

Workforce Governance: Aligning Data with Workforce Efforts

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Agenda

- Who is Education Commission of the States
- What are states required to do under WIOA
- How are states going above and beyond WIOA requirements
- State Examples
- Alabama Spotlight
- Table discussion and questions

Who we are.

The essential, indispensable member of any team addressing education policy.



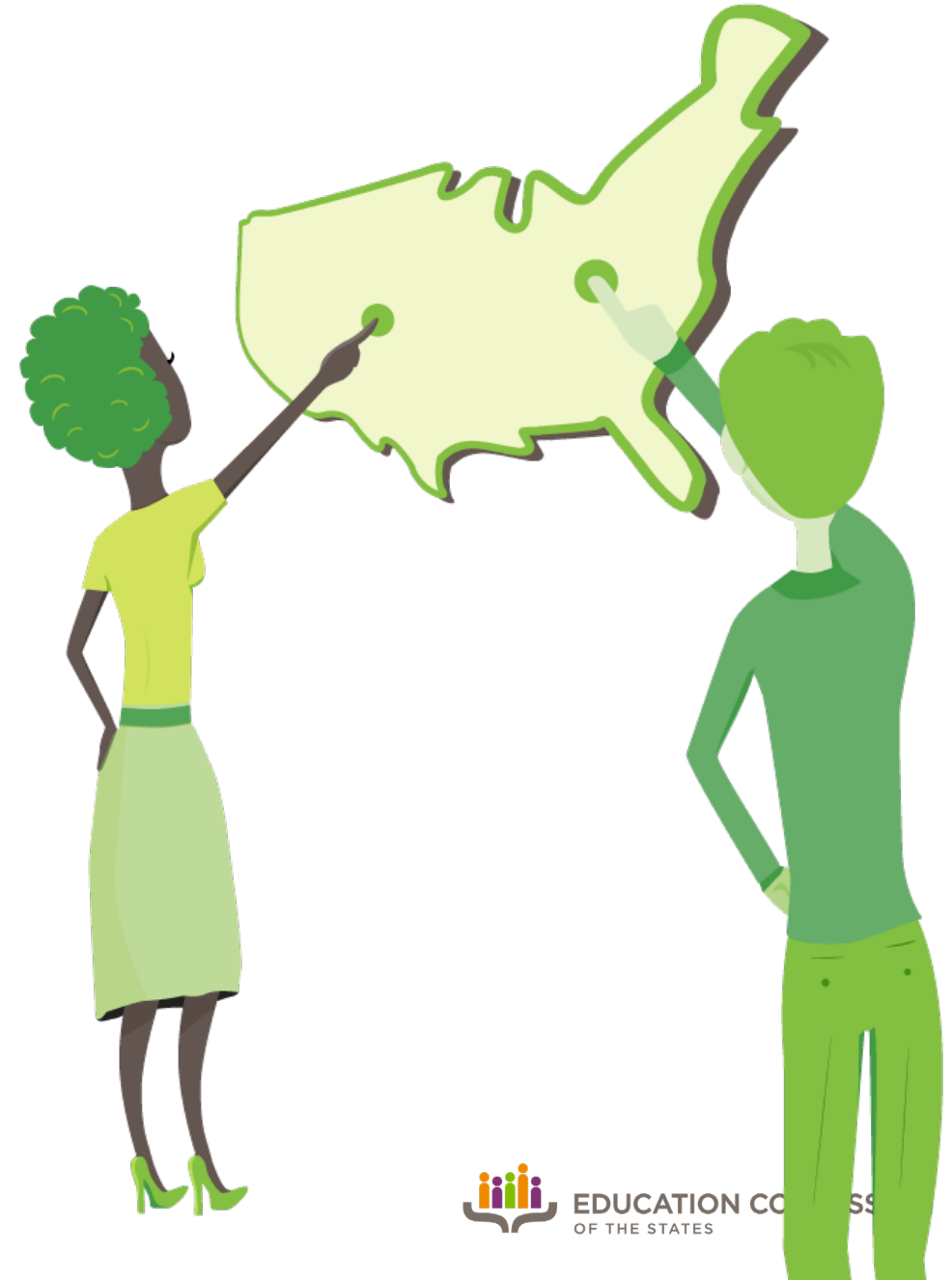
What we do.

