

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program**

**CFDA # 84.425G**

**PR/Award # V425G200015**

**Grants.gov Tracking#: GRANT13191720**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2020

PR/Award # V425G200015

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. ED GEPA427 Form</b>	e8
<i>Attachment - 1 (1237-Grievance_EEO_Form_Commerce)</i>	e9
<b>4. Grants.gov Lobbying Form</b>	e10
<b>5. Dept of Education Supplemental Information for SF-424</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1236-RWP_AWSP_One_Page_Abstract)</i>	e13
<b>7. Project Narrative Form</b>	e14
<i>Attachment - 1 (1238-Project_Narrative_Alabama_Workforce_Stabilization_Program)</i>	e15
<i>Attachment - 2 (1239-Appendix A_Partner_Roles_and_Responsibilities)</i>	e40
<i>Attachment - 3 (1240-Appendix B_List_of_Prioritized_Rural_Areas_and_Opportunity_Zones (1))</i>	e45
<i>Attachment - 4 (1241-Appendix C_Project_Timeline_Reimagining_WF_Prep_Grant)</i>	e50
<i>Attachment - 5 (1242-Appendix D_List_of_WIOA_Special_Populations)</i>	e54
<i>Attachment - 6 (1243-Appendix E_Performance_Measures)</i>	e55
<i>Attachment - 7 (1244-Appendix F_List_of_References)</i>	e57
<b>8. Other Narrative Form</b>	e60
<i>Attachment - 1 (1245-Resumes)</i>	e61
<i>Attachment - 2 (1246-AWSP_Budget_Summary)</i>	e83
<i>Attachment - 3 (1247-ESF-RWP_REGIONS_BUDGET)</i>	e84
<i>Attachment - 4 (1248-Letters_of_Support)</i>	e85
<b>9. Budget Narrative Form</b>	e111
<i>Attachment - 1 (1234-BUDGET_NARRATIVE)</i>	e112
<i>Attachment - 2 (1235-NICRA)</i>	e136
<b>10. Form SFLLL_2_0-V2.0.pdf</b>	e140

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1237-Grievance\_EEO\_Form\_Commerce.docx

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/24/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text" value="Alabama Department of Commerce"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Alabama Department of Commerce"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="401 Adams Avenue"/>	Street2: <input type="text" value="Suite 670"/>	
* City: <input type="text" value="Montgomery"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="AL: Alabama"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="36104-4313"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Alabama Department of Commerce"/>	Division Name: <input type="text" value="Workforce Development Division"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Tammy"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Wilkinson"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Workforce Development Division Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="REDACTED"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-062320-001

\* Title:

Office of Career, Technical, and Adult Education (OCTAE): FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program CFDA Number 84.425G

**13. Competition Identification Number:**

84-425G-2020-1

Title:

FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program (84.425G)

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Alabama Workforce Stabilization Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

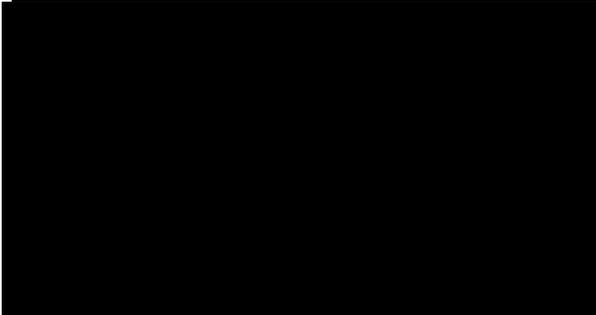
View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

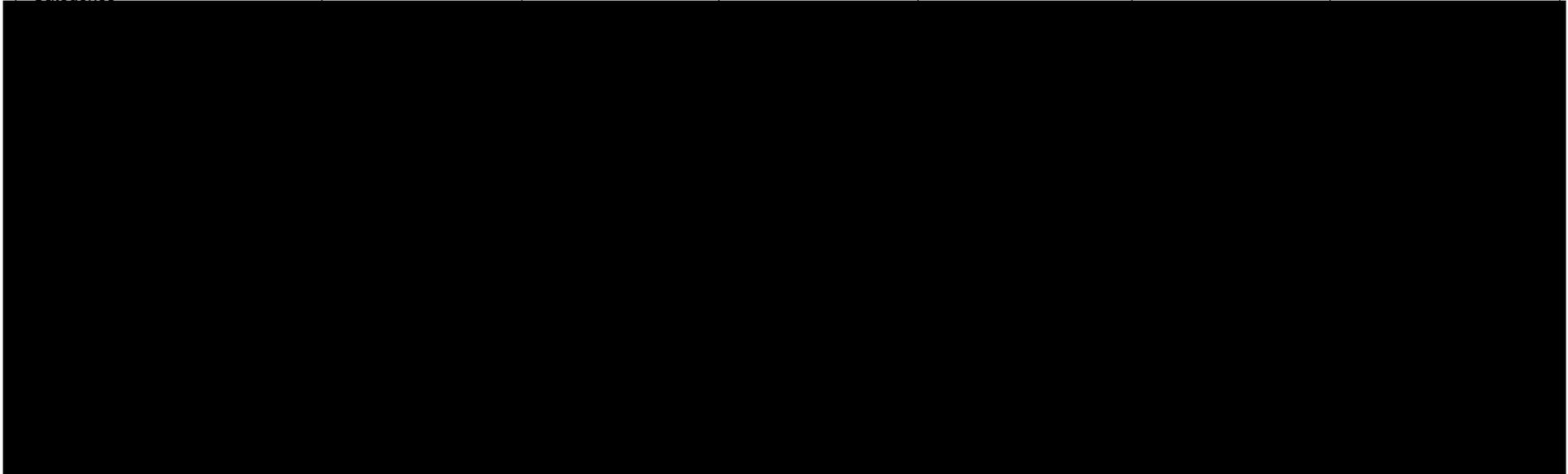
Name of Institution/Organization

Alabama Department of Commerce

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
-------------------	--------------------	--------------------	--------------------	--------------------	--------------------	-----------



**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

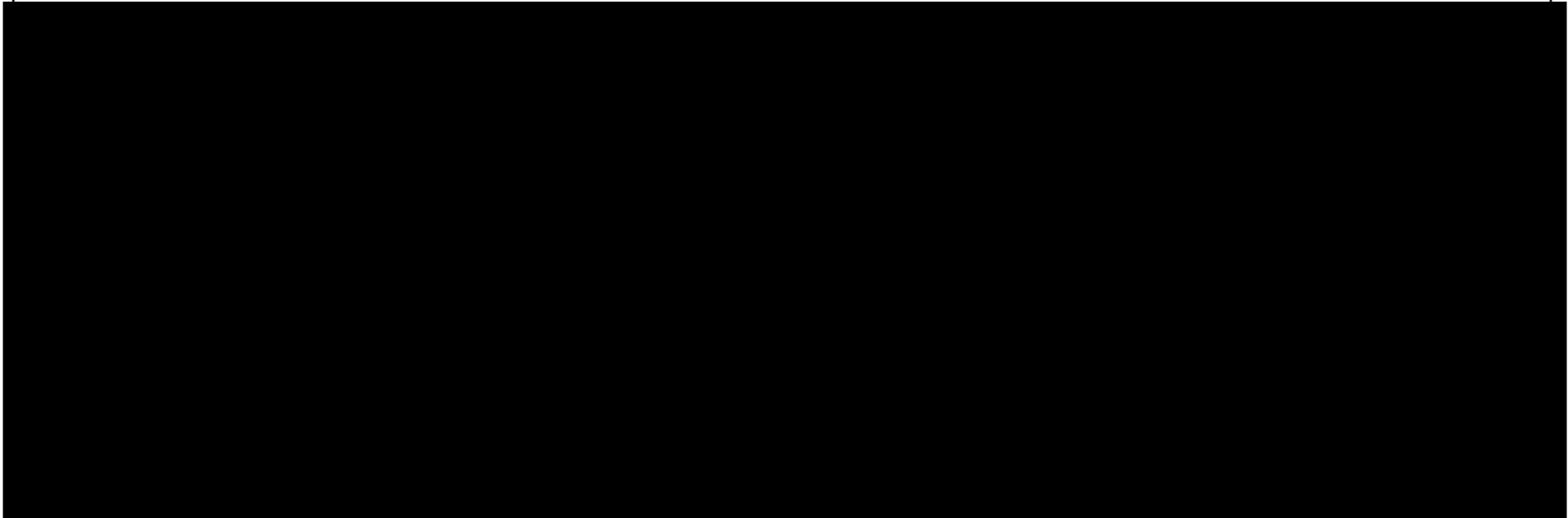
Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # V425G200015

Name of Institution/Organization

Alabama Department of Commerce

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1237-Grievance\_EEO\_Form\_Commerce.docx

Add Attachment

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## **ALABAMA DEPARTMENT OF COMMERCE WORKFORCE DEVELOPMENT DIVISION**

### **WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) GRIEVANCE AND COMPLAINT PROCEDURES**

The Workforce Innovation and Opportunity Act (WIOA) is a federal law that provides for state programs, services, and activities to increase job opportunities, the length of time people stay in jobs, and the amount of money working people earn. The Alabama Department of Commerce (ADOC), Workforce Development Division (WDD), receives money from the U.S. Department of Labor to provide WIOA programs, services, and activities. The ADOC WDD is a partner in the Alabama Workforce Development System and in the Alabama Career Centers located throughout the State, except those in Jefferson and Mobile Counties.

#### **Who may use these grievance and complaint procedures?**

These grievance and complaint procedures apply to WIOA programs, services, and activities in the Alabama Workforce Investment Area (all Alabama counties except Jefferson and Mobile) and Statewide programs, services, and activities run or paid for directly by the ADOC WDD. The procedures may be used by any person who believes the Workforce Innovation and Opportunity Act, or any rules or agreements under the WIOA, have been violated (not obeyed) in any ADOC WDD WIOA program or activity.

#### **How much time do I have to file a grievance or complaint?**

Discrimination complaints must be filed within 180 days (within about six months) of the date you believe the discrimination happened. Other WIOA grievances and complaints about programs and activities must be filed within one (1) year of the date you believe a violation happened.

#### **How do I file a grievance or complaint?**

If your complaint is about a WIOA program or activity, but you are not claiming discrimination, first discuss the grievance or complaint with your supervisor, a counselor at a training location, a human resources or personnel manager where you work, or a person who is responsible for helping people with complaints in the Career Center where you received services to try to settle the complaint locally. If your complaint is not settled in a way that satisfies you within ten (10) days, you may send a written complaint within five (5) days (after the 10 days are over) to Ms. Lillian Patterson, Equal Opportunity/Grievance Officer; Alabama Department of Commerce; Workforce Development Division; 401 Adams Avenue; PO Box 304103; Montgomery, Alabama 36104/ 36130-4103. Include your name, address, telephone number, and the name and address of the person(s) you believe did something wrong.

An investigation may be conducted, a hearing may be held, or other action may be taken by the WDD to settle the complaint within sixty (60) days. If you are complaining about a program or activity of the Alabama Workforce Investment Area and you do not get a decision about your complaint within sixty (60) days, or if you are not satisfied with the decision, you may appeal by writing to Mr. Steve Walkley, Chief, at the same address as the Equal Opportunity/Grievance Officer (see above) within ten (10) days after you either get the decision or should have gotten the decision.

If you are complaining of labor standards violations (e.g., An employer disobeyed a law or rule about working conditions, wages and benefits, health and safety standards), and you and the employer you are complaining about are covered by a collective bargaining agreement (i.e., an agreement between an employer and a union about wage rates, hours of labor and working conditions), you may choose to file your grievance through what is called a *binding arbitration procedure*. Contact your supervisor,

personnel manager, or union representative for information about whether this applies to you and the steps you should follow.

### Equal Opportunity is the Law

It is against the law for the Alabama Department of Commerce (ADOC), Workforce Development Division (WDD), or any person, agency, organization, employer, or training provider who/that receives WIOA money from the ADOC WDD to discriminate against any person in the United States on the basis of race, color, religion, sex, national origin, age, disability, political relationship or belief; and against any person who benefits from a WIOA program because of the person's citizenship, because the person is a legal immigrant, or because the person is a WIOA participant.

The ADOC WDD and agencies, organizations, employers, and training providers that receive WIOA money must not discriminate in any of the following ways:

- Deciding who will be admitted or have access to a WIOA program or activity;
- Providing opportunities or treatment in a WIOA program or activity; or
- Making employment (job) decisions related to a WIOA program or activity.

If you think someone discriminated against you because of your race, color, religion, sex, national origin, age, disability, political relationships or beliefs; or, if you are a WIOA participant and you think someone discriminated against you because of your citizenship, because you are a legal immigrant, or because you participate in a WIOA program, you may file a complaint within 180 days of the date you think the discrimination happened with either Ms. Lillian Patterson, Equal Opportunity/Grievance Officer, at the same address given above or the Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, D.C. 20210.

If you file your complaint with the Equal Opportunity/Grievance Officer at the ADOC WDD, you must wait either until the ADOC WDD issues a written *Notice of Final Action*, or until 90 days have passed (whichever comes first) before filing with the Civil Rights Center (see address above).

If the ADOC WDD does not give you a written *Notice of Final Action* within 90 days after you file your complaint, you do not have to wait for the ADOC WDD to issue the *Notice* before filing a complaint with the CRC. But you must file your CRC complaint within 30 days after the 90-day deadline (in other words, within 120 days after the day you filed your complaint with the ADOC/WDD).

If the ADOC WDD gives you a written *Notice of Final Action* on your complaint, but you are dissatisfied with the decision or result, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date you received the *Notice of Final Action*.

Grievance and complaint procedures were explained to me.

By: \_\_\_\_\_  
Employee's Name Title

\_\_\_\_\_  
Agency Date

\_\_\_\_\_  
Applicant's/Registrant's/Participant's Signature

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="Alabama Department of Commerce"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Greg"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Canfield"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Secretary of Commerce"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Lorilei Sanders"/>	* DATE: <input style="width: 150px;" type="text" value="08/24/2020"/>

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Shemedrea	Middle Name:	Last Name: Johnson	Suffix:
----------------	--------------------------	--------------	-----------------------	---------

Address:

Street1:	401 Adams Avenue
Street2:	Suite 390
City:	Montgomery
County:	
State:	AL: Alabama
Zip Code:	36104-4103
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **The Alabama Workforce Stabilization Program (AWSP)**

The Alabama Workforce Stabilization Program (AWSP) will implement and scale short-term educational and training programs for low-income, skills-deficient Alabamians who have been displaced by COVID-19 transition into new fields. The AWSP training programs will feature both work-based learning and related technical instruction. Training will be prioritized for participants who live or work in Alabama's rural communities or Opportunity Zones. Alabama's RWP grant award will fund the implementation and scaling of industry-sector-based education and training programs in five areas: (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; and (5) construction. Our third-party intermediaries include Manufacture Alabama, Pack Health, Innovate Birmingham, the Alabama Nursing Home Association, the Alabama Construction Workforce Alliance, and the Alabama Automobile Manufacturers Association. The AWSP will assist at least 200 businesses in recruiting and retaining qualified employees in high-demand jobs.

There will be two levels of delivery for the AWSP. For level one, disconnected or dislocated workers with basic skills deficiencies will enter into transitional jobs and will be co-enrolled in the customized Ready-to-Work Program, delivered virtually, which will culminate in the attainment of a National Career Readiness Certificate and simulated-workplace training. For level two, incumbent workers or dislocated workers who are prepared for direct employment will complete competency-based related technical instruction and on-the-job training culminating in the attainment of industry-recognized credentials. The AWSP participants will receive wrap-around services through the Human Capital Development Funds to offset costs associated with transportation, child care, housing, and equipment costs. The AWSP will serve 2,648 participants per year, for a total of 7,944 total participants served over three years.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

## **(1) Alabama's Coronavirus Burden**

The State of Alabama faces a significant Coronavirus burden. Initial estimates of Coronavirus burden published by the U.S. Department of Education on June 23, 2020 placed Alabama in the second quintile of states most impacted by the public health crisis. More recent figures have borne this out. Over the month of July, the number of new COVID-19 cases reported each day in Alabama rose rapidly, with 1,891 new cases as the seven-day rolling average on July 21. On June 21, one month earlier, it was 623, which is an increase of 1,268 new cases per day (204 %) in one month. By July 21, the Alabama Department of Public Health (ADPH) reported that the total number of COVID-19 cases in Alabama had reached 69,075. More than one third of all COVID-19 cases in Alabama were reported in the two weeks ending July 21. On July 21, *The Washington Post* placed Alabama fifth among the states for the highest rate of daily new cases per 100,000 people at 38. For comparison, the nation's median daily new case rate was 11.5 cases per 100,000 people.

The precipitous rise in cases has put a strain on Alabama hospitals. The number of COVID-19 patients in Alabama hospitals set records on five straight days, rising from 1,332 on July 15 to 1,571 on July 20, an increase of 18 %. The seven-day rolling average of COVID-19 patients hospitalized in Alabama rose from 649 on June 20 to 1,440 on July 20, an increase of 791, or 122 %, in one month. As of July 20, according to ADPH, 83 % of the adult intensive care unit beds in Alabama hospitals were occupied.

The rise in cases has been accompanied by a rise in deaths. Just over one fifth of all deaths from COVID-19 in Alabama happened in the two weeks ending July 21, when deaths totaled 1,268, according to ADPH. On July 21, *The Washington Post* ranked Alabama at fifth

among the states for highest daily deaths from COVID-19 per 100,000 people, at 0.48. The median among the 50 states was 0.14 daily deaths per 100,000 people.

Likewise, Alabama's labor force felt strong impacts from the public health crisis. Alabama's July 2020 unemployment rate was 7.9 %, an increase of 5.2 percent from the record-low 2.7 % unemployment rate in February 2020. The total number of individuals employed in Alabama in February 2020 was 2,075,000. Remarkably, between March 21 and August 15, more than 735,801 Alabamians filed initial unemployment claims.<sup>i</sup> Total employment in Alabama has decreased by 35.48 % between February 29 and August 8, 2020.<sup>ii</sup>

Alabama's community colleges, widely considered the state's workforce development engine, have been especially hard-hit by COVID-19. On March 13, 2020, all Alabama Community College System (ACCS) campuses were abruptly closed for spring and summer terms due to the Governor's emergency stay-at-home order, sending more than 73,000 for-credit students plus tens of thousands of Adult Basic Education and non-credit students home. Nearly half of these students were enrolled in CTE or workforce preparation programs heavily dependent upon face-to-face instruction/supervision for labs, clinicals, internships, and apprenticeships. COVID-19 has forced ACCS colleges to quickly adapt these programs and instructional delivery in ways they could not have imagined pre-COVID-19. While ACCS colleges have invested millions of dollars in updating labs with expensive industry-approved training equipment and workplace-simulated labs, doing so has not prepared them for the demands of an acute pandemic. Despite the colleges' heroic efforts to transition all students to online learning for theory content and to creatively schedule labs and work-based learning to accommodate social distancing requirements, summer enrollment dropped 15 % from the

previous year.<sup>iii</sup> Preliminary registration numbers indicate a fall 2020 enrollment decline of similar magnitude to the summer loss.

Faced with such a heavy Coronavirus burden, in terms of not only public health, but also education and employment, Alabama would benefit greatly from additional federal funds available through the Education Stabilization Fund—Reimagine Workforce Preparation Grant Program.

## **(2) Addressing Absolute Priority 1: The Alabama Workforce Stabilization Program**

The Alabama Workforce Council (AWC) is seeking [REDACTED] in Reimagine Workforce Preparation (RWP) grant funds under Absolute Priority 1 to implement and scale the Alabama Workforce Stabilization Program (AWSP). The AWSP is designed around sector-based education and training programs in five key industries: (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; (5) and construction. Over a three-year period, RWP grant funds, in combination with other state and federal funding streams, will support 7,944 Alabamians in completing short-term educational programs and training courses aligned to Alabama’s in-demand occupations and career pathways. Specifically, the AWSP will assist individuals who have been displaced by COVID-19 with returning to the workforce, helping new workers with barriers to entering the workforce enter into in-demand occupations, and helping underemployed and low-wage workers transition into better paying, more fulfilling employment. The AWSP will also help Alabama businesses to avoid layoffs, upskill current employees, and develop new talent pipelines.

The AWSP team is led by the Alabama State Workforce Investment Board, the grant applicant, which is supported by the Department of Commerce, acting as fiscal agent. Other partners include the Governor’s Office of Education and Workforce Transformation (GOEWT),

the Alabama Department of Labor (ADOL, including the Career One-Stop Centers), the Alabama Industrial Development Training (AIDT), the Alabama Technology Network (ATN), Alabama Community College System (ACCS), the Alabama Office of Apprenticeship (AOA), the University of Alabama (UA), and the Federal Reserve Bank of Atlanta. Appendix A provides a description of each of these partners and an explanation of their roles and responsibilities in the grant.

The AWSP responds to RWP grant Absolute Priority 1(a) by implementing and taking to scale short-term educational programs and training courses aligned to Alabama’s in-demand occupations and career pathways. AWSP training programs will focus on assisting workers who have been displaced, or who are at risk of being displaced, in moving from occupations that have proven to be less resilient to COVID-19 into occupations that are more resilient and pay a family-sustaining wage. Thus, the AWSP is a comprehensive layoff aversion, incumbent worker training, and disaster response program for Alabama residents and Alabama-based companies.

The AWSP responds to the RWP grant Absolute Priority 1(b) by implementing and taking to scale industry-sector-based education and training programs in five areas: (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; and (5) construction. These are the industry sectors in Alabama with the most in-demand occupations, the strongest third-party intermediaries, and the strongest existing on-the-job training and required technical training assets. They also offer pathways to occupations that provide a self-sustaining wage through short-term education/training programs as initial “on-ramps” to the career pathway.

In accordance with Absolute Priority 1(b), each AWSP training program will be initiated by one or more employers working with a designated organization functioning as the intermediary

between the employer and a training partner, typically one of 22 Alabama Community College System institutions of higher education (IHEs) or the Alabama Technology Network. The third-party intermediaries will support training partners in developing training standards for the AWSP by collaborating with the associated industry-sector-specific technical advisory committees (TACs) of the Alabama Committee on Credentialing and Career Pathways (ACCCP).

Additionally, in accordance with Absolute Priority 1(b), each AWSP training program will provide individuals the opportunity to earn industry-recognized credentials for one or more in-demand occupations in the targeted industry sectors. Earning industry-recognized credentials will permit AWSP participants to demonstrate mastery of the skills needed to begin employment in an entry-level job or to advance to the next level within a career pathway. See section 4(a)(ii) for more information on credentials to be earned by AWSP participants.

In further alignment with Absolute Priority 1(b), all AWSP training will include work-based learning (including, but not limited to, pre-apprenticeships and apprenticeships) as well as related technical instruction. Through the work-based learning component, AWSP participants will master skills-based competencies aligned with their individual career pathway. Most AWSP participants will also gain valuable, paid work experience through on-the-job training (OJT) provided by the employer with supervision by an assigned mentor. Documented competencies and work experience may be articulated for college credit toward a long-term certificate or degree through the established ACCS Prior Learning Assessment procedure.

The AWSP addresses Competitive Preference priority 1 by providing the related technical instruction (RTI) for AWSP training programs primarily through distance education. The Alabama Technology Network (ATN), which serves as Alabama's center for the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) and

institutions of the Alabama Community College System (ACCS) will be the primary providers of RTI which will be based on training standards and curricula tailor-made for each employer. It may be delivered on the job site for employers meeting minimum participation requirements. On-site training will be limited to employers with employee cohorts of 10 or more, unless the employer agrees to offset the cost of each employee less than 10 in the training cohort. Employers that request on-site delivery of RTI, but that have appropriately equipped training classrooms in their facilities, may still subscribe to virtual delivery of RTI facilitated by the training provider. If ATN, a community college, or the employer is unable to deliver the RTI, then another training provider may be selected by a regional selection panel to provide it.

The AWSP meets Competitive Preference Priority 2 in part by prioritizing programs that serve individuals who reside or work in rural communities or Opportunity Zones. Companies that request employee training services under AWSP will be screened by a three-member panel in the workforce region in which the company is located. Companies will be selected based on competitive criteria and companies located in a rural area or an Opportunity Zone will receive additional points toward their ranking. See Appendix B for a list of Alabama's Opportunity Zones and rural communities that will be prioritized.

AWSP also meets Competitive Preference Priority 2 by meeting the unique needs of lower-income individuals who tend to live and work in rural communities and economically depressed areas. These individuals will be supported with extensions to the benefit level of their ITAs to offset costs associated with transportation, childcare, housing, and personal training equipment. Also, all AWSP participants will be provided integrated case management by Alabama Career Center System staff and will receive an individual employment plan and a comprehensive needs assessment at intake following standard WIOA operating procedures. The Alabama Department

of Human Resources (ADHR) will provide the assessment and certification for AWSP and WIOA eligibility in partnership with the Alabama Career Center System. The ADHR will identify state and local organizations to provide timely, personalized support for the AWSP participants. Case management and career coaching will assure AWSP participants a successful transition to their educational and training courses.

The GOEWT commissioned a statewide survey of 500 underemployed and unemployed Alabamians, conducted by Cygnal between August 4 through August 20, 2020, and the survey results demonstrate that a plurality of respondents (27.4 %) would prefer to enroll in a short-term certificate, certification, or licensure program if they enrolled in an education or training program in the next six months.<sup>iv</sup> Many competency-based and short-term workforce training programs are not eligible for Pell funding because they do not meet Title IV financial aid requirements for “clock” or “credit” hours. The AWSP functions as a needs-based workforce training program and offsets the costs to participants for a short-term education program. The AWSP is also designed to provide integrated education for participants who will co-enroll in adult education and CTE courses, awarding articulated college credit through the ACCS Prior Learning Assessment process for students who complete the requisite competencies and required assessments. Completion of the AWSP will help students who need assistance in meeting requirements for the Ability to Benefit program, which allows adults who have not yet earned a high school diploma or equivalency to access the Pell Grant by either passing an ability to benefit assessment of basic skills or by completing at least two three-hour for-credit college courses.

