

## MEMORANDUM

**SUBJECT:** The Governor's Office of Education and Workforce Transformation (GOEWT)

### **The Governor's Office of Education and Workforce Transformation (GOEWT): Goals and Objectives**

- The Governor's Office of Education and Workforce Transformation (GOEWT) is charged with three goals:
  - (1) To increase the labor force participation and decrease the unemployment and underemployment rates;
  - (2) To surpass the Alabama post-secondary attainment goal and;
  - (3) To create career pathways in all 16 career clusters for in-school youth, out-of-school youth, adults, and disconnected populations.
  
- The GOEWT has been assigned three objectives to achieve the three goals:
  - (1) Braid Alabama's federal education and workforce development funding streams to support an education-to-workforce pipeline;
  - (2) Create and manage the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways and;
  - (3) Create the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP).

### **The Role of the Coordinator of the GOEWT**

- The GOEWT will be led by the Coordinator of the GOEWT, who will report to the Governor or her designee.
  
- The coordinator of the GOEWT is responsible for the implementation of the Governor's Consolidated Workforce Development Strategic Plan and for achieving the goals and objectives of the GOEWT.
  
- The Coordinator of the GOEWT serves concurrently as the Governor's Education Policy Advisor to ensure a smooth alignment of education and workforce programs.
  
- The Coordinator of the GOEWT will employ the following strategies to meet the goals and objectives of the GOEWT:<sup>1</sup>
  - Braiding Alabama's federal education and workforce funding streams by modifying Alabama's ESSA, CTE, and WIOA state plans to develop the Two-Pronged Alabama Career Pathways Model;
  - Overseeing the Governor's P-20W Council that will govern the ATLAS;
  - Managing the development of the ATLAS;
  - Developing the Alabama College and Career Exploration Tool (ACCET);
  - Aligning Alabama's Workforce Development, Secondary and Post-Secondary CTE, and Adult Education Programs;

---

<sup>1</sup> See Workforce Innovation and Opportunity Act (29 U.S.C. 3100 et seq.), §128, 223. Carl D. Perkins Career and Technical Education Act of 2006, as revised by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (20 U.S.C. 2301 et seq.) §112, 124.

- Identifying valuable credentials and career pathways aligned to secondary, post-secondary, and adult education programs of study;
- Oversee the development of the combined WIOA 2020 state plan that will include CTE;
- Coordinating the establishment of the Alabama Office of Apprenticeship and the establishment of the AIRRAP;
- Creating a unified workforce marketing, outreach, and incentive strategy.
- will convene a working group to provide recommendations for realigning Alabama's workforce and education programs; and
- Coordinating Alabama's federal education and workforce development grant applications.

### **The GOEWT Advisory Council**

- The Governor may appoint a GOEWT Advisory Council, consisting of 22-member agencies, who shall provide advice and consent on the recommendations of the Coordinator of the GOEWT.
- The Coordinator of the GOEWT shall present recommendations to implement the goals and objectives of the GOEWT, through the strategies contained herein, to the GOEWT Advisory Council.
- The GOEWT Advisory Council shall be chaired by the Chief Advisor to the GOEWT on Workforce Development, who shall be a voting member of the GOEWT Advisory Council in the event of a tie vote.
- The Council may elect from among its members a president pro tempore, who shall preside over the Council in the absence of the Chief Advisor to the GOEWT on Workforce Development.
- The Council shall conduct its business in accordance with *Roberts Rules of Order Newly Revised* bylaws adopted by the Council.
- The Council may approve bylaws affecting its own governance, elements contrary to the contents contained herein notwithstanding, with a majority vote of a quorum of the Council during an official meeting.
- The Coordinator of the GOEWT may veto bylaws within 30 days of passage. The Council may override the Coordinator's veto with a two-thirds majority vote of a quorum present during an official meeting within 30 days of the veto.
- The Coordinator shall call an official meeting to consider a veto override within 30 days of vetoing a bylaw, or the veto is nullified. Veto override votes are not subject to a work session requirement.
- The Council may vote to submit policy suggestions to the Coordinator by a majority vote of a present quorum. A policy recommendation moved by recommendation of the Council shall be signed or vetoed by the Coordinator. If signed, or if the veto of the Coordinator is overridden, then the Coordinator will present the recommendation to the Governor.

