

State Legislation in Support of  
**SECTOR PARTNERSHIPS, CAREER PATHWAYS AND  
WORKFORCE DEVELOPMENT**

2006-2015

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## Summary

This compendium of state legislation was prepared in 2015 for the State of Oregon in response to inquiries for examples of successfully-passed legislation related to sector partnerships and career pathways across the United States. This compendium is intended as an inventory only, without assessment or commentary. It therefore should not be considered a compendium of best practices. Nor should it be considered an analysis of state policies that support sector partnerships or career pathways. It is simply a best effort at cataloguing the past decade of state legislation related to industry-driven workforce programs, sector or industry partnerships, and career pathways.

In most cases direct excerpts are used to summarize specific bills. Direct links to full legislation or reports are also included. The last section includes reports and resources from various states discovered during research for this compendium related to sector partnerships or career pathways that either did not result in actual legislation, or that are intended to shape future legislation.

## Key Terms & Methods

State legislation in support of sector partnerships can be a critical component to the cultivation and maintenance of successful sector efforts at the regional and local levels. The language used and ways that laws are crafted have implications on how local partnerships get started, sustain and thrive. Over the last decade, varied state legislation has been passed which attempts to strengthen industry engagement in workforce development overall, some specifically focused on sector partnership models, others with broader employer engagement guidance.

**Sector Partnerships** are *not* a new concept, but the model has changed over the years as a result of increased experimentation in the field. The Woolsey Group defines “next generation partnerships” as industry-driven and community supported. They are regional; coordinated by a credible convener; act as a coordinating body across multiple community support members- education, workforce development, economic development and other programs; and they create highly customized responses to a target industry's needs. An additional, key criterion of “next generation” partnerships is their expanded focus beyond just workforce issues. These partnerships convene a critical mass of industry members to discuss and solve multiple needs, including issues un-related to talent such as supplier navigation, freight sharing efficiencies, access to technology, etc. As a result, these partnerships may sustain industry engagement longer and at deeper levels than previous utilized models of narrowly focused workforce-only employer engagement. Because employers are more invested in a comprehensive

agenda that serves their multiple needs, these partnerships may actually produce better workforce development solutions and outcomes over the long term. This model is promoted in legislation by Colorado, and in use by a handful of other states in the West. Other more traditionally workforce-focused models are promoted by legislation in other states. The Woolsey Group compiled this compendium in an effort to simply scan the language, terminology, definitions and intents currently in legislative law related to sector partnerships and industry-driven career pathways.

During the research process for this report, The Woolsey Group cast a wide net, searching state legislation for anything pertaining to sector strategy, economic development that involves industry engagement or employer directed workforce development. We also used the National Conference of State Legislatures search engines, and drew on the recently released 'Skills in the States, Sector Partnership Policy' and the 'Sector Partnership Policy Toolkit' by the National Skills Coalition, released in 2015. The resulting dearth of material was then paired down to the most current legislation in each state that explicitly applied sector strategy in the law. The following sections make up this compendium.

### ***Legislation in Support of Sector Partnerships***

This section, organized alphabetically by state, contains a collection of currently enacted state legislation that explicitly incorporates sector strategy/sector partnerships into law. Excerpts were pulled from each piece that help illustrate the intent of the law and the way that sector strategy/sector partnerships are intended to be implemented.

### ***Legislation in Support of Career Pathways and Industry Directed Education***

A "career pathway" is a series of connected education and training opportunities within an occupational area that enables an individual to gain skills and certification that will result in employment and advancement to higher levels of future education and employment. This section includes state legislation that supports and/or allocates funding to career pathway development, industry directed curriculum (for K-12, vocational/technical schools, higher-education institutions), industry designed apprenticeship programs, or any type of training program that is designed to address specific needs of a local industry.

### ***Non-Legislative Reports and Initiatives Related to Sector Strategy/Sector Partnerships***

This is a compilation of reports, economic development plans, and workforce initiatives that have been published in different states that advocate for sector strategy legislation.

**State Legislation in Support of Sector Partnerships – Table of Contents**

Summary ..... 2

Key Terms & Methods ..... 2

Legislation in Support of Sector Partnerships ..... 6

Alabama ..... 6

Arkansas ..... 7

California ..... 11

Colorado ..... 16

Connecticut ..... 19

Florida ..... 21

Hawaii ..... 21

Iowa ..... 23

Maine ..... 24

Maryland ..... 27

Massachusetts ..... 28

New Mexico ..... 31

Pennsylvania ..... 32

South Carolina ..... 34

Virginia ..... 35

West Virginia ..... 37

Washington ..... 38

Legislation in Support of Career Pathways and Industry Directed Education ..... 41

Alabama ..... 41

Colorado ..... 42

Idaho ..... 46

Indiana ..... 47

Iowa ..... 48

Louisiana ..... 49

Maine ..... 50

Maryland .....	51
Minnesota .....	52
Montana .....	54
New Mexico .....	55
Oklahoma .....	56
Oregon .....	57
Rhode Island .....	59
South Carolina .....	60
Wisconsin .....	62
Non- Legislative Initiatives and Reports Related to Sector Strategy .....	63

## Legislation in Support of Sector Partnerships

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### Alabama

**Title:** Senate Bill 184

**Year:** 2014

**Policy Area:** Sector Partnerships/ Career Pathways

**Bill Summary:** Alabama Senate Bill 184 allocates funding that will be appropriated to workforce development, including investments in regional sector partnerships and industry directed training.

**Excerpts:**

- “Industrial Development Training Institute Program. \$ 53,024,479 Of the above appropriation, \$6,440,154 shall be expended for the Industrial Development and Training Program; \$4,713,341 shall be expended for the Industrial Training Program - Operations and Maintenance; \$500,000 shall be expended for a marketing campaign for technical education; and \$41,370,984 shall be expended for Workforce Development.”
- “The funds appropriated for Workforce Development are to be expended for those costs incurred by the State in honoring commitments to pay Workforce Development costs, including services and other assistance and expenses of recruitment and training of a company's workforce, that are undertaken to induce companies to locate and expand their operations in Alabama (described hereinafter as a "Project") and to develop and implement training, placement and recruitment programs that will improve development and expand the State's workforce. Such costs include, but are not limited to (i) AIDT operating costs directly related to a Project; (ii) wages and benefits for trainers engaged by AIDT for the purpose of a Project; (iii) costs which the State has agreed to pay under the terms of a Project Agreement with a company that are necessary and reasonable charges incurred by the company or its affiliates for personnel providing training to the company's employees,

whether those trainers are employees of the company or its vendors or suppliers, including wages, benefits and travel”

**Link:**

<http://alisondb.legislature.state.ar.us/ALISON/SearchableInstruments/2014RS/PrintFiles/SB184-int.pdf>

## Arkansas

**Title:** Senate Bill 791, An Act to Establish the Arkansas Workforce Innovation and Opportunity Act

**Date:** 2015

**Policy Area:** Sector Strategy/Career Pathways

**Bill Summary:** The purpose of this bill is to create a workforce development plan for Arkansas that involves Arkansas Workforce Development Board and an outline of objectives for this team to achieve. The Board will consist of the Governor and a majority of business representatives from the region. These members will be business owners, CEOs, or policymakers with hiring authority. They must represent a business in a targeted industry. The bill also requires that the Board select from its membership an Executive Committee that will develop strategies to support career pathways and employer directed training programs in in-demand industries.

**Excerpts:**

- “The purpose of this subchapter is to outline a workforce development plan for Arkansas and to comply with the Workforce Innovation and Opportunity Act of 2014, Pub. L. No. 113-128, by increasing access for Arkansans, particularly those individuals with barriers to employment, to opportunities for employment, education, training, and the support services they need to succeed in the labor market through alignment of workforce development, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system in the state to better address the employment and skill needs of workers, jobseekers, and employers, and, as a result, ensure family-sustaining wages for individuals and economic growth for communities, regions, and the global competitiveness of the state.”
- “(b) The Arkansas Workforce Development Board shall consist of: (1) The Governor; (2) The following members to be appointed by the Governor, subject

to confirmation by the Senate: (A) Members constituting a majority of the Arkansas Workforce Development Board who are representatives of businesses in Arkansas and who: (i) Are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority, and who may be members of a local workforce development board; (ii) Represent businesses, including small businesses, or organizations representing businesses, providing employment opportunities that, at a minimum, include high-quality, work-relevant training and development in in-demand industry sectors or occupations in Arkansas; and (iii) Are appointed from among individuals nominated by Arkansas business organizations and business trade associations; and (B) Members constituting not less than twenty percent (20%) of the membership of the Arkansas Workforce Development Board who are representatives of the workforce within the state”

- “15-4-3705. Arkansas Workforce Development Board committees. (a)(1) To comply with the requirements and responsibilities assigned under this subchapter, the Arkansas Workforce Development Board shall select from its membership an executive committee to be composed of at least nine (9) members but no more than eleven (11) members. (2) The Chair of the Arkansas Workforce Development Board and the Vice Chair of the Arkansas Workforce Development Board shall serve as chair and vice chair of the executive committee, respectively. (3) The membership of the executive committee shall include: (A) At least five (5) members representing businesses; (B) At least one (1) chief elected official; (C) At least two (2) representatives from among members appointed under § 15-4-3704(b)(4)(B).”
- “(B) The development of strategies to support the use of career pathways for the purpose of providing individuals, including low- skilled adults, youth, and individuals with barriers to employment, including individuals with disabilities, with workforce investment activities, education, and supportive services to gain or retain employment;”
- “(D) The development and expansion of strategies for meeting the needs of employers, workers, and jobseekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations;”
- “(1) A strategic vision and goals for preparing an educated and skilled workforce that include: (A) An analysis of the economic conditions in the state, including without limitation: (i) Existing and emerging in-demand industry sectors and occupations; and (ii) The employment needs of employers, including a

description of the knowledge, skills, and abilities needed in those industries and occupations;"

**Link:** <http://www.arkleg.state.ar.us/assembly/2015/2015R/Bills/SB791.pdf>

# Arkansas

**Title:** Senate Bill 891

**Year:** 2015

**Policy Area:** Sector Partnerships

**Bill Summary:** A three-part bill that supports the development of the state's workforce through alignment of educational institutions, K-12 education systems, employers and workforce investment boards. Phase one includes a 'planning' grant, which will be awarded to partnerships by the Department of Higher Education. Regional Workforce Investment Boards must create proposals including a plan for employer and education alignment with "employer driven career pathways" for targeted industries. Phase two includes 'implementation grants' for two years which will be dispersed by the Department of Higher Education and which will be used to fund identified objectives of the regional partnerships, no funding caps provided. Phase three includes a continuation of funding after the initial two years is completed for on-going objectives.

**Excerpts:** "(e)(1) Institutions and organizations will unite around shared regional sector strategies that support an employer demand-driven workforce system. (2) This system should support: (A) Creation of state and regional industry-sector driven partnerships that employers lead and to which education institutions respond; (B) Data-driven decisions on development and deployment of workforce training and education programs; (C) Development of articulated education pathways, from grades K-12 to baccalaureate, that are aligned with employment career pathways that include industry-recognized credential and employment step-out points"

**Link:** <http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act1131.pdf>

# California

**Title:** Assembly Bill 1270, Chapter 94

**Date:** July 2015

**Policy Area:** WIOA/Sector Strategy/ Career Pathways

**Bill Summary:** This bill updates the state's workforce investment system by defining guiding principles for the program. The legislation calls on workforce investment programs to be more responsive to the needs of employers and job-seekers by: increasing accessibility to industry recognized certification programs, better connecting services and training directly to jobs, adopting training and education strategies that support sector strategies, leveraging resources to build career pathways, and developing strong partnerships with industry.

