

Pathways to
Career: Alabama's
Education-to-
Workforce System

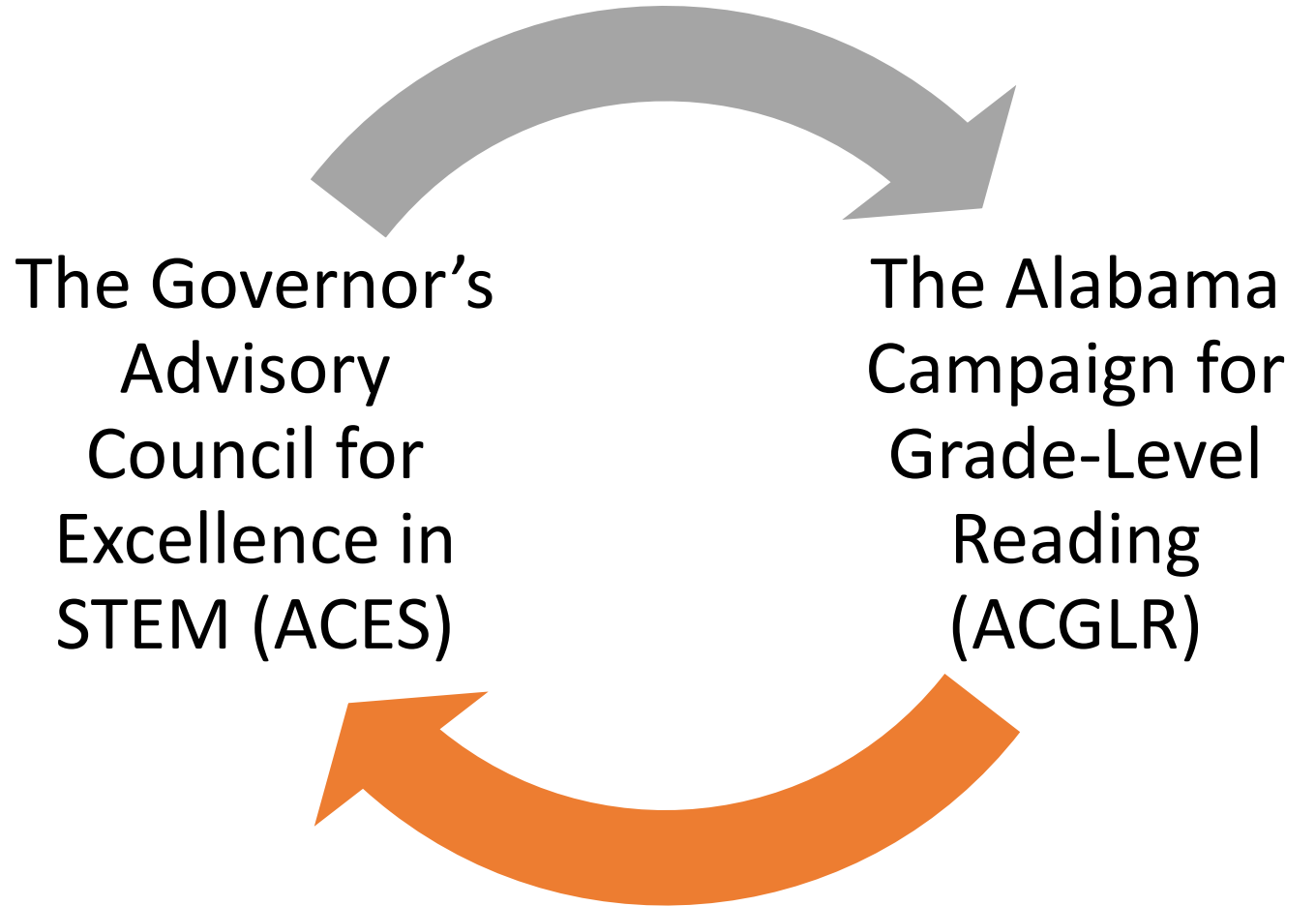


Strong Start, Strong Finish: An Education-to-Workforce Vision for Alabama



- Governor Ivey launched the Strong, Start Strong Finish (SSSF) education initiative to integrate Alabama's early childhood education, K-12 education, and workforce development efforts into a seamless education-to-workforce pipeline for all Alabamians.
- SSSF is composed of three major strategies: Pre to Three; Computer Science for Alabama (CS4AL); and Advanced Training, Better Jobs.
- Pre to Three focuses on growing the nationally-renowned Alabama First-Class Pre-K Program and achieving grade-level reading proficiency through the Alabama Campaign for Grade-Level Reading (ACGLR).
- CS4AL is designed to scale training for computer science educators to expand access to computer science education to diverse student populations.
- Advanced Training, Better Jobs is Governor Ivey's strategy to help prepare Alabamians for high-wage, high-demand jobs, which generated the Alabama postsecondary education attainment goal.

Literacy and Numeracy: The Blocking and Tackling of Education



**The
Alabama
Campaign
for
Grade-
Level
Reading**

Only 35 percent of Alabama's third graders are proficient, grade-level readers.

After third grade, students shift from learning to read to reading to learn. Most students who fail to reach this milestone by age eight falter in the later grades.

To increase academic achievement, raise the high school graduation rate, and ensure that Alabama is training a world-class workforce, Governor Ivey launched the Alabama Grade-Level Reading Campaign.

Goal: All of Alabama's third graders will be proficient readers by 2022.

The Alabama Grade-Level Reading Campaign will focus on five areas: enhancing school readiness, preventing chronic absenteeism, modernizing the Alabama Reading Initiative, increasing summer learning opportunities for P-3 students, and improving childhood health.

Alabama Campaign for Grade Level Reading

- Governor Ivey empaneled a 100-member Alabama Campaign for Grade-Level Reading Executive Team to provide structure for the campaign and to assist in establishing 11 regional councils that will oversee a host of local campaigns for grade-level reading.
- The campaign is designed to empower local campaigns to focus on a shared set of best practices.
- The Executive Team met for the first time in June 2018, and the team drafting a state literacy action plan, a birth to age eight policy for Alabama, and is establishing regional councils and recruiting local campaigns.

