

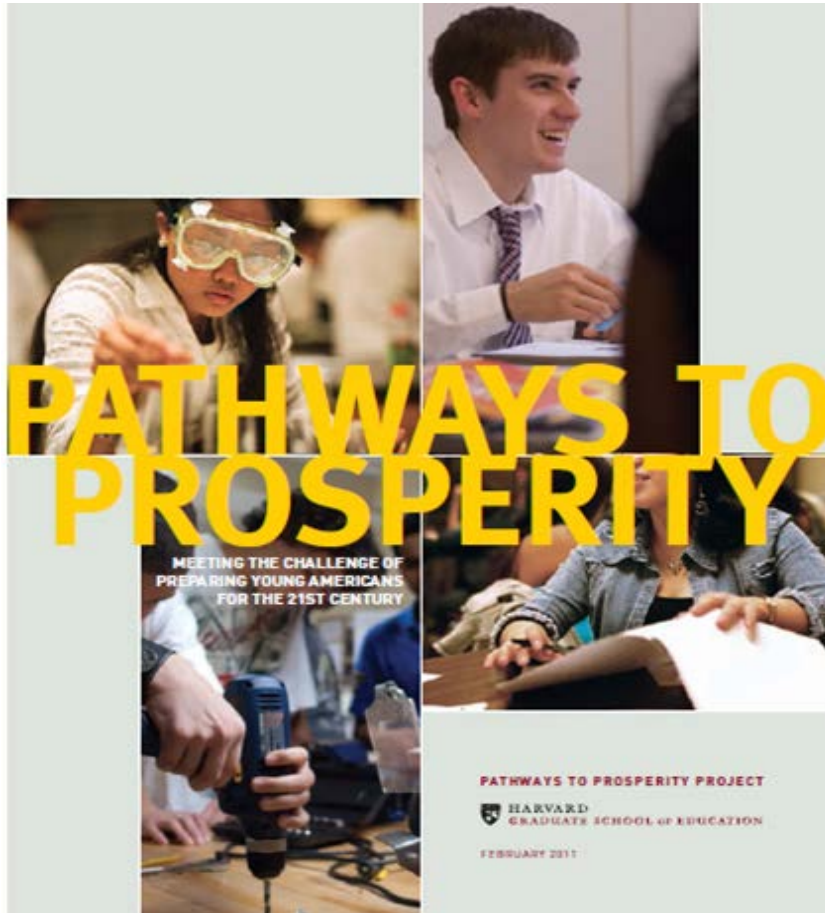
Learning for Careers: Lessons from Strong VET Systems Abroad and in the U.S.

New Mexico Legislative Education Study Committee

Amy Loyd, Jobs for the Future

Bob Schwartz, Harvard Graduate School of Education

November 15, 2017



“The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society.”

Harvard Graduate School of Education, 2011

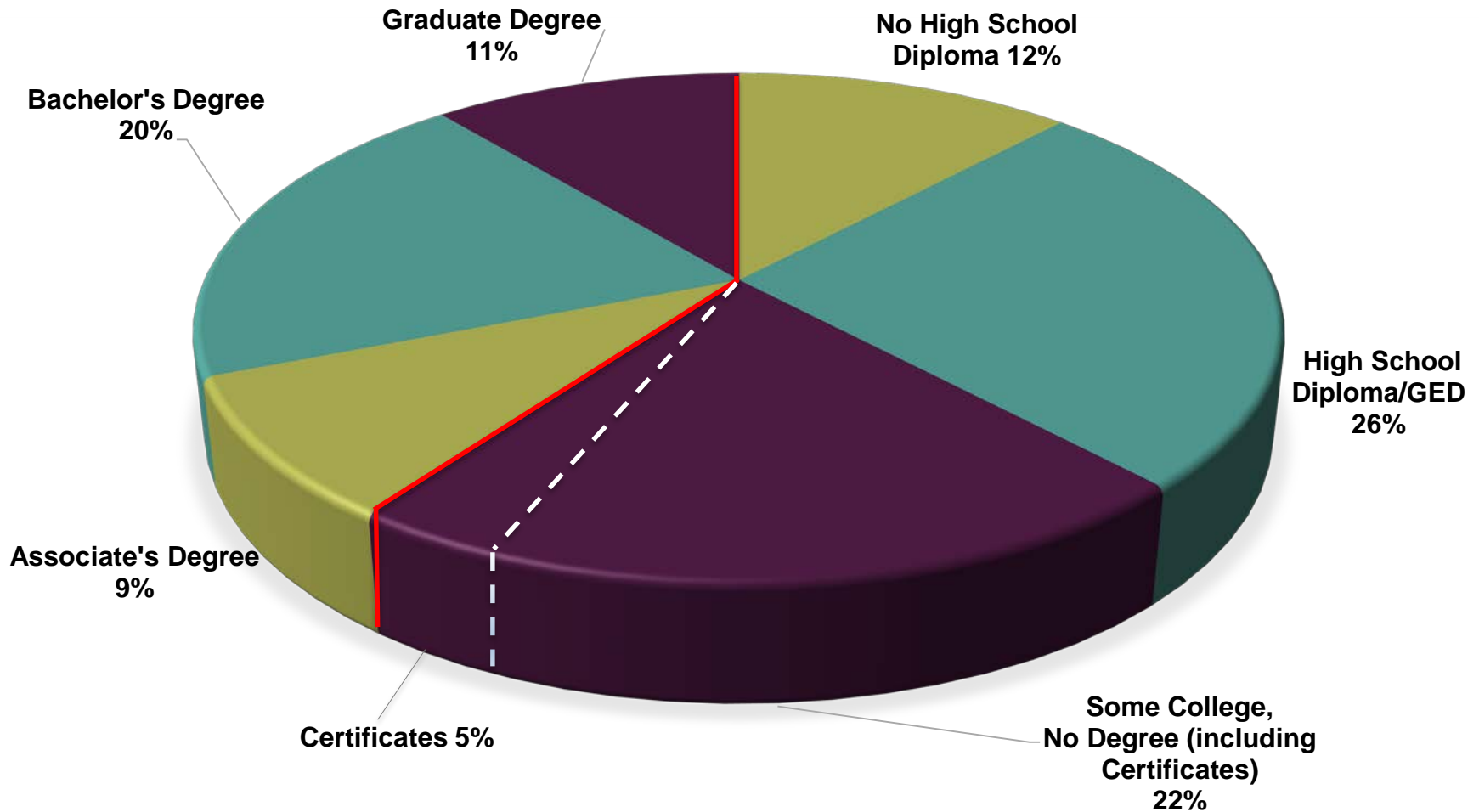
WHAT'S THE PROBLEM WITH SCHOOL IN THE U.S.?

PATHWAYS TO PROSPERITY

- > Despite higher high school completion rates and higher college going rates round 50% of youth are arrive in their mid twenties without a useable credential. The question is why—and it's complicated:
 - About 20% of young people enroll in career and technical education (CTE), but many are still not well prepared
 - The other 80% get little or no career and technical education and learn little about careers while in high school
 - Many students disengage; school is boring, irrelevant
 - 2/3s go on to 4-year university or college many without a plan

EDUCATION LEVEL OF U.S. LABOR FORCE (AGES 25-64)

PATHWAYS TO PROSPERITY



Source: Lumina Foundation, *A Stronger Nation* report, 2016

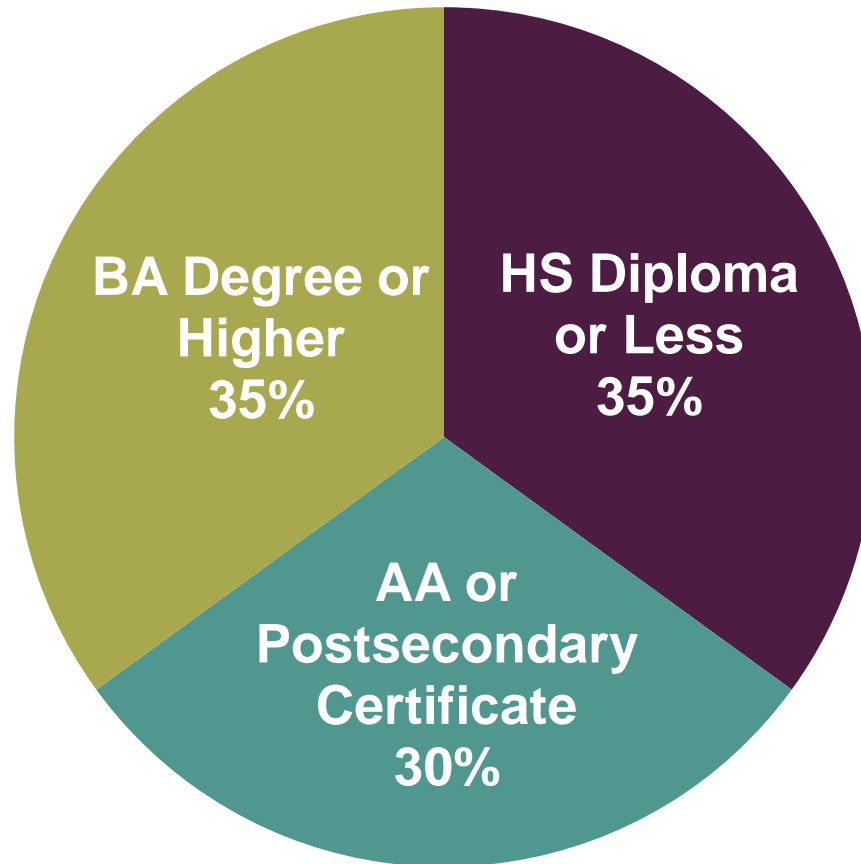
WHAT'S THE PROBLEM IN THE LABOR MARKET IN THE U.S.?