- The Governor or the Coordinator of the GOEWT may call meetings of the GOEWT Advisory Council.
- An affirmative vote of the majority of a quorum of the GOEWT Advisory Council shall be required before the Coordinator of the GOEWT may present a recommendation to the Governor.
- During each called meeting of the GOEWT Advisory Council, there shall be an official meeting followed by a work session. During the official meeting, the Council may vote to confirm or disapprove of recommendations presented by the Coordinator of the GOEWT at the previous called work session.
- The Chief Advisor to the GOEWT on Workforce Development shall preside over the work sessions and the Coordinator of the GOEWT shall hold the floor during the work sessions, and the Coordinator may present and describe recommendations to the Council during the work sessions. The Council may not vote during work sessions.

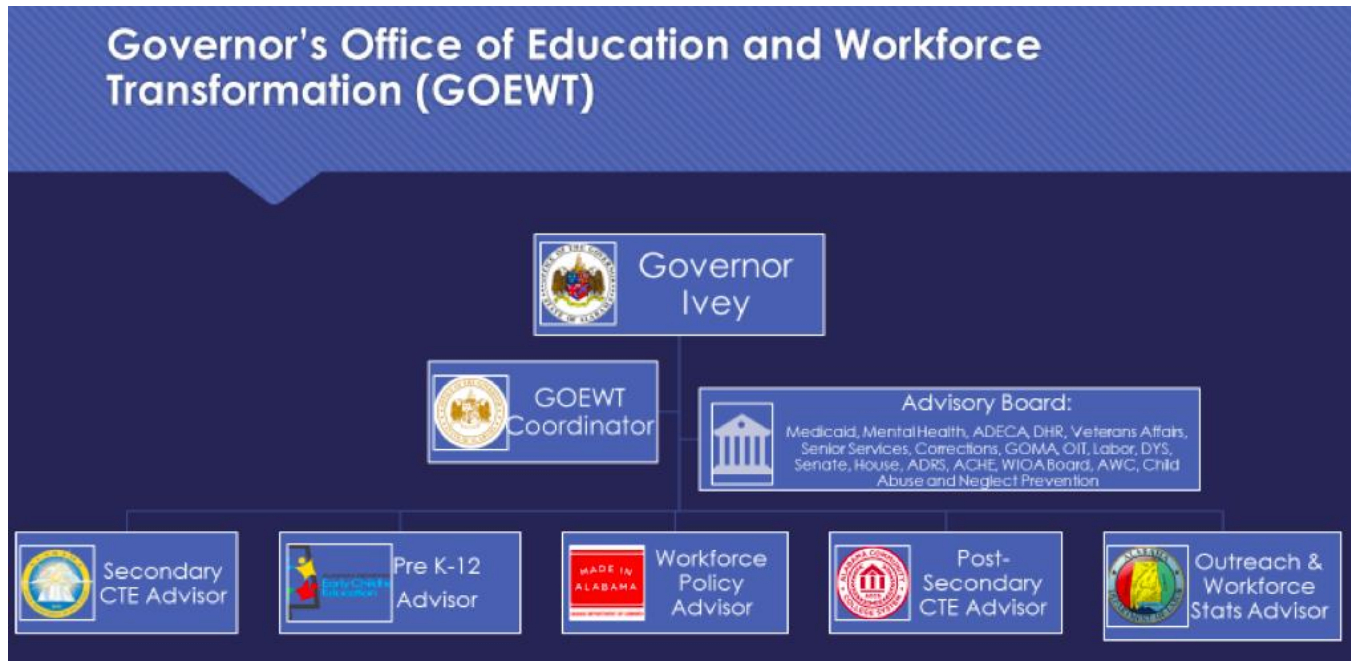
The Governor may appoint liaisons to serve on the GOEWT Advisory Council from the following agencies:

Alabama Medicaid Agency	Mental Health	ADECA
DHR	Commerce	Senior Services
Corrections	GOMA	OIT
Labor	DYS	Alabama Senate
Alabama House	ALSDE	ACCS
ACHE	State WDB	AWC
ADRS	Veterans Affairs	DECE
Child Abuse and Neglect Prevention		

