



# GOVERNOR IVEY'S ACTION PLAN

*Developing In-Demand Career Pathways*

**2017-2022**





# CONTENTS

---

Contents	3
Governor Ivey's Message	4
Alabama's Workforce Challenges	5
Alabama's Need for In-Demand Career Pathways	6
Alabama's Career Pathways Model	7
Key Priorities	8
Key Indicators of Success in Alabama	9
Goals and Outcomes	10
A Framework for Alabama's Future	11
Strategic Plan	12
Policy Recommendations	18
Strategic Planning Process	19
Acknowledgments	19

# GOVERNOR IVEY'S MESSAGE

---

My fellow Alabama Education and Workforce Stakeholders:

There is no place like Sweet Home Alabama. Alabama's economy is thriving with an unemployment rate of 4.1 percent and a record high 2,098,377 Alabamians in the workforce. Jobs are continuing to pour into Alabama, and we are open for business.

However, it is imperative that Alabama's workforce development programs are capable of training enough Alabamians to fill the thousands of new jobs flooding into the state. Alabama's September 2018 labor force participation rate was 57.3 percent, which is the third lowest in the nation. Alabama's 2017 postsecondary education attainment rate was 43 percent, while the experts project that Alabama's demand for postsecondary education attainment in 2025 will be 51 percent. Shortfalls are expected to be particularly acute in fields that are growing in Alabama, such as computer technology, nursing, and advanced manufacturing.

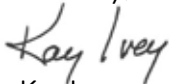
By committing to Alabama's current and future workforce demands through developing in-demand career pathways that align workforce development programs around the attainment of valuable credentials, postsecondary graduation credit, and work-based learning experience; adding 500,000 skilled workers to the workforce by 2025; and surpassing the labor force participation rate national average, we will continue to lead the way in industry recruitment and have the best workforce in America. That's why I am charging you to be a part of this effort in growing our state's talent pipeline.

I have already started moving this effort forward. I have established the Governor's Office of Education and Workforce Transformation (GOEWT) to implement my *Strong Start, Strong Finish* education initiative and the Alabama Workforce Development Strategic Plan. The GOEWT is charged with increasing the labor force participation rate; surpassing the Alabama post-secondary attainment goal; and creating career pathways in all 16 career clusters for in-school youth, adult learners, and people who are disconnected from the workforce. To meet these goals, the GOEWT will: (1) braid Alabama's federal education and workforce development funding streams to support in-demand career pathways, (2) steward the development of the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways, and (3) develop the Alabama Industry-Recognized and Registered Apprenticeship (AIRRAP) program.

This plan is the result of many diverse stakeholders in education, industry and business, students, and community partners providing their ideas and feedback on how we can continue to make a meaningful difference in the great State of Alabama. I am proud of the work that went into the Work-based Learning Initiative and together we will meet our vision.

I look forward to working with all of you to help every Alabamian reach the full measure of their God-given potential.

Sincerely,



Kay Ivey





New Skills are needed for today's jobs

Aging Workforce

High youth unemployment rate

Growing gap in supply of qualified workers

Retiring Baby Boomers

Low migration to the state

# ALABAMA'S WORKFORCE CHALLENGES

1

## Low Participation Rate

Alabama's September 2018 labor force participation rate was 57.3% which is the third lowest in the nation.

Since 2016, Alabama has held the 3rd lowest labor participation rate in the U.S.

Alabama's labor force and economy are among the hardest hit by the opioid crisis. The crisis caused the total prime-age labor force participation rate in Alabama to decline 2.6%, a loss of 46,300 workers as of 2015.

2

## Forgotten Middle Skill Jobs

Alabama has more job openings than skilled workers to fill them.

As of 2015, 59% of Alabama's labor market is middle skilled jobs, but only 47% of the state's workers are trained to the middle school level.

In 2014, Alabama ranked in the top 10 states with the highest concentration of jobs in occupations that typically require a certificate or some postsecondary education.

Middle-skill jobs require education beyond high school but not a 4-year degree.

3

## Unemployment Rate

Alabama is experiencing record low unemployment. This creates a struggle for many business and industries needing to fill their openings due to lack of workers seeking employment.

Alabama's unemployment rate is holding steady at 4.1% as of November 2018.

A record 2.1 million people are currently working in the state as of October 2018.

However, Alabama's youth unemployment rate (Age 20-24) is 10.4% as of October 2018.

4

## Education Numbers

Alabama's 2017 postsecondary education attainment rate was 43%. Experts project that Alabama's demand for postsecondary education attainment in 2025 will be 51%.

