GROWING WAGES & JOBS

How City Government Can Help Lead in Workforce Development and Public Education

BY DEBRA VAUGHAN
About the Author

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Prior to joining PFM, Ms. Vaughan was the owner of D. Vaughan Consulting LLC where she contracted with nonprofit, education, and government organizations to develop and implement collective impact efforts targeting workforce and youth development. Additionally, Ms. Vaughan held the position of Director of Research at Cowen Institute for Public Education Initiatives at Tulane University where she researched the changes in public education, supported improvements of operations in the New Orleans school system, and used research findings to advocate for changes in policies, practices, and legislation that support equity and excellence in public education. Ms. Vaughan also held the position of Director of Research and Evaluation for the Public Education Foundation of Chattanooga, Tennessee where she studied the impact of whole school reform efforts in public schools. Ms. Vaughan was also an Adjunct Professor of Economics at the University of Tennessee, Chattanooga where she taught undergraduate and graduate courses in micro, macro, and managerial economics.

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City governments have a vested interest in a strong local economy. Economic conditions dictate whether cities are attractive for residents and businesses and, in turn, drive the local tax base. A healthy local economy requires a well-educated and skilled workforce. Business attraction, retention, and expansion are all tied to a supply of appropriately skilled workers to meet employer demand.

Most city governments, however, have little direct responsibility for the administration of workforce development programs or their public school systems. As a result, there is rarely coordination between economic development programs, workforce development efforts, and K-12 or higher education. Instead, most city governments focus their economic development efforts toward business recruitment, financing new projects, or helping existing firms expand.

Fragmentation among actors within economic development efforts, K-12 and higher education initiatives, and workforce development programs prevents a cohesive and coordinated approach.

This brief captures the experiences of local governments and includes examples of how they have taken a leading role in promoting workforce development and public education to attain a resilient and competitive economy.

These findings were gleaned from a two-day peer summit convened by the National Resource Network (the Network) -- a consortium of five organizations¹ brought together in 2013 by the U.S. Department of Housing and Urban Development (HUD) to provide

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¹ Public Financial Management (PFM), Enterprise Community Partners, HR&A Advisors, New York University’s Robert F. Wagner Graduate School of Public Service, and International City/County Management Association (ICMA)
cross-cutting and comprehensive technical advice to economically challenged cities. Having worked with 50 economically distressed cities, the Network was uniquely positioned to convene a summit to explore a multi-disciplinary, multi-faceted approach to addressing obstacles that cities face in achieving economic competitiveness.

In May 2017, the Network convened representatives from five cities (Baltimore, Maryland; Passaic, New Jersey; Salinas, California; Waco, Texas; and Winston-Salem, North Carolina) to discuss their experiences implementing strategies to link economic development with public education and workforce development. City leaders and their partners recognized a pattern of common challenges:

- **Lack of alignment** between city, education, and workforce development programs;
- **Ineffective coordination to overcome barriers** and meet workers’ needs;
- **Skills gap** between education/job training and available jobs;
- **Insufficient evidence of outcomes** in program evaluation; and
- **Inadequate sustainable funding** of comprehensive development initiatives.

Following an in-depth analysis of their mutual challenges, summit participants shared a range of initiatives they are implementing to improve their economic competitiveness through workforce development and education. Common strategies that delineate a city’s role include:

**Convene partners** across various stakeholder organizations – examples include:

*Passaic, New Jersey: City leaders organized education, industry, and community stakeholders to create the Passaic Pathways Partnership to support career and technical training in the city’s high school.*

*Winston-Salem, North Carolina: City officials worked to create a cross-sectional partnership in order to develop a regional approach to workforce development. This resulted in the creation of the Dream It, Do It initiative which promotes careers in manufacturing.*
Leverage government resources in support of workforce development and education initiatives – examples include:

Baltimore, Maryland: City leaders established the 21st Century Initiative, a partnership to leverage investment in school facilities located in distressed neighborhoods, while also fostering the neighborhood planning initiative: Investing in Neighborhoods and Schools to Promote Improvement, Revitalization, and Excellence (INSPIRE).

Waco, Texas: City leadership and staff identified opportunities for greater alignment between city operations and the city’s workforce development and education goals.

Inform local workforce development efforts by focusing on sectors with growth potential – examples include:

Baltimore, Maryland: City officials and partners worked with industry leaders and researchers to establish a five-year projection of the local job market. The projection provided the basis for the high school career and technical education (CTE) curricula and ensured that the skills taught would mirror the types of jobs that would be available to students directly following their graduation.

Salinas Valley, California: Based on an analysis that identified key industries, occupations, and their respective skill needs, stakeholders from the five cities in the Salinas Valley developed the Employment Training Partnership, a regional demand-driven career pathways program.

Winston-Salem, North Carolina: City leaders and their partners implemented strategies to target skills training and build high-demand career pathways that not only allow residents to move from entry-level to middle-skill positions that offer a living wage, but are also specifically aligned to the region’s economic development efforts.

Collect data and hold partners accountable – examples include:

Passaic, New Jersey: Through the Passaic Pathways Partnership, city leadership identified indicators of successful outcomes and provide partners with the support, guidance, and accountability needed to reach their goals.

Waco, Texas: With support from the city, Prosper Waco, a collective impact backbone institution, articulated community goals and established metrics for
success. Prosper Waco coordinates the collection of data from partner organizations and regularly reports progress to the community.

**Provide leadership** to create a collective vision for workforce development and high-quality education – examples include:

- **Baltimore, Maryland**: Understanding the connection between high-quality public schools and strong neighborhoods, city leaders created a plan that leverages school facilities as anchors in the community.

- **Passaic, New Jersey**: City leaders rallied support for the Passaic Pathways Partnership as a means to better coordinate the city’s economic development efforts with its public school district and community college partners.

- **Salinas Valley, California**: Leaders of the five cities of Salinas Valley created a collective vision for a regional workforce development strategy to prepare youth for entering the local labor force.

- **Waco, Texas**: City leaders demonstrated their commitment to the city’s workforce development initiative by playing a key role in the implementation of a pilot internship program and mobilized action on the part of other stakeholders.

- **Winston-Salem, North Carolina**: City leaders directed efforts to create a cross-sector partnership and spearheaded initiatives with a regional focus to address the skills gap in manufacturing.

The Network has compiled the lessons learned and **promising practices** of summit participants in order to demonstrate how city governments can help lead in workforce development and public education to build a strong competitive economy.
Effective coordination between city government, education institutions, and workforce development agencies is a winning recipe for economic success. Alignment of resources and institutions, however, can be difficult to achieve.

