



Leveraging State Leadership To Support Workforce Development

> 2020 ISSUE BRIEF

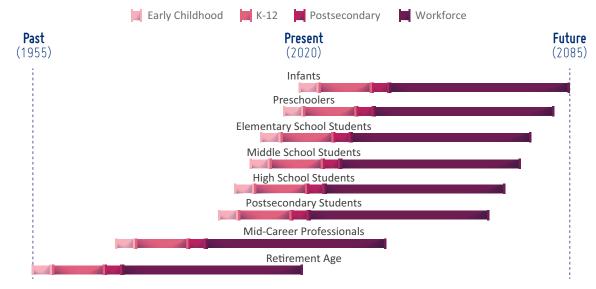


WORKFORCE TRENDS

States' educational systems are often viewed as "pipelines" for developing the workforce. At any point in time, the pipeline is simultaneously graduating college students who will need to fill roles left vacant by retirees and welcoming preschoolers who will need to be prepared for a different landscape 20 years down the road. State leaders have an incredible responsibility to shape the path forward to ensure all children—of every background and generation—have the ability to develop the skills and knowledge they need to contribute to society long after their terms have come to an end.

The Education and Workforce Continuum Across Generations

At any point in time, policymakers have constituents at all points in the continuum – ranging from early childhood through retirement. In addition to considering the current impacts, policymakers must also understand the implications for different generations based on how the educational system and workforce has and will evolve across the course of more than century.



It comes as no surprise that the economy is evolving, and so too must our goals for postsecondary attainment. Industries like manufacturing and agriculture have become a smaller share of the economy, while health, financial, and administrative services continue to grow.

Agriculture and mining

Administrative, leisure, food, and

Manufacturing

other services



% of the new jobs employees with at least



created between 2010 and 2016 that went to

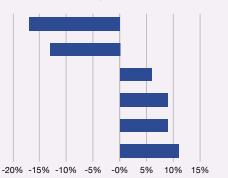


some college education



% of jobs lost during the recession that

Educational services Financial activities, real estate, professional, & mangagement services Health services



Source: Center on Education and the Workforce

Source: Center on Education and the Workforce. View state specific data here.

Shifts in Employment Shares | Percentage Point Change

in Sector Share of Total Economy (1940-2016)

Once a leader in educational attainment, the U.S. is not keeping pace with its global competitors. On the first day in office, governors and their staffs must have bold visions for how they will improve policy and drive meaningful change in the lives of their constituents over the course of their term in office. With only one term guaranteed, gubernatorial administrations are under immense pressure to act efficiently and effectively as they seek to clearly define a compelling problem, build a diverse coalition to amplify support, and ultimately, implement sustainable reforms.

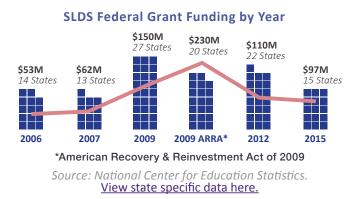


The 2020 Governors' Advisors Retreat will be driven by the experiences of leaders from across the country who have approached similar challenges throughout their careers in gubernatorial administrations, state legislatures, and other roles. This brief will highlight some of these stories and provide background data and information on education and the workforce.

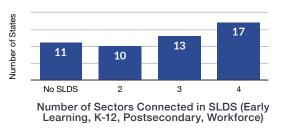
IDENTIFYING AND DEFINING PROBLEMS

Intuitively, it may be easy to say, "Our education system is not designed to prepare students for the ever-changing and increasingly global workforce." But specifically defining the problem—i.e. "By 2030, we will need to have 15 percent more postsecondary graduates in the field of health care services"—takes far more effort and data. What are the workforce projections five, 10, and 20 years out? In what industry and job function are jobs concentrated? What skillsets will be important as a result? How does that vary by region? How will higher education, K-12, and early childhood education need to adjust to make sure students are developing these skills across time?

Finding the answers to these questions and more can be a challenge given our current structures for collecting, compiling, and analyzing data. However, states are making important strides in developing longitudinal data systems that connect data along the education continuum from **early learning** to **K-12** and **postsecondary education** and into the **workforce**. These data systems allow researchers and policymakers to use data from across the continuum to draw inferences about what types of programs and services are working well, identify disparities in performance among subgroups, and gauge the alignment between educational outcomes and workforce demands.



Making Connections, 2019



Source: Education Commission of the States. <u>View state specific data here.</u>

Maryland's Longitudinal Data System

In 2010, Maryland passed a state law to establish the <u>Maryland Longitudinal Data System (MLDS)</u>. MLDS relies on a unique partnership between several state entities, including:

- Naryland Higher Education Commission;
- Maryland State Department of Education;
- $igodoldsymbol{0}$ Maryland Department of Labor, Licensing, and Regulation; and
- O University of Maryland, School of Social Work and College of Education.

