

# West Virginia

*Analyzing the learner continuum in West Virginia.*



Governor Justice’s 2021 executive order creating the Blue Ribbon Task Force with the goal of better integrating postsecondary and workforce development systems is shining a much needed light on addressing education and workforce challenges in West Virginia. West Virginia has been working to innovate and collaborate across sectors to support pathway development for learners including items such as developing health science guided pathways and creating WV Invests, last dollar scholarship, for high-demand fields. West Virginia’s focus on education to workforce places it in good stead to address remaining gaps including lack of strong data collection to understand the outcomes of current initiatives and need for increased standardization across postsecondary institutions.

## STRENGTHS

- West Virginia’s last dollar grant program (WV Invests Grant) that supports learners financially to seek and earn a postsecondary credential in a high-demand field.
- West Virginia’s simulated workplace work-based learning program to expand access to learners, especially those in rural areas.
- West Virginia’s Learn and Earn grant and Governor’s Guaranteed Work Force Program provide financial incentives for industry engagement and therefore expands opportunities for learners.

## OPPORTUNITIES

- Develop common course numbering across postsecondary institutions to strengthen college acceleration articulation and seamless transfer
- Strengthen the longitudinal data system, including governance, to evaluate program quality and learner outcomes.
- Conduct a full return on investment analysis of K-12 and postsecondary CTE program offerings for alignment, quality and equitable access.



# LEARNER PATHWAYS

*Ensure vertical alignment to workforce needs, robust funding, collaboration across agencies and equitable access for all students.*

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
HIGH-QUALITY CTE PROGRAMS				
TARGETED CTE PROGRAM FUNDING				
RETURN ON INVESTMENT ANALYSIS				
STATE CROSS-AGENCY SHARED PRIORITIES				



## HIGH-QUALITY CTE PROGRAMS

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state's economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.



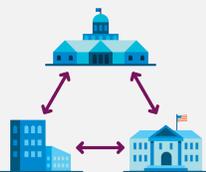
## TARGETED CTE PROGRAM FUNDING

Dedicate state funding for CTE programs—but only if they are aligned to high-demand, high-skill and high-wage occupations. Target specific funds for pathway completion and demonstrated learner outcomes.



## RETURN ON INVESTMENT ANALYSIS

Conduct a biennial return on investment (ROI) analysis of CTE programs to assess whether all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.



## STATE CROSS-AGENCY SHARED PRIORITIES

Establish shared priorities and collective accountability across state agencies and education systems for learner pathway development, supports and success. Ensure that business and industry have a seat at the table and can lead discussions related to demand and training requirements.





## KEY POLICY

# High-Quality CTE Programs



## STATE POLICY ANALYSIS

West Virginia's K-12 CTE programs align with the 16 US Department of Education and US Department of Labor occupational classifications and to the West Virginia Long-Term Occupational projections, developed by Workforce West Virginia. CTE courses are approved by the State Board of West Virginia in compliance with CTE Policy 2520.13. The state has also aligned its programs of study and coursework with assessment tools. All programs of study have a workforce entry score, state average, national average and governor's workforce score; however, the implications of these scores are unclear from online research.

In terms of collaboration across K-12 and postsecondary the state's Perkins V plan was developed in partnership with the West Virginia Community and Technical College System (WVCTCS). Occupations to target were identified utilizing a median growth rate of 17%, a median annual salary of \$35,339, and a minimum annual number of openings floor of 50. Each based on data from all occupations in West Virginia. West Virginia Department of Education (WVDE) and WVCTCS identified the Health Sciences and Information Technology programs of study to develop into Guided Pathways K-12 teachers and college instructional faculty will work together to design the statewide framework starting with Health Science. The current progress of this work, however, could not be identified online.

There appears to be large autonomy and variation across postsecondary institutions in offerings, review, and approval of CTE programs.

## OPPORTUNITY TO STRENGTHEN

West Virginia can consider conducting a thorough audit of its existing K-12 and postsecondary CTE programs of study to (a) ensure that the programs of study align with state workforce and economic demands and projections in high-demand, high-skill, high-wage occupations; (b) determine where there are program gap opportunities in both access and attainment for historically underserved learners; and (c) ascertain program quality. A plan can be developed and implemented to phase out all misaligned or low-quality programs of study and phase in revised or new high-quality programs of study fully reflective of the state's priorities.

West Virginia can also consider developing a combined Workforce Innovation and Opportunity Act (WIOA)/Perkins State Plan to strengthen alignment across industry sectors and learner pathways.

## PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Career and Technical Education Programs](#)
- Tennessee – [Career and Technical Education Programs](#)
- Texas – [Program of Study Initiative](#)

## RESOURCES

- [West Virginia CTE](#)
- [Workforce West Virginia](#)
- [West Virginia Perkins V Plan](#)

## POLICIES

- [State Board 2520.13](#) College and Career Readiness Programs of Study
- [W.Va. 18-2E-1](#) High Quality Educational Programs
- [Title 135 Council for Community and Technical College Education \(Series 11\)](#)
- [SB 707 Nursing Career Pathway](#)





## KEY POLICY

# Targeted CTE Program Funding



## STATE POLICY ANALYSIS

Through the West Virginia Community and Technical College System (WVCTCS), several targeted grants focus on the promotion of state priority occupations.

- The Rapid Response Advance Grant awards colleges that partner with industries on projects that address the state’s workforce needs, including pre-employment programs, pre-preparation programs, skills upgrades, new and expanding companies, and job retention.
- The Technical Program Development Grant supports the creation and development of technical programs that are in high demand and lead to high-wage careers.
- The Learn and Earn program connects employers with college students wanting to gain work experience while completing their credentialed programs.
- The West Virginia Tech Scholars program provides scholarships to students who enroll in high-demand applied technology programs.
- The West Virginia Engineering Science and Technology Scholarship program provides \$3,000 scholarships for learners pursuing degrees in engineering, science and technology.

Online research could not identify any targeted CTE-related funding at the K-12 level.

## OPPORTUNITY TO STRENGTHEN

West Virginia can consider targeted K–12 funding to help incentivize local education agencies in their development and implementation of high-quality, aligned programs of study. This could include Perkins and/or state funds to support the startup and sustainment of high-quality, aligned programs and incentive funds for students who complete a high-quality, aligned program of study or obtain aligned industry credentials.

## PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Funding Methodology](#)
- Ohio – [Innovative Workforce Incentive Program](#)
- Texas – [House Bill 3](#)

## RESOURCES

- [WVCTCS Grants](#)

## POLICIES

- N/A





KEY POLICY

## Return on Investment Analysis



### STATE POLICY ANALYSIS

West Virginia does not appear to have a formal statute or agency policy/initiative in place to evaluate and address equitable access to high-quality CTE programs of study that reflect high-demand, high-skill, high-wage (H3) occupations/industries.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider conducting a thorough audit to (1) ensure that existing CTE programs of study are aligned with workforce needs, informed by labor market demand, linked to occupations that are middle to high wage and vertically aligned to postsecondary programs; (2) know where H3 CTE programs are offered across all recognized local education agencies; and (3) review student access, participation and completion data by student groups to determine potential inequities. ExcelinEd’s [Auditing a State Career and Technical Education Program for Quality](#) playbook provides a roadmap for developing and implementing an audit.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Return on Investment Reports](#)
- Florida – [Executive Order 19-31](#) and [House Bill 7071](#)  
(NOTE: While promising, both could be strengthened by more focused analyses on equity and quality of offerings.)

### RESOURCES

- N/A

### POLICIES

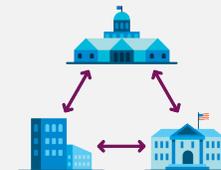
- N/A





## KEY POLICY

# State Cross-Agency Shared Priorities



## STATE POLICY ANALYSIS

West Virginia's Perkins V plan states there is a greater need for coordination across K-12 and higher education. A series of cross-agency groups exist, coming together on an as needed basis but there is no sustained statewide comprehensive approach. One group is the Interagency Joint Leadership team comprised of K-12 and postsecondary which focuses on 6 areas: teacher prep, P-20, strategic plan initiatives, Perkins V, social and emotional health, and how agencies align communication efforts.

A second cross-agency group is the Inter-Agency Collaborative Team focusing on workforce development. Participants include workforce, senior services, postsecondary, commerce, health and human resources, economic development and K-12.

A third group is the State Advisory Council on Postsecondary Attainment, legislatively created in 2020. The cross-sector council is designed to support students in being prepared for college and career and economic growth. Due to the COVID-19 pandemic, however, the council was not officially formed until 2021 so progress and priorities are unknown.

A fourth group was formed in 2021 when Governor Justice issued executive order 19-21 creating the Blue Ribbon Task Force with the goal of better integrating the training and certification programs in the community and technical college system and workforce development system. The task force will consist of leadership from postsecondary, K-12, economic development, workforce, and business.

