Aligning K-12, Higher Education, CTE, and Workforce Pathways

Alabama: Continuous Learning System, Aligned and Competency-Based

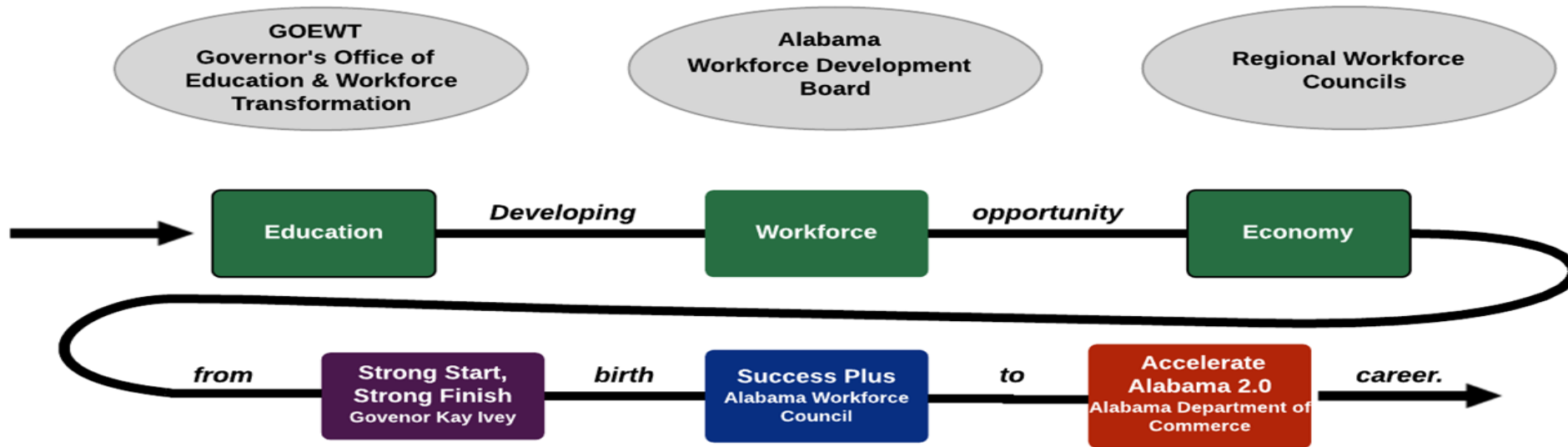Nick Moore, Governor's Office of Education and Workforce Transformation

- Alabama 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 to the national average by 2025 through human capital development.

- Using the combined 2020 WIOA plan and the Alabama Career Pathways Model, Alabama is working to establish a wage premium for individuals who presently are unable to enter the labor force due to barriers such as benefits cliffs.

- The career pathway model will provide a feedback loop between employers and employees through competency-based career pathways. A currency of credentials of value will also facilitate progressive wage increases; upward mobility within a firm; and transferability of skills within; and between, industry sectors.

- The WIOA performance indicators have been updated to ensure that the public workforce system is responsible for meeting the needs of all the Alabamians with barriers to education and workforce training in each of Alabama's seven workforce regions.

The State of Alabama's 2020 Combined Plan for WIOA

Vision & Theory of Change:
Competency-Based Career Pathways into the Middle Class: A New Social Compact for Alabama Predicated on Human Capital Development

GOEWT
Governor's Office of Education & Workforce Transformation

Alabama Workforce Development Board

Regional Workforce Councils

Education — *Developing* — Workforce — *opportunity* — Economy

from — **Strong Start, Strong Finish** Govenor Kay Ivey — *birth* — **Success Plus** Alabama Workforce Council — *to* — **Accelerate Alabama 2.0** Alabama Department of Commerce — *career.*

Alignment of Priorities across the Education and Workforce Development System

Awareness	Access & Success	Pathways	Leadership & Collaboration	Assessment & Continuous Improvement
Making information about education, training, and jobs widely available	Increasing access to education, training & support for all individuals	Creating clear education and training tracks that lead to in-demand jobs	Working together across agencies, organizations & systems	Using data to inform decision making
‣ Public Awareness Campaign ‣ Alabama College & Career Exploration Tool (ACCET) ‣ Recruitment	‣ Strategy to serve individuals with barriers to education, training & employment ‣ Literacy & Numeracy ‣ Pre-K, school, college & career readiness ‣ One Stop Career Centers ‣ Career Cluster Strategy ‣ Retention	‣ Secondary to Postsecondary Transition and Alignment ‣ Career Exploration ‣ Credentialing ‣ Expanding Alabama's Apprenticeship Efforts	‣ Align the activities and programs of colleges, universities, training agencies & investment boards ‣ Braiding Workforce Development Funding Streams (WIOA, Perkins V) ‣ Industry Collaboration	‣ Alabama's Terminal on Linking and Analyzing Statistics (ATLAS) longitudinal data system ‣ Renewal

KEY
- 🟣 Strong Start, Strong Finish
- 🔵 Success Plus
- 🟢 GOEWT / WIOA
- 🔴 Accelerate Alabama 2.0

A stronger educational and workforce development system in Alabama!