In the absence of coordination with city government, workforce development agencies tend to focus on increasing the skills and aptitudes of current, transitional, and future workers in isolation of the city’s broader economic development strategy. And, more often than not, independent school districts are viewed as a challenge rather than a solution when it comes to economic development.

The result is often a workforce ill-prepared to meet the needs of current or future employers. Adecco Group North America’s 2015 survey of senior executives found that 80 percent of respondents felt that there is a gap between the critical work skills employers need and the abilities of the current workforce. The problem is particularly acute in those cities with high poverty rates – in other words, some of the most economically challenged cities.

“When economic development and workforce development are aligned, city leaders lay a foundation that leads to economic prosperity for all residents and businesses.”

Network Peer Summit participant

Because so much of the success or failure of local government is measured and defined by the strength of the local economy, more mayors and city managers are recognizing the need to better align efforts to increase local economic activity with strategies to improve local workforce readiness and the quality of K-12 education.
The National Resource Network (the Network) provides economically challenged cities with technical assistance needed to lead and coordinate economic development, workforce development, and education efforts, while targeting industry demand and ensuring equity. A summary of the history and role of the Network can be found in Appendix A.

In May 2017, the Network convened representatives and stakeholders from five cities (Baltimore, Maryland; Passaic, New Jersey; Salinas, California; Waco, Texas; and Winston-Salem, North Carolina) to discuss their experiences implementing strategies to link economic development with public education and workforce development. City leaders recognized a pattern of common challenges.

The National Resource Network empowers local leadership in economically challenged cities by supporting the development and implementation of strategies to increase economic competitiveness. In doing their work, the Network has partnered with Mayors and City Managers in several cities to address challenges related to workforce development and public K-12 education.

During the summit, city representatives outlined five common challenges:

1. **Lack of Alignment** between city, education, and workforce development programs
2. **Ineffective Support Coordination** to meet workers needs
3. **Skills Gap** between education/job training and available jobs
4. **Insufficient Evidence of Outcomes** in program evaluation
5. **Inadequate Sustainable Funding** for comprehensive development initiatives

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2 Appendix A provides detailed background on the Network and projects related to workforce development and education.
Lack of Alignment

Economic development initiatives typically fall under the jurisdiction of municipalities, other local governments (e.g. counties or regional authorities), and their partners. City governments often have their own economic development department fund outside partners (including chambers of commerce), or participate in regional economic development initiatives. Most funding for these efforts comes from local tax levies.

Workforce development programs are often administered by county or regional Workforce Investment Boards (WIBs); in most cases, city governments do not have a direct role. WIBs are established and funded by the federal Workforce Innovation and Opportunity Act (WIOA). The Act defines WIB membership criteria and WIB responsibilities. WIB board members are appointed by the chief elected official(s) of the local area, typically county executives, and receive guidance and oversight from state workforce agencies. WIBs receive most of their funding from the federal government via the state. The role of a WIB is to provide leadership and oversight to workforce development activities designed to help job seekers secure the employment, education, training and support services necessary for success in the labor market in addition to matching employers with the skilled workers they need.

Both K-12 public school districts and higher education institutions typically have their own leadership – most often independently elected or appointed boards that are responsible for selecting superintendents or chancellors. Public school districts often have their own taxing authority or receive funding from their local government; a significant portion of K-12 funding is typically from the state. Public higher education institutions receive support from the state and federal government while private colleges and universities rely on tuition, endowments, and donations.

These different types of organizations (city government, WIBs, and educational institutions) with different funding mechanisms, and governance structures each play essential roles in readying a local workforce. Yet, because responsibilities of economic development, workforce development, and education are not typically embedded within a single agency, alignment and collaboration is often difficult to achieve. Varying agendas, measures of accountability, and the regional nature of labor markets complicates cooperation and makes cohesion particularly exhausting.

“Involving all the right stakeholders to identify solutions to local and regional issues related to workforce and economic development is a challenge for us.”

Network Peer Summit participant
Ineffective Support Coordination

Unemployment and underemployment are complex issues. Residents seeking employment or opportunities to enhance their work skills often face significant obstacles. Failure to recognize the many obstacles that job seekers face makes it difficult for workforce development agencies and their partners to identify the right mix of support and incentives for participation. Insufficient support limits the ability of individuals, especially those who need the most assistance, to access programs that will lead to stable employment.

Low-income, low-skilled workers in job readiness programs and young adults seeking to continue their education face many of the same barriers that limit access even where programs exist. Many of these barriers are outside of the control of the WIB or the local school system. Providing support and social services are more likely the responsibility of local government.

Finding affordable child care is among the most frequently cited barriers of employment by both single and two-parent families.iii The U. S. Department of Health and Human Services describes child care as “affordable” when costs are less than seven percent of family income. Yet many households spend well over one-third of their household income on child care. For single-parent households, the high cost for child care is prohibitive. For instance, single-parent households in California on average spend 84.8 percent of household income on center-based child care for two children.iv

“We grapple with knowing and understanding which agencies and/or partners have the necessary authority and struggle to find ways to overcome bureaucratic red tape.”

Network Peer Summit Participant

Lack of affordable child care options for single parent households can be one factor that prevents parents from participating in the labor force. According to the Bureau of Labor Statistics (BLS), of families maintained by women, only 41.5 percent of women were employed (compared to 81.1 percent for married-couple families).v
Individuals may also lack access to reliable transportation to attend work training programs or get to and from work each day. The frequency, timing, length of commute, and reliability of public transportation may prevent low income residents who rely on transit services to access employment and work readiness programs. Bus routes may not run to peripheral locations where many employers are located or may not operate during times that accommodate shift changes, particularly third shift. The cost of daily transportation may also present a barrier to low-wage workers or residents who are participating in workforce development programs.

Housing affordability and workforce development are inherently linked; residents that are hard-to-employ are often hard-to-house. Low education attainment levels and criminal records are among the primary factors that limit employability and housing options. Many residents are unable to afford market-rate housing because they are unable to secure living wage employment. As increases in rents outpace the increase in earnings in many communities, low-skilled, low-wage workers are especially vulnerable.

In many communities, a majority of residents have limited English language abilities that prevent them from fully participating in the labor force. Eligibility criteria for program participation or employment based on age, documentation status, or criminal history often exclude individuals or create more obstacles to employment. Additionally, low-income residents reporting a physical or mental health condition are 20 percent less likely to secure employment. Individuals with disabilities or a history of substance abuse face significant barriers and may need additional support.