PATHWAYS TO PROSPERITY

- Skills learned in school CTE do not match job requirements
- CTE is stigmatized so employers think poorly of some CTE graduates
- Companies in the U.S. complain about schools but do little training of entry level workers although they spend millions on middle and upper managers
- Youth encounter prejudices and negative attitudes in the labor market about adolescents, in general, and “minorities” in particular
- Big companies screen for the bachelor’s degree and ignore associate’s degrees that would help with middle skill openings.

2020 EMPLOYMENT PROJECTIONS

PATHWAYS TO PROSPERITY



Sources: Recovery 2020, Georgetown Center on Education and the Workforce, 2013; and Complete College America

EXAMPLES OF JOBS THAT REQUIRE MIDDLE SKILLS

PATHWAYS TO PROSPERITY

Sector	Type of Job	Number of Openings (2014)	Median Annual Pay (2015)
Computers & IT	Computer Support Specialists	766,900	\$51,470
Engineering	Electrical and Electronics Engineering Technicians	139,400	\$61,130
Health Care	Respiratory Therapists	120,700	\$57,790
Life, Physical & Social Sciences	Environmental Science and Protection Technicians	36,200	\$43,030

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2015

STEM OPPORTUNITIES ABOUND

PATHWAYS TO PROSPERITY



Previous STEM studies have neglected the many blue collar technical jobs that require considerable STEM knowledge. But this study finds that

50%

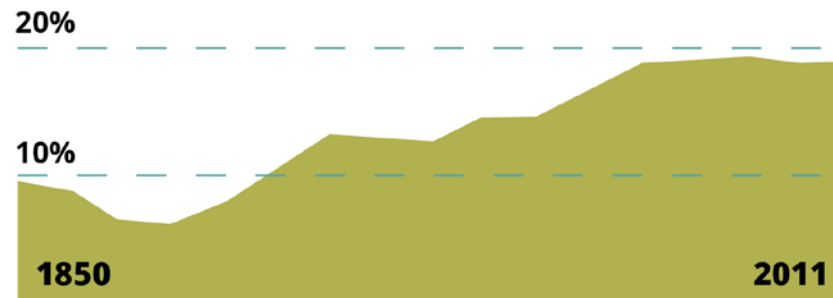
of STEM jobs do not require a bachelor's degree. As a result, STEM knowledge plays a much larger role in our economy than previously thought.



STEM jobs comprise **20%** of all U.S. jobs.

26 million

STEM jobs in the U.S.



The share of jobs requiring STEM knowledge has

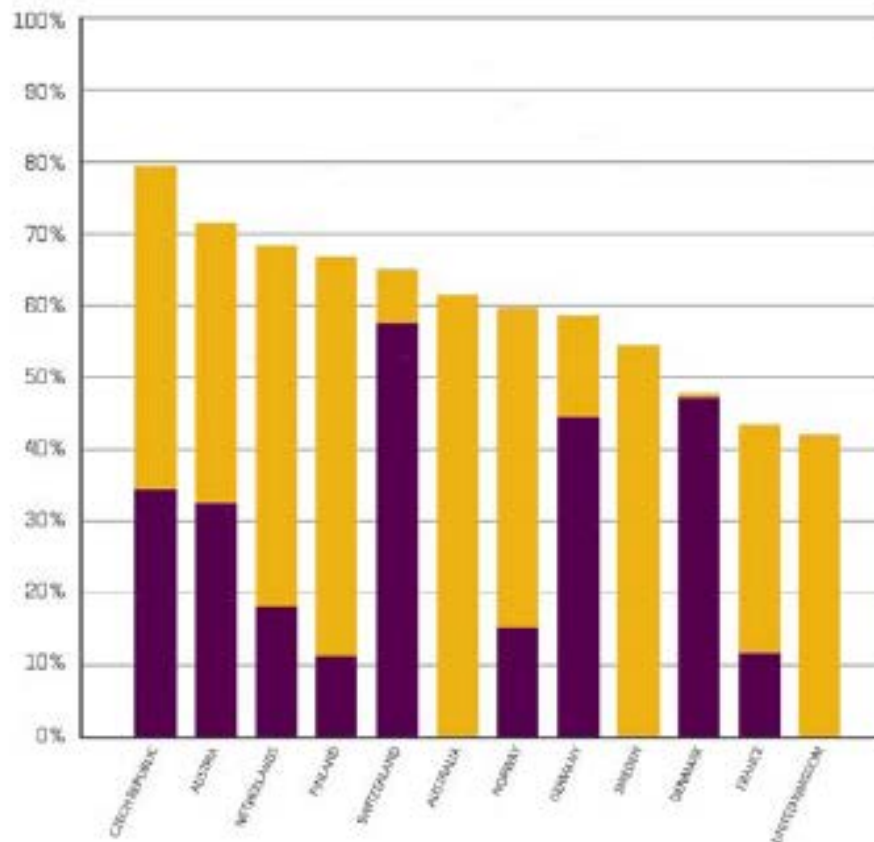
DOUBLED

since the Industrial Revolution.

Source: *The Hidden STEM Economy*, Brookings, 2013.



STRONG VOCATIONAL SYSTEMS: THE “NEW VET”

PATHWAYS TO PROSPERITY



In strong vocational systems, 40% to 75% of upper secondary students *choose to* participate

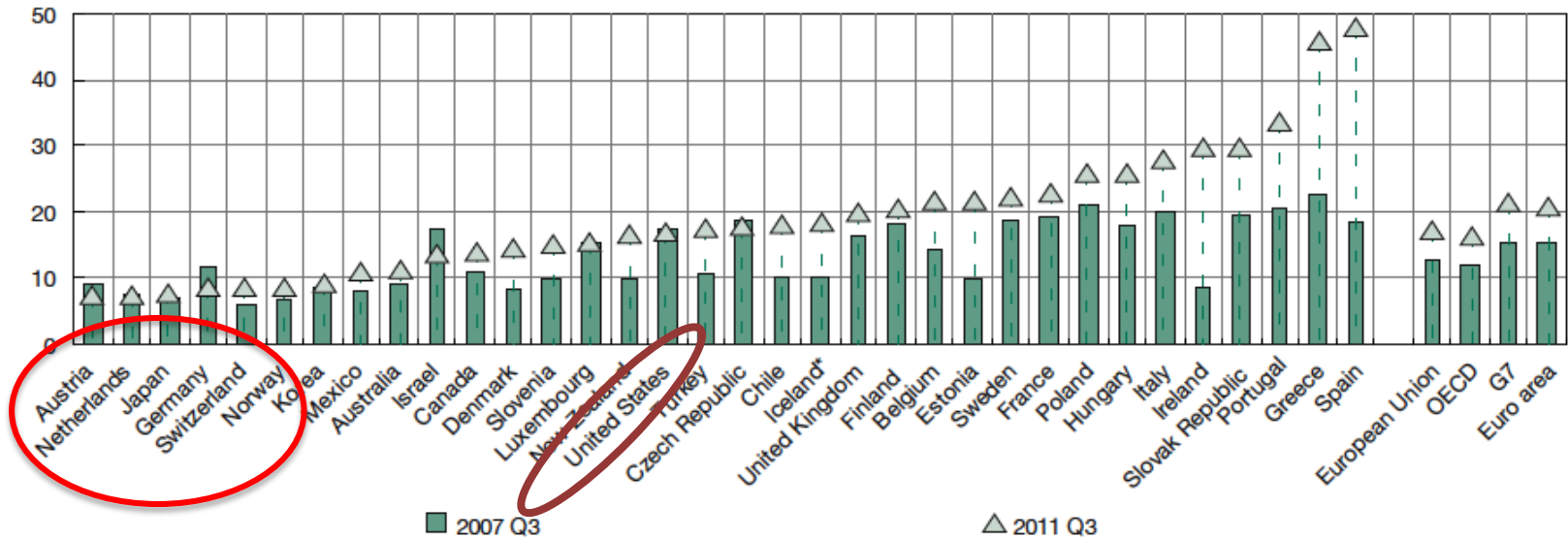
VET can be school-based or mix of school and work

-  Percentage of students in school based vocational and technical programmes
-  Percentage of students in combined school and work-based vocational and technical programmes

Source: OECD (2008), Education at a Glance 2008, OECD indicators, Table C1.1, OECD, Paris.

Figure 2
Youth Unemployment Rate Has Increased During the Crisis, OECD Countries

As a percentage of the labour force aged 15/16-24



Note: Countries are shown in ascending order of the youth unemployment rate in 2011 Q3. Figures are seasonally adjusted. International averages refer to weighted averages. * Data refer to 2007 Q2-2011 Q2 for Iceland.