ACCCP

- The Alabama Committee on Credentialing and Career Pathways (ACCCP), a public-private entity, was codified by Act 2019-506. Act 2019-506 passed in the Legislature unanimously during the 2019 session and was signed into law by Governor Ivey on June 10, 2019.

- The ACCCP is tasked with a two-fold mission: (1) to identify Alabama's regional and statewide in-demand occupations and (2) to identify competency models, career pathways, and credentials of value linked to those in-demand occupations using labor market information.

- The ACCCP also includes 16 Technical Advisory Committees (TACs) that are each composed of seven gubernatorially-appointed members who are members of business and industry.

ACCCP

The Five-Star Rubric for Identifying In-Demand Occupations

Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V
Occupation must earn at least 70 percent of the median regional wage	Occupation shows positive projected growth over the coming decade	Occupation is projected to have a minimum of 15 openings a year	Occupation median wage exceeds the current lower living standard income level (LLSIL) 70%	Occupation requires a postsecondary degree, certificate, or credential for initial employment

- Occupations will be evaluated against the Five-Star Rubric for Identifying In-Demand Occupations to qualify for each of the seven regional lists of in-demand occupations.
- Occupations must possess all of Criteria I-III and one or both of Criteria IV and V to qualify for a regional list.
- Occupations that qualify for at least three regional lists will qualify for the statewide list of in-demand occupations.

Mission Two: Survey of Employer Competencies, Competency Models, and Career Pathways

- The Governor's Survey of Employer Competencies is conducted annually to extend the reach of the TACs by surveying all employers in each of the 16 industry sectors on the in-demand occupations and credentials of value at their firm.

- The inaugural Survey of Employer Competencies was conducted statewide between June 15 and July 3, 2020.

- Between July 13 and August 24, 2020, the TACs developed competency models using the results of the Governor's Survey of Employer Competencies results and a competency dictionary.

- Between August 24 and September 18, 2020, the TACs, completed career pathways and lattices by stacking approved competency models.
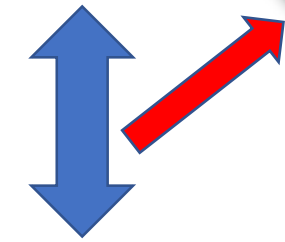
Tier 8 - Management Competencies
Competencies required to advance to supervisory or management level

Tier 7 - Occupation Specific Requirements
Required training, licenses, or credentials an individual needs to perform in the job at the entry level.

Tier 6 - Occupation Specific Technical Competencies
Competencies that an individual must know to perform in the job at the entry level.

Tier 5 - Career Pathway Technical Competencies
Specific Competencies that are required for success in a specific career pathway within the cluster.

Tier 4 - Ready to Work Cluster Competencies
Competencies required for all occupations within a cluster, but are specific to the respective cluster. Competencies that would allow an employer to know that an individual is ready to pursue employment in that particular Career Cluster – Ready to Work +

Tier 3 - Ready to Work Workplace Competencies
Competencies across all clusters that are needed for individuals to succeed in a work setting. Represented in Alabama Ready to Work Credential.

Tier 2 - Ready to Work Academic Competencies
Academic competencies that are the foundation to occupations across all clusters. Individuals need to demonstrate a certain level of performance to be successful in all jobs. Represented in Alabama Ready to Work Credential.

Tier 1 - Ready to Work Personal Effectiveness Competencies
Competencies needed to enter the workplace in any cluster. Often referred to as soft skills. Represented in the Alabama Ready to Work Credential.
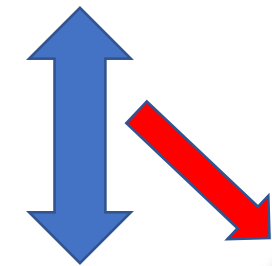
Alabama's Two-Pronged Career Pathways Model

Youth Prong
(Secondary CTE, Post-Secondary CTE, and WIOA programs align to provide career pathways for in-school youth)

Secondary CTE

Credential Attainment, Work-Based Learning, and Dual Enrollment

Stackable Credentials mapped to AA/AS ➡ **AA/AAS** ➡ **BA/BS**

Post-Secondary CTE and WIOA Tile I and IV

The Secondary to Postsecondary and the Adult Career Pathways align at the postsecondary level with stackable credentials mapped to a traditional postsecondary degree.

