

SREB

Systemic Thinking to Address Education and Workforce Alignment

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Workforce

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Director-Education Data
Services

June 26, 2022

Session Goals

This afternoon we will:

- Review workforce initiatives across SREB states, highlighting those with the strongest impact and identifying opportunities to better align education and training with workforce needs.
- Review data sharing patterns and reflect on the importance of systemic thinking about using data to strengthen alignment efforts.

Session Outline



Our Context — Education and Workforce Alignment

Setting the Stage

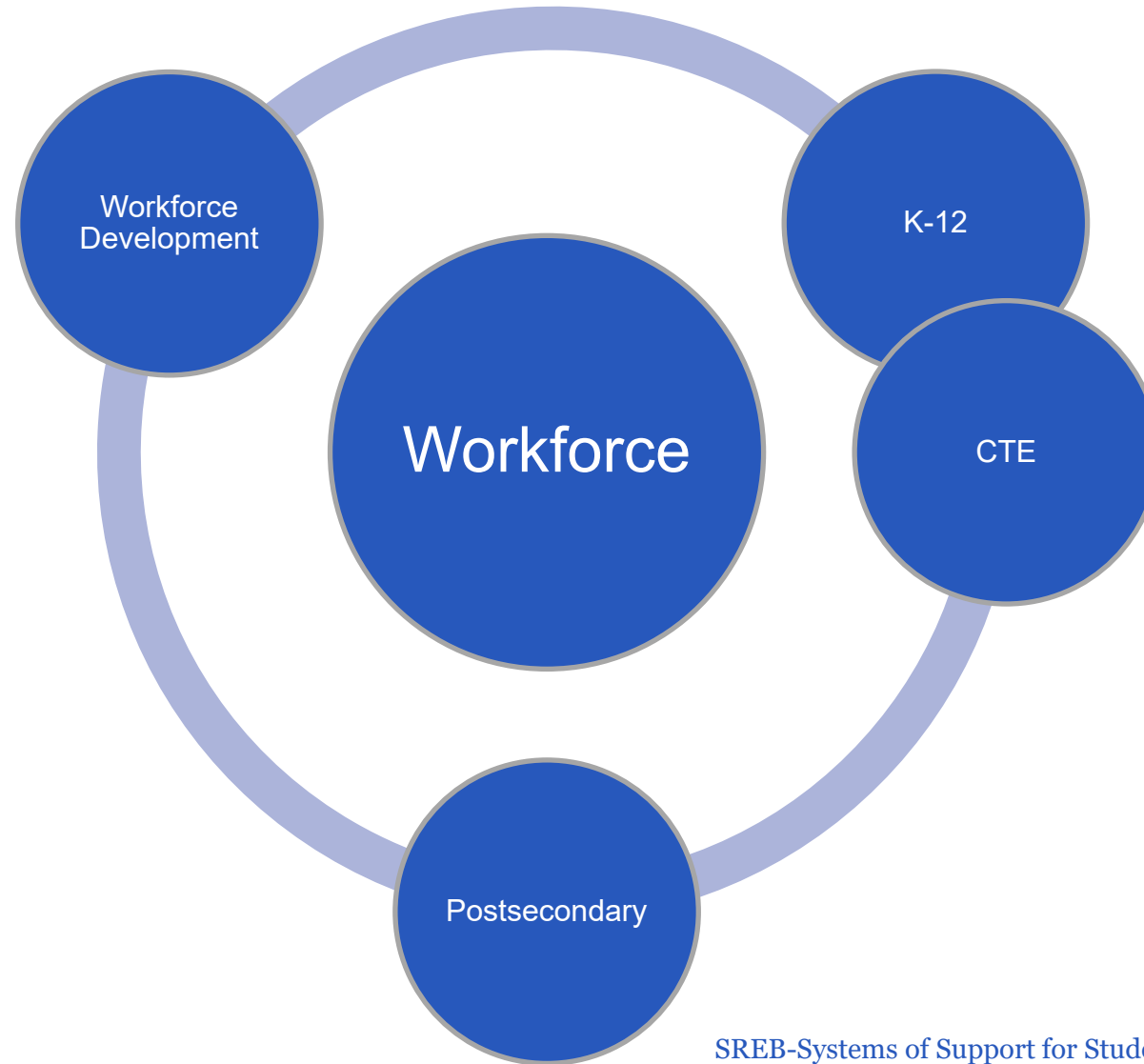


Education & Workforce Alignment

Alignment of Education and Workforce Systems:

Ongoing collaboration and communication to coordinate initiatives within education and workforce systems to advance individual, business and overall economic and social vitality.

Sharing Data to Support Alignment



Setting the Vision for This Work

Accelerating Cross-Agency Data Utilization

- Data Sharing
- Data Usage
- Cross-Agency Collaboration
- Policies and Support Systems

Cross-Agency Teams

- K-12 (System Chiefs)
- CTE (State Directors)
- 4-Year System Leaders (SHEEOs)
- 2-Year System Leaders
- Workforce System Leaders
- Governor's Office (GEPAs)
- Legislators (SREB Board and LAC Members)

A Unique Opportunity

Grant #1—Connecting Education and Workforce Data

November of 2020 – March of 2023

*Supports 6-8 Member Cross-Agency Teams from all 16 SREB States

*Used to establish a common understanding for the need of shared data systems and structures (policies and systems) that support their use

*Will generate baseline reports and summaries for each state and our region

Grant #2—Regional State Collaborative for Accelerating Data Policy

September of 2022– June of 2023

*Will support expanded Cross-Agency Teams from participating states (first cohort)

*Will support the first cohort of states to develop data sharing and usage solutions

*Will generate solutions that can be shared across the region to serve as the foundation of our Using Data Playbook

The Continuums

Data Collection and Sharing

Data is collected and used within the agency/office

Data is collected and limiting sharing occurs with one or two other agencies

Data is collected and linked across multiple agencies/offices

Data is linked and shared publicly

Data Usage

Data is within an agency to set and monitor goals

Periodic data updates are provided to cross-agency teams

Cross-agency staff members use common protocols to analyze data

Data outcomes are shared publicly, showing successes and priority next steps

Cross-Agency Collaboration

Limited collaboration occurs annually

Structures are used to support collaboration on a specific state initiative, but data is underutilized

Data and collaboration structures are in place to focus collaborative efforts

Three Key Artifacts with Focused Discussions



Workforce Initiatives Profile

- **Focus Question:** How are data systems used to set and monitor progress of large-scale state goals/efforts?
- **Possible Data:** Data sources that were used to identify the need for the initiative and those used to determine effectiveness



Landscape of Data Sharing Report

- **Focus Question:** How are data systems being used to answer policy and research questions across agencies?
- **Possible Data:** Most used/linked data sources and missing data elements



Supply and Demand Reports (Top 2 Industry Sectors)

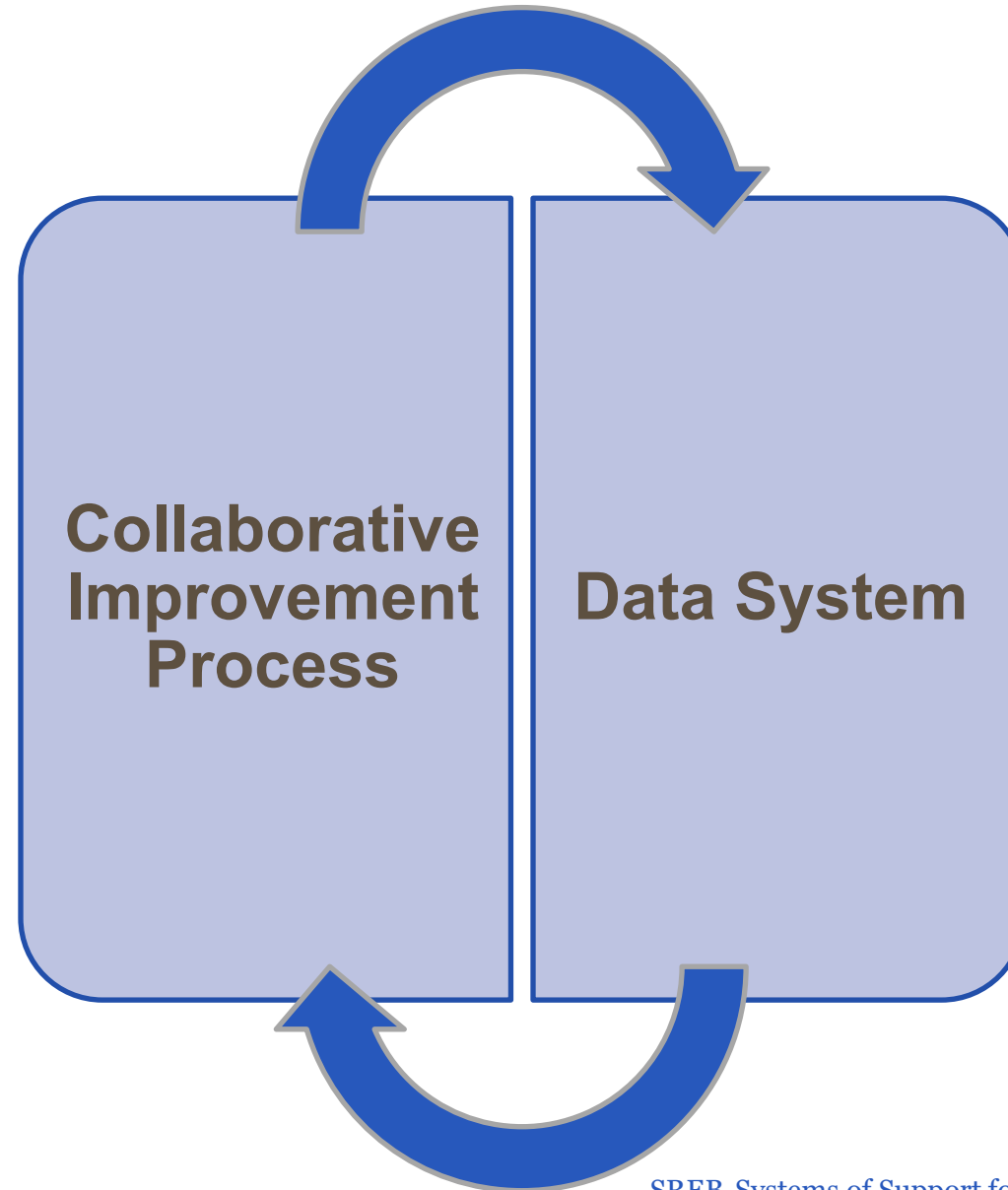
- **Focus Question:** What data sets are used to monitor students and adults as they transition from education and training into the workforce?
- **Possible Data:** Demand data-labor market statistics; Supply data-enrollment, completion, certification/degree attainment in related programs and placement data

#2 Accelerating Data Policy Activities

- **September (2022) Design Session with Participating State Teams**
 - Launch design efforts
 - Identify each state's Problem of Practice and Solution Type
 - Data Sharing and/or Usage Solution
 - Policy Solution
 - Cross-Agency Collaboration Solution
- **September (2022) – June (2023)**
 - Host and facilitate virtual or in-state strategic planning sessions to develop solutions
 - Host the Data Solutions Symposium to showcase developed solutions
 - Convene Legislative Staff and Governor's Policy Advisors to review solutions and related sample legislation

