



# **Braiding Funding and Leveraging Untapped Funding Streams to Support Work-Based Learning**

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February 28<sup>th</sup>, 3:00PM EDT

# Housekeeping

- This webinar is being recorded
- Audio: either use your telephone to connect, or your microphone and speakers on your computer.
- Muted on Entry:
  - If calling through your computer, “raise your hand” and we will unmute you.
  - You may also type your questions by clicking the “?” icon in the toolbar.
  - If calling through your phone, dial \*6 and make sure your phone is not on mute, and you can speak.
- Questions? E-mail Kristin Baddour at [kbaddour@nga.org](mailto:kbaddour@nga.org)



# Today's Agenda

1. Housekeeping and Introductions
2. Presentation from National Skills Coalition
3. State Spotlight - Alabama
4. Asset Map Tool Demonstration
5. Q&A
6. Wrap-up and Next Steps

# Blending and Braiding Funding

- **Blending:** wrapping funds from two or more funding sources together to fund a specific part of a program or initiative. Costs are not necessarily allocated and tracked by individual funding sources.
- **Braiding:** two or more funding sources that are coordinated to support the total cost of a service. Cost-allocation methods are required to assure there is no duplicate funding of services costs and that each funding source is charged its fair share across the partners.



# **Braiding Funds to Support Work-Based Learning**

**February 28, 2019**





**Melissa Johnson**  
**State Policy Director**  
**National Skills Coalition**



# NSC Efforts

- ✓ **NSC Work-Based Learning Academy**
- ✓ **Broadening the Apprenticeship Pipeline Report**
- ✓ **Partner Example: JumpStart Program, Job Opportunities Task Force, MD**



# **NSC Work-Based Learning Academy**

- ✓ **5 state teams – CT, IL, IN, OK, WA**
- ✓ **4 of 5 state teams focused on advancing policy that provides support services**
  - ✓ **Examples:**
    - ✓ **WA – Mapping out existing resources**
    - ✓ **IN – Work-based learning support fund**





# Broadening the Apprenticeship Pipeline Report



Parents make up a third of the workforce, and more than two-thirds of low-income participants in job-training programs have children under the age of six.



# **Broadening the Apprenticeship Pipeline Report**

- ✓ **Focuses on child care and pre-apprenticeship programs as barriers**
- ✓ **Highlights Mississippi Women in Construction Pre-Apprenticeship Program**
  - ✓ **Uses TANF and SWFI funds to provide child care to pre-apprentices**



