



Spark Innovation



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Creating the Road to Success for Students in the Classroom

Workforce Development Pathways

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Agenda

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- 2 Introduction to ReadyCT
- 3 Why Workforce Development Matters in Schools
- 4 Learning & Career Pathways Programming
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The Office of Workforce Strategy and Governor's Workforce Council collaborate to set workforce strategy and policy across Connecticut

History:

- In 2019, Governor Lamont signed E04 which created the Governor's Workforce Council (GWC)
- In summer 2020, the administration stood up the Office of Workforce Strategy (OWS) as a new agency within the Office of the Governor
- OWS & GWC jointly developed the statewide strategic plan

Responsibilities:

- Design data-driven goals and policies for the state's **Pre-K through retirement workforce pipeline**
- Serve as primary **coordinator for businesses, educators, trainers, state agencies**, state workforce boards, non-profits, and other stakeholders
- Ensure that our **workforce is accessible, equitable, aligned, and remains agile** through curricula and programming that is responsive to the needs of a 21st-century economy



How OWS Can Support School Districts:

- Convening industry partners to inform skills and curriculum requirements for in-demand careers
- Cultivating action-oriented partnerships with employer, non-profit, and postsecondary partners
- Curating career-aligned resources, vendors, and supports
- Click here to view the [GWC Strategic Plan](#) and learn more



ReadyCT serves as a critical non-profit partner in driving forward the initiatives of the GWC strategic plan

Overview:

ReadyCT allows business leaders, nonprofits, and other key stakeholders to develop and support policy changes and programming that improve public education throughout CT

Mission:

To advance academic excellence and career-connected learning for all public school students in Connecticut through collaboration with business, civic, and education leaders

Responsibilities

- Design and deliver **best practices** convenings and related resources
- Advocate for **policies that narrow Connecticut's achievement gap** between low-income and non-low-income public school students
- **Raise the public profile** of key educational issues
- Create **relevant career pathway and work-based learning opportunities** for students



ReadyCT & CBIA:



- **CAREER-CONNECTED LEARNING**
- **STUDENT & WORKFORCE SUCCESS**

"The CBIA-ReadyCT affiliation is focused on driving critical policy changes and program needs through statewide collaboration of the education and business communities to build the workforce our economy needs for the betterment of all Connecticut residents."

--Chris DiPentima, President & CEO, CBIA



Workforce development begins in schools and lasts a lifetime

Educational institutions are essential partners that help ensure Connecticut's workforce is accessible, equitable, and aligned with in-demand career pathways

**Early
Childhood**



Build awareness and exposure

K-8



Develop foundational knowledge and skills to set students up for success in career and life. Expose students to future career opportunities

High school



Explore careers and gain industry-specific experience through CTE and career pathways coursework, work-based learning, and mentorship

Post-Secondary



Gain deep area expertise and graduate with a degree or certificate

Career Development



Hone skills both on- and off-the-job, grow leadership intangibles, and advance through job transitions

Lifelong Learning



Continue to seek learning opportunities to advance personal and professional goals

