical support, machining, welding, assembling, painting, electrical technician functions, machine repair, plant maintenance, shipping and/or receiving, inventory control, safety, material handling, etc.
- Realistic job descriptions with current and projected openings and advancement opportunities should be updated regularly and published on the website.

Adult Apprenticeships

<http://dwd.wisconsin.gov/apprenticeship>

It is also important to increase the number of adults participating in registered apprenticeships. One recommendation is the implementation of a 1-year, pre-apprenticeship employment trial. This could be managed in collaboration with the state's regional job centers.

To be considered for the program, it is important to evaluate the candidate's viability in each of these areas:

- Previous employment history
- Fitness for duty in the workplace
- Foundational skills
- Evaluation of relevant experience or knowledge
- Reliable transportation
- Education credential

The employer and employee would then enter into a written contract guaranteeing an apprenticeship following the first year of employment if all written conditions were met. This model would exempt the employer from Unemployment Insurance requirements if the employee is released from the program due to a violation of terms of the contract.

The TDAR subcommittee recommends the expansion of registered apprenticeship programs to include in-demand careers and cumulative credentialing. For example:

- CAD drafting, product design, technical support, or others as determined by DWD.
- Certification would be presented upon completion of the program.
- Credential award that could be stacked toward an Associate's Degree.

Recommendation 5: Support Transportable Skill Sets for Transportable Careers



In addition to the need for developing, retaining, and attracting a higher number of post-secondary graduates, Wisconsin also needs to address recruitment, training, and retention of middle-skilled jobs. This is especially critical when it comes to competing with other states that are experiencing significant economic booms, such as North Dakota and Texas, and are able to provide higher wages and greater access to employment.

Jobs associated with the trades tend to ebb-and-flow depending upon the employer's order pipeline. Similarly situated businesses should incorporate a mechanism that allows workers from one company experiencing some downtime to work for another company that has a high demand. By stabilizing employment, workers can maintain employability, technical acumen, and healthcare continuation without coverage gaps.

The TDAR subcommittee recommends that Wisconsin businesses work together in a consortium-like manner to provide job continuity for our skilled workforce. Currently, the International Union of Operating Engineers consortium maintains a bulletin board that provides information to partner firms on how to access highly-skilled workers soon to be available from other partner businesses. This provides workers with pending employment options, allowing them to maintain continuous employment by transferring to a partner business. Establishing an industry-standard scorecard for employees who wish to participate would assure employers that the transferring employees will meet their specific requirements. Scorecard items may include skill ratings based on job proficiency and performance, certifications received, and other traditional measures.

Performance ratings also could be assigned to identify an individual's ability to meet the culture of the new business. These measures may include traditional soft skills, as well as leadership, teamwork, motivation, autonomy, ability to work under pressure, multi-task, etc.

The subcommittee recommends increased support and promotion of two important Wisconsin landmark initiatives that assist our technical colleges and universities:

- The recently signed Universal Transfer Agreement (July 2014) between leaders of the UWS and WTCS that identifies up to 48 core credits students can transfer within or between institutional campuses (<http://www.wisconsin.edu/news/2014/r140606b.htm>).
- The nationally recognized and innovative UW Flex Option program, which is a competency-based learning model that allows adults and part-time students of any age to learn only what is necessary for career advancement. It offers credit for knowledge gained from previous experience, thus shortening the time to obtain certification or a degree (<http://flex.wisconsin.edu>).



Recommendation 6: Deliver Financial Incentives for Attraction/Entrepreneurship

Wisconsin must also increase its support for an entrepreneurial ecosystem to attract and encourage entrepreneurs and accelerate their production development and commercialization.

Attracting entrepreneurs is a difficult and diverse task, and requires the dedicated investment of resources. Capital is the principle need identified by entrepreneurs. Wisconsin has a number of tools to support funding entrepreneurs, such as tax credits through Act 255, the Wisconsin Angel Network, and access to some venture capital.

In addition to accessing capital, it is important for the state to enhance “one-stop shopping” nodes for those considering where in the U.S. to establish initial operations. Many business owners complain about the maze of regulations that need to be followed and permits that must be issued in order to start or grow their business. A state “business one-stop” would enable growing companies to get answers and permits quickly. The one-stop system would attract new and young businesses both in the state and those looking for new locations. The TDAR subcommittee recommends a review of Wisconsin’s current business registration process to identify opportunities to streamline and/or simplify workforce processes for businesses of all sizes.

There are big differences in what attracts large businesses, small businesses, and newly emerging or potential businesses. Larger businesses are more interested in the state corporate income tax rates, while studies show that smaller businesses need support services, supply chain guidance, and logistics expertise. The state must address the differing needs of each group and enhance programs and policies for mutual benefit.

The state needs urban centers to become magnets for talent attraction, retention, and growth. Wisconsin should brand itself as an entrepreneurial destination for talent, resources, expertise, and market networks. The state needs to demonstrate to entrepreneurs the benefits of locating and growing in Wisconsin as it is the preferred place to work, live, and thrive.

Wisconsin’s large urban areas are becoming magnets for the young entrepreneurs who are essential to the state’s growth. Many cities in Wisconsin have organizations for entrepreneurial avocation. Milwaukee has several entrepreneurial organizations, such as BizStarts, StartUp Milwaukee, Wisconsin Women Entrepreneurs, Dream Milwaukee, and Hispanic Entrepreneurs of Wisconsin. The Wisconsin Entrepreneurs Network and the Center for Technology Commercialization are located in Madison. Many of the UWS and WTCS campuses have programs and mentors for promising entrepreneurs, such as the Entrepreneurship and Small Business Champion at the Fox Valley Technical College Venture Center.

Wisconsin must continue to provide the tools needed to expand the opportunity pipeline in the state, opening the doors for more out-of-state investments that will help lead to an accelerated growth of in-state businesses. Wisconsin needs to continue to foster the positive environment that is necessary for entrepreneurs to thrive. As more businesses enter the market, the economy will grow and attract other workers and established businesses.

Recommendation 7:



Engage in Marketing that Attracts Millennials and Entrepreneurs

Wisconsin must enhance its marketing strategies in order to promote its unique assets and attract and retain talent on all levels. The TDAR subcommittee spent a considerable amount of time researching what makes a state attractive to talent. Quality of life is the most cited attribute when businesses and people, especially Millennials, are deciding where to locate. Important factors people listed when asked what defines quality of life, include: a sense of place, a broad and efficient transportation structure, safe streets and low crime rate, quality K-12 education, and access to recreation and entertainment.

In its document titled *The Life Project*, the Milwaukee-based NEWaukee organization identifies several key elements that current and next generation employees are seeking. These “attraction” elements include:

- Quality of life
- Culture (arts, sports, food, and walkable neighborhoods)
- Transportation
- Sense of place (a network, leadership roles, and philanthropy)
 - Age 18 – 23 in College: Dreaming about lifestyle and location
 - Age 24 – 27 First Job: Searching for a job and transient
 - Age 28 – 31 Career-focused: Starting a life

Wisconsin’s four-season lifestyle, outdoor recreational activities, and infrequent natural disasters are often listed in quality of life rankings. Therefore, it is important to market those qualities to current residents and potential residents.

Current efforts should be enhanced and new initiatives must be implemented and promoted in order to expand the “talent dividend” concept to attract businesses and young workers to the region, across the nation, and around the world. Success stories and personal profiles of individuals and businesses that have benefited from these programs should be promoted in social media and in more traditional marketing and public relations venues.

As part of the discussion on how to retain a population level that will allow economic stability and growth, the TDAR subcommittee noted the importance for Wisconsin to increase its marketing efforts outside the state. Innovative programs, such as the proposed loan forgiveness program, must be utilized in order to attract workers and companies.

In order to have an impactful marketing campaign of this nature, the legislature must be committed to investing the dollars necessary to achieve the goal.





Recommendation 8: Expand Broadband Access

The TDAR subcommittee's final recommendation is to modernize our state's telecommunications and internet technology. Broadband and interconnectivity capabilities are required for all sectors of the economy. Without abundant high-speed Internet access, the state will lag behind others in the Midwest and elsewhere.

Broadband is necessary for conducting modern business and attracting and developing talent. It is absolutely critical in order for Wisconsin to be among the top destinations chosen by entrepreneurs and Millennials to live and work. Wisconsin ranks 22nd among all states with respect to average broadband speed and 26th with respect to adoption of broadband service faster than four megabits per second, according to Akamai Technologies, a Cambridge, Mass., firm that tracks global broadband trends.

Workers in the 21st Century can live and work from anywhere, as long as there is broadband accessibility. Subcommittee members believe that an investment in "lighting up" Wisconsin will be a national model for business and talent attraction and retention. Expansive broadband also gives the added benefit of a myriad of social networks and entertainment venues not present at the local level in some areas.

Broadband is also a critical element of talent development and educational attainment for students. Education via the Internet allows a greatly expanded knowledge resource for teachers and students. Moreover, students with Internet access at school but who are "off-the-grid" at home are at a competitive disadvantage to others with access in both locations. Reduced access also minimizes opportunities for students to learn about career paths, decreases career-oriented learning opportunities, and diminishes interactive opportunities that may help retain individuals as productive employees in Wisconsin.

Wisconsin has an opportunity to become the "best lit" state in the nation if it further expands its broadband access across all 72 counties. The TDAR subcommittee recognizes that a broadband initiative is far-reaching in scope, vision, and would be faced with immense challenges and obstacles. However, it strongly believes and recommends that the state of Wisconsin aggressively pursues the vision of providing reliable high-speed Internet access across 100 percent of its geography.

In order to move forward, immediate action from the state is necessary to ensure collaboration among all stakeholders. For example, new roads should not be constructed without the consideration of fiber-optic telecommunication equipment as part of the process. These discussions must be led by the "greater good" concept and not the propriety of the departments or governmental agencies. Convening and mapping grants and discussions should be required across entities where there may have been previous obstacles. Promotion of efforts currently underway by the Public Service Commission, mapping connectivity coverage across Wisconsin, and identifying solutions to increase access and service to all residents must be supported by all parties.

The state should work closely with telecommunication service providers, cable companies, wireless providers, Internet service providers, and others to identify strategies to provide affordable access to every home and business. The initial financial cost to expand broadband access will most likely be offset by increased tax revenues derived from a larger number of young people and skilled professionals staying in Wisconsin or choosing to relocate here for quality of life and career opportunities.

Wisconsin needs broadband investment across the state, both for the educational demands of the new and existing workforce and for the unrealized potential for maximized entrepreneurial spirit. Action will pay dividends forward for many years of growth and progress.

Desired Outcomes

Exhibit 6
TDAR Actions and Impacts

Action	Impacts	Expected Outcomes		
		Attraction	Retention	Development
Attraction and Retention Tax Credits for Skilled Graduates	Produces Results with Positive Return on Investment to Wisconsin Taxpayers	X	X	
Relocation Tax Credits and Loan Forgiveness	Generates Incentives for Both In-State and Out-of-State Workers	X	X	
Career Counseling and Career Month	Integrates Career Path Awareness Early and Reinforces it Often		X	X
Apprenticeships: Youth and Adult	Connects Students and Prospective Workers with Business and Career Possibilities		X	X
Transportable Skillsets	Elevates Life-Long "Employment Security" Over "Job Security"		X	X
Entrepreneurial Incentives	Supports "Stage 2" Business - the Most Vigorous Job Creators	X	X	
Millennial Marketing	Focuses on Attracting and Retaining New Generation Employees	X	X	
Broadband	Sets the Stage for Accelerated Growth, Especially Outside Metropolitan Regions	X	X	X

In order to measure success and determine if any of the initiatives need to be adjusted over time, the TDAR subcommittee advises the state to track the progress of the recommendations presented here. Below are the outcomes to be measured, the actions and resources required, and an implementation timeline:

What Will Success Look Like and What Desired Outcomes Should be Measured?

Following is a list of desired outcomes, some of which are currently in-play through other initiatives and others which must be initiated. In either case, the TDAR subcommittee recommends that the CWI and workforce partners continue to monitor these desired outcomes.

- Career counseling will begin at the 6th grade level and continue throughout the educational continuum.
- The state will experience an increase of graduates who are retained in Wisconsin upon entry into the workforce.
- The state will support key industry workforce needs in specified key geographies through the introduction, promotion, and payout of positive ROI post-graduate retention tax credit and loan forgiveness packages.
- Wisconsin attraction and retention programs will be cited as national best practices.

- Workforce shortages will be addressed and the state will substantially reduce its estimated 11,000 annual total out-migration of qualified workers through tiered goals over the next 10-15 years.
- Tax credits paid out versus income tax offsets will be monitored to ensure positive ROI.
- The tracking of retirees and/or exits from the workforce will be compared to replacement workers brought in to monitor the gap in hiring.

What Specific Actions are Required?

- Legislation to authorize tax credit and loan forgiveness programs need to be introduced and passed.
- Legislation to authorize incentives and credits for internship and co-op programs need to be introduced and passed.
- Funding needs to be authorized to support a more complete asset mapping of the state's existing resources to avoid duplication and to align efforts with existing and proposed DWD initiatives and those of other state agencies.
- Funding needs to be invested in a marketing campaign aimed primarily at Millennials through new media techniques and social media channels.
- Funding needs to be invested in state wide broadband deployment activities to make Wisconsin a "best lit" state.

What Human and Capital Resources are Required?

- Capital resources will be required to implement the tax credit and loan forgiveness and incentive programs.
- Existing DWD, DPI, and business resources will need to be used wherever possible to:
 - a) Determine how these incentives impact state income if implemented and the offsets to reach neutral or positive ROI.
 - b) Identify how these programs would be funded if provided as a grant or out-right payment.
- Leverage current resources within the state to better meet needs, reduce costs, and improve the time to market.

What is the Timeline for Implementation?

- Draft legislation should be presented for introduction in the Spring 2015 Session.
- Introduction of programs in Summer 2015 for roll-out beginning in Fall.

Millennials and skilled workers of all ages are mobile and have many choices. Wisconsin must deploy every effort to develop and retain current residents and attract sufficient new talent in order to compete successfully in the global marketplace. This report by the TDAR subcommittee contains 8 recommendations that reflect its intent to give current and prospective employees and employers every reason to choose Wisconsin, first and always.

The TDAR subcommittee recommends a 3-part task for talent development, attraction, and retention aimed at skilled and qualified workers. Specific strategic elements are highlighted in Exhibit 7.

*Exhibit 7
Talent Development, Attraction, and Retention Strategic Elements*



These initiatives are designed to suggest bold action items that the state's elected representatives are encouraged to embrace, fund, and implement in order to "put Wisconsin on the map" as a best-in-class national leader and provider of workforce development initiatives that will support 21st Century economy expectations, imperatives, and growth requirements.



EDUCATION FOR WORKFORCE AND TALENT DEVELOPMENT SUBCOMMITTEE



Recommendation 9:

Recognize the Importance of Developing Children's Executive Function Skills during their Early Years

Executive functions refer to a set of mental skills that work together to help a person achieve goals. These functions include the ability to manage time and attention, switch focus, plan and organize, remember details, control inappropriate speech or behavior, and connect past experience with present action. Early attention to problems with executive function skills can help children outgrow and compensate for weaknesses. This recommendation aims at promoting the development of executive function skills in children during the early years.

Core Competencies for Educators

The implementation of this recommendation requires the DPI and the Department of Children and Families (DCF) to adopt core competencies for professionals working with young children and their families. These competencies should be mandatory.

Early Childhood Advisory Council

The Governor's Early Childhood Advisory Council (ECAC), co-chaired by the Secretary of the DCF and the State Superintendent of Public Instruction, could be helpful in the accomplishment of this recommendation. The mission of the ECAC is to help ensure that all children and families in Wisconsin have access to quality early childhood programs and services.

Recommendation 10:



Allow High School Juniors to Start Work-Based Learning to Graduate On-Track

Even though a review by DWD will be necessary to determine what changes might be needed, the EWTD subcommittee members acknowledge that standards for apprenticeships and WBL programs are industry driven. In other words, this is less of a policy issue and more of an industry decision.

This program may not be applicable to some industries, such as construction, where workers are not placed into an apprenticeship program unless a construction contractor is hiring them. Also, employers in the construction industry may not be interested in hiring kids from high school, due to existing full-time training models. On the other hand, the construction industry has shown interest in getting people started at a younger age, since the average age in construction apprenticeship is in the late 20's.

Recommendation 11:



Update Wisconsin's School Report Cards to Include Measures of Career Readiness and Other Work-Based Learning Measures

Update Wisconsin's school report cards to include measures of career readiness, such as dual enrollment, industry certifications, and other WBL measures to create additional incentives for Wisconsin's PK-12 schools to invest in these areas and better connect the PK-12 system to talent development.

The DPI plans to incorporate career-ready measures in future versions of the state’s school report cards. If the legislature advances legislation to address school report cards and school accountability, the CWI advocates for the inclusion of career readiness measures. Furthermore, the CWI advocates for the ability of the DPI to have the necessary flexibility to update school report cards as new career-readiness data become available, in consultation and collaboration with the CWI and other workforce development partners. The CWI will discourage the legislature from codifying a static list of items that can only be amended through a change to state law. The implementation of this recommendation will require the support of the Governor and key Legislators. No resources are required for this recommendation.

Recommendation 12:



Ensure Every High School Student Experiences Quality Work-Based Learning Opportunities

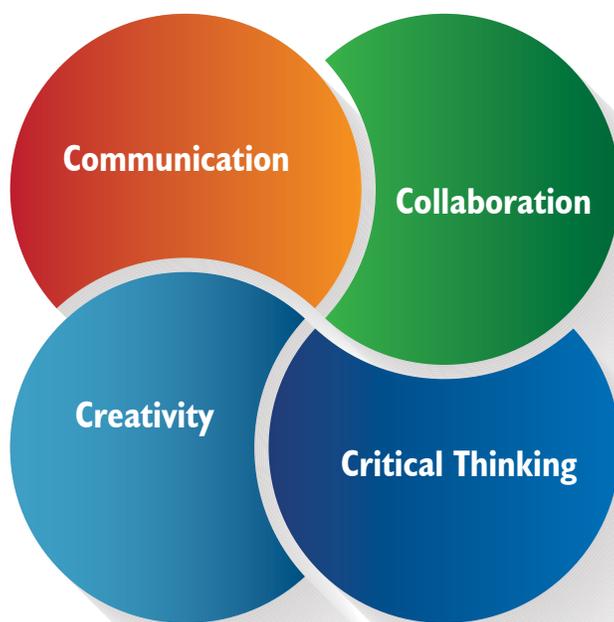
Ensure that every high school student experiences quality WBL opportunities that include assessment of their 21st Century skills and employability skills. This recommendation asks for legislation requiring WBL.

In terms of resources, the coordination of this massive endeavor will necessitate several positions statewide to certify and validate WBL across the state and connect businesses with schools and their students. A rough estimate would be \$3 million annually.

“Wisconsin Statute 115.28(59) authorized the Department of Public Instruction to require Academic and Career Planning services for all students in grades six through twelve by the 2017-2018 school year.”

Model legislation already exists, and it is believed that virtual internships are being piloted in West Virginia. It is recommended that Career and Technical Student Organizations are considered as an option to count as WBL. The new requirement for academic and career plans will be in place for grades 6-12, beginning in 2017-2018. This will be a great opportunity to integrate WBL into the plan, as well as explore using the software platform to provide online mentoring.

*Exhibit 8
21st Century Skills*



Recommendation 13:



Develop an Image-Building Campaign for Career Opportunities in High Demand Fields

Many of the career opportunities in advanced manufacturing and other fields are misunderstood. There are incorrect perceptions of the work, the pay, the education required, and the opportunities that exist. It is recommended to create a public campaign to educate both youth and adults, with the aim of encouraging students to enter these high demand career pathways.

The DWD identifies high demand occupations in its periodic employment projections utilizing data within the Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA) labor information databases. These occupations, which are defined as “hot” occupations, are occupations that have the most projected openings, are projected to grow faster than average, and pay wages above the state median wage. The chart below shows the openings of the top 15 largest growing occupations in Wisconsin for the projected period 2012-2022 as a percentage of total openings. The total openings of these fifteen occupations account for nearly 12 percent of total openings.

Exhibit 9
 "Hot" Occupations as determined by DWD from BLS and ETA data sources



The image-building project should reflect the needs of high demand industries, such as healthcare. It should use technical college expertise and the Career Conversations pilot project developed by the UW-Madison Center for Education and Work as a model.

The project may be led by the private sector or by a public/private partnership.



Recommendation 14:



Improve Access to 1- and 2-Year Certificate and 2- and 4-Year Degree Programs that Support Career Opportunities in High Demand Fields

Access can be improved in a number of ways. Beginning in high school, the state can encourage early entry into CTE programs. This could also be supported with expanded dual enrollment opportunities at no cost to the student or student's family, both for the technical colleges and UWS.

It is recommended that the state develops a matching program for scholarships. If a company provides a \$1,000 scholarship to a student enrolling in an educational program in a high demand field, the state would match that scholarship. It is also recommended to increase student assistance funding through the Wisconsin Higher Education Grant (WHEG) program. Each year, thousands of students eligible for funding do not receive assistance because funding is insufficient. If funding cannot be increased overall, then prioritize the funding for high-demand fields.

Example

To illustrate the drag that unfilled high demand positions can place on the economy, here is an example involving advanced machinists. Typically an advanced machinist will make about \$80,000 per year. They will bring direct revenue of \$300,000 to \$500,000 for their employer; they also bring indirect revenues of \$500,000 to \$700,000 to that employer. Total revenues to the employer directly and indirectly range from \$800,000 to \$1,200,000. When these economic leader positions cannot be filled, they prevent growth in the company and in the economy. Other examples of economic leader positions are mechanical engineers, electrical engineers, automation technicians, and electro-mechanical technicians.

Recommendation 15:



Ensure UWS and WTCS Address the Underserved Educational Needs of Economic Leader Positions

The UWS and the WTCS programs should be driven by the regional needs of the economy. Processes should be established that assess and address the needs of the very different regional economies within state. The resources needed for this recommendation include:

- Increasing the Wisconsin Grant – WTCS and performance funding for technical colleges, targeting economic leader preparation and incentivizing additional graduates in high demand fields.
- Increasing the Wisconsin Grant – UWS targeting economic leader preparation and incentivizing additional graduates in high demand fields.

Desired Outcomes

The EWTDC subcommittee recommends that the following outcomes be considered to measure whether implementation of the above strategies was successful:

- Wisconsin has the highest employment rate in the state's history.
- Increased average household income per capita, regionally, and statewide is at or above the income rates in comparable states.
- Continual improvements in employer satisfaction relative to the technical and employability skills and quantity of job candidates for high demand fields.

DEVELOPMENT OF SUSTAINABLE PARTNERSHIPS SUBCOMMITTEE

**Recommendation 16:****Wisconsin Partnership Champions at the State and Local Levels****State Partnership Champion**

The DSP subcommittee recommends the selection of a state champion of sustainable partnerships to be employed by the DWD to develop, lead, and expand local partnership models with key stakeholders who are committed to discussing and fulfilling the CWI's strategic vision. The department has an established track record in developing and supporting successful partnerships. This is evidenced in its nationally recognized YA program that operates under a shared-governance and funding model in collaboration with DPI, WTCS, Cooperative Education Service Areas (CESAs) throughout the state, and countless local partners that include Chambers of Commerce and businesses. Wisconsin's model of shared governance and funding has led to nationally-recognized excellence. DWD is also recognized as a workforce strategy leader for its efforts through the OSD, which was created in 2013 to administer both the Governor's Wisconsin Fast Forward and Blueprint for Prosperity initiatives.

Positioning a state champion within this framework is of critical importance due to the fact that a number of state agencies play significant roles in the promotion and administration of WBL strategies. The DWD plays a key role in the development and funding of the YA program, whereas DPI has played a traditional role in promoting WBL and CTE programs through funding and policy guidance. The introduction of new ACP requirements and the technical incentive grants that were introduced in 2013 Wisconsin Act 59 also expanded this role (<http://cte.dpi.wi.gov/>). The WTCS plays a critical role in managing dual credit and articulation agreements. This important state entity and other partnering agencies would benefit from the presence of a single point of contact for coordination purposes.

The state champion will be responsible for a number of the DSP subcommittee recommendations, including:

- Execute the CWI's vision
- Manage a clearinghouse for partnerships and opportunities
- Establish standards
- Work with local champion(s) to define roles and responsibilities
- Determine how success will be measured
- Report on performance

In addition, it is recommended that the state champion have familiarity with the development of effective partnership strategies, as well as working with both the public and private sector. One of the most critical success factors in the development of a WBL model is the generation of employer interest. The state champion will be expected to develop effective marketing and outreach strategies to foster this interest.

Local Partnership Champion

The DSP subcommittee also recommends the selection of local champions with dedicated staff support from the local WDBs. The appropriate individual must have knowledge in WDB business service functions to effectively promote WBL benefits and opportunities to businesses and educators. Some WDBs have already embraced and implemented this model. As a result, the DSP subcommittee recommends the expansion of this model across all WDBs, and to strategically align the work of local champions with the state champion and CWI.

Factors that support this subcommittee recommendation include:

- WDBs have Business Service teams for developing business opportunities
- WDBs have strong partnerships with high schools and colleges
- WDBs have the ability to leverage funds
- Some WDBs serve as local YA consortia leaders
- The WIOA requires local WDBs to “convene, use, or implement” sector partnerships

The DSP subcommittee further recognizes that there are a number of existing stakeholders and partnerships in place that promote WBL. It is the subcommittee’s hope that its vision for the development of a state and local network of champions would foster greater alignment of existing practices and pave the way for future collaborations.

Recommendation 17:



The State Must Build a Partnerships and Opportunities Clearinghouse

There are a number of initiatives currently underway in Wisconsin to develop a model of youth career exploration that is centered on WBL. Many of these initiatives are being led by partnerships with local and regional stakeholders that include Chambers of Commerce, CESAs, and other partners in the non-profit and philanthropic arena. One of the most succinct needs identified in these initiatives is the creation of a platform to link students to WBL opportunities. The solutions that have been identified to address this need vary from ad-hoc relationships to the development of home-grown solutions, such as the Fox Cities Chamber of Commerce’s “My Future Fox Cities” program. The DSP subcommittee recommends leveraging the following existing tools with potential to add a “connection module” for partnership:

- School districts across Wisconsin currently use a number of platforms, including Career Cruising, WisCareers, and My Future. These strategies should be viewed as interim solutions pending the DPI’s ACP module, which will link the academic and career learning objectives with career coaches, potential employers, and students.
- The selected platform should interact with the new Job Center of Wisconsin (JCW) application in order to provide ease for employers to both post job opportunities and identify strategic partners.

The clearinghouse is a vital strategy that requires public support for a government network to facilitate an integrated and streamlined WBL model without regulatory authority. It will function as a user-friendly database to bridge communications between Wisconsin residents who are looking to find WBL ideas and opportunities or to form partnerships. It is requested that such a “clearinghouse” of potential partnership networks would have the capability to be accessed by other partnership networks. For example, a talent supplier, such as a local high school, should be able to access the clearinghouse to see what local employers have interest in developing WBL opportunities and may be seeking individuals for work experiences.

Future functionality could include profile settings and detailed search functionality, if the state and local champions determine those components would be useful. The subcommittee recommends the review of the functionality of existing tools with a similar purpose to start product development.

Some of the clearinghouse functionality may already be performed by the WDBs, school districts, local Chambers of Commerce, and other partners around the state. This clearinghouse will not only streamline the “matching” process, but it will serve as a management information system. Clearinghouse reports will make it apparent where successful partnerships are being developed and maintained. The reports shall also inform state and local champions about areas needing improvement. The state and local partnership champions may also determine if the users of the clearinghouse will be able to view partner metrics. In this scenario, a local school could seek employers who have chosen to hire 75% or more of the students who completed a work experience with them.

Recommendation 18: Support Industry Engagement



The DSP subcommittee recognizes that many industry organizations have independently initiated and established local partnerships and WBL opportunities with local talent suppliers or government programs. However, these local partnerships may not be known and understood by others in the state who could replicate such partnerships. There is a general lack of market awareness throughout the state. Furthermore, industry and workforce partners could benefit from following a standardized approach to industry engagement as employers often face the same obstacles to engagement. The DSP subcommittee therefore recommends the following methods to engage industry:

- a) When building a local WBL program to address company workers compensation costs, consider utilizing the local WDB or other grantee as the employer of record.
- b) Allow the local champion and industry partners to address confidentiality issues if needed, particularly as they pertain to proprietary information.
- c) Provide a non-refundable tax credit incentive for a company that hires a trained “student” following completion of the WBL experience and graduation.
- d) Address transportation needs to help students get to-and-from WBL opportunities, perhaps through a tax credit on related necessary transportation costs. This is especially important in the case of experiences that occur during the school day.

The DSP subcommittee further recommends the following tactics be considered when implementing the above strategies:

- **Policy:** Reform may be necessary to incentivize the desired employer and student engagement in WBL programs. State education policy could provide students with credit for WBL experience and allow for additional scheduling flexibility to enable WBL participation. The state accountability system should also provide measurements of and incentives for the strategies above.
- **State Monetary Incentives:** Continued support of the technical incentive grants introduced in 2013 Wisconsin Act 59 would also support additional student participation in local CTE programs. Local school boards and superintendents may also support CTE programs if the costs to implement and/or to sustain programming was supported through incentive grants.
- **Governance:** State agencies are best positioned to manage programs, champions, and WBL incentives and will promote consistent programming, standards, and outcomes throughout the state.

- **Students:** Classroom credit for WBL may spark additional interest in CTE participation and will support academic and career planning objectives.
- **Industry:** Employers must be engaged in policy and program formation to reduce unintended risks to businesses and students while improving program outcomes regarding skill training and permanent employment opportunities.

Desired Outcomes

To measure the success of the sustainable partnership strategies, the DSP subcommittee identified specific metrics to be developed by the state champion, including:

- The clearinghouse will be a self-measured tool through usage trends and effectiveness reports.
- The local champion will be measured by the number of opportunities created, the number of positions filled, completion of WBL requirements, and the number of hires by companies providing WBL experiences, including those developed by the statewide champion.

The DSP subcommittee envisions the following outcomes for all Wisconsin PK-16 students:

- Require 80% of all students to complete 480 hours of WBL. Those hours can be completed at multiple organizations over an extended time.
- Require 100% of all students to go through formal career planning prior to WBL.
- Extend these requirements to all residents under 25 years of age.
- Recommend the same requirement for returning learners, if changing careers.



ALIGNMENT OF WORKFORCE PROGRAMS SUBCOMMITTEE

The AWP subcommittee identified that the following tactics are required to achieve its 3 recommendations:

- Recognizing and supporting regional, local, and sector strategies.
- Building on strengths and resources of current workforce programs, including public, private, and non-profit.
- Branding and marketing simplified and user-friendly access to the many “workforce” entry portals for employers, job seekers, and workforce providers. This effort will reinforce that workforce programs are open and useful for all businesses and workers with various skill sets and education levels.
- Acting as a forum for exchange of best practices among providers and feedback opportunities for users.
- Collecting and maintaining a clearinghouse for workforce programs and training information.
- Leveraging existing workforce providers and funders to maximize ROI.

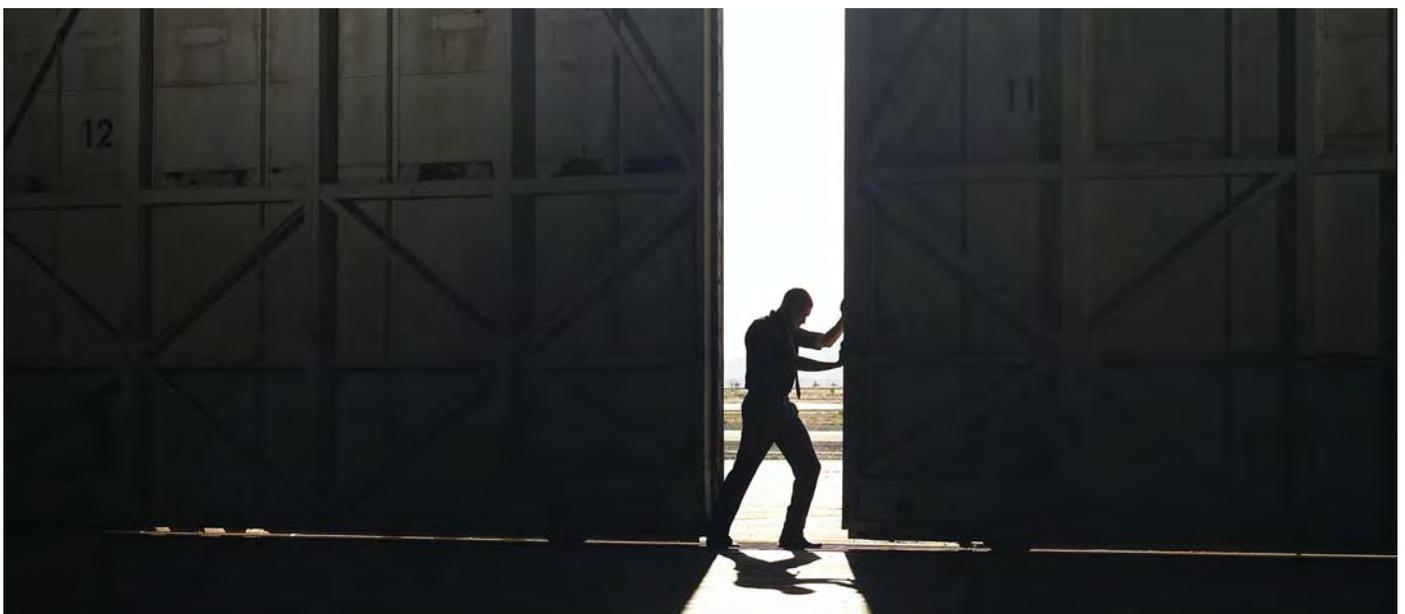
Recommendation 19:

Increase Access to the Workforce System



The AWP subcommittee recommends increasing workforce development system access through the alignment of education, workforce development, economic development, and non-profit programs and services for:

- Employers
- Businesses
- Job seekers
- Incumbent workers
- Youth and adults who are interested in career exploration

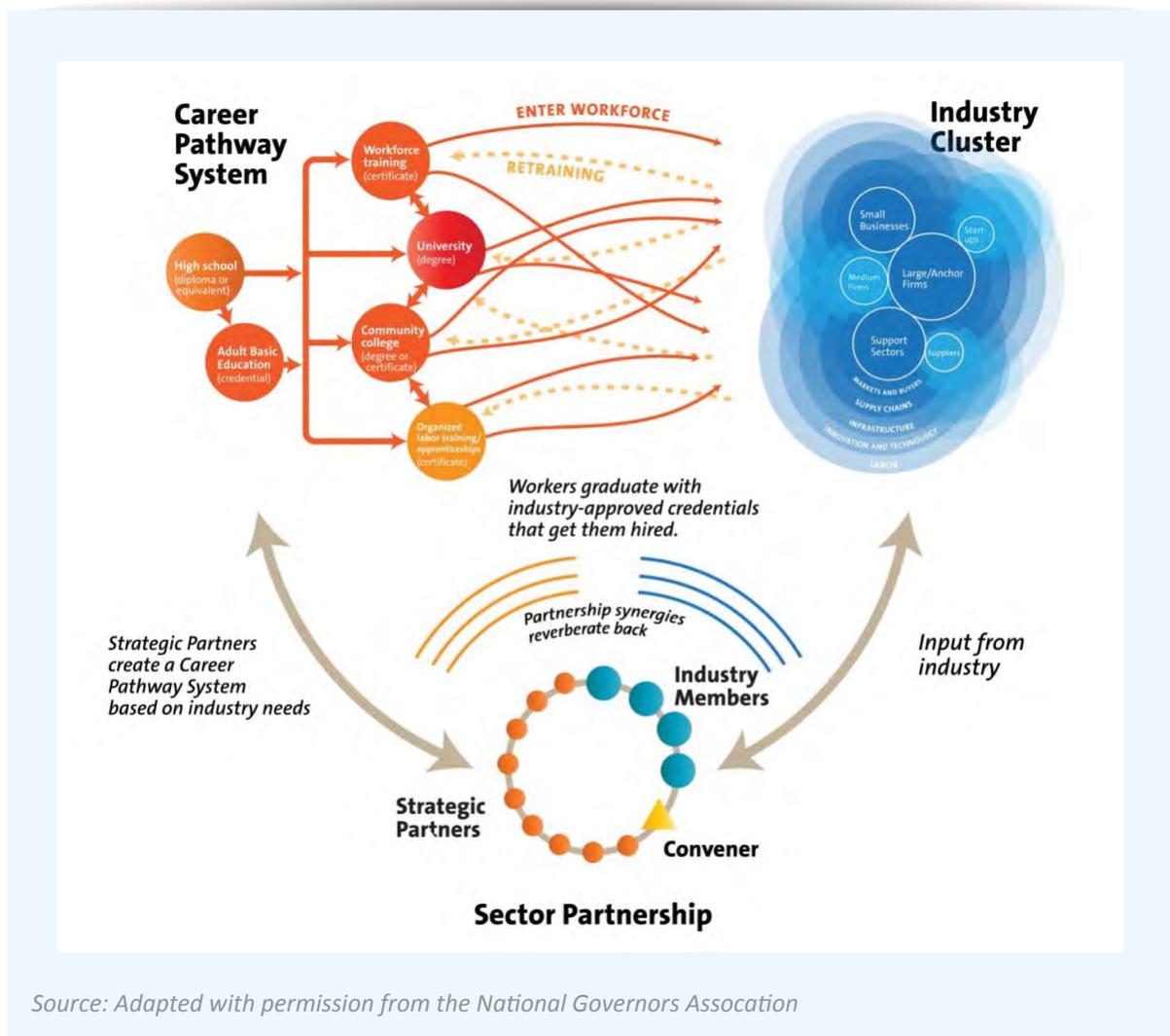


Recommendation 20: Support Collaboration and Communication Between Providers



The AWP subcommittee urges collaboration and communication between workforce development system providers to ensure that programs are delivered in the most user-friendly, comprehensive, non-duplicative, and economically-efficient manner possible. The National Governors Association presented their national workforce model recommendations to the CWI in February 2014. The model engages educators, economic development/industry agencies and workforce development/sector partners in a continuous process flow to link career pathway systems to industry demand supported by workforce development/sector initiatives. This model supports many CWI recommendations contained in the strategic plan.

