

Alabama Workforce Development

Accelerating the Transformation to Excellence



In a time of rapid change and mounting uncertainty, one thing seems sure - Alabama's economic future hinges on the work-ready skills of our people.

The Lieutenant Governor's Commission on
21st Century Workforce

“Our economy is being rapidly reshaped by technology, automation, globalization, and other forces. This transformation is creating opportunity, but it’s also creating disruption—and with it, insecurity for many businesses and workers. “

Thomas J. Donohue, President & CEO, U.S. Chamber of Commerce at Talent Forward 2018

“Today’s fastest-growing industries demand not only new skills but a higher level of skills overall. The United States continues to exceed average global educational attainment percentages, but the changing nature of the economy has implications for existing education and training systems and their ability to ensure Americans attain a quality postsecondary education.”

National Governors Association - Aligning State Systems for a Talent-Driven Economy

“The US labor market looks markedly different today than it did two decades ago. It has been reshaped by dramatic events like the Great Recession but also by a quieter ongoing evolution in the mix and location of jobs. In the decade ahead the next wave of technology may accelerate the pace of change. Millions of jobs could be phased out even as new ones are created.”

McKinsey Global Institute - The Future of Work

“Education and workforce systems in the United States are failing to keep pace with the changing needs of the economy, and employers are struggling to find skilled workers who can contribute to their companies’ changing business environment.”

U.S. Chamber of Commerce - Managing the Talent Pipeline

“We must first make sure that all students and citizens believe they have value and then ensure that they are provided the opportunities, through education and training, to further develop and utilize those skills in the workforce.”

Linda Hammer – Hammer Construction

“In the Production area, we are definitely finding it difficult to find the right fit of people to fill our positions.”

Joe Hendrix – Kamtek/Magna

“Alabama is taking the steps necessary to prepare our citizens for long-lasting, well-paying, 21st Century jobs. If our efforts prove successful, Alabama will continue leading the nation in economic development, industrial expansion, and job creation for many years to come. “

Lieutenant Governor Will Ainsworth

Lieutenant Governor’s Commission on a 21st Century Workforce

Lieutenant Governor Will Ainsworth

Senator Dan Roberts

Senator Donnie Chesteen

Senator Linda Coleman-Madison

Senator Clay Scofield

Representative Danny Garrett

Representative Connie Rowe

Representative Rod Scott

Representative Rich Wingo

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Acknowledgements

Education and workforce leaders provided information about their programs and discussed the challenges they face. Private leaders talked about the ongoing struggle to find enough qualified workers and their ideas for education and workforce development improvement. All were helpful, generous with their time, honest about the challenges ahead and all were committed to improving the state’s 21st Century workforce.

The Lieutenant Governor's Commission on 21st Century Workforce

Accelerating the Transformation to Excellence

Executive Summary

With increasing competition, advancing automation, and shifting demographics the challenge of educating and training citizens has become every state's most critical challenge. The talent and the abilities valued - and required - by employers continue to rise and change. Alabama's talent pipeline, our education and workforce training systems, programs, professionals and policy makers must improve to meet the challenge.

In 2019, the Lieutenant Governor's Commission on 21st Century Workforce was created to assess the current system and to make recommendations that will increase the state's workforce competitiveness. In recent years the state has taken steps to improve the workforce structure, and there are encouraging initial results. But other states are also making improvements and Alabama must continue to innovate to compete. Success will take an even more comprehensive approach, unprecedented collaboration, increased efficiencies, improved assessment tools, aligned priorities, sustained focus, and a shared sense of urgency.

In a time of rapid change and mounting uncertainty, one thing seems sure - Alabama's economic future hinges on work-ready skills of our people.

Recommendations:

- ✓ Improve System Alignment
- ✓ Prioritize Increasing Workforce Participation and Workforce Quantity
- ✓ Develop Formal Partnerships with Business Organizations to Expand Business Engagement
- ✓ Improve K-12 Education
- ✓ Emphasize Demand Driven Community Colleges
- ✓ Boost Data Availability and Usage
- ✓ Improve Communication and Marketing
- ✓ Provide More Help to Rural Alabama
- ✓ Reimagine Career Centers
- ✓ Continuum of Services

Moving forward, meeting four specific challenges will be the difference between success and hard work that does not yield the needed results:

I.) Aligning the work of the dozens of education and workforce organizations and translating complex strategy into concrete statewide practice. New ideas and a comprehensive approach were necessary, but recent work is only beginning to permeate throughout all the organizations. It will take strong leadership to ensure that Alabama's future workforce becomes a competitive advantage.

II.) Ensuring all the education and workforce development organizations to overcome structural silos, resource competition, and leadership dynamics to align priorities, share resources, and sustain the effort. Just as words do not equate to actions, words do not guarantee collaboration. To make meaningful improvements in Alabama's workforce preparedness educational institutions, at all levels, must embrace their role. Skills that will be used to earn a living throughout a citizen's life will germinate in a classroom.



III.) Increasing the quantity of the available workforce. Today the state's unemployment rate sits at 2.7 percent, and employers are struggling to find workers. Projections suggest that without new efforts the state will see its workforce shrink in the future, limiting potential economic growth. Aggressive efforts to attract new workers to Alabama and to raise the labor force participation rate are needed.

IV.) Alabama should accelerate the implementation of its plans. As Will Rogers said, "Even if you are on the right track, you'll get run over if you just sit there." Competing states are upping their game. The pace of business and job transformation is accelerating. Organizational and political leadership is in constant change. The next few years are critical. Creating a cabinet-level position to ensure alignment, collaboration and successful implementation is an option worth consideration in 2020.

Budget Allocation Recommendations to Boost Workforce Development:

- ♦ **Supplemental Funding for Career and Technical Education (CTE)**

Recommendation: Allocate \$15 million in supplemental funding with broad eligibility requirements to fund local school systems to fill current CTE gaps. Require Regional Workforce Councils to certify that the programs match local needs.

- ♦ **Modernize Machinery and Equipment at the Community Colleges**

Recommendation: Allocate an additional \$25 million to the Alabama Community College System to make strategic investments in machinery and equipment for high-wage high-demand industries.

- ♦ **Incentivize Increased Regional Collaboration and Innovation**

Recommendation: Allocate \$6 million-dollar competitive grants to fund innovative workforce programs at the regional level, requiring multiple partners and private sector participation.

- ♦ **Further Increase Career Coaches**

Recommendation: Allocate an additional \$8 million to expand the number of coaches and reduce the student-coach ratio.

- ♦ **New Talent Attraction Initiative**

Recommendation: Allocate \$4.5 million in the next Fiscal Year to the Alabama Department of Commerce to develop a new talent attraction program for the state. Also, seek private matching funds to expand the capacity.

- ♦ **Create a Public-Private Partnership to Expand Internship Opportunities Statewide**

Recommendation: Allocate \$500,000 to create and manage a partnership with the state's major business organizations to develop an on-line internship program that matches intern seekers with company needs.

- ♦ **Invest in Apprenticeship Success**

Recommendation: Allocate \$500,000 annually to Alabama Office of Apprenticeship to fund additional support services for participants.

- ♦ **Explore reinvention of the Career Centers**

Recommendation: Allocate \$500,000 to develop a best-practice proposal for a reinvention of the state's career centers to transition from a reactive approach to a proactive outreach model.

Introduction

Our nation's transition into the 21st Century has been challenging. Economic truths that seemed certain have been disrupted.

With increasing competition, advancing automation, and shifting demographics the challenge of educating and training citizens - arming them with the skills they need for future success - has become every state's most critical challenge. The talent and abilities valued, and required, by employers continue to rise and change. Alabama's talent pipeline, our education and workforce training systems, programs, professionals and policy makers must improve to meet the challenge.

With increasing competition, advancing automation, and shifting demographics the challenge of educating and training citizens - arming them with the skills they need for future success - has become every state's most critical challenge.

In 2019, the Lieutenant Governor's Commission on 21st Century Workforce was created to assess the current system and to make recommendations that will increase the state's workforce competitiveness. This report, completed by Economic Leadership, a firm based in Raleigh North Carolina, examines the components of the current system, including recent and planned changes. It frames the state's future workforce quantity conundrum and looks at current programs and future occupational demands. Post-recession, the state has taken many bold steps to improve the workforce structure, and there are some encouraging initial results. Even more efforts are underway and expected to yield results in future years. But other states are also making improvements and Alabama must continue to innovate to compete.

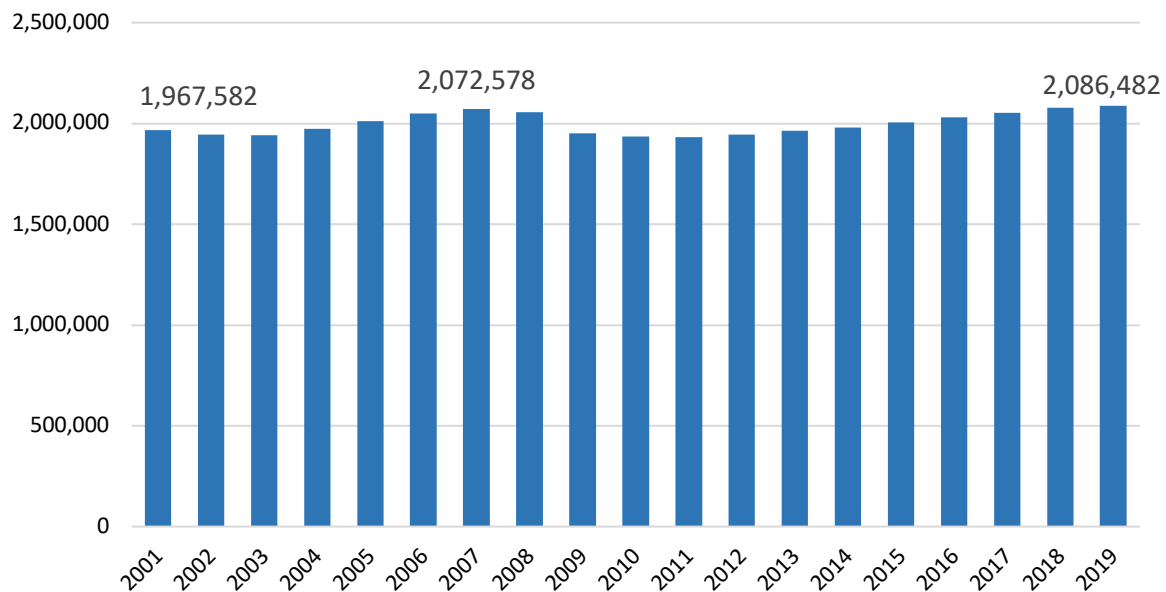


Success will take an even more comprehensive approach, unprecedented collaboration, increased efficiencies, improved assessment tools, aligned priorities, sustained focus, and a shared sense of urgency.

Alabama's Economic Landscape

Over the past 20 years the Alabama economy has transformed. Between 2001 and 2019, 89 percent of the state's apparel jobs, 66 percent of its textile jobs and even half of the computer and electronic production jobs have been lost. But during that same period 30,000 good new jobs in transportation equipment manufacturing have been added. The state lost jobs in the agriculture, construction, and information sectors, but gained jobs in professional and business services, education and health, and leisure and hospitality. Today, the state has recovered the jobs it lost in the 2007 - 2009 Great Recession, but Alabama's economic makeup is different and so are the demands of the workforce.