## OPPORTUNITY TO STRENGTHEN

West Virginia's State Advisory Council on Postsecondary Attainment can consider leading in facilitating shared education to workforce priorities that include shared agency goals and metrics, as well as potentially bundled agency funding to drive state priorities. ExcelinEd's [Building Cross-Sector Partnerships to Support Career and Technical Education Pathways](#) resource provides a step-by-step process for building cross-agency shared priorities.

## PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Advisory Council on Career and Technical Education \(DACCTE\)](#)
- Indiana – [Governor's Workforce Cabinet](#)
- Washington – [Workforce Training and Education Coordinating Board](#)

## RESOURCES

- [Workforce Inter-agency MOU](#)

## POLICIES

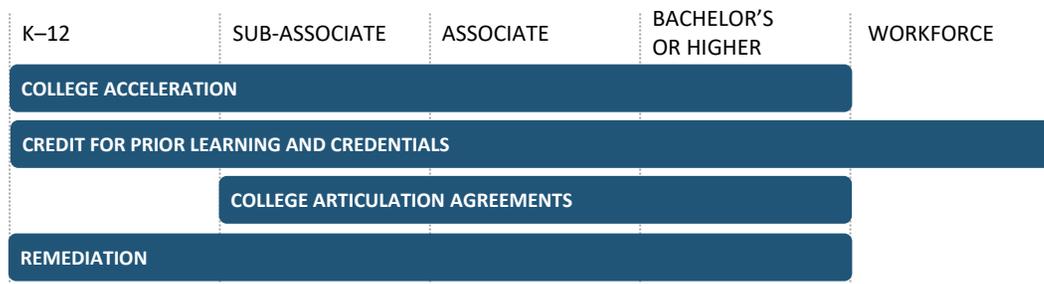
- [§18B-1D-11](#) State Advisory Council on Postsecondary Attainment Goals
- [Executive Order 19-21](#) Blue Ribbon Task Force





# POSTSECONDARY ACCELERATION

*Streamline postsecondary learning and empower high school students to earn credit to reduce the time required to earn postsecondary degrees.*



TRANSCRIPT



## COLLEGE ACCELERATION

Provide and incentivize a range of options for learners to earn college credit while in high school. Ensure that all learners have access and financial support to accelerate their journey to a postsecondary credential.



## CREDIT FOR PRIOR LEARNING AND CREDENTIALS

Implement a consistent state policy for awarding postsecondary program or elective credit for prior learning, work experience and earned industry credentials.

TRANSCRIPT



## COLLEGE ARTICULATION AGREEMENTS

Establish statewide articulation agreements to ensure college credits earned in K-12 or at one institution transfer and count toward a degree at another. Minimize or eliminate credit loss and misalignment for transitioning learners.



## REMEDICATION

Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.





# POSTSECONDARY ACCELERATION

## West Virginia



### KEY POLICY

# College Acceleration



### STATE POLICY ANALYSIS

West Virginia’s college acceleration opportunities vary greatly by region of the state and individual local agreements that have been developed between districts and postsecondary institutions. Dual Enrollment course options and costs vary by institution, but all are approved by the West Virginia Board of Education. Funding for AP exams is available for students based on financial need through a waiver process led by the applying for a West Virginia DOE

West Virginia’s main college acceleration initiative is the EDGE program (Earn a Degree-Graduate Early). The EDGE program makes it possible for high school students to earn community and technical college credit while in high school. EDGE course credits are offered as high school credit which can be articulated into college credit. EDGE focuses primarily on the offering of CTE-related courses. The awarding of credit for EDGE eligible courses, however, varies by postsecondary institutions.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider continuing the expansion of college acceleration opportunities for students by promoting a diverse portfolio of options at no cost for all learners. This approach could reflect the expansion of awarded credit for advanced coursework completion, AP exams and earned advanced-level industry certifications across all public postsecondary institutions. To support the acceptance of credit across all postsecondary institutions, West Virginia can consider developing common course numbering to then support statewide articulation agreements. Specifically, in CTE Pathways, dual enrollment courses can be made part of CTE programs of study.