Exhibit 10
National Governor’s Association Graphic



Source: Adapted with permission from the National Governors Association



Recommendation 21:

Change Employer and Job Seeker Perceptions of the Workforce System

The CWI serves as the state workforce board as authorized by the WIA, and soon to be superseded by the WIOA. The composition of a state workforce board is regulated by the Department of Labor (DOL) to ensure a wide representation of both workforce customers (job seekers and employers) and service providers. The Wisconsin CWI members are appointed by and serve at the pleasure of the Governor and represent the diversity of Wisconsin's workforce across all sectors and regions. It is not the AWP subcommittee's intent to suggest that the CWI manage, oversee, or direct workforce programs. Instead, this recommendation charges the CWI with facilitating workforce discussions and connecting partner resources by:

- a) **Coordinating Communications** - It is necessary to maintain an enhanced web-based source of contact for workers, employers, and service providers. This includes connecting and/or unifying workforce information technology systems around the New JCW and aligning and/or linking with other workforce and economic development software. It is recognized that there are many portals of entry to workforce programs and information. It would be difficult to centralize these access points. The alignment staff should focus on making it as easy as possible for a user to access needed information.
- b) **Branding and Marketing an Aligned Workforce System in Wisconsin** - As previously noted, Wisconsin has many workforce development initiatives. Instead of organizing or controlling these programs centrally, the alignment staff will focus on marketing existing programs and providing a mechanism for communicating with other workforce development system users. An early objective of the CWI and alignment staff will be to develop a brand and to market a comprehensive workforce system.
- c) **Developing, Collecting, and Disseminating Workforce Information for Customers, Providers, and Funders** - Much workforce data is already developed and published by DWD. The alignment staff will assure this data is easily available to users and may recommend, based on user feedback, different data and/or collection methods.
- d) **Establishing and Maintaining a Forum for Exchange of Best Practices** - This forum should be marketed as an access point for federal, state, regional and local providers and funders to share best practices and to seek peer experiences and information that are not already in the system.
- e) **Creating and Maintaining a Comprehensive Repository of Federal, State, Regional, Local, and Independent Workforce Programs and Providers** – Examples of content to be included in the Repository include:
 - Local WDBs and the WWDA
 - WTCS and UWS programs
 - Federally-funded workforce programs not included in the WIA
 - WEDC, regional economic development entities, local Chambers of Commerce, and other economic development groups
 - Private organizations
 - Organized labor
 - State agencies administering workforce programs, including the DWD, the Department of Corrections (DOC), the DCF, and the Department of Health Services (DHS)
 - Consortia of the above and/or other workforce programs
 - CWI-sponsored workforce initiatives

- f) **Proactively developing and communicating Effective Practices to Customers and Providers** - Program information and continual process improvement recommendations will not generally originate within the alignment staff. It will likely come from partners, service providers, employers, clients and others who engage the workforce system. Recommendations may include:
- Communicating experiences of providers and others.
 - Promoting best practice forums.
 - Publicizing collaborations that work, such as the:
 - 1) WRTP/Big Step funded by public, private, educational and philanthropic members to align funding and delivery of worker training in the Madison and Milwaukee areas.
 - 2) Skills Wisconsin, funded through the US Department of Labor (DOL) in partnership with the Wisconsin Workforce Development Association (WWDA), which focuses on aligning workforce programs with economic development programs through data sharing and program coordination.
 - 3) Wisconsin Fast Forward, a state funded employer driven job training initiative administered by DWD.
- g) **Effective collaborations** - Expand collaboration among government entities, private businesses, non-profits, educational systems, and other organizations and agencies. Examples include:
- Non-workforce state agencies
 - Regional and local job creation and training groups
 - Federal programs with training or job creation focus
 - Economic development
 - For profit and other private post-secondary schools
 - Non-profit and philanthropic organizations
- h) **Recognizing and celebrating workforce successes** - An important marketing tool will be to recognize and publicize innovation and successes in the development and delivery of workforce programs and to celebrate successful collaborations. This could include, but is not be limited to:
- State and regional competitions
 - Local, regional, and statewide recognition celebrations
 - Publicity on workforce websites and local media

Desired Outcomes

The AWP subcommittee proposes the following metrics to measure whether the recommendations have alleviated the weaknesses in Wisconsin's current workforce development system. Potential outcomes are also listed.

Local and Regional Differences in the Level of Collaboration, Communication, and User Perception

Metric: Conduct a statistically valid survey of workforce providers and users initially and after 1, 2, and 5 years of implementing the alignment initiatives.

Outcome: Confirm a statistically significant improvement in perception of WDBs and workforce collaboration across Wisconsin's 11 WDAs.

Improvement in Alignment and Focus of Economic Development and Workforce Development.

Metric: Count the number of recognized state and regional workforce development and economic development collaborations after 1, 2, and 5 years of implementing the alignment initiatives.

Outcome: Confirm the measureable collaborations and continued increase in the number and scope of collaborative programs between workforce development and economic development at the state and regional levels.

Improved Access to Comprehensive Workforce program information by businesses, workers and program administrators.

Metric: Successfully implement the New JCW architecture.

Outcome: Evaluate and confirm that a user-friendly source of comprehensive workforce access and information exists and provides linkage to the multiple workforce access points that will be established through the new JCW architecture developed by DWD.

Improved perception of current workforce programs among businesses and higher-skill workers.

Metric: Compare business perception to the IMPAQ Baseline Report ES commissioned by the WWDA as part of the Wisconsin Fast Forward program at 1, 2, and 5 years. And, compare user data from the DWD and local One-Stop Job Center locations.

Outcome: Confirm a higher use of workforce programs and access points by high-skilled workers and businesses that are seeking these services.

Establish and market a unifying “brand” and point of entry to workforce information.

Metric: Determine that the alignment staff is established and operational.

Outcome: Confirm that a Wisconsin-specific workforce brand is developed and marketed.



WISCONSIN TALENT DEVELOPMENT NEXT STEPS



Overview

The work product and final report of each CWI subcommittee contain specific executable recommendations, a summary of the anticipated investment required for implementation, and an expected ROI. Each of the recommendations has been summarized in the Strategic Recommendations Matrix which highlights the 21 recommendations that address a broad range of challenges currently facing Wisconsin's workforce and talent development system. The matrix identifies resources that may be required to implement the recommendations, as well as the agencies and partners who should own the "next steps".

The CWI recognizes that, if all recommendations were adopted and implemented, these strategic recommendations alone cannot completely resolve the complex workforce challenges that Wisconsin faces. It is imperative that the work and recommendations of other workforce and talent development initiatives, some of which are noted in this Plan, be communicated to the CWI. In order to perpetually integrate thought leadership and related strategies into the CWI Strategic Plan, a standing Council meeting agenda item will be added to review initiatives and work products related to other workforce and talent development activities in Wisconsin starting in 2015. As such, the intent of the CWI is to maintain this Plan as a living document for use in perpetually shaping policies, strategies and desired outcomes for Wisconsin's workforce. The Plan may be periodically updated and reissued to ensure that all partners and stakeholders are informed of current strategies and opportunities.

The CWI will share this report with the WEDC board of directors to ensure that the recommendations are aligned with the economic development strategies of the state. The CWI recommendations may be revisited and/or rewritten as warranted by the state's evolving economic and talent development strategies. To ensure continual integration of these strategies, the CWI Executive Committee is dedicated to meeting with the WEDC board of directors as needed.

Finally, it is understood that CWI members will serve as communication and implementation ambassadors of the Plan's recommendations and strategies. Council members have expressed their commitment to review the Plan with business and industry leaders, Chambers of Commerce, local and regional economic development agencies, policymakers, educators, and others whenever and wherever appropriate. Stakeholder and partner feedback will be shared and reviewed at future Council meetings.

Governor's Council on Workforce Investment

The Council on Workforce Investment is the federally-mandated entity under the Workforce Investment Act that assists the Governor in developing innovative and dynamic approaches to develop Wisconsin's workforce. To monitor the CWI's progress towards achieving 2014-2018 Strategic Plan goals, visit:

<http://www.wi-cwi.org>

Exhibit 11
Strategic Recommendations Matrix

Governor's Council for Workforce Investment Subcommittee Recommendations	Public Funding	Policy/Legislation	Program Development	Public Marketing	Employer Action	Private Investment	Shovel-Ready	WTCS	UW	DPI	Local School Dist	DWD	WDB	WEDC	Private Business
	WHAT						WHO								
Talent Development, Attraction and Retention (TDAR)															
1. Develop Career Counseling/Career Month	\$		+					X	X	X	X	X	X		X
2. Add Attraction and Retention Tax Credits for Skilled Graduates	\$	+	+	+				X	X			X		X	
3. Incorporate Relocation Tax Credit and Loan forgiveness	\$	+	+	+								X			
4. Expand Youth and Adult Apprenticeship Participation and Programming	\$	+	+	+				X	X	X	X	X	X		X
5. Support Transportable Skill Sets for Transportable Careers												X	X		X
6. Deliver Financial Incentives for Attraction/Entrepreneurship	\$	+	+	+				X	X			X		X	X
7. Engage in Marketing that Attracts Millennials & Entrepreneurs	\$			+								X	X	X	X
8. Expand Broadband Access	\$	+								X					X
Education for Workforce and Talent Development (EWTD)															
9. Recognize the importance of developing children's executive function skills during their early years			+								X	X			
10. Allow high school juniors to start work-based learning to graduate on-track	\$		+								X	X	X		X
11. Update Wisconsin's school report cards to include measures of career readiness and other work-based learning measures		+	+								X	X	X		
12. Ensure every high school student experiences quality work-based learning opportunities	\$	+	+								X	X	X		X
13. Develop an image-building campaign for career opportunities in high demand fields	\$		+	+				X	X	X	X	X	X	X	
14. Improve access to 1- and 2-year certificate and 2- and 4-year degree programs that support career opportunities in high demand fields	\$	+	+	+				X	X	X	X	X		X	
15. Ensure UW and Wisconsin Technical Colleges address the underserved educational needs of economic leader positions	\$	+						X	X						
Development of Sustainable Partnerships (DSP)															
16. Wisconsin partnership champions at the state and local levels	\$			+				X	X	X	X	X	X	X	X
17. The state must build a partnerships and opportunities clearinghouse	\$			+				X	X	X	X	X	X	X	X
18. Support industry engagement	\$	+	+	+						X		X	X	X	X
Alignment of Workforce Programs (AWP)															
19. Increase access to the workforce system	\$			+				X	X	X	X	X	X	X	X
20. Support collaboration & communication between providers								X	X	X	X	X	X	X	
21. Change employer & job seeker perceptions of the workforce system	\$			+				X	X	X	X		X	X	

Resources Needed to Implement the Council Recommendations

Public Funding	Program Development	Policy/Legislation	Employer Action	Shovel-Ready	Public Marketing	Private Investment/Cooperation
						

Acknowledgements

The deepest appreciation is extended to all members of the Governor's Council on Workforce Investment (CWI) who volunteered their time and energy these past 15 months to complete this 2014-2018 Strategic Plan. In addition, the CWI would like to acknowledge the efforts of Secretary Reggie Newson of the Department of Workforce Development (DWD); Scott Jansen, Administrator of the DWD-Division of Employment and Training; and the DWD staff. Contributions from various technical advisors from the Workforce Development Boards, educational partners, economic development organizations, and the Wisconsin Manufacturing Education Partnership were critical in shaping the recommendations outlined in the Plan.

The CWI 2014-2018 Strategic Plan is the product of a committed group of Wisconsin citizens who gave freely of their time and talent. We owe this amazing group of individuals a debt of gratitude.



Governor's Council on Workforce Investment

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Pat Schramm, Chief Executive Officer, WDB of South Central Wisconsin

Paul Stelter, Chief Executive Officer, Fox Valley WDB

Appendix

- 1) Talent Attraction, Development and Retention Subcommittee Final Report:
http://wi-cwi.org/pdf/tdar_stratplan_081514.pdf
- 2) Education for Workforce and Talent Development Subcommittee Final Report:
http://www.wi-cwi.org/pdf/ewtd_stratplan_100714.pdf
- 3) Development of Sustainable Partnerships Subcommittee Final Report:
http://wi-cwi.org/pdf/dsp_stratplan_081814.pdf
- 4) Alignment on Workforce Programs Subcommittee Final Report:
http://wi-cwi.org/pdf/awp_stratplan_081414.pdf
- 5) Council on Workforce Investment Subcommittee Minutes: <http://www.wi-cwi.org/committees.htm>

Glossary of Acronyms

ACP: Academic and Career Plan
BLS: U.S. Bureau of Labor Statistics
CESAs: Cooperative Education Service Areas
CTE: Career and Technical Education
CWI: Governor's Council on Workforce Investment
ETA: U.S. Department of Labor – Employment and Training Administration
DCF: Wisconsin Department of Children and Families
DHS: Wisconsin Department of Health Services
DOC: Wisconsin Department of Corrections
DOL: U.S. Department of Labor
DPI: Wisconsin Department of Public Instruction
DWD: Wisconsin Department of Workforce Development
ECAC: Governor's Early Childhood Advisory Council
JCW: Job Center of Wisconsin
NGA: National Governors Association
OSD: Office of Skills Development
PSLF: Public Service Loan Forgiveness
ROI: Return on Investment
UW: University of Wisconsin
UWS: University of Wisconsin System
WBL: Work-Based Learning
WDAs: Workforce Development Areas
WDBs: Workforce Development Boards
WEDC: Wisconsin Economic Development Corporation
WFF: Wisconsin Fast Forward
WHEDA: Wisconsin Housing and Economic Development Authority
WHEG: Wisconsin Higher Education Grant
WIA: Workforce Investment Act
WIOA: Workforce Investment and Opportunity Act
WTCS: Wisconsin Technical College System
WWDA: Wisconsin Workforce Development Association
YA: Youth Apprenticeship

MEMORANDUM OF UNDERSTANDING

Between

The State of Wisconsin Department of Workforce Development (DWD)

The State of Wisconsin Department of Public Instruction (DPI)

SERVICE LEVEL AGREEMENT #1

Academic and Career Planning (ACP) services

By their signature below, DWD and DPI agree to provide the following services to support the implementation and continuing operation of Academic and Career Planning services under 2013 Act 20 (Sec. 115.28(59), Wis. Stats.) which says, in part that DPI must "ensure that, beginning in the 2017 – 2018 school year, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district."

As such, DPI is responsible for the implementation of academic and career planning (ACP) services, which includes providing training and technical assistance on ACP services to Wisconsin school districts.

Beginning in January 2016, DWD agrees to create an annual Labor Market Information update of job projections, high-demand industry forecasts, and other relevant labor market data for use by school district ACP coordinators, with format and content to be mutually agreed to by DWD and DPI on an annual basis. This information may also be used to meet the requirements of Sec. 115.367(1), Wis. Stats. relating to the provision of career and technical education incentive grants.

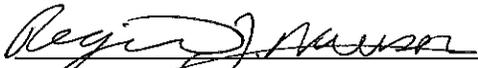
1. DWD and DPI agree to jointly develop an annual event or series of events to educate and inform school district ACP coordinators on the use of labor market data in the provision of ACP services. DWD will develop and issue a credential to individuals who attend the aforementioned event and demonstrate mastery of the concepts presented. DPI will notify and invite the appropriate school district coordinators to the event
2. DWD and DPI agree to jointly create a "toolkit" that provides information on labor market trends and other relevant workforce and economic development information. The toolkit will be developed for use by K- 12 education professionals and will be updated on an annual basis by DWD.
3. DWD will coordinate a survey of employers and other industry stakeholders about their perceptions of ACP services offered through DPI and local school district coordinators. DWD will collate, interpret, and analyze the results as necessary and will provide the information to DPI. DWD may engage the Wisconsin Manufacturers & Commerce (WMC) and other regional/local workforce partners to engage employers and industry leaders.
4. DWD will provide any other assistance mutually determined by the Secretary of the Wisconsin Department of Workforce Development and the State Superintendent of Public Instruction to be necessary to the implementation or continued provision of ACP services.

5. DWD and DPI agree to convene in January of each year to establish and agree to the expectations for each service identified above. Although neither party intends to charge the other party for these services, it is understood that budget and resource constraints may prohibit the parties from providing such services without remuneration. The parties hereby agree that any payment considerations be specified and agreed to each year before committing to the delivery of each service.

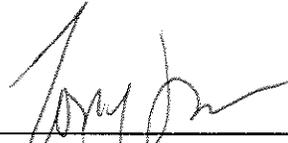
It is understood that this service level agreement is subject to change based upon the agreement of both parties.

Dated the 14 day of April 2015

Dated the 8 day of April 2015



Reggie Newsom
Secretary
Department of Workforce Development



Tony Evers, PhD
State Superintendent
Department of Public Instruction

A Guide for Implementing Programs of Study in Wisconsin

Based upon the National Career Cluster & Pathway Framework



Published July 2011

This guide is funded by a Wisconsin Technical College System reserve grant through the Carl D. Perkins Career & Technical Education Improvement Act of 2006 and is located on the www.dpi.wi.gov, www.wicareerpathways.org, and www.wtcsystem.edu websites.

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Foreword

Every child must graduate ready for further education and the workforce. Implementation of programs of study in schools across Wisconsin provides a framework to deliver rigorous and relevant curriculum that prepare students for success in the 21st century.

The Program of Study Implementation guide contains key components like *Teaching and Learning*; *School Counseling and Academic Advising*; *Partnerships*; and *Skill Attainment*. These are critical pieces to the bigger puzzle of creating a program of study rooted in content knowledge, skill development, business and industry partnerships, and secondary and post-secondary collaboration.

The impact of career and technical education courses changes lives and will inspire a workforce for the 21st Century. This guide will serve as a valuable resource to build quality programs that provide sustainable, systemic change in districts that advance Wisconsin's workforce and economy through education.

Tony Evers, PhD, State Superintendent
Wisconsin Department of Public Instruction

Throughout the System's 100-year history, Wisconsin's 16 technical colleges have forged strong local partnerships with business and industry, as well as strong collaborations with area PK-12 districts. One result has been a solid foundation for the adoption of a Career Clusters framework and the development of clear, flexible Programs of Study.

Successful implementation of the resulting Career Pathways will ensure not only those educational offerings continue to align with industry needs, but that students see a clear path to the future and are positioned for success in the classroom and the workplace.

Dan Clancy, President
Wisconsin Technical College System

Acknowledgments

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SECTION I - INTRODUCTION

Who is this guide for?

This guide is written to assist secondary and post-secondary education professionals in creating sustained, systemic change through programs of study, connecting secondary schools with post-secondary instructional programs and 21st century careers. In this critically important work, education professionals must collaborate and leverage our resources at all levels to realize long-term, sustainable gains. Education professionals must also ensure that Pathways initiatives are done exceedingly well, incorporating continuous improvement mechanisms at each phase. "Career pathways, done well, don't just build workforces. They change lives." (McClenney, 2006)

Education professionals range from secondary to post-secondary, from administration to student services, from career and technical educators to occupational instructors to academic teachers. Stakeholders are community, business and industry individuals and groups with a specific interest in advancing Wisconsin's workforce and economy through education.

What is the purpose of this Guide?

The primary focus of **A Guide for Implementing Programs of Study in Wisconsin** is to demonstrate how PK-12 teams and post-secondary educational leaders and employers collaborate to facilitate effective PK-12 preparation and subsequent transition into post-secondary coursework and into careers. The basis of this work will be rooted in the National Career Clusters and Pathways Model, which is explained in detail in the following sections. The implementation guide provides Wisconsin context for the *Ten Key Components* of the Rigorous Program of Study (POS) Framework designed by the United States Department of Education. Programs of Study are for all students PK through 16 and beyond. The standard time assumptions are traditional semesters and academic years, etc., however, as schools are redesigned, Programs of Study are flexible enough to accommodate multiple learning structures. This guide will help make the process of POS design, development, and implementation much more beneficial for school partnerships to accomplish.

How is This Guide Organized?

This guide is organized based on recommendation from local educators. The first section is a short overview of the models and framework. The second section provides planning tools in brief format for those who are ready to take action. The third section goes into deeper discussion of each of the components. The fourth section includes resources. This is expected to be a living document available on the internet. As such we hope that educators will submit numerous tools, examples and artifacts to share with others (see the template for sharing in the appendix). Newcomers to these concepts will want to start with sections 1 and 3 and then work with section 2. Those ready to begin development or enhancement of a POS will start with section 2.

Why are Career Clusters and Career Pathways Important?

Career Clusters—The 16 **Career Clusters** provide a context for learning the skills specific to a career, and provide a structure for organizing or restructuring curriculum offerings and focusing coursework with a common theme such as an interest. **Career Clusters:**

- provide a framework for continuing contemporary, high-quality programs of college and career preparation;
- provide a framework for seamless education from high school through post-secondary;
- provide more career and educational options for students;
- provide a framework for organizing and reorganizing the delivery of career and technical education and needed 21st century skills;

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- provide understanding of knowledge and skill transfer as well as verification of qualification.

The 79 **Career Pathways** breakdown the 16 Career Clusters into career groupings with shared knowledge, skills, and dispositions required to be successful in careers within the pathway. They are the core of workforce and economic development in Wisconsin. **Career Pathways:**

- promote the connection between education and workforce/economic development;
- offer a seamless transition from high school to career or occupation preparation;
- focus on high skill, high demand, and high wage careers;
- provide a plan for attainment of a technical skill proficiency, and a degree/credential.

Career Pathways are critical to 21st Century schools and learners. Each pathway is grounded in a set of four guiding principles:

1. **Career Pathways prepare students for post-secondary education and careers.** A Pathway is always about both objectives; it's never a choice between one or the other. The probability of making a living wage in today's economy without some form of post-secondary education is already low and will only diminish. Increasingly, career success depends on post-secondary education and gaining and regaining formal credentials—a certificate, associate's degree, bachelor's degree, or higher level of achievement. Gone are the days when high schools could be content to prepare some students for college and others for work.
2. **Career Pathways connect academics to real-world applications.** Each Pathway integrates challenging academics with a demanding career and technical educational curriculum. Pathways alter how core academic subjects are taught; they do not lower expectations about what is taught. Through the Pathways approach, students are expected to achieve at high levels in mathematics, science, English, social studies, and world languages. Students master these subjects through the power of real-world application—their learning is challenged by authentic problems and situations that are part of the modern workplace. Students also have the opportunity to be part of work-based learning and youth apprenticeship, both of which lead to industry based credentials.
3. **Career Pathways lead to the full range of post-secondary opportunities.** Pathways prepare students for all the avenues they might pursue following high school graduation—two- and four-year college, certification programs, apprenticeships, formal job training, and military service. Each Pathway represents a broad industry theme that can appeal to and engage a student regardless of prior academic achievement and post-secondary aspirations. Pathways can eliminate current practices that sort and track high school students in ways that limit options after high school. With careful attention, pathways can ensure that all students from all backgrounds and experiences can succeed in the future workforce. Core skills to be addressed through Pathways include cultural understanding and competence, global and diversity awareness, and fairness/inclusiveness skills for students. A stronger workforce and a vibrant economy is based on diverse contributions and perspectives, and social justice for all in our communities.
4. **Career Pathways improve student achievement.** Pathways and Programs of Study are based on accountability. They are designed to produce higher levels of achievement in a number of measurable arenas, including academic and technical scores, high school completion, post-secondary transitions to career and education, and attainment of a formal post-secondary credential. They also contribute, in ways that most conventional academic and career and technical education curricula do not, to increase student proficiency in vital areas such as creativity and innovation; critical thinking and problem solving;

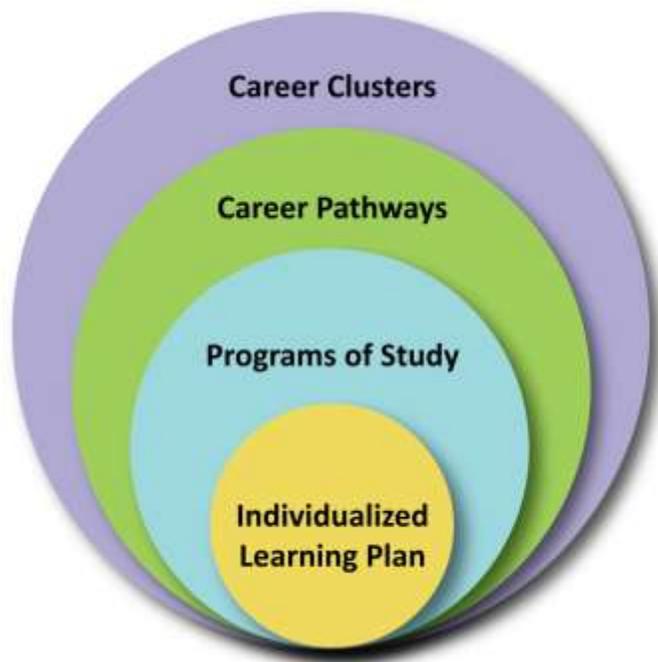
communication; collaboration; diversity competence; creativity and problem solving; and media and information literacy. Finally, Pathways make an immediate difference—helping young people gain higher earnings right after high school and giving students a leg up in the labor market while pursuing post-secondary education.

Career Cluster Framework:

The career cluster framework provides a sequential path for students to take a career interest and develop it into job potential. The 16 broad career clusters are broken down into 79 specific pathways. Students will be able to learn about multiple careers within each pathway and choose one program of study available in their school, which will be developed through the process laid out in this manual. That POS will be tied to community needs, specific partnerships, and a sequence of courses which will provide a channel for students to move seamlessly from high school to a post-secondary institution. The POS becomes a foundation for each students' Individual Learning Plan, which is a portfolio of student accomplishment in preparation for post-secondary education or the work force.

The following graphic is a detailed look at how all these pieces fit together.

Career Cluster Framework



Example

Career Cluster-
Manufacturing

Career Pathway-
Maintenance Installation
and Repair

Program of Study-Electro-
Mechanical

Individual Learning Plan-
A plan for coursework
related artifacts, and
experience from 8th
grade through 14 and
beyond

Career Clusters are broad occupational groupings based on a set of common *knowledge and skills* required for a broad group of careers. Wisconsin has adopted the National 16 Career Clusters that also serve as a tool for organizing curriculum and instruction. Career clusters provide opportunities for all students regardless of their career goals and interests. They are a tool for a seamless educational system that blends rigorous

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academic/technical preparation, provides career development, offers options for students to experience all aspects of a business or industry, and facilitates/assists students and educators with ongoing transitions.

Career Pathways are a sub-grouping of careers used as an organizing tool for curriculum design and instruction. Similar to career clusters, career pathways are grouped based on their requirements for a set of core and similar knowledge and skills for career success. Each pathway highlights a specific part of each cluster. An easy example of this can be seen in the Agriculture, Food and Natural Resources cluster. Seven different pathways, from Animal to Plant Systems highlight the variety of interests that each cluster holds for students.

A **Program of Study** is a specific career pathway, defined by a local school/district partnership, which is a sequence of instruction based on recommended standards and knowledge and skills, consisting of coursework, co-curricular activities, worksite learning, service learning and other learning experiences including Career and Technical Student Organizations (CTSO). The sequence of instruction provides preparation for a career.

An **Individualized Learning Plan (ILP)** includes a program of study and learning that represents a fluid, living, breathing, mapped academic plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" by recording the student's connections to the larger community including examples of community service and volunteerism; membership in community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts. See the school counseling and advising component for more information on the ILP. The Wisconsin Department of Public Instruction has created a power point outlining requirements of a sample ILP. This link can be found at: http://sspw.dpi.wi.gov/sspw_counsl1

Wisconsin's Sixteen Career Clusters and the Seventy-nine Career Pathways-2010

Agriculture, Food and Natural Resources

Agribusiness Systems
 Animal Systems
 Environmental Service Systems
 Food Products and Processing Systems
 Natural Resources Systems
 Plant Systems
 Power, Structural and Technical Systems

Architecture and Construction

Construction
 Design/Pre-Construction
 Maintenance/Operations

Arts, Audio/Video Technology and Communications

Audio and Video Technology and Film
 Journalism and Broadcasting
 Performing Arts
 Printing Technology
 Telecommunications
 Visual Arts

Business Management and Administration

Administrative Support
 Business Information Management
 General Management
 Human Resources Management
 Operations Management

Education and Training

Administration and Administrative Support
 Professional Support Services
 Teaching/Training

Finance

Accounting
 Banking Services
 Business Finance
 Insurance
 Securities and Investments

Government and Public Administration

Foreign Service
 Governance
 National Security
 Planning
 Public Management and Administration
 Regulation
 Revenue and Taxation

Health Science

Biotechnology Research and Development
 Diagnostic Services
 Health Informatics
 Support Services
 Therapeutic Services

Hospitality and Tourism

Lodging
 Recreation, Amusements and Attractions
 Restaurants and Food/Beverage Services
 Travel and Tourism

Human Services

Consumer Services
 Counseling and Mental Health Services
 Early Childhood Development and Services
 Family and Community Services
 Personal Care Services

Information Technology

Information Support and Services
 Network Systems
 Programming and Software Development
 Web and Digital Communications

Law, Public Safety, Corrections and Security

Correction Services
 Emergency and Fire Management Services
 Law Enforcement Services
 Legal Services
 Security and Protective Services

Manufacturing

Health, Safety and Environmental Assurance
 Logistics and Inventory Control
 Maintenance, Installation and Repair
 Manufacturing Production Process Development
 Production
 Quality Assurance

Marketing

Marketing Communications
 Marketing Management
 Marketing Research
 Merchandising
 Professional Sales

Science, Technology, Engineering and Mathematics

Engineering and Technology
 Science and Math

Transportation, Distribution and Logistics

Facility and Mobile Equipment Maintenance
 Health, Safety and Environmental Management
 Logistics Planning and Management Services
 Sales and Service
 Transportation Operations
 Transportation Systems/Infrastructure Planning, Management, and Regulation
 Warehousing and Distribution Center Operations

The Ten Components

The Ten Components of POS implementation offered in this guide are from those published by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education. OVAE’s components are developed in collaboration with major national associations, organizations, and states. Please see the appendix for the chart of the 10 Components, provided by OVAE.

These components are like building a brick foundation—each component is important and provides part of the foundation needed for a successful framework for Program of Study Implementation in Wisconsin. Working through the framework, educators can build a successful program of study.



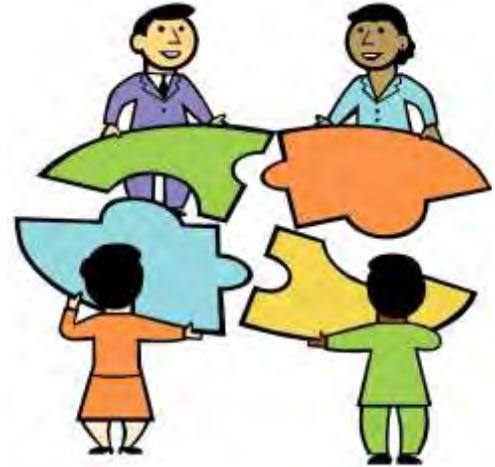
SECTION II - PROGRAM OF STUDY IMPLEMENTATION PLAN

Putting It All Together

Understanding the *Ten Components* is the first step in implementing a Program of Study; however, many education professionals may ask, “What’s next?” or “How do I do it?”

The challenge in putting this guide together was to outline a process while realizing that the process is not necessarily sequential. Components can be used multiple times in numerous areas of implementation. A good exercise to start with in any setting is a self study or survey to determine where the school district is in terms of incorporating the *Ten Components* into the phases outlined in this guide.

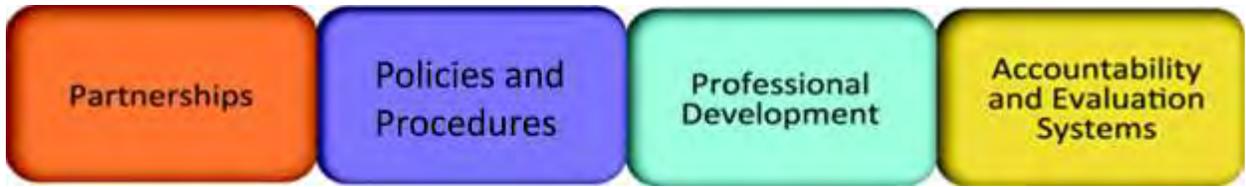
POS Implementation may start in a variety of settings—perhaps at a high school, a Cooperative Educational Service Agency (CESA), a technical college or an industry-based organization. For further information on stakeholder groups and contacts, please see appendix on page 63. Utilizing this guide, the creation of a program of study can be successful regardless of where the Program of Study Implementation begins.



This section will outline five phases of the POS Implementation process. Each phase will identify the relevant components of the OVAE National Model of Program of Study Implementation. Further, each phase will contain action steps across three levels of development a Program of Study requires. These levels are Developmental, Implementation and Refinement. There are five basic phases of work in implementing a program of study.

- A. **Laying the Groundwork**- Researching best practices and collecting data about model programs of study based on local labor market information.
- B. **Assembling a Team**- gathering a representative group of all stakeholders who will work together to guide the creation of a Program of Study.
- C. **Designing and Building a POS**- After selecting a specific pathway, team members analyze curriculum and determine development and improvement needs. The outcome of this phase is a detailed plan for the implementation of the program of study.
- D. **Implementing the Program of Study**- the detailed Program of Study plan is put in place and students enroll in the program and continue on to post-secondary education.
- E. **Evaluating and refining the Program of Study**- An evaluation plan is created that defines what data elements are needed, how they will be collected, what the benchmarks for success are, and who is responsible for providing the improvements in the Program of Study. Considerations for refinement of the Program of Study after a strong evaluation.

Laying the Groundwork



Program of Study implementation requires groundwork preparation prior to starting. Think of it as preparing the foundation to be set in the process of building a home. Who does this work will vary by school district and post-secondary institution and may include a variety of individuals from administrators to teachers and from counselors to students and everyone in-between. The critical partnerships created for a particular POS will vary and therefore must be identified for each one that is created.

Relevant components for this phase include the Policies and Procedures and Partnerships. Additionally, it is not too early to begin planning for Professional Development or the Accountability and Evaluation Systems necessary for measuring success. Refer to the component descriptions in *Section III* for more specific information.

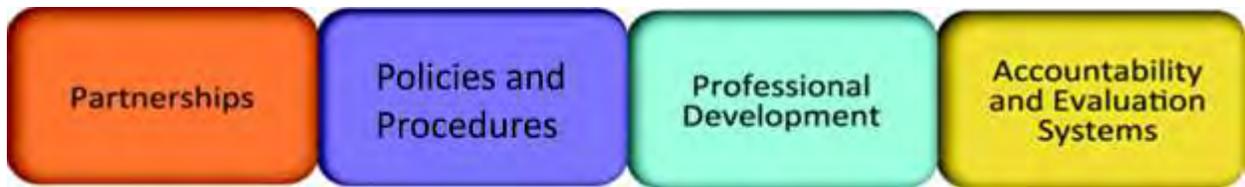
What Does Success Look Like for Laying the Groundwork?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Administrators and policy-makers are familiar with and support the career cluster and pathway initiative.				
Labor market and employer information is reviewed to identify potential Programs of Study.				
An evaluation process is in place for the internal and external review of existing offerings and curriculum at both secondary and post-secondary institutions.				
Needs assessments are conducted to determine training and development needs of local and regional stakeholders.				
Needs assessments of student career interests and necessary technical skills are conducted and analyzed.				

Program of Study Implementation Plan

Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Potential critical partners are actively identified and solicited.				
Build connections through School-to-Work, Career/Tech Prep, Career and Technical Education or Education for Employment networks.				
Build connections with non-education focused stakeholders like business and industry, chambers of commerce or other community related organizations.				
Educators participate in networking meetings and seminars to stay up-to-date in the Career Pathway field and local economic development needs.				
Needs assessments conducted to determine the focus of POS Professional Development.				
Develop and use network of communications about POS within and across partnerships and organizations.				
Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Identify possible budget requirements for the first three phases of the POS implementation process.				
Identify potential funding sources for initial and long term Program of Study implementation.				
Identify the existing and potential resources of secondary, post secondary, and community organizations related to potential programs of study.				
Insure that potential Programs of Study are included in the secondary Carl D. Perkins Act applications as soon as possible. Inform Career/Tech Prep coordinators of potential POS as soon as possible				
Partnerships are developed and evaluated to ensure growth and stability for POS.				

