Talent Development in Alabama
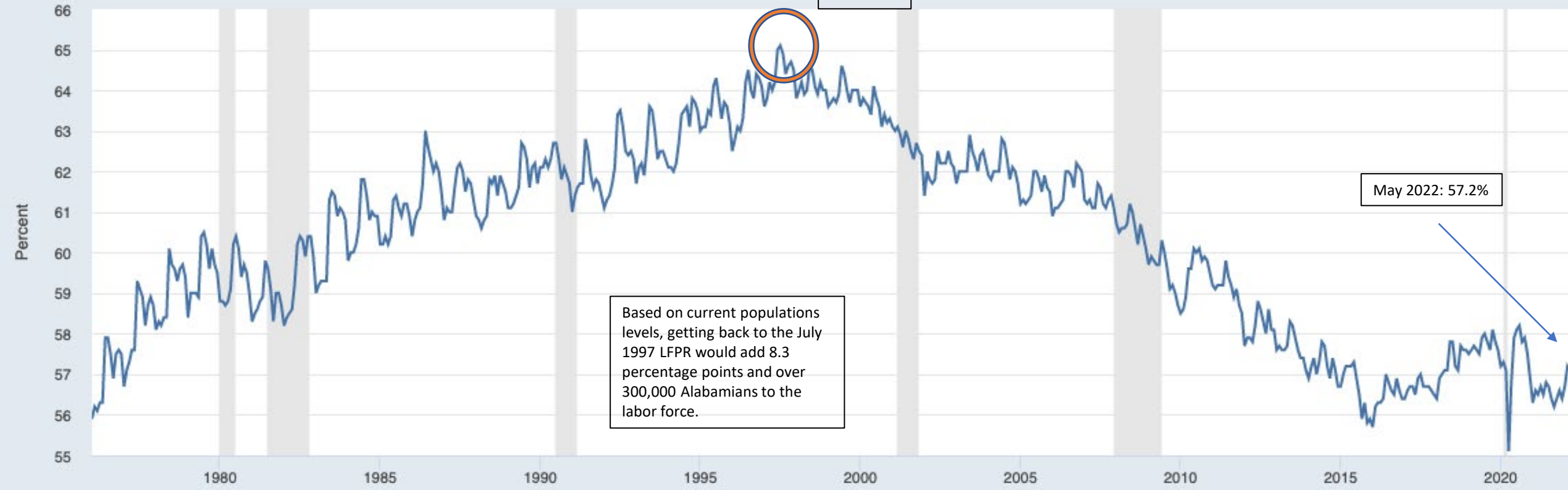## Competency-Based | Demand-Driven| Sector-Based