The inability to address these barriers limits access and increases the likelihood that residents drop out of school or training programs, or lose their jobs upon securing employment. Successful workforce development initiatives provide support and flexibility...
by coordinating the efforts and resources of cities, WIBs, education institutions, and nonprofit partners to address the individual needs of participants.

Skills Gap

National unemployment rates, as reported by the BLS, are at their lowest level since 2000. In May 2018, the unemployment rate fell to 3.1 percent. Low unemployment rates suggest a reduced supply of workers (individuals in the labor force who are willing and able to work), which in theory should create more opportunity even for those hard to employ workers. Unfortunately, many job seekers lack the skills – technical or soft skills – to qualify for even entry level positions. In 2012, almost twice as many dislocated workers (696,144) participated in federally-funded Workforce Investment Act (WIA) programs as they did in 2008 (356,132), yet a skills shortage still persists. Despite low unemployment rates, the skills gap prevents many job seekers from gaining employment, placing stress on local economies and limiting opportunities for economic development.

The skills gap many workers, from displaced workers to those new to the labor force. By 2025, it is estimated that nearly 3.5 million manufacturing jobs will need to be filled; yet two million jobs are expected to go unfilled due to the skills gap. As manufacturers expand, they are looking for workers who can operate computerized and automated equipment and while also demonstrating a higher level of math proficiency. Many workers who have lost their jobs midcareer due to layoffs or factory closures do not have the appropriate skills for positions in advanced manufacturing. With rapid changes in technology, jobs and their associated skill requirements are constantly evolving. According to the National Association of Colleges and Employers, "those who graduate with technical job-specific skills today will find those skills out of date within six years, requiring them to be re-trained/re-schooled in a new set of job-specific skills."

In addition to technical skills, youth often lack soft skills and are not considered “work ready” by employers. Soft skills refer to attitude, communication, work ethic, time management, critical thinking and problem-solving abilities needed for successful employment. These foundational skills are critical for job performance and are also a prerequisite for workers to begin a career. The lack of basic skills impedes employers’ ability to secure qualified workers and simultaneously limits job seekers from obtaining and retaining employment.

“Staying relevant and in tune with economic factors that are constantly changing the nature of work… that is a big challenge.”

Network Peer Summit participant
Insufficient Evidence of Outcomes

Workforce development programs are expected to produce multiple and varied outcomes -- from qualitative differences in attitudes and work ethic to measurable improvements in productivity. Workers and employers look for programs that improve work readiness and performance. Due to the nature of their programming and limited resources, few workforce development initiatives are able to gather evidence of effectiveness.

Collecting data on workforce development efforts presents a challenge as both the tangible and intangible benefits to the community are difficult to measure. Workforce development programs invest in the skills and knowledge of the labor force while individual workers realize a financial payoff in the form of higher earnings. The community benefits indirectly as workers secure stable employment and ultimately transition out of poverty. Communities experience increased tax revenues and savings associated with the reduced government spending on crime, health care, and social services.

Measures of outcomes are useful and provide evidence of the impact of workforce development initiatives. Some initiatives measure program completion rates, track job placement at completion, or assess job retention for up to three months. Few programs, however, follow a range of metrics to show partners and funders the quantitative return on investment (ROI) or to show potential participants that their investment in time and effort will pay off with personal and financial well-being.

Metrics such as sustained employment or further education upon program completion, the median earnings of program completers (compared to non-completers), and the percentage of participants who developed appropriate skills can be collected but may require substantial follow up with completers and/or their employers. Participant satisfaction may be collected through exit surveys but employer satisfaction, while equally important, is much more difficult to access.

The lack of hard evidence of the ROI is why many employers are reluctant to participate in workforce programs. Metrics that link workforce development programs to business performance should be tracked. Metrics should include the cost of employer recruitment and training, employee productivity and quality outcomes, and employee retention.

“Identifying and collecting the right information, metrics, and analytics to measure success presents a major challenge.”

Network Peer Summit participant
Inadequate Sustainable Funding

Maintaining successful collaborations that align economic development with workforce development and education takes significant amounts of time, effort, and resources. Local, state, and federal funds are stretched thin. Local workforce development programs, coordinated through the state and created by the WIOA, rely on federal funding. According to the Urban Institute, a long-term decline in federal workforce funding in real dollars (despite short-term increases following the 2008 recession), coupled with an increased demand for workforce services in the wake of the Great Recession, has strained public workforce programs.\textsuperscript{xii} In addition, state funding for education, especially higher education has declined. In many cases, community and technical colleges have been impacted the most. Nonprofit partners, who often rely on foundations and other philanthropic givers, frequently struggle to secure long-term funding and commitments. The inability to secure consistent and adequate funding among collaborators puts workforce development programs at risk.

A lack of funding affects the capacity of partners to provide rigorous programming. Workforce development initiatives and career and technical education (CTE) programs require dedicated professionals to mentor and teach technical trades. However, “two-thirds of states are currently reporting a shortage of CTE teachers in at least one specialty area.”\textsuperscript{xii} School districts are unable to recruit employees with technical expertise from industries that are already reporting a shortage of skilled workers. Teacher salaries are relatively low compared to earnings in technical fields and licensure requirements may also present limitations to technically-qualified professionals.

Many workforce initiatives begin as pilot programs and are grant funded. Funding is sufficient for the term of the grant. Sponsors and initiative partners often assume that the pilot project and operational funding will continue; but as the term of the grant concludes so does the funding. The continuation of the initiative relies on securing subsequent grants or dedicated funding from partner organizations. Changes in government funding and policies, the local economy, and partner dynamics make long-term commitments uncertain. Sustainability depends on a firm commitment from partners to allocate necessary resources despite these uncertainties.

\textbf{“We have a hard time attracting and retaining talented professionals in the K-12 workforce.”}

Network Peer Summit participant
Now is an especially opportune time for city governments to identify and implement strategies that help their most disadvantaged and vulnerable residents succeed in the workforce. Aligning workforce development, education, and the city’s economic development priorities is critical.

Over the course of the Peer Summit as city stakeholders described their work, the prescribed role of local governments became clear.

**Convene partners**

Effective workforce development programs require strong and lasting partnerships. Communities that are able to foster relationships among various workforce stakeholder organizations are more likely to succeed when trying to implement cross-sector initiatives.