### PROMISING EXAMPLES FROM OTHER STATES

- Florida – [High School Acceleration Programs](#) and [Statewide Agreements on Credit](#)
- Idaho – [Advanced Opportunities Funding](#)
- Louisiana – [TOPS-Tech Early Start Program](#)
- North Carolina – [Automatic Enrollment](#)

### RESOURCES

- [WV Edge](#)
- [West Virginia Advanced Placement](#)
- [Dual Enrollment approval process](#)

### POLICIES

- [§ 18-13-1](#) Earn a Degree Graduate Early (EDGE)





## KEY POLICY

# Credit for Prior Learning and Credentials



## STATE POLICY ANALYSIS

Credit for prior learning does not appear to be standardized across West Virginia’s public postsecondary institutions. Individual institutions may have policies around prior learning assessments such as awarding credits for industry certifications, military or work experience or apprenticeship programs, but the policies are not systematized statewide.

## OPPORTUNITY TO STRENGTHEN

West Virginia can consider establishing policies for its public postsecondary systems that standardize the awarding of college credit for prior learning and earned credentials. These policies would help to accelerate student attainment of a postsecondary credential. Standardizing the awarding of military training could be a great place to start.

## PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Prior Learning Assessment Credit Policy](#)
- Kentucky – [Prior Learning Initiative](#)
- Ohio – [Military Strategic Implementation Team](#)

## RESOURCES

- [WVU Prior Learning Credit](#)

## POLICIES

- N/A





# POSTSECONDARY ACCELERATION

## West Virginia



### KEY POLICY

# College Articulation Agreements



### STATE POLICY ANALYSIS

College articulation agreements do not appear to be standardized across West Virginia’s public postsecondary institutions for credits earned through college acceleration programs in K-12 or for student transfers across postsecondary institutions.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider developing a common course numbering system for its public postsecondary institutions, starting with community and technical colleges, which would support the creation of statewide articulation agreements for the acceptance of dual enrollment credit across public institutions and the development of guaranteed credit transfer pathways.

### PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Statewide Transfer Articulation Agreements](#)
- Indiana – [Core Transfer Library](#)
- Kentucky – [Transfer Articulation Agreements](#)

### RESOURCES

- [WVU Transfer](#)

### POLICIES

- N/A





# POSTSECONDARY ACCELERATION

## West Virginia



### KEY POLICY

# Remediation



### STATE POLICY ANALYSIS

All West Virginia public postsecondary institutions offer corequisite remediation. West Virginia was an early state to adopt co-requisite remediation statewide by fall 2014 and has seen tremendous success for completion of the introductory (gateway courses).

The West Virginia Higher Education Policy Commission is legislatively required to annually publish the Student Academic Readiness Report. The 2020 report states that of the students representing the 2019 public high school graduating cohort, 14.9% were required to enroll in a corequisite English course and 23% were required to enroll in a corequisite math course.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider developing a more robust remediation assessment approach that incorporates more than just ACT/SAT scores as measures of postsecondary readiness. West Virginia can also consider an innovate approach which is expanding co-requisite remediation to dual enrollment high school opportunities.

### PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Complete College Georgia](#)
- North Carolina – [Multiple Measures of Placement Policy](#)
- Tennessee – [Co-Requisite Remediation](#) and [Seamless Alignment and Integrated Learning Support \(SAILS\)](#)

### RESOURCES

- [West Virginia Higher Education Policy Commission Academic Readiness Report](#)

### POLICIES

- [§18B-1-1e](#) Public Education and Higher Education Collaboration for the Preparation of Students for College





# POSTSECONDARY CREDENTIAL ATTAINMENT

*Reduce barriers—such as funding, lack of alignment and missed opportunities—to help more students attain postsecondary credentials.*

K-12

SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
REVERSE TRANSFER CREDENTIALS			
LAST DOLLAR/LAST MILE FINANCIAL AID			
OUTCOMES-BASED FUNDING			
STACKABLE DEGREES AND CREDENTIALS			



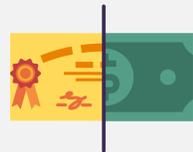
## REVERSE TRANSFER CREDENTIALS

Establish a statewide policy to allow students to earn an associate degree while continuing to work toward a bachelor's degree. Ensure two-year and four-year college credits can be combined toward the credential.



## LAST DOLLAR/LAST MILE FINANCIAL AID

Provide dedicated state financial aid to qualifying learners that fills in gaps in federal assistance (last dollar) and promotes attainment for learners just shy of completing a degree (last mile).



## OUTCOMES-BASED FUNDING

Transition postsecondary funding models from those based on learner enrollment to ones based on learner outcomes. Dedicate more funding to programs and institutions that show demonstrated success in meeting success metrics such as job placement and long-term wage earnings.