Alabama will need to add 500,000 highly-skilled employees to the state's workforce by 2025 to meet the growing workforce demand.

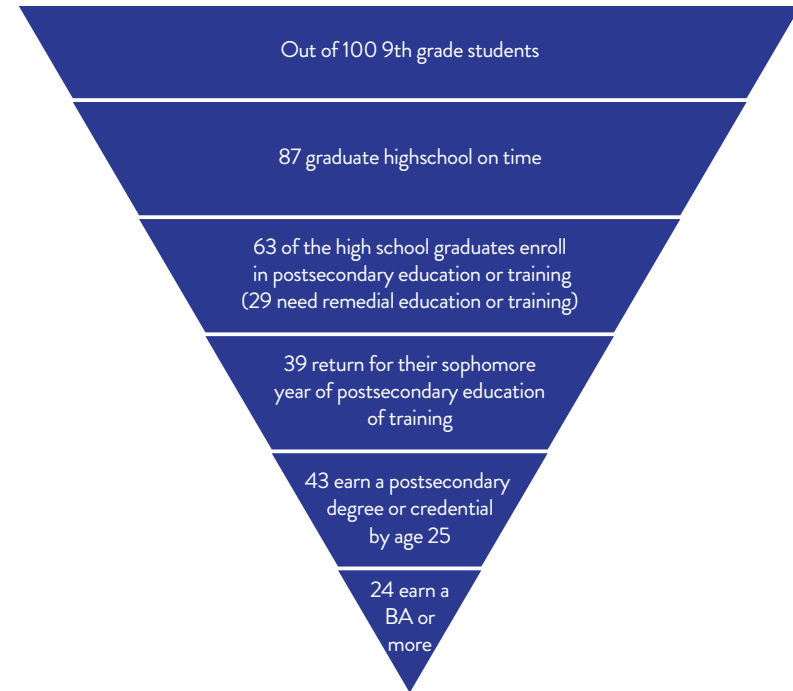
# ALABAMA'S NEED FOR IN-DEMAND CAREER PATHWAYS

Alabama is experiencing rapid growth in aerospace, auto industry, biomedicine, cybersecurity, and advanced manufacturing. **In one single generation, Alabama became one of the leading automakers in the country.** Ranked #3 in the U.S. in auto exports, the state's automobile exports totaled \$7.75 billion in 2017, trailing only Michigan and South Carolina. We have a **robust economy with jobs pouring into the State, and Alabama's demand for an education-to-workforce pipeline has never been more strong than it is today.**

It's imperative to align our workforce development programs around attainment of valuable credentials, postsecondary graduation credit, and work-based learning (WBL) experiences to ensure we can meet Alabama's current workforce demand. We currently have more jobs in Alabama than skilled people to fill them. To address our workforce demand, the State of Alabama will deliver work-based learning opportunities to diverse subgroups of Alabamians through a two-prong career pathways model. This Career Pathways model is founded on a data-driven and aligned delivery of federal funding streams of Carl Perkins CTE and Workforce Innovation Act (WIOA) programs, attainment of stackable credentials that are mapped onto a traditional postsecondary degree, and high quality WBL programs.

## EDUCATIONAL ATTAINMENT

Educational attainment generally refers to the highest level of school of education an individual has completed. Post-secondary education attainment is the level of education an individual has completed. This includes any certificates, credentials, or degrees an individual has earned.



### ATTAINMENT GOAL

**+500,000**

high-skilled employers to Alabama's workforce by 2025

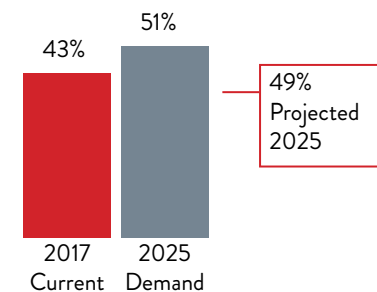
**= 60%**

of the states working age population holding some type of certificate, credential, or degree of value