**Rationale and Approach.** The AWSP is organized around the same three principles that inform Alabama’s overall workforce development strategy: 1) that it must be sector-based, in line with

the State’s economic development plan, Accelerate Alabama 2.0; 2) that it must be regionally focused, in keeping with the State’s Regional Workforce Council infrastructure; and 3) that it must be family-sustaining to lift Alabamians out of poverty.<sup>v</sup> Sector-based, industry-specific models for workforce development have shown positive outcomes for participants in terms of higher post-training employment rates, increased wages, greater access to important benefits including healthcare insurance.<sup>vi</sup> Results are promising for both adult learners<sup>vii</sup> and youth,<sup>viii</sup> especially when sector-based training is combined with individualized wraparound supports.<sup>ix</sup> Apprenticeships have seen renewed attention as workforce development models enabling individuals to receive employer-led training, while earning income and avoiding education-related debt.<sup>x</sup> A growing body of work looks to “modernize” apprenticeships in response to the demands of the 21<sup>st</sup>-century economy and the need to re-align training with today’s middle-skill jobs.<sup>xi</sup>

Across Alabama, sector-based approaches are integrated with regionally focused efforts. The State’s seven Regional Workforce Councils are charged with developing training programs and initiatives that support businesses and industries within their communities. This existing infrastructure aligns well with recent literature on the potential of place-based strategies to advance economic and workforce development goals.<sup>xii</sup> In their 2019 report on the “Future of Work in America,” McKinsey and Company underscored the regional, if not localized, nature of economic growth and the need for similarly localized education and training systems based around continuous up-skilling.<sup>xiii</sup> The proposed AWSP is designed to leverage these existing strengths in Alabama and continue the State’s upward trajectory.<sup>xiv</sup>

**AWSP Implementation Plan.** The AWSP will be administered through the regional workforce councils (RWCs) and local workforce investment boards located in each of Alabama’s seven

workforce regions in collaboration with the Alabama Community College System. In each region, a three-member selection panel shall provide recommendations, by majority vote, regarding which employers will be admitted into the AWSP. The 3-member panel will consist of the following persons, or their designees: (1) the chair of the local WIOA board, (2) the chair of the local regional workforce council (RWC), and (3) a representative of the Alabama Community College System. The regional selection panels shall meet at least bi-monthly to review program applications during the AWSP project period. Employers may appeal the decision of the regional panel to the State Workforce Investment Board. In regions in which the same individual is the chair of the WIOA board and RWC, then the Governor will designate the second member from among the members of the local WIOA board or RWC. A member so designated may also be a representative of a third-party intermediary. The Department of Commerce, on behalf of the Governor, will grant each workforce region an allotment of the aggregate funding available for the AWSP based on a proportion relative to the region's WIOA Title I-B allocation. The AWSP regional panels will select participating employers based on the following criteria: (a) projects focused on business recovery from COVID-19; (b) workforce development projects that demonstrate a measurable impact on one or more of the long-range goals of the state workforce plan, including layoff aversion through incumbent worker training and retraining and upskilling workers dislocated due to COVID-19; (c) projects serving existing workers in existing businesses inclusive of consortium-based projects serving multiple businesses; (d) projects targeted toward training for those businesses and industries previously identified as training priorities by the ACCCP; and (e) priority will be given to Alabama-based small businesses with 500 employees or less located in rural areas, and Alabama-based businesses located in areas designated as Opportunity Zones. The State Workforce Investment

Board shall determine an aggregate upper limit on the number of employers, participants, and participants per employer allocated to each of Alabama's seven workforce regions and shall determine a process for reallocating AWSP unclaimed slots among the regions by following existing funding and administrative protocol.

The Alabama Department of Commerce, Workforce Development Division (WDD) is the state workforce agency responsible for administering ██████████ in federal funding under the Workforce Innovation and Opportunity Act (WIOA). Furthermore, the WDD has extensive experience managing millions of dollars in other Federal Workforce Development programs including the current Apprenticeship State Expansion grant, National Dislocated Worker Grant-COVID-19, and a State Apprenticeship Expansion 2020 grant.

WDD staff has experience in workforce development, management, and the creation and supervision of new projects. There are fiscal and administrative controls in place that are necessary to administer the AWSP grant and to provide the required program oversight. WDD is a required partner in the Alabama Career Center System and manages five of the seven local workforce development areas in the state. The Division works with collaborative energy from partners vested and experienced in workforce development, academic training and research, employment, and community outreach. Moreover, the WDD employees are responsible for administering the State Workforce Development Board's Equal Opportunity policy, complaint resolution, and other oversight functions.

**Timeline for Key Grant Activities.** The timeline for implementation of the AWSP includes an initial planning and coordination phase (first quarter) in which grant partners will establish memorandums of agreement, more fully define roles and responsibilities, refine policies and procedures, develop marketing and recruitment plans, create training curriculum and materials,

and establish standards of operation. The second phase of implementation (2nd quarter) includes inaugural activities related to participant eligibility assessment, on-boarding, academic readiness evaluation, career pathway planning, training, and case management. During this phase, the first businesses and participants are actively served. In the third phase, student progress indicators are reviewed and wrap-around services are aligned with individuals' needs to facilitate program completion and student success. In phase four, student performance outcomes are reported and shared among the project's partners, ensuring that students' pathway progression advances appropriately. In phase five, evaluations of training, employer surveys, and analysis of grant performance outcomes is conducted to determine if the project is meeting its goals and what interventions, if any, should be applied. Appendix C provides a more detailed, chronological timeline with key activities, dates, and responsible parties.

**Collection of Data and Reporting on Performance Measures.** Participant tracking and reporting of grant performance measures is the responsibility of the Department of Commerce, who will work with project partners to collect participant case management and training data. Commerce will use Geographic Solutions software, also known as Virtual One Stop (VOS), as the participant case management and tracking system. This system currently tracks all participants for Alabama's National Dislocated Worker Grants, Title I and III of WIOA, TAA, Vets and Apprenticeship for the Departments of Commerce and Labor. AWSP participants will be entered into the VOS system, to include demographic information, IEP/ISS, services, providers, credentials, MSGs, and even follow up. Contracts with each training provider will be entered into the system as well, with the ability to track participants who are assigned to each training provider as well as payments made to those training providers.

Student-level training data will be collected by ACCS and forwarded to Commerce through data-sharing agreements. Students will be enrolled in the RTI component through the ACCS Banner student management system for Level 2 participants and in the Alabama Adult Education System for Accountability and Performance (AAESAP) for Level 1 participants. The ACCS shall report and describe all courses taught, the number of participants taught, and the location and cost of each course taught. The ATN, in cooperation with the host community college and employer, will determine the effectiveness of the training provided to the business by course evaluations and electronic or paper surveys within a 24-month period after the activity. The accountability metrics to be tracked and reported include all those required by the ESF-RWP grant program, including students served, student completion rate, participant employment in 2nd quarter after exit, and participants' median earnings. Performance metrics will be tracked through a collaboration between ACCS and the Department of Commerce, and the accountability data will be reported through the Department of Commerce's GeoSolutions system. Detailed information on these performance metrics, including definitions, calculation methods, data sources, and key performance indicators are available in Appendix E.

**The AWSP Participant Eligibility Requirements.** Participant eligibility is based on the level of training in which he/she intends to enroll. Training levels are discussed in more detail in section 4(a)(ii). An AWSP participant, for level one, must be an Alabama citizen who, at the time of enrollment meets all four of the following: (1) is basic skills deficient (TABE testing will determine basic skills deficiency or proficiency); (2) is willing to be a postsecondary CTE concentrator; (3) meets WIOA eligibility criteria for the county in which the student resides; and (4) belongs to one or more WIOA special populations at the time of enrollment. See Appendix D for a list of these populations. For level two, an AWSP participant must be an Alabama citizen

who, at the time of enrollment, is an incumbent or unemployed worker who meets all five of the following: (1) possesses a high school diploma or its equivalent; (2) is basic skills proficient (TABE testing will determine basic skills deficiency or proficiency); (3) is willing to be a postsecondary CTE concentrator; (4) meets WIOA eligibility criteria for the county in which the student resides; and (5) belongs to one or more WIOA special populations at the time of enrollment.

**The AWSP Funding Model.** The AWSP will require [REDACTED] over a three-year period to support approximately 7,944 participants, an average all-in cost of just over [REDACTED] per participant. The proposed funding model includes a total of [REDACTED] in RWP grant funds, with the remaining [REDACTED] funded through a combination of available federal and state funds. Eligible participants will receive instruction at no cost to them and will even earn income while completing on-the-job training.

A total of [REDACTED] is available in unobligated state rapid response and national health emergency (NHE) dislocated worker grant (DWG) funds available to support the AWSP for project year one. The Alabama Community College System is prepared to commit [REDACTED] of state workforce funds to the AWSP for FY2021. Thus, state assets contributed to the AWSP total [REDACTED] for project year one. Equal or greater assets will be committed to the AWSP for project years two and three, pending legislative appropriations.

The cost per AWSP course is [REDACTED] and is based on the current tuition and fee rate (\$ [REDACTED]/credit hour) standard among all Alabama community/technical colleges and the average number of credit hours per course (3.10) based on CTE course-taking behavior. The average postsecondary credential assessment is \$ [REDACTED]. Assuming a cost-per-course of \$ [REDACTED] and a \$ [REDACTED] credential assessment fee, and assuming each participant receives two courses as part of the

AWSP and up to two credential assessments, then the required technical instruction component of the AWSP will cost \$ [REDACTED] per participant. To deliver these courses, the Alabama Community College System will receive \$ [REDACTED] from the AWSP grant for each of the three project years to develop or purchase AWSP program curriculum and instructional materials.

AWSP funds will be held by the Alabama Department of Commerce, on behalf of the Alabama State Workforce Investment Board, and will be allocated directly to training providers and program providers at the direction of the seven regional selection panels. Payment to the training provider will be issued based on program enrollment and at the beginning of the training period. Participating AWSP employers will be responsible for covering per diem expenses of each onsite instructor and additional costs for mileage when travel is incurred. Some employers may request that the RTI component be front-loaded before an individual begins the OJT component. Other employers may request a blended model with a 2:3 weekly ratio of either two days of OJT and three days of RTI, or vice versa. For on-site delivery, RTI will be delivered on consecutive days to keep travel costs down. The participant costs for courses are frontloaded and are not contingent on program completion. The AWSP will require OJT provided by the employer to correspond to the 225 clock hours or the six-credit hours required to utilize the Ability to Benefit program. The OJT hours remaining from AWSP participants who complete the program in less than 225 clock hours will be reallocated to other participants by the regional selection panel. The AWSP will subsidize \$ [REDACTED] of OJT wages of any participant earning \$12.00 per hour or more for up to 225 hours. Employers will be required to commit to offsetting the costs associated with any additional hours. Participating employers must fund the participant's wages until he/she earns an hourly wage of at least \$ [REDACTED] per hour. Thus, the total per participant cost for the OJT is \$ [REDACTED] for the AWSP and \$ [REDACTED] for employers. The total per participant cost

to the AWSP for the OJT training and RTI components is [REDACTED] OJT wages + [REDACTED] course and credential costs). With [REDACTED] per year in state assets for each of the three AWSP program years, and [REDACTED] from the RWP-ESF award for each of the three AWSP program years, the AWSP will serve approximately 2,648 participants per year, totaling 7,944 participants over three years. Training for this number of participants will provide approximately 200 businesses with employees for in-demand jobs. It will also strengthen 22 institutions of higher education with 74 locations spanning the state, therefore assisting workforce recovery efforts across Alabama.

The AWSP is also bolstered by the Alabama Human Capital Development Fund (AHCDF). A \$ [REDACTED] AWSP grant contribution, for each of the three AWSP program years, will be used to endow the AHCDF in each local workforce investment area. Each local workforce board will use the AHCDF to extend the benefit level of the ITAs of AWSP participants who qualify for Title I of the Workforce Innovation and Opportunity Act (WIOA). ITAs serve as training and education vouchers to pay for AWSP participants' required technical instruction and credential assessment fees; the extension will enable the AWSP to offset costs associated with transportation, child care, housing, and equipment costs related to the participant's training.

Section 3515(a) of the CARES Act allows local workforce areas to use up to 20 % of their PY 2019 Title I-B Adult, Dislocated Worker, and Youth funds to cover administrative costs if 10 % or more of administrative costs are used to respond to COVID-19. This provision will help local boards develop the capacity to operationalize and administer funds for the AWSP, allowing the AWSP to forego a funding request for indirect costs and other administrative expenses.

### **(3) Analysis of State Assets and Collaborative Efforts in Response to COVID-19**

Alabama’s education and workforce alignment efforts are coordinated by the Governor’s Office of Education and Workforce Transformation (GOEWT). Among many initiatives, the GOEWT led the creation of the Alabama Committee on Credentialing and Career Pathways (ACCCP), a public-private, third-party intermediary tasked with identifying Alabama’s regional and statewide in-demand occupations and credentials of value using labor market information. Alabama’s sector-based and competency-based approach has been featured as a best practice model by several national policy organizations, including the National Skills Coalition and the National Governors Association.<sup>xv</sup> The ACCCP and its 16 Technical Advisory Committees (TACs) that serve 16 industry sectors use a process called the five-star rubric for determining Alabama’s regional and statewide in-demand occupations. The ACCCP also uses a two-tier review process to assign credentials (both degree and non-degree) to the Alabama Credential Registry and link credentials to in-demand occupations. Informed by the Lumina Foundation-sponsored Connecting Credentials Framework,<sup>xvi</sup> the ACCCP and its 16 TACs have developed occupational competency models that serve as the “occupational DNA” for each in-demand job. Occupations can then be sequenced as part of stackable progressions constituting career pathways with multiple points of entry and exit. This strategy also allows for unbundling and modularizing traditional degrees (particularly associate degrees) that make the path toward postsecondary attainment more practical for working adults and more accommodating for business employers and employees.

Alabama is collaborating with the Lumina Foundation, the National Skills Coalition, and the Workforce Data Quality Initiative to establish a standardized protocol to inventory and publish credentials. The ATLAS on Career Pathways, the state’s longitudinal database system, will

serve as Alabama’s credential registry. Alabama won a grant from Credential Engine in June 2019 to establish a standardized protocol to inventory and publish credentials. The ACCCP will publish credential information to the ATLAS on Career Pathways as structured linked data in the Credential Transparency Description Language (CTDL) and the Credential Transparency Description Language - Achievement Standards Network (CTDL-ASN) using the JSON-LD format, based on standards established by schema.org. Using the CTDL-ASN as the format for publishing credentials in the ATLAS on Career Pathways will enhance the scope of audiences who use the ATLAS on Career Pathways to access credentialing information. Credential Engine’s open infrastructure meets the Department of Education’s criteria for public accessibility.<sup>xvii</sup>

State collaborative efforts and support from agencies like the Lumina Foundation, while initiated prior to the pandemic, are needed now more than ever. They are crucial for Alabama’s successful response to the negative economic impacts of COVID-19 because they facilitate the expansion of short-term educational programs that meet both employer and employee needs. The effects of the pandemic have been most acute in Alabama’s public-facing industries. The steepest decline occurred within the administrative support, waste management, and remediation services sector at 49.27 %. The second steepest decline happened within the accommodations and food services industry sector at 45.07 %. Educational services (-41.91 %) saw the third steepest decline. Arts, entertainment, and recreation (-41.11 %) saw the fourth steepest decline. Manufacturing saw the fifth steepest decline at 37.14 %.<sup>xviii</sup> These five industries have held constant as the top five throughout the period between March 21 and August 15, 2020, and the rankings among the top five have held relatively constant as well.<sup>xix</sup> Many individuals who were employed in retail or hospitality jobs prior to the COVID-19 pandemic were unable to

contemplate enrolling in time-consuming training to upskill for advancement with their current employer or to move to a position in a different field. Many of these individuals are now unemployed, or underemployed, and have enough time to enroll in a program that will train them for an occupation that provides a pathway to a family-sustaining wage.

#### **(4) Steps Alabama is Taking to Identify/Address Immediate Needs**

**(4)(a)(i) Education, Support and Mentorship.** Alabama is currently meeting the education needs of individuals who seek career preparation or advancement through short-term education programs and career pathways in several ways: (1) pre-employment training for new and expanding businesses (AIDT); (2) Adult Basic Education, short-term college CTE certificates, and non-credit workforce training (ACCS); and (3) upskilling for incumbent workers (ATN).

While these efforts are notable, they would have a much bigger impact on Alabama's workforce and a much more positive impact on the lives of Alabama's residents if they were coordinated. Realizing this need, Alabama has taken steps toward a more collaborative approach.

Now, as Alabamians enter the public workforce system, an integrated WIOA case management system helps braid resources to assist individuals who need to overcome benefit cliffs while entering paid employment. Provisions for this support and mentorship are assured by Alabama's 2020 WIOA Combined Plan, developed after 14 public meetings throughout the state and approved in June 2020. The 2020 Combined Plan includes Perkins CTE for the first time and provides a vision to align Alabama's public workforce system with in-demand career pathways and supportive services for individuals with barriers to employment.

The COVID-19 pandemic revealed the need to provide even more assistance to the most vulnerable populations. To assist AWSP employers with mitigating trauma that many AWSP participants may be managing, the Vital team at The University of Alabama developed and

implemented a workplace health assessment survey focused on occupational burnout, mental health, substance use, and well-being, including financial stress that closed on August 17, 2020. The results of the survey demonstrate that many organizations do not conduct ongoing evaluations of health and wellbeing, do not provide training for employers/managers to improve their ability to recognize and reduce workplace stress, mental health, or substance use issues for themselves or their employees; do not provide information about employee benefits for mental health and substance use disorders; and do not ask employees about how the workplace environment can better support their mental health. The results from the survey, and subsequent focus groups, will allow the Vital team to develop a health management program and coping strategies that will be piloted and disseminated with the first 200 AWSP employers who sign up and agree to a 50% cost match. The Vital team will also provide Mental Health First Aid (MHFA) training to approximately AWSP 200 employers (and up to 15 employees per employer) across the state.

To assist AWSP participants with achieving long-term economic mobility and self-sufficiency, the GOEWT has partnered with the Federal Reserve Bank of Atlanta to develop a benefit cliff and self-sufficiency tool to help individuals understand how much money they will gain through income and lose in benefits as they progress through a career pathway. The tool, branded as the Dashboard for Alabama to Visualize Income Development (DAVID), is designed to help AWSP participants advance into higher paying careers. The DAVID will also help case managers and career coaches provide a continuum of services for AWSP participants.

**(4)(a)(ii) AWSP Short-Term Educational and Career Pathway Programs.** The AWSP will be delivered to participants in two levels that may be completed consecutively or exclusively. Level one focuses on providing transitional jobs to disconnected or dislocated workers who are

basic skills deficient or who are not prepared to directly enter employment. Level one program participants will complete the customized Ready-To-Work program, which will result in the attainment of the National Career Readiness Credential (NCRC) and the Alabama Certified Worker Credential. The customized Ready-To-Work credential provides the academic, workforce, and employability skills of the traditional Ready-To-Work program, which is a career readiness program, and the industry-specific skills identified by the ACCCP for each occupational cluster. The customized Ready-To-Work program can be delivered on-site for employers meeting minimum participation requirements and /or virtually through the ACCS and the ATN. Level one participants may be hired into transitional jobs while they are completing the customized Ready-To-Work program. Additional micro-credentials and/or credentials such as OSHA 10, Forklift Operator, Environmental Protection Credential, Pesticides Applicator license, Microsoft Word, Transport Trailer Technician, or Snap-on 525 may also be awarded according to appropriate program and ability of individual student.

For Level two, incumbent workers or dislocated workers who are career-ready and prepared for direct employment will be hired or enrolled in an AWSP program with a participating employer. The length of the level two programs will be negotiated, on a case-by-case basis, by the employer and training providers. Credits and credentials earned through the AWSP will count towards prior learning assessment and articulation agreements so participants may transfer AWSP credits towards a college certificate and/or associate degree. Micro-credentials and/or credentials such as Manufacturing Skill Standards Council, National Center for Construction Education and Research, CompTIA Security, Certified Nursing Assistant License, Swift Coding, and Java Script may also be awarded according to appropriate program

and ability of individual students. To ensure that all AWSP participants are self-sufficient, the AWSP program will provide wrap-around services and extended WIOA ITAs.

**4(a)(iii) Targeted Occupations and Occupational Clusters.** The GOEWT used the results of the weekly COVID-19 economic stress testing, conducted between March 21 and August 8, 2020 in coordination with the Alabama Department of Labor and the Federal Reserve Bank of Atlanta, to determine that the administrative support, waste management, and remediation services; accommodations; educational services; arts, entertainment, and recreation; and elements of manufacturing are the occupational clusters most affected by COVID-19. The AWSP will focus on retraining and upskilling displaced workers from these sectors into advanced manufacturing; healthcare; information technology; transportation, distribution, and logistics; and construction, which are the sectors possessing the most in-demand occupations on the ACCCP's list of regional and in-demand occupations, the strongest third-party intermediaries, and the strongest existing on-the-job training, and have proven most resilient to COVID-19.

Targeted occupations in these industry sectors are those found in in-demand career pathways and correspond to the individual's level of training. Level one participants will prepare for occupations such as (1) construction: coolant/refrigeration technician/installer, construction craft helper, laborer, asphalt spreader, flagger, highway maintenance worker; (2) healthcare: contact tracer, community health worker; (3) information technology: QuickBooks technician, cloud technician, and coder; (4) manufacturing: assembler, supervisor of laborers, welder, materials handler, and assembler; and (5) transportation: transportation trailer technician, brake repair, and laborer. Level two programs fulfill occupations such as (1) construction: welders, plumbers, pipefitters, HVAC contractor, equipment operator, electrician, construction

manager, heavy equipment operator, and landscape contractor; (2) healthcare: certified nursing assistant, medical lab technician, and phlebotomist; (3) Information Technology: help desk technician, IT security technician, graphic design, data analytics, software development, web technician; (4) manufacturing: certified production technician, automotive technician, industrial maintenance technician, mechanic, and installers; and (5) transportation: truck driver, certified logistics technician, diesel mechanic, and CNC operator.

**(4)(b)(i) Identifying Industry Sectors and Sector Leaders.** As explained earlier, Alabama identified the industry sectors that will implement the AWSP sector-based training programs by determining the sectors possessing the most in-demand occupations on the ACCCP's list of regional in-demand occupations, the strongest third-party intermediaries and the strongest existing on-the-job training, and the most resilience to COVID-19. The GOEWT has identified third-party intermediaries for each of the five focus-industry sectors: Manufacture Alabama for the advanced manufacturing pathway; Pack Health for the healthcare pathway; Innovate Birmingham for the information technology program; the Alabama Automobile Manufacturer's Association for the transportation, distribution, and logistics pathway; and the Alabama Construction Workforce Alliance for the construction pathway. The GOEWT has identified the Alabama Community College System, the Alabama Technology Network (ATN), and the Alabama Industrial Development Training (AIDT), as institutions of higher education and training providers that will deliver the RTI of the AWSP. The GOEWT has also secured the commitment of the ACCCP and its 16 Technical Advisory Committees to serve as sector-strategy partners for the ACCS and the five identified third-party intermediaries.

**(4)(b)(ii) Alabama's Prior Experience in Sector-Based Education/Training.** In response to specific economic developments and industry expansions across the state, Alabama has

embarked on a visionary endeavor to develop sector-based career pathways leading to self-sufficiency that provide multiple points of entry into and exit from the workforce. The Governor's vision for, and codification of, the Alabama Office of Apprenticeship (AOA) and the Alabama Committee on Credentialing and Career Pathways (ACCCP) laid the foundation for a new system of sector-based education and training in Alabama. Alabama adopted a state definition of work-based learning in 2019, based on the Perkins V definition; adopted the National Skills Coalition's definition of a non-degree credential of value; spearheaded the development of short-term education programs linked to in-demand occupations through the ACCCP's regional and statewide list of in-demand occupations; created a statewide taxonomy of non-degree credentials and competency models for in-demand occupations; and established the Alabama Credential Registry to ensure that all credentials in Alabama are registered in an open and machine-readable format through Alabama's partnership with Credential Engine. A regional sector-based focus exists as such: Construction (Regions 1 - 7); Healthcare (Regions 3, 5, and 6); Information Technology (Regions 1 and 4); Manufacturing (Regions 1 - 5 and 7); Transportation, Distribution and Logistics (Regions 1, 2, and 4 - 7).

**(4)(b)(iii) Plan for Business/Employer Recruitment.** A key business/employer recruitment strategy is built into the delivery plan for the AWSP - the subsidizing of OJT wages for training participants. In addition, participating employers will benefit from the work of the ACCCP and its 16 Technical Advisory Committees (TACs), which will support AWSP employers in developing skills-based job descriptions for the AWSP aligned with a sequence of stackable, industry-recognized credentials recognized by the ACCCP and the AWSP third-party intermediaries. Alabama is a member of the Skillful State Network, an initiative of the Markle Foundation, which is focused on scaling skills-based job descriptions. AWSP participants will

create learning and employment records and a verifiable resume that contains the industry-recognized credentials they have earned, allowing them to respond to skills-based job descriptions most aligned to their skillsets. The collective impact of the AWSP in providing participating businesses with powerful tools to overcome traditional barriers to employee recruitment, hiring, and retention, and the success of those participating businesses, will act as an effective peer recruitment strategy.

**4(b)(iv) AWSP Education/Training Providers.** Given Alabama’s strong track record of supporting sector-based education and training, there is an existing network of education and training providers who are committed to partnering on the AWSP project. At the postsecondary level, short-term education and training in Alabama is delivered through Alabama's community colleges. With 24 colleges and 76 locations, the Alabama Community College System (ACCS) reaches almost every corner of the state. During the 2018-2019 academic year, 50,239 postsecondary students participated in CTE.<sup>xx</sup> ACCS is working to align its postsecondary CTE programs with the ACCCP’s high-skill, high-wage, and high-demand occupations.