Economies of scale and synergies resulting from partnerships contribute to the success of the initiative. But building and maintaining the partnership takes time and effort. Local governments are well-suited to convene partners and community stakeholders. The convener’s primary responsibility is to serve as the organizer and administrator of the effort. City leaders can support coordinated efforts, garner ideas and best practices, and leverage relationships with employers, service providers, educators, and other support
organizations. As convener, the city leadership clarifies the purpose of the collaboration and secures high-level buy-in for the initiative.

Workforce development partnerships bring together multiple perspectives, unique resources, and complementary needs. Together, local governments, businesses, educational institutions, workforce training agencies, service providers, and community stakeholders support the design, success, and sustainability of effective workforce development initiatives.

Looking in nontraditional directions for partners can also yield benefits. The commitment and engagement of the community’s large corporations and institutions is essential, but other organizations -- such as churches, small businesses, nonprofits, community organizations, and youth -- can add value to the initiative. Most states are actively engaged in economic development and workforce development. It is important to stay connected with not only local and regional activities, but also state-based strategies and opportunities at the national level.

**Leverage Government Resources**

Local governments should be thoughtful and deliberate about how they budget, deploy, and leverage resources in support of workforce development goals. City facilities can play a vital role in place-based workforce development and education initiatives. Libraries, parks, neighborhood community centers, and recreation centers are appropriate venues for programs that support skill development, GED preparation, and work readiness. Cities can target Community Development Block Grant (CDBG) funding to provide job training and employment opportunities to low-income residents.

City agencies can be instrumental in addressing barriers that may impede job seekers’ success. For example, public transit routes may be examined and altered to allow transportation to community colleges, universities, or employment centers; route times can be adjusted to accommodate the city’s shift workers. City governments can also incentivize affordable housing development. Social service organizations can incorporate career counseling, education and training, and coordinated service delivery in alignment with the city’s economic development strategy.

As one of the largest employers of the area, city government has the opportunity to adopt local hiring agreements to help ensure that residents have access to jobs. City agencies can employ youth during the summer or offer internships to provide youth with valuable work experience.
Inform Local Workforce Development Efforts

Workforce development and training programs require an awareness of the types of new industries to expect in the marketplace and an understanding of how those industries and occupations are changing.

Workforce development programming must be flexible for individuals and relevant to local and regional opportunities and needs. City leadership should work with workforce development agencies and educational institutions to identify sectors with growth potential. Just as a city utilizes industry data and labor market projections to recruit and attract new or expanding industries, workforce development initiatives should be aware of these same data and tailor training to high growth industries. Labor market data and job projections help workforce development agencies and education institutions understand the skills and talents job seekers will need in the future.

Knowing the types of industries and jobs that the city seeks to attract allows service providers to focus their training efforts. Industry-focused training benefits employees and potential employers and can prevent a skills gap in the future. Cross-sector partnerships that include two-way information sharing allow issues to be addressed from all perspectives.

Collect Data and Hold Partners Accountable

Performance metrics help partners understand what is working or not working well. City leaders should advocate for data collection and the use of data as a tool for improvement. Partners should collect and share metrics such as job placement, employee retention, employee mobility, productivity, income of program graduates, and other data that indicate the short- and long-term returns on investment. City leadership should advocate for a rigorous evaluation process.

In addition, city government should encourage the partnership to understand and explain the value-add for businesses. Data that links program outcomes to the costs incurred by businesses illustrates the value of the program. For example, many businesses make significant investments in recruitment and training of new employees. A rigorous evaluation process can demonstrate the cost savings to business that results from an employee that has received support from the workforce development partnership. When businesses see tangible evidence of the impact, they are more likely to support the initiative.
Provide Leadership

Local leadership is required to create a collective vision for workforce development and high-quality education. City governments can be strong community champions, provide access to significant resources, and bring formal authority to the project. City leaders provide visibility to the initiative and advocate for its agenda. Local government leadership can issue a call to action and urge partners to join the efforts to improve economic and employment opportunities for residents.
In each of the cities that participated in the Peer Summit, efforts are under way to meet some or all of the common challenges. While it is too soon to call these best practices, they are examples of promising practices for how city governments are working to address fundamental issues related to workforce readiness and education as part of the overall effort to increase economic competitiveness.

The practices described in the pages that follow represent “real world” examples of how city leaders are implementing solutions by convening partners, leveraging government resources, informing local workforce development efforts, collecting data and holding partners accountable, and providing leadership.
Baltimore

The City of Baltimore, Maryland, has a population of 621,000 with 23.1 percent of residents and one-third of all children living in poverty, according to data from the 2016 American Community Survey. Of residents 25 years and older, 16.5 percent do not have a high school diploma, 29.6 percent have a diploma or equivalent, 19.5 percent have some college, 4.7 percent have an associate’s degree, and 29.7 percent of residents have a bachelor’s or higher degree. Low levels of educational attainment and high levels of poverty contribute to the city’s ability to increase its relative economic competitiveness.

Baltimore’s approach to increasing economic competitiveness centers around the following strategies: convening partners (21st Century School Initiative), leveraging government resources (Increasing Access to Career Services), and informing local development efforts (PTech and Increased Alignment).

21st Century School Initiative

In the spring of 2013, the City of Baltimore and Baltimore City Public Schools partnered to establish the 21st Century School Initiative to provide high-quality, modern, school facilities across the city. Through their partnership with the Maryland Stadium Authority and the State of Maryland, nearly one billion dollars was invested to renovate or replace schools in the city. City leadership engaged the Network to facilitate the establishment of anchor institution partnerships to leverage the investment in public facilities, particularly schools, in order to enhance health and human development enrichment programs and services in distressed neighborhood clusters across the City.

To complement the investment in school facilities, the city created a neighborhood planning initiative: Investing in Neighborhoods and Schools to Promote Improvement, Revitalization, and Excellence (INSPIRE). INSPIRE capitalizes on the collaboration of partners to revitalize neighborhoods located within a quarter-mile radius of each of the school facilities. INSPIRE emphasizes “place” and recognizes that city government services must be deliberately directed into the neighborhoods that have the greatest needs.