## Excerpts:

- “(b) The Legislature finds and declares that the following principles shall guide the state's workforce investment system: (1) Workforce investment programs and services shall be responsive to the needs of employers, workers, and students by accomplishing the following:”
- “(B) Producing greater numbers of individuals who obtain industry-recognized certificates and career-oriented degrees in competitive and emerging industry sectors and filling critical labor market skills gaps. (C) Adapting to rapidly changing local and regional labor markets as specific workforce skill requirements change over time.”
- “(E) Aligning employment programs, resources, and planning efforts regionally around industry sectors that drive regional employment to connect services and training directly to jobs.”
- “(A) Adopting local and regional training and education strategies that build on the strengths and fill the gaps in the education and workforce development pipeline in order to address the needs of job seekers, workers, and employers within regional labor markets by supporting sector strategies. (B) Leveraging resources across education and workforce training delivery systems to build career pathways and fill critical skills gaps. (3) Workforce investment programs and services shall be data driven and evidence based when setting priorities, investing resources, and adopting practices. (4) Workforce investment programs

and services shall develop strong partnerships with the private sector, ensuring industry involvement in needs assessment, planning, and program evaluation. (A) Workforce investment programs and services shall encourage industry involvement by developing strong partnerships with an industry's employers and the unions that represent the industry's workers. (B) Workforce investment programs and services may consider the needs of employers and businesses of all sizes, including large, medium, small, and microenterprises, when setting priorities, investing resources, and adopting practices. (5) Workforce investment programs and services shall be outcome oriented and accountable, measuring results for program participants, including, but not limited to, outcomes related to program completion, employment, and earnings. (6) Programs and services shall be accessible to employers, the self-employed, workers, and students who may benefit from their operation, including individuals with employment barriers, such as persons with economic, physical, or other barriers to employment."

**Link:** [http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab\\_1251-1300/ab\\_1270\\_bill\\_20150714\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_1251-1300/ab_1270_bill_20150714_chaptered.pdf)

## California

**Title of Action:** Governor's Budget Summary

**Date:** 2015/2016

**Policy Area:** State Funding in Support of Sector Partnerships

**Bill Summary:** A comprehensive workforce development framework that incorporates sector strategy and actively engages employers to improve education and skills training programs.

### Excerpts:

- "Produce a workforce and education framework that is highly responsive to labor market demands and focuses on current or emerging high-wage, high-skill, or high-demand jobs.
- Provide increased and more meaningful employer engagement in the workforce development system, including partnering in earn-and-learn programs, on-the-job training, and subsidized employment opportunities.

- Align various programs through coordinated regional planning efforts that can more easily incorporate business-sector input and industry-valued certificates and degrees.
- Improve alignment of workforce programs with post-secondary education, particularly the community colleges, and the continuing development of career pathways programs.
- Emphasize non-traditional apprenticeship programs in high-growth industries in emerging and transitioning occupations.”

**Grants in support of these objectives include:**

- “SlingShot Regional Grants—Provides \$5.2 million in 2014-15 to address regional barriers to employment through innovative workforce development, training, employer engagement, and career education approaches.
- Regional Workforce Accelerator Program Grants—Provides \$3.2 million in 2014-15 to partnerships for job training, support services, and job placement assistance for the long-term unemployed, veterans, low-income individuals seeking jobs (including CalWORKs recipients), disconnected youth, formerly incarcerated individuals, and others with barriers to employment.
- Apprenticeship Program Funding—The Budget includes an increase of \$14 million for existing apprenticeship programs to support both an increase in the number of hours allocated and the rate at which schools and colleges are reimbursed. In addition, the Budget provides \$15 million for new and innovative apprenticeship programs in emerging industries.”

**Links:**

- <http://www.ebudget.ca.gov/2015-16/pdf/BudgetSummary/InvestinginCaliforniasWorkforce.pdf>
- <http://www.ebudget.ca.gov/2015-16/pdf/Enacted/BudgetSummary/HigherEducation.pdf>

# California

**Title:** Senate Bill 342

**Date:** October 5, 2015

**Policy Area:** Sector Partnerships, Workforce Investment Board

**Bill Summary:** “Under existing law, the California Workforce Investment Board is responsible for assisting the Governor in the development, oversight, and continuous improvement of California's workforce investment system. Existing law requires the board to assist the Governor in targeting resources to specified industry sectors and providing guidance to ensure that services reflect the needs of those sectors. This bill would additionally require the board to assist the Governor in helping individuals with barriers to employment achieve economic security and upward mobility by implementing policies that encourage the attainment of marketable skills relevant to current labor market trends.” (California Senate Bill 342, 2015)

**Excerpts:** “Targets resources for workforce training in specific, high-growth industry clusters. Establishes guiding workforce education and training principles, coupled with a statewide sector strategy focus for state board activities; Requires that the board conduct an annual skills-gap analysis specifying industries facing shortages of skilled workers or sectors with growth potential at the state and regional level; Requires that the state workforce investment plan be organized around the adoption of sector strategies that uses the state-level skills-gap analysis to formulate the plans; Requires that the state board implement quality training criteria for the Workforce Investment Act Eligible Training Provider List. To attempt to break down the barriers of communication between the various training entities, this bill would encourage collaboration between the various education and training programs to better align resources across workforce education and training service delivery systems.”

- **Link:**

[http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201520160SB342&search\\_keywords=Sector+Partnership](http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160SB342&search_keywords=Sector+Partnership)

# California

**Title:** Senate Bill 1402

**Date:** September 2012- January 2018

**Policy Area:** Sector Partnerships and Career Pathways

**Bill Summary:** Reauthorization of the California Community Colleges Economic and Workforce Development Program, which seeks to align career-technical programs with industry needs by utilizing sector strategy.

**Excerpts:** “(a) The economic and workforce development program shall operate according to all of the following principles:

(1) The program shall be responsive to the needs of employers, workers, and students.

(2) The program shall collaborate with other public institutions, aligning resources to foster cooperation across workforce education and service delivery systems, and building well-articulated career pathways.

(3) Program decisions shall be data driven and evidence based, investing resources and adopting practices on the basis of what works.

(4) The program shall develop strong partnerships with the private sector, ensuring industry involvement in needs assessment, planning, and program evaluation.

(5) The program shall be outcome oriented and accountable, measuring results for program participants, including students, employers, and workers.

(6) The program shall be accessible to employers, workers, and students who may benefit from its operation.

(b) The mission of the economic and workforce development program is to do all of the following:

(1) To advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

(2) To advance California's economic and jobs recovery and sustain economic growth through labor market-aligned education workforce training services, and sector strategies focusing on continuous workforce improvement, technology deployment, and business development, to meet the needs of California's competitive and emerging industry sectors and industry clusters.

(3) To use labor market information to advise the chancellor's office and regional community college bodies on the workforce needs of California's competitive and emerging industry sectors and industry clusters, in accordance with both of the following:

(A) To the extent possible, the economic and workforce development program shall work with, share information with, and consider the labor market analyses produced by, the Employment Development Department's Labor Market Information Division and the California Workforce Investment Board.

(B) The economic and workforce development program may also use its own resources to bolster and refine these labor market and industry sector and industry cluster analyses to fulfill its mission."

**Link:** [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201120120SB1402](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB1402)

## Colorado

**Title:** Senate Bill 14-205

**Date:** May 21, 2014

**Policy Area:** Sector Partnerships

**Bill Summary:** This act declares a working group be established at the state level which will determine, based on labor market research and industry input, how to bring sector partnerships together at the regional level and use them to improve the Colorado workforce. This working group shall also address skills gaps and build career pathways, via sector partnerships at the regional level. This legislation further creates a 'Talent Pipeline Cash Fund' that allows for money in grants and donations to be appropriated toward these outlined objectives.

### Excerpts:

"Creating a coordinated system to advance the skills and educational attainment of Coloradans across workforce development and education, in alignment with economic development goals, and in partnership with industry is the most promising way to advance Coloradans and supply industry with the talent it demands; (vi) deep, authentic, and ongoing employer engagement

and input is critical to ensure that education and training programs are aligned with the real and current needs of industry; and (vii) sector partnerships are a proven, established model of engaging employers and coordinating workforce development, economic development, and education in response to the needs of industry and on behalf of workers seeking good jobs."

"The department of education, the department of labor and employment, and the Colorado office of economic development shall work collaboratively to: (a) discuss and determine needs across key industries and occupations including challenges and opportunities in developing and growing relevant talent pipelines; (b) ensure that the talent pipeline development infrastructure includes: (i) a listening process to collect workforce needs for key industries' employers; (ii) curriculum alignment for high-demand occupation skill needs; (iii) occupation-aligned education and training options with a clearly articulated progression; (iv) skills assessments; and (v) academic career counseling; (c) utilize sector partnerships to: (i) advise the development of career pathway programs for critical occupations in key industries; and (ii) ensure the coordination of education and workforce initiatives to develop a strong talent pipeline; and (d) utilize existing measures and data systems to improve systems alignment and inter-agency communication. "

**Link:**

[http://www.leg.state.co.us/clics/clics2014a/csl.nsf/fsbillcont/F1FF65EEC39C193987257C6F00649C0C?Open&file=205\\_enr.pdf](http://www.leg.state.co.us/clics/clics2014a/csl.nsf/fsbillcont/F1FF65EEC39C193987257C6F00649C0C?Open&file=205_enr.pdf)

# Colorado

**Title:** House Bill 13-1001

**Date:** September 12, 2013

**Policy Area:** Advanced Manufacturing Sector Partnerships

**Bill Summary:** House Bill 13-1001 reallocates money from the Economic Development Commission that will be funneled into grants for 'advanced industries'. The majority of the funding will be allocated to the training of a workforce for the targeted industries of aerospace, bioscience, electronics, energy and natural resources, infrastructure engineering and information technology. This legislation provides opportunities for low-wage, displaced workers who need retraining for the future economy while simultaneously creating career pathways for those who are new to the workforce.

## Excerpts:

- Three Grant programs, one of which includes, "An infrastructure grant for an advanced industry project that builds or utilizes infrastructure to support or enhance the commercialization of advanced industry products or services or that contributes to the development of an advanced industry workforce."

## Link:

[http://www.leg.state.co.us/clics/clics2013a/csl.nsf/fsbillcont3/24CD86949A5BF7A887257AEE00585EE6?Open&file=1001\\_ren.pdf](http://www.leg.state.co.us/clics/clics2013a/csl.nsf/fsbillcont3/24CD86949A5BF7A887257AEE00585EE6?Open&file=1001_ren.pdf)

# Connecticut

**Title:** Senate Bill No. 29

**Date:** July 1, 2014

**Policy Area:** Sector Partnership/ Manufacturing Industry

**Bill Summary:** This legislation establishes the 'Manufacturing Innovation Advisory Board' which shall support targeted industries related to aerospace, medical devices, digital manufacturing, and advanced communication using data analysis, industry engagement and strategic investment in regional workforce development. This Bill also creates 'The Connecticut Manufacturing Fund' which shall be used to financially support eligible recipients who are working to advance the manufacturing industry through research/design, education and training programs, attraction of new businesses to the state, and workforce strengthening measures.