The ATN is an entity under the Alabama Community College System and is the NIST (National Institute of Standards and Technology) MEP (Manufacturing Extension Partnership) affiliate for the State of Alabama. ATN provides existing industry the tools, technical assistance, resources, and customized training needed to grow and excel. In 2017 ATN served 432 companies with economic impacts reported by clients of \$130.8 million in increased or retained sales; \$15.7 million in cost savings for its clients; 1,721 jobs retained; and 410 jobs created.

The AIDT encourages economic development through job-specific training. AIDT provides quality workforce development for Alabama’s new and expanding businesses and expands the opportunities for the people of Alabama through the jobs these businesses create.

The AIDT focuses on recruiting, assessing, and training new employees for new businesses or expanding businesses.

**(5) Plan for Recruitment of Participants.**

The Alabama Workforce Council and the GOEWT will manage the marketing and recruiting of unemployed or dislocated workers and workers seeking job transition or advancement in the AWSP in partnership with AIDT. The AIDT has extensive experience with recruiting job candidates through direct and indirect recruiting methods, including geofencing; candidate databases; data-sharing agreements with the public workforce system; print, digital, and broadcast advertising; social media outreach; and hosted podcasts and webinars. AIDT will conduct a robust recruitment and marketing campaign primarily aimed at COVID-19 displaced individuals that are WIOA, TANF, and/or SNAP eligible. The three-member panel in each of Alabama's workforce regions will establish competitive criteria for participant selection and will implement an associated selective service plan should the applicants to the AWSP exceed funding.

**(6) Assurances/Certifications.** The Alabama Department of Commerce, acting on behalf of the State Workforce Investment Board, and all partner agencies and organizations to Alabama's application, will make any and all information available to the Secretary, in accordance with the laws of the United States and the State of Alabama.

**Appendix A: Description of Grant Partners  
Alabama Workforce Stabilization Program**

<b>Partner Name</b>	<b>Description</b>	<b>Roles and Responsibilities</b>
Governor’s Office of Education and Workforce Transformation (GOEWT)	The GOEWT is the office dedicated to supporting the Governor’s Workforce Development plans and initiatives.	The GOEWT will support the project manager by coordinating the activity of education and training providers and third-party intermediaries to ensure that the project is executed to fidelity.
Alabama Workforce Council (AWC)	The Alabama Workforce Council (AWC) is comprised of business executives from the major industries and organizations in Alabama. The AWC analyzes important issues related to workforce development and makes recommendations that creates opportunities for all Alabamians.	Alabama Workforce Council and the GOEWT will manage the marketing and recruiting of unemployed or dislocated workers and workers seeking job transition or advancement in the AWSP in partnership with the AIDT.
Alabama Department of Commerce (ALDOC)	The Alabama Department of Commerce is the economic development entity in the state that is focused on positioning the state as an ideal location for investment and job creation as well as retaining and expanding current businesses in Alabama. The ALDOC, Workforce Development Division is the state workforce agency responsible for administering ██████████ ██████████ in federal funding under the Workforce Innovation and Opportunity Act (WIOA)	ALDOC will serve as the fiscal agent and grant manager of the AWSP program.
Alabama Community College System (ACCS)	With 24 community colleges in more than 130 locations, the Alabama Community College System is Alabama’s gateway to first-class training to compete in a constantly evolving workforce. More than 160,000 Alabamians per year benefit from the various certification, credential, dual enrollment and degree programs.	The institutions of the ACCS will serve as a primary provider of the required technical instruction for the AWSP program.

<p>Alabama Technology Network (ATN)</p>	<p>The Alabama Technology Network (ATN) is an entity under the Alabama Community College System and is the NIST (National Institute of Standards and Technology) MEP (Manufacturing Extension Partnership) affiliate for the State of Alabama. The mission of ATN is to provide existing industry (primarily manufacturers) the tools, technical assistance, resources, and customized training needed to grow and excel.</p>	<p>The ATN will serve as a primary provider of the required technical instruction for the AWSP program.</p>
<p>Alabama Department of Labor (ADOL)</p>	<p>The Alabama Department of Labor delivers a wide array of workforce services to job seekers and employers through the Alabama Career Center System. Among these services are mandated programs in WIOA to include: Employment services, Veterans Employment services, Unemployment Insurance, Trade Adjustment Assistance, and Labor Market Information.</p>	<p>The career centers under the ADOL will conduct case management and develop individual employment plans for the participants of the AWSP.</p>
<p>Alabama Industrial Development Training (AIDT)</p>	<p>The Alabama Industrial Development Training (AIDT) encourages economic development through job-specific training. The Mission of AIDT is to provide quality workforce development for Alabama's new and expanding businesses, and to expand the opportunities for the people of Alabama through the jobs these businesses create. The AIDT focuses primarily on recruiting, assessing, and training new employees for new businesses or expansions of existing businesses.</p>	<p>In coordination with the AWC, AIDT will be responsible for the the marketing and recruitment of the AWSP program. AIDT will also serve as a secondary workforce training provider in the event ACCS or ATN is unable to provide training.</p>

<p>Alabama Office of Apprenticeship (AOA)</p>	<p>The Alabama Office of Apprenticeship is the State Registered Entity approved by State Statute and the US Department of Labor to administer registered apprenticeships (RAs) and Alabama industry recognized apprenticeship programs (AIRAPs).</p>	<p>The AOA will register pre-apprenticeships and apprenticeships for participating employers and participants in the AWSP.</p>
<p>Alabama Department of Human Resources (ADHR)</p>	<p>The Department of Human Resources was created to administer the programs affiliated with the Social Security Act. The primary goal of the Department has been and remains to assist people in need. To that end the Department currently provides, Cash Assistance via the Temporary Assistance for Needy Families Program (TANF), Food Assistance via the Supplemental Nutrition Assistance Program (SNAP), Child Support Enforcement Services, Adult Protective Services, Child Protective Services, Adoption Services, Foster Care Services, and Child Care Services. This is accomplished through staff in all 67 county offices.</p>	<p>ADHR will provide the assessment and certification for AWSP and WIOA eligibility in partnership with the Alabama Career Center System. The ADHR will identify providers from across the state, at the community level, who will provide timely, personalized supports for the AWSP participants. ADHR will provide support through SNAP E&amp;T funding for the Alabama Human Development Capital Funds.</p>
<p>University of Alabama (UA) – VITAL Team</p>	<p>The Veterans Integration to Academic Leadership (VITAL) initiative is a Veterans Health Administration program hosted by the Tuscaloosa VA Medical Center that strives to provide quality health care services to the veteran and military community at The University of Alabama.</p>	<p>The VITAL team will develop a health management program and coping strategies that will be piloted with the first 200 employers of the AWSP. Additionally, the VITAL team will provide Mental Health First Aid (MHFA) training to 200 employers (up to 15 participants per employer).</p>
<p>Alabama Automotive Manufacturers Association (AAMA)</p>	<p>AAMA is the State trade association representing the State’s 5 Automotive Manufactures and suppliers.</p>	<p>AAMA will serve as the third-party intermediary for the Transportation, Distribution, and Logistics career cluster.</p>

<p>Manufacture Alabama (MA)</p>	<p>Manufacture Alabama is the only trade association in the state dedicated exclusively to representing the competitive, legislative, regulatory, operational interests, and needs of manufacturers.</p>	<p>MA will serve as the third-party intermediary for the Advanced Manufacturing career cluster.</p>
<p>Innovate Birmingham</p>	<p>Innovate Birmingham provides information technology support and career development for aspiring tech professionals, in producing programs that align with local industry standards in the greater Birmingham area.</p>	<p>Innovate Birmingham will serve as the 3<sup>rd</sup> party intermediary for information technology career cluster.</p>
<p>Pack Health</p>	<p>Pack Health provides scalable proven digital health coaching for 25+ chronic conditions and serves as a National Board of Health and Wellness Coaching (NBHWC) certified training center.</p>	<p>Pack Health will serve as the 3<sup>rd</sup> party intermediary for healthcare career cluster.</p>
<p>Alabama Construction Workforce Alliance (ACWA)</p>	<p>Workforce development efforts initiated by construction industry organizations have resulted in the creation of The Alabama Construction Workforce Alliance (ACWA). This Alliance, headquartered within the Engineering Department of Auburn University, tailors the Alabama Workforce Council's Success Plus framework to the Alabama construction industry for the creation of a stronger and more resilient and diversified construction workforce. It is the mission of the ACWA to initiate participation, recruitment and retention of students involved in career pathways relative to the construction industry properly expanding the interest, participation, and training opportunities relative to state need.</p>	<p>ACWA will serve as the 3<sup>rd</sup> party intermediary for construction career cluster.</p>

<p>Regional Workforce Councils (RWCs)</p>	<p>The Regional Workforce Councils are Industry led boards in 7 regions across the state of Alabama that bring together local workforce partners for collaboration and action based solutions.</p>	<p>Representatives of the RWCs will serve on the 3-person regional panels that will approve participating employers in the AWSP.</p>
<p>The Alabama Workforce Investment Board and local Workforce Investment Boards (WIBs)</p>	<p>The Alabama Workforce Investment Board provides advice and policy guidance to the governor on building a strong workforce development system that aligns with economic development and skills training goals in the state and is responsible for the overall Workforce Innovation and Opportunity Act (WIOA) program. The local WIBs provide administration of the WIOA program at the local level.</p>	<p>The State Workforce Investment Board will direct the seven local workforce investment boards to prioritize ITA funding for AWSP participants.</p> <p>The local WIBs will serve on the 3-person regional panels that will approve participating employers in the AWSP.</p>

## Appendix B: Alabama Prioritized Rural Communities and Opportunity Zones

### Alabama Prioritized Rural Communities

The following Alabama counties meet the definition of rural as established by Section 114(e)(5)(A) of Perkins V:

Barbour, Bullock, Butler, Chambers, Cherokee, Choctaw, Clarke, Clay, Cleburne, Coffee, Conecuh, Coosa, Covington, Crenshaw, Cullman, Dale, Dallas, DeKalb, Escambia, Fayette, Franklin, Greene, Jackson, Lamar, Macon, Marengo, Marion, Marshall, Monroe, Perry, Pike, Randolph, Sumter, Talladega, Tallapoosa, Washington, Wilcox, and Winston.

### Alabama Opportunity Zones

STATE	COUNTY	CENSUS TRACT #	TRACT TYPE	ACS DATA SOURCE
Alabama	Autauga	01001020700	Low-Income Community	2011-2015
Alabama	Baldwin	01003010200	Low-Income Community	2011-2015
Alabama	Baldwin	01003010400	Non-LIC Contiguous	2011-2015
Alabama	Baldwin	01003010500	Low-Income Community	2011-2015
Alabama	Baldwin	01003010600	Low-Income Community	2011-2015
Alabama	Baldwin	01003011501	Non-LIC Contiguous	2011-2015
Alabama	Baldwin	01003011502	Low-Income Community	2011-2015
Alabama	Barbour	01005950100	Low-Income Community	2011-2015
Alabama	Bibb	01007010002	Low-Income Community	2011-2015
Alabama	Blount	01009050500	Low-Income Community	2011-2015
Alabama	Bullock	01011952200	Low-Income Community	2011-2015
Alabama	Butler	01013952800	Low-Income Community	2012-2016
Alabama	Calhoun	01015000700	Low-Income Community	2011-2015
Alabama	Calhoun	01015000800	Low-Income Community	2011-2015
Alabama	Calhoun	01015002101	Low-Income Community	2011-2015
Alabama	Chambers	01017954300	Low-Income Community	2011-2015
Alabama	Cherokee	01019955900	Low-Income Community	2011-2015
Alabama	Chilton	01021060102	Low-Income Community	2011-2015
Alabama	Choctaw	01023956800	Low-Income Community	2011-2015
Alabama	Clarke	01025957902	Low-Income Community	2011-2015
Alabama	Clay	01027959000	Low-Income Community	2011-2015
Alabama	Cleburne	01029959600	Low-Income Community	2011-2015
Alabama	Coffee	01031010900	Low-Income Community	2011-2015
Alabama	Colbert	01033020200	Low-Income Community	2011-2015
Alabama	Conecuh	01035960400	Low-Income Community	2011-2015

Alabama	Coosa	01037961000	Low-Income Community	2011-2015
Alabama	Covington	01039962000	Low-Income Community	2011-2015
Alabama	Covington	01039962700	Low-Income Community	2011-2015
Alabama	Crenshaw	01041963700	Low-Income Community	2011-2015
Alabama	Cullman	01043964800	Low-Income Community	2011-2015
Alabama	Cullman	01043965000	Low-Income Community	2011-2015
Alabama	Dale	01045020700	Low-Income Community	2011-2015
Alabama	Dallas	01047956500	Low-Income Community	2011-2015
Alabama	DeKalb	01049960900	Low-Income Community	2011-2015
Alabama	Elmore	01051031000	Low-Income Community	2011-2015
Alabama	Elmore	01051031300	Low-Income Community	2011-2015
Alabama	Escambia	01053970400	Low-Income Community	2011-2015
Alabama	Etowah	01055001200	Low-Income Community	2011-2015
Alabama	Fayette	01057020300	Low-Income Community	2011-2015
Alabama	Franklin	01059973700	Low-Income Community	2011-2015
Alabama	Geneva	01061050300	Low-Income Community	2011-2015
Alabama	Greene	01063060200	Low-Income Community	2011-2015
Alabama	Hale	01065040400	Low-Income Community	2011-2015
Alabama	Henry	01067030200	Low-Income Community	2011-2015
Alabama	Houston	01069041500	Low-Income Community	2011-2015
Alabama	Jackson	01071950600	Low-Income Community	2011-2015
Alabama	Jefferson	01073000100	Low-Income Community	2011-2015
Alabama	Jefferson	01073000300	Low-Income Community	2011-2015
Alabama	Jefferson	01073000400	Low-Income Community	2011-2015
Alabama	Jefferson	01073000500	Low-Income Community	2011-2015
Alabama	Jefferson	01073000700	Low-Income Community	2011-2015
Alabama	Jefferson	01073000800	Low-Income Community	2011-2015
Alabama	Jefferson	01073001200	Low-Income Community	2011-2015
Alabama	Jefferson	01073001400	Low-Income Community	2011-2015
Alabama	Jefferson	01073001500	Low-Income Community	2011-2015
Alabama	Jefferson	01073001600	Low-Income Community	2011-2015
Alabama	Jefferson	01073001902	Low-Income Community	2011-2015
Alabama	Jefferson	01073002200	Low-Income Community	2011-2015
Alabama	Jefferson	01073002303	Low-Income Community	2011-2015
Alabama	Jefferson	01073002400	Low-Income Community	2011-2015
Alabama	Jefferson	01073002700	Low-Income Community	2011-2015
Alabama	Jefferson	01073002900	Low-Income Community	2011-2015
Alabama	Jefferson	01073003001	Low-Income Community	2011-2015
Alabama	Jefferson	01073003002	Low-Income Community	2011-2015
Alabama	Jefferson	01073003200	Low-Income Community	2011-2015
Alabama	Jefferson	01073003900	Low-Income Community	2011-2015
Alabama	Jefferson	01073004200	Low-Income Community	2011-2015
Alabama	Jefferson	01073004500	Low-Income Community	2011-2015

Alabama	Jefferson	01073010200	Low-Income Community	2011-2015
Alabama	Jefferson	01073011209	Low-Income Community	2011-2015
Alabama	Jefferson	01073011705	Non-LIC Contiguous	2011-2015
Alabama	Jefferson	01073012002	Low-Income Community	2011-2015
Alabama	Jefferson	01073012701	Low-Income Community	2011-2015
Alabama	Jefferson	01073013100	Low-Income Community	2011-2015
Alabama	Lamar	01075030100	Low-Income Community	2011-2015
Alabama	Lauderdale	01077010100	Low-Income Community	2011-2015
Alabama	Lauderdale	01077010900	Low-Income Community	2011-2015
Alabama	Lawrence	01079979100	Low-Income Community	2011-2015
Alabama	Lee	01081040200	Low-Income Community	2011-2015
Alabama	Lee	01081040300	Low-Income Community	2011-2015
Alabama	Lee	01081040604	Low-Income Community	2011-2015
Alabama	Lee	01081040700	Low-Income Community	2011-2015
Alabama	Lee	01081040800	Low-Income Community	2011-2015
Alabama	Lee	01081041100	Low-Income Community	2011-2015
Alabama	Lee	01081041300	Low-Income Community	2011-2015
Alabama	Limestone	01083020201	Low-Income Community	2011-2015
Alabama	Limestone	01083020600	Low-Income Community	2011-2015
Alabama	Limestone	01083020700	Low-Income Community	2011-2015
Alabama	Lowndes	01085780800	Low-Income Community	2011-2015
Alabama	Macon	01087231500	Low-Income Community	2011-2015
Alabama	Macon	01087231603	Low-Income Community	2011-2015
Alabama	Macon	01087232200	Low-Income Community	2011-2015
Alabama	Madison	01089000201	Low-Income Community	2011-2015
Alabama	Madison	01089000202	Low-Income Community	2011-2015
Alabama	Madison	01089001301	Low-Income Community	2011-2015
Alabama	Madison	01089001402	Low-Income Community	2011-2015
Alabama	Madison	01089001500	Low-Income Community	2011-2015
Alabama	Madison	01089002100	Low-Income Community	2011-2015
Alabama	Madison	01089002501	Low-Income Community	2011-2015
Alabama	Madison	01089003000	Low-Income Community	2011-2015
Alabama	Madison	01089003100	Low-Income Community	2011-2015
Alabama	Madison	01089010622	Low-Income Community	2011-2015
Alabama	Marengo	01091972900	Low-Income Community	2011-2015
Alabama	Marion	01093964400	Low-Income Community	2011-2015
Alabama	Marion	01093964500	Non-LIC Contiguous	2011-2015
Alabama	Marshall	01095030100	Low-Income Community	2011-2015
Alabama	Mobile	01097000200	Low-Income Community	2011-2015
Alabama	Mobile	01097000401	Low-Income Community	2011-2015
Alabama	Mobile	01097000600	Low-Income Community	2011-2015
Alabama	Mobile	01097001002	Low-Income Community	2011-2015
Alabama	Mobile	01097001200	Low-Income Community	2011-2015

Alabama	Mobile	01097001302	Low-Income Community	2011-2015
Alabama	Mobile	01097001400	Low-Income Community	2011-2015
Alabama	Mobile	01097001501	Low-Income Community	2011-2015
Alabama	Mobile	01097001502	Low-Income Community	2011-2015
Alabama	Mobile	01097002600	Low-Income Community	2011-2015
Alabama	Mobile	01097002800	Low-Income Community	2011-2015
Alabama	Mobile	01097003402	Low-Income Community	2011-2015
Alabama	Mobile	01097006403	Low-Income Community	2011-2015
Alabama	Mobile	01097007400	Low-Income Community	2011-2015
Alabama	Monroe	01099076000	Low-Income Community	2011-2015
Alabama	Montgomery	01101000100	Low-Income Community	2011-2015
Alabama	Montgomery	01101000200	Low-Income Community	2011-2015
Alabama	Montgomery	01101000300	Low-Income Community	2011-2015
Alabama	Montgomery	01101000500	Low-Income Community	2011-2015
Alabama	Montgomery	01101000600	Low-Income Community	2011-2015
Alabama	Montgomery	01101001000	Low-Income Community	2011-2015
Alabama	Montgomery	01101001100	Low-Income Community	2011-2015
Alabama	Montgomery	01101002100	Low-Income Community	2011-2015
Alabama	Montgomery	01101002900	Low-Income Community	2011-2015
Alabama	Montgomery	01101005603	Low-Income Community	2011-2015
Alabama	Montgomery	01101005902	Low-Income Community	2011-2015
Alabama	Montgomery	01101006000	Low-Income Community	2011-2015
Alabama	Morgan	01103000100	Low-Income Community	2011-2015
Alabama	Perry	01105687000	Low-Income Community	2011-2015
Alabama	Pickens	01107050100	Low-Income Community	2011-2015
Alabama	Pike	01109189100	Low-Income Community	2011-2015
Alabama	Randolph	01111000500	Low-Income Community	2011-2015
Alabama	Russell	01113030200	Low-Income Community	2011-2015
Alabama	St. Clair	01115040203	Low-Income Community	2011-2015
Alabama	Shelby	01117030703	Low-Income Community	2011-2015
Alabama	Sumter	01119011300	Low-Income Community	2011-2015
Alabama	Talladega	01121010900	Low-Income Community	2011-2015
Alabama	Tallapoosa	01123962300	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125010403	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125010404	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125011600	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125011701	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125011800	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125012100	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125012303	Non-LIC Contiguous	2011-2015
Alabama	Tuscaloosa	01125012405	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125012600	Low-Income Community	2011-2015
Alabama	Tuscaloosa	01125012800	Low-Income Community	2011-2015

Alabama	Walker	01127020400	Low-Income Community	2011-2015
Alabama	Washington	01129044200	Low-Income Community	2011-2015
Alabama	Wilcox	01131035100	Low-Income Community	2011-2015
Alabama	Winston	01133965700	Low-Income Community	2011-2015

**Appendix C: Project Implementation Plan and Timeline**  
**Alabama Workforce Stabilization Program**  
**Anticipated Project Start and End Dates: January 2021 – December 2023**

Major Tasks	Expected Start Date	Expected Completion Date	Responsible Party	Notes
Develop agreements/MOUs with partnering organizations	YR1 MO1	YR1 MO2	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	
Develop detailed action plan for achievement of project goals for each grant partner.	YR1 MO1	YR1 MO2	GOEWT/AWC ALDOC/ACCS/ADOL/ ATN/ADHR/UA AAMA/PackHealth Innovate Birmingham/ MA/AWCA/WIOA Board/AOA/AIDT/ Learning Blade/Jumpstart AL	
Develop fiscal procedures to support grant allocation and payment.	YR1 MO1	YR1 MO2	ALDOC/ ACCS/ATN/UA	
Develop and implement a comprehensive and robust marketing and recruiting plan for AWSP.	YR1 QTR1	YR1 QTR2	GOEWT/AIDT	
Develop training standards for the AWSP.	YR1 MO2	YR1 MO3	AAMA/PackHealth Innovate Birmingham/ MA/AWCA/ACCS/ ATN/AIDT/Learning Blade/Jumpstart AL	
Develop process to review AWSP training programs and crosswalk with ACCS credit program for PLA.	YR1 QTR1	YR1 QTR2	ACCS	

Identify community partners in each region to provide wrap around support services in support of AWSP.	YR1 MO2	YR1 MO3	ADHR	
Develop AWSP training program procedures for approving eligible participating employers.	YR1 MO2	YR1 MO3	RWC/WIB/ACCS	
Develop process and procedures for delivery/implementation of AWSP training programs.	YR1 MO2	YR1 MO3	ACCS/ATN/ AIDT/Learning Blade/JumpStart AL	
Develop case management process and procedures specific for AWSP participants	YR1 MO2	YR1 MO3	ADOL	
Develop method to determine an aggregate upper limit on the number of employers, participants, and participants per employer allocated to each of Alabama's seven workforce regions and determine a process to reallocate unclaimed AWSP slots among the regions.	YR1 MO2	YR1 MO3	WIB	Ref. "ASWP Implementation Plan"
Develop wrap around support service process and procedures specific for AWSP participants.	YR1 MO2	YR1 MO3	ADHR	
Develop training agreement template to be used with participating AWSP employers and training providers	YR1 MO2	YR1 MO3	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	Develop training agreement template to be used with participating AWSP employers and training providers

Review employer AWSP applications for approval.	YR1 MO4	YR3 QRT4	RWC/WIB/ACCS	Will occur bi-monthly.
Develop and implement process for sharing participant data with the partner organizations.	YR1 QTR1	YR1 QTR2	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	
Develop procedures and process for capturing and reporting AWSP outcomes.	YR1 QTR1	YR1 QTR2	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	
Define and implement LMS to be used for delivery of AWSP training.	YR1 QTR1	YR1 QTR2	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	
Define, develop, and deliver training for all AWSP areas including programmatic and fiscal training.	YR1 QTR1	YR1 QTR2	GOEWT/AWC ALDOC/ACCS/ADOL/ ATN/ADHR/UA AAMA/PackHealth Innovate Birmingham/ MA/AWCA/WIOA Board/AOA/AIDT/ Learning Blade/Jumpstart AL	
Develop and Implement processes for CRM.	YR1 QTR1	YR1 QTR2	ACCS	
Review utilization and performance of funds and determine the reallocation of unclaimed funds.	YR1 MO4	Ongoing until complete	WIBS/ALDOC	Ref. "ASWP Implementation Plan".
Provide integrated case management and individual employment plans for AWSP participants	YR1 MO4	Ongoing until complete	ADOL	

Provide Assessment and certification of AWSP participants	YR1 MO4	Ongoing until complete	ADHR/ADOL	
Develop health management program for AWSP employer participants.	YR1 QTR2	YR1 QTR3	Vital UA	
Provide Mental Health First Aid (MHFA) training to AWSP employers and employees.	YR1 QTR2	YR1 QTR3	Vital UA	
Delivery of Level 1 training: OJT can occur concurrently.	YR1 QTR2	Ongoing until Complete	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	Frequency of course start date is bi-monthly
Delivery of Level 2 training: OJT can occur concurrently.	YR1 QTR2	Ongoing until Complete	ALDOC/ACCS/ ATN/AIDT/ Learning Blade/ Jumpstart AL	Frequency of course start date is bi-monthly
Report course and participant data and outcome metrics in GeoSolutions	YR1 QTR2	Ongoing until Complete	ALDOC/ACCS/ ATN/AIDT/	
Conduct course evaluations	At completion of RTI	Ongoing until complete	ALDOC/ACCS/ ATN/AIDT	
Conduct employer surveys to determine impact of training.	Within 24 months after completion of RTI	Ongoing until complete	ALDOC/ACCS/ ATN/AIDT	

## **Appendix D: List of Alabama's Special Populations under the 2020 WIOA Combined Plan**

- A. Displaced homemakers (as defined in WIOA sec. 3(16));
- B. Low-income individuals (as defined in WIOA sec. 3(36));
- C. Indians, Alaska Natives, and Native Hawaiians (as defined in WIOA sec. 166(b));
- D. Individuals with disabilities, including youth who are individuals with disabilities (as defined in WIOA sec. 3(25) (includes individuals who are in receipt of Social Security Disability Insurance));
- E. Older individuals (age 55 and older) (as defined in WIOA sec. 3(39));
- F. Ex-offenders (“offender” as defined in WIOA sec. 3(38));
- G. Homeless individuals or homeless children and youths;
- H. Youth who are in or have aged out of the foster care system;
- I. Individuals who are:
  - (i) English language learners (WIOA sec. 203(7));
  - (ii) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual’s family, or in society);  
and
  - (iii) Individuals facing substantial cultural barriers;
- J. Eligible migrant and seasonal farmworkers (as defined in WIOA sec. 167(i)(1-3));
- K. Individuals within two years of exhausting lifetime TANF eligibility;
- L. Single parents, including single pregnant women;
- M. Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and
- N. Such other groups as the Governor involved determines to have barriers to employment.
- O. Perkins Specific:
  - (i) Individuals preparing for non-traditional fields;
  - (ii) Youth with parents on active duty in the armed forces.

