



Braiding Funding to Support Career Pathways

January 31, 2022

In the chat, please put your name and where you're
calling in from today!

Agenda and Overview

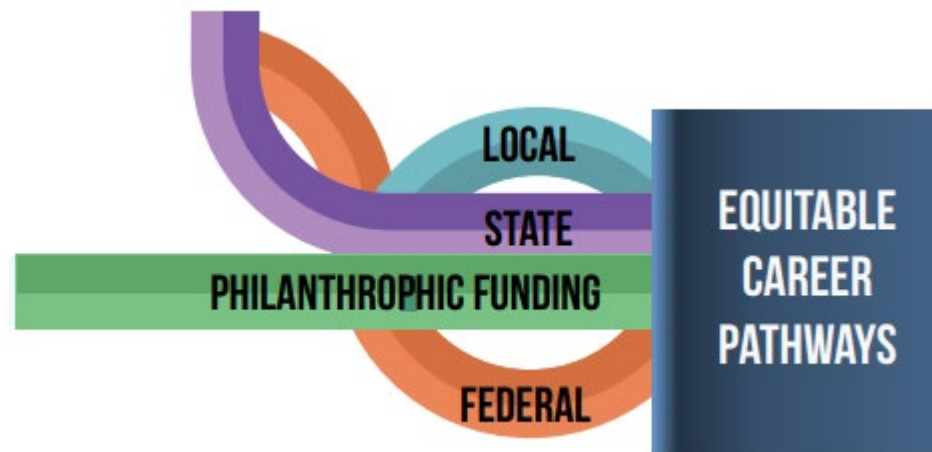


- Review of new Advance CTE resource
- Alabama Governor's Office on Education and Workforce Transformation
- Delaware Pathways
- Q&A

If you have any questions, put them in the Q&A box at any time!

Braiding Funding Resource

- Part of *Strengthening Career Pathways* Series
- Improve the quality of career pathways that span K-12 and postsecondary education and prepare learners for high-wage, high-skill, in-demand occupations



What is Braided Funding?

- Integrating two or more of the following:
 - Federal
 - State
 - Local
 - Private/philanthropic
- Often have their own accountability or evaluation structures
- Alignment to *New Skills ready network* and Advance CTE's *CTE Without Limits*

Why Braid Funds?

- One funding stream is often not enough to support a high-quality program
 - Scaling already successful programs
 - Jumpstarting a new initiative
 - Sustaining long-term growth
- Incentivizes ongoing conversations about how to better streamline and maximize efforts
- Increase access to career pathways for historically marginalized learners
- Limit duplication of services

Potential Funding Streams



- Federal
 - Perkins V, WIOA, ESSA, IDEA, SNAP E&T, TANF
 - Available federal grants
 - Coronavirus stimulus funds (ESSER, ARP, GEER)
- State
 - State CTE dollars
 - Property or operational costs
 - State legislative grants
- Local
- Private/philanthropic

Overcoming Barriers



- Misaligned data and accountability systems
- Diffusion of goals across statewide initiatives
- Competition for available funds
- ‘Turf’
- Lack of time or political will

Key Steps to Braiding Funds



1. Align stakeholders and systems around common goals
 - a. Engage leadership at all levels
 - b. Collaborate with a wide range of stakeholders
 - c. Agree to a common language
 - d. Reconsider which agency “owns” certain programs or processes

Key Steps to Braiding Funds



- Conduct an analysis of career pathways-aligned funding sources and streams
 - Review all available funding sources and their allowable uses
 - Get direct input from states or local agencies about various state and federal funding sources, including allowable expenses
 - Examine potential untapped funding opportunities for populations of students not historically served by CTE.

Key Steps to Braiding Funds



- Have a sustainability to plan to mitigate shifts in funding
 - Institutionalize career pathways model design to ensure long-term success
 - Engage partners that will serve as champions through transitions
 - Supplement gaps using philanthropic or employer groups

Any Questions



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Connecting Education to the Economy to Reduce Barriers to Entering the Workforce

- 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 postsecondary education attainment goal.
- The Governor has also set the goal of *surpassing the national labor force participation rate by 2025 by braiding resources* to help Alabamians overcome benefits cliffs and barriers to entering education or the workforce.
- To reach the attainment and labor force participation goals, Alabama is using a no-wrong-door approach to the public workforce system, reducing the impact of the cliff effect on Alabamians who are transitioning from public assistance to paid employment, and providing access to competency-based career pathways in a demand-driven talent ecosystem.