### ALABAMA EDUCATIONAL ATTAINMENT

Gap projected in post-secondary education and training beyond high school

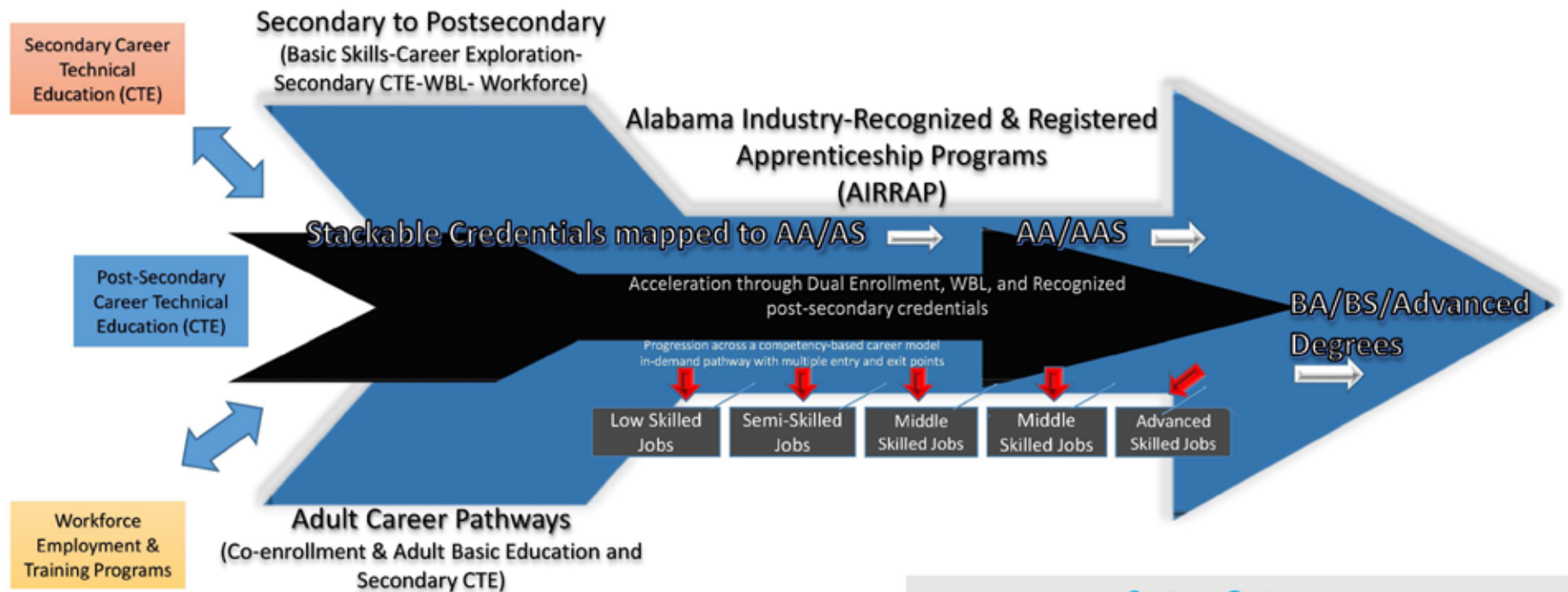
**FACT**  
*Many of Alabama's high school students can earn certifications called credentials that could lead to real jobs in high demand fields.*



# ALABAMA'S CAREER PATHWAYS MODEL

Alabama's model provides a career-specific seamless educational continuum that consists of multiple entry and exit points and credential attainment levels. The state's Career Pathways System seeks to coordinate program efforts, people and resources to meet the state's workforce demand. This includes aligning our K-12 and postsecondary education systems and the career and technical education services provided within and across education and workforce sectors. Aligning our career pathways will support career and technical education students in obtaining the academic, employability, and technical skills that employers demand.

## Alabama Career Pathways Model



### System Outcomes

- Delivers a two-prong career path approach for traditional and non-traditional learners in all 16 career clusters and 79 career pathways
- Provides a targeted approach for reaching the State's education attainment goal
- Increases labor force participation rate
- A "credential currency" based on stackable credentials will provide participants multiple entrance and exit points between education and workforce without losing credit

# KEY PRIORITIES OF THIS ACTION PLAN

Bridging Alabama's Education-to-Workforce Talent Pipeline to Advance Work-based Learning.



**Align Alabama's Workforce Development, Secondary and Post-Secondary Career Technical Education (CTE), and Adult Education Programs**