## Excerpts:

- "Sec. 48. (NEW) (Effective from passage) (a) There is established a Manufacturing Innovation Advisory Board that shall consist of the following members: (1) Four appointed by the Governor; (2) one appointed by the president pro tempore of the Senate; (3) one appointed by the speaker of the House of Representatives; (4) one appointed by the majority leader of the Senate; (5) one appointed by the majority leader of the House of Representatives; (6) one appointed by the minority leader of the Senate; (7) one appointed by the minority leader of the House of Representatives; and (8) the Commissioner of Economic and Community Development, or the commissioner's designee, who shall serve as the chairperson of the advisory board. Each appointed member shall (A) have skill, knowledge and experience in industries and sciences related to aerospace, medical devices, digital manufacturing, digital communication or advanced manufacturing; (B) be a university faculty member in or hold a graduate degree in a related discipline, including, but not limited to, additive manufacturing and materials science; (C) have manufacturing education and training expertise; or (D) represent manufacturing related businesses or professional organizations."
- "(d) The Connecticut Manufacturing Innovation Fund shall be used: (1) To provide financial assistance to eligible recipients as may be approved by the Manufacturing Innovation Advisory Board pursuant to subsection (g) of this

section, and (2) to pay or reimburse the administrator for administrative costs pursuant to subsection (m) of this section. Such financial assistance shall be awarded for the purpose of: (A) Furthering the development or modernization of manufacturing equipment; (B) supporting advancements in manufacturing; (C) supporting advanced manufacturing research and development; (D) supporting expansion and training by eligible recipients; (E) attracting new manufacturers to the state; (F) supporting education and training programs designed to meet an anticipated demand for appropriately skilled and trained workers; (G) matching federal grants or otherwise leveraging federal grant funds to aid Connecticut universities and nonprofit organizations to increase research efforts; and (H) funding a voucher program as described in subsection (k) of this section. Additionally, such financial assistance shall target aerospace, medical device, composite materials, digital manufacturing and other technologically advanced commercial. Products and services' supply chains and related disciplines that are likely to lead to an improvement in or development of products or services that are commercializable and designed to advance the state of technology and the competitive position of eligible recipients, and that promise, directly or indirectly, to lead to job growth in the state in these or related fields."

**Link (p. 50):** <http://www.cga.ct.gov/2014/ACT/pa/pdf/2014PA-00098-R00SB-00029-PA.pdf>

## Florida

**Title:** House Bill 7019

**Date:** 2015

**Policy Area:** Sector Strategy/ WIOA

**Bill Summary:** This bill creates a task force from the state's workforce investment board that is charged with assessing the current workforce system and developing informed recommendations on how to support sector strategies and career pathways.

**Excerpts:** "The identification of business sectors that are of current or future importance to the state's economy and to the state's global business image, and development of specific strategies for talent development necessary in the state to encourage economic development growth, taking into account factors such as the state's talent supply chain, education and training opportunities, and available workforce."

**Link:**

<http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName=h7019er.docx&DocumentType=Bill&BillNumber=7019&Session=2015>

## Hawaii

**Title:** House Bill 696

**Date:** 2015

**Policy Area:** Sector Strategy/ Workforce Development/ Health Care

**Bill Summary:** This bill establishes a workforce advisory board that will advise the labor department on how to engage the health care industry in finding solutions to strengthening the healthcare workforce talent pipeline.

**Excerpts:** "(d) The workforce advisory boards shall: (1) Advise the department on strategies for developing the industry workforce, including recommending projects and programs to promote the expansion and development of the industry; (2) Develop a mission, objectives, and goals with particular emphasis on pre-service programs and opportunities; (3) Advise the department in developing partnerships and cooperative educational programs with providers, organizations, and stakeholders to further the workforce advisory board's mission and objectives; (4) Coordinate and align workforce

programs and develop strategies to meet worker and employer needs; (5) Engage employers across the workforce system to align training with needed skills and match employers with qualified workers;”

**Link:** [http://www.capitol.hawaii.gov/session2015/bills/HB696\\_CD1\\_.htm](http://www.capitol.hawaii.gov/session2015/bills/HB696_CD1_.htm)

## Hawaii

**Title:** House of Representatives No. 1275, 26<sup>th</sup> Legislature

**Date:** 2011

**Policy Area:** Sector Partnerships/ Agriculture

**Bill Summary:** A state sponsored grant of \$500,000, which will support the sector partnership named 4 Ag in Hawaii and its marketing campaign that is attempting to strengthen the agriculture industry.

### Excerpts:

- “Established as a Hawaii nonprofit corporation in 2009, 4 Ag Hawaii is a collaborative private-public sector partnership focused on sustainable agricultural economic development. The partnership is committed to raising the awareness of the importance of agriculture and expanding the agricultural industry in Hawaii.”
- “There is appropriated out of the general revenues of the State of Hawaii the sum of \$500,000 or so much thereof as may be necessary for fiscal year 2011-2012 as a grant pursuant to chapter 42F, Hawaii Revised Statutes, to the 4 Ag Hawaii nonprofit corporation to enhance the “Buy Local, It 10 Matters” campaign through: 1]. (1) Expanded print, television, and radio media exposure; (2) Participation with the Hawaii tourism authority, Hawaii visitors and convention bureau, Hawaii Restaurant Association, and necessary county private and public agricultural organizations. The sum appropriated shall be expended by the department of agriculture for the purposes of this Act. 19 SECTION 3. This Act shall take effect on July 1, 2020.”

**Link:** [http://www.capitol.hawaii.gov/session2011/bills/HB1275\\_HD1\\_.pdf](http://www.capitol.hawaii.gov/session2011/bills/HB1275_HD1_.pdf)

# Iowa

**Title:** Pathways for Academic Career & Employment (PACE)

**Date:** 2014

**Policy Area:** Industry Directed Education/ Career Pathways/ Sector Partnership

**Bill Summary:** This bill supports the state's Pathways for Academic Career and Employment Fund and allocated \$5 million to the fund. This fund may be used by community colleges to foster partnerships with industry in order to better align training with employer needs.

**Excerpts:** "A community college may use moneys for the pathways for academic career and employment program to provide staff and support for the development and implementation of regional industry sector partnerships within the region served by the community college.

Regional, industry sector partnerships may include but are not limited to the following activities:

- Bringing together representatives from industry sectors, government, education, local workforce boards, community-based organizations, labor, economic development organizations, and other stakeholders within the regional labor market to determine how pathways for academic career and employment projects should address workforce skills gaps, occupational shortages, and wage gaps.
- Integrating pathways for academic career and employment projects and other existing supply-side strategies with workforce needs within the region served by the community college.
- Developing pathways for academic career and employment projects that focus on the workforce skills, from entry level to advanced, required by industry sectors within the region served by the community college.
- Structuring pathways so that instruction and learning of workforce skills are aligned with industry-recognized standards where such standards exist."

## Links:

- <https://www.educateiowa.gov/adult-career-and-community-college/community-colleges/pathways-academic-career-employment-pace>
- <http://coolice.legis.iowa.gov/linc/85/external/govbills/SF2347.pdf>

## Maine

**Title:** Chapter 368 Chapter 38 Maine Industry Partnerships

**Date:** 2015

**Policy Area:** Sector Partnerships

**Bill Summary:** This bill establishes the Industry Partnership Assistance Collaborative, a cooperative initiative that is established within the Office of the Governor to foster and support sector partnerships. This Collaborative will act as lead convener or facilitator for industry led regional partnerships.

**Excerpts:** “The purpose of the industry partnership cooperative initiative is to ensure that employees in this State are directed toward and trained in the high-skill, high-demand, livable-wage jobs of the 21st century economy. Industry partnerships shall align education and training programs with industry needs to produce readily employable workers and bring employers together in a collaborative effort to improve the competitiveness of individual businesses, industry and the State's economy. Industry partnerships shall provide the foundation for the State's demand-driven workforce strategy designed to meet the workforce needs of businesses, the career goals and training needs of workers and the economic development objectives of this State. The Department of Labor may convene meetings of and coordinate the Industry Partnership Assistance Collaborative, but each member is responsible for that member's contributions to and support of industry partnerships, including financial resources. Business and industry leaders engaging the Industry Partnership Assistance Collaborative shall coordinate their efforts through the Department of Labor but may use any appropriate Industry Partnership Assistance Collaborative member as their managing partner.”

- “Industry partnerships 1. Objectives. The objectives of an industry partnership are to: A. Organize businesses, employers, workers, labor organizations and industry associations into a collaborative structure that supports the sharing of information, ideas and challenges common to their industry cluster; B. Identify the training needs of multiple businesses, especially a shortage of skills that are critical to the competitiveness and innovation of the industry cluster; C. Facilitate economies of scale by aggregating training and education needs of multiple employers; D. Help educational and training institutions align curricula and programs to industry demand, particularly for high-skill occupations; E. Foster and strengthen relationships between and among education programs working to address the needs of related industry sectors; F. Facilitate relationships, remove barriers and leverage and align resources between participating departments and agencies of State Government and employers working to address the needs of related industry sectors; G. Inform and collaborate with the career and technical education centers, the boards of the local workforce investment areas designated pursuant to the federal Workforce Investment Act of 1998, Public Law 105-220, youth councils, business-education partnerships, secondary and postsecondary educational institutions, parents and career counselors for the purpose of addressing the challenges of connecting disadvantaged adults and youth to careers; H. Help companies identify and collaborate to address common organizational and human resource challenges, including, but not limited to, recruiting new workers, retraining dislocated workers, hiring foreign-trained professionals, retaining incumbent workers, implementing a high-performance work organization, adopting new technologies and fostering experiential and contextualized on-the-job learning; I. Develop and strengthen career ladders within and across companies, enabling entry-level workers to improve skills and advance to higher-wage jobs; J. Help companies in an industry partnership to attract potential employees from a diverse pool of persons seeking jobs, including veterans and individuals with barriers to employment, such as persons who are economically disadvantaged, people with disabilities, youth, older workers, ex-offenders and others; and K. Strengthen connections among businesses in industry clusters, leading to cooperation beyond workforce issues that would improve competitiveness and job quality, such as joint purchasing, market research or centers for technology and innovation.”
- “2. Responsibilities of the collaborative. The collaborative shall: A. Provide support and staffing assistance to the industry partnerships established under this chapter; B. Create an industry partnership to advise the collaborative, the State Workforce Investment Board established in section 2006 and the boards of the local workforce investment areas designated pursuant to the federal Workforce

Investment Act of 1998, Public Law 105-220 on aligning state policies and 4 leveraging resources across systems, including workforce development, education and economic development; C. Include requirements that support industry partnerships in all relevant programs, grants and new initiatives; and D. Use industry partnerships as a connective framework across systems and programs when applying for federal and private funds."

**Link:**

<http://www.mainelegislature.org/legis/statutes/26/title26sec3301.pdf>

## Maine

**Title:** HP0476 An Act Regarding the Industry Partnership Assistance Collaborative Grant Program, Session - 127th Maine Legislature

**Date:** 2013

**Policy Area:** Sector Partnerships

**Bill Summary:** "This bill changes the laws governing the Office of the Governor, Industry Partnership Assistance Collaborative grant program. It changes eligibility requirements for the grant program by reducing the grant program's required private sector matching funding from 50% to 25% and allowing the collaborative discretion to exempt businesses with fewer than 25 employees from the matching funding requirement." (Maine Legislature HP0476, 2013)

**Excerpts:** "A procedure for establishing eligibility requirements. At a minimum, this procedure must include the following:

- (1) Involvement of the local workforce investment board;
- (2) Participation of at least 4 employers, with at least 2 employers representing businesses with fewer than 50 employees;
- (3) Participation of employees and, where applicable, labor representatives;
- (4) Private sector matching funding of at least 25%, except that businesses with fewer than 25 employees may be exempted from this matching funding requirement at the discretion of the collaborative; and
- (5) Commitment to participate in the performance improvement and evaluation system established pursuant to section 3307."

