

MEMORANDUM

To: WIOA 2020 Combined Plan Stakeholders
From: Nick Moore
Date: 13 May 2019
Subject: **Draft WIOA 2020 and Perkins V Combined State Planning Priorities**

The 2020 WIOA Combined Plan Submission and Timing

- Governor Ivey will submit a new four-year Workforce Innovation and Opportunity Act state combined plan in 2020. The timing for submitting the combined state plan will allow for submission of the final state plan by no later than April 2020. The combined plan will meet the requirements of section 122 of Perkins V section 103 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3113).

State Plan Development

- The state planning process will include a full description of how Governor Ivey's Consolidated Statewide Workforce Development Strategic Plan has set a unified vision for Alabama's workforce system. By braiding federal and state workforce and education funding streams to produce an education-to-workforce pipeline that begins with literacy and numeracy, career exploration and discovery among all 16 clusters, seamless transition from secondary to postsecondary education, multiple entry and exits points for special and disconnected populations, and alignment between secondary and postsecondary CTE and co-enrollment between adult education and postsecondary CTE, Alabama's workforce development system will permit entry into an in-demand career pathway for Alabamians in all seasons of life.
- 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 meeting beginning in June 2019. The Governor's Office will work to achieve consensus on needs assessments, plans to reach special and disconnected populations, stakeholder input, local and state performance targets, program quality and performance indicators, and alignment of programs in the combined state plan to achieve a unified workforce development system for the State of Alabama.
- The WIOA and CTE needs assessments will be aligned. The process for collecting stakeholder input and stakeholder review between CTE and WIOA should be aligned through the combined state plan. The WIOA and CTE public hearings should be aligned.
- The combined state plan will take advantage of aligned definitions in WIOA and CTE, including "career pathways," "sector strategies," and "programs of study" to develop fully articulated career pathways in all 16 career clusters that begin with career exploration, transition to pre-apprenticeship, then culminate in a registered or industry-recognized apprenticeship, which will allow secondary CTE concentrators to earn a high school diploma, an associate's degree mapped to industry recognized credentials, and work-based learning experience in an aligned occupation.

- The combined state plan will explicate how career coaches, dual enrollment, and work-based learning, and simulated work places will be the lynchpins of ensuring that secondary and postsecondary CTE students have access to align career pathways and placement opportunities.
- The state plan will include an explanation of how the ATLAS on Career Pathways will enable an alignment of WIOA and CTE programs around in-demand career pathways and credentials. The plan will include an explanation of the P20W council, the Alabama Compendium of Valuable Credentials, and the Alabama Committee on Credentialing and Career Pathways.

State Plan Indicators of Performance and Program Quality and Accountability Metrics

- To the greatest extent possible, the combined state plan will align the core indicators of performance for the six core WIOA programs, the four secondary CTE indicators, and the postsecondary CTE indicators.
- Under section 113, accountability, for the core secondary CTE indicators of performance, for the fourth indicator (program quality), Alabama will select recognized postsecondary credential attainment for federal accountability and will monitor all three as the basis for career pathways at the state level, since all three of these activities are critical to the development of the education-to-workforce pipeline, career pathways, and AIRRAP model outlined in the Alabama Combined Statewide Workforce Development Strategic Plan.
- The plan will include a focus on how the development of a data system that uses LMI 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. ALSDE will have access to greater information from the ADOL collected under Wagner-Peyser, and the development of the SLDS will coincide with the implementation of Alabama's four-year Perkins state plan. Thus, Alabama will be using consistent data to evaluate, align, and adjust all programs in the combined workforce system.

2020 WIOA Combined Planned Stakeholder List

- All state and local workforce development board members
 - All GOEWT advisors and board members
 - All members of the Alabama Workforce Council and Regional Workforce Councils
 - All superintendents of local education agencies
 - All presidents of community colleges
 - All county DHR directors
 - All CTE directors of local education agencies
 - Others as determined by Chairman Clark
- Two 2020 planning meetings will be held in each of Alabama's seven workforce areas between June 2019 and March 2020. The local comprehensive needs assessment will be conducted at the first meeting. The stakeholder input process will be held at the second

meeting. The date and location of for both meetings in each region will be announced before the end of May 2019.

Alignment of ESSA, WIOA, and CTE

- The reauthorization of three federal statutes — the Workforce Innovation and Opportunity Act, the Every Student Succeeds Act and Perkins V — has given states the chance, and an unprecedented flexibility, to align all three in powerful ways. *The time to act is now.* Any state whose legislators, departments and agencies work to implement them as one coherent system will immeasurably improve the lives of its citizens. Partnerships between educators and business leaders, policymakers and parents will build both trust and engagement, reaping benefits such as funding flexibility, equity and accountability.
- Accountability: allow tracking attainment of postsecondary credentials, rates of attainment of postsecondary attainment, and levels of life quality to allow states to think broadly (school quality in ESSA, service to employers in WIOA, attainment in CTE).
- If recognized postsecondary credential attainment is chosen for state determined indicator of secondary program performance, then recognized postsecondary credential attainment will become the common denominator for the system between ESSA, CTE, and WIOA.
- Work-based learning, namely apprenticeship, will be the primary catalyst to allow a participant to advance through a career pathway.
- Need to think about aligning the investment strategies for the state leadership funds across Perkins, ESSA, and WIOA (GOEWT is first effort in that vain).
- There are 55 definitions in Perkins V. 28 new definitions (19 from ESSA and 7 from WIOA.)

Perkins V

Performance Indicators

- Perkins V sits in the middle of ESSA and WIOA, so the Congress aligned the four secondary performance indicators with ESSA performance indicators, such academic assessments and the four-year cohort graduation rate. There is also opportunities to align the secondary performance indicators with the state-determined performance indicator (work-based learning, credential attainment, or dual enrollment).
- The Perkins V postsecondary performance indicators are inspired by WIOA, but are not as aligned to WIOA as the secondary indicators are aligned to ESSA. There is alignment between Perkins and WIOA indicators regarding postsecondary credential attainment and placement two quarters after exit.
- Perkins does not require the collection of earnings data.

State Planning

- Greater focus in Perkins V on setting a state vision and strategies for preparing a workforce aligned to labor market demand.
- Requires a local needs assessment similar to the ESSA model. Requires consultation with state agencies responsible for postsecondary education and workforce boards.

Use of Funds

- Emphasis on WIOA constructs of career pathways, alignment to in-demand sectors and occupations, supporting the attainment of recognized postsecondary credentials, and providing labor market information.