**Develop the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways**



**Braid Education and Workforce Funding Streams**



**Identify Valuable Credentials and Career Pathways**



**Establish the Alabama Office of Apprenticeship**



**Advance Awareness of Career Pathways in Work-based Learning (WBL) and Middle Skill Training Programs**



# KEY INDICATORS OF SUCCESS IN ALABAMA

ALABAMA STATEWIDE GOAL	OBJECTIVE	PERFORMANCE OBJECTIVE	DATA SOURCE	2018 METRIC	2019 TARGET	2020 TARGET	2021 TARGET	2022 TARGET
Workforce Participation	Labor Force Participation	Increase total labor participation rate from 57.3% 2017 to 63% by 2022	AL Department of Labor (ADOL)	57.3%	58.3%	60.5%	62%	63%
College Preparedness	College Ready Benchmarks	Increase the percentage of high school students FAFSA completion rates from 23% in 2017 to 100% by 2022	AL State Department of Education (ALDSE)	24.9%	38%	58%	78%	100%
Student Performance	3rd Grade Reading Proficiency	Increase the percentage of third grade students statewide who score proficient or above in reading from 35% to 100% by 2022	AL State Department of Education (ALDSE)	35%	50%	65%	80%	100%
Employment Growth	State Youth Unemployment	Decrease state youth unemployment rate (Age 20-24) from 10.4% to 7.1%	AL Department of Labor (ADOL)	10.4%	9.4%	8.4%	7.4%	7.1%
CTE Concentrators	Career Technical Education Participation	Increase the number of CTE concentrators participating in youth apprenticeship programs	ACCS	24%	29%	35%	42%	50%
Registered Apprenticeship	Employer Participation	Increase number of businesses hosting a registered apprentice	AL Department of Commerce	400	450	525	600	700
Registered Apprentices	Participation among Youth and Young Adults	Increase number of registered apprentices	AL Department of Commerce	3,995	4,665	5,335	6,000	6,670
Career Exploration	Online access to education and career options	Students will complete the Alabama College & Career Exploration Tool (ACCET)	AL State Department of Education (ALDSE)	0%	25%	45%	70%	100%

# ALABAMA'S MAIN GOALS AND OUTCOMES OF WBL

## Key Outcomes by 2019



## Key Outcomes by 2020



# A FRAMEWORK FOR ALABAMA'S FUTURE

The goals and strategies described in this plan address current and future workforce demands, challenges, and opportunities. Each goal is supported by a number of strategies and actions to be implemented to align Alabama's Workforce Development, Secondary and Postsecondary Career Technical Education (CTE), and Adult Education Programs. The basis of this collaborative framework is to blend statewide workforce and education initiatives by braiding our Federal Education and Workforce Funding streams, developing and modifying state plans to focus on in-demand career pathways, industry-recognized credentials, and work-based learning. To meet high demand workforce needs, the goals advance work-based learning and middle-skills training programs and the development of the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) for career pathways to ensure data driven policy decisions lead to the greatest efficiency and continuous improvement.



## OUR STATE'S VISION

Work-based learning will be a standard component of Alabama's education system to align workforce readiness and economic growth.

# GOAL NUMBER 1

Align Alabama’s Workforce Development, Secondary and Post-Secondary Career Technical Education (CTE) and Adult Education Programs

STRATEGIES	COMPLETION YEAR						LEAD AGENCIES*
	2017	2018	2019	2020	2021	2022	
<b>1.1</b> Create the Governor’s Office of Education and Workforce Transformation (GOEWT) and appoint the Advisors for Pre-K-12 Education, Secondary CTE, and Workforce		<b>DEC</b>					Governor’s Office of Education and Workforce Transformation (GOEWT), AL Community College System, AL State Dept of Education (ALSDE) Alabama Workforce Council (AWC) WIOA State Board
<b>1.2</b> Develop a statewide definition of college and career readiness and promote innovative partnerships between ALSDE and ACCS to remediate students in basic skills before they graduate highschool			<b>APRIL</b>				GOEWT, ALSDE, ACCS
<b>1.3</b> Align CTE program offerings with the credentials in the Alabama Compendium of Valuable Credentials			<b>APRIL</b>				GOEWT, ALSDE, ACCS, Commerce
<b>1.4</b> Create a strategy to promote co-enrollment in WIOA Title II adult education programs, secondary and post secondary CTE programs and WIOA Title I Adult programs			<b>APRIL</b>				GOEWT, ALSDE, ACCS, WIOA State Board
<b>1.5</b> Develop career pathways for all 16 CTE career clusters and map them to secondary and postsecondary CTE courses of study			<b>APRIL</b>				GOEWT, AWC, ALSDE, ACCS
<b>1.6</b> Advance articulation agreements for all 16 CTE career pathway clusters that lead to seamless matriculation from secondary to postsecondary CTE coursework			<b>APRIL</b>				GOEWT
<b>1.7</b> Develop metrics to target skills gaps, unemployment and labor force participation by subgroups with a focus on equity			<b>APRIL</b>				GOEWT
<b>1.8</b> Add postsecondary education, credentials, and Work-based Learning (WBL) as a state-determined indicator of program performance for CTE in State’s Perkin Transition Plan			<b>APRIL</b>				GOEWT, ALSDE, ACCS
<b>1.9</b> Monitor ongoing progress of alignment and revise efforts as necessary in the State’s Action Plan for bridging our Career Pathways Model						<b>DEC</b>	GOEWT