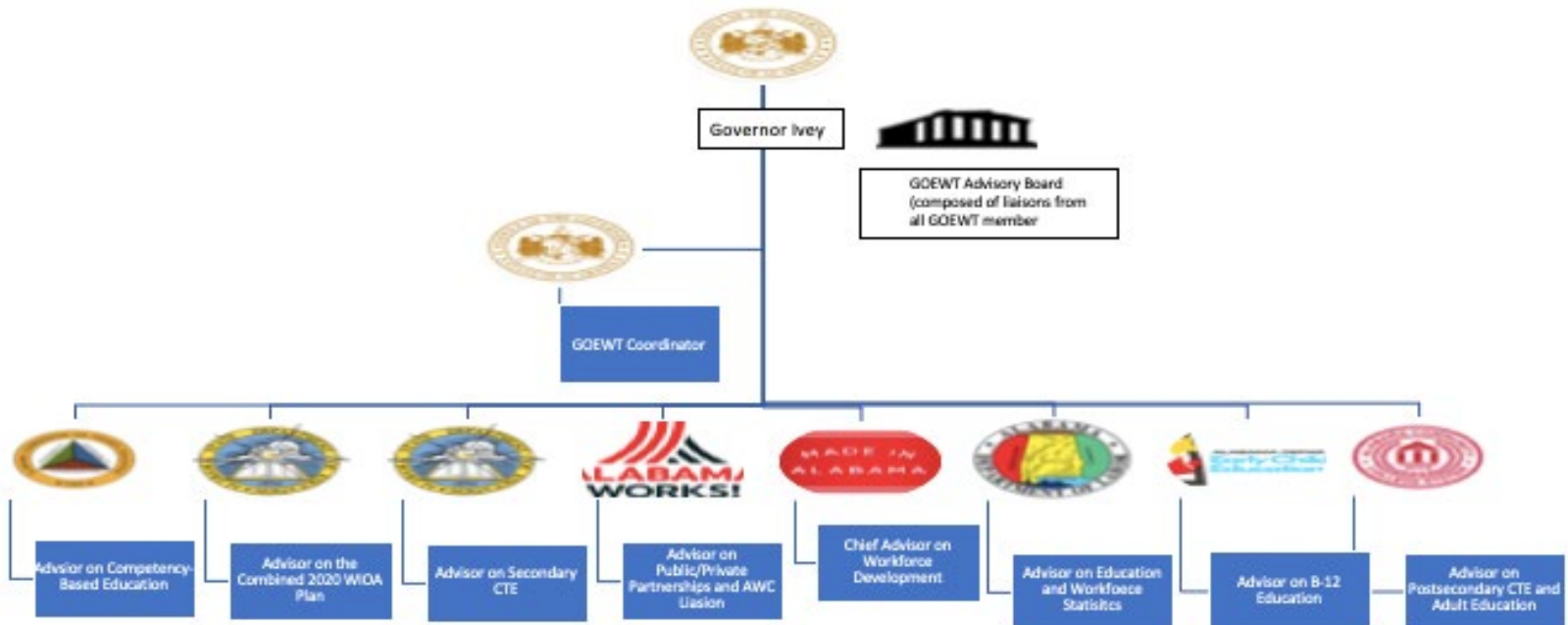


The Governor’s Office of Education and Workforce Transformation (GOEWT)

- The GOEWT coordinates Alabama’s education and workforce systems through a 24-member advisory board and a team of eight advisors.
- The GOEWT Advisory Board is composed of members from all GOEWT member agencies.
- The GOEWT is funded by braiding funds from the Governor’s WIOA Title I leadership fund, adult education state leadership funds, and Perkins leaderships funds.