Nick Moore

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

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July 2022

FRED 〰 — Labor Force Participation Rate for Alabama

July 1997: 65.1%

May 2022: 57.2%

Based on current populations levels, getting back to the July 1997 LFPR would add 8.3 percentage points and over 300,000 Alabamians to the labor force.
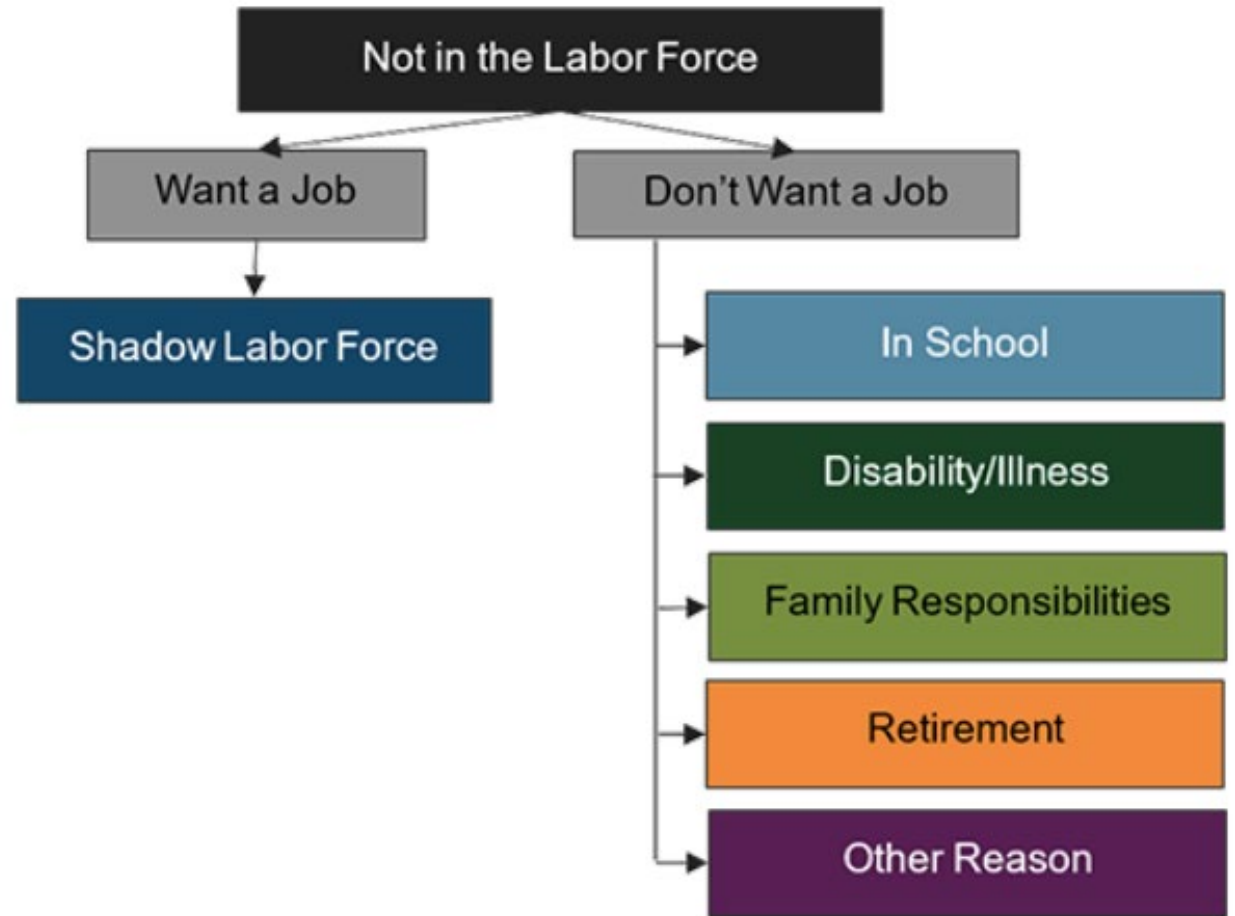
Shaded areas indicate U.S. recessions.

Source: U.S. Bureau of Labor Statistics

fred.stlouisfed.org

Why are individuals not in the labor force?

Population Change in Alabama, 2011-2025

Population

The over 65% of the population has more than doubled in the last decade, while all other age groups have steadiliy declined. This suggests that younger people are leaving the state while the older people are entering the state.

65+ | 2011: 672,048 | 2025: 995,595

2011-2025 Change: **234%**

25-64 years | 2011: 2,521,861 | 2025: 2,473,537

2011-2025 Change: **-11%**

15-24 years | 2011: 676,582 | 2025: 628,004

2011-2025 Change: **-14%**

Under 15 | 2011: 929,151 | 2025: 910,941   2011-2025 Change: **-6%**

2011 2012 2013 2014 2015 2016 2017 2018: Goal Set 2019 2020: Census 2021 2022 2023 2024 2025: Goal Year

Governor Ivey

GOEWT Advisory Board
(composed of liaisons from
all GOEWT member

GOEWT Director

Advsior 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 Statisitcs (Director Tonya Lee)
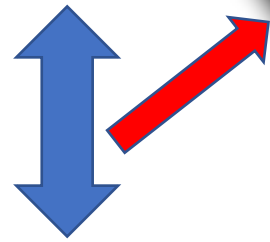
Advisor on B-12 Education (Secretary Barbara Cooper)

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

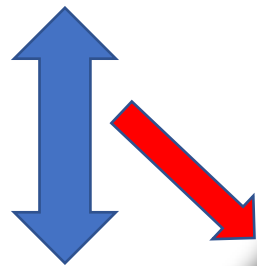# Alabama's Two-Pronged Career Pathways Model

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

Secondary CTE

Credential Attainment, Work-Based Learning, and Dual Enrollment

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

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.

