

SREB

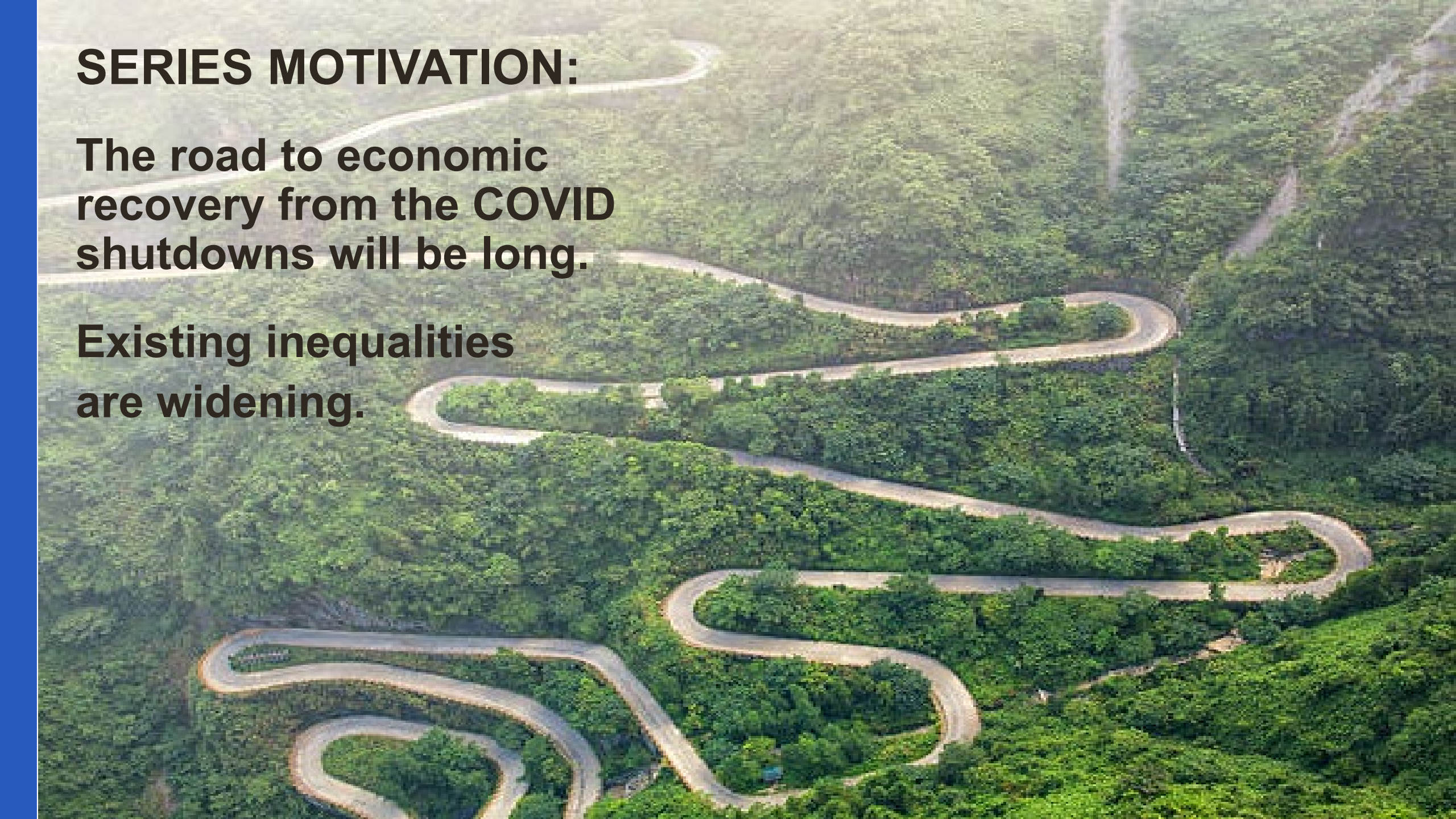
Bouncing Back from COVID Using Education and Workforce Development Dollars

Session #6 October 1
Webinar Series 2020

SERIES MOTIVATION:

The road to economic recovery from the COVID shutdowns will be long.

Existing inequalities are widening.



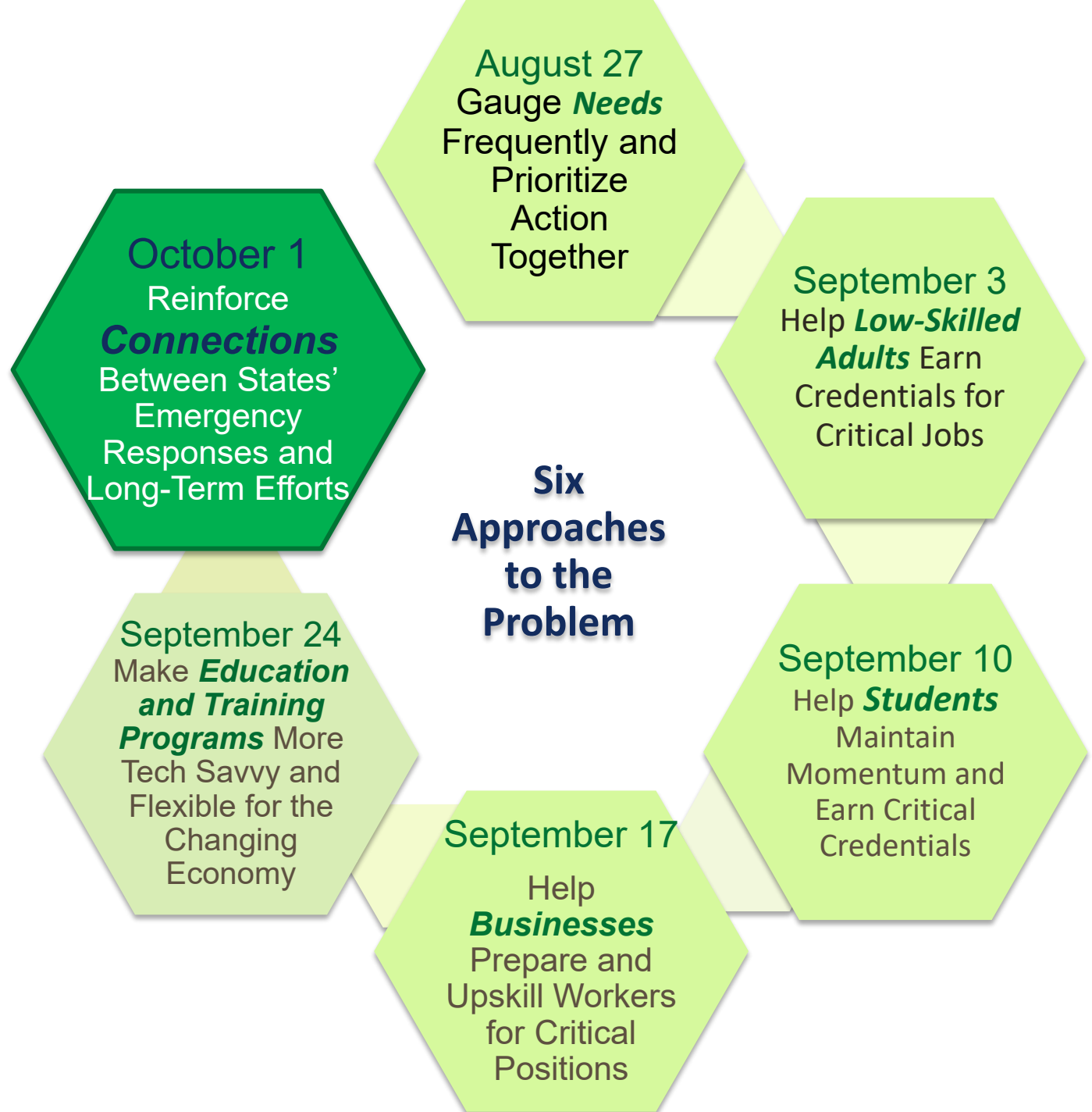


SERIES GUIDING QUESTION:

How can states use workforce and education dollars to turn things around?

SERIES OVERVIEW

Access completed webinars at <https://www.sreb.org/past-webinars>



In each session we...

SREB
presents

State
experts
present

We all
discuss

Get inspired
and inform
our
collective
work

Share key
strategies
for policies,
programs
and equity

Hear how
leading
states are
doing it

Spotlight
resources to
get the work
done

TODAY'S SESSION

**Reinforce *Connections*
Between States'
Emergency Responses
and Long-Term Efforts**

CONTEXT

Crisis:

**COVID + we are underprepared
for the changing economy**

Right now...

Opportunity:

**Transform education and
workforce development programs**



We need to look from here...

