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

Nick Moore
Director of the Governor’s Office of Education and Workforce Transformation

July 2022
July 1997: 65.1%
May 2022: 57.2%

Based on current population levels, getting back to the July 1997 LFPR would add 8.3 percentage points and over 300,000 Alabamians to the labor force.
Why are individuals not in the labor force?

Source: Atlanta Fed Labor Force Participation Dynamics
Source: Dr. Alex Ruder and Dr. Pearse Haley
The over 65% of the population has more than doubled in the last decade, while all other age groups have steadily declined. This suggests that younger people are leaving the state while the older people are entering the state.
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)

Post-Secondary CTE and WIOA Tile I and IV

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

Credential Attainment, Work-Based Learning, and Dual Enrollment

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

Outcomes
- Delivers career pathways for traditional and non-traditional learners in all 16 career clusters and 79 career pathways.
- Facilitates the braiding of CTE and WIOA funds to ensure all Alabamians have the support needed to complete a career pathway.
- Facilitates the alignment of CTE and WIOA performance indicators.
- 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.

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

Adult Basic Education
### Five-Star Rubric for In-Demand Occupations

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.

<table>
<thead>
<tr>
<th>Criteria I</th>
<th>Criteria II</th>
<th>Criteria III</th>
<th>Criteria IV</th>
<th>Criteria V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation Must be at least 70% of Regional Median Wage</td>
<td>Positive projected growth</td>
<td>Occupation is projected to have a minimum of 15 openings a year</td>
<td>Occupation median wage exceeds the current lower living standard income level (LLSIL) at 70%.</td>
<td>Occupation Requires a post-secondary credential, certificate or degree for initial employment</td>
</tr>
</tbody>
</table>
Two Models for Measuring Achievement

**Traditional 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

**Competency-Based Model**

**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

- Competencies/Skills
- Learning and Employment Records (LERs)
- 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 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.

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

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.

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 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.

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.

Nick Moore

Director of the Governor’s Office of Education and Workforce Transformation
nick.moore@governor.alabama.gov