Progression across a competency-based career pathway provides multiple points of entry and exit between education and the workforce.

| Low-Skill Jobs | Middle-Skill Jobs | Semi-Skill Jobs | Advanced-Skill Jobs |

Adult Basic Education

Adult Prong
(Co-enrollment in Adult Basic Education, Post-Secondary CTE, and WIOA programs provides career pathways for adult learners and non-traditional students)

Outcomes

- Delivers career pathways for traditional and non-traditional learners in all 16 career clusters and 79 career pathways.
- Facilitates the braiding of CTE and WIOA funds to ensure all Alabamians have the support needed to complete a career pathway.
- Facilitates the alignment of CTE and WIOA performance indicators.
- Provides a targeted approach for reaching the state's education attainment and labor force participation goals.
- Fosters the development of a "credential currency" based on stackable credentials, which will provide participants with multiple entrance and exit points between education and workforce programs without losing credit.
- Provides a transparent and intentional process for overcoming benefits cliffs when coupled with a continuum of supportive services.
- Promotes work-based learning as a catalyst for operationalizing the two-prong career pathways model.

The ACCCP's Non-Degree Credential Quality Assurance Process

1. The TAC will classify the underlying credential referenced in the application as either:
    a. Required by law;
    b. Mandated by industry;
    c. Preferred by industry
	6. Earned after a minimum number of hours of instruction time

2. The TAC will determine whether the credential is:
    a. Required to obtain a job;
    b. Part of a stackable sequence; or
    c. Complementary, but not directly aligned, to an occupation or career pathway
	7. Stackable in a sequence of aligned competencies

3. Accredited or recognized by a statewide or national industry-recognized accrediting body	8. Valuable as determined by leading to at least a twenty 20% wage premium over a high school diploma
4. Credential is aligned to an occupation on a regional or statewide list of in-demand occupations	9. Traceable and trackable by the ATLAS on Career Pathways
5. Achievable by students in a secondary and/or the postsecondary level of study	10. Portable across or within an industry sector

Alabama's Credential Registry

- The Alabama Credential Registry launched on July 1, 2020, and the open registration period for the 2020-2021 will close on November 1, 2020.

- Credential and degree providers will register credentials to the Alabama Credential Registry through the Alabama Commission on Higher Education portal.

- After being registered by the credential provider to the registry, credential info will be vetted by the appropriate Technical Advisory Committee (TAC) against the ACCCP's non-degree quality assurance standards and sent to the ACCCP for approval.

- The first Compendia of Valuable Credentials will be released on December 21, 2020.

The Alabama Workforce Stabilization Program (AWSP)

- On September 25, 2020, Alabama was awarded a three-year, $17.8 million Reimagine Workforce Preparation grant to implement the Alabama Workforce Stabilization Program (AWSP), which will provide short-term educational and training programs to help Alabamians who have been displaced by COVID-19 transition into new fields.

- Alabama's RWP grant award will fund the implementation and scaling of industry-sector-based education and training programs in five areas: (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; and (5) construction.

- The AWSP participants will receive wrap-around services through the Human Capital Development Fund to offset costs associated with transportation, childcare, housing, and equipment costs.

- The AWSP will serve 2,648 participants per year, for a total of 7,944 total participants served over three years.

Alabama Terminal on Linking and Analyzing Statistics (ATLAS)

GOVERNOR'S OFFICE OF EDUCATION AND WORKFORCE TRANSFORMATION

GOEWT

P20W COUNCIL

ATLAS

WORKFORCE PARTNERS

Commerce – AL Dept of Commerce (WIOA Title I)

ACCS – AL Community College System (WIOA Title II)

ADOL – AL Dept of Labor (WIOA Title III)

ADRS – AL Dept of Rehabilitation Services (WIOA Title IV)

DHR – AL Dept of Human Services (TANF & SNAP)

ADSS – AL Dept of Senior Services (WIOA Title I)