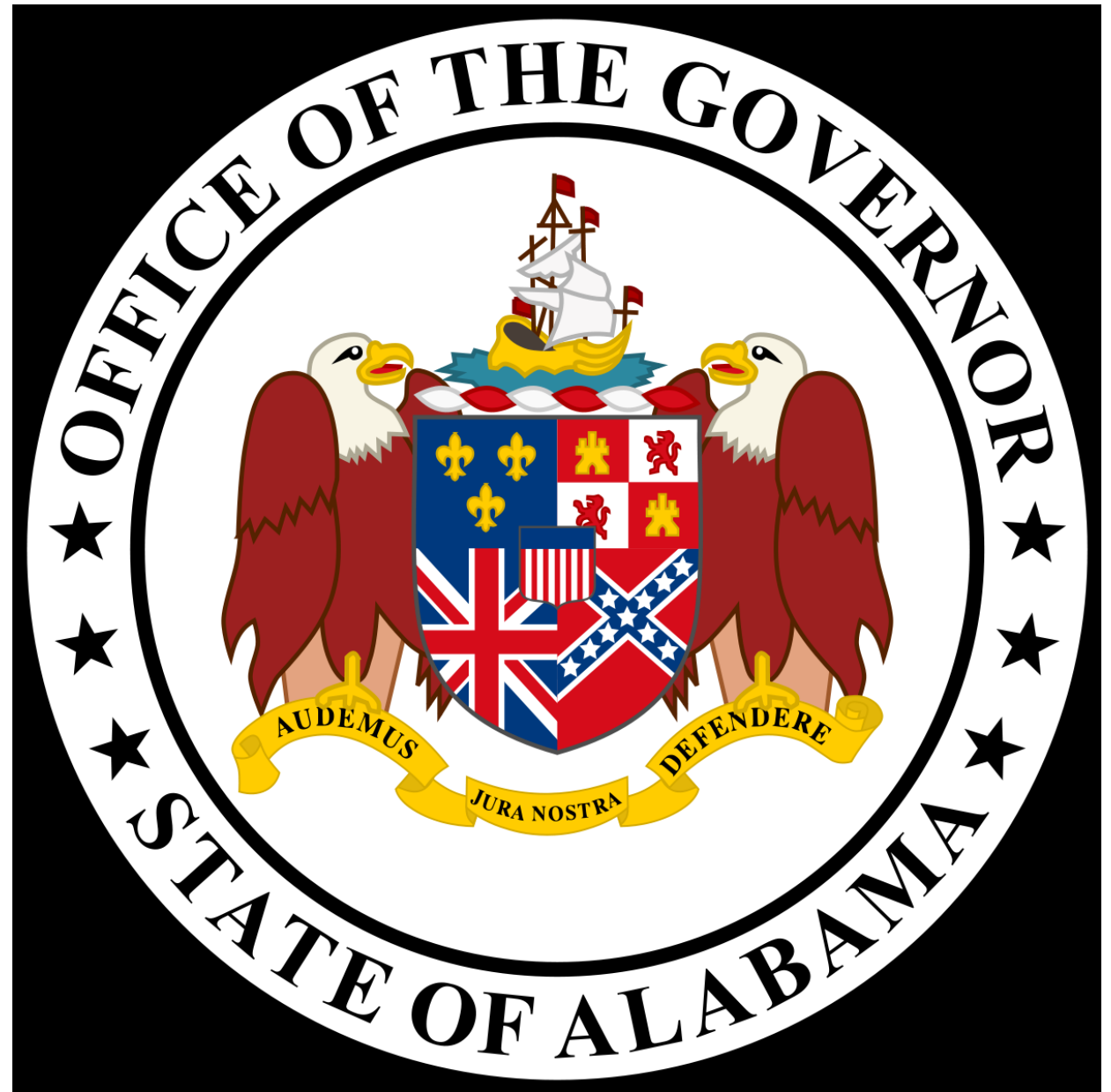
# JumpStart Program, Job Opportunities Task Force, MD

- ✓ **Pre-apprenticeship program for students in construction trades**
- ✓ **Uses SNAP E&T funds**
  - ✓ **SNAP E&T one of few funding sources for support services that is technically uncapped**



Pathways to Career:  
Alabama's  
Education-to-  
Workforce System

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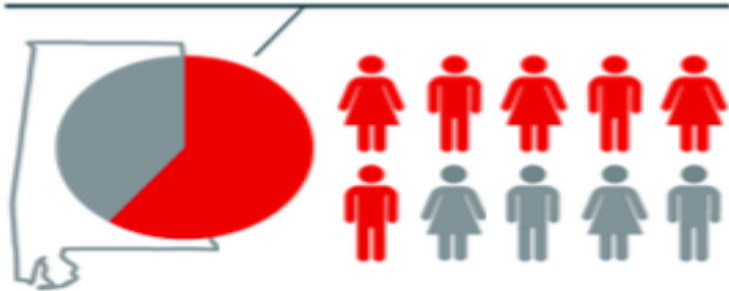


**Attainment goal**

**+500,000**

**high-skilled employees to  
Alabama's workforce by 2025**

**= 60%** of the state's working age  
population holding some type  
of certificate, credential, or  
degree of value



- The unemployment rate is very low—3.9 percent in December 2018.
- However, Alabama is tied for the fourth lowest labor force participation rate in the nation, at 57.4 percent, just above Mississippi, West Virginia, and South Carolina.
- Governor Ivey has set a post-secondary education attainment goal for Alabama of adding 500,000 highly-skilled employees to Alabama's workforce by 2025 through the Success Plus plan.
- The Governor has also set the goal of surpassing the national labor force participation rate of 63.1%.