## Appendix E: Alabama Workforce Stabilization Program Performance Measures

AWSP PERFORMANCE MEASURES						
Category	Measures	Definition	Calculation	Data Source	Key Performance Indicators	Notes
<b>PARTICIPATION AND COMPLETION</b>	<b>Participation and Completion</b>					
	<i>Students Served</i>	Number of students receiving a grant-funded service (enrolling in an AWSP training program)	Count of enrolled students	Training Provider Records	7,944	
	<i>Completion Rate</i>	% of AWSP participants who complete the program	Number of AWSP participants who complete the program/Number of AWSP participants	State Workforce Investment Board	75 % goal for completers	RWP-ESF Grant Performance Measure
<b>LABOR MARKET IMPACT</b>	<b>Employment Rate</b>					
	<i>Sustained Employment</i>	% of AWSP participants that are employed in the second quarter after exit from training	Number of participants employed in the second quarter after exit from AWSP training/Total Participants	State Workforce Investment Board	70 % goal for participants employed	RWP-ESF Grant Performance Measure / WIOA Measure
	<i>Industry Retention Rate</i>	% of AWSP participants employed in the second quarter after exit who are employed full-time in an occupation that is directly related to the program of study	Number of AWSP participants employed in the second quarter after exit from AWSP who are employed full-time in an occupation directly related to the AWSP of study / Number of AWSP participants employed in the second quarter after exit from the AWSP with the AWSP employer.	State Workforce Investment Board	65 % goal for participants employed FT in-field	RWP-ESF Grant Performance Measure / WIOA Measure
	<b>Earnings</b>					
	<i>Median Earnings - Employed Any Field</i>	Median annualized earnings of participants trained using AWSP funds that are employed in the second quarter after exit from training	[Median quarterly earnings of AWSP participants that are employed in the second quarter after exit from training/Total number of AWSP participants] × 4 (annualized)	State Workforce Investment Board	A range within 20 % of the mean regional wage for the respective industry cluster	WIOA Measure
	<i>Median Earnings - Employed In-Field</i>	Median annualized earnings of participants trained using AWSP funds that are employed in the second quarter after exit from training in an occupation directly related to program of study	[Median quarterly earnings of AWSP participants that are employed in the second quarter after exit from training in an occupation directly related to their program of study//Total number of AWSP participants] × 4 (annualized)	State Workforce Investment Board	A range within 20 % of the mean regional wage for the respective industry cluster	WIOA Measure
	<i>Businesses Served</i>	Number of businesses who employ a program participant	Count of businesses who employ a program participant	State Workforce Investment Board and AL Dept. of Commerce	200	Participant data will be matched with employment and wage data obtained quarterly from AL Dept. of Commerce
	<i>Business Penetration</i>	Number of businesses served using AWSP funds by industry sector	Number of businesses served using AWSP funds by industry sector	State Workforce Investment Board	1 % of businesses in manufacturing; construction; IT; healthcare; and transportation, distribution, and logistics.	WIOA Measure
	<i>Business Recurrence Activity</i>	The % of employers receiving AWSP funded training services in a given fiscal year that return for additional training services in the subsequent fiscal year	Number of employers receiving AWSP training services in Year 1 and Year 2/Number of employers receiving AWSP training services in Year 1	State Workforce Investment Board	60% return goal	This measure is not distinguished by the training category. If a business returns in a subsequent fiscal year in any category, it will be considered in this measure
	<b>CREDENTIAL ATTAINMENT</b>	<i>Credential Attainment Rate</i>	The % of participants trained using AWSP funds who obtain a recognized postsecondary credential	The number of participants trained using AWSP funds who obtain a recognized postsecondary credential during training/Total Participants	State Workforce Investment Board	60% credential attainment goal for AWSP participants



## Appendix F: References - Alabama Workforce Stabilization Program

### ESF-RWP Grant Application

<sup>i</sup> Governor's Office of Education and Workforce Transformation Analysis of Alabama's UI Claims for the Week Ending on 15 August 2020, Based on Unemployment Compensation and Layoff Estimates Provided by the Alabama Departments of Labor and Commerce, 21 August 2020.

<sup>ii</sup> *Ibid.*

<sup>iii</sup> ACCS Enrollment Trend Report, Summer Terms, 2017-18 to 2019-20, Data Access and Exchange (DAX) Network, August 22,2020.

<sup>iv</sup> Cygnal, "Alabama Statewide Survey of the Underemployed and Unemployed," 4 August to 20 August 2020, accessed on 22 August 2020 <<https://app.displayr.com/Dashboard?id=a79e3b3b-6103-42d6-9b65-51929809b115#page=7d512081-8acd-46f4-b98d-8c337e26f6be>>.

<sup>v</sup> Alabama is the fifth poorest state in the nation according to census data analyzed by Alabama Possible, a non-profit based in Birmingham, AL: <http://alabamapossible.org/programs/datasheet/>.

<sup>vi</sup> See especially Public/ Private Ventures (2010), "Tuning into Local Labor Markets: Findings from the Sectoral Employment Impact Study," <https://ppv.issuelab.org/resources/5101/5101.pdf>; and MDRC (2020), "Long-Term Effects of a Sectoral Advancement Strategy," [https://www.mdrc.org/sites/default/files/WorkAdvance\\_5-Year\\_Report-Final.pdf](https://www.mdrc.org/sites/default/files/WorkAdvance_5-Year_Report-Final.pdf).

<sup>vii</sup> See Jobs for the Future (2019), "What works for Adult Learners: Lessons from Career Pathways Evaluations," <https://jfforg-prod-prime.s3.amazonaws.com/media/documents/SPUB-Adult-Learners-070219.pdf>; and Economic Mobility Corporation, "Nine-Year Gains: Project QUEST's Continuing Impact,"

<sup>viii</sup> See Jobs for the Future (2019), "What works for Adult Learners: Lessons from Career Pathways Evaluations," <https://jfforg-prod-prime.s3.amazonaws.com/media/documents/SPUB-Adult-Learners-070219.pdf>; and Economic Mobility Corporation, "Nine-Year Gains: Project QUEST's Continuing Impact,"

<sup>ix</sup> Jobs for the Future (2019),”Accelerating Pathways to Careers for Adult Learners,”  
[https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Adult\\_Learners\\_TAACCCT071519.pdf](https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Adult_Learners_TAACCCT071519.pdf)

<sup>x</sup> See Presidential Executive Order Expanding Apprenticeships in America (June 15, 2017):  
<https://www.whitehouse.gov/presidential-actions/3245/>

<sup>xi</sup> See especially Urban Institute (2019), “Skilling Up: The Scope of the Modern Apprenticeship,”  
[https://www.urban.org/sites/default/files/publication/101353/skilling\\_up\\_the\\_scope\\_of\\_modern\\_apprenticeship\\_0.pdf](https://www.urban.org/sites/default/files/publication/101353/skilling_up_the_scope_of_modern_apprenticeship_0.pdf).

<sup>xii</sup> See, for instance, Upjohn Institute (2019), “Building Shared Prosperity: How Communities Can Create Good Jobs for All,”  
<https://research.upjohn.org/cgi/viewcontent.cgi?article=1238&context=reports>.

<sup>xiii</sup> <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow>.

<sup>xiv</sup> *The Washington Post* (11/9/2019) highlighted Alabama’s economic development successes in comparison with neighboring Mississippi: “Why Alabama and Mississippi Economies Have Suddenly Gone in Opposite Directions.”

<sup>xv</sup> See Alabama case studies featured in National Skills Coalition (2019), “Expanding Opportunities: Defining Quality Non-Degree Credentials for States,”  
([https://www.nationalskillscoalition.org/resources/publications/file/9.18-NSC\\_QNDC-paper\\_web.pdf](https://www.nationalskillscoalition.org/resources/publications/file/9.18-NSC_QNDC-paper_web.pdf)) and in National Governors Association (2020), “Reimagining Workforce Policy in the Age of Disruption,” [https://www.nga.org/wp-content/uploads/2020/07/State-Guide-for-Preparing-the-Future-Workforce\\_2020-1.pdf](https://www.nga.org/wp-content/uploads/2020/07/State-Guide-for-Preparing-the-Future-Workforce_2020-1.pdf).

<sup>xvi</sup> <http://connectingcredentials.org/framework/>

<sup>xvii</sup> Jeanne Kitchens, Jeff Grann, and Deb Everhart, “Making Learner and Worker Records More Meaningful, Relevant, and Actionable: The Value of the Credential Transparency Description Language,” Credential Engine, 10 June 2020, accessed on 19 July 2020  
<<https://credentialengine.org/2020/06/10/making-learner-and-worker-records-more-meaningful-relevant-and-actionable-the-value-of-the-credential-transparency-description-language/>>.

xviii *Ibid.*

xix *Ibid.*

xx Alabama Community College System, Data Report, “Unduplicated Headcount of Alabama Community College Students Receiving Career and Technical Education,” 6 August 2020.

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# DAVID L. ALBRIGHT

## Professional Preparation

PhD, MSW, Social Work, Florida State University  
BA, Anthropology, Centre College

## Professional Experience

The University of Alabama - Professor, Associate Professor (tenured), Hill Crest Endowed Chair of Mental Health Research, Director, Office for Military Families and Veteran  
University of Missouri – Assistant Professor

## Fellowships

Rural Health Fellow, National Rural Health Association  
Research Fellowship, Department of Veterans Affairs  
Research Fellowship, RAND Corporation

## Honors, Awards, and Prizes

Outstanding Commitment to Advising Award, The University of Alabama  
President's Senior Faculty Research Award, The University of Alabama  
Outstanding Faculty Engagement Effort, The University of Alabama  
Dean's Faculty Award for Research, Teaching and Service, The University of Alabama, School of Social Work  
Distinguished Young Alumni Award, Florida State University, College of Social Work  
Inter-Campus Collaboration Award, University of Missouri System  
Outstanding Teaching Faculty Award, University of Missouri  
Pro Humanitate Human Service Professional Development and Training Literary Award, NSDTA

## CONTRACTS AND GRANTS

**Total Funding Since 2015 = ~\$28,706,276**

Current Research Support (8 awards since 2015, totaling ~\$19,890,250 as PI)

**ACCESS Community Health Network**

**The Mission Continues**

**Vettes4Vettes and United Way of Central Alabama**

**Alabama Department of Mental Health** (<https://www.ua.edu/news/2019/10/ua-to-lead-project-to-help-reduce-infan-mortality-rates-in-alabama>)

**Centers for Medicare & Medicaid Services**

**Substance Abuse and Mental Health Services Administration** (<https://www.fmc.com/news/2019/11/ua-receives-grant-to-address-mental-health-care>)

**National Center for Complementary and Integrative Health**

**Substance Abuse and Mental Health Services Administration** (<https://www.ua.edu/news/2016/07/ua-secures-8-million-contract-to-implement-integrated-health-care-in-alabama>)

Completed (18 awards since 2015, totaling ~\$8,816,026)

<https://www.ua.edu/news/2017/12/ua-study-to-look-deep-into-impact-factors-for-cystic-fibrosis>

<https://www.ua.edu/news/2019/01/ua-signs-partner-to-study-needs-of-alabama-older-military-veterans>

## SCHOLARLY OR CREATIVE ACTIVITIES

**Total Publications = 139 articles, reports, books, chapters, and encyclopedia entries**

**Total Presentations = 158 refereed and invited presentations**

## Publications

**Refereed Journal Articles** (Total = 108 articles; Since 2015 = 70)

**Reports** (Total = 6 reports)

**Books** (Total = 1 book)

**Invited Book and Monograph Chapters** (Total = 21 chapters)

**Encyclopedia Entries** (Total = 3 entries)

## Presentations

**Refereed Presentations and Symposia** (Total = 124; Since 2015 = 89)

**Invited** (Total = 34; Since 2015 = 17)

**Courses Taught** at The University of Alabama  
Systematic Review (PhD-level; multiple times)  
Instrument & Measurement (PhD-level; multiple times)  
Independent Study (multiple times)  
Dissertation Research (multiple times)  
Dissertation Research (multiple times)  
Non-Dissertation Research (multiple times)  
Field Education (MSW-level; multiple times)  
Evaluation Research (MSW-level; multiple times)

**New Course Development** at The University of Alabama  
Military Culture (Honors)  
Systematic Review (Doctoral)

**Doctoral Chair** at The University of Alabama  
Kirsten Laha-Walsh (2019 – present)  
Kelli Godfrey (2018 – present)  
Jessica Bertram (2017 – present)  
Dr. Brad Barber (graduated 2020) - *Attitudes and Opinions Toward Stress-Related Support Services Among Police in a Southern State: A Qualitative Study*

**Doctoral Committee Member** at The University of Alabama  
Gina Thayer (2020 – present)  
Jim Meadows (2017 – present)  
Dr. Robert McKinney (graduated 2018) – *Relationships Between Social Sector Spending, Public Healthcare Spending, and Mental Health Service Use*

**Master's Thesis Committee Member** at The University of Alabama  
Louis Bustos (graduated 2020) – *The Effects of Military Specific Stressors on Military-Dependent Youth's Attachment: The Role of Mother's Perceived Nurturance*

## SERVICE

### **University of Alabama**

System

- Committee on Veterans Affairs

University

- Mediation Committee
- Life Institute Creation Task Force, Search Committee, and Advisory Board
- Research Committee (Chair: 2018-2019; Member: 2015-2017)
- Faculty Teaching and Research Support Committee

School

- Dean Search Committee (Chair: Current)
- Rank, Tenure and Promotion Committee
- Graduate Faculty Review Committee
- Research Committee
- PhD Committee
- Dean's Faculty Advisory Committee
- Tenure-Track Faculty Search Committee (Chair: 2019-2020)
- Tenure-Track Faculty Search Committee
- MSW Committee

### **International**

Scientific Planning Committee, Canadian Institute for Military and Veteran Health Research

**National/Federal**

Committee on the Well-being of Military Families, National Academies of Sciences, Engineering, and Medicine  
Posttraumatic Stress Disorder Committee, Substance Abuse and Mental Health Services Administration  
Health Equity Council, National Rural Health Association  
Board of Advisors, National Association of Veteran-Serving Organizations

**State of Alabama**

Council on Opioid Misuse and Addiction – Gubernatorial Appointment

- Community Engagement Committee (Chair: Current)
- Task Force on Veterans and Opioids (Chair: Current)
- Treatment and Recovery Support Committee (Co-Chair: Current)
- Workforce Committee

Alabama Executive Veterans Network - Gubernatorial Appointment

- Education and Research Committee (Chair: Current)
- Health Committee (Chair: 2016-2018)

Alabama Rural Health Association

- Board of Directors

Alabama Rural Health Coalition for the Homeless

- Board of Directors

Task Force on Opioid Misuse in Women, Department of Public Health

Data-Driven Prevention Initiative (DDPI) for Heroin and Opioid Abuse/Overdose, Department of Mental Health

Task Force on Veterans in Criminal Justice System, Department of Corrections

MyVA Board of Directors – Appointed by Commissioner of Department of Veteran Affairs

- Research Committee (Chair: 2015-2018)

**City of Tuscaloosa**

Leadership Tuscaloosa

The Salvation Army Advisory Board

Rotary Club

**Social Work Profession**

Editorial Board Memberships

- *The Journal of Social Work Practice in the Addictions*
- *Traumatology* (Associate Editor, Consulting Editor)
- *Research on Social Work Practice* (Managing Editor)
- *Health & Social Work* (Consulting Editor)
- *Military Behavioral Health* (Founding Editorial Board Member)
- Social Welfare Group, *The Campbell Collaboration*

Guest Editor for Refereed Journal Issues

- *Aging & Mental Health* - Life review and reminiscence
- *Best Practices in Mental Health* - Military/veteran-connected populations
- *Journal of Family Theory and Review* - Military/veteran-connected families
- *Journal of Gerontological Social Work* - Aging military veterans
- *Journal of Poetry Therapy* - Bridging the gap: Creative expression and military service members, veterans, and their families.
- *Social Work and Health* - Veteran mental health

Other

- Council on Social Work Education, Military Social Work Track (Chair: 2012-2018)
- National Association of Social Workers, Consultant: Military Social Work, Rural Social Work
- American Psychological Association, Division 56, Executive Committee

**ED CASTILE**

**CAREER HISTORY**

**2015 – PRESENT    Deputy Secretary, Workforce Programs  
Alabama Department of Commerce**  
401 Adams Avenue  
Montgomery, AL

Leads the Workforce Development Division of the Department of Commerce that includes: AIDT, Alabama Office of Apprenticeship, Regional Workforce Councils, Workforce Innovations Opportunity Act (WIOA) and the Alabama Workforce Council. Responsible for programs and activities related to the management, personnel, and financial aspects of each. Total combined staffing for the five programs is just under 200 employees with a combined budget of \$117,000,000. Reports directly to the Secretary of Commerce.

**1993- PRESENT    DIRECTOR  
ALABAMA INDUSTRIAL DEVELOPMENT TRAINING (AIDT)**  
One Technology Court  
Montgomery, AL 36116

Serves as the Chief Executive Officer of Alabama Industrial Development Training Institute (AIDT), providing statewide leadership for industrial training. Responsible for providing business and industry with job specific industrial training and workforce recruitment, and with screening for new and expanding industries. Responsible for activities of the Institute and assisting the Department of Commerce, other state agencies and local communities with economic development activities. Responsible for multiple projects requiring fiscal responsibility and program management. AIDT works on average with 130 companies per year and just under 30,000 trainees. The Director assists the Governor and Secretary of Commerce with industry recruitment and workforce development activities on domestic and international projects. Assists national and international organizations with policy development regarding workforce management at all levels. Manages a \$65,000,000 dollar annual budget in addition to over \$100,000,000 in real property, equipment and other assets.

Since 1993, AIDT has been included in the top seven state workforce programs in the country and since 2004 has been consistently ranked one, two or three. AIDT is the only workforce training program in the country

to earn an ISO 9001:2015 certification (since 2002) for a quality management system and continuous improvement. Alabama has moved to the top in several industry categories, including the automotive industry, now producing over 1 million vehicles annually.

AIDT has been a powerful incentive program involved in virtually all new job opportunities offered to Alabama citizens over the last two decades. AIDT created, implemented and manages the Alabama Robotics Technology Park (RTP), Maritime Training Center (MTC), Alabama Workforce Training Center and Montgomery Regional Workforce Training Center in addition to training centers at Mercedes Benz US International, Honda of Alabama, Hyundai Motor Manufacturing of Alabama, AM/NS Outokumpo and Airbus of Alabama.

**1989 – 1993**

**DIRECTOR OF INDUSTRIAL TRAINING**

**State of Tennessee**

**Department of Economic and Community Development**

Industrial Training Service

Suite 660 Volunteer Plaza

500 James Robertson Parkway

Nashville, TN 37243-0406

Responsible for the planning, development and implementation of a wide range of customized training programs for specific industry needs. The approximately 115 industries served yearly included manufacturing, distributions, service, back office and telecommunications. Responsible for a multi-million dollar budget, full and part-time staff, and all state industrial training programs serving approximately 8,000 people yearly. Worked as a liaison with a network of Area Vocational Schools, Technical Institutes, Community Colleges, Universities, Chambers of Commerce and Marketing Consultants. Responsible for support services including custom videos, audiovisuals and training manual development. Responsible for marketing the training program through company presentations and written communications. The job included extensive national and international travel. Continued initiatives in developing statewide seminars and conferences in TQM, ISO 9000 and other customer needs. Coordinated the development of the Tennessee Quality Award.

**1984 – 1993**

**ADJUNCT FACULTY**

**Department of Industrial Studies**

**Middle Tennessee State University**

Murfreesboro, TN 37132

Designed and delivered graduate and undergraduate level courses for teacher certification serving trade and industry secondary vocational teachers. Taught Engineering Graphics courses at the undergraduate level.

**1988 – 1989**

**HEAD STATE SPECIALIST FOR TRADE AND INDUSTRY PROGRAMS**

**Tennessee Department of Education**

**Vocational Division**

Room 200 Cordell Hull Building

Nashville, TN 37219

Program Leader for approximately 1,100 secondary trade and industry vocational programs statewide. Responsible for state mandated curriculums, program management, teacher certification requirements, monitoring and assuring adherence to state rules and regulations.

State Director of 16,000-member youth organization (VICA) including budget, constitutional responsibilities, district and state leadership, including Skill Olympics conferences. Formed a statewide advisory council to advise the trade and industry program involving industry management and educational leaders. Initiated industry partnerships that have since been incorporated into state education reform plan.

**1984 – 1988**

**INDUSTRIAL TRAINING CONSULTANT**

**State of Tennessee**

**Department of Economic and Community Development**

Industrial Training Service

Suite 660 Volunteer Plaza

500 James Robertson Parkway

Nashville, TN 37243-0406

Provided technical training support for industry, including contract and budget negotiation consultation, task analysis, videotape productions 35mm slide/tape presentations, script writing, narrations and manual production. Leader in core groups that designed and developed special programs such as "Train the Trainer." Conducted workshops on "Train the Trainer," preemployment, etc. Acted as inventory and property officer.

**1978 – 1984**

**DRAFTING INSTRUCTOR**

**Bedford County Vocational Center**

1407 Madison Street

Shelbyville, TN 37160

Responsible for the development and delivery of a 3-level drafting program for secondary students including machine and architectural drafting. Student organization advisor for program (VICA). Responsible for fundraising budget and travel to district, state and national conferences.

**1976 – 1978**

**BREEDING MANAGER**  
**JOE AND JUDY MARTIN STABLES**  
Shelbyville, TN 37160

Developed and managed a horse breeding operation to include all aspects, from scheduled breeding to business management of farm operations.

**1971 – 1976**

**GROOM/TRAINER**  
**JOE AND JUDY MARTIN STABLES**  
Shelbyville, TN 37160

Worked as groom and “catch rider” for owner/trainer within the training Operation. Assisted with all activities of a working horse farm.

**EDUCATION**

Masters of Vocational Technical Education, 1983  
Middle Tennessee State University  
Murfreesboro, TN 37132

Bachelor of Science – Industrial Studies Education, 1977  
Middle Tennessee State University  
Murfreesboro, TN 37132

Shelbyville Central High School, 1973  
Shelbyville, TN 37160

**AFFILIATIONS**

Alabama Workforce Council  
State Workforce Innovation Opportunity Act (WIOA) Board.  
Economic Development Association of Alabama Board. of Directors  
2-time Past President of the National Association of Industry  
Specific Training Director (NAISTD)  
Chairman of the Alabama Productivity Center Advisory Board.  
Chairman of the Governor’s Education Attainment Committee  
Federal Reserve Bank of Atlanta Human Capital Advisory Board.

# Shemedrea Johnson, MBA



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## SUMMARY

Extremely motivated and results-driven professional with exceptional leadership skills and expert knowledge in the administration of grants and contracts. Provide guidance and support to program managers and senior leadership with decision making by providing solutions to address issues that affect day-to-day operations and management. Provide monitoring of the expenditure of funds to include planning, organizing, administering, directing and accounting for the operation of funding.