The MLDS Center generates public reports and responds to specific research requests using data reported from across these four state entities. Specifically, the MLDS Center has provided reports that informed the Community College Promise Program, the Career Preparation Expansion Act Report, and even the bid for the Amazon Headquarters.



Read more about longitudinal data systems in The Hunt Institute's report, Connecting the Continuum.



Guiding Questions

- What questions do we need to answer in order to make progress toward our state's education and workforce goals?
- What partners and agencies need to be engaged in this process?
- Which audiences will benefit from data provided through a longitudinal data system?
- Does the system have a robust governance structure in place to provide necessary oversight and coordination?
- What steps are being taken to ensure that data privacy is protected?

BUILDING COALITIONS WITH BUSINESS AND LOCAL LEADERS

Change can be difficult to make, especially at a systems-level, requiring state leaders to engage a diverse group of stakeholders throughout the process to build a strong coalition that can identify and address concerns and create policy responses. There are countless stakeholder groups that can be included in this process, ranging from agency directors, legislators, and other elected officials to educators, parents, students, and the business community.

Governors and their staffs need to cultivate relationships with both existing and potential employers in the state. While the nature of these relationships will vary, gubernatorial administrations should seek to understand the hiring needs employers are facing and help identify ways in which the business community can support public efforts to address these challenges.

Engaging the Business Community

New Jersey's Apprenticeship Push

Recognizing the lack of diversity in growing industries like health and technology, Senator Teresa Ruiz built a strategic coalition with a number of groups including the Department of Labor and Social Justice Institute to craft a series of bills in 2019 aimed at increasing apprenticeship opportunities and high school training:

- Senate Bill 3064: Creates a task force to develop a statewide plan to increase the diversity of participants in apprenticeship programs.
- Senate Bill 3066: Creates a five-year High-Growth Industry Regional Apprenticeship Development Grant Pilot Program.

The Department of Labor's input helped ensure the bills reflected the priorities and needs of both the business and higher education communities, which brought in additional strategic partners into the coalition of supporters. Governor Phil Murphy signed the bills into law on January 13, 2020.

Virginia's Grow By Degrees Campaign

The Virginia Business Higher Education Council (VBHEC), a nonprofit, nonpartisan business-led partnership with higher education, led a push for increasing educational attainment in 2009 by creating bipartisan support among policymakers, including gubernatorial candidates, for its Grow by Degrees campaign which ultimately led to the unanimous passage of <u>Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity</u> <u>Act of 2011 (TJ21)</u>. The bill sought to develop a sustainable framework for fully funding colleges and universities and also set the state's first attainment goal — an additional 100,000 two- and four-year degrees from public colleges over 15 years.

Through the VBHEC, the business community has continued to be a critical partner in this effort, with <u>Growth4VA</u> leading the public information campaign. To generate political will, the organization has worked to provide elected officials with the information they need to stand firmly in support of higher education. In addition to providing data on the economic benefits of the higher education system, the VBHEC commissioned a bipartisan public opinion poll, which found overwhelming support for higher education among Virginians across demographics and political affiliations.

GOVERNORS' ADVISORS RETREAT | LEVERAGING STATE LEADERSHIP TO SUPPORT WORKFORCE DEVELOPMENT

Local leaders are another important stakeholder with whom state leaders should seek to build strategic coalitions. Local leaders are often the first to identify an emerging problem and the first to craft innovative solutions to address it, giving state leaders a base for action, replication, and potentially, statewide expansion. And because access to higher education and workforce demands vary greatly by region, it is also important that state leaders provide the flexibility for statewide policies to be adjusted to meet local context.

Local Beginnings for Tennessee Promise

Thanks to collaboration among the county mayor, city mayor, business leaders, and philanthropic community, leaders in Knoxville established the KnoxAchieves program – a funding and mentoring program to support access to postsecondary education. The data showed impressive retention and completion rates for the initial cohorts of program participants, and within a few years, the program had expanded to 23 additional counties. After five years of success and the election of Knoxville Mayor Bill Haslam to the governor's office, the local program was rolled out as a statewide model as part of Tennessee's larger postsecondary education attainment initiative.

<u>Tennessee Promise</u> provides last-dollar scholarships to students to attend any of the state's 13 community colleges, 27 colleges of applied technology, or other eligible institutions offering an associate degree program. The mentor aspect of the program has also remained a vital piece of the program and relies entirely on volunteers, requiring strategic coordination with communities across the state.



