National Skills Coalition organizes broad-based coalitions seeking to raise the skills of America’s workers across a range of industries. We advocate for public policies that invest in what works, as informed by our members’ real-world expertise. We communicate these goals to an American public seeking a vision for a strong U.S. economy that allows everyone to be part of its success.
National Skills Coalition is advocating for states to adopt a set of policies that expand equitable access to middle-skill training, credentials, and careers – particularly for those who have faced barriers to economic opportunity. This effort includes scans of all fifty states to ascertain whether states have the policies in place to expand access to skills. NSC has also developed toolkits that provide resources, including model legislation, for policymakers and advocates to advance a skills equity agenda in their state. NSC’s skills equity agenda includes state policies on Job-Driven Financial Aid, SNAP E&T, Stackable Credentials, Alignment, Integrated Education and Training, and Temporary Assistance for Needy Families Employment and Training. [www.nationalskillscoalition/skillsequity](http://www.nationalskillscoalition/skillsequity)
SUMMARY

State alignment policies are among a set of “skills equity policies” being promoted by National Skills Coalition (NSC). NSC has scanned each of the fifty states and the District of Columbia to identify which states have the policies in place.

Middle-skill jobs that require education or training beyond high school but not a bachelor’s degree make up the largest share of the labor market. Employers looking to fill these middle-skill positions often voice concerns about their ability to find skilled workers. At the same time, limited access to skills training keeps too many people from filling good paying jobs that they can use to support their families. Policymakers can respond to both of these issues by adopting a set of policies that expand equitable access to middle-skill training, credentials, and careers – particularly for those who have faced barriers to economic opportunity. NSC’s skills equity agenda includes a suite of state policies intended to do just that.

Alignment policies combine the central elements that provide a pathway for low-income, low-skill adults to attain postsecondary credentials. This scan finds that twelve states have an alignment policy in place. States without a policy in place can use NSC’s Alignment Policy Toolkit to establish one. Many of the twelve states with policies already in place can also use the Toolkit to further expand their alignment policy.

TWELVE STATES HAVE ESTABLISHED ALIGNMENT POLICIES
ALIGNMENT POLICY

Most of the skill equity policies are intended to address a specific challenge that low-income, low-skilled adults commonly face when they try to access and complete middle-skill training programs. For example, integrated education and training policy addresses basic skill deficiencies; job-driven financial aid policy tackles the lack of financial resources. Each of the policies on its own will expand access to skills, credentials, and careers by removing a particular barrier that keeps low-income, low-skilled adults from pursuing and succeeding in middle-skill training. However, low-skilled people often face more than one barrier.

Alignment policies are different in that they address multiple challenges confronting low-income, low-skilled adults. Alignment policies combine many of the elements discussed in the other scans and toolkits and authorize an array of services that meet the challenges faced by low-income, low-skilled adults. These elements are: integrated basic education and skills training, career counseling, support services, high school equivalent credentials, industry-recognized and stackable postsecondary credentials, and industry engagement. These are the central elements that provide a pathway for low-income, low-skill adults to attain stackable postsecondary credentials that have value in the labor market. By aligning the elements in a single policy, states can better ensure that individuals receive a comprehensive array of services and that the services complement one another.

Evidence supports that providing the central pathway elements to individuals typically produces better results. For example, a recent net impact evaluation of the Arkansas Career Pathways Initiative (CPI), finds that compared to a matched population of community college students, CPI participants were six times as likely to earn an Associate’s Degree and three times as many had earned a Certificate of Proficiency or Technical Certificate. Twelve months after leaving college, CPI participants earned $3,100 more per year than a matched pool of TANF participants.²

STATE ALIGNMENT POLICIES

An alignment policy combines the central elements that provide a pathway for low-income, low-skilled adults to attain stackable postsecondary credentials that have value in the labor market. The central elements of a pathway are:

- Integrated education and training³
- Career counseling
- Support services
- High school diploma or equivalent credential
- Training leading to industry-recognized and stackable postsecondary credentials⁴
- Industry engagement

This list of elements is similar to the ones included in the definition of career pathways codified in the Workforce Innovation and Opportunity Act (WIOA). Notable differences are the scan definition of aligned pathways explicitly includes support services and stackable credentials, while the WIOA definition of career pathways does not.⁵ Because it is inclusive of the WIOA-listed elements, implementing an alignment policy will meet the WIOA requirements.⁶ Some states include additional elements in an alignment policy, perhaps most significantly, programs of study beginning in secondary school. However, given NSC’s focus on adults and out-of-school youth, K-12 components are not included in this scan.