### **GOEWT Advisory Council Committees**

- To ensure that the GOEWT’s recommendations to the Governor reflect the will of most of the constituent agencies, the Coordinator of the GOEWT will form GOEWT Advisory Council Committees that will facilitate providing advice and consent on the myriad issues under the purview of the GOEWT.
- The following committees shall serve as the GOEWT Advisory Council standing committees:
  - (a) the Committee on Economic and Workforce Projections;
  - (b) the Committee on to Career Pathways;
  - (c) the Committee on Excellence and Opportunity;
  - (d) the Committee on Research and Evaluation; and
  - (e) the Committee on Innovation and Alignment.

## GOEWT Organizational Chart



### GOEWT Staff and Description of Staff Duties

- The Coordinator of the GOEWT shall appoint (with the advice of consent of the GOEWT Advisory Council, the consent of employing agencies and supervisors, and the consent of the Governor) a Chief Advisor to the GOEWT on Workforce Development, who must be an employee of the Department of Commerce Workforce Development Division at the time of appointment; an advisor on Pre-K – 12 Education, who must be an employee of the Alabama Department of Early Childhood Education at the time of appointment; an advisor on secondary career and technical education, who shall be an employee of the Alabama State Department of Education at the time of employment; an advisor on postsecondary career and technical education, who shall be an employee of the Alabama Community College System at the time of employment.
- The Coordinator of the GOEWT may delegate to the advisors the duties herein enumerated, and all such duties assigned to the Coordinator of the GOEWT henceforth, viz:
- Chief Advisor to the GOEWT on Workforce Development
  - Manage the Combined State WIOA Plan (all core and partner programs)
  - Director of the Alabama Office of Apprenticeship
  - Director of Unified Workforce Marketing, Outreach, and Branding Strategy
  - Directs equity and career pathways strategy for disconnected and incumbent populations
- Advisor on Pre-K – 12 Education
  - Director of the Alabama Campaign for Grade-Level Reading
  - Director of the Governor's Advisory Council on Excellence in STEM (ACES)
  - Direct the implementation of Strong, Start, Strong Finish
  - Manage the development of essential skills and character

- Advisor on Secondary Career and Technical Education
  - Co-leads the Alabama Compendium of Valuable Credentials
  - Directs the development of secondary level of the AIRRAP secondary-to-postsecondary education pipeline in valuable career pathways
  - Directs expansion of work-based learning and dual enrollment
  - Director of the JAG network
  - Directs career discovery and exploration
  
- Advisor on Post-Secondary Career and Technical Education
  - Co-leads the Alabama Compendium of Valuable Credentials
  - Directs the development of the postsecondary and adult levels of the AIRRAP secondary-to-postsecondary education pipeline in valuable career pathways
  - Directs the Alabama Registered Apprenticeship College Consortium (ARACC)
  - Directs development of secondary-to-postsecondary and adult-to-postsecondary CTE dual enrollment and articulation pathways
  
- Advisor on Outreach and Workforce Statistics
  - Director of the Governor’s Office of Workforce Statistics
  - Support the P-20W Council
  - Project Developer and Manager of the ACCET
  - Project Developer and Manager of the ATLAS on Career Pathways
  
- The Coordinator of the GOEWT shall appoint, with the approval of the GOEWT Advisory Council and the Governor, a Policy Analyst, who shall provide administrative, technical, and logistical support to the Coordinator of the GOEWT and GOEWT liaisons. The Policy Analyst shall report to the Coordinator of the GOEWT. The Policy Analyst may, with the consent of the Coordinator, with the advice and consent of the GOEWT Advisory Council, and with the consent of the Governor’s Chief of Staff, hire a Research and Innovation Analyst (RIA) to provide research, evaluation, and technical support to the GOEWT and its partner agencies.

**The Governor’s Office of Education and Workforce Transformation Division of Education and Workforce Statistics**

The Governor’s Office of Education and Workforce Transformation Division of Education and Workforce Statistics, led by the Advisor to the GOEWT on Outreach and Workforce Statistics, will provide program evaluation for core and partner WIOA programs and will house and manage the ATLAS and the Alabama College and Career Exploration Tool.

