

State Actor Orchestration for Achieving Workforce Development at Scale: Evidence from Four US States

Jenna E. Myers and Katherine C. Kellogg

Supplemental Online Appendix

Table A. Examples of Practices from Additional States: DE and CA

Centralized State: DE	Decentralized State: CA
STRUCTURAL PRACTICES	
<p>Forming steering committees. State actors created semi-permanent cross-sector steering committees to create and revise over time core priorities and a strategic plan for statewide action</p> <ul style="list-style-type: none"> • State actors created the DE Pathways Steering Committee, including CEOs of top business leaders in the state, Secretaries of Education, Labor, and Economic Development, and the chair of the Workforce Development Board, to set the overall strategic direction of the initiative • State actors created the DE Pathways Working Group, including mid-level state officials and regional actors from DE Tech Community College, the United Way of DE, the Rodel Foundation, and a marketing/communications firm • State actors created a temporary advisory group called the CTE Guiding Coalition that included school district leaders to vet specific changes that the state actors wished to make 	<p>Forming policy networks. State actors created policy networks to discover existing innovative strategies and models and to seek broad input on new goals</p> <ul style="list-style-type: none"> • State actors representing secondary education, community colleges, and the public workforce system participated in planning events to create recommendations for policy to codify models for regional career pathways • State actors created the Workforce Pathways Advisory Committee, including members from the State Board of Education and Community College Board of Governors to provide recommendations for further policy
<p>Defining regions and designating lead WIs. State actors defined regions that covered the entire state and selected a lead workforce intermediary (WI) in each region to assemble regional governing bodies of key stakeholders</p> <ul style="list-style-type: none"> • State actors solicited Delaware Technical Community College to act as a workforce intermediary for both college- and high school-level work-based learning experiences, like co-ops and internships. The college has three campuses, one in each of DE's three counties. 	<p>Promoting regional self-definition and soliciting WI interest. State actors wrote legislation and specified resources to incentivize regional actors to align programs with state goals and innovative models that had been identified by policy networks</p> <ul style="list-style-type: none"> • State actors required that applicants wishing to use state funds for career pathways define a regional "consortium" including multiple school districts, colleges, and other organizations that would be included under each grant
POLITICAL PRACTICES	
<p>Mapping out preliminary career pathways content and components. State actors modified state agency regulations and mapped CTE programs of study to provide a preliminary framework for regional actors to tailor to their local needs</p>	<p>Writing broad legislation and specifying resources. State actors wrote legislation and specified resources to incentivize regional actors to align programs with state goals</p>

<ul style="list-style-type: none"> • Strategic plan listed five core priorities (e.g., to “Build a comprehensive system of career preparation that aligns with the state and regional economies”), each “owned” by one of the six organizations on the working group • By vetting changes with the CTE Guiding Coalition, state actors in the Department of Education (DOE) redesigned CTE programs of study to include a specific sequence of courses, roles for non-school partners, credit agreements secondary-to-postsecondary alignment, teacher and administrator professional development opportunities, and student extracurricular opportunities 	<ul style="list-style-type: none"> • State actors wrote and passed the “California Career Pathways Trust” which allocated \$500M to career pathways initiatives over three years for each of two cohorts to design career pathways that spanned from secondary to postsecondary education • State actors later wrote and passed grant programs to supplement and continue these efforts, including the CTE Incentive Grants (for school districts) and the Strong Workforce Program (for community colleges)
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<p>Designating priority industries for pilot programs. State actors prioritized industries based on labor market information and piloted in systematically defined regions, learning implementation lessons from WIs before modifying the state framework and expanding to new regions and industries</p>	<p>Accepting applications and selecting localities. State actors specified guidelines and created applications for regions, accepting them for participation in the programs based on pre-specified criteria before expanding the number of committed regions</p>
<ul style="list-style-type: none"> • State actors identified a pre-existing advanced manufacturing program, modified it to align with DOE policies, and solicited districts to pilot it • State actors identified regions that were offering culinary courses and worked to identify “ready-made” resources and curriculum partners from the National Restaurant Association to specify courses required for a culinary pathway, connections to postsecondary programs, and industry certifications that were valued in the culinary industry • State actors identified universities and teachers’ associations to offer teacher training for the new programs (e.g., the Computer Science Teachers Association was enlisted as the ongoing training provider for the information technology programs) 	<ul style="list-style-type: none"> • State actors the DOE, DOL, and the community college board worked together to specify rules and develop a request for proposal (RFP) for the Career Pathways Trust, which required detailed information on the regional labor market, and pathways components • State actors from DOE and DOL as well as external advocates evaluated and scored applicants along criteria indicated in the RFP; selecting over 80 consortia in several rounds

CULTURAL PRACTICES

<p>Crafting a primary frame for collective action. State actors defined skills mismatches as the primary problem and posed career pathways as the collective action solution to create a cross-sector commitment to act</p>	<p>Reinterpreting prior efforts within a career pathways frame. State actors reinterpreted prior and ongoing state and federal funding opportunities and state leadership initiatives using career pathways principles in a way that could be interpreted differently by diverse actors with varied goals</p>
<ul style="list-style-type: none"> • The Secretaries of Education, Labor, and Economic Development created a cross-agency commitment by engaging in conversations with one another and with regional actors to develop a primary frame • State actors defined the key problem as the state’s high percentage of middle skilled jobs that would go unfilled due to a lack of qualified applicants if current trends in educational attainment continued 	<ul style="list-style-type: none"> • State actors visited CA schools in Long Beach that had implemented Linked Learning—a model that prepared low-income high school students for careers—to expand similar models across the state • State actors in the community college governing agency had a strong focus on workforce preparation through a mission statement: Doing what matters for jobs and the economy

<p>Deploying state-developed feedback tools. State actors developed tools for regions to self-evaluate and monitor progress along key indicators identified during pilots, engaging in developmental conversations to build social accountability</p>	<p>Encouraging peer-to-peer sharing of best practices. State actors encouraged peer-to-peer sharing of best practices to help regions improve their programs, align their goals with state priorities, and modify traditional roles</p>
<ul style="list-style-type: none"> • State actors from the DOE developed an informal accountability process for school districts to share data that state actors identified as most important: college access and college readiness numbers, district stakeholder feedback and next steps • State actors from the DOE held meetings with school district superintendents and CTE directors during which they discussed suggested changes and quarterly data reports 	<ul style="list-style-type: none"> • State actors facilitated local professional development opportunities and encouraged peer-to-peer sharing of best practices through project-based learning workshops and statewide conferences • State actors contracted consultants to develop year-end and multi-year evaluative reports on Career Pathways Trust grantees across the consortia and shared these reports with regional actors