



STATE CROSS-AGENCY SHARED PRIORITIES

DEFINING HIGH-SKILL, HIGH-WAGE, HIGH-DEMAND (H³) OCCUPATIONS

The purpose of this model policy is to establish a cross-agency process to identify and define common metrics that constitute high-skill, high-wage, and high(in)-demand (H³) occupations in the state. The resulting set of definitions will be utilized by various state agencies in the conducting of policies and programs that seek to align educational offerings with H³ occupational opportunities.

This document contains a model policy for an executive order on defining high-skill, high-wage, and high-demand occupations, and the use of those defined terms to drive aligned learner pathways.

[Download Model Policy Template](#)

Related policies that increase overall impact

- [Program Quality Measures](#)
- [State Longitudinal Data System](#)
- [Industry Engagement Incentives](#)

H³ Occupational Opportunities and Aligned Educational Pathways and Programs

STATE OF _____
OFFICE OF THE GOVERNOR
EXECUTIVE ORDER # _____

SECTION 1. PREAMBLE

WHEREAS, a diverse workforce is critical to the economic vitality of (state) and companies residing, or seeking to reside, in the state;

WHEREAS, a knowledgeable and skilled workforce is essential for future economic growth and expanded opportunity in (state);

WHEREAS, continued success in growing and sustaining a diverse workforce and economy depends on providing meaningful employment and livelihoods for the citizens of (state);

WHEREAS, individuals must have access to educational pathways and programs reflective of the advanced knowledge and skills needed to fill today's high-skilled, high-demand occupations;

WHEREAS, the elements to ensure an aligned education to workforce state focus is dependent on various departments and agencies of state government;



WHEREAS, there exists a need for common operational terms across various state departments and agencies on what constitutes impactful occupations to ensure continuity and consistency when establishing and promoting educational pathways and programs; and

WHEREAS, the state seeks to lead the nation in having the most highly skilled workforce aligned to current and future labor needs and opportunities.

NOW, THEREFORE, I (GOVERNOR), by the authority vested in me by (*state constitution*), and all other applicable laws, do hereby issue the following Executive Order, to take immediate effect:

SECTION 2. COMMITTEE CREATION AND OBJECTIVES

- (1) I hereby direct the (*state workforce development agency*) to facilitate a cross-agency committee, to be known as (*committee name*) involving (*state economic/commerce agency*), (*department of education*), (*department of higher education*) to complete the following objectives:
 - (a) Define “high-skill”, “high-wage”, and “high(in)-demand” (H³) in a comprehensive manner according to state conditions utilizing current state data and projected economic and labor growth and priorities;
 - (b) Develop a methodology to identify occupations and industries that reflect the set of defined terms;
 - (c) Convene (*biannually*) to review the H³ definitions and methodology, and make revisions where necessary to ensure their continued relevancy and accuracy for (*state*); and
 - (d) Provide a report (*annually*) to the Governor summarizing the committee’s work, recommended changes to H³ terms, and impact on cross-agency and/or agency-specific priorities, policies, and programs, pursuant to (*Section 2*).
- (2) The (*committee name*) shall also pursue the following in support of its stated objectives:
 - (a) Seek to align priorities and policies across agencies to ensure the development of cohesive strategies reflective of H³ terms, as defined;
 - (b) Assess existing agency-specific educational offerings and programs, as well as incentives, against H³ terms and occupations to identify education to workforce learner pathways gaps and misalignments;
 - (c) Develop cross-agency and agency-specific processes designed to align educational offerings and programs with H³ occupational opportunities; and
 - (d) Identify appropriate data collection and public reporting models for K-12, higher education, and workforce accountability that can be disaggregated as necessary to evaluate educational offerings and programs with H³ occupational opportunities and with learner access to those opportunities.

SECTION 3. SIGNATURE

(Signed)

IN WITNESS WHEREOF, I have here unto
set my hand and caused the Great Seal
of (*state*) to be affixed on (*date*).