Assembling a Team



Program of study design and implementation requires collaboration at every level of the process. Based on your local community, a team should be convened that includes content and CTE teachers, curriculum and CTE coordinators, counselors, business and industry representatives, post-secondary partners, education administrators, labor union representatives, and recent graduates. This team will first examine policies and procedures currently operating in partner organizations to determine if they are in alignment with POS implementation guidelines. This analysis will lead to the creation of relevant policies and procedures the school district or post secondary institution may need to implement or alter. The team has many planning responsibilities. The first is to examine local labor market data and determine the highest employment needs in the local community and region. This data will help determine the specific pathways and curriculum needed for this community. It is essential to look at both secondary and post-secondary connections to make sure that a relevant pathway is created for a seamless student transition. It is also important to look at other sources of information, including asking local employers what skills they are looking for in future employees. Are the connections in place to lead students in this Program of Study to high-skill, high-demand, or high-wage jobs?

Another responsibility of the team is to insure that secondary and post-secondary partners work together on the design, development and implementation of Programs of study. Both secondary and post-secondary educators should view the Career/Tech Prep coordinator at their local technical college as their first point of contact in POS development. Please refer to www.wicareerPathways.org or this guide's appendix for a listing of the Career/Tech Prep coordinators at each of the 16 Wisconsin Technical colleges. Good questions to ask include how many students from the high school are going on to that college, how many are prepared for college-level work, what programs they are completing, what are local articulated/ dual credit courses, and how many transfer on to a 4-year college.

It is possible that a workforce or economic development agency might initiate Program of Study planning. Another great resource is the local or CESA CTE Coordinator, who may know valuable information about local career and technical education programs in their region. They would also make excellent speakers for teacher professional development as well.

This team will continue the work throughout all five phases of this project. The team is integral in planning, implementing, and evaluating the POS and should provide feedback for any necessary changes required. Leadership for this team is critical. It is important to identify team leaders from both the secondary and post-secondary institutions and give them the time and resources they need to be successful.

What Does Success Look Like for Assembling a Team?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
A team approach consisting of secondary school counselor(s), core academic teachers, CTE teachers, a curriculum or CTE/STW/E4E coordinator, business and industry representatives, and post-secondary Career/Tech Prep coordinators, content specialists, and deans is utilized.				
Program of Study team members and stakeholders become knowledgeable about career clusters, pathways, and regional POS opportunities.				
Introductory professional development is researched, developed, and provided.				
Team member roles and responsibilities are identified.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
The POS team reviews relevant secondary and post-secondary curriculum related to the POS.				
The POS team needs to collaborate with any existing advisory committees and encourage the integration of resources.				
Professional development opportunities for stakeholders are identified and shared.				
Program of Study team members and stakeholders participate in professional development programs specific to each stage of POS development.				
Data on POS development progress is collected and analyzed for quality, including how well it meets the needs of diverse students. Progress reports are created and shared with all stakeholders.				

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
There is evidence of regular, productive POS team meetings and collaborative maturity.				
POS choices are evaluated to ensure they correspond with analyzed labor market data and to ensure nondiscrimination and equity in POS opportunities.				
Labor market information and stakeholder input are used to expand, refine, and update the POS in order to maintain or exceed industry standards.				

Designing and Building a POS



Designing and building a Program of Study in a specific Career Pathway goes way beyond filling in a chart with the names of existing coursework. This stage includes reviewing college and career readiness standards, skill attainment certifications, current and prospective articulation agreements, appropriate course sequencing, and accountability and evaluation systems.

The POS team will first review the skills and knowledge required for entry into a specific occupational or college program as well as entry into work. It is critical that post-secondary educators and business stakeholders are included to clarify the knowledge and skill proficiencies a student needs to have mastered by the completion of a program of study. Next, the POS team will first review the knowledge and skill statements of each Career Pathway to assess the sequence from secondary to post-secondary of existing or potential courses. Coursework mapping is the tool designed to assess what is currently offered and compare it to curriculum aligned to college and career readiness standards to truly prepare students for a successful career and future learning. Sample or initial knowledge and skill statements can be found on <http://www.careertech.org/>. An example of the knowledge and skill cluster statement from the careerclusters.org website follows. There are cluster-level and pathway-level knowledge and skills competencies that should be used to crosswalk current offerings. These statements can also be vetted with local industry groups.



Health Science Career Cluster Cluster Knowledge and Skill Statements

The following Cluster (Foundation) Knowledge and Skill Chart provides statements that apply to all careers in the Health Science Cluster. Persons preparing for careers in the Health Science Cluster should be able to demonstrate these skills in addition to those found on the Essential Knowledge and Skills Chart. The Pathway Knowledge and Skill Charts are available in separate documents.

Cluster Topic HLC01	ACADEMIC FOUNDATIONS: <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>
HLC01.01	Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:
HLC01.01.01	Use a knowledge of human structure and function to conduct health care role.

The POS team will work with the knowledge and skill statements for the purpose of both vertical and horizontal curriculum alignment. Horizontal alignment refers to teaching certain knowledge and skills at the same grade levels that are relevant in related subject areas. This includes content from academic and CTE coursework. Vertical alignment builds upon pre-existing knowledge from one grade level to the next, transitioning from high school to post secondary courses. This alignment will include determining where each specific knowledge and skill will be incorporated in the individual course sequence. The team next aligns the specific knowledge and skills with existing courses or develops and designs new courses and begins sequencing the courses.

In addition to the mapping of knowledge and skill statements and the sequencing of existing and new courses, the POS team will also look for opportunities for articulation agreements that add value to a high school diploma and provide seamless student transition to the post-secondary post secondary portion of their program of study. Articulation agreements will be revised, improved, or newly developed as called for in the program of study. Another related task of the POS team is to incorporate certifications or related credentials for technical skill attainment throughout the Program of Study, with input from their business partners.

Additional national standards to consult include relevant academic and Career and Technical Education content standards, industry developed standards, teacher association standards, and 21st century skill standards. Additional information can be obtained through specific occupational DACUMS conducted at the post-secondary level. The DACUM process starts with industry descriptions of knowledge and skills that an employee needs to be successful in a specific occupational area.

The POS team can use the tool to build a program of study sequence of courses on the Wisconsin Career Pathways website. This website also provides a great resource for POS teams to look at similar programs of study developed around the state. In order to Build POS charts utilizing the website, educators will need a login, obtainable through the Career/Tech Prep coordinator. Anyone can visit the website and utilize its multiple resources without a password. For more information on the website, please see the appendix.

Lastly, the POS team will design the accountability and evaluation plan to collect data for evaluating the POS. Data is essential to determine success of the POS. Data must be disaggregated and analyzed to provide information on how and to what proficiency level diverse groups of students are achieving the required competencies. Such data

Program of Study Implementation Plan

contains clues as to what parts of the POS needs to be strengthened. Data from secondary, post-secondary and employer stakeholders needs to be included in the overall evaluation and accountability plan.

What Does Success Look Like at this Step?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Knowledge and Skill Statements have been analyzed, verified, and/or modified if needed and mapped to existing or future courses.				
Secondary and post-secondary curricula are aligned to state and national standards with industry and community objectives in mind in order to develop an appropriate sequence of courses.				
Required academic, technical, and employability skills are mapped throughout the POS curriculum.				
Data is analyzed according to demographic groups of students participating in the POS to determine the size, scope, and possible supports or interventions needed to close any gaps.				
A 3-5 year plan is used to guide decisions regarding course offerings and POS development, implementation, and refinement.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Stakeholders verify that the planned courses in the POS represent a coherent and rigorous sequence.				
Both secondary and post-secondary courses are included on a plan of study.				
The district processes for curriculum development are being followed at both secondary and post-secondary levels.				
Curriculum is written with content objectives, state/national standards, assessments, learning strategies, and evaluation strategies.				
The POS design requires innovative teaching and learning methods that integrate the use of technology, inquiry, challenge, and problem-based approaches, higher-order thinking skills, and competency-based learning.				

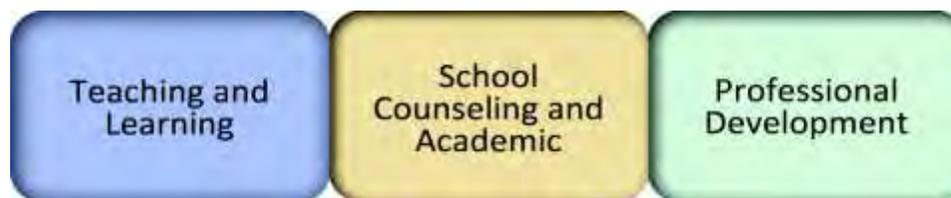
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Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Articulation agreements are developed or enhanced to provide for transcribed credit and advanced standing with post-secondary partners.				
Evaluation systems are designed to ensure that courses represent a sequence of instruction that leads to a degree, certificate, or credential.				
Evaluation systems are designed to insure that course and POS outcomes are equitable based on sex, race, disability, English Language Learner status, economic status and other special populations as defined by the Perkins law.				
The POS is built and located online at the Wisconsin Career Pathways website or is available to all stakeholders. (Optional)				
A 3-5 year implementation plan has been developed and contains goals, timelines, and tasks to be performed related to the <i>Ten Components</i> of the career pathway.				
Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
POS curriculum is aligned with the current Wisconsin Model Academic Standards for Comprehensive School Counseling and all content areas.				
Students and parents have an opportunity for input into the development of the POS.				
Current Wisconsin Statewide exams and other student assessment data are analyzed and used to make curriculum improvements for all students and for sub-groups of students.				
Articulation agreements are developed and updated on an annual basis and are shared with stakeholders.				
The POS team works with industry to identify the value added certifications required for occupations.				
Schools, the community and employers provide relevant work-based learning opportunities for each and every student.				

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Professional development opportunities are provided to support educator's use of innovative teaching and learning methods.				
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Implementing the POS



Once a Program of Study is designed by the team and verified by all stakeholders, the next step is implementing or engaging students in the Program of Study. At this point, the components of School Counseling and Academic Advising, Teaching and Learning, and continued Professional Development components are the focus in this phase. The work of the other components may appear at any time in the implementation phase, but the three components are critical to link developed programs of study to the students who will utilize them.

From a student's point of view, the POS is a key component of an Individual Learning Plan (ILP). An ILP is part of the Wisconsin Model for Comprehensive School Counseling, which recommends that each student create an ILP before leaving middle school and review and update it yearly throughout high school. An ILP is a fluid, living, breathing, mapped educational plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" used for many years in high schools by documenting the student's connections to the larger community including examples of community service and volunteerism; membership in civic or community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts. See the School Counseling and Academic Advising component in Section three of this manual for more information on this. The Wisconsin Department of Public Instruction has created a power point that outlines requirements of a sample ILP and is available at http://ssp.wi.gov/ssp_counsel1.

Teaching and Learning reform and research has provided recommendations for the kind of instructional methods and practices as well as the organization of content that leads to higher student achievement. Research suggests that the teacher and their instructional skills is the single most important factor in student achievement. Because of this research, Wisconsin adopted administrator, teacher, and pupil services educator standards found at the following link: <http://tepd.wi.gov/resources/wisconsin-educator-standards>. Information about requirements for ongoing teacher learning and development can also be found at <http://tepd.wi.gov/pdp/pdp-requirements-for-licensing>. The following links will show numerous instructional strategies that any teacher may find useful to incorporate into their classrooms.

Professional development is also critical to the success of the educator.

http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf

<http://www.marzanoresearch.com/site/#> (Click on Professional Development)

<http://www.alliance.brown.edu/tl/tl-strategies/crt-principles.shtml>

What Does Success Look Like at this Step?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Classroom curriculum, instruction, and assessments are aligned with each other and meet the goals designed by the POS team.				
Teachers know about and actively participate in professional development to incorporate innovative teaching and learning strategies.				
School counselors are familiar with the POS framework and can locate and utilize information on each of the 16 Career Clusters and 79 Career Pathways.				
Counselors and teachers provide students with career awareness, career interest assessments, traditional and nontraditional career exploration opportunities and facilitate student career development growth.				
The school district will work with local employers and community members to insure that students have opportunities to participate in work-based learning.				
Course description booklets include information on Career Clusters, Career pathways, and Programs of Study and identify how courses and course sequencing are related.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
School counselors are familiar with, support, and promote the school's Programs of Study and actively contribute to the work of the POS team.				
School counselors have participated in the Wisconsin Comprehensive School Counseling Model (WCSCM) Level I, II, and III Trainings or similar program supporting contemporary school counseling.				
Teachers evaluate course and POS data and use the information to improve student achievement or the operation of the POS.				
Teachers demonstrate a commitment to their ongoing learning through highly effective professional development.				

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Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Teachers encourage student feedback to provide input to their education and help make necessary improvements.				
Teachers are familiar with common core content and proficiency standards as well as ever changing technical content related to the Program of Study.				
School counselors have educated other teachers and staff about the purpose and practice of comprehensive school counseling.				
Teachers integrate the development of the student's ILP into classes and activities.				
Students are engaged in the learning process and show evidence of growth throughout their POS. Continuous annual review of the ILP will demonstrate results. Diverse groups of students have substantially equal outcomes from the courses and activities in a POS.				
Students and parents are informed about labor market information, high demand/high wage careers, and multiple educational pathways to prepare for those careers.				
Students are exposed to a variety of field trips, guest presenters, and mentors related to careers. Presenters represent the gender, ethnic, cultural, disability, and other diversity of the community.				
Students are developing and redeveloping post-secondary and career plans using the ILP, including their individual program of study.				
A comprehensive model of PK-12 career development is available to all students in the district.				
Employability Skills Certificates and other skill certificates (DPI, DWD, or industry-based) are earned by students. Copies of the certificates earned are retained as evidence of success of the POS.				

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Interest, skill, and aptitude inventories and assessments are available to students. Care is taken to overcome stereotypes and myths about career appropriateness based on gender, ethnicity, disability, or other diversity factors.				
Teachers and community members help students expand their interest, understanding, and awareness about careers.				
Students can identify at least one career cluster or related pathways they are interested in pursuing. They can also show the connection of those pathways to their current learning.				
Students utilize the POS documents to develop their ILP beginning in middle school but no later than 8th grade.				
Students use the ILP to guide course selection decisions each year.				
Students demonstrate growth toward and mastery of Program of study knowledge and skills.				
Achievement gaps based on sex, ethnicity, disability, or other diversity factors are analyzed and steps are taken to close those gaps.				
Student employability and 21 st century skills are assessed at various levels so improvement in skills can be documented.				
The Comprehensive School Counseling Model articulates how the district meets the Education for Employment Plan requirement to provide every student with the equivalent of a semester long course in career development.				
Students use the internet, e-portfolios, and/or career development software/materials in classroom lessons and advisement sessions to fulfill the goals of their ILP and POS.				

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Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Students participate in documented work experiences, youth apprenticeship, job shadowing, and volunteer experiences related to their Program of Study.				
Students participate in "Career Pathways Days," "Career Fairs," "Career Expos," WI Education Fair, Reality Fair/Store, Mini-Business World, and student participation is documented.				
Students participate in career fairs, career days, and other events hosted by universities, technical colleges, and other partners.				
Parents/students are participating in educational/career planning conferences with the school counselor as defined by the WCSCM. Conferences assist in identifying the student's career goals, planning for course selection, reviewing academic performance, and updating the student's ILP.				
Students and parents are provided career development resources and strategies.				
Secondary and post-secondary educators review the data on non-traditional course or program participation and completion				
Review the number of student earned certifications is evaluated to determine improvements or enhancements for the refinement of the POS.				
Students continue their ILP as they transition from secondary to post-secondary education options.				
Counselors have written career development curriculum that is aligned to the WCSCM and that support POS implementation.				
Diverse and representative guest speakers are invited to present to students on work readiness skills and/or specific occupations.				
Secondary schools prepare students for post-secondary education without the need for academic remediation in each POS.				
Students are prepared to enter into the workforce, prepared with 21 st century and technical skills key to successful employment.				

Evaluating the POS



The last phase in implementation is developing and implementing a detailed plan for evaluation and accountability. Through each of the phases, the POS team has made design decisions and draft data collection plans that will require both formative and summative evaluation.

Formative is an assessment of efforts prior to their completion for the purpose of improving efforts. The aim of this evaluation is prospective—to improve, to understand strengths, in order to replicate them or to isolate weaknesses in order to redesign them. Formative evaluations are done after specific events or points in time to get data about what happened. Answers to questions like what were the results, and what impact on the Program of Study or participants can then be documented for future analysis.

There are four main goals for formative evaluation:

- Planning-clarifies and assesses POS plans
- Implementation-focuses on the extent to which a program is proceeding according to plan.
- Progress-assesses a POS programs progress from design to full implementation usually involves benchmarks that are assessed along the way.
- Monitoring-is often conducted by an outside (impartial) evaluator for the purpose of overall POS evaluation.

Summative Evaluation assesses program outcomes or impacts. Summative evaluation is retrospective-to assess concrete achievement. A summative evaluation could occur quarterly, twice a year, or at the end of the implementation phase.

At this point, the team refines and finalizes an evaluation and accountability plan. Such a plan defines:

- the data elements to be collected,
- a timeline for each evaluation activity
- the individuals responsible for collecting/ analyzing the data, and
- checkpoints where the POS team will review and reflect on the data.

Evaluation and accountability results will be shared with partners. The partners and the POS Team will decide based on the data what changes or improvements are needed in the design and implementation of the POS. Finally, professional development opportunities based on the data will be provided to all stakeholders so that planned refinements can be supported.

Program of Study Implementation Plan

What Does Success Look Like at this Step?

Developmental Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
POS formative and summative evaluation plan is developed and refined on a regular basis and will include short and long term local school, district, department, and individual performance goals and priorities.				
The accountability/assessment plan addresses the core indicators of Perkins IV legislation.				
Data collection systems are established or coordinated to provide data needed for formative and summative evaluations.				
All data is analyzed in both the aggregate and disaggregate.				
Using the evaluation charts in this manual, accountability takes place to evaluate the POS and measures are identified with a plan to benchmark and report the outcomes from the data. Any performance or achievement gaps based on diverse characteristics are identified and addressed to eliminate the gaps.				
Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Disaggregated data on participants in high school enrollment, dual/transcripted credit, youth options, and post-secondary programs is collected and analyzed.				
Data on utilization of articulation agreements, including and the number and type of participants of secondary and/or post-secondary articulation agreements is collected, reported and analyzed.				
Follow-up data is collected on diverse Career Pathway completers and high school graduates (i.e., post-secondary education institution application(s), post-secondary education major declared, post-secondary institution enrollment, etc.).				
POS implementation team members are engaged in continuous formative and summative evaluation on the program of study.				

Implementation Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
<p>Professional development is based on the findings of the evaluations and includes measurable improvements for one or more of the following:</p> <ul style="list-style-type: none"> • new instructional methods/strategies, • differentiated instruction, • introduced a new course, • implemented a new course, • major revamping of units, and/or • new assessments/ rubrics added to units, student achievement and success, etc. 				
<p>The school, district, and POS team keep track of enrollment and course grades, course passage rates, and WKCE, Explore, Plan, ACT/SAT scores, post-secondary placement assessments, etc., by student demographic (economic status, gender, ethnicity, disability, ELL, special population status, etc.) and program categories. (AP students, Career Pathways completers, CTE concentrators, etc.) over time.</p>				
<p>Data on participants of co-curricular and experiential learning opportunities (i.e., School-to-Work participants, students completing an internship or co-op experience, CTSOs, etc.) is collected and analyzed, including by demographic status.</p>				
<p>Action steps are identified to address the goals and priorities and progress toward completion of the action steps is monitored by the accountability/evaluation team as well as the career pathways team.</p>				
<p>Develop specific student competencies for each program of study and utilize them.</p>				

Program of Study Implementation Plan

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
<p>Evaluation instruments and data collection systems are functioning to track POS measurable outcomes in all of the following:</p> <ul style="list-style-type: none"> • new instructional methods/strategies, • differentiated instruction, • introduced a new course, • implemented a new course, • major revamping of units, and/or new assessments/ rubrics added to units, student achievement and success, etc. 				
The POS implementation team is actively reviewing and updating the POS on a regular basis as a result of the evaluations.				
The school, district, and POS team keep track of both secondary and post-secondary graduation rates over time to determine effectiveness of the POS delivery.				
Enrollment, course grades, course pass rates, exam pass rates, graduation rates, etc., are reported and analyzed.				
Data on who earns state and/or national certification exams is collected and analyzed, including by demographic status.				
Feedback on data is solicited from stakeholder groups and documented.				
POS, CTE programs, and curriculum are updated and revised based on data-driven observations, including different performance or success based on demographics, recommendations, and decisions from various stakeholder groups.				
Revisions are made to the POS documents as courses are added or deleted from the middle school/high school/ technical college offerings.				
The POS team analyzes the POS budget to determine current and future expenditures as well as cost effectiveness.				
Increased student achievement is documented based on the data from one or more of the following: number of articulation agreements, student participation in CTSOs, participation in leadership activities, skills certificates completed, and participation in work-based learning options.				

Refinement Level	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
<p>An evaluation of the team approach is conducted on a continuous basis. The team consisting of school counselor(s), core academic teachers, CTE teachers, a curriculum coordinator, CTE Coordinator, business and industry representatives, post-secondary partners, and legislators actively manages and updates the POS. The team represents the diversity of the community or region and includes one or more individuals with knowledge of the needs of special populations.</p>				
<p>The POS team evaluates the participation in and the effectiveness of student's use of individual learning plans.</p>				

SECTION III - A Deeper Look at the Ten Components

Section III is a detailed part of the guide, which articulates each of the ten components of Program of Study Implementation. Each component is thoroughly investigated and step-by-step analysis of the POS Implementation process is included.

Those not familiar with the POS implementation process may utilize this portion of the guide much more closely than those immersed in the process. For others, it may provide a refresher to make sure that each component is thoroughly implemented at each step in the process.





College & Career Readiness Standards

Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers are at the core of Program of Study development and implementation. These standards—contributed dually through **local/regional** discussion with education and business partners as well as through key **national** initiatives, such as the Common Core State Standards, provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

Essential Elements

- ***Develop and continually validate College and Career Readiness Standards in collaboration with post-secondary and industry partners, as well as with secondary colleagues.***

Utilizing a well-developed partnership, educators should align and collaborate on defining and validating standards required of students upon the multiple exit points on a career pathway. When students transition to a post-secondary institution, clear standards or expectations of the skills the student will have for success should be clearly spelled out. In Wisconsin and nationally, post-secondary institutions have many similarities in the general readiness expectations for incoming students, especially in key academic areas of math, language arts, and science. And as skills sets frequently change within occupations, a plan to continually revisit the standards should be in place.

When designing programs of study, understanding the technical and academic coursework transition between grades 12 and 13 requires conversations between secondary and post-secondary teachers and staff to discuss the “threshold” at which college programs begin, to identify common content gaps/overlap, and to clearly understand performance expectations at the beginning of the 13th grade level of the Program of Study. These conversations among high school and college staff may be a relatively new development for some institutions, but they are critical to creating programs of study that are efficient and effective in helping students make progress toward their goals.

- ***The focus of discussions among secondary, post-secondary, and industry partners should be to create coherent, non-duplicative sequences of coursework through which students make progress without repetition or remediation.*** Many programs of study will allow students to earn college credit while still in high school, but all programs of study should be designed to try to **eliminate the remedial coursework** that students have to take in college. “National data from the U.S. Department of Education on participation in remedial education found that 34% of all new entering college students required at least one remedial education class. Of those students who enrolled in a community college, 43% required some remedial education, 40% of high school graduates need remedial coursework when they get to college.” (Vandal, 2010) Effective Career Pathway development can help Wisconsin students avoid remediation and continue progress in their chosen career field.

- ***Incorporate essential knowledge and skills and provide the same rigorous knowledge of such skills (i.e., academic skills, communication, and problem solving) which students must master regardless of their chosen career area or POS.***

The most recent and most widely-supported work on knowledge and skills that are essential for American students is the Common Core State Standards initiative (<http://www.achieve.org/achievingcommoncore>). At the heart of the Common Core State Standards initiative lays a quest for every student to achieve a baseline of essential knowledge and skills. Educators should incorporate this baseline as a starting point for discussions on the curriculum design for the Pathway.

The Common Core State Standards initiative is based on the reality that across the nation there is an “expectations gap,” a disconnect between what students need to know to earn a high school diploma and what they need to know to be successful in college and careers. The recently-developed Common Core State Standards aim to help close this gap, as they are anchored in college- and career-ready expectations and were designed to ensure all students progress to the college and career-ready level by the end of high school. These college- and career-ready content standards, with their notion of a “line” or “threshold” that all students need to get to in order to be ready for college and careers, have been based on evidence from a number of sources, including international benchmarking, surveys of post-secondary faculty and employers, review of state standards, and expert opinion.

But the standards alone are not enough; local districts need policies in place to ensure that students have actually met the expectations in the standards. For instance, extensive national research suggests that for high school graduates to be prepared for success in post-secondary settings and in the 21st century workforce, they need to take four years of challenging mathematics—including content at least through Algebra II or its equivalent—and four years of rigorous English aligned with college- and career-ready standards.

As these standards are implemented in Wisconsin in coming years, POS teams need to be aware of how the Common Core standards should influence the content expectations of their programs of study. For example, it should be common for students enrolling in Programs of Study to be encouraged to select from a range of high quality mathematics options. For instance, a student interested in starting a business after high school could be in a POS that includes a course on mathematical decision-making. STEM-intending students should be in programs of study which strongly encourage them to take Pre-calculus and Calculus and perhaps a computer science course.

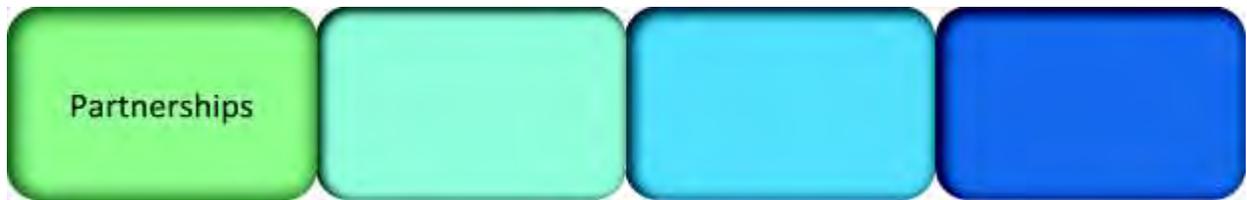
The intertwined work of implementing Programs of Study along with the Common Core State Standards provides school districts with the opportunity to re-evaluate their high school graduation requirements—and course content—to ensure that **all** students are expected to take courses that will prepare them for college, careers, and life.

- ***Incorporate industry-recognized technical standards that are valued in the workplace.*** In addition to core academic skill mastery based on standards, each given Pathway should provide opportunities for students to gain technical mastery. The technical mastery is defined with the assistance of the Career Pathway team including input from business and industry. As skills evolve due to changing industry expectations, the team should incorporate continued input into the technical skill standards to ensure students leave their respected institutions with the skills to succeed.



A Deeper Look at the Ten Components

College and Career Readiness Standards	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Develop and continually validate College and Career Readiness Standards in collaboration with post-secondary and industry partners, as well as with secondary colleagues.				
Incorporate essential knowledge and skills and provide the same rigorous knowledge of such skills (i.e., academic skills, communication, and problem solving) which students must master regardless of their chosen career area or POS.				
Focus on lowering common remediation needs of entering college students.				
Incorporate industry-recognized technical standards that are valued in the workplace.				



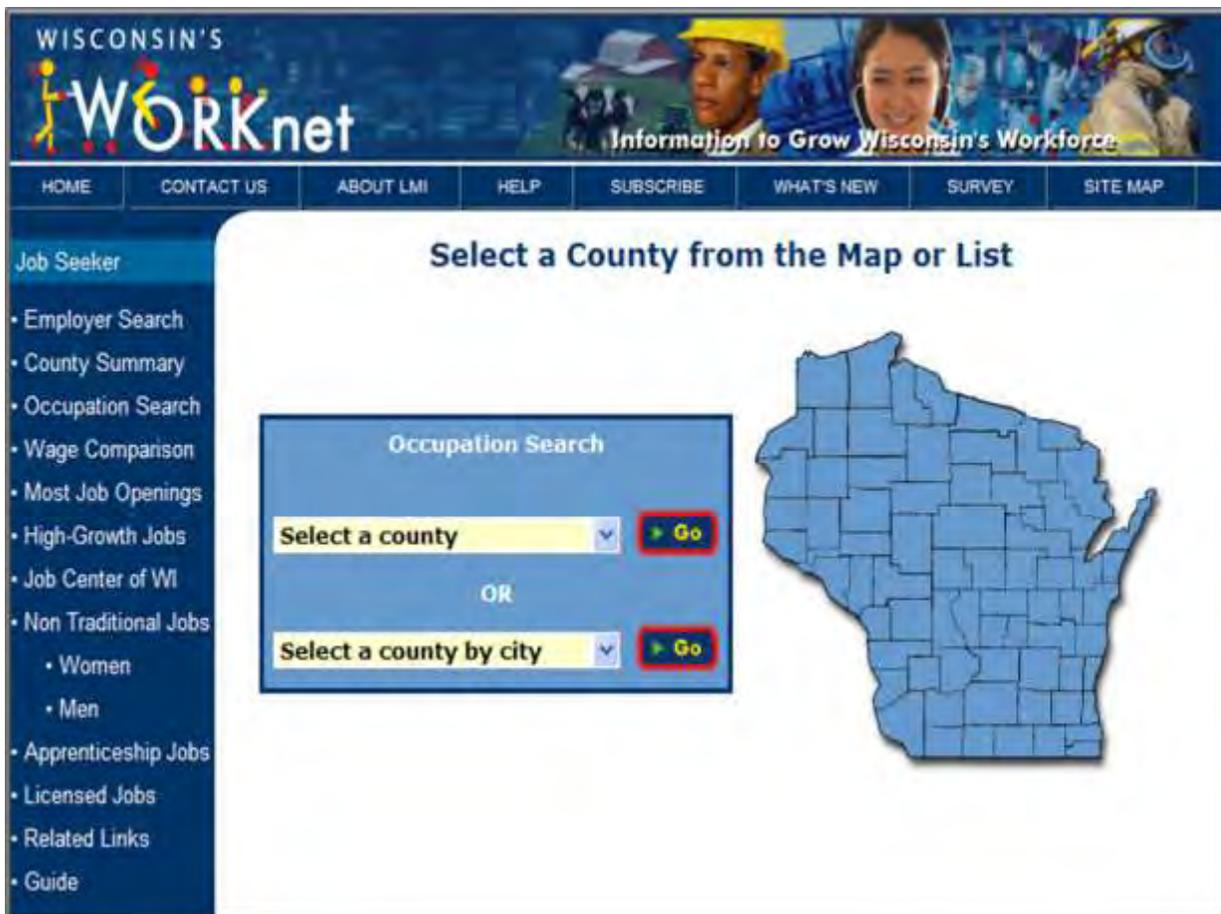
Partnerships

Cultivating partnerships is fundamental to successful career clusters and pathways framework in Wisconsin schools districts and post-secondary institutions. There are two types of partnerships that are essential: *internal* and *external*. Partnerships should include relationships within the school and/or district and/or post-secondary institution in the form of curriculum integration. Relationships with constituents from business and industry and other civic entities or professional organizations within the community should be included. Identify representatives from internal and external sources to formulate a career pathway team that will manage and administer Career Cluster and Pathway framework development and implementation.

Steps

- ***Plan and elaborate on the goals, mission, or statement of purpose of partnerships.***
Successful career pathway team partnerships begin with clear documentation. The school/district/post-secondary institution should determine broad goals and intended outcomes of partner relationships and put them in writing to serve as the partnership's mission/purpose. Next, create written documentation that describes the roles and responsibilities of each individual/organization involved in a specific partnership. Without this documentation, roles, responsibilities, and expectations are unclear.
- ***Conduct ongoing analysis of economic and workforce trends.***
Education professionals cannot make effective decisions about local, regional, or statewide Career Pathways to be created, expanded, or discontinued without being fully informed about current and future economic and workforce trends. It is up to education professionals to be knowledgeable about jobs within the economy that the selected career pathway serves. Secondary teachers and school counselors along with post-secondary faculty and academic advisors must inform students and parents about those current and future trends. This includes teaching students and parents how to find and interpret job information and trends as part of an assignment, or through a student-parent career planning session.

The WORKnet website (<http://worknet.wisconsin.gov/worknet/>) offers pertinent job information in Wisconsin and is a good place to gather job projection data. This site contains a variety of labor market information including high-growth jobs, jobs with the most openings, and the ability to search in a regional format. Most jobs data is presented in the form of current statistics as well as short- and long-term projections based on job titles or standard industry codes. Remember that the Career Cluster and Pathway framework which focus on careers may actually prepare students for several jobs within a cluster and/or Pathway.



- **Link to existing local, regional and/or state initiatives that promote workforce and economic development.**

Education professionals should work with other education, business and industry, workforce and economic development partners to identify existing and ongoing industry sector planning strategies and activities. Connect with local and/or regional workforce and economic development boards. Become involved in chamber of commerce and other civic organization activities to find out what is going on in the community/region and consider how education can get involved to further enhance existing initiatives.



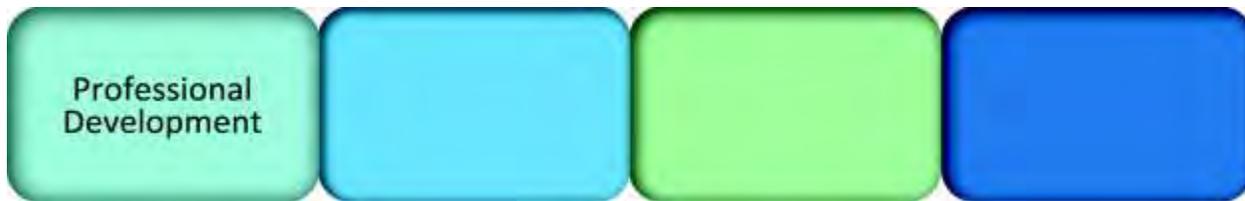
- **Identify, validate, and continue to update the employability, technical, and work-readiness skills that should be attained within a Career Pathway.**

The career cluster and pathway team should conduct research about current and future economic and workforce trends and they should identify existing local/regional initiatives and examine existing articulation agreements. Articulation agreements from high school to technical colleges and universities are listed on technical college and university websites (WTCS articulations http://systematic.wtcsystem.edu/reports/STW/articulation_agreements.htm). Course-by-course articulation agreements among post-secondary institutions can be found on the University of Wisconsin (UW) System Transfer Information System web site. For further information please visit the following websites http://www.witechcolleges.org/transfer/agreements_by_college.php and <http://www.uwsa.edu/tis/>.

Once the career cluster and pathway team has identified a Career Pathway, the school/district should establish an advisory council or board **or** partner with an existing technical college advisory board. Advisory committee membership should consist of secondary and post-secondary education partners as well as business and industry representatives who are vital to the local community and/or region.



Partnerships	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Plan and elaborate on the goals, mission, or statement of purpose of partnerships				
Conduct ongoing analysis of economic and workforce trends.				
Link into existing local, regional, and/or state initiatives that promote workforce and economic development.				
Identify, validate, and continue to update the employability, technical- and work-readiness skills that should be attained within a Career Pathway.				



Professional Development

Professional development in a successful Career Clusters and Pathways program contains opportunities for administrators, teachers, school counselors, and other education professionals and stakeholders to implement and evaluate career cluster and pathways. . Professional development is necessary at every level of implementation and should be provided to help teachers and other partners learn more about programs of study.

Steps

➤ ***Support the alignment of curriculum using national, state, and industry standards.***

Professional development opportunities must allow for a team approach to Career Cluster and Pathway research, development, implementation, and revision. The Career Cluster and Pathway team should consist of school counselor(s), core academic teachers, Career and Technical (CTE) teachers, district CTE coordinators, a curriculum coordinator, business and industry representatives, post-secondary partners, (including academic and occupational instructors/faculty and academic advisors) and legislators.

Successful Career Cluster and Pathway teams need concentrated time together to evaluate the knowledge and skill statements within a Career Pathway and to align curriculum around the standards model. Then, the team plans the curriculum from grades 9 -16. It is critical for secondary and post-secondary partners to work together on the curriculum planning. More often than not, secondary partners are not fully aware of what post-secondary partners or business and industry is doing. Likewise, post-secondary partners may not be completely informed about the curriculum that students take prior to pursuing post-secondary education. Business/industry representatives in the community and/or region may not always have a good handle on everything that education professionals are doing. Therefore, one of the first activities a career cluster and pathway team should engage in is the examination and alignment of the knowledge and skills statements to determine if the existing curriculum has consistent standards; course syllabi and objectives; and program competencies or outcomes. Here is a sample agenda for a local professional development day.

Career Cluster and Pathway Professional Development Agenda
▪ Welcome and Introductions
▪ Overview of Career Clusters and Pathways
▪ Review of Labor Market Data and Selection of a Pathway
▪ Review of Knowledge and Skill Statements
▪ Analysis of Existing Curriculum
▪ Identification of Gaps in Curriculum
▪ Development of Plan to Address Gaps
▪ Adjourn

Another resource for education professionals is this piece on incorporating knowledge and skills.