\*Not a comprehensive list of all stakeholders who will be involved

# GOAL NUMBER 2

Develop the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) for Career Pathways, the P20W Council, and the Alabama College and Career Exploration Tool (ACCET)

STRATEGIES	COMPLETION YEAR						LEAD AGENCIES*
	2017	2018	2019	2020	2021	2022	
<b>2.1</b> Align the workforce data quality initiative (WDQI) grant project with the Governor's Workforce Development Strategic Plan by submitting modifications to USDOL		<b>DEC</b>					GOEWT, AL Department of Labor
<b>2.2</b> Allocate WIOA federal funding set-asides to develop a new evaluation model and tool for the core WIOA Programs		<b>DEC</b>					GOEWT, AWC, ACCS, ALSDE, WIOA State Board, Commerce
<b>2.3</b> Appoint the P20W Council			<b>JAN</b>				GOEWT
<b>2.4</b> P20W Council will hold first meeting to determine the data sharing and privacy parameters for the ATLAS			<b>FEB</b>				GOEWT, AWC, ACCS, ALSDE, P20W Council
<b>2.5</b> Will sign updated MOUs to reflect adopted by the P20W Council			<b>FEB</b>				GOEWT, AWC, ACCS, ALSDE, ACHE, ADHR, ADOL, Commerce
<b>2.6</b> Complete the unified ATLAS by intergrating Alaworks and job link			<b>JUNE</b>				GOEWT, ADOL, Commerce
<b>2.7</b> Develop the ATLAS data sharing bridge				<b>JUNE</b>			GOEWT, AWC, ACCS, ALSDE, ACHE, ADHR, ADOL, Commerce
<b>2.8</b> Develop the Alabama College and Career Exploration Tool (ACCET) and online dashboard using data that allows students to compare a myriad of college and career options by offering head-to-head comparisons of program prerequisites, expenses and employment statistics				<b>JUNE</b>			GOEWT, ADOL, Commerce
<b>2.9</b> Intergrate the ETPL; a FAFSA completion tool; a college admissions tool; and the WIOA one stop system into the ACCET				<b>JUNE</b>			GOEWT, P20W Council
<b>2.10</b> Launch the States ATLAS				<b>JUNE</b>			GOEWT, ADOL, Commerce
<b>2.11</b> Launch Alabama College and Career Expoloration Tool (ACCET)				<b>JUNE</b>			GOEWT, ADOL, Commerce
<b>2.12</b> Monitor on going process of Goal #2 and revise effort as necessary to scale work-based learning and middle-skills training programs, advance best practices, and ensure efficient/effective funding appropriations						<b>DEC</b>	GOEWT, AWC, ACCS, ALSDE, Commerce, ADOL, P20W Council

\*Not a comprehensive list of all stakeholders who will be involved



# GOAL NUMBER 3

Braid Education and Workforce Funding Streams to include Modifications of State Plans

STRATEGIES	COMPLETION YEAR						LEAD AGENCIES*
	2017	2018	2019	2020	2021	2022	
<p><b>3.1</b> Expand the availability of WIOA funds to in- school youth to support the AIRRAP Model, provide guidance on to allow 25 percent of Title 1 WIOA youth funds to be spent in support of in- school youth, seek a waiver to allow 14 and 15 year olds to participate in WIOA- funded programs for in- school youth</p>		<b>DEC</b>					GOEWT, ACCS, ALSDE, Commerce
<p><b>3.2</b> Request waivers from the USDOL to allow in-school youth participating in registered or industry recognized apprenticeships to receive an individual training account (ITA) for wrap-around services, such as career coaching and counseling</p>		<b>DEC</b>					GOEWT, WIOA State Board, Commerce
<p><b>3.3</b> Braid Alabama's WIOA and CTE funding streams to support apprenticeships for in-school youth</p>			<b>JAN</b>				GOEWT, AWC, ACCS, ALSDE, WIOA State Board
<p><b>3.4</b> Develop WIOA Title I strategies for opioid response, add workforce representatives to the Alabama Opioid Response Task Force, and add workforce strategies to the Governor's Opioid Action State Plan and WIOA State Plan</p>			<b>JAN</b>				GOEWT, ACCS, ALSDE, Commerce
<p><b>3.5</b> Analyze, sync, and modify Alabama's ESSA, CTE, and WIOA state plans to focus in demand career pathways, industry-recognized credentials, and work-based learning to ensure that WIOA and CTE funds are used to provide complementary services for programs aligned to in-demand career pathways</p>			<b>APRIL</b>				GOEWT, ACCS, ALSDE, Commerce
<p><b>3.6</b> Establish consensus among partners to the combined state WIOA plan, including Perkins CTE, on a four-year planning process and timeline that will incorporate the SLDS for program coordination and evaluation</p>			<b>APRIL</b>				GOEWT, ACCS, ALSDE, Commerce
<p><b>3.7</b> Submit a Perkins CTE transition plan that outlines Alabama's CTE partnership in the state's WIOA 2020 Plan</p>			<b>APRIL</b>				GOEWT, ACCS, ALSDE, Commerce
<p><b>3.8</b> Modify Perkins CTE state plan to include performance indicators focused on attaining industry-recognized credentials, dual enrollment, and work-based learning</p>			<b>APRIL</b>				GOEWT, ACCS, ALSDE, Commerce
<p><b>3.9</b> Modify state WIOA to include Perkins CTE as a partner for the 2020 combined State WIOA plan</p>				<b>JUNE</b>			GOEWT, ACCS, ALSDE, Commerce
<p><b>3.10</b> Continuously analyze and review WIOA and Perkins performance measures and program outcomes to scale work-based learning, opioid workforce strategies and middle-skills training programs to advance best practices and efficient/effective funding appropriations</p>						<b>DEC</b>	GOEWT, ACCS, ALSDE, Commerce, ADOL