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 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)

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.

ACCCP

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.

Two Models for Measuring Achievement

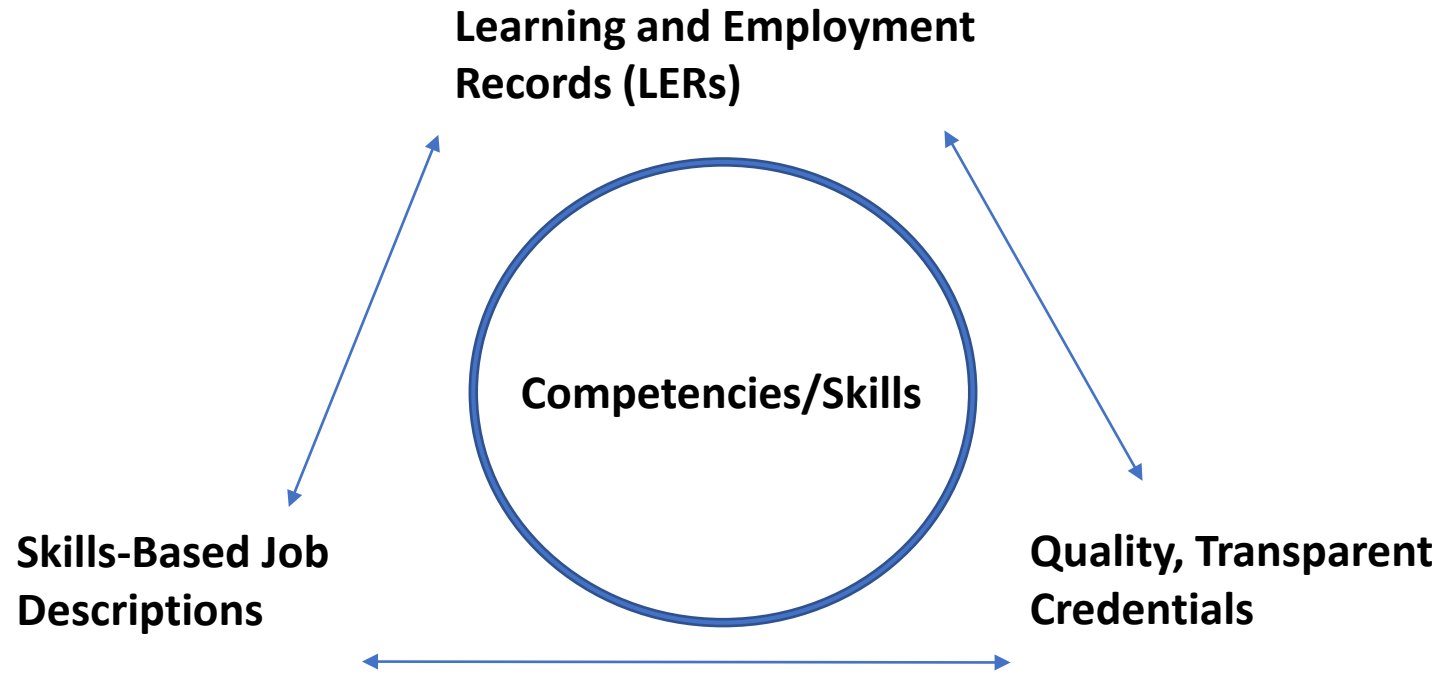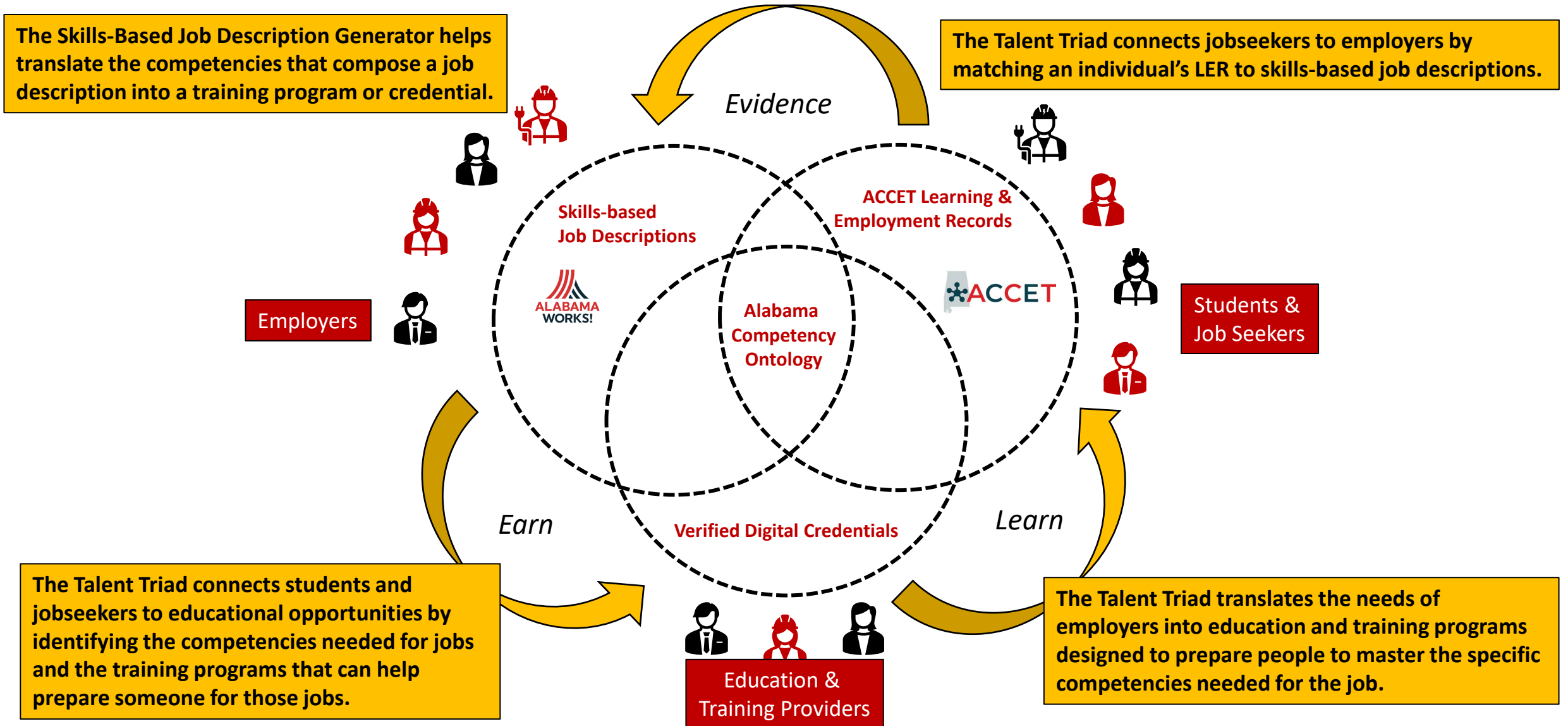| Traditional Model	Competency-Based Model

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
	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

Learning and Employment
Records (LERs)

Competencies/Skills

Skills-Based Job
Descriptions

Quality, Transparent
Credentials

The Nation's First Full-Scale Talent Marketplace

The Skills-Based Job Description Generator helps translate the competencies that compose a job description into a training program or credential.

The Talent Triad connects jobseekers to employers by matching an individual's LER to skills-based job descriptions.

Evidence

Skills-based Job Descriptions

ACCET Learning & Employment Records

Alabama Competency Ontology

Employers

Students & Job Seekers

Earn

Learn

Verified Digital Credentials

The Talent Triad connects students and jobseekers to educational opportunities by identifying the competencies needed for jobs and the training programs that can help prepare someone for those jobs.

Education & Training Providers

The Talent Triad translates the needs of employers into education and training programs designed to prepare people to master the specific competencies needed for the job.

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.

- Alabama is seeking state partners to join the Alabama Talent Triad system.

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