Using Data to Support Alignment

A Winning Combination

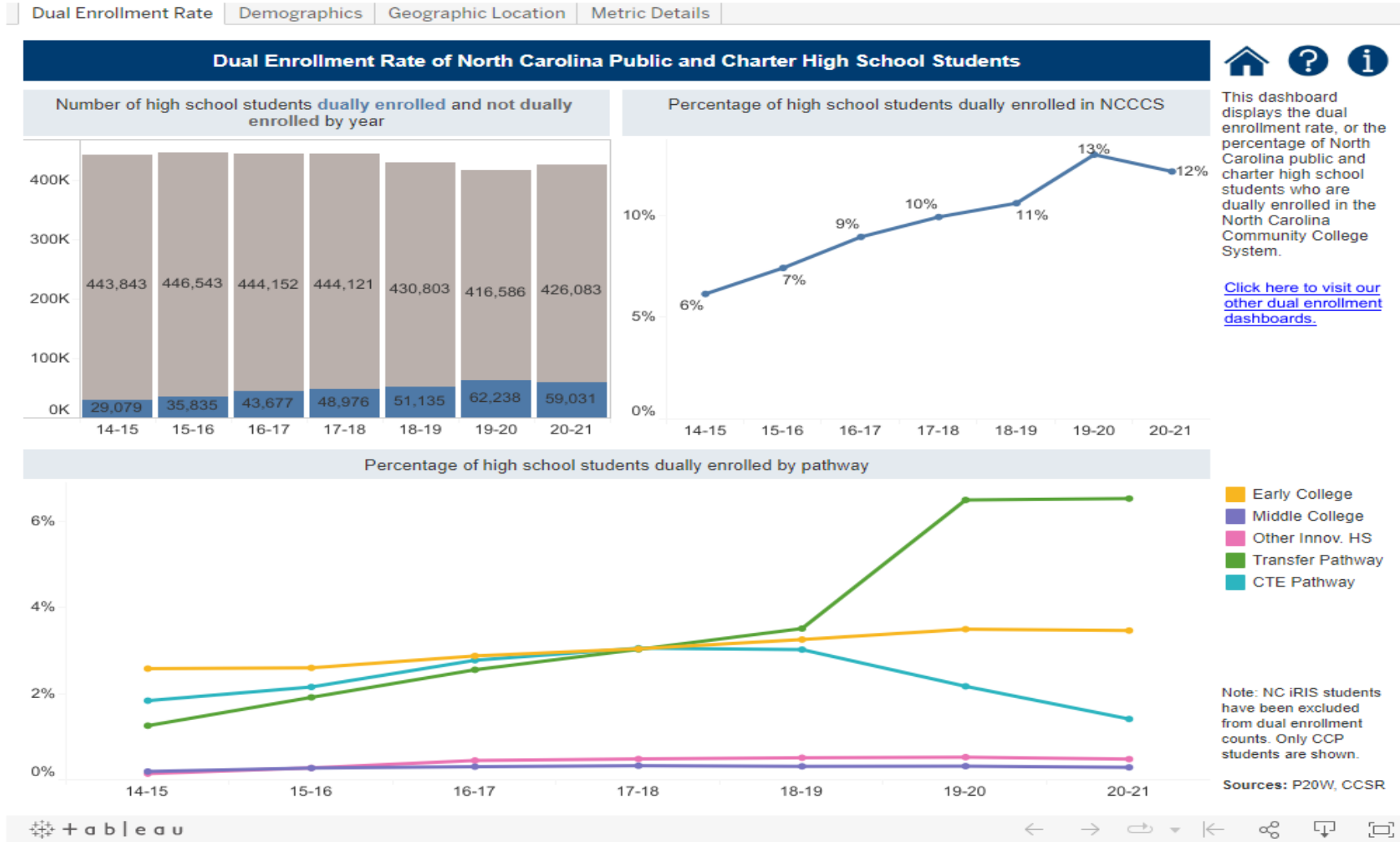




Answering Research and Policy Questions

Home > Analytics and Reporting > Dashboards

High School Dual Enrollment Rate



- Refine recruitment and support systems to address underrepresented student groups
- Collaborate to address offering limitations by CTE pathway

Too few students completing Dual Enrollment Coursework

- Limited DE course offerings
- Limited understanding of DE options
- Competing scheduling priorities
- Funding challenges

Goal: Increase DE enrollment by 5% annually over the next three years.

- Expand postsecondary agreements
- Identify DE courses for high-demand CTE pathways

- Identify best practices to recruit students
- Create support systems to ensure successful completion

ACT

CHECK

DO

PLAN

Making Schools Work Problem-Solving Process

Implement & Monitor Progress/Adapt as Needed

Identify a Problem of Practice

Determine Root Causes/ Drivers

Establish Goals/ Determine Measures

Develop Action Plans

Test Actions

Adopt Broadly/Adapt and Retest/ Abandon

Example Research Questions

1. What are the employment and earnings outcomes for a state's postsecondary credential completers?
2. How many high school graduates enroll in postsecondary education in the fall following their graduation? How many are enrolled the following fall?
3. What are the employment outcomes of recent high school graduates? How long after graduation do they find employment? In what industries are they most likely to be employed?
4. Do students who complete dual enrollment courses (or AP or IB) complete their credentials in fewer terms? Take fewer credits to complete credential?
5. What are mobility patterns of students who complete a degree?

Data Systems Panel Presentations

Today's Panel Members

Joe Meyer, Mayor

Covington, Kentucky

Jaya Krishnan, Senior Enterprise Data Warehouse Architect,

Governor's Office of Student Achievement, Georgia

Maria Markham, Director

Arkansas Department of Higher Education

Nick Moore, Education Policy Advisory and Coordinator

Governor's Office of Education and Workforce Transformation,
Alabama



Questions for Our Panelists

We will be collecting questions for our panelists throughout the presentation this afternoon.

Please add your questions using our Mentimeter Slides.

You may access the Mentimeter Slides by using the QR Code at your tables or going to www.menti.com and entering the code **2179 5285**.

We will address your questions at the conclusion of the panel presentations.

Joe Meyer— Building the System

- The initial vision of the KY STATS System,
- Starting small (the early phases of KY STATS) and
- Strategically engaging agency leaders in the process.



Kentucky Center for Statistics



Uniting our data.
Informing our Commonwealth.

What is the Kentucky Longitudinal Data System?

The Kentucky Longitudinal Data System is a statewide data system that contains education, workforce, and additional data identified by the Kentucky Center for Statistics.

Kentucky Revised Statute 15B.131



Organization History

- **Established as an independent state agency by the Kentucky General Assembly in 2013.**
- **Attached to the Kentucky Education and Labor Cabinet.**
- **Board membership expanded in 2019 to include the Cabinet for Health and Family Services.**



KYSTATS Legislation

**KYSTATS is charged with collecting accurate data in the
Kentucky Longitudinal Data System
in order to link the data and generate
timely reports about student performance through
employment to be used to guide decision makers in
improving the Commonwealth of Kentucky's
education system and training programs.**

Kentucky Revised Statute 151B.132



KYSTATS Board of Directors

Education & Labor Cabinet Secretary (CHAIR)

Kentucky
Department of
Education
(KDE)
Commissioner

Council on
Postsecondary
Education
(CPE)
President

Kentucky
Higher
Education
Assistance
Authority
(KHEAA)
**Executive
Director**

Cabinet for
Health and
Family Services
Secretary



Kentucky Department of Education

- K12 Students
- K12 Teachers
- K12 Staff
- Career/Technical Education
- Teacher/Education Certification
- Governor's Scholar Program

Council on Postsecondary Education

- Public & Independent Postsecondary

Commission on Proprietary Education

- Proprietary Colleges

Bureau of Labor Statistics

- Labor Market Information

Labor Cabinet

- Unemployment Insurance (UI) Claims & Wages

Department of Workforce Investment

- Workforce Training
- Office for the Blind & Vocational Rehab
- Job Seekers
- Focus
- Apprenticeships

Education and Workforce Development Cabinet

- Skills U (Adult Education)

Finance & Administration Cabinet

- Revenue Data
- Financial Aid - Kentucky Higher Education Assistance Authority

Kentucky Longitudinal Data System (KLDS) Powered by KYSTATS



Cabinet for Health and Family Services

- Early Learning - Child Care
- Supplemental Nutrition Assistance Program (SNAP)
- Temporary Assistance For Needy Families (TANF)
- SNAP Employment & Training Program (SNAP E&T)
- Medicaid Eligibility and Claims
- Vital Statistics
- TWIST Foster Care & Adoption
- HANDS

Kentucky Board of Nursing Medical Licensure Board

- Nursing Licenses

Justice and Public Safety Cabinet

- Corrections

Industry Certification

- National Institute for Automotive Service Excellence (ASE)
- Computing Technology Industry Association (CompTIA)

Other Data Sources

- Kentucky Chamber of Commerce - Talent Pipeline Management
- Governor's Office Of Early Childhood - Head Start
- Coleridge Initiative - Out of State Education and Employment and Wage Data

Kentucky Transportation Cabinet

- Driver Licensing

In-Progress Relationships

- Justice and Public Safety Cabinet - Department of Juvenile Justice

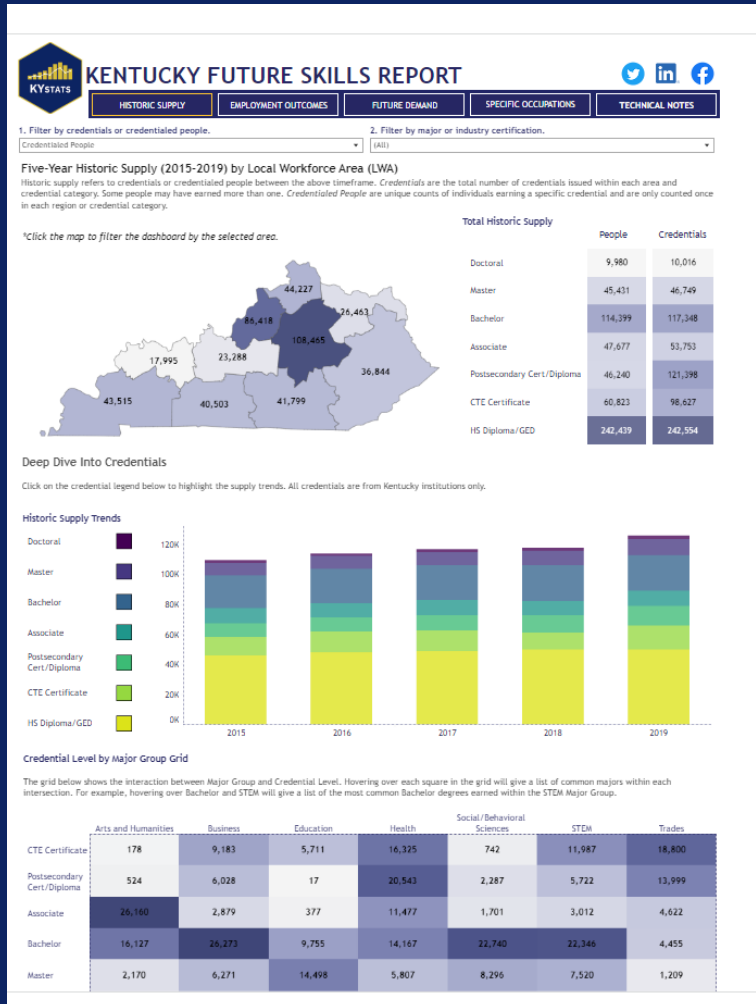
KYSTATS Research Agenda

2020-2022 Focus: Equity

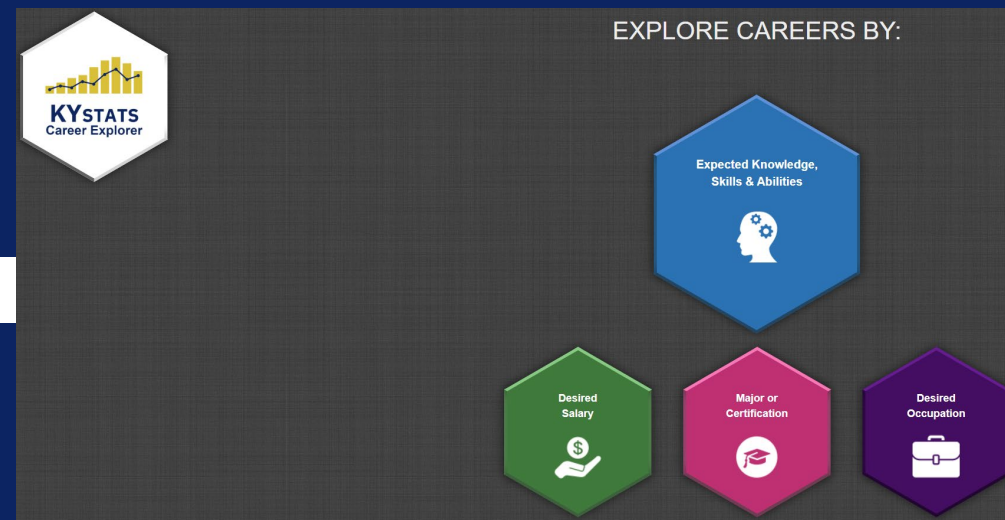
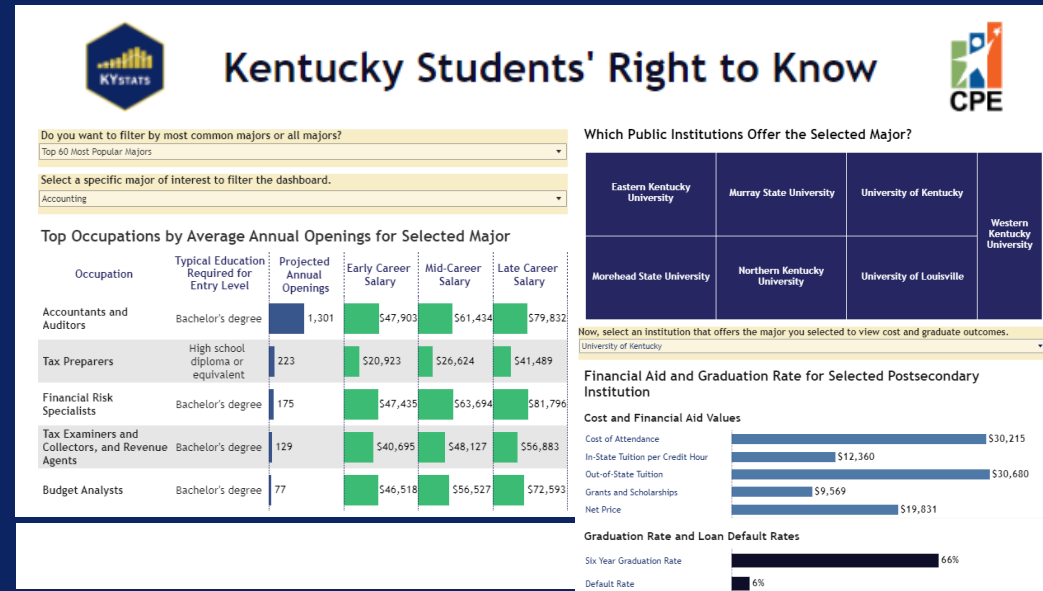
1. Expand Data Access and Use to Inform Equity Issues and Barriers Related to Birth Through Workforce
2. Evaluate Outcomes and Barriers for Education and Workforce Programs Over Time
3. Connect Supply and Demand of Kentucky Future Workforce
4. Measure Impact of Out-of-State Education and Workforce Migration