<http://cte.dpi.wi.gov/files/cte/pdf/curriccrosswalk.pdf>

➤ **Support the development of integrated academic and career and technical curriculum and instruction.**

Promising Practices:

CTE and Academic teachers developed a Science of Transportation course at FVTC; this course is a hands-on contextual course which teaches students physics and chemistry in their occupation.

When the Career Cluster and Pathway team convenes to examine and review knowledge, skills, standards, and curriculum, the team must also work to integrate academic and career and technical coursework. This provides the whole picture of where in the curriculum the knowledge and skills required of the Pathway is being obtained or taught. This process is considered a horizontal curriculum alignment and is critical because many education professionals teach courses in isolation, without knowing what their colleagues teach or how course content fits into the entire curriculum or relates to content from other courses. Research indicates concepts and information are best taught in context which challenges **all** education professionals to seek ways to integrate course content and partner in instruction in order to help students see connections in what they are learning (see Teaching and Learning).

➤ **Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.**

The academic and career and technical integration just described does not happen automatically. Because many education professionals have performed curriculum development and instructional responsibilities in isolation for so long and people tend to revert back to that which is comfortable and familiar, they are often uninformed about what is going on outside their classroom walls. **Now** is the time to provide teachers with professional development opportunities to update knowledge and skills within specific content areas. Without these opportunities, curriculum updates and changes to instructional delivery does not happen. Further revisions may not be based on research, evidence, and current practice which would be a severe disservice to students and other stakeholders being served.

Examples of professional development opportunities:

- National conferences such as the Career Cluster Institute or the National Career Pathways Network conference
- Technical College-Career/Tech Prep Workshops
- State Conferences
- Industry Conferences
- School staff meetings

Promising Practices

Send a team of education professionals to a state or national conference including CTE and academic teachers, counselors, and administrators.

➤ **Provide multiple resources for professional development, locally, regionally, statewide and/or nationally.**

Local school/district and post-secondary administrators should assist teacher professional development by making resources available and helping to locate growth opportunities. In addition to local and regional opportunities, professional development experiences outside the district and/or region should be encouraged to broaden perspectives and expand ideas beyond that which is already familiar. If funding for professional development is limited in school districts and post-secondary institutions, seek external grant funding sources.

➤ **Offer professional development credit or graduate credit as an incentive for training.**

Local school districts and post-secondary administrators should work with post-secondary partners to offer professional development or university credit as an added incentive for teachers to participate in training. If credit is not offered, teachers can seek out post-secondary institutions that may be willing to offer graduate or undergraduate independent study credit for the experience.

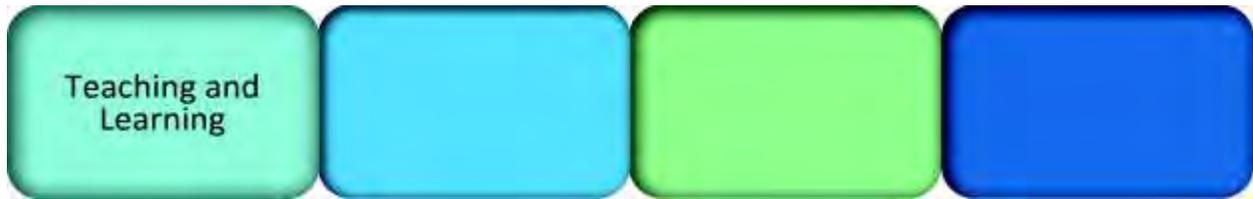
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Education professionals can update their knowledge and skills in their content areas by participating in professional development activities such as:

- Work experience or externships
- State and national workshops, conferences, or seminars
- State or district task forces, review teams, or program reviews
- Professional service as a chairperson or member of professional or community service organization board
- Graduate, undergraduate, or continuing education courses
- Industry or occupational certification/licensing
- Business and industry site visits
- Post-secondary classroom observations
- Community service
- National or international study tours



Professional Development	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Validate the alignment of curriculum using national, state, and industry standards.				
Validate the development of integrated academic and career and technical curriculum and instruction.				
Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.				
Provide multiple resources for professional development, locally, regionally, statewide and/or nationally.				
Offer professional development credit or graduate credit as an incentive for training.				



Teaching and Learning

Students come to any classroom environment with both preconceptions and misconceptions. It is important for every educational professional to learn about these conceptions and use them to help students successfully learn. To do this successfully, educators must draw from current research on student learning and apply that to the classroom; use research and apply it to instructional practices and designs; and finally, use research to help all students achieve fullest potential. (NRC, 1999) With these key ideas in mind, effective learning takes place when:

- The transfer of learning takes place and skills and knowledge are extended beyond the original learning context,
- Learners must know when, where, and how to use the learned concepts,
- Learning must be guided by general principles or big ideas,
- Learners must understand how individuals learn, and
- Learners need conceptual knowledge in order to successfully make independent learning attempts.

Course and career pathway content should be delivered in a manner that requires students to be engaged with the content, requires students to be engaged with each other, and requires students to be engaged with the teacher. Engaging learners means that “all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.” (Kearsley & Shneiderman, 1999)

Not only is instructional delivery important, but the school district or post-secondary institution should have an established process to review, evaluate and revise course content and examine and update course sequencing. Without such an internal system for curricular checks and balances, your school district or post-secondary institution curriculum may be out-of-date and misaligned with business and industry needs.

Steps

- ***Focus on rigor and relevance for diverse students.***
Teachers should aspire to establish a classroom environment that teaches students with high rigor and high relevance. Doing so causes education professionals to strive for excellence in the areas of curriculum, instruction, and assessment. An academically rigorous curriculum should be coherent across grade levels; meet state and district and post-secondary institution graduation requirements; teach analytical thinking, learning, comprehension, and writing skills; and integrate the knowledge and skills needed for students to pursue post-secondary options and be prepared for the workplace.
- ***Vary instructional strategies and employ contextualized work-based, project-based, and problem-based learning approaches along with multiple assessments.***
It is important to deliver course content in a variety of different ways to insure that diverse student learning styles are addressed. In a joint study, six organizations representing over 250,000 content teachers, administrators and others came together to unite behind six principles for learning. They determined that educators must know the

A Deeper Look at the Ten Components

core concepts of their discipline if they are to help students grasp new ideas, solve problems, collaborate, and use their imaginations to pursue challenging questions. These groups determined that

- Being literate is at the heart of learning in every subject area.
- Learning is a social act
- Learning about learning establishes a habit of inquiry important in life-long learning.
- Assessing progress is part of learning
- Learning includes turning information into knowledge using multiple media
- Learning occurs in a global context.

It is easy to see how this could easily be a true fit for teachers to tie this into POS implementation as well. For more information about this study, please see <http://www.principlesforlearning.org/>

In addition, research on good teaching and learning verifies that traditional lecture delivery alone does not help students learn at a deep level or retain information/concepts for very long. Teachers must vary delivery of the course content to actively engage learners in newer forms of delivery such as project-based, problem-based, and challenge-based learning. Students learn more and will retain what is learned when teachers require them to apply, analyze, evaluate, and create through instructional delivery techniques that utilize student demonstration, student discussion, student practice, and students teaching others. Education professionals need to listen to students about what inspires them and how to best learn and adapt instruction and customize assignments to meet a variety of needs.

When a variety of instructional delivery techniques are used in teaching, teachers also need to assess student learning differently. Traditional texts and quizzes that are comprised of true-false, multiple-choice, and matching questions are often used to assess learning from lecture or reading. However, when teachers create a student-centered classroom focusing on active learning, a variety of formative and summative evaluation tools that align with that style of delivery must be used. Teachers should evaluate both the learning *process* as well as learning outcomes. Teachers should evaluate mastery of academic as well as technical and employability skills at various points in time.

➤ ***Immerse diverse students in school and community partnerships.***

Responsibility for student learning cannot rest solely on the classroom teacher. Instead, a variety of individuals must assume shared responsibility for developing and growing students into well-rounded, productive members of society who will be able to live and contribute to the local, regional, and state economy. Therefore, a team approach to developing, creating, and implementing a Career Pathway must be used. For more information, see the chapter on Partnership in Section 3 of this document. Parents, business/industry partners, and advisory committee members are a wealth of knowledge and can assist teachers in developing rigorous, real-world assignments.

Classroom learning should also cross disciplinary boundaries. For example, students in a CTE class may create written technical documentation relating to course content that is then reviewed and edited by an English class. Another way to immerse students in partnerships is to offer and involve students in career and technical student organizations (CTSOs). For a listing of CSTOs in Wisconsin please see the appendix.

➤ ***Infuse technology as a natural extension of the content.***

An essential component of 21st century skill outcomes for all individuals pursuing post-secondary options and/or entering the military or workforce is the utilization of technology. Furthermore, today's students live with digital access to tools and resources that can aid in learning. Teachers can capitalize on the use of these tools to empower young minds and enhance creativity, innovation, and learning. Students can create a digital story, a wiki, a blog, or a web page instead of a traditional written or oral report to document learning and intended assignment outcomes. What is even more exciting than the technology itself is that students can engage in collaborative learning to teach each other how to learn and use those technologies.

➤ ***Incorporate team-building, critical thinking, and communication skills through the use of career and technical student organization (CTSO) or similar student organization activities.***

Teachers should require diverse students to relate to each other through collaborative learning. When students have opportunities to relate to other students, engage in critical employability skills such as oral and written communication, planning, problem-solving, critical and analytical thinking, and teamwork, they are naturally engaged. In addition, employers demand expert thinking and complex communications, so when teachers require students engage in the scientific method collaboratively to solve problems, student motivation to learn increases and students are exposed to diverse perspectives they would not have considered if they worked independently. This type of classroom environment also fosters creativity and innovation.

Not only can students learn academic, technical, and employability skills from collaborative, real-world course assignments, students can also master critical skills employers demand when they participate in co-curricular activities such as career and technical student organizations. In a career pathway, teachers and other education professionals should expect and encourage student participation in activities in and beyond the classroom environment to bridge the gap between formal and informal learning. CTSOs are essentially an extension of the classroom environment and student participation in such organizations as a part of individual Career Pathways will enhance learning in the areas of reading, writing, analytical thinking, reasoning, problem solving, and teamwork.

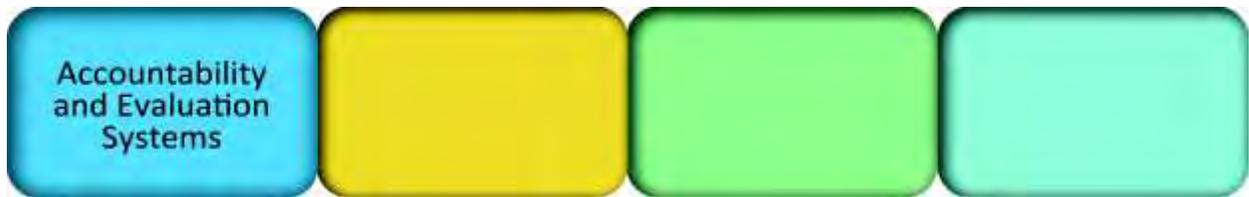
➤ ***Attract, prepare, and support each and every student and ensure equitable outcomes for different student groups.***

If properly designed and implemented, a career pathway should open doors for and attract numerous students, regardless of academic or social abilities, socio-economic status, ethnicity, or gender. In addition, all students need to be provided with academic and social supports to be successful throughout the career pathway. The career pathway team must ensure there are adequate academic support mechanisms in place that incorporate school district and post-secondary institutional resources and practices such as regular and ongoing interaction between students and school counselors/advisors, Individualized Education Plans (IEP), and IEP teams, etc. Also, the school district, post-secondary institution, and/or career pathway team should have a system in place to identify and engage students who are falling behind or at risk of falling behind and provide academic interventions that support successful student outcomes.



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Teaching and Learning	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Focus on rigor and relevance for diverse students.				
Vary instructional strategies and employ contextualized work-based, project-based, and problem-based learning approaches along with multiple assessments.				
Immerse diverse students in school and community partnerships.				
Infuse technology as a natural extension of the content.				
Incorporate team-building, critical thinking, and communication skills through the use of career and technical student organization (CTSO) or similar student organization activities.				
Attract, prepare, and support each and every student and ensure equitable outcomes for different student groups.				



Accountability and Evaluation Systems

Evaluating programs and ensuring accountability for decisions made is critical in career cluster and pathway implementation. Simple questions asked such as “Do the efforts made have an impact?” are good to keep in the forefront in an accountability and evaluation system.

The data obtained can be informal and formal. Data can be qualitative and quantitative. The data considered in the accountability and evaluation design should be for a regular, systematic data collection so that decisions and improvements can be made. Formal data collection systems in which data elements are currently collected should be integrated into the accountability and evaluation system for Career Cluster and Pathway implementation as well as incorporating essential new data elements. Examples of state-level data systems to consider when creating an evaluation design include:

- Client Reporting at WTCS (<http://systemattic.wtcsystem.edu/MIS/default.htm>)
- Career/Tech Prep Indicators (<http://systemattic.wtcsystem.edu/reports/STW/index.htm>)
- CTEERS (http://cte.dpi.wi.gov/cte_veershome)
- WINSS (<http://winss.dpi.wi.gov/>)
- Program of Study Listing by Wisconsin Technical College
<http://cte.dpi.wi.gov/files/cte/xls/11clusterposdb.xls>
- Wisconsin Career Pathway Website (www.wicareerPathways.org)
- Local School District Data

Education professionals need to build their own evaluation and data collection systems, including informal ways supporting holistic views of Career Pathway implementation. It is imperative for individual teachers and school counselors to work with school and district personnel as well as post-secondary partners to solicit necessary data for decision making and continuous improvement.

Steps

- ***Identify and design an accountability and evaluation system which will meet the needs of federal and state regulation as well as provide timely evaluation information to all stakeholders.***

Education professionals should keep the end in mind when designing the evaluation system, which should align with the purpose of implementing Career Clusters and Pathways. Questions answered in the accountability and evaluation system will include the impact of the program of study on student achievement and engagement as well as meeting the local or regional workforce skill requirements.

Evaluation systems should answer questions such as how many students are engaged in a specific Pathway; what are the course completion and graduation rates for students; or what are the rates of remediation at the post-secondary level. Information from business and industry regarding whether employees are coming to them fully prepared with the skills for the occupation should be included. At a state level WTCS collects this data within the

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employer follow-up surveys (<http://www.wtcsystem.edu/reports/data/employer/index.htm>). Data charts should include information education professionals can collect to make data driven decisions.

Following is an example of a Perkins Annual Performance, Accountability, and Financial Status Report (CAR) which contains some data elements education professions can use.

Wisconsin Secondary CPA 4 Core Indicators by Year								
Year	Core Indicators							
	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
2010								
Actual	73.8%	69.2%	88.4%	95.5%	95.5%	93.5%	22.5%	95.8%
Standard	74.0%	73.0%	82.7%	81.8%	82.8%	96.8%	25.0%	90.5%
90%_Standard_Met	Y	Y	Y	Y	Y	Y	Y	Y
2009								
Actual	76.9%	74.0%	89.6%	95.2%	95.2%	93.5%	36.3%	93.1%
Standard	71.7%	72.0%	81.7%	81.7%	81.8%	96.8%	25.0%	90.0%
90%_Standard_Met	Y	Y	Y	Y	Y	Y	Y	Y
2008								
Actual	75.8%	74.2%	92.8%	93.8%	93.8%	93.4%	25.2%	90.7%
Standard	75.8%	74.2%	87.7%	81.7%	81.7%	95.0%	25.0%	90.0%
90%_Standard_Met	Y	Y	Y	Y	Y	Y	Y	Y
1S1: Academic Attainment - Reading				4S1: Student Graduation Rates				
1S2: Academic Attainment - Math				5S1: Secondary Placement				
2S1: Technical Skill Attainment				6S1: Nontraditional Participation				
3S1: Secondary School Completion				6S2: Nontraditional Completion				
Source: DPI Career and Technical Education Enrollment Reporting System								

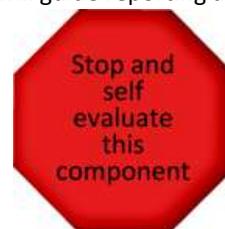
➤ **Examine data already collected to determine if there is existing data collection and elements that can be used in the accountability and evaluation system of Career Pathway implementation.**

Student achievement information originates from data sources such as state standardized exams including the Wisconsin Knowledge Concepts Examination (WKCE), Wisconsin Reading Comprehension Test (WRCT), American College Testing (ACT), Scholastic Aptitude Test (SAT) exams, graduation rates, drop-out rates, course pass/fail rates, Grade Point Average (GPA), and a multitude of data elements already collected at either a state level or local level. This information may be valuable in the accountability and evaluation system.

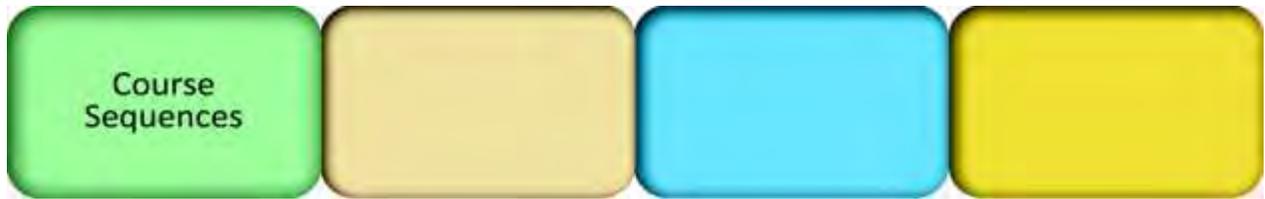
Additionally education professionals may collect data on a local level on students such as keeping track of students beyond graduation on an informal basis.

➤ **Collect local and state data to evaluate Career Cluster and Pathway Implementation and provide formal and informal reporting to stakeholders.**

In addition to utilizing already existing data to evaluate the Career Cluster and Pathway framework, some data elements may be missing and the evaluation and accountability system should develop a plan to collect the data. Identification of the type of data needed and the source of the data will guide reporting and decision making around the Career Cluster and Pathway framework.



Accountability and Evaluation Systems	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Identify and design an accountability and evaluation system which will meet the needs of federal and state regulation as well as provide timely evaluation information to all stakeholders.				
Examine data already collected to determine if there is existing data collection and elements that can be used in the accountability and evaluation system of Career Pathway implementation.				
Collect local and state data to evaluate Career Cluster and Pathway Implementation and provide formal and informal reporting to stakeholders.				
Utilize data to inform and implement change.				



Course Sequences

Course sequencing is an important part of a program of study. Students gather valuable knowledge and skills from course content, building higher level skills as they progress through advanced level courses. The Program of Study must include **both** the secondary and post-secondary coursework and experiences. The emphasis in a specific career pathway must be on one or more of the following: high-wage, high-demand, and/or high-skill jobs.

Non-duplicative sequences of secondary and post-secondary courses within a POS ensure that students transition to post-secondary education without replicating classes or requiring remedial coursework. Furthermore, by planning a secondary and post-secondary sequence of courses within a Career Pathway, students can maximize opportunities for course articulation. **Please see pages 77-78** for a chart which describes and explains the differences between advanced standing and transcribed credit.

Steps

- **Map out the required and recommended academic and career and technical courses and/or other work-based learning opportunities and educational experiences in each Career Pathway.**

The process for mapping out required and recommended academic and CTE courses is as follows:

- Identify relevant national, state, and industry standards
- Align standards to existing courses and/or update courses as needed
- Go to the Career Pathways web site (www.wicareerPathways.org) to access an online POS template
- Insert the required secondary courses into the template
- Design a course path from grades 9 through 14 or 16 and beyond including career-related courses
- Sort the required courses into technical core and technical specialty
- Add recommended opportunities for work-based learning, Career and Technical Student Organizations (CTSO) participation, volunteering, etc.
- Complete the template by recommending electives that enhance the pathway experience.
- Insert the required and elective post-secondary courses into the template

- **Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all Career Pathways.**

The secondary component must include these essential elements:

- Meets state academic standards and grade-level expectations
- Meets high school graduation requirements
- Meets post-secondary entry/placement requirements
- Provides foundation knowledge and skills in chosen clusters
- Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements

In secondary career pathway courses, students should engage in academics learning, participate in career experiences, and develop basic work skills.

➤ ***Progress to more career and occupationally-specific courses at the secondary level that provide knowledge and skills required for entry and advancement in a chosen Career Pathway.***

As students progress through the Career Pathway, more technical skills are developed, they engage in more challenging academics, and work-based learning experiences occur.

The secondary component of the Career Pathway must also define curriculum content (what is taught) and include:

- Technical, academic, and 21st century employability skills required by employers
- State-mandated curriculum standards and graduation requirements
- Entrance requirements of partnering post-secondary institutions (i.e., Accuplacer, Compass, TABE, ACT, SAT, etc.)
- Alignment and articulation with post-secondary certificates, diplomas, associate's degree programs and/or baccalaureate programs, and;
- Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

➤ ***Offer opportunities for students to earn post-secondary credit for coursework taken during high school.***

Opportunities for high school students to take college-level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements is accomplished through course articulation (transcripted credit/advanced standing). Secondary schools are required to note the course articulation on student high school transcripts (see Section N of the PI 26 Education for Employment documentation, which focuses on student transcripts, reporting, and accountability at <http://cte.dpi.wi.gov/files/cte/pdf/e4e09guide.pdf>). Formal articulation agreements between public school districts and post-secondary institutions must be in place in order for the credit to be valid. Once established, students benefit from articulation as it helps them transition seamlessly from one institution to another and/or one level of education to another (see Credit Transfer Agreements). Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements must be included in the POS.

➤ ***Progress to more career and occupationally-specific courses at the post-secondary level.***

In post-secondary courses, students develop advanced technical skills, advanced academic skills, and gain additional worksite experience.

The post-secondary component must include these essential elements:

- Additional opportunities for students to earn college credit through course transcription (transcripted credit or advanced standing)
- Alignment and articulation with baccalaureate programs
- Industry-recognized skills and knowledge in each cluster area
- Opportunities for placement in the chosen Career Clusters at multiple exit points

➤ ***Focus on lowering remediation.***

Understanding the Career Pathway course transition between grades 12 and 13 requires conversations between secondary and post-secondary teachers and staff to:

- Discuss threshold program content expectations,
- Identify areas of content gaps/overlap,
- Understand academic and technical performance expectations for the beginning of the 13th grade level of the POS,
- Identify pre-requisites that colleges may require for individual programs and courses, and

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- Identify new assessments, course offerings or other ideas for smoothing and accelerating students' progress on their Programs of Study.

As part of these discussions, post-secondary institutions often have data to identify areas of high rates of incoming student remediation. Data is also often available on incoming high school students' remediation rates sorted by their college program choices. Basic data such as this is typically available for the state's technical colleges by college as well. The technical college Career/Tech Prep representative can help you locate and navigate through this data as well as with other data that might be available. Contact information for Career/Tech Prep coordinators can be found at (<http://www.wicareerPathways.org/ContactUs.aspx>). Here is a sample agenda of a high school articulation meeting with a technical college:

High School Articulation Meeting
2009-2010
High School - Post-secondary Agriscience

Members present – high school agriscience teachers, post-secondary agriscience faculty, Career/Tech Prep coordinator, college dean, business and industry representatives

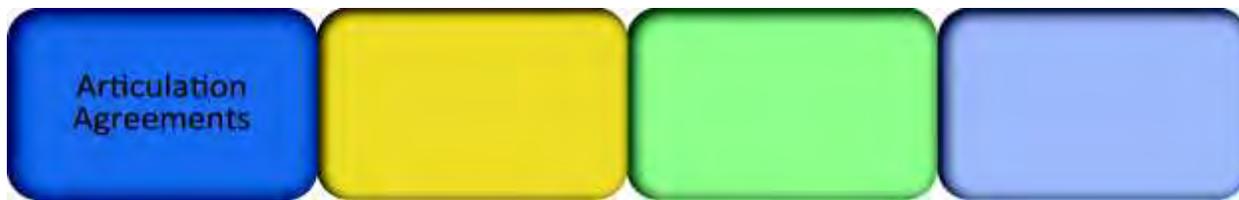
Agenda

- Dean/Lead faculty welcome
- Program updates—new programs, changes to existing programs, student enrollment data, graduate follow up highlights
- Career pathways update: review cluster model for specific content areas
- Industry updates: Advisory committee report, industry needs assessment
- Curriculum/competency alignment: existing courses available for articulation, discussion of college curriculum, skills needed for success
- Professional development opportunities: what is needed, best time to offer it

Another method for gaining information to help ensure smooth course sequencing is to have teachers review in detail course materials for the subsequent course in the career pathway. In some cases a teacher could potentially assist with or audit the content of the next sequential course so that a better understanding of expectations of rigor and depth could be developed.



Course Sequences	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Map out the required and recommended academic and career and technical courses and/or other work-based learning opportunities and educational experiences in each career pathway.				
Introductory courses at the secondary level teach broad foundational knowledge and skills that are common across all career pathways.				
Progress to more career and occupationally-specific courses at the secondary level that provide knowledge and skills required for entry and advancement in a chosen career pathway.				
Offer opportunities for students to earn post-secondary credit for coursework taken during high school.				
Progress to more career and occupationally-specific courses at the post-secondary level.				



Articulation Agreements

Articulation refers to aligning high school and post-secondary curricula to create sequences of courses offering skill attainment with unnecessary duplication. Articulation focuses on providing opportunities for high school students to take college-level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements. Formal articulation agreements must be in place in order for the credit to be valid.

There are two types of articulation—*Advanced Standing and Transcribed Credit*. Advanced Standing is also referred to as “credit in escrow;” the credit is delayed until the student enrolls in the technical college program. Transcribed Credit is “direct credit;” the student is earning credit directly from the technical college and has an issued transcript. **Please see page 77-78** for a chart which further explains and defines the differences between advanced standing and transcribed credit.

Articulation agreements are formal agreements created between public school districts and post-secondary institutions. Students benefit from both types of articulation as it helps them transition seamlessly from one institution to another and/or one level of education to another.

Wisconsin’s Career/Tech Prep program also aims to promote and support high school to college transitions for career and technical education students. Career/Tech Prep grants may be awarded for enhancing a high school student’s technical and academic skills and providing opportunities for transition to post-secondary education or into the workforce.

Steps

- ***Provide a systematic, seamless process for students to earn college credit for post-secondary courses taken in high school.***

The goal of articulation or credit transfer agreements is to create opportunities for students to transfer high school credit to any two- and four-year institution in the state that offers the POS and/or transfer credit earned at a two-year college to any other two or four-year institution in the state that offers the POS. Because POS must include both secondary and post-secondary course sequences, it is not complete until all possibilities for articulation are reviewed or created and incorporated into the POS by the career pathway team.

Articulation agreements from high school to technical colleges and universities are listed on technical college and university websites. Course by course articulation agreements among post-secondary institutions can be found on the UW System Transfer Information System web site. For further information please visit the following websites: http://www.witechcolleges.org/transfer/agreements_by_college.php and <http://www.uwsa.edu/tis/>

- ***Note the college credit earned.***

When students earn college credit through advanced standing or transcribed credit or completion of an articulated course, the credit must be noted on either the high school transcript (which should be requested by the technical college) or directly on the technical college transcript. Making certain the credits appear on the student’s transcript facilitates a seamless transfer into the post-secondary portion of the POS without the need for additional paperwork or petitioning for credit. Credit for Prior Learning may also be implemented when needed.

As stated earlier, PI 26 requires secondary schools to note the course articulation on student high school transcripts (see Section N of the PI 26 Education for Employment documentation, which focuses on student transcripts, reporting, and accountability at <http://cte.dpi.wi.gov/files/cte/pdf/e4e09guide.pdf>).

➤ **Describe expectations and requirements**

Articulation agreements must, at a minimum, clearly detail teacher and faculty certifications/qualifications, if there is an agreement about which teacher(s)/instructor(s) from a particular school/institution will teach the articulated course or sequence of courses. The agreement must also clearly indicate course prerequisites, post-secondary entry requirements, location of courses, tuition reimbursement, and credit transfer process so students, parents, and secondary and post-secondary partners have a clear understanding of how the articulation process works and to be certain the student gets credit for articulated courses completed as part of a POS.



Articulation Agreements	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Provide a systematic, seamless process for students to earn college credit for post-secondary courses taken in high school.				
Credits earned are noted on the high school transcript.				
Describe expectations and requirements.				



School Counseling and Academic Advising

Secondary Counseling

Academic and career counseling is provided through PK-12 comprehensive school counseling programs and post-secondary advising programs, and helps students make informed decisions about which Career Pathway to pursue. Many professionals use “who am I?” “where am I going?” and “how do I get there?” as a framework to help students navigate the career development process. Wisconsin’s Model Academic Standards for School Counseling identify three standards in the career domain. In order to meet those standards, school counselors, in collaboration with other educators, develop a program of career education services that includes PK-12 career development curriculum, responsive services, individual planning and system support. This program is shared with school and district staff, including the local board of education.

Post-secondary Counseling

Post-secondary advisors assist students in educational program planning and course selections consistent with their career goals. Since post-secondary students may be at different levels of readiness to select a program of study, or in need of assistance in selecting a new career direction, the services of various student support staff are integral to delivering career development services. Depending on the size of the post-secondary institution and its staffing patterns, career development professionals, counselors, financial aid administrators, special services support staff and others may be involved in supporting students to select and persist in POS choices.

Steps

- ***Based on state and national school counseling or advising standards.***
It is required that a school district’s comprehensive school counseling program must comply with PI 8.01(2)(e). It is further recommended that school districts ground their comprehensive school counseling programs in the Wisconsin Department of Public Instruction’s Model Academic Standards for School Counseling as well as in the American School Counselor Association’s National Model (ASCA) and its Ethical Standards for School Counselors, and in the National Career Development Guidelines. Counselors, advisors, and other educators involved in delivering school counseling program activities and services take advantage, on a regular basis, of professional development opportunities which will prepare them to implement and improve the program. These may include trainings in the ASCA National Model; the Level I, II, and III trainings in the Wisconsin Comprehensive School Counseling Model; POS trainings; and relevant workshops and seminars at the conferences of their professional associations.
- ***Ensure school counselors have access to up-to-date information about Career Pathway offerings.***
Successful implementation of Career Pathways in a school district requires a team approach. A team consisting of school counselor(s), core academic teachers, CTE teachers, a CTE coordinator, a curriculum specialist, business and industry representatives, post-secondary partners, and legislators spearheads the development and

implementation of quality POS, and assists with ongoing revisions to them. Partnerships among secondary and post-secondary school counselors and academic advisors enable effective Programs of Study to be built. Once Career Pathway information is disseminated to parents, students, and other stakeholders, school counselors and teachers work together with individual students to assist in career and interest exploration and decision making.

➤ ***Offer information and tools to help students learn about post-secondary education and career options.***

Teachers and school counselors must be aware of post-secondary and career options including prerequisites for a selected POS. Because it is nearly impossible for every student to be aware of every possible post-secondary program option and career within a given Career Pathway, teachers and school counselors need to know where to direct students for such information. The Wisconsin Career Pathway website at www.wicareerPathways.org is a robust resource where professional educators can locate information on program options for specific Pathways at Wisconsin post-secondary institutions. As an assignment in a Career Pathways course, students may also be required to research post-secondary and career options. Additional web resources are also noted throughout the guide.

➤ ***Offer resources for students to identify student career interests and aptitudes and to select an appropriate Career Pathway.***

In the secondary setting, teachers and school counselors provide opportunities for students to take career interest and learning style inventories beginning in 4th grade and continuing through high school with benchmarks at 8th and 12th grade. Because it is optimal for students to base their career plans on a variety of career awareness and exploration experiences, inventories that assess work values, learning styles, career interests and aptitudes, etc., are explored as part of career classes and are incorporated into Career Pathway courses. Several inventories have been written for students at the elementary level. School counselors and teachers will want to be knowledgeable about the inventory, its development, and its validation so they can speak accurately to parents and students about what the results indicate. In this way, school counselors and teachers can assist students and their parents to interpret inventory results and compare the results from multiple assessments to determine which Career Pathway is right for them. Career Pathway interest can change as the student explores more avenues for their future.

➤ ***Provide information and resources for parents.***

Parents are an integral component of academic and career planning. They are not only their children's first career development role models, they also generally want what is best for their children and may strongly influence course selection, post-secondary, and career decisions. Therefore, it is ideal for parents to be involved in the career exploration and development processes that their children experience. Because parents may have limited viewpoints about post-secondary and career options based on their personal experiences, the school counselor's goal is to communicate on a regular basis about the options available. Providing parents with credible resources and information will help them to assist their students to make informed career-planning decisions.

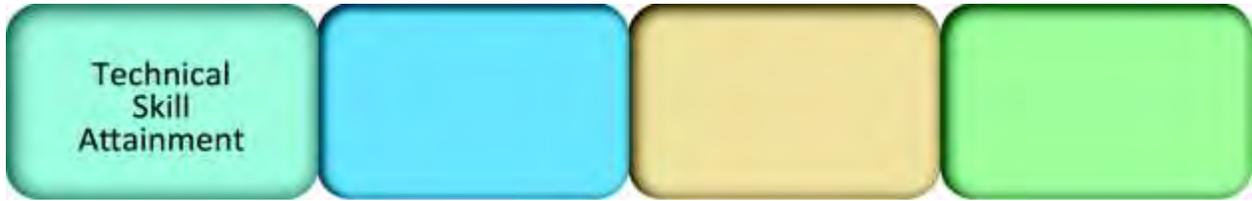
➤ ***Offer Web-based resources and tools for obtaining student financial assistance.***

Once a student selects a Career Pathway, the student and his or her parents will be interested in information about financing the post-secondary choices. Educators can provide access to that information. They can also direct students and parents to other experts who can help students learn more about financial assistance and how to apply for it.



A Deeper Look at the Ten Components

School Counseling and Academic Advising	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Based on state and national school counseling or advising standards.				
Ensure school counselors have access to up-to-date information about Career Pathway course offerings.				
Offer information and tools to help students learn about post-secondary education and career options.				
Offer resources for students to identify career interests and aptitudes.				
Provide information and resources for parents.				
Offer web-based resources and tools for obtaining student financial assistance.				



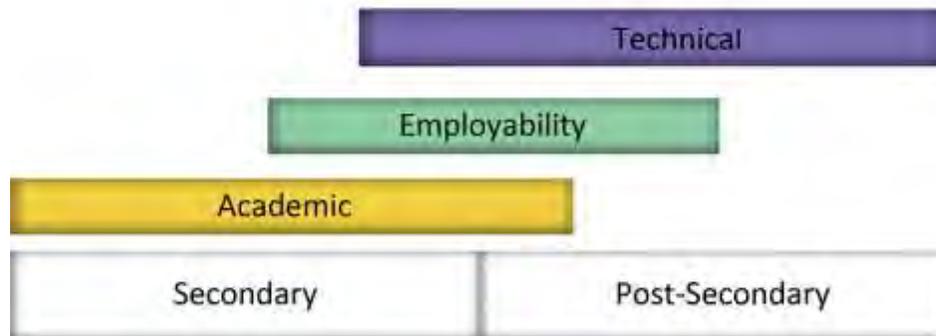
Technical Skill Attainment

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in post-secondary education and careers in their chosen Career Pathways.

Assessments vary by the target skill being assessed including:

- Technical skill attainment
- Academic skill attainment
- Employability skill attainment (21st century skills)

Assessments occur at a variety of points in time from secondary to post-secondary, depending on the assessment. Usually post-secondary focuses more on technical skills and employability skill assessments. These assessments are usually very specific to a specific industry, such as tests in welding or dental hygiene. Secondary level tests focus primarily on academic and employability skills. They do, however, incorporate some technical skill assessments.



Career Pathways must include the acquired technical, employability, and academic skill attainments throughout the journey of a program of study. Career Pathways include and ultimately lead to required licensure, credential or other recommended attainment for the occupations within the Pathway, thus aligning secondary and post-secondary Pathways with educational and work requirements. The assessment process is built within educational programs ensuring students are acquiring technical, academic and employability skills. Skill assessments can be traditional paper/pencil tests, but may also be other types of formal and informal evaluation. For example, a teacher or business/industry expert may complete a rubric or checklist consisting of skills and competencies based on observation of a student completing a performance task or process. Also, a rubric or checklist may be used to assess cumulative skills students used to create an end-product.

Skill attainments may include employability skill certificates, state certified co-ops, WorkKeys, or a variety of specific occupational skill attainment measures such as Automotive Service Excellence (ASE) or National Council

A Deeper Look at the Ten Components

Licensure Examination (NCLEX) or other certifications. Academic skill attainment is often measured in Compass, Accuplacer, TABE, ACT, SAT or state standardized tests such as WKCE. **The following link contains numerous certifications students may earn.**

➤ ***At the secondary level, measures of skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for college or a career.***

Skill assessments ensure the student is ready to enter and succeed in post-secondary educational programs or employment. Technical-skill, academic-skill, and employability-skill attainment measures technical-skill proficiencies, employs state-developed/approved assessments, and/or industry-approved assessments. Performance-based assessment items are incorporated to the greatest extent possible so students are allowed opportunities to demonstrate application of their knowledge and skills. National or state skill standards are incorporated throughout the POS curriculum.