Comprehensive Local Needs Assessment: The State Role

- One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.” The CLNA was modeled after a similar requirement in the Every Student Succeeds Act (ESSA). While the CLNA may appear to some to be simply an exercise in compliance, it brings an incredible opportunity to:
 - Make certain that programs and programs of study are aligned to and validated by local workforce needs and economic priorities;
 - Ensure that local Perkins eligible recipients are serving each learner equitably
 - Enable eligible recipients to better direct resources towards programs and programs of study that lead to high-skill, high-wage and in-demand occupations and activities that address equity and opportunity gaps;
 - Create a platform for coordinating and streamlining existing program review and school improvement processes to bring focus to strategic decisions;
 - Provide a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs and systems.
- Given the lift of leading a CLNA – in particular a truly impactful, data-driven and inclusive CLNA that leads to system and program improvements – states have a clear role to play to support eligible recipients throughout the process. This is particularly true as local districts and institutions already have other needs assessment requirements from ESSA and other federal and state policies. The state should support locals by bringing clarity to the overall process; providing key data in compelling and actionable ways; and helping build capacity to design, execute and implement findings from the Perkins-required and other needs assessments.
- At a minimum, as part of their state plan submission, states need to develop a template for the CLNA that identifies the required components of the law and articulates expectations for how the information will be collected, provided and used. States should work with eligible recipients when developing the template and related guidance as well as throughout the CLNA’s execution, to ensure the CLNA is not a series of check boxes, but a robust process that documents input from data, analysis and stakeholders. States

must be poised to provide professional development and technical assistance as needed to help local eligible recipients conduct and implement findings from the CLNA.

- Whenever possible, the state should share state-collected, disaggregated data with local eligible recipients (in easy-to-read formats) to reduce the data collection burden and ensure more consistency. While eligible recipients are required to describe how they will address performance gaps in their local plan submissions under Perkins IV, Perkins V requires an expansion of current efforts, including new student populations and a deeper analysis of the root causes of any performance gaps. Given this expansion, states need to be providing as much data as possible so that eligible recipients can focus their time analyzing – rather than compiling – data.
- The analysis of performance data disaggregated by special population will require better cooperation between CTE, ESSA and Workforce Innovation and Opportunity Act (WIOA) data, given that the special populations definition in Perkins V captures populations similar to those included in the definition of “subgroup” in ESSA and “individual with a barrier to employment” in WIOA. States should consider how to work with those in other agencies that manage data collection and analysis for ESSA and WIOA to ensure coordination, alignment and address challenges with transitioning or updating data systems. States will also need to determine how to address data access for eligible recipients that form consortia across secondary and postsecondary to receive Perkins funds (e.g., confidentiality requirements, data sharing agreements, etc.).
- Finally, the state will need to provide guidance and likely professional development and technical assistance for eligible recipients in conducting this new analysis of special populations and subgroups, particularly around how to look at data to identify root causes in performance gaps. If not already happening, the state should provide locals with direct access to state, regional and local labor market information (LMI). The eligible agency should work with the relevant workforce, Tribal and economic agencies to access and share the data, as well as coordinate collaboration between local workforce and economic boards with local Perkins recipients to access and analyze the data further. The state may require new cross-agency agreements to share data or to disaggregate data in alignment with local economic regions or education service areas. Perkins V amends the Wagner-Peyser Act to allow the eligible agency to access more LMI, which may help facilitate this process.
- However, simply providing the LMI is only the first step. The state must ensure the data is understandable and anchored in meaningful definitions. States will need to review, and potentially enhance existing definitions of the terms “high-skill,” “high-wage” and “in-demand.” While state departments of labor or workforce development will usually have definitions in place for these three factors, they may not directly apply to CTE. The state may want to only support CTE programs that prepare learners for careers that address all three terms as a way to avoid supporting programs that only prepare for in-demand and often low-wage jobs. Similarly, the state should provide guidance or thresholds around the use of locally defined economic needs to ensure eligible recipients have the flexibility

to support programs in emerging areas without significantly limiting learners' post-program career options.

State Role in the Local Comprehensive Needs Assessment:

https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.pdf

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.
- For program year 2018, the federal government appropriated more than \$7.4 billion to states for the six 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.
- The five titles of WIOA include six core programs—adult, dislocated worker, and youth programs (Title I of WIOA), adult education (Title II), the employment service program (Title III), and the vocational rehabilitation program (Title IV).
- The six core programs are administered by multiple agencies. The Department of Commerce is responsible for implementing the Title I programs, the Alabama Community College System (ACCS) manages Title II, the Alabama Department of Labor oversees Title III, and the Alabama Department of Rehabilitation Services (ADRS) oversees Title IV.

WIOA Core Agencies

- Alabama Department of Commerce (Title I youth, adult, dislocated worker)
- The Alabama Community College System (adult education)
- The Alabama Department of Labor (Title III Wagner-Peyser and the Employment Service)
- The Alabama Department of Rehabilitation Services (Title IV Rehabilitation Services)

WIOA Partner Agencies

- The Alabama State Department of Education (Perkins CTE)
- The Alabama Department of Human Resources (SNAP and TANF)
- The Alabama Department of Veterans Affairs

- The Alabama Department of Senior Services

WIOA Data Management and Performance Indicators

- WIOA adopted six uniform performance indicators for all of the WIOA core programs. The six primary indicators of performance in 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.
- Three broad goals for WIOA: workforce system driven by employer demand, one-stop centers that provide excellent customer service, and aligned workforce system that support regional economies.

WIOA Priorities:

- More strategic local boards, creation of career pathways and sector strategies that p that allows the business community to engage with all education and workforce agencies to create aligned opportunities for special populations across all agencies; data-driven decision making; validate data and provide work-based learning opportunities aligned to labor market data; allowing the employer community to tell their story once throughout the entire system rather than having to go to each agency.



Planning:

- State and local boards are 51 percent business and industry, 20 percent worker organizations, which means 71 percent of board are composed of customers.
- WIOA also creates planning regions. Each state determines whether the planning regions and local areas are concurrent.
- May choose a unified plan (only four core partners) or combined plan (other partners such as SNAP/TANF and Perkins).

Questions to Consider During the Comprehensive Needs Assessment and Stakeholder Input Process (the list is not definitive and is intended to generate additions.)

Questions for the State Education Agency

1. How does the ESSA plan define college and career readiness?
2. Is career readiness a part of the K-12 accountability model?
3. Who was involved in the development of the state ESSA plan? Will some of the same individuals be involved in the development of the Perkins V plan?
4. How is the state collecting data related to student completion of career pathway programs of study, and are these data shared with the state higher education agency and workforce development agency?
5. How does or could the state incentivize opportunities for early postsecondary and career experiences like dual enrollment and work-based learning?
6. What secondary program of quality indicator is the state considering for the Perkins plan?
 1. Attainment of recognized postsecondary credentials and industry certifications
 2. Attainment of postsecondary credit in the CTE program

3. Participation in work-based learning experiences like internships, co-ops or apprenticeships

Questions for Higher Education Agency

7. How does the higher education agency work with the state education agency to align programs of study for high-wage, high-skill, in-demand careers?
8. What current policies incentivize early postsecondary opportunities like dual enrollment for high school students?
9. How do postsecondary institutions prioritize the use of Perkins funds?
10. How does the higher education agency interact with the state or local workforce innovation and opportunity boards?

Questions for the Workforce Development Agency

11. Who was involved in the creation of the state's WIOA plan? Were representatives for the state education agency and higher education agency involved?
12. Does the state plan address training for out-of-school youth?
13. Has the Workforce Development agency considered working with the fiscal agent of the Perkins Act to create a consolidated plan?