Alabama Total Jobs 2001-2019



Source: EMSI 2019.4

The past year brought continued job growth and historically low unemployment to the state. Announcements in the automotive, aerospace and technology sectors highlighted a year of business growth and fueled public optimism. The southeast region of the United States continues to be a strong business location and in interviews with Alabama business stakeholders there is clear enthusiasm for the future.

But in interviews, stakeholders consistently raised two issues. Both are common concerns in almost every state. The first is the overall shortage of available, skilled workers. According to *Area Development Magazine's* 33rd annual survey of site selection consultants, the availability of skilled labor remains the #1 determining factor on business decisions to locate new jobs and investment.

The United States is currently experiencing the longest continuous private sector job expansion in history, almost ten years, and national unemployment has reached 50-year lows. This past year our country had the lowest natural population increase and the lowest net immigration of the past century. Baby boomer retirements far outnumber new workers entering the workforce. Coupled with concerns over quantity, the quality or skills of available workers are lacking, resulting in a skills gap between the demand and number of trained workers available in key industries.

Top Factors for Investment Decisions

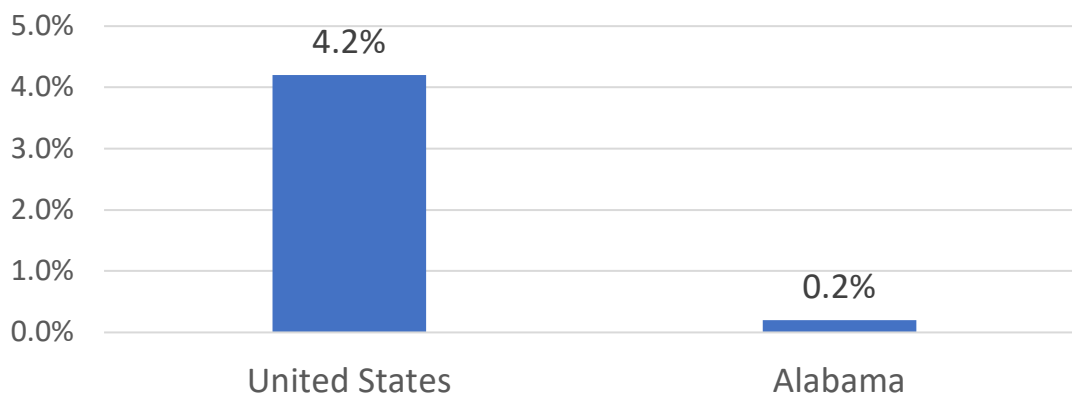
- 1) Availability of skilled labor
- 2) Labor costs
- 3) Highway accessibility
- 4) Corporate tax rate
- 5) Tax exemptions
- 6) Quality of life
- 7) State and local incentives
- 8) Energy availability & costs
- 9) Available buildings
- 10) Occupancy costs

Area Development 33rd Annual Survey

Every major economic development organization and business association has heard how difficult it is for employers to find the employees they need to grow during periods of low unemployment.

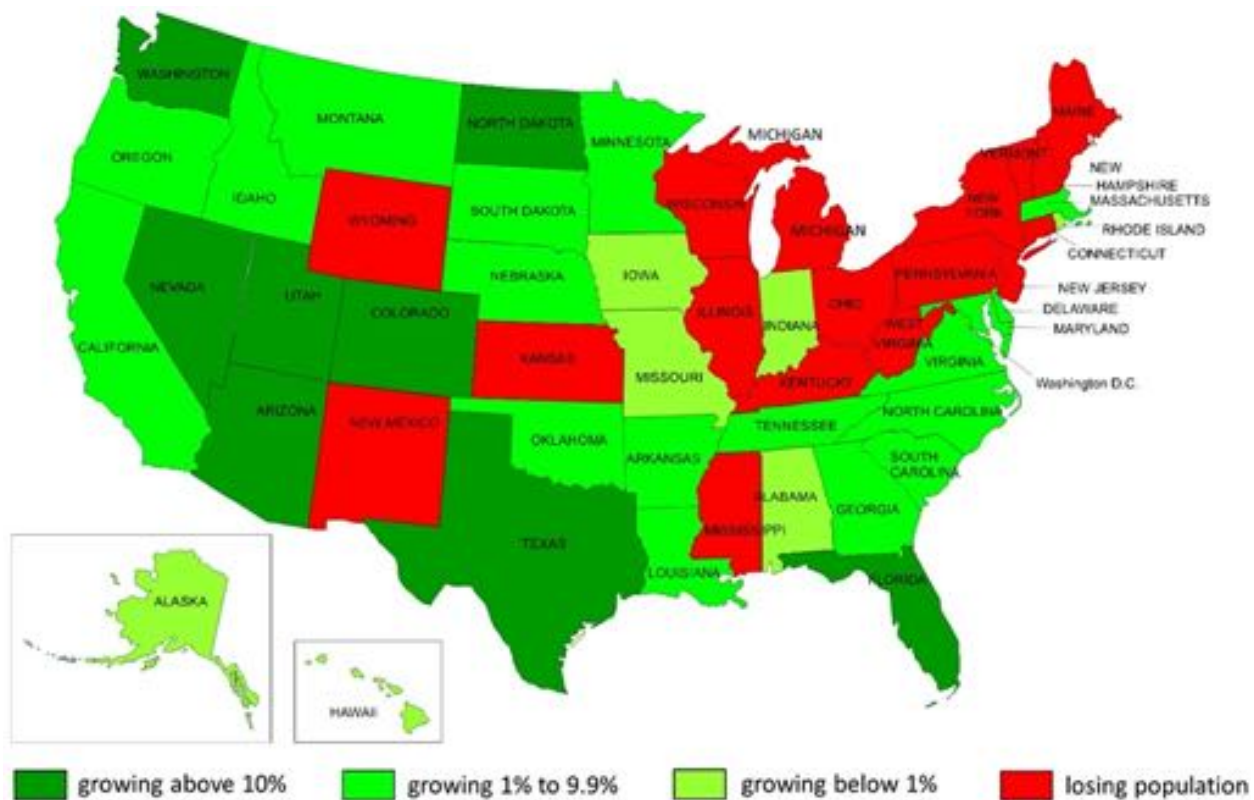
Alabama's workforce quantity challenge is exacerbated by the state's lack of population growth, especially working age population. Between 2010 and 2018 working age population (those 25-64 years old) in the United States grew by 4.2 percent, an additional seven million. In contrast, Alabama's overall population grew by less than one percent and the working age population only grew by just over 4,000 people, a growth rate of 0.2 percent.

Working Age Population Growth Rate 2010-2018



Source: EMSI 2019.4

United States Working Age Population Ages 25-64 Growth 2010-2018



Source: EMSI 2019.4

During the same period many of Alabama's competitors were more successful in attracting new workers. Both Georgia and North Carolina added more than 300,000 working age residents, South Carolina added almost 170,000 and both Florida and Texas added over a million new people.

Current projections for the next decade suggest an even bigger problem. Baby boomer retirements combined with low birth rates will reduce the availability of new workers. Nationally we will have three million fewer people between the ages of 25 and 64 in 2029. Alabama is projected to have over 100,000 fewer people of working age. Many of the state's competitors will continue to grow, although at a slower rate. Automation and robotics might reduce the need for some new workers, but if this wave of automation has similar results to previous innovation, U.S. productivity and the need for workers will increase. If the availability of skilled labor remains a top site selection factor, Alabama will be at a growing disadvantage. Innovative Talent Attraction programs are emerging as key components of state workforce strategies and will need to be part of Alabama's approach in the future. Alabama's 22.8 percent underemployment rate provides an opportunity to provide incumbent workers with enhanced training to allow employers to promote them into the hard-to-fill jobs.

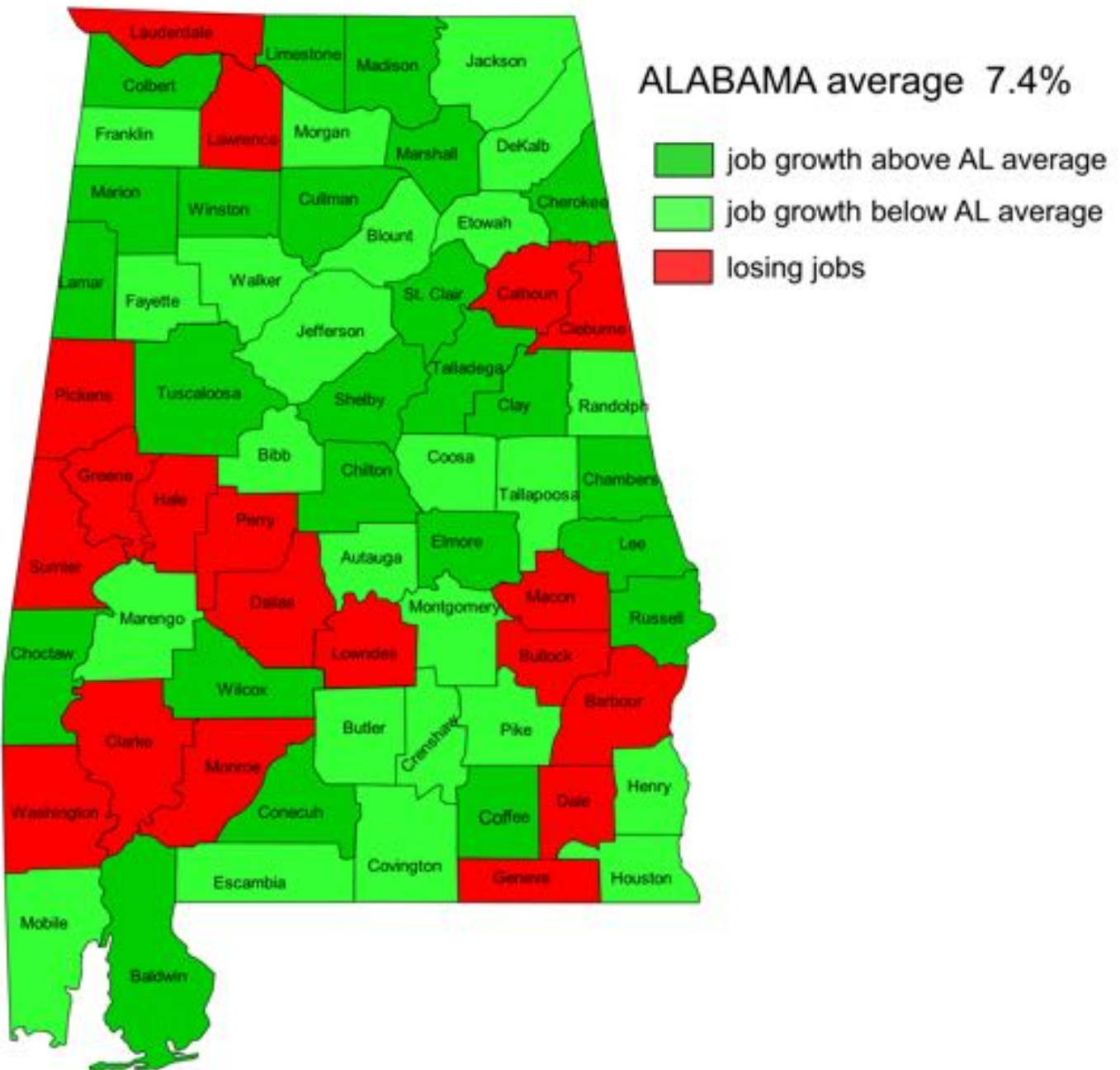
Labor Force Participation by State 2019



The second issue raised by stakeholders is the unevenness of economic growth, worker availability and workforce development resources across the state. In many parts of the country this issue has been shorthanded to the “urban-rural” problem, as a smaller number of places attract a higher and higher percentage of the growth. Some states have developed specific programs to try to better spread the wealth including supporting leadership development and increasing regional collaboration.