KYSTATS Education & Workforce Tools



kystats.ky.gov



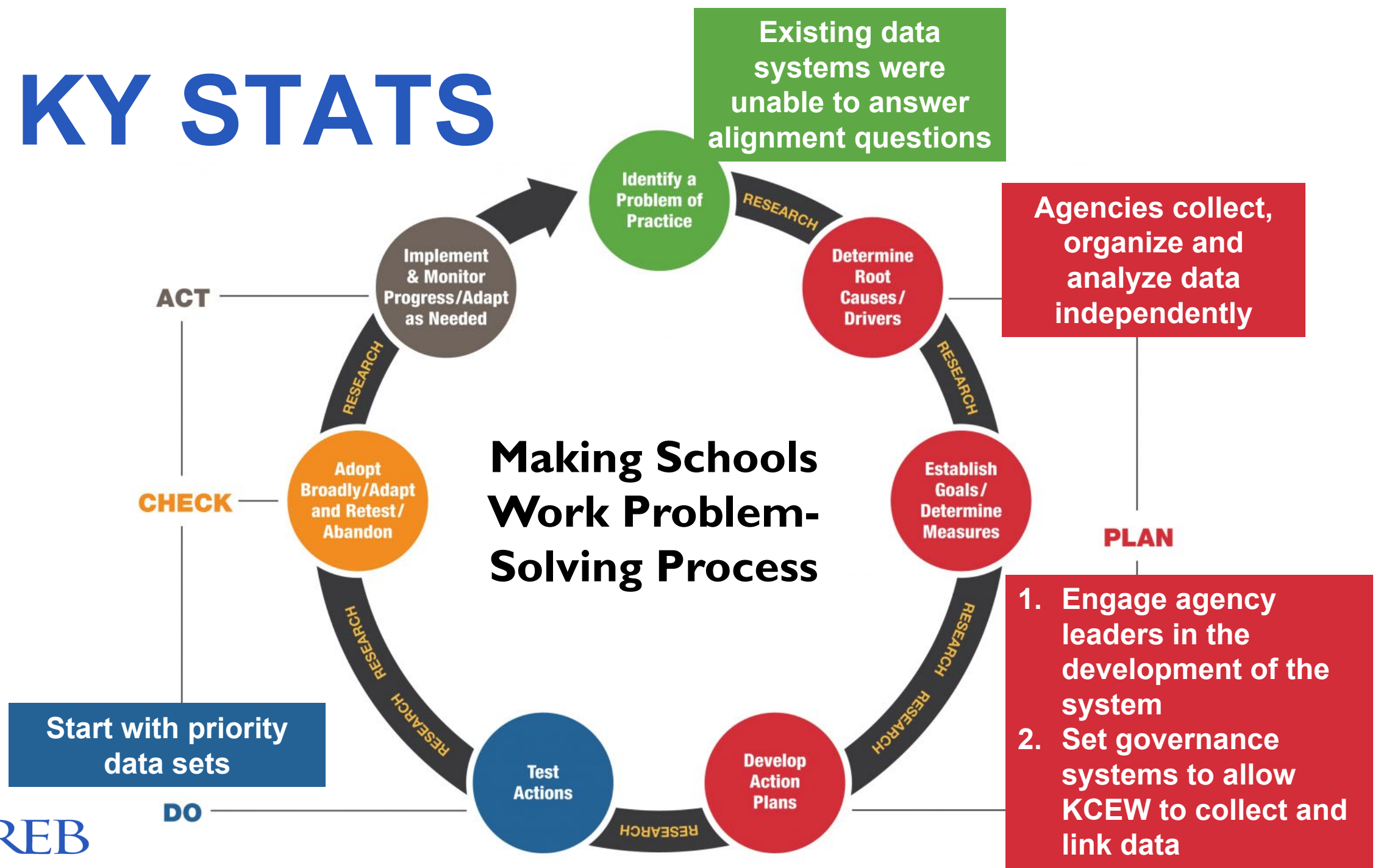
Ready to learn more?

kystats.ky.gov
[@kystats](#)

Jessica Cunningham, PhD
Executive Director
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KY STATS



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Jaya Krishnan— Maintaining the System

- The evolution of the GA AWARDS System,
- The structure of governance for the GA AWARDS System that supports collaboration and
- Legislative and funding supports needed to maintain and expand the system.



Georgia's Academic and Workforce Analysis and Research Data System

Jaya Krishnan
Governor's Office of Student Achievement

June 26, 2022



Governor's Office of
Student Achievement



The Need for a P-20W Data Warehouse

- In the early 2000's, the Alliance of Education Agency Heads (AEAH) identified the need for cross-agency reporting to support state education agencies in analyzing data, informing policy, and making program improvements. There were several attempts to build this system.
- Through Race to the Top in 2010, Georgia received \$18 million over four years to build a P-20 longitudinal data system, which became GA•AWARDS.
- GOSA was selected to house GA•AWARDS; however, the governing body is the Data Management Committee (comprised of Chief Information Officers from all participating agencies).
- GA•AWARDS Vision: To link and provide meaningful and actionable education and workforce data to participating agencies that support research and informed decision-making.



What is GA•AWARDS?

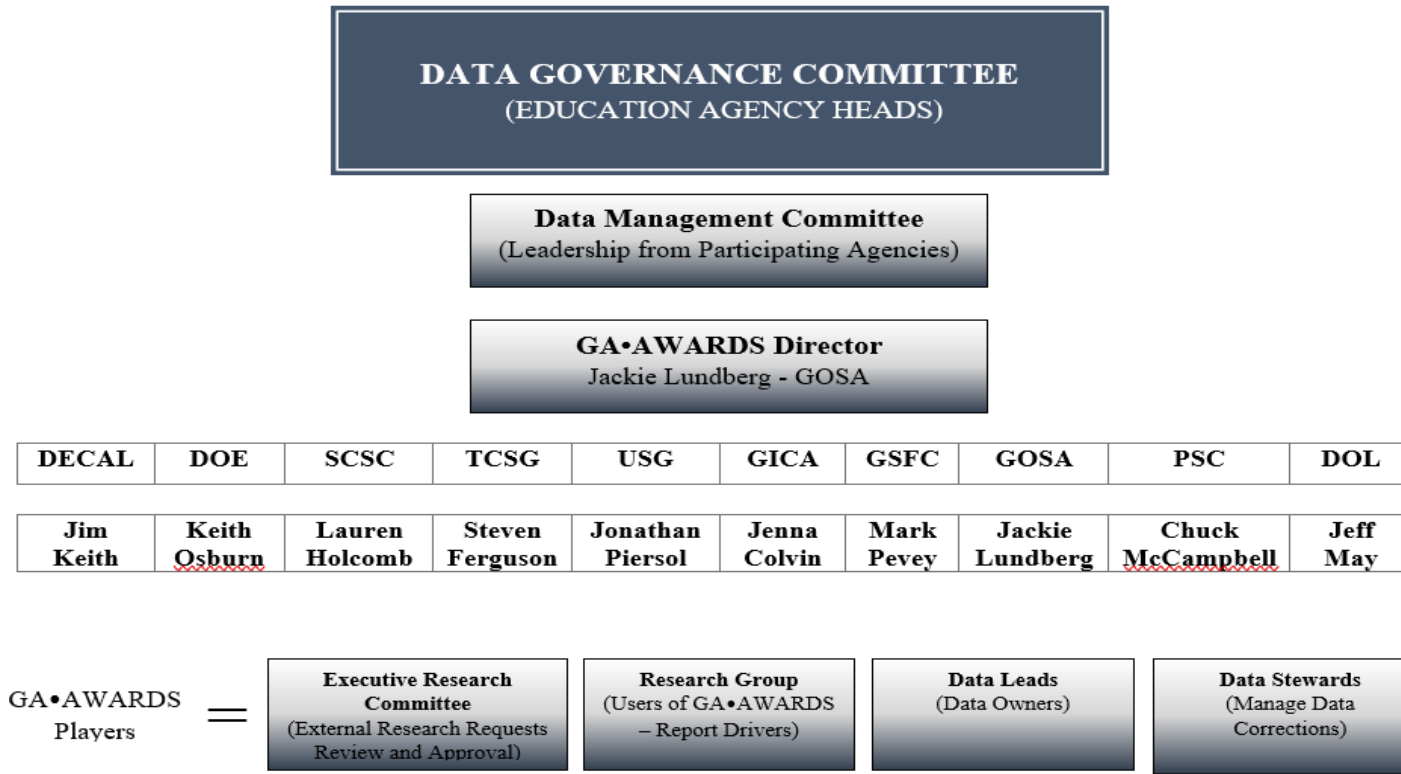
- GA•AWARDS is Georgia's P-20W longitudinal data system that links individual level data from the following entities:
 - All seven of the former Alliance of Education Agency Heads member agencies
 - Department of Early Care and Learning
 - Georgia Department of Education
 - State Charter Schools Commission
 - Georgia Student Finance Commission
 - University System of Georgia
 - Technical College System of Georgia
 - Georgia Professional Standards Commission
 - Governor's Office of Student Achievement
 - Department of Labor (DOL), Georgia Independent Colleges Association (GICA), and Georgia Military College (Prep School and Post Secondary)
- The system also includes data from the National Student Clearinghouse (nationwide postsecondary enrollment), College Board (SAT and AP), and ACT.
- GA•AWARDS does not replace or duplicate each agency's operational data warehouse. Instead, it broadens the data available for research and reporting for each organization.



GA•AWARDS Governance

Governance Structure

- All participating organizations signed a Data Sharing Agreement that governs participation. It was last amended in July of 2019.



GA•AWARDS Basics

Data for a Purpose

- To begin the governance structure and research parameters, agencies collaborated to develop research questions that they would like the system to answer. Examples include:
 - *What is the impact of participating in Georgia's Pre-K on Kindergarten attendance?*
 - *What factors affect student progression and transition from secondary to postsecondary education?*
 - *What percentage of high school graduates enter the workforce directly? What percentage enroll in postsecondary education?*
 - *Are students who receive various financial aid more likely to graduate, graduate on-time, and/or work in Georgia?*
- These research questions were used to derive the data elements needed to be included. All data elements are linked to a research question.

Overview of Data Available

The system currently holds 15 years of data, 2007-2021, and we will begin processing 2022 data in the coming weeks.