Link: [http://www.mainelegislature.org/legis/bills/bills\\_127th/billtexts/HP047601.asp](http://www.mainelegislature.org/legis/bills/bills_127th/billtexts/HP047601.asp)

## Maryland

**Title of Action:** Maryland Employment Advancement Right Now (EARN) Act – SB 278/HB 227

**Date:** 2013

**Policy Area:** Sector Partnerships

**Bill Summary:** This legislation was passed to support Governor O'Malley's FY 2014 budget by making a strategic investment of \$4.5 million dollars in the EARN program. EARN funds a competitive grant process for industry-driven training via "strategic industry partnerships". The Department of Labor, Licensing, and Regulation, in consultation with the Department of Business and Economic Development and the Governor's Workforce Investment Board administer this grant to eligible employer-driven collaborations in key sectors.

**Excerpts:** "The purpose of the Maryland earn program is to create industry-led partnerships to advance the skills of the state's workforce, grow the state's economy, and increase sustainable employment for working families. (c) the department, in consultation with the department of business and economic development and the governor's workforce martin O'Malley, governor Ch. 2 – 5 – investment board, shall establish and administer the Maryland earn program to provide grants on a competitive basis for: (1) an approved strategic industry partnership for development of a plan consistent with the purpose of the Maryland earn program; (2) workforce training programs and other qualified programs that provide industry valued skills training to individuals that result in a credential or identifiable skill consistent with an approved strategic industry partnership plan; and (3) job readiness training and skills training that results in a credential or an identifiable skill."

### Links:

- [http://mgaleg.maryland.gov/2013RS/Chapters\\_noln/CH\\_2\\_hb0227t.pdf](http://mgaleg.maryland.gov/2013RS/Chapters_noln/CH_2_hb0227t.pdf)
- Through 2016, approved for continued funding  
<http://www.nationalskillscoalition.org/news/blog/archive?c=states&t=connecticut>

# Massachusetts

**Title:** Workforce Competitiveness Trust Fund Part I, Title III, Chapter 29, Section 2WW, Chapter 123 of the Acts of 2006: An Act Relative to Economic Investments in the Commonwealth to Promote Job Creation, Economic Stability, and Competitiveness in the Massachusetts Economy.

**Date:** 2006, 2012

**Policy Area:** Industry Directed Education and Training, Sector Partnerships

**Bill Summary:** In 2006, The Workforce Competitiveness Trust Fund was established to make a grant pool available to eligible sector partnerships. Eligible applicants are employer led collaborative groups that provide training for target industry sectors, specifically focusing on high-demand jobs. In 2012, the legislature recapitalized the fund with a \$5 million appropriation.

**Excerpts:** “A planning grant may be offered to define employer needs; to make necessary curriculum and other programmatic improvements to align with employer and worker needs; to determine the feasibility of a proposed workforce development intervention; to plan for and coordinate strong partnerships among stakeholders; to identify educational and skill needs of workers and program participants; to link training initiatives with employer-based career ladders; and to develop case management and additional support services that would address barriers to participation.”

## Links:

- <http://64.78.33.48/downloads/Final%20WCTF%20Fact%20Sheet%202%2023%2012.pdf>
- Continued Support in 2012:  
<http://www.nationalskillscoalition.org/news/blog/ma-gets-closer-to-workforce-funding-win>

**Bill Summary:** “AN ACT relating to economic development; creating and prescribing the duties of the Advisory Council on Economic Development; creating and prescribing the duties and powers of the Board of Economic Development; creating and prescribing the duties and powers of the Office of Economic Development; prescribing the duties and powers of the Executive Director of the Office; establishing a fund to provide grants and loans to regional development authorities for the purpose of economic development; establishing a fund to provide financial assistance to certain institutions within the Nevada System of Higher Education for the development and commercialization of new technologies; amending provisions relating to the Commission on Economic Development, the Governor’s Workforce Investment Board and the Secretary of State’s business portal; transferring the duties and powers of the Commission on Economic Development to the Office of Economic Development; revising the provisions governing certain partial abatements from taxation and the issuance of certain revenue bonds; revising and repealing various provisions relating to economic development; and providing other matters properly relating thereto.” (Nevada Legislature Assembly Bill 442, 2011)

**Excerpts:** Pg. 33 “1. In appointing members of the Governor’s Workforce Investment Board, the Governor shall ensure that the membership as a whole represents: (a) Industry sectors which are essential to this State and which are driven primarily by demand; (b) Communities and areas of economic development which are essential to this State; and (c) The diversity of the workforce of this State, including, without limitation, geographic diversity and the diversity within regions of this State. 2. The Governor’s Workforce Investment Board shall: (a) Identify: (1) Industry sectors which are essential to this State; and (2) The region or regions of this State where the majority of the operations of each of those industry sectors is conducted. (b) Establish: (1) Regional goals for economic development for each of the industry sectors identified pursuant to paragraph (a); and (2) A council for each industry sector. (c) Consider and develop programs to promote: (1) Strategies to improve labor markets for industries and regions of this State, including, without limitation, improving the availability of relevant information; (2) Coordination of the efforts of relevant public and private agencies and organizations; (3) Strategies for providing funding as needed by various industry sectors; (4) Increased production capacities for various industry sectors; (5) The development of useful measurements of performance and outcomes in various industry sectors; (6) Participation by and assistance from state and local government agencies; (7)

Expanded market penetration, including, without limitation, by providing assistance to employers with small numbers of employees; (8) Partnerships between labor and management; (9) Business associations; (10) The development of improved instructional and educational resources for employers and employees; and (11) The development of improved economies of scale, as applicable, in industry sectors. 3. Each industry sector council established pursuant to subparagraph (2) of paragraph (b) of subsection 2: (a) Must be composed of representatives from: (1) Employers within that industry; (2) Organized labor within that industry; (3) Universities and community colleges; and (4) Any other relevant group of persons deemed to be appropriate by the Board. (b) Shall, within the parameters set forth in the American Recovery and Reinvestment Act of 2009 or the parameters of any other program for which the federal funding is available, identify job training and education programs which the industry sector council determines to have the greatest likelihood of meeting the regional goals for economic development established for that industry sector pursuant to subparagraph (1) of paragraph (b) of subsection 2. 4. The Board shall: (a) Identify and apply for federal funding available for the job training and education programs identified pursuant to paragraph (b) of subsection 3; (b) Consider and approve or disapprove applications for money; (c) Provide and administer grants of money to industry sector councils for the purpose of establishing job training and education programs in industry sectors for which regional goals for economic development have been established pursuant to subparagraph (1) of paragraph (b) of subsection 2; and (d) Adopt regulations establishing: (1) Guidelines for the submission and review of applications to receive grants of money from the Department"

#### Links:

- [http://www.leg.state.nv.us/Session/76th2011/Bills/AB/AB449\\_EN.pdf](http://www.leg.state.nv.us/Session/76th2011/Bills/AB/AB449_EN.pdf)
- <http://www.reviewjournal.com/news/nevada-legislature/bill-aims-boost-economic-development-nevada>

# New Mexico

**Title:** SENATE MEMORIAL 30

**Date:** 2015

**Policy Area:** Sector Strategy/Workforce Development

**Bill Summary:** “Recognizing New Mexico private-sector science, technology, engineering and mathematics education partnerships and requesting a report of the partnerships' progress to be made to the legislative education study committee.” (New Mexico Legislature Senate Memorial 30, 2015)

## Excerpts:

- “Whereas, as major employers of the state, the private sector partners are committed to strengthening the work force pipeline, and in 2013, invested more than eighty million dollars (\$80,000,000) in science, technology, engineering and mathematics education for New Mexico, collectively employed more than twenty-six thousand people and contributed over four hundred forty-three thousand volunteer hours for science technology, engineering and mathematics education and community activities; and WHEREAS, the private-sector partners are currently working to certify one thousand new science and mathematics teachers in New Mexico by 2020”
- “NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF NEW MEXICO that the importance of private-sector involvement and commitment to preparing a highly skilled work force for New Mexico's future and that the education and voluntary contributions from the private-sector partners be recognized; and BE IT FURTHER RESOLVED that the private-sector organizations be requested to report on their progress to the legislative education study committee during the 2015 interim”

**Link:** <http://www.nmlegis.gov/Sessions/15%20Regular/memorials/senate/SM030.PDF>

# Pennsylvania

**Title:** Workforce Development Act, Providing for Industry Partnerships – Senate Bill 552

**Date:** 2011

**Policy Area:** Sector Partnerships

**Bill Summary:** This act is an amendment to the Workforce Development Act of 2001 and redefines and prioritizes the state's sector workforce program. The bill includes a grant program that provides funding for eligible sector partnerships who work within their industry cluster to identify training needs, work with educational and training institutions to align curricula, assist in developing career ladders within and across companies, and address other employer needs which will lead to industry expansion and innovation. The bill is designed to strengthen and codify the state's sector partnership program being administered by the Department of Labor and allocates \$1.61 million in funding.

## Excerpts:

- "Establishment. --The department shall establish and administer a grant program to provide funding to industry partnerships from funds appropriated by the General Assembly for the purposes of this act.
- Use of grant funding. --Industry partnerships shall, to the extent funds are available, use a grant awarded under this section to do any of the following:
  - (1) Organize businesses, employers, workers, labor organizations and industry associations into a collaborative structure that supports the sharing of information, ideas and challenges common to their industry cluster.
  - (2) Identify the training needs of multiple businesses, including skill gaps critical to competitiveness and innovation to their industry cluster.
  - (3) Facilitate economies of scale by aggregating training and education needs of multiple employers.
  - (4) Assist educational and training institutions in aligning curricula and programs to industry demand, particularly for high-priority occupations."
  - (5) Collaborate with the PA CareerLink, youth councils, business-education partnerships, intermediate units, secondary and postsecondary educational institutions, parents, career counselors and career and technical educators for the purpose of addressing the challenges of connecting disadvantaged adults and youth to careers.

- (6) Assist companies in identifying and working together to address common organizational and human resource challenges, including recruiting new workers, retaining incumbent workers, implementing a high-performance work organization, adopting new technologies and fostering experiential and contextualized on-the-job learning.
- (7) Assist in developing and strengthening career ladders within and across companies, enabling entry-level workers to improve skills and advance to higher-wage jobs.
- (8) Assist partner companies in industry partnerships in attracting a diverse workforce, including individuals with barriers to employment. This shall include the economically disadvantaged, youth, older workers, ex-offenders and the physically and developmentally disabled.
- (9) Assist in strengthening connections among businesses in industry clusters, leading to cooperation, beyond workforce issues, which would improve competitiveness and job quality, including joint purchasing, market research or centers for technology and innovation."