We believe in the power of learning from experience and we know informed policymakers create better education policy.



How we do it.

We research, report,
convene and counsel.



WIOA Requirements

Workforce Board Membership Requirements under WIOA

- The governor must establish the board
- Membership must include:
 - Governor
 - Member from each chamber of the state legislature
 - Members of the business community
 - Workforce representatives
 - Government representatives responsible for state workforce programs
 - Other representatives as the governor see fit
- Geographic diversity requirement

Workforce Board Requirements Under WIOA

- The board is required to assist the governor in:
 - The development, implementation and modification of the state plan
 - Review and advise on statewide programs and policies with the goal of aligning workforce activities in the state
 - Develop and continuously improve workforce development in the state
 - Develop and update state accountability measures to evaluate workforce programs
 - Disseminate information on best practices
 - Fund and support WIOA programs
 - Support and carry out reporting requirements

How are states going beyond WIOA?

Workforce Board Membership

- WIOA requires each state to have state workforce board
- States can expand membership in addition to WIOA requirement:
 - Health and Human Services
 - Chambers of Commerce
 - Education

Workforce Board Charge

Going above and beyond...

- Aligning with governor's priorities
- Setting mission and state plans
- Linking activities with attainment goals
- Overseeing workforce priorities and initiatives
- Advising on the development and implementation of workforce systems
- Strategically aligning workforce initiatives with investments