As the county map below show, different parts of Alabama have experienced widely different job growth in recent years.

Alabama Percentage Job Growth by County 2010-2018



Some projections suggest that many Alabama counties could experience little or no growth in working age population over the next decade.

Alabama's Workforce Development Infrastructure

According to the Federal Reserve Bank of St. Louis, workforce development is defined as “a wide range of activities, policies and programs employed by geographies to create, sustain and retain a viable workforce that can support current and future business and industry.” The skills accumulated by Alabama workers begin with parents and are influenced by day care workers, pre-school professionals, teachers, professors, family, friends and employers. Mastery of workforce skills begins young, and to remain competitive and productive new skills need to be learned throughout life. A quality education provides the foundation.

Regardless of the formal educational credential required for entry, most jobs require – or at least employers expect – increased skills compared with just a few years ago. Numerous research papers have explored the specific skills that are the most in demand. Some business leaders emphasize interpersonal skills, while others cite the need for creativity and problem solving. Every recent business survey raises concerns over the lack of specific technical skills such as nursing, welding, coding or truck driving. Based on conversations with hundreds of employers over the past five years, Economic Leadership believes that employers need employees with all of the following four sets of critical skills:

- **Personal Skills:** Honesty, integrity, responsibility, self-motivation, reliability, and a positive attitude
- **People Skills:** Communication, teamwork, empathy, sales, and emotional intelligence
- **Thinking Skills:** Problem solving, critical thinking, information management, applied learning, adaptability, and creativity
- **Technical Skills:** Integration with technology, current occupation-specific knowledge for the specific job

How We Got to 2020 - A Brief History of the Alabama Workforce System

Current Alabama policy makers and economic development leaders have demonstrated that they understand the critical importance of an educated and skilled workforce as the foundation for state and local economic vitality. They also understand that Alabama faces unprecedented challenges in meeting these demands. Like the rest of the nation, Alabama is dealing with global competition for both businesses and talent and a shift toward an economy where employers are much more likely to ask, “what does labor know?” rather than “what does labor cost?”

Today's business world is increasingly data driven. Analytics tell a state's story, and information determines competitiveness. As noted earlier, Alabama's population growth is relatively stagnant compared to many other southern states. On the metrics of educational attainment,

median family income, worker productivity, and job growth, Alabama ranks below the U.S. average. Alabama's workforce development entities, while having some individual successes, are still seen by many in the state's economic development community as insufficiently integrated and inadequately responsive to the changing needs of Alabama employers. The lack, or at least perceived lack, of responsiveness, alignment, and coordination is seen as hindering the state's ability to effectively respond to its critical economic challenges.

This report reiterates what other national and local studies have already concluded. Aggressive action is needed. An August 2019 study by the University of Alabama's Center for Business and Economic Research estimated critical worker shortfalls in Alabama as well as suggesting some general strategies to address the problem.

"From a 2016 base, worker shortfalls of about 199,000 and 243,000 are expected for 2026 and 2030, respectively. Worker shortfalls are expected to rise to 273,000 in 2035 and reach 291,000 by 2040. . . Strategies to address skill needs and worker shortfalls might include: (1) improvements in education and its funding; (2) use of economic opportunities to attract new residents; (3) focusing on hard-to-serve populations (e.g. out-of-school youth); (4) lowering the high school dropout rate; (5) continuation and enhancement of programs to assess, retrain, and place dislocated workers; (6) encouragement of older worker participation in the labor force; and (7) facilitation of in-commuting." (Source: Center for Business and Economic Research, University of Alabama. "State of Workforce Report XIII: Alabama." August 2019.)

**Worker shortfalls are
expected to rise to
273,000 in 2035 and reach
291,000 by 2040...**

University of Alabama Center for Business and
Economic Research

In response to this situation, Alabama's political and economic development leaders have made workforce development a top priority. Over the past six years, there has been considerable discussion, engagement, planning, and action related to Alabama's workforce development strategies. Understanding the positive momentum that has been created and the current efforts underway is important to assess where the state stands in 2020 and to determine what more should be done.

College and Career Ready Task Force

In 2013, Governor Robert Bentley established the Governor's College and Career Ready Task Force, bringing together leaders from education, industry, and government to develop strategies to improve educational outcomes and to promote workforce and economic development across the state. One finding of the Task Force was the need for a statewide council, with business sector leadership, that would serve as an advisory body in formulating policies, developing innovative educational workforce programming, and discussing issues critical to workforce development needs in the State of Alabama.

Alabama Workforce Council

On July 1, 2014, the first members were appointed to the Alabama Workforce Council. The Council, comprised of business leaders and workforce program providers, was tasked with advising and supporting the State Education Superintendent and State Board of Education, the Chancellor of the Alabama Community College System, presidents of Alabama’s four-year institutions, and the Regional Workforce Development Councils. Other state departments and organizations were also engaged including: The Office of the Governor, legislative leaders, Department of Commerce, business and industry, trade associations, chambers of commerce, career coaches, human resources business personnel, and other workforce and economic development leaders.



The Council was also tasked with promoting coordination and collaboration across pre-kindergarten through 12th grade, two-year colleges, four-year universities, and business and industry on the local, regional, and state levels. During 2014, the Council conducted meetings and established four committees, each with a specific workforce policy focus:

- ♦ Workforce Structure and Alignment
- ♦ Education and Industry Collaboration
- ♦ Marketing and Promotion
- ♦ Public/Private Partnerships

Substantial progress has been made on these tasks over the past four and half years. To address **Workforce Structure and Alignment** there has been a workforce development program structural reorganization. In 2015, the Alabama Legislature passed legislation to consolidate the primary workforce development functions of the state under the Alabama Department of Commerce. This legislation created a “Workforce Development Division” within Commerce. This new division now manages Alabama’s Workforce Innovation and Opportunity Act (WIOA) funding, provides administrative support for the state Workforce Investment Board and local Workforce Investment Boards, manages Alabama Industrial Development Training (AIDT), manages the Alabama Office of Apprenticeship (AOA), and provides administrative support for the Alabama Workforce Council (AWC) and the regional workforce councils (RWCs). The state’s economic development and small business functions were transferred to the new “Business Development Division” within the Department of Commerce. Legislation was passed to create an independent governing board for the Alabama Community College System (ACCS). Previously, the State Board of Education had jurisdiction over both secondary and postsecondary education.

In 2015, legislation was passed to codify the RWCs and to transfer them to the Workforce Development Division within Commerce. The existing 10 workforce regions were consolidated into seven new regions that are each represented by an RWC – with the goal of creating a regional approach to economic and workforce development.

The RWCs were established to provide a direct link to the workforce needs of business and industry at the local level. However, not all of the RWCs initially performed as expected or desired. Only two of the previous 10 RWCs had professional staff. The FY 2017 Education Trust Fund Budget included \$1 million in funding for the RWCs. Funds were to be used to hire an executive director for those regions that did not already employ one.

All seven regions are now led by a paid executive director and staff.

The Workforce Investment Board (WIB) also had a structural realignment. The WIB is responsible for implementing the federal Workforce Innovation and Opportunity Act (WIOA) programs in Alabama. In 2016, Alabama increased the number of local areas under the WIB from three regional boards to seven, which aligned the WIOA local areas with the geographic jurisdictions of the seven RWC regions.

The seven local WIBs are responsible for planning and implementing provisions of the federal Workforce Innovation and Opportunity Act (WIOA) and for distributing funds for workforce development programs. Before the reorganization, Alabama had only two county-specific Workforce Investment Boards (Jefferson and Mobile counties) and another statewide Workforce Investment Board that covered the remaining 65 counties. As a result, there was little consistency as to how workforce investment dollars were distributed throughout the state. In addition, many counties were unable to access any workforce investment funds because they lacked a local Workforce Investment Board that understood their region's needs and because the state Workforce Investment Board - covering 65 counties - was unable to meaningfully focus on specific areas of the state.

No workforce effort can be successful without **Education and Industry Collaboration**. To

On January 31, 2015, the Council submitted to the Governor the following recommendations for the four workforce priority areas with ten specific tasks. These recommendations have been the foundation for recent improvement efforts.

1. Workforce Structure and Alignment
 - ◆ Codify and fund the Regional Workforce Development Councils.
 - ◆ Review the current workforce development functions and, by executive, legislative or otherwise necessary action, establish a more streamlined, centralized and accountable organizational structure for coordination and management.
 - ◆ Review the structure and alignment of Workforce Investment Boards.
2. Education and Industry Collaboration
 - ◆ Establish a statewide longitudinal data system.
3. Marketing and Promotion
 - ◆ Create a statewide awareness campaign.
 - ◆ Develop a one-stop shop online resource for Alabama workforce development information.
 - ◆ Fund additional PK-12 Career Coaches.
 - ◆ Activate a career fair and trade show strategy.
4. Public/Private Partnerships
 - ◆ Support legislation that promotes public/private partnerships.
 - ◆ Develop a Best Practices Resource Guide.

strengthen that relationship and make policy smart choices, reliable current data is imperative. P-20W longitudinal databases, or state longitudinal database systems (SLDS), are state-level educational and workforce data systems designed to capture, analyze, and use student data from preschool to high school, college, and the workforce.¹ The U.S. Department of Education has stimulated state SLDS efforts through the SLDS Grant Program. As authorized by the Educational Technical Assistance Act of 2002, the SLDS Grant Program has awarded competitive grants to states since 2005. The grants extend for three to five years for up to twenty million dollars per grantee.² In 2015, the Alabama Workforce Council recommended that Alabama should establish a P20W longitudinal database system, and the ALSDE applied for the U.S. Department of Education's SLDS Grant Program. However, Alabama was not awarded the grant in 2015.³ Alabama applied for another round of SLDS grant funding in November 2019 and awaiting notice of the award.