# GOAL NUMBER 4

## Identify Valuable Credentials and Career Pathways

STRATEGIES	COMPLETION YEAR						LEAD AGENCIES*
	2017	2018	2019	2020	2021	2022	
<b>4.1</b> Regional Workforce Councils (RWC) share of the 500,000 additional degrees, certificates, and credentials required to meet Alabama's postsecondary education attainment goal by 2025 will be determined and targets set for each region to reach			<b>JAN</b>				GOEWT
<b>4.2</b> Align the goals of the state and local Workforce Development Boards and the Alabama Workforce Council to create a unified Workforce brand and marketing strategy for Valuable Credentials and Career Pathways			<b>FEB</b>				GOEWT, AWC, WIOA State Board
<b>4.3</b> Fully develop career pathways in all 16 career clusters and map them to secondary and postsecondary CTE courses of study through articulation agreements			<b>APRIL</b>				GOEWT, ALSDE, ACCS, Commerce
<b>4.4</b> Create the Alabama Commission on Credentialing and Career Pathways (ACCCP)			<b>SEPT</b>				GOEWT, ACCS, ALSDE, Commerce
<b>4.5</b> Create Technical Advisory Committees (TACs) for each of the 16 career clusters who will create competency-based career lattices and frameworks for each of the 79 career pathways			<b>SEPT</b>				GOEWT, ACCS, ALSDE, Commerce
<b>4.6</b> Develop an incentive program for earning valuable credentials			<b>SEPT</b>				GOEWT, ACCS, ALSDE, Commerce
<b>4.7</b> Develop a five-star system for ranking career pathways and create a formula for fully-funding credentials on the Compendium of Valuable Credentials and will revise the state ESSA accountability framework to only offer "career ready" status to students who earn credentials on the Compendium of Valuable Credentials			<b>SEPT</b>				GOEWT, ACCS, ALSDE
<b>4.8</b> Develop the first line of regional and state in demand career pathways and the Compendium of Valuable Credentials				<b>JUNE</b>			GOEWT, AWC, ACCS, ALSDE, WIOA State Board, RWCs
<b>4.9</b> Finalize and implement CTE program offerings with the credentials in the Alabama Compendium of Valuable Credentials				<b>JUNE</b>			GOEWT, AWC
<b>4.10</b> Establish a continuous review process of regional and state in-demand career pathways and the Compendium of Valuable Credentials to update changes as needed as workforce needs change						<b>DEC</b>	GOEWT, AWC, ACCS, ALSDE, WIOA State Board