Individuals need not take part in all the pathway elements offered by an alignment policy, only the elements they need. For example, some individuals already possess a high school diploma or an equivalent credential and do not require integrated education and training.⁷
Criteria for a State Alignment Policy

For the scan of state alignment policies, NSC counted a state as having a policy if it either requires or funds the alignment of the central elements that provide a pathway for low-skilled adults to attain industry-recognized and stackable postsecondary credentials. Robust policies both require and fund alignment. In order to be counted in the scan, the policy must be statewide in scope, cover multiple occupational clusters or industry sectors, and not be limited to a specific sub population other than low-income and/or low-skilled adults. These criteria focus the scan on broad statewide policies.

Requirement: States can require that higher education and workforce agencies establish frameworks for aligned pathways that institutions and local agencies must provide. States may establish the requirement either by statute or by an administrative policy adopted by the appropriate agency or agencies. To be counted in the scan, the state policy must go beyond simply indicating the state will comply with WIOA requirements to establish career pathways, and establish unique state requirements.

Funding: States can also support aligned pathways by allocating funding to providers to establish aligned pathways. States can also appropriate funds to agencies to design statewide frameworks and offer technical assistance for aligned pathways. The scan does not count one-time federal grants or philanthropic funds as constituting a state policy supporting alignment.

Scope: Some state alignment policies aim solely to serve individuals who begin as adult education students, often referred to as “Bridge Programs,” while others also offer entry points to multiple levels of middle skills training for people with different skill levels. The scan identifies whether a state policy is targeted solely to serving adult education students or whether the policy includes multiple entry points including adult education and multiple levels of middle-skill training. The scan counts either choice as a state alignment policy as long as other criteria are met.

Other Support: There are notable efforts underway in states that do not meet the scan’s criteria for counting as a state alignment policy. For example, other efforts may provide some but not all the central pathway elements. They may culminate in initial credentials that do not stack to higher level certificates and degrees. They may rely on philanthropic funding or one-time federal grants. These other efforts may provide a stepping stone to a comprehensive alignment policy. In states that do not have an alignment policy, the scan identifies such efforts in the state pages but does not attempt a complete accounting of other state support towards alignment.

Key Findings

For this scan, NSC gathered data from each of the fifty states and the District of Columbia about the presence or absence of state level alignment policies. Findings for each state are displayed in the state specific pages later in this publication. The scan finds that twelve states have an alignment policy in place. Among these states, two states require alignment, and all twelve states provide funding. Among the states that have an alignment policy, five target adult education students, while seven include adult education and multiple levels of middle skill training.
## SUMMARY OF STATE ALIGNMENT POLICIES

<table>
<thead>
<tr>
<th>State</th>
<th>Requirement</th>
<th>Funding</th>
<th>Adult Education Students Only</th>
<th>Multiple Entry Points</th>
<th>Other Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Arkansas</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Hawaii</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Idaho</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Iowa</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Maine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Massachusetts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Michigan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>State</td>
<td>Requirement</td>
<td>Funding</td>
<td>Adult Education Students Only</td>
<td>Multiple Entry Points</td>
<td>Other Support</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------</td>
<td>--------------------------------</td>
<td>-----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Missouri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>North Dakota</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Dakota</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Utah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>12</strong></td>
<td><strong>5</strong></td>
<td><strong>7</strong></td>
<td></td>
</tr>
</tbody>
</table>
## ALIGNED POLICY: STATE BY STATE

### ALABAMA
- **Policy in Place?** No
- **Program Requirement** No
- **Funding** No
- **Other** No

### ALASKA
- **Policy in Place?** No
- **Program Requirement** No
- **Funding** No
- **Other** No

### ARIZONA
- **Policy in Place?** No
- **Program Requirement** No
- **Funding** Yes
- **Other** No

The Arizona Department of Education used a mix of state and federal adult education funds to make pilot grants for an adult education pathways initiative in nine of the state’s fifteen counties during program year 2014-15. Some of the pilot sites continued their work in 2015-16. The Arizona program focuses on individuals eligible for public assistance.