**The GOEWT Registered Apprenticeship Program**

- The Coordinator of the GOEWT shall provide recommendations for the establishment of a competency-based, competitive GOEWT apprenticeship program, mapped to the Government and Public Administration Career Cluster.
  
- The GOEWT apprenticeship program competition shall be made available to students in Alabama’s public and private two-and four-year postsecondary education institutions.
  
- A common application shall be made available to applicants that will outline an application process and interview process. The GOEWT apprenticeship program will hold three competitive rounds annually to place three apprentices in the fall, spring, and summer semesters.

- The GOEWT shall collaborate with Apprenticeship Alabama, ACCS, and ACHE to develop a competency-based, registered-apprenticeship model for the GOEWT Apprenticeship Program with progressive wage increases aligned to the mastery of evaluated competencies.

### **The Role of the GOEWT in Providing Technical Assistance WIOA and CTE State Leadership and Administration Set-Asides**

- (1) The Carl D. Perkins Career and Technical Education Act (Perkins V) and the Workforce Innovation and Opportunity Act (WIOA) provide federal support for state education and workforce activities. Perkins V (reauthorized in 2018) and WIOA (reauthorized in 2014) were aligned by design to create an education-to-workforce system linking students to in-demand career pathways. Perkins provides funding to improve both secondary and postsecondary career and technical education (CTE) programs. WIOA funds the public workforce investment system for youth and adults who need workforce training and employment.
- (2) The Carl D. Perkins Career and Technical Education (Perkins V) Act and the Workforce Innovation and Opportunity Act (WIOA) provide for state leadership activities to align secondary, postsecondary, and adult workforce development programs to create career in-demand pathways. Perkins V provides for a 10 percent state leadership set-aside, which does not require a match, and a 5-percent state administration set-aside, which requires a dollar-for-dollar non-federal state match.<sup>2</sup>
- (3) WIOA Title I (the adult, youth, and dislocated worker programs) provides for a 15-percent Governor’s state leadership set-aside for statewide workforce investment activities, which does not require a state match.<sup>3</sup> Five percent of the Governor’s set-aside may be used for administration and 10 percent may be used for statewide workforce investment activities.<sup>4</sup>
- (4) WIOA Title II (programs funded under the Adult Education and Family Literacy Act) provides for a 12.5 percent state leadership set-aside.<sup>5</sup> The WIOA Title II set-aside requires a 25 percent non-federal state match (the state match may be cash or in-kind contribution).<sup>6</sup>
- (5) The required and permissible use of state leadership and administrative funds under CTE and WIOA Title I and II are directly aligned to the goals, objectives, and strategies identified by the GOEWT.

### **Using the WIOA and CTE State Leadership and Administration Set-Asides to Achieve the GOEWT’s Objectives**

- (1) Required statewide employment and training activities under WIOA Title I are:
  - (f) Required rapid response activities;
  - (g) Disseminating by various means, as provided by WIOA sec. 134(a)(2)(B):
    - (A) The State list of eligible training providers (including those providing non-traditional training services), for adults and dislocated workers and eligible training providers of registered apprenticeship programs;

<sup>2</sup> Carl D. Perkins Career and Technical Education Act of 2006, as revised by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (20 U.S.C. 2301 et seq.) §112.

<sup>3</sup> Workforce Innovation and Opportunity Act (29 U.S.C. 3100 et seq.), §128.

<sup>4</sup> The Congressional Research Service, The Workforce Innovation and Opportunity Act and the One-Stop Delivery System, 27 October 2015, accessed on 15 October 2018 <<https://www.everycrsreport.com/reports/R44252.html>>.

<sup>5</sup> Workforce Innovation and Opportunity Act (29 U.S.C. 3100 et seq.), §221.

<sup>6</sup> U.S. Department of Education, Overview of WIOA Title II, Adult Education, 22 July 2014, accessed 15 October 2018 <<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf>>.