Governor's Advisory Council for Excellence in STEM (ACES)

- To prepare Alabama's workforce for occupations focused on science, technology, engineering, and mathematics (STEM) skills and to increase mathematics and science achievement among Alabama's students, Governor Ivey established the Governor's Advisory Council for Excellence in STEM (ACES).

Need for Diversity in STEM Education and Workforce Programs

- Women and minorities are well over half of Alabama's population, yet they represent small minorities among the STEM professions.
- In 2015, 2275 engineering degrees were awarded to men in Alabama, while only 597 were awarded to women. People of color represent 36 percent of the college age population; however, they earned only 13 percent of the engineering degrees in Alabama in 2015.

Persistent Achievement Gaps in STEM Disciplines

- Alabama suffers from persistent achievement gaps among subgroups in 4th and 8th grade math and science.
- Only 31 percent of 4th graders and 21 percent of 8th graders scored in the proficient category on the 2017 administration of the National Assessment of Education Progress (NAEP).
- On average, Alabama high school students who took the ACT are not ready for college math and science. Only 11 percent of Alabama's graduating class of 2015 took an Advanced Placement Course, and only 4 percent score a 3 or higher.

The Five Absolute Priorities of the Governor's ACES

1. STEM Exploration and Discovery
2. Numeracy and STEM Fluency
3. Enhancing the STEM Educator Pipeline
4. Developing an Education-to-Workforce Pipeline for In-Demand STEM Careers
5. Fostering Diversity in STEM Education and Careers

Cumulative Goals for the Five Absolute Priorities of the Governor's ACES

- 1.G. All Alabama students will have access to high-quality in-school, after-school, and summer STEM exploration and discovery programs by 2025.
- 2.G. All of Alabama's tested 4th and 8th graders will score proficient on the NAEP by 2025.
- 3.G. Alabama will eliminate the mathematics and science teacher shortage by 2025.
- 4.G. Alabama will develop a STEM-focused education-to-workforce pipeline by braiding funding and using data to align education and workforce development programs.
- 5.G. Alabama will double the number of women, minorities, and rural students participating in the STEM education-to-workforce pipeline by 2025.



Skills Gap in STEM Jobs

Alabama is a STEM-rich state. However, there are significant gaps in access to STEM discovery, learning, and career pathways.

Labor market projections indicate a growing gap in the supply of qualified employees for middle skills jobs. Shortfalls are expected to be particularly acute in STEM fields, such as computer technology, nursing, and advanced manufacturing.

Thirty-four of Alabama's 40 Hot Demand Occupations require secondary and postsecondary STEM education. Between 2017 and 2027, STEM jobs will grow by 9 percent in Alabama, while non-STEM jobs will only grow by 5 percent.

The unemployment rate is very low—3.7 percent in March 2019.

However, Alabama are tied for the fourth lowest labor force participation rate in the nation, at 57.4 percent, just above Mississippi, West Virginia, and South Carolina.

Governor Ivey has set a post-secondary education attainment goal for Alabama of adding 500,000 highly-skilled employees to Alabama's workforce by 2025 through the Success Plus plan.

The Governor has also set the goal of surpassing the national labor force participation rate of 63.1%.



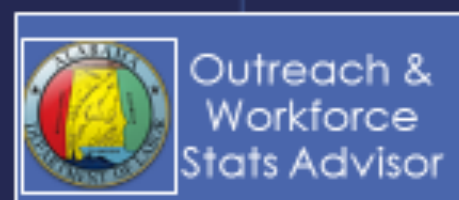
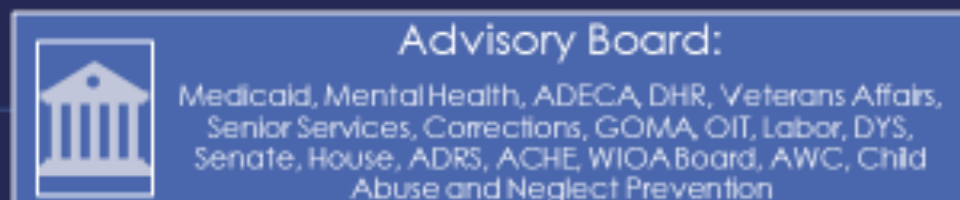
Braiding Federal Workforce Development Funding Streams

- Three federal laws, the Every Student Succeeds Act (ESSA), the Carl D. Perkins Career and Technical Education (Perkins V), and the Workforce Innovation and Opportunity Act (WIOA) were aligned by design to create an education-to-workforce system linking students to in-demand career pathways
- In light of the recent Perkins V reauthorization, Governor Ivey is working with the ALSDE and the ACCS to add Perkins CTE as a partner to the 2020 combined state WIOA plan by aligning performance indicators, needs assessments, and stakeholder input.
- Alabama will submit a combined WIOA state plan that includes Perkins CTE in 2020.

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

- The Governor's Office of Education and Workforce Transformation (GOEWT) was established to implement the Governor's Ivey workforce development strategic plan..
- The GOEWT provides technical and state leadership assistance to the state and to local eligible recipients of Perkins and WIOA funds.
- The GOEWT is housed within the Office of the Governor, and its goal are to:
 - To blend Alabama's federal workforce development funding streams to support an education-to-workforce pipeline;
 - to create and manage the ATLAS on Career Pathways, an integrated education and workforce database; and
 - to create the Alabama Industry-Recognized and Registered Apprenticeship (AIRRAP) program.

Governor's Office of Education and Workforce Transformation (GOEWT)



Modifying Alabama's ESSA, CTE, and WIOA state plans to braid Alabama's federal education and workforce funding streams

- The GOEWT is braiding Alabama's WIOA and CTE funding streams to support apprenticeships for in-school youth.
- The GOEWT is directing the development of the 2020 WIOA combined state plan to ensure that WIOA and CTE funds are used to provide complementary services for programs aligned to in-demand career pathways.
- Perkins CTE will be Included as a partner in the consolidated state WIOA plan.
- Governor Ivey requested waivers from the U.S. Department of Labor to allow in-school youth to access ITAs funded by WIOA Title I.