Examples of secondary skill-attainment measures may include employability skills certificates, academic skill measures including ACT or SAT or Accuplacer examinations, and technical-skill attainments such as a state certified co-op completion. The type of skill attainment that is most appropriate should be determined by the career pathway team, where multiple stakeholders are involved and effectively assess its effectiveness.

➤ ***At the post-secondary level, measures of skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for an occupation.***

Skill assessments ensure the student is ready to enter and succeed in a career. Technical-skill, academic-skill and employability-skill attainment measures technical-skill proficiencies, employs state-developed/approved assessments and/or industry-approved assessments. Performance-based assessment items are incorporated to the greatest extent possible so students are allowed opportunities to demonstrate application of their knowledge and skills. National or state skill standards are incorporated throughout the POS curriculum.

Post-secondary-skill attainments include employability certificates such as WorkKeys and technical-skill attainments specific to the occupation such as regulation and licensure, apprenticeship completion, ASE, NCLEX, and other occupational specific credentials and licenses.

A Student's Formal Skill Attainment Journey for Health Science

High School

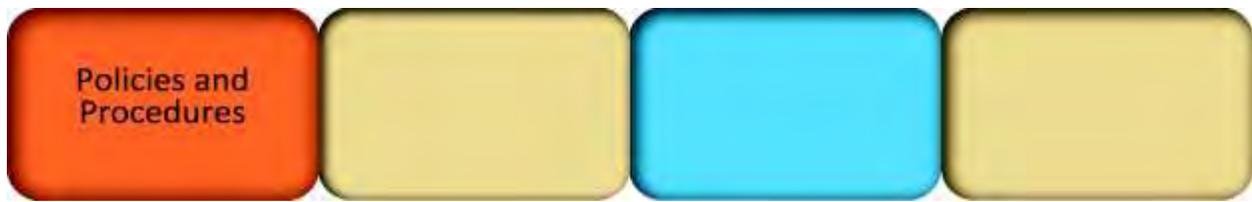
- Accuplacer or Compass Assessment
- Obtain Certified Nursing Assistant (CNA) Certificate
- WorkKeys assessment/certification

Post-secondary

- WorkKeys assessment/certification
- National Council Licensure Examination (NCLEX)



Technical Skill Attainment	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
At the secondary level, measures of technical skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for college or a career.				
At the Post-Secondary level, measures of skill attainment are incorporated at appropriate places in the Pathway, demonstrating the student is ready for a specific occupation.				



Policies and Procedures

This section addresses how federal, state, and local policies and procedures may support and promote the development and implementation of a Program of Study. Policy efforts that focus on rigorous academic and technical courses, community and employer participation, school counseling, career development, transcribed credit, education for employment, high school graduation requirements, vertical and horizontal curriculum alignment, articulation agreements, career and college readiness, evaluation and accountability, professional development, and partnerships are essential to advance career clusters and pathways within Wisconsin schools districts.

Steps

- ***Review and revise existing school/district and post-secondary institutional policies and examine procedures to determine the impact on career cluster and pathway implementation.***

Existing policies and procedures are a good starting point to determine if policies and procedures promote or conflict with Career Pathway implementation. State-level policies include, but are not limited to,

- the state Perkins plan (<http://systematic.wtcsystem.edu/Grants/Perkins-4/planning/five-year-plan-v9a.pdf>).
- the credit for prior learning at the WTCS (http://www.wtcsystem.edu/board/pdf/policy_manual.pdf).
- grant guidelines and application materials (<http://systematic.wtcsystem.edu/Grants/Perkins-4/perkins4.htm> for WTCS and <http://dpi.wi.gov/cte/cpahome.html> for DPI).

The school/district may already have policies established. Examples of local policies or procedures which may include, but are not limited to,

- the mission and vision of CTE programs.
- procedures for informing students of career pathways.
- career development policies and practices.
- work-based learning opportunities.
- Career/Tech Prep policies.

A conversation with a local CTE coordinator and a post-secondary Career/Tech Prep coordinator may be beneficial. A listing of the 16 Career/Tech Prep coordinators and contact information is available at <http://www.wicareerPathways.org/ContactUs.aspx>

- ***Determine and ensure education professionals, students, and community stakeholders are aware of policies and procedures supporting Career Cluster and Pathway implementation.***

First and foremost all stakeholders involved in this process should be aware and working within the existing or newly-developed policy and procedures supporting POS implementation. This may involve a school/district/post-secondary institution evaluating stakeholders on knowledge and application of the policies and procedures such as understanding the state Perkins plan and reviewing the Career/Tech Prep grant application. See the professional development component for further information on educating stakeholders about the career cluster and pathway implementation.

➤ ***Provide for sufficient funding and other resources for career cluster and pathway implementation.***

Time and time again, education professionals are enthusiastic about developing career clusters and pathways and implementing a career cluster and pathway framework, but their passion to get things done is stifled by limitations and challenges presented in their schools/districts. Administrators need to dispel attitudes such as *what is the minimum we have to do to be in compliance with Perkins IV?* Instead, administrators need to be champions for fully implementing a career cluster and pathway framework for the benefit of students, education professionals, the community, business/industry, and the local or regional economy. Administration also needs to support and appoint leaders to career cluster and pathway teams who will serve as the movers-and-shakers within the school/district and model positive examples for others to follow.

Ongoing Studies are being conducted to determine education professionals needs to take career clusters and pathways to the next level of deeper and meaningful implementation and the overwhelming response is “time to do the work” and “resources to support the work.” Funding is needed to support professional development (see Professional Development) and staff members need to be allowed dedicated time blocks to meet as a career cluster and pathway teams with stakeholders and partners to develop and update curriculum, connect with partners, develop, review and update articulation agreements, and the list goes on. Sometimes support staff is needed to assist with research; data collection and reporting, written documentation, web site development, and other career cluster and pathway framework related activities. In this guidebook, a more detailed overview of the work that needs to be done by education professionals is provided. Education professionals cannot succeed without administrative support.

Schools, districts, and post-secondary institutions may not have all the resources they need to implement career cluster and pathway framework well. Tough decisions will need to be made each year as to what resources exist, how existing resources can be redirected to this purpose; and how partners and stakeholders may be able to leverage additional resources for the task.

➤ ***Establish formal procedures for the needs assessment, design, implementation, and continuous improvement of Career Pathways.***

Education professionals from both secondary and post-secondary should work as a team with other education, business and industry, legislative, workforce and economic development partners to conduct needs assessments relating to workforce and labor market information (see the partnership component). Using the results of the needs assessment, the team should determine which career pathway(s) needs to be developed in the school district. It is beneficial if the school/district has a uniform process for accomplishing this task so that as new career cluster and pathway teams form, processes and procedures are in place to guide their work. Once a career pathway has been designed, a lot of work needs to happen over the next couple of years to update curriculum, create and revise articulation agreements, establish and maintain partnerships, evaluate student and stakeholder experiences, and further lay the foundation for successful career cluster and pathway framework implementation and continuous improvement. In Wisconsin, formal develop a curriculum (DACUMS) facilitated events conducted by the Worldwide Instructional Design System team or other skilled facilitators are excellent ways to obtain information from business and industry. Once again, having formal practices documented in the school/district will help guide other career cluster and pathway teams to be efficient and effective in their efforts.

➤ ***Ensure opportunities and support for any student to participate and succeed in a Career Pathway.***

Not only should administrators be concerned with support for education professionals and stakeholders involved in career cluster and pathway teams, they need to make certain that every student in the school/district has an equal opportunity to participate and be successful in completing a program of study. First, career cluster and pathway framework options must be widely distributed through school and district publications and communications such as the course catalog, student handbook, school/district web site, etc. Resources are needed

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so all students can use a web-based career guidance system such as WISCareers or Career Cruising, e-portfolios, and other career development software/materials in their classes.

Some districts in Wisconsin require that students declare a Program of Study in the 8th grade. Others incorporate **ILPs** into their district graduation requirements. By demonstrating support for effective teaching and learning strategies, encouraging development of and student participation in work-based learning and credit transfer opportunities, administrators will be creating options for every student to be successful in a career pathway. Refer to the School Counseling and Advising component and the Wisconsin Comprehensive School Counseling Model for additional information.

➤ ***Ensure opportunities for secondary students to develop and refine an Individual Learning Plan (ILP).***

Most Wisconsin schools/districts utilize the comprehensive school counseling model. ILPs are a tool to meet the benchmarks within the Model Academic Standards for School Counseling. Students should begin developing an ILP in the 8th grade as they are planning courses for their 9th grade year. An ILP identifies what needs to be achieved and looks towards the future, incorporating activities in school and outside the school walls. Administrators can hold teachers and school counselors accountable for career and academic advisement (see School Counseling and Academic Advisement and Course Sequences). It is critical for students to use an ILP for their career and academic planning, share that plan with parents, educators, and others, and update it on a regular basis. Then, students should continue their ILP as they transition from secondary to post-secondary education options.

➤ ***Provide resources for long term sustainability of Career Cluster and Pathway frameworks.***

Understand that full implementation of career cluster and pathway framework may take several years to launch and then will need to be reviewed and improved on a long-term basis. Just as school districts have policies and procedures for curriculum review and renewal, the career cluster and pathway framework will also need a schedule of renewal.



Policies and Procedures	Needs To Be Considered	In the Planning Stage	Partially Implemented	Fully Implemented
Review and revise existing school/district and post-secondary institutional policies and examine procedures to determine the impact on Career Cluster/Pathway implementation.				
Determine and ensure education professionals, students, and community stakeholders are aware of policies and procedures supporting Career Cluster/Pathway implementation.				
Provide for sufficient funding and other resources for Career Cluster/Pathway implementation.				
Establish formal procedures for the needs assessment, design, implementation, and continuous improvement of Career Pathways				
Ensure opportunities and support for any student to participate and succeed in a Career Pathway.				
Provide resources for long-term sustainability of Career Cluster and Pathway frameworks.				

SECTION IV - APPENDIX

The appendix portion of the guide includes many helpful materials for POS implementation. From data to support the process, to key terms, helpful web links, and resources, this portion of the guide will be growing with each passing year. If you have helpful materials that you would like to share, please send them to careerpathways@dpi.wi.gov.

Why are Career Pathways and Programs of Study Important to Educators?

Every Wisconsinite should have access to education or training past high school leading to a technical college degree or diploma, occupational credential, industry certification, or one's first two years of a four-year degree—to be pursued at whatever point and pace that makes sense for individual workers and industries. Every person who lacks basic skills must also have access to the basic education needed to pursue middle-skill occupational training.

Skills to Compete-Wisconsin

<http://www.nationalskillscoalition.org/states/state-coalitions/wisconsin/>

Today, middle skill jobs still represent the largest share of jobs in Wisconsin—some 54 percent—and the largest share of job openings into the next decade.

Wisconsin's Forgotten Middle Skills Job

http://www.nationalskillscoalition.org/assets/reports-/skills2compete_forgottenjobs_wi_2009-10.pdf

By connecting students to career pathways, improvements in education will be seen. Competitive Wisconsin (<http://www.competitivewi.com/>) believes that for Wisconsin to be a leader in the knowledge economy, Wisconsin must act urgently and strategically to advance the educational attainment of all Wisconsin citizens. Among the targeted goals are:

- 100 % high school graduation rate. Current drop-out rates-overall 1.9%, American Indians 4.4%, Latino/a 5.4 %, and African Americans 8.9%.
- 100% of high school graduates will be proficient or above in reading and mathematics. Current rates 74% in reading and 72% in math overall.
- Increase the rate of AP pass rates
- World languages should be available in 100% of elementary schools in the state.
- Increase achievement, reduce truancy, eliminate out of school suspensions and increase attendance rate to the statewide average for the Milwaukee Public School system.
- Public and private sectors should prioritize their investments in education proportionate to the return on investments, not only for individuals, but for our economic future.
- To produce or attract an additional 170,000 individuals with BA degrees and 170,000 individuals graduate degrees by 2020.

“It’s an economic issue when the unemployment rate for folks who’ve never gone to college is almost double what it is for those who have gone to college. Education is an economic issue when nearly eight in 10 new jobs will require workforce training or a higher education by the end of this decade. Education is an economic issue when we know beyond a shadow of a doubt that countries that out-educate us today, they will out-compete us tomorrow.” (Obama, 2010)

“The future of our communities and of our country, not to mention countless individuals, depends significantly on the ability of community and technical colleges—along with their partners in education and the employer community—to do a far better job of moving students to and through their institutions, toward better jobs, and toward continuing education over a lifetime.” (McClenney, 2006)

***National Leaders
embrace the
pathway initiative***

“Unless the skills gap within the United States is closed and employers can find the workers they need, and job seekers have the skills to pursue the opportunities that will exist, then America's economy will remain vulnerable.... The stakes are high: freedom of trade and commerce; personal and political liberty; and national and individual security.” (Sampson, 2001)

Current research shows students who are engaged in a rigorous and relevant sequenced curriculum with direct linkages to post-secondary programs or careers are more likely to graduate and are better prepared for success in a career or program. (Karp et al, 2007 and Lekes et al, 2007)

This initiative is not new. The National Association of State Directors for Career and Technical Education Consortium (NASDCTEc) and their Board of Directors assumed leadership of the Career Cluster Initiative in the United States, in conjunction with the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education. This initiative has identified 16 clusters representing career opportunities for the 21st century. (Losh, 2002) High schools and technical colleges have invested resources and talent over the past five to ten years to develop the concept and various implementation models. Among the major players are the National Association of State Directors of Career Technical Education Consortium; the League for Innovation in the Community College with its College and Career Transitions Initiative (CCTI); the Workforce Strategy Center; the National Career Pathways Network (NCPN); the Center for Occupational Research and Development (CORD); the Community College Research Center (CCRC) at Columbia University; the Ford Foundation's Bridges to Opportunity Initiative; and the Joyce Foundation's Shifting Gears initiative [which supports the Regional Industry Skills Education (RISE) Initiative at technical colleges and workforce boards in Wisconsin].

Although the Career Cluster and Pathway initiative began and continues to be pushed from Career and Technical Education areas it is important to understand the initiative goes beyond Career and Technical Education. All facets of education are involved in preparing youth through a rigorous curriculum in preparation for college and a career.

Career Clusters are broad occupational groupings...an organizing tool defining education for post-secondary preparation and careers using 16 broad clusters of occupations and 79 pathways with validated knowledge and skill standards that ensure opportunities for all students regardless of career goals and interests. (For more specific information on the clusters and pathways please see the appendix).

Whereas career clusters are organized around occupational groups, similarly industry clusters or sectors are organized around industry. Sometimes career clusters align perfectly with an industry sector or cluster, sometimes not. This can be confusing to some as it may appear a specific industry is apparent in the clusters. For example, the energy industry sector or welding does not have a specific cluster as the occupational groupings in the industry sector fall within several career clusters including manufacturing, and architecture and construction.

However, it is important to note that Wisconsin colleges, employers and workforce partners are also involved in Career Pathway work for **adults**, who are beyond the traditional age of schooling. These learners need efficient and accelerated entry into the Career Pathways in order to master the content needed for higher-skills employment, 21st century jobs in emerging areas of Wisconsin's economy. Information on a focal point of these efforts, Wisconsin's RISE (Regional Industry Skills Education) initiative is available at www.risepartnership.org. Although the Program of Study work addressed in this guide and the RISE efforts in Wisconsin are designed to serve individuals of differing ages with multiple economic and family circumstances (and who, therefore, will access pathways through different methods and on different timelines), the two efforts are readily reconcilable as they share many core concepts as well as the structure of Career Clusters and Career Pathways, etc.

Key Terms

- **Active learning** – “Anything that students do in a classroom other than merely passively listening to an instructor's lecture.” (*Paulson & Faust*, <http://www.calstatela.edu/dept/chem/chem2/Active/index.htm>).
- **Accuplacer** – Admissions/entrance exam used for various higher education institutions (typically technical colleges). Accuplacer is an adaptive exam which means the questions are chosen for the student based on answers provided in previous questions. The other two commonly used admissions/placement exams in Wisconsin Technical Colleges are the COMPASS test and the TABE (Test of Adult Basic Education).
- **Advanced placement (AP)** – Wisconsin post-secondary Institutions participate in the College Board Advanced Placement (AP) Program and typically award course exemptions and college credit to entering students with qualifying scores on individual exams in various general education and humanities content areas.
- **Advanced standing (AS)** – A high school student who has successfully completed a course taught by a high school teacher using a high school curriculum wherein the high school and a technical college have aligned curriculum competencies and developed an articulation course agreement. The credit is awarded upon enrollment in a technical college; however, grades are not recorded on a technical college transcript.
- **Apprenticeship** – Apprenticeship programs assist registered indentured apprentices to acquire the related technical knowledge and skills to augment the on-the-job experiences for all aspects of their trade. Both the employer and the apprentice must be contracted with the Bureau of Apprenticeship Standards to begin an apprenticeship.
- **Articulation agreement** – An articulation agreement is a formal agreement between institutions that allows credit for a course or sequence of courses taken at one institution to be applied in specific programs at another institution. These agreements may be between a high school and a post-secondary institution, or among post-secondary institutions.
- **Associate in Applied Science Degree (AAS)** – An AAS Degree helps individuals prepare for, or advance in, a particular occupation or field. Most AAS degrees require 60-70 credits and consist of technical studies, general studies, and electives. Time to completion varies widely. Some or all credits may be applied toward a bachelor's degree program at a four-year college. In Wisconsin the technical colleges award AAS degrees.
- **Associate in Arts or Associate in Science Degree** – An Associate in Arts or an Associate in Science is a degree awarded by technical colleges in Wisconsin intended to transfer to a four-year college or university.
- **Associate of Arts and Science Degree** – An Associate of Arts and Sciences Degree is awarded to an individual for completion of a program that is intended for transfer to a four-year college or university. The degree requirements usually include courses in fine arts, humanities, mathematical and natural sciences, and social sciences.
- **Bachelor's degree** – A bachelor's degree is an academic degree awarded to individuals for completion of an undergraduate major that generally lasts for four years.
- **Bridge certificate** – A term used in the WTCS wherein a degree program begins with a certificate. Completion of the certificate allows the student to continue on in the degree program and/or use the skills developed in the certificate to take a first step into employment in their career field.
- **Business and education partnership** – This partnership is a collaborative relationship that is mutually beneficial for students, staff, industry experts, and/or community members to increase student readiness, employability skills, and acquisition of academic and technical skills.
- **Career** – A chosen profession, field of work or calling.
- **Career Clusters** – In their simplest form, Career Clusters are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic, and employability knowledge and skills. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills.

Appendix

- **Career Pathways** – Career Pathways are sub-groupings of occupations/career specialties within a career cluster used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.
- **Career Pathway Bridge** – A term used in the WTCS, a Career Pathway Bridge helps adults in need of basic skills or English Language Learning succeed in a Career Pathway. Bridges consist of courses that link basic skills development with occupational skills development and accelerate the transition from pre-college to college level work.
- **Career and Technical Education (CTE)** – Instructional programs designed to achieve student mastery of skills and knowledge. Current programs in high school and technical colleges are transitioning to align with Career Clusters and Pathways. High quality CTE employs work-based learning and CTSO involvement in addition to coursework. A CTE is an instructional program that includes a rigorous sequence of quality academic content and technical skills, with a focus on specific Career Clusters and Pathways. Programs prepare students to successfully transition to post-secondary education or work.
- **Career and Technical Student Organization (CTSO)** – Co-curricular career-based student organizations recognized by the U.S. Department of Education that are related to a specific Career and Technical Education field.
- **Career awareness** – Activities that incorporate workplace operations to illustrate why people work, the kinds of conditions under which work is performed, the various levels of training and education needed to work, appropriate work behaviors, and how expectations at school are related to expectations in the world of work.
- **Career exploration** – Activities covering the entire career spectrum using clusters of similar or related careers as a framework to study all occupational groups while simultaneously evaluating personal interests and skills in relation to the jobs studied.
- **Career planning and preparation** – Activities which are focused on personal career interest areas and experiencing the work in these areas.
- **Career (occupational) Specialties** – These are particular careers or occupations based on advanced knowledge and skills specific to a career or occupation.
- **Career/Tech Prep** – This term refers to Career Prep or Tech Prep. Currently both terms are used to describe a school-to-work transition program that helps students make the connection between high school, post-secondary education and employment. As a statewide career development system, Career/Tech Prep provides students with a planned program of study that incorporates academic and career-related articulated courses between secondary and post-secondary education.
- **Certificate** – An occupational credential typically awarded by a technical or community college or other educational provider after completion of a short-term program in a career specialty area.
- **College and Career readiness** – Involves three major skill areas: *core academic skill* and the ability to apply those skills to concrete situations in order to function in postsecondary education and the workplace; *employability skills* (such as critical thinking and responsibility) that are essential in any career area; *technical, job-specific skills* related to a specific career pathway.
- **COMPASS test** (offered by ACT-American College Testing)– See Accuplacer
- **Cooperative education** – A structured program combining academic and Career and Technical Education with work-based learning experience.
- **Curriculum/Program** – A set of courses, including prescribed content that is offered at a particular school; may be used to describe general requirements or a specific course; usually considered in broader terms than program of study.
- **DACUM (Developing A CURriculum)** – A process for developing a curriculum based occupational analysis which provides a framework for instructional development. In a DACUM process, a facilitator elicits collective insight about the occupation involving job duties and tasks associated with the successful achievement of the occupation from individuals who perform the duties of the occupation. By the end of the day, major competencies are identified and organized into natural groupings that form the basis for curriculum.
- **Doctoral Degree** – A doctoral degree is an academic or professional degree that qualifies the holder to teach or practice in a specific field such as philosophy, literature, law, or medicine. Examples are Doctor of Philosophy

(Ph.D.), Doctor of Medicine (M.D), and Doctor of Education (Ed.D.). Doctoral applicants were previously required to have a master's degree, but many programs will now accept students immediately following completion of their undergraduate studies.

- **Dual Credit** – See transcribed credit
- **Education for Employment** – A state statute designed to allow all youth opportunities to connect what is learned in school, understand and plan for future careers, master human relations skills needed for effective communication and work, understand the fundamentals of work and our economy, apply and manage technology, and access contemporary technical training and school-supervised work experience.
- **Employability Skills and Work Behaviors** – The skills needed by students to obtain and retain employment, and which are applicable and transferable to general employment situations. Skills such as organization, responsibility, dependability, honesty, teamwork, and integrity, which can all be translated into the work environment.
- **Horizontal Curriculum Alignment** – Horizontal alignment is the alignment of the curriculum being taught by teachers in a common subject or grade level.
- **Individualized Education Plan (IEP)** – Written plan and legal document that states special education student's present level of functioning; specific areas that need special services; annual goals; short-term objectives; services to be provided; and the method of evaluation to be implemented for children 3 to 21 years of age who have been determined eligible for special education.
- **Individualized Learning Plan (ILP)** – An ILP includes a program of study and learning that represents a mapped education plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" by recording the student's connections to the larger community including examples of community service and volunteerism; membership in civic or community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or Youth apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts.
- **Internship** – Structured on-the-job training that provides experiences for students in order to help them determine interest in a career and meet contacts in the field.
- **Job shadowing** – A temporary, unpaid work experience where students learn about a job by spending a workday with an experienced worker.
- **Knowledge and Skills** – Knowledge and Skills are industry-validated statements that describe what learners/employees need to know, and to be able to do, for career success within a Cluster and/or Pathway.
- **Liberal Arts and Sciences** – Majors in the Liberal Arts and Sciences provide Pathways to a wide array of 21st century careers through preparation in such areas as knowledge of human cultures and the natural world; critical and creative thinking skills; effective communication skills; intercultural knowledge and competence; and individual, social, and environmental responsibility.
- **Master's Degree** – A master's degree is an academic degree that is awarded to individuals who have undergone study demonstrating a mastery of a specific field of study or area of professional practice. Generally students must have previously earned an undergraduate (bachelor's) degree.
- **Occupational Specialties** – See Career Specialties.
- **Post-secondary** – Education following high school—in Wisconsin post-secondary options include technical college, private and public 2- and 4- year colleges and universities and apprenticeship programs.
- **Post-secondary credit** – Credit awarded by a technical college, or a 2-year or 4-year college or university.
- **Private school** – An educational institution that is funded through tuition, fundraising, private grants, and donations without the support of public tax dollars
- **Program of Study (POS) Curriculum Framework** – A program of study is a sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences at the local school district level.
- **Public school** – An educational institution that is funded primarily by tax dollars.

Appendix

- **Remediation** – At the post-secondary level, the coursework that entering students need to take before they demonstrate readiness for college-level study.
- **School-to-Work** – An initiative designed to improve school-to-work transitions for all students.
- **Student-centered** – A teaching philosophy whereby students learn best by interpreting information and/or concepts, learning through discovery while also setting the pace of their own learning. Teacher responsibilities when using student-centered approaches are to coach and mentor students to facilitate their learning and design experiences that allow students to develop and apply new knowledge and skills.
- **TABE** – Test of Adult Basic Education
- **Tech Prep** – See Career/Tech Prep
- **Technical Diploma** – Technical diplomas help individuals prepare for a targeted occupation, typically at the entry level. Credit requirements range from 3 to 70 credits and time to complete varies widely. Some credits may bridge into associate degree programs.
- **Transcripted (dual) Credit (TC)** – Post-secondary credit earned by a high school student for successfully completing a college level course. The student may request a transcript from the technical college, 2- or 4-year College, or university.
- **University** – A post-secondary educational institution, often consisting of several colleges, that offers bachelors, masters, and doctoral degrees and research opportunities in various branches of learning.
- **Vertical Curriculum Alignment** – is the alignment of the curriculum content being taught by teachers from one grade level through high school and into post-secondary education programs.
- **Vocational Education** – See Career and Technical Education (CTE).
- **Wisconsin Youth Apprenticeship (YA)** – This rigorous one- or two-year program is designed for high school juniors and seniors. It combines academic and technical instruction with paid on-the-job training at a mentored worksite. Wisconsin technical colleges may award credit for prior learning to apprenticeship program graduates.
- **Wisconsin Youth Options** – This program allows public high school juniors and seniors who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or tribally-controlled colleges. Approved courses count toward high school graduation and college credit.
- **Work-Based Learning (WBL)** – A set of planned educational experiences, either paid or unpaid, coordinated and supervised by licensed school personnel, and designed to enable learners to acquire work behaviors, skills, and knowledge for work and other life roles by participating in actual or simulated work settings. This includes job shadow, cooperative education, internships, and apprenticeships

Resources

- America's Career InfoNet (<http://www.careerinfonet.org/>)
- America's Career Resource Network (ACRN) (<http://cte.ed.gov/acrn/>)
- America's Job Bank (<http://www.jobbankinfo.org/>)
- Association for Career and Technical Education (ACTE) (<http://www.acteonline.org>)
- Academic Achievement Data (<http://dpi.wi.gov/sig/dm-acadachmt.html>)
- Attendance and Behavior Data (<http://dpi.wi.gov/sig/dm-attendbehav.html>)
- Career Cruising (<http://www.careercruising.com/>)
- Career and Technical Education Consortium of States (<http://www.v-tecs.org/>)
- Career Guide to Industries (<http://www.bls.gov/oco/cg/cgs034.htm>)
- Center on Wisconsin Strategy (<http://www.cows.org/>)
- Data Collection System DPI (http://cte.dpi.wi.gov/cte_veersbf)
- Data Collection System WTCS (<http://www.wtcsystem.edu/reports/data/index.htm>)
- Demographic Data DPI (http://winss.dpi.wi.gov/winss_dm-demographics)
- Developing a Curriculum (DACUM) (<http://www.dacum.org/> and <http://www.trc.eku.edu>)
- Education for Employment (http://cte.dpi.wi.gov/cte_e4eindex)
- High Schools That Work (HSTW) (http://www.sreb.org/page/1078/high_schools_that_work.html)
- Know How 2 Go Wisconsin <http://www.knowhow2gowisconsin.org/>
- Majors at Wisconsin Private Colleges
(<http://waicu.org/upload/2010Guide/WebContent/MajorAreasofStudy.pdf>)
- Majors and Careers in the University of Wisconsin System
([http://uwhelp.wisconsin.edu/majors.asp?_utma=1.2026293947.1277264663.1277264663.1277264663.1&_utmb=1.3.10.1277264663&_utmc=1&_utmx=-&_utmz=1.1277264663.1.1.utmcsr=search.mywebsearch.com|utmccn=\(referral\)|utmcmd=referral|utmct=/mywebsearch/GGmain.jhtml&_utmv=-&_utmk=188219816](http://uwhelp.wisconsin.edu/majors.asp?_utma=1.2026293947.1277264663.1277264663.1277264663.1&_utmb=1.3.10.1277264663&_utmc=1&_utmx=-&_utmz=1.1277264663.1.1.utmcsr=search.mywebsearch.com|utmccn=(referral)|utmcmd=referral|utmct=/mywebsearch/GGmain.jhtml&_utmv=-&_utmk=188219816))
- Major Programs in Wisconsin Technical Colleges
(http://www.witechcolleges.org/Explore_Careers/career_programs.php)
- Making Sense of Data-Driven Decision Making in Education
(http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf)
- Model Academic Standards for School Counseling Programs (http://sspw.dpi.wi.gov/sspw_scstudentstandards)
- National Association of State Directors of Career and Technical Education Consortium
(<http://www.careertech.org>)
- National Career Pathways Network (<http://www.cord.org/ncpn-index.cfm/>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/pubs2002/cip2000/index.asp>)
- National Occupational Competency Testing Institute (NOCTI) (<http://www.nocti.org>)
- O*Net (Occupational Information Network) (<http://www.onetonline.org/>)
- Perkins IV (<http://www.perkins4.org/>)
- RISE (Regional Industry Skills Education) <http://risepartnership.org/>
- Special Education Data (http://sped.dpi.wi.gov/sped_dm-spededata)
- States Career Clusters Initiative (SCCI) (<http://www.careerclusters.org/>)
- Staff, Teacher and Program Data (http://winss.dpi.wi.gov/winss_dm-stafftchr)
- Sustaining School Improvement University of Wisconsin System (<http://www.wisconsin.edu/>)
- University of Wisconsin System Transfer Information System (<http://tis.uwsa.edu/index.html>)
- U.S. Department of Education - Office of Vocational and Adult Education (OVAE)
(<http://www2.ed.gov/about/offices/list/ovae/index.html>)
- U.S. Department of Labor Occupational Outlook Handbook (<http://www.bls.gov/oco/>)
- WISCareers (<http://wiscareers.wisc.edu/Default.asp>)
- Wisconsin Association for Career and Technical Education (WACTE) (www.wacteonline.org)
- Wisconsin Association for Leadership in Education and Work (WALEW) (<http://www.walew.org/>)
- Wisconsin Career Pathway Web Site (<http://www.wicareerPathways.org>)
- Wisconsin Comprehensive School Counseling Programs (http://sspw.dpi.wi.gov/sspw_couns1)

Appendix

- Wisconsin Comprehensive School Counseling Model (WCSCM) (http://sspw.dpi.wi.gov/sspw_scguidemodel)
- Wisconsin Department of Workforce Development Labor Market Information (<http://worknet.wisconsin.gov/worknet/default.aspx>)
- Wisconsin DPI Agriculture and Natural Resources (<http://dpi.wi.gov/ag/index.html>)
- Wisconsin DPI Business and Information Technology (<http://dpi.wi.gov/bit/index.html>)
- Wisconsin DPI Family and Consumer Sciences Education (<http://dpi.wi.gov/bit/index.html>)
- Wisconsin DPI Health Science Education (<http://dpi.wi.gov/hs/index.html>)
- Wisconsin DPI Marketing, Management, and Entrepreneurship Education (<http://dpi.wi.gov/mmee/index.html>)
- Wisconsin DPI Technology and Engineering (<http://dpi.wi.gov/te/index.html>)
- Wisconsin Information Network for Successful Schools (<http://dpi.wi.gov/sig/index.html>)
- Wisconsin Private Colleges (<http://www.privatecolleges-wisc.org/>)
- Wisconsin School Performance Report (<http://dpi.wi.gov/spr/index.html>)
- Wisconsin Technical College System (<http://www.witechcolleges.org/>)
- Youth Apprenticeship (http://www.witechcolleges.org/High_School_Students/youth_apprenticeship.php)
- Youth Options (http://www.witechcolleges.org/High_School_Students/youth_options.php)

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Advanced Standing Versus Transcribed Credit Table

This table outlines the similarities and differences between the two types of articulation.

Terminology	Advanced Standing	Transcribed Credit
DEFINITIONS	Advanced Standing may also be referred to as <ul style="list-style-type: none"> • “credit in escrow” because the application of the credit is delayed until students enroll in a technical college program. 	Transcribed Credit may also be referred to as: <ul style="list-style-type: none"> • “dual credit courses” as high schools also give credit. • “direct credit” because students are earning technical college credit directly from the technical college.
RELATIONSHIP BETWEEN HIGH SCHOOL AND TECHNICAL COLLEGE COURSES	High school course(s) or competencies are determined to be equivalent or comparable to a technical college course. Agreements require a minimum of a 3.0 grade point on a 4.0 scale for students to earn credit. High school grading policies and standards are followed.	Technical college curriculum is taught to high school students. A variety of delivery methods may be used. Students earn both high school credit and technical college credit simultaneously. Technical college grading policies and standards established in the agreement are followed.
TEACHER	Course is taught by a high school teacher who holds a current DPI license in the related area of instruction.	Course is taught by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related area and has been granted WTCS articulation certification under Wisconsin Administrative Code TCS 3.03(9) (b).
AWARDING CREDIT	The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Technical college credits are awarded, however, technical college grades are not given for these courses.	Upon successful completion of course, grades are posted to an official technical college transcript and tabulated in the student’s technical college GPA. Students earn technical college credit and high school credit simultaneously.

The link to this chart is located at:

<http://systemattic.wtcsystem.edu/Grants/Perkins-4/tech-prep/Advanced-Standing-vs-Transcribed-Credit.doc>

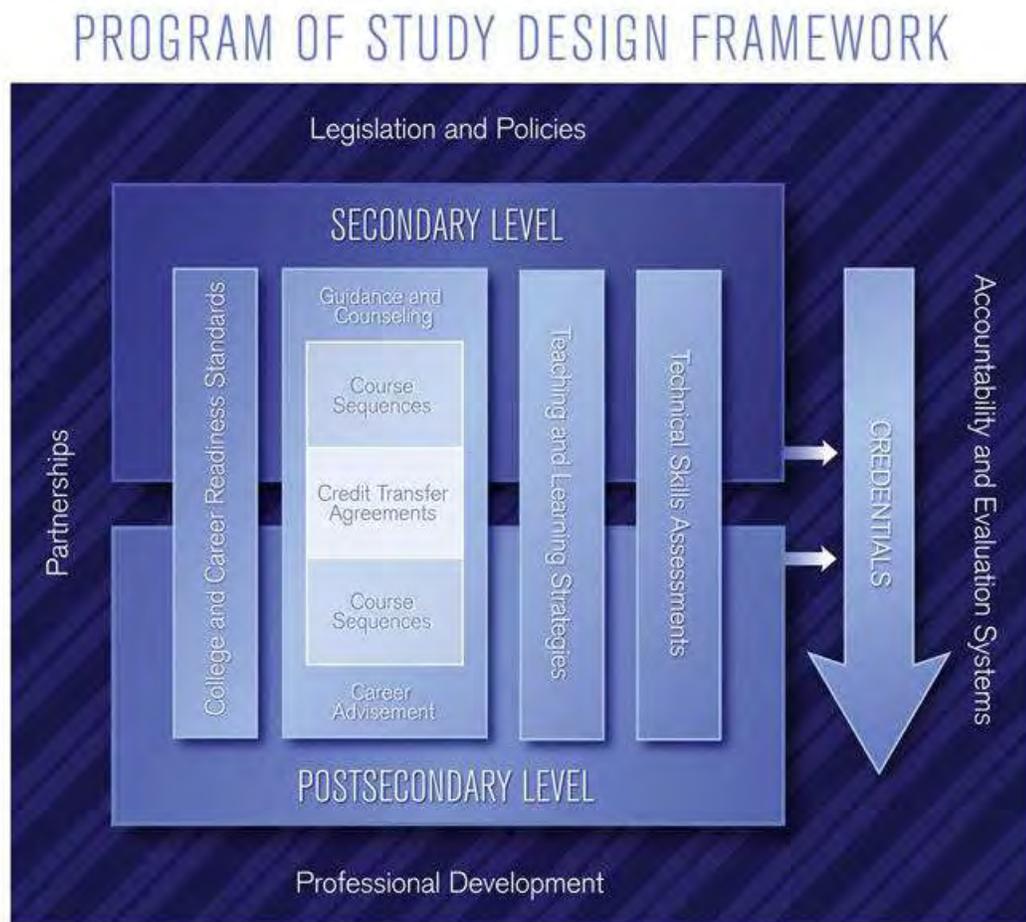
Appendix

Terminology	Advanced Standing	Transcripted Credit
DOCUMENTATION	<p>The school district maintains the student’s transcript. Under DPI, PI 26 Education for Employment;</p> <p><i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating post-secondary institution, when appropriate.</i></p> <p>Technical colleges may opt to give a “certificate of eligibility” that specifies the course title, course number and credits for which advanced standing may be granted upon enrollment at a technical college.</p>	<p>The technical college maintains the student’s transcript for technical college course work. The school district maintains the student’s transcript including high school and technical college course work. Under DPI, PI 26 Education for Employment;</p> <p><i>The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating post-secondary institution, when appropriate.</i></p>
DATA REPORTING	<p>School districts receiving Perkins funds are required to report current articulation in the Career and Technical Education Enrollment Reporting System (CTEERS).</p>	<p>The technical college reports the course in the WTCS Client Reporting System.</p>
AGREEMENT/COSTS	<p>Involves a written articulation agreement. No fees are charged to the student or school district.</p>	<p>Involves a written contractual agreement and cost-neutral arrangement between a school district and a technical college.</p>
TRANSFER TO ANOTHER WTCS TECHNICAL COLLEGE	<p>According to the Credit for Prior Learning policy (Educational Services Manual 12.10.5), technical college credit awarded for high school coursework covered by an articulation agreement at the originating technical college shall be accepted as credit toward completion of a comparable course or courses by the receiving technical college.</p>	<p>All courses taken for technical college credit appear on a student's transcript and shall be transferrable to other technical colleges who have the same program.</p>

OVAE Ten Components Model

The *Ten Components* as adapted for Wisconsin from the Office of Vocational and Adult Education (OVAE), in collaboration with major national associations, organizations, and states. Following is a graphic of the OVAE model. The link is found at:

<http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm> .