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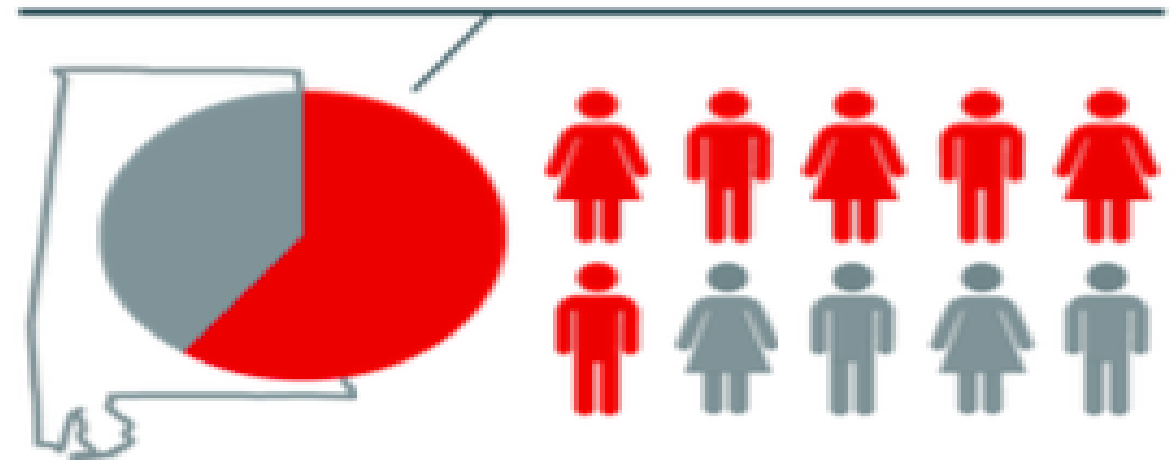


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# Braiding Federal Workforce Development Funding Streams

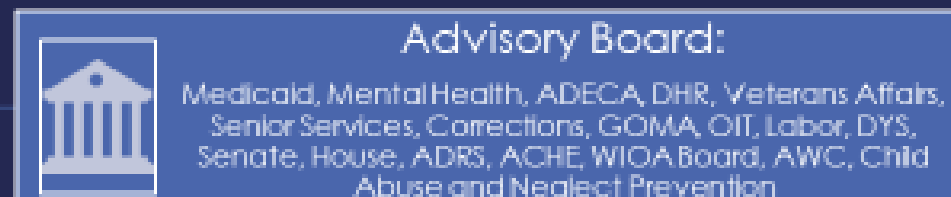
- Three federal laws, the Every Student Succeeds Act (ESSA), the Carl D. Perkins Career and Technical Education (Perkins V), and the Workforce Innovation and Opportunity Act (WIOA) were aligned by design to create an education-to-workforce system linking students to in-demand career pathways.
- In light of the recent Perkins V reauthorization, Governor Ivey is working with the ALSDE and the ACCS to add Perkins CTE as a partner to the 2020 combined state WIOA plan by aligning performance indicators, needs assessments, and stakeholder input.
- Alabama will submit a combined WIOA state plan that includes Perkins CTE in 2020.

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

- The Governor's Office of Education and Workforce Transformation (GOEWT) was established to implement the Governor's Ivey workforce development strategic plan by coordinating workforce development and education for the State of Alabama.
- The GOEWT is funded by memoranda of understanding between the Governor's Office and the Alabama State Department of Education, the Alabama Department of Commerce, and the Alabama Community College System to transfer WIOA and CTE state leadership and administration funds to the GOEWT for the purposes of providing technical and state leadership assistance to the state and to local eligible recipients.
- The GOEWT is housed within the Office of the Governor, and its goals are:
  - to blend Alabama's federal workforce development funding streams to support an education-to-workforce pipeline;
  - to create and manage the ATLAS on Career Pathways, an integrated education and workforce database; and
  - to create the Alabama Industry-Recognized and Registered Apprenticeship (AIRRAP) program.