Questions for the State Education Agency and Higher Education Agency

14. Have there been discussions about the braiding or leveraging of funding from the three federal acts to develop career pathways that align with leading economic sectors in the state or region?
15. How could state leaders work together across agencies to better streamline and strengthen all three plans?
16. What state policies, funding or programs could help integrate efforts in K-12, CTE, higher education and workforce?
17. How is the state addressing access and equity related to high-quality programs of study within career pathways?
18. What is the process for determining how the Perkins State Leadership funds (up to 15 percent of the state's total allocation) are allocated and distributed? Are the allocations determined by a cross-agency committee?

Questions for All Three State Agencies

19. Are there common definitions for career pathways in the state's ESSA, Perkins and WIOA plans?
20. What steps have been taken to more closely align performance indicators for ESSA, Perkins and WIOA?
21. Have funds in the state's ESSA, Perkins and WIOA plans been allocated for career advising programs?
22. How often do the three state agencies meet to discuss the common components of ESSA, Perkins V and WIOA?
23. What incentives would encourage more collaboration among state agencies and integration of the three federal acts?

Alabama's Key Strategies to Align the Workforce System in the 2020 WIOA Combined Plan

Setting Bold Goals: Workforce Development Strategic Plan

Governor Ivey has established a strategic vision for aligning Alabama's education and workforce programs from pre-k to the workforce to provide for a seamless education-to-workforce

continuum for all Alabamians. Governor Ivey's vision begins with aligning federal and state education and workforce funding streams (including WIOA, CTE, and ESSA funds) with state funding streams to establish quantifiable goals along the continuum. The goals include pre-k readiness by age four, school readiness by age five, being literate and numerate before the fourth grade, exploring each college and career pathway before ninth grade, and diverging into a rigorous college or career pathway leading to a career or matriculation into a postsecondary education program at the time of high school graduation.

Governor Ivey has set a postsecondary education attainment goal of adding 500,000 credential holders to Alabama's workforce by 2025 and a goal to increase Alabama's labor force participation rate of 57.3 percent to the national average by 2025. Governor Ivey established the Governor's Office of Education and Workforce Transformation (GOEWT) to ensure that the attainment and labor force participation goals are met through an equity-based framework. The GOEWT will work to braid Alabama's federal CTE and WIOA funding streams through the combined 2020 state WIOA plan to develop career pathways based on work-based learning and credential attainment. The GOEWT will use data from the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways, Alabama's P20-W system, to assist the Alabama Committee on Credentialing and Career Pathways (ACCCP) in establishing competency-based career pathways and stackable sequences of valuable credentials in all sixteen industry sectors.

Alabama Committee on Credentialing and Career Pathways (ACCCP)

To make progress against Alabama's postsecondary education attainment goal of adding 500,000 credential holders to the workforce by 2025, Alabama is establishing a committee of the Alabama Workforce Council (Alabama's blue-ribbon business investment council) called the Alabama Committee on Credentialing and Career Pathways (ACCCP). The ACCCP, and its series of technical advisory committees composed of business and industry members representing each sector, will be responsible for evaluating credentials and determining if they should be placed on the Alabama Compendium of Valuable Credentials—Alabama's list of credentials of value. Eligible credentials must be (1) required by law, mandated by industry, or preferred by industry (as determined by the technical advisory committees when evaluating competencies required for an industry); (2) aligned to a regional or statewide in-demand career pathway; (3) endorsed by an industry association; (4) achievable by secondary or postsecondary students; (5) determined after a number of hours and levels of competencies determined by each sponsoring technical advisory based on industry guidance; (6) stackable; (7) provide a wage premium over a high school diploma; (8) trackable by the ATLAS on Career Pathways, the state's longitudinal database system; and (9) portable within and across industry sectors.

Alabama anticipates beginning the process of including credentials on the compendium of valuable credentials by the end of 2019. The P-20W Council, consisting of each of the agency heads who are a partner to the ATLAS on Career Pathways, will work with all agencies involved with secondary and postsecondary education and workforce training in Alabama to institute best practices for sharing verifiable student learning records and data on non-degree credentials, in accordance with best practices established by the National Student Clearinghouse, the Quality Assurance Commons for Higher and Postsecondary Education, the Comprehensive Digital Learner Record standard, and the Competency Calibrator.

Industry-recognized credentialing organizations will be a required partner for vetting credentials of value added to the Alabama compendium of valuable credentials. State-level credential organizations, based on industry sector and working through the relevant technical advisory committee (TAC), will be consulted when national, sector-level credentialing organizations are not available for participation. Each industry sector will be represented by a TAC, and the TAC will develop an industry-endorsed technical and academic competency model for each occupation code within the industry. Each competency model will include an approved, stackable sequence of industry-recognized credentials. Requiring employer participation in the identification of valuable credentials for inclusion on the Alabama compendium of valuable credentials will generate more interest among employers in hiring credentialed employees possessing the competencies reflected in stackable credential sequences vetted by the ACCCP. Alabama is also aligning its CTE and WIOA funds to the in-demand career pathways and credentials of value identified by the ACCCP. Recognized credential attainment will be chosen as the state determined indicator of program quality for Alabama's Perkins V state plan. The competency models developed by each TAC will establish credential attainment as the "common denominator" between progression from secondary to postsecondary education and training programs. Alabama will reach the "tipping point" goal of publishing over half of the credentials in the state to the ATLAS on Career Pathways by 2022.

Using Data to Establish Employer Signals and Career Pathways Based on Stackable Credentials

Alabama is collaborating with the Lumina Foundation, the National Skills Coalition, and the Workforce Data Quality to establish a standardized protocol to inventory and publish credentials. The ATLAS on Career Pathways, the state's longitudinal database system, will serve as Alabama's credential registry. As part of the process of vetting a credential for inclusion on the Alabama compendium of valuable credentials, the state's list of credentials of value, relevant credential data will be published to the ATLAS on Career Pathways. Each credential application submitted to the ACCCP for review will be referred to a TAC. The TACs will publish information on each credential, whether or not it is selected for inclusion on the Alabama compendium of valuable credentials. The ACCCP will adopt a process for the TACs to publish credential information as structured linked data in the Credential Transparency Description Language (CTDL) and the Credential Transparency Description Language - Achievement Standards Network (CTDL-ASN) using the JSON-LD format, based on standards established by schema.org. Using the CTDL-ASN as the format for publishing credential in the ATLAS on Career Pathways will enhance the scope of audiences who use the ATLAS on Career Pathways to access credentialing information—including students and workers, counselors and career coaches, employers and educators, and policymakers. Furthermore, the Alabama College and Career Exploration Tool (ACCET) will be designed to serve as a digital resume to display industry-recognized credentials and progress against established competency models. Credential information displayed through the ACCET will signal to employers that a worker or student possess the requisite skills for either an entry-level job or a progressive wage increase as a result of mastering the next competency within a stackable sequence.