**Links:**

- <http://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2011&sessInd=0&act=67>
- <http://www.pawork.org/take-action/industry-partnerships-advocacy/>

## South Carolina

**Title:** Industry Partners Act South Carolina General Assembly 116th Session, 2005-2006

**Date:** 2006

**Policy Area:** Sector Partnerships

**Bill Summary:** This Act provides for a targeted program within each of the three Southern Carolina Research Innovation Centers to attract industry partners by offering tax credits to contributors.

**Excerpts:** "(D) A target program of excellence as provided in Section (A) may undertake the following: (1) incubation needs for start-ups and spin-offs in the program area; (2) demonstration projects and related teams charged with conceptualizing, attracting, and executing technology in the program area; (3) working with industry partners to develop collaborative relationships with national and international trade groups, government agencies, research labs, and other universities; (4) financing for industry partners conducting activities in furtherance of the program area; (5) financing for prototype development, clinical trials, and other program related preproduction projects; (6) support for university researchers to work with industry partners on applied research and commercialization in the program area; (7) marketing activities including, but not limited to: (a) building national and international recognition of the program; (b) recruiting industries and scientific and entrepreneurial talent to the program; (c) building public awareness; (d) supporting South Carolina based trade shows in South Carolina that attract national and international audiences"

"Industry Partnership Fund tax credit Section 12-6-3585. (A) A taxpayer may claim as a credit against his state income tax imposed by Chapter 6 of Title 12, license fees imposed by Chapter 20 of Title 12, or insurance premiums imposed by Chapter 7 of Title 38, or any combination of them, one hundred percent of an amount contributed to the Industry Partnership Fund at the South Carolina Research Authority, or an SCRA-designated affiliate, or both, pursuant to Section 13-17-88(E), up to a maximum credit of six hundred fifty thousand dollars for an individual taxpayer, not to exceed an aggregate credit of two million dollars for all taxpayers in tax year 2006; up to a maximum credit of one million three hundred thousand dollars for an individual taxpayer, not to exceed an aggregate credit of four million dollars for all taxpayers in tax year 2007; and up to a maximum credit of two million dollars for an individual taxpayer, not to exceed an aggregate credit of six million dollars for all taxpayers for each tax year beginning after December 31, 2007. For purposes of determining a

taxpayer's entitlement to the credit for qualified contributions for a given tax year in which more than the applicable aggregate annual limit on the credit is contributed by taxpayers for that year, taxpayers who have made contributions that are intended to be qualified contributions earlier in the applicable tax year than other taxpayers must be given priority entitlement to the credit. The SCRA shall certify to taxpayers who express a bona fide intention of making one or more qualified contributions as to whether the taxpayer is entitled to that priority."

**Link:** [http://www.scstatehouse.gov/sess116\\_2005-2006/bills/4840.htm](http://www.scstatehouse.gov/sess116_2005-2006/bills/4840.htm)

## Virginia

**Title:** Chapter 275, HB 1986 SB 1372

**Date:** 2015

**Policy Area:** WIOA/ Sector Strategy/ Workforce Development

**Bill Summary:** HB 1986 establishes that workforce investment boards must utilize career pathway and sector partnership strategies to address current skill gaps in the workforce. This bill supports the Governor's goal to assist residents to earn industry recognized, postsecondary credentials. The laws require that each workforce investment board allocates 40% of WIOA adult and dislocated worker funds to industry directed training/certification programs.

### Excerpts:

- " Identify current and emerging statewide workforce needs of the business community; Forecast and identify training requirements for the new workforce; Recommend strategies to match trained workers with available jobs to include strategies for increasing business engagement in education and workforce development; Evaluate the extent to which the state's workforce development programs emphasize education and training opportunities that align with employers' workforce needs and labor market statistics and report the findings of this analysis to the Governor every two years; Develop-pay-for-performance contract strategy incentives for rapid reemployment services consistent with the WIOA as an alternative model to traditional programs"
- "F. Each workforce development board shall develop and execute a strategic plan designed to combine public and private resources to support sector strategies, career pathways, and career readiness skills development. Such initiatives shall include or address (i) a regional vision for workforce development; (ii) protocols for planning workforce strategies that anticipate industry needs; (iii) the needs of incumbent and underemployed workers in the region; (iv) the development of partners and guidelines for various forms of on-the-job training,

such as registered apprenticeships; (v) the setting of standards and metrics for operational delivery; (vi) alignment of monetary and other resources, including private funds and in-kind contributions, to support the workforce development system; and (vii) the generation of new sources of funding to support workforce development in the region."

**Links:**

- <http://lis.virginia.gov/cgi-bin/legp604.exe?151+ful+CHAP0275>
- <http://www.nationalskillscoalition.org/news/blog/virginia-enacts-wioa-related-legislation>

# West Virginia

**Title:** House Bill 2816

**Date:** 2015

**Policy Area:** Health Care/ Sector Partnership

**Bill Summary:** This Bill utilizes sector strategy to address the issue of childhood obesity. This legislation establishes a Coalition that will establish a sector partnership and coordinate education and training with rural health care needs.

## Excerpts:

- “The Coalition shall meet monthly for at least the first eighteen months of the Coalition to develop and implement an action plan to meet the goals established by the Coalition;
- Establish a clinical advisory committee to assure a unified approach using the latest research to assure consistency in program development;
- Establish a statewide voluntary private sector partnership and recognition program for employers, merchants, restaurants and other private sector businesses to encourage the development or further advance current programs that encourage healthy lifestyles;
- Coordinate higher education training programs for dietary and exercise physiology students with rural health care providers;
- Coordinate existing health promotion initiatives to assure clear, concise and consistent communication;
- Solicit, accept and expend grants, gifts, bequests, donations and other funds from any source for programs that will enable the state to accomplish the goals of this program”

**Link:** <http://wvde.state.wv.us/healthyschools/section6/HouseBill2816.htm>

# Washington

**Title of Action:** Workforce Development Act House Bill 2630 Creating the Opportunity Express Grant

**Date:** 2010

**Policy Area:** Sector Strategy/Workforce Investment

**Bill Summary:** HB2630 was passed to expand and prioritize funding for the training of unemployed workers in high demand occupations. The State Board for Community and Technical Colleges (SBCTC) shall utilize sector strategy, convene sector partnerships in targeted industry and allow industry to identify skill gaps in the workforce. The bill calls for a single online resource as a tool for marketing of available funding and coordination of existing workforce related programs. This bill requires that education institutions use the worker retraining funds to provide training in strategic industry clusters.

**Excerpts:** "Skills-Based Credentials, The State Board for Community and Technical Colleges (SBCTC) and a nonprofit established to address workforce development issues, in consultation with the WTECB, a statewide labor organization, and a statewide high-technology association:

- Identifies high demand occupations -- defined as those where employer demand exceeds the supply of qualified job applicants -- with a priority on industry sectors important to the economic growth of the state;
- convenes or uses existing groups (such as industry skill panels or others) to identify the skills needed in high demand occupations;
- develops credentials or credit bearing curriculum based on skill sets needed in high demand areas that are recognized statewide by employers and postsecondary institutions;
- markets the credentials or credit bearing curriculum to students and employers; and
- gains recognition of the credentials of credit bearing curriculum."

**Link:** <http://apps.leg.wa.gov/documents/billdocs/2005-06/Pdf/Bill%20Reports/House%20Historical/2630%20BRH%20HEWE.pdf>

## Washington

**Title:** Chapter 28C.18 RCW WORKFORCE TRAINING AND EDUCATION

**Year:** 2008

**Policy Area:** Sector Partnerships

**Bill Summary:** This bill establishes the role of Industry Skill Panels as the convener or facilitator of sector partnerships. The law establishes the workforce goals of such partnerships and outlines that they must be industry directed. This bill also provides grant funding in support of the Panels.

**Excerpts:** “28C.18.130 Industry skill panels — Grants — Role. (4) It shall be the role of industry skill panels funded under this chapter to enable businesses in the industry to address workforce skill needs. Industry skill panels shall identify workforce strategies to meet the needs in order to benefit employers and workers across the industry. Examples of strategies include, but are not limited to: Developing career guidance materials; producing or updating skill standards and curricula; designing training programs and courses; developing technical assessments and certifications; arranging employer mentoring, tutoring, and internships; identifying private sector assistance in providing faculty or equipment to training providers; and organizing industry conferences disseminating best practices. The products and services of particular skill panels shall depend upon the needs of the industry.”

**Link:** <http://apps.leg.wa.gov/rcw/default.aspx?cite=28C.18>



# Legislation in Support of Career Pathways and Industry Directed Education

This section includes state legislation that supports and/or allocates funding to career pathway development, industry directed curriculum (for K-12, vocational/technical schools, higher-education institutions), industry designed apprenticeship programs, or any type of training program that is designed to address specific needs of a local industry.

## Alabama

**Title of Action:** Senate Bill 217

**Year:** 2014

**Policy Area:** Education and Sector Partnerships

**Bill Summary:** Alabama Senate Bill 217 creates a state workforce council that will work to align their K-12 system, higher education and businesses in order to strengthen the talent pipeline for target industries.

### Excerpts:

- "Section 8. The advisory duties and responsibilities of the council shall include, but are not restricted to, the following: (1) Review ways to streamline and align the existing workforce development functions of the state. (2) Evaluate the best way to increase awareness and educate students on available opportunities in industry sectors. (3) Evaluate ways to create a feedback loop for industry and education. (4) Evaluate private/public partnerships to create industry-funded scholarship programs for community colleges, vocational programs, and dual enrollment programs. (5) Evaluate the value of increasing the marketing associated with career readiness and skilled craft trades."

**Link:** <https://legiscan.com/AL/text/SB217/2014>

# Colorado

**Title:** House Bill 15-1274

**Date:** 2015

**Policy Area:** Career Pathways

**Bill Summary:** This bill highlights the importance of career pathways as a strategy to strengthen the state's workforce and fuel the economy. The law directs the state Workforce Development Council to create new career pathways in target high-demand industries while also insuring that industry is actively involved in the creation of these training programs. The legislation clearly states regional sector partnerships and trade associations must review the career pathways annually to insure that they are relevant to employers.

## Excerpts:

- "The general assembly hereby finds that creating industry-driven career pathways for education assists students in entering the work force and provides industries with the talent pipeline necessary to fuel Colorado's economy."
- "Apprenticeship" means a registered apprenticeship program with a written plan that is designed to move a page 2-house bill 15-1274 apprentice from a low- or no-skill entry-level position to full occupational proficiency. The program must comply with the parameters established under the "national apprenticeship act", 29 u.s.c. 50, as amended, and its promulgating regulations, and administered by the united state's department of labor's office of apprenticeship. An individual business, an employer association, or a labor organization sponsors a registered apprenticeship. Upon finishing a training program, the apprentice earns a "completion of registered apprenticeship" certificate, which is an industry-issued and nationally recognized credential that validates proficiency in an apprenticeable occupation."
- "Career pathway" means a series of connected education and training strategies and support services that enable individuals to secure industry-relevant skills and certification where applicable, to obtain employment within an occupational area, and to advance to higher levels of future education and employment"

- "Industry, through regional sector partnerships, and statewide trade associations shall review each career pathway annually to ensure that the career pathway remains relevant to the industry and shall provide input for ongoing adjustments to the career pathway to meet work force needs."
- "Use the sector partnership model and relationships with statewide trade associations to ensure that all career pathways are industry driven and relevant. A career pathway shall not be designed without active industry engagement throughout the process, from the beginning of the process through the final career pathway that is ready for implementation."