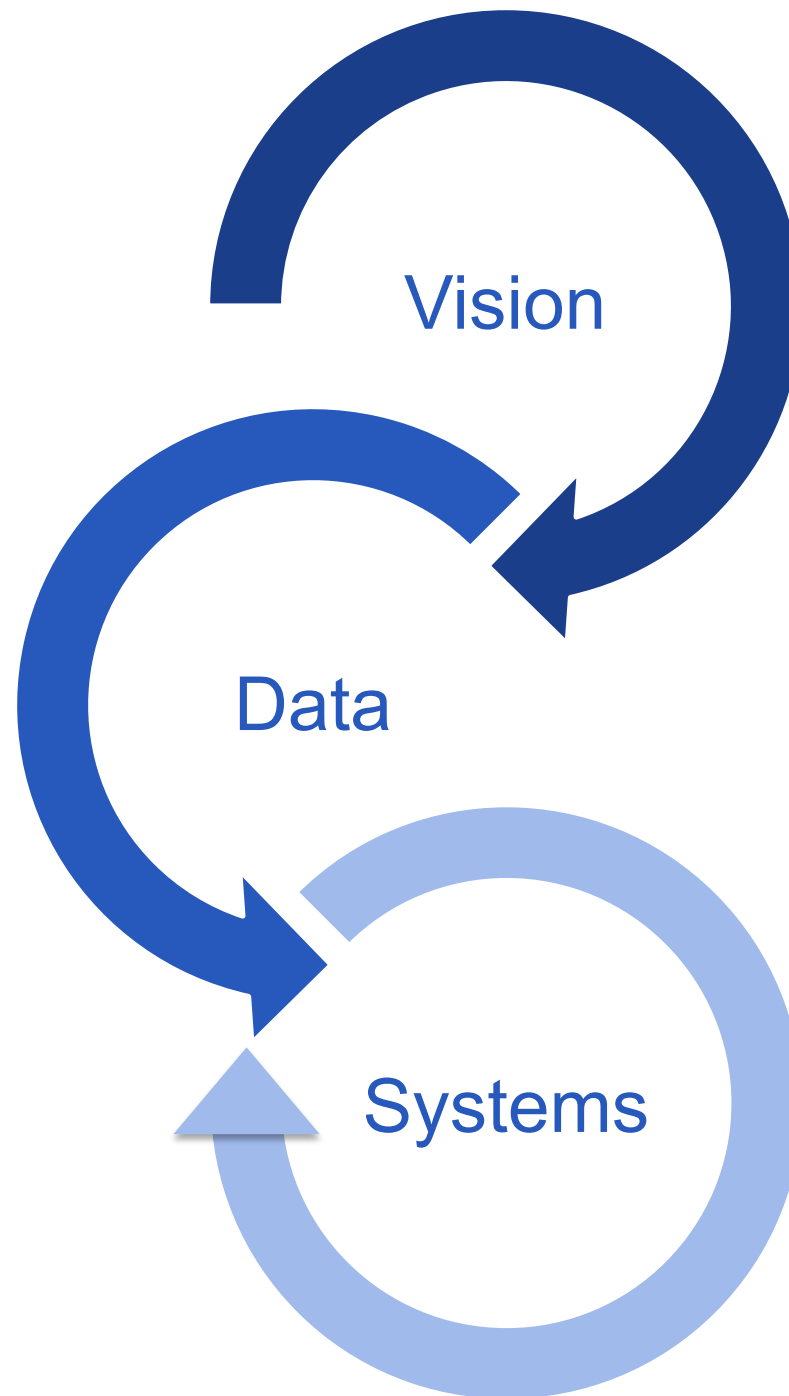


...to here.



**ACTIONS to
reinforce *connections* between
states' emergency responses and
long-term efforts**

Attend to

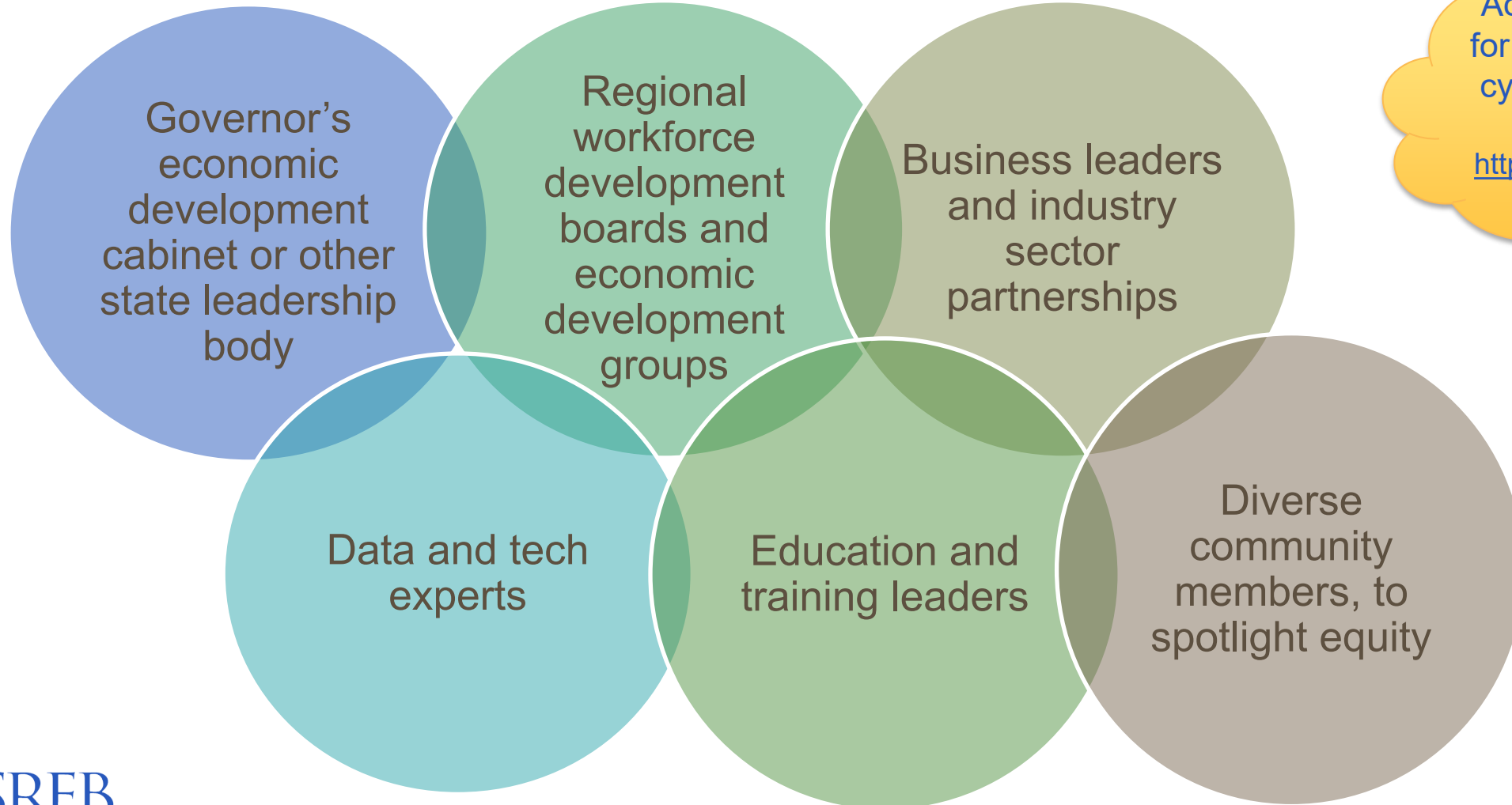


Attend to





Continually adapt efforts, together



Access webinar #1 for more about rapid cycle, collaborative data use
<https://www.sreb.org/workforcerecovery>



Ask,
how are our
COVID
response
efforts going?



1. Implementation
2. Immediate outcomes
3. Long-term impacts if immediate outcomes become a trend



Data

EXAMPLE
—excerpts—

JumpStart Results



Northern Virginia
Community College

Jurisdiction	Enrolled in Summer 2020	Retained in Fall 2020	% Retained
Arlington County	144	41	28%
Fairfax County	1,037	291	28%
Loudoun County	414	133	32%
Total	2,599	875	34%

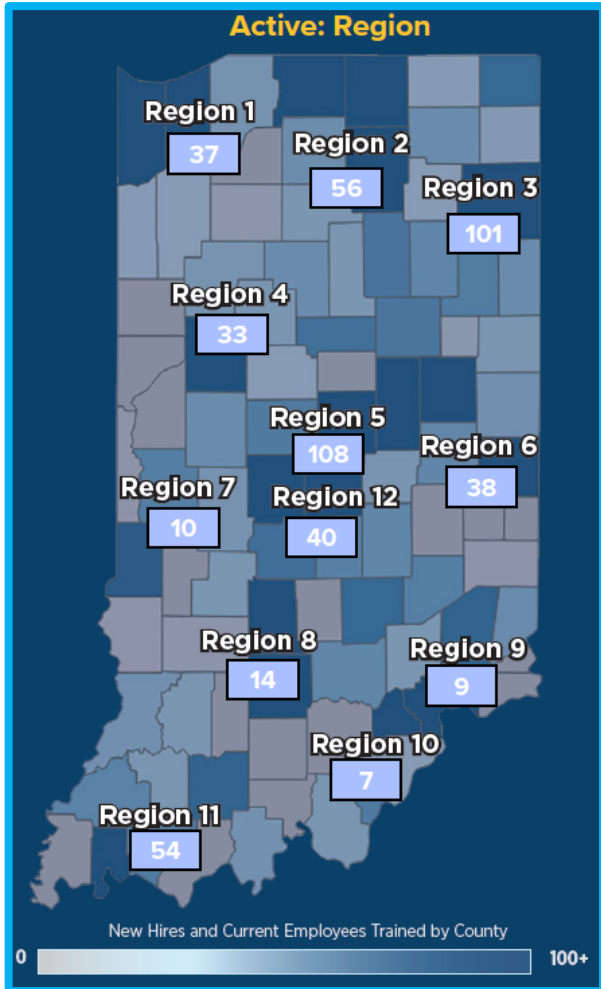
Ethnicity	Enrolled in Summer 2020	Retained in Fall 2020	% Retained
White	1,072	313	29%
Black/African American	293	94	32%
Hispanic/Latino	260	155	60%