### ARKANSAS
- **Policy in Place?** Yes
- **Program Requirement** No
- **Funding** Yes
- **Other** Yes

**Scope:**
- **Adult Education Students Only** No
- **Multiple Entry Points** Yes

The Career Pathways Initiative (2005 Act 1705 and 2007 Act 514) funds the development of comprehensive, aligned pathways for economically disadvantaged individuals using TANF funds. Two-year colleges and Technical Centers organize the pathways. The Workforce Initiative Act (2015 SB 891/Act 1131) funds local career pathways that span secondary schools through higher education. The Department of Higher Education administers competitive grants to Regional Workforce Alliances. Pathways must include: the engagement of multiple employers; basic skills instruction concurrent with occupational training; support services; academic and career counseling; and apprenticeship or other training programs.
**CALIFORNIA**

- **SCOPE:**
  - Program Requirement: ✗
  - Funding: ✔
  - Multiple Entry Points: ✔
  - Adult Education Students Only: ✗

In 2016 the legislature appropriated $200 million for the community colleges to implement the Strong Workforce Program to carry out the recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy that include the development of comprehensive pathways.

---

**COLORADO**

- **SCOPE:**
  - Program Requirement: ✔
  - Funding: ✔
  - Multiple Entry Points: ✔
  - Adult Education Students Only: ✗

State legislation (House Bill 13-1165 and House Bill 15-1274) requires the creation of pathways in manufacturing, construction, healthcare, and information technology industries, and two additional pathways each year. The legislation charges the State Workforce Development Council to design the pathways in collaboration with the Department of Higher Education, the Department of Labor and Employment, and other agencies. The pathways must include each of the central elements of an aligned pathway. The legislature has appropriated about $500,000 from the general fund per year for implementation.

---

**CONNECTICUT**

- **SCOPE:**
  - Program Requirement: ✗
  - Funding: ✗
  - Other: ✗

---

**DELAWARE**

- **SCOPE:**
  - Program Requirement: ✗
  - Funding: ✗
  - Other: ✗
Florida’s Integrated Career and Academic Preparation System aligns with the career pathways definition included in WIOA. Current year funding is $675,000 for up to twenty-seven grants in the amount of $25,000 each.

Georgia technical college system built pathway programs for adult education students as part of the Accelerating Opportunities national initiative supported by philanthropic funding that has now ended.

Community College Career and Technical Training (C3T), funded through a $24.6 million USDOL TAACCCT grant is creating aligned career pathways in agriculture, energy, and health care.
IDAHO

POLICY IN PLACE? 

PROGRAM REQUIREMENT 

FUNDING 

OTHER 

Started as part of the national Accelerating Opportunity Initiative with funding from philanthropic foundations, Idaho used to provide dedicated funding for Idaho Career and Academic Preparation System (ICAPS). ICAPS provides aligned pathways for low-skill adults at about half of Idaho’s community colleges.

ILLINOIS

POLICY IN PLACE? 

PROGRAM REQUIREMENT 

FUNDING 

OTHER 

The WorkINdiana program, supported by a mix of federal funding and $2.4 million from the state general fund, offers aligned pathways from adult education through initial certificates.

INDIANA

POLICY IN PLACE? 

PROGRAM REQUIREMENT 

FUNDING 

OTHER 

Iowa Code 2014, Chapter 260H establishes the Pathways for Academic Career and Employment (PACE) Fund, authorizing up to $5 million per fiscal year that is available to community colleges. PACE includes comprehensive, aligned pathways for low skill and low income adults.
### Kansas

**Policy in Place?**

- **Program Requirement**: ✗
- **Funding**: ✓
- **Scope**: ✓ Adult Education Students Only
- **Multiple Entry Points**: ✗

Accelerating Opportunity: Kansas (AO-K) provides low skilled adults integrated education and training, career coaches, support services, and stackable short term certificates. The AO-K Proviso adopted by the Kansas legislature in 2014 (HB 2506) covers the costs for students co-enrolled in career technical education and adult education career pathways using a per credit hour reimbursement rate that factors in tuition, instructional, and support costs. The Proviso states that such expenditures shall be in an amount not less than $500,000 a year.