**Link:** [http://www.statebillinfo.com/bills/bills/15/1274\\_enr.pdf](http://www.statebillinfo.com/bills/bills/15/1274_enr.pdf)

# Colorado

**Title:** House Bill 15-1230

**Date:** Oct 1, 2015

**Policy Area:** Career Pathways

**Bill Summary:** Creates the innovative industries workforce development program that will reimburse a business for one-half of the cost associated with a qualifying internship. The law states that the business must be part of an innovative industry and further outlines the training program. The grant is to be administered by State Workforce Development Council.

## Excerpts:

- “The bill creates the innovative industries workforce development program in the department of labor and employment (department) to be jointly administered by the state work force development council (state council) and the division of employment and training (division). The state council will provide oversight and strategic administration and the division will provide operational administration.”
- “The purpose of the program is to reimburse a business for one-half of its expenses related to a qualifying internship. A qualifying internship is one that: Is in an innovative industry; Is for at least 130 hours and lasts up to 6 months; Allows students to gain valuable work experience in at least 2 specified occupational areas; Pays the intern at least \$10 per hour; Provides a mentor or supervisor that will work closely with the intern; Is not for the purpose of meeting required residency or clinical hours for the intern; Is with an innovative-industry business that has a physical operation facility in the state; Is for a high school or college student, a resident who is a student at an out-of-state college, or a recent graduate of either; and Along with all other internships, constitutes less than 50% of the business's workforce located in the state.”

## Link:

[http://www.leg.state.co.us/clics/clics2015a/csl.nsf/fsbillcont/D7B129A16FF7C8AB87257DA40002CFB5?Open&file=1230\\_01.pdf](http://www.leg.state.co.us/clics/clics2015a/csl.nsf/fsbillcont/D7B129A16FF7C8AB87257DA40002CFB5?Open&file=1230_01.pdf)

## Colorado

**Title:** House Bill 13-1004

**Date:** 2013

**Policy Area:** Career Pathways

**Bill Summary:** House Bill 13-1004 establishes the Career Pathway Program in the Division of Employment and Training. The Program provides grants to eligible training providers to support adult job seekers in gaining the training/certification that they need in target industry sectors.

### Excerpts:

“ESTABLISHING A SIMPLIFIED, STREAMLINED, AND COMPREHENSIVE PROCESS, INCLUDING CUSTOMIZED SUPPORT SERVICES, THAT ENABLES LOW-INCOME INDIVIDUALS TO ACQUIRE EFFECTIVE ACADEMIC AND EMPLOYMENT TRAINING;”

“Before receiving the grant, each entity that receives a grant under this section shall establish a career pathways or bridge curriculum development program to better serve the academic and vocational needs of the program recipients. Each program must include: (a) the development of programs that take into consideration labor market demand and career advancement opportunities; (b) the development of programs that take into consideration attracting, developing, and retaining businesses in Colorado.”

### Link:

[http://www.leg.state.co.us/clics/clics2013a/csl.nsf/fsbillcont3/E4E98254D4E45CAE87257AEE0054ABA6?Open&file=1004\\_01.pdf](http://www.leg.state.co.us/clics/clics2013a/csl.nsf/fsbillcont3/E4E98254D4E45CAE87257AEE0054ABA6?Open&file=1004_01.pdf)

## Colorado

**Title:** House Bill 13-1165

**Date:** 2013

**Policy Area:** Career Pathways

**Bill Summary:** House Bill 13- 1165 creates a grant fund for 'advanced industries'; advanced manufacturing, aerospace, bioscience, electronics, energy and natural resources, infrastructure engineering, and information technology. It also requires the

state board for community colleges and occupational education, in conjunction with the department of labor and employment, the state work force development council, the department of higher education, and the department of education, to design a manufacturing career pathway for the skills needed for employment in Colorado's manufacturing sector. The manufacturing career pathway will connect school districts, community colleges, and 4-year institutions of higher education with adult education programs and local workforce development programs and allow a student to earn income while progressing along the career pathway.

**Excerpts:** "(c) THE GENERAL ASSEMBLY RECOGNIZES THE VALUE OF CROSS-SECTOR COLLABORATION AND PARTNERSHIPS WITH RESEARCH INSTITUTIONS AND INDUSTRY AND ENCOURAGES THE COLORADO OFFICE OF ECONOMIC DEVELOPMENT TO PLAY AN ACTIVE ROLE IN ALIGNING RESOURCES TO CREATE AND IMPLEMENT STRATEGIC INITIATIVES ACROSS ADVANCED INDUSTRIES."

**Link:**

[http://www.leg.state.co.us/clics/clics2013a/csl.nsf/fsbillcont3/24CD86949A5BF7A887257AEE00585EE6?Open&file=1001\\_ren.pdf](http://www.leg.state.co.us/clics/clics2013a/csl.nsf/fsbillcont3/24CD86949A5BF7A887257AEE00585EE6?Open&file=1001_ren.pdf)

## Idaho

**Title:** Idaho House Concurrent Resolution 53

**Date:** 2014

**Policy Area:** Industry Directed Education

**Bill Summary:** Directs its State Board of Education and the State Departments of Commerce and Labor to create a working group (including industry representatives) to address skill needs by proposing legislation and strengthening the connection between the state's education system and its workforce needs.

**Excerpts:**

- "A concurrent resolution stating findings of the legislature and directing the state board of education, the Idaho department of commerce and the Idaho department of labor to convene a working group charged with developing a proposal, including proposed legislation, to strengthen the linkage between Idaho's public educational systems and Idaho's workforce needs."

- “Members of the Idaho State Board of Education, representatives from the Idaho Department of Commerce and the Idaho Department of Labor, should convene a working group to develop a robust plan including proposed measures and benchmarks to strengthen the ties between our public education systems and Idaho's business and industry. Such a plan should be submitted to the First Regular Session of the Sixty-third Legislature. BE IT FURTHER RESOLVED that in their collaboration and development of the plan, the representatives from the Department of Commerce, the Department of Labor and the Board of Education should invite representatives from Idaho businesses and industry as well as educators in our K-12 and postsecondary systems to participate and share their expertise and insight into proposals that will strengthen the link between Idaho's public educational systems and our workforce needs. BE IT FURTHER RESOLVED that such a plan should include policy recommendations, including proposed legislation, to implement the provisions of the plan.”

**Link:** <http://legislature.idaho.gov/legislation/2014/HCR053Bookmark.htm>

## Indiana

**Title:** Idaho House Concurrent Resolution 53

**Date:** 2014

**Policy Area:** Industry Directed Education

**Bill Summary:** Directs the State Workforce Innovation Council to allocate funding to support adult training that leads to employment in targeted industries.

**Excerpts:** “Provides that, for state fiscal years beginning after June 30, 2014, the state workforce innovation council shall allocate a percentage of the funds made available to Indiana under the Workforce Investment Act for adult and dislocated worker training for performance based funding training that leads to occupations that the department of workforce development has categorized as high demand, high wage jobs and that are tied to existing employer demand in the region in which the training is offered.”

**Link:** <http://iga.in.gov/legislative/2014/bills/senate/330/#digest-heading>

# Iowa

**Title:** House Bill 2460

**Date:** 2014

**Policy Area:** Industry Directed Education/ Career Pathways

**Bill Summary:** Iowa House File 2460 creates an Apprenticeship Training Program Fund, allocating \$2,750,000 and allocates a \$3 million to the Job Training Fund. This bill also creates an Advisory Board that is comprised of industry representatives.

## Excerpts:

“The advisory board shall consist of the following members: *a.* One member of the master builders of Iowa. *b.* One member of the associated builders and contractors of Iowa. *c.* One member of the heavy highway contractors association domicile In Iowa. *d.* One member of the associated general contractors of Iowa. *e.* One member of the technology association of Iowa. *f.* One member of the Iowa association of business and industry. *g.* One member representing the mechanical contractors association of Iowa. *h.* Five members, one member each from different labor organizations. The Iowa state building and construction trades’ council shall select five members from different labor organizations within the construction trade. *i.* One member from the Iowa federation of labor. *j.* One member representing community college apprenticeship programs. *k.* One member representing the authority. *l.* One member representing the department of education. *m.* One member of the United States department of labor, office of apprenticeship, serving as an ex- officio, nonvoting member. *n.* Four members of the general assembly serving as ex-officio, non voting members, one representative to be appointed by the speaker of the house of representatives, one representative to be appointed by the minority leader of the house of representatives, one senator to be appointed by the majority leader of the senate, and one senator to be appointed by the minority leader of the senate.”

“The advisory board shall do all of the following: *a.* Advise the authority on issues related to apprenticeship programs supported pursuant to this chapter. *b.* Promote the development of new and the expansion of existing apprenticeship programs in Iowa. *c.* In collaboration with the department of education, educate students about apprenticeship training opportunities and promote apprenticeship training in middle school and high school.”

**Link:** [http://coolice.legis.iowa.gov/linc/85/external/HF2460\\_Enrolled.html](http://coolice.legis.iowa.gov/linc/85/external/HF2460_Enrolled.html)

## Louisiana

**Title of Action:** House Bill 741

**Date:** 2015

**Policy Area:** Industry Lead Workforce Development/ Compliance with WIOA

**Bill Summary:** Establishes that the Governor shall create a board that is comprised of industry members and community support partners that will create a state workforce development plan.

**Excerpts:** "The governor shall certify a board on determining that the board's composition is consistent with applicable federal and state laws and requirements. The governor shall certify or deny certification not later than the thirtieth day following the date that a certification request is submitted to the governor. §2196. Board membership A. A board shall be composed as follows: (1) Representatives of the private sector whom: (a) Constitute a majority of the membership of the board. (b) Are owners of business concerns, chief executives or chief operating officers of nongovernmental employers, or other business or human resources executives who have substantial management, hiring, or policymaking responsibilities. (c) Represent business, including small businesses, or organizations that provide employment opportunities that, at a minimum, include high-quality work- relevant training and development in in-demand industry sectors or occupations in the local area."

**Link:** <http://www.legis.la.gov/legis/ViewDocument.aspx?d=958255>

## Louisiana

**Title:** WISE, HOUSE BILL NO. 1033

**Date:** 2014

**Policy Area:** Industry Directed Education

**Bill Summary:** Provides for enactment of the Workforce and Innovation for a Stronger Economy (WISE) Fund. "Proposed law creates the "Workforce and Innovation for a Stronger Economy Fund," hereinafter referred to as the "WISE fund," within the state treasury as a special fund for the purpose of funding degree and certificate production

and research productivity in high demand fields through programs offered by La.'s public higher education institutions to meet the state's current and future workforce needs. Requires monies in the WISE fund to be invested in the same manner as monies in the general fund and that interest earned on investment of monies in the WISE fund be credited to the WISE fund." (House Legislative Services, Louisiana HB 1033, 2014)

**Excerpts:** "relative to public postsecondary funding to meet workforce needs; to establish the Workforce and Innovation for a Stronger Economy Fund; to provide for the dedication, deposit, use, and investment on monies in the fund; to provide for a statewide workforce demand and gap analysis; to provide for a Workforce and Innovation for a Stronger Economy Fund Strategic Planning Council as an independent subcommittee of the Board of Regents; to provide for reporting requirements; to provide for an effective date; and to provide for related matters."

- "The "Workforce and Innovation for a Stronger Economy Fund", hereinafter referred to in this Section as the "fund", is hereby created within the state treasury as a special fund for the purpose of funding degree and certificate production and research productivity in high demand fields through programs offered by Louisiana's public higher education institutions to meet the state's current and future workforce needs."