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## PROFESSIONAL EXPERIENCE

### **Alabama Department of Commerce, AIDT**

**2019-Present**

#### ***Assistant Director of Federal Programs and Grant Administration***

- Provide timely and actionable advice to the Deputy Secretary of Commerce for Workforce Programs
- Provide leadership and program strategy related to securing grants and additional funding for the Workforce Development Division, Regional Workforce Councils, Alabama Office of Apprenticeship, and Robotics Technology Park
- Serve as subject matter expert on policy-related issues impacting Workforce Development
- Monitor and approve grant expenditures for equipment, materials, and resources to ensure expenditures meet organizational guidelines and objectives.
- Plan, organize, and develop short-term and long-term objectives for Workforce Program operation
- Responsible for advising and advocating on federal and state legislative and regulatory proposals that impact workforce policy
- Prepares and manages proposals for grants in accordance with funder's policies and legal requirements
- Provide oversight and guidance in executing grant program activities and ensure compliance with federal and state regulations.
- Crafts, articulates and manages the strategy, priorities and implementation objectives for effective development and management of public grants
- Monitors federal/public legislation and related activities to anticipate funding opportunities
- Reviews and approve all federal, state, local and foundation grant submissions
- Creates, leads, facilitates and sustains critical partnerships to achieve specific grant program objectives and ensure continuing grants success.
- Secures appropriate external partnership agreements, MOUs and letters of commitment from key grant participants
- Facilitates and nurture partnerships to assist Commerce leadership in creating and assessing new discretionary public funding stream opportunities

### **H. Councill Trenholm State Community College, Montgomery, Alabama**

**2001- 2019**

#### ***Director of Restricted Programs & Fiscal Affairs – Office of Finance and Administrative Services***

- Provide leadership, supervision, and evaluation of administrative, professional and paraprofessional personnel
- Assist the Dean of Finance in the formulation of the institutional budget
- Assist the Dean of Finance with the day-to-day operation of finance and administrative services and serve as second-in-command in the dean's absence
- Work with division directors to prepare documentation for budget hearings and to develop the fiscal year budget by forecasting, projecting, and analyzing expenditures and program fiscal needs

- Prepare statistical information for the college upon request
- Respond to inquiries from college personnel regarding payroll, payables, purchasing, auxiliary, and other relevant functions
- Administer the disposal of surplus property
- Responsible for compliance with policies of the Alabama Community College System Board of Trustees, the College and all pertinent state and federal laws
- Prepare cash flow projections, cost and program analysis to assist in planning and execution college operations
- Responsible for review and updates to financial policies and procedures to ensure the protection of the college's financial resources and detect and eliminate errors in accounting practices
- Provide specialized analyses in support of planning for capital projects
- Lead for the coordination of external and internal audits, preparing audit responses and producing requested documentation

***Director of Restricted Programs – Office of Finance and Administrative Services***

- Responsible for ensuring compliance with Uniform Guidance in the management of grants and contracts
- Prepare the Schedule of Federal Awards for the annual audit
- Responsible for fiscal management that includes budget preparation, revisions, and amendments, and review program expenditures against goals, regulations, and requirements
- Prepare financial statements, schedules, and notes for the Annual Financial Report Review engagement
- Responsible for program reconciliations, monitoring program expenditures, reimbursements, and grant close-out
- Monitor budget execution and expenditures and prepare monthly status reports for grants and contracts
- Monitor all equipment purchased under grants and contracts, including location and condition of the equipment
- Perform periodic programmatic and cost analysis for senior management decision making and management inquires as it relates to grants and contracts
- Coordinate and execute post-award grants management and administrative functions, including implementation and analysis of grant budgets, requisitioning grant funds, monitoring program compliance, and progress
- Responsible for the coordination and submission of required performance and financial reports to Grantor agencies
- Develop payroll and benefits budgets based on current Board approved salary schedules and benefits to ensure employees' salaries are properly allocated to grants and contracts
- Develop and delivers training sessions to College grant and contract personnel

***Interim Dean of Finance – Office of Finance and Administrative Services***

- Acted as chief institutional officer for finance and business operations
- Informed the President of all significant financial and business operation developments at the campuses
- Coordinated the functional roles of financial services with other college-wide administrators
- Provided executive oversight for the business operations of the college
- Provided leadership and coordination of financial planning and budget management
- Ensured that the college accounting operations and procedures and reporting conformed to GAAP
- Developed, monitored and administered all budgets for the college
- Prepared statistical information for the college upon request
- Negotiated and administered contracts and agreements on behalf of the college
- Supervised college vending operations
- Served on the college's executive leadership team
- Provided effective supervision and development of employees within the Division
- Provided leadership and guidance regarding all financial matters for the college
- Managed activities between assigned divisions and other divisions within the college
- Monitored state legislative processes related to community colleges

**Tuskegee University, Tuskegee, Alabama**  
***Financial Analyst – Office of Grants and Contract Accounting***

**1998-2001**

- Coordinated major financial reporting and budgeting
- Analyzed revenue and expenditure trends and ensured proper financial control
- Reconciled grant and contract accounts for monthly drawdowns
- Approved purchase requisitions and accounting transactions for general ledger entry
- Compiled and analyzed financial information to prepare entries to the University's general ledger
- Prepared necessary schedules for year-end A-133 Audit
- Maintained compliance with regulations and reporting based on OMB Circulars
- Responsible for maintaining the grants and contracts Chart of Accounts

**Electronic Data Systems Loan Origination Center, Montgomery, Alabama**  
***Financial Analyst/Business Analyst***

**1996-1998**

### **CONTRACTUAL EXPERIENCE**

**Independent Contractor**  
***Grants Evaluator***

**2011 - Present**

- Read, review, evaluate, and score grant applications
- Prepare written correspondence detailing rationale for grant scoring
- Participate in conference call for panel discussions regarding grant merits

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### **EDUCATION**

Troy State University, Montgomery, Alabama  
Master of Business Administration

Alabama State University, Montgomery, Alabama  
Bachelor of Science in Finance

### **PROFESSIONAL CERTIFICATES**

Certificate, Grants Management, Management Concepts, 2011

Alabama Community College Leadership Academy, 2019  
University of Alabama

# Joshua J Laney

## Education

- [ 1995 ] Central High School Phenix City , AL  
**Advanced Academic Diploma**
- [ 1995-1997 ] Chattahoochee Valley Phenix City , AL  
**Undergraduate Studies**
- [ 1997-2000 ] Auburn University Auburn, AL  
**B.S. Secondary Science Education (General Science)**
- [ 2002-2003 ] Troy State University Phenix City, AL  
**Masters Degree Secondary Education Leadership**
- [ 2006-2007 ] Troy State University Phenix City, AL  
**Specialist in Secondary Education Leadership**

## Professional experience

- [ 1997-2000 ] Auburn University Physics Department Auburn, AL  
**Technology Manager for Science In Motion**
- Maintained and repaired computers and lab equipment used in the program
  - Purchased equipment and supplies under state bid guidelines
  - Built and maintained a web-site for the program
  - Trained high school teachers in use of equipment
- [ 2000-2003 ] Central High School Phenix City, AL  
**Science Teacher/ Department Head**
- Taught Anatomy & Physiology, Physics, Biology, Physical Science, and Graduation Exam Remediation
  - Science Department Head responsible for scheduling shared resources and representing the interests of the department in the School Leadership Team
  - Head Cross Country Coach and Assistant Track Coach
- [ 2003-2011 ] South Girard Junior High Phenix City, AL  
**Assistant Principal**
- Responsible for discipline, scheduling, supervising special education program, supervising athletic programs, administering PEPE, building maintenance, security, summer school, textbooks, and technology implementation
  - Supervised construction of \$1.8 million cafeteria, two computer labs, new athletic facilities, and renovation of auditorium
  - Developed and implemented remedial programs to keep students on grade level
  - Established partnerships with local agriculture industry leaders to provide field trips and funding for projects for special education students
  - Assisted in completing SACS accreditation process
  - Supervised all aspects of the Special Education program

[ 2009-2015 ]                      Phenix City Public Schools                      Phenix City, AL

**District Energy Manager**

- Responsible for developing and implementing a comprehensive Energy Conservation Program
- Responsible to train all district employees in the techniques and best practices for energy conservation as provided by Cenergistic, Inc.
- Received training in HVAC, building and facilities management, communications, and public relations
- Successfully implemented the program to generate cost avoidance of 32% per month, which was the highest in the state (Average \$45,000 per month in savings)

[ 2013 ]                                      Phenix City Public Schools                                      Phenix City, AL

**Interim Principal of Central High School**

- Maintained leadership responsibilities for Career Technical Education simultaneously
- Assumed leadership during the deployment of the regular principal and successfully maintained positive momentum in the high school and the Career Tech Program while leading both
- Carried out personnel actions including recruiting, retaining, and replacing teachers
- Worked with the Superintendent to develop new personnel policy relating to employee drug use
- Managed school financial responsibilities within appropriate laws and regulations
- Supervised Assistant Principals and established clear roles and responsibilities to make sure all school needs were met
- Planned and executed all the major events in a regular school calendar (prom, graduation, football season, etc.)

[ 2011-2015 ]                                      Phenix City Public Schools                                      Phenix City, AL

**Career Technical Director**

- Increased enrollment in Career Technical programs by implementing active recruiting strategies and removing barriers to entry including fees and gender bias
- Successfully campaigned the state CTE department to fully fund the CTE Director which had a positive impact on the general fund equal to half the Director's salary
- Established a College and Career Counselor position for Career Tech to better assist students in creating plans for careers and post-secondary studies
- Carried out all aspects of personnel activities including recruiting, orienting, retaining, and replacing staff
- Developed existing programs into more dynamic and innovative models which have become the gold standard for CTE programs in the State
- Implemented a totally new HVACR program to provide marketable technical skills to students
- Led implementation of the Career Preparedness course for all 9<sup>th</sup> grade students including curriculum development, teacher training, and instructional resource selection
- Supervised construction and remodeling program to bring the CTE Center up to date and provide the capability to train students in current industry standards
- Created an effective action plan to identify barriers to non-traditional student enrollment (Girls in shop classes and boys in cosmetology)

[ 2015-2019 ] Alabama State Department of Education Montgomery, AL  
**Senior Director for Workforce Development**

- Held primary responsibility for maintaining engagement with workforce and economic development entities including the Governor’s Workforce Development Council, the Regional Workforce Development Councils, the Economic Development Partnership of Alabama, the Alabama Department of Commerce, the Alabama Department of Labor, and many others
- Provided training and technical assistance to Local Education Agency administrative and instructional personnel in the areas of Perkins law, finance, program development, school administration, scheduling, and workforce engagement
- Led alignment of curriculum selection and programmatic implementation
- Directly engaged with the Alabama Community College System and individual colleges across the state to develop policies and procedures for the implementation of \$11.5 million annual technical dual enrollment scholarship funds
- Managed all aspects of Career Readiness Indicators including annual state-wide grants in excess of \$1.5 million
- Oversaw the development and implementation of formative and pre-certification assessments with Scantron for health science and food service exams which are the first of their kind in the nation.
- Participated in the development and deployment of the Alabama Simulated Workplace Model in Career Technical Centers across the state
- Served as a resource and training provider for the Auburn Transition Leadership Institute to assist students with special needs in the transition from school to work
- Assisted Local Education Agencies with planning, renovating, program selection, equipment, and creating new career tech centers

[ 2019-Present ] Alabama Office of Apprenticeship Montgomery, AL  
**Director, Alabama Office of Apprenticeship**

- Led the creation of the first Alabama Office of Apprenticeship and achieved approval as a State Apprenticeship Agency from the US Department of Labor
  - Created policies and procedures to govern the implementation of federally recognized registered apprenticeship programs
  - Expanded the use of registered apprenticeship throughout Alabama as a workforce solution
  - Oversaw the budgeting and administration of state and federal funds
  - Applied for, received, and managed federal grants
  - Led multi-agency coalition in work-based learning expansion and coordination
  - Served as Chief Advisor to the Governor’s Office of Education and Workforce Transformation
  - Served as Officer of the Education and Training Technical Advisory Committee for the Governor’s Alabama Credentialing and Career Pathways Committee
  - Worked with legislators and policy makers to create and implement policy Partnered with multiple state agencies to further the goals of the organization
- 2017- Appointed by Governor Kay Ivey to represent K-12 Education on the State Workforce Innovation and Opportunity Act (WIOA) Board
- 2017- Appointed Member of US Space and Rocket Center Educational Advisory Board

**Active Memberships  
and Appointments**

- 2018- Chief Advisor to the Governor’s Office of Education and Workforce Transformation
- 2019- Appointed by Governor Kay Ivey as the K-12 Liaison to the Governor’s Office of Education and Workforce Transformation
- 2019- Appointed by Governor Kay Ivey to Advisory Council for Excellence in STEM Education
- 2019- Appointed by Governor Kay Ivey as the first Director of the new Alabama Office of Apprenticeship
- 2019- Appointed Education and Training Officer for the Alabama Committee on Credentialing and Career Pathways
- Member: National Association of State and Territorial Apprenticeship Directors, National Association of Workforce Development Professionals, Alabama Association of Career Technical Educators, Alabama Association of Career Technical Administrators

**Relative Technical**

**Skills and Training**

- Skilled in public speaking, presenting, and interviewing
- Skilled in eGap (Federal grants management application)
- Training in school safety by the Alabama Association of School Resource Officers
- Training in Special Education law and the re-authorization of IDEA from the Southeast Area Council for Administrators of Special Education
- Training from Cenergistic Inc in HVAC maintenance and operations, plant management, public relations, and communications

**References**

Dr. Philip Cleveland  
 Former Interim Alabama State Superintendent of Education  
 PO Box 302101  
 Montgomery, AL 36130-2101  
 [REDACTED]

Tommy Vickers  
 Principal, Central High School  
 2400 Dobbs Drive  
 Phenix City, AL 36870  
 [REDACTED]

Sophia Taylor  
 Teacher, Central High School  
 2400 Dobbs Drive  
 Phenix City, AL 36869  
 [REDACTED]

Nick Moore  
 Education Advisor to Governor Kay Ivey  
 600 Dexter Avenue  
 Montgomery, AL 36104  
 [REDACTED]

Ed Castile  
 Deputy Secretary of the Alabama Department of Commerce  
 1 Technology Court  
 Montgomery, AL 36116  
 [REDACTED]

## TONYA LEE

### EDUCATION

- 2011            **AUBURN UNIVERSITY OF MONTGOMERY**  
Master's Degree of Public Administration
- 1991            **AUBURN UNIVERSITY**  
Master's Degree in Education
- 1990            **AUBURN UNIVERSITY**  
Bachelor's Degree in Education

### PROFESSIONAL EXPERIENCE

- 1999-           **ALABAMA DEPARTMENT OF LABOR**  
Present:        **MONTGOMERY, ALABAMA**  
                  **Assistant LMI Director**

- Twenty-one years of experience in the development, production, analysis, and management of short-term and long-term industry and occupational employment projections.
- Fourteen years as manager of the Workforce Information Grant, awarded annually through the Wagner-Peyser Act of 1933, and retained in the Workforce Innovation and Opportunity Act of 2014. Annually submit work plans, deliverables, reports and fiscal budgets. Establishing policies, procedures, schedules, timelines and priorities ensuring all grant deliverables are developed, maintained and submitted timely. Preparing and submitting annual performance reports to the US Dept. of Labor, Employment and Training Administration as required.
- Fourteen years managing Alabama's Occupational Employment Statistics program, is a fed/state partnership, managed and regulated by the US Department of Labor, Bureau of Labor Statistics. Supervised and led a diverse staff of statisticians, administrative assistants, temporary personnel, and state professional trainees. Ensured Alabama's program met all guidelines and methodologies set forth by the U.S. Bureau of Labor Statistics in the annual cooperative agreement. Developed and implemented various methods of employer engagement to collect occupational employment and wage data, ensuring that strict measures are taken to keep individual employer information confidential, adhering to the Confidential Information Protection and Statistical Efficiency Act (CIPSEA).
- Researched, developed and submitted an informational Green Jobs grant request, garnering a \$1.1 million award for Alabama's Labor Market Information Division under federal legislation entitled "*America's Recovery and Reinvestment Act.*" Managed all aspects and activities of the Green Jobs Grant to include writing quarterly operational plans, obtaining vendor contracts, managing multi-year budgets, negotiating private/government partners, writing and submitting quarterly performance reports, developing a survey instrument, selecting a statistically valid sample of employers using standards developed by the US Department of Labor, and Bureau of Labor Statistics, analyzing final survey data, and publishing reports on the final results.
- Coordinating with partner agencies to explore and develop innovative methods of combining datasets to construct a relational database that provides more comprehensive information in which to aid state and local economic agencies, offices and officials in preparing Alabama's

future workforce and to lure new businesses, industries and capital investment to the State of Alabama.

- Planned, organized, and implemented project to survey employers in the State of Alabama to ascertain the skills needed in their organizations to align workforce training programs with industry demand.
- Maintain close working relationships with economic development partners, workforce development associates and state educators by compiling and analyzing critical labor market information needed to support Alabama's primary goal of attracting new industries while retaining a cutting-edge workforce as well as preparing the development of an innovative labor force required in the very near future.
- Serve as Alabama's primary labor market information expert in various education and workforce development efforts across the state to include the Governor's Taskforce on College and Career Readiness, Alabama's Career Technical Education, Alabama's National Guard - Planning Division, Governor's Office of Education and Workforce Transformation, and other organizations such as economic developers, local & regional area chambers of commerce, city planners, and various industry associations.
- Four years as the National Policy Council Representative on the Occupational Employment Statistics (OES) policy council representing the entire Southeast region of the United States. Worked to negotiate national standards favorable to the southeast states by emphasizing the significance of the individual states' roles in an all-encompassing federal/state partnership. Helped to establish national compliance methods backed by federal legislation and/or federal regulatory means, overseen by the US Dept. of Labor, Bureau of Labor Statistics.
- Serve as the ADOL representative and expert in the development of a statewide longitudinal data system, connecting data from education and workforce agencies to provide long-term data outcomes of groups of individuals with similar characteristics. Began by serving on grant proposal committee in 2015. In 2016, provided assistance to support legislation to develop and fund data system. In 2016, was named Alabama's Longitudinal Data System Director for Workforce, working to continue the work of developing the system. Assisted with legislation introduced in 2017 to codify and fund data system. Led the effort, and wrote, the grant proposal for the Workforce Data Quality Initiative (WDQI) grant from US Department of Labor, obtaining the award of \$1 million for the Alabama Department of Labor for the development of a workforce longitudinal data system. Attend WDQI and SLDS annual conference annually since 2016, working closely with technical assistance team from both programs.
- In 2018, appointed as the Governor's Office of Education and Workforce Transformation (GOEWT) Advisor on Education and Workforce Statistics to include the following responsibilities: Director of the GOEWT Division of Education and Workforce Statistics, Project Developer and Manager of ATLAS on Career Pathways, Project Development and Manager of ACCET, serve as support for the P20W Council by implementing their policies and direction for ATLAS and ACCET. Submitted grant proposal to the US Dept of Education in 2019, winning a 4 year SLDS grant, toward further ATLAS and ACCET development, totaling \$3.5 million, and is presently managing that grant.
- Serve as data expert in support of the Alabama Committee on Credentialing and Career Pathways (ACCCP), providing data recommendations, explanations, and data for occupations that meet criteria for being considered as high demand occupations for regions and state.

**EDUCATION**

- 2009-2012 **HARVARD UNIVERSITY** **CAMBRIDGE, MASSACHUSETTS**  
*Bachelor of Liberal Arts, Extension Studies, History and Government, May 2012, cum laude*
- 2007-2009 **ENTERPRISE-OZARK COMMUNITY COLLEGE** **ENTERPRISE, ALABAMA**  
*Associate of Arts, History and Political Science, May 2009, summa cum laude*

**PROFESSIONAL EXPERIENCE**

- December 2017 **GOVERNOR KAY IVEY (AL)** **MONTGOMERY, ALABAMA**  
 —Present **Education Policy Advisor and Director of the Governor’s Office of Education and Workforce Transformation.**  
 Manages the education and workforce policy portfolios; advises the Governor on creating an education-to-workforce pipeline for in-school youth and disconnected Alabamians by braiding Carl D. Perkins Career and Technical Education (CTE) and Workforce Innovation and Opportunity Act (WIOA) funds to meet the Alabama postsecondary education attainment goal and to increase Alabama’s labor force participation rate; advises the Governor on aligning education and workforce programs to meet the needs of industry, as determined by primary and secondary labor market information; creates policy solutions to implement the Governor’s Strong Start, Strong Finish education initiative, including the Alabama Campaign for Grade-Level Reading, the Governor’s STEM Council, the Governor’s Computer Science Advisory Committee, and the Governor’s Office of Education and Workforce Transformation.
- February 2017— **SENATOR LUTHER STRANGE (AL)** **WASHINGTON, D.C.**  
 December 2017 **Legislative Assistant.** Managed the healthcare, education, labor, and housing portfolios; conducted quantitative and qualitative policy analysis; supervised legislative correspondents; co-led the Senate Values Action Team; specialized in Medicare and Medicaid policy, drug pricing, 1332 innovation waivers, rural healthcare, and the Medicare area wage index; negotiated with the Senate HELP and Finance Committees to secure amendments to the Better Care Reconciliation Act.
- August 2015— **REPRESENTATIVE MARTHA ROBY (AL-02)** **WASHINGTON, D.C.**  
 February 2017 **Legislative Fellow.** Prepared responses to constituent correspondence concerning education, health care, and labor issues; conducted oversight research on federal agencies under the purview of the House Appropriations Committee; researched and drafted legislation concerning K-12 and higher education, Medicaid and Medicare, and workforce development; prepared questions and remarks for House Appropriations Committee hearings.
- August 2012— **LOWNDES COUNTY SCHOOLS** **HAYNEVILLE, ALABAMA**  
 July 2015 **Teach for America Corps Member, Central High School, Government and United States History.** Increased the composite ACT score of students at Central High School by eight points between 2012 and 2015.

**TRAINING EXPERIENCE**

- August 2015— **TEACH FOR AMERICA, CAPITOL HILL FELLOWS PROGRAM (CHFP)** **WASHINGTON, D.C.**  
 August 2016 **Fellow.** Selected for placement in a paid congressional staff position supported by Teach for America.
- Summer 2015 **12<sup>th</sup> JUDICIAL CIRCUIT DISTRICT ATTORNEY’S OFFICE** **ENTERPRISE, ALABAMA**  
**Intern.** Shadowed deputy district attorneys in criminal and civil court proceedings; compiled case outlines and analysis; attended pre-trial diversion hearings; acquired legal research and writing skills by drafting motions and depositions.
- Summer 2011 **SENATOR RICHARD SHELBY (AL)** **WASHINGTON, D.C.**  
**Intern.** Attended hearings and produced reports for the Senate Banking Committee; conducted tours of the United States Capitol; conducted research through the Congressional Research Service on the impact of expanding the Port of Mobile.

## **RESUME**

**Keith Phillips**

## **EDUCATION**

Bachelor of Science in Agribusiness Education – Auburn University – Auburn, Alabama – 1995

## **EMPLOYMENT HISTORY**

Executive Director Alabama Community College System (ACCS) Workforce Development, Montgomery, Alabama, May 1, 2020 – Present

Chief executive officer for ACCS workforce development responsible for administering and supervising all functions of the organization as well as providing oversight for workforce development.

Executive Director – Alabama Technology Network (ATN), Montgomery, Alabama, November 1, 2017 – Present

Provides the executive leadership and manages the operation of the statewide Alabama Technology Network, the MEP for the State of Alabama.

Interim/Acting President – Alabama Technology Network (ATN), Montgomery, Alabama, May 16, 2016 – October 31, 2017

Provided leadership and management of the statewide Alabama Technology Network (ATN), the MEP for the State of Alabama during the vacancy of the President/CEO.

Director of Operations – Alabama Technology Network (ATN), Montgomery, Alabama, February 1, 2016 – May 15, 2016

As Director of Operations, I provided leadership for the implementation of administrative services, including but not limited to business services, computer services, ATN research and ATN institutional effectiveness. I provided day-to-day operation and leadership support to the President/CEO's Office as well as statewide delivery of client services and the operations of the business model to achieve organizational goals. I offered supervision and oversight of ATN center locations and Center Directors, as well as engaged and interacted with the ATN Advisory Council.

Eufaula ATN Center Director – Alabama Technology Network (ATN), Eufaula, Alabama, March 2009 – February 2016

As Eufaula ATN Center Director, I provided technical assistance, advice and recommendations, problem solving, research and implementation assistance to business and industry; Supervised the daily operations of three ATN Center Offices (Eufaula, Dothan and Enterprise) and staff to include adhering to ISO policies and procedures, proposal and contract review; Coordinated and assisted ATN Center staff with projects to optimize center efficiency; Conducted marketing and sales activities of ATN products and services to business and industry within the state; Negotiated and executed contractual agreements with business and industry clients as well as with third party vendors; Responsible for developing center strategic goals, development and implementation of operating budgets, approval of expenditures and maintaining ATN owned assets;

Responsible for reporting and engaging NIST clients to satisfactory complete NIST MEP surveys timely; Developed statewide relationships with external organizations to raise the awareness of ATN's mission and services; Directed ATN center efforts of marketing, communication and public relations with internal and external organizations and partners; Actively represented ATN in the local community as well as statewide, maintaining positive public relations and informing key stakeholders of ATN project work and accomplishments; For a period of two years also supervised the staff of the Montgomery/Selma ATN Center staff.

City President/Market President – MidSouth Community Bank, Eufaula and Auburn, Alabama, July 2001 – February 2009

As City President/Market President of MidSouth Bank of two markets, I managed continued growth of the bank's portfolio of loans and deposits and employees utilizing company guidelines, products, policies and procedures and by establishing annual goals and budgets; Implemented and maintained a business development program to identify existing customer needs, instill customer loyalty and to build additional prospective customer relationships for future business growth; Supervised and worked with branch managers and department supervisors to ensure continued growth and success of branch bank locations, personal growth of employees by encouraging internal as well as external training, tracking and reviewing goals and objectives, adhering to established bank policy and procedures and promoting the importance of community involvement of all employees; Conducted monthly board meetings directly with the bank's CEO, CFO and local advisory council in Barbour and Lee County regarding bank balance sheet and income statement items specific to each respective market.

# Tammy Wilkinson

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## Objective

To use the knowledge and skills I have acquired over the last 30 years.

## Education

**BACHELORS DEGREE | AUGUST 1992 | AUBURN UNIVERSITY MONTGOMERY**

- Major: Finance
- Minor: none

## Skills & Abilities

### MANAGEMENT

- Manage the Workforce Development Division with forty-three (43) staff members and works with Career Center staff from all over Alabama.

## Experience

**WORKFORCE DEVELOPMENT DIVISION DIRECTOR | ALABAMA DEPARTMENT OF COMMERCE | FEBRUARY 2020 - PRESENT**

- Administers federal and state workforce development programs to include state level WIOA, 65-county local area, One-Stop Career Centers and discretionary funded programs that provide assistance to economically disadvantaged youth, adults, dislocated workers and others needing assistance to enter or re-enter the labor force.
- Directs the work of section leaders, supervisors, technical and non-technical personnel in the development and administration of state and federal programs assigned to the WDD to ensure compliance with state and federal rules, regulation, laws and statutes.
- Develops and oversees division budget, operation plans, management policies and procedures, WIOA plans and program evaluations to ensure compliance with appropriate rules, regulations and guidelines.
- Reviews and approves specific administrative and fiscal actions such as division expenditures, discretionary funding requests, grant applications, contracts and related budgets to ensure compliance with fiscal rules, regulations and guidelines.
- Prepares and presents reports on assigned programs and projects; analyzes, interprets and disseminates information on various state, federal and other related programs, identifies programs affecting Alabama, evaluates alternative forms of state and federal programs and makes recommendations concerning the use, cost and effectiveness of available programs to ensure the receipt of the programs' benefits and adhere to the goals of the division/department.
- Establishes and maintains networks with state agencies, federal government representatives and others for the purpose of evaluating new or innovative programs and recommending those that may be appropriately implemented in Alabama. Represents the agency and state on committees,

boards and groups related to workforce development to provide and secure information on workforce development, education, employment and economic development activities.