### Kentucky

**Policy in Place?**

- **Program Requirement**: ✗
- **Funding**: ✗
- **Other**: ✓

Accelerating Opportunity Kentucky offers comprehensive pathway programs for adult education students. Accelerating Opportunity has become a general practice of the community and technical colleges, however, the state does not provide dedicated funding.

### Louisiana

**Policy in Place?**

- **Program Requirement**: ✗
- **Funding**: ✗
- **Other**: ✓

In 2010 Louisiana transformed Adult Education, renaming it WorkReady U, with expanded provider support services, work ready certification testing, employment placement support, and pathways into and through postsecondary career and technical education programs. Funding was provided as part of the national Accelerating Opportunity initiative.
In 2012 the Maine legislature passed LD 1780, An Act to Enhance Career Pathways for Adult Learners, establishing career pathway services, as part of adult education. Career pathways were defined as, “A series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.”

Starting in 2010, Maryland for several years experimented with an Integrated Education and Training (IET) model known as MI-BEST. Six community colleges implemented MI-BEST, which was supported through a mixture of private philanthropic and state funds. A second IET project, Accelerating Connections to Employment, grew in part out of MI-BEST and is being funded through a US Department of Labor Workforce Innovation Fund grant.

Massachusetts’ Adult Career Pathways program funds local career pathway programs for low skill adults. Key elements include contextualized basic education, career counseling, support services, and partnership between education providers and workforce boards. Some programs use the Washington State I-BEST model. Some programs offer a postsecondary training and a credential; others prepare students to enter postsecondary education. The program is administered by Adult and Community Learning Services at the Department of Elementary and Secondary Education.
The Minnesota legislature appropriates funds for the Pathways to Prosperity program, formerly known as FastTRAC, which offers grants to local providers to train adults with low basic skills for entry level employment. Services include integrated basic skills education, career specific training, career counseling, support services, and employment placement and retention. The training provides college credits that are applicable toward certificate and degree programs in the same field. The program has $11 million in state funding in FY 2016.

With funding from the W.K. Kellogg Foundation, Mississippi community colleges have implemented Mississippi Integrated Basic Education and Skills Training (MI-BEST) programs. MI-BEST offers students a high school equivalency diploma and a recognized postsecondary credential and provides integrated education and training, career counseling, and support services.

With funding from the W.K. Kellogg Foundation, Mississippi community colleges have implemented Mississippi Integrated Basic Education and Skills Training (MI-BEST) programs. MI-BEST offers students a high school equivalency diploma and a recognized postsecondary credential and provides integrated education and training, career counseling, and support services.
New Mexico’s work in IET pathways for adult education students began with a planning grant received in 2011 as part of the national Accelerating Opportunity (AO) initiative. IET is now run by a consortium of community colleges across the state and currently funded through a USDOL TAACCCT grant.
### New York

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

**Policy in Place?** ✗

**Scope:**

- Adult Education Students Only
- Multiple Entry Points

North Carolina targets funding for local NCWorks Certified Career Pathways. In order to be certified, pathways must include industry engagement, partnerships of multiple education and workforce stakeholders, multiple entry and exit points for secondary students and adults, career counseling, integrated education and training, secondary and postsecondary stackable credentials, and employer engagement.

### North Carolina

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

**Policy in Place?** ✓

**Scope:**

- Adult Education Students Only
- Multiple Entry Points

### North Dakota

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

**Policy in Place?** ✗

### Ohio

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Policy in Place?** ✗

The Ohio Adult Diploma Program pilot, created by statute, enables adults to obtain a high school diploma or certificate of equivalence and a postsecondary credential in a high demand field. The Program includes career counseling. For FY 2016, the legislature appropriated $1.25 million.
In 2006, the Oregon Presidents Council signed a Career Pathways Resolution affirming the community colleges’ commitment to career pathways. The Presidents have renewed their commitment every two years since then. The career pathways include the alignment of all key pathway elements: basic education (including IET in some programs), training, guidance, and support services, sequential course offerings from grade ten through associate degrees, stackable credentials, and industry engagement. Oregon provides grants to community colleges to support career pathways. Funding comes from a variety of sources, including Oregon’s Employer Workforce Training fund, WIOA Title I, Perkins, and the state general fund. For the 2015-17 biennium, there is $2 million for a statewide coordinator and college grants.