Template for Submitting Practical Examples, Models, and Artifacts for the Wisconsin Career Cluster and Pathway Framework Implementation Guide

Title:

Related to pages of the Guide:

Source*:

Target Audience:

Description/Purpose:

Time Required:

Resources Needed:

Steps to Implement/Procedure:

Reflection/Evaluation:

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Please send to: Sara Baird, Career Pathways Consultant, Department of Public Instruction, 125 S. Webster St, PO Box 7841, Madison WI 53703.

2015 WISCONSIN APPRENTICESHIP SUMMIT

January 28-30, 2015



WISCONSIN
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STATE OF WISCONSIN



Department of Workforce Development



A special thanks to:

The Johnson Foundation at Wingspread for their hospitality which created an outstanding experience at a tremendous retreat environment. Sincere thanks and appreciation to:

Roger Dower	President, The Johnson Foundation at Wingspread
Ashley Staeck	Program Officer, The Johnson Foundation at Wingspread
Barbara Schmidt	Program Assistant, The Johnson Foundation at Wingspread

National Governors Association

Brent Parton, Senior Policy Analyst, who was the "glue" that strengthened the mission and objectives of the Summit which led to the participants being constantly engaged and involved in the process.

Department of Workforce Development Facilitators

The small group discussions and resulting Action Plan were the heart of the conference. The facilitators were able to draw out discussion among the participants which enabled participants to not only learn about apprenticeship but to become engaged with stake in the outcome.

Becky Kikkert	Communications Specialist Advanced Wisconsin Department of Workforce Development
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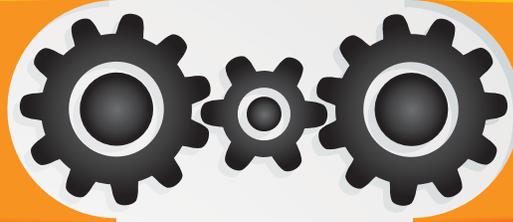
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CONTENTS AT A GLANCE



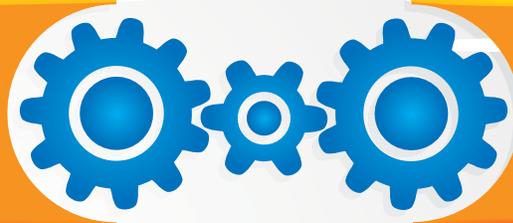
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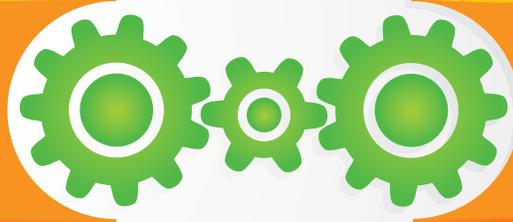
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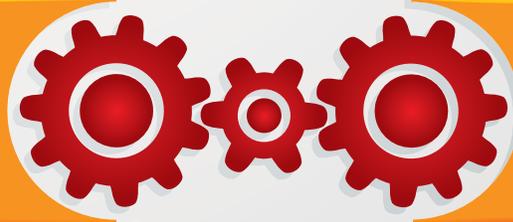
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IV.



RECOMMENDATIONS
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V.

Wisconsin Apprenticeship Summit

Action Plan to Improve and Modernize the Wisconsin Apprenticeship System



Introduction

Apprenticeship is a system of work-based learning that fulfills the skills needs of industry by preparing workers through a combination of on-the-job learning with classroom instruction. Wisconsin has a long and proud tradition of apprenticeship dating back to 1911 when Wisconsin passed the United States' first apprenticeship law, and established the state's vocational school system, which evolved into the Wisconsin Technical College System, to provide the related classroom instruction.

With safeguards for both the apprentice and the employer, Wisconsin's law became a model for other states and for the federal government in developing their own apprenticeship systems. Today, the Wisconsin Department of Workforce Development (DWD) is the state agency that has primary responsibility for implementing and monitoring apprenticeship programs in the state. Specific responsibility for administering apprenticeship program standards is held by the Bureau of Apprenticeship Standards (BAS), which is located in the Department's Division of Employment and Training.

With an economy that offers fewer well-paying jobs and career opportunities for individuals with a high school education or less, policymakers across the country are demonstrating a renewed interest in expanding apprenticeship as a promising strategy for enhancing the skills of the workforce. Wisconsin, building off its long tradition and established institutions that support apprenticeship, is well positioned to support this expansion by reaching a broader range of employers and participant populations.

However, Wisconsin recognizes for the need for a more comprehensive strategy to help build awareness and familiarity with the apprenticeship system among employers; workforce and economic development stakeholders; and the secondary and post-secondary education system, including students, parents and counselors. A statewide strategy can provide a roadmap and help coordinate the actions of these diverse stakeholders towards measurable goals to expand participation in high quality apprenticeships.



Scott Walker

**Governor,
State of Wisconsin**

“Wisconsin has a strong tradition that is over 100 years old with the Registered Apprenticeship program. It has assisted employers meet their needs for well-trained workers. I continue to support the workforce readiness programs, like apprenticeship, because we believe in proven practices that help more people secure family-supporting jobs.”

Wisconsin Apprenticeship Summit

Action Plan to Improve and Modernize the Wisconsin Apprenticeship System



Background

Wisconsin's economy has changed in many aspects—workforce demographics, capital/labor ratio, and the pace of technological change. Baby Boomers aging out of the workforce are putting an unprecedented constraint on job growth in the state. Substituting advanced technical capital for labor is how Wisconsin can compete in the global economic environment. This trend necessitates a focus on skills development in the workforce and aligning those skills with business needs. By definition, apprenticeship training is a perfect fit for matching workforce talent with current and future employers' needs.

Wisconsin industry has been vocal about the necessity of new approaches in apprenticeship. Employers readily embraced hybrid and competency models. Interest in “the German Model” is high. Talk of “school-to-work” is now “work-during-school.” Demand for quality assessment tools and methods are on the rise. The apprenticeship tradition is marrying well with new technologies – on the job, in the classroom and in policy. All in all, Wisconsin’s industry is future-focused and will remain an influential driver of apprenticeship innovation

As a result, the Bureau of Apprenticeship Standards and the Wisconsin Apprenticeship Advisory Council proposed a solutions-focused apprenticeship summit with the following goals in mind:

- GOAL 1.** Hear from a wide variety of expert thought leaders on current apprenticeship training research, historical lessons, and best practices for the expansion and improvement of the apprenticeship method of training.
- GOAL 2.** Discuss and evaluate how the best practices and body of research can be applied to improve and modernize the Wisconsin model of apprenticeship training.
- GOAL 3.** Prioritize improvement strategies that use apprenticeship to better address the aging skilled trades workforce, workforce shortages, and training gaps, especially in relation to better connecting youth, minorities and women to apprenticeable occupations.

Forty thought leaders from the state, national, and international apprenticeship community were invited to discuss and design transformative change models that would align the apprenticeship model and structure with workforce analytics, build in needed flexibility and workplace value, and ensure that Wisconsin's apprenticeship program is positioned to keep pace with employer needs and the increasingly rapid changes within Wisconsin's economic landscape

Reggie Newson

**Secretary,
Wisconsin Department of
Workforce Development**

“Wisconsin is a national leader in registered apprenticeship. The Apprenticeship Summit offered the opportunity for both state and national experts to collaborate and create an action plan that will result in significant return on investment for apprenticeship. These are the kinds of innovative approaches that will address the in-demand needs for employer to remain competitive and move our state's economy forward.”

The Johnson Foundation at Wingspread dedicated to serve as a catalyst for innovative public and private solutions, both global and regionally, agreed to co-sponsor the Summit. The mission of The Johnson Foundation at Wingspread was a perfect fit to assist in meeting the objective of the Apprenticeship Summit:

Convene industry executives, leading workforce & education experts and innovative apprenticeship policy makers to evaluate and discuss current research and operating models in order to enhance Wisconsin's apprenticeship strategies.

The key outcome of the Summit was the development of a statewide action plan that outlined priority improvement strategies for Wisconsin's apprenticeship system. The participants from across the state's employer, workforce, and economic development and education communities devoted their time and effort to identify and discuss these priority improvement strategies.

The Wisconsin Apprenticeship Summit

The Wisconsin Apprenticeship Summit was held on January 28-30, 2015 at Wingspread in Racine, Wisconsin. Over the course of the Summit, participants heard from a variety of experts and thought leaders on apprenticeship research and best practices for the expansion and improvement of apprenticeship training. Participants discussed and evaluated how to apply these lessons and best practices to improve and modernize the Wisconsin apprenticeship model. This included focusing on approaches necessary to reduce start-up time and costs by developing partnerships, and leveraging resources from the Wisconsin's workforce and education system across the state's regions.



Wisconsin Apprenticeship Summit Participants

Dave Anderson, Assistant Deputy Secretary, Wisconsin Department of Workforce Development

Daniel Barker, Value Stream Manager, Ariens Company

Jonathan Barry, Deputy Secretary, Wisconsin Department of Workforce Development

David Branson, Executive Director, Building Trades Council of South Central Wisconsin

Jose Bucio, Affiliate Service Coordinator, Wisconsin State AFL-CIO

Earl Buford, President & Chief Executive Officer, Milwaukee Area Workforce Investment Board

Nate Butt, Production Support Department Manager, Quad Graphics

Jeff Clark, President & Chief Executive Officer, Waukesha Metal Products

Kathy Cullen, Provost & Vice President, Wisconsin Technical College System

Anthony Evers, State Superintendent, Wisconsin Department of Public Instruction

Mike Fabishak, Chief Executive Officer, Associated General Contractors of Greater Milwaukee

Terry Hayden, President, Wisconsin Pipe Trades

Kathy Heady, Sector Manager, Wisconsin Economic Development Corporation

Callie Hellenbrand, Manager Technical Training, Alliant Energy

Erin Hosking, Recruitment & Retention Specialist Human Resources, Michels Corporation

Henry Hurt, President, Hurt Electric, Inc.

Mary Isbister, President, GenMet Corporation

Scott Jansen, Administrator Employment & Training, Department of Workforce Development

Mark Kessenich, President & Chief Executive Officer, Wisconsin Regional Training Partnership/BIG STEP

Brent Kindred, Technology & engineering Education Consultant, Wisconsin Department of Public Instruction

Mario Kratsch, Director Skills Initiative, German American Chamber of Commerce of the Midwest, Inc.

Michael Laszkiewicz, Vice President & General Manager Power Control Business, Rockwell Automation

John Lukas, Vice President Manufacturing/Owner, LDI Industries, Inc.

Susan May, President, Fox Valley Technical College

John Mielke, President, Associated Builders & Contractors of Wisconsin

Marilyn Morrissey, Director of Human Resources, Sargento Foods, Inc.

Reggie Newson, Secretary, Wisconsin Department of Workforce Development

Dawn Pratt, Manager of Human Resources, Construction Resources Management, Inc.

Chris Reader, Director of Health & Human Resources Policy, Wisconsin Manufactures and Commerce

Mark Reihl, Executive Director, Wisconsin State Council of Carpenters

Patricia Schramm, Chief Executive Officer, Workforce Development Board of South Central Wisconsin

DeWayne Street, Deputy Administrator Employment and Training, Wisconsin Department of Workforce Development

Clay Tschillard, Coordinator & Training Director, Wisconsin NECA-IBEW Apprenticeship & Training

David Wallace, Executive Office of Labor & Workforce Development Division of Apprenticeship Standards, State of Massachusetts

Mary Wehrheim, President, Stanek Tool Corporation

Mark Wieseke, Apprenticeship Advisory Committee, United Auto Workers

Upon the conclusion of the Summit, DWD leadership committed to take the action plan forward and develop a process to continually engage Summit participants in implementation and provide updates on progress. Furthermore, Summit participants provided their own commitment to leverage their unique positions, networks and expertise to drive the implementation of the action plan.

Wisconsin Apprenticeship Summit

Action Plan to Improve and Modernize the Wisconsin Apprenticeship System



Apprenticeship Best Practices

Setting the Stage

Edward E. Gordon, the founder and president of Imperial Consulting Corporation, author of 18 books addressing the future of workforce development, set the stage for later apprenticeship discussions. Mr. Gordon presented labor force information and emphasized the number of Americans who are not in the labor force, the impact of the skills and jobs disconnect, and offered solutions for reinventing the system. His solution to the problem is to build a talent supply chain through Regional Talent Innovation Networks (RETAIN). RETAIN offers an education to employment system beginning at the K-8 level, providing career readiness information leading to career skills needed for success in the United States labor force. The RETAIN model includes partners working through a Regional intermediary agency. The mission of RETAIN is to develop an intermediary that builds a network of partnerships between business and community organizations, including parents and students, business, labor, educators and government.

Mr. Gordon maintains that RETAIN succeeds because it starts at the grassroots and builds a pipeline that adds value to regional planning and builds an effective flexible talent development network to respond to business and industry needs.

Anthony Evers

**State Superintendent,
Wisconsin Department of
Public Instruction**

“Wisconsin has a long history of connecting students with apprenticeship opportunities and leveraging that tradition, in conjunction with the workforce and industry partnerships it has created, to establish career pathways through apprenticeship will benefit students and the state’s economy.”



Lessons Learned, both International and Nationally from the Apprenticeship Community

Sarah Watts-Rynard has been Executive Director of the Canadian Apprenticeship Forum since October 2010. She oversees a team working to develop and deliver initiatives in support of Canada's apprenticeship community. This work includes promoting skilled trades careers, undertaking research to inform evidence-based apprenticeship policy and practice, and connecting stakeholders through events designed to share best practices. The Canadian Apprenticeship Forum is a national, not-for-profit organization working with stakeholders in all regions of Canada. They influence pan-Canadian apprenticeship strategies through research, discussion and collaboration – sharing insights across trades, across sectors and across the country – to promote apprenticeship as an effective model for training and education.

Ms. Watts-Rynard provided insight to the Summit participants concerning the current Canadian Workforce. Canada seems to be experiencing some of the same challenges as Wisconsin experiencing: demographic changes, regional interests in competition for the same talent, and skills shortages. She then discussed two important apprenticeship related studies that the Canadian Apprenticeship Forum recently completed;

- Return on Training Investment which showed that Canadian apprenticeship sponsors are receiving a \$1.47 return for every dollar spent. Sixteen trades and 1,000 employers participated as part of the research.
- A main report finding about effective Journeyman Apprentice Mentoring (on-the-job) is that workplace practices which support journeyman trainers enhance apprentice training experiences. Central to effective mentoring is selecting journeymen who have a desire to teach and are committed to their trade.

Dr. Robert I. Lerman is a Fellow at the Urban Institute, Professor of Economics at American University, a Research Fellow at IZA in Bonn, Germany, and a leading expert on apprenticeship. Dr. Lerman recently established the American Institute for Innovative Apprenticeship (innovativeapprenticeship.org) and has been a long term scholar publishing many research studies dealing with apprenticeship. In his presentation, Dr. Lerman provided information on approaches that various countries and states have used to expand these programs. He discussed the programs in Austria, Germany, Switzerland and Denmark, where apprenticeship training reaches 50-80% of young people.

The United Kingdom's apprenticeship program went from very low numbers in 2000 to over 500,000 entrants. Fifteen percent of the employers in the UK now offer a formal apprenticeship. This increase was due to financial support from the central government which subsidizes the training costs.

South Carolina was the United States example provided for expansion. Stimulated by the state chamber, South Carolina provides \$1,000,000 per year to market the program and to provide a tax credit of \$1,000 per apprentice to employers. This effort has led to one new program per week and a 500% increase in new apprentices.



John Ladd, Administrator, Office of Apprenticeship, U.S. Department of Labor (USDOL), discussed various initiatives that the Office of Apprenticeship has been working on in order to increase the number of apprentices throughout the nation. The President wishes to double the number of apprentices by 2019.

Included are the following:

- Workforce Innovation and Opportunity Act (WIOA) - building stronger partnerships
- Registered Apprenticeship College Consortium
- Expansion of apprenticeship
- American Apprenticeship Grant SGA
- New USDOL Apprenticeship website
- Registered Apprenticeship Quick Start Toolkit
- The Federal Resources Playbook for Registered Apprenticeship
- Leaders of Excellence Program

Mario Kratsch, Skills Initiative Director, German American Chamber of Commerce of the Midwest, provided an update of the German Apprenticeship System. Ms. Kratsch talked about the roles of the apprenticeship partners in Germany and how the training was tied to industry needs through the "Dual System" which reflects a public private partnership in the system. 350 standard curricula has been developed by sector partners and decreed by the federal government. One of the key partners in the system are the German Chambers, where employer membership is compulsory, whose role it is to represent and organize company needs, interests and content of the apprenticeship program. The Government, both federal and state, is responsible for the development of the training regulations; including the length of the program, training contents, and designations of the occupations. The vocational school system is responsible for the delivery of related instruction.

Mr. Kratsch also provided a summary of activity in the Midwest; Michigan is implementing an Advanced Technician Training Program with three occupations, Kentucky is developing a two-year industrial mechanic program, and in Illinois two separate two groups of employers are:

- 1) developing a Manufacturing Technician Program and
- 2) in the IT area, software development.

Glossary of Acronyms

ACPs – Academic and Career Plans

ATRs – Apprenticeship Training Representative

BAS – Bureau of Apprenticeship Standards

CESA – Cooperative Educational Service Agencies

CTE – Career & Technical Education

CWI – Council of Workforce Investment

DET – Division of Employment & Training

DPI – Department of Public Instruction

DWD – Department of Workforce Development

E4E – Employment for Education

MOU – Memorandum of Understanding

PD's – Position Descriptions

RA – Registered Apprenticeship

SO – Secretary's Office

T2T – Transition to Trainer

USDOL – U.S. Department of Labor

UW Ext – University of Wisconsin Extension

WEDC – WI Economic Development Corporation

WIOA – Workforce Innovation and Opportunity Act

WMEP – WI Manufacturing Extension Partnership

WTCS – Wisconsin Technical College System

WWDA – WI Workforce Development Association

YA – Youth Apprenticeship

Wisconsin Apprenticeship Summit

Action Plan to Improve and Modernize the Wisconsin Apprenticeship System



Action Plan Summary

This document summarizes the key output of the Wisconsin Apprenticeship Summit – the State Action Plan to implement strategic priorities for improving and modernizing the Wisconsin apprenticeship system. The Action Plan outlines steps to implement five priority strategies that were identified by Summit participants:

1. **Expand Outreach, Education and Advocacy**
2. **Align Workforce, Economic Development Systems and Resources**
3. **Engage Employers and Sponsors**
4. **Improve the Career Pathway from K-12 to Apprenticeship**
5. **Recruit and Retain High-potential Applicants and Apprentices**

For each of these five strategies, Summit participants identified specific action steps for implementation (see next page). Additionally, for each of these action steps, participants included information on key enabling factors, important lead and partner organizations, definitions for success, and initial timelines.

Apprenticeship Summit Commitment - January 30, 2015

The Summit participants identified the above five Strategic Priorities with potential Action Items designed to:

1. Expand effective apprenticeship models to additional industries, occupations, employers and apprentices;
2. Leverage resources, relationships and rules to bridge Youth Apprenticeship (YA) with Registered Apprenticeship (RA) tracks, incorporate apprenticeship strategies in talent development tactics, plans and processes, and to incorporate apprenticeship models into K-20 education processes such as Academic & Career Plans (ACPs), Employment for Education (E4E) and work-based learning; and
3. Embrace existing and forge new collaborations at the state, regional and local level to align resources, agencies and industries around the power of the apprenticeship models.

Each participant at the Summit agreed to the above terms to continue the efforts and move forward with the five Strategic Priorities and Action Items.

Jose Bucio

**Affiliate Service Director,
Wisconsin State AFL-CIO**

“I was glad to see that good ideas along with potential solutions were starting to arise amongst the group participants. Which in the end was a success for the Summit and it's participants. Now it will be up to us to assure that the goals and objectives get implemented.”

Strategic Priorities

Expand Outreach, Education and Advocacy



1

- a. Develop Apprentice Consortium for Outreach
- b. Develop and Administer Survey of Stakeholders
- c. Review and Enhance Outreach Materials and Branding
- d. Execute Outreach for Apprenticeship Programs
- e. Redefine role of Apprenticeship Training Representatives to Own Regional Marketing

Align Workforce, Economic Development Systems, and Resources



2

- a. Integrate Apprenticeship Community
- b. Reconstitute State Workforce Board
- c. Business Development “Agent” Engagement and Education
- d. Develop demand Driven Materials
- e. Resource Apprenticeship Strategies

Engage Employers and Sponsors



3

- a. Increase Responsiveness to Employer Needs
- b. Personal Outreach for Business Retention and Recruitment
- c. Best Practice Propagation
- d. Develop Compelling Case to Employers
- e. Screening Tool for Employers

Improve the Career Pathway from K-12 to Apprenticeship



4

- a. Increase K-12 Awareness of Apprenticeship Careers
- b. Support School Districts to Include Youth Apprenticeship and Registered Apprenticeship in their E4E Plans
- c. Incorporate Youth Apprenticeship into Registered Apprenticeship
- d. Ensure K-12 Students Have Access to Effective Materials on Apprenticeship Careers
- e. Incorporate Academic and Career Plans

Recruit and Retain High-potential Applicants and Apprentices



5

- a. Establish Regional Apprenticeship Clearinghouses
- b. Develop Guide for Financial Assistance and Develop Financial Skills
- c. Promote Transition to Trainer (T2T) for the Continuing Education of Journey Workers

In addition to outlining strategies and implementation approaches, Summit participants identified several key cross-cutting themes to consider in the implementation of the action plan. Specifically, Summit participants found these themes to be critical for implementing all five priority strategies:

- **Data and Metrics** – Summit participants concurred that data and metrics are critical aspects of each strategic priority – and that the use of data must be “in the DNA” of every action step.
 - For each strategic priority, there should be measurable metrics of success and an understanding of the importance of data to assess progress and continuous improvement.
 - DWD should take the lead in developing initial measurable goals associated with each strategic action item, collect data that describes progress on those goals, and report on them as the plan is implemented.
 - Participants indicated that more and better data on apprenticeship – namely in terms of the benefits to employers – should be collected to strengthen the case for participation and bolster efforts to engage new employers.
- **Employer Engagement and Flexibility** – Some of the most intense discussions at the Summit occurred around the importance of deepening and broadening employer engagement in all aspects of the action plan. While Summit participants found that building from established mechanisms of engagement, such as the Apprenticeship Advisory Council, a concerted effort to build awareness of these platforms and invigorate them with broad-based sector participation was recommended. Each of the priority strategies of the action plan offers some opportunity to engage employers in the apprenticeship system and build an understanding of the existing flexibilities within the system to meet their needs.
- **System Linkages and Existing Resource Alignment** – As demonstrated by the broad range of stakeholders present at the Summit, participants placed value on the importance of building new and strengthening existing linkages between the apprenticeship system and the workforce, education and economic development infrastructure in the state. Examples include the following:
 - Levering apprenticeship as an effective workforce strategy through the public workforce system;
 - Working with the K-12 system to link and articulate Youth Apprenticeship to Registered Apprenticeship programs;
 - Adding apprenticeship to the skills solutions toolkit for state economic developers.

Further, in lieu of seeking new state funds, participants viewed the development of the action plan as an opportunity to align existing resources and deploy them in a mutually beneficial way to leverage apprenticeship as a strategy for meeting the states goal of supporting the development of a skilled workforce.



Wisconsin Apprenticeship Summit

Action Plan to Improve and Modernize the
Wisconsin Apprenticeship System



Action Plan in Detail

Expand Outreach, Education and Advocacy



1

Summit participants discussed at length the importance of a concerted marketing, advocacy and outreach effort to address “the mystery of apprenticeship,” in particular, throughout Wisconsin’s employer, education and workforce community. For this strategic priority, participants identified and discussed five action steps:

- a. **Develop an Apprenticeship Consortium for Outreach** that can serve as a convener of key stakeholders to support and coordinate a statewide marketing and outreach effort. Key considerations:
 - As employers are the best ambassadors for expanding and explaining apprenticeship, industry will play a key role in forming and leading the consortium.
 - Workforce investment boards are also a key player, but incentives need to be aligned so that they more readily view apprenticeship as their tool.
 - Review current outreach materials.
- b. **Develop and Administer Survey of Stakeholders** to offer specific feedback and advice for improvement.
- c. **Review and Enhance Outreach Materials and Branding** in response to survey results and aggregate all materials in a central electronic location.
- d. **Execute Outreach for Apprenticeship Programs** by leveraging the collective capacity and networks of the consortium to give a significant visibility to common brand and enhanced outreach materials.
- e. **Redefine role of Apprenticeship Training Representatives to Own Regional Marketing** efforts to prospective employers and participants. A key consideration, however, must be the existing regulatory function that ATR’s serve and the importance of ensuring there is capacity to fulfill this responsibility.

Patricia Schramm

Chief Executive Officer,
Workforce Development
Board of South
Central Wisconsin

“The Apprenticeship Summit will be instrumental to the future collaborative of developing out Wisconsin Apprenticeship System. The Summit was a first-time opportunity to assist all the key partners understand the potential and collaborate on future needs and solutions.”



Summary Action Plan for Outreach, Education and Advocacy

	Enabling Factors	Lead and Partners	Success Definition	Timeline
a. Develop Apprentice Consortium for Outreach	<ul style="list-style-type: none"> Participant Identification; Define Structure, Scope and Needed Resources 	DWD (BAS & SO); Apprenticeship Advisory Council Executive Directors of WIBS; Executive Directors of Economic Development Regions; DPI (SI & CTE staff);	<ul style="list-style-type: none"> Establishment 	<ul style="list-style-type: none"> Complete by July 2015
b. Develop and Administer Survey of Stakeholders	<ul style="list-style-type: none"> Determine awareness, perceptions, attitude, Establish baseline metrics 	Consortium; Wisconsin Institute of Public Policy and Service	<ul style="list-style-type: none"> 10% Survey Response Rate Goal; Data to Establish Baseline 	<ul style="list-style-type: none"> Complete by Sept. 2015
c. Review and Enhance Outreach Materials and Branding	<ul style="list-style-type: none"> Respond to survey results, review & amend to meet needs (online database/all materials in one location) 	Consortium, DWD - ATR's; BAS Graphics	<ul style="list-style-type: none"> Organized outreach/strategic plan Develop demand driven materials (i.e. Tool Box) 	<ul style="list-style-type: none"> Complete by Dec. 2015
d. Execute Outreach for Apprenticeship Programs	<ul style="list-style-type: none"> Funding, organization of events, Choir, success stories, Listening sessions/feedback 	Consortium, DWD ATR's, BAS	<ul style="list-style-type: none"> Increase number of new apprentices, programs, and participation 	<ul style="list-style-type: none"> Start Jan. 2016 ongoing with annual assessment
e. Redefine role of Apprenticeship Training Representatives to Own Regional Marketing	<ul style="list-style-type: none"> Revise PD's, training of ATRs, determine & develop work plan & resources 	DWD HR; BAS; DET HR; Youth Apprenticeship regional coordinators	<ul style="list-style-type: none"> Expand ATR's role, Increase number of apprentices, employers per region 	<ul style="list-style-type: none"> Complete by Jan. 2106





To realize the Summit participants consensus that apprenticeship is both a proven workforce and economic development strategy, there was an emphasis on identifying action steps in which apprenticeship would be better integrated within the state’s workforce and economic development systems both strategically and operationally. On both levels, this means leveraging the state’s existing resources and investments in workforce and economic development to promote apprenticeship as a solution for Wisconsin’s employers, jobseekers and students. For this strategic priority, participants identified and discussed five action steps:

- a. **Integrate Apprenticeship Community** within Wisconsin’s workforce and economic development systems both at an operational level to maximize the impact of existing resources. This includes collaboration between ATRs and local workforce boards, Jobs Service staff, business development agents, and industry liaisons and counselors within Wisconsin Technical College System (WTCS). At the core of improving collaboration is ensuring that better information is available about how apprenticeship can help workforce and economic development professional serve their clients, but also a more structured approach to ensure that these professionals are using the information once they have it. Some specific information needs include clarity on:
 - How workforce (WIOA) can be used for apprenticeship;¹
 - How Wisconsin Economic Development Corporation (WEDC) funding can be used for apprenticeship.
 - How apprenticeship can be infused within Wisconsin’s ongoing engagement with employers through sector strategies.
- b. **Reconstitute State Workforce Board** to ensure strategic sector representation, and the integration of apprenticeship expansion as a strategic workforce priority into state plan.
- c. **Business Development “Agent” Engagement and Education** to leverage existing outreach capacity to dialogue about apprenticeship as a potential workforce solution for employers, jobseekers and students. Business development agents across a range of state institutions such as the WEDC, business services teams and workforce investment boards, Job Service staff, should be well positioned to both explain and promote apprenticeship to respective clients. To build this capacity, BAS should lead and coordinate a concerted education and outreach effort.
- d. **Demand Driven Materials** need to be developed that provide a relevant resource that can be placed in the hands of business development agents to support apprenticeship outreach with employers.
- e. **Resource Apprenticeship Strategies** through formalized cross-agency partnerships and memorandums of understanding (MOUs) to ensure follow-through on strategic and operational integration of apprenticeship, including provisions for accountability and documentation of progress and benefits.



¹The Federal Resources Playbook for Registered Apprenticeship offers a primer on how federal training and education dollars can be used to support apprenticeship opportunities: <http://www.doleta.gov/oa/federalresources/playbook.pdf>

Summary Action Plan for Aligning Workforce, Economic Development Systems and Resources

	Enabling Factors	Lead and Partners	Success Definition	Timeline
a. Integrate Apprenticeship Community	<ul style="list-style-type: none"> • Council - Committee for Sponsor Engagement to discuss strategies and integrated plan; • Agree to any changes in roles/ responsibilities; Include in CWI structure 	<u>DWD - BAS</u>	<ul style="list-style-type: none"> • Amend MOUs to identify BAS responsibilities; Successful incorporation of apprenticeship partners into strategies & work plan; • Consider appointing BAS ATRs to WDB board or advisory committees (WIOA) 	<ul style="list-style-type: none"> • Complete by April 2015
b. Reconstitute State Workforce Board	<ul style="list-style-type: none"> • Recruit state and regional leadership from workforce, economic development, education and industry 	<u>Governor's Office; DWD, WEDC, WWDA, WTCS, K-20 educators, business associations and alliances</u>	<ul style="list-style-type: none"> • Apprenticeship identified as a key strategy and integrated into all service platforms 	<ul style="list-style-type: none"> • Complete by July 2015 based on WIOA requirement
c. Business Development "Agent" Engagement and Education	<ul style="list-style-type: none"> • Apprenticeship outreach materials available; • Delivery system in place; "Boots on the ground" plan and schedule 	<u>DWD, WWDA, WEDC, WTCS, and CWI committee members</u>	<ul style="list-style-type: none"> • Plan includes metrics by number of business agents, number of industries/sectors, • List of potential companies, regions identified, integrated work plan developed (who, what, when, etc.) 	<ul style="list-style-type: none"> • Workplan complete by July 2015
d. Demand Driven Materials Developed by Outreach Consortium	<ul style="list-style-type: none"> • CWI committee assignments for apprenticeship strategies 	<u>DWD</u> and CWI members	<ul style="list-style-type: none"> • Tool kit for business development agents 	<ul style="list-style-type: none"> • Inventory by Jan 2016
e. Resource Apprenticeship Strategies	<ul style="list-style-type: none"> • Incorporate the apprenticeship strategies in the existing agency MOUs; • Establish implementation strategies with partners within the MOUs 	<u>DWD</u> and MOU partners (WWDA, WEDC, WTCS, DPI)	<ul style="list-style-type: none"> • Definitive implementation strategies with deliverables and dates incorporated into all MOUs; • WEDC - WHEDA integration work not negatively impacted 	<ul style="list-style-type: none"> • Complete by Jan 2016



There was consensus among Summit participants around the importance of employer and sponsor engagement in the state effort to improve, modernize and grow Wisconsin's apprenticeship system. Employer and sponsor representatives in attendance underscored this imperative. However, there was also important recognition that the employers and sponsors on-hand at the Summit, in many respects, represented "the choir" of their respective communities with regard to understanding the value of apprenticeship. In turn, a set of actions were identified to take specific steps to help expand the base of prospective sponsors of apprenticeships, with attention to the need for specific insight as to how the system can be more flexible and innovative to encourage a broader range of employers and sectors to participate. There was a further recognition that is given Wisconsin's diverse employer base, a uniform strategy to engage all employers seemed unrealistic, and in turn, sector specific strategies should be considered. For this strategic priority, participants identified and discussed five action steps:

- a. **Increase Responsiveness to Employer Needs** by ensuring that existing flexibilities in the apprenticeship system are well communicated and that specific sector needs are assessed to identify where further flexibility may be needed. ATRs can play a key role in working with individual employers to combat perceptions of barriers and further help market an apprenticeship system that is welcoming of opportunities to support the development of innovative models (i.e. competency-based apprenticeships).
- b. **Personal Outreach for Business Retention and Recruitment** through coordinated site visits as well as regional employer meetings to ensure responsiveness and provide direct support where needed.
- c. **Best Practice Propagation** through resources that can help employers develop and manage best-in-class programs and support participants through completion.
- d. **Develop Compelling Case to Employers** by defining value to employers and collecting requisite data to perform return on investment analysis.
- e. **Screening Tool for Employers** to identify employers that currently invest, or have a strong potential to invest in employee training, which can assist with developing a more targeted outreach effort.



Summary Action Plan for Employer and Sponsor Engagement

	Enabling Factors	Lead and Partners	Success Definition
a. <i>Increase Responsiveness to Employer Needs</i>	<ul style="list-style-type: none"> • Allow competency demonstration instead of OJT hours • Empower employer - allow employer to identify more of the necessary requirements • Expand use of non-traditional apprenticeship models to address employer needs 	<p>DWD & Apprenticeship Advisory Council to explore reasons employers don't participate – need to identify the best vehicle</p>	<ul style="list-style-type: none"> • Measure penetration into new markets
b. <i>Personal Outreach for Business Retention and Recruitment</i>	<ul style="list-style-type: none"> • Personal visits Regional employer meetings 	<p>Trade Associations, WTCS, Local Workforce Boards, Apprenticeship Advisory Council, Talent development employer champions</p>	<ul style="list-style-type: none"> • 25% increase in employer sponsors in key driver industries in 5 years
c. <i>Best Practice Propagation</i>	<ul style="list-style-type: none"> • Document best practice based on completion and retention. • Incorporate best practice models in toolkit. • Benchmark with other states. 	<p>DWD, Employers currently involved (WMEP to represent employers as conveners), Apprenticeship Advisory Council</p>	<ul style="list-style-type: none"> • Measurable correlated increase in completion rate • Employer / sponsor retained • Higher productivity gains from apprenticeship
d. <i>Develop Compelling Case to Employers</i>	<ul style="list-style-type: none"> • Use the Return on Investment with tools published by USDOL & Canada. 	<p>DWD, WMEP (Employer), Apprenticeship Advisory Council</p>	<ul style="list-style-type: none"> • The number of models in use.
e. <i>Target employers who fit model and are not training</i>	<ul style="list-style-type: none"> • Identify cultural markers for training inclination Engagement assessment tool 	<p>WMEP, WTCS – Business services, Tech College – Employer Advisory Council, Apprenticeship Advisory Council</p>	<ul style="list-style-type: none"> • Higher hit rate with employers engaged





Summit participants recognized the importance of collaboration with the K-12 community to build the apprenticeship pipeline as a means to offer students an attractive career pathway, while meeting employers' needs for a skilled workforce. Participants acknowledged, however, that both a lack of awareness of apprenticeship, as well as outright bias against its value, exists among students, parents, teachers, and counselors. Thus, as Wisconsin pursues deeper collaboration between the Department of Public Instruction and the Department of Workforce Development – as realized in a recently signed Memorandum of Understanding – better linking apprenticeship to the K-12 system to realize mutual benefits should be at the core of this partnership. A key opportunity should be improved integration between Wisconsin's well-established Youth Apprenticeship system, and the Registered Apprenticeship system. For this strategic priority, participants identified and discussed five action steps:

- a. **Increase K-12 Awareness of Apprenticeship Careers** through regional K-12 stakeholder engagement and the development of relevant outreach and marketing materials.
- b. **Help School Districts to Include Youth Apprenticeship and Registered Apprenticeship in their Education for Employment (E4E) Plans** so that individual districts strategically position apprenticeship as a pathway to career with input and buy-in from local community, business and industry. State guidance for the development of district, five year E4E plans should incent the inclusion of apprenticeship in the context of career guidance as plans are being developed.
- c. **Incorporate Youth Apprenticeship into Registered Apprenticeship** by ensuring that there is a clear transition and a clear benefit (i.e. direct entry or advanced placement) for youth apprenticeship participants to continue their training through the Registered Apprenticeship system. Further, Registered Apprenticeship sponsors can better take advantage of youth apprenticeship as a recruitment tool.
- d. **Ensure K-12 Students Have Access to Effective Materials on Apprenticeship Careers** at multiple levels of schooling to inform the range of career options available to them and combat lingering bias towards apprenticeship and technical education.
- e. **Academic and Career Plans** should seek to incorporate how apprenticeship can help students meet their academic and career goals.