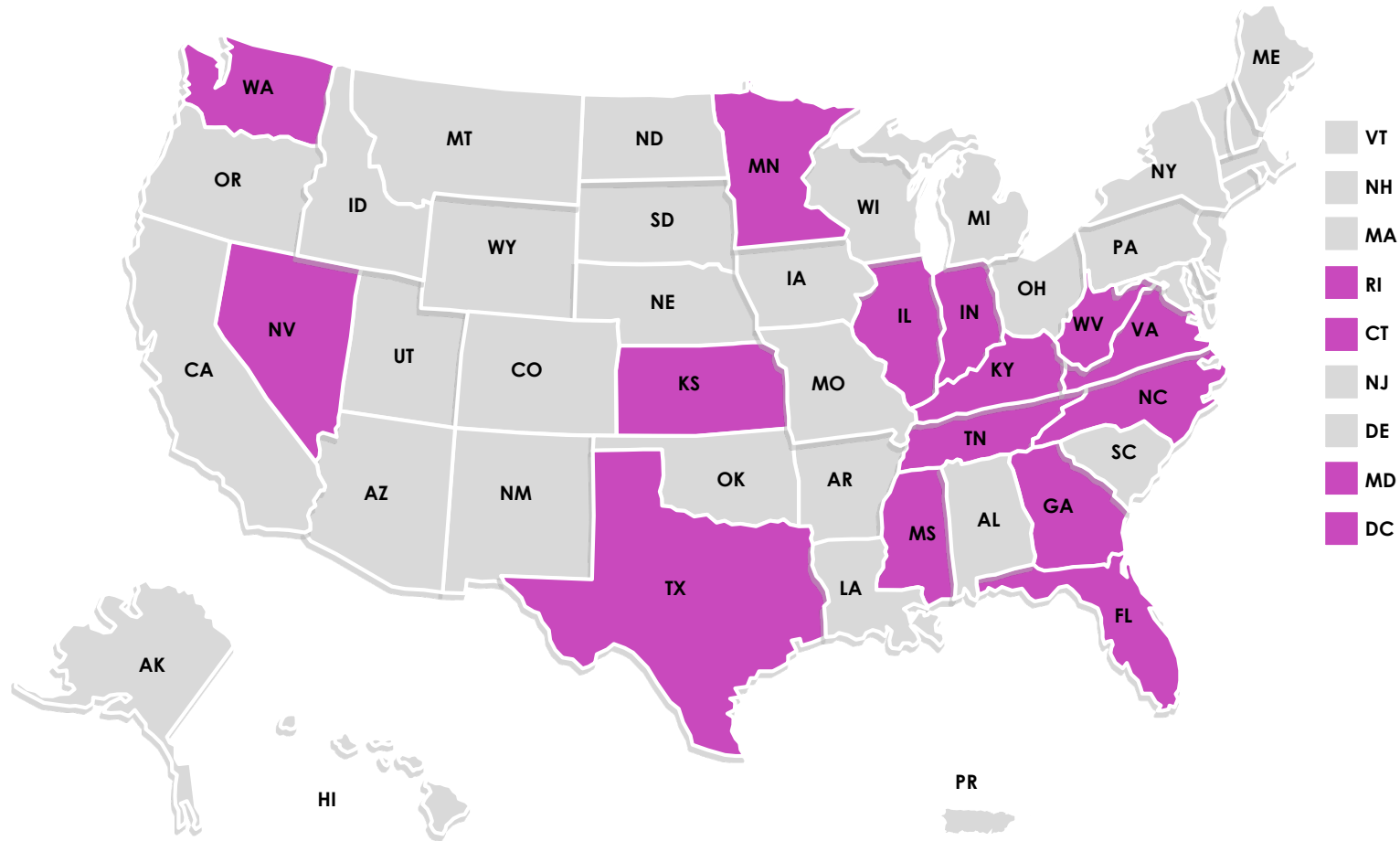
Motivating Factors to Act

Economic imperatives and the demands for a skilled workforce are clear, but what drives states to act?

- Governor Priorities
 - Executive action and the use of their office to set a vision for the state
- Legislative Action
 - Program creation and the appropriation of state funds
- Postsecondary Attainment Goals
 - Intentional alignment of workforce development with attainment goals and economic development

State Examples

Aligned Longitudinal Data Systems



Iowa



Future Ready Iowa

- Prior to the development of the Future Ready Iowa initiative the state analyzed workforce and education data
- Aligning economic development and postsecondary attainment with workforce development in the state
- Prioritized data in both the planning and reporting processes

Oregon



Oregon Talent Assessment

- Assessed market for needed skills
- Serves as the determination in-demand occupations, skills, talent, gaps and trends
- Summarizes occupational and wage trends from federal and state data sources

Virginia



New Economy Workforce Credential Grant

- Pay for performance model funding non-credit workforce training
- SCHEV matched wages for 6 cohorts through SLDS and wage records
- Analyzed earnings per training during program enrollment and post-completion

Wisconsin



Governor's Council on Workforce Investment

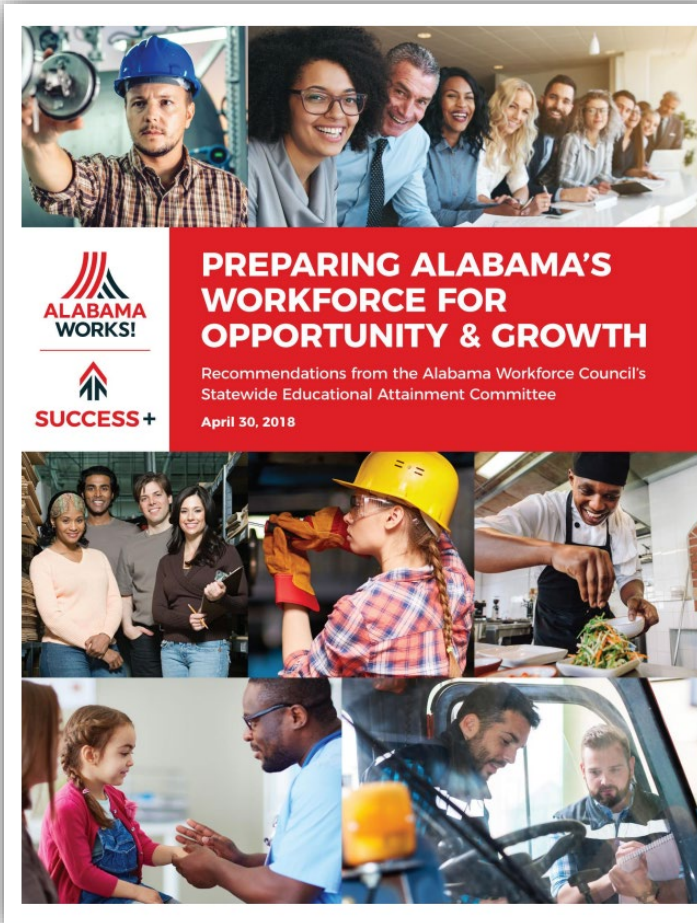
- Use of educational program data with labor data to set a strategic vision
- Commitment to the continued use of labor and education data to inform outcomes of state workforce activity