On May 21, 2015, the Governor signed Executive Order No. 6, officially creating the Office of Education and Workforce Statistics at ADOL, led by a Chief Policy Officer, and the P-20W System.⁴ Executive Order No. 6 established an advisory board to oversee the governance of the SLDS and to set the policy agenda for the new Office of Education and Workforce Statistics. The advisory council met several times in 2016 and 2017 to discuss preliminary research questions, to determine the structure of the P-20W database, to estimate costs, to discuss data governance and security concerns. The advisory council also chose a name for Alabama's P-20W longitudinal database: Alabama's Network of Statewide Workforce and Education-Related Statistics (ANSWERS).⁵ An attempt was made in the 2017 regular legislative session to codify Executive Order No. 6 and establish the P-20W longitudinal database system and the Office of Education and Workforce Statistics.⁶ However, the bill stalled in the Alabama Senate. A similar bill was previously introduced by Representative Terri Collins during the 2016 regular legislative session, but also stalled in the Senate.⁷ After failing to secure federal SLDS grant funding, and after the Alabama Senate stymied attempts to codify Executive Order No. 6 and to provide state funding for the P-20W system, efforts to create a P-20W state longitudinal database stalled until the Alabama Departments of Commerce and Labor secured the Reemployment & System Integration Dislocated Worker and Workforce Data Quality Initiative Grants. The Department of Commerce was awarded a \$1.1 million Reemployment & System Integration Dislocated Worker Grant, entitled Workforce Connection System, (TEGL 5-16) to enable the

¹ Statewide Longitudinal Database Systems, U.S. Department of Education, Grant Fact Sheet, July 2009, accessed on 4 August 2018 <<https://www2.ed.gov/programs/slds/factsheet.html>>.

² *About the SLDS Program*, National Center for Education Statistics, accessed on 4 August 2018 <https://nces.ed.gov/programs/slds/about_SLDS.asp>.

³ Powell, Trisha Crain, "Alabama Moving Forward on P-20W Database Without Federal Grant Money," 28 September 2015, accessed on 4 August 2018 <<http://alabamaschoolconnection.org/2015/09/28/alabama-moving-forward-on-p-20w-database-without-federal-grant-money/>>.

⁴ Alabama's 2015 U.S. Department of Education SLDS Grant application.

⁵ Alabama P20W Longitudinal Database Advisory Council (8 December 2016), *LDS Advisory Council Meeting*.

⁶ Crain, Trisha Powell, "Alabama Republicans divided over collecting student data for workforce development," 28 February 2017, *al.com*, accessed on 5 August 2018 <https://www.al.com/news/index.ssf/2017/02/education_and_workforce_data_k.html>.

⁷ *Ibid.*

Alabama Career Centers to have common registration and case management across the WIOA Dislocated Worker program, Employment Services program, Unemployment Insurance program, TAA program, Adult Education program and other partner services.⁸ The Alabama Department of Labor and the Alabama Department of Commerce recently agreed to contract with the firm Geographic Solutions to provide support for integrating AlaWorks and JobLink. The integrated WLDS will serve as the foundation for the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways, which will be Alabama's P-20W system.

In June 2017, the Alabama Department of Labor was awarded a \$1 million Workforce Data Quality Initiative Grant from the U.S. Department of Labor to connect workforce data with education data and to assist in establishing the ATLAS on Career Pathways.⁹ The Workforce Data Quality Initiative (WDQI) grant, managed by the Department of Labor, was modified to support the development of the ATLAS on Career Pathways and the Alabama College and Career Exploration Tool (ACCET). The ATLAS on Career Pathways, which will launch in July 2020, is being developed by connecting workforce data stored in the integrated WLDS with snapshots of Pre-K, K-12, and higher education data through secured data-matching. Agencies must submit a request to the P-20W Council to generate a report, and the Council must unanimously approve the request. Once a report is generated, then the P-20W council must vote unanimously to approve a report before it may be released. The P20W Council will replace the ANSWERS advisory council described in Executive Order No. 6 to govern the ATLAS on Career Pathways and the ACCET. The P20W Council will be composed of the following individuals, or their designees: the Governor, the Secretary of the Department of Early Childhood Education, the State Superintendent of Education, the Chancellor of the Alabama Community College System, the Executive Director of the Alabama Commission on Higher Education, the Chairman of the Alabama Workforce Council, the Secretary of Commerce, and the Secretary of Labor, the Secretary of the Alabama Office of Information Technology (OIT), the President of the Alabama Council of College and University Faculty Presidents, the President of the Alabama Association of Independent Colleges and Universities, the Commissioner of the Alabama Department of Rehabilitative Services, the Commissioner of the Alabama Department of Senior Services, the Commissioner of the Alabama Department of Human Resources, and the Commissioner of the Alabama Department of Veterans' Affairs.

The Alabama College and Career Exploration Tool (ACCET), which will become operational on October 1, 2020, will serve as a one-stop digital dashboard to compare all college and career options before choosing a career pathway. The ACCET will guide students through a digitally delivered exploration and survey of all the 79 pathways within the 16 CTE industry clusters, an interest and career profile, and a graduation plan. The ACCET will allow CTE concentrators to map a career pathway that will lead to graduation with industry-recognized credentials, postsecondary credit, and work-based learning experience. The ACCET will include a FAFSA completion and college application tool. Students will be able to access the WIOA eligible

⁸ Alabama's 2015 U.S. Department of Education SLDS Grant application.

⁹ Poe, Kelly, "Alabama Department of Labor wins \$1 million federal grant," al.com, 16 June 2017, accessed on 5 August 2018 < https://www.al.com/business/index.ssf/2017/06/alabama_department_of_labor_wi.html>.

training provider list through the ACCET in order to receive WIOA funding for postsecondary education and training. Employers will begin including recognized non-degree credentials in job descriptions and providing pay increases for attaining those credentials, which will reduce employee turnover and increase the productivity and skill-level of the workforce. The ACCET will be designed to serve as a digital resume to display industry-recognized credentials and progress against established competency models. Credential information displayed through the ACCET will signal to employers that a worker or student possess the requisite skills for either an entry-level job or progressive wage increases as a result of mastering the next competency within a stackable sequence. The ACCET will allow employers to auto-populate a list of the individuals who possess the credentials and competencies best suited for each job posting, which will reduce hiring costs and will incent employers to add credentials to job descriptions.

We are all living through a time of unprecedented information volume and expanded media sources. While information is more readily available, filtering what is valuable and what is not is more difficult for businesses and for citizens. The top priority to meet the **Marketing and Promotion** goals was the development of a unified workforce brand to raise everyone’s awareness. Following extensive research and engagement with workforce constituencies throughout Alabama, the **AlabamaWorks!** brand was launched statewide on Nov. 15, 2016.



A statewide branding campaign included media and advertising throughout Alabama via television, radio, newspapers, and a variety of digital/web platforms. The messages were targeted to government officials, business owners and operators, individuals with hiring responsibilities, high school students and parents, as well as job seekers and those seeking additional education and skills training.

The AlabamaWorks! team developed a statewide monthly email newsletter to highlight newsworthy items and workforce development success stories achieved across the state. The newsletter includes workforce-related news, workforce development and employment statistics, recruitment, media mentions, and other topics relevant to improving and growing Alabama’s workforce and economy. The newsletter has over 6,000 subscribers, including business leaders, elected officials, media representatives, K-12 and post-secondary officials, and workforce development professionals.

The AlabamaWorks! Website, alabamaworks.com, was launched simultaneously with the unveiling of the new statewide brand. The website serves as a centralized, “one-stop shop” resource for employers, job seekers, and students and helps to connect the providers of

workforce services, including all of the governmental, educational, and private sector components that train, prepare, and match job seekers with employers and employees. The AlabamaWorks! Website will be integrated into the ACCET in 2020.



A common frustration is the belief that high school students are not sufficiently exposed to career options. During the 2017 legislative session, the state appropriated enough funds to hire 93 career coaches. This represents an all-time high and meets the Council's previous recommendation to increase funding to ensure that every high school in the state has a career coach on its campus at least one day per week. (In 2014, there were 36 career coaches in Alabama high schools.)

The Council has recommended the hiring of additional coaches for the career coach program. Despite the increased number of career coaches, the number of students managed by each coach remains high. On

average, each career coach is responsible for advising more than 2,000 high school students.

The Council also recommended exploring the expansion of the career coach program to middle school students, as industry reports indicate that earlier outreach can improve job placement outcomes.

In 2017, the Alabama State Department of Education (ALSDE) initiated a professional development program for career coaches to help them better understand the workforce needs of industry in their region. The career coaches have committed to receive 36-40 hours per year of professional development instruction focused exclusively on learning more about job openings and opportunities for students in their local area. The committee and the ALSDE are working with the Regional Workforce Councils and existing industries to provide a structure to create sufficient professional development opportunities.

The Council has also encouraged each of its RWC partners to develop a regional committee comprised of employers and career coaches to:

- a) strengthen communication between education and industry representatives;
- b) conduct periodic needs assessments to determine hiring trends and labor force availability within each region;
- c) share all of this information with career coaches and integrate into the student data system;
- d) establish a schedule of available training opportunities with each industry in the region; and

e) create a site visit/internship program to better facilitate student exposure to job opportunities.

The final area of initial recommendations was to expand **Public/Private Partnerships**. The Alabama State Department of Education, working with AlabamaWorks! brand advisors, completed and published the updated AlabamaWorks! Career SUCCESS Guides, available in hard copy and online formats.



These 16 guides (one for each career cluster) provide information on potential career paths in Alabama for students as early as middle school; use state data to help students learn more about high-demand careers, their salary ranges, and the skills needed to enter these fields; and outline the steps needed for students to reach their career goals and describe the resources available to help them get there.

These actions from the 2015 plan were the initial building blocks, and they have provided a solid foundation. However, true transformation is hard, and these actions were only a good start. As stated earlier, Alabama’s workforce ranks low among states in educational attainment. The career success guides will be integrated into the ACCET in 2020 to make it easier for career coaches to assist their students in making digital resumes and profiles that they can take with them into the workforce or into postsecondary education.

In 2017, the AWC established an Educational Attainment Committee of 18 industry, government, and policy experts to develop a public roadmap to assist state leaders in setting priorities for state agencies and measuring progress towards increased attainment.



The development of a statewide educational attainment goal was one of three components of Governor Ivey’s “Strong Start, Strong Finish” education initiative, which takes a comprehensive view and approach in seeking to improve education from Pre-K to the workforce.

Through Executive Order No. 702 the Governor tasked the Alabama Attainment Committee, a subcommittee of the Alabama Workforce Council, to develop a statewide goal for

postsecondary attainment to ensure that Alabamians have access to in-demand career pathways leading to valuable, portable post-secondary degrees, certificates, and credentials.

Based on the committee’s recommendation, the “Strong Start, Strong Finish” Initiative has set a post-secondary education attainment goal of adding 500,000 highly skilled employees to



Alabama’s workforce by 2025 through the Success Plus plan. If the goal is met, approximately 60 percent of Alabamians will hold post-secondary credentials, degrees, or certificates of value.

During the planning process, data on education and the economy was examined, nearly 300 key stakeholders and leaders from across seven workforce development regions were engaged, and almost 1,500 Alabama

residents provided input via an online survey. **A summary of the goals of the plan is included as Appendix 1.**

The Committee developed a dashboard to provide demographic and geographic insights across the state’s seven workforce regions, which will be integrated into the ACCET. The goal is to share this dashboard publicly through the AlabamaWorks! website. Regional Workforce Councils were encouraged to build local strategies that complement the findings and goals of the statewide attainment plan.