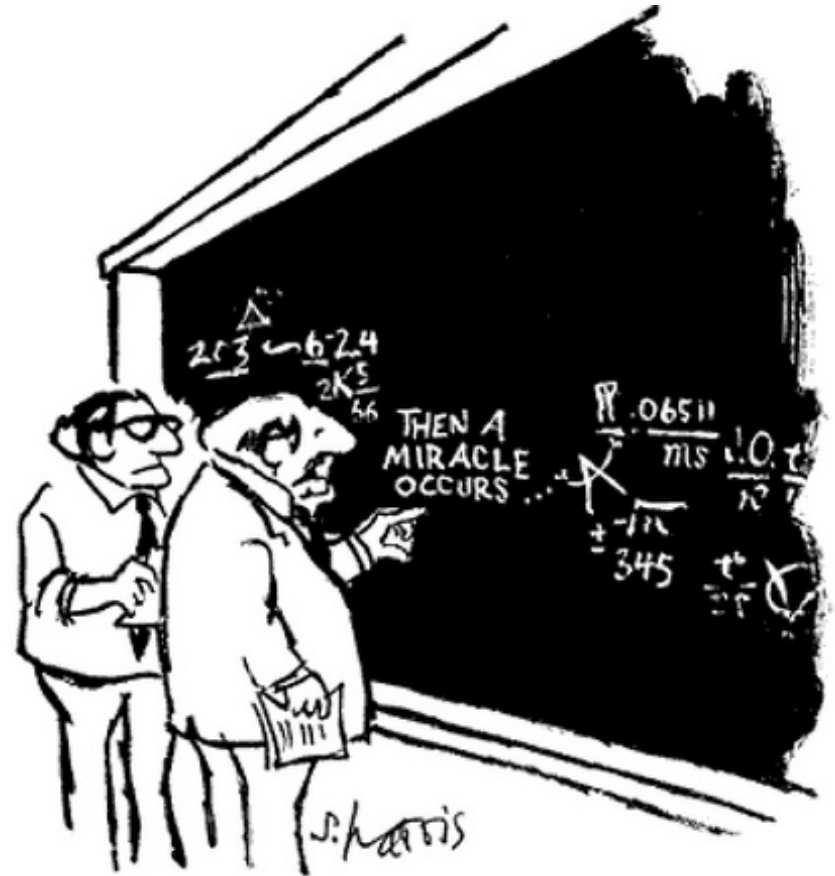
Source: OECD calculations based on Eurostat, Short-Term Indicators and various national sources.

WHY LOOK ABROAD?

PATHWAYS TO PROSPERITY

“Studying what other systems do is a worthwhile activity not because it gives us answers, but because it gives us questions and ideas.... It allows us to see our taken for granted practices with new eyes.”

Henry Levin, Columbia University



“I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO”



EDUCATION INDICATORS IN FOCUS



2015 (July)

33

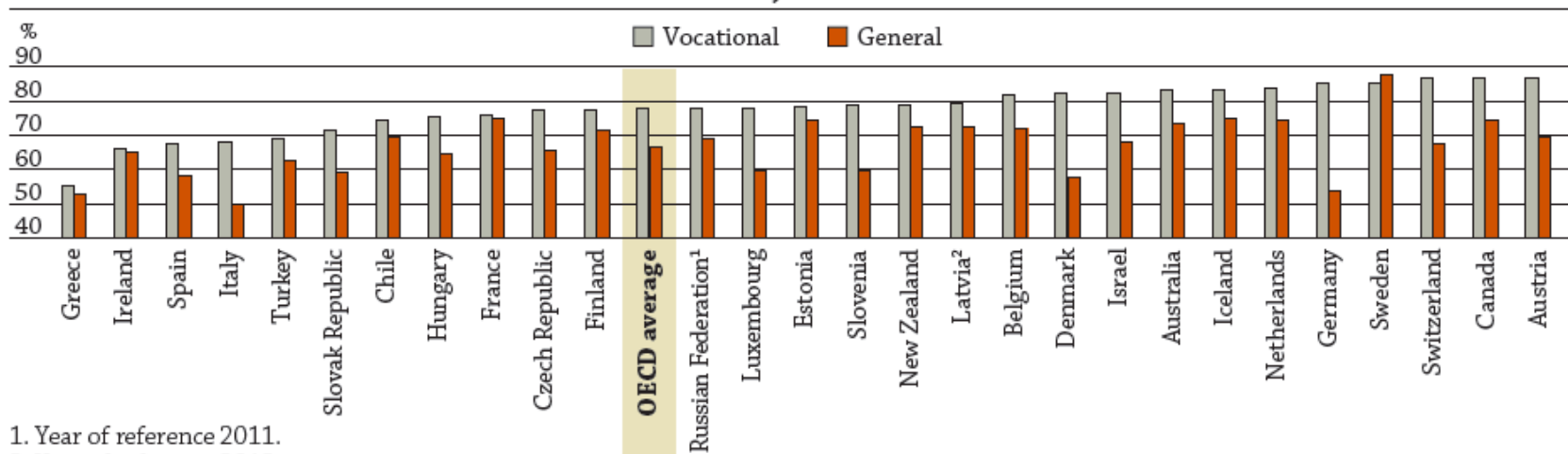
education data education evidence education policy education analysis education statistics

Focus on vocational education and training (VET) programmes

The bottom line: An increasing number of countries are recognising that good initial vocational education and training has a major contribution to make to economic competitiveness. At upper secondary level, VET is more strongly correlated to employability than general education, especially when policy makers succeed in aligning the skills obtained in the programmes with those demanded by the labour market. Nevertheless, improving the quality of VET is crucial to combatting the negative image of VET in many countries and to creating opportunities for further education. To achieve this, social partners can engage with the various levels of the VET system, from secondary to higher education, to develop work-based learning and to provide flexible modes of study suitable for adults with working and home commitments.

EMPLOYMENT RATES: VET VS GENERAL UPPER SECONDARY

Figure 3. **Employment rates among adults with upper secondary education as highest level of education attained, by type of programme (2013)**
25-34 year-olds



1. Year of reference 2011.

2. Year of reference 2012.

Countries are ranked in ascending order of the proportion of employed adults with an upper secondary education with vocational orientation as highest level of educational attainment.

Source: OECD (2015b), *Education at a Glance Interim Report*, Table 2.5. See Annex for notes (www.oecd.org/edu/eag.htm).

The best:

- Employer driven: **Switzerland, Austria, Germany**
- School based: **Netherlands, Norway, Sweden**
- Government driven: **Singapore,**
- > Mixed: **Australia**

Countries *recovering* from “university for all:”

- **USA**, Korea, China, Scotland

“Enrollment in vocational schools surges

As jobless rate rises, demand for training outweighs supply”
Korea

- > Have **permeable pathways** through postsecondary
- > Include modern occupations with **application to real-world problems**
- > Require **STEM competencies, and social skills** (e.g., complex problem-solving, teamwork, communication, presentation skills)
- > Respond to needs of **adolescent development**



LEARNING CONDITIONS THAT ASSURE THE YOUNG PROFESSIONAL'S SUCCESS

PATHWAYS TO PROSPERITY

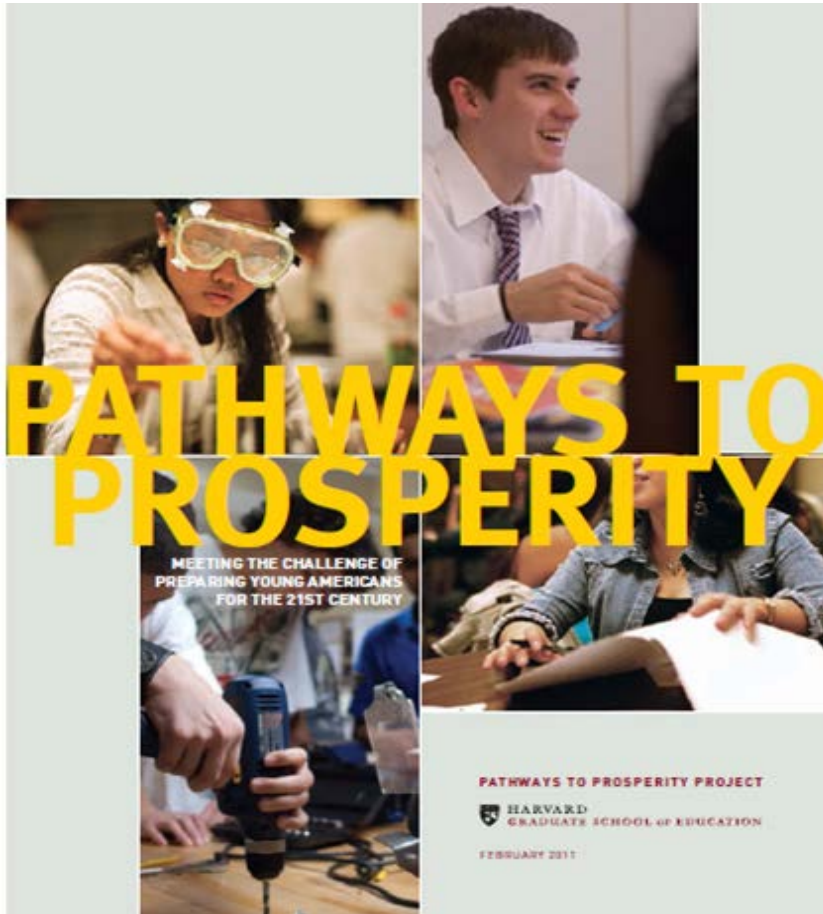


PHOTOGRAPH Metro Early College High School

- > **Qualifications** are transferable among companies
- > The **student “owns” his or her skills** and can sell them in the market place
- > Workplace **trainers are credentialed** to work with young people
- > **Applied assessments** are given by combos of employers, unions & educators
- > Apprenticeship places reflect **needs of labor market**
- > Employers **gain an ROI** at the end of training

EMPLOYERS MAKE THE DIFFERENCE

PATHWAYS
TO PROSPERITY



“In all of these apprenticeship systems employer organizations play a major role. They take the lead in defining occupational qualifications, providing paid apprenticeships or other work-based learning opportunities and (in collaboration with educators and trade union partners) assessing student performance and awarding certificates.”