## STACKABLE DEGREES AND CREDENTIALS

Define and promote a combination of industry and academic credentials that reflect articulated pathways to advanced learning and employment. Ensure that postsecondary credential programs are widely accessible to all learners and reflect value in the labor market.



# POSTSECONDARY CREDENTIAL ATTAINMENT

## West Virginia



### KEY POLICY

# Reverse Transfer Credentials



### STATE POLICY ANALYSIS

West Virginia has a statewide reverse transfer process and all public postsecondary institutions participate. Additionally, West Virginia community colleges have partnered with West Virginia University, leveraging, the National Student Clearinghouse's reverse transfer service, to increase the number of students who retroactively receive their associates degree.

### OPPORTUNITY TO STRENGTHEN

West Virginia's focus on reverse transfer has helped with degree attainment across the state. West Virginia can consider strengthening its outreach and communications efforts to qualifying candidates to increase awareness and attainment of degrees.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Reverse Transfer Process](#)
- Florida – [Reverse Transfer Statewide Articulation Agreements](#)
- Texas – [Reverse Transfer Process](#)

### RESOURCES

- [West Virginia University Reverse Transfer](#)

### POLICIES

- [WVCTC Title 135 Series 60 Reverse Transfer](#)





# POSTSECONDARY CREDENTIAL ATTAINMENT

## West Virginia



### KEY POLICY

## Last Dollar/Last Mile Financial Aid



### STATE POLICY ANALYSIS

In 2019 West Virginia enacted the WV Invests Grant, which is a state-funded last-dollar grant program that pays toward the full cost of basic tuition and mandatory fees for select certificate and associate degree programs at select West Virginia public two- or four-year institutions. Priority is given to programs in high-demand fields, such as information technology or healthcare, as determined by the West Virginia Department of Commerce. West Virginians who have not already earned a college degree (associate level or higher), have a 2.0 cumulative grade point average, are eligible for federal financial aid and have graduated high school (or equivalent) are eligible for the grant.

### OPPORTUNITY TO STRENGTHEN

West Virginia can continue to collect data by student demographics on enrollment, persistence, and degree attainment to use in strengthening supports for the WV Invests. West Virginia can consider additional grants for additional related expenses such as childcare or books/lab fees or a grant for emergency needs such as medical expenses or car breakdowns.

### PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Last Mile College Completion Program](#)
- Rhode Island – [Rhode Island Promise](#)
- Tennessee – [Tennessee Promise](#) and [Tennessee Reconnect](#)

### RESOURCES

- [West Virginia Invests](#)

### POLICIES

- [§18C-9](#) West Virginia Invests





# POSTSECONDARY CREDENTIAL ATTAINMENT

## West Virginia



### KEY POLICY

# Outcomes-Based Funding



### STATE POLICY ANALYSIS

In 2017 West Virginia passed legislation directing the Higher Education Policy Commission to “examine the question of general revenue appropriations.” In 2018 the West Virginia Higher Education Policy Commission published the Student-Focused Funding report. The report prioritized a new approach based on access (70% of total funding), weighted credit hour production, success (5% of total funding) number of undergraduate WV students who are on track for on-term degree completion with additional credit awarded for students in high-risk populations, and impact (25% of total funding) number of degrees completed with additional credit for degrees in in-demand fields and those earned by students in high-risk populations. It does not appear, however, that these recommendations have been implemented legislatively.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider implementing the student-focused funding recommendations to reinforce the importance of student success and the earning of postsecondary credentials.

### PROMISING EXAMPLES FROM OTHER STATES

- Missouri – [Performance Funding](#)
- Tennessee – [Outcomes-Based Funding Formula](#)
- Texas – [State Technical College Funding Model](#)

### RESOURCES

- [Funding Model Presentation](#)

### POLICIES

- [§18B-1B-4\(d\)](#) Powers and Duties of the Higher Education Policy Commission





# POSTSECONDARY CREDENTIAL ATTAINMENT

## West Virginia



### KEY POLICY

# Stackable Degrees and Credentials



### STATE POLICY ANALYSIS

West Virginia's Perkins plan mentions that some of the state leadership funds are being utilized by WVCTCS to support its nine community colleges with a grant program designed to promote Guided Pathways in STEM program, increase student retention and completion rates, identify and use stackable credentials, and provide industry related training. No information, however, could be found online on the specific uses by institutions to see if stackable credentials were being developed as part of this grant.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider establishing a cross-agency committee that affirms what constitutes stackable credentials from K-12 through postsecondary, including skills retraining certificates. The committee can help ensure that all stackable credentials hold market value in the workforce.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Stackable Credential Legislation](#)
- Idaho – [SkillStack](#)
- Indiana – [Next Level Jobs Workforce Ready Grant](#)