GOEWT Advisory Board Members		
Alabama Medicaid Agency	Alabama Department of Mental Health	Alabama Department of Economic and Community Affairs
Department of Human Resources	Alabama Department of Commerce	Alabama Department of Senior Services
Alabama Department of Corrections	Governor’s Office of Minority Affairs	Alabama Office of Information Technology
Alabama Department of Labor	Alabama Department of Youth Services	Alabama State Senate
Alabama State House of Representatives	Alabama State Department of Education	Alabama Community College System
Alabama Commission on Higher Education	Alabama State Workforce Development Board	Alabama Workforce Council
Alabama Department of Rehabilitation Services	Alabama Department of Veterans Affairs	Alabama Department of Early Childhood Education
Alabama Department of Child Abuse and Neglect Prevention	Alabama Governor’s Office Volunteer Services	Alabama Department of Revenue

The GOEWT Organizational Structure



Braiding Federal Workforce Development Funding Streams

- Alabama's secondary and postsecondary CTE performance indicators, needs assessment, and stakeholder input processes were aligned with the 2020 combined state WIOA planning process.
- Alabama submitted a combined WIOA state plan that includes Perkins CTE in 2020 for the very first time.
- Alabama was granted a waiver from the U.S. Department of Labor to allow to allow in-school youth, aged 16-24, who are participating in a pre-apprenticeship or a youth apprenticeship program to access Workforce Innovation Opportunity Act Individual Training Accounts to support the required technical instruction component of youth apprenticeship.
- Alabama received an amendment to its state Every Student Succeeds Act (ESSA) plan this month that allows students who complete an in-school youth apprenticeship or a CTE Program of Study to receive a college and career readiness indicator.



JAG Expansion under Governor Ivey

- The Jobs for Alabama's Graduates (JAG) Program is state-funded, highly-successful graduation coaching program.
- The Jobs for Alabama's Graduates program has undergone the most significant expansion in the program's history under Governor Ivey's leadership.
- Governor Ivey also utilized her state leadership set-aside from the federal Workforce Innovation and Opportunity Act (WIOA) to establish two additional JAG programs.
- Governor Ivey spearheaded a partnership with the Alabama Department of Rehabilitation Services (ADRS) to fund JAG slots for students with IEPs and 504 plans using Pre-ETS funds.

Using the 2020 WIOA Combined Plan to Drive Talent and Human Capital Development

- The 2020 WIOA Combined plan is the primary tool available to states for ensuring that the programs funded by the public workforce system are (1) aligned to labor market and (2) providing a pathway to self-sufficiency for clients of the public workforce system.
- It is incumbent on states to effectively utilize the flexibilities provided under the Workforce Innovation and Opportunity Act (WIOA) [P.L. 113-128] Section 122, 20 CFR part 680, and Training and Employment Guidance Letters (TEGLs) No. 3-18 and No. 8-19 to ensure that the ETPL contains Eligible Training Providers (ETPs) and programs of study [see WIOA Section 3(52)] that provide job-driven employment and training activities that are aligned to labor market demand.

Key	
Required	Blue
Must have one	Green
Not eligible	Red

Program	Statute	WIOA Title I					WIOA Title II	WIOA Title III	WIOA Title IV	Social Security		
		In-School Youth	Out of School Youth	Adult	Dislocated Worker	Training Services	AEFLA	Wagner-Peyser	Voc. Rehab	Perkins V	TANF	SNAP
Under 14yo		Blue								Blue	Blue	
14-15yo		Blue					Blue			Blue	Blue	
16-18yo		Blue	Blue	Blue			Blue			Blue	Blue	
18-21yo		Blue	Blue	Blue						Blue	Red	
22-72yo		Red	Red	Blue		Green				Red	Red	
72yo+		Red	Blue				Blue			Red	Red	
Not attending school		Blue	Red				Blue			Blue	Blue	
Attending school		Blue	Green							Blue	Blue	
School dropout		Red	Green									
low income		Blue	Green								Blue	Blue
Basic skills deficient			Green				Green					
English language learner			Green				Green					
Pregnant or parenting			Green									
Individual with a disability			Green						Blue			
Requires assistance			Green									
An offender			Green									
Homeless			Green									
Terminated or laid off					Green	Green						
Unemployment eligible					Green	Green						
Unlikely to return to previous industry					Green	Green						
Employed at a closing facility					Green	Green						
Was self-employed, but economic conditions					Green	Green						
Displaced homemaker					Green	Green						
Spouse of armed forces member, relocated												
Unable to obtain or retain employment						Blue						
In need of training services						Blue						
Can participate in selected program						Blue						
Unable to obtain other grant assistance						Blue						
Basic skills deficient							Green					
Does not have diploma												
Seeking a job										Blue	Blue	
Enrolled in CTE Program										Blue	Blue	