GPA	Enrolled in Summer 2020	Retained in Fall 2020
Term GPA Average	3.02	2.90
Cumulative GPA Average	3.16	2.97



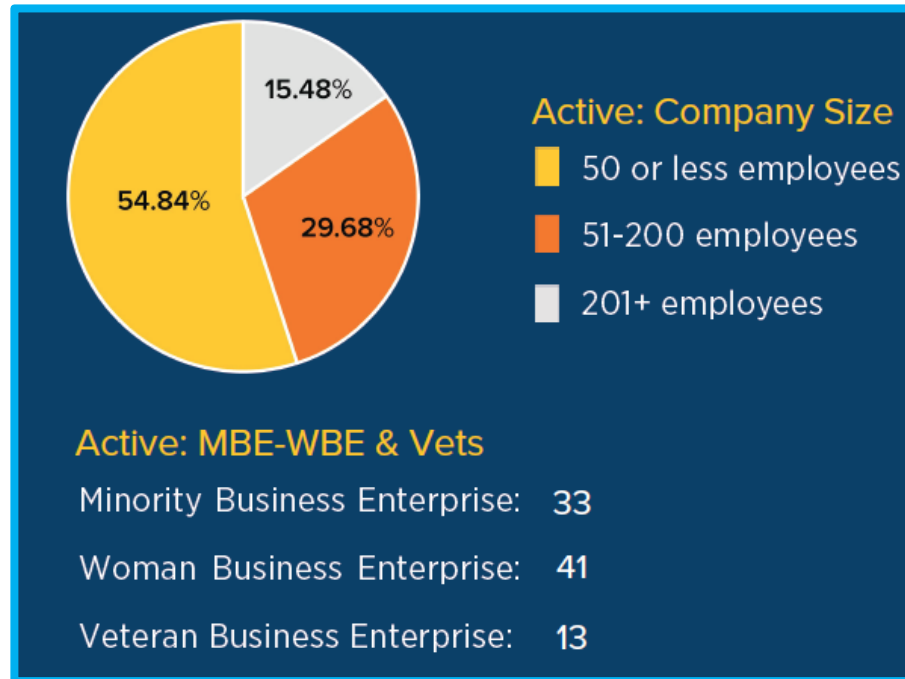
EXAMPLE
-excerpts-

Rapid Recovery for a Better Future



July 1st - Now: Applications

	Week of: 9/11	Received	Active
Advanced Manufacturing:	17	357	215
Agriculture:	2	20	9



Applications Received	Trainees
1,000 Current	7,182 Current

TRANSFRVR



JUMPSTART **AL**
A WORKFORCE INITIATIVE



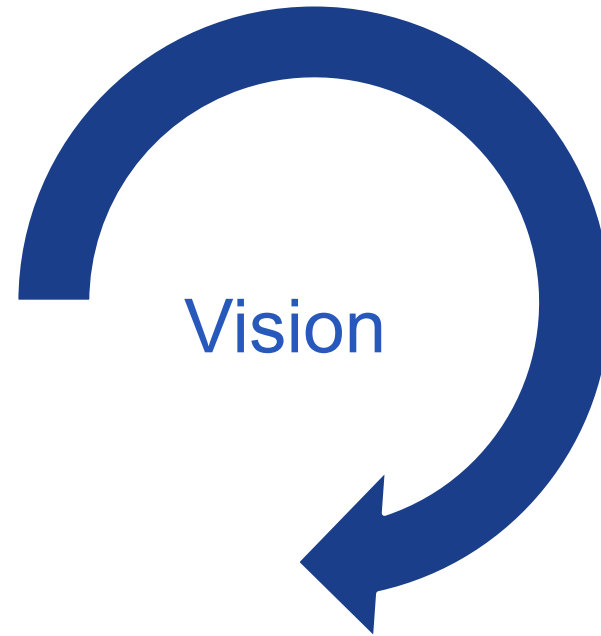
EXAMPLE
—excerpts—

Lockheed Martin continues to hire job candidates through TRANSFR that remain employed after 6 months

Increasing retention by hiring people with the right skills and aptitude.



Attend to





What are our visions for....

- goals
- objectives

Tech savvy and flexible education and training programs

Students

Low-skilled adults

Businesses

Other



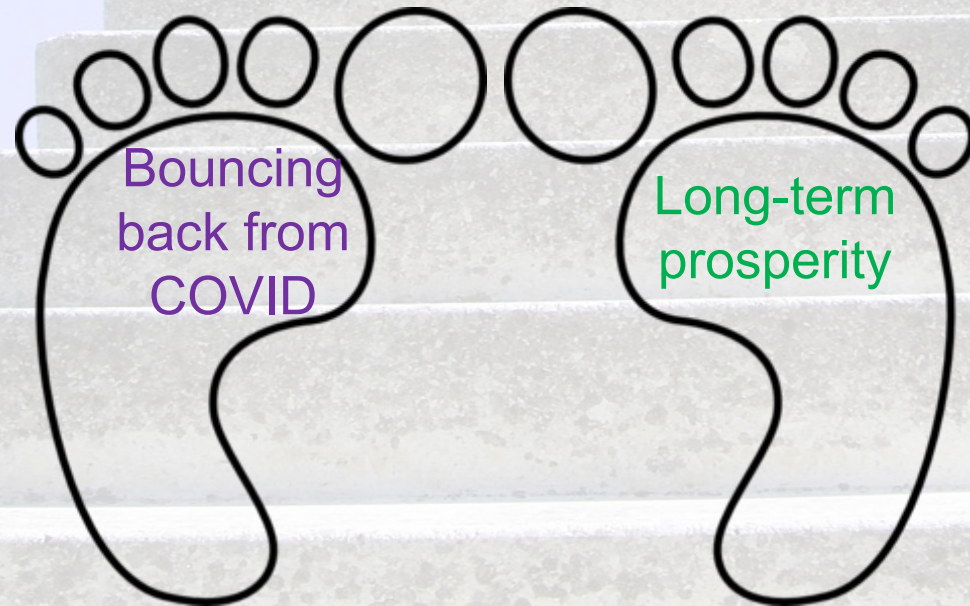
For thriving people

For strong businesses

For a growing economy

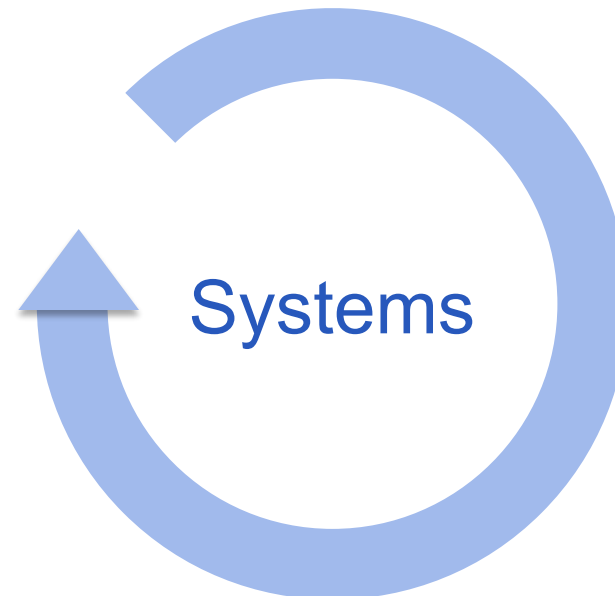


Do our COVID response efforts help us get closer to our long-term vision?