- Interprets and implements existing laws, rules and regulations affecting programs assigned to the WDD to ensure compliance with state and federal rules, regulations and guidelines.
- Oversees the preparation and reviews quarterly and annual WIOA, NEG and other federal financial and performance reports before submission to US Department of Labor, and State and Local Boards following instructions, regulations and written policies to ensure information is accurate and timely. Ensures quarterly and annual financial and performance reports are submitted to the Department of Labor in a timely manner. Oversees the use of WRIS wage information in the preparation of financial and performance reports that are submitted to DOL. Participates in WRIS conference calls and on-site reviews.
- Oversees technical assistance that is provided to staff in the (7) local workforce development areas, Alabama Career Center System, contractors, and WDD regarding the participant database system and WIOA performance measures. Provides technical assistance to staff regarding participants' information and the correction of in the AJL and AlaWorks systems.
- Ensures compliance with Department of Labor regulations, directives and ensures recordkeeping and program participation/outcomes with federal and state regulations. Reviews guidelines, policy information, and directives associated with program activities and services so that information provided to contractors and/or local area staff is correct.
- Oversees training on the AlabamaWorks system for Alabama Career Center System staff, contractors, and WDD employees; answers technical questions regarding the system. Conducts training for GWDA staff and contractors on WIOA performance measures. Works with IT staff in the enhancement of the MIS system by providing any changes, additions, and/or deletions that are required under WIOA for submission to Department of Labor.
- Coordinates with WDD employees regarding the issuance of directives, procedures, projects numbers, etc., and with federal officials regarding the submission of performance reports for the local areas. Works with staff to resolve complaints/problems with procedures, policies, or computer systems. Provides information to examiners for their operational review.
- Coordinates/works with Local and/or State Workforce Investment Boards, Regional Advisory Committees, and Executive Committee in order to provide information, assist with Board/Committee requests, or serve as a liaison so that information is provided in a timely and effective manner. Provides performance, financial, participant, data, and system report to State and Local Boards, Division Director, division staff, Career Center staff and others as requested.
- Evaluates the performance of division staff and implements disciplinary and termination procedures to ensure compliance with Department of Commerce's policies and procedures and State Personnel Board rules

**WORKFORCE DEVELOPMENT MANAGER | ALABAMA DEPARTMENT OF COMMERCE | NOVEMBER 2012 – FEBRUARY 2020**

- The Reporting Supervisor for the Workforce Development Division. Responsible for supervising six (6) employees.
- Ensured data is accurately entered in the database systems. Ensures that our Workforce Investment Act and National Emergency Grant performance is reported accurately to the US Department of Labor.
- Worked with Database Administrator to ensure we are capturing all the reportable items and criteria required for reporting performance, meeting deadlines, reports are submitted accurately

and timely. Reports to the State and Local Workforce Investment Boards on performance of our WIA and NEG programs.

- Responsible for issuing and disseminating Directives and Guidance to Career Center managers and staff regarding policies, changes to database system, reporting requirements, other items as necessary.
- Coordinates with Career Center management on participant reviews, Data Validation, Reporting, etc. Conducts on-site visits to Career Centers.
- Ran financial and participant reports for local area staff, contractors and senior level staff to ensure programs are being managed appropriately and participants are being served.
- Coordinates with senior level staff on special projects. Coordinates with private sector insurance broker to ensure the AWIA workers compensation policy is correct and invoices are paid in a timely manner.
- Attends State and Local Workforce Investment Board meetings. Works with Division Director on special projects. Administers the Eligible Training Provider List and website. Ensures the Training Provider website is up-to-date, implements upgrades, works with software company to prevent and correct any technical difficulties, review requests to add information to the website and Provider list, and approves or denies requests for programs to be added to the Provider list.
- Worked closely with the USDOL Fed Rep and Performance Specialist to ensure our performance and program information is in compliance. Works with Training Providers to answer questions, provide technical assistance, and provide information on the application process. Works closely with Department of Industrial Relations staff to ensure Career Centers are entering information correctly, ensure the 2 data systems are working properly, and to coordinate the issuance of technical assistance/reporting guidance.

**PLANNING & ECONOMIC DEVELOPMENT SPECIALIST I/II AND III | ALABAMA DEPARTMENT OF ECONOMIC & COMMUNITY AFFAIRS | DECEMBER 2001 - OCTOBER 2012**

- Served as Program Manager for the Disability Program Navigator Grant (\$2 million) (DPN) and for the WIRED Grant (\$15 million).
- Provided technical assistance to contractors concerning Workforce Investment Act and DPN contracts, modifications, budgets, budget amendments, and program issues.
- Conducted site visits to contractors to monitor programs and to provide technical assistance and ensures policies and regulations are adhered.
- Prepared Grant modifications or changes that were submitted to the US Department of Labor in order to maintain program compliance and financial integrity.
- Worked with Career Centers across the state to ensure individuals with disabilities were being served, coordinated meetings with Career Center staff, Navigators and local organizations.
- Prepared contract agreements, modifications, monitored the program and ensured contracts were in compliance with all federal regulations and guidelines and Workforce Development Division (WDD) policies.
- Prepared reports, financial and programmatic, that were sent to the US Department of Labor on a monthly, quarterly and annual basis.





OFFICE OF THE GOVERNOR



STATE CAPITOL  
MONTGOMERY, ALABAMA 36130

**KAY IVEY**  
GOVERNOR



STATE OF ALABAMA

August 5, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Governor of Alabama, I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In April 2018, I set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. Alabama's attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

In order to make substantial steps towards alleviating this crisis, Alabama will use the RWP grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately. People are out of work, and many are facing financially precarious situations. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



Governor



**vital**  
Improving Wellness in Alabama

August 13, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Ms. Berg:

Vital commits to participating in and supporting the State of Alabama in its application for the Reimagining Workforce Preparation (RWP) grant.

Alabama is one of many states facing the deleterious effects of the COVID-19 pandemic and recognizes it must address this crisis immediately. Alabamians are out of work, and many are facing financially precarious situations. Thoughtfully steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid Alabama's economic recovery and reestablish a sense of stability and hope. Further, the state recognizes that the pandemic is resulting in workplace stress, occupational burnout, and mental health and substance use disorders that need to be addressed.

Vital will provide the following services in conjunction with the submitted proposal:

- Develop and implement a workplace health assessment survey;
- Develop and implement a series of focus groups for 200 employers focused on workplace stress, occupational burnout, mental health, substance use, and well-being;
- Develop and pilot a health management program and coping strategies for 200 employers;
- Provide Mental Health First Aid Training to 200 employers;
- Will participate in state-level committees, as requested; and
- Will participate in all dissemination efforts, including manuscripts, presentations, reports, and manuscript writing.

If you need additional information, then please contact me at [REDACTED]

Sincerely,

[REDACTED]  
David L. Albright, PhD  
Professor & Hill Crest Foundation Endowed Chair in Mental Health Research | Vital Principal Investigator  
The University of Alabama | School of Social Work | Box 870314 | Tuscaloosa, AL 35487

**THE UNIVERSITY OF ALABAMA®**



ALABAMA HOSPITAL ASSOCIATION

August 14, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Executive Vice President of the Alabama Hospital Association (AlaHA), I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant. This grant would aid Alabama's innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic.

The mission of the Alabama Hospital Association is to support its members as the leaders of health care in their communities and, through advocacy, representation, information, education, and communication, assist them in effectively serving the healthcare needs of Alabama. In partnership with state entities, the Alabama Hospital Association fully supports workforce expansion in areas of our state as healthcare workers are in dire need in many areas of employment through the Alabama Workforce Stabilization Program (AWSP).

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately through the AWSP. People are out of work, and healthcare employees are in tremendous demand. Steering individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations like those in healthcare will aid our economic recovery and re-establish a sense of stability and hope. AlaHA proudly supports what the AWSP means for the future of Alabama's workforce.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,

  
Danne Howard  
EVP and Chief Policy Officer,  
Alabama Hospital Association



# Alabama Nursing Home Association

*Serving Alabama Since 1951*

## OFFICERS

*Sal Lee Sasser-Williams*  
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Andalusia

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Region VIII  
Geneva

*John Burchfield*  
Region IX  
Tuscaloosa

August 14, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

### RE: Education Relief Fund: Reimagining Workforce Preparation Grant

Dear Ms. Berg:

On behalf of the Alabama Nursing Home Association, I am writing to support Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. The workforce needs in health care throughout the state have increased with the recent pandemic.

The Alabama Nursing Home Association (ANHA) is a non-profit trade association representing 97% of Alabama's skilled nursing facilities. Our members are dedicated to providing quality health care and life enrichment for individuals residing in nursing homes. In partnership with state entities, the ANHA fully supports workforce expansion in all areas of our state through the Alabama Workforce Stabilization Program (AWSP). The program will deliver skills-based training in the form of initial skills training, job maintenance training and upskilling to Alabamians who are now at risk of employment and job sustainability.

Alabama is one of many states facing the harmful effects of the pandemic, and we recognize that it must be addressed immediately. People are out of work, and health care employees are in tremendous demand. Steering individuals into rapid, industry-specific and competency-based retraining programs will result in employment within in-demand industry occupations, aid our economic recovery and re-establish a sense of stability and hope. The ANHA wholeheartedly supports the AWSP and this application.

Thank you for your consideration.

Sincerely,  


Brandon Farmer  
President & CEO

4156 Carmichael Road, Montgomery, AL 36106

 [www.anha.org](http://www.anha.org)



# Thinking Media

A DIVISION OF SAI INTERACTIVE, INC.

340 Frazier Ave. Chattanooga, TN 37405



August 13, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As President and CEO of Thinking Media the creators of Learning Blade, I am writing express my enthusiastic support for Alabama’s application for the Reimagining Workforce Preparation (RWP) grant. Alabama has recruited us to partner in the implementation of the Alabama Workforce Stabilization Program (AWSP) which aims to ameliorate the acute reskilling and upskilling needs that have arisen as a result of the COVID-19 pandemic.

As the creators of the national ACT WorkKeys® curricula (KeyTrain® and Career Ready 101®), we have been in the workforce development arena for over 20 years. We believe that this proposal will be a unique model for other states to follow.

The AWSP will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, it will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers. Learning Blade, a platform of Thinking Media, will be expanded and used to deliver a robust career exploration environment in addition to a customized, virtual Ready-to-Work course that credentials a worker for basic competencies in their new industry of choice.

Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid Alabama’s economic recovery and reestablish a sense of stability and hope. Thinking Media and Learning Blade wholeheartedly support this endeavor and look forward to working with this forward-thinking state in the implementation of such an effort.

Thank you, in advance, for your consideration of Alabama’s application. Please contact me if I can be of futher assistance.



Sheila Boyington  
President/CEO- Thinking Media/Learning Blade®  
National States Chair - Million Women Mentors®/ STEMconnector®





OFFICE OF THE GOVERNOR

KAY IVEY  
GOVERNOR

STATE OF ALABAMA  
August 12, 2020

DEPARTMENT OF LABOR

FITZGERALD WASHINGTON  
SECRETARY OF LABOR

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Assistant Director of the Alabama Department of Labor's (ADOL) Labor Market Information (LMI) Office, Workforce Development Division, I support Alabama's application for the Reimagining Workforce Preparation (RWP) grant. In order to make substantial steps towards alleviating the effects of the COVID-19 pandemic, Alabama will use the RWP grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off.

Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers. My role in the implementation of the AWSP is to track the various metrics for evaluation of the program's efficacy and progress and submit reports to the USDOE.

The COVID-19 pandemic has only emphasized the importance of achieving Governor Ivey's Success Plus postsecondary educational attainment goal through nontraditional workplace training that AWSP enables. Steering displaced individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,

  
Tonya Lee  
Assistant Director  
Labor Market Information Division  
Alabama Department of Labor

August 12, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

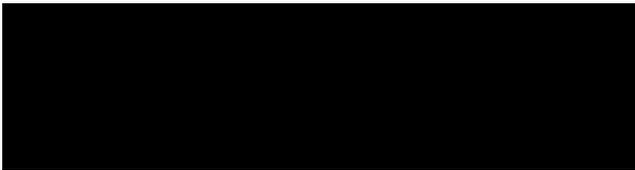
As the Workforce Development Division Director for the Alabama Department of Commerce, I am writing to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant. This grant will greatly impact our efforts to engage Alabamians in education and workforce reskilling and upskilling during the COVID-19 pandemic by directly bolstering the Alabama Workforce Stabilization Program (AWSP).

By combining data from various state partners, Alabama has been able to build out the AWSP, which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Appropriate training exists for eligible employees not only for entry level employment, but also for continued employment in areas of greatest need. By aligning with the RWP grant and working with state agencies, Alabama will make substantial strides towards alleviating the current crisis.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately. This effort can help reestablish a sense of stability and support by equipping these individuals with the education necessary for rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



Tammy Wilkinson  
Division Director  
Workforce Development Division



**Innovate  
Birmingham**

August 13, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

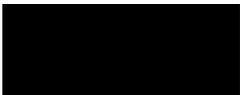
As Executive Director for Innovate Birmingham, I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In the state of Alabama, there are more tech jobs than individuals with the technology skills necessary to fulfill those jobs. Innovate Birmingham, initially funded by USDOL's America's Promise grant, works to upskill young adults to meet technology labor market needs. Through expansive student recruitment toward individuals either unskilled or under-skilled for the vastly expanding landscape of jobs in the career field of Information Technology, Innovate Birmingham provides bootcamps and rapid training in areas of data analysis and software development. Partnerships with various business and industry companies provide pre-apprenticeships and employment opportunities to our students as they expand their career field.

In order to make substantial steps toward alleviating Alabama's unemployment crisis, Innovate Birmingham plans to provide our specialized training approach in implementing the IT pathway training as part of the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately. People are out of work, and many are facing financially precarious situations. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



Haley Medved Kendrick, PhD  
Executive Director, Innovate Birmingham



August 13, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Chairman of the Alabama Workforce Council, I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would aid our efforts to address the acute reskilling and upskilling crisis created by the COVID-19 pandemic. In April 2018, Governor Ivey, with the support of the AWC, set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. Alabama's attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

Over the past four years, recommendations made by the Alabama Workforce Council have resulted in the realignment of the state's workforce structure, increased productivity of the regional workforce development councils, encouraged collaboration between the education and business communities, helped grow the number of career coaches in the state's public high schools, developed a statewide AlabamaWorks! workforce brand, and supported the statewide educational attainment goal. The Alabama Workforce Council's commitment to the state has only increased in order to make substantial steps towards alleviating our current crisis.

Alabama is one of many states facing the deleterious effects of the pandemic, and business and industry recognizes that we must address it immediately. People are out of work, and many are facing financially precarious situations. Steering these workers into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



Chairman, AWC



August 18, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As the industry members of the Alabama Construction Workforce Alliance (ACWA), we, the Alabama Associated General Contractors (AGC) and Alabama Road Builders Association (ARBA), express our support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant. While this letter does not represent a financial commitment by the ACWA, AGC, or ARBA, it does indicate our eager participation as third-party intermediaries between the construction industry and the proposed Alabama Workforce Stabilization Program (AWSP) program. The ACWA, led by its industry members, understands the importance of this grant and how it will aid Alabama's innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic.

The mission of ACWA is to support its members as the leaders of excellent construction in their communities and, through advocacy, representation, information, education, and communication, assist them in effectively serving the development needs of Alabama. In partnership with state entities, the ACWA fully supports workforce expansion in our state through the Alabama Workforce Stabilization Program (AWSP), as construction workers are in high-demand.

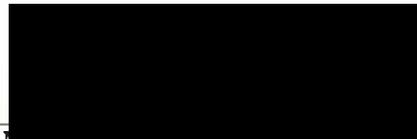
Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately through the AWSP. People are out of work, and healthcare employees are in tremendous demand. Steering individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations like those in construction will aid our economic recovery and re-establish a sense of stability and hope. The ACWA, AGC, and ARBA proudly supports what the AWSP means for the present and future of Alabama's workforce.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



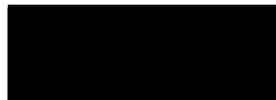
Billy Norren  
Chief Executive Officer  
Alabama Associated General Contractors (AGC)



Michael Ferren  
President  
Alabama Road Builders Association (ARBA)



KAY IVEY  
GOVERNOR



## STATE OF ALABAMA

August 5, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

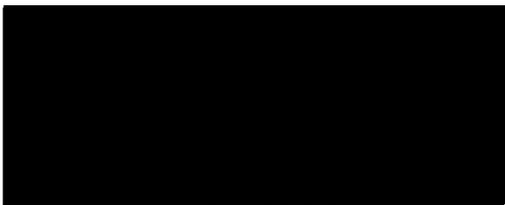
Dear Ms. Berg:

As Coordinator of the Governor’s Office of Education and Workforce Transformation and Governor Ivey’s Education Policy Advisor, I fully support Alabama’s application for the Reimagining Workforce Preparation (RWP) grant. This grant will aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama’s workforce by 2025. Alabama’s attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

In order to make substantial steps towards alleviating this crisis, Alabama will use the RWP grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for participants.

Alabama is one of many states facing the deleterious effects of the pandemic, and Governor Ivey recognizes that we must address it immediately. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment in in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama’s application.



Coordinator, GOEWT

Alabama Automotive Manufacturers Association  
204 Temple Ave S | Fayette, AL 35555



[REDACTED]  
www.alautoindustry.org

August 12, 2020

**Ms. Erin Berg**

Program Manager

US Department of Education

400 Maryland Avenue SW, Room 11113

PCP, Washing, D.C. 20202

RE: Education Relief Fund: Reimagining Workforce Preparation Grant

Dear Ms. Berg:

As President of the Alabama Automotive Manufacturers Association (AAMA), I support Alabama's application for the Reimagining Workforce Preparation grant. In order to address the acute workforce training needs created by COVID-19, Alabama will use the grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. The Alabama Automotive Manufacturers Association, the trade association representing Alabama's five automotive original-parts manufacturers, will serve as the third-party intermediary for the transportation, distribution, and logistics career pathway for the AWSP.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize our responsibility to help address it immediately. Steering workers into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our state's economic recovery.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,

[REDACTED]  
Ronald Davis, P.E.

AAMA President  
[REDACTED]  
[REDACTED]



FEDERAL  
RESERVE  
BANK  
of ATLANTA

Research Department  
1000 Peachtree Street, NE  
Atlanta, GA 30309  
404-498-  


August 14, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

The Federal Reserve Bank of Atlanta (Atlanta Fed) is pleased to confirm its commitment to continue its ongoing collaboration with the state of Alabama on projects relating to the Dashboard for Alabamians Visualizing Income Development (DAVID) tool. The DAVID tool provides critical occupational information when engaging as many displaced or dislocated workers in Alabama as possible.

As part of the Atlanta Fed's efforts to explore issues raised by marginal tax rates within public benefits programs, we have partnered with the Alabama Office of Education and Workforce Transformation and Alabama Committee for Credentialing and Career Pathways to identify how marginal tax rates interact with the state's in-demand career pathways for youth and adult learners. Over the course of two years of collaborative work, combining the Atlanta Fed's methodological capabilities with Alabama's policy expertise, we have developed the DAVID tool. The tool will give stakeholders, career counselors, and workers a short- and long-term perspective on the financial gains and barriers to career advancement in Alabama.

In order to make substantial steps towards alleviating the effects of the COVID-19 pandemic, Alabama will use the DAVID tool to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Aside from including initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers, DAVID aids career center specialists in guiding displaced workers to training for a high-wage, high-demand career pathway.

We are committed to continuing to provide our support, via the Atlanta Fed staff and the production of the DAVID tool, without charge, toward the development, deployment, implementation, and evaluation of DAVID in Alabama.

Sincerely,  


David Altig, Executive Vice President and Director of Research

August 14, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

On behalf of the Alabama Power Foundation, I am pleased to offer this letter of support for the state of Alabama's application for the Reimagining Workforce Preparation (RWP) grant.

This grant will amplify the foundation already laid by state partners to reskill and upskill Alabamians struggling to find opportunity and facing financial hardship as a result of the COVID-19 pandemic. To address this crisis, Alabama will implement the Alabama Workforce Stabilization Program (AWSP) to deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. The AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers.

By steering individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations, the AWSP will aid our economic recovery and reestablish a sense of stability and hope.

We believe that this initiative is timely, achievable, and transformative. Thank you for your thoughtful consideration of this grant application.

Sincerely,



Myla Calhoun  
President  
Alabama Power Foundation

OFFICE OF THE GOVERNOR

KAY IVEY  
GOVERNOR



STATE OF ALABAMA

August 6, 2020

DEPARTMENT OF COMMERCE

GREG CANFIELD  
SECRETARY OF COMMERCE

Ms. Erin Berg, Program Manager  
U.S. Department of Education  
400 Maryland Ave, SW, Room 11113  
PCP, Washington, D.C. 20202

RE: Education Stabilization Fund- Reimagine Workforce Preparation

Dear Ms. Berg:

As Deputy Secretary of Commerce, I am pleased to write a letter in support of Alabama's application for the Education Stabilization Fund – Reimagine Workforce Preparation (ESF-RWP) grant to aid in the economic recovery of the state due to the impacts of COVID-19. When I received notice about this opportunity, I was overly elated because it directly aligns with Governor Ivey's postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to the Alabama workforce by 2025.

The COVID-19 impacts on Alabama's workforce were immediate and hard, quickly unraveling the economic progress that the state started to celebrate just one month before with a record low unemployment rate of 2.7% for January and February of this year. Then in March, Alabama reported its first cases of COVID-19, which aided in the decline of the economy. Workforce impacts are enormous! Add to that the impacts on the education, and healthcare systems, it is evident that Alabamians have a tough road plowing forward.

With the project, Alabama will continue building the economy by training individuals in high-wage and high-demand industry sectors, helping to eliminate the critical impacts that this virus has had on our state and its families. Our State Workforce Board will surely take full advantage of this opportunity to revive our economy while placing our citizens in positions that create sustainable employment. An employable labor force is the foundation of all economic growth and development. With that in mind, we are excited about the possibilities this project could have for our community and future workforce.

[REDACTED]  
Ed Castle, Deputy Secretary

PR/Award # V425G200015



August 12, 2020

Ms. Erin Berg,  
Program Manager,  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113, PCP,  
Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Chairman of the Alabama Workforce Investment Board and President of Manufacture Alabama, I support Alabama's application for the Reimagining Workforce Preparation (RWP) grant. The support provided through the grant would help our efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. As the state WIOA board chairman, I am committed to making that a reality, even in the face of the challenge that the pandemic has brought to us. The Workforce Investment Board believes that the Alabama Workforce Stabilization Program (AWSP) is the perfect plan to address these issues.

The AWSP will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers. Also, as president of Manufacture Alabama, we are committed to being a third-party intermediary for advanced manufacturing training.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,

A black rectangular box redacting the signature of George Clark.

George Clark  
Chairman, Alabama Workforce Investment Board  
President, Manufacture Alabama



Kay Ivey  
Governor

# State of Alabama Department of Human Resources

S. Gordon Persons Building  
50 Ripley Street  
P. O. Box 304000  
Montgomery, Alabama 36130-4000

[www.dhr.alabama.gov](http://www.dhr.alabama.gov)



Nancy T. Buckner  
Commissioner

August 14, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Commissioner of the Alabama Department of Human Resources, I write to express my support for Alabama’s application for the Reimagining Workforce Preparation (RWP) grant that would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama’s workforce by 2025. Alabama’s attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

Through state initiatives that focus on human capital development, tremendous gains have been made to provide not only opportunities for Alabamians in workforce expansion efforts but also in recognizing the need for and providing a solution of wrap-around services that will assist and aide in reducing outside risks for residents of the state. These services will partner with the existing Department of Human Resources SNAP Employment and Training Program to enable Alabamians to progress seamlessly through varied pathways toward advanced education and employment. Partnering with the Alabama Workforce Stabilization Program’s provision of wrap-around services, a training delivery will include initial skills training, job maintenance training, and upskilling.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately. People are out of work, and many are facing financially precarious situations. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and re-establish a sense of stability and hope. Investing in state efforts begins by investing in the residents, and the Department of Human Resources intends to participate fully.

Thank you, in advance, for your consideration of Alabama’s application.

Sincerely,



Nancy T. Buckner  
Commissioner

August 13, 2020

Ms. Erin Berg,  
Program Manager,  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113, PCP,  
Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As CEO and President at Pack Health, I support Alabama's application for the Reimagining Workforce Preparation (RWP) grant. The funding provided through the grant would help Alabama's efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic.

The Alabama Workforce Stabilization Program (AWSP) will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers. Due to healthcare being one of the most in-demand industry sectors, Pack Health is committed to acting as a third-party intermediary for healthcare-related job training for this program.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize our part in promptly addressing it. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and re-establish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



Mazi Rasulnia  
CEO & President, Pack Health



August 13, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

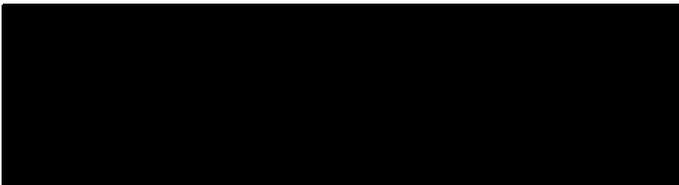
Dear Ms. Berg:

As Vice Chairwoman of the Alabama Workforce Council and Director of Human Resources at Austal USA, I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In April 2018, and with the support of the AWC, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. This attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

Over the past four years, recommendations made by the Alabama Workforce Council have resulted in the realignment of the state's workforce structure, increased productivity of the regional workforce development councils, encouraged collaboration between the education and business communities, helped grow the number of career coaches in the state's public high schools, developed a statewide AlabamaWorks! workforce brand, and supported the statewide educational attainment goal. The Alabama Workforce Council's commitment to the state has only grown in order to make substantial steps towards alleviating our current workforce crisis.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that the AWC must address it immediately. People are out of work, and many are facing financially precarious situations. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations through the Alabama Workforce Stabilization Program (AWSP) will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.