Harvard Graduate School of Education, 2011

SWITZERLAND: THE GOLD STANDARD

WHAT WE LEARNED ABOUT HOW THIS COUNTRY MARRIES THE INTERESTS OF YOUTH, THE ECONOMY, AND SOCIETY AT LARGE

What do Americans learn in Switzerland when they visit apprentice worksites and training centers, and speak with students and employers?

Good for adolescents. Good for the economy. VET.

- > Challenges 70% of teenagers to transition to adulthood in an intergenerational work setting
- > Provides employers with fresh ideas and productive workers educated for a broad economic sector

Overview: Key Features of the Swiss Model at a Glance

Labor-Market Orientation:

Knowledge and skill standards for occupations are closely connected with the demands of the labor market, which ensures high employability of young professionals.

Popular Career Pathway:

Apprenticeships are a prestigious career option for many high achievers since they provide them with a basis for lifelong learning and a wealth of job prospects.

Public-Private Partnership:

The Swiss apprenticeship system is jointly governed by the Swiss Confederation (federal government), the cantons (states), and the private sector to ensure high quality.

Dual-Track Approach:

Most apprenticeship programs combine classes at a vocational school with practical, work-based learning at a host company where apprentices are employed.

Permeability:

Apprenticeships are a substantial part of the Swiss educational system. There are many pathways for young professionals to obtain further education or even to change their occupational field.



LABOR MARKET DRIVEN

PATHWAYS TO PROSPERITY

APPRENTICESHIPS

Switzerland's business-driven & labor market-oriented training system

230
TYPES OF
APPRENTICESHIPS
TO CHOOSE FROM

- #1** MOST POPULAR: BUSINESS
- #2** MOST POPULAR: RETAIL
- #3** MOST POPULAR: HEALTH CARE



How does the system work?



FUNDING SOURCES



Gestionnaire du commerce de détail

[Postuler >](#)

[> Détails](#)

Rawirak Pellegrini

Agent relation client

[Postuler >](#)

[> Détails](#)

Apprenticeship positions contact

Want to know more about an apprenticeship position at Swisscom? Get in touch! During the week, our apprentices will be happy to take your call from 8 a.m. to 5 p.m. Alternatively, feel free to send us an e-mail. We look forward to hearing from you.

We're there for you



Ursula's story:

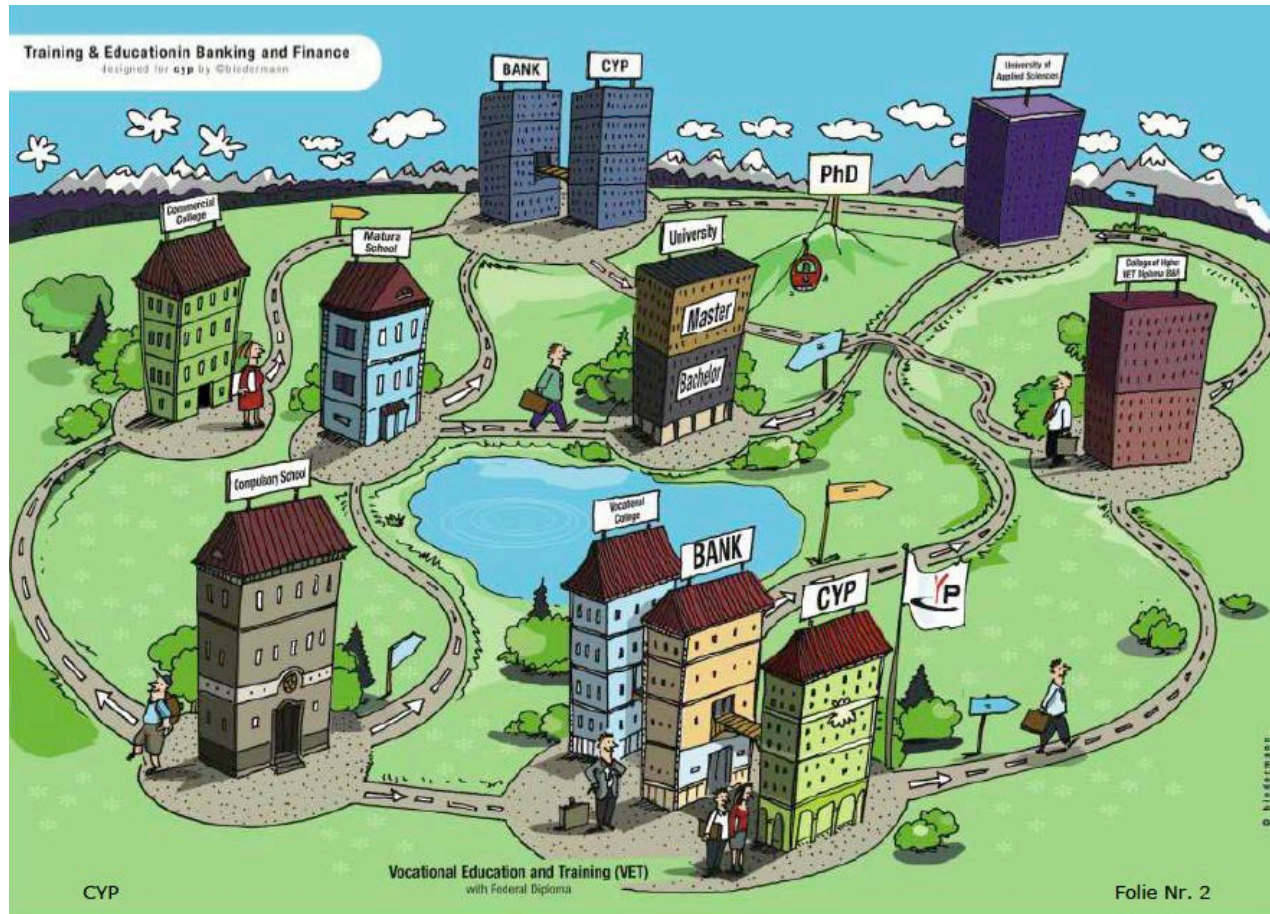
- > Commercial Sector
- > One among 800
- > Highly competitive entry
- > SwissCom, CYP and school
- > Salary \$800 to \$1000 per month
- > Travel, laptop, mobile, phone, vacation
- > Independence, responsibility

Élève en fin de scolarité: la BCBE te recrute



BRIDGES AND PATHWAYS, NO DEAD ENDS

PATHWAYS TO PROSPERITY



“In the United States you have the same brilliant innovators in research and development that we Swiss do, but here the lab technician can make prototypes to specification that are higher quality than anywhere in the world. PhD students have highly trained and respected technicians who can do what’s asked right, better, and faster than anyone else.”

Former ETH Rector Lino Guzzella

“It is hard for 15 year olds to grow up, but in the Swiss system, young people work with adults that they respect and it helps them become good Swiss citizens and efficient, productive employees.”

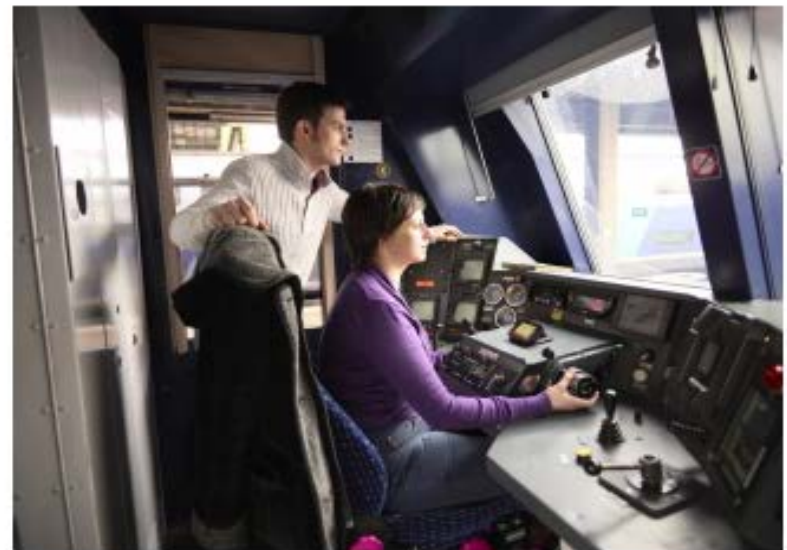
CEO of a major Swiss company

We need to change two things:

- > Employers must agree to be co-owners of the career pathways system
- > Every one must revise their estimation of what teenagers are capable of

Stéphanie - Conductrice de trains

« Conduire un train c'est quelque chose d'impressionnant. J'ai toujours été attirée par ce métier et surtout par le train lui-même. Ce qui me plaît avant tout, c'est de maîtriser le train, de comprendre son fonctionnement et surtout de le conduire. J'étais et je suis toujours très fière : grâce à moi les passagers arrivent en toute sécurité et à l'heure. »





JOBS FOR THE FUTURE

OUR MISSION

JFF works to ensure that all young people and workers have the skills and credentials needed to succeed in our economy

OUR VISION

The promise of education and economic mobility in America is achieved for everyone.