Attend to

- Funding
- Program goals
- Program elements
- Performance expectations

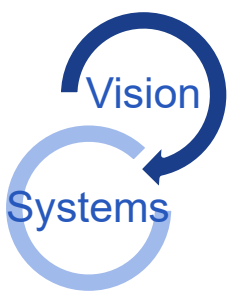


Funding

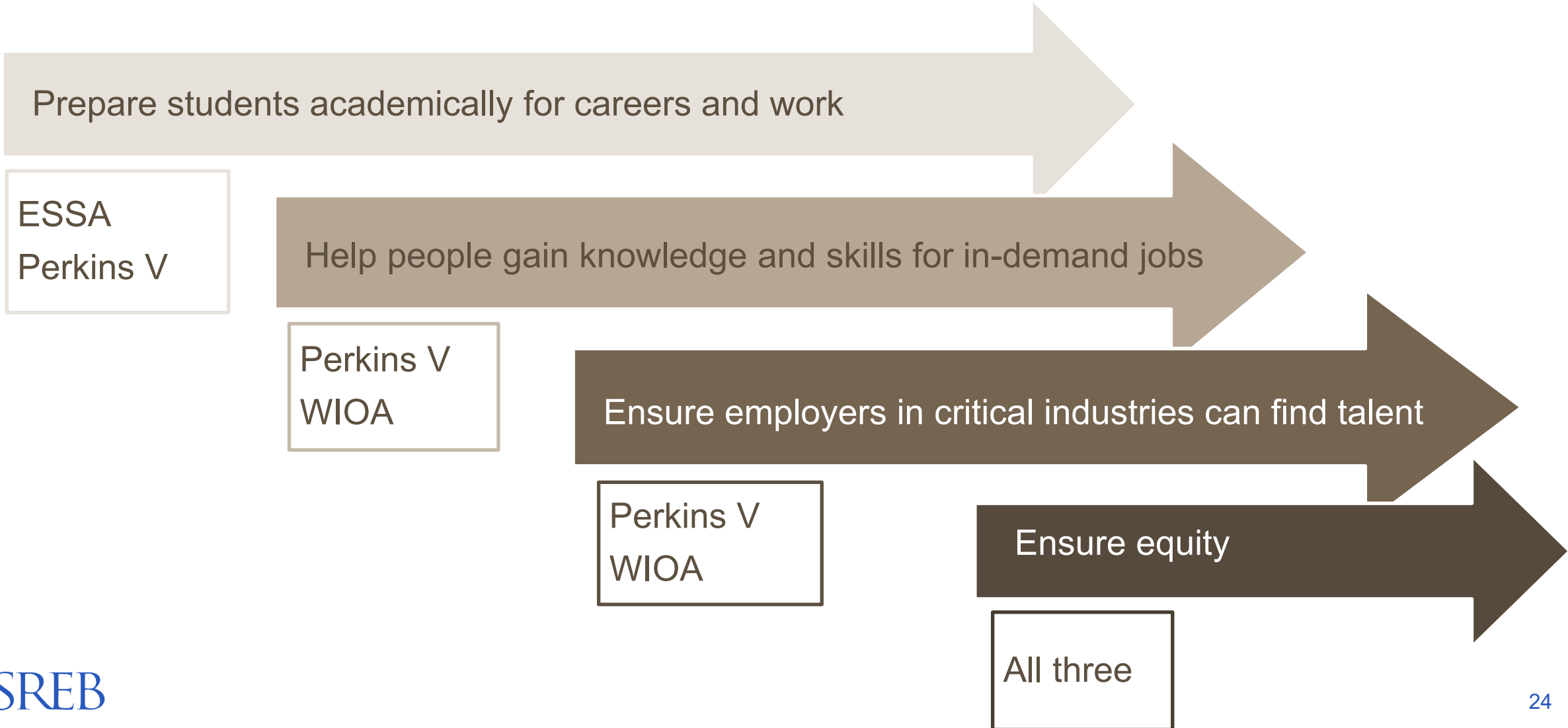
to help us respond to COVID and realize our long-term vision

ESSA	Perkins V	WIOA	CARES Act	State funds	Other funds
K-12 education	Career exploration as early as 5 th grade CTE secondary CTE postsecondary	Education Job training Support services For youth and adults	Relief funds for <ul style="list-style-type: none"> • K-12 • Higher education • Governor's priorities 	General funds Repurposed dollars from pre-COVID initiatives	Business and industry Community Philanthropic
<p>Helping kids > helping adults > Helping employers</p>					

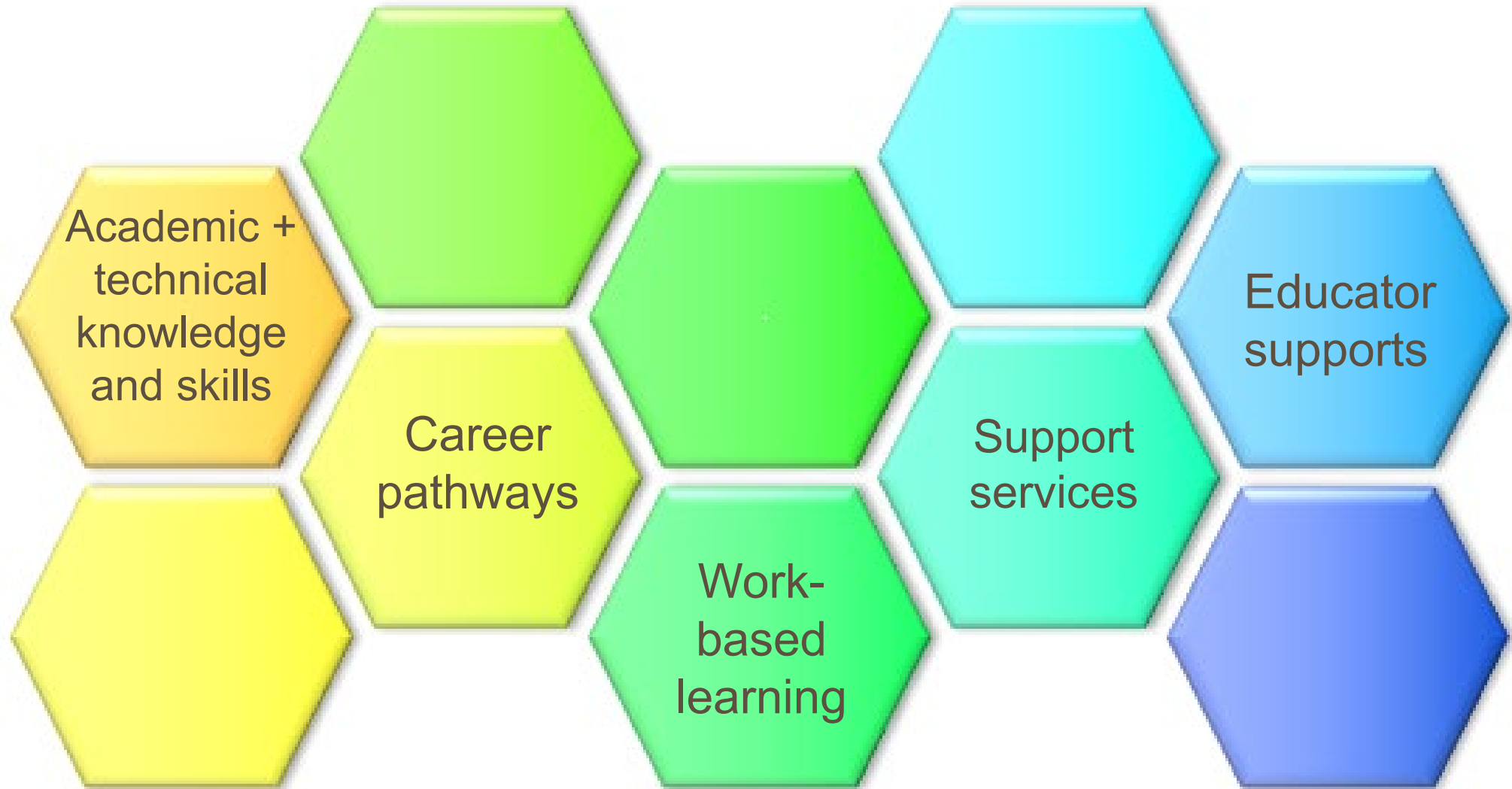
See each webinar in this series for a tailored Resource Matrix

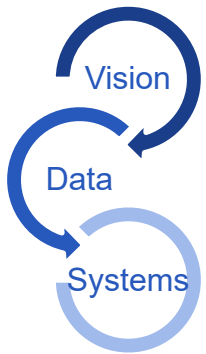


ESSA, Perkins V and WIOA: Aligned program goals



ESSA, Perkins V and WIOA: Aligned program elements

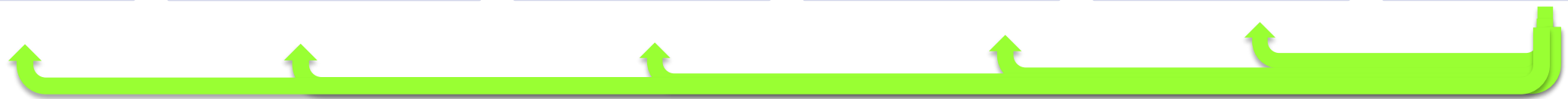




ESSA, Perkins V and WIOA: Aligned performance expectations

...per the required accountability systems

Academic achievement	Credential attainment	Work-based learning	Employment rates	Equity	Other
Perkins V (secondary) ESSA	Secondary: ESSA Perkins V WIOA Postsecondary: Perkins V WIOA	Can add: ESSA Perkins V WIOA	Perkins V WIOA	ESSA Perkins V WIOA	Can add: ESSA Perkins V WIOA





Preview the Discussion

As you listen to the presentations and think about our Jam, pose questions in the **chat box**

STATE EXEMPLAR

Alabama

Nick Moore

Governor Kay Ivey's Education Policy Advisor and
Coordinator of the Governor's Office of Education &
Workforce Transformation



Alabama's Education-to-Workforce System



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

- 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 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 to the national average by 2025.