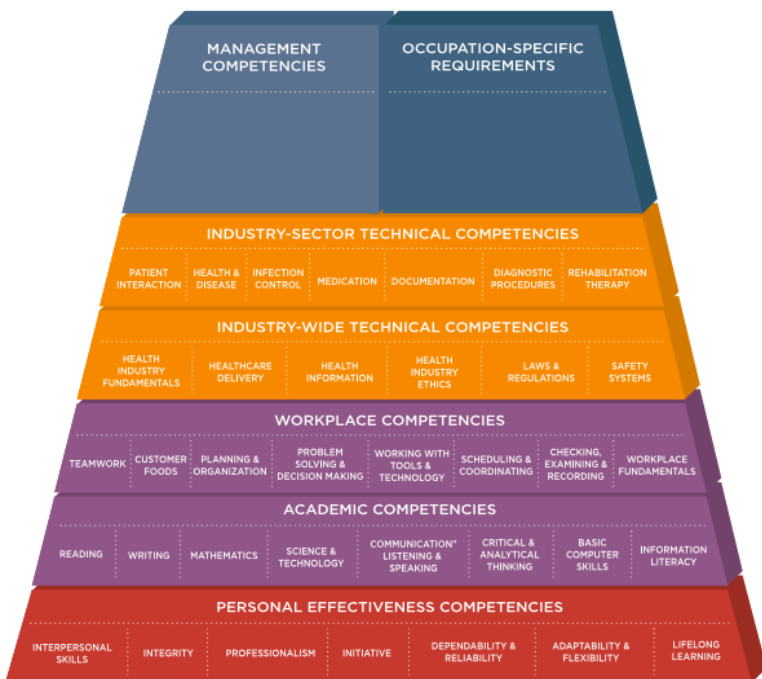
Credential engine data will be used to standardize the series of stackable credentials of value that are mapped to each valuable O*NET code and career pathway identified through the ATLAS on Career Pathways. The ACCCP serves as the state body responsible for vetting credentials to

establish regional and statewide compendia of valuable credentials. The Credential Transparency Description Language (CTDL) will be used to trace and verify credentials and providers that are entered into the ATLAS on Career Pathways and the compendia of valuable credentials. The Credential Transparency Description Language - Achievement Standards Network (CTDL-ASN) data will be used to standardize the competencies associated with each career pathways developed by the ACCCP's sixteen (16) technical advisory committees, which represent each industry sector. Thus, the CTDL-ASN data from credential engine will be used by the ACCCP to harmonize credential and competency data to develop fully-articulated and standardized competency-models and associated stackable credential progressions for each in-demand career pathway in Alabama. As a derivative of the ATLAS on Career Pathways, Alabama is establishing the ACCET, which will serve as a one-stop hub for accessing employment, education, and training services. The ACCET will include college and career exploration, FAFSA completion, access to WIOA services, employment services, and a digital resume and attainment display. The ACCET will express structured linked data in the JSON-LD format to incorporate the CTDL-ASN data for each registered credential in Alabama to create a digital resume of validated credentials for all Alabamians. Once Alabama standardizes and maps registered credentials of value into stackable sequences and onto in-demand career pathway competency models, then that data will be structured as CTDL data in the ATLAS on Career Pathways and used as the rubric for WIOA ETPL eligibility determinations.

The ACCCP will be a subcommittee of the AWC and will be composed of the following ex-officio officers and appointees, or their designees: the Governor, the Chair of the Alabama Workforce Council, the Chair of the Alabama Workforce Development Board, the Alabama Superintendent of Education, the Chancellor of the Alabama Community College System, the Secretary of Labor, the Deputy Secretary of Commerce for Workforce Development, the Executive Director of the Alabama Commission on Higher Education, the President of the Alabama Council of College and University Faculty Presidents, and seven members, appointed by the Governor, to serve a two-year term, who will each represent one of the seven workforce regions, and who must be a member of a local workforce council or a local workforce development board. The ACCCP will be charged with analyzing labor market data and longitudinal data from the ATLAS on Career Pathways to determine, annually, among the 16 career clusters and 79 associated career pathways, which career pathways are in-demand at the regional (the seven RWCs) and state levels. Wages for the occupation must be at least 70 percent of the average wage; the education level for the occupation must require at least a high school diploma; and occupations must be considered in-demand based on an evaluation of job vacancy, short-term job projections, long-term job projections and wage data. The ACCCP will create a five-star rating system to rank the 79 career pathways.

Based on the regional and state in-demand career pathways, labor market information, and program completion and employment data, the ACCCP will also create annual Compendium of Valuable Credentials. The Alabama Compendium of Valuable Credentials will be composed of the regional and state lists of credentials that are mapped onto the regional and state in-demand career pathways. All credentials included in the Alabama Compendium of Valuable Credentials must be accredited by a third-party accrediting body, such as a sector or industry association. Applications to include a credential in the Alabama Compendium of Valuable Credentials must demonstrate that the credentials are aligned to a career pathway on the ACC's regional or state

lists of in-demand career pathways, must include evidence of employer endorsement, and must be recognized at the state and/or national levels. The process to develop the Compendium of Valuable Credentials will include a comprehensive review of employer signaling, labor market information, and primary and secondary longitudinal workforce data. An industry group, university or college president, CTE director or principal may apply to have a credential included on the Alabama Compendium of Valuable Credentials.



Competency Model Clearinghouse (Career One-Stop): <http://www.careeronestop.org/CompetencyModel/>

The ACCCP will compile regional lists of in-demand career pathways by including all pathways with three or more stars. The state list will include all career pathways that appear on at least two of the regional lists. The ACCCP shall appoint a TAC for each of the 16 career clusters. Each TAC will be composed of 28 members: 7 state workforce members (members must be members of either the Alabama Workforce Council or the Alabama State Workforce Development Board); 7 regional workforce members (members must be members of either a regional workforce council or a local workforce development board); 7 state educators

(members must be members of the Alabama State Board of Education; the Alabama Community College System Board of Trustees; the Alabama Commission Higher Education; or an employer of ALSDE, ACCS, or ACHE); 7 local educators (must be a member of a local board of education, an employer of a public college or university, an employee of a not-for-profit education advocacy organization, an employee of a local education agency, or private citizen advocating on behalf of career pathways). The TACs must create an industry competency model and a competency-based career lattice, based on the U.S. Department of Labor Career Pathways toolkit, for each of the 79 career pathways within the 16 career clusters. An industry competency model is a collection of competencies, skills, and knowledge that together define successful performance in a particular industry or cluster of related occupations. Competency models articulate the business and industry requirements that are essential components for the development of curriculum, skill assessment instruments, and certifications. Competency models facilitate the development of the courses and career lattices that provide the framework for career advancement. The Competency Model Clearinghouse, developed by USDOL, provides tools and resources for building competency models (from scratch or by modifying existing models) as well as developing career ladders/lattices based on competency models.