### RESOURCES

- N/A

### POLICIES

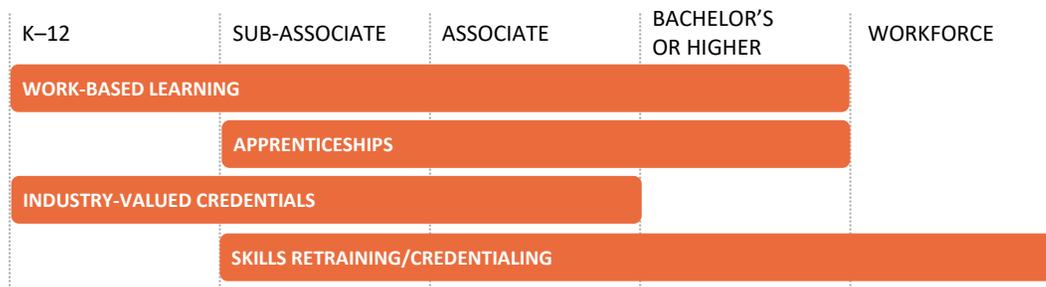
- N/A





# WORKFORCE READINESS

*Ensure the skills, credentials and apprenticeships students pursue help to prepare a strong workforce within the state.*



## WORK-BASED LEARNING

Establish a statewide K–12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.



## APPRENTICESHIPS

Establish clearly defined program guidance for state-promoted apprenticeships outlining prerequisites, requirements, funding, stakeholder incentives and participant outcomes.



## INDUSTRY-VALUED CREDENTIALS

Ensure all industry credentials earned in K–12 or postsecondary are aligned with high-demand, high-skill, high-wage occupations and valued by state and regional employers.



## SKILLS RETRAINING/CREDENTIALING

Identify and promote non-degree programs and credentials that support new, transitioning and displaced learners in career change and advancement. Ensure that supports include funding supports for learners and incentives for participating employers who train or retrain them.





# WORKFORCE READINESS

## West Virginia



### KEY POLICY

# Work-Based Learning



### STATE POLICY ANALYSIS

West Virginia has worked creatively to expand work-based learning for K-12 students. Simulated Workplace was launched in 2013 to help students learn professional and technical skills. Due to West Virginia's very rural geography finding work-based learning opportunities was challenging. Through simulated workplace students transform their classrooms into businesses. All simulated workplace classrooms are evaluated by inspectors from the appropriate industry sectors who observe and rate the program based on industry standards.

In postsecondary the Learn and Earn program connects employers with college students. Students take technical courses aligned with their chosen program while gaining paid work experiences with employers. Opportunities vary by postsecondary institution. West Virginia University has cooperative education, which are often paid, externships, job shadowing, micro-internships, graduate assistantships, part time employment opportunities, and internships.

### OPPORTUNITY TO STRENGTHEN

West Virginia can continue to collect data on access and enrollment in simulated workplace programs to help support equity in offerings. West Virginia can study student outcomes to assess where there are strengths and gaps within the program and develop a plan to address them accordingly.

### PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Work-Based Learning Practicum](#)
- Georgia – [Work-Based Learning Framework](#)
- Rhode Island – [PrepareRI Work-Based Learning Navigator](#)

### RESOURCES

- [WVDE Simulated Workplace](#)
- [WVU Experiential Learning Program](#)

### POLICIES

- [State Board- Simulated Workplace Protocols](#)





## KEY POLICY

# Apprenticeships



## STATE POLICY ANALYSIS

Apprenticeships are coordinated through the West Virginia Joint Apprenticeship Program. The West Virginia Joint Apprenticeship program includes craft and non-craft programs.

## OPPORTUNITY TO STRENGTHEN

To build on its steady progress, West Virginia can consider an incentive program for students who are in registered apprenticeship programs to be eligible for reimbursement of tuition, books, tools and other approved expenses required for participation in the program.