SUCCESS+



**Strong Start,
Strong Finish**

Governor Kay Ivey

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

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



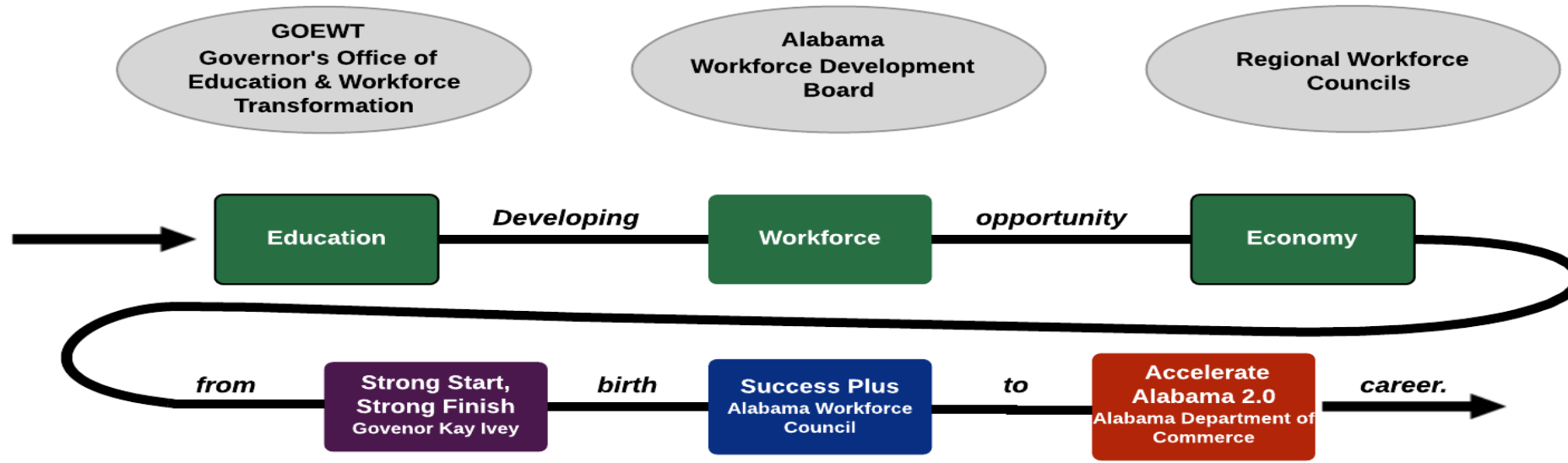
The Alabama 2020 Combined WIOA Plan

- Governor Ivey submitted a new four-year Workforce Innovation and Opportunity Act (WIOA) state combined plan in February 2020, which was approved in June 2020.
- By braiding federal and state workforce and education funding streams to produce an education-to-workforce pipeline, the 2020 combined plan promotes in-demand career pathway for Alabamians in all seasons of life.
- The 2020 combined plan will provide multiple entry and exits points for individuals with barriers to education or employment, alignment between career and technical education (CTE) and the public workforce system, and co-enrollment in WIOA and CTE programs.

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



Alignment of Priorities across the Education and Workforce Development System

Awareness	Access & Success	Pathways	Leadership & Collaboration	Assessment & Continuous Improvement
<p>Making information about education, training, and jobs widely available</p> <ul style="list-style-type: none"> Public Awareness Campaign Alabama College & Career Exploration Tool (ACCET) Recruitment 	<p>Increasing access to education, training & support for all individuals</p> <ul style="list-style-type: none"> 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 	<p>Creating clear education and training tracks that lead to in-demand jobs</p> <ul style="list-style-type: none"> Secondary to Postsecondary Transition and Alignment Career Exploration Credentialing Expanding Alabama's Apprenticeship Efforts 	<p>Working together across agencies, organizations & systems</p> <ul style="list-style-type: none"> Align the activities and programs of colleges, universities, training agencies & investment boards Braiding Workforce Development Funding Streams (WIOA, Perkins V) Industry Collaboration 	<p>Using data to inform decision making</p> <ul style="list-style-type: none"> 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!

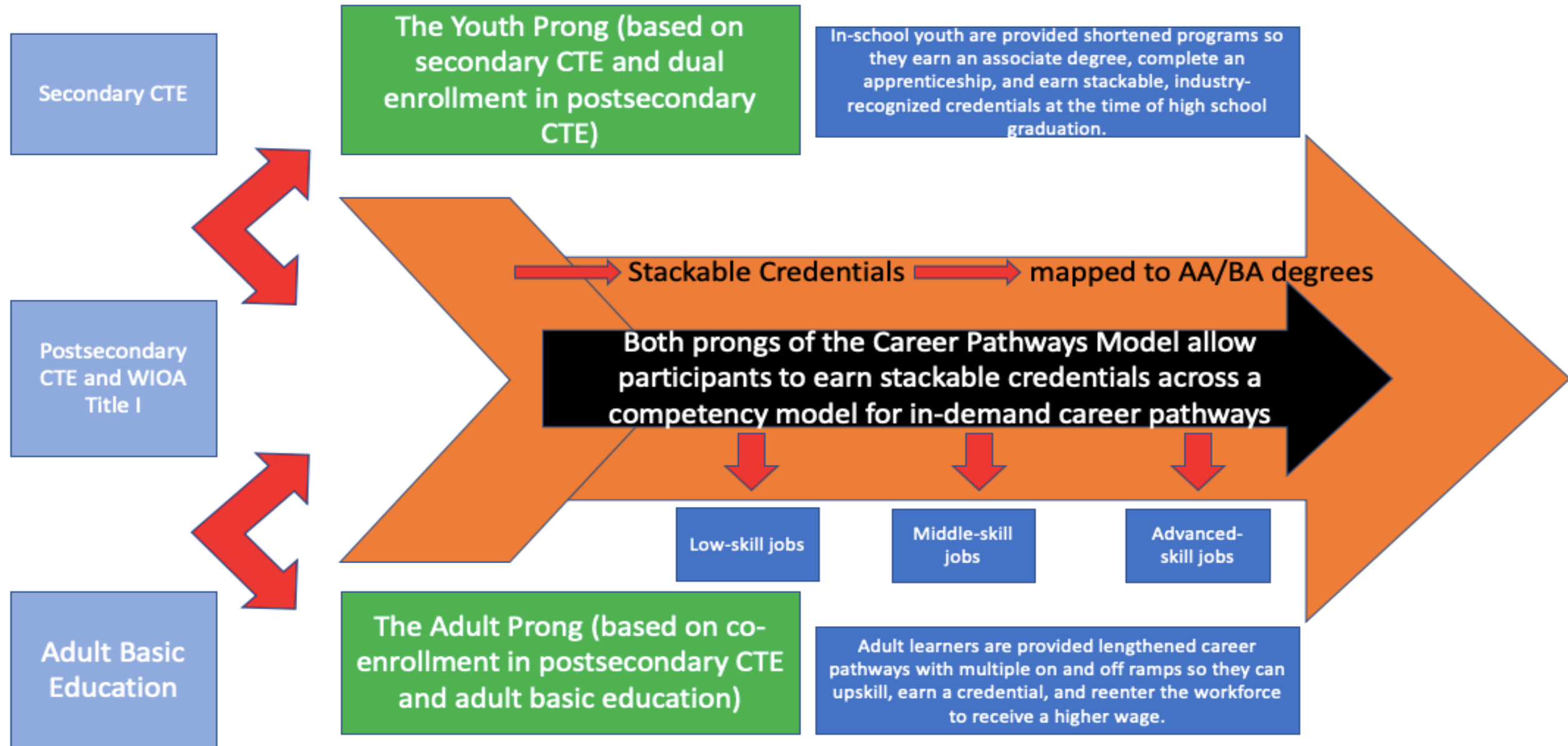
Success Plus Goals by State and Workforce Council Region

Alabama SUCCESS+ Goal 500,000								
Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Information Technology	38,240	42,720	4,479	1.11%	450	685	1,130	1,212
Science, Technology, Engineering & Mathematics	34,410	39,300	4,889	1.34%	485	830	1,315	1,204
Health Science	190,320	216,060	25,736	1.28%	2,575	7,345	9,920	6,977
Manufacturing	272,130	298,680	26,551	0.94%	2,655	11,150	13,805	7,735
Architecture & Construction	144,630	155,380	10,747	0.72%	1,075	5,260	6,330	3,536
Finance	68,440	72,100	3,655	0.52%	365	2,340	2,705	1,452
Transportation, Distribution & Logistics	188,220	203,010	14,792	0.76%	1,475	8,775	10,250	4,747
Government & Public Administration	16,500	17,430	926	0.55%	90	605	695	308
Human Services	83,110	93,160	10,044	1.15%	1,000	5,495	6,495	2,726
Law, Public Safety, Corrections & Security	67,070	69,580	2,511	0.37%	250	2,750	3,000	1,185
Education & Training	140,630	148,830	8,201	0.57%	815	6,345	7,160	2,688
Hospitality & Tourism	239,910	263,070	23,161	0.93%	2,315	18,055	20,370	6,904
Agriculture, Food & Natural Resources	79,940	81,460	1,519	0.19%	150	3,750	3,900	1,105
Business Management & Administration	311,200	315,180	3,981	0.13%	400	14,630	15,030	4,158
Marketing	242,010	249,310	7,304	0.30%	735	14,840	15,570	3,907
Arts, Audio/Video Technology & Communications	22,550	21,780	-779	-0.35%	0	835	755	155

The Two-Pronged Alabama Career Pathways Model

- Alabama is aligning programs funded by the Carl D. Perkins Career and Technical Education (CTE) Act and the Workforce Innovation Opportunity Act (WIOA) to establish the Two-Pronged Alabama Career Pathways Model.
- Under Secondary Prong, high school students may earn their diploma, associate degree, and industry-recognized credentials at the time of high school graduation.
- For the Postsecondary Prong, adults and individuals with barriers to education or the workforce may be co-enrolled in adult education programs, postsecondary CTE programs, and WIOA Title I adult programs.