- Pre-K participation and number of months students attended
- K-12 and postsecondary student characteristics
 - Demographics and classifications
 - Course-taking (enrollment, course information, grades)
 - HOPE eligibility and award
 - Diplomas, certifications, degrees, pathway completions (from GaDOE), and GED completions
 - Applicable state assessments (CRCT, EOCT, GHSWT, GAA, GAA 2.0, EOC, and GA Milestones)
 - Applicable national assessments (SAT, ACT, AP)
- K-12 educators
 - Demographics
 - Credentials and assessments
 - Length of service
- Unemployment data (industry type, quarterly wages)

Recent Enhancements

Based on new research questions, the following additions have been implemented into the system:

- Georgia High School Pathways and Pathway Completers
- GED data
- K-12 School Discipline
- Additional subgroup indicators for reporting
 - Homeless
 - Military Connected
- Alternative Assessments
- Educator Professional Qualifications
- Learning Support Indicators for Postsecondary Courses
- Additional Enrollment Data (entry dates, exit dates, withdrawal codes)

Future Enhancements

Data quality, timeliness, and relevance are key to maintaining a useful system:

- Only collect data points that are going to be used for formalized research questions
- Always look for new elements that will be meaningful in answering the research questions
- Examples of elements in the pipeline:
 - Foster Care Indicator
 - Additional Institution Characteristics (Title I)
 - Extended Services Indicator
 - Teacher-Course-Student Linkage

Maintaining GA•AWARDS

Physical and Digital Security Measures

- Data are hosted at USG's data center with the same level of security and access restrictions on its system.
- Data are encrypted in transit and at rest.
- Data are only accepted from known and authenticated IP addresses with associated credential (agency username and password).

Defined Users

- Each participating organization has identified designated researchers and data stewards who have access to the data.
- The Data Management Committee approves all additional researchers and data stewards, and these users sign a FERPA confidentiality statement.

Maintaining GA•AWARDS

Legislative and Governor Support for GA AWARDS

- Race to the Top funds, \$18 million over four years (FY11 – FY14), were used to complete the implementation of the longitudinal data system.
- In FY15, the General Assembly recommended, and Governor Deal approved, state appropriations in the amount of \$1.5 million to maintain GA AWARDS.
- Since that time, the Georgia General Assembly has demonstrated support for the education and workforce longitudinal data system.
- In FY21, the General Assembly recommended, and Governor Kemp approved, a one-time supplement of \$900,000 for an extended three-year maintenance agreement. The maintenance agreement was necessary to maintain our current pricing agreement and normalize our annual payment structure.

Research and Data Usage

Examples of GA•AWARDS current uses include:

- GOSA Annual Report Card (Pre-K, K-12 and postsecondary)
- GaDOE High School Feedback Reports (postsecondary enrollment patterns by high school that are available to districts)
- Required reporting to the U.S. Department of Education
- Ad hoc research and reporting
- Public-facing dashboards
- Research studies
- Participating agency research, reporting and dashboards
- Support for GA Department of Audits for special examinations and performance reviews requiring cross-agency data

Research and Data Usage

GOSA uses GA•AWARDS and other education data to produce dashboards that provide stakeholders with concise, easy-to-understand information about Georgia students' education. These dashboards include:

High School Graduate Outcomes: Provides information on student progress after high school graduation.

Georgia Higher Learning and Earnings: Displays earnings information for Georgia technical college and college/university graduates who work in Georgia after earning their degrees.

K12 Discipline Dashboard: Summarizes discipline data at the school- and district-levels for all public schools in Georgia, including suspension rates and numbers of disciplinary incidents and actions.

Georgia School Grades Reports: Provides concise school performance reports using an A-F rating system for all Georgia public elementary, middle, and high schools.

Schools Like Mine: Allows parents, educators, and community members to find schools with similar student population characteristics for comparison to their local schools.

GA•AWARDS Team

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Chief Architect
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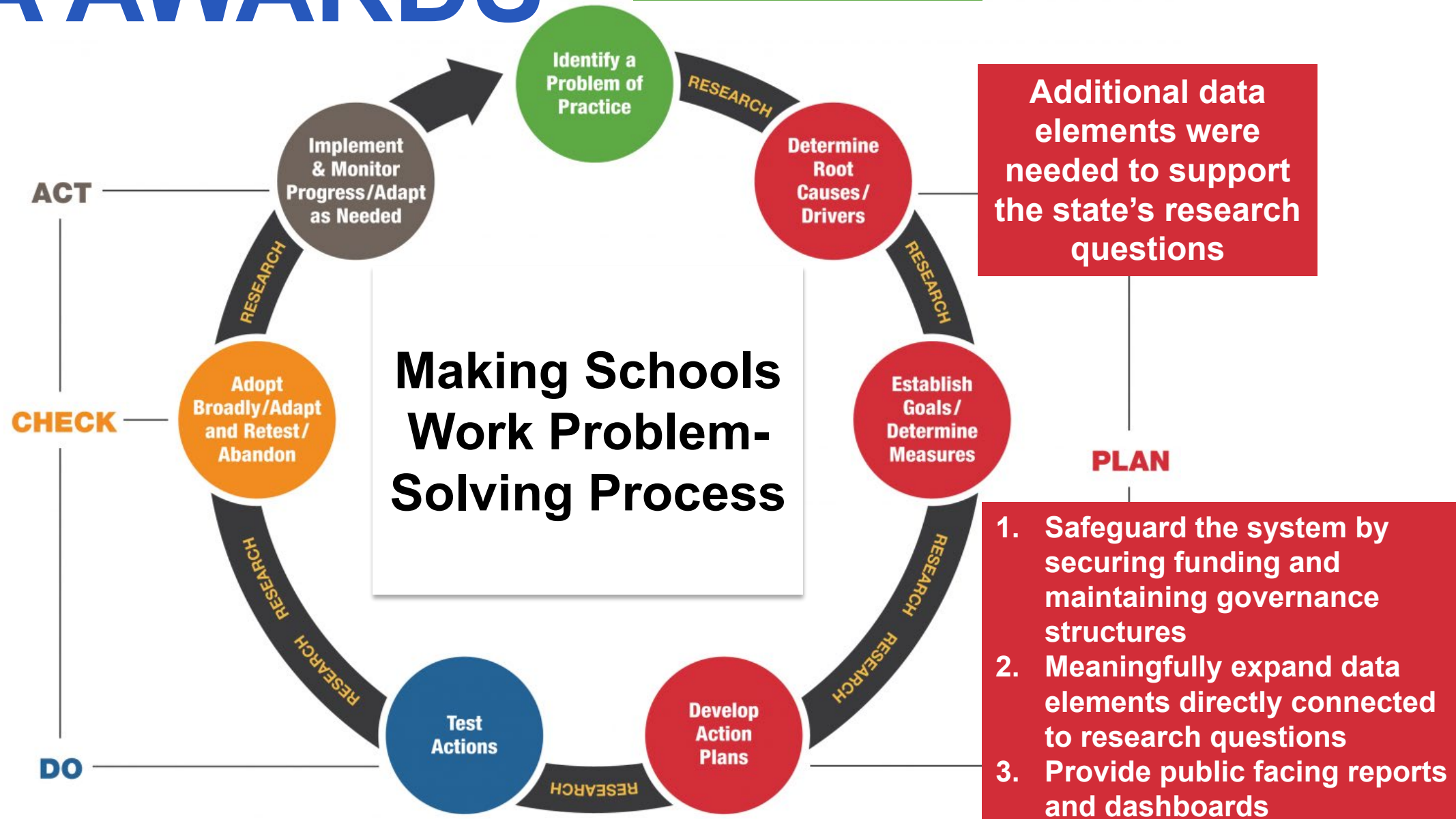
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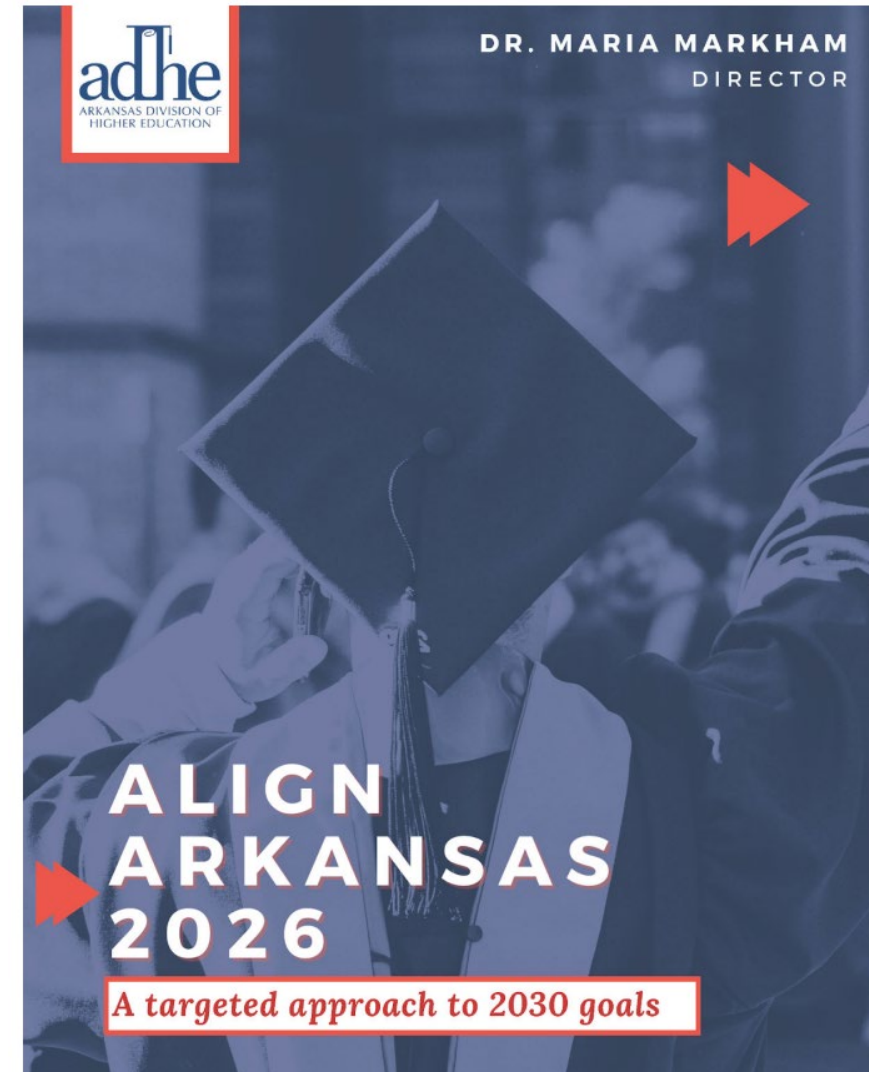


GA AWARDS



Maria Markham— Using the System

- The goals for the Align Arkansas Initiative and critical data points that will be used to monitor progress,
- The vision for how Align Arkansas and ARDATA will make higher education a vital partner in workforce development efforts and
- The expected cross-agency collaboration that is needed to meet expected targets.





Align Arkansas 2026

Dr. Maria Markham, Director

Align Arkansas 2026

55% of adult Arkansas will possess a college credential by 2030

Strategic Goals

1. Increase the total number of individuals with targeted credentials by 81,360 above typical production by 2026.
2. Improve the affordability of higher education for Arkansans.
3. Increase participation and attainment by underserved student groups by 5% annually.
4. Increase regional credentials to align with targeted workforce demand.