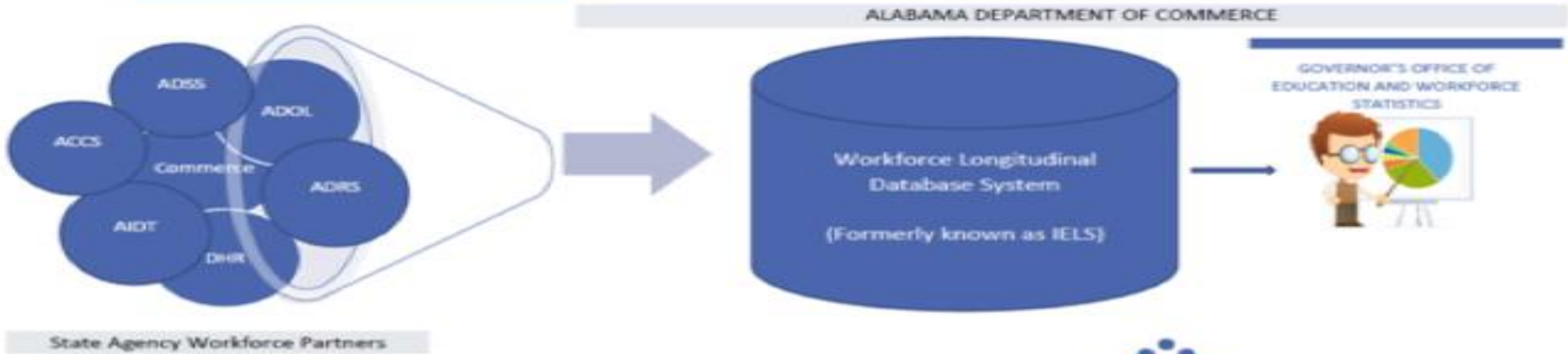
# Governor's Office of Education and Workforce Transformation (GOEWT)



# Modifying Alabama's ESSA, CTE, and WIOA state plans to braid Alabama's federal education and workforce funding streams

- The GOEWT will braid Alabama's WIOA and CTE funding streams to support apprenticeships for in-school youth.
- The GOEWT will direct the state and local WIOA boards, the ACCS, and the ALSDE to work together to ensure that WIOA and CTE funds are used to provide complementary services for programs aligned to in-demand career pathways.
- The GOEWT will request waivers from the U.S. Department of Labor to allow in-school youth to access ITAs funded by WIOA Title I.
- The GOEWT will work to get Perkins CTE Included as a partner in the consolidated state WIOA plan.

# The Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways



**Word Key:**  
Workforce Innovation Opportunity Act 2014 (WIOA)  
Title I- Adult, Dislocated Worker, & Youth  
Title II- Adult Education & Family Literacy  
Title III- Employment Services Wagner Peyser Act  
Title IV- Vocational Rehabilitation  
TANF- Temporary Assistance to Needy Families  
SNAP- Supplemental Nutritional Assistance Program

Overseeing  
the  
Governor's  
P20W Council  
that will  
govern the  
SLDS

- The GOEWT will manage the development of the ATLAS on Career Pathways.
  - The ATLAS on Career Pathways will serve as an integrated workforce and education database that will provide the data needed to identify in-demand career and credentials.
  - The P20W Council will govern the ATLAS on Career Pathways and will consist of the agency heads who are a partner to the ATLAS on Career Pathways data-sharing MOU.
  - Creating the ATLAS on Career Pathways will help the Governor establish a process for regularly adjusting Alabama's workforce and economic development programs to meet the needs of Alabama's economy.

