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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Advance CTE
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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.

<table>
<thead>
<tr>
<th>GOEWT Advisory Board Members</th>
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<tbody>
<tr>
<td>Alabama Medicaid Agency</td>
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<td>Department of Human Resources</td>
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<td>Alabama Department of Corrections</td>
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<td>Alabama Department of Labor</td>
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<tr>
<td>Alabama State House of Representatives</td>
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<td>Alabama Commission on Higher Education</td>
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<tr>
<td>Alabama Department of Rehabilitation Services</td>
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<td>Alabama Department of Child Abuse and Neglect Prevention</td>
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The Governor’s Office of Education and Workforce Transformation (GOEWT)
The GOEWT Organizational Structure
• 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 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.
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.

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<tr>
<td>Displaced Home maker</td>
<td>280,438</td>
<td>24,027</td>
<td>2,403</td>
<td>2,303</td>
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<tr>
<td>Caregiver</td>
<td>154,874</td>
<td>25,651</td>
<td>2,565</td>
<td>2,465</td>
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<td>Adults with Aging Dependents</td>
<td>134,990</td>
<td>10,038</td>
<td>1,004</td>
<td>1,054</td>
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<td>Unemployed or Underemployed</td>
<td>83,565</td>
<td>66,241</td>
<td>6,624</td>
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<td>Low-Income</td>
<td>849,699</td>
<td>113,888</td>
<td>11,389</td>
<td>10,645</td>
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<td>Indians, Alaskan Natives, Native Hawaiians</td>
<td>27,311</td>
<td>788</td>
<td>79</td>
<td>68</td>
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<td>People with Disabilities</td>
<td>775,390</td>
<td>82,689</td>
<td>8,269</td>
<td>8,229</td>
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<td>Older Individuals</td>
<td>1,065,625</td>
<td>29,908</td>
<td>2,991</td>
<td>2,891</td>
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<td>Ex-Offenders</td>
<td>15,224</td>
<td>10,690</td>
<td>1,069</td>
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<td>Homeless Individuals</td>
<td>17,546</td>
<td>3,844</td>
<td>384</td>
<td>374</td>
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<td>Youth Who Aged Out of Foster System</td>
<td>572</td>
<td>827</td>
<td>85</td>
<td>85</td>
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<td>English Language Learners</td>
<td>20,725</td>
<td>7,024</td>
<td>702</td>
<td>580</td>
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<td>Individuals with Low Levels of Literacy</td>
<td>48,998</td>
<td>28,663</td>
<td>2,863</td>
<td>2,488</td>
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<td>Individuals with Substantial Cultural Barriers</td>
<td>106,217</td>
<td>22,076</td>
<td>2,208</td>
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<tr>
<td>Migrant &amp; Seasonal Farmworkers</td>
<td>18,266</td>
<td>3,797</td>
<td>380</td>
<td>379</td>
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<td>Individuals Nearing TANF Exhaustion</td>
<td>8,565</td>
<td>3,430</td>
<td>343</td>
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<td>Single Parents</td>
<td>178,243</td>
<td>46,215</td>
<td>4,622</td>
<td>3,991</td>
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<td>Long-Term Unemployed</td>
<td>15,960</td>
<td>11,939</td>
<td>1,194</td>
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<td>Individuals Preparing for Nontraditional Fields</td>
<td>N/A</td>
<td>3,708</td>
<td>371</td>
<td>371</td>
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<td>Youth with Parents in Active Duty Military</td>
<td>8,750</td>
<td>4,557</td>
<td>456</td>
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SUCCESS+ Goal = 500,000

ALABAMA

Annual LFP Goal = 40,000
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)

Post-Secondary CTE and WIOA Tile I and IV

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 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.
- 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

<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>

**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

Tier 1 - Ready to Work Personal Effectiveness Competencies
Competencies needed to enter the workplace in any cluster. Often referred to as soft skills. Represented in the Alabama Ready to Work Credential.

Tier 2 - Ready to Work Academic Competencies
Academic competencies that are the foundation to occupations across all clusters. Individuals need to demonstrate a certain level of performance to be successful in all jobs. Represented in Alabama Ready to Work Credential.

Tier 3 - Ready to Work Workplace Competencies
Competencies across all clusters that are needed for individuals to succeed in a work setting. Represented in Alabama Ready to Work Credential.