**Link:** <https://www.legis.la.gov/legis/ViewDocument.aspx?d=882852>

## Maine

**Title:** H.P. 702 - L.D. 1019

**Date:** 2015-2017

**Policy Area:** Industry led Training

**Bill Summary:** This bill establishes and allocated funds to support the Put ME to Work Program. This Program is an industry-directed job-training program at community colleges that provides certification to job seekers in high demand sectors.

**Excerpts:** pg. 668 "§12730. Put ME to Work Program 1. Establishment; purpose. The Put ME to Work Program, referred to in this section as "the program," is established within the centers. The program must facilitate the establishment of job training programs at community colleges in this State by working with private businesses and community colleges. 2. Job training programs; criteria. The job training programs in the program

must provide training to prepare workers for jobs in high-demand fields. The centers shall work with private businesses and trade associations to determine the demand for jobs and the skills needed for those jobs in those industries and with community colleges to determine the ability of those institutions to provide the appropriate education and training, including teaching faculty and any necessary infrastructure."

"A qualified job training program must meet the following criteria: A. Support of at least 50% of the start-up costs for the job training program must be provided by a business or group of businesses or an industry partnership that chooses to participate in a job training program. The support may be provided through funds or through an in-kind contribution, such as equipment or teaching faculty;"

"B. The job training program must provide education or training for employment in a trade or industry with a significant demand for skilled labor either statewide or in a region that has been identified by the Center for Workforce Research and Information within the Department of Labor as providing employment for high-compensation jobs or in an industry in which technology or work practices have significantly changed to require training to assist new workers to acquire needed skills or incumbent workers to remain current and competitive;"

**Link:**

<http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=HP0702&item=32&snum=127>

## Maryland

**Title:** HB 942

**Date:** 2015

**Policy Area:** Apprenticeship Program, Industry led Training

**Bill Summary:** This bill establishes the Apprenticeship Program and requires that certain high school districts in the state place eligible students in Apprenticeship Programs within targeted industries. This legislation defines parameters and key terms associated with the Program.

**Excerpts:** (2) "ELIGIBLE CAREER TRACK" MEANS AN OCCUPATION IN THE MANUFACTURING INDUSTRY OR THE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH INDUSTRIES.

(3) "ELIGIBLE EMPLOYER" MEANS AN EMPLOYER THAT:  
(I) HAS AN APPRENTICE POSITION AVAILABLE FOR A HIGH SCHOOL STUDENT IN AN ELIGIBLE CAREER TRACK"

Link: <http://mgaleg.maryland.gov/2015RS/bills/hb/hb0942e.pdf>

## Minnesota

**Title:** House File 3, 89<sup>th</sup> Legislature

**Date:** 2015

**Policy Area:** Career Pathways

**Bill Summary:** This bill appropriates funding to workforce development in variety of ways, spanning from job training grants (\$900,000 annually) to a grant for supplying work training and career advising to youth (\$4,050,000 annually) to STEM internship opportunities for college students at small for-profit businesses in the metropolitan area (\$900,000 in fiscal year 2016 and \$1,100,000 in fiscal year 2017) to funds for an apprenticeship program (\$879,000 in fiscal year 2016 and \$879,000 in fiscal year 2017) to labor education and advancement program grants to expand and promote registered apprenticeship training in non-construction trade programs (\$100,000 each year).

**Excerpts:**

- "(r) \$900,000 in fiscal year 2016 and \$900,000 in fiscal year 2017 are from the workforce development fund for job training grants under Minnesota Statutes, section 116L.42.

Sub. 3. Workforce Development

Appropriations by Fund

General	\$2,189,000	\$1,789,000
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Workforce

Development	\$17,567,000	\$16,767,000
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- \$1,039,000 each year from the general fund and \$3,104,000 each year from the workforce development fund are for the adult workforce development competitive grant program. Of this amount, up to five percent is for administration and monitoring of the adult workforce development competitive grant program. All grant awards shall be for two consecutive years. Grants shall be awarded in the first year. (b) \$4,050,000 each year is from the workforce development fund for the Minnesota youth program under Minnesota Statutes, sections 116L.56 and 116L.561, to provide employment and career advising to youth, including career guidance in secondary schools, to address the youth career advising deficiency, to carry out activities outlined in Minnesota Statutes, section 116L.561, to provide support services, and to

provide work experience to youth in the workforce service areas. The funds in this paragraph may be used for expansion of the pilot program combining career and higher education advising in Laws 2013, chapter 85, article 3, section 27. Activities in workforce services areas under this paragraph may serve all youth up to age 24. (c) \$1,000,000 each year is from the workforce development fund for the youthbuild program under Minnesota Statutes, sections 116L.361 to 116L.366.”

- “(j) \$900,000 in fiscal year 2016 and \$1,100,000 in fiscal year 2017 are from the workforce development fund for a grant to the Minnesota High Tech Association to support SciTechsperience, a program that supports science, technology, engineering, and math (STEM) internship opportunities for two- and four-year college students in their field of study. The internship opportunities must match students with paid internships within STEM disciplines at small, for-profit companies located in the seven county metropolitan area, having fewer than 150 total employees; or at small or medium, for-profit companies located outside of the seven-county metropolitan area, having fewer than 250 total employees. At least 200 students must be matched in the first year and at least 250 students must be matched in the second year. Selected hiring companies shall receive from the grant 50 percent of the wages paid to the intern, capped at \$2,500 per intern. The program must work toward increasing the participation among women or other underserved populations.”
- “(b) \$879,000 in fiscal year 2016 and \$879,000 in fiscal year 2017 are from the workforce development fund for the apprenticeship program under Minnesota Statutes, chapter 178. Of this amount, \$100,000 each year is for labor education and advancement program grants and to expand and promote registered apprenticeship training in non-construction trade programs.”
- “Sec. 24. CUSTOMIZED TRAINING FOR SKILLED MANUFACTURING INDUSTRIES. Subdivision 1. The commissioner of employment and economic development, in consultation with the commissioner of labor and industry, shall collaborate with Minnesota State Colleges and Universities (MnSCU) institutions and employers to develop and administer a customized training program for skilled manufacturing industries that integrates academic instruction and job-related learning in the workplace and MnSCU institutions.”

**Link:**

[https://www.revisor.mn.gov/bills/text.php?session=ls89&number=HF3&session\\_number=1&session\\_year=2015&version=list](https://www.revisor.mn.gov/bills/text.php?session=ls89&number=HF3&session_number=1&session_year=2015&version=list)

# Montana

**Title:** Senate Bill 163

**Date:** 2015

**Policy Area:** Apprenticeship Training Programs

**Bill Summary:** This act creates the Primary Sector Training Account in the State Special Revenue Fund. These funds will be granted to Eligible Training Providers in support of employer directed apprenticeship and training programs.

**Excerpts:** "Primary sector business training program" or "program" means the grant provided to employers for the purpose of working with eligible training providers to provide employees with education and training required for jobs in new or expanding primary sector businesses in the state."

**Link:** <http://leg.mt.gov/bills/2015/billpdf/SB0163.pdf>

# New Mexico

**Title:** Senate Memorial 105

**Date:** 2015

**Policy Area:** Career Pathways

**Bill Summary:** This Senate Memorial requests that “the Department of Higher Education, the Workforce Solutions Department and the Public Education Department collaborate on the establishment of high-quality career pathways that bridge high school curricula, post-secondary studies and twenty-first century job opportunities for New Mexico students.” (New Mexico Legislature, Senate Memorial 105, 2015)

## Excerpts:

- “WHEREAS, career and technical education programs with rigorous academic content tied to technical subject matter, internships and other cooperative work experiences, can help students obtain industry certificates and credentials necessary to meet New Mexico's work force needs; and WHEREAS, the work force demands of the future could be met by preparing current secondary students through career and technical education programs that establish career pathways; and WHEREAS, it is important to strengthen the connection between career and technical education programs and the state's work force demands; and WHEREAS, a significant collaboration among private sector industries, higher education institutions, work force development agencies and public schools could help the state address its current and future work force demands; and WHEREAS, clearly structured and coordinated pathways to advanced educational opportunities could assist students in developing expectations for occupational and salary outcomes as they progress through career pathways to greater levels of educational attainment and career advancement”

**Link:** <http://www.nmlegis.gov/Sessions/15%20Regular/memorials/senate/SM105.pdf>

# Oklahoma

**Title:** ENROLLED SENATE BILL NO. 612

**Date:** 2015

**Policy Area:** Industry Led Workforce Development

**Bill Summary:** This act relates to the Governor's Council for Workforce and Economic Development, which serves as the state's workforce investment board- a group comprised of industry leaders that will direct the state's economic and workforce development strategy. This bill requires the Council to form a subcommittee which specifically address's the health care sector's talent needs and industry development.

## Excerpts:

"A. The Governor's Council for Workforce and Economic Development established under the authority of Executive Order 2005-27 is hereby recognized by the Legislature as the State's Workforce Investment Board. The Council succeeded and was Established in lieu of the Oklahoma Workforce Investment Board."

"B. Membership of the Council shall include representatives of private employers who reflect Oklahoma's projected and desired business and industry base and public officials from agencies which provide programs and services related to workforce, education and economic development. All Council members shall be in positions to influence policy and hiring decisions within their organizations."

- "2. A majority of the Council shall come from described private sector employers, including owners of businesses, chief executives or operating officers of businesses or other business executives or employees with optimum policymaking or hiring authority, and who represent businesses, including small businesses, that provide employment opportunities that, at a minimum, include high-quality, work-relevant training and development in in-demand industry sectors or occupations in this state;"
- "5. Strengthening collaboration among institutions which provide education and training services, government agencies which coordinate employment and other human resource investment activities, and Oklahoma business and industry to create a seamless system to nurture healthy economic development."

- “The Council shall form a subcommittee on health workforce whose purpose shall be to inform, coordinate, and facilitate statewide efforts to ensure that a well-trained, adequately distributed, and flexible health workforce is available to meet the needs of an efficient and effective health care system in Oklahoma. Duties of the Health Workforce Subcommittee shall include, but not be limited to, the following: 1. Conducting data analysis and preparing reports on health workforce supply and demand; 2. Research and analysis of state health professional education and training capacity; 3. Recommend recruitment and retention strategies for areas determined by the Oklahoma Primary Care Office or the Oklahoma Office of Rural Health to be areas of high need; and 4. Assessment of health workforce policy, evaluation of impact on Oklahoma's health system and health outcomes, and developing health workforce policy recommendations.”

**Link:** [http://webserver1.lsb.state.ok.us/cf\\_pdf/2015-16%20ENR/SB/SB612%20ENR.PDF](http://webserver1.lsb.state.ok.us/cf_pdf/2015-16%20ENR/SB/SB612%20ENR.PDF)

## Oregon

**Title:** Oregon Senate Bill 1566, 77th OREGON LEGISLATIVE ASSEMBLY--2014 Regular Session Enrolled

**Date:** 2014

**Policy Area:** Workforce Development/ Industry Engagement

**Bill Summary:** The Legislative Assembly declares that it is the policy of the state to create a coordinated workforce system that is responsive to industry needs.