Increasing Access to Career Services

At the Baltimore’s Enoch Pratt Free Library Career Center, the demand for job and career-related programs surpassed the library’s capacity to deliver high quality services to all residents. As city leaders made plans to renovate the library and enlarge the Center, they developed public-private partnerships that allowed for the expansion of workforce development efforts through the Enoch Pratt Mobile Job Center.
The Mobile Job Center provides support to residents ages 18 to 65 years who need assistance in learning and using technology, researching careers, finding job opportunities, applying for jobs, and securing employment. It is a one-stop provider of all elements of the job search process. Staffed by trained professionals and furnished with state-of-the-art equipment, the Mobile Job Center visits the most under-served neighborhoods of Baltimore. Reaching residents where they live, the Mobile Job Center helps residents set up email accounts and apply for jobs, supports resume development and interview training, and assists residents in accessing the social services support they need. The mobile unit not only serves as an access point for employment opportunities, but as another way to bring the services the library offers into the community.

**PTech and Increased Alignment**

Baltimore City Public Schools’ implementation of Pathways in Technology Early College High School (PTech) was made possible in part because of a strong relationship with the city’s community colleges, John Hopkins University, the University of Maryland, IBM, and Kaiser Permanente. The PTech concept was initially launched in New York in 2011 and has since expanded to other states. PTech is a specialized high school model framed on a six-year, extended day, academic program. It integrates a four-year high school degree with an industry in-demand two-year associate’s degree to bring together the best elements of high school, community college, and job training.

After students complete their ninth-grade year at PTech, they enroll in community college courses in their selected degree area. Because of an articulation agreement with the community college, high school students enrolled in PTech do not pay tuition for community college credited courses. There are no selective enrollment criteria; the program is offered to all students throughout the district. Students are admitted into the program on a first-come, first-served basis. High school students also receive one-on-one coaching with an industry professional, providing them with career advice and insight.

In Baltimore, partners worked with industry leaders and researchers to establish a five-year projection of the local job market. The projection provided the basis for the high school curricula offered and ensured that the skills taught would mirror the types of jobs that would be available to students directly following their graduation.

Students who choose to continue their education and pursue a four-year degree can do so without considerable financial burden as Baltimore City Public Schools has an agreement with the University of Maryland, Baltimore, and Johns Hopkins University Medical Schools that will allow PTech graduates to enroll at no cost.
Passaic

The City of Passaic, New Jersey faces significant socioeconomic challenges. Of its 69,781 residents, nearly one-in-three residents live in poverty; less than 20 percent of residents hold a bachelor’s or higher degree. The public school district is considered high-poverty; 100 percent of students in the public school system qualify for free-and-reduced-price lunches. A significant portion of the population does not have U.S. citizenship and experience significant language and cultural barriers to success.  The City of Passaic is attempting to address these multiple challenges through education and workforce development initiatives.

Passaic’s approach to increasing economic competiveness focuses on three strategies: convening partners (Passaic Pathways Partnership), leveraging resources (External Partnerships for Sustainability), and collecting data and holding partners accountable (Metrics for Accountability).

**Passaic Pathways Partnership**

Recognizing that providing Passaic’s young adults with access to career pathways in the region’s key growth industries is a critical need and vital for economic competiveness, city leadership engaged the Network to support and facilitate the creation of a sustainable comprehensive framework for the Passaic Pathways Partnership.

Building a successful and sustainable comprehensive career pathway program requires an organizational structure to provide vision, guidance, and oversight, and to convene and coordinate the efforts of various partners. The Passaic Pathways Partnership has become that structure, providing ongoing support, guidance, and accountability. Partnership steering committee members include representatives from city government, the public school district, Passaic County Community College (PCCC), nonprofit organizations, and professionals in key high-growth industries.
With guidance and support from the steering committee, the Passaic Pathways Partnership brings a variety of local stakeholders together. Passaic High School has dramatically shifted its vocational program offerings to include pathways that result in college course credits and well-defined career trajectories in science, technology, engineering, and mathematics. The programs provide all youth with accessible opportunities for stackable certifications and industry credentials, as well as dual enrollment and an articulation with higher education with advanced technology programming.

Strengthening the Passaic Public School District’s ability to implement a successful pathways program created positive and proactive collective synergy. Similarly the city’s economic development efforts are more closely aligned with its partners in education (K-16) and high-growth industry sectors. The Partnership provides the city government with a platform to begin a broader and more inclusive conversation around economic development.

**External Partnerships for Sustainability**

The Passaic Pathways Partnership created opportunities for business partners to play a critical role in educating and working with young adults while they are still in high school. Work-based learning, or structured learning experiences, are critical components of the career pathways programs, allowing students the opportunity to gain experiences outside the classroom that help to support and reinforce what they are learning in the classroom.

In addition to offering opportunities for students, business partners add value to the development of the career pathway programs at the high school-level by informing and ensuring that CTE courses correspond to and are representative of industry and workforce needs. The Partnership relies on business expertise to develop appropriate and up-to-date CTE curricula that is consistent with industry standards and trends.

The presence of higher education institutions in the Passaic Pathways Partnership helps to ensure that the career pathways and course progressions align with post-secondary degree opportunities being offered by community colleges and universities. Successful career pathways allow students to enter either the workforce or continue to higher education after graduation; therefore, it is important that the curricula align with both college and career options.

Representation from the city is critical to the success of Partnership, bringing formal authority, serving as a strong community champion, and providing access to significant resources. Through the Passaic Pathways Partnership, stakeholders are able to engage in the city planning and economic development process. Furthermore, the Passaic
Pathways Partnership provides the opportunity to identify resources that have not been a traditional part of the K-12 public school system. For example, the Partnership helped formalize efforts to share facilities among the city, Passaic Public Schools, and PCCC; promoted various shared service agreements; and linked the deliberate expansion of the educational offerings of the public school district and community college to the broader needs of the city and employers.

**Metrics for Accountability**

The Passaic Pathways Partnership steering committee identified a variety of indicators that represent outcomes of a successful partnership supporting the career pathways programs. These indicators are based on a realistic and well-articulated theory of action and represent goals that the committee can strive to meet in the short- and long-run. The Partnership is committed to regularly collecting and analyzing outcome data and making programmatic decisions based on the results of analysis.
Salinas Valley

The cities of Salinas, Soledad, Greenfield, King City, and Gonzales, California struggle with high levels of unemployment and poverty. Over the last ten years, the annual unemployment rate of cities in Salinas Valley has consistently exceeded statewide levels. The number of individuals in poverty has increased markedly since 2000 – by 63 percent in Soledad, 54 percent in Greenfield, 47.5 percent in King City, 35 percent in Salinas, and 26 percent in Gonzales. The cities of the Salinas Valley are attempting to prepare the local workforce, especially young residents, with the skills needed to succeed in the local economy increasingly defined by complex agricultural technologies (AgTech).
Salinas Valley’s approach to increasing economic competitiveness focuses on the following strategies: convening partners (Comprehensive Regional Workforce Development Strategy), informing local development efforts (Demand-Driven Framework), and leveraging government resources (Youth Focus).