In 2011 Rhode Island enacted a statute directing the Governor’s Workforce Board to establish the Career Pathways Advisory Committee charged with developing and overseeing occupational career pathways across state key industries.
The legislature has appropriated funds to the Texas Higher Education Coordinating Board ($3.8 m for FY 2016-17) for a grant program to community colleges and public technical institutes to implement pathway programs for adult education students, known as Accelerate Texas. Accelerate Texas includes IET, stackable credentials, support services, and industry engagement.
VERMONT

POLICY IN PLACE?

- PROGRAM REQUIREMENT
- FUNDING
- OTHER

VIRGINIA

POLICY IN PLACE?

- PROGRAM REQUIREMENT
- FUNDING
- MULTIPLE ENTRY POINTS

SCOPE:

- ADULT EDUCATION STUDENTS ONLY

The Virginia Department of Education, Office of Adult Education and Literacy (OAEL) administers the PluggedInVA grants. In 2016, state funding totaled $465,375. Eligible applicants are regional adult education programs funded by OAEL and local adult education programs that are members of a regional consortium funded by OAEL. PluggedInVA is a career pathways program that provides adult learners with a contextualized General Educational Development (GED®) curriculum integrated with industry-specific technical training for entry-level jobs in targeted industries. Each program awards a transferable industry-recognized credential and/or a Career Studies Certificate issued by a participating community college. PluggedIn VA includes employer engagement and career coaches, and in some cases support services.

WASHINGTON

POLICY IN PLACE?

- PROGRAM REQUIREMENT
- FUNDING
- MULTIPLE ENTRY POINTS

SCOPE:

- ADULT EDUCATION STUDENTS ONLY

Washington’s State Board for Community and Technical Colleges provides enhanced funding (1.75 times the rate per a normal full-time equivalent student) for Integrated Basic Education and Skills Training (I-BEST) programs. I-BEST programs include the essential elements for adult education students of an aligned pathway to jobs in an occupational cluster or sector: integrated education and training, career counseling, support services, secondary and postsecondary credentials, and employer engagement.
Wisconsin's Technical College system provides funding and technical assistance for an extensive system of aligned pathways. The pathways are not required by the state; however, they exist at each of the sixteen technical colleges. The pathways include all the essential components of aligned pathways. The pathways include ones designed for K-14 students and bridge programs for adult basic education students, providing multiple entry points and levels of training. The pathways began as part of the Shifting Gears Initiative with funding from the Joyce Foundation, and were known as RISE (Regional Industry Skills Education) and are now known as Wisconsin Career Pathways. Today, the Technical Colleges’ Workforce Advancement Program awards grants ($4 million for FY 2016-17) that may be used to support career pathways, among other activities.
METHODOLOGY

To conduct this scan, National Skills Coalition reviewed a variety of documents and communicated with state officials. Specifically, NSC reviewed state statutes and key documents for each of the fifty states and the District of Columbia that were available through the websites of the state workforce development board, the workforce administrative agency, and state postsecondary agencies. When the documentation was unclear, state officials were contacted for follow-up information. However, NSC recognizes that no matter the effort, it is possible that there is some information not included in this scan.

ENDNOTES

1 Not included in this list is financial aid. Obviously, financial aid is a critical element, but it is typically provided through eligibility for financial aid programs that are not directly linked with a state’s alignment policy. There are only a few examples, such as Iowa’s Gap Tuition Assistance Program that works in tandem with its Pathways for Academic Career Employment (PACE) program, where financial aid is linked to the state’s alignment policy. However, one important common connection is that counseling that is part of alignment policies typically includes information about accessing financial aid.


4 See, National Skills Coalition, Skills in the States: Stackable Credential Policy Toolkit, 2016.

5 When describing a state’s policy, the Scan uses the term “career pathway” if that is the term used by the state. Otherwise, the Scan generally avoids the use of the term “career pathway” to avoid confusion with the WIOA definition.

6 WIOA requires the State Workforce Development Board to assist the Governor in the development of strategies to support the use of career pathways. Sec. 101(d)(3)(B)

7 For more information on alignment policies, see National Skills Coalition, Skills in the States, Alignment Policy Toolkit, 2016.

8 The scan uses the term “adult education” to include Adult Basic Education, English as a Second language and other programs that provide adult literacy or numeracy instruction below the postsecondary level.