Strategic Goal #1—Credentials

Related Actions

- Expedite the academic program approval process to allow institutions to quickly bring needed programs online
- Create a statewide marketing strategy for identified credential clusters partnering colleges and universities with industry

Sample Data—Credentials

1.1: 20,150 certificate holders in the fields of

· Nursing and nursing assistance	11,835
· Vehicle maintenance and repair	2,080
· Commercial truck driving	5,690*
· Health administration service	1,660
· Dental support services and allied professions	1,635
· HVACR	1,365
· Fire protection	930
· Allied health diagnostic, intervention, and treatment professions	360
· Precision metal working	165
· Graphic Communications	120

1.2: 6,565 associate degree holders in the fields of

· Teacher education and professional development	1,645
· Legal support service	1,050
· Dental support services and allied professions	605
· Allied health diagnostic, intervention, and treatment professions	580
· Allied health and medical assisting services	560
· Funeral service and mortuary science	425
· Clinical/medical laboratory science	410
· Computer programming, software and media applications	365
· Computer systems networking and telecommunications	355
· Physical science technologies	320
· Forestry	145
· Drafting/Design Engineering Technologies	105

Strategic Goal #2—Affordability

Related Actions

- Provide training, support and awareness to improve FAFSA completion to 80% of seniors by 2026
- Launch a needs-based aid program with a target of \$36 million in annual awards by 2026

Strategic Goal #3—Equity

Related Actions

- Create an active culture of diversity, equity and inclusion that promotes representation, diverse networks and understanding of marginalized student experiences
- Identify and address barriers that hinder the academic progress and success of underrepresented students

Targeted Groups

- Underserved minorities
- Low income
- Adults
- Rural
- First-Generation
- Re-entry
- Former foster youth

Strategic Goal #4—Workforce Development

Related Actions

- Dedicate and distribute Regional Workforce Grants to institutions seeking to create or expand programs identified as high-demand in each respective region
- Expand Workforce Challenge Scholarships to support students seeking training relevant to their region

Sample Data— Workforce Development

4.1 Central Region Gap: 7,320 additional graduates above typical production

Below Associate

47.06	Vehicle maintenance and repair technologies	865
51.39	Licensed practical/vocational nurse training	570
47.02	HVACR	535
51.07	Medical office assistant/specialist	325
51.06	Dental assisting/assistant	135

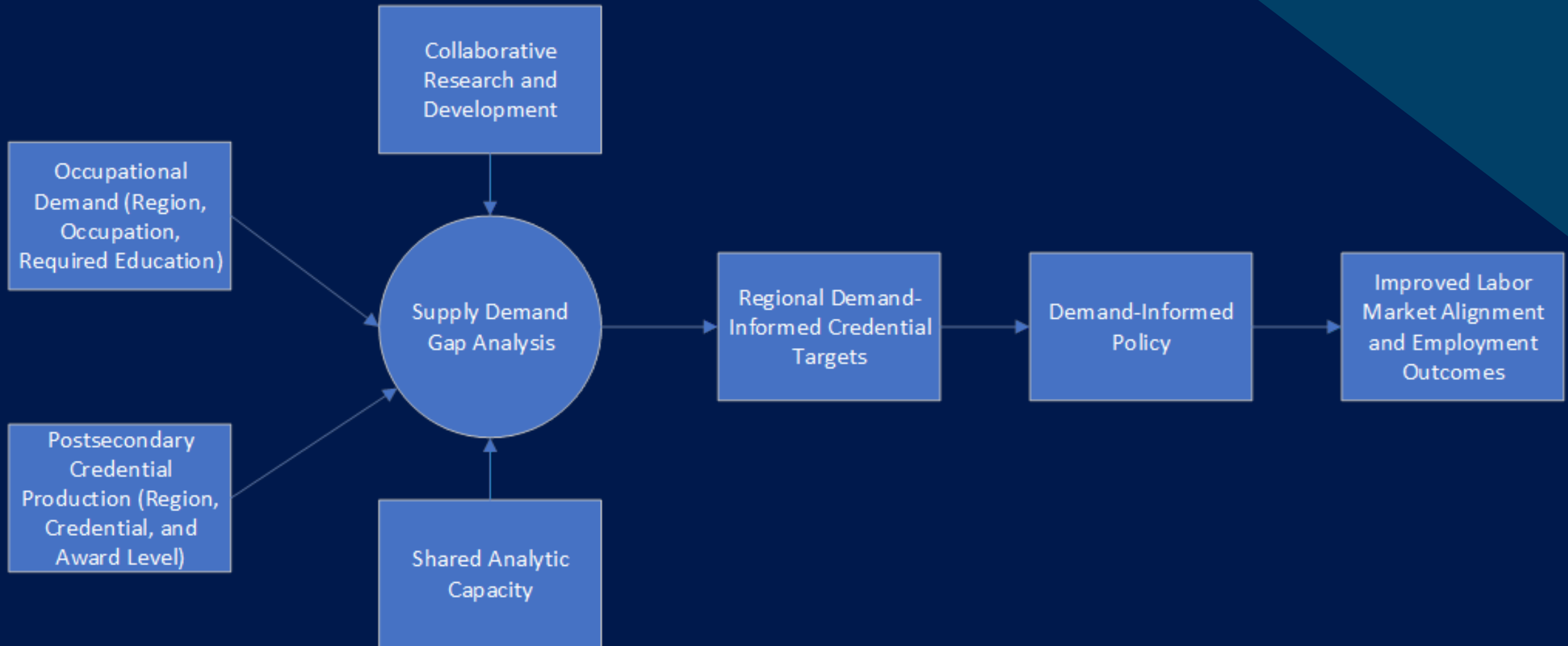
Associate

51.38	Registered nursing	410**
13.12	Early childhood education and teaching.....	315

Bachelor

52.01	Business/commerce, general.....	910
52.02	Business administration and management, general	615
13.12	Teacher education and professional development, specific levels.....	505
13.13	Teacher education and professional development, specific subjects	490
52.10	Human resources management and services	425
51.38	Registered nursing	410**
11.07	Computer science	360
52.07	Entrepreneurship/entrepreneurial studies	205
52.14	Marketing/marketing management, general	150
52.03	Accounting	115
51.15	Substance abuse/addiction counseling	105
13.10	Special education and teaching, general	85
52.08	Finance, general.....	35
44.04	Public Administration.....	20
51.10	Clinical laboratory science/medical technology/technologist	20
52.11	International business/trade/commerce	5

Data Driving the Alignment



Maria Markham, Ph.D.

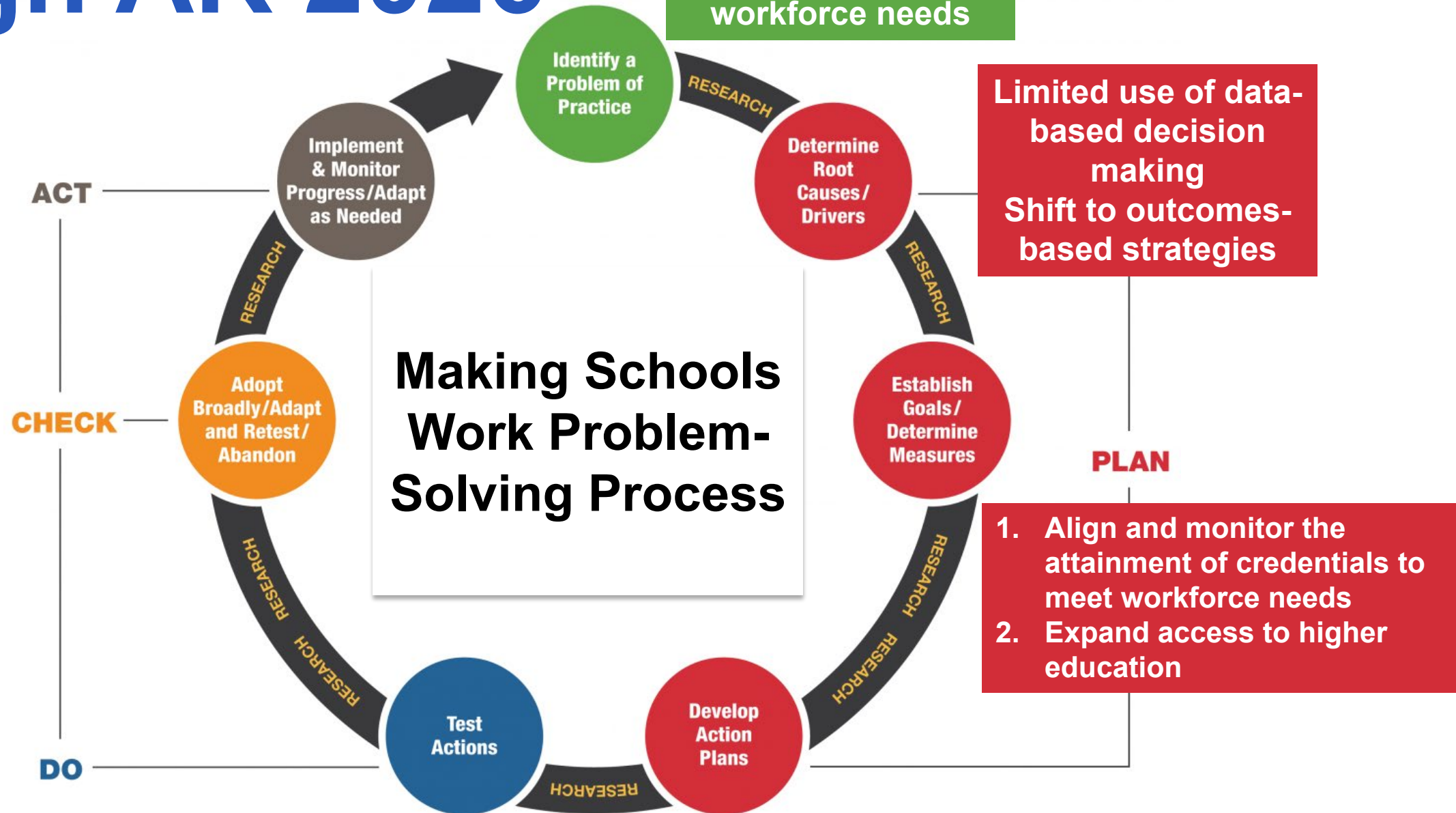
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Align AR 2026



Nick Moore— Using the System

Four critical leavers needed to create an aligned system:

- Coordinated governance and collaboration,
- Skills-based hiring and competency-based education,
- Transparent data-based decision making and
- Eliminating benefits cliffs to advance postsecondary attainment and labor force participation.



Talent Development in Alabama

Competency-Based | Demand-Driven | Sector-Based

Nick Moore

Director of the Governor's Office of Education and Workforce Transformation

June 2022



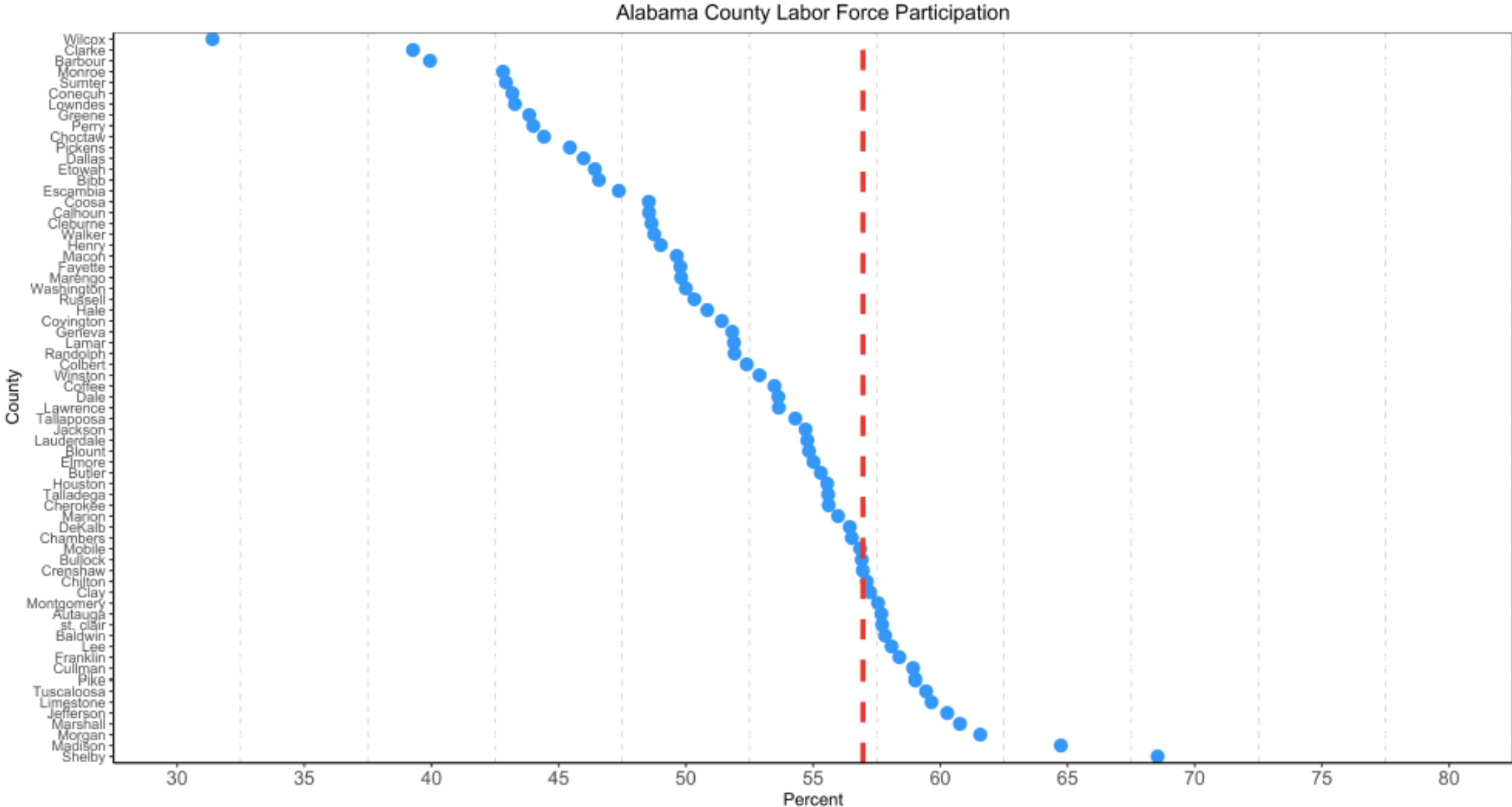


Shaded areas indicate U.S. recessions.