**Comprehensive Regional Workforce Development Strategy**

The cities of Salinas Valley have a number of strengths that help to address their workforce development challenges. Civic leadership is clearly focused on addressing their residents’ education and employment needs. Industry has demonstrated a commitment to workforce development and a willingness to deepen that support. Strong, established educational institutions, training providers, and workforce organizations have conducted robust employer engagement efforts. There is a solid history of collaboration among stakeholders. Based on these strengths, Salinas leadership engaged the Network to support the advancement of a regional workforce development strategy that included all five Salinas Valley municipalities.

The five cities of Salinas Valley share similar economic challenges. Although the cities had a history of regular inter-jurisdictional communication and collaboration, there was no coordinated, regional, business-driven approach to the Valley’s workforce development challenges. The cities had individual AgTech initiatives. Hartnell Community College offered several AgTech degree programs. However, city leaders recognized the need to create opportunities to deepen existing relationships on a regional basis. The Employment Training Partnership was the first regional effort to harness the talent of local youth and retain them in the area’s labor force.

The Employment Training Partnership, a collaborative effort between the five cities and Hartnell Community College, is housed and managed through Hartnell and built on the College’s career pathways program. Through the Employment Training Partnership, the cities of the Salinas Valley are more involved and are therefore better prepared to align workforce development with other economic development initiatives.

**Demand-Driven Framework**

The Network conducted a comprehensive labor analysis using data from traditional sources (BLS), real-time labor market information (LMI), private sector vendors (Burning Glass and EMSI), and conversations with local employers. This analysis included the identification of key industries and occupations and their respective skill needs, establishing a starting point for the development of demand-driven career pathways programs. A skills audit tool was developed to enable key stakeholders to collectively enhance programming and update curricula based on employer needs.
In addition to identify the types of support services needed, workforce development stakeholders surveyed residents for information about the barriers to securing permanent employment. The two most significant barriers for this region were the lack of reliable transportation and lack of affordable childcare. The survey also asked residents to identify the types of career training they would like to be made locally available. The Partnership intends to conduct the survey regularly, allowing stakeholders and service providers to more appropriately respond to the area’s needs, understand the impact of various interventions, and identify where improvement is needed.

**Youth Focus**

With 40 percent of the population without a high school diploma and one-third of the population under the age of 18, leadership of the five cities of Salinas Valley understood that targeting the youth population was vital to sustainable economic success. City leadership actively promoted the expansion of Digital NEST, a program focusing on youth ages 14 to 24 years that teaches the basics of technology, web design, business management, and soft skills. Located in the Cesar Chavez Public Library, Digital NEST provides youth and young adults with free access to computers, software, Wi-Fi, and a full range of state-of-the-art digital tools and classes. Through training, collaboration, and professional mentorship, young people can master the technological skills they need to pursue higher education, launch careers, and join businesses in the local economy.

Hartnell Community College also provides opportunities for youth to develop digital literacy. Coder Dojo Hartnell College (CDHC) is a computer-coding club that provides free instructional support to youth between the ages of 8 and 17 years. Through CDHC, young people learn how to develop websites, web applications, games, and other programming technology. CDHC serves about 300 youth per session and has expanded beyond the City of Salinas to be open to all students in Salinas Valley.
Waco

In Waco, Texas, over 25 percent of the city’s 124,805 residents live in poverty, including 34 percent of children. Between 2000 and 2010, the number of individuals living in poverty increased by 23 percent. Waco’s median household income was only 79 percent of median household in the rest of McLennan County. Decades of socioeconomic segregation has left Waco with high levels of poverty concentrated within its urban core, while middle income residents moved to the outskirts of the city or to the surrounding suburbs.

The city’s difficulty in attracting and retaining employers, especially those offering the higher skill, higher paid positions that would help to diversify Waco’s income levels, is likely related to the low skill levels of the local labor force. Intergenerational poverty is a problem and longtime residents are less likely to have the skills and industry credentials needed to fill the city’s few competitive positions.

Waco’s approach to increasing economic competiveness centers around the following strategies: convening partners (Prosper Waco), leveraging government resources (Realignment of City Resources), collecting data and holding partners accountable (Pilot Program Development and Implementation), and providing leadership (Championing a Collective Vision).

Prosper Waco

In Stanford Social Innovation Review, Winter 2011 article “Collective Impact,” John Kania and Mark Kramer highlight the need for collective efforts to tackle complex issues, such as poverty, unemployment, and economic distress. According to Kania and Kramer, the key to an effective collective impact approach is to engage a variety of stakeholders that bring diverse perspectives to the partnership. Engaging partners in collective impact is challenging, especially when partners span diverse sectors and may have competing or opposing viewpoints. In Waco, city leaders engaged the Network to deploy a team of experts in the fields of workforce development, economic development, community development, and municipal operations, to provide intensive and responsive support to city government and to Prosper Waco, the collective impact initiative’s backbone organization.

Created by seed funding from a local foundation and the city, Prosper Waco focuses on addressing issues facing the Greater Waco community in the areas of education, health, and financial security. The Network facilitated professional development and coaching that led to city departments’ adoption of Prosper Waco goals. The departments recognized and agreed that Prosper Waco’s goals were the city’s goals.
Realignment of City Resources

With support from the Network, city leadership facilitated a process to identify opportunities for greater alignment between city operations and expenditures with Prosper Waco’s goals and outcomes. The City invested staff time and professional development resources to work with executive leadership and department heads so they understand the goals, the metrics used to measure progress, and their roles in reaching the goals.

City department heads considered how resources might be reallocated and aligned toward workforce development and education. The Mayor and leaders of city agencies worked together to identify strategies for aligning government services and offerings in ways to achieve the metrics associated with Prosper Waco’s vision.

For example, the reopening of the East Waco Library incorporated plans that included both immediate and long-term programming options to strengthen the library’s role as a community partner engaged in workforce development and education. Library staff articulated their role and unique contribution toward meeting Prosper Waco’s goal to improve kindergarten readiness and financial security. As a result, the East Waco Library altered programmatic offerings to address community needs.