Alabama





Success Plus Plan

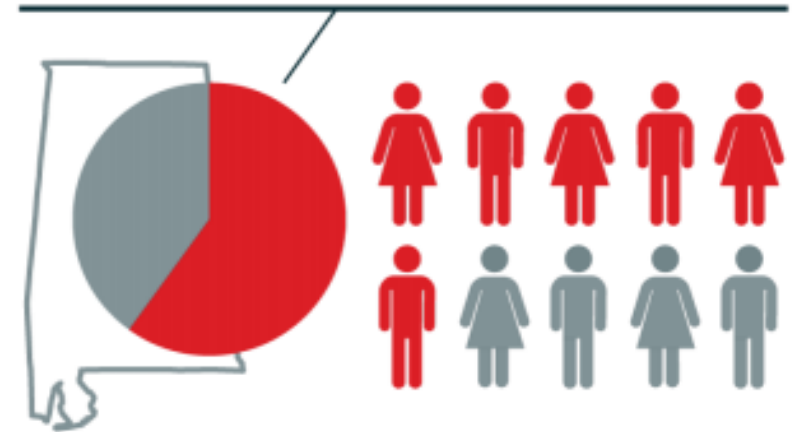


Attainment goal

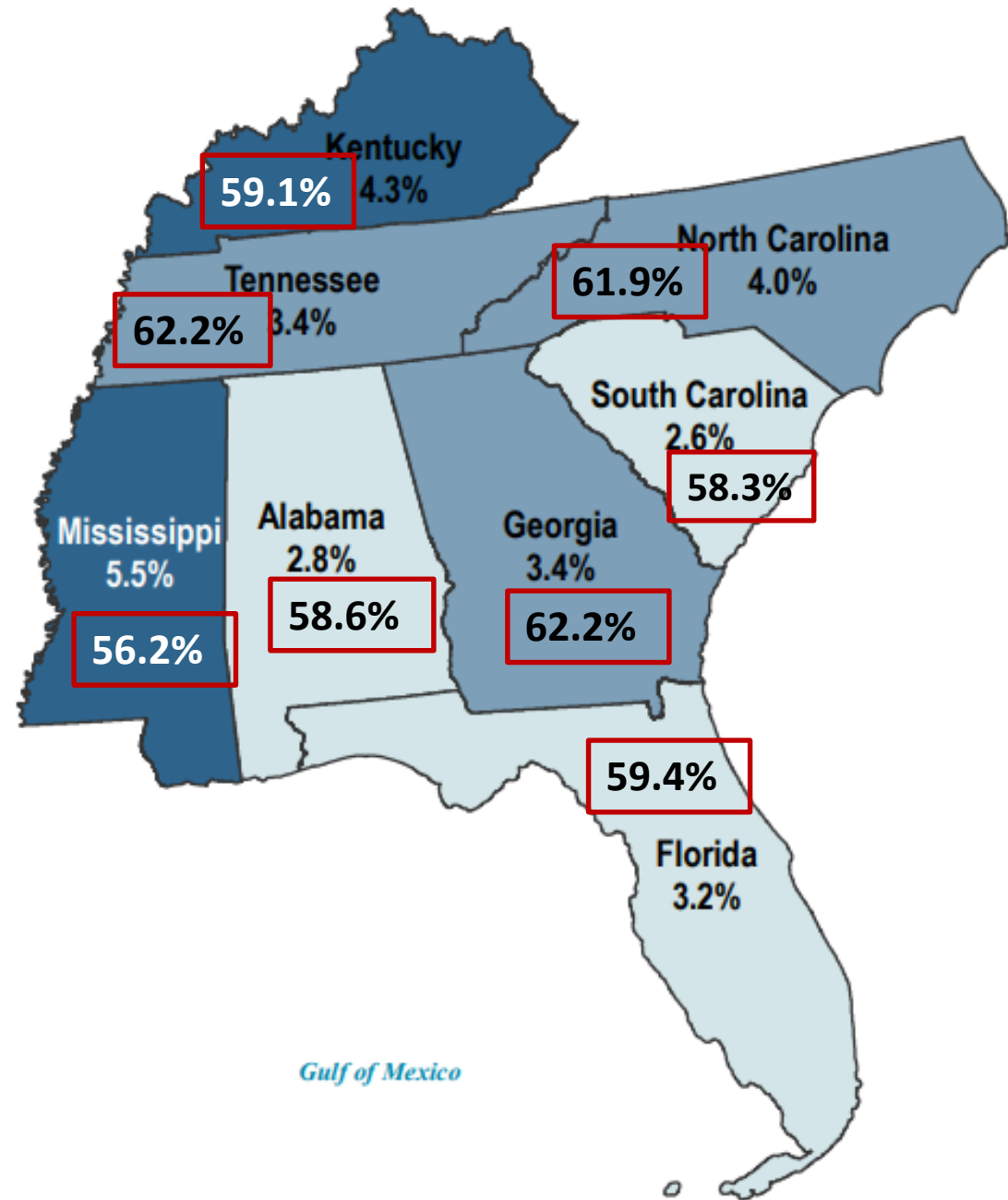
+500,000

**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



Unemployment Rates across the Southeast, October 2019



Labor Force Participation Rates across the Southeast, October 2019

Inputs

Gov support
Legisl support
State funds
Federal funds
Grant funds
Committee time
Staff time
Partnerships

Activities

Success Plus
Career pathways
Credentials of value
Apprenticeships
ATLAS
ACCET
Coordination of supports
JAG program
ACCS pilot

Outcomes

Increased public awareness
Greater access
Greater program capacity
Better alignment
Increased participation
Greater use of supports
Linked outcomes data

Impacts

Higher-skilled workforce
Greater labor force attachment
More Alabamians with college degrees
More Alabamians with credentials
More Alabamians earning living wage

**Alabama's
Theory of
Action**

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AL Committee on Credentialing and Career Pathways (ACCCP)

- Established by legislature in 2019
- Launching December 2019
- Charged with
 - 1) Determining in-demand jobs and competency-based career pathways
 - 2) Recognizing Alabama's credentials of value
- Composed of cabinet-level leaders and regional workforce reps
- Supported by 16 Technical Advisory Committees (TACs)

Alabama's Theory of Action

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Alabama's Theory of Action

AL Office of Apprenticeship

- Established by legislature in 2019 within AL Dept of Commerce
- Charged with
 - 1) Overseeing and expanding registered apprenticeships (RAs)