Aligning Alabama's Workforce System through the 2020 Combined WIOA Plan

- The U.S. Congress passed the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), a six-year reauthorization of Perkins on Wednesday, July 25, 2018.
- The reauthorization provides a federal definition for work-based learning, adopts performance indicators similar to the six WIOA performance indicators, adopts WIOA definitions (career pathways, in-demand occupation, recognized post-secondary credential, and industry and sector partnership), and reduces the length of time covered under a Perkins state plan from six years to four years (the same length as WIOA) to encourage alignment.
- Including CTE in the consolidated state WIOA and expanding apprenticeships by seeking waivers to enhance WIOA funding for in-school youth will help to align Alabama's workforce development programs around in-demand career pathways linked to credentials of value.
- The combined state plan will include a focus on how the development of a data system that uses labor market information to align CTE programs to in-demand career pathways. Perkins V made amendments to the Wagner-Peyser Act (WIOA Title III), which establishes the labor market information and employment service.
- The Governor's Office, the ALSDE, ACCS, the state workforce development board, and the partner agencies to the combined state WIOA plan will participate in joint state planning meetings beginning in 2019. The timing for submitting the combined state plan should allow for submission of the final state plan by no later than April 2020.

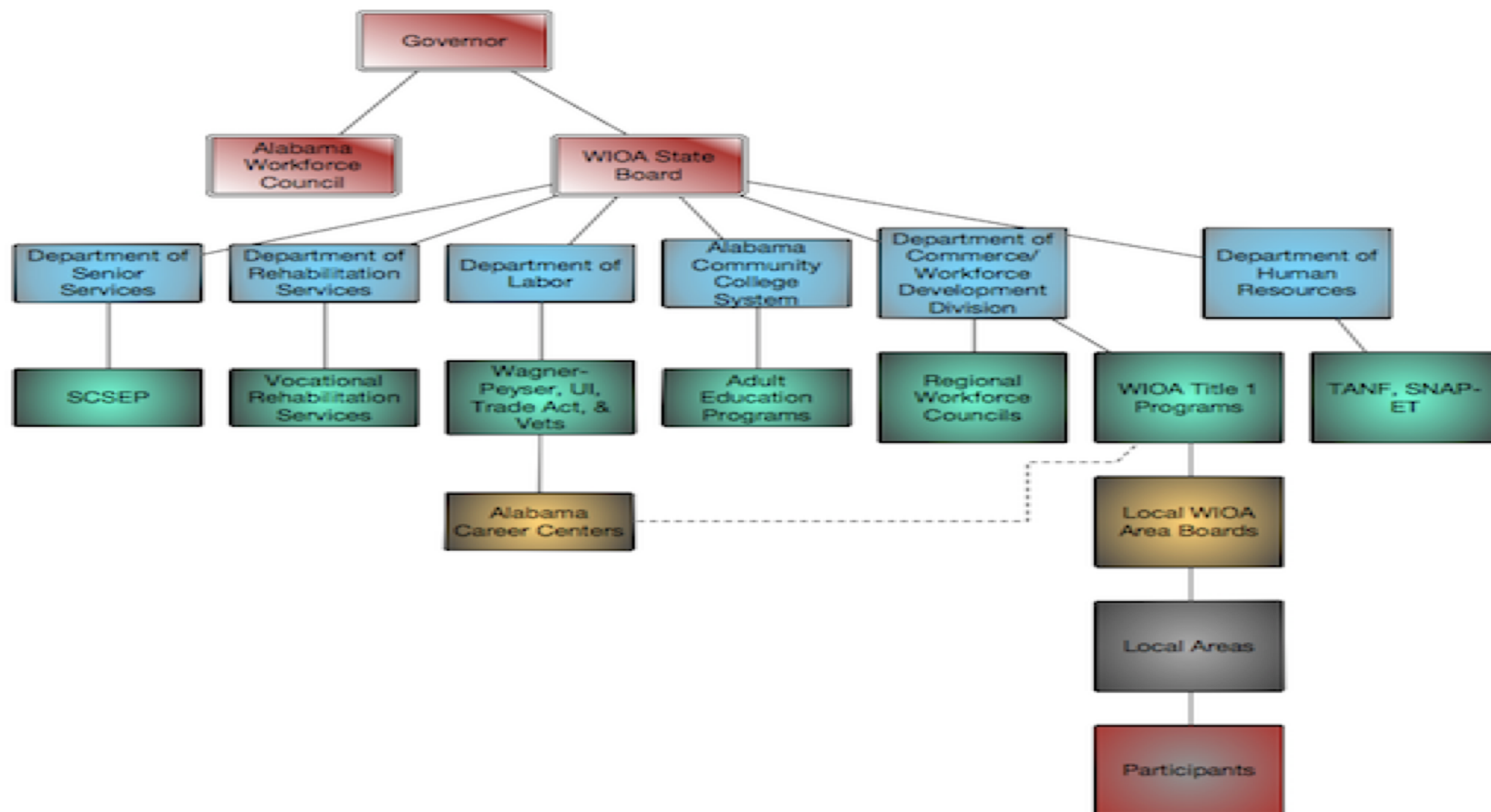
The Workforce Innovation and Opportunity Act (WIOA)

- The Workforce Innovation and Opportunity Act (WIOA), which succeeded the Workforce Investment Act of 1998 (WIA), is the primary federal legislation that supports workforce development. WIOA was enacted to bring about increased coordination and alignment among federal workforce development programs.
- For program year 2018, the federal government appropriated more than \$7.4 billion to states for the core WIOA programs: youth (\$899.6 million); adult \$842.5 million); dislocated worker (\$1.257 billion; Wagner-Peyser (\$663.6 million); adult education and family literacy (\$542.9 million); vocational rehabilitative services (\$3.184 billion).
- For program year 2018, Alabama received a total of \$139.4 for the six core WIOA programs (about 1.9% of total national funding), including \$16.3 million for adult programs, \$19.3 million for dislocated workers, \$16.8 million for the youth program, \$8.9 million for Wagner-Peyser, \$9.5 million for adult education and family literacy, \$275,000 for integrated English language and civics education (IELCE), and \$68.3 million for vocational rehabilitation.