Key 2020 WIOA Combined Plan Policy Changes

- Alabama's core and partner WIOA agencies are being cross trained on all publicly funded workforce development programs through the Alabama Talent Development Capstone Course that results in the attainment of a micro-credential for participants who pass the assessment.
- Alabama is amending the WIOA ETPL and credential policies to reflect the Alabama Committee on Credentialing and Career Pathways (ACCCP) non-degree credentials quality-assurance process.
- In addition to the two WIOA Effectiveness in Serving Employers performance measures already approved by the State Board, Alabama developed a State-Specific approach that captures a percentage of each special population being served in each of the seven workforce regions (Number of each special population served & employed / Number of eligible Alabamians belonging to each special population).

Employing the 2020 WIOA Combined Plan to Achieve Equity and Attainment Goals

- Governor Ivey has set an equity imperative in Alabama’s 2020 WIOA plan to close attainment and labor force participation gaps among Alabama’s populations with barriers to entering education or the workforce.
- Many of the Alabamians who are not in the labor force, or who have not attained postsecondary education, belong to one or more of the populations with barriers to entering education or the workforce.
- Governor Ivey has imbued that equity imperative within Alabama’s 2020 WIOA plan and the ETPL by building a comprehensive ETPL that is designed to strategically meet the needs of each population with barriers to entering education or the workforce.

ALABAMA

SUCCESS+ Goal = 500,000 **Annual LFP Goal = 40,000**

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	280,438	24,027	2,403	2,303
Caregiver	154,574	25,651	2,565	2,465
Adults with Aging Dependents	134,990	10,038	1,004	1,054
Unemployed or Underemployed	83,565	66,241	6,624	0
Low-Income	849,699	113,888	11,389	10,645
Indians, Alaskan Natives, Native Hawaiians	27,311	788	79	68
People with Disabilities	775,390	82,689	8,269	8,229
Older Individuals	1,065,625	29,908	2,991	2,891
Ex-Offenders	15,224	10,690	1,069	1,069
Homeless Individuals	17,546	3,844	384	374
Youth Who Aged Out of Foster System	572	827	85	85
English Language Learners	20,725	7,024	702	580
Individuals with Low Levels of Literacy	48,998	28,663	2,863	2,488
Individuals with Substantial Cultural Barriers	106,217	22,076	2,208	2,208
Migrant & Seasonal Farmworkers	18,266	3,797	380	379
Individuals Nearing TANF Exhaustion	8,565	3,430	343	343
Single Parents	178,243	46,215	4,622	3,991
Long-Term Unemployed	15,960	11,939	1,194	0
Individuals Preparing for Nontraditional Fields	N/A	3,708	371	371
Youth with Parents in Active Duty Military	8,750	4,557	456	456

Alabama's Two-Pronged Career Pathways Model:

An Opportunity to Democratize Access to Postsecondary Education

- In **1965, 80% of our workforce needed a high school education** to reach self sufficiency. **Today, that number is only 35 %.** **Ninety-five percent** of the jobs created in the last decade **require at least some postsecondary education.**
- **Unbundling and re-bundling degree programs** by making non-degree certifications credit bearing is a **vital workforce development pandemic response strategy.** Individuals **displaced by the COVID-19** pandemic enter in-demand occupations and have **long-term access to viable career pathways.**
- Skills-based job descriptions **reduce degree inflation, incentive postsecondary education and training providers to articulate non-degree programs to two- and four-year degree programs** and will **match employers with jobseekers** who possess the credentials that denote mastery of the competencies required for in-demand occupations.

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

Adult Basic Education

Credential Attainment, Work-Based Learning, and Dual Enrollment

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

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

Progression across a competency-based career 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

Adult Prong

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

Outcomes

- Delivers career pathways for traditional and non-traditional learners in all 16 career clusters and 79 career 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.