Guiding Questions

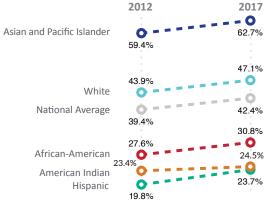
- Who are the major employers in your state and how frequently are you meeting with them?
- What are the distinct regions within your state and who are the local leaders that are driving change within each region?
- How can the state effectively partner with private industry and local leaders to craft policies that are intentional and effective?

IMPLEMENTING WITH SUCCESS

Once a policy response has been approved, attention must immediately shift to implementation to ensure the work has the intended impact.

Some implementation challenges can be addressed in the language of the law and corresponding regulations, such as providing adequate resources and time. State leaders must also vigilantly collect and analyze relevant data to monitor implementation and guide course corrections as needed. For example, national data about increases in postsecondary attainment from 2012 to 2017 may suggest modest success in implementing strategies to increase attainment, but disaggregated data show that our strategies are not closing critical attainment gaps.

U.S. Postsecondary Education Attainment Gap



Values above do not include postsecondary certificates, only achievement of associate degree or higher.

Source: Lumina Foundation, Strong Nation Report. View state specific data here.

Educational Attainment, U.S. Residents Ages 25-64, 2017



Because of rounding, the sum of these percentages may exceed 100.

Lumina Strategy Labs

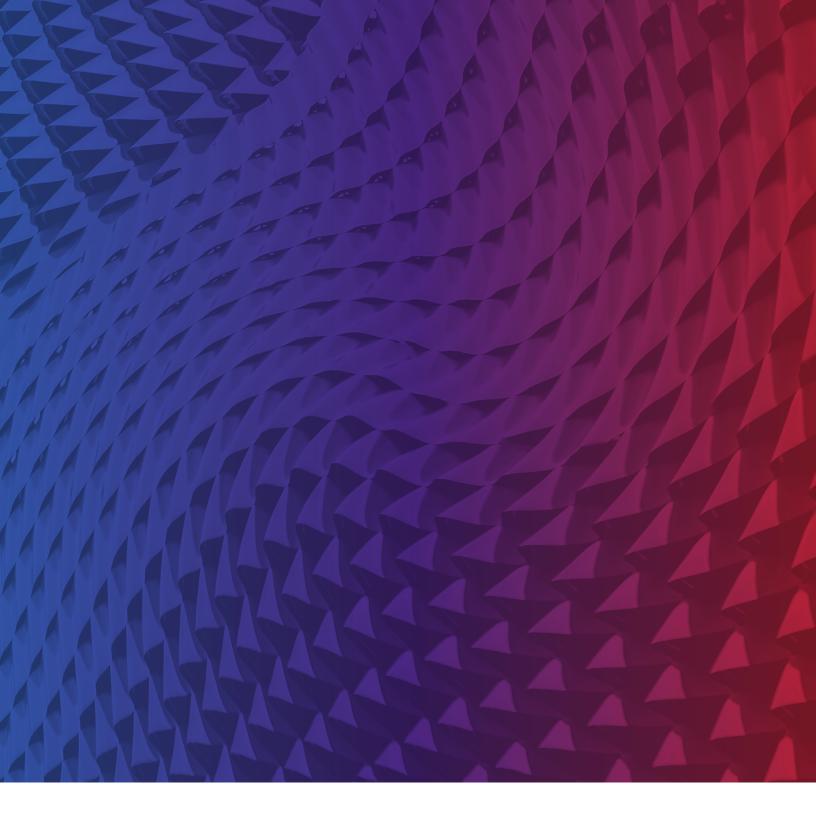
The Lumina Foundation has played a pivotal role in helping states set actionable and meaningful postsecondary attainment goals. Through their experience working with states, they have <u>identified</u> specific elements that should be in place for a state to be able to meet its goal, including:

- Ability to track metrics and measure progress;
- Well-designed, outcomes-based funding policies associated with increased attainment among all students and traditionally underserved subgroups; and
- Additional supports for low-income students and affordable pathways to postsecondary credentials with value in the workplace.

Ultimately, strong coalitions that are aligned to the same goals and strategies to get there will be one of the most vital pieces to sustaining implementation. As leadership changes, pushback occurs, or unintended consequences arise, having a diverse and focused coalition of supporters will help ensure that progress continues to be made.

Guiding Questions

- How do you find the balance between using feedback to make adjustments and remaining strong on key aspects of a policy?
- What systems are in place to collect qualitative and quantitative feedback on implementation from across the state?
- What are the needs of those in your coalition? How can you find compromise between competing priorities when implementation challenges arise?





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