WIOA includes five titles:

- Title I—Workforce Development Activities—authorizes job training and related services to unemployed or underemployed individuals and establishes the governance and performance accountability system for WIOA;
- Title II—Adult Education and Literacy—authorizes education services to assist adults in improving their basic skills, completing secondary education, and transitioning to postsecondary education;
- Title III—Amendments to the Wagner-Peyser Act—amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service (ES) into the One-Stop system authorized by WIOA;
- Title IV—Amendments to the Rehabilitation Act of 1973—authorizes employment-related vocational rehabilitation services to individuals with disabilities, to integrate vocational rehabilitation into the One-Stop system; and
- Title V—General Provisions—specifies transition provisions from WIA to WIOA.

WIOA Layout - Alabama



WIOA adopted six performance indicators for the WIOA core programs. The six indicators of performance for WIOA are:

- 1.the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- 2.the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- 3.the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- 4.the percentage of program participants who obtain a recognized postsecondary credential (or secondary school diploma or equivalent) during participation or within one year after program exit;
- 5.the percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- 6.the indicators of effectiveness in serving employers established by the Secretaries of Labor and Education.

Special Populations under Perkins V

- (a) individuals with disabilities;
- (b) individuals from economically disadvantaged families, including low-income youth and adults;
- (c) individuals preparing for non-traditional fields;
- (d) single parents, including single pregnant women;
- (e) out-of-workforce individuals;
- (f) English learners;
- (g) homeless individuals;
- (h) youth who are in, or have aged out of the foster care system; and
- (i) youth with parents on active duty in the armed forces.

Priority Populations under WIOA

Across all titles, WIOA focuses on serving “individuals with barriers to employment.” These populations are discussed below:

- (a) Displaced homemakers (as defined in WIOA sec. 3(16));
- (b) Low-income individuals (as defined in WIOA sec. 3(36));
- (c) Indians, Alaska Natives, and Native Hawaiians (as defined in WIOA sec. 166(b));
- (d) Individuals with disabilities, including youth who are individuals with disabilities (as defined in WIOA sec. 3(25) (includes individuals who are in receipt of Social Security Disability Insurance);
- (e) Older individuals (age 55 and older) (as defined in WIOA sec. 3(39));
- (f) Ex-offenders (“offender” as defined in WIOA sec. 3(38));
- (g) Homeless individuals or homeless children and youths (see Attachment III);
- (h) Youth who are in or have aged out of the foster care system;
- (i) Individuals who are:
 - (1) English language learners (WIOA sec. 203(7)),
 - (2) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual’s family, or in society); and
 - (3) Individuals facing substantial cultural barriers;
- (j) Eligible migrant and seasonal farmworkers (as defined in WIOA sec. 167(i)(1-3);
- (k) Individuals within two years of exhausting lifetime TANF eligibility;
- (l) Single parents (including single pregnant women);
- (m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and
- (n) Such other groups as the Governor involved determines to have barriers to employment.

Strategies for Special Populations

- Dual enrollment, competency-based education, credential attainment, and work-based learning for at-risk in-school and out-of-school youth
- WIOA ITAs for in-school and out-of-school youth apprenticeship participants
- Reentry programs for the incarcerated and support programs for the formerly incarcerated
- Using CTE centers for adult learners at night and promoting co-enrollment in adult basic education and postsecondary CTE to assist those with basic skills deficiencies to enter into career pathways
- Integrating SNAP and TANF clients into workforce training (SNAP E&T and 50/50 program; TANF E&T)
- Use Title IV WIOA Pre-ETS funds to support apprenticeships for students with IEPs and 504 plans.
- Using Trade Adjustment Authority Funds to support the Apprenticeship
- Addressing childcare and transportation needs through ITAs and other funding sources
- FAFSA completion
- Using WOTC and Apprenticeship Alabama Tax Credits to hire apprentices