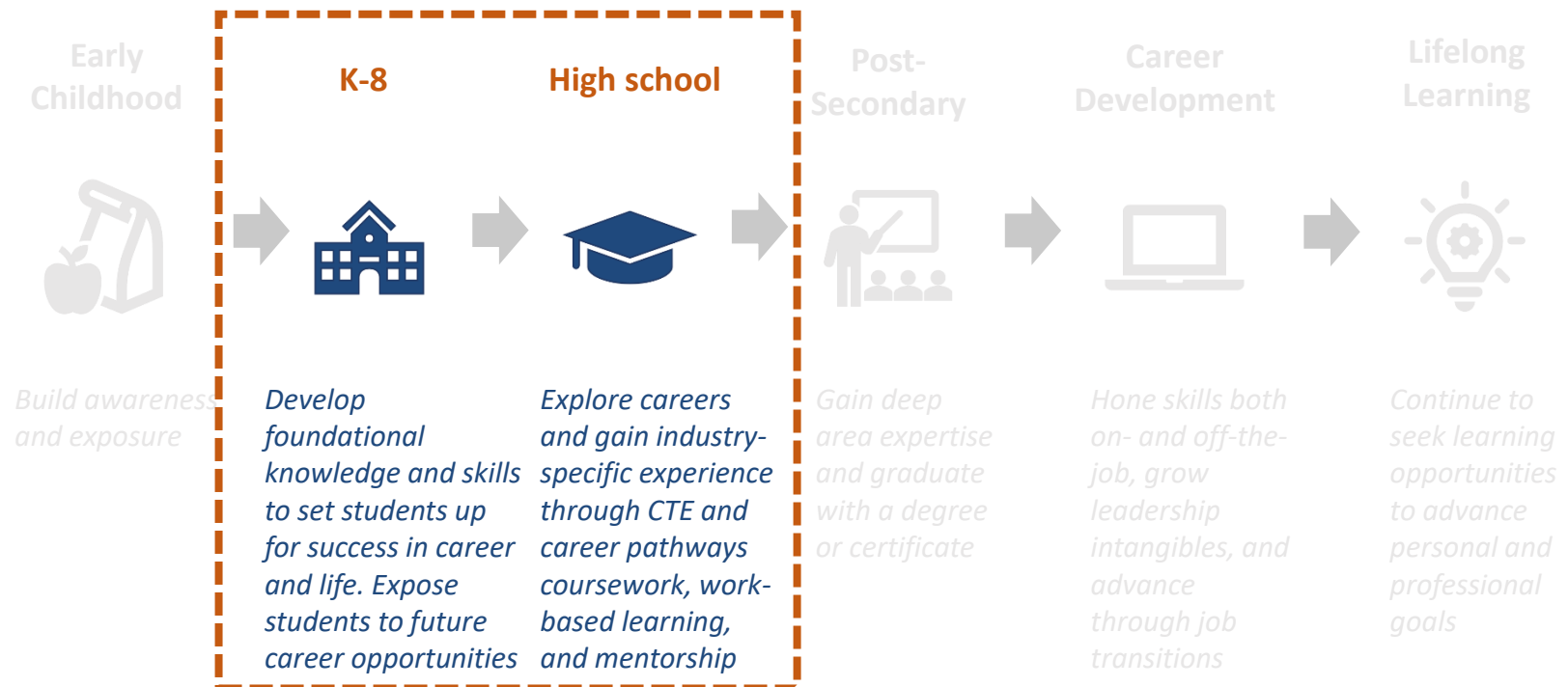
ARPA Connection:

- ✓ A way to deliver rigorous, applied instruction in *all* content areas to support learning recovery
- ✓ A critical tool for engaging students who have become disengaged during the pandemic
- ✓ A pathway to economic security for students



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Three primary elements must be invested in to ensure an effective career awareness and exploration program

Industry-Aligned Coursework

Programming:

Health Care, Manufacturing, Tech, Business/ Entrepreneurship, Other

Suggested Resources:

- Engaging partners to identify necessary skills and curricula
- Training up teachers and industry experts
- Providing a pathway towards a career or postsecondary degree
- Supplying Dual Credit / Dual Enrollment / Early College

Work-Based Learning

Programming:

Internships, Pre-apprenticeships, Job Shadowing, Mentoring, Site Visits, In-school Information Sessions, Career Fairs, Demonstration

Suggested Resources:

- Employer Partnerships
- WBL Portal (Coming Soon)
- School or District Based WBL Coordinator

College & Career Advising

Programming:

Skills workshops, career/college readiness courses, etc.

Suggested Resources:

- School Counselor or Volunteer Mentors from Industry
- Web-Based Applications (e.g. Naviance) + Training
- Interest / Skills Assessment
- Community/Employers Mentors



Case Study: Hartford Public High School illustrates how these elements can be incorporated into the school experience to advance positive outcomes for students



Industry-Aligned Coursework: HPHS built an Engineering and Green Technology learning pathway for 9th-12th grade based on the **NAF model**. Since 2008, Raytheon has supported this model, which relies on an **industry advisory board** comprised of ~80% businesses and ~20% community orgs and academic institutions. The **board informs the program's coursework and curriculum**.

Work-Based Learning: HPHS relies on a three-staged work-based learning strategy: **career awareness activities, progressing to career exploration activities, and culminating in career preparation activities, including internships**. In 9th-10th grade, students get exposed to guest speakers, worksite tours, and career fairs; 10th-11th grade students experience job shadowing, mock interviews, and informational interviews; and in 11th-12th grade, the program **culminates with a 120-hour paid internship with the pathway theme**. Students can also receive an industry-recognized certification upon completion of the internship + four pathway-specific courses.