The library initiated programs geared toward workforce development with a focus on community engagement and anchor institution partnerships. The library re-branded itself as a community resource for work skills development and a hub for the job search process. The library built a purposeful collaborative relationship with the regional WIB (Workforce Solutions for the Heart of Texas) in order to provide residents with support and resources to secure and retain employment.

Pilot Program Development and Implementation

City leadership and Prosper Waco, working with McLennan Community College (MCC) and local business partners, developed a Work Readiness Credential that “certifies” that an individual has the initial soft skills and basic work readiness skills to succeed in entry-level employment. The partners worked together to develop a workforce readiness course and assessment tool, offered by MCC. The curriculum is designed to provide adult learners with employability skills that Waco area employers want and need. A process is in place to provide continuous feedback and assessment of the credential to ensure that it is valued by and reflects the changing needs of employers.

In addition, the city championed the Waco Foundational Employment Network (WFEN). Organized through Prosper Waco, WFEN is a collaboration of social service providers and education and job training organizations working collectively to develop and support...
strategies to increase employability and income for Waco’s lowest-earning workers. WFEN members collectively advance Prosper Waco’s financial security goals by building the capacity of local service providers to prepare workers to access jobs and retain foundational employment, leading to jobs that pay a living wage.

**Championing a Collective Vision**

Through the Prosper Waco initiative, the city and Waco Independent School District (Waco ISD) launched a pilot summer internship program. The program provides low-income students with opportunities to explore various career options, interact with professionals, and develop the soft skills required for work readiness. The program offers local businesses and professionals a framework to engage youth and make a difference in the community.

As one of the area’s largest employers, Waco city government was one of the employer-partners in the summer internship program. By playing a key role in the implementation of the internship and hosting a number of summer interns, the city demonstrated their commitment to the work and mobilized action on the part of other stakeholders such as Waco ISD, Baylor University, the Health District, and Prosper Waco.
Winston-Salem

According to the 2016 American Community Survey, one-third of households in Winston-Salem, North Carolina reported income of less than $25,000 compared to 25 percent of households in the state. Despite a low unemployment rate (3.5 percent in May 2018 – slightly higher that the national average of 3.1 percent), nearly one-quarter of Winston-Salem’s 229,617 residents live in poverty. The combination of high poverty rates and low unemployment are an indication that the jobs available to many residents do not pay sustainable wages.

In Winston-Salem, following the globalization and consolidation of many large tobacco conglomerates, far fewer jobs are available for workers without post-secondary training or degrees. In the 1980s, manufacturing jobs accounted for nearly 40 percent of all employment and required only a high school diploma. Today, less than 10 percent of jobs in Winston-Salem are in manufacturing, and many of those jobs are in advanced manufacturing and technology that require higher levels of educational attainment.

Winston-Salem’s approach to increasing economic competitiveness focuses on the following strategies: convening partners (Convener of Community Stakeholders) and informing local development efforts (Targeted Workforce Development Strategies and Responsive Programming).

Convener of Community Stakeholders

With support from the Network, city leaders led efforts to create a cross-sector partnership that included a range of stakeholders central to the region’s economic development efforts. Stakeholders included representatives from local businesses, education institutions, service providers, and community residents. During a series of meetings, stakeholders presented a wide range of nuanced perspectives on workforce issues affecting the city and counties under the jurisdiction of the Northwest Piedmont Workforce Development Board. City leaders and partner organizations identified goals that aligned with their economic development efforts. These priorities included: employ hard-to-serve individuals; address food deserts and advance healthy nutrition; reuse blighted properties and brownfields; increase entrepreneurship; and reflect a sustainable economic development initiative.

As part of the collaborative effort, Winston-Salem government leadership worked with the Piedmont Triad Regional Council to build and champion the Dream It, Do It initiative. The initiative maintains a regional focus and attempts to address the skills gap in manufacturing through education and skill development. Dream It, Do It helps to connect local manufacturers, schools, community-based organizations, and other stakeholders in order to promote careers in manufacturing.
Targeted Workforce Development Strategies

Winston-Salem struggles with rapidly growing areas of concentrated poverty: in 2000 two census tracts had over 20 percent of residents living in poverty, by 2012 there were 19 census tracts above this percentage. Although Winston-Salem has seen some success attracting high-growth industries into their downtown’s growing technology cluster and Innovation Quarter, employers still have difficulty recruiting qualified candidates for open positions. Moreover, the Northwest Piedmont Workforce Development Board, a regional WIB serving 73 member governments in a 12 county area, faces ongoing challenges incentivizing enrollment for work readiness and skill development programs. These programs did not lead directly to employment as many residents either could not afford to do the training without the guarantee of a paycheck upon completion, or lacked the soft skills to secure a job regardless of training.

To address these challenges, city leadership with the support of the Network, developed a comprehensive workforce development strategy that identifies entry-level positions and opportunities that provide pathways for upward mobility in high growth, high opportunity industries. The comprehensive labor market analysis reviewed market supply and demand, with local context and relevancy specific to the area. Utilizing data from traditional sources, real-time labor market information from the private sector, and conversations with local employers, the analysis quantified the availability of the local workforce for employment in the industries targeted by the region’s economic development efforts.

The analysis focused on healthcare, STEM, manufacturing, and agricultural-related industries and highlighted a number of cross-sector opportunities with the potential to provide valuable on-ramps to career pathways. Using the analysis as a framework, the Network developed strategic recommendations for building high-demand career pathways that allow residents to move from entry-level positions to middle-skill jobs that offer a living wage while also providing opportunities to target training and employment specifically aligned with the region’s economic development efforts.

For example, the workers in the city’s manufacturing industry are predominantly white males and more than 25 percent are over the age of 55 years. The healthcare workforce is nearly 80 percent female, has a low percentage of minority workers, and about 20 percent of workers are over the age of 55 years. As both sectors prepare for a wave of retirements, there is a clear opportunity to develop pathways to emerging positions within these two sectors. The development of a vertical and “latticed” career pathway model leverages the demand for cross-sector skills such as IT and customer service competencies that can provide opportunities for advancement to both new entrants to the workforce and frontline incumbent workers.
Responsive Programming

Winston-Salem/Forsyth County Schools offers comprehensive CTE programming serving students in grades 6-12. CTE offerings and curricula are informed by government and community leaders and are developed to respond to the needs of the local economy. CTE program advisory groups, made up of city, business, and community leaders, share specific development strategies to inform future workforce needs and prepare young adults to meet those needs.