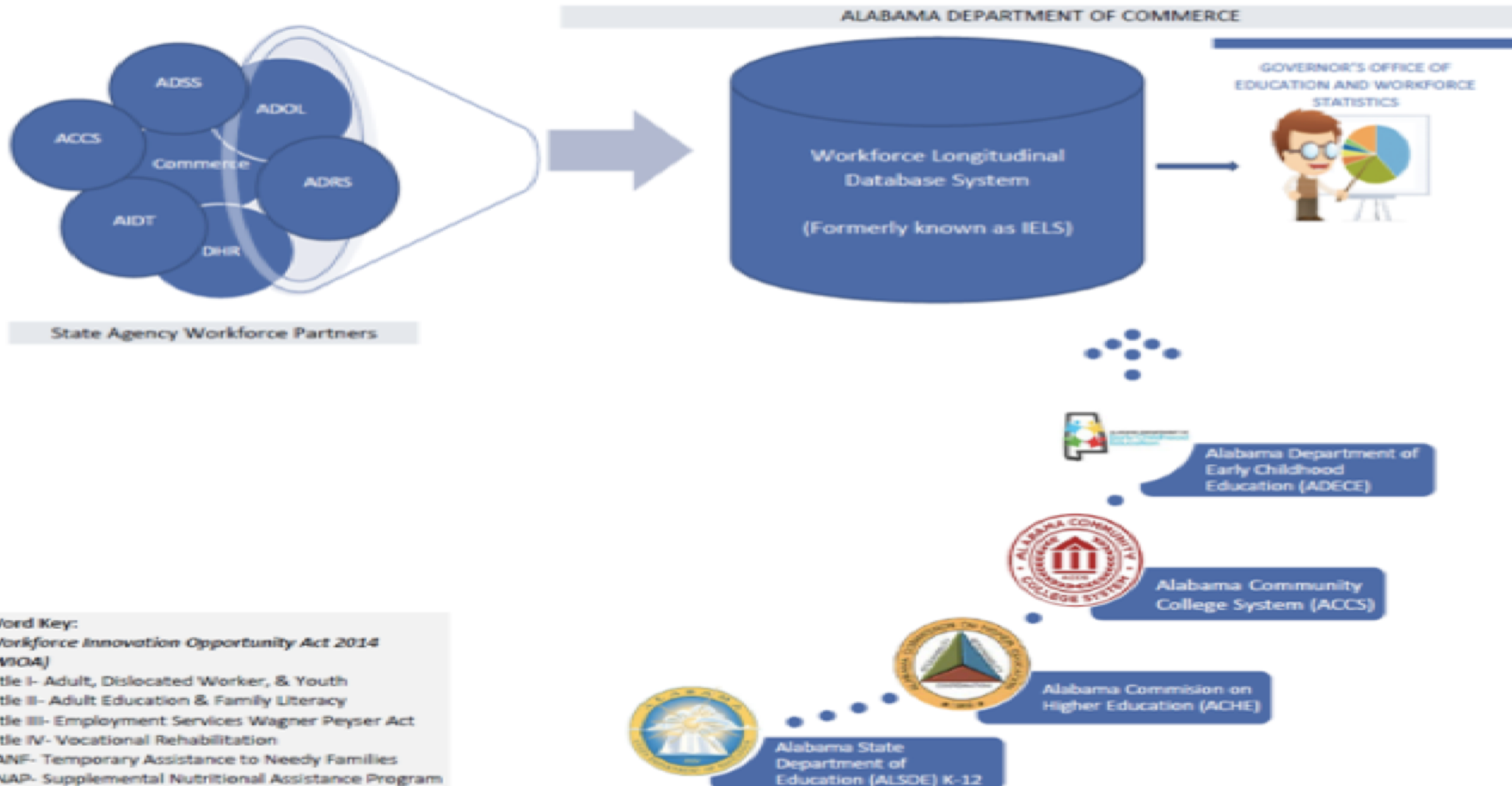
The WIOA Eligible Training Provider List (ETPL)

- WIOA requires training services provided to eligible Title I adults, youth, and dislocated workers to be on an Eligible Training Provider List (ETPL). WIOA Title I recipients may use their ITAs to procure services on the ETPL.
- A participant who is seeking specific training using WIOA funds must select an eligible provider of training services from the ETPL, in consultation with a career planner or case manager, located at the one-stop career centers in Alabama.
- The eligible training provider list (ETPL) is a locally determined list, based on guidelines established by the Governor, of providers of on-the-job training, required technical instruction, employability and skills training, and myriad forms of wrap-around services.
- Training providers must petition each local workforce development board for inclusion on the ETPL; however, registered apprenticeship programs are automatically included on the ETPL.

WIOA Title I Youth In-School Youth Waivers

- Local workforce development boards may choose to allocate 25 percent of the WIOA Title I youth allocation to support in-school youth activities, including employability skills and soft skills training, career counseling, career planning, mentoring, pre-apprenticeships, youth registered apprenticeships, and industry-recognized apprenticeships.
- WIOA Title I youth funds designated to support in-school youth may be used to support students who are between the ages of 14 and 24 at the time of enrollment (previously 14 and 15-year-olds were excluded).
- Governor Ivey is currently seeking U.S. DOL approval to authorize local workforce development boards to add providers of employability skills and soft skills training, career counseling, career planning, mentoring, pre-apprenticeships, youth registered apprenticeships, and industry-recognized apprenticeships to the eligible training provider list. Local workforce development boards may then choose to establish individual training accounts for eligible in-school youth who will procure services included on the eligible training provider list that are designated to support in-school youth activities.

The Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways



Overseeing the Governor's P20W Council that will govern the SLDS

- The GOEWT will manage the development of the ATLAS on Career Pathways
 - The ATLAS on Career Pathways will serve as an integrated workforce and education database that will provide the data needed to identify in-demand career and credentials.
 - The P20W Council will govern the ATLAS on Career Pathways and will consist of the agency heads who are a partner to the ATLAS on Career Pathways data-sharing MOU.
 - Creating the ATLAS on Career Pathways will help the Governor establish a process for regularly adjusting Alabama's workforce and economic development programs to meet the needs of Alabama's economy.

Alabama College and Career Exploration Tool (ACCET)

The ACCET will be designed to serve as a one-stop digital dashboard, created using data from the ATLAS on Career Pathways, which will allow Alabamians to compare all college and career options before choosing a career pathway.

The ACCET will guide students through a digitally-delivered exploration and survey of the all 79 pathways within the 16 CTE industry clusters, an interest and career profile, and a graduation plan.

The ACCET will allow CTE concentrators to map a career pathways that will lead to graduation with industry-recognized credentials, postsecondary credit, and work-based learning experience.