College & Career Advising: The HPHS program **includes skills assessments for students as part of a year-long college & career readiness course**. Students also receive **employer mentorship opportunities and a program coordinator** for the duration of their internship. Furthermore, college readiness guidance is provided throughout the program, including **college visits, help with research, dual enrollment, and assistance completing applications for scholarships and college admission**.



ReadyCT is committed to better aligning our educational system with the world of work

ReadyCT partners with the CT State Department of Education, the Office of Workforce Strategy, and other key stakeholders on the following initiatives:



[Manufacturing Skills for CT](#)

A project to address gaps in manufacturing workforce development, with a focus on identifying K-12 programs across the state of CT that best prepare students for careers in advanced manufacturing culminating in a statewide online repository and toolkit. [Learn more here.](#)

[CSforCT Steering Committee](#)

A collection of cross-sector leaders charged with implementing the CT State Department of Education computer science (CS) education plan; broadening access and participation, especially for underrepresented students, will help CT meet the high demand for CS talent. [Learn more here.](#)

[Educator Externships](#)

Programming for educators to “extern” in a STEM-focused business environment and experience real-time, on-the-ground operations; that experience allows educators to bring relevant, real-world content/context back to the classroom. [Learn more here.](#)

[Student 5.0](#)

A career launch program that supports recent high school graduates who do not yet have a postsecondary plan. Student 5.0 participants are matched with a dedicated peer mentor to design and implement a personalized career and learning plan for up to 12 months post-graduation. [Learn more here.](#)

School districts can build impactful career pathways programs at the level of investment that's right for them

Creative partnerships with employers, postsecondary institutions, and community non-profits can reduce the cost burden and increase the impact of school-based workforce initiatives

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Impact: Curriculum and materials, minimal consulting/part-time intermediary support, low capital expenditure program

Fixed Cost: \$25k-\$50k

Variable Cost: \$10k-\$25k

Impact: Curriculum and materials, travel, embedded staff/full-time intermediary support, medium capital expenditure program

Fixed Cost: \$50k-\$125k

Variable Cost: \$25k-\$50k

Impact: Curriculum and materials, travel, embedded staff/full-time intermediary support, high capital expenditure program

Fixed Cost: \$125k-\$150k

Variable Cost: \$50k-\$500k

There are many different ways to incorporate career pathways and workforce development programming into schools, and the Office of Workforce Strategy will be releasing a “menu” of K-8 and high school workforce initiatives in the coming weeks.



Q+A

Survey



Appendix



Appendix I: Students, educators, and employers all openly endorse career training programs at HPHS

Abbigale Whitmore,
Graduate, Class of '19
Hartford Public High
School



**Joaneshly
Marquex, Graduate,**
Class of '20
Hartford Public High
School



“ *Having Diego as an intern was a pleasure. He worked on a project to make our public outreach efforts much more efficient to the benefit of the department and the communities we serve. Diego translated documents that help satisfy federal requirements for providing language assistance, and he has positively contributed to the overall energy of the office with his enthusiasm, motivation, and positive attitude.* ”

**~Tiffany R. Garcia, Associate Title VI
Coordinator at the CT Department of
Transportation**

Quote from Lesley or an educator



Appendix II: Calculations and methodology leveraged for cost analysis

Fixed costs for career pathways programs (approximate)

	Low investment	Medium investment	High investment
Equipment purchases and maintenance	\$ 15,000.00	\$ 30,000.00	\$ 60,000.00
Utilities/rent for space	\$ 25,000.00	\$ 40,000.00	\$ 70,000.00

Total	\$ 40,000.00	\$ 70,000.00	\$ 130,000.00
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Variable costs for career pathways programs (approximate)

	Low investment	Medium investment	High investment
Textbooks, curriculum, and supplies	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00
Software licenses	\$ 2,000.00	\$ 4,000.00	\$ 5,000.00
Salaries for staff/consultant	\$ 5,000.00	\$ 20,000.00	\$ 125,000.00
Travel/transportation	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Ancillary expenses	\$ 1,000.00	\$ 2,000.00	\$ 5,000.00
Facilities Upgrades			\$300,000

Total	\$ 18,000.00	\$ 41,000.00	\$ 455,000.00
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Note: Methodology derives from using HPHS model as an example of a high investment option. Generalized estimates of expenses are then scaled down between 50%-70% going from high to medium investment levels, and again going from medium to low investment levels. These figures also display the estimated cost of a pathway overall, without detailing the level of cost sharing that could take place between the school, employers, community non-profits, and postsecondary institutions.