\*Not a comprehensive list of all stakeholders who will be involved

# GOAL NUMBER 5

Establish the Alabama Office of Apprenticeship

STRATEGIES	COMPLETION YEAR						LEAD AGENCIES*
	2017	2018	2019	2020	2021	2022	
<b>5.1</b> Outline a development and implementation plan for establishing the Alabama Office of Apprenticeship(AOA), which will be housed within the Department of Commerce Workforce Division			<b>JAN</b>				GOEWT, AWC
<b>5.2</b> Alabama will establish the Alabama Office of Apprenticeship via executive order			<b>JAN</b>				GOEWT, Commerce
<b>5.3</b> Integrate the Governor's Advisory Council for Excellence in STEM and the Campaign for Grade-Level Reading into the early phase of the ARRAP model focused on basic skills development			<b>FEB</b>				GOEWT, Commerce
<b>5.4</b> Create and outline in the plan a federally recognized state apprenticeship credential, equivalent to the Department of Labor's Registered Apprenticeship Credential			<b>FEB</b>				GOEWT, Commerce
<b>5.5</b> Apply to the U.S. Department of Labor to become an SAA to the U.S. Department of Labor			<b>FEB</b>				GOEWT, Commerce
<b>5.6</b> Cultivate a consortium of state agency and private sector partners who will employ in-school youth apprentices			<b>APRIL</b>				GOEWT
<b>5.7</b> Develop an AIRRAP pathway for out-of-school youth, adults, and dislocated workers through co-enrollment in WIOA Title II adult education programs and postsecondary CTE programs			<b>APRIL</b>				GOEWT, ACCS, Commerce
<b>5.8</b> Create the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP) beginning in middle school and culminating with a high school student earning their diploma, industry-recognized credentials, or associates degree				<b>JUNE</b>			GOEWT, ALSDE, ACCS, Commerce
<b>5.9</b> Alabama Office of Apprenticeship will begin certifying Alabama's Industry Recognized apprentice programs (IRAPs) and registered apprenticeships (RAs) and begin to oversee the quality of Apprenticeship programs				<b>JUNE</b>			GOEWT, Commerce
<b>5.10</b> The Alabama Office of Apprenticeship will go through a two-year review process and will become fully operational at the end of the year in 2020. The AOA will develop a state apprenticeship credential				<b>DEC</b>			GOEWT, Commerce
<b>5.11</b> Track on-going progress of Goal #5 and revise as needed to ensure the Alabama Industry Recognized Apprenticeship Program is advancing the credentials as needed						<b>DEC</b>	GOEWT, ALSDE, ACCS, Commerce

\*Not a comprehensive list of all stakeholders who will be involved

# GOAL NUMBER 6

Advance Awareness of Career Pathways in Work-Based Learning (WBL) and Middle Skills Training Programs

STRATEGIES	COMPLETION YEAR						LEAD AGENCIES*
	2017	2018	2019	2020	2021	2022	
<b>6.1</b> Create a unified workforce marketing, outreach, and incentive strategy			<b>APRIL</b>				GOEWT, AWC, ACCS, ALSDE, DOC
<b>6.2</b> Solidify the brand AlabamaWorks! as the unified workforce brand for the state			<b>APRIL</b>				GOEWT, AWC, ACCS, ALSDE, WIOA State Board
<b>6.3</b> Unify marketing strategies and budgets to target disconnected individuals (long term unemployed, ex felons, SSI recipients, TANF/SNAP recipients) for intergration into adult education and career pathway through the AIRRAP and promote WOTCs to hire them as apprentices			<b>APRIL</b>				GOEWT, AWC, ACCS, ALSDE, WIOA State Board DHHR, ADOL, Commerce
<b>6.4</b> Target skills gaps, unemployment, and labor force participation by subgroups with a focus on equity and set metrics to increase participation			<b>APRIL</b>				GOEWT, AWC, ACCS, ALSDE, WIOA State Board DHHR, ADOL, Commerce
<b>6.5</b> Promote dual-enrollment, postsecondary graduation credit for work based learning credits earned while participating in secondary in-school youth AIRRAP programs and set metrics to increase participation			<b>APRIL</b>				GOEWT, AWC, ACCS, ALSDE, WIOA State Board DHHR, ADOL, Commerce
<b>6.6</b> Promote the use of Perking for 5th grade and up and WIOA for 14 and 15 year olds to encourage career exploration and discovery in STEM-specific career pathways and set metrics to increase participation			<b>APRIL</b>				GOEWT, AWC, ACCS, ALSDE, WIOA State Board DHHR, ADOL, Commerce
<b>6.7</b> Create incentive programs for employers who hire AIRRAP participants			<b>SEPT</b>				GOEWT, AOA, AWC, ACCS, ALSDE, WIOA State Board
<b>6.8</b> Establish awards and recognition programs for employers who employ in-school and out-of-school AIRRAP participants			<b>SEPT</b>				GOEWT, AOA, ALSDE
<b>6.9</b> Monitor on-going progress of Goal #6 and revise as necessary to scale work-based learning and middle-skills training programs to advance best practices						<b>DEC</b>	GOEWT, ALSDE, ACCS, and Commerce