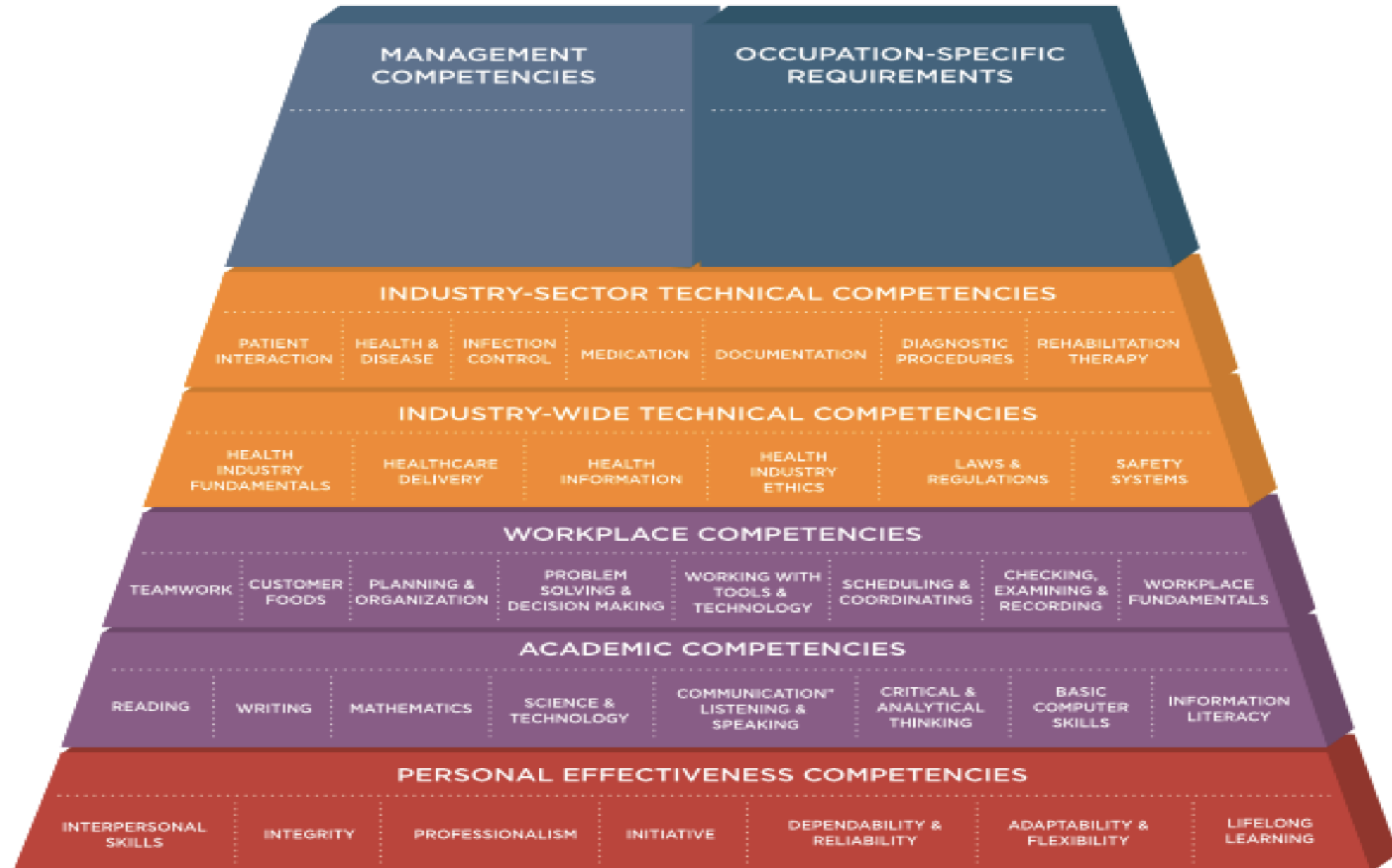
The ACCET will include a FAFSA completion and college application tool. Students will be able to access the WIOA eligible training provider list through the ACCET in order to receive WIOA funding for postsecondary education and training.

The Alabama Commission on Credentialing and Career Pathways

- The Alabama Committee on Credentialing and Career Pathways (ACCCP) will use the ATLAS on Career Pathways to create regional and state lists of high-value, high-demand, and fast-growing career pathways and credentials of value.
- The ACCCP will create technical advisory committees (TACs) for each of the 16 career clusters and each of the 79 career pathways that will create competency-based frameworks for each in-demand occupation within a career pathway. The career pathways frameworks will include a progression of academic, technical, and personal competencies, beginning with basic skills.



Alabama Career Pathways Competency Models



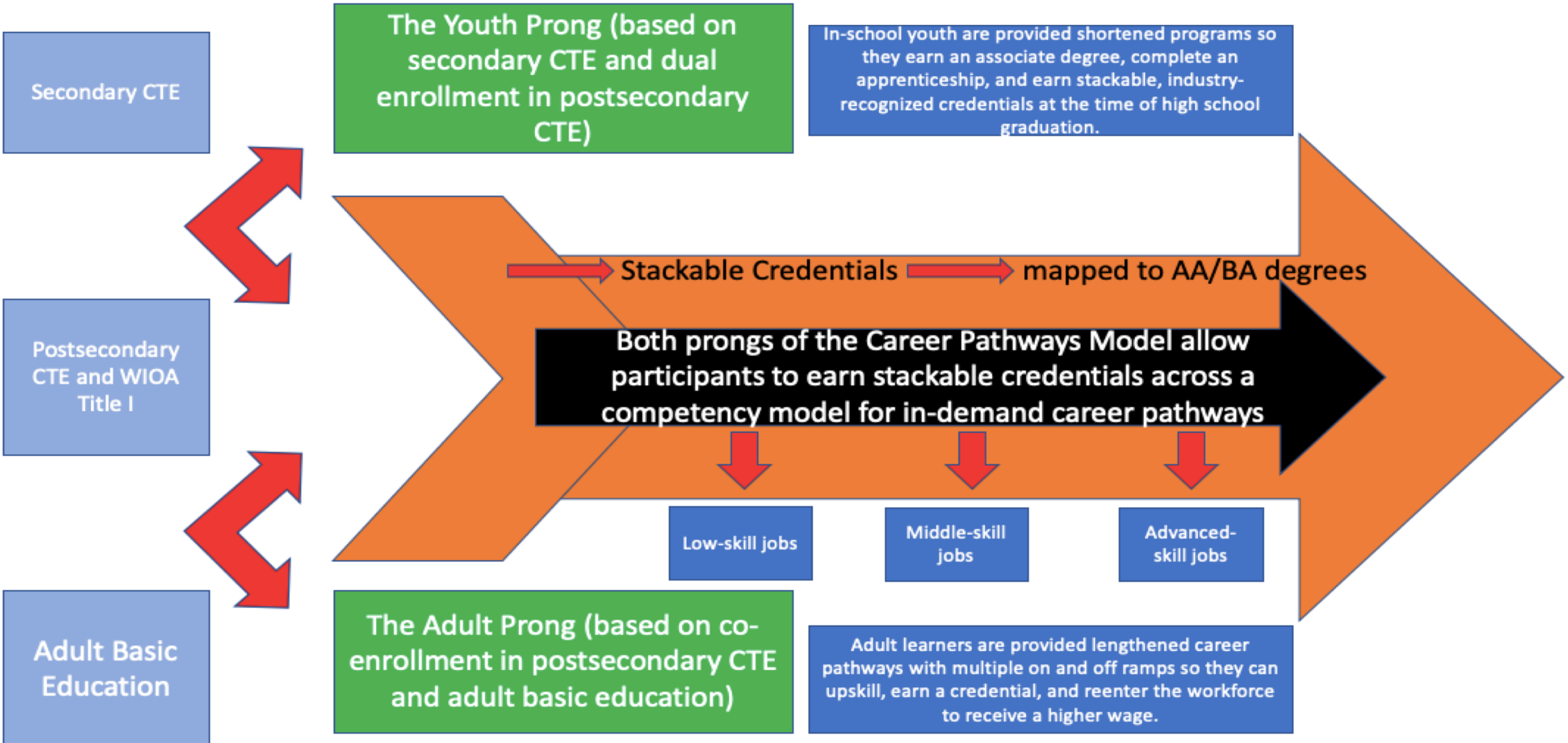
Identifying valuable credentials and career pathways