PHOTOGRAPH © 2008 Jerry Davis

WE TEST AND SCALE INNOVATIONS

PATHWAYS
TO PROSPERITY



Develop
Evidence-Based
Innovations



Build Pathways
Systems and
Field Capacity



Advocate for
and Influence
Policy

← ALIGNMENT ACROSS SECONDARY—POSTSECONDARY—WORKFORCE →

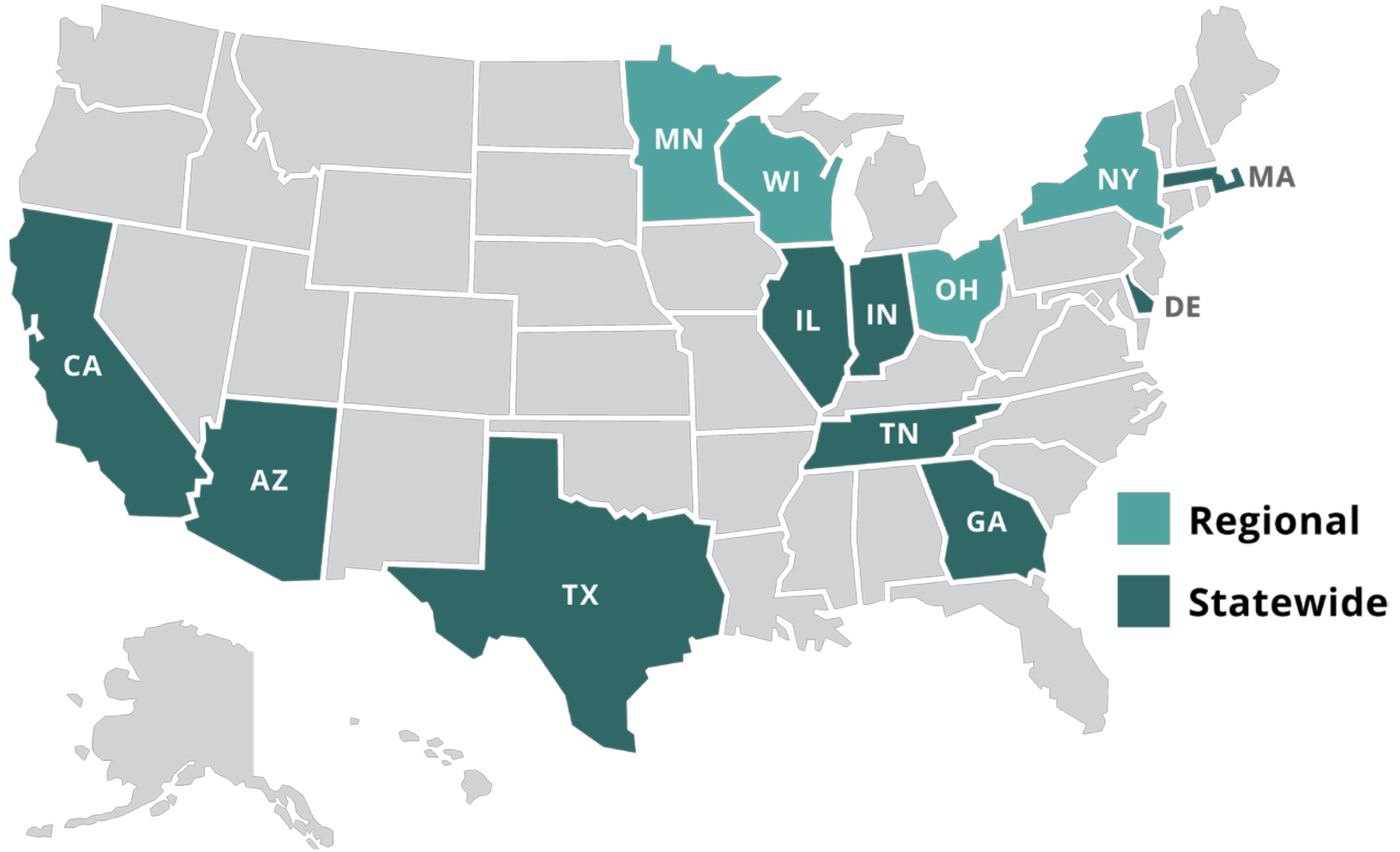
FROM REPORT TO ACTION:
JFF AND THE PATHWAYS NETWORK

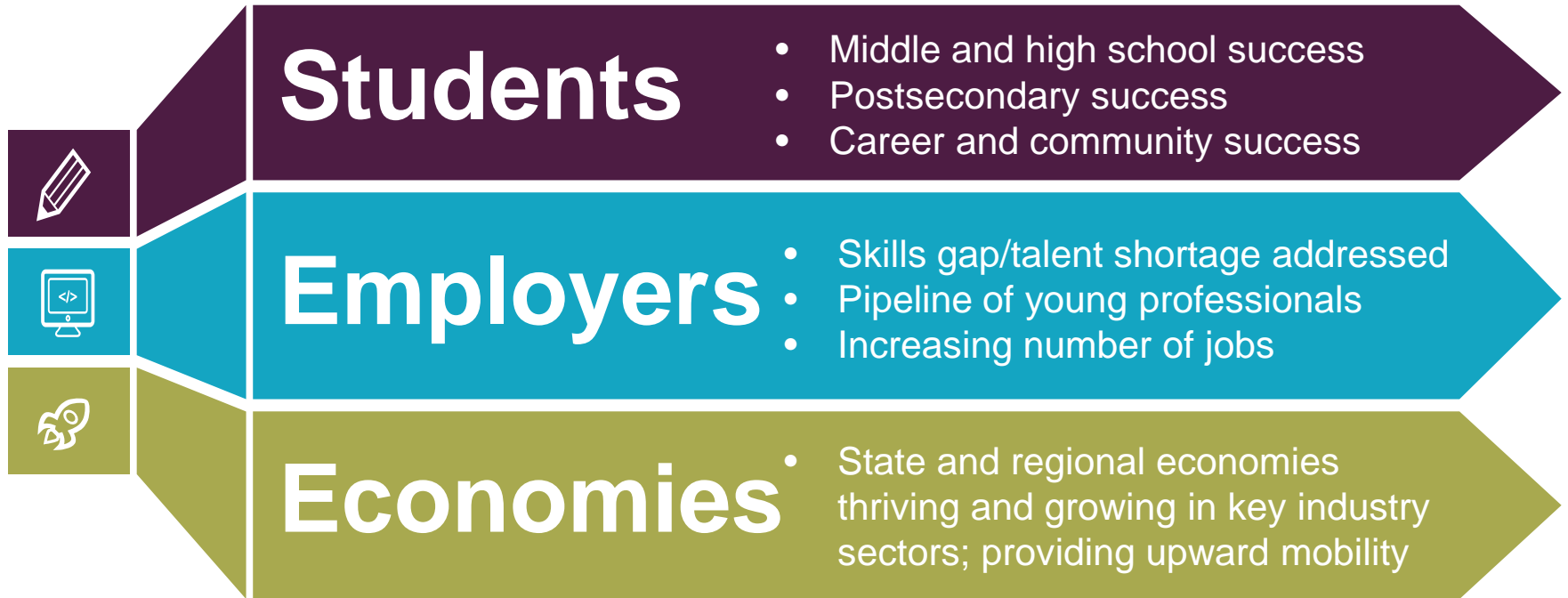
PATHWAYS
TO PROSPERITY



THE NETWORK

PATHWAYS TO PROSPERITY





KEY IMPLEMENTATION LEVERS



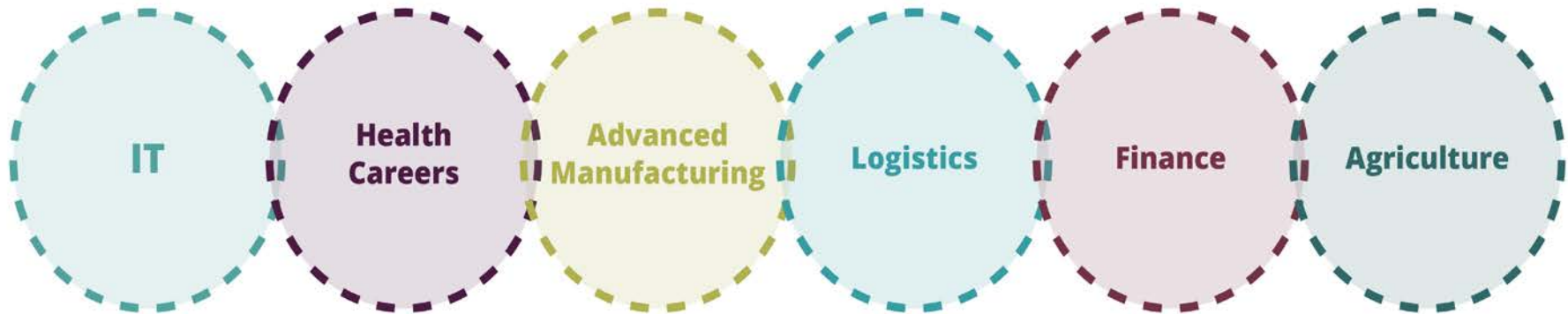
MOST PREVALENT INDUSTRY SECTORS

PATHWAYS TO PROSPERITY

Paths must be carefully chosen to ensure mobility

Solving real-world problems facing businesses

High-tech driven in occupations such as agribusiness and agriscience



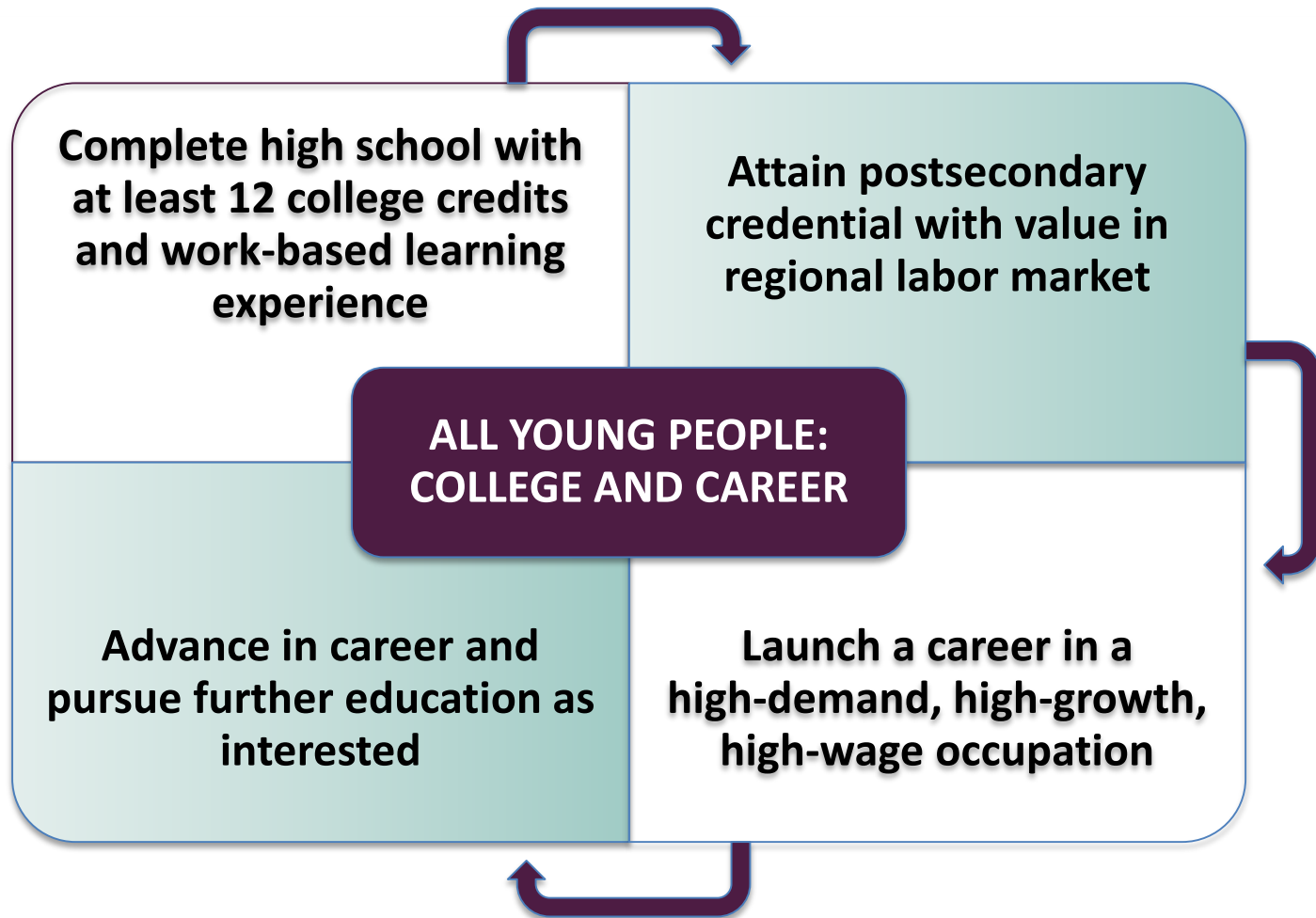
Cross-cutting and key to all 21st century careers, not just in IT fields

Few know the opportunities and salaries