Source: U.S. Bureau of Labor Statistics

fred.stlouisfed.org

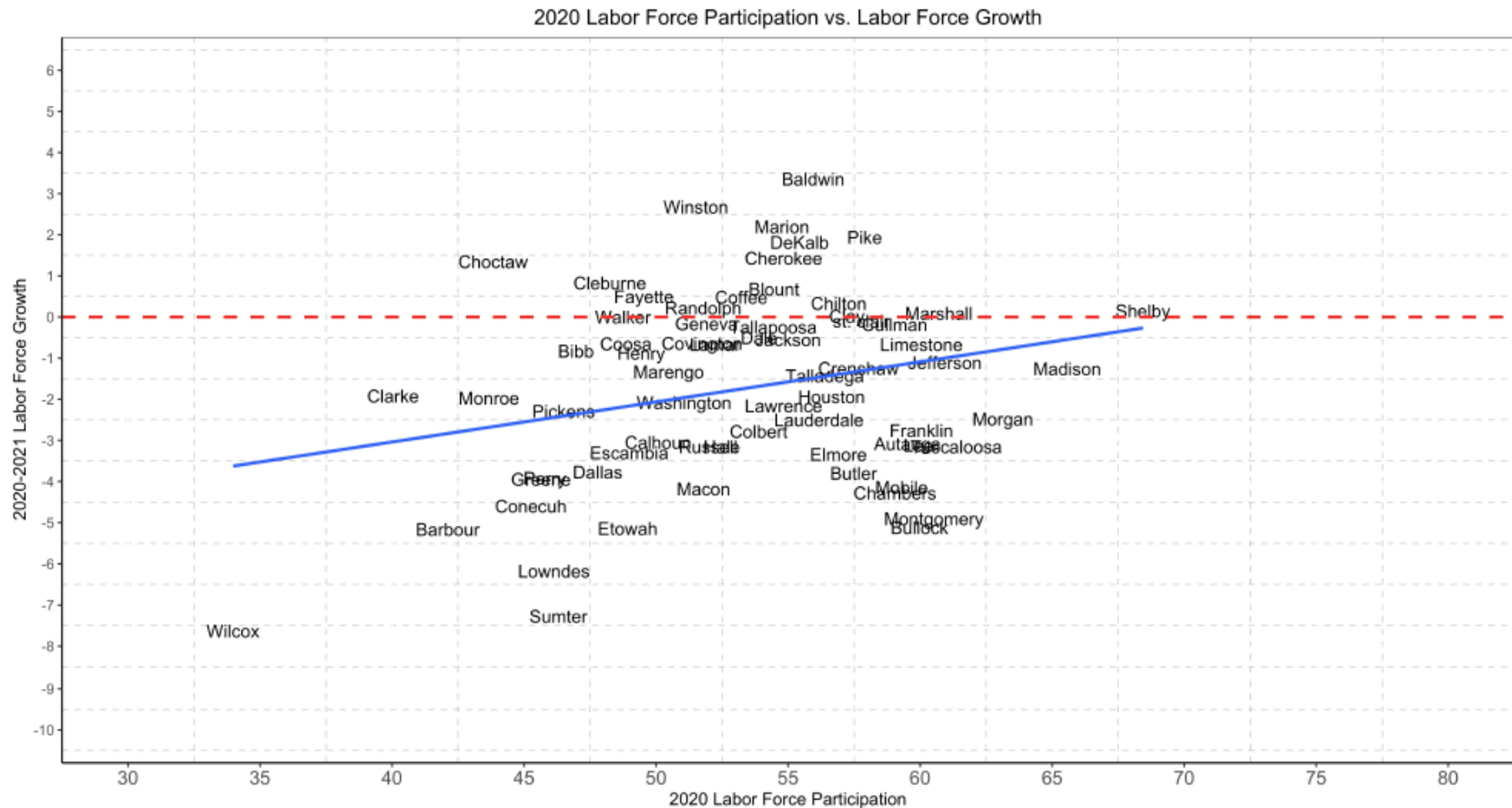
County Labor Force Participation



Date: October 2021

Sources: Alabama Department of Labor; American Community Survey 5-year population estimates (2019). Population measure includes all individuals 16 and over.

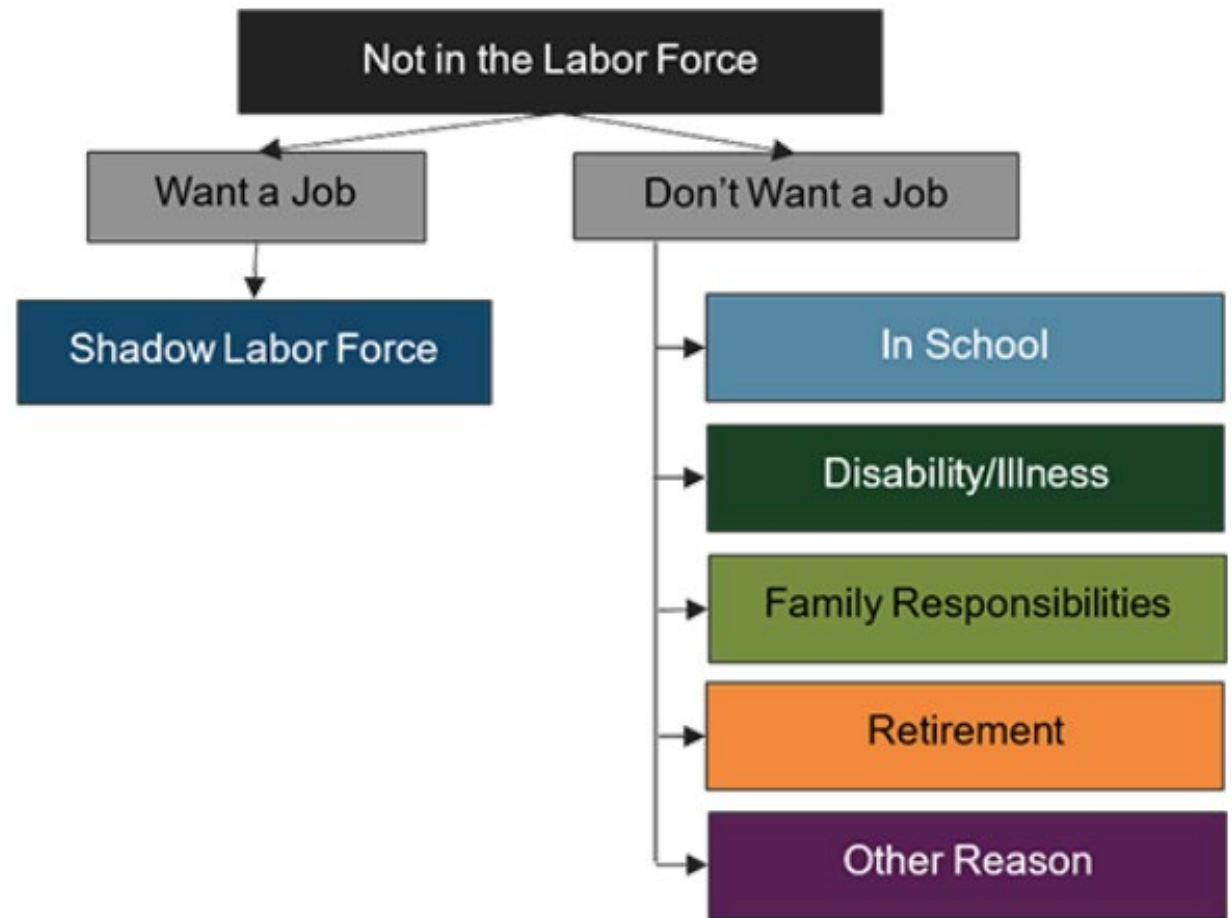
County Labor Force Growth



Date: October 2020 - 2021

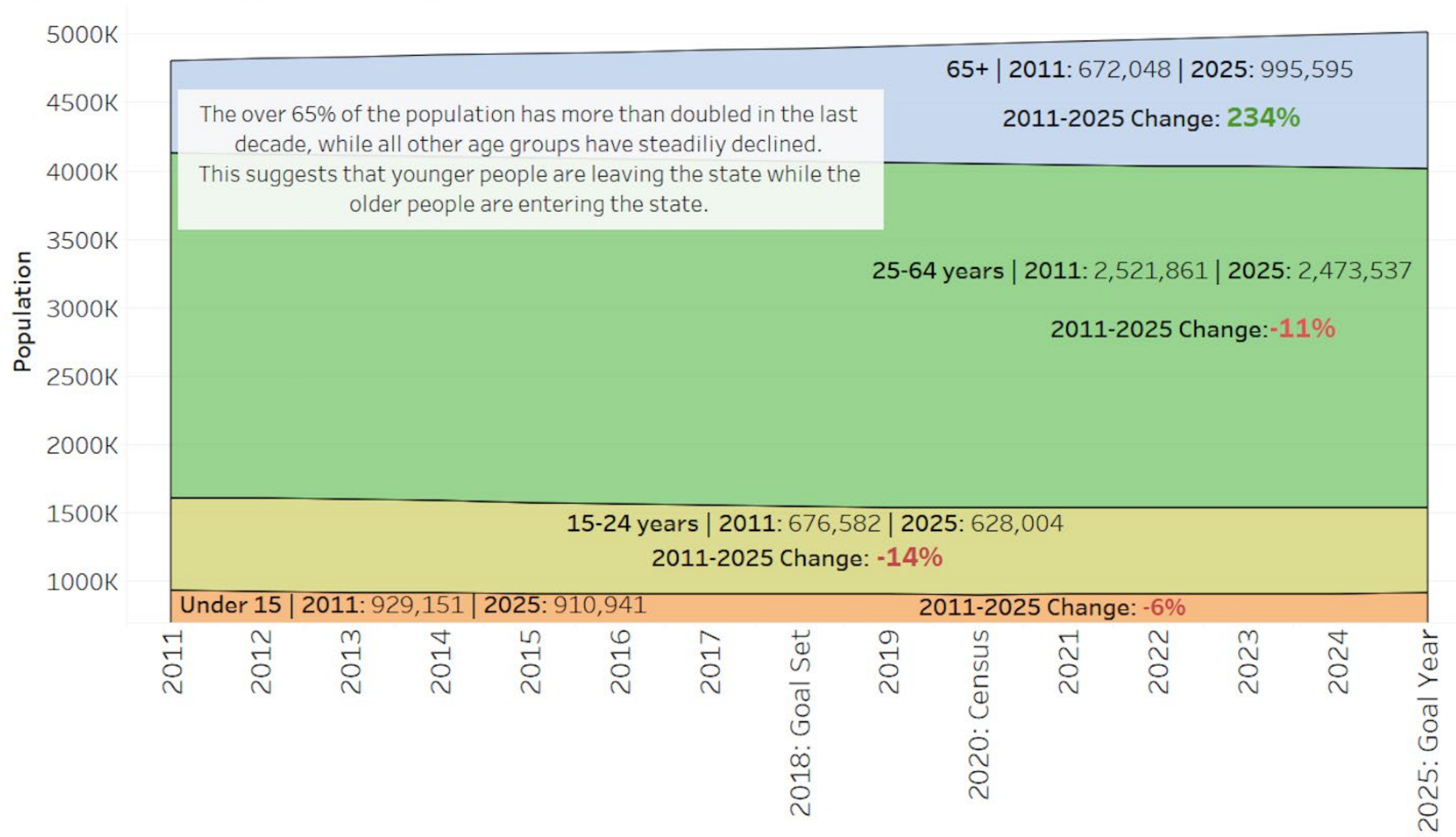
Sources: Alabama Department of Labor; American Community Survey 5-year population estimates (2019). Population measure includes all individuals 16 and over.

Why are
individuals not in
the labor force?