Advisory groups promote the importance of integrating soft skills development into secondary and post-secondary education and workforce training programs: skills such as timeliness, communication, and teamwork. By intentionally integrating into instruction, graduates and program completers will be better prepared to successfully enter and advance within the workforce.
A healthy local economy requires a well-educated and skilled workforce. Business attraction, retention, and expansion are all tied to a supply of appropriately skilled workers to meet employer demand. It is critical that city governments actively pursue a cohesive and coordinated approach that aligns their economic development efforts with workforce development programs and K-12 and higher education.

Most city governments, however, have little direct responsibility for the administration of workforce development programs or their public school systems. As a result, there is rarely coordination between economic development programs, workforce development efforts, and K-12 or higher education. The lack of alignment between city, education, and workforce development programs can lead to a mismatch in the skills of the labor force and the types of jobs available. Ineffective coordination of support services to address the barriers that job seekers face can limit the ability of residents to participate in programs that lead to stable employment. Furthermore, insufficient evidence of outcomes often diminishes the capacity to generate sustainable funding for initiatives.

Yet in cities such as Baltimore, Passaic, Salinas, Waco, and Winston-Salem, efforts are underway to meet some or all of these challenges. These cities are proactively implementing solutions. By convening partners and holding them accountable, leveraging government resources, using data to inform local workforce development efforts, and providing leadership, city leaders are promoting efforts to attain a resilient and competitive economy.
References


12 States want more career and technical training, but struggle to find teachers. PBS News Hour. April 2017. https://www.pbs.org/newshour/education/states-want-career-technical-training-struggle-find-teachers


APPENDIX A: The Role of the National Resource Network

In the years immediately following the Great Recession, almost one-third of the 1,000 cities in the United States with a population of 40,000 or more struggled with serious economic challenges -- measured by a poverty rate over twenty percent, an unemployment rate over nine percent, or a population decline of five percent or more between 2000 and 2010.

In 2013, with the goal of rethinking how the federal government could most effectively and efficiently support turnaround in these struggling cities, the U.S. Department of Housing and Urban Development (HUD) selected a consortium of five organizations to administer the National Resource Network. The Network’s goal was to provide cross-cutting and comprehensive technical assistance to economically challenged cities to support efforts to increase overall economic competitiveness.

The Network concept recognized that economically challenged cities rarely face just a single obstacle to achieve economic competitiveness. Economic challenges are often directly related to housing, equity, downtown development, transportation, workforce development, education, and public safety issues. Frequently, local governments lack the fiscal and operational capacity needed to tackle these issues singlehandedly. By drawing on the collective expertise of the members of the consortium, the Network was specifically designed to take a comprehensive approach to finding new solutions for cities.

Direct involvement of senior city leadership and tangible “buy in” from city government - represented by a commitment of a minimum of 25 percent match for funding - were critical to determining readiness to partner with the Network.

Following an independent assessment of the city’s challenges and opportunities, the Network deploys teams of private and public sector experts to work hand-in-hand with city staff to identify and then implement locally identified projects and initiatives designed to deliver near-term economic benefits.

Since its inception in 2013, the Network has worked with 50 economically distressed cities in 22 states that, in addition to serious fiscal woes, face increasing poverty rates, relatively high levels of unemployment, and low levels of educational attainment. Through the Network, cities receive on-the-ground direct assistance from teams of experts that work side-by-side with the city for up to 12 months. Working with the

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2 Public Financial Management (PFM), Enterprise Community Partners, HR&A Advisors, New York University’s Robert F. Wagner Graduate School of Public Service, and International City/County Management Association (ICMA)
Network, cities are able to tackle economic recovery in a variety of ways based on their specific needs.

Given the criteria for participation in the Network, it is not surprising that assessment teams identified improvements related to education and workforce development as critical to enhancing economic competitiveness in a number of Network cities.

For many Network engagements that centered on workforce development and education, the Network partnered with Jobs for the Future (JFF) to provide technical assistance. JFF is a national nonprofit that works with organizations to prepare underserved populations for the labor force, while targeting employer needs and ensuring equity. JFF experts brought extensive knowledge of best practices in the areas of adult basic education; apprenticeships and internships; Career and Technical Education (CTE) and industry credentialing; labor markets; specific sector strategies; and local, state, and federal policies.
## Network Engagements Focused on Workforce Development and Education

<table>
<thead>
<tr>
<th>City</th>
<th>Description</th>
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<tbody>
<tr>
<td>Baltimore, MD</td>
<td>The Network worked with city leadership to leverage the City’s investments in new and renovated public school facilities to strengthen target neighborhoods.</td>
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<tr>
<td>Chattanooga, TN</td>
<td>The Network worked with city leaders, business and community partners to develop a framework for a unified strategy of up-skilling the local workforce and simultaneously ensuring affordable housing.</td>
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<tr>
<td>Lake Charles, LA</td>
<td>The Network conducted gap analysis of workforce readiness programs, participation, and industry demand to create a Career Pipeline Initiative to increase equity and access to opportunities in high-wage, high-demand industries for residents.</td>
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<td>Passaic, NJ</td>
<td>The Network worked with the City and Passaic Public Schools stakeholders to develop the Passaic Pathways Partnership, a career pathways initiative to support the City’s efforts to foster economic development.</td>
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<td>Perth Amboy, NJ</td>
<td>The Network helped city leaders identify recreation center investments in operations and programming to improve school readiness and education outcomes for young people.</td>
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<tr>
<td>Salinas, CA</td>
<td>The Network helped the cities of Salinas Valley launch a comprehensive regional workforce development strategy to harness capacity and connect residents to higher-skilled, higher-paid jobs.</td>
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<tr>
<td>Springfield, MO</td>
<td>The Network supported the city government’s efforts to improve job placement and alleviate poverty by implementing specific adult training and career pathways.</td>
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<tr>
<td>Waco, TX</td>
<td>The Network worked with city stakeholders to promote a collective impact approach to workforce development and to realign city resources to support the goals of Prosper Waco, a nonprofit anchor institution.</td>
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<tr>
<td>Winston-Salem, NC</td>
<td>The Network supported a regional approach to workforce development based on a comprehensive, localized analysis of labor market supply and demand.</td>
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<tr>
<td>Yuba City, CA</td>
<td>The Network worked with the city leaders and partners to develop a city-wide workforce development strategy and strengthen the City’s agribusiness Job Readiness Pipeline using labor market analysis, identifying and designing career pathways, and promoting sustainability of these pathways.</td>
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