## PROMISING EXAMPLES FROM OTHER STATES

- Iowa – [Earn and Learn](#)
- Kentucky – [Tech Ready Apprentices for Careers in Kentucky](#) and [Kentucky Educational Excellence Scholarship](#)
- New Jersey – [Apprenticeship Network](#)
- South Carolina – [Apprenticeship Carolina](#)

## RESOURCES

- [West Virginia Joint Apprenticeship Program](#)
- [Workforce West Virginia](#)

## POLICIES

- [§30-1E-3](#) Recognition of Training and Apprenticeship Programs





### KEY POLICY

# Industry-Valued Credentials



### STATE POLICY ANALYSIS

All West Virginia programs of study have gold, silver and bronze level student industry certifications listed. No information could be found online on the criteria utilized the level for each included industry certification or how the eligible industry certifications are selected.

Additionally, West Virginia offers the Governor's Workforce Credential to K-12 students in their senior year. To achieve the Governor's Workforce Credential (GWC), students must meet grade, attendance, industry-recognized audit requirements, earn an approved industry credential and pass two drug screenings. However, it is unclear the level to which the GWC credentials are valued by West Virginia (or national) employers and their alignment to higher-wage, higher-skill, high-demand occupations.

### OPPORTUNITY TO STRENGTHEN

According to ExcelinEd's research with Burning Glass for CredentialsMatter.org, West Virginia does not collect data on student earned industry credentials at the K-12 or postsecondary level. West Virginia can collect industry credential attainment for both K-12 and postsecondary to be able to analyze student access and outcomes and develop and implement a plan to phase out all misaligned or low-quality industry credentials and phase in high-quality industry credentials, with business and industry at the table.

### PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Promoted Industry Certifications](#)
- Kentucky – [Valid Industry Certifications](#)
- Louisiana – [Industry-Based Certification State Focus List](#)

### RESOURCES

- [Governor's Workforce Credential](#)
- [WV CTE Portal](#)

### POLICIES

- [§18-2B-9](#) Governor's Workforce Credential





## KEY POLICY

# Skills Retraining/Credentialing



## STATE POLICY ANALYSIS

Workforce West Virginia is the central resource for workforce resources including support for employee training and hiring resources. Additionally, WV Invests, a last-dollar scholarship, is open to eligible West Virginians who have not yet earned a degree (associates or higher) and is a great option for skill retraining. Priority is given to programs in high-demand fields, such as information technology or healthcare, as determined by the West Virginia Department of Commerce.

West Virginia also has the Governor's Guaranteed Work Force Program. The program provides new or expanding companies training funds and technical assistance to support effective employee training strategies for new and existing employees. Since the program's launch, more than \$54 million has been awarded to employers and nearly 200,000 employees have received training.

## OPPORTUNITY TO STRENGTHEN

West Virginia can continue to collect data on WV Invests and the Governor's Guaranteed Workforce program to analyze learner outcomes, ensure the results are impacting the state's targeted priorities, and to strengthen the ROI for students and the state.

## PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Next Level Jobs Workforce Ready Grant](#)
- Ohio – [TechCred](#)
- Washington – [Worker Retraining Program](#)

## RESOURCES

- [WV Invests](#)
- [Workforce West Virginia](#)
- [Governor's Guaranteed Work Force Program](#)

## POLICIES

- [§5B-2D](#) West Virginia Guaranteed Work Force Program





# EMPLOYER ENGAGEMENT

*Incentivize workforce engagement in student pathways and reduce the barriers that keep employers from participating.*



## INDUSTRY ENGAGEMENT INCENTIVES

Establish, sustain and promote a comprehensive set of industry and employer engagement incentives for supporting education to workforce pathways. Incentives may include grant funds, tax credits, or local and regional support services.



## LEGAL BARRIERS

Remove or lessen legal barriers such as liability insurance, workers' compensation and worksite age restrictions to provide more learners with work-based learning opportunities.





# EMPLOYER ENGAGEMENT

## West Virginia



### KEY POLICY

# Industry Engagement Incentives



### STATE POLICY ANALYSIS

West Virginia has two industry engagement incentives:

- The Learn and Earn program connects employers with college students wanting to gain work experience while completing their credentialed programs. The paid experience is covered jointly by the participating employer and college that the student is attending.
- The Governor’s Guaranteed Work Force Program is also an incentive program, providing funds and technical assistance to new or expanding companies offering employee training strategies.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider continuing to strengthen its industry engagement incentives by providing financial incentives or tax credits for employers that hire students participating in a formal work-based learning program.

### PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Work-Based Learning Premium Credit](#)
- Indiana – [Next Level Jobs Employer Training Grant](#)
- Iowa – [Tax Credit](#)

### RESOURCES

- [WVCTCS Grants](#)
- [Governor’s Guaranteed Work Force Program](#)

### POLICIES

- [§5B-2D](#) West Virginia Guaranteed Work Force Program
- [State Board 2520.13 College and Career Readiness Programs of Study](#)





# EMPLOYER ENGAGEMENT

## West Virginia



### KEY POLICY

# Legal Barriers



### STATE POLICY ANALYSIS

West Virginia does not appear to promote any policies intended to address potential employer engagement issues with work-based learning opportunities

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider implementing policies to reduce legal barriers for employers engaging in K–12 and postsecondary work-based learning. West Virginia can consider a partnership with an external company to employ work-based learning students who are then placed at businesses. This helps to reduce many of the burdens such as workers’ compensation, liability and other restrictions. West Virginia could also consider allowing public schools to purchase certain insurance coverage for the benefit of businesses and students participating in work-based learning programs.

### PROMISING EXAMPLES FROM OTHER STATES

- Kentucky – [Apprenticeship Programs & Partnerships](#)
- Rhode Island – [Work Immersion Training Grant](#)
- Texas – [Insurance Coverage](#)

### RESOURCES

- N/A

### POLICIES

- N/A





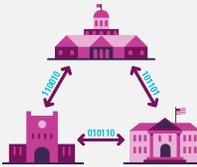
# DATA-DRIVEN DECISION MAKING

*To ensure the strength of all the other policies, there must be cross-sector agreement on outcomes, strategies to get there and data to track progress.*



## PROGRAM QUALITY MEASURES

Establish shared statewide definitions and measures for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.



## STATE LONGITUDINAL DATA SYSTEM

Ensure the state's cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.





# DATA-DRIVEN DECISION MAKING

## West Virginia



### KEY POLICY

## Program Quality Measures



### STATE POLICY ANALYSIS

The one shared indicator is West Virginia's postsecondary attainment goal, West Virginia's Climb, which aims to equip 60% of West Virginians with a certificate or degree by 2030. Currently, only approximately 34% of West Virginia's adult population holds a certificate or higher. The West Virginia Climb is a goal being worked towards by all public colleges and universities.

Workforce West Virginia has robust workforce data available including economic indicators such as unemployment rates, participation rates, and annual rate by occupations and industries. The West Virginia Department of Education aligns its CTE programs to the Work Force West Virginia Long Term Occupational Projections. But overall, there does not appear to be established statewide definitions and indicators for quality.

### OPPORTUNITY TO STRENGTHEN

West Virginia can consider setting state-level goals reflective of state economic and workforce priorities that would directly affect the well-being of its citizens. The metrics collected and reported could be strengthened through a cross-agency process that includes breaking out the data by demographic and geographic fields to determine levels of equity across the state and setting shared agency priorities to support state goals. West Virginia can also consider developing cross-agency shared definitions and metrics that are student focused and uniform, with an emphasis on K-16 CTE pathways linked to higher-wage occupations.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Indiana – [Governor's Workforce Cabinet](#)
- Rhode Island – [PrepareRI](#)

### RESOURCES

- [Workforce West Virginia LMI](#)
- [West Virginia's Climb](#)

### POLICIES

- N/A





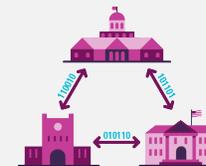
# DATA-DRIVEN DECISION MAKING

## West Virginia



### KEY POLICY

# State Longitudinal Data System



### STATE POLICY ANALYSIS

West Virginia's state data system is the West Virginia Education Information System which has been updated to ZoomMV. ZoomWV is a single source for Pre-K through 12<sup>th</sup> grade educational data. Due to its lack of connecting across multiple agencies, it does not meet the definition of a longitudinal data system.

### OPPORTUNITY TO STRENGTHEN

Increased ability of the system for longitudinal data analysis is a great area of growth for West Virginia. West Virginia can consider linking K-12 data systems with early learning, postsecondary, workforce, and other critical state agency data systems. Once the infrastructure has been updated West Virginia can increase the analysis of outcomes data to determine programmatic strength at both the K-12 and postsecondary level. West Virginia can also consider increasing timely access to the data and ways to implement policies and promote practices to build stakeholders, including those at the state, district and school-level, capacity on how to use the data.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Florida – [Talent Development Council](#)
- Kentucky – [KYStats](#)

### RESOURCES

- [ZoomWV](#)

### POLICIES

- [§18-2-5h](#) West Virginia Student Data Accessibility Transparency and Accountability Act