# Alabama College and Career Exploration Tool (ACCET)

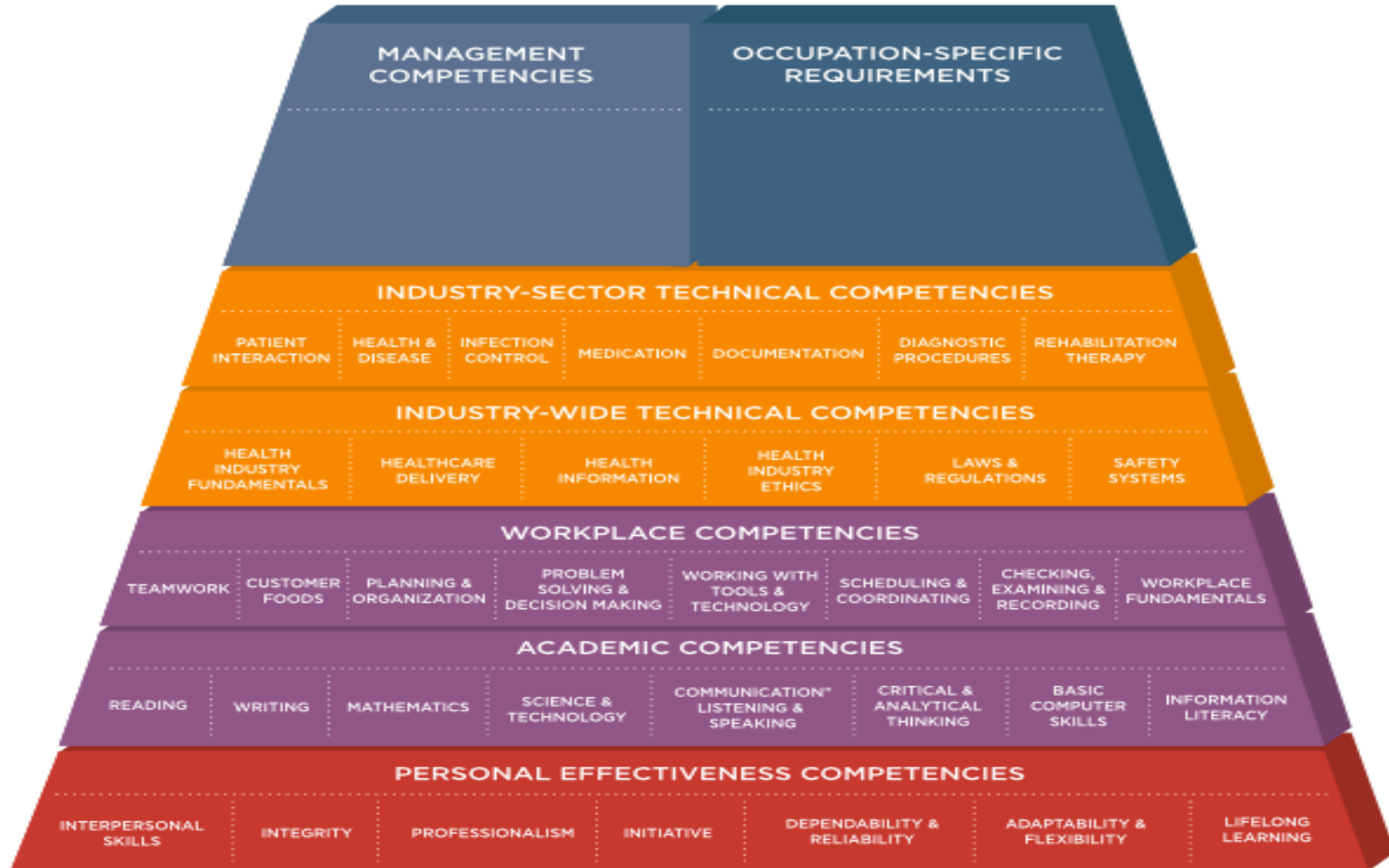
- The ACCET will be designed to serve as a one-stop digital dashboard, created using data from the ATLAS on Career Pathways, which will allow Alabamians to compare all college and career options before choosing a career pathway.
- The ACCET will guide students through a digitally-delivered exploration and survey of the all 79 pathways within the 16 CTE industry clusters, an interest and career profile, and a graduation plan
- The ACCET will allow CTE concentrators to map career pathways that will lead to graduation with industry-recognized credentials, postsecondary credit, and work-based learning experience.
- The ACCET will include a FAFSA completion and college application tool. Students will be able to access the WIOA eligible training provider list through the ACCET to receive WIOA funding for postsecondary education and training.

