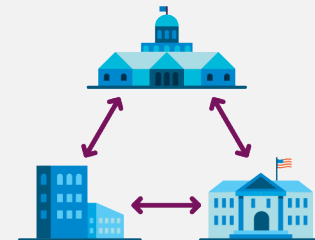




# LEARNER PATHWAYS

## State Cross-Agency Shared Priorities

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



### Colorado

Colorado has a high level of coordination across state agencies and other institutions to support pathway development, much of which is facilitated by the Colorado Workforce Development Council. This collaboration is supported at the local level through partnerships among K–12 schools and districts, community colleges, and business/industry. The council is governor appointed and was formed under the federal Workforce Investment Act of 1998. It focuses on three core strategies to support education to workforce efforts: (1) industry-led public-private partnerships, intermediaries and boards; (2) development of career pathways; and (3) promotion of a continuum of work-based learning activities. The council is charged with developing and overseeing the state's Workforce Innovation and Opportunity Act plan and funding.

#### OPPORTUNITY TO STRENGTHEN

Colorado can leverage the council's convening power to promote greater collaboration and integration between the state's secondary and postsecondary education to workforce programs, including CTE. These efforts can include broader data collection; data sharing across systems; and increased alignment with high-demand, high-skill and high-wage occupations.

#### RESOURCES

- [Colorado Workforce Development Council](#)

#### POLICIES

- [CO Revised Statutes 24-46.3-101](#). Workforce Development Council

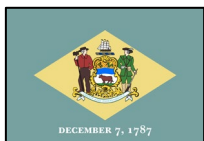
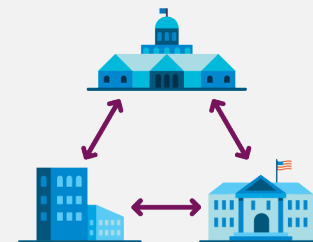




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### Delaware

As required by state code, the Delaware Advisory Council on Career and Technical Education (DACCTE) advises the governor, General Assembly, secretary of education and State Board of Education on “all matters pertaining to career and technical education,” including policies recommended for adoption and initiatives that should be undertaken to strengthen and modernize CTE. The DACCTE is composed of individuals appointed by the governor from both the private and public sectors throughout the state. The membership includes representatives from business, industry, labor and trade organizations; the National Guard; and educators representing secondary, postsecondary, counseling and special populations.

Although not fully established in policy, Delaware’s Career Pathway System—an effort involving state agencies, employers, higher education and nonprofit organizations—supports the “alignment of rigorous and high-quality education, training, and services for students and adults to accelerate their education and career goals, demonstrate success in a full range of secondary and post-secondary education options, and pursue a meaningful career within a state or regional economy.” Within the system, labor market information for demand-driven occupations is used to develop workforce development strategies. Delaware also prepared a combined Perkins V and Workforce Innovation and Opportunity Act plan, highlighting the state’s strong cross-agency collaboration and shared priorities.

#### OPPORTUNITY TO STRENGTHEN

It is not clear the extent to which the Career Pathway System takes action to establish shared priorities for policy or common goals for meeting the state’s economic and workforce needs. Given the statutory mandate that DACCTE recommend CTE-related policies and initiatives, the state can consider creating more explicit alignment between the Career Pathway System and DACCTE.

#### RESOURCES

- [Connecting Delaware Students to Careers. Baseline Report on Career Pathways and Work-Based Learning in Delaware](#)
- [CTE](#)
- [CTE Programs of Study Policies and Procedures](#)

#### POLICIES

- [DE Education Code 8601](#). Delaware Advisory Council on Career and Technical Education
- [DE Education Code 8602](#). Membership
- [DE Admin. Code Title 14.525](#). Requirements for CTE Programs

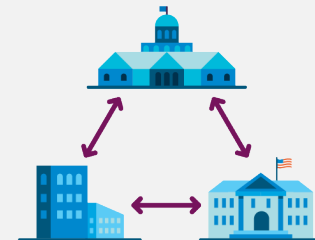




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### Indiana

The Governor's Workforce Cabinet was created to, among other things, "identify the workforce needs in Indiana and recommend to the governor, general assembly, commission for higher education, and state board of education goals to meet the investment needs"; advise on the coordination of programs; approve regional workforce development board plans; conduct a "systematic and comprehensive review, analysis, and evaluation of workforce funding" and college and career funding; and much more. The Cabinet also has the authority to "direct the appropriate state agencies to implement administrative changes to the delivery of" workforce, college and career programs based on its evaluation of funding to "align with Indiana's workforce goals." In practical terms, much of the leadership and many of the program and policy changes have originated from the Cabinet or been directed by the Cabinet to other agencies.

#### OPPORTUNITY TO STRENGTHEN

Strategic plan alignment is currently in place across the Governor's Workforce Cabinet and the Commission for Higher Education. Given that the superintendent of public instruction is now a governor-appointed role, Indiana can further strengthen this cross-agency collaboration by aligning the Department of Education's plans with those of Cabinet and Commission.

#### RESOURCES

- [FAQs—Governor's Workforce Cabinet](#)
- [Governor's Workforce Cabinet Details Strategic Plan](#)
- [Snapshot of Indiana's Combined WIOA and Perkins Plan](#)

#### POLICIES

- [IN Code 4-3-27 Chapter 27](#). Governor's Workforce Cabinet
- [IN Code 22-4.1 Article 4.1](#). Department of Workforce Development