The Two-Pronged Alabama Career Pathways Model

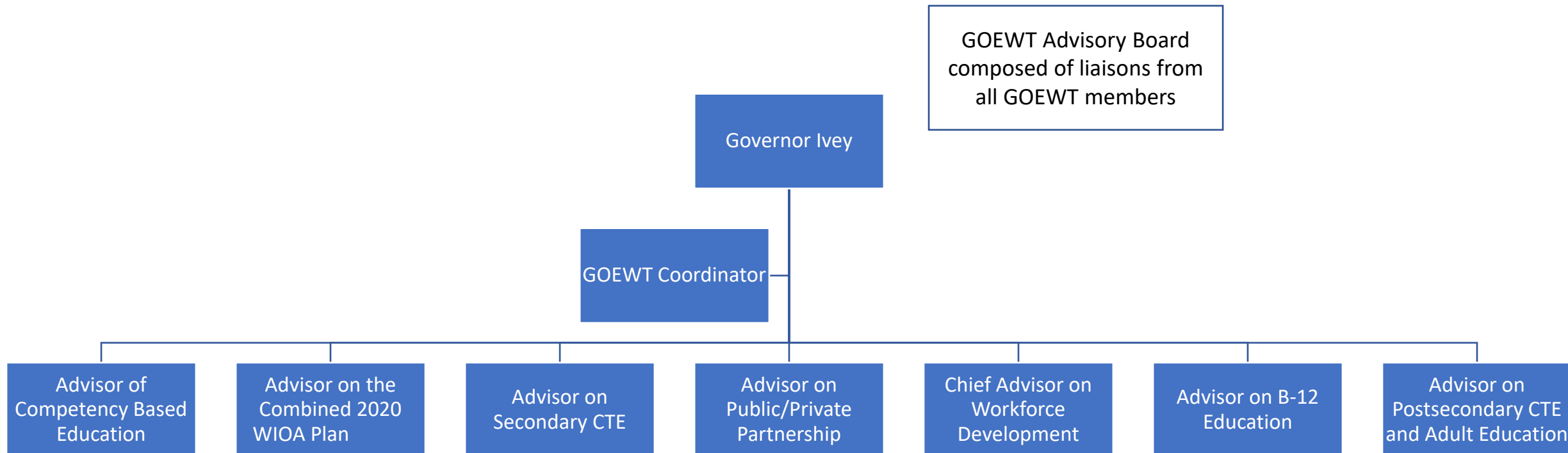


The Governor's Office of Education and Workforce Transformation (GOEWT)

The GOEWT coordinates Alabama's education and workforce systems through a 25-member advisory board and a team of seven advisors who represent each element of the education and workforce systems.

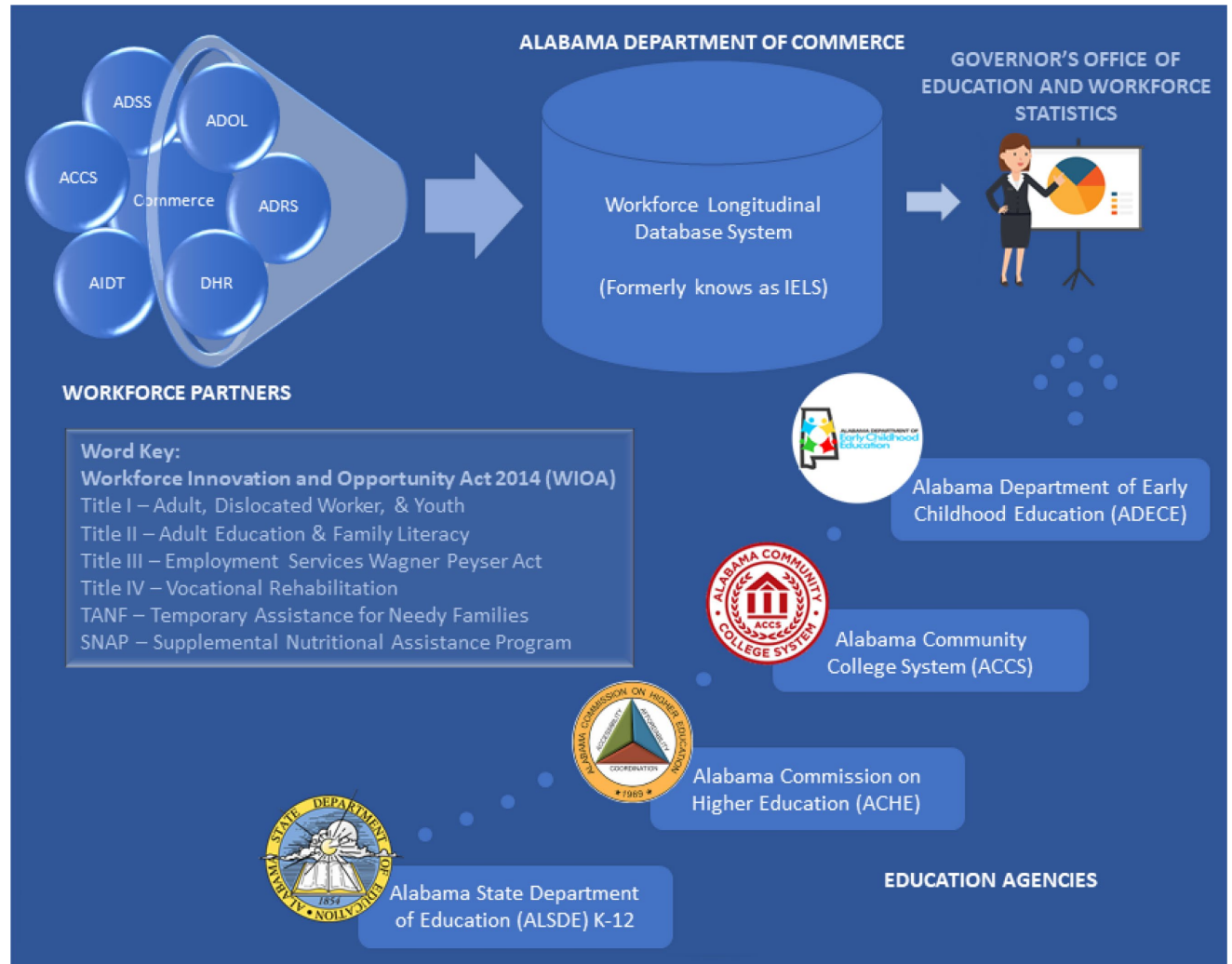
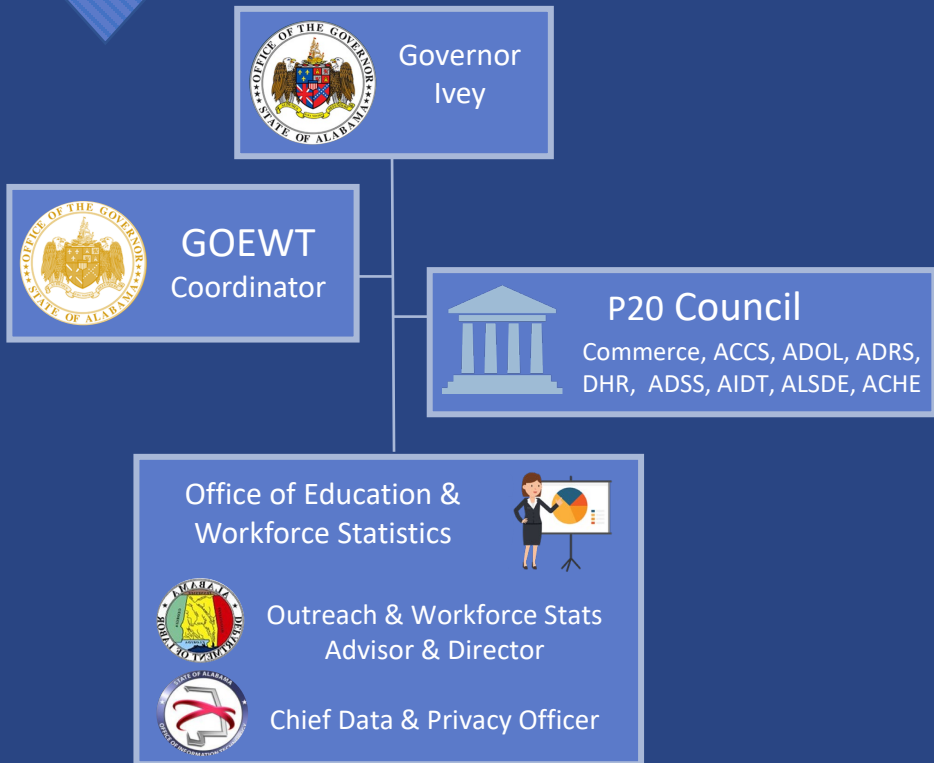


The GOEWT is funded by braiding funds from the Governor's WIOA Title I leadership fund, adult education state leadership funds, and Perkins leadership funds.