# The Alabama Commission on Credentialing and Career Pathways



- The Alabama Committee on Credentialing and Career Pathways (ACCCP) will use the ATLAS on Career Pathways to create regional and state lists of high-value, high-demand, and fast-growing career pathways and credentials of value.
- The ACCCP will create technical advisory committees (TACs) for each of the 16 career clusters and each of the 79 career pathways that will create competency-based frameworks for each in-demand occupation within a career pathway. The career pathways frameworks will include a progression of academic, technical, and personal competencies, beginning with basic skills.

# Alabama Career Pathways Competency Models

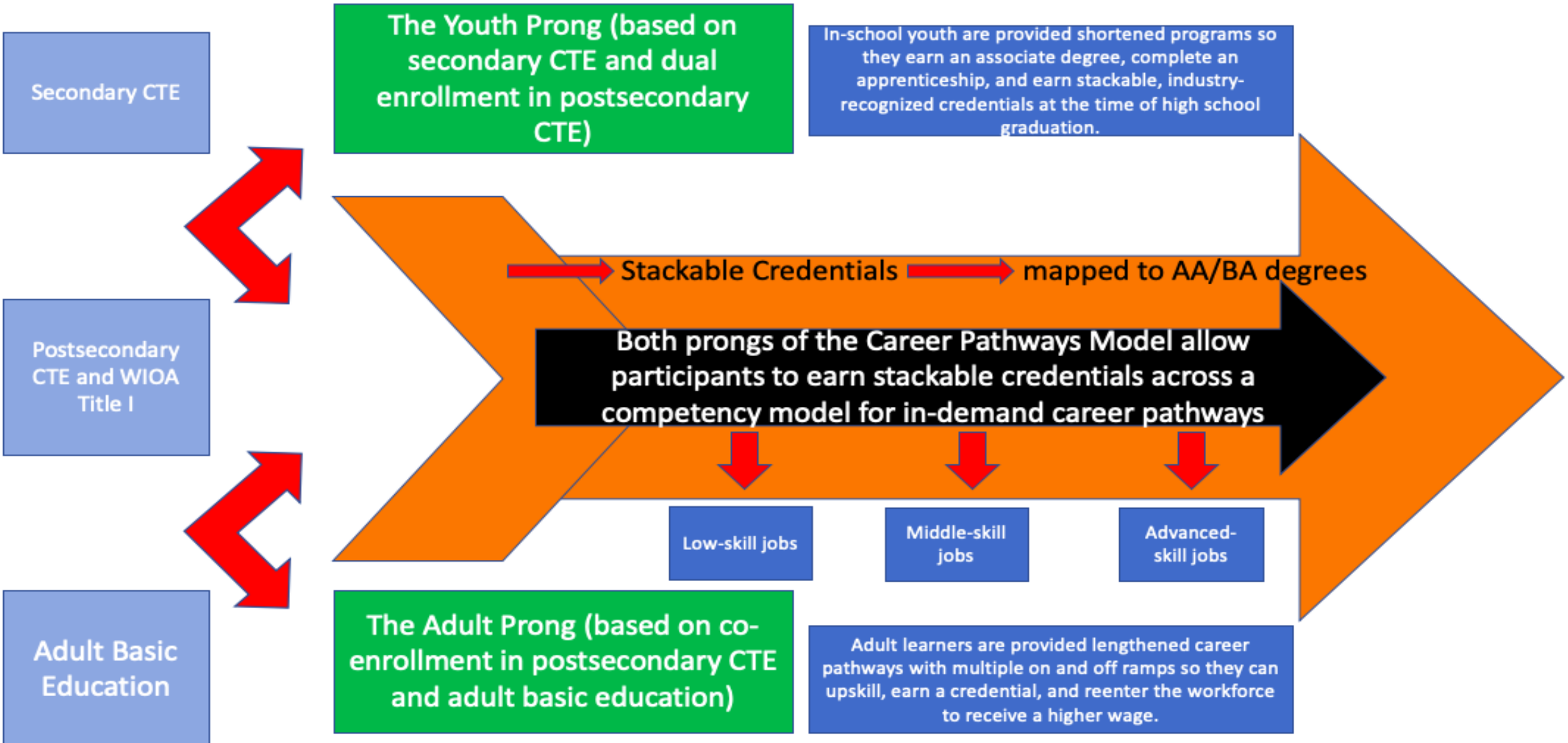


# Identifying valuable credentials and career pathways

- Using labor market and data from the ATLAS on Career Pathways, the GOEWT will create regional and state lists of high-value, industry-recognized credentials and high-demand, fast-growing career pathways.
- The regional workforce councils will, in collaboration with the Alabama State Department of Education (ALSDE) and the Alabama Community College System (ACCS), produce a list of regional in-demand credentials of value.
- The GOEWT, in consultation with the Alabama Workforce Council, will promulgate an Alabama Compendium of Valuable Credentials, which will include all credentials that appear on at least one of the regional lists of in-demand credentials.



# The Two-Pronged Alabama Career Pathways Model



# 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, which is based on post-secondary credential attainment, dual enrollment, and work-based learning.
- Under the Pre-K to Workforce prong, will participate in pre-apprenticeship programs aligned to career pathways and credentials designated as valuable by the Alabama Compendium of Valuable Credentials in 9th and 10th grades, and will participate in youth registered apprenticeships and industry-recognized apprenticeships (IRAPs) in 11th and 12th grades.
- Graduates may earn their high school diploma, associate degree, industry-recognized credentials, and an apprenticeship credential at the time of high school graduation.
