

Industry and Workforce Engagement: A Rubric for Education Policymaking

This rubric was designed by workforce leaders as a tool for state leaders to take stock of their current practices around engaging public and private sector workforce leaders and can be used to assess current approaches to policy development and identify strengths and opportunities. Proactively building relationships and co-creating policy with public and private sector stakeholders will not only help to ensure that policy effectively addresses their needs and aspirations, but it can also help state leaders be more effective and build broad ownership.

Industry and Workforce Leaders

An inclusive definition of industry and workforce leaders comprises both the public and private sector, including businesses of varying sizes, industry representatives, labor organizations, workforce development organizations, and public workforce leaders.

	BEGINNING	DEVELOPING	MASTERY
VISION SETTING	<p>We develop our vision and goals for K-12 student success by referring to research and reports on workforce needs, but with limited or episodic input from industry and workforce leaders, and without an understanding of the region's labor market needs, the skills needed to succeed in the workplace, and the industry-recognized credentials that align with high-demand industries and occupations.</p>	<p>We engage some industry and workforce leaders to develop our vision and goals for student success, but this is not consistent (for example, only during initial design but not early implementation) or inclusive or representative (e.g., does not include small or minority-owned businesses, or only includes certain sectors) of our region's labor market needs.</p>	<p>We consistently engage multiple, diverse industry and workforce leaders as partners throughout the process of developing, approving, and monitoring progress toward our vision and goals for student success. Our vision is in part informed by the needs of industry and workforce leaders related to skills, credentials, and knowledge competencies needed to succeed in our state's dynamic labor-market.</p> <p>We seek industry leadership from critical economic sectors to inform secondary and post-secondary education curriculum development for current and future impact on workforce development.</p> <p>For Example: Industry and workforce leaders help:</p> <ul style="list-style-type: none"> • Set P-16 and postsecondary attainment goals. • Set our state definition of career readiness. • Design and deliver career readiness programs. • Give feedback on academic standards.

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RELATIONSHIPS	We do not engage industry and workforce leaders in the creation of state education and workforce plans.	We may give opportunities for industry and workforce leaders to provide feedback on state education and workforce plans, but do not actively and consistently involve them in the creation of state plans and beyond.	Industry and workforce leaders play a consistent and active role (i.e. by serving on, or chairing committees, by staffing taskforces, by drafting materials, etc.) in the creation of state education and workforce plans, including ESSA, Workforce Innovation and Opportunity Act (WIOA) and Perkins and have opportunities to engage beyond the plan.
	We do not have relationships with our local workforce development boards and state workforce board.	We know our local and state workforce development boards staff and board members but may not engage with them beyond the board's publicly scheduled meetings.	We know our local and state workforce development boards staff and board members and have established strong relationships with them. We share updates and seek feedback from families about what is and is not working, and work with them to co-create solutions.
	We have few relationships with individual businesses, business associations/organizations and regional industries.	We have some relationships with individual businesses and regional industries, but these relationships may not be fully representative of our state context (i.e., geographically spread, representing different wage levels, in emerging or in-demand and established sectors, etc.)	We know and have strong relationships across the types of businesses in our state (small businesses, minority-owned businesses, large corporations, etc.) as well as the existing and emerging industries in our region (such as IT, healthcare, advanced-manufacturing, etc.).
	We do not play a role in facilitating relationships among state policymakers, education leaders, and industry and workforce leaders.	We may provide one-off or ad-hoc opportunities for state policymakers, state leaders, education leaders (i.e., state education chief, legislative chairs, state board members, district superintendents) and workforce stakeholders to connect when specific, timely opportunities present, but these opportunities are not sustained over time.	We help facilitate formal and sustained opportunities for state policymakers, education leaders (PreK-12 and postsecondary) and industry and workforce leaders to connect and advance shared strategy. For Example: <ul style="list-style-type: none"> • We have industry partners who serve as champions in our efforts with other businesses, legislators and workforce stakeholders. • We convene relevant councils made up of an inclusive group of industry representatives. • We convene or sit on a P-20 council that includes industry and workforce leaders.
	It is unclear who within our organization is responsible for facilitating industry and workforce leaders' engagement in education issues.	We may have one person or a handful of staff who engage industry and workforce leaders in education issues at least monthly or only during legislative sessions.	Our organization has a clear point-person or set of staff members who treat sustained engagement with industry and workforce leaders as a priority and maintain a feedback loop with key stakeholders, educators and the community on a weekly or bi-weekly basis. This expectation is reflected in job descriptions and performance management.

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COMMUNICATION	<p>We offer relatively few ways for industry and workforce leaders to provide feedback, and may only share updates after decisions have been made.</p>	<p>We offer some opportunities to share feedback but may be inconsistent (i.e., sharing feedback only during big conferences or important public meetings) in doing so, and in sharing updates on how the feedback was resolved.</p>	<p>We offer industry and workforce leaders a variety of ways to engage with us (i.e., written feedback, 1:1 meetings, committees, roundtables, listening sessions, visits to businesses) and maintain two-way feedback loops to actively share updates, hear from stakeholders, and co-create solutions to workforce challenges.</p> <p>For Example:</p> <ul style="list-style-type: none"> • We attend local and state workforce board meetings, chambers of commerce meetings, etc. • We have strong relationships with relevant legislative committees and subcommittees. • We have an organization that is a trusted partner that serves as a facilitator or single point of contact for workforce information. • We sit on a state P20 council that includes industry and workforce leaders.
TRANSPARENCY	<p>We do not share workforce or labor market data with families, students, district and school leaders, educators, or businesses or share data on program effectiveness and outcomes at public education and workforce meetings.</p>	<p>We sometimes share workforce or labor market data, but it may not be easy to understand or used to seek input or connected to improving outcomes.</p>	<p>We invest in a robust data system that is easy to understand and actively report on funding, program outcomes, and other labor market data at public meetings and other community settings (job fairs, college fairs, career centers, public libraries, etc.). We ask stakeholders what data or information they would like to see.</p> <p>For Example:</p> <ul style="list-style-type: none"> • We collect and share data on projected workforce needs and connect education policy proposals and plans to addressing identified workforce needs. • We have a statewide longitudinal data system with data visualization (for example, http://npwr.nv.gov/reports/act-benchmark/). • We analyze and share data on workforce funding streams and programmatic outcomes in clear reports. • We proactively share data on in-demand occupations, skills, and credentials with the broader community and diverse groups. • We partner with the media to share success stories. • We have data agreements in place that allow cross-tabulation of education outputs and labor market outcomes.

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INCLUSIVITY	<p>We respond to industry and workforce leaders who reach out to us, but do not know if we have cultivated relationships that represent the full spectrum of employers and workforce development organizations that support or employ our citizens.</p>	<p>We reach out to public (i.e., educators, policymakers, workforce professionals) and private (industry associations, small and large businesses from high-demand industries) partners, but without a concerted strategy or measure of success.</p>	<p>We proactively engage with industry and workforce leaders based on a strategy designed to ensure we have input from a group that represents the full spectrum of employers and workforce development organizations that supports or employs our citizens. When we are unable to engage a fully inclusive group, we listen to learn why and then change our strategy.</p> <p>For Example:</p> <ul style="list-style-type: none"> • We are engaged with employers in low, middle and high skill wage fields. • We are engaged with workforce providers who serve chronically underemployed populations, such as opportunity youth, court-involved youth, and homeless persons. • We clearly define acronyms or policies.