Financial literacy is a foundational skill for all sectors and occupations

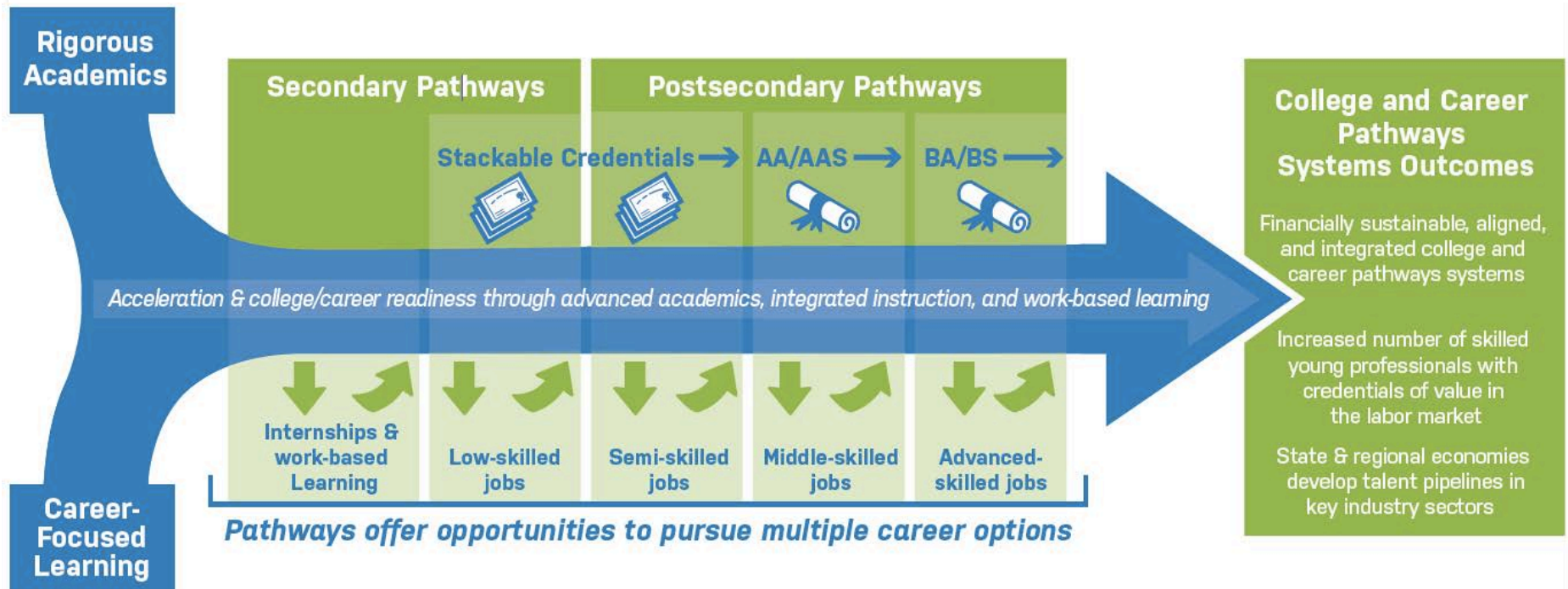
**OUR GOAL: SYSTEMS OF GRADES 9-14+
COLLEGE AND CAREER PATHWAYS**

**PATHWAYS
TO PROSPERITY**



INTEGRATED CAREER PATHWAYS

PATHWAYS TO PROSPERITY



- > Take academically rigorous classes that prepare them for postsecondary education and careers
- > Explore a range of industry sectors and occupations in real-world, workplace settings
- > Engage in career-focused learning, with ongoing advising
- > Build valuable skills that promote lifelong learning
- > Earn high school diplomas, in-demand industry certifications, and postsecondary degrees and credentials
- > Make informed decisions about their education and future careers using the lenses of self, security, and society

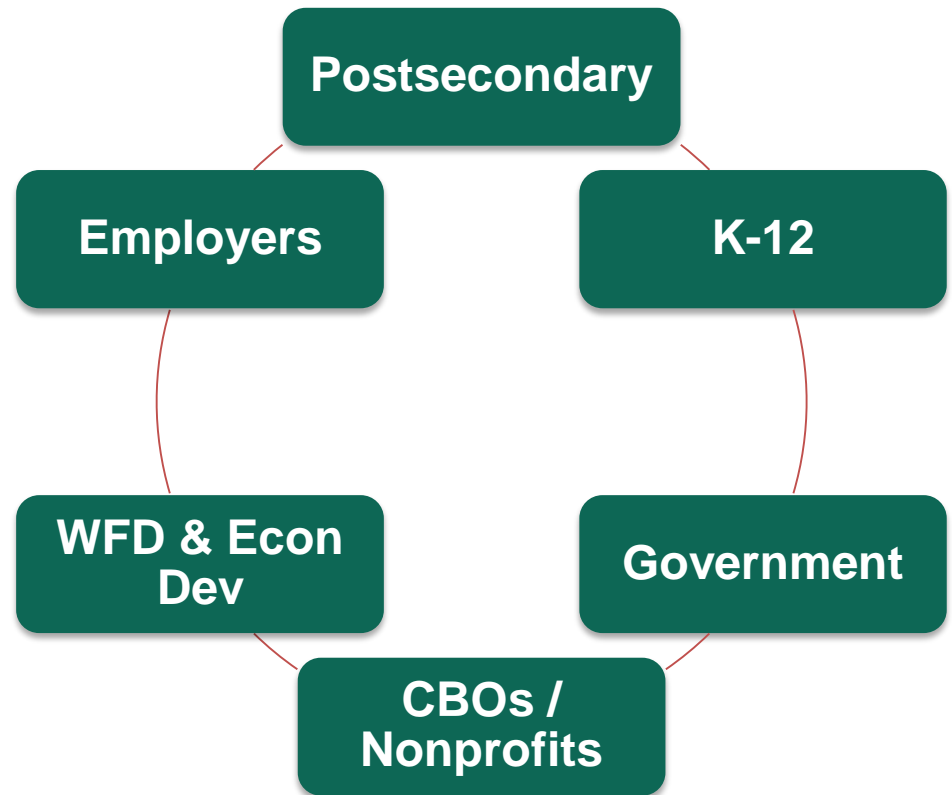
WHY IS CAREER-FOCUSED LEARNING IMPORTANT FOR YOUNG PEOPLE?