The ACCCP will refer each application, by career cluster and pathway to a TAC for initial review. After receiving applications for secondary and postsecondary credentials by a determined deadline, the TAC will begin the annual review process. Credentials that were included in the Alabama Compendium of Valuable Credentials in the previous year do not require a new application for review; however, the carry-over credentials will undergo the same review process annually as new applicants for review to ensure that the Alabama Compendium of Valuable Credentials is adaptive to the labor market. Each credential will receive one of the three following classifications upon initial review: required by law, mandated by industry, or preferred by industry. Credentials required by law, includes those credentials and licenses that are mandated by law or regulation in the state. Examples of credentials in the first tier would include licenses for being a registered nurse or driving commercial vehicles. The second tier includes credentials that are required by at least two companies or organizations in a specific industry and serve as a gateway for students pursuing a career in that field. The third tier of credentials could be considered “nice-to-have” credentials that, while having value in the labor market, are not essential to begin an entry-level job. An initial screening process will determine whether the credential under review is:

1. required by law, mandated by industry, or preferred by industry;
2. aligned to a career pathway on the ACC’s regional or state lists of in-demand career pathways;
3. sector or industry endorsed nationally or recognized by the foremost state sector or industry association (credentials that are either developed or endorsed by a nationally recognized industry association or organization and are sought or accepted by local companies within the sector for purposes of recruitment or hiring);
4. achievable by students in a secondary or postsecondary level of study;
5. earned after at least 130 hours of instruction time and are offered through a proctored examination;
6. stackable in a sequence of aligned competencies that progress along with the rigor of advanced training programs (A credential that is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications is considered stackable. Typically, stackable credentials help individuals move up a career ladder or along a career pathway to different and potentially higher-paying jobs);
7. valuable by leading at least a 20-percent wage premium over a high school diploma;
8. trackable by the ATLAS on Career Pathways; and
9. portable across or within an industry sector (credentials that are recognized and accepted as verifying the qualifications of an individual in other settings—either in other geographic areas, at other educational institutions, or by other industries or employing companies—are considered portable).

Credentials that are vetted and receive a majority vote of approval by the TAC proceed to stage two review. During stage two review, credentials that are approved through the initial review are categorized into either the secondary or postsecondary division of the Alabama Compendium of Valuable Credentials. Next, certificates in both the secondary and the postsecondary divisions will be classified as either basic or advanced. Basic certifications are the first level or industry certification, or a relevant stand-alone certification. Advanced credentials are part of a stackable sequence of credentials that are linked to an occupation on the ACCCP’s list of regional and state

in-demand career pathways. Basic and advanced certifications will be categorized as either a statewide, regional, or complementary credential. Statewide credentials must be linked to an in-demand career pathway on the ACCCP's state list of in-demand career pathways. A regional certification must be linked to a career pathway on the ACCCP's regional list of in-demand career pathways. Complementary credentials, such as first aid or digital literacy, have value across industry sectors. A subgroup of secondary certificates categorized as basic and classified as complementary, which will be endorsed as Pathways Credentials, will be designed to provide basic and universal skills to elementary and middle school students, such as computer coding or word processing. Secondary certifications categorized as advanced and classified as statewide or regional that also leads to 12 or more dual-enrollment post-secondary credits towards an aligned postsecondary degree will be designated as an AIRRAP credential. Postsecondary credentials aligned with stackable secondary AIRRAP credentials will also be designated as AIRRAP credentials. Secondary credentials eligible for the Pathways Credential or AIRRAP credential endorsement will be duly noted. Once the stage two review process is complete, then the TAC votes for final adoption of its annual list and will submit its annual list to the ACCCP. The ACCCP will develop a five-tier credential taxonomy that will include the following information: Career Cluster (each of the 16 career clusters will be given a numeric code); Career Pathway (each of the career pathways will be given a numeric code); Division (Secondary of Postsecondary); Category (Basic or Advanced); and Classification (Complementary, Regional, or Statewide). The ACCCP will vote to adopt or reject in whole each of the TACs' final lists. The aggregated approved TAC final lists will be promulgated by the ACCCP as the annual Alabama Compendium of Valuable Credentials.

Use of Data and Data Disaggregation: The Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways and the Alabama College and Career Exploration Tool (ACCET)

Aligning Alabama's education and workforce development programs requires data-driven decision-making processes. A federal Reemployment & System Integration Dislocated Worker Grant maintained by the Alabama Department of Commerce is being utilized to establish a unified workforce database system. Simultaneously, a federal Workforce Data Quality Initiative grant, maintained by the Alabama Department of Labor, is being used to establish the data-matching linkages necessary to match education and workforce data through the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways. The federal Workforce Data Quality Initiative grant maintained by the Alabama Department of Labor is also being used to establish the Alabama College and Career Exploration Tool (ACCET) that will serve as a public-facing, one-stop employment and education and training online dashboard for all Alabamians. The ACCET will allow students to compare and contrast myriad college and career options by offering head-to-head comparisons of program prerequisites, expenses, and employment statistics. Jobseekers will use the ACCET to seek training and open positions, and employers will be able to post jobs. The ATLAS on Career Pathways will be managed by the Governor's Office of Education and Workforce Transformation Division of Education and Workforce Statistics.

Development of Career Pathways: The Alabama Career Pathways Model

The GOEWT is working to establish the two-pronged Alabama Career Pathways Model. Under the first prong, in-school youth may participate in a registered- or industry-recognized

apprenticeship program, earn their associate degree, and earn stackable credentials at the time of high school graduation. Under the second prong, adults who are disconnected from the workforce or those who are underemployed may upskill or become basic skills proficient through multiple on and off ramps from workforce training and employment through stackable credentials mapped to a traditional associate degree. Shortened career pathways for in-school youth will hasten their ability to enter the workforce and lengthened career pathways, with multiple points of entry and exit, for adults will allow for a flexible progression and persistence through a competency model and career pathway. The two-pronged Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP) model is aligned to the Alabama Career Pathways Model. Under the in-school youth prong of the AIRRAP model, 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 adult prong of the AIRRAP model, individuals who are disengaged from the workforce are able to gain access to education and training programs, with multiple points of entry and exit.

Human Capital Development to Enhance Access and Equity

Enhancing credential transparency is key to Governor Ivey's workforce development strategic plan. By providing a standardized process for vetting and publishing data on credentials of value and mapping credentials to workforce competencies, stackable sequences mapped to competences, and traditional degrees will make non-degree credential attainment an indelible component of Alabama's workforce system and labor market. Vetting credentials through the ACCCP, publishing data on credentials submitted to the ACCCP to the ATLAS on Career Pathways, and then allowing students and workers to display credentials of value they have earned through their profile on the ACCET will provide for a credential currency in Alabama that could result in a paradigm shift in relations between individuals and the education and workforce training system and between the workforce and employers by signaling to employers that they should reward employees with progressive wage increases and increased responsibility for mastering advanced competencies. Portable, verifiable credentials will also allow policymakers to asset-map and heat-map areas of strength and deficiency in the public workforce investment system, based on a review of longitudinal labor market information and metadata produced by credential earners who are linked to the ACCET and ATLAS on Career Pathways. Creating a market language for credentials through credential transparency will produce a more intentional pathway for Alabamians who determine to pursue a competency-based education as a pathway into the middle class. Outcomes data on persistence within career pathways and progress against the Alabama postsecondary attainment goal and labor force participation rate among subgroups, industry clusters, and within each of Alabama's seven geographic workforce development regions will drive iterative adjustments to the ACCCP, ATLAS, and ACCET protocol for maintaining the quality assurance of non-degree credentials of value.

Apprenticeship as the Catalyst to Career Pathways: Establishing the Alabama Office of Apprenticeship (AOA)

The Governor's Office is working with the Department of Commerce Workforce Development Division to request permission from the U.S. Department of Labor to establish 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 RA credential. The Alabama

Office of Apprenticeship will certify Alabama's IRAPs and RAs. IRAPs will not be automatically eligible for WIOA funds; however, creating the AOA and allowing it to certify IRAPs will enable IRAP participants to receive WIOA funding for training services. The Apprenticeship Alabama Tax Credit Program offers tax credits to participating companies that have qualified apprentices who receive classroom instruction and on-the-job training. The program provides an income tax credit of \$1,000 to an employer for each qualified apprentice and would cap the cumulative tax credits allowed at \$3,000,000 for 2017 and 2018. The Apprenticeship Alabama Tax Credit will be enhanced to provide a \$500 additional credit for hiring in-school youth apprentices. The Apprenticeship Alabama Tax Credit Program will be modified during the 2019 Legislative session to increase the base tax credit from \$1,000 to \$1,250.