For implementation of the Success Plus educational attainment goal, in 2018 the **Governor’s Office of Education and Workforce Transformation** was established with the following three goals:

- ♦ **Align Federal Funding.** Braid Alabama’s federal education and workforce development funding streams (Perkins CTE and WIOA) to align with our workforce programs and support an education-to-workforce pipeline.
- ♦ **Develop Career Pathways.** Using labor market data to identify state and regional credentials of value, align Alabama’s high schools, community college, and adult education programs to career pathways in high-demand fields in all 16 career clusters.
- ♦ **Promote Apprenticeships.** Establish the Alabama Office of Apprenticeship (AOA) and the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP).

Developing In-Demand Career Pathways (2017-2022)

In 2019, Alabama’s participation in the National Governor’s Association (NGA) Work-Based Learning Policy Academy culminated in the publication of Governor Ivey’s Action Plan for Developing In-Demand Career Pathways. The objective is to align Alabama’s workforce development programs around attainment of valuable credentials, postsecondary graduation credit, and work-based learning experiences to ensure that we can meet Alabama’s workforce demand.

To address this workforce demand, this Plan outlines strategies to deliver work-based learning opportunities to diverse subgroups of Alabamians through a two-pronged career pathways model. The model is founded on aligned delivery of federal funding from Perkins CTE and WIOA programs, attainment of stackable credentials, and high-quality work-based learning programs. **A summary of the plan is provided in Appendix 2.**

Developing In-Demand Career Pathways

Goal #1: Align Alabama’s Workforce Development, Secondary and Post-Secondary Career and Technical Education (CTE) and Adult Education Programs.

Goal #2: Develop the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) for Career Pathways, the P20W Council, and the Alabama College and Career Exploration Tool (ACCET).

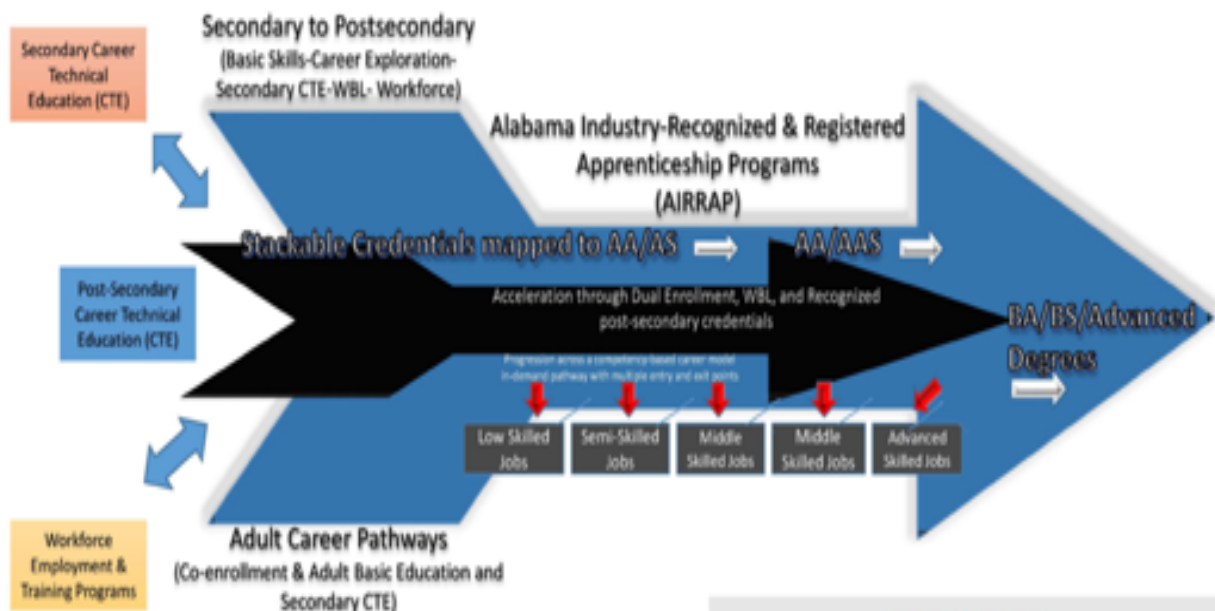
Goal #3: Braid Education and Workforce funding Streams to include Modifications of state Plans.

Goal #4: Identify valuable credentials and career pathways.

Goal #5: Establish the Alabama Office of Apprenticeship.

Goal #6: Advance awareness of career pathways in work-based learning (WBL) and middle skills training programs.

Alabama Career Pathways Model



Alabama Workforce Development Programs and Players

The number of organizations involved in the workforce development process has always contributed to frustration and confusion. Federal programs with national rules, state agencies following state mandates, locally-governed education groups and private training programs interweave in an intricate tapestry, each responsible for some portion of the workforce pipeline. Politicians, principals and parents, each playing their part, to help mold and reshape tomorrow's workers. The challenge is even greater today with the need to retrain workers throughout their lives to maintain the skills needed by employers, and the skills needed for personal success.

Just as it is not simple to explain how a child learns everything that they need to be successful in life, there is no way to simplify the programs and players involved in Alabama workforce development or talent pipeline. Many organizations play critical roles. Dozens, maybe hundreds of programs affect a high percentage of Alabama citizens each year. With 138 school districts, 1,300 schools serving over 700,000 students, 24 community colleges on 76 campuses serving over 138,000 students, 7 Comprehensive Career Centers, 23 Satellite Career Centers, and 11 Itinerant sites, 7 Regional Workforce Councils and over 100,000 employers, simplicity is not possible. But shared and aligned priorities, transparency, common measurements, consistent nomenclature, constant communication, and a commitment to continuous improvement is necessary.

The next few sections provide a short summary of the workforce development system in Alabama. **Appendix 3** goes into significant detail about the mission, programs and rules for many of the major entities.

Federal Funding and Programs for Alabama Education & Workforce

Funds received from the Federal government are significant and important for developing the state's workforce. Although all funds from Washington come with restrictions and requirements, they provide a backbone for the state's efforts. The three primary sources of federal funding for education and workforce development are:

- Alabama's Every Student Succeeds Act (ESSA), which provides funding for public education from kindergarten to 12th grade.
- The Carl D. Perkins Career and Technical Education Act (Perkins V), which is the primary source of federal funding for secondary and post-secondary career and technical education (CTE).
- The Workforce Innovation and Opportunity Act (WIOA) of 2015, (succeeding the Workforce Investment Act of 1998), which is the primary federal legislation that supports workforce development. WIOA focuses on serving populations with "barriers

to employment,” including low-income individuals, individuals with disabilities, ex-offenders, and several other populations.

The Elementary and Secondary Education Act, now known as Every Student Succeeds Act (ESSA), replaced No Child Left Behind (NCLB). ESSA is designed to return more authority to state and local education leaders. Important ESSA provisions include the creation of state-designed accountability systems, greater authority over how testing is used in evaluation of students and “guardrail” policies to ensure the lowest-performing schools and groups of students are not ignored. Alabama receives significant funding for Pell grants, vocational rehabilitation grants, and federal direct student loans. In 2020 the estimate is just under \$3 billion, slightly less than the 2019 estimate.

Perkins basic state grants provide formula funding to states, providing nearly \$1.3 billion in 2019 to CTE programs across the nation. The basic grant awards are divided between high schools and community colleges. In Alabama, the secondary share of the Perkins funding is 70 percent and the postsecondary share is 30 percent.

States are given discretion on how to split the funds between secondary and postsecondary education, but a minimum of 85 percent of these grants must be distributed based on a formula to local secondary and postsecondary institutions that target disadvantaged students. In 2019 Alabama received \$21.4 million from the Perkins Basic State Grant. Of the \$21.4 million, ALSDE received approximately \$15 million and the Alabama Community College System received approximately \$6.4 million.

In 2019, Alabama received \$21.4 million from the Perkins Basic State Grant. Of the \$21.4 million, ALSDE received approximately \$15 million and the Alabama Community College System received approximately \$6.4 million.

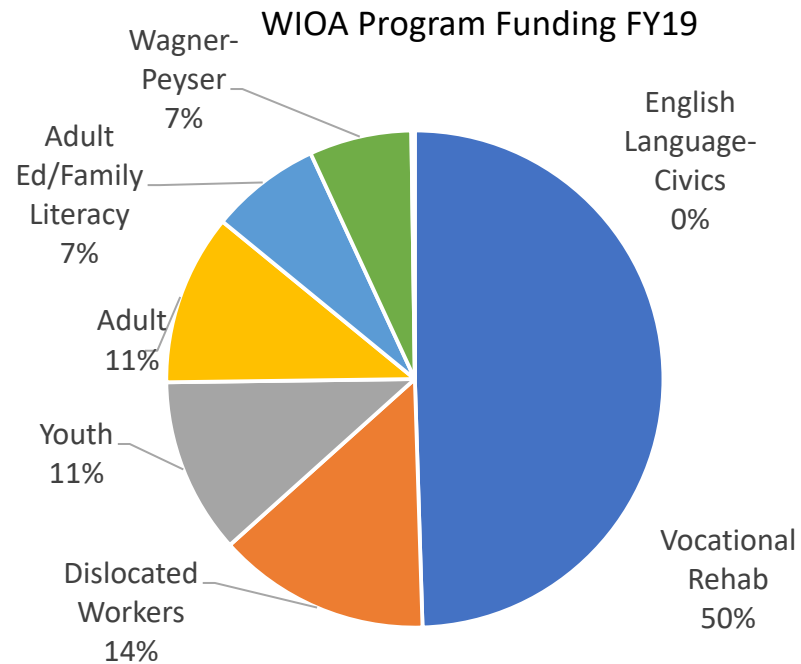
At the postsecondary level, CTE is delivered through the Alabama Community College System’s (ACCS) 24 colleges. The Alabama Community College System offers dual enrollment and statewide articulation agreements to ease the transition from secondary to postsecondary CTE programs.

Alabama has adopted the National Career Clusters Model and is implementing standards and programs across all 16 career clusters, which organize CTE programs of study to prepare students for further education or employment in pathways such as health care, business, and manufacturing.

WIOA has six core programs under five titles. The Alabama Department of Commerce, Workforce Division is the fiscal agent for WIOA and oversees the data collection and

performance indicators for all six core programs. For program year 2019, the federal government appropriated more than \$7.5 billion to states for WIOA. Alabama received a total of \$139.4 million for the six core WIOA programs, including:

- ♦ \$65.4 million for vocational rehabilitation (Title IV)
- ♦ \$18.3 million for dislocated workers (Title I)
- ♦ \$15.1 million for the youth program (Title I)
- ♦ \$14.7 million for adult programs (Title I)
- ♦ \$9.5 million for adult education and family literacy (Title II)
- ♦ \$8.8 million for Wagner-Peyser (Title III)
- ♦ \$284,414 for integrated English language and civics education (IELCE)



Eighty-five percent of the Adult and Youth funds, and at least 65 percent of the Dislocated Worker funds, are allocated to the local workforce development areas for: 1) Administration of the local workforce programs, and 2) Provision of services for adults, youth, and dislocated workers through the “One-Stop” Career Centers to include:

- ♦ Career Center services;
- ♦ Occupational skills training via individual training accounts (scholarships) at local public and/or private postsecondary institutions;
- ♦ On-the-job training;
- ♦ Work-based training; and
- ♦ Educational services for youth via sub-recipient agreements with Youth Program providers.