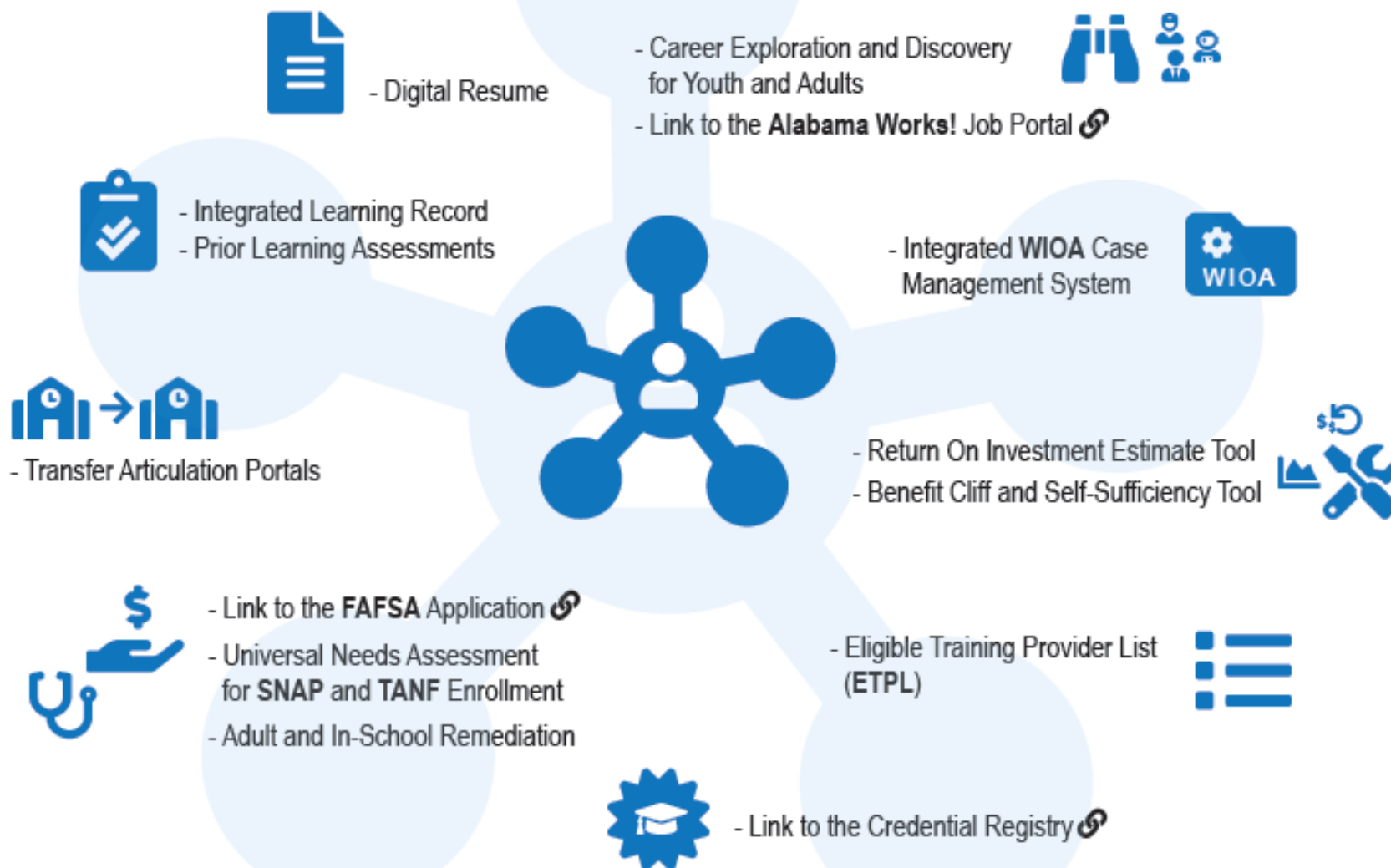**AIDT** – Alabama Industrial Development Training (ETF)

EDUCATION AGENCIES

ACCS – AL Community College System

ADEDC – AL Dept of Early Childhood Education

ACHE – AL Commission on Higher Education

ALSDE – AL State Department of Education (K-12)

Workforce Longitudinal Database System

WLDS

ATLAS

On Career Pathways

Alabama College and Career Exploration Tool (ACCET)

*The **ACCET** will provide all Alabamians with access to...*

- Digital Resume

- Career Exploration and Discovery for Youth and Adults
- Link to the **Alabama Works!** Job Portal

- Integrated Learning Record
- Prior Learning Assessments

- Integrated **WIOA** Case Management System

- Transfer Articulation Portals

- Return On Investment Estimate Tool
- Benefit Cliff and Self-Sufficiency Tool

- Link to the **FAFSA** Application
- Universal Needs Assessment for **SNAP** and **TANF** Enrollment
- Adult and In-School Remediation

- Eligible Training Provider List (**ETPL**)

- Link to the Credential Registry

DAVID

Dashboard for Alabamians to Visualize Income Determinations

- The Atlanta Fed has partnered with the State of Alabama to create the Dashboard for Alabamians to Visualize Income Determinations (DAVID).

- DAVID is designed to help people navigate benefit cliffs by visualizing how their incomes will increase over time as they move toward self-sufficiency.

- DAVID will also help us implement a no-wrong-door approach to the workforce development system by helping individuals overcome benefits cliffs by identifying a continuum of services for consumers of the public workforce system.

- Throughout the summer of 2020, the State of Alabama and the Atlanta Fed partnered to conduct a usability survey and trainings on how to use DAVID for state workforce development staff and education and human service providers.

- A competency-based training course and assessment are under development for future use by public workforce system staff as part of the cross-training process to ensure that benefit cliff abatement is central to Alabama's strategy for helping people achieve self-sufficiency.