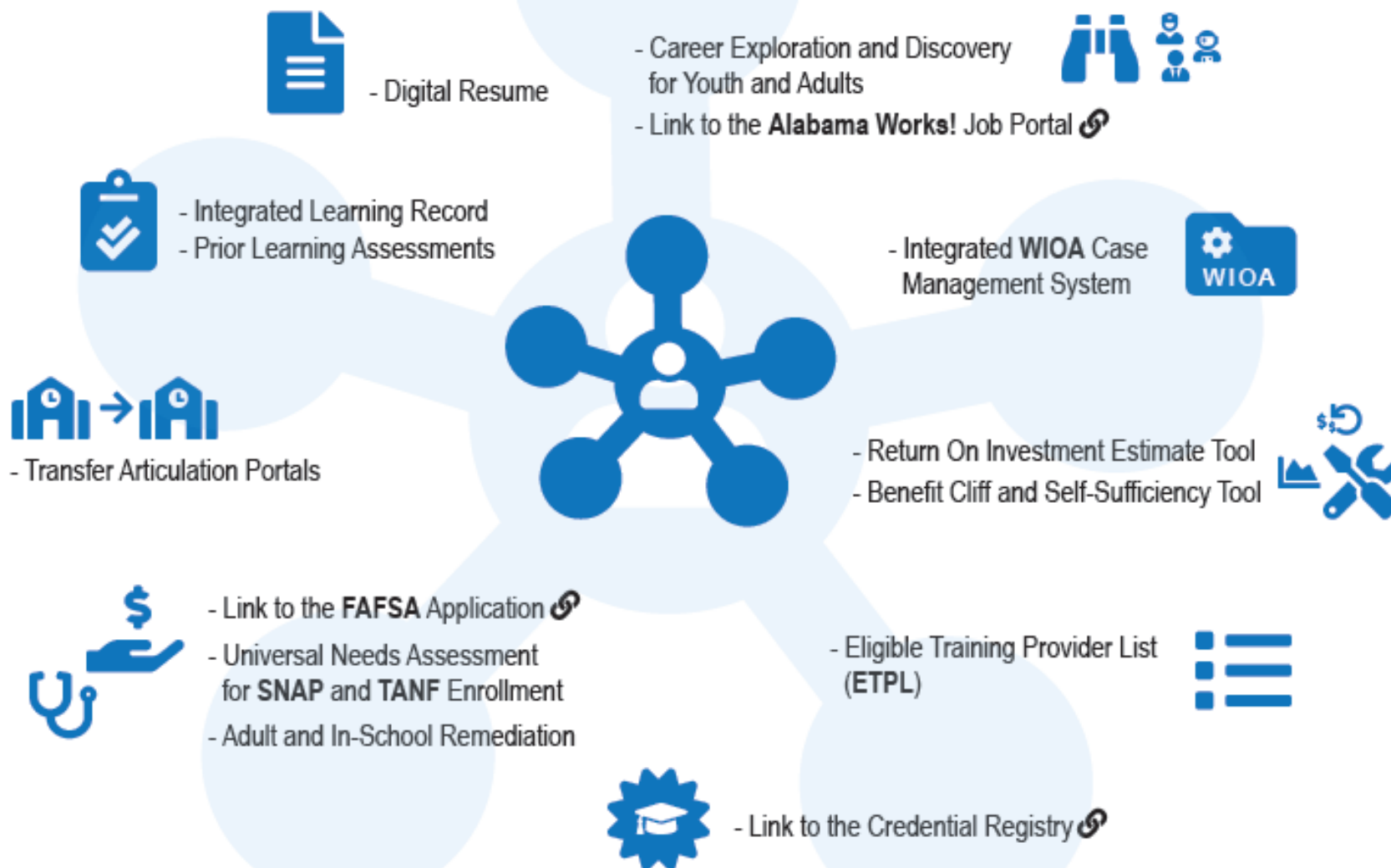
The ATLAS on Career Pathways

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



Alabama College and Career Exploration Tool (ACCET)

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



The Five-Star Rubric for Regional In-Demand Occupations

	Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V
Characteristic	Occupation Must be at Least 70 percent of Median Regional Wage	The Occupation exceeds the Alabama poverty threshold for two people	Positive Annual Growth and Positive Projected Growth Over Decade	Occupation is projected to have a minimum of 10 openings a year	The Occupation Requires a Post-Secondary Degree, Certificate, or Credential for Initial Employment

- Earning a star for three of the criteria is mandatory for inclusion on a region list of in-demand occupations. For the first two required criteria, earning a star for criteria (1) and criteria (3) is mandatory, and an occupation must possess one or both of criteria (4) or (5) to be included on a regional compendium of valuable credentials.
- Demand occupations that occur in a minimum of 3 regions, and 20 openings a year, will qualify for the Statewide List of In-Demand Occupations.

**Business Management and Administration In-Demand Occupations
Alabama**

SOC	Occupation	Number of Qualifying Regions	Annual Projected Openings
11-1021	General and Operations Managers	7	2,610
13-1111	Management Analysts	7	590
13-1071	Human Resources Specialists	7	585
13-1151	Training and Development Specialists	7	330
11-3051	Industrial Production Managers	7	265
43-1011	First-Line Supervisors of Office and Administrative Support Workers	6	1,845
11-3021	Computer and Information Systems Managers	6	300
43-4051	Customer Service Representatives	5	4,340
43-5071	Shipping, Receiving, and Traffic Clerks	5	840
11-3121	Human Resources Managers	5	130
13-1131	Fundraisers	5	105
11-3061	Purchasing Managers	4	90
13-1121	Meeting, Convention, and Event Planners	4	75
15-2031	Operations Research Analysts	2	85
11-3011	Administrative Services Managers	2	75

Occupations Not Qualifying for State List

Region	SOC	Occupation	Criteria 1 70% of mean	Criteria 2 Top 8 Clusters	Criteria 3 Positive Growth	Criteria 4 HD or 75% Mean	Criteria 5 postsec	Annual Projected Openings
Region 2	43-5081	Stock Clerks and Order Fillers	★	★	★	★		245
Region 2	43-4161	Human Resources Assistants, Except Payroll and Timekeeping	★	★	★	★	★	10
Region 4	13-1141	Compensation, Benefits, and Job Analysis Specialists	★	★	★	★	★	30
Region 5	43-4111	Interviewers, Except Eligibility and Loan	★	★	★	★		60

Alabama Competency Taxonomy

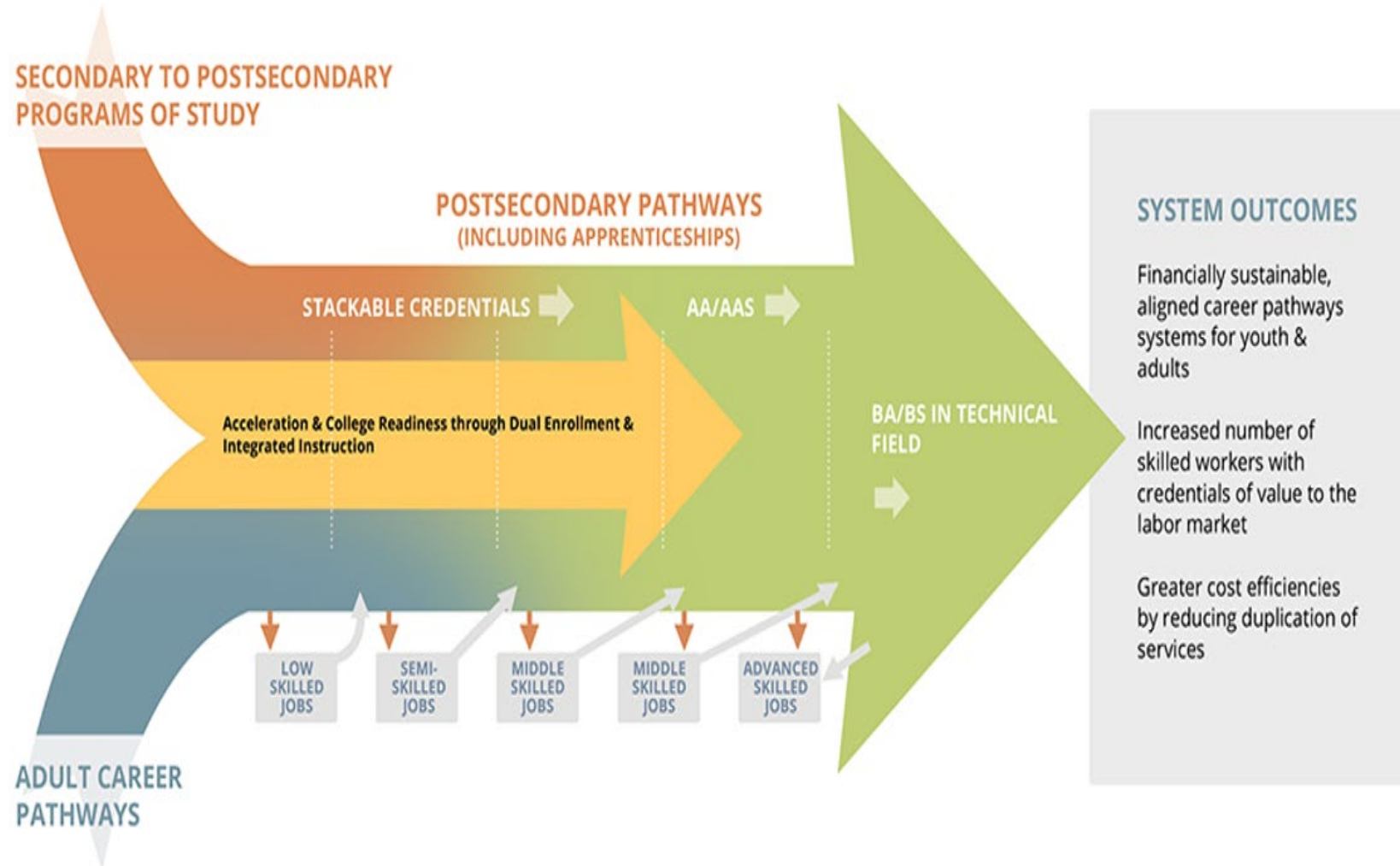
2342-	KNO-	06-	08	20190817	E	094161258
Career Cluster- Career Pathway- Occupation- Competency	KNO-Knowledge SPE-Specialized Skill PER-Personal Skill SOC-Social Skill COM-Competency	Rate of Decay (in months)	Level of Proficiency	Date of Current Assessment	Summative Assessment Format A—Artifact E—Exam P—Performance	D-U-N-S Number