Alabama Career Center System.

The Career Center System is operated as a partnership between the Alabama Department of Commerce (WIOA Adult, Dislocated Worker, and Youth) and the Alabama Department of Labor (Wagner-Peyser, Unemployment Insurance [UI]), Trade Adjustment Assistance (TAA), and Veterans). The Career Center System also collaborates with the Alabama Community College System (Adult Education), the Alabama Department of Rehabilitative Services (WIOA Title IV), the Department of Human Resources (TANF and SNAP), the Alabama Department of Senior Services (Title IV of the Older Americans Act.)

Career Center Business Services Representatives serve businesses and spend most of their work time marketing and serving employers, primarily through on-the-job training contracts, work-based learning activities, individual training accounts (ITAs), and the Incumbent Worker Training program. Services for businesses may include screening job seekers to establish a qualified candidate pool, electronic résumé search, individualized job fairs for businesses, electronic interviews by Skype, providing interviewing space, access to computers, copiers, telephones, fax machines, scanners, etc.

Statewide, there are seven Comprehensive Career Centers, 23 Satellite Career Centers, and 11 Itinerant sites. In Alabama, workforce development partners required to be in a Career Center are the State Employment Service, Adult Education, Rehabilitation Services, and the WIOA dislocated worker program.

Alabama Career Center Locations



The Alabama Department of Labor (ADOL) houses the Wagner-Peyser program (Employment Service), unemployment insurance (UI), Trade Act, and Veterans Services programs. ADOL Wagner-Peyser and WIOA Title I programs have been co-located as part of the Alabama Career Centers since 2001. ADOL provides Trade Act services and Veterans employment representatives in the Career Centers.

The Alabama Job Link (AJL) is provided by the ADOL. Alabama Job Link is the online job seeker and employer registration system that provides job seeker skills, abilities and work history with employers posting job openings in the system. The ACCET will subsume AJL in 2020.

Alabama Department of Rehabilitation Services (ADRS). The ADRS Vocational Rehabilitation Services (VRS) provides specialized employment and education services and training to assist teens and adults with disabilities to become employable. Services include skill assessments, counseling, training programs, job placement,

Statewide there are 7
Comprehensive Career
Centers, 23 Satellite
Centers and 11
Itinerant sites.

assistive technology and transportation. Since 2001, the VRS has been an active partner in the Alabama Career Center System.

How Do the Pieces Fit Together?

Understanding the various roles and rules of the actors is a challenge even when they collaborate effectively to address the issues. The best way to get a good understanding of the current workforce ecosystem is to look closely at four partners with interwoven activities: the Department of Commerce, the Community College System, the Alabama Office of Apprenticeship, and the Alabama State Department of Education. The Alabama Department of Early Childhood Education, the Alabama Department of Rehabilitative Services, the Alabama Department of Labor, the Department of Human Resources, and the Alabama Commission on Higher Education also play critical roles in Alabama’s talent pipeline.

Department of Commerce, Workforce Division & AIDT

The Alabama Department of Commerce has two divisions: 1) Business Development and 2) Workforce Development. Commerce’s Workforce Development Division (WDD) has been charged with being the lead agency in the development of a new Alabama Workforce System that includes Commerce workforce development programs, K-12 education, and the Alabama Community College System. The Workforce Development Division is tasked with responsibility for five program areas:



1. Workforce Innovation Opportunity Act (WIOA) Programs
2. Alabama Workforce Council (AWC) – (WDD provides “administrative support”)
3. Regional Workforce Councils
4. Alabama Office of Apprenticeship (AOA)
5. AIDT

1. Workforce Innovation Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA), which succeeded the Workforce Investment Act of 1998 (WIA), is the primary federal legislation that supports workforce development. WIOA was enacted to bring about increased coordination and alignment among federal workforce development programs. Most of its provisions went into effect on July 1, 2015, and the law authorizes appropriations for WIOA programs from FY2015 through FY2020. The five titles of WIOA include six core programs—adult, dislocated worker, and youth programs (Title I of WIOA), adult education (Title II), the employment service program (Title III), and the vocational rehabilitation program (Title IV). The six core programs are administered by multiple agencies. The Department of Commerce is responsible for implementing the Title I

programs, the Alabama Community College System (ACCS) manages Title II, the Alabama Department of Labor oversees Title II, and the Alabama Department of Rehabilitation Services (ADRS) oversees Title IV. In Alabama, the Department of Commerce is the fiscal agent for WIOA.

The Alabama Department of Commerce oversees five Regional Workforce Investment Boards. The exceptions are the two regions containing Birmingham and Mobile. Before the recent reorganization, Alabama had only two county-specific Workforce Investment Boards (Jefferson and Mobile counties) and another statewide Workforce Investment Board that covered the remaining 65 counties.

2. Alabama Workforce Council (AWC)

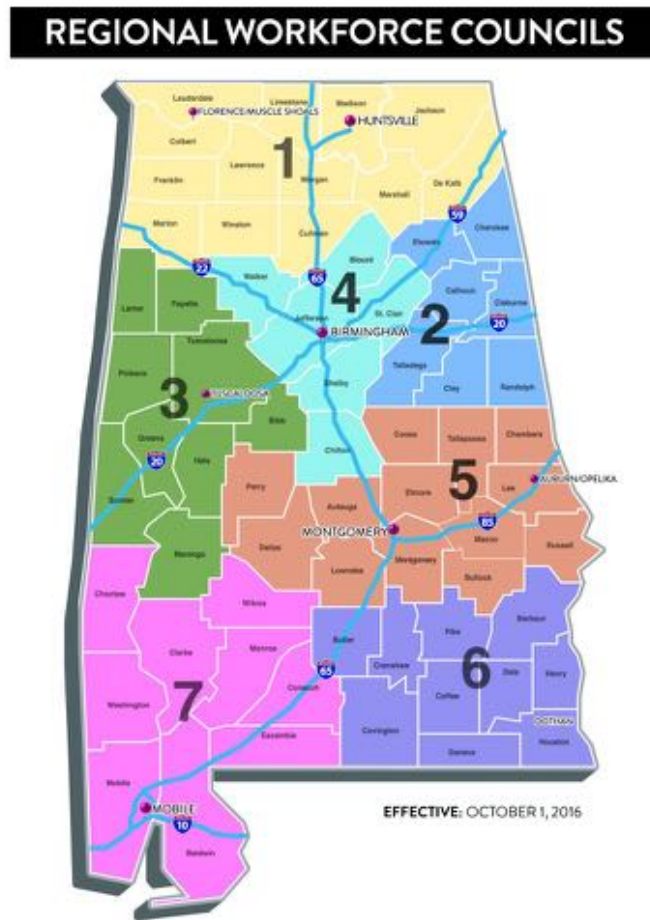
The Alabama Workforce Council (AWC) is an advisory council whose main mission is to facilitate a strategic workforce agenda across Alabama to ensure that all elements of the state workforce system are aligned. The AWC, made up of business and industry leaders and workforce service providers, routinely advises and promotes legislation to continually improve the workforce system in Alabama.

3. Regional Workforce Councils (RWC)

The Regional Workforce Councils (RWCs) promote regional workforce development by working directly with business and industry to identify their workforce needs; to communicate those needs to the community, educators, training providers, and local leaders; and to work with all workforce system partners to implement effective workforce development strategies.

The RWC are expected to meet ten standards of performance. The metrics are:

1. Create a Regional Workforce Strategic Plan (review annually)
2. Establish one industry cluster per year for each major industry, until all established
3. Conduct needs assessment of short-term and long-term training (for all counties)
4. Facilitate communication among stakeholders, advocate for efficient, effective workforce activities



5. Encourage and facilitate delivery of workforce training solutions for business and industry
6. Monitor effectiveness of state and federally funded training projects awarded to service providers by region
7. Assist in examining workforce service delivery and coordination of resources in the region
8. Establish a strategy to expose K-12 to CTE opportunity (career expo event)
9. Maintain 75 percent private sector council membership, and balanced representation of major regional business and industry
10. Request industry-specific training projects by RFP.

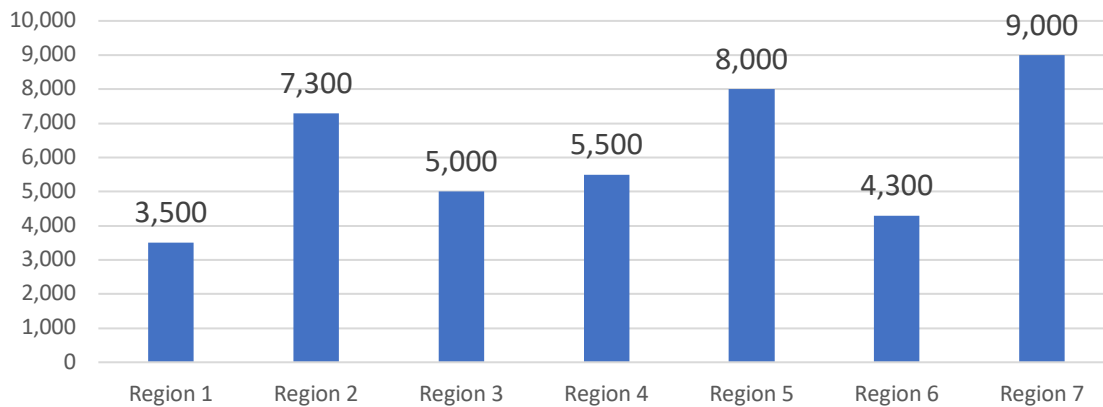
The most recent results (2018 year-end report) show promise.

1. All 7 regions had created a Regional Workforce Strategic Plan.
2. Regional clusters have been established.

Regional Clusters	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Advanced Manufact	X		X	X			
Construction	X	X	X	X			X
Healthcare	X	X	X	X	X		X
Cyber	X						
Automotive		X	X		X		
Bus and Prof Services			X				
Info Technology				X			
Truck Driver						X	
HVAC						X	
Aviation						X	X
Maritime							X

3. All 7 regions had conducted a needs assessment of short-term and long-term training (for all counties).
4. All 7 regions reported facilitating communication among stakeholders, advocating for efficient, effective workforce activities, and establishing SME grant committees.
5. All 7 regions reported encouraging and facilitating delivery of workforce training solutions for business and industry.
6. All 7 regions reported monitoring the effectiveness of state and federally funded training projects awarded to service providers by region.
7. Only 2 of the 7 regions reported assisting in examining workforce service delivery and coordination of resources in the region (regions 3 & 7).
8. All 7 regions reported success in establishing a strategy to expose K-12 to CTE opportunity (career expo event). Over 42,000 students participated.

Students Participating in World of Work



Region 6 also had 350 adults participate

9. Four of the 7 regions met the standard of maintaining 75% private sector council membership, and all counties represented.