Source: Atlanta Fed Labor Force Participation Dynamics
Source: Dr. Alex Ruder and Dr. Pearse Haley

Population Change in Alabama, 2011-2025



ALABAMA

Special Population Attainment Goal 2025

Special Population Groups	AL	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Displaced Homemaker	13,977	2,827	1,095	1,131	2,941	2,431	1,141	2,412
Low-Income	120,965	30,648	9,136	9,100	25,592	17,314	9,083	20,092
Indians, Alaskan Natives, Native Hawaiians	3,047	740	245	157	541	203	149	1,013
People with Disabilities	18,568	4,966	995	722	6,187	2,468	891	2,339
Older Individuals	16,346	4,115	1,194	1,093	4,234	2,359	1,265	2,086
Ex-Offenders	80,836	18,590	5,400	4,418	25,167	10,581	5,270	11,410
Homeless Individuals	2,070	534	127	39	656	198	113	401
Youth Aged Out of Foster System	168	40	16	12	60	12	12	16
English Language Learners/Low Levels of Literacy/Substantial Cultural Barriers	18,460	7,026	1,091	854	4,972	1,639	1,041	1,837
Migrant and Seasonal Farmworkers	4,380	1,382	407	296	634	558	527	576
Individuals Nearing TANF Exhaustion	1,520	104	32	120	480	536	80	168
Single Parent	109,901	26,638	7,020	7,346	31,210	17,288	6,248	14,151
Youth with parents in active duty military	8,944	2,443	351	100	1,072	3,053	706	1,219
Unemployed or Underemployed	29,210	5,175	2,094	2,165	6,552	5,409	2,025	5,790
Long-Term Unemployed	14,364	2,931	1,012	834	3,524	2,322	1,064	2,677
Veterans	57,244	14,841	2,785	3,613	13,178	7,629	5,385	9,813
TOTAL	500,000	123,000	33,000	32,000	127,000	74,000	35,000	76,000



Governor Ivey



GOEWT Advisory Board
(composed of liaisons from
all GOEWT member)



GOEWT Director



Advisor on Competency-
Based Education (Dr. Jim
Purcell)



Advisor on CTE (Dr.
Jimmy Hull)



Advisor on
Public/Private
Partnerships (Chairman
Tim McCartney)



Chief Advisor on
Workforce Development
(Dep. Sec. Ed Castile)



Advisor on Education
and Workforce Statistics
(Director Tonya Lee)



Advisor on B-12
Education (Secretary
Barbara Cooper)



Advisor on Adult
Education (State Adult
Ed. Dir. David Walters)

DAVID


Dashboard for Alabamians to Visualize Income Determinations

- 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 Alabama implement a no-wrong-door approach to the workforce development system by helping individuals overcome benefits cliffs.

ATLAS-Alabama Terminal on Linking Analyzing Statistics

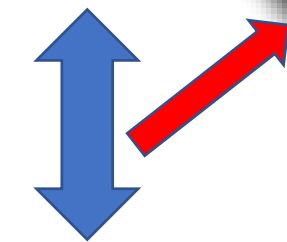


Alabama's Two-Pronged Career Pathways Model

Youth Prong

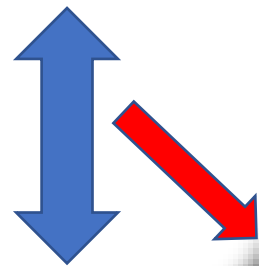
(Secondary CTE, Post-Secondary CTE, and WIOA programs align to provide career pathways for in-school youth)

Secondary CTE



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.



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)

Credential Attainment, Work-Based Learning, and Dual Enrollment

Stackable Credentials mapped to AA/AS → AA/AAS → BA/BS

Progression across a competency-based career model linked to an in-demand pathway with provides multiple entry and exit points between education and the workforce.

Low-Skill Jobs

Middle-Skill Jobs

Semi-Skill Jobs

Advanced-Skill Jobs

Outcomes

- Delivers career pathways for traditional and non-traditional learners in all 16 career clusters and 79 career pathway.
- Facilitates the braiding of CTE and WIOA funds to ensure all Alabamians have the supported needed to complete e 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.

Adapting Existing Models

Industry
related

Occupation
related

Foundational

 **COMPETENCY MODEL
CLEARINGHOUSE**

 **careeronestop**
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Criteria I	Criteria II	Criteria III	Criteria IV	Criteria V
Occupation Must be at least 70% of Regional Median Wage	Positive projected growth	Occupation is projected to have a minimum of 15 openings a year	Occupation median wage exceeds the current lower living standard income level (LLSIL) at 70%.	Occupation Requires a post-secondary credential, certificate or degree for initial employment

Regional In-Demand Occupations must meet a minimum of 4 criteria

- Criteria 1-3 are required
- Must meet either criteria 4 or 5

Alabama In- Demand Occupations

- Occupations that are in demand in 3 or more regions qualify for the state demand list

Alabama Occupational Ontology Structure

- Each skill and credential is coded with an alpha-numeric number that allows employers and training providers to work together to provide the “**occupational DNA**,” or “**skills shape**” for each occupation and career pathway in Alabama.

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

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.)

Two Models for Measuring Achievement

Traditional Model

Measure of Achievement: Credit Hour

- Credit provided for “seat time”
- In place for more than a century

Context for Development

- Industrial era
 - Standardization of educational processes and degrees
 - Highly structured, time-based educational models
 - Initially designed to determine faculty teaching loads, not student outcomes

Competency-Based Model

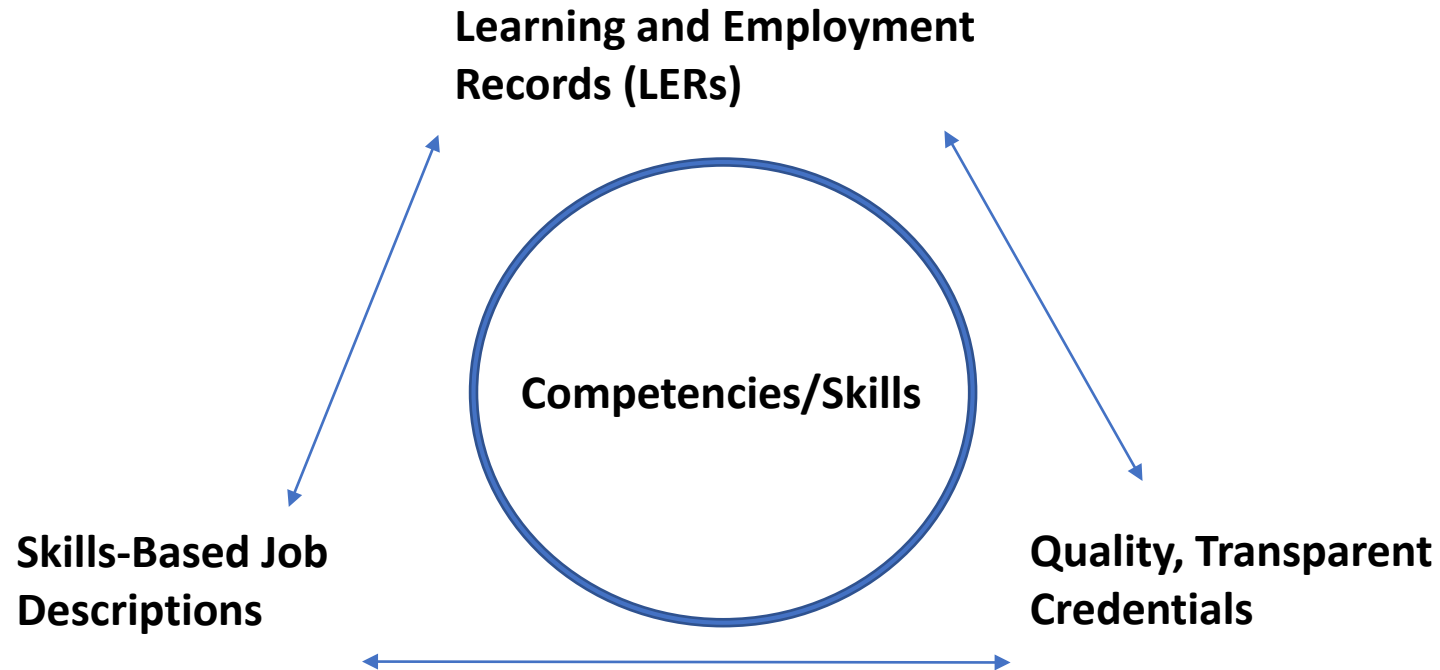
Measure of Achievement: Mastery of Skills and Competencies

- Credit provided for student learning, rather than “seat time”
- Credit earned through prior learning assessments and competency-based coursework

Context for Development

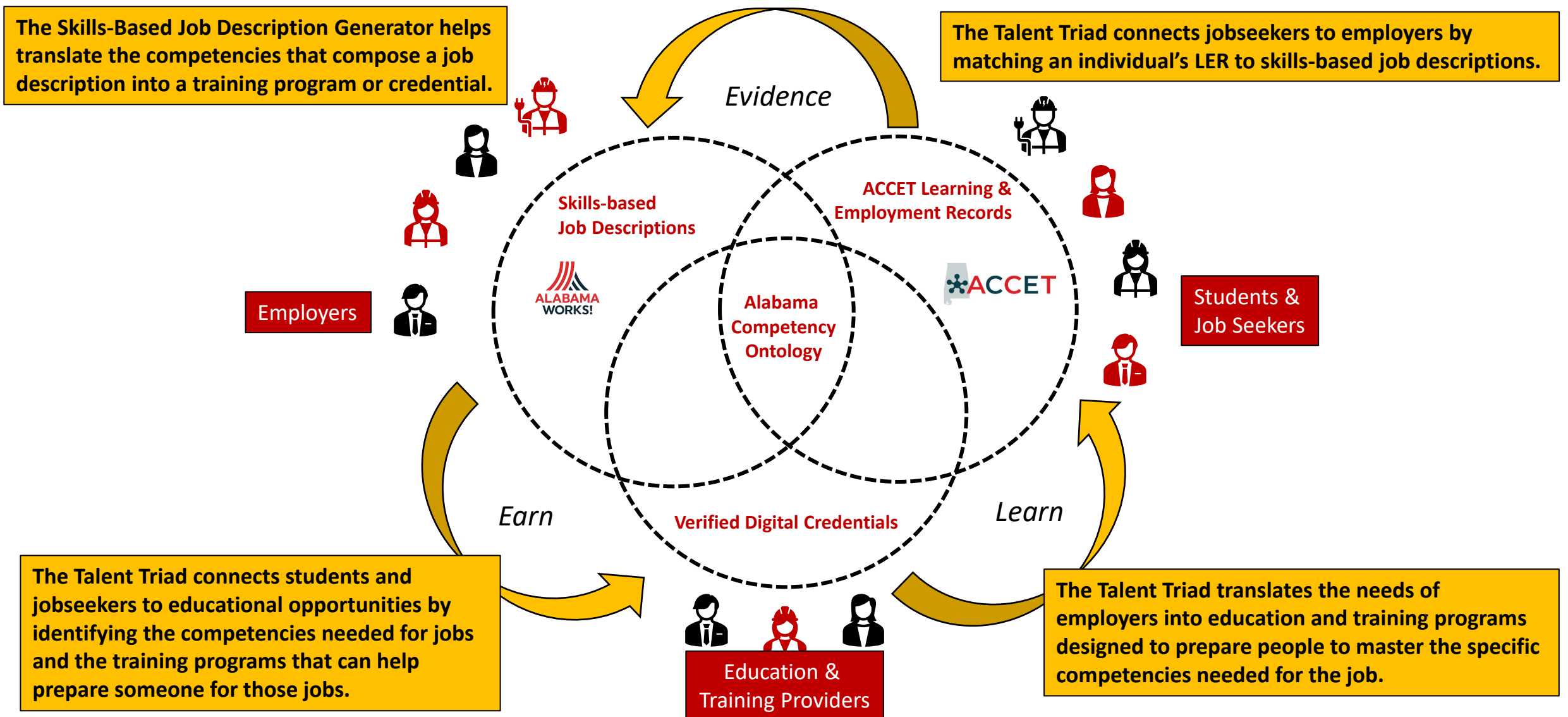
- Information age
 - Economy reliant on flexibility and adaptability
 - Greater need for applying learning in rapidly changing circumstances