Summary Action Plan for A Clear and Productive Career Pathway from K-12 to Apprenticeship

	Enabling Factors	Lead and Partners	Success Definition	Timeline
a. <i>Increasing K - 12 Awareness of Apprenticeship Careers</i>	<ul style="list-style-type: none"> • Develop regional stakeholder teams around WI by tapping into existing YA consortiums • Inform the planners about academic and career plans -YA Coordinators, Career Prep Coordinators 	<u>Advisory Council</u> , Chambers, WTCS, CESA, Labor, employer associations, DPI, DWD, SkillsUSA Wisconsin	<ul style="list-style-type: none"> • Apprenticeship toolkit for K-12 presentations with age appropriate materials • Regional teams include appropriate partners • Identify and make scalable existing models to include in the toolkit (i.e., career academies) • Capitalize on SkillsUSA students to further apprenticeship awareness. 	<ul style="list-style-type: none"> • Toolkit by June 2016. • YA consortiums expected to include RA stakeholders by Sept. 2016
b. <i>Help School Districts to Include Youth Apprenticeship and Registered Apprenticeship in their E4E Plans</i>	<ul style="list-style-type: none"> • Joint letter from DPI/Apprenticeship Council letter to school districts. • Prepare local B&I coalitions to help school districts with their E4E plans. 	<u>DPI, DWD</u> , Chambers, WTCS, CESA, Labor, employer associations	<ul style="list-style-type: none"> • 2015 E4E planning documents include apprenticeship (YA/RA). • Clear measurements of linkages in apprenticeship in the E4E plan 	<ul style="list-style-type: none"> • Incorporated now, but ongoing continuous improvement
c. <i>Incorporate Youth Apprenticeship into Registered Apprenticeship</i>	<ul style="list-style-type: none"> • Legislative issues to consider • Clarity and the impact of labor laws • DWD structure • YA/RA crosswalk analysis 	<u>DWD</u> , Advisor Council, DPI, YA Employers,	<ul style="list-style-type: none"> • Uniform system for YA and RA • Scale-up the YA model 	<ul style="list-style-type: none"> • Stakeholder workgroups are already in process • 3-5 occupations have a clear pathway identified by the end of 2015 • Structural change to DWD by the end of 2015
d. <i>Ensure K - 12 Students Have Access to Effective Materials on Apprenticeship Careers</i>	<ul style="list-style-type: none"> • Crosswalk 	<u>Advisory Council</u> , Industry, K-12/ WTCS counselors and advisors, and CESAs	<ul style="list-style-type: none"> • Team for review and evaluation/ gap analysis • Measurement to know it is making it into schools 	<ul style="list-style-type: none"> • Presence at ACROL, School Board Association, WTEA, SkillsUSA



Summit participants discussed the importance of improvements in the management of the apprenticeship training pipeline to ensure that employers and sponsors are able to find candidates with the potential to meet their skills needs, as well as support those candidates once selected through the completion of their training to realize a return on their investment. There was agreement that the system should take steps to attract talented and high-potential applicants. Furthermore, there should be resources available and in place to help support both participants’ success in training, on the job, and beyond through key life skills. There was further attention to the important role and needed action around the development of high quality trainers to support apprentices’ and employers’ respective investments. For this strategic priority, participants identified and discussed three action steps:

- a. **Establish Regional Apprenticeship Clearinghouses** to aggregate existing recruitment materials and distribute information through multiple channels.
- b. **Develop Guide for Financial Assistance and Develop Financial Skills** to ensure clarity to prospective apprenticeship participants of the form of financial assistance available. There is a particular interest in guidance as to how public workforce dollars can be leveraged, with an emphasis on incumbent workers and youth. Further, once apprentices begin their programs, assistance with developing financial skills and literacy is important to support their success.
- c. **Promote T2T for the Continuing Education of Journey Workers** to expand the knowledge, quality, and overall supply of trainers available for new sponsors. This includes examining how current “in-house” training programs can be certified to support these goals.

Summary Action Plan for Recruit and Retain High-Potential Applicants and Apprentices

	Enabling Factors	Lead and Partners	Success Definition	Timeline
a. Establish Regional Apprenticeship Clearinghouses	<ul style="list-style-type: none"> Utilize existing recruitment materials and career centers & portals 	DWD-BAS Outreach Sub-committee of Apprenticeship Council , American Job Centers; WTCS; High Schools; Veterans Organizations, Employer Associations	<ul style="list-style-type: none"> Develop checklist of materials, messages. Establish two in high-need area by 2016 Net increase in applicants 	<ul style="list-style-type: none"> Develop checklist of materials, messages by 2016 Net increase in applicants by 2016
b. Develop Guide for Financial Assistance and Develop Financial Skills	<ul style="list-style-type: none"> Financial Assistance and aid information from WTCS, WIB jurisdictions 	DWD-BAS , WTCS and WIBs	<ul style="list-style-type: none"> Reduction in cancellations due to finance 	<ul style="list-style-type: none"> Before 2015 -2016 school year.
c. Promote Transition to Trainer (T2T) for the Continuing Education of Journey Workers	<ul style="list-style-type: none"> Increase number and frequency of courses; Approve for courses for more trades 	DWD-BAS , WTCS, Local Associations, sponsors promote.	<ul style="list-style-type: none"> Adequate enrollment of Journey Workers 	<ul style="list-style-type: none"> ASAP so offered prior to industry hiring cycle and new sponsors/ERs

Wisconsin Apprenticeship Summit

Action Plan to Improve and Modernize the Wisconsin Apprenticeship System



Recommendations with Timeline Start Date

The Department of Workforce Development has reviewed the Summit Action Plan and has identified those items needing immediate action. Immediate action is defined as beginning in the current year; within current resource/staffing levels, and incorporated in the American Apprenticeship Grant, Wisconsin Apprenticeship Growth and Enhancement (WAGE) Grant.

In early 2016, DWD and the Wisconsin Apprenticeship Advisory Council will again review the Summit Action Plan to determine next priorities and the resources needed to complete those priorities.

Dawn Pratt

**Human Resources Manager,
Construction Resources
Management Inc.**

“Attending the Apprenticeship Summit was an opportunity to share and confirm that there are problems with providing the potential workforce with a link to apprenticeship. The synergy and ideas produced helped me feel more optimistic with the avenues that will open the door to apprenticeship for the future workforce. I was very honored to be included and walked away with hope that I will be able to find apprentices to work in our industry and more importantly, for our company.”

Align Workforce and Economic Development Resources



DRIVING ACTIVITY	PARTNERS	START DATE
Submit Final Report to Wisconsin Apprenticeship Advisory Council	DWD (BAS)	04/29/2015
Develop Apprentice Outreach Consortium	DWD (BAS & SO) Apprenticeship Advisory Council Executive Directors of Economic Development Regions; DPI (SI & CTE Staff)	04/30/2015
Amend MOU to incorporate Apprenticeship as a partner, CWI, and DPI	DWD and MOU Partners (WWDA, WEDC, WTCS, DPI)	05/15/2015

Expand Outreach Education and Advocacy



DRIVING ACTIVITY	PARTNERS	START DATE
Develop survey for stakeholders to determine awareness	Consortium: Wisconsin Institute of Public Policy Service	07/16/2015
Complete crosswalk activities for YA to RA bridge	DWD (BAS BWT) WTCS, DPI, Apprenticeship Advisory Council	04/06/2015
Review and recommend enhancement of apprentice branding	Consortium	07/16/2015



	DRIVING ACTIVITY	PARTNERS	START DATE
MANUFACTURING	Develop training requirements for Industrial Manufacturing Technician	DWD (BAS), WTCS, Apprenticeship Advisory Council	01/01/2016
	Develop training requirements for Welder/Fabricator	DWD (BAS) WTCS, Apprenticeship Advisory Council	04/01/2016
	Develop training requirements for Maintenance Technician	DWD (BAS), WTCS, Apprenticeship Advisory Council	07/01/2016
HEALTHCARE	Establish working relationship with healthcare partners	DWD (BAS), WWDA, and Healthcare Partners	01/01/2016
	Define pre-apprenticeship process and program	DWD (BAS) WWDA, Healthcare Employers	02/29/2016
	Develop training requirements for Medical Assistant	DWD (BAS) WWDA, Healthcare Employers, Healthcare Alliance	02/29/2016
	Develop training requirements for Licensed Practical Nurse	DWD (BAS) WWDA, Healthcare Employers, Healthcare Alliance, WTCS	02/29/2016
	Determine which training providers will support aspects of the pre- apprenticeship and related instruction	DWD (BAS), WWDA, and Healthcare Partners	04/06/2016
	Gain signoff for process with all Healthcare Partners	DWD (BAS) WWDA, WTCS	07/04/2016
	Establish first cohort for Medical Assistant	DWD (BAS), WWDA, and Healthcare Partners	08/15/2016
	Establish working relationship with IT Partners	DWD (BAS), WWDA, and IT Partners	01/01/2016
INFORMATION TECHNOLOGY	Define pre-apprenticeship process and program	DWD (BAS) WWDA	04/04/2016
	Define training requirements for Computer Systems Analyst	DWD (BAS), IT Employers, WTCS, UW Ext	06/02/2016
	Define training requirements for Information Security Analyst	DWD (BAS) IT Employers, WTCS, UW Ext	09/01/2016
	Define training requirements for Computer Network Support Specialist	DWD (BAS) IT Employers, WTCS, UW Ext	10/03/2016
	Determine and define best method for training delivery method	DWD (BAS) IT Employers, WTCS, UW Ext	06/02/2016
	Establish first cohort	DWD (BAS) WWDA, WTCS, UW Ext, and IT Employers	09/15/2016



Wisconsin Apprenticeship Summit

January 28-30, 2015



STATE OF WISCONSIN



Department of Workforce Development

201 E. Washington Ave.

Madison, WI 53703

608-266-3131 | dwd.wisconsin.gov

Workforce Innovation & Opportunity Act (WIOA) – State Workforce Development Board responsibilities

(d) FUNCTIONS.—The State board shall assist the Governor in —

- (1)** the development, implementation, and modification of the State plan;
- (2)** consistent with paragraph (1), the review of statewide policies, of statewide programs, and of recommendations on actions that should be taken by the State to align workforce development programs in the State in a manner that supports a comprehensive and streamlined workforce development system in the State, including the review and provision of comments on the State plans, if any, for programs and activities of one-stop partners that are not core programs;
- (3)** the development and continuous improvement of the workforce development system in the State, including — (A) the identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system; (B) the development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment; (C) the development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system; (D) the development and expansion of strategies for meeting the needs of employers, workers, and jobseekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations; (E) the identification of regions, including planning regions, for the purposes of section 106(a), and the designation of local areas under section 106, after consultation with local boards and chief elected officials; (F) the development and continuous improvement of the one-stop delivery system in local areas, including providing assistance to local boards, one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services, to support effective delivery of services to workers, jobseekers, and employers; and (G) the development of strategies to support staff training and awareness across programs supported under the workforce development system;
- (4)** the development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance, to assess the effectiveness of the core programs in the State as required under section 116(b);
- (5)** the identification and dissemination of information on best practices, including best practices for — (A) the effective operation of one-stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment; (B) the development of effective local boards, which may include information on factors that contribute to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness; and (C) effective training programs that respond to real time labor market analysis, that effectively use direct assessment and prior learning assessment to measure an individual’s prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways;
- (6)** the development and review of statewide policies affecting the coordinated provision of services through the State’s one-stop delivery system described in section 121(e), including the development of — (A) objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers described in such section; (B) guidance for the allocation of one-stop center infrastructure funds under section 121(h); and (C) policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in such system;
- (7)** the development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system, including such improvements to — (A) enhance digital literacy skills (as defined in section 202 of the Museum and Library Services Act (20 U.S.C.9101); referred to in this Act as “digital literacy skills”); (B) accelerate the acquisition of skills and recognized postsecondary credentials by participants; (C) strengthen the professional development of providers and workforce professionals; and (D) ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas;
- (8)** the development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures (including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation, to improve coordination of services across one-stop partner programs);
- (9)** the development of allocation formulas for the distribution of funds for employment and training activities for adults, and youth workforce investment activities, to local areas as permitted under sections 128(b)(3) and 133(b)(3);
- (10)** the preparation of the annual reports described in paragraphs (1) and (2) of section 116(d);
- (11)** the development of the statewide workforce and labor market information system described in section 15(e) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)); and
- (12)** the development of such other policies as may promote statewide objectives for, and enhance the performance of the workforce development system in the State.

DEC 3, 2015

**Wisconsin Statute
Executive Order
CWI By-Laws**

Governor's Council on Workforce Investment (State Workforce Board by position)

1. Governor Scott Walker
2. Assembly Majority – Representative Warren Petryk
3. Senate Majority – Senator Roger Roth
4. Assembly Minority – Representative Katrina Shankland
5. Senate Minority – Senator Janis Ringhand
6. Workforce Representative/State Labor – Mark Reihl
7. Workforce Representative/State Labor – Terry McGowan
8. Workforce Representative/Apprenticeship – **Dawn Pratt (PDRA Committee Co-Chair)**
9. Government Core Programs (I, III, IV) – **Reggie Newson – Executive Director**
10. Government Core Programs (II) – Dr. Morna Foy
11. Government/Local Elected Official – Paul Farrow
12. Government/Local Elected Official – Troy Streckenbach
13. Other State Agencies – Mark Hogan (WEDC)
14. Workforce Representative/Education/Youth – Dr. Tony Evers (DPI)
15. Workforce Representative/Education & Training – Ray Cross (UW System)
16. Workforce Representative/Education/Youth– Dan Mella (Plymouth School District)
17. Workforce Representative/Education & Training – Dr. Rolf Wegenke (WAICU)
18. Business Representative/Employer/Large Manufacturing - Dan Ariens
19. Business Representative/Employer/Small Manufacturing – Alan Petelinsek
20. Business Representative/Employer/Rural Manufacturing – **Mark Tyler (Council Chair)**
21. Business Representative/Employer/Construction – Steve Klessig
22. Business Representative/Employer/Professional Services – Kathi Seifert
23. Business Representative/Employer/Rural Healthcare – **Vicky Strobel (PDRA Committee Co-Chair)**
24. Business Representative/Employer/Urban Healthcare – Michelle Mettner
25. Business Representative/Employer/Insurance and Financial Services – Cedric Ellis
26. Business Representative/Employer/Agriculture – Andy Fiene
27. Business Representative/Employer/Tourism & Hospitality – Lola Roeh
28. Business Representative/Employer/Transportation – Grailing Jones
29. Business Representative/Employer/Utilities – **Vern Peterson (TDPC Committee Co-Chair)**
30. Business Representative/Employer/Retail – Steve Loehr
31. Business Representative/Employer/Small Business – **Kent Olson (TDPC Committee Co-Chair)**
32. Business Representative/Employer/State Commerce – Kurt Bauer
33. Business Representative/Employer/Entrepreneurship & Business Start-Ups – Dan Steininger
34. Business Representative/Employer/Technology – Tom Still
35. Business Representative/Employer/Staffing & Consulting – Janice Lemminger

**Federal Statute
Administrative
Policy
Workforce
Innovation
& Opportunity
Act
(WIOA)**

**Talent Development & Planning Committee - TDPC
(Co-Chairs: Kent Olson & Vern Peterson)**

- Local Workforce Boards**
1. WWDA – Joel Nilsestuen
 2. Southeast – Doug Bartz
 3. MAWIB – Earl Buford
 4. WOW – Laura Catherman
 5. Fox Valley – Paul Stelter
 6. Bay Area – Jim Golembeski
 7. North Central – Rene Daniels
 8. Northwest – Mari Kay-Nabozny
 9. West Central – Dick Best
 10. Western – Beth Sullivan
 11. South Central – Pat Schramm
 12. Southwest – Rhonda Suda
- Economic Development**
13. WEDA – Brian Doudna
 14. Milwaukee 7 – Susan Koehn
 15. New North – Jerry Murphy
 16. Centergy – Peggy Sullivan
 17. Grow North – Angela Schreiber
 18. Visions Northwest – Sheldon Johnson
 19. Momentum West – Steve Jahn
 20. 7 Rivers Alliance – Lisa Herr
 21. Prosperity Southwest – Ron Brisbois
 22. Madison REP – Paul Jadin
 23. WEDC – Tricia Braun
- Education**
24. UW System – David Brukardt
 25. UW Chancellor – Bob Meyer
- Education**
26. UW Chancellor – Andrew Leavitt
 27. WTCS - Kathy Cullen
 28. Tech College President – Lori Weyers
 29. Tech College President – Bryan Albrecht
 30. WAICU President – Chris Domes
 31. Tribal College President – Diane Vertin
 32. K-12 Public – Sheila Briggs
 33. K-12 Private – Sharon Schmeling
 34. K-12 Other – Stephanie Borowski
- Business & Industry**
35. State Chamber WMC – Jim Morgan
 36. Chamber of Commerce Urban – Shannon Full
 37. Chamber of Commerce Suburban – Suzanne Kelley
 38. Chamber of Commerce Rural – Judy Rannow
 39. Manufacturing – Joni Geroux
 40. Technology – Jeff Lang
 41. Finance - TBD
 42. Healthcare – Steve Rush
 43. Agriculture – Brian Wysocki
 44. Tourism – TBD
 45. Transportation – Neal Kedzie
 46. Energy – Wayne Reschke
- Workforce**
47. DWD DVR – Delora Newton
 48. DWD UI – Joe Handrick
 49. DWD-DET – Scott Jansen
 50. Community Based Programs – Cecelia Dever

CWI Administration

- Recruit and train Council and Committee members
- Publish Meeting agendas and minutes
- Maintain CWI web site
- Provide support for Council and Committee meetings
- Ensure compliance with federal and state requirements for the State Workforce Board
- Prepare and present reports, research and recommendations to the Council and Committees as requested

**Partnership Development & Resource Alignment Committee – PDRA
(Dawn Pratt & Vicky Strobel)**

1. DCF – Janice Peters
2. DHS - TBD
3. DVA – Ken Grant
4. WHEDA – Joan Hansen
5. DWD OVS – Gary Meyer
6. DWD DVR – Delora Newton
7. DOC – Silvia Jackson
8. Tribal Representative – TBD
9. Young professional – Ian Abston
10. Young professional – Nick O'Brien
11. Clearinghouse champion – Karin Smith
12. Career Pathways WTCS – Willa Panzer
13. Career Pathways DPI – Sharon Wendt
14. Staffing Urban – Carol Ann Schnieder
15. Staffing Rural – TBD
16. WDA 1 – Karen Burns
17. WDA 2 – Earl Buford
18. WDA 3 – Beth Norris
19. WDA 4 – Paul Stelter
20. WDA 5 – Jim Golembeski
21. WDA 6 – Jane Spencer
22. WDA 7 – Mari Kay Nabozny
23. WDA 8 – Richard Best
24. WDA 9 – Beth Sullivan
25. WDA 10 – Seth Lentz
26. WDA 11 – Jimmy Watson
27. WEDC sectors - TBD
28. WEDC regions - TBD
29. Chamber of Commerce Urban – Jim Ladwig
30. Chamber of Commerce Suburban – Tammy Graf
31. Chamber of Commerce Rural – Melissa Reichert
32. SHRM - TBD
33. Wisconsin Staffing Association – Lori Malett
34. NEW Manufacturing Alliance – Ann Franz
35. Local Economic Development – Vicki Markessen
36. Local Economic Development - TBD
37. YA consortia CESA 6 – Tania Kilpatrick
38. State Chamber WMC – Jim Morgan
39. School Counselors WSCA - TBD
40. Business representative – James Roberts
41. Business representative – David Mitchell
42. Business representative – Howard Teeter
43. Business representative – Joe Reitemeier
44. Business representative – Judy Aspling
45. Higher Education Public – Jack Daniels
46. Higher Education Tribal College – Diane Vertin
47. Higher Education Private – Eileen Schwalbach
48. Community Based Workforce – Jonathan Bader
49. Wisconsin Literacy Council – Michelle Erickson
50. State Apprenticeship – Karen Morgan



WISCONSIN **FAST** FORWARD

➔ SKILLED WORKERS. SMART BUSINESS. STRONG WISCONSIN.

ANNUAL REPORT • DECEMBER 2015



STATE OF WISCONSIN



DWD

Department of Workforce Development

A man with a beard and safety glasses is focused on his work, leaning over a piece of industrial machinery. He is wearing a blue, vertically striped short-sleeved shirt. The background is a blurred industrial setting.

WISCONSIN **FAST FORWARD**

→ SKILLED WORKERS. SMART BUSINESS. STRONG WISCONSIN.

Inside

- 2 Wisconsin Fast Forward Overview
- 3 Office of Skills Development
- 4 Grant Program Activity
- 8 Grant Program Impact
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"The rapid growth and expansion at our Merrill, Wisconsin facility presented InterFlex with the unique challenge of rapidly developing our existing workforce and being in a position to effectively train 60 plus new employees. Wisconsin Fast Forward grant funding, and partnering with the State of Wisconsin's Department of Workforce Development, allowed us to develop a customized training plan for our employees, which has given us a tremendous opportunity to quickly develop our workforce to meet our strategic business objectives."

- Ryan J. Williams, Global Vice-President of Human Resources at InterFlex Group



December 29, 2015

Governor Scott Walker
Room 115 East
Wisconsin State Capitol
Madison, WI 53703

Senator Alberta Darling
Co-Chair, Joint Finance Committee
Room 317 East
Wisconsin State Capitol
Madison, WI 53703

Representative John Nygren
Co-Chair, Joint Finance Committee
Room 309 East
Wisconsin State Capitol
Madison, WI 53703

Dear Governor Walker, Senator Darling, and Representative Nygren:

On behalf of the Wisconsin Department of Workforce Development, I am honored to submit the 2015 Wisconsin Fast Forward (WFF) Annual Report to you for your review. Your support of and investment in WFF has provided more than 21,000 workers and students with high demand skills training through over 330 grant-funded projects to help hundreds of Wisconsin businesses.

The 2015 WFF Annual Report highlights program activity and grant-funded training results per Wisconsin Statute 106.27 (3) requirements. To fully illustrate how your commitment to this important program is positively impacting Wisconsin's workforce, this report includes the following information from inception to September 30, 2015:

- ▶ Applicant requests for nearly \$70 million in grant funding to support worker training projects.
- ▶ Wisconsin Technical Colleges collectively exceeding Wait List Reduction grant student enrollment goals by 103% nine months earlier than anticipated.
- ▶ Launching Labor Market Information System enhancements to improve employer and talent connections through dynamic, advanced skills matching tools and easier access to integrated labor market data for making informed employment decisions.

As you know, WFF is intended to provide worker training grants based on employer demand for documented skill labor needs that are not currently addressed by other training programs. Our agency will continue to seek input from businesses, workforce and economic development partners, and education and training agencies and institutions to ensure that future grant announcements are responsive to the needs of employers and address known labor shortages.

We look forward to sharing additional WFF program successes in future reports.

Sincerely,

Secretary Reginald J. Newson
Department of Workforce Development

Wisconsin Fast Forward Overview

Bipartisan Initiative

Nationally-recognized, innovative talent development solution driven by Wisconsin businesses to train and retain highly skilled workers.

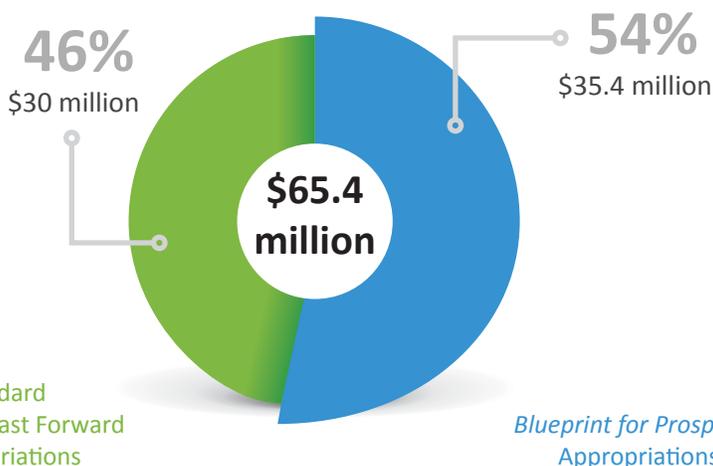
The **Standard Wisconsin Fast Forward** (WFF) (2013 Wisconsin Act 9) program was signed into law in March of 2013 with overwhelming bipartisan support from the State Legislature (Assembly 94-4; and Senate 33-0) to:

1. Create the Department of Workforce Development (DWD) – Office of Skills Development (OSD) to serve as a resource for any Wisconsin business seeking skilled workers and to administer the Wisconsin Fast Forward grant program.
2. Address Wisconsin's skills gap through a \$15 million State General Purpose Revenue (GPR) investment in fiscal years 13-15 and 15-17 for grants to employers to support customized skills training to fill current job openings and ongoing skill requirements.
3. Fund, develop, and implement an enhanced, cutting-edge Labor Market Information System (LMIS).

Applauded by policy makers for quickly targeting and addressing skill shortages by industry, local geography, and occupation, WFF was expanded in March of 2014 when the **Blueprint for Prosperity Initiative** (2013 Wisconsin Act 139) was enacted through a \$35.4 million investment to:

1. Reduce Wisconsin Technical College System waiting lists in high-demand fields.
2. Provide high school pupils with skills training and industry-recognized certification in high demand fields.
3. Enhance employment opportunities for persons with disabilities, including service disabled veterans.

Standard WFF and Blueprint for Prosperity Initiative Appropriations Total (\$65.4 million)



Timeline

2013

- FEB: WFF legislation introduced
- MAR: Wisconsin Act 9 signed
- OCT: Emergency Administrative Rules take effect (DWD 801)
- NOV: WFF Round 1 GPA issued

2014

- FEB: WFF Round 1 grants awarded and Round 2 GPA issued
- MAR: → Blueprint for Prosperity enacted
→ High School Pupil GPA issued
- APR: Wait List Reduction GPA issued
- MAY: Permanent Administrative Rules take effect and High School Pupil grants awarded
- JUN: WFF Round 2 and Wait List Reduction grants awarded
- SEP: WFF Round 3 GPA issued
- DEC: → Training Workers with Disabilities grants awarded
→ WFF Round 3 grants awarded
→ High School Pupil Round 2 GPA issued

2015

- APR: High School Pupil Round 2 grants awarded
- MAY: WFF Round 4 GPA issued
- JUL: WFF FY 15-17 reauthorization signed
- AUG: LMIS Focus Groups held
- SEP: Launched LMIS – Phase 1
- DEC: WFF Round 4 grants to be awarded



DWD Assistant Deputy Secretary Georgia Maxwell, Governor Scott Walker, and DWD Secretary Reggie Newson at the WFF bill signing ceremony in 2013.

OSD Facts

Purpose

- ▶ Provide technical assistance to and serve as a resource for Wisconsin businesses experiencing a need for skilled workers.
- ▶ Administer Standard Wisconsin Fast Forward and Blueprint for Prosperity grants through a transparent and accountable process.

Outreach



Skills Development Support

Improving talent development outcomes by helping hundreds of Wisconsin businesses identify and implement effective training solutions to upskill thousands of workers.

Skills Development Inquiries

The Office of Skills Development (OSD) helps employers identify workforce training needs and make local talent development connections by coordinating meetings and facilitating conversations between Wisconsin employers and regional economic development corporations, Workforce Development Boards (WDBs), technical colleges, chambers of commerce, and other stakeholders. Skills development inquiries are reviewed and resolved quickly through the OSD – Inquiry Review Committee, consisting of knowledge experts from the Department of Workforce Development (DWD), Wisconsin Economic Development Corporation (WEDC), Wisconsin Technical College System (WTCS), and Wisconsin Workforce Development Association (WWDA). Employers and training providers may submit skills development inquiries at: wisconsinfastforward.com/skills_inquiry.asp.

Grant Program Management

The OSD effectively administers the Standard Wisconsin Fast Forward (WFF) and Blueprint for Prosperity Initiative grant programs through a transparent and accountable process. To address identified workforce skills gaps and labor shortages by industry sector or occupational area, Grant Program Announcements (GPAs) are formed with expert guidance from the DWD, WEDC, and Wisconsin Department of Revenue economic advisors who participate on the OSD – Technical Review Committee. As GPAs are issued, Wisconsin employers and their workforce and economic development partners may submit customized worker training grant applications. All eligible grant proposals within a GPA are reviewed by an evaluation committee that makes funding recommendations to the OSD for final award determination. Grant-funded projects are managed by the OSD for the duration of each grant period, possibly as long as two years from grant approval. Learn more about Standard WFF and Blueprint for Prosperity Initiative grants here: wisconsinfastforward.com.

Special Thanks

On behalf of the DWD, the OSD extends its most sincere appreciation to the WEDC and WTCS for their continued WFF partnership. The OSD is also deeply grateful for the time commitment from countless volunteers and industry experts who serve on OSD's Inquiry Review Committee, Technical Review Committee, and GPA Evaluation Committees. Their important work ensures that grant opportunities support the workforce training needs of employers and have lasting value to incumbent workers, new hires, and underemployed and unemployed individuals who benefit from grant-funded training.

WFF Newsletter

Subscribe now to learn about new grant opportunities:
wisconsinfastforward.com/newsletter/subscribe.htm

Cultivating a strong environment for private sector job creation

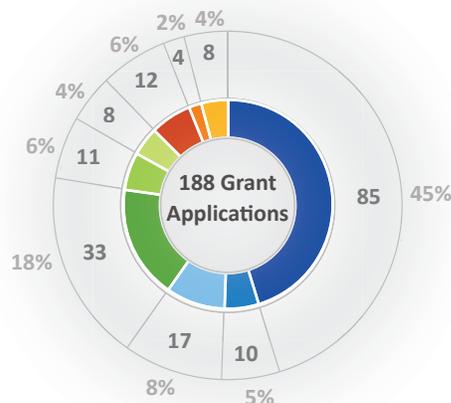
The Standard Wisconsin Fast Forward (WFF) grant program cultivates a strong environment for private sector job creation by helping Wisconsin businesses train highly skilled workers to fill current job openings and ongoing skill requirements. As a catalyst for talent development, the program encourages increased collaboration between Wisconsin businesses and workforce training partners for the development and implementation of customized and sustainable short- and medium-term training programs that place workers in long-term positions with opportunities for professional growth and economic advancement.

A total of \$30 million in State General Purpose Revenue (GPR) has been made available to Wisconsin businesses for Standard WFF customized worker training grants to enhance the skills and credentials of incumbent workers, new hires, and underemployed and unemployed individuals. The below table highlights Standard WFF funding allocations and account balances through September 30, 2015:

Program	Allocation	Applicant Requested	Intent to Award Grant Amount	Contracted Grant Amount	Reimbursed	Contracted Grant Awards
Round 1	\$2,700,000	\$4,071,700	\$2,604,943	\$2,599,158	\$1,247,453	32
Round 2	\$7,500,000	\$5,622,313	\$3,429,005	\$3,424,005	\$1,234,844	47
Round 3	\$8,000,000	\$11,048,041	\$6,820,821	\$6,322,427	\$795,396	67
Round 4	\$8,000,000	TBD	TBD	TBD	TBD	TBD
Total	\$26,200,000	\$20,742,054	\$12,854,769	\$12,345,590	\$3,277,693	146

During the first three rounds of grant funding, Grant Program Announcements (GPAs) were issued to support workforce training needs in nine industry sectors and occupational areas with high demand for skilled workers. The following showcase the number of Standard WFF grants received and Intent to Award trainee counts by GPA:

Standard WFF Applications Received (188) in Rounds 1, 2 and 3



Standard WFF Intent to Award Trainee Counts (14,011)



- Manufacturing
- Construction
- Transportation
- Information Technologies
- Customer Service
- Healthcare
- Small Business
- Agriculture
- Financial Services

The Standard WFF – Round 4 grant cycle was announced in the second quarter of 2015. A total of nine Grant Program Announcements were released with staggered application deadlines through the fourth quarter of 2015. The Office of Skills Development anticipates issuing Round 4 Intent to Award decisions by December 31, 2015.

New Berlin School District, Waukesha County

\$27,990 Grant | 20 High School Student Trainees | Certified Nursing Assistant

The New Berlin School District's Blueprint for Prosperity Initiative – High School Pupil Worker Training grant will train 20 high school students for a career pathway in healthcare as a Certified Nursing Assistant (CNA). Successful trainees receive CNA certification, Waukesha County Technical College credits, and job placement opportunities at Linden Grove, Wheaton Franciscan – Elmbrook Memorial Campus, and other local healthcare facilities.



DWD Secretary Reggie Newson, Waukesha County Executive Paul Farrow, New Berlin School District Board President David Maxey, and Waukesha County Board Chair Paul Decker meet CNA trainees at the District.

"Being a professional in the healthcare industry for over 38 years, I realize the need we face in not only having enough workers available to fill our positions, but also having well trained and qualified workers.

This grant has demonstrated that by designing a program that can be an entry level employment avenue for future careers in health care we are addressing a future need that will provide us qualified health care professionals."

- Michael Zimmermann, Chief Administrator at Linden Grove in New Berlin

"We are extremely grateful for the support of Linden Grove, our employers and the Wisconsin Fast Forward – High School Pupil Worker Training grant program. It is our collective work to provide students with relevant learning experiences that will help them develop their talents and inform their post-secondary plans."

- Joe Garza, Superintendent at the School District of New Berlin



▲ **Natalie Perleberg, New Berlin Eisenhower High School** - My grandpa became sick and part of his treatment required the assistance of a CNA. I had the opportunity to see firsthand the way CNA professionals can help others. This inspired me to earn my CNA through the Dual Enrollment program offered at my high school.

Nearly 7,170 Wisconsin Youth and Adults Obtain In-Demand Training

The Blueprint for Prosperity Initiative expands the WFF program through an additional investment of \$35.4 million in State General Purpose Revenue to provide in-demand skills training for three target populations: Wisconsin technical college students, high school pupils, and persons with disabilities, including service-disabled veterans. To ensure that grant training opportunities provide the skills required by Wisconsin employers, Grant Program Announcements (GPAs) are developed and managed in partnership with the Wisconsin Economic Development Corporation, Wisconsin Technical College System, Wisconsin Department of Public Instruction, and Department of Workforce Development – Division of Vocational Rehabilitation. Grant awards include:

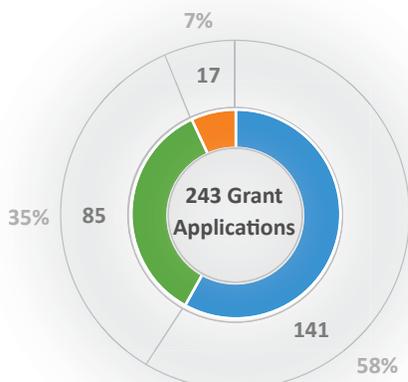
1. \$28,021,052 to 16 Wisconsin Technical Colleges to reduce wait lists for 4,908 students.
2. \$4,651,112 to 75 projects to train 2,051 high school pupils in high demand fields.
3. \$622,340 to enhance employer-driven job opportunities for 210 persons with disabilities.
4. \$850,000 to expand Project SEARCH to assist students with disabilities with their transition into the workforce.