Director of Human Resources, Austal USA



OFFICE OF THE GOVERNOR

KAY IVEY  
GOVERNOR



STATE OF ALABAMA

DEPARTMENT OF COMMERCE

GREG CANFIELD  
SECRETARY OF COMMERCE

August 6, 2020

Ms. Erin Berg, Program Manager  
U.S. Department of Education  
400 Maryland Ave, SW, Room 11113  
PCP, Washington, D.C. 20202

RE: Education Stabilization Fund- Reimagine Workforce Preparation

Dear Ms. Berg:

On behalf of the Workforce Development Division, Workforce Initiatives Section, I am pleased to offer this letter of support for the Education Stabilization Fund-Reimagine Workforce Preparation program. The program will deliver employment and training activities to dislocated and incumbent workers throughout our State. Alabama is committed to ensuring that all Alabamians attain the skills necessary to be successful in their careers of choice. The COVID-19 Pandemic has exacerbated this necessity, so this opportunity to build our workforce is timely.

The State's project will afford classroom and workforce training career opportunities throughout Alabama, helping to alleviate the impacts that COVID-19 has had on our economy. Our ability to expand employment opportunities depends significantly on the quality of the workforce available for our employers. To that end, this project will restore Alabama constituent's confidence and give hope and encouragement to the people, communities, and families affected by the pandemic

This program will be an essential part of Alabama's strategy to achieve Governor Ivey's postsecondary education attainment goal by 2025. A partnership with the U. S. Department of Education will allow us to provide the citizens with the desired training companies need to remain economic providers in our State. The Workforce Initiatives Section is eager and excited about the possible opportunity to work to help implement this project.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

Shemeka Johnson, Assistant Director  
Federal Programs & Grant Administration

PR/Award # V425G200015



College of  
Education  
Education Policy Center

August 13, 2020

Ms. Erin Berg, Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202  
N. Capitol St. NW, Ste. 267, Washington, D.C. 200

Dear Ms. Berg:

As Director of the Education Policy Center (EPC) and Professor of Higher Education and Political Science at The University of Alabama, I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant to aid our state's innovation efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic.

In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. At that time, we were at 57.8 percent, well below the national average of 63.6%. The EPC estimated that half of this ambitious goal could be met by simply improving to that national average. From that point until March 2020, our state's "all hands on deck" approach had produced gains in labor force participation and unemployment rates among the best of all states. Alabama's attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training to give all Alabamians the opportunity to find a meaningful and family-sustaining career. The efficacy of this approach was demonstrated by new efforts to extend programs and services into Alabama's 24 high persistent poverty Black Belt counties where Dr. King did his work that have historically been left behind.

The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020. To move forward, we will need to better link research surrounding public policy and administration in the state of Alabama to provide program leaders in the field and policy makers in our state capitol actionable data to unite education and workforce needs. We believe a key solution to alleviating the state's current crisis lies in Alabama's Workforce Stabilization Program (AWSP), which, paired with the support of the Reimagining Workforce Preparation grant, will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. The delivery will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers.

We in Alabama are working hard to address the deleterious effects of the pandemic. Too many are out of work and financial challenge. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope. The University of Alabama Education Policy Center fully supports such efforts.

Sincerely,

Stephen G. Katsinas  
Director and Professor

THE UNIVERSITY OF ALABAMA®

August 13, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

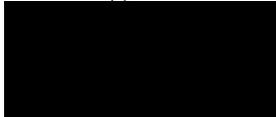
Dear Ms. Berg:

As Director of Alabama's Office of Apprenticeship (AOA), I write to express my support for Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would support our plans to address the severe reskilling and upskilling needs in Alabama during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. In March of 2020, Alabama's Office of Apprenticeship was officially given the authority by the USDOL to become a State Apprenticeship Agency. In tandem with the attainment goal, the AOA oversees the expansion of work-based learning opportunities and the proliferation of industry-recognized apprenticeship in the state. The COVID-19 pandemic has only emphasized the importance of achieving this goal through nontraditional workplace training like apprenticeship and other kinds of work-based learning.

In order to make substantial steps towards alleviating this crisis, Alabama will use the RWP grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and re-establish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.

Sincerely,



Josh Laney

Director, AOA

OFFICE OF THE GOVERNOR

KAY IVEY  
GOVERNOR



STATE OF ALABAMA

DEPARTMENT OF COMMERCE

GREG CANFIELD  
SECRETARY OF COMMERCE

August 6, 2020

Ms. Erin Berg, Program Manager  
U.S. Department of Education  
400 Maryland Ave, SW, Room 11113  
PCP, Washington, D.C. 20202

RE: Education Stabilization Fund- Reimagine Workforce Preparation

Dear Ms. Berg:

As Secretary of Commerce, I am pleased to write a letter supporting Alabama's application for the Education Stabilization Fund – Reimagine Workforce Preparation (ESF-RWP) grant. The grant will aid in the state's recovery from the workforce, health, and educational impacts of COVID-19. The ESF-RWP will strengthen Alabama by delivering skill-based training to dislocated and incumbent workers. This grant initiative will significantly aid the state in much-needed recovery support for dislocated and incumbent workers.

Each component of the project has been thoughtfully designed by leadership at the Governor's Office of Education and Workforce Transformation. The project will offer virtual and in-person competency-based instruction related to work-based learning opportunities resulting in the attainment of a recognized postsecondary credential allowing students to progress through a career pathway. Over three years, the project aims to address the employment and training needs of the individuals who have been impacted by COVID-19. By preparing them for high-wage, high-demand industry sectors that will aid in the economic recovery of Alabama.

This project will be rolled out in the states seven regional and local workforce councils and board areas and will indeed strengthen Alabama. The project will enable Alabama to positively affect the lives of its citizens, thus creating a resurging workforce. I look forward to being able to congratulate the hard-working members of the State Workforce Boards for their successes and far-reaching effectiveness.

Sincerely,

A large black rectangular redaction box covering the signature of Greg Canfield.

Greg Canfield, Secretary



OFFICE OF THE GOVERNOR

DEPARTMENT OF LABOR

KAY IVEY  
GOVERNOR

STATE OF ALABAMA

FITZGERALD WASHINGTON  
SECRETARY OF LABOR

August 14, 2020

Ms. Erin Berg,  
Assistant Secretary for Career, Technical, and Adult Education  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113, PCP,  
Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

Dear Ms. Berg:

As Alabama Secretary of Labor, I wholeheartedly support Alabama’s application for the Reimagining Workforce Preparation (RWP) grant. This grant would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state’s workforce during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama’s workforce by 2025. Alabama’s attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

In order to make substantial steps towards alleviating this crisis, Alabama will use the RWP grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers. A multitude of Alabamians are out of work, and many are facing financially precarious situations. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama’s application.

Sincerely,



Fitzgerald Washington  
Secretary of Labor

Post Office Box 302130  
Montgomery, AL 36130-2130



www.accs.edu

**Jimmy H. Baker**  
CHANCELLOR

August 21, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

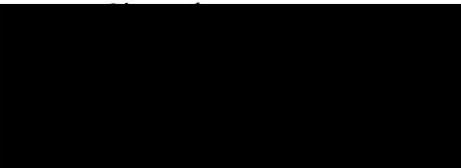
Dear Ms. Berg:

As Chancellor of the Alabama Community College System (ACCS), I write to express my support for the State of Alabama's application for the Reimagining Workforce Preparation (RWP) grant that will promote our efforts to engage Alabamians in education and workforce reskilling and upskilling during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. Alabama's attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as many of our students must balance education while now facing the overwhelming uncertainty of unemployment.

In order to make substantial steps towards alleviating this crisis, Alabama's Community Colleges will use the RWP grant to implement the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include flexible program delivery for initial skills training, job maintenance training, and upskilling for students. Wrap-around support services will be provided as well, further reducing the risk factors for students who participate.

Alabama is one of many states facing the detrimental effects of the pandemic, and we recognize that a unified effort must address it immediately. Our Community Colleges can help reestablish a sense of stability and support by equipping these individuals with the educational background necessary for rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations.

Thank you, in advance, for your consideration of Alabama's application.

  
Chancellor, ACCS



August 12, 2020

Ms. Erin Berg  
Program Manager  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 11113  
PCP, Washington, D.C. 20202

**RE: Education Relief Fund: Reimagining Workforce Preparation Grant**

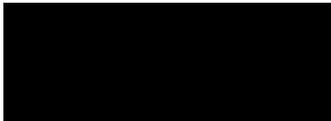
Dear Ms. Berg:

As the Executive Director of the Alabama Technology Network (ATN), I write in support of Alabama's application for the Reimagining Workforce Preparation (RWP) grant that would aid our innovative efforts to ameliorate the acute reskilling and upskilling needs in our state during the COVID-19 pandemic. In April 2018, Governor Ivey set a postsecondary education attainment goal for Alabama of adding 500,000 additional credentialed workers to Alabama's workforce by 2025. Alabama's attainment goal is grounded in a focus on equity to ensure that it is met by expanding equitable access to postsecondary education and workforce training that will give all Alabamians the opportunity to find a meaningful and family-sustaining career. The COVID-19 pandemic has only underscored the importance of making this goal a reality, as over 700,000 Alabamians have filed for unemployment insurance between March and August 2020.

The ATN has provided training solutions for both business and industry as well as postsecondary institutions by delivering rapid, efficient training programs in order to meet the demands of workforce throughout the state. In order to make substantial steps toward alleviating Alabama's unemployment crisis, the ATN plans to provide our specialized training approach in implementing the Alabama Workforce Stabilization Program (AWSP), which will deliver skills-based training to dislocated workers and incumbent workers who are at risk of being laid-off. Specifically, the AWSP will include initial skills training, job maintenance training, upskilling, and the provision of wrap-around supports for workers.

Alabama is one of many states facing the deleterious effects of the pandemic, and we recognize that we must address it immediately. People are out of work, and many are facing financially precarious situations. Steering these individuals into rapid, industry-specific, and competency-based retraining programs that result in employment within in-demand industry occupations will aid our economic recovery and reestablish a sense of stability and hope.

Thank you, in advance, for your consideration of Alabama's application.



Keith Phillips  
Executive Director

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**STATE OF ALABAMA**  
**ALABAMA DEPARTMENT OF COMMERCE**  
**WORKFORCE DEVELOPMENT DIVISION (WDD)**  
**Education Stabilization Fund – Reimagine Workforce Preparation**  
**Department of Education: ED-GRANT-062320-001**  
**Section C - Budget Narrative Year One**  
**09/1/2020 through 09/30/2021**

**Federal:**

**A. Personnel:**

State level personnel will not direct charge time to this grant.

Personnel Cost \$ [REDACTED]

**B. Fringe Benefits:**

State level fringe benefits will not direct charge to this grant.

Fringe Benefits \$ [REDACTED]

**C. Travel:**

Travel costs will not be charged to this grant.

Travel Cost \$ [REDACTED]

**D. Equipment:**

There will not be any equipment purchased for this grant.

Equipment Cost \$ [REDACTED]

**E. Supplies:**

There will not be any supplies charged to this grant.

Supplies Cost \$ [REDACTED]

**F. Contractual**

The budget for costs to provide AWSP workforce preparation is [REDACTED] for sub-awards to the Seven Alabama Workforce Regional Councils to implement the program for dislocated and incumbent workers in partnership with area career centers to align services for on-the-job training and related technical instruction. There will be 2,648 participants served at a per participant cost of [REDACTED] with a **non-federal contribution of [REDACTED]\*per participant.**

- [REDACTED]

A separate sub-award budget for the University of Alabama Vital is [REDACTED]. The Vital team will provide Mental Health First Aid (MHFA) training to 200 employers across the state. The course will educate employers on how to help someone who is developing a mental health problem or experiencing a mental health crisis. There will be a [REDACTED] **cost match per employer\***. The associated cost to implement the program is below.

*Personnel:*

- Principal Investigator (PI) – David Albright, Ph.D., will interface with the Department of Commerce- Workforce Development Division, ensuring the fidelity of operations.

\$ [REDACTED]

- Project Champion – Shannon McIntosh will work with the PI and Project Director to coordinate grant compliance and reporting. \$ [REDACTED]
- Project Director, TBA responsible for operational oversight of the program, including all administrative aspects, program design, implementation, evaluation, and dissemination of results. \$ [REDACTED]
- Project Coordinator, TBA will work with the Project Director to coordinate implementation as well as provide training and quality improvements to sites. \$ [REDACTED]
- Training and Outreach Coordinator, TBA will provide support in outreach and surveying, will develop resources, providing education and health promotion programs to the identified and recruited employers. \$ [REDACTED]

*Fringe Benefits:*

Rate [REDACTED] - FICA, Workers Comp, Health, Unemployment, & Disability. \$ [REDACTED]

*Travel:*

Team to implementation sites includes car rentals and per diem for 120 site visits annually.

\$ [REDACTED]

*Supplies:*

- Three laptop computers for project work at community site locations and presentation or the Project Director, Project Coordinator, and Training and Outreach Coordinator. \$ [REDACTED]
- A data plan for access to project work while at sites to access project materials. \$ [REDACTED]
- Three desktop computers are needed for project work for the Project Director, Project Coordinator, and Training and Outreach Coordinator. \$ [REDACTED]

- Photocopying materials for handouts for site training and meetings in color. \$ [REDACTED]
- General Supplies for the production and implementation of state-wide survey/focus groups of 200 employers identified and recruited by the Department of Commerce. \$ [REDACTED]

**G. Other:**

- Mental Health First Aid (MHFA) Train training for grant staff to provide training to sites. \$ [REDACTED] per staff member.
- One Graduate Research Assistant TBA will work with the grant team to assist with material development, dissemination, and evaluation at a rate of \$ [REDACTED] per hour for 900 hours per year for a total of \$ [REDACTED]
- Cell Phone allowance for the Project Director (\$ [REDACTED] per month), Project Coordinator (\$ [REDACTED] per month), and Training and Outreach Coordinator (\$ [REDACTED] per month) at \$ [REDACTED]
- Snacks for participation attending formal training on focus groups provided by the grant team \$ [REDACTED] per participant (60 participants) per day (12 days annually). \$ [REDACTED]

**H. Indirect Cost:**

[REDACTED] of modified total direct costs \$ [REDACTED]

**Non – Federal:**

**Contractual:**

The leveraged resources budget for the AWSP workforce preparation grant for the Alabama Department of Commerce partners, including the Alabama Community College System and other workforce industry partners, is \$ [REDACTED] (\$ [REDACTED] in state education funds and \$ [REDACTED] in WIOA Title I-B funds. The Seven Alabama Workforce Regional Councils will implement the

program for the dislocated and incumbent workers for on-the-job training and related technical instruction. The resources will be distributed to the per-participant cost and for the MHFA training that will be developed and implemented by the University of Alabama Vital team.

**Notes on the Management Plan and Allocation of Resources:**

The AWSP is potentially significant for gathering data on the quality and efficacy of short-term education programs that articulate to traditional postsecondary programs. The AWSP will provide funding for short-term programs that are not currently eligible for federal Pell Grant and student loans under Title IV of the Higher Education Act. With \$ [REDACTED] per year in state assets for each of the three AWSP program years, and \$ [REDACTED] from the RWP-ESF award for each of the three AWSP program years for training services, the AWSP will serve approximately 2,648 participants per year, for a total of 7,944 participants served by the AWSP over three years. The cost of \$ [REDACTED] per participant is reasonable given the research potential for the imminent reauthorization of the Higher Education Act and the Workforce Innovation and Opportunity Act.

In PY 2018, the Department estimates \$ [REDACTED] as the average cost per participant for WIOA Dislocated Worker Activities (includes DWG participants and costs). This is based on actual cost per participant data from the most recently completed program year (PY 2015).<sup>1</sup> The AWSP required technical instruction costs per participant (\$ [REDACTED] for two courses and two credentials), the AWSP on-the-job training cost per participant (\$ [REDACTED] and the AWSP cost per participant for the Human Capital Development Fund for wrap-arounds services such as

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<sup>1</sup> U.S. Department of Labor, Employment and Training Administration, Training and Employment Services, Congressional Budget Justification, FY 2018, accessed on 23 August 2020 <[https://www.dol.gov/sites/dolgov/files/general/budget/2018/CBJ-2018-V1-03\\_2.pdf](https://www.dol.gov/sites/dolgov/files/general/budget/2018/CBJ-2018-V1-03_2.pdf)>.

transportation, housing, and childcare (██████████) are individually lower than the estimated PY 2018 average cost per participant for the WIOA Dislocated Worker Program (\$██████████). The integrated delivery of training and human services will amplify the efficacy of the individual elements of the AWSP for participants. Participants eligible for Workforce Innovation and Opportunity Act (WIOA) services will be co-enrolled into both WIOA and AWSP services. Administrative costs for participants co-enrolled in WIOA will be paid from WIOA. Administrative costs for participants not eligible for WIOA services will be paid from State General Funds.

The income premium for adults without a college degree who earn a short-term certificate or certification varies by occupation. The premium is as high as \$██████████ for some occupations, yet there is almost no value for certificates in other occupations.<sup>2</sup> The AWSP is focused on the occupational clusters that yield a significant wage-premium for certificate holders (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; and (5) construction. There is also an equity imperative to ensure that short-term programs confer value in the labor market. In all 16 states with sizable African American populations, African Americans are overrepresented in certificate attainment. In Alabama, African Americans comprise 27 percent of the population and earn 38 percent of

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<sup>2</sup> Strada Education Network, Gallup, and Lumina Foundation, “Certified Value: When do Adults without Degrees Benefit from Earning Certificates and Certifications?” 13 May 2019, page 9, accessed on 23 August 2020 <[https://cdn2.hubspot.net/hubfs/5257787/StradaLuminaGallup\\_Report\\_FiNAL-1.pdf?utm\\_campaign=Gallup%20Report%3A%20Certified%20Value&utm\\_medium=email&\\_hsenc=p2ANqtz--6dSRavA-qJE0X3lpPCmfDr1XcnoJ8yyHG\\_ukBS10rS\\_BrUT9MbpttBJMf81C8YaSQJ4dQZz-hxmTBWNjcRe4JEHkhMdoSSlmiUHnF5wf674xnDUs&\\_hsmi=72630832&utm\\_content=72630832&utm\\_source=hs\\_automation&hsCtaTracking=1354c347-29f4-4d06-a22f-3fa5cf2aac2d%7Cdf76db14-d0d1-472b-a716-bcbd1c1d7a34](https://cdn2.hubspot.net/hubfs/5257787/StradaLuminaGallup_Report_FiNAL-1.pdf?utm_campaign=Gallup%20Report%3A%20Certified%20Value&utm_medium=email&_hsenc=p2ANqtz--6dSRavA-qJE0X3lpPCmfDr1XcnoJ8yyHG_ukBS10rS_BrUT9MbpttBJMf81C8YaSQJ4dQZz-hxmTBWNjcRe4JEHkhMdoSSlmiUHnF5wf674xnDUs&_hsmi=72630832&utm_content=72630832&utm_source=hs_automation&hsCtaTracking=1354c347-29f4-4d06-a22f-3fa5cf2aac2d%7Cdf76db14-d0d1-472b-a716-bcbd1c1d7a34)>.

certificates conferred.<sup>3</sup> Career-specific education in shorter-term programs has strong short-term value because it prepares people for immediate employment. At the same time, career-specific programs can be a risky investment, as they convey knowledge and skills that are most useful in specific occupations and industries.<sup>4</sup> In contrast to career-specific credentials, general associate degrees or bachelor's degrees confer marketable general skills regardless of a student's field of study or major. Ultimately, the most valuable education over the long term is the one that provides the most marketable combination of specific and general skills.<sup>5</sup> Thus, the AWSP focuses on connecting short-term programs for rapid entry or reentry into the workforce, coupled with a focus on the Ability to Benefit Program for AWSP participants to continue their postsecondary education and articulate AWSP credits towards a long-term certificate or associate degree.

Section 3515(a) of the CARES Act allows local workforce areas to use up to 20 percent of their PY 2019 Title I-B Adult, Dislocated Worker, and Youth funds to cover administrative costs if 10 percent or more of administrative costs are used to respond to COVID-19. This provision will help local boards develop the capacity to operationalize and administer funds for the AWSP. To increase the amount of project funds available for training activities, Alabama will exercise the following WIOA flexibilities, available without a waiver, to leverage existing staff and resources to effectively and adequately manage the AWSP: (1) ability to modify

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<sup>3</sup> Anthony P. Carnevale, Tanya I. Garcia, Neil Ridley, and Michael C. Quinn, Georgetown Center on Education and the Workforce, *The Overlooked Value of Certificates and Associate's Degrees*, 27 January 2020, accessed on 26 April 2020 <<https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/CEW-SubBA.pdf>>.

<sup>4</sup> *Ibid.*

<sup>5</sup> *Ibid.*

Disaster Recovery DWG and use funds awarded in same program year to be repurposed for use by workers affected by COVID-19 in states directly affected by the disaster and in states where affected workers relocated; (2) ability to serve participants considered long term unemployed, as defined by the state, at the time of the disaster (COVID-19); (3) ability for public agencies and other providers to serve eligible individuals, including through temporary employment and other services provided; and (4) ability for any local area to enter into an agreement with another local area to pay or share the cost of services under title I, including supportive services.

**STATE OF ALABAMA**  
**ALABAMA DEPARTMENT OF COMMERCE**  
**WORKFORCE DEVELOPMENT DIVISION (WDD)**  
**Education Stabilization Fund – Reimagine Workforce Preparation**  
**Department of Education: ED-GRANT-062320-001**  
**Section C - Budget Narrative Year Two**  
**10/1/2021 through 09/30/2022**

**Federal:**

**A. Personnel:**

State level personnel will not direct charge time to this grant.

Personnel Cost \$ [REDACTED]

**B. Fringe Benefits:**

State level fringe benefits will not direct charge to this grant.

Fringe Benefits \$ [REDACTED]

**C. Travel:**

Travel costs will not be charged to this grant.

Travel Cost \$ [REDACTED]

**D. Equipment:**

There will not be any equipment purchased for this grant.

Equipment Cost [REDACTED]

**E. Supplies:**

There will not be any supplies charged to this grant.

Supplies Cost \$ [REDACTED]

**F. Contractual**

The budget for costs to provide AWSP workforce preparation is \$ [REDACTED] for sub-awards to the Seven Alabama Workforce Regional Councils to implement the program for dislocated and incumbent workers in partnership with area career centers to align services for on-the-job training and related technical instruction. There will be 2,648 participants served at a per participant cost of \$ [REDACTED] with a **non-federal contribution of [REDACTED]\*per participant.**

- [REDACTED]

A separate sub-award budget for the University of Alabama Vital is \$ [REDACTED]. The Vital team will provide Mental Health First Aid (MHFA) training to 200 employers across the state. The course will educate employers on how to help someone who is developing a mental health problem or experiencing a mental health crisis. There will be a [REDACTED] **cost match per employer\***. The associated cost to implement the program is below.

*Personnel:*

- Principal Investigator (PI) – David Albright, Ph.D., will interface with the Department of Commerce- Workforce Development Division, ensuring the fidelity of operations.

[REDACTED]

- Project Champion – Shannon McIntosh will work with the PI and Project Director to coordinate grant compliance and reporting. \$ [REDACTED]
- Project Director, TBA responsible for operational oversight of the program, including all administrative aspects, program design, implementation, evaluation, and dissemination of results. \$ [REDACTED]
- Project Coordinator, TBA will work with the Project Director to coordinate implementation as well as provide training and quality improvements to sites. \$ [REDACTED]
- Training and Outreach Coordinator, TBA will provide support in outreach and surveying, will develop resources, providing education and health promotion programs to the identified and recruited employers. \$ [REDACTED]

*Fringe Benefits:*

Rate [REDACTED] - FICA, Workers Comp, Health, Unemployment, & Disability. \$ [REDACTED]

*Travel:*

Team to implementation sites includes car rentals and per diem for 120 site visits annually.

\$ [REDACTED]

*Supplies:*

- A data plan for access to project work while at sites to access project materials. \$ [REDACTED]
- Mental Health First Aid Training booklets at a cost of \$ [REDACTED] each, for each professional trained 15 employees at 100 employers identified and recruited by the Department of Commerce. \$ [REDACTED]
- Photocopying materials for handouts for site training and meetings in color. \$ [REDACTED]

*Other:*

- Cell Phone allowance for the Project Director (\$ [REDACTED] per month), Project Coordinator (\$ [REDACTED] per month), and Training and Outreach Coordinator (\$ [REDACTED] per month) at \$ [REDACTED]
- One Graduate Research Assistant TBA will work with the grant team to assist with material development, dissemination, and evaluation at a rate of \$ [REDACTED] per hour for 900 hours per year for a total of \$ [REDACTED]
- Website revision that will be completed by a team of staff at Compulse Media to incorporate training materials developed for the employers as identified by the Department of Commerce. \$ [REDACTED]
- Online training module development. \$ [REDACTED]
- Snacks for participation attending formal training on focus groups provided by the grant team \$ [REDACTED] per participant (60 participants) per day (12 days annually). \$ [REDACTED]

**G. Indirect Cost:**

[REDACTED] of modified total direct costs \$ [REDACTED]

**Non – Federal:**

**Contractual:**

The leveraged resources budget for the AWSP workforce preparation grant for the Alabama Department of Commerce partners, including the Alabama Community College System and other workforce industry partners, is \$ [REDACTED] (\$ [REDACTED] in state education funds and \$ [REDACTED] in WIOA Title I-B funds. The Seven Alabama Workforce Regional Councils will implement the program for the dislocated and incumbent workers for on-the-job training and related technical instruction. The resources will be distributed to the per-participant cost and for the MHFA training that will be developed and implemented by the University of Alabama Vital team.