Alabama Committee on Credentialing and Career Pathways (ACCCP)

- The **ACCCP was codified by Act 2019-506**, which passed the Legislature unanimously during the 2019 session.
- The ACCCP has a two-fold mission: (1) to **identify** Alabama's regional and **statewide in-demand occupations** and (2) to identify **competency models, career pathways, and credentials of value** linked to those in-demand occupations.
- The ACCCP includes **16 Technical Advisory Committees (TACs)** each composed of seven **gubernatorially-appointed members of business and industry**. The 16 TACs are aligned to the National Career Clusters Framework.
- Each TAC is supported by subject-matter experts from state education and workforce agencies are trained to assist the TACs with developing competency models and career pathways.



Five-Star Rubric for In-Demand Occupations

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

These calculations have all been made using the 2018-2028 Projections and 2019 Wages. The wage file was released in 2020.

Adapting Existing Models



 **COMPETENCY MODEL CLEARINGHOUSE**

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Dynamic Career Pathways

Education & Training

Professional Support Services

Counselors

Teacher Assistants

Psychiatric Aides

Psychiatric Technicians

Occupational Therapy Assistants

Secondary School Teachers, Except Special and Career/Technical Education

Special Education Teachers, Secondary School

Educational, Guidance, School, and Vocational Counselors

Clinical, Counseling, and School Psychologists

BOLD Demand Occupations within the Cluster

BOLD Demand Occupations that occur in another Cluster

- Some occupations that did not make the cut for a regional or the statewide list of in-demand occupations appear as part of dynamic career pathways, since these occupations lead to entry into an in-demand occupation in the career pathway.
- Occupations are ranked based on educational and training requirements, required experience, wage, and the intensity profile of the competencies that compose the occupation. At least one of these aspects increases with every step in the progression.

Governor's Survey of Employer Competencies

- All of the occupational competency models and career pathways are included in the 2021 survey.
- The goal of the survey is to extend the reach of the TACs to gain additional input from employers in each cluster to refine the models and pathways.

ALABAMA'S TALENT TRIAD



Alabama Credential Registry

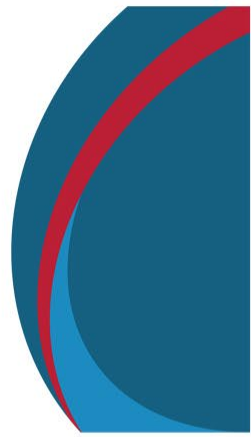
Transparent credentials denoting mastery of skills.

Alabama's Skills Based Job Description Generator & Employer Portal

Customized job descriptions by the employer based on "DNA" of the job

Alabama College and Career Exploration Tool learning and employment record (ACCET)

Verified digital resumes for job seekers linked directly to skills-based job descriptions generated by employers.



Delaware Pathways

**A MEMBER OF THE
PATHWAYS TO PROSPERITY NETWORK**

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PATHWAYS TO PROSPERITY NETWORK**

Agenda

- Discuss Phase 1 of the Delaware Pathways strategy, accomplishments, and lessons learned; and
- Discuss Phase 2, next steps, and braided funding model.

Why Delaware

With 138,000 public school students and just under one million residents, we look like the U.S.:

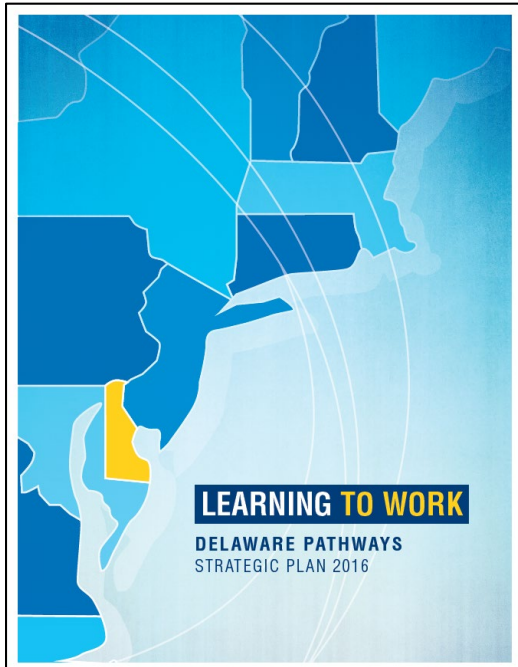
- 56% are students of color
- 34% are low-income
- 16% have a disability
- Metropolitan/urban center in the north; semi-rural areas in the central area; and rural population in the south with growing Latinx communities