Employers, in consultation with DWD, began developing customized training curriculum in early 2015 to address the unique needs of participating job-seekers with disabilities. The training curriculum was developed with the needs of the employer partner as a focus, ensuring that trainees would gain marketable and valuable skills that would help the business meet its talent development needs. Given the need to build customized training from the ground up, most grant projects began training in the second quarter of 2015. See the below table for Blueprint for Prosperity Initiative funding allocations and account balances through September 30, 2015, which was the end of the third quarter of 2015:

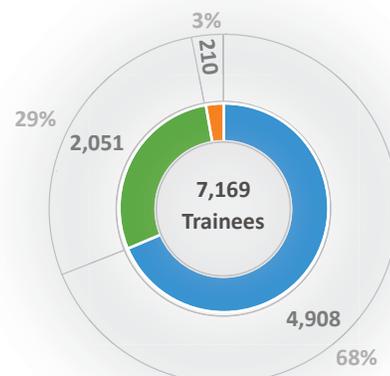
Program	Allocation	Applicant Requested	Intent to Award Grant Amount	Contracted Grant Amount	Reimbursed	Contracted Grant Awards
Technical College Wait List	\$31,000,000	\$38,696,551	\$28,021,052	\$27,641,935	\$7,661,610	100
High School Pupil - Round 1	\$1,500,000	\$3,209,450	\$2,125,939	\$2,065,652	\$1,176,693	30
High School Pupil - Round 2	\$3,000,000	\$3,124,924	\$2,525,173	\$2,385,628	\$67,263	45
Training Workers w/ Disabilities	\$1,000,000	\$1,189,112	\$622,340	\$621,385	\$27,181	11
Project SEARCH	\$850,000	\$850,000	\$850,000	\$850,000	\$22,797	1
TOTAL:	\$37,350,000	\$47,070,037	\$34,144,504	\$33,564,600	\$8,955,544	187

The below graphs demonstrate the need for and desire of trainees to participate in high value, in-demand training opportunities that provide industry credentials and improve career pathways:

Blueprint for Prosperity Initiative Applications Received (243)



Blueprint for Prosperity Initiative Intent to Award Trainee Counts (7,169)



Grand Geneva, LLC in Lake Geneva, Walworth County

\$38,508 Grant | 24 Trainees with Disabilities | Entry-Level Culinary Arts Jobs

Corporate staff at the AAA Four Diamond-rated Grand Geneva Resort and Spa used Blueprint for Prosperity Initiative – Training Workers with Disabilities grant funds to develop course curriculum and provide two-month instruction on hospitality basics, food storeroom best practices, stewarding, and culinary basics.

"We're thrilled to implement this culinary training program on property, further addressing the need to find meaningful work for people with disabilities. The hands-on techniques that the associates will experience will be an everlasting window of opportunity for these individuals."

- Tom Mason, General Manager at Grand Geneva Resort and Spa



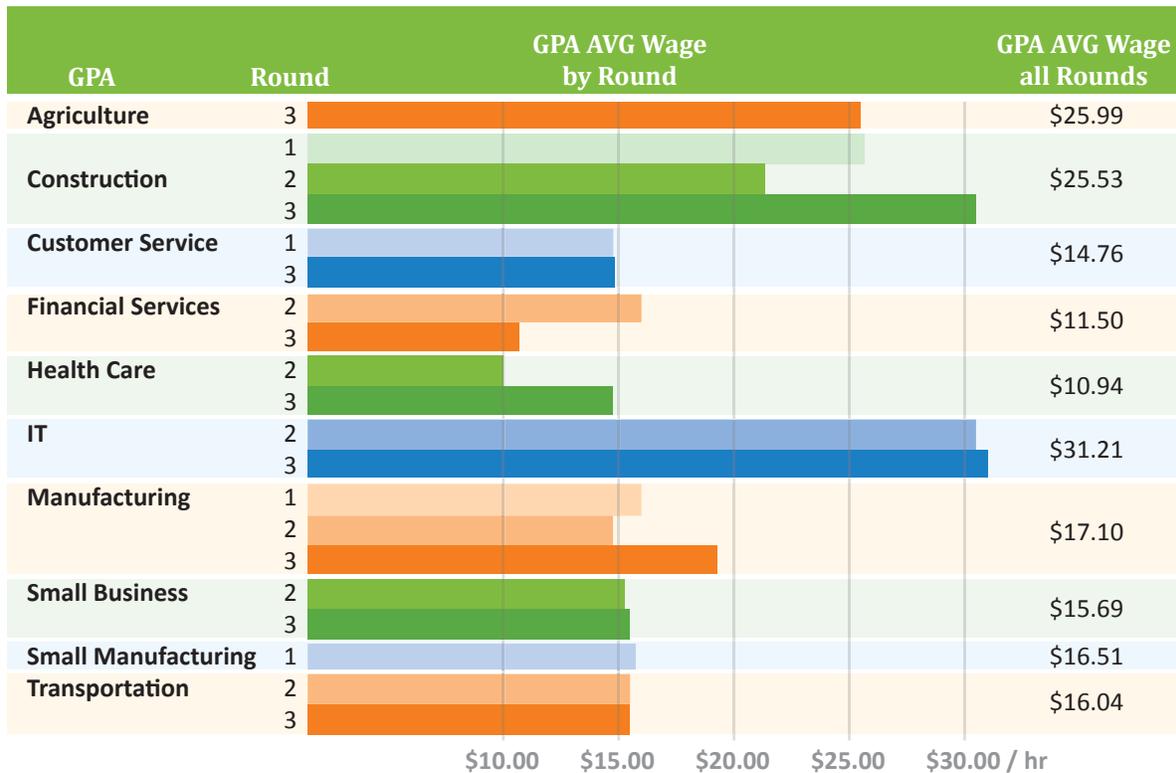
▲ Current training participant Eugene Lindeman, permanently hired training graduate Dylan Rossmiller, DWD Secretary Newson, Executive Pastry Chef Brian LeFeber, and Executive Chef Michael Sawin visit during a recent tour of the culinary training program at Grand Geneva Resort and Spa.



Customized Grant Training Increases Skills and Wages of Wisconsin Workers

Standard Wisconsin Fast Forward (WFF) supports customized skills training for 14,011 workers at more than 300 Wisconsin businesses through 146 Intent to Award grants issued by the Office of Skills Development (OSD) in three rounds of funding that included nine industry-specific Grant Program Announcements (GPAs). As the below graph illustrates, trainee wages vary greatly depending on the occupational title and market demand for skilled labor by industry and region:

Standard WFF – Rounds 1, 2 and 3
Average Grantee Proposed Post-Training Wages by GPA



VSI, LLC, Brown County

\$25,000 Grant | 14 Worker Trainees | Manufacturing Process Improvement

To eliminate a shortage of certified workers and enable the small business to secure new long-term contracts, VSI's grant provided training through Northeast Wisconsin Technical College and an industry provider in customer-required internal auditing processes and lean manufacturing.

VSI extended the training opportunity to 27 employees, nearly doubling the number of workers with new skills and significantly reducing the cost per trainee. Upon training completion, all trainees received an industry-recognized certificate and some trainees also earned Continuing Education Units. In addition, 24 trainees received an average post-training wage increase of \$1.45/hour.

VSI anticipates creating new Wisconsin-based jobs with increased business as a result of Standard WFF grant training.

Total Grant Training Participation Soars to 21,180 Workers

The Office of Skills Development (OSD) has issued 187 Blueprint for Prosperity Intent to Award grants to provide targeted training opportunities for an additional 7,169 trainees, increasing in-demand skills training for 21,180 workers through the WFF program. The following table provides an overview of the Blueprint for Prosperity Initiative training enrollment outcomes by grant program through September 30, 2015:

Blueprint for Prosperity Initiative
Training Enrollment Outcomes by Grant Program

Grant Program	Intent to Award Trainees	Grantee Contracted Trainees	Trainees Enrolled in Training
Technical College Wait List	4,908	4,908	5,043
High School Pupil - Round 1	949	939	786
High School Pupil - Round 2	1,102	1,026	257
Training Workers w/ Disabilities	210	210	52
TOTAL:	7,169	7,083	6,138

Exceeding Technical College Wait List Reduction Student Enrollment Goals

The 16 Wisconsin Technical Colleges collectively exceeded the Technical College Wait List Reduction grant program enrollment goal of 4,908 students, registering 5,043 students or 103% of the contracted enrollment outcomes nine months prior to grant program completion. To date, enrolled students have earned 2,163 high demand credentials through Blueprint for Prosperity initiative grant funding.

Originally scheduled to end in June 2016, Wisconsin Technical Colleges will have an opportunity to extend Wait List Reduction grant training opportunities due to successful student enrollment outcomes. The grant training extension will enable the DWD's technical college partners to serve more students on current wait lists through additional courses during the summer and fall.

“Employers in every sector and region rely on Wisconsin’s technical colleges to advance their goals. Those partnerships result in immediate, relevant career opportunities for our students. We’re seeing that yet again with these results.”

- Dr. Morna K. Foy, President, Wisconsin Technical College System



Find high skill training at your technical college: wtcsystem.edu



Grant Training Success

Fox Valley Technical College, Outagamie County

\$190,890 Grant | 120 Worker Trainees | Certified Nursing Assistant (CNA)

To address ongoing local employer shortages of CNAs, the Technical College Wait List Reduction grant helped Fox Valley Technical College expand programming by 12 additional sections for 120 wait list students who enrolled in training and earned credentials.

"Fox Valley Technical College has made significant strides in helping meet the demands for nursing assistants through its partnership with the Wisconsin Department of Workforce Development and Fast Forward grant funding. The college exceeded an original benchmark of the grant by training 120 new nursing assistants by more than 150%, and extended funding will enable us to sustain momentum in addressing a skill shortage for our region's healthcare providers."

- Zoe Cujak, Dean - Health Division, Fox Valley Technical College

Northcentral Technical College

\$470,933 Grant Project | 35 Students Enrolled | Information Technology (IT) Software Developer

Northcentral Technical College's Wait List Reduction grant expanded instructional capacity to help 35 students earn a one semester certificate and one-year technical diploma as IT Software Developers at the Wausau Campus. Contracted to enroll 35 students, NTC leveraged its grant training resources to enroll 59 students to help area businesses fill current, high demand IT job openings.

NTC Student Adam Stall Benefits from Grant-Funded Training

Adam Stall was pursuing a career in the restaurant industry prior to beginning his education at Northcentral Technical College (NTC). Encouraged by a graduate, he pursued and discovered his passion for Information Technology (IT) while completing four industry training programs in two years, including those offered through Technical College Wait List Reduction grant support. During Adam's fourth semester, he was hired by a software company in central Wisconsin where he will work while completing the Instructional Assistant position he currently holds at NTC.

"I was able to finish the program quickly. I felt confident finding employment since the end of my second semester at NTC after attending an IT Job Fair at the College and hearing stories of graduates who had come through before me."

- Adam Stall, Graduating December 2015



New, mobile-friendly employment tools available

Launching dynamic tools that enable users to develop skills-based job postings and resumes and conduct advanced talent and job searches. These enhancements will help employers and job seekers make more effective employment connections.

New Tools for Employers and Job Seekers

The first phase of LMIS enhancements launched on September 16, 2015, making new, mobile-friendly employment tools available to employers and job seekers at no cost, 24 hours a day on Wisconsin's online public labor exchange, JobCenterofWisconsin.com (JCW). Phase 1 enhancements move the state's LMIS toward the ultimate vision of a best-in-class system that integrates existing applications, such as JobNet Business, Skill Explorer and WORKnet, with the latest available labor market information (LMI) to connect talent with job postings based on skills.

JCW – Phase 1 Enhancements Offer:

- ▶ Streamlined registration from over 20 screens to 5 screens.
- ▶ Improved usability and search features.
- ▶ Advanced skills matching to connect talent with job postings.
- ▶ Integrated LMI for making informed employment decisions.



New Tools for Employers and Job Seekers

Employers

- ▶ Access to real-time LMI to drive hiring decisions and job growth for the expansion or relocation of businesses to Wisconsin.
- ▶ Improved solutions for building job descriptions based on required skills to connect with an expanded group of job seekers across industries based on desired and transferrable skill sets.
- ▶ Ability to automatically post and add company logos to job openings without the need for staff review and approval.

Job Seekers

- ▶ Ability to explore careers and make informed job decisions through real-time LMI with regional wage data by industry occupation.
- ▶ Improved solutions for building resumes that capture more information about employment skills, interests and work history.
- ▶ Access to job spidering technology that searches the Internet for and makes over tens of thousands of job openings available for review in one location.



MEMORANDUM OF UNDERSTANDING

Between

The State of Wisconsin Department of Workforce Development
The State of Wisconsin Department of Public Instruction

SERVICE LEVEL AGREEMENT #2

Career and Technical Education (CTE) Incentive Grants

By their signature below, DWD and DPI agree to provide the following services to support the implementation and continuing operation of the CTE Incentive Grant program under Sec. 106.273, Wis. Stats. which states, in part that DWD shall approve industry-recognized certification programs designed to mitigate workforce shortages and annually award incentive grants of not less than \$3,000,000 in each fiscal year to school districts that have pupils that successfully complete an industry-recognized certification program from the approved list.

As such, DWD is responsible for updating and approving a list of industries and occupations facing workforce shortages and a list of certifications for high school pupils to enter into those occupations which includes coordination with the department of public instruction and the Wisconsin technical college system and provision of grant funds.

For the 2014-15 school year:

1. DWD and DPI agree to use the attached 2015 Certifications list as the basis for awarding grants to the school districts.
2. DPI agrees to maintain a website with information about the CTE Incentive Grants program, and make available all related materials to include the certification list, applications for grants and applications for new certification areas.
3. DPI agrees to receive and manage the applications from school districts for students who earned certificates, maintaining a database or spreadsheet of student information for that purpose.
4. DPI and DWD will form a working group to verify that each student has earned the certificates listed on the application and has graduated high school.
5. DPI agrees to provide reports as needed on the number of students and certifications received in each year.
6. DWD agrees to remit the funds necessary to award grants under the program to DPI, who will then remit the funds to individual school districts that applied.

Beginning in the 2015-16 school year:

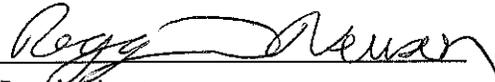
1. DWD and DPI agree to use the attached 2015 Certifications list as the basis for awarding grants to the school districts subject to inclusion of any newly approved certifications as of 12/31/2015.
2. DWD Labor Market Information section agrees to annually review and update the industries and occupations facing workforce shortages list.
3. DWD agrees to annually confer with the Department of Public Instruction and the Wisconsin Technical College System to identify industries and occupations within this state that face

- workforce shortages or shortages of adequately trained, entry-level workers utilizing the draft Workforce Shortage Crosswalk by SOC to Career Cluster and protocol developed by DPI.
4. DWD agrees to review and approve applications from school districts for new certifications to be added to the list, using the application form and guidelines for new certificates developed by DPI.

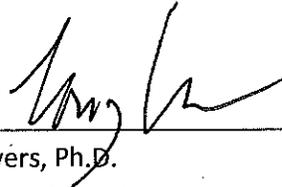
It is understood that this service level agreement is subject to change based upon the agreement of both parties.

Dated the 7 day of October 2015

Dated the 20 day of October 2015



Reggie Newson
Secretary
Department of Workforce Development



Tony Evers, Ph.D.
State Superintendent
Department of Public Instruction

Chapter PI 26

EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

PI 26.01 Applicability and purpose.
PI 26.02 Definitions.
PI 26.03 Education for employment program.

PI 26.04 General requirements for school boards.
PI 26.05 Program approval.

Note: Chapter PI 26 was repealed and recreated by CR 15–025 Register November 2015 No. 719, eff. 12–1–15.

PI 26.01 Applicability and purpose. (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017–18 school year.

(2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:

- (a) Prepare elementary and secondary pupils for future employment.
- (b) Ensure technological literacy; to promote lifelong learning.
- (c) Promote good citizenship.
- (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- (e) Establish a role for public schools in the economic development of Wisconsin.

(3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.02 Definitions. In this chapter:

(1) “Academic and career plan” means a comprehensive plan developed and maintained by a pupil that includes the pupil’s academic, career, personal, and social goals and the means by which the pupil will achieve those goals both before and after high school graduation.

(2) “Academic and career planning services” means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.

(3) “Academic and career planning software tool” means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.

(4) “Child with a disability” has the meaning given in s. 115.76 (5), Stats.

(5) “Department” means the Wisconsin department of public instruction.

(6) “Education for employment program” means the program under s. 121.02 (1) (m), Stats.

(7) “Individualized education program” has the meaning given in s. 115.76 (9), Stats.

(8) “Parent” includes a guardian.

(9) “Pupil postsecondary outcomes” means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.

(10) “School board” has the meaning given in s. 115.001 (7), Stats.

(11) “State superintendent” means the state superintendent of public instruction.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.03 Education for employment program.

(1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:

(a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

(b) A process used to engage parents in academic and career planning. The process shall do all of the following:

1. Inform parents in each school year about what academic and career planning services their child receives.
2. Provide parents with multiple opportunities during each school year to participate in their child’s academic and career planning.
3. Update parents throughout the school year on the progress of their child’s academic and career planning.

(c) A description of all of the following:

1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).
2. The career and technical education provided in the school district.
3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.

4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

(d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

(2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

- (a) Career awareness at the elementary grade levels, including developing an understanding of the following:
1. Why people work.
 2. The kinds of conditions under which people work.
 3. The levels of training and education needed for work.
 4. Common expectations for employees in the workplace.

5. How expectations at school are related to expectations in the world of work.

(b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

(c) Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.
2. School-supervised, work-based learning experiences.
3. Instruction in career decision making.
4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
5. Pupil access to career and technical education programs, including programs at technical colleges.
6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

(3) Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

(a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

(b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and

career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

(c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

(d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.04 General requirements for school boards.

The school board shall do the following:

(1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.

(2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

(3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.

(4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15; correction in (4) made under s. 35.17, Stats., Register November 2015 No. 719.

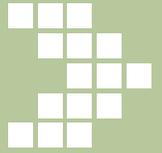
PI 26.05 Program approval.

A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss. 115.28 (59) and 121.02 (1) (m), Stats.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

JULY 2012

WISCONSIN'S WORKFORCE DEVELOPMENT SYSTEM



A graphical guide to employment and training resources in Wisconsin



Wisconsin's workforce development system is comprised of a broad range of employment and training services, from job search and placement assistance to vocational rehabilitation for individuals with disabilities. The resource map and analysis in this report offer policymakers and service providers a view of the system as a whole, including the variety of state and federal funding sources that support workforce development programs administered by the State of Wisconsin, and the services provided by each of those publicly funded programs. This report also can serve as a guide in ongoing efforts to improve the effectiveness of the state's workforce development system.

Key findings include the following:

- While it appears that some consolidation of employment and training funding has occurred in recent years, Wisconsin's workforce development system remains somewhat fragmented.
- Projected changes in Wisconsin's workforce and economy may demand increased attention to workforce attraction and retention as well as enhanced emphasis on worker training and education.
- The vast majority of funds supporting Wisconsin's workforce development system are from federal sources, a trend that may not bode well for the future.
- Some new approaches to structuring workforce programs and diversifying funding sources have been initiated in Wisconsin, and those efforts should continue.



ORGANIZATION

While it appears that some consolidation of employment and training funding has occurred in recent years, Wisconsin's workforce development system remains somewhat fragmented.

The resource map on the reverse side of this report identifies \$407 million in state and federal dollars that will be spent in fiscal year 2012 to address the employment and training needs of Wisconsin's workforce. The map also cites the number of participants served by each funding source, though those numbers understate the full universe of individuals who are touched by the state's workforce programming.

Since we last looked at workforce development funding in Wisconsin in 2008, this funding has become more concentrated in two state departments: the Department of Workforce Development (DWD) and the Department of Children and Families (DCF). In 2008, DWD and DCF collectively administered approximately 74% of all workforce development funding in Wisconsin, while in 2012 that figure rose to more than 83%.¹ This increased concentration is largely due to additional federal funding provided to programs in both departments from the American Recovery and Reinvestment Act (ARRA) of 2009, as well as a substantial rise in the amount of federal funding used to support Wisconsin's W-2 program, which is administered by DCF. Indeed, DCF currently manages the largest workforce development budget of any state department, despite DWD's exclusive focus on workforce development and the fact that DWD administers the greatest number of workforce development programs.²

Overall, nine state departments currently offer 36 programs that provide employment and training services in Wisconsin. While many of those programs provide distinct services that target specific populations, state policymakers should consider whether the current structure is the most effective and efficient way to organize these services.

Table 1: Workforce development funding by state department

	Number of programs	Total funding for Fiscal Year 2012	% of total funding
Department of Children and Families	6	\$180,879,729	44.5%
Department of Workforce Development	11	\$158,771,210	39.0%
Department of Health Services	4	\$24,502,026	6.0%
Wisconsin Technical College System	4	\$23,837,484	5.9%
Department of Public Instruction	1	\$9,484,005	2.3%
Department of Corrections	5	\$3,789,228	0.9%
Department of Veterans Affairs	3	\$3,505,400	0.9%
Department of Administration	1	\$1,016,812	0.2%
Wisconsin Economic Development Corporation	1	\$1,000,000	0.2%
Total	36	\$406,785,894	

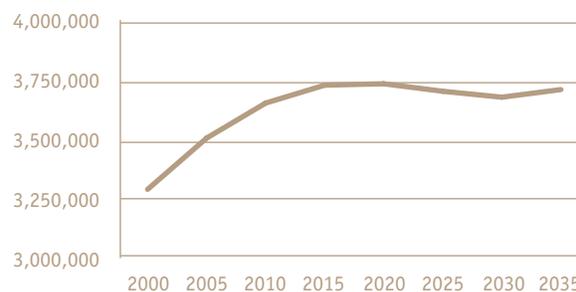
NEED (Continued on next page)

Projected changes in Wisconsin's workforce and economy may demand increased attention to workforce attraction and retention as well as enhanced emphasis on worker training and education.

Despite today's high levels of unemployment, over the next 20 years Wisconsin must address a projected decline in the size of its workforce while also ensuring that workers have the training required for jobs that are expected to become available. The number of participants in Wisconsin's labor force is projected to plateau and decline slightly in the coming years as the baby boom generation retires. According to the Wisconsin Department of Administration, the working age population in the state (ages 18-64) is expected to peak in 2020 at 3.75 million and remain below that figure in 2035.

At the same time, Wisconsin workers must be appropriately prepared for the jobs that open up in the coming years. Chart 2 shows that of the 78,570 projected annual job openings between 2008 and 2018, approximately 60% will require some form of "training" while 37% will require a formal degree. These projections represent a significant shift from state projections for the 2006-2016 period, which were created before the national recession. In the previous projections, Wisconsin was expected to have 96,460 annual job openings of which only 22% would require a degree.

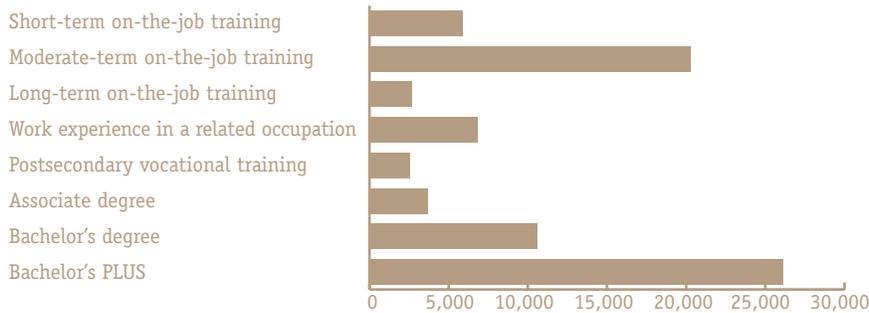
Chart 1: Working age population projections, 2000-2035



Source: "Wisconsin Population 2035," Wisconsin Department of Administration, October 2008.

NEED (Continued)

Chart 2: Projected annual number of job openings in Wisconsin between 2008 and 2018, by typical education or training path



Source: "Wisconsin Detailed Occupational Employment Projections, 2008-2018," Office of Economic Advisors, Wisconsin Department of Workforce Development, August 2010.

An important question for Wisconsin policymakers is whether the current array of workforce development programs and services is appropriately calibrated to meet the state's evolving workforce needs, particularly in the areas of skills training and education. A related question is whether existing programs serving overlapping populations are doing so effectively.

RESOURCE MIX AND TRENDS (Continued on next page)

The vast majority of funds supporting Wisconsin's workforce development system are from federal sources, a trend that may not bode well for the future.

The federal government provides 92% of the funding that supports Wisconsin's workforce development system, an increase from 88% in 2008.³ This increase is largely attributable to the lingering national recession, which expanded enrollment for Wisconsin's W-2 program and brought about a federal stimulus package that included additional support for workforce development programs. Wisconsin's acute dependence on federal support may not be sustainable or desirable because of the many restrictions typically attached to federal funds and because of the intense fiscal pressures facing the federal government, which place all federal discretionary funding at budgetary risk. Also, we have found previously that Wisconsin depends more on federal workforce funding than many other states.

The recent recession has had significant impacts on the workforce services funded by the federal government. In response to the increase in demand for services, ARRA provided federal Workforce Investment Act (WIA) and other programs with additional resources. The funds were distributed to states and, subsequently, to regional investment boards. Nearly all ARRA funding will be spent, however, by the end of fiscal year 2013.⁴

With an approaching presidential election and a national unemployment rate remaining near 8%, workforce development policy continues to receive considerable attention from elected officials. Budget proposals currently under consideration on Capitol Hill include substantial reductions in discretionary spending—of which WIA and many other workforce development programs are a part. The debate over the 2013 federal budget inevitably will alter the resources allocated to workforce development in Wisconsin.

Although ARRA funds have represented a significant reinvestment in workforce development by the federal government over the past several years, and despite a recent surge in federal spending on Wisconsin's W-2 program, the overall budgets for the six largest workforce development programs in Wisconsin have declined dramatically over the longer term, from a collective total of approximately \$430 million in 2000 to \$299 million in 2012 (Chart 4).⁵ Excluding W-2, which was created in 1997, federal spending for those programs has been reduced by approximately 47% since 1985. As shown in Chart 5, even W-2 spending, which increased in the wake of the recession, is down considerably from 2000.

Chart 3: Origins of workforce development funding in Wisconsin

Total funding: \$406,785,894

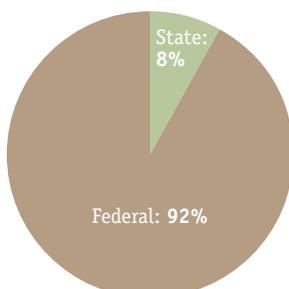
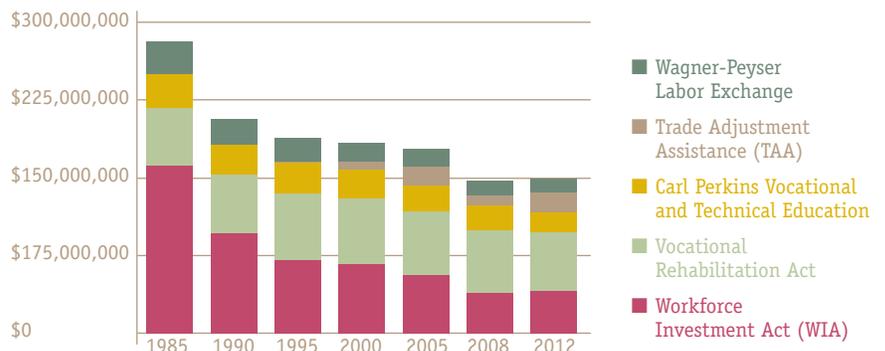


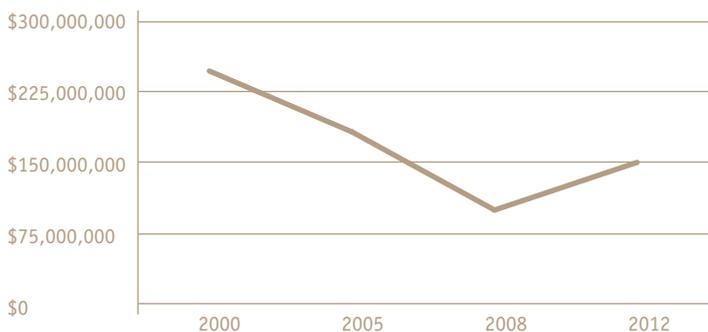
Chart 4: Federal funding for workforce development in real dollars by major program area, 1985-2012⁶



Adjusted for inflation using the Consumer Price Index inflation calculator

RESOURCE MIX AND TRENDS (Continued)

Chart 5: Federal TANF funding allocated to Wisconsin's W-2 program in real dollars, 2000-2012⁷



Given the fact that W-2 spending now comprises more than 35% of total workforce development spending in Wisconsin, state policymakers may wish to re-evaluate the design and specifics of the 15-year-old W-2 program to ensure they are in concert with the state's overriding workforce development objectives and needs. While TANF funds are restrictive in terms of the population they serve, the state does have considerable latitude in determining how to structure workforce training programs and requirements for W-2 recipients. Renewed efforts to align the W-2 program with other workforce development objectives currently under discussion – such as strategies for specific employment clusters and programs designed to bridge the skills gap for residents of Milwaukee's central city – may be appropriate.

LOOKING TO THE FUTURE

Some new approaches to structuring workforce programs and diversifying funding sources have been initiated in Wisconsin, and those efforts should continue.

Given the direct connection between federal funding, state workforce programs, and regional workforce investment boards, any structural or financial changes at the national level invariably impact local service provision. For example, federal WIA allocations remain a primary source of workforce development funding for states and regional investment boards. Despite declining WIA funding, the Milwaukee Area Workforce Investment Board (MAWIB) has been able to increase its annual revenue, largely by diversifying its revenue sources. In 2011, revenue from WIA comprised approximately 45% of MAWIB's \$22.5 million budget, as compared to approximately 86% of the Milwaukee Private Industry Council's (MAWIB's predecessor) \$11.9 million budget in 2007.⁸

Workforce training in Wisconsin also will be impacted by changes in state government. One such recent change was the replacement of the Wisconsin Department of Commerce with the public-private Wisconsin Economic Development Corporation (WEDC). Wisconsin Act 7, which created WEDC, streamlined the state's lead economic development agency by shifting Commerce responsibilities that were not economic development-related to other departments and by replacing narrowly focused economic development programs with a more flexible Economic Development Fund.⁹ Through this shift, four workforce development-related Commerce programs that collectively had received close to \$3 million in annual state funding no longer exist.¹⁰ WEDC still remains a player in workforce development, however, by funding economic development projects that have a workforce component and by coordinating with DWD to help align job needs with available training.¹¹

As cities and regions throughout Wisconsin look for additional funding streams to support workforce development programs, one potential model to emerge is the Milwaukee Area Workforce Funding Alliance (MAWFA), which was established in 2009. MAWFA is a consortium of private and public workforce development funders and service providers in the Milwaukee area.¹² The Funding Alliance's aim is to allow local foundations and workforce development agencies to coordinate efforts and private sector contributions, while also improving the region's standing as it competes for additional direct funding for workforce development from the federal government and national foundations. The MAWFA helps to coordinate the distribution of funding from private and public funders for local workforce development efforts. MAWIB's Coordinating Council also plays an important role in directing the allocation of workforce development resources in Milwaukee.

Endnotes

¹ Due to changes in how budget data were recorded, Badger State Industries was removed from the 2008 calculation. For consistency, several additional programs (Boys and Girls Clubs, Brighter Futures Initiative, Troops to Teachers, Work Opportunity Tax Credits, and Workforce Information Grants) were removed from the 2008 figure because those programs were not included in the 2012 map. Finally, 2008 budget figures for the FSET program were revised with more accurate data provided by DCF staff.

² This statement assumes that all federal funds provided to W-2 agencies are deemed workforce development-related. Approximately \$90 million of the \$150 million dedicated to W-2 in 2012 paid for client benefits. Also, the increase in federal funds used to support W-2 does not necessarily indicate an increase in federal allocations, but may instead indicate a reallocation of federal dollars from other programs, such as child care.

³ See endnote 1.

⁴ Executive Office of the President, 9/15/2011 Memorandum: www.whitehouse.gov/sites/default/files/omb/memoranda/2011/m11-34.pdf

⁵ These figures are adjusted for inflation and represent budget totals for all six programs included in Charts 4 and 5.

⁶ Adjusted for inflation using the Consumer Price Index inflation calculator. These five programs, along with W-2 and the Transitional Jobs Demonstration Project,

represent the largest federal investments in Wisconsin's workforce development system. W-2, the largest individual program, was separated due to its shorter funding history, and the Transitional Jobs Demonstration Project was not included because it was a temporary program entirely funded by ARRA.

⁷ Adjusted for inflation using the Consumer Price Index inflation calculator. The dollar amounts reflected are for "W-2 agency contracts," which include cash payments to participants in subsidized employment, local administrative costs, and the costs of training and employment services.

⁸ Data provided by the Milwaukee Area Workforce Investment Board (MAWIB); this assumes that virtually all of the PIC's DWD funding came from WIA, an assumption that cannot be verified but one that is considered accurate based on our understanding of PIC revenue streams.

⁹ WEDC Strategic Plan: wedc.org/docs/wedc-strategic-plan.pdf

¹⁰ The four eliminated programs were Customized Labor Training, Business Employees' Skills Training, Rural Business Employees' Skills Training, and Minority Business Employees' Skills Training.

¹¹ WEDC 2011-2012 Operations Plan: wedc.org/wp-content/uploads/2011/12/Operations-plan-Summary.pdf

¹² Milwaukee Area Workforce Funding Alliance: www.milwaukeeewa.org/Pages/default.aspx



Morna K. Foy, President

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January 27, 2016

Mr. Tony Evers, State Superintendent
Department of Public Instruction
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Dear Superintendent Evers:

I am pleased to share with you the attached report in compliance with section 38.04(21) of the Wisconsin statutes. This provision requires the Wisconsin Technical College System (WTCS) Board to submit an annual report regarding high school students attending technical colleges. The report is to be submitted to the Legislature and to four state agencies (Departments of Administration, Children and Families, Public Instruction, and Workforce Development.) The reporting requirement was established in 1997 Wisconsin Act 27.

The following level of activity occurred in the 2014-2015 school year:

758 high school students attended the WTCS under the 118.15 Compulsory Education Option;

2,647 high school students attended the WTCS under the Youth Options Program; and

over 30,000 high school students enrolled in WTCS postsecondary level courses through means other than 118.15 Compulsory Education or Youth Options.

If you have any questions regarding this report, please contact Ann Westrich, Career Prep Education Director, at (608) 261-4588.

Sincerely,

A handwritten signature in black ink, appearing to read "Morna K. Foy".

Dr. Morna K. Foy
President

Attachment

cc: Sara Hynek, DOA
David Loppnow, LFB

**Public High School Pupils Attending Wisconsin Technical Colleges
Fiscal Years 2011-12 through 2014-15**

Section 38.04(21) of the Wisconsin statutes requires that the WTCS report information on public high school pupils enrolling in technical college courses to the Legislature and four state agencies (DOA, DCF, DPI and DWD). Five categories of enrollments are covered:

- A. 118.15 Compulsory Education – Under the provisions of ss. 118.15(1) (b), (cm) and (d), *Wis. Stats.*, high school pupils who meet certain criteria are allowed to attend technical college in lieu of high school or on a part-time basis.
- B. Youth Options – Under the Youth Options Program, s. 118.55, *Wis. Stats.*, high school pupils have the ability to take postsecondary level courses for both high school and technical college credit.
- C. Transcripted Credit - This option also known as “dual credit” allows students to gain both high school and technical college credit simultaneously. Section 118.34, *Wis. Stats.*, authorizes the establishment of technical preparation programs that allow high school pupils to either gain advanced standing at a technical college or receive actual technical college credit. It should be noted that pupils earn advanced standing while in high school, but do not actually receive the credit until they have completed high school and are admitted to a technical college. Therefore, this report can only identify pupils who received actual technical college credit while still enrolled in high school.
- D. Youth Apprenticeship – Section 106.13, *Wis. Stats.*, allows a student to enroll in a youth apprenticeship program with the ability to gain advanced standing or receive actual technical college credit.
- E. 38.14 Contracts – Under s. 38.14(3), *Wis. Stats.*, a technical college may enter into a contract to provide educational services to a school district.

The following tables provide a statewide summary of such enrollments for the school years 2011-12 through 2014-15. Numbers of students, courses and credits taken are included. The WTCS Client Reporting System is the source for this information.

Headcount						
Fiscal Year	118.15 Compulsory Education	Youth Options	Transcripted Credit	Youth Apprenticeship	38.14 Contracts	Unduplicated Total – All*
2011	1,666	2,392	13,928	292	2,797	20,507
2012	1,298	2,038	16,593	238	2,283	21,921
2013	1,050	2,237	21,496	301	2,364	26,559
2014	971	2,447	22,472	279	2,880	28,026
2015	758	2,647	24,779	296	3,112	30,451

* This total counts students who took courses in more than one of the five categories only once.

Courses (Enrollments)						
Fiscal Year	118.15 Compulsory Education	Youth Options	Transcribed Credit	Youth Apprenticeship	38.14 Contracts	Total
2011	13,172	3,842	18,326	455	3,559	39,354
2012	10,742	3,287	21,384	384	2,932	38,729
2013	9,211	3,616	28,065	515	3,153	44,560
2014	8,690	4,227	29,785	484	3,980	47,166
2015	7,121	4,979	33,547	582	4,772	51,001

Credits						
Fiscal Year	118.15 Compulsory Education	Youth Options	Transcribed Credit	Youth Apprenticeship	38.14 Contracts	Total
2011	14,813	10,683	44,726	1,201	9,894	81,317
2012	11,924	9,235	53,330	1,036	7,851	83,376
2013	10,348	10,093	71,594	1,291	8,409	101,735
2014	9,974	11,796	77,907	1,167	10,913	111,757
2015	8,131	13,387	87,772	1,190	12,616	123,096

For more information, please contact Ann Westrich at (608) 261-4588.