- Using labor market and data from the ATLAS on Career Pathways, the GOEWT will create regional and state lists of high-value, industry-recognized credentials and high-demand, fast-growing career pathways.
- The regional workforce councils will, in collaboration with the Alabama State Department of Education (ALSDE) and the Alabama Community College System (ACCS), produce a list of regional in-demand credentials of value.
- The GOEWT, in consultation with the Alabama Workforce Council, will promulgate an Alabama Compendium of Valuable Credentials, which will include all credentials that appear on at least one of the regional lists of in-demand credentials.

The Two-Pronged Alabama Career Pathways Model

- Alabama is aligning programs funded by the Carl D. Perkins Career and Technical Education (CTE) Act and the Workforce Innovation Opportunity Act (WIOA) to establish the Two-Pronged Alabama Career Pathways Model, which is based on post-secondary credential attainment, dual enrollment, and work-based learning.
- Under the Pre-K to Workforce prong, students will participate in pre-apprenticeship programs aligned to career in 9th and 10th grades, and will participate in youth registered apprenticeships and industry-recognized apprenticeships (IRAPs) in 11th and 12th grades. Graduates may earn their high school diploma, associate degree, industry-recognized credentials, and an apprenticeship credential at the time of high school graduation.
- For the Postsecondary CTE to Workforce prong, through co-enrollment in adult education programs, postsecondary CTE programs, and WIOA Title I adult programs, adults and opportunity subgroups will be able to access braided programming to meet their education and training needs.

The Two-Pronged Alabama Career Pathways Model



Human Capital Development and a New Social Compact for the 21st Century

- Governor Ivey is committed to meeting the Alabama postsecondary attainment goal of adding 500,000 credential holders to the workforce and raising Alabama's labor force participation rate of 57.3 percent to the national average of 63.1 percent by 2025 through human capital development and a new social compact between the workforce and Alabama's employers.
- Governor Ivey's career pathways model has the potential to provide a wage premium for individuals who presently are unable to enter the labor force due to a barrier such as a lack of child care or transportation or disillusionment regarding the prospects of upward mobility.
- The career pathway model will provide a feedback loop between employers and employees that will signal to individuals who currently are not betting on work to take a chance on a competency-based career pathway. A currency of credentials of value will also signal progressive wage increases, upward mobility within a firm, and the potential for lateral transfers within and between industry sectors.
- Employers will begin including recognized non-degree credentials in job descriptions and providing pay increases for attaining those credentials, which will reduce employee turnover and increase the productivity and skill-level of the workforce.