Special Populations Under the Carl D. Perkins Career and Technical Education Act (Perkins V) Act and the Workforce Innovation and Opportunity Act (WIOA)

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", defined in WIOA section 3(24) and seeks to ensure access to quality services for these populations. The WIOA Final Rules discuss priority and special populations for the Adult and Dislocated Worker programs at 20 CFR 680.600 through .660. These populations are discussed below:

Individuals with Barriers to Employment

The populations included in the "individuals with barriers to employment" in WIOA sec. 3(24) include:

- (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.

The Governor's Office of Education and Workforce Transformation (GOEWT) and the Alabama Workforce Council (AWC) are partnering with the Alabama Community College System ACCS, the Alabama State Department of Education (ALSDE), the Alabama Power Foundation, and the Governor's Office of Minority Affairs (GOMA) to expand work-based learning, dual enrollment, and enhanced access to recognized postsecondary credentials aligned to in-demand career pathways. Alabama's [Success Plus](#) educational attainment plan recognizes that the state will need to focus on providing opportunities for every Alabamian to earn the skills and knowledge necessary to meet industry demand. Alabama's attainment efforts will develop strategies specific to:

- High school students (Grades 9 – 12)
- Out-of-School Youth (OSY)
- Traditional post-secondary students (18 – 24 years old)
- Adult learners
- Veterans
- Individuals in the corrections system
- Populations with significant barriers to post-secondary educational attainment opportunities in Alabama, including disabled and special needs individuals, English Language Learners (ELL), first-generation college students, low-income individuals, minorities, rural residents, and single-parent households.

Non-profit Coalition Removing Barriers to Access and Success

The Alabama Workforce Council Public-Private Partnership Committee is focused on developing strategies to remove barriers to access and success for workforce education and training. Specifically, the committee is working with partners to ensure Alabama residents of all ages, backgrounds, and resources have access to education and receive the continuous support they need to complete certificates, credentials, and degrees.

As part of Alabama's Success Plus Plan, the committee is focused on strategies to:

- A. Provide education about financial aid, personal finance, and debt management for students, families, and job seekers.
- B. Develop strategies to support affordability of education and training.
- C. Identify barriers to access and success, such as transportation, family healthcare, and childcare, and develop innovative and creative programs to address those barriers.
- D. Develop student success services and navigation programs at all levels of education and training.
- E. Develop strategies to ensure equity of access and support for populations with

significant barriers to post-secondary educational attainment, including disabled and special needs individuals, English Language Learners (ELL), first-generation college students, low-income individuals, minorities, rural residents, and single-parent households.

- F. Promote access to education and training for individuals in the corrections system, including those seeking pardon or parole.
- G. Promote access to education and training for veterans.
- H. Develop online tools to support access and success and share via website.

2019 committee priorities include:

- **Coalition Building** – Develop network of non-agency partners to share best practices, leverage resources, and develop programs that support access to workforce opportunities and provide wrap-around services to better ensure successful completion and job security.
- **Addressing Barriers** – Identify and develop strategies to address barriers that prevent access and success in post-secondary educational attainment, particularly focused on historically underserved and rural populations shown to experience specific and pronounced challenges to successfully completing a certificate, credential, or degree.
 - Transportation
 - Childcare
 - Family Healthcare
 - Work Schedules

Strategies for Special Populations

1. Dual enrollment, competency-based education, credential attainment, and work-based learning for at-risk in-school and out-of-school youth.
2. WIOA ITAs for in-school and out-of-school youth apprenticeship participants
3. The National Health Emergency Dislocated Worker Grant for developing a workforce needed to respond to the opioid crisis than can employ recovering addicts
4. JAG as a drop-out prevention program and as a way to connect at-risk in-school and out-of-school youth to the Alabama Career Pathways Model and the AIRRAP.
5. Reentry programs for the incarcerated and support programs for the formerly incarcerated.
6. Using CTE centers for adult learners at night and promoting coenrollment in adult basic education and postsecondary CTE to assist those with basic skills deficiencies to enter into career pathways.
7. Integrate SNAP and TANF services into one-stop centers
8. Use Title IV WIOA Pre-ETS funds to support apprenticeships for students with IEPs and 504 plans.
9. Using Trade Adjustment Authority Funds to support the AIRRAP
10. Addressing childcare and transportation needs through ITAs and other funding sources
11. FAFSA completion
12. HBCU co-op and apprenticeship program
13. ACES STEM equity priorities
14. Using WOTC and Apprenticeship Alabama Tax Credits to hire apprentices
15. SNAP 50-50 training fund
16. Trade Adjustment Authority

17. Adult Education (Title II WIOA)

Report on TANF

<https://crsreports.congress.gov/product/pdf/RL/RL32760>

Resources for Students with Disabilities/CTE Presentation

1. CTE's Statement on Equity in CTE

- Includes learners with disabilities

<https://careertech.org/career-technical-education-equity-statement>

2. Short summary of IDEA with a short paragraph on the history of education/students with disabilities

<https://www.acteonline.org/individuals-with-disabilities-education-act-idea/>

3. Example of use of IDEA

<https://www.acteonline.org/preparing-for-the-road-ahead/>

4. Short summary of the Special Populations section

<https://www.acteonline.org/about/structure/divisions/new-and-related-services-division/special-populations-section/>

5. Expanding Apprenticeships for Individuals with Disabilities

<https://apprenticeshipusa.workforcegps.org/resources/2017/03/10/16/09/Expanding-Apprenticeship-for-Individuals-with-Disabilities>

6. Registered Apprenticeship Initiatives Focused on People with Disabilities

There have been only a few Federally-funded RA grants focused on people with disabilities. The distinction of being a RA program requires that the program be registered with OA or SAA. Many career-training programs for people with disabilities call themselves “apprenticeship” programs, although they are not RA.