PATHWAYS TO PROSPERITY

- > Most young people **get little advice about pathways** from education to careers, and about career possibilities
- > Even the most educated parents **don't know about the future labor market**—or even the current one
- > Educators typically have **limited experience in and knowledge of contemporary workplaces**
- > **ALL students headed for a career;** work-based learning helps guide them



- > Cross-sector approach to building on-ramps and pathways with clear value proposition for each partner
- > Aligning policy and practice, braiding funding, creating effective WFD systems, leveraging partnerships...



“The more powerful and complete the peer world, the more it is detached from pathways toward adulthood... it makes **little sense** to take large numbers of **inexperienced individuals** who are the same age and relative maturity, place them in an **isolated setting**, and ask them to use that particular setting to grow, mature, and gain knowledge and experience.”

Robert Halpern, Chair, Research Council at Erikson Institute, *Youth, Education and the Role of Society* (Harvard Education Press, 2013)

EARLY COLLEGE OUTCOMES UPON HIGH SCHOOL GRADUATION

PATHWAYS TO PROSPERITY

90%

**High School
Graduation
Rate**

71%

**College
Enrollment
Rate**

94%

**Earned
Free College
Credit**

30%

**Earned
Associate's
Degree or
College
Certificate**

Sources: Early College High School Initiative Student Information System, Jobs for the Future; U.S. Census Bureau; and National Center for Education Statistics.

- > **Students of color** nearly **10 times more likely to obtain a college degree** than comparison students
- > **White students** approximately **4 times more likely to obtain a college degree** than comparison students
- > **Low-income students** approximately **8.5 times more likely to obtain a college degree** than low-income comparison students
- > **Higher income students** approximately **4 times more likely to obtain a degree** than higher income comparison students

Sources: Early College High School Initiative Student Information System, Jobs for the Future; U.S. Census Bureau; and National Center for Education Statistics.

JFF/HGSE tailors technical assistance and supports to advance the state's vision and goals, including:

- Cross-agency state leadership development
- Asset mapping, skills mapping, pathways mapping
- Regional pathways design and mobilization
- Policy development
- Communications and marketing
- Work-based learning intermediary development
- Other services, which may include:
 - labor market information consulting, early college design services, student-centered learning strategies, instructional improvement coaching, teacher/leader professional development, sector strategies, and others

CAREER PATHWAYS MOVEMENT

PATHWAYS TO PROSPERITY

ADVANCE CTE
State Leaders Connecting Learning to Work

LINKED LEARNING

NAF BE FUTURE READY



HIGH SCHOOLS THAT WORK

NATIONAL GOVERNORS ASSOCIATION

PATHWAYS TO PROSPERITY

YOUTH CAREERCONNECT STEM

California Department of EDUCATION

CCSSO
Council of Chief State School Officers

NC3T
NATIONAL CENTER FOR COLLEGE & CAREER TRANSITIONS

PLTW
PROJECT LEAD THE WAY

NEW SKILLS FOR YOUTH
JPMORGAN CHASE & Co.

NCPN
National Career Pathways Network

P-TECH
Pathways in Technology Early College High School

OUR UNIQUE ROLE: STRATEGIC BRIDGE-BUILDING

PATHWAYS TO PROSPERITY

States

Policy and
Research

K-12

Employers

Core Content
Academics

Skills Gap,
LMI, and WFD
and Econ Dev



Regions

Practice

Postsecondary

Educators

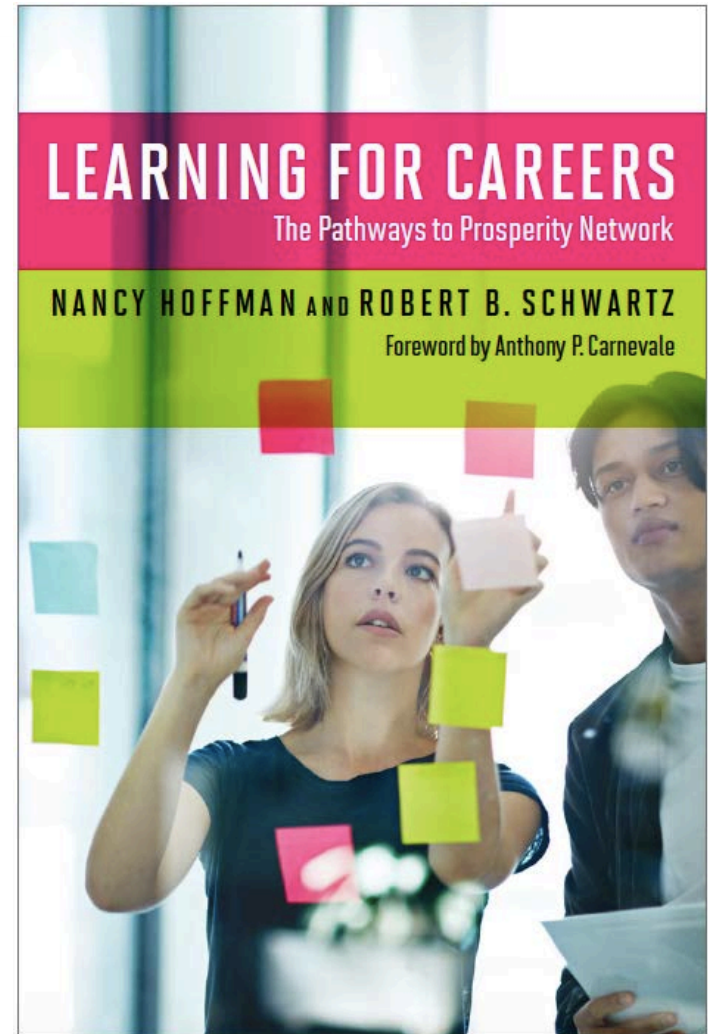
Career-Focused
Learning

College AND
Career Pathways

New book about our Pathways to Prosperity Network

Available from Harvard Education Press (2017):

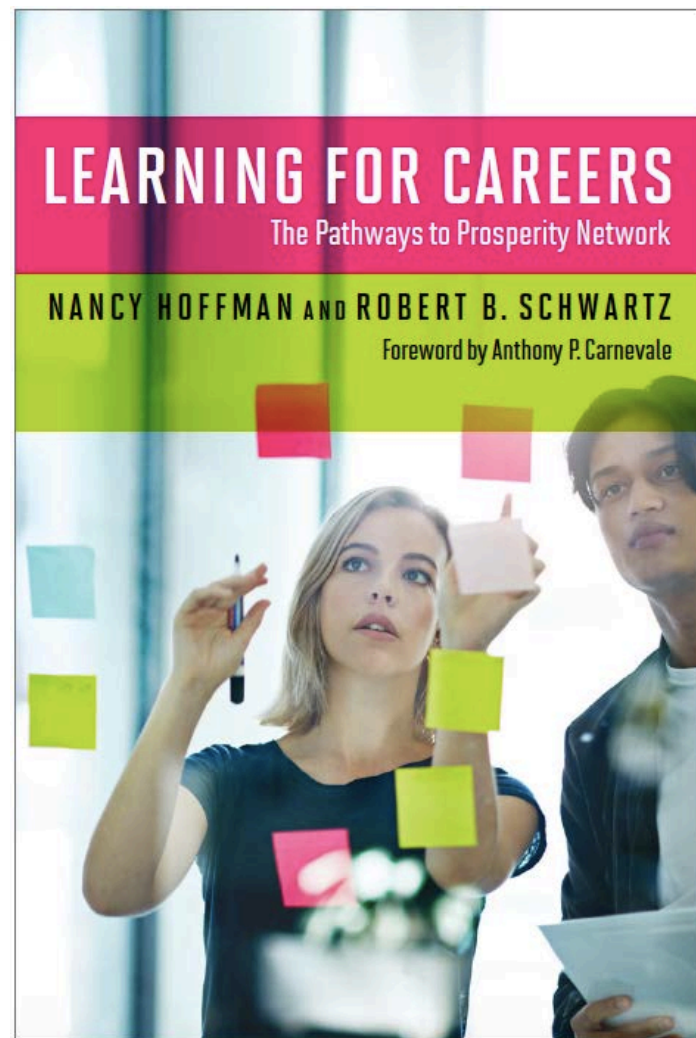
- > <http://hepg.org/hep-home/books/learning-for-careers>
- > And on Amazon!