- ◆ Region 1: 84% business representation of RWC voting members (21 of 25); all counties
- ◆ Region 2: 86% business representation of RWC voting members (12 of 14); all counties
- ◆ Region 3: 78% business representation of RWC voting members (18 of 23); all counties
- ◆ Region 4: 80% business representation of RWC voting members (16 of 20); Walker County not represented
- ◆ Region 5: 65% business representation of RWC voting members (17 of 26); all counties
- ◆ Region 6: 75% business representation of RWC voting members 151 of 20); all counties
- ◆ Region 7: 85% business representation of RWC voting members (23 of 27); Conecuh County not represented

10. Five of the 7 regions reported requesting industry-specific training initiatives by RFP.

Training RFPs	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Construction	x						x
Healthcare	x			x			
Advanced Manf	x			x			
Machinist			x				
Welding			x				
Diesel			x				
Soft Skills						x	
Indust. Maintenance						x	
CNA							x
RTW 2.0							x

4. Alabama Office of Apprenticeship (AOA)

The groundwork for the Alabama apprenticeship program was laid in May 2016, when the Alabama Legislature



passed Senate Bill 90, sponsored by Senator Arthur Orr. The legislation created the state's first Apprenticeship Tax Credit, which offered credits to companies that hire qualified apprentices who receive industry-specific classroom instruction and on-the-job training. Apprenticeship

Alabama created by legislation in 2016 to oversee the Apprenticeship Alabama Tax Credit. Act

2019-506 created the Alabama

Office of Apprenticeship as Alabama's state apprenticeship agency, which will take the place of the federal Office of

Apprenticeship that previously oversaw Alabama's Registered Apprenticeship (RA) Programs. RA programs provide innovative work-based learning opportunities

and on-the-job training while also providing wages from employers during training. The RA program is a post-secondary "earn-and-learn" model that meets national standards for registration by the U.S. Department of Labor (USDOL) Office of Apprenticeship, which administers the national program. A new map of apprenticeship sponsors at www.alapprentice.org shows occupations trained if the available data includes that information. Note: This does not show all of the EMPLOYERS. This data sourced from USDOL reports for 2018 https://www.doleta.gov/OA/data_statistics.cfm

“Apprenticeships give businesses a structured method for succession planning while reducing turnover, bolstering company culture, and providing workers with a mobile credential of value.”

Ed Bushaw – South Baldwin Chamber

5. AIDT (Alabama Industrial Development Training)

AIDT is an independent agency under the

supervision and oversight of the Secretary of

Commerce. The mission of AIDT is to “provide

quality workforce development for Alabama's new and existing businesses, and to expand the opportunities of its citizens through the jobs these businesses create.”



AIDT services include:

Pre-Employment (Training Development, Videography, Media and Project Support)

In addition to training, AIDT offers the following services to new and expanding businesses:

- ♦ Trainee recruitment and screening
- ♦ Safety assistance and training
- ♦ Industrial maintenance assessments
- ♦ Continuous improvement/process improvement assessments

Post-Employment/On-the-Job Training Support

AIDT provides “upskilling” for existing companies in Alabama through in-depth training in robotics and automation at the Alabama Robotics Technology Park (Decatur) and maritime and shipbuilding training at the Maritime Training Center (Mobile).

During its history, AIDT has worked with more than 4,700 companies and trained over 882,000 workers

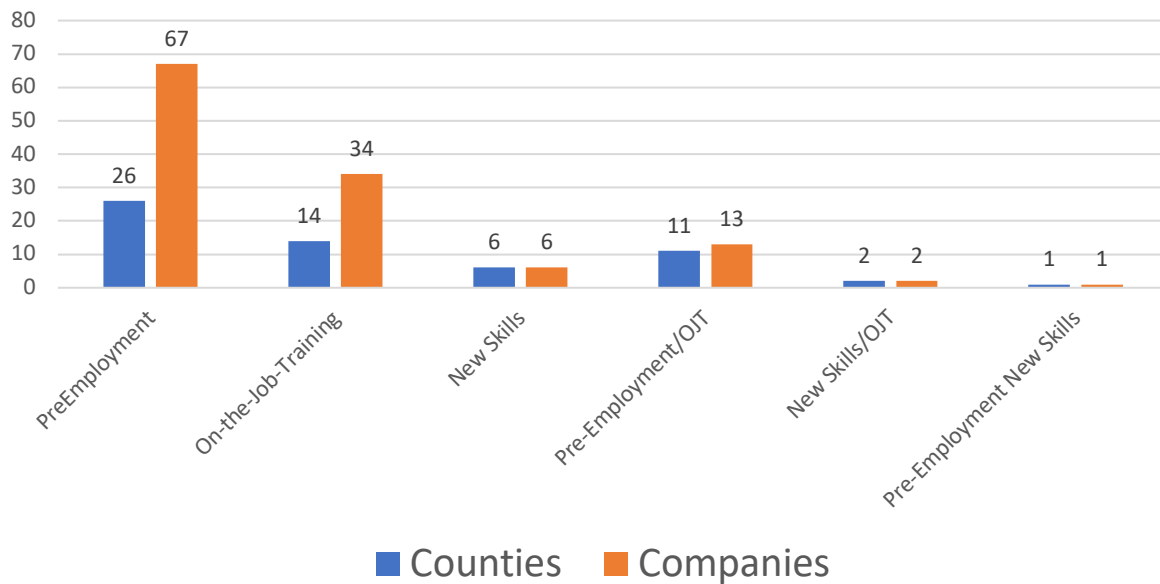
Leadership Development

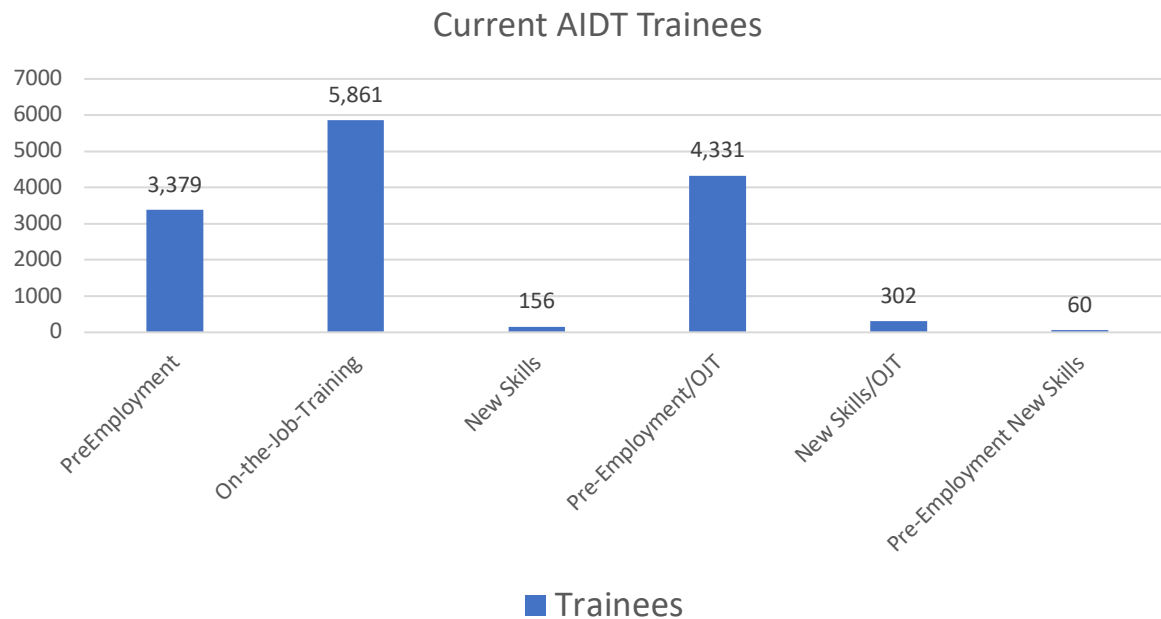
Other Programs include, Alabama Work Release and Prison Reentry & EMPACT (Entertainment Media Production & Crew Training)

AIDT is currently working new and expanding projects for 125 companies in 37 counties, representing 14,149 jobs. This is the most projects for any year in the 48-year history of AIDT.

Below are the current activity metrics.

Current AIDT Training Counties & Companies





(Source: Alabama Department of Commerce. "AIDT Active Projects." 2019 handout.)

The top five industries that were directly and indirectly affected through AIDT training were:

1. Manufacturing
2. Education Services
3. Health Care and Social Assistance
4. Administration and Support, Waste Management, and Remediation Services
5. Retail Trade

The top five occupations that were directly and indirectly affected through AIDT training were:

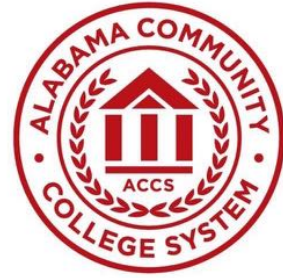
1. Production Occupations
2. Office and Administrative Support Services
3. Sales and Related Occupations
4. Transportation and Materials Moving Occupations
5. Management Occupations

AIDT Locations Across Alabama

- Montgomery Regional Workforce Training Center
- Huntsville Center
- Alabama Robotics Technology Park (RTP)
- Alabama Center for Advanced Woodworking Technology (ACAWT)
- The Forest Products Development Center (FPDC)
- Mobile Center
- AIDT Maritime Training Center

Training Programs of the Alabama Community College System

The Alabama Community College System (ACCS) operates 24 community colleges on 76 campuses throughout Alabama, serving over 138,000 students. ACCS plays a critical role in the Alabama workforce development system by producing workers with Associate of Applied Sciences degrees in multiple fields of study, along with industry-certification credentials, including long- and short-term certificates. ACCS also manages adult educational and literacy programs; partners with high school dual enrollment CTE programs; supports work-based learning including apprenticeship programs; manages programs for inmates in correctional facilities; and provides training and technical assistance for existing businesses.



Below are brief descriptions of ACCS programs for:

- 1) Postsecondary Career and Technical Education (CTE);
- 2) Adult Education;
- 3) Work-based Learning;
- 4) Programs for Inmates;
- and 5) Programs for Existing Business.

1. Postsecondary Career and Technical Education (CTE)

ACCS administers post-secondary CTE programs in Alabama's 24 community colleges. ACCS offers dual enrollment with high schools through statewide articulation agreements with the Alabama State Department of Education (ALSDE). Dual enrollment programs engage high school students early in career preparation and pathways and help to ease the transition from secondary to postsecondary CTE programs. Dual enrollment allows high school students to take courses that earn both college credit and high school credit simultaneously. This allows high school students to either have a head start in their college education or to enter the workforce sooner with marketable technical skills.



Community colleges offer a wide array of education and training programs that result in several levels of credentials for jobs that require more than a high school diploma but less than a four-year degree. They also offer “stackable” credentials that students can earn on their way to obtaining an associate degree. Credentials often involve training and assessments to verify that a person is qualified to work in a specific type of job or study in a certain academic field. Some credentials are industry-recognized, which means they are endorsed by a nationally recognized trade association or organization.

Community colleges award three associate degrees: Associate in Applied Science (A.A.S.), Associate in Arts (A.A.) or an Associate in Science (A.S.). Community Colleges also award certificates. Some certificates are in nationally recognized industry certification programs driven by industry.

Stackable certificates are a combination of short and long certificates that students earn in classes while seeking an associate degree. Stackable certificates, such as in engineering technology, industrial electronics, and welding, allow a person to work in a job that requires advanced knowledge even if they choose not to finish course work for a full degree.