\*Not a comprehensive list of all stakeholders who will be involved

# POLICY RECOMMENDATIONS FOR ADVANCING WORK-BASED LEARNING

---

## NGA WBL POLICY ACADEMY OUTCOMES

### 1. Develop the following

- Commission on Credentialing and Career Pathways
- College and Career Exploration Tools
- Office of Apprenticeship that will certify all registered and industry-recognized apprenticeships
- Compendium of Valuable Credentials
- P20W Councils
- Credential Attainment Incentive Programs
- Apprenticeship Tax Credits
- Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways to include WBL program data

### 2. Create a state definition of career pathways, industry-recognized credentials, in-demand careers and credentials

- Create statutorily defined career pathways that begin with numeracy and literacy, progress to career exploration, diverges into a youth pre-apprenticeship in a chosen career pathway, and culminates in the completion of a registered or industry recognized apprenticeship program
- Apprenticeship Pathways must be competency-based and with a clear alignment and progression

### 3. Create an incentive program for employers who hire apprenticeship participants

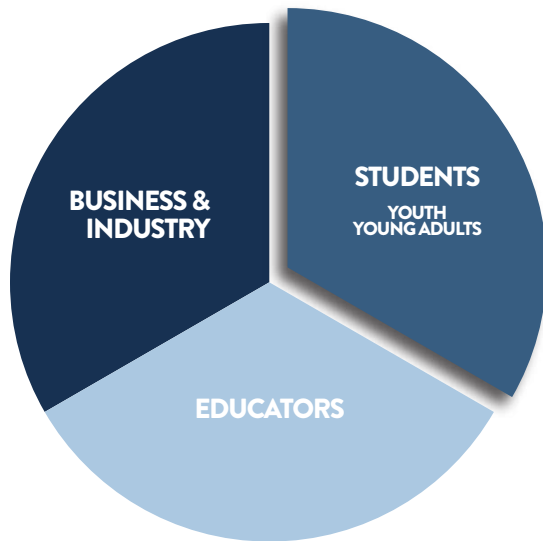
### 4. Support a framework for career coaches that require a minimum number of in-demand co-op placements for their students. Merge the role of work-based learning instructors and career coaches

- Connect K-12 Career Coaches with statewide Job Centers/Career Centers that provide WIOA services
- Record Standard Occupational Classification (SOC) data for WBL programs



# Strategic Planning Process

Strategic Planning Model



Governor Ivey's Office in conjunction with Alabama Department of Commerce established a strategic planning Core Team in October 2017. To ensure a comprehensive work product with a successful plan of implementation, the approach included the following list:

- 1 Develop and agree on statewide, unified Vision Statement for developing and sustaining a statewide WBL Initiative for 16-29 youth and young adults to fill middle-skill STEM related jobs
- 2 Conduct statewide assessment of work-based learning programs to scale high-quality programs
- 3 Identify financial support by examining all federal, state, and local funding for work-based programs
- 4 Gather a variety of stakeholder input through face to face meetings, surveys, and round-table discussions
- 5 Condense and unify initiatives to establish a data collection and measurement for WBL programs

## Acknowledgments

### Governor's Core Work-based Learning Team

Office of the Governor - Nick Moore, Baker Allen, *Policy Advisors*

Alabama Department of Commerce - Ed Castile, *Deputy Secretary*; Lori Frazier Bearden, *Assistant Director of Federal Workforce Programs*

Alabama Community College System - Jeff Lynn, *Vice Chancellor of Workforce and Economic Development*

Alabama Department of Labor - Fitzgerald Washington, *Secretary*

Alabama State Department of Education - Tommy Glasscock, *Deputy Superintendent of Career Technical Education*

Alabama Commission on Higher Education - James Purcell, Ph.D. *Executive Director*



## Governor Ivey's Work-Based Learning Initiative

Alabama's Primary Contact Person:

Lori Frazier Bearden, Assistant Director of Federal Workforce Programs

Alabama Department of Commerce

401 Adams Avenue Suite 380 Montgomery, Alabama 36130

Phone: 334-242-5882

Email: [Lori.Bearden@commerce.alabama.gov](mailto:Lori.Bearden@commerce.alabama.gov)

Alabama Governor's Office Team Leader

Nick Moore, Education Policy Advisor

Office of Governor Kay Ivey

600 Dexter Avenue Montgomery Alabama 36310



FUNDED BY THE NATIONAL GOVERNORS ASSOCIATION (NGA)  
CENTER FOR BEST PRACTICES AND SIEMENS FOUNDATION