- (B) Information identifying eligible providers of on-the-job training (OJT), customized training, incumbent worker training, internships, paid or unpaid work experience opportunities, and transitional jobs;
  - (C) Information on effective outreach and partnerships with business;
  - (D) Information on effective service delivery strategies and promising practices to serve workers and job seekers;
  - (E) Performance information and information on the cost of attendance, including tuition and fees;
  - (F) A list of eligible providers of youth activities as described in WIOA sec. 123 and;
  - (G) Information of physical and programmatic accessibility for individuals with disabilities;
- (h) Conducting evaluations under WIOA sec. 116(e);
  - (i) Providing technical assistance to State entities and agencies, local areas, and one-stop partners in carrying out activities described in the State Plan, including coordination and alignment of data systems used to carry out the requirements of WIOA;
  - (j) Assisting local areas, one-stop operators, one-stop partners, and eligible providers, including development of staff, including staff training to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, and the development of exemplary program activities;
  - (k) Assisting local areas for carrying out the regional planning and service delivery efforts required under WIOA sec. 106(c);
  - (l) Assisting local areas by providing information on and support for the effective development, convening, and implementation of industry and sector partnerships;
  - (m) Providing technical assistance to local areas that fail to meet the adjusted levels of performance;
  - (n) Carrying out monitoring and oversight of activities for services to youth, adults, and dislocated workers under WIOA Title I, and which may include a review comparing the services provided to male and female youth;
  - (o) Providing additional assistance to local areas that have a high concentration of eligible youth and;
  - (p) Operating a fiscal and management accountability information system, based on guidelines established by the Secretary.
- (2) Allowable statewide employment and training activities under WIOA Title I may include:
- (a) State administration of the adult, dislocated worker and youth workforce investment activities, consistent with the five percent administrative cost limitation at WIOA sec. 134(a)(3)(B);
  - (b) Developing and implementing innovative programs and strategies designed to meet the needs of all employers (including small employers) in the State, including the programs and strategies referenced in WIOA sec. 134(a)(3)(A)(i);
  - (c) Developing strategies for serving individuals with barriers to employment, and for coordinating programs and services among one-stop partners;
  - (d) Development or identification of education and training programs that have the characteristics referenced in WIOA sec. 134(a)(3)(A)(iii);
  - (e) Implementing programs to increase the number of individuals training for and placed in non-traditional employment;

- (f) Conducting research and demonstrations related to meeting the employment and education needs of youth, adults and dislocated workers;
- (g) Supporting the development of alternative, evidence-based programs, and other activities that enhance the choices available to eligible youth and which encourage youth to reenter and complete secondary education, enroll in postsecondary education and advanced training, progress through a career pathway, and enter into unsubsidized employment that leads to economic self-sufficiency;
- (h) Supporting the provision of career services in the one-stop delivery system in the State as described in WIOA secs. 129(b)(2)(C) and 134(c)(2);
- (i) Supporting financial literacy activities as described in WIOA sec. 129(b)(2)(D);
- (j) Providing incentive grants to local areas for performance by the local areas on local performance accountability measures;
- (k) Providing technical assistance to Local Workforce Development Boards (WDBs), chief elected officials, one-stop operators, one-stop partners, and eligible providers in local areas on the development of exemplary program activities and on the provision of technology to facilitate remote access to services provided through the one-stop delivery system in the State;
- (l) Providing technical assistance to local areas that are implementing WIOA Pay-for-Performance contract strategies and conducting evaluations of such strategies. Technical assistance may include providing assistance with data collection, meeting data entry requirements, and identifying level of performance;
- (m) Carrying out activities to facilitate remote access to training services provided through the one-stop delivery system;
- (n) Activities that include:
  - (A) Activities to improve coordination of workforce investment activities, with economic development activities;
  - (B) Activities to improve coordination of employment and training activities with child support services and activities, cooperative extension programs carried out by the Department of Agriculture, programs carried out by local areas for individuals with disabilities (including the programs identified in WIOA sec. 134(a)(3)(A)(viii)(II)(cc)), adult education and literacy activities including those provided by public libraries, activities in the correction systems to assist ex-offenders in reentering the workforce and financial literacy activities;
  - (C) Developing and disseminating workforce and labor market information and;
  - (D) Implementation of promising practices for workers and businesses as described in WIOA sec. 134(a)(3)(A)(x);
- (o) Adopting, calculating, or commissioning for approval an economic self-sufficiency standard for the State that specifies the income needs of families, by family size, the number and ages of children in the family, and sub-State geographical considerations;
- (p) Developing and disseminating common intake procedures and related items, including registration processes, across core and partner programs and;