The Alabama Talent Triad: The Nation's First Full-Scale Talent Marketplace



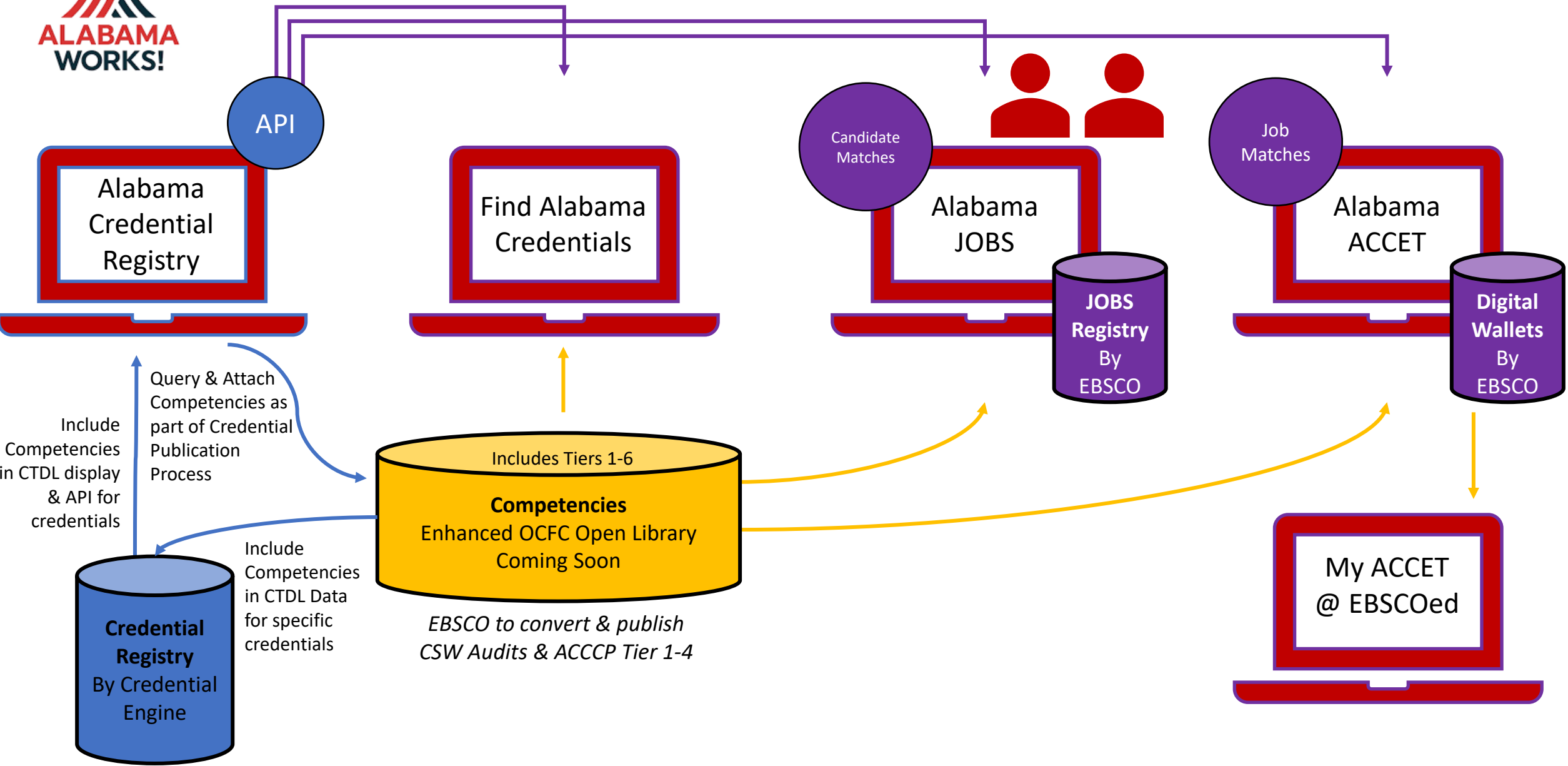
The Alabama Talent Triad

The Nation's First Full-Scale Talent Marketplace





DATA FLOW



Key Takeaways

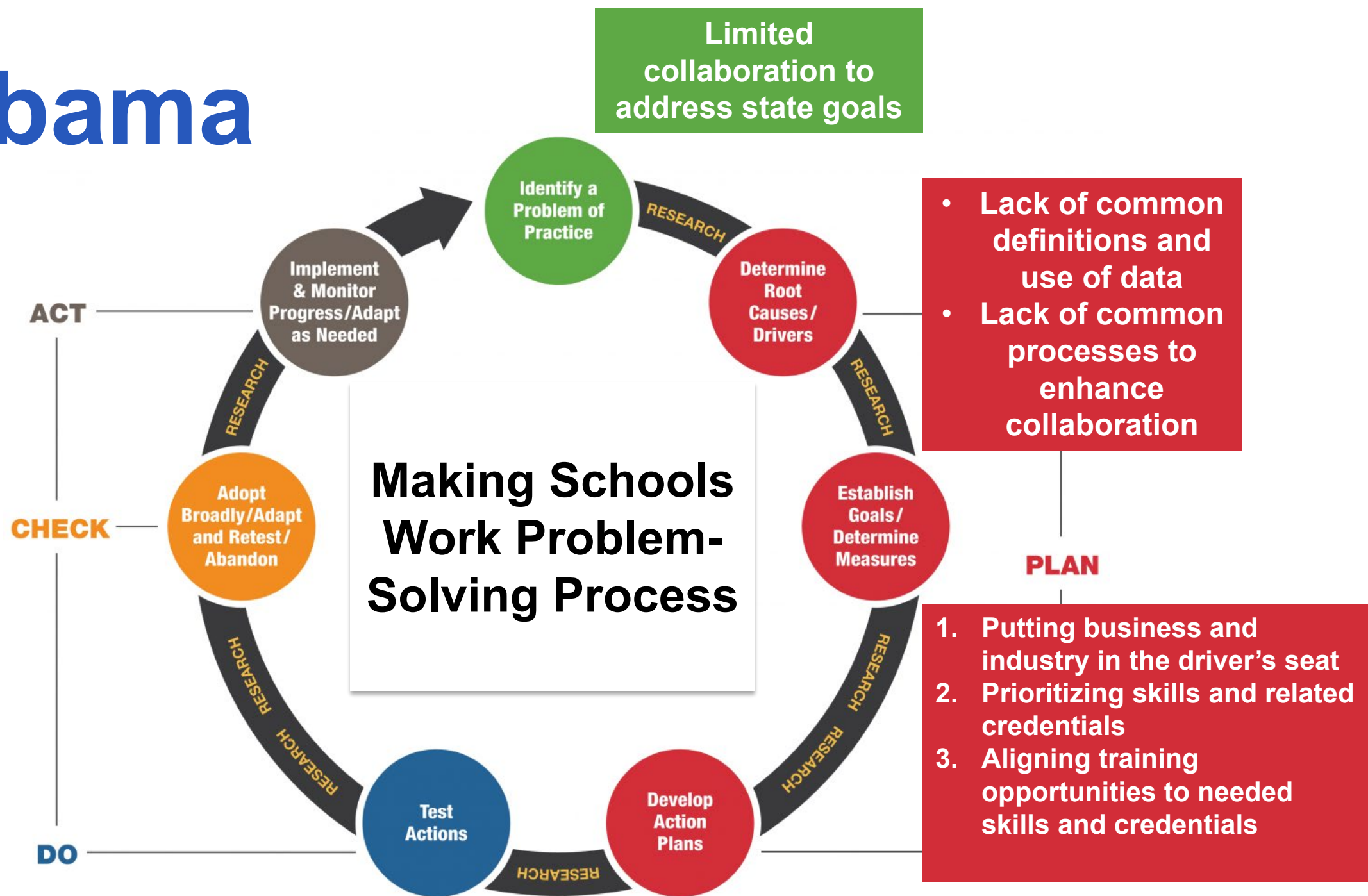
- Alabama has a plan to use competency-based education and skills-based hiring to increase Alabama's postsecondary education attainment and labor force participation rates, which is essential for future economic growth.
- Alabama is launching the nation's first full-scale talent marketplace, which connects talent to opportunity by using competencies as a currency to transact and translate all forms of learning.

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Alabama





Questions for Our Panelists

Please add your questions using our Mentimeter Slides.

You may access the Mentimeter Slides by using the QR Code at your tables or going to www.menti.com and entering the code **2179 5285**.

We will now begin our Q and A segment.

State Reflections

State Table Discussion—
Advancing Data Systems and Usage

Your Data System & the Continuums

Data Collection and Sharing

Data is collected and used within the agency/office

Data is collected and limiting sharing occurs with one or two other agencies

Data is collected and linked across multiple agencies/offices

Data is linked and shared publicly

Data Usage

Data is within an agency to set and monitor goals

Periodic data updates are provided to cross-agency teams

Cross-agency staff members use common protocols to analyze data

Data outcomes are shared publicly, showing successes and priority next steps

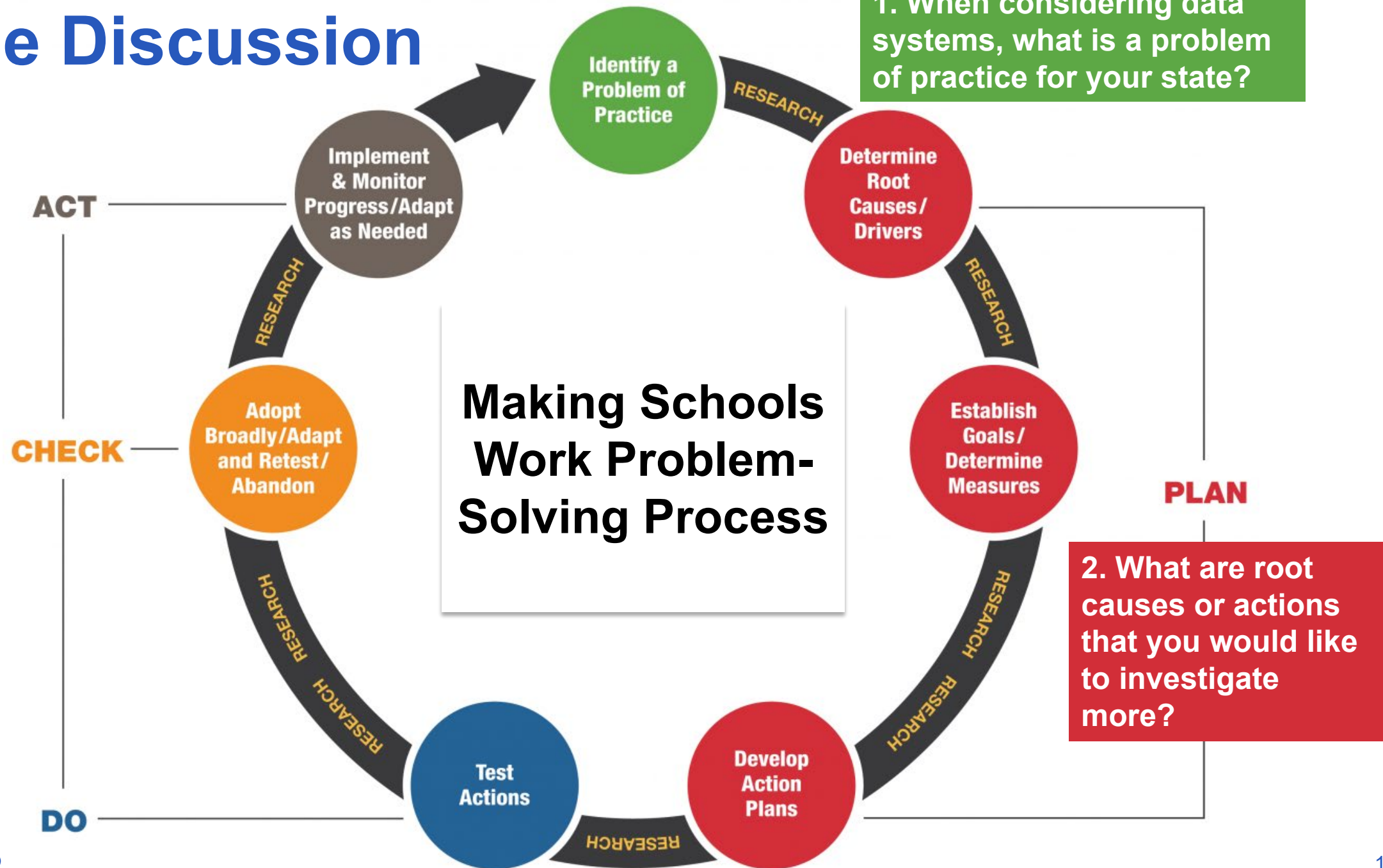
Cross-Agency Collaboration

Limited collaboration occurs annually

Structures are used to support collaboration on a specific state initiative, but data is underutilized

Data and collaboration structures are in place to focus collaborative efforts

Table Discussion



Menti Capture

1. Problem of Practice
2. Root Causes or Actions to Investigate

Please be sure to include your state's abbreviation in your entries.

Session Goals

This afternoon we will:

- Review workforce initiatives across SREB states, highlighting those with the strongest impact and identifying opportunities to better align education and training with workforce needs.
- Review data sharing patterns and reflect on the importance of systemic thinking about using data to strengthen alignment efforts.

Thank you!

Please contact us for additional information.

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