 - 2) Working with industry to develop AL industry-recognized apprenticeships (AIRAPs)
 - 3) Administering apprenticeship tax credits



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Alabama's Theory of Action

ATLAS on Career Pathways

- Will streamline exchange of state workforce and education data
- Currently under development, led by AL Dept of Labor, hosted by AL Supercomputer Authority (ASA)
- Designed to support
 - Federal and state outcomes data
 - Case management
 - State and local policymaking



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AL College and Career Exploration Tool (ACCET)

- Will be user-facing navigation tool
- Will enable job-seekers to
 - Explore career options
 - Post digital resumes
 - Apply for available jobs
- Will enable students to
 - Explore education & training
 - Compare costs and financial aid
 - Map out training pathways
- Will enable employers to
 - Identify candidates for positions
 - Review application materials
 - Advertise job fairs, etc.

Alabama's Theory of Action

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

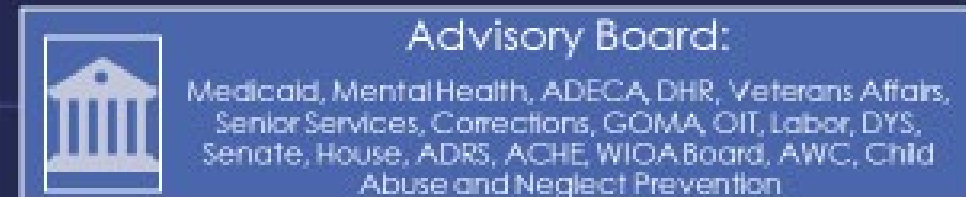


Table Discussion

- How does your state currently leverage board member knowledge and expertise?
 - What gaps exist in your state's workforce board membership?
- How does your state currently align education outputs with education needs?
 - How is data shared across education and workforce to reach economic needs?
- How has your state communicated education and workforce opportunities to residents?
 - If not, how could your state communicate education and workforce opportunities to residents?

State Team Share-Out

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