



Lamont-Bysiewicz Transition: Education Policy Committee Cross-Cutting Proposal

Co-Chairs: Fran Rabinowitz and Yvette Melendez

Please address the following questions using this template in a memo not exceed 2 pages. You are welcome to submit appendices or other attachments in addition to the memo.

1. How do you propose the Lamont Administration should prioritize the policy goals in this area, and on what timeframe?

Establish a Governor’s Industry, Higher Education, & Career Pathways Council:

The Council would be comprised of senior representatives from the private sector; PK-12 schools/districts; post-secondary educational institutions; nonprofits; and labor. There would be a number of subcommittees, including but not limited to: Financial Services/Insurance, Healthcare, Technology, Agrisciences, and Educational Models/Non-profit Partnerships. Industry-specific subcommittees would have representatives of relevant employers.

- Goals of the Board would be to:
 - Identify the common workforce needs and skills gaps of current employees in order to address underemployment and educational/training opportunities;
 - Develop continuous, sustainable pipelines for the workforce; and
 - Conduct a comparative analysis of best practices within CT and in other states (SC, CO, TN, MD), and make this information publicly available through a centralized website.
- Outcomes of the Board would be to:
 - Develop curricula to integrate and make available, for credit, work-based coursework, including, but not limited to: apprenticeships; coding academies and training bootcamps; dual-enrollment; credentials/associate’s degree;
 - Build partnerships with community colleges and four-year colleges to expand and adjust relevant offerings based on need/demand;
 - Study and identify existing high school/post-secondary models that are most effective in order to scale them; and
 - Coordinate and align funding opportunities.

2. Which goals are achievable in the first 100 days of the Administration?

We believe the Council could be established and convened within the first 100 days.

3. Which goals will require legislation to move forward? Which items can be advanced through the actions of the Administration alone? What is the fiscal impact of these legislative or executive actions?

No legislation is immediately needed, but legislation may be required to advance recommendations put forward by the Council (e.g. longer-term goals re: apprenticeships, etc.). It is likely that funding will be needed to expand and design new career pathways/dual-enrollment programs. It will also take funding, as well as human resources, to develop comprehensive curricula relevant to all workforce areas.

4. Are there specific challenges you can identify with regard to achieving the Lamont Administration's goals, and how would you suggest to address those?

Changes in mindset may be required in order to bring together diverse perspectives on the Council and ensure all voices are heard and respected. It will be important to secure work-based learning experiences for students (e.g., internships, apprenticeships, etc), which will involve commitment from industry leaders and logistical considerations.

5. How will implementation of policy in this area create jobs and spur economic growth?

There will be an intentional focus on meeting workforce needs in an ongoing, informed way by way of the Council and its subcommittees. The secondary and post-secondary schools' curricula will be more relevant and will better prepare students for real and present jobs in CT.

6. Are there opportunities for cost savings for CT state government in the context of implementing this policy?

If more adults are gainfully employed as aligned to workforce needs, there will be more citizens earning a living wage, thereby strengthening the middle class. There will also be fewer citizens requiring public aid, which will result in cost savings. They will be able to sustain themselves and their families and contribute to the broader economic vitality of our state.

7. What examples of success from other states, countries, or the private sector in this policy area should the Administration study?

We may want to consider the [Maine Spark](#) coalition model, which received buy-in from a wide range of stakeholders in order to advance career readiness and workforce development at a statewide level. The following states also have strong models for uniting the efforts/goals of the workforce and education: South Carolina, Colorado, Tennessee and Maryland.

8. Are there any other issues/considerations you would like to highlight with regard to this policy area?

It would be important to connect this initiative with the following committees:

- Shared Services
- Jobs and Economy
- Digital Services