Developing Competency Models



Developing Career Pathways and Lattices

- Between August 24 and September 18, 2020, the TACs will have completed career pathways by stacking approved competency models into career pathways and lattices.
- The TACs may include occupations that were not included on the ACCCP's list of in-demand occupations, if those occupations lead to employment in one or more of the occupations that are included on the ACCCP's list of in-demand occupations.
- The ACCCP will release the first official list of in-demand occupations, competency models, and career pathways and lattices at the Quarter Three ACCCP meeting to be held on September 25, 2020.



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

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

3. Accredited or recognized by a statewide or national industry-recognized accrediting body

4. Credential is aligned to an occupation on a regional or statewide list of in-demand occupations

5. Achievable by students in a secondary and/or the postsecondary level of study

6. Earned after a minimum number of hours of instruction time

7. Stackable in a sequence of aligned competencies

8. Valuable as determined by leading to at least a twenty 20% wage premium over a high school diploma

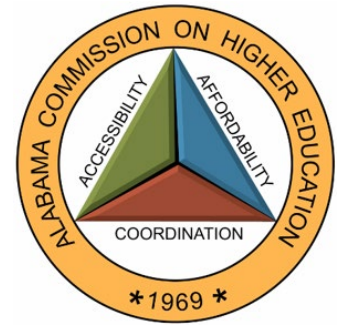
9. Traceable and trackable by the ATLAS on Career Pathways

10. Portable across or within an industry sector

Stage One Review: Creating the Compendium of Valuable Credentials:

Stage Two Review: Coding the Credential

02	43	S	B	R	2342-KNO-06-08-20190717-E-094161258
Career Cluster (01-16)	Career Pathway (01-79)	Division (Secondary or Postsecondary)	Category (Advanced or Basic)	Complementary (C), Regional (R), or Statewide (S)	Competencies Mapped to the Credential (Not included as part of the five-digit taxonomy for the compendia of valuable credentials.)



- The Alabama Credential Registry tool launched on July 1, 2020.
- Credential and degree providers will register credentials to the Alabama Credential Registry through the Alabama Commission on Higher Education (ACHE).
- Credential info will be vetted by the appropriate Technical Advisory Committee (TAC) and sent to the ACCCP for approval.
- Info on AL credentials will be pushed regularly from ACHE to CredentialFinder.org.
- The open registration period for the 2020-2021 Compendia of Valuable Credentials is July 1 to November 1, 2020, and the first Compendia of Valuable Credentials will be released on December 21, 2020.

The Alabama Office of Apprenticeship

- The U.S. Department of Labor allows registered apprenticeships programs to be approved by either the federal Office of Apprenticeship or a federally-recognized state apprenticeship agency (SAA).
- The Alabama Office of Apprenticeship (AOA) was approved by the U.S. Department of Labor as Alabama's SAA in March 2020.



Alabama Statewide Survey of the Underemployed and Unemployed

- The AWC and the GOEWT commissioned a statewide survey of 500 underemployed and unemployed Alabamians, conducted by Cygnal between August 4 and August 20, 2020.
- The survey results show that a plurality of respondents (27.4 %) would prefer to enroll in a short-term certificate, certification, or licensure program, if they enrolled in an education or training program in the next six months.



The Dashboard for Alabamians to Visualize Income Determinations (DAVID)

- The Governor's Office partnered with the Federal Reserve Bank of Atlanta to develop a benefit cliff and self-sufficiency tool, which has been branded as the Dashboard for Alabamians to Visualize Income Determinations (DAVID).
- The tool is designed to help individuals advance into higher paying careers by understanding when they will reach self-sufficiency, based on income, region, occupation, and family dynamics.
- DAVID will be integrated into the ACCET to assist case managers and career coaches with providing a continuum of services approach for Alabama's public workforce system.

DAVID

Dashboard for Alabamians to Visualize Income Determinations



A New Social Compact Predicated on Human Capital Development

- Alabama is committed to meeting the Alabama postsecondary attainment goal and increasing Alabama's labor force participation rate 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 are unable to enter the labor force due to barriers such as a lack of childcare or transportation.
- The Alabama Career Pathway Model provides a feedback loop between employers and employees that will signal iterative wage increases, upward mobility within a firm, and attainment of skills that are transferable between industry sectors.



DISCUSSION

Q & A



Spotlight efforts in your state
in the **chat box**

Access materials from the whole series at

sreb.org/WorkforceRecovery



We stand ready to support you.

EVENTS

- Summer Teacher Training Institutes
- Summer Conference
- Institute on Teaching and Mentoring
- Webinars >

Upcoming Events

COLLABORATION.

PROFESSIONAL

LEARNING.

RESULTS.

<https://www.sreb.org/events>

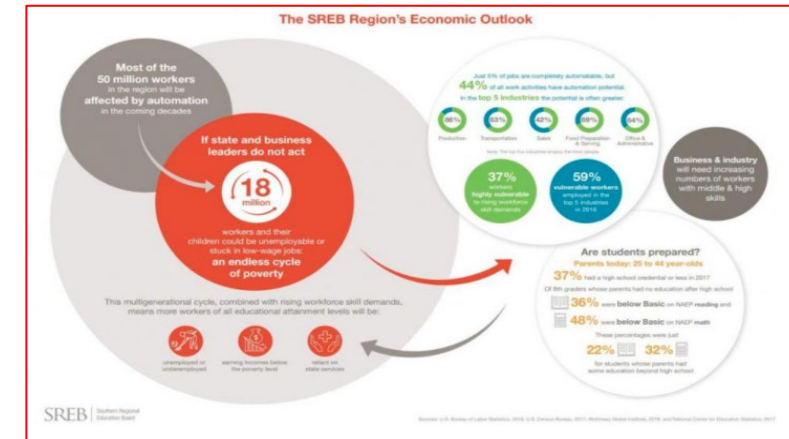
Career pathways development

<https://www.sreb.org/career-pathways>



Commission on Strategic Partnerships and Work Ready Students

<https://www.sreb.org/sreb-commission-strategic-partnerships-work-ready-students>



<https://www.sreb.org/state-workforce-outlooks>

SREB Policy Brief | June 2019

Coordinating ESSA, Perkins V and WIOA to address rapidly evolving education and workforce needs

Three Federal Statutes, One State Plan

Too many American workers are not prepared for the changing economic landscape in the South. Labor market economists predict technology will continue to change the American workforce. Employers will need lower low-skilled workers to do the jobs that machines will never be able to do. Instead they will need more workers to fill middle-skills jobs, ones that require more education – more than high school but less than college completion. While states across the nation will face this increasing need for workers with middle skills, these challenges will be greatest for states in the South where, for decades, low-skilled jobs have been available for many undereducated workers. Simultaneously, American businesses nationwide will find it increasingly hard to fill the positions that have open for highly educated workers, especially in high tech and STEM fields. Moreover, labor market economists expect the pace of technology advancement to increase over the next decade. The McKinsey Global Institute estimates that by 2025, SREB member states will need as much as 14 percent of the workforce to perform a job function likely different from the one they have performed. Increasingly, employers will need workers with knowledge and skills that enable them to use technology and machines on their jobs, to think critically and creatively, solve problems, work in teams and learn continuously.

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1	How to Address the Challenge
2	Four Strategies to Align State Plans
3	Measures of Success
4	Conclusion
5	Appendix and Glossary
6	Implementation, Equity & Accountability
7	Notes for the Brief
8	Appendix
9	References

Southern Regional Education Board
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<https://www.sreb.org/publication/three-federal-statutes-one-state-plan>

May 2020

SREB

Designing a Ready Workforce

Opportunities for state leaders to align ESSA, Perkins V and WIOA funds

Index	
1	Executive Summary
2	The Challenge
3	Meeting the Challenge: Mixed Opportunities
4	Questions and Examples for Policymakers
5	Next Steps

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This report was prepared by Kim Anderson, 2020 senior policy researcher.

<https://www.sreb.org/publication/designing-ready-workforce>

Thank you for
your feedback
on today's
session

Jamboard

OR

Chat:

A strength

Something we can improve

Topic you would like more
information on