- (q) Coordinating activities with the child welfare system to facilitate provision of services for children and youth who are eligible for assistance under sec. 477 of the Social Security Act.<sup>7</sup>
- (3) WIOA II permits the use of state leadership funds to:
  - (a) Align adult education programs to other core and partner WIOA programs;
  - (b) To provide technical assistance to adult education providers and;
  - (c) To align adult education programs to career pathways.<sup>8</sup>
- (4) Under Section 112 of Perkins V, the 5-percent state administration set-aside may only be used for the following purposes:
  - (a) Developing the state plan;
  - (b) Reviewing local applications;
  - (c) Monitoring and evaluating program effectiveness;
  - (d) Assuring compliance with all applicable federal laws;
  - (e) Providing technical assistance and;
  - (f) Supporting and developing state data systems relevant to the provisions of Perkins V.<sup>9</sup>
- (5) Under Section 124 of Perkins V, P.L. 114-224, the 10-percent state leadership set aside must be used for five required activities:<sup>10</sup>
  - (a) Support for programs for special populations and other activities that expose students, including special populations, to high skill, high wage and in-demand occupations;
  - (b) Individuals in state institutions;
  - (c) Recruiting, preparing, or retaining of CTE teachers;
  - (d) Providing technical assistance to eligible recipients and;
  - (e) Reporting on the effectiveness of this funding stream in achieving the state's strategic vision.
- (6) Perkins also includes 25 permissible uses for the 10-percent leadership set-aside, including:
  - (a) Developing statewide programs of study;
  - (b) Approving locally-developed programs of study;
  - (c) Establishing statewide articulation agreements;
  - (d) High-quality professional development;
  - (e) Supporting eligible entities in eliminating inequities;
  - (f) Establishing statewide sector or industry partnerships;
  - (g) Awarding incentive grants to eligible recipients;
  - (h) Supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study;
  - (i) Creation and implementation of pay for success programs leading to a recognized postsecondary credential;
  - (j) Support for CTE programs for adults and out-of-school youth;
  - (k) Creation and implementation of competency-based curricula;
  - (l) Creation of programs of study and career pathways in areas declared federal disaster areas;
  - (m) Partnering with qualified intermediaries to improve CTE programs;

---

<sup>7</sup> 20 CFR §682.210

<sup>8</sup> Workforce Innovation and Opportunity Act (29 U.S. Code § 3303), 223.

<sup>9</sup> Carl D. Perkins Career and Technical Education Act of 2006, as revised by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (20 U.S.C. 2301 et seq.) §112.

<sup>10</sup> 20 U.S.C. 2301 et seq., §124.

- (n) Improving guidance and career counseling programs that will assist students in making better career decisions;
- (o) Support for the integration of employability skills into CTE programs of study;
- (p) Support for increasing participation in CTE programs among those entering non-traditional field or those who are members of special populations;
- (q) Support for programs and activities that promote STEM education, including computer science;
- (r) Support for establishing work-based learning programs that are aligned to CTE coursework and programs of study;
- (s) Integrating and aligning CTE programs of study and career pathways;
- (t) Supporting the use of CTE programs to meet the in-demand occupations identified by local workforce development board, as prescribed in Sec. 101 of WIOA;
- (u) Expanding the availability of instructional materials;
- (v) Developing valid and reliable assessments of competencies and technical skills;
- (w) Support for accelerated learning programs that are part of a CTE program of study;
- (x) Increasing data collection associated with recognized postsecondary credentials and employment outcomes or consultation with other state agencies on licenses or certifications and;
- (y) Other state leadership activities that improve career and technical education.<sup>11</sup>

---

<sup>11</sup> Association for Career and Technical Education (ACTE), Strengthening Career and Technical Education for the Twenty-First Century Act Public Law 115-222, Connecting Education and Careers, accessed on 15 October 2018 <[https://www.acteonline.org/wp-content/uploads/2018/08/Perkins\\_Webinar\\_Slides.pdf](https://www.acteonline.org/wp-content/uploads/2018/08/Perkins_Webinar_Slides.pdf)>.