<https://www.dol.gov/odep/pdf/ApprenticeshipReport.pdf>

7. Labor Force Participation of People with Disabilities

<https://strategies.workforcegps.org/resources/2016/02/19/11/19/One-Size-Does-Not-Fit-All-A-New-Look-at-the-Labor-Force-Participation-of-People-with-Disabilities>

8. Using Braided Funding Strategies for Employer Initiatives that Include People with Disabilities

<https://disability.workforcegps.org/resources/2014/06/09/19/20/using-braided-funding-strategies-to-advance-employer-hiring-initiatives-that-include-people-with-dis>

9. Bridging Education and Employment for Youth with Disabilities

<https://strategies.workforcegps.org/announcements/2015/07/28/11/36/Bridging-Education-and-Employment-for-Youth-with-Disabilities>

10. Framework on Workforce Development for People with Disabilities

<https://strategies.workforcegps.org/resources/2018/05/14/20/03/Work-Matters-A-Framework-for-States-on-Workforce-Development-for-People-with-Disabilities>

11. WIOA Title IV Technical Assistance Resources

<https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>

12. Summary Description of Title IV of WIOA

http://www.leadcenter.org/system/files/resource/downloadable_version/wioa_title_IV_summary_0.pdf

13. Snapshot of WIOA Title IV

<https://www.clasp.org/sites/default/files/public/documents/toolkit-pdfs/Vocational-Services.pdf>

14. Short summary of IDEA

<https://sites.ed.gov/idea/about-idea/>

15. Data/data collection related to IDEA

<https://sites.ed.gov/idea/data/>

16. Incorporate apprenticeships into transition planning. The Individuals with Disabilities Education Act (IDEA) is the federal act designed to protect the rights of students with disabilities by ensuring that everyone receives an appropriate public education. IDEA requires that transition planning begin no later than at age 16. Transition planning is a component of the Individualized Education Program (IEP) which is mandated by IDEA. In transition planning, the IEP team, comprised of the student, educators, specialists, and parents, considers areas such as postsecondary education or vocational training, employment, independent living, and community participation. ED and DOL should work together collaboratively to ensure that information is provided regarding RA as a possible option during transition planning.

SNAP E&T Programs

State SNAP agencies are increasingly collaborating with a network of public and non-governmental providers to deliver SNAP E&T components. Partnering with effective workforce development providers can help States improve employment outcomes for SNAP participants and ensure that the State has available services to meet the unique barriers and employment goals of SNAP participants. The goal of SNAP E&T is to help SNAP participants gain the skills and credentials they need to obtain good jobs leading to economic self-sufficiency. Food and Nutrition Service (FNS) regulations at 7 CFR 273.7(c)(5) require that each component of the State agency's SNAP E&T program must be delivered through its statewide workforce development system, unless the component is not available locally through such a system. The most successful SNAP E&T programs take into account the dual needs of employers and the SNAP participants in need of further education and training. States can improve the likelihood of strong employment outcomes by considering local labor market needs when operating State SNAP E&T programs. There are three types of Federal funding for SNAP E&T: 100 percent funding, which is provided to States annually through grants; 50/50 funding, which can be used to support administrative costs or participant reimbursements; and Able-Bodied Adults Without Dependents (ABAWDs) pledge funding, which is dedicated to State agencies that pledge to serve all at risk ABAWDs in the last month of the 3-month time limit by placing them in a qualifying component. Due to limited 100 percent funding, States have increasingly relied on the use of SNAP E&T 50/50 funding to grow their programs. This funding stream allows States and their partners to use non-Federal funds to provide services and supports to SNAP E&T participants and receive a 50 percent reimbursement by USDA on those expenditures. A common way for a State to leverage SNAP E&T 50/50 funding is by partnering with third parties (e.g., community-based organizations and community colleges) to deliver services. This is referred to as a "third-party partnership". In this model, organizations can use non-Federal funding for allowable SNAP E&T services and supports, which are then eligible for a 50 percent reimbursement through the State's SNAP E&T program. Since State funding is often limited, third-party partnerships can allow States to grow their programs, reach more SNAP participants and improve their program outcomes by tapping into existing high-quality providers that serve the community.

SNAP E&T Toolkit:

<https://fns-prod.azureedge.net/sites/default/files/snap/S2S-Operations-Handbook.pdf>

WIOA and Pre-ETS:

The partnership between schools and the state vocational rehabilitation agencies has existed since the Vocational Rehabilitation Act of 1973 and Individuals with Disabilities Education Act (IDEA) of 1990. Transition to employment for students with disabilities has been a priority for many years, but the WIOA legislation requires the vocational rehabilitation agency to be a stronger transition partner with schools, providing additional services and supports to increase employment outcomes for students with disabilities and expands those services for younger school-age students. The vocational rehabilitation state agency is required to spend 15% of their annual budget on Pre-ETS. WIOA and Pre-ETS impact all students who have an IEP and a 504 plan and can also include students who are “potentially eligible” for vocational rehabilitation services. The expectation is to have your students develop work-related skills to gain employment part-time or full-time at minimum wage or higher with wages and benefits like those without disabilities performing the same work, and to be fully integrated with coworkers without disabilities. Sections 397.20 and 397.30 require that the vocational rehabilitation agency, in collaboration with schools or local educational authorities, provide a specified set of transition services to students with disabilities ages 14-21. This law deepens the connection to have your students receive services from your state vocational rehabilitation agency under what is now called Pre-Employment Transition Services. The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973 and now requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide "pre-employment transition services" to "Students with Disabilities who are eligible or potentially eligible for VR services." Here is the list of activities as defined by WIOA:

Pre-ETS required activities:

1. Job exploration counseling
2. Work-based learning experiences (which may include in-school or after-school opportunities and experiences outside the traditional school setting, including internships in an integrated environment)
3. Counseling on opportunities in comprehensive transition or enrollment in post-secondary education and training programs
4. Workplace readiness training to develop social and independent living skills
5. Instruction in self-advocacy, which can include peer mentoring

College and Career Readiness

Alabama’s seven college and career readiness indicators are:

- Earning a benchmark score in any subject area on the ACT college entrance exam,
- Earning a qualifying score of 3 or higher on an Advanced Placement (AP) exam,
- Earning a qualifying score of 4 or higher on an International Baccalaureate (IB) exam,
- Earning college credit while in high school,
- Earning a silver or gold level on the ACT WorkKeys exam,
- Earning a career technical industry credential, or
- Being accepted into the military.

2016-17 school year

Subpopulation of students	Federal graduation rate*	College and career readiness rate	Gap
All students	89.3	71.6	-17.7
Black or African American	86.5	55.6	-30.9
White	91	80.4	-10.6
Hispanic/Latino	87.7	64.4	-23.3
American Indian/Alaska Native	89.5	71.1	-18.4
Asian	94.9	86.6	-8.3
Native Hawaiian/Pacific Islander	81.3	61.7	-19.6
Two or more races	89.9	73.4	-16.5
Female	91.8	74.2	-17.6
Male	86.8	69.1	-17.7
Students with limited English proficiency	62	19.1	-42.9
Homeless	81.4	56	-25.4
Migrant	84.6	55.4	-29.2
Students with disabilities	74.1	20.2	-53.9
Economically disadvantaged	83.3	59	-24.3

*Federal graduation rate does not include students who took courses on the Essentials pathway

Source: Alabama State Department of Education

Figure 1, 2016 College and Career Readiness Gap

There is a 17.7 percentage point gap between the 2016-2017 graduation rate and the number of students who earn one of the seven college and career readiness indicators. The 2016-2017 graduation rate was 89.3 percent, while the college and career readiness rate was 71.6 percent. Currently, students are not required to earn a college and career readiness indicator in order to graduate from high school. However, schools are evaluated on college and career readiness on the Alabama State School Report Card (college and career readiness equal 10 percent of a school's grade on the A-F report card). College and career readiness is also an ESSA accountability indicator. Imminent leaders in education have argued that closing the college and career readiness gap is vital to ensuring that the Alabama high school diploma maintains its value in the labor

market and with college admissions officers. The idea of developing a college and a career pathway for high school students should be investigated. The idea of requiring students to earn one or more of the college and career readiness indicators within each of the college or career pathways to graduate high school should be investigated. The indicators included in the college pathway could include:

- Earning a benchmark score in any subject area on the ACT college entrance exam,
- Earning a qualifying score of 3 or higher on an Advanced Placement (AP) exam,
- Earning a qualifying score of 4 or higher on an International Baccalaureate (IB) exam,
- Earning college credit while in high school, or
- Being accepted into the military.