But we can move faster:

- 1 community & technical college system
- 1 state/local workforce development board
- 1 k12 data system (with expanding postsecondary and workforce data)
- 19 school districts, 24 charters, and 220 schools



Delaware Pathways Priority Areas



- Delaware Department of Education**
 Delaware

Build a career preparation system that aligns to the state and regional economies
- Technical Community College**
 Delaware

Scale and sustain meaningful work-based learning experiences
- Delaware Department of Labor**

Integrate our education and workforce development efforts
- United Way of Delaware & Rodel**
 Delaware

Coordinate financial support across various sectors
- Workforce Development Board**

Engage employers, educators, and service providers

Delaware Pathways Programs

Cluster	% of Middle Skill Jobs	% of High Skill Jobs	Growth Rate	Avg. Wage
All Delaware	33%	29%	6.1%	\$54,370
Health Science	37%	49%	14.6%	\$64,654
Human Services	24%	42%	13.9%	\$41,285
Information Technology	25%	75%	12.2%	\$85,032
Finance	36%	50%	11.1%	\$83,080
Hospitality & Tourism	35%	<5%	9.5%	\$28,782
Architecture & Construction	52%	10%	7.1%	\$53,761
Education & Training	7%	93%	6.7%	\$63,768

Delaware Pathways
(24 total programs)