“Why do so many young Americans struggle to find their place in the world of work?...Valuable for policy-makers is that this book examines key implementation levers, through which governments can facilitate genuine engagement of employers and intermediate organisations, that are so critical to success. All in all, ***the book is a story of how career and technical education can be elevated from a last resort to a first choice for young people.***”

-Andreas Schleicher

Director for Education and Skills, OECD



Are your high school graduates:

- Entering college without needing remediation? With college credit?
- Earning postsecondary credentials that are valued in your labor market?
- Launching careers that provide further education as well as career growth and advancement opportunities?
- Working in fields in which they earn family-sustaining wages?
- Engaged in their communities?

In your regional/state economy:

- Are high-demand, high-growth jobs being filled?
- Are employers finding the talent they need?
- Are new employers moving to your region, or are existing employers growing?

Building Career Pathways to Help More Students Succeed

- > www.ptopnetwork.org
- > www.pathwaystoprosperity.org

The Role of Strategic Partnerships: Pathways in Delaware

- > <http://www.jff.org/publications/pathways-prosperity-network-case-study-series>

JFF Center for Apprenticeship and Work Based Learning

- > <https://center4apprenticeship.jff.org>

Engaging All Students for College, Career, and Civic Success

- > <http://www.jff.org/deeperlearning>

FOR MORE INFORMATION

PATHWAYS
TO PROSPERITY

Gold Standard: the Swiss VET System: <http://ncee.org/swiss-vet/>

JFF Early College: www.earlycolleges.org

Texas Early College: <http://tea.texas.gov/ECHS/>

How to Scale College in High School: <http://www.jff.org/publications/how-scale-college-high-school>

College in High School Alliance: <https://www.collegeinhighschool.org>

Accountability Systems and Dual Credit:
<http://www.jff.org/publications/integrating-earning-college-credit-high-schools-accountability-systems>

WBL Systems in TN: <https://www.tn.gov/education/topic/work-based-learning>

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505 14th Street, Suite 900, Oakland, CA 94612

www.jff.org • www.ptopnetwork.org • www.pathwaystoprosperity.org

APPENDICES

WORK-BASED LEARNING
QUESTIONS FOR THE FIELD

WHAT IS WORK-BASED LEARNING?

OCCURS IN WORKPLACES

HAS MEANINGFUL JOB TASKS

DEVELOPS SKILLS AND KNOWLEDGE

SUPPORTS CAREER ENTRY AND ADVANCEMENT

CORE PURPOSES:

- Exposes participants to the world of work
 - Exposes participants to a career field
 - Strengthens academic learning
 - Enhances professional skills
 - Provides a temporary or permanent job



Career Exploration

Participants increase their awareness of career options and build a strong foundation for successful WBL. Career exploration does not occur in workplaces and is not itself WBL.

Examples: Career fairs, industry projects, mock interviews



Career Engagement

Participants increase their knowledge of an identified field of interest while gaining employability skills and entry-level technical knowledge/skills.

Examples: internships, co-ops, simulations



Career Exposure

Participants enter workplaces for short periods of time with the goal of gaining introductory information about an industry and associated occupations.

Examples: Job shadowing, workplace tours, informational interviews



Career Experience

Participants gain specific skills and paid work experience in a particular industry and/or occupation.

Examples: Apprenticeships, on-the-job training, transitional jobs

CAREER EXPOSURE

CAREER EXPLORATION

**Learning
ABOUT work**

CAREER EXPERIENCE

**Learning
THROUGH work**

CAREER ENGAGEMENT

**Learning
FOR work**

Least Intensive Engagement

- Guest speaker
- Company tours and field trips
- Job shadows
- Mock interviews

Moderately Intensive Engagement

- Service learning
- Class projects or challenges
- Mentorships
- Curriculum advising

Most Intensive Engagement

- Teacher externships
- Student internships
- Student capstones and assessments
- Convening and championing
- Apprenticeship



Employer Involvement Guide: How to get involved

Inspire Madison Region is an easy-to-use online tool that connects you and your organization to the future workforce in our community. Through Inspire Madison Region, you can select any number of work-based learning activities that you or your business would like to participate in. Go to www.inspiremadisonregion.org/employers to enroll. Once registered, select any listed activities.

AVENUES

GUEST SPEAKER
30-60 minutes (per class)
Visit a classroom to talk to students about a job, business or industry; personal journey; job duties and responsibilities; skills & knowledge needed; or a specific curricular topic.

COMPANY TOUR
1-2 hours
Host a tour of facilities and operations, highlighting careers within organization; a typical day; student opportunities; or a curricular connection to a specific topic.

CAMPUS TOUR
1-2 hours
Host a campus tour, highlighting institution's facilities; student life; campus culture; academics; and programs offered.

POST-SECONDARY FAIR
2-4 hours
Share information about post-secondary institution, highlighting academics; campus life; and answers to general questions.

CAREER FAIR
2-4 hours
Staff a booth or meet with a group of students to share career information; advice on pursuing a career; career knowledge needed; and career roles and responsibilities.

CAREER CONFERENCE
2-4 hours
Prepare and facilitate an interactive breakout session based on a curricular need.

EXPLORATION

THEMED PROJECT
24+ hours
Assist teachers in designing a multidisciplinary learning activity. Potentially provide feedback on student work.

COMPETITION JUDGE
2-8 hours
Judge presentations or competitions and provide constructive feedback regarding student mastery of targeted competencies.

JOB SHADOW
2-8 hours
Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job.

INFORMATION INTERVIEW
1-2 hours
Answer questions in person, by phone, e-mail, or in a group about a profession or specific topic.

MENTOR/TUTOR/COACH
2-15 hours
Offer support, guidance, motivation, and assistance to students as they explore careers. This may occur in face-to-face, virtual, or asynchronous venues or a combination.

ONLINE DISCUSSION FORUM
2-15 hours
Answer student questions about careers, offer advice, share your experiences or otherwise support students using virtual tools.

PREPARATION

RESUME DEVELOPMENT
1-2 hours
Review resumes and provide constructive feedback to students.

MOCK/VIDEO INTERVIEW
1-2 hours
Provide students with constructive feedback regarding their interviewing style and how they responded to interview questions.

E-PORTFOLIO
2-4 hours
Review student's collection of artifacts and provide constructive feedback.

INDUSTRY PROJECT
2-15 hours
Collaborate with teachers to integrate specific, authentic industry tasks into curriculum.

SCHOOL-BASED ENTERPRISE
2-15 hours
Help prepare students for the transition from school to work or post-secondary education by providing work experience, typically run on school grounds.

SERVICE LEARNING
2-90 hours
Support students in designing and implementing meaningful projects at local for-profit businesses, government agencies, and non-profits.

TRAINING

CLINICAL EXPERIENCE
4+ hours
Provide an opportunity for students to perform tasks in a supervised, authentic setting.

ON-THE-JOB TRAINING
45+ hours
Provide employee training and serve as an instructor of hands-on training.

WORK EXPERIENCE
45+ hours
Provide employability skill training, for pay, in a work setting.

INTERNSHIP
45+ hours
Provide paid or unpaid experiential learning integrating knowledge and theory learned in the classroom with practical application and skill development in a professional

SKILL STANDARDS
360+ hours
Provide paid work experience for junior and senior high school students, emphasizing technical tasks and employability skills identified by an industry-based certification.

YOUTH APPRENTICESHIP
450 - 900 hours
Provide paid on-the-job training based on statewide youth apprenticeship curriculum guidelines.

ALSO OF NOTE: JFF CENTER FOR
APPRENTICESHIP AND WBL

PATHWAYS
TO PROSPERITY

**CENTER FOR
APPRENTICESHIP &
WORK-BASED
LEARNING**

 JOBS FOR THE FUTURE

Supporting strategies that help employers,
advance our economy, and enable workers
from all backgrounds to access pathways
to successful careers.

[Learn About Apprenticeship](#)

 JOBS FOR THE FUTURE

 HARVARD
GRADUATE SCHOOL OF EDUCATION

- > **Support stakeholders** in developing successful apprenticeship and other work-based learning strategies
- > Correct misperceptions and **showcase the advantages** of work-based learning
- > **Expand** capacity, **mobilize** employers and workforce practitioners, and **build support** for the broad spectrum of WBL strategies
- > **Pilot and deploy new solutions** designed to drive the adoption and scale of critical approaches to talent development.

1. How are you using Labor Market Information to inform which CTE courses and programs you offer?
2. How do your students learn about, explore, and make decisions regarding their college and career possibilities?
3. How are you preparing young people for success in postsecondary education?
4. How might your students engage in more work-based learning opportunities?
5. How do your teachers and students connect core content academics with career-focused learning (and vice-versa)?

6. What in-demand industry certifications do you offer?
7. Who are your key partners in this work? How was your partnership developed? What partners do you wish you had?
8. How do engage employers? How do you know what skills they are seeking in their employees, and what gaps they have in their talent pipeline?
9. What role does the workforce development system play in supporting your programs and your young people?
10. What happens to your students after they leave you? How do you make sure they have a smooth transition?