The indicators included in the career pathway could include:

- Earning college credit while in high school,
- Earning a silver or gold level on the ACT WorkKeys exam,
- Earning a career technical industry credential, or
- Being accepted into the military.

The college remediation rate (the percentage of students entering their freshman year of college needing to take developmental mathematics or reading courses) should be eliminated for students

graduating in the college pathway. For the class of 2016, the college remediation rate was 28.8 percent.

Remedial Education, 2011-2016

	Number of High School Graduates	Enrolled in Alabama Public Higher Education	Percent enrolled in Alabama Public Higher Education	Number Assigned to Remedial Course	Percent Needing Remediation	State Goal for Remedial Rate
2011	44,086	23,542	53.4%	8,149	34.6%	34.6%
2012	43,911	23,019	52.4%	7,610	33.1%	34.0%
2013	44,751	22,872	51.1%	7,279	31.8%	30.0%
2014	45,760	23,379	51.1%	7,514	32.1%	27.0%
2015	48,416	24,063	49.7%	7,325	30.4%	23.0%
2016	49,953	24,019	48.1%	6,915	28.8%	20.0%

Figure 2, Remedial Education in Alabama, 2011-2016

For the career pathway, articulation agreements for dual enrollment courses and credit articulation for work-based learning experience (such as apprenticeship) should be aligned so that high school career pathway students may graduate high school with an associate degree, industry-recognized credentials, and work-based learning experience in an in-demand occupation.

ALways Alabama Career Promise Program

- ALways Alabama, the state’s Industry-Certified Pathways to Success Program, provides students with access to industry-targeted higher education through comprehensive workforce and education program alignment and a pilot statewide Career Promise program. Its goal is to educate Alabama’s future workforce through an innovatively designed dual workforce system that combines existing dual education and training systems with elements of intensive cooperation between high schools, colleges and businesses, thereby creating a new approach to educational workforce training.
- Through ALways Alabama, High School seniors who are CTE concentrators will have the ability to take free CTE dual enrollment courses aligned to credentials listed on the compendium of valuable credentials, which will be promulgated by the Alabama Committee on Credentialing and Career Pathways and targeted to in-demand career pathways credentials. After they graduate, students will take tuition-free courses at community colleges and simultaneously complement their postsecondary education with extensive work-based training at a company in their field.
- Apprenticeships, including apprenticeships sponsored or certified by the Alabama Office of Apprenticeship will be employed as a primary work-based learning strategy for the ALways Alabama Program. The practical and educational nature of the dual workforce system will qualify young people for the ever more complex demands of the labor market.

Rationale for the Project:

- 78% of Alabama high school students take at least one CTE course.
- 94% of the Alabama high school students taking at least one CTE course graduate.

- 90% go on to seek a postsecondary education credential.
- But our state's system cannot currently produce the skilled workforce fast enough to meet industry needs.
- By 2025, Alabama will need to have added 500,000 highly skilled adults to the state's workforce to fill industry's projected needs and to position the state to be competitive nationally and internationally. To capitalize on its economic potential, Alabama needs all those workers to have education or advanced training beyond a high school diploma.
- The state's schools have made impressive progress in raising the high school graduation rate: approximately 89 percent of seniors graduated in 2017. However, only approximately 71 percent of those seniors were measured as college and career ready by the end of high school.
- At the current rate of college and career ready attainment, Alabama would fall 140,000 short of Governor Ivey's postsecondary attainment goal of adding 500,000 credentialed workers to the workforce by 2025. If all seniors exited high school on track for college or in a position to earn advanced certification, Alabama would be much closer to meeting this 2025 goal.
- Currently 24 states have statewide College Promise programs. The existing programs are highly varied based upon population to be served. In addition to the 24 statewide programs, there are 300 community- and regionally-based programs, according to the bipartisan College Promise Campaign. Some College Promise programs aim at high school seniors broadly, others at specific populations such as CTE, apprenticeships, or returning adults.

Always Alabama As Part of a Blended Package of Student Aid

- The funding mechanisms for college and career promise programs across the country are as diverse as the programs. Some are last-dollar, others provide funding for wrap-around services including transportation and child care. But in all cases, the federal Pell Grant provides foundational funding. Education Testing Service (2018) has identified five distinct funding models for statewide and local College Promise programs.
- Should Alabama provide a state career promise model, the state will be positioning itself to complement the expanded year-round Pell supported by the Alabama congressional delegation led by Senator Richard Shelby and signed into law by President Donald J. Trump as part of the federal Consolidated Appropriations Act on May 4, 2017. This Act created a new summer Pell Grant of \$2,920 on top of the existing nine-month federal Pell Grant of nearly \$6,000, aligning for the first time the nation's foundational need-based student aid program to the continuous enrollment systems public higher education has had in place for more than four decades. This act was operationalized starting in summer 2018.
- Across the 16 Southern Regional Education Board States, in 2016-17, about \$23.5 billion was invested in federal and state student aid. Of this, about \$18 billion was federal and \$5 billion was state funded, or 79% and 21%, respectively. But in Alabama, just 1% of all

student aid is state funded--the lowest investment of any of the 16 Southern Regional Education Board states.

- With 99% federal, Pell is Alabama’s de facto state student aid program. Given this split, it is not surprising that national reports by entities such as the Lumina Foundation find that Alabama starts students in college at rates similar to other states but does not finish them.
- This underscores the need to better align our state’s programs in order to save students and taxpayers time, credits, and money. The new year-round Pell Grant provided by the federal Consolidated Appropriations Act of 2017 provides an unparalleled opportunity to align these systems.

Program Design	
CTE Delivery	<ul style="list-style-type: none"> • at postsecondary institutions • dual enrollment
Credits Earned	<ul style="list-style-type: none"> • both secondary and postsecondary (not applicable for developmental/remedial courses)
Administration	<ul style="list-style-type: none"> • Early College Enrollment Program
College Partners	<ul style="list-style-type: none"> • Community colleges
Student Eligibility Requirements	<ul style="list-style-type: none"> • Public High School students in grade 12 • minimum GPA (“B” average) • Student meets admission criteria of the postsecondary institution • FASFA completion • Participation in Summer Bridge Program
Potential Credits Earned	<ul style="list-style-type: none"> • three credit hours and credential fees associated with credentials attained that are listed on the compendia of valuable credentials
Finance	<ul style="list-style-type: none"> • Tuition is covered by the state and is negotiated between the postsecondary institution and the state.
Program Evaluation Component	<ul style="list-style-type: none"> • The program is evaluated by the district and community college.
Unique Characteristics	<ul style="list-style-type: none"> • The dual enrollment agreement between the local boards and postsecondary institutions must address methods for handling student related issues, including admissions, advisements, and other procedures. • Students participate in an apprenticeship program aligned to the two-pronged Alabama Career Pathways Model and the AIRRAP model.