### Excerpts:

- “The Legislative Assembly finds that a robust and effective workforce system is necessary to produce a highly skilled workforce, to advance more Oregonians into family wage jobs and to help Oregon businesses compete in a global economy. Therefore, the Legislative Assembly declares that it is the policy of this state to promote the coordinated provision of education, employment, economic development and job training to: (1) Develop a workforce system that is flexible, accountable, outcome-focused and data driven; (2) Meet the needs

of employers for skilled, committed and innovative employees; (3) Deliver an effective, efficient, highly integrated and responsive workforce system; (4) Offer services; (5) Ensure equity in program access, services and outcomes for populations that have historically experienced high levels of unemployment, underemployment and poverty; (6) Provide greater economic security and grow a more inclusive and dynamic economy; (7) Support the economic health of local communities throughout this state with workforce solutions that meet community needs and advance the prosperity of Oregonians and Oregon-based businesses; (8) Build on the WorkSource Oregon network of state workforce agencies, local workforce investment boards, public and private secondary and post-secondary institutions of education and other public and private partners to deliver a comprehensive, robust and outcome-oriented array of services to unemployed and underemployed individuals and to businesses seeking employees; and (9) Support the achievement of Oregon's 40-40-20 goal in conjunction with the education system and private industry to ensure that more Oregonians may access opportunities to gain skills and earn credentials to support their employment goals."

- "[[h]] (8) Coordinate the workforce investment activities authorized under the federal Act and carried out in the local area with economic development strategies and develop other employer linkages with such activities. [[i]] (9) Promote the participation of private sector employers in the statewide workforce investment system and ensure the effective provision, through the system, of connecting, brokering and coaching activities, through intermediaries such as the one-stop operator in the local area or through other organizations, to assist such employers in meeting hiring needs. [(2) In order to maintain the statewide workforce investment system that consists of regional workforce committees and to meet the requirements of the federal Act:] [(a) A local workforce investment board representing a local workforce investment area according to the Governor's designation pursuant to section 2831 of the federal Act meets the requirements of a regional workforce committee under ORS 660.315.]"

Link:

<https://olis.leg.state.or.us/liz/2014R1/Downloads/MeasureDocument/SB1566/Enrolled>

# Rhode Island

**Title:** Senate Resolution 2863 IN GENERAL ASSEMBLY

**Date:** April 2014

**Policy Area:** Industry Directed Education/Workforce Development/Career Pathways

**Bill Summary:** This Senate Resolution advocates for and supports the expansion of industry-recognized credentials offered by the regional community colleges.

## Excerpts:

- “WHEREAS, In response to the growing and evolving workforce needs of the state, the Community College of Rhode Island has expanded its workforce development programs, including the introduction of industry-recognized credentials; and WHEREAS, Industry-recognized and endorsed credential and certification programs compose a model in workforce training that holds great potential for addressing the middle skills gap and concerns about career readiness; and WHEREAS, Such industry-recognized credentialing programs provide the training necessary to acquire job-specific skills and abilities that employers are looking for, in comparatively less time than a two or four year college degree; and WHEREAS, Credentials are often "stackable", allowing individuals to earn shorter-term credentials that have real value in the labor market; and then build on them to access more advanced training and employment opportunities”
- “RESOLVED, That this Senate of the State of Rhode Island and Providence Plantations hereby respectfully requests that the Community College of Rhode Island, in cooperation with the Governor's Workforce Board, review and expand its offering of industry-recognized credentials by determining those credentials that would best meet the needs of the Rhode Island job market”

**Link:** <http://webserver.rilin.state.ri.us/BillText/BillText14/SenateText14/S2863.pdf>

## South Carolina

**Title:** Manufacturing Career Pathway Act South Carolina General Assembly 121st Session, 2015-2016 H. 3373

**Date:** 2015-2016

**Policy Area:** Career Pathways/ Manufacturing

**Bill Summary:** This law defines the need for career pathways to strengthen the manufacturing sector's talent pipeline and outlines how these training programs will operate to fill the skill gap in the workforce. The board (comprised of members of industry) will consulting with various community support members, will design a career pathway that connects education institutions (K-12, technical schools, vocational schools, junior colleges and four year institutions) with sector partnerships, and workforce investment boards. The career pathway must include industry validated stackable certifications, counseling resources and multiple entry and exits points.

### Excerpts:

- “Whereas, the South Carolina General Assembly finds that the promise and challenge of sustaining growth in its manufacturing sector presents special difficulties due to the scope and diversity of the industry, and that its workers need stronger foundational knowledge, specialized skills, portable production skills, as well as flexibility and adaptability in work habits; and
- Whereas, the South Carolina General Assembly finds that because manufacturing provides a dynamic and evolving economic engine for the Palmetto State, the challenges in preparing a pipeline of skilled employees to work in the manufacturing sector must be addressed, and current and future South Carolina workers must be aware of the opportunities in the industry and the career pathway to achieve employment in the manufacturing sector.”
- “No later than the 2016-2017 academic year, the board, after consulting with the state's technical colleges and area vocational schools, and in collaboration with the Department of Employment and Workforce, the Commission on Higher Education, the Department of Education, the Economic Development Coordinating Council, and the State Council on Vocational-Technical Education shall design a career pathway for students within the manufacturing sector. The manufacturing career pathway must connect school districts, technical

colleges, vocational schools, junior colleges, and four-year institutions of higher education with adult education programs, local workforce development programs, and regional manufacturing sector partnerships, and will allow a student to earn income while progressing along the career pathway.

- The manufacturing career pathway must include industry-validated stackable certifications and multiple entry and exit points that allow students of all ages to seek additional opportunities in the manufacturing sector. The manufacturing career pathway designed by the board must include, but need not be limited to:
  - (1) alignment with the skills and requirements that state and local manufacturing sector employers, through manufacturing sector partnerships, determine are necessary for career progression in high-demand occupations within the manufacturing sector;
  - (2) a full range of middle school, secondary, adult education, and postsecondary education options, with a non-duplicative, clearly articulated course progression from one level of instruction to the next, with opportunities to earn postsecondary credits, maximize credit for prior learning, and secure industry-validated credentials;
  - (3) technical skill assessments at multiple points in the manufacturing career pathway that lead to industry certifications or other value in employment, including advanced placement into a higher level of training;
  - (4) academic and career counseling resources, best practices in wraparound support services, particularly at transition points along the manufacturing career pathway, and support and development of individual career and academic plans; and
  - (5) curriculum and instructional strategies that are appropriate for adult students and that embed learning and skill building in a work-related context."

Link: [http://www.scstatehouse.gov/sess121\\_2015-2016/bills/3373.htm](http://www.scstatehouse.gov/sess121_2015-2016/bills/3373.htm)

# Wisconsin

**Title:** ACT 139

**Date:** 2014

**Policy Area:** Industry Directed Education

**Bill Summary:** Allocates funds (\$35.4 million) to the state's workforce development program called "Fast Forward". The grants will be awarded to three different programs; to technical colleges to reduce waiting lists for high-demand sector training programs, grants for sector partnerships and other collaborative projects that aim to engage high-school students in industry accreditation programs, and grants to organizations that provide services to disabled job-seekers.

**Excerpts:** "106.27 (1g) WORKFORCE TRAINING PROGRAM; EXPANDED PURPOSES. Of the amounts appropriated under s. 20.445 (1) (b) in the 2013-15 fiscal biennium, the department shall allocate \$35,400,000 for all of the following:(a) Grants to technical colleges for the reduction of waiting lists for enrollment in programs and courses in high-demand fields, as determined by the department. (b) Grants for collaborative projects among school districts, technical colleges, and businesses to provide high school pupils with industry-recognized certifications in high-demand fields, as determined by the department. (c) Grants to public and private organizations or services provided by the department to enhance employment opportunities for persons with disabilities."

**Link:** <https://docs.legis.wisconsin.gov/2013/related/acts/139>

# Non- Legislative Initiatives and Reports Related to Sector Strategy

This is a compilation of links to reports, economic development plans, and workforce initiatives that have been published in different states that advocate for sector strategy legislation.

## Alabama

**Title:** Accelerate Alabama Strategic Economic Development Plan EDAA Winter Conference Roll Out January 2012

**Author:** Boyette Strategic Advisors

**Link:** <http://www.madeinalabama.com/assets/2013/03/AccelerateAlabamaPlan.pdf>

## Alaska

**Title:** Alaska Workforce Development Plan 2012-2016

**Author:** State of Alaska, Governor Sean Parnell, Alaska Department of Labor and Workforce Development, Commissioner Dianne Blumer

**Link:**

[http://labor.alaska.gov/bp/forms/Alaska\\_Integrated\\_Workforce\\_Development\\_Plan.pdf](http://labor.alaska.gov/bp/forms/Alaska_Integrated_Workforce_Development_Plan.pdf)

## Arizona

**Title:** State Sector Strategies Coming of Age, Implications for State Workforce Policy Makers

**Author:** The Woolsey Group, Corporation for a Skilled Workforce, National Skills Coalition, and the National Governors Association Center for Best Practices

**Link:** <http://www.nationalskillscoalition.org/resources/publications/file/state-sector-strategies-coming-of-age.pdf>

## Colorado

**Title:** 2015 Multi Year Work Plan Key Policy Recommendations

**Author:** Skills2Compete

**Link:** <http://cclponline.org/wp-content/uploads/2014/11/S2C-Key-Policy-Recommendations-R8.pdf>

## Connecticut

**Title:** 2015 Legislative Agenda

**Author:** The Campaign for a Working Connecticut (CWCT) is a coalition that promotes the state's economic competitiveness through the development of sustainable, effective workforce solutions to increase workers' skills and advance families to self-sufficiency.

**Link:** <http://www.nationalskillscoalition.org/resources/publications/file/CWCT-agenda-2015.pdf>

## Indiana

**Title:** Sector Strategies in Indiana, a Summary of Efforts

**Author:** Indiana Institute for Working Families, A Program of Indiana Community Action Association and The Joyce Foundation

**Link:** <http://www.nationalskillscoalition.org/resources/publications/file/Sector-Partnerships-final-high-resolution.pdf>

## Iowa

**Title:** 2014 Workforce Policy Agenda Building on Smart Investments in Iowa's Workforce and Industries

**Author:** Iowa Skills2Compete Coalition

**Link:** <http://www.nationalskillscoalition.org/resources/publications/file/2014-Iowa-Policy-Summary.pdf>

## Kansas

**Title:** Workforce Services and Initiatives Overview, Prepared for the Senate Commerce Committee Room 548-S, The Statehouse Jan. 15, 2015

**Author:** Kansas Department of Commerce

**Links:**

- [http://kslegislature.org/li/b2015\\_16/committees/ctte\\_s\\_cmrce\\_1/documents/testimony/20150115\\_01.pdf](http://kslegislature.org/li/b2015_16/committees/ctte_s_cmrce_1/documents/testimony/20150115_01.pdf)
- <http://reap-ks.org/issues-positions/initiatives/>

## Maryland

**Title:** MARYLAND BUDGET HIGHLIGHTS FY 2016

**Author:** LAWRENCE J. HOGAN JR., GOVERNOR BOYD K. RUTHERFORD, LT. GOVERNOR

**Link:** <http://dbm.maryland.gov/budget/Documents/operbudget/2016/highlights.pdf>

## Nevada

**Title:** Unify Regionalize Diversify An Economic Development Agenda for Nevada

**Author:** Metropolitan Policy Program at Brookings, SRI International

**Link:** <http://nvsos.gov/Modules/ShowDocument.aspx?documentid=2143>

## New Jersey

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