- For the Postsecondary CTE to Workforce prong, the Alabama Workforce Council (AWC), the state and local WIOA boards, and the GOEWT will work with the ALSDE and the ACCS to promote co-enrollment in adult education programs, postsecondary CTE programs, and WIOA Title I adult programs to ensure that opportunity subgroups are able to access braided programming to meet their education and training needs.



# 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.
- Alabama currently used the federal Office of Apprenticeship to certify its registered apprenticeships. Governor Ivey is establishing the Alabama Office of Apprenticeship (AOA), which will be housed within the Department of Commerce Workforce Development Division.
- The AOA will create a federally-recognized state apprenticeship credential, equivalent to the Department of Labor's Registered Apprenticeship credential.
- The Alabama Office of Apprenticeship will certify Alabama's industry-recognized apprentice programs (IRAPs) and registered apprenticeships (RAs).

# Creating the Alabama Industry- Recognized and Registered Apprenticeship Program (AIRRAP)

- Under the AIRRAP model, beginning in 5<sup>th</sup> grade, students will explore numerous career pathways.
- Beginning in 8<sup>th</sup> and 9<sup>th</sup> grade, students may participate in pre-apprenticeship programs aligned to in-demand career pathways.
- During 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade, students will participate in youth registered apprenticeships and industry-recognized apprenticeships (IRAPs).
- AIRRAP graduates may graduate high school with a high school diploma; an associate degree; stackable, industry-recognized credentials; and an apprenticeship credential within a chosen in-demand career pathway.
- Adult learners co-enrolled in adult basic education and post-secondary CTE at our community colleges will be able to complete the same career pathways as in-school youth.

# Questions?

# Resources

- [Broadening the Apprenticeship Pipeline](#)
- [Skills-Based SNAP Employment and Training Policy Toolkit](#)
- [Building Skills through SNAP Employment and Training: Recommendations from Lessons Learned from Four States](#)
- [Work-Based Learning Policy: 50-State Scan](#)
- [Alabama Workforce Goals and Strategies](#)

# Next Steps

- **Upcoming webinars:**
  - **Communications and Branding**
    - February 20 from 3-4pm ET
- **Planning site visits** with Policy Academy and Leader States
- **National Institute on Scaling Work-Based Learning, April 8-10** in Point Clear, Alabama

**NGA** 

**NATIONAL GOVERNORS ASSOCIATION**