Allied Health



Nurse Assistant



Computer Science



Finance



Culinary & Hospitality



Engineering

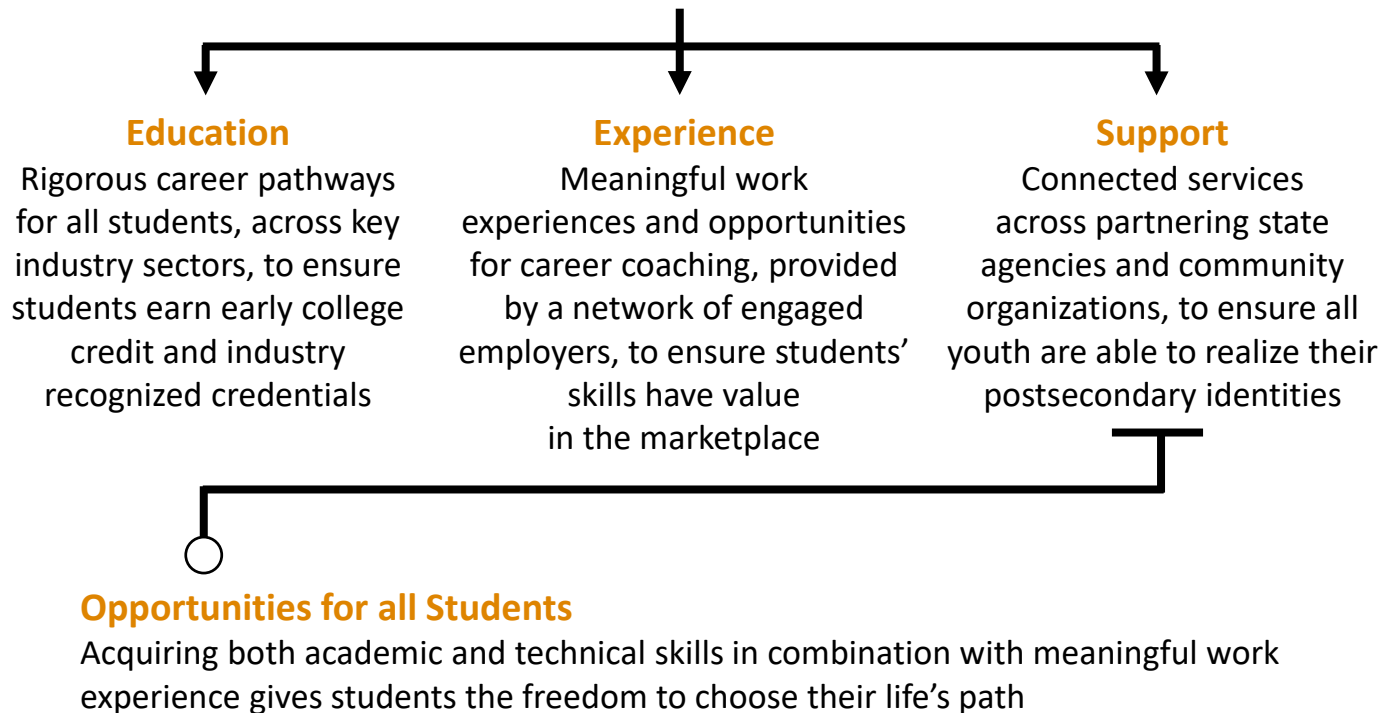


Teacher Academy

Source: DE Department of Labor, Employment Projections, 2020

Delaware Pathways Systems Model

Delaware's Career Pathways System



Delaware Pathways Investment & Impact

DBREC:	\$50K	JPMC:	\$2M	Gov. Carney:	\$1.25M
Rodel:	\$50K	Bloomberg:	\$3.25M	Generated Funds:	\$24+M
Gov. Markell:	\$50K	Braided funds:	\$20M	Multiple national grants, philanthropic proposals, and federal stimulus funds	



DE partners with JFF to develop a plan 27 students in 1 pathway	Office of Work-Based Learning created with 50 employers engaged 9,000 students in 14 Pathways 4 industry councils formed in healthcare, IT, manufacturing, construction	500 employers engaged 23,000+ students in 24 Pathways Increased the percent of youth who are college and/or career ready by 25% (between 2015/16 and now)
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Lessons Learned in Phase I (2015-2020)

- Not every student enters on an equal playing field
 - Need to focus on student readiness and transition
 - Difficult to connect dots between school and work
-
- Employers need help engaging with schools/students
 - Employers see Pathways as good corporate citizenship, not a bottom-line issue
 - Need to strengthen industry councils in high growth sectors
-
- Approach to innovation at scale is too ad hoc
 - Career pathways systems that span middle grades to adults is complex, and requires very different capacity
 - Limited peer reviewed research on implementation at scale



Start Earlier and Go Faster



Strengthen Employer Co-ownership



Invest in Innovation at Scale

Delaware Pathways 2.0 Braided Funding

	Total	Bloomberg Foundation	Walton Family Foundation	American Student Assistance	US Dept of Labor, Youth Apprenticeship	US Dept of Education, Institute for Educational Sciences	ECMC Foundation & Advance CTE	Secondary Reserve (Perkins)	Postsecondary Reserve (Perkins)	DuPont & Discovery Education	DE Dept of Education, ESSER Funds	Office of the Governor, GEER Funds
	Fund Type	Private	Private	Private	Federal	Federal	Private	Federal	Federal	Private	Federal	Federal
Go Deeper on Pathways	13,471,495	2,531,610	1,027,320	1,400,335	2,500,000	0	0	900,000	300,000	800,000	4,000,000	12,230
Begin in Middle School	4,170,000	X	X	X				X		X	X	
Make pathways permeable	1,510,000	X		X				X	X	X		
WBL supports for learners	385,000			X						X		
Implement 1-plus-1 for CTE Students	6,500,000	X	X	X	X			X			X	X
Project management and technical expertise	906,495	X	X	X								X
Strengthen Employer Co-Ownership of Talent Pipeline	5,280,389	733,800	0	0	0	0	0	0	0	0	0	4,546,589
Deepen OWBL capacity	450,000	X										X
Grow Industry Councils	2,597,571	X										X
Scale WBL supports and systems for employers	135,000											X
Expand employer-driven training and apprenticeships	1,135,000											X
Project management and technical expertise	962,818	X										X
Invest in Innovation and Scale	5,771,220	1,295,891	260,254	305,016	0	1,000,000	100,000	0	270,000	0	0	2,540,059
Build out a Delaware workforce delivery unit	1,110,000											X
Develop workforce data systems	420,000		X				X		X			
Establish long-term research agenda and advisory committee	1,405,000	X	X	X		X						X
Pathways outcomes surveys	750,000	X										X
Project management and technical expertise	516,245	X	X	X								X
Total	24,523,104	4,561,301	1,287,574	1,705,351	2,500,000	1,000,000	100,000	900,000	300,000	800,000	4,000,000	7,098,878

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