## Notes on the Management Plan and Allocation of Resources:

The AWSP is potentially significant for gathering data on the quality and efficacy of short-term education programs that articulate to traditional postsecondary programs. The AWSP will provide funding for short-term programs that are not currently eligible for federal Pell Grant and student loans under Title IV of the Higher Education Act. With \$ [REDACTED] per year in state assets for each of the three AWSP program years, and \$ [REDACTED] from the RWP-ESF award for each of the three AWSP program years for training services, the AWSP will serve approximately 2,648 participants per year, for a total of 7,944 participants served by the AWSP over three years. The cost of \$ [REDACTED] per participant is reasonable given the research potential for the imminent reauthorization of the Higher Education Act and the Workforce Innovation and Opportunity Act.

In PY 2018, the Department estimates \$ [REDACTED] as the average cost per participant for WIOA Dislocated Worker Activities (includes DWG participants and costs). This is based on actual cost per participant data from the most recently completed program year (PY 2015).<sup>1</sup> The AWSP required technical instruction costs per participant (\$ [REDACTED] for two courses and two credentials), the AWSP on-the-job training cost per participant (\$ [REDACTED] and the AWSP cost per participant for the Human Capital Development Fund for wrap-arounds services such as transportation, housing, and childcare ([REDACTED]) are individually lower than the estimated PY 2018 average cost per participant for the WIOA Dislocated Worker Program (\$ [REDACTED]). The integrated delivery of training and human services will amplify the efficacy of the individual elements of the

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<sup>1</sup> U.S. Department of Labor, Employment and Training Administration, Training and Employment Services, Congressional Budget Justification, FY 2018, accessed on 23 August 2020 <[https://www.dol.gov/sites/dolgov/files/general/budget/2018/CBJ-2018-V1-03\\_2.pdf](https://www.dol.gov/sites/dolgov/files/general/budget/2018/CBJ-2018-V1-03_2.pdf)>.

AWSP for participants. Participants eligible for Workforce Innovation and Opportunity Act (WIOA) services will be co-enrolled into both WIOA and AWSP services. Administrative costs for participants co-enrolled in WIOA will be paid from WIOA. Administrative costs for participants not eligible for WIOA services will be paid from State General Funds.

The income premium for adults without a college degree who earn a short-term certificate or certification varies by occupation. The premium is as high as \$ [REDACTED] for some occupations, yet there is almost no value for certificates in other occupations.<sup>2</sup> The AWSP is focused on the occupational clusters that yield a significant wage-premium for certificate holders (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; and (5) construction. There is also an equity imperative to ensure that short-term programs confer value in the labor market. In all 16 states with sizable African American populations, African Americans are overrepresented in certificate attainment. In Alabama, African Americans comprise 27 percent of the population and earn 38 percent of

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certificates conferred.<sup>3</sup> Career-specific education in shorter-term programs has strong short-term value because it prepares people for immediate employment. At the same time, career-specific programs can be a risky investment, as they convey knowledge and skills that are most useful in specific occupations and industries.<sup>4</sup> In contrast to career-specific credentials, general associate degrees or bachelor's degrees confer marketable general skills regardless of a student's field of study or major. Ultimately, the most valuable education over the long term is the one that provides the most marketable combination of specific and general skills.<sup>5</sup> Thus, the AWSP focuses on connecting short-term programs for rapid entry or reentry into the workforce, coupled with a focus on the Ability to Benefit Program for AWSP participants to continue their postsecondary education and articulate AWSP credits towards a long-term certificate or associate degree.

Section 3515(a) of the CARES Act allows local workforce areas to use up to 20 percent of their PY 2019 Title I-B Adult, Dislocated Worker, and Youth funds to cover administrative costs if 10 percent or more of administrative costs are used to respond to COVID-19. This provision will help local boards develop the capacity to operationalize and administer funds for the AWSP. To increase the amount of project funds available for training activities, Alabama will exercise the following WIOA flexibilities, available without a waiver, to leverage existing staff and resources to effectively and adequately manage the AWSP: (1) ability to modify

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Disaster Recovery DWG and use funds awarded in same program year to be repurposed for use by workers affected by COVID-19 in states directly affected by the disaster and in states where affected workers relocated; (2) ability to serve participants considered long term unemployed, as defined by the state, at the time of the disaster (COVID-19); (3) ability for public agencies and other providers to serve eligible individuals, including through temporary employment and other services provided; and (4) ability for any local area to enter into an agreement with another local area to pay or share the cost of services under title I, including supportive services.

**STATE OF ALABAMA**  
**ALABAMA DEPARTMENT OF COMMERCE**  
**WORKFORCE DEVELOPMENT DIVISION (WDD)**  
**Education Stabilization Fund – Reimagine Workforce Preparation**  
**Department of Education: ED-GRANT-062320-001**  
**Section C - Budget Narrative Year Three**

**10/1/2022 through 09/30/2023**

**Federal:**

**A. Personnel:**

State level personnel will not direct charge time to this grant.

Personnel Cost \$ [REDACTED]

**B. Fringe Benefits:**

State level fringe benefits will not direct charge to this grant.

Fringe Benefits \$ [REDACTED]

**C. Travel:**

Travel costs will not be charged to this grant.

Travel Cost \$ [REDACTED]

**D. Equipment:**

There will not be any equipment purchased for this grant.

Equipment Cost \$ [REDACTED]

**E. Supplies:**

There will not be any supplies charged to this grant.

Supplies Cost \$ [REDACTED]

**F. Contractual**

The budget for costs to provide AWSP workforce preparation is \$ [REDACTED] for sub-awards to the Seven Alabama Workforce Regional Councils to implement the program for dislocated and incumbent workers in partnership with area career centers to align services for on-the-job training and related technical instruction. There will be 2,648 participants served at a per participant cost of \$ [REDACTED] with a **non-federal contribution of [REDACTED]\*per participant.**

- [REDACTED]

A separate sub-award budget for the University of Alabama Vital is \$ [REDACTED]. The Vital team will provide Mental Health First Aid (MHFA) training to 200 employers across the state. The course will educate employers on how to help someone who is developing a mental health problem or experiencing a mental health crisis. There will be a [REDACTED] **cost match per employer\***. The associated cost to implement the program is below.

*Personnel:*

- Principal Investigator (PI) – David Albright, Ph.D., will interface with the Department of Commerce- Workforce Development Division, ensuring the fidelity of operations.

\$ [REDACTED]

- Project Champion – Shannon McIntosh will work with the PI and Project Director to coordinate grant compliance and reporting. \$ [REDACTED]
- Project Director, TBA responsible for operational oversight of the program, including all administrative aspects, program design, implementation, evaluation, and dissemination of results. \$ [REDACTED]
- Project Coordinator, TBA will work with the Project Director to coordinate implementation as well as provide training and quality improvements to sites. \$ [REDACTED]
- Training and Outreach Coordinator, TBA will provide support in outreach and surveying, will develop resources, providing education and health promotion programs to the identified and recruited employers. \$ [REDACTED]

*Fringe Benefits:*

Rate [REDACTED] - FICA, Workers Comp, Health, Unemployment, & Disability. \$ [REDACTED]

*Travel:*

Team to implementation sites includes car rentals and per diem for 120 site visits annually.

\$ [REDACTED]

*Supplies:*

- A data plan for access to project work while at sites to access project materials. \$ [REDACTED]
- Mental Health First Aid Training booklets at a cost of \$ [REDACTED] each, for each professional trained 15 employees at 100 employers identified and recruited by the Department of Commerce. \$ [REDACTED]
- Photocopying materials for handouts for site training and meetings in color. \$ [REDACTED]

*Other:*

- Cell Phone allowance for the Project Director (\$ [REDACTED] per month), Project Coordinator (\$ [REDACTED] per month), and Training and Outreach Coordinator (\$ [REDACTED] per month) at \$ [REDACTED]
- One Graduate Research Assistant TBA will work with the grant team to assist with material development, dissemination, and evaluation at a rate of \$ [REDACTED] per hour for 900 hours per year for a total of \$ [REDACTED]
- Online training module development. \$ [REDACTED]
- Snacks for participation attending formal training on focus groups provided by the grant team \$ [REDACTED] per participant (60 participants) per day (12 days annually). \$ [REDACTED]

**G. Indirect Cost:**

[REDACTED] of modified total direct costs \$ [REDACTED]

**Non – Federal:**

**Contractual:**

The leveraged resources budget for the AWSP workforce preparation grant for the Alabama Department of Commerce partners, including the Alabama Community College System and other workforce industry partners, is \$ [REDACTED] (\$ [REDACTED] in state education funds and \$ [REDACTED] in WIOA Title I-B funds. The Seven Alabama Workforce Regional Councils will implement the program for the dislocated and incumbent workers for on-the-job training and related technical instruction. The resources will be distributed to the per-participant cost and for the MHFA training that will be developed and implemented by the University of Alabama Vital team.

**Notes on the Management Plan and Allocation of Resources:**

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provide funding for short-term programs that are not currently eligible for federal Pell Grant and student loans under Title IV of the Higher Education Act. With \$ [REDACTED] per year in state assets for each of the three AWSP program years, and \$ [REDACTED] from the RWP-ESF award for each of the three AWSP program years for training services, the AWSP will serve approximately 2,648 participants per year, for a total of 7,944 participants served by the AWSP over three years. The cost of \$ [REDACTED] per participant is reasonable given the research potential for the imminent reauthorization of the Higher Education Act and the Workforce Innovation and Opportunity Act.

In PY 2018, the Department estimates \$ [REDACTED] as the average cost per participant for WIOA Dislocated Worker Activities (includes DWG participants and costs). This is based on actual cost per participant data from the most recently completed program year (PY 2015).<sup>1</sup> The AWSP required technical instruction costs per participant (\$ [REDACTED] for two courses and two credentials), the AWSP on-the-job training cost per participant (\$ [REDACTED] and the AWSP cost per participant for the Human Capital Development Fund for wrap-arounds services such as transportation, housing, and childcare ([REDACTED] are individually lower than the estimated PY 2018 average cost per participant for the WIOA Dislocated Worker Program (\$ [REDACTED]. The integrated delivery of training and human services will amplify the efficacy of the individual elements of the AWSP for participants. Participants eligible for Workforce Innovation and Opportunity Act (WIOA) services will be co-enrolled into both WIOA and AWSP services. Administrative costs for participants co-enrolled in WIOA will be paid from WIOA. Administrative costs for participants not eligible for WIOA services will be paid from State General Funds.

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<sup>1</sup> U.S. Department of Labor, Employment and Training Administration, Training and Employment Services, Congressional Budget Justification, FY 2018, accessed on 23 August 2020 <[https://www.dol.gov/sites/dolgov/files/general/budget/2018/CBJ-2018-V1-03\\_2.pdf](https://www.dol.gov/sites/dolgov/files/general/budget/2018/CBJ-2018-V1-03_2.pdf)>.

The income premium for adults without a college degree who earn a short-term certificate or certification varies by occupation. The premium is as high as \$ [REDACTED] for some occupations, yet there is almost no value for certificates in other occupations.<sup>2</sup> The AWSP is focused on the occupational clusters that yield a significant wage-premium for certificate holders (1) advanced manufacturing; (2) healthcare; (3) information technology; (4) transportation, distribution, and logistics; and (5) construction. There is also an equity imperative to ensure that short-term programs confer value in the labor market. In all 16 states with sizable African American populations, African Americans are overrepresented in certificate attainment. In Alabama, African Americans comprise 27 percent of the population and earn 38 percent of certificates conferred.<sup>3</sup> Career-specific education in shorter-term programs has strong short-term value because it prepares people for immediate employment. At the same time, career-specific programs can be a risky investment, as they convey knowledge and skills that are most useful in

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<sup>3</sup> Anthony P. Carnevale, Tanya I. Garcia, Neil Ridley, and Michael C. Quinn, Georgetown Center on Education and the Workforce, *The Overlooked Value of Certificates and Associate’s Degrees*, 27 January 2020, accessed on 26 April 2020 <<https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/CEW-SubBA.pdf>>.

specific occupations and industries.<sup>4</sup> In contrast to career-specific credentials, general associate degrees or bachelor's degrees confer marketable general skills regardless of a student's field of study or major. Ultimately, the most valuable education over the long term is the one that provides the most marketable combination of specific and general skills.<sup>5</sup> Thus, the AWSP focuses on connecting short-term programs for rapid entry or reentry into the workforce, coupled with a focus on the Ability to Benefit Program for AWSP participants to continue their postsecondary education and articulate AWSP credits towards a long-term certificate or associate degree.

Section 3515(a) of the CARES Act allows local workforce areas to use up to 20 percent of their PY 2019 Title I-B Adult, Dislocated Worker, and Youth funds to cover administrative costs if 10 percent or more of administrative costs are used to respond to COVID-19. This provision will help local boards develop the capacity to operationalize and administer funds for the AWSP. To increase the amount of project funds available for training activities, Alabama will exercise the following WIOA flexibilities, available without a waiver, to leverage existing staff and resources to effectively and adequately manage the AWSP: (1) ability to modify Disaster Recovery DWG and use funds awarded in same program year to be repurposed for use by workers affected by COVID-19 in states directly affected by the disaster and in states where affected workers relocated; (2) ability to serve participants considered long term unemployed, as defined by the state, at the time of the disaster (COVID-19); (3) ability for public agencies and other providers to serve eligible individuals, including through temporary employment and other

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<sup>4</sup> *Ibid.*

<sup>5</sup> *Ibid.*

services provided; and (4) ability for any local area to enter into an agreement with another local area to pay or share the cost of services under title I, including supportive services.

**NEGOTIATED INDIRECT COST RATE AGREEMENT  
STATE DEPARTMENT/AGENCY**

**EIN** [REDACTED]

**DEPARTMENT/AGENCY**

Alabama Department of Economic & Community Affairs  
401 Adams Avenue, Suite 580  
Montgomery, AL 36103-5690

**DATE:** September 26, 2019

**FILE REFERENCE:** This replaces  
the agreement dated: October 1, 2018

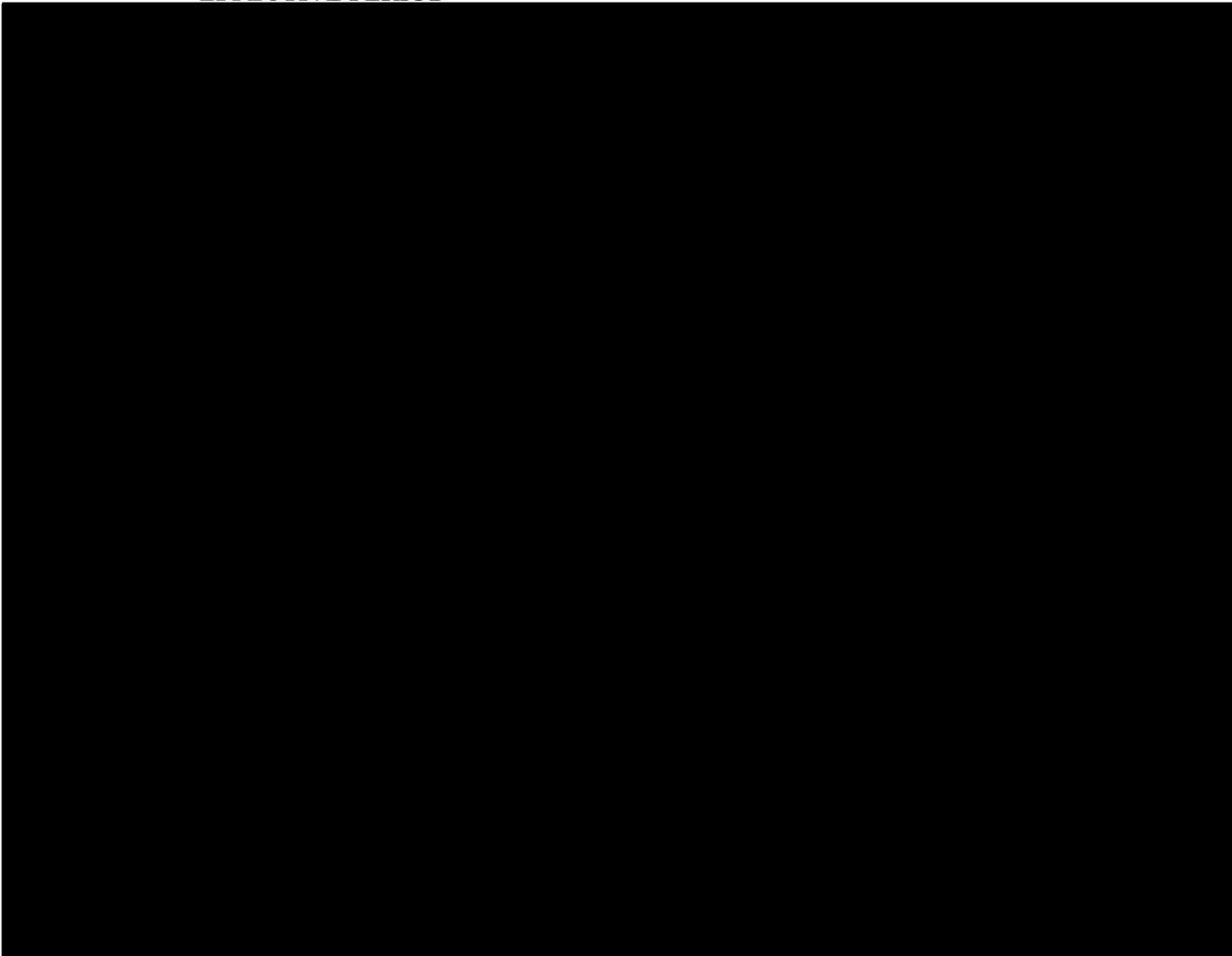
The rate(s) approved in this Agreement are for use on grants, contracts, and other agreements with the Federal Government. 2 CFR Part 200, Subpart E, applies, subject to conditions in Section II, A below. The rate(s) were negotiated by the State of Alabama Department of Economic and Community Affairs and the U.S. Department of Labor in accordance with the authority contained in 2 CFR Part 200, Appendix VII, D.1.

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**SECTION I: RATES**

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**EFFECTIVE PERIOD**



**BASE\***: Total direct costs less capital equipment (buildings, individual items of equipment; alterations and innovations).

**TREATMENT OF FRINGE BENEFITS:**

Fringe benefits related to direct salaries and wages are treated as direct costs and are listed in the Special Remarks Section of this Agreement.

**TREATMENT OF PAID ABSENCES:**

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for the cost of these paid absences are not made.

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**SECTION II: GENERAL**

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- A. LIMITATIONS:** Use of the rate(s) contained in the Agreement is subject to all statutory or administrative limitations and is applicable to a given Federal award or contract only to the extent that funds are available. Acceptance of the rate(s) agreed to herein is predicated upon the following conditions:
- (1) that no costs other than those incurred by the non-Federal entity or contractor were included in its indirect cost pool as finally accepted and that such incurred costs are legal obligations of the non-Federal entity and allowable under the governing cost principles,
  - (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs,
  - (3) that similar types of costs have been accorded consistent treatment, and
  - (4) that the information provided by the non-Federal entity or contractor which was used as a basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially inaccurate by the Federal government. In such situations, the rate(s) may be subject to renegotiation at the discretion of the Federal government.
  - (5) The rates cited in this Agreement are subject to audit.
- B. ACCOUNTING CHANGES:** This agreement is based on the accounting system purported by the non-Federal entity or contractor to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval from the Office of Cost Determination. Such changes include, but are not limited to changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.
- C. NOTIFICATION TO FEDERAL AGENCIES:** A copy of this document is to be provided by this organization to other Federal funding sources as a means of notifying them of the agreement terms contained herein.
- D. PROVISIONAL-FINAL RATES AND ADJUSTMENTS:** When seeking initial reimbursement of indirect costs using the provisional/final rate methodology, a provisional proposal must be submitted within 90 days of receiving a Federal award (financial assistance, grants, cooperative agreements, and cost reimbursable contracts) that requires accounting for actual costs incurred. The non-Federal entity or contractor must submit an indirect cost rate proposal within six (6) months after the end of their fiscal year to establish a final rate.

Once a final rate is negotiated, billings and charges to Federal awards must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the non-Federal entity or contractor may not recover all indirect costs.

Conversely, if the final rate is less than the provisional rate, the non-Federal entity or contractor will be required to reimburse the funding agency for the excess billings.

Non-Federal entities or contractors receiving a Federal cost reimbursable contract(s) - Must adhere with FAR 52.217-7(d)(2)(v), to settle final indirect cost rates typically on an annual basis:

“The contractor shall update the billings on all contracts to reflect the final settled rates and update the schedule of cumulative direct and indirect costs claimed and billed, as required in paragraph (d)(2)(iii)(I) of this sections, within 60 days after settlement of final indirect cost rates.”

In addition, the contractor shall provide to the Contracting Officer the noted cumulative costs schedule within 60 days of the execution of this agreement.

If the non-Federal entity or contractor has completed performance under any of the contracts covered by this Agreement, a final invoice or voucher must be submitted no later than 120 days from the date on which this Agreement is executed, following guidance from FAR 52.217-7(d)(5) and FAR 52.217-7(h).

Non-Federal entities receiving Federal awards (financial assistance, grants, and cooperative agreements) – Note that even if Federal awards are administratively closed prior to the settlement of final indirect cost rates, non-Federal entities still must comply with the following 2 CFR Part 200 clauses stating, in part:

§200.344 Post-closeout adjustments and continuing responsibilities

(a) The closeout of a Federal award does not affect any of the following:

- (1) The right of the Federal awarding agency or pass-through entity to disallow costs and recover funds on the basis of a later audit or other review. The Federal awarding agency or pass-through entity must make any cost disallowance determination and notify the non-Federal entity within the record retention period.
- (2) The obligation of the non-Federal entity to return any funds due as a result of later refunds, corrections, or other transactions including final indirect cost rate adjustments.

§200.345 Collection of amounts due

(a) Any funds paid to the non-Federal entity in excess of the amount to which the non-Federal entity is finally determined to be entitled under the terms of the Federal award constitute a debt to the Federal Government.

**E. SPECIAL REMARKS:**

1. Indirect costs charged to Federal grants/contracts by means other than the rate(s) cited in the Agreement should be adjusted to the applicable rate cited herein and be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
2. The elements of indirect cost and the type of distribution base(s) used in computing the cited rates are subject to revision when final rates are negotiated.

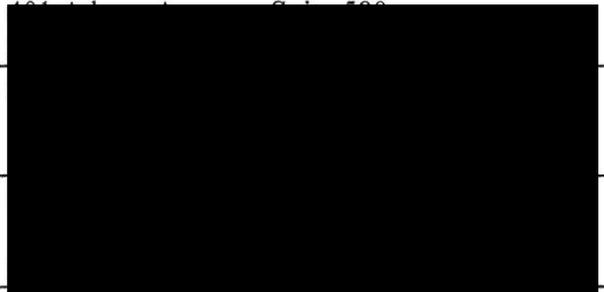
3. Contracts/grants providing for ceilings as to the indirect cost rates(s) or amount(s) which are indicated in Section I above, will be subject to the ceilings stipulated in the contract or grant agreements. The ceiling rate or the rate(s) cited in this Agreement, whichever is lower, will be used to determine the maximum allowable indirect cost on the contract or grant agreement.
4. Fringe benefits other than paid absences consist of Health Insurance, FICA, Retirement and State Unemployment Insurance.
5. The indirect cost pool includes Divisional and Departmental indirect costs (e.g., facilities, property management, payroll, human resources, purchasing, audit & review, legal, graphic arts, director's office, financial services, communications & information, and termination costs).
6. The rates in this agreement comply with applicable ETA salary cap and TEGL 5-06.

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**ACCEPTANCE**

**BY THE STATE/LOCAL DEPT/AGENCY:**

**ALABAMA DEPARTMENT OF ECONOMIC  
AND COMMUNITY AFFAIRS**



(Name)

Director

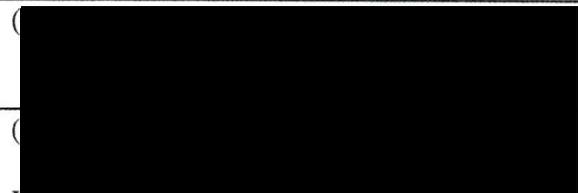
(Title)

9/30/19

(Date)

**BY THE COGNIZANT AGENCY ON  
BEHALF OF THE FEDERAL GOVERNMENT:**

**U.S. DEPARTMENT OF LABOR**  
Office of Cost Determination, Room S-1510  
200 Constitution Avenue, NW  
Washington, D.C. 20210



Victor M. Lopez

(Name)

Director, Office of Cost Determination

(Title)

September 26, 2019

(Date)

DOL Representative: Stephen Hobday

Telephone No: 

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Alabama Department of Commerce

\* Street 1: 401 Adams Avenue    \* Street 2: Suite 670

\* City: Montgomery    \* State: AL: Alabama    \* Zip: 36104-4313

Congressional District, if known: AL 002

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Education Stabilization Fund
	CFDA Number, if applicable: 84.425

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$ [REDACTED]
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**10. a. Name and Address of Lobbying Registrant:**

Prefix [REDACTED] \* First Name: None    Middle Name: [REDACTED]

\* Last Name: None    Suffix: [REDACTED]

\* Street 1: None    \* Street 2: [REDACTED]

\* City: None    \* State: [REDACTED]    \* Zip: [REDACTED]

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix [REDACTED] \* First Name: None    Middle Name: [REDACTED]

\* Last Name: None    Suffix: [REDACTED]

\* Street 1: None    \* Street 2: [REDACTED]

\* City: None    \* State: [REDACTED]    \* Zip: [REDACTED]

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Lorilei Sanders

\* Name: Prefix Mr.    \* First Name: Greg    Middle Name: [REDACTED]  
\* Last Name: Canfield    Suffix: [REDACTED]

Title: Secretary, Alabama Department of Commerce    Telephone No.: [REDACTED]    Date: 08/24/2020

**Federal Use Only:** Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)