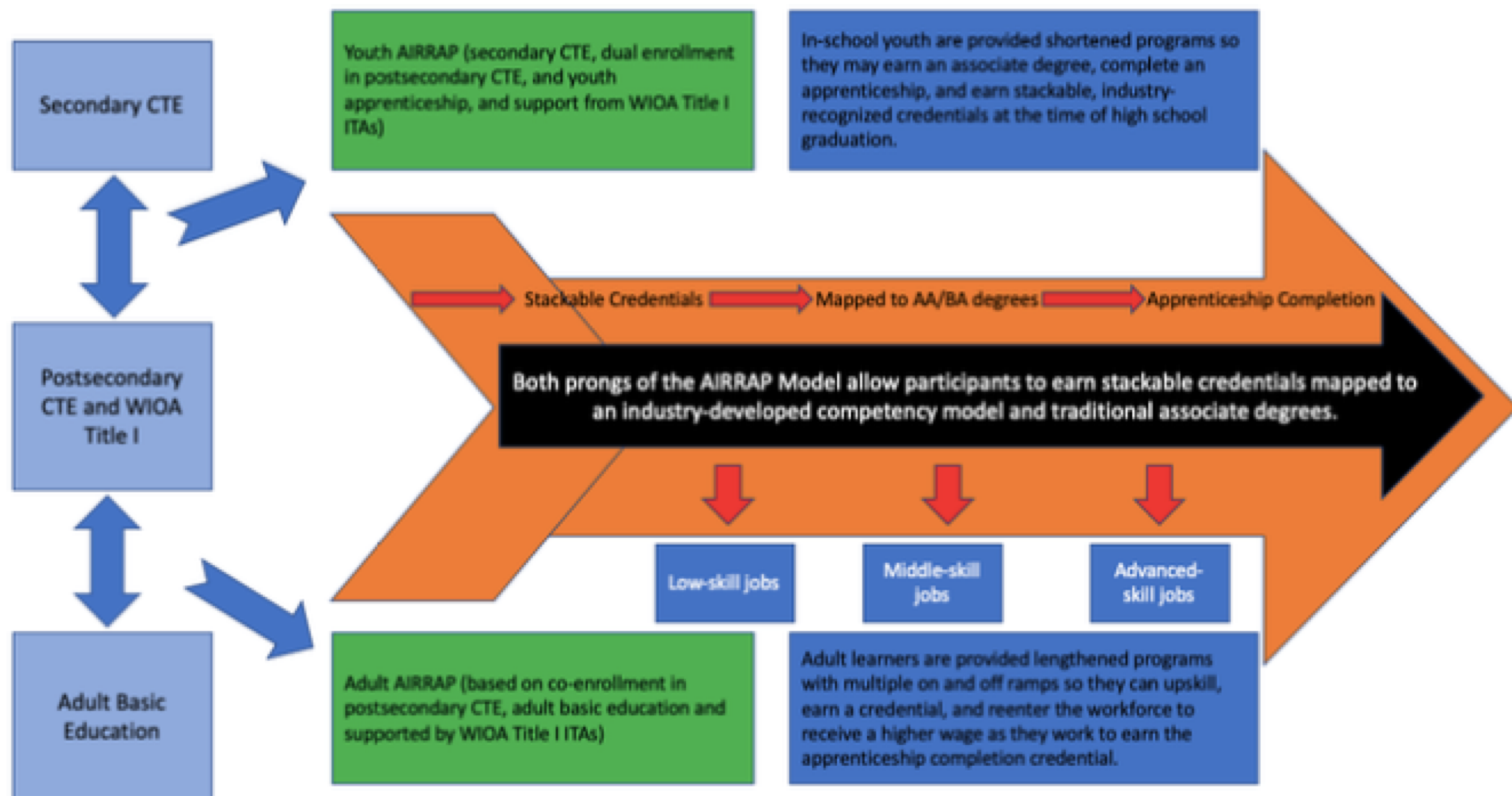
The Alabama Office of Apprenticeship

- The U.S. Department of Labor allows registered apprenticeships programs to be approved by either the federal Office of Apprenticeship or a federally-recognized state apprenticeship agency.
- Alabama currently used the federal Office of Apprenticeship to certify its registered apprenticeships. Governor Ivey is establishing the Alabama Office of Apprenticeship (AOA), which will be housed within the Department of Commerce Workforce Development Division.
- The AOA will create a federally-recognized state apprenticeship credential, equivalent to the Department of Labor's Registered Apprenticeship credential.
- The Alabama Office of Apprenticeship will certify Alabama's industry-recognized apprentice programs (IRAPs) and registered apprenticeships (RAs).

Creating the Alabama Industry- Recognized and Registered Apprenticeship Program (AIRRAP)

- Under the AIRRAP model, beginning in 5th grade, students will explore numerous career pathways.
- Beginning in 8th and 9th grade, students may participate in pre-apprenticeship programs aligned to in-demand career pathways.
- During 10th, 11th, and 12th grade, students will participate in youth registered apprenticeships and industry-recognized apprenticeships (IRAPs).
- AIRRAP graduates may graduate high school with a high school diploma; an associate degree; stackable, industry-recognized credentials; and an apprenticeship credential within a chosen in-demand career pathway.
- Adult learners co-enrolled in adult basic education and post-secondary CTE at our community colleges will be able to complete the same career pathways as in-school youth.

The Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP)



AIRRAP In-School Youth Attainment Goal

- Beginning with zero in-school youth apprentices, Alabama will place 500 youth apprentices among the top five industries in Alabama's seven workforce regions by the end of pilot year in 2020.
- Through dual enrollment and postsecondary credential attainment, approximately 15 to 20 percent of each high school graduating will graduate with their associate degree; stackable industry-recognized credentials; and an apprenticeship credential by 2025.
- The 2016-2017 graduation cohort consisted of 49,630 graduates. Therefore, Alabama has set the goal of placing 10,000 in-school youth apprentices by 2025.
 - By the end of 2021, Alabama will place 2,000 in-school youth apprentices.
 - By the end of 2022, Alabama will place 4,000 in-school youth apprentices.
 - By the end of 2023, Alabama will place 6,500 in-school youth apprentices.
 - By the end of 2024, Alabama will place 8,500 in-school youth apprentices.
 - By the end of 2025, Alabama will place 10,000 in-school youth apprentices.

Jobs for Alabama's Graduates
(JAG): Braiding Funds to Support
At-Risk Students through the
Education-to- Workforce Pipeline



Jobs for Alabama's Graduates

- Each year in Alabama, approximately 2,500 students will drop out of school and fail to reach graduation. A single dropout will cost taxpayers an average of \$292,000 over a lifetime.
- Jobs for Alabama's Graduates (JAG) was established in 1996 to identify students who are most at-risk for dropping out and possess a significant number of barriers complete a high school diploma, secure an entry-level job that leads to a career, or pursue a postsecondary education.
- The JAG program is helping us achieve our Success Plus post-secondary attainment goal.

JAG Expansion under Governor Ivey

- The JAG Program is state-funded, but it also requires a local match, which puts the program out of reach for the schools with the greatest need. Governor Ivey's JAG expansion plan establishes JAG programs with an enhanced state grant, which eliminates the need for a local match.
- The newly-established JAG programs are located at Career and Technical Education Centers to provide participants with connections to CTE programs, dual enrollment opportunities, career coaches, and industry-recognized credentials. Delivering the JAG program at CTE centers also allows multiple high schools to be served in one program and helps link JAG students with work-based learning.
- The Jobs for Alabama's Graduates program has undergone the most significant expansion in the program's history under Governor Ivey's leadership, growing from 23 to 29 programs in 2018 alone.
- Governor Ivey worked to secure a \$250,000 increase in the state appropriation, which provided funds for four new programs in Tuscaloosa, Morgan County, Madison County, and Wilcox County.
- Governor Ivey also utilized her state leadership set-aside from the federal Workforce Innovation and Opportunity Act (WIOA) to establish two additional JAG programs in Geneva County and Montgomery County.
- Governor Ivey recently spearheaded a partnership with the Alabama Department of Rehabilitation Services (ADRS) to fund JAG slots for students with IEPs and 504 plans.