Tier 4 - Ready to Work Cluster Competencies
Competencies required for all occupations within a cluster, but are specific to the respective cluster. Competencies that would allow an employer to know that an individual is ready to pursue employment in that particular Career Cluster – Ready to Work +

Tier 5 - Career Pathway Technical Competencies
Specific Competencies that are required for success in a specific career pathway within the cluster.

Tier 6 - Occupation Specific Technical Competencies
Competencies that an individual must know to perform in the job at the entry level.

Tier 7 - Occupation Specific Requirements
Required training, licenses, or credentials an individual needs to perform in the job at the entry level.

Tier 8 - Management Competencies
Competencies required to advance to supervisory or management level.

Occupation related

Industry related

Foundational
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**

<table>
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<tr>
<th>BOLD</th>
<th>Demand Occupations within the Cluster</th>
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<tbody>
<tr>
<td>BOLD</td>
<td>Demand Occupations that occur in another Cluster</td>
</tr>
</tbody>
</table>

- 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
• Discuss Phase 1 of the Delaware Pathways strategy, accomplishments, and lessons learned; and

• Discuss Phase 2, next steps, and braided funding model.
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
  - Build a career preparation system that aligns to the state and regional economies
- Delaware Technical Community College
  - Scale and sustain meaningful work-based learning experiences
- Delaware Department of Labor
  - Integrate our education and workforce development efforts
- United Way of Delaware & Rodel
  - Coordinate financial support across various sectors
- Delaware Workforce Development Board
  - Engage employers, educators, and service providers
## Delaware Pathways Programs

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

Source: DE Department of Labor, Employment Projections, 2020
Delaware Pathways Systems Model

Delaware’s Career Pathways System

Education
Rigorous career pathways for all students, across key industry sectors, to ensure students earn early college credit and industry recognized credentials

Experience
Meaningful work experiences and opportunities for career coaching, provided by a network of engaged employers, to ensure students’ skills have value in the marketplace

Support
Connected services across partnering state agencies and community organizations, to ensure all youth are able to realize their postsecondary identities

Opportunities for all Students
Acquiring both academic and technical skills in combination with meaningful work experience gives students the freedom to choose their life’s path
Delaware Pathways Investment & Impact

DE partners with JFF to develop a plan

- 50 employers engaged
- 9,000 students in 14 Pathways
- 4 industry councils formed in healthcare, IT, manufacturing, construction

27 students in 1 pathway

Office of Work-Based Learning created with 50 employers engaged

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)

DBREC: $50K
Rodel: $50K
Gov. Markell: $50K

JPMC: $2M
Bloomberg: $3.25M
Braided funds: $20M

Gov. Carney: $1.25M
Generated Funds: $24+M

Multiple national grants, philanthropic proposals, and federal stimulus funds
Reflection

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

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<tbody>
<tr>
<td>Delaware Pathways</td>
<td>Total</td>
<td>13,471,495</td>
<td>2,531,610</td>
<td>1,027,320</td>
<td>1,400,335</td>
<td>2,500,000</td>
<td>0</td>
<td>0</td>
<td>900,000</td>
<td>300,000</td>
<td>800,000</td>
<td>4,000,000</td>
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<tr>
<td>Go Deeper on Pathways</td>
<td></td>
<td>Begin in Middle School</td>
<td>4,170,000</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Make pathways permeable</td>
<td>1,510,000</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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<td>WBL supports for learners</td>
<td>385,000</td>
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<td>Implement 1-plus-1 for CTE Students</td>
<td>6,500,000</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td></td>
<td>Project management and technical expertise</td>
<td>906,495</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Strengthen Employer Co-Ownership of Talent Pipeline</td>
<td></td>
<td>5,280,389</td>
<td>733,800</td>
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<td>Deepen OWBL capacity</td>
<td>450,000</td>
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<td>Grow Industry Councils</td>
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<td>X</td>
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<td>Scale WBL supports and systems for employers</td>
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<td>Expand employer-driven training and apprenticeships</td>
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<td>Project management and technical expertise</td>
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<td>Invest in Innovation and Scale</td>
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<td>5,771,220</td>
<td>1,295,891</td>
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<td>Build out a Delaware workforce delivery unit</td>
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<td>Develop workforce data systems</td>
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<td>Establish long-term research agenda and advisory committee</td>
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<td>Pathways outcomes surveys</td>
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<td>Project management and technical expertise</td>
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<td>4,561,301</td>
<td>1,287,574</td>
<td>1,705,351</td>
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Contact Information

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CTE and STEM Workgroup
Delaware Department of Education

luke.rhine@doe.k12.de.us

www.delawarepathways.org