Similar to a certification, a license grants legal permission for an individual to work in certain regulated careers. Examples include airframe and powerplant (A&P), emergency medical services (EMS), and licensed practical nursing (LPN). Community colleges also offer basic certificate programs to give individuals a start toward a career, including Ready to Work, the National Career Readiness Certificate, and the Manufacturing Skill Standards Council (MSSC) programs for Certified Production Technician (CPT) and Certified Logistics Technician (CLT).

Alabama Community College System Top 10 Programs of Study, 2018-19 Awards

State of Alabama

1. 4,902 General Studies (4,629 AS; 271 STC)
2. 1,814 Registered Nursing/Registered Nurse (1,814 AAS)
3. 1,402 Licensed Practical/Vocational Nurse Training (1,402 CER)
4. 1,188 Welding Technology/Welder (12 AAS; 201 CER; 975 STC)
5. 1,090 Multi-/Interdisciplinary Studies, Other (153 AOT; 937 STC)
6. 877 Emergency Medical Technology/Technician (EMT Paramedic) (115 AAS; 68 CER; 234 STC)
7. 685 Manufacturing Engineering Technology/Technician (177 AAS; 7 CER; 501 STC)
8. 601 Liberal Arts and Sciences/Liberal Studies (601 AS)
9. 542 Administrative Assistant and Secretarial Science, General (287 AAS, 98 CER; 234 STC)
10. +521 Computer and Information Sciences, General (189 AAS; 36 CER; 296 STC)

Workforce Region 1

1. 1,943 General Studies (1,943 AS)
2. 747 Multi-/Interdisciplinary Studies, Other (57 AOT; 690 STC)
3. 635 Manufacturing Engineering Technology/Technician (170 AAS; 4 CER; 461 STC)
4. 621 Licensed Practical/Vocational Nurse Training (621 CER)
5. 617 Registered Nursing/Registered Nurse (617 AAS)
6. 360 Emergency Medical Technology/Technician (EMT Paramedic) (38 AAS; 39 CER; 283 STC)
7. 349 Welding Technology/Welder (35 CER; 211 STC)

8. 345 Computer and Information Sciences, General (120 AAS; 225 STC)
9. 246 Business Administration and Management, General (47 AAS; 7 CER; 192 STC)
10. 195 Industrial Electronics Technology/Technician (30 AAS; 7 CER; 158 STC)

Workforce Region 2

1. 722 General Studies (722 AS)
2. 271 Registered Nursing/Registered Nurse (271 AAS)
3. 270 Multi-/Interdisciplinary Studies, Other (23 AOT; 247 STC)
4. 267 Industrial Mechanics and Maintenance Technology (89 AAS; 37 CER; 141 STC)
5. 226 Licensed Practical/Vocational Nurse Training (226 CER)
6. 162 Emergency Medical Technology/Technician (EMT Paramedic) (40 AAS; 8 CER; 114 STC)
7. 144 Welding Technology/Welder (23 CER; 121 STC)
8. 82 Machine Shop Technology/Assistant (7 CER; 75 STC)
9. 79 Industrial Electronics Technology/Technician (20 AAS; 59 STC)
10. 61 Drafting and Design Technology/Technician, General (6 AAS; 55 STC)

Workforce Region 3

1. 153 General Studies (153 AS)
2. 118 Administrative Asst and Secretarial Science, General (38 AAS, 26 CER; 54 STC)
3. 109 Registered Nursing/Registered Nurse (109 AAS)
4. 73 Industrial Electronics Technology/Technician (73 AAS)
5. 71 Licensed Practical/Vocational Nurse Training (71 CER)
6. 38 Tool and Die Technology/Technician (11 AAS; 2 CER; 25 STC)
7. 37 Welding Technology/Welder (12 AAS; 13 CER; 12 STC)
8. 33 Liberal Arts and Sciences/Liberal Studies (33 AA)
9. 28 Business/Commerce, General (28 AAS)
10. 26 Respiratory Care Therapy/Therapist (26 AAS)

Workforce Region 4

1. 382 General Studies (382 AS)
2. 229 Registered Nursing/Registered Nurse (229 AAS)
3. 164 Liberal Arts and Sciences/Liberal Studies (164 AA)
4. 94 Engineering Technology, general (25 AAS; 27 CER; 42 STC)
5. 93 Child Care and Support Services Management (17 AAS; 10 CER; STC 24)
6. 88 Office Management and Supervision (28 AAS; 30 CER; 30 STC)
7. 85 Funeral Service and Mortuary Science, General (20 AAS; 25 CER, 40 STC)
8. 72 Administrative Asst and Secretarial Science, General (35 AAS; 31 CER; 6 STC)
9. 69 Hospitality Administration/Management, General (18 AAS; 25 CER; 26 STC)
10. 59 Construction Engineering Technology/Technician (20 AAS; 19 CER; 20 STC)

Workforce Region 5

1. 506 General Studies (506 AS)
2. 387 Welding Technology/Welder (95 CER; 292 STC)
3. 146 EMT Technology/Technician; EMT (Paramedic) (3 AAS; 143 STC)
4. 127 Registered Nurse (127 AAS)
5. 118 Logistics and Supply Chain Management (6 CER; 112 STC)
6. 110 Barbering/Barber (20 CER; 90 STC)
7. 102 Administrative Assist and Secretarial Science, General (26 AAS; 21 CER; 5 STC)
8. 100 Licensed Practical/Vocational Nurse Training (100 CER)
9. 96 Heating, AC, Ventilation and Refrigeration Maintenance Technology/Technician (16 AAS; 9 CER; 71 STC)
10. 77 Machine Shop Technology Assistant Technology/Assistant (6 CER; 71 STC)

Workforce Region 6

1. 696 General Studies (696 AS)
2. 245 Airframe Mechanics and Aircraft Maint Technology/Technician 19 CER; 226 STC)
3. 233 Registered Nursing/Registered Nurse (233 AAS)
4. 149 Child Care and Support Services Management (41 AAS; 27 CER; 81 STC)
5. 141 Emergency Medical Technology/Technician (EMT Paramedic) (18 AAS; 3 CER; 120 STC)
6. 112 Licensed Practical/Vocational Nurse Training (112 CER)
7. 102 Welding Technology/Welder (29 CER; 73 STC)
8. 81 Aircraft Powerplant Technology/Technician (14 AAS; 67 STC)
9. 64 Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology /Technician (14 AAS; 14 CER; 36 STC)
10. 54 Liberal Arts and Sciences/Liberal Studies (54 AA)

Workforce Region 7

1. 500 General Studies (500 AS)
2. 255 Licensed Practical/Vocational Nurse Training (255 CER)
3. 240 Truck and Bus Driver/Commercial Vehicle Operator and Instructor (240 STC)
4. 228 Registered Nursing/Registered Nurse (228 AAS)
5. 169 Welding Technology/Welder (6 CER; 163 STC)
6. 115 Industrial Technology/Technician (80 AAS; 35 STC)
7. 76 Nursing Assistant/Aide and Patient Care Assistant/Aide (76 STC)
8. 62 Liberal Arts and Sciences/Liberal Studies (62 AA)
9. 40 Administrative Assistant and Secretarial Science, General (36 AAS; 4 STC)
10. 30 Child Care and Support Services Management (15 AAS; 15 CER)

2. Adult Education

The Alabama Community College System manages Alabama's adult education and literacy programs. Alabama Adult Education is a no-cost, one-stop shop. Colleges offer instruction leading to a General Education Diploma (GED) or Nontraditional High School Diploma. They also offer job training, English as a Second Language (ESL), and Family Literacy services.

More than 29,000 residents participated in Adult Education in Alabama's community colleges in 2018. More than 5,000 GED and high school equivalency certificates and diplomas were awarded. Alabama Adult Education has more than 400 locations across the state, including Alabama Career Center locations.

3. Work-Based Learning

ACCS works with business and industry to offer company-specific work-based learning opportunities (apprenticeships, internships, co-op) to students across the state. The 2019 AIRRAP legislation created the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP) which defines the ACCS as the state apprenticeship intermediary. As the state apprenticeship intermediary, the ACCS will provide the required technical instruction and technical assistance related to on-the-job training for each apprenticeship program registered by the Alabama Office of Apprenticeship (AOA), unless the sponsor of the program chooses another provider or determines to provide the RTI in-house.

ACCS was recently awarded a \$12 million grant by the U.S. Department of Labor to expand public-private apprenticeship partnerships. The Scaling Apprenticeship through Sector-Based Strategies grants were awarded in three areas: information technology, advanced manufacturing, and healthcare. The grant to ACCS and the Manufacturing Institute focuses on Advanced Manufacturing. The ACCS grant will expand the Alabama Federation for Advanced Manufacturing Education (FAME) program at Calhoun Community College to three additional colleges – NW Shoals, Wallace State – Hanceville, and Bishop State.

FAME is an Advanced Manufacturing program that focuses on Mechatronics, which is the integration of mechanics, electronics, and computer science in manufacturing. Student apprentices earn an AAS in Advanced Manufacturing while earning a paycheck and gaining two years of work experience. Employers develop an employment pipeline for industrial maintenance technicians.

4. Programs for Inmates

The ACCS Correctional and Post Correctional Education Division works closely with the Alabama Board of Pardons and Paroles, Alabama Department of Corrections, and county jails to provide educational, technical, and workforce training for those who are detained, incarcerated, or under community supervision. Correctional and Post Correctional Education providers offer Adult Basic Education (ABE) at 40 locations. Services provided include GED test preparation, basic literacy, and job training.

More than 29,000 residents participated in Adult Education in Alabama's community colleges in 2018. More than 5,000 GED and high school equivalency certificates and diplomas were awarded.

Correctional and Post Correctional providers offer vocational training for students to earn nationally and regionally recognized certifications, including the National Career Readiness Certificate, Alabama Certified Worker Certificate, National Center for Construction Education and Research (NCCER) core certification, several short-term certificates, and long-term certificates. Currently, there are 16 community colleges offering 25 educational and technical programs at 40 sites throughout Alabama.

5. Programs for Existing Business

ACCS provides training for existing business employees on soft skills, academics, and technical competency. ACCS also partners with businesses for apprenticeships, internships, leadership training, credential access, and general workforce development classes.

Alabama Technology Network (ATN) / (Technical Assistance & Training).

The Alabama Technology Network (ATN) is a partnership of ACCS and the National Institute of Standards and Technology's Manufacturing Extension Partnership (MEP). The mission of ATN is "to provide industry and business the tools, training, and resources to excel."

ATN provides specific training to Alabama manufacturers in:

- ◆ Lean Manufacturing
- ◆ Quality Systems and Engineering
- ◆ Information Technology
- ◆ Human Resources and Organizational Development
- ◆ Environmental Safety and Health (ES&H)
- ◆ Business Services/Strategic Management
- ◆ Industrial Maintenance
- ◆ Engineering and Technical Services

More details on the creation and governance of the Alabama Office of Apprenticeship is included in Appendix 4

State of Alabama K-12 Education System

The importance of the K-12 system for workforce preparedness cannot be overstated. Without public schools that graduate students with the skills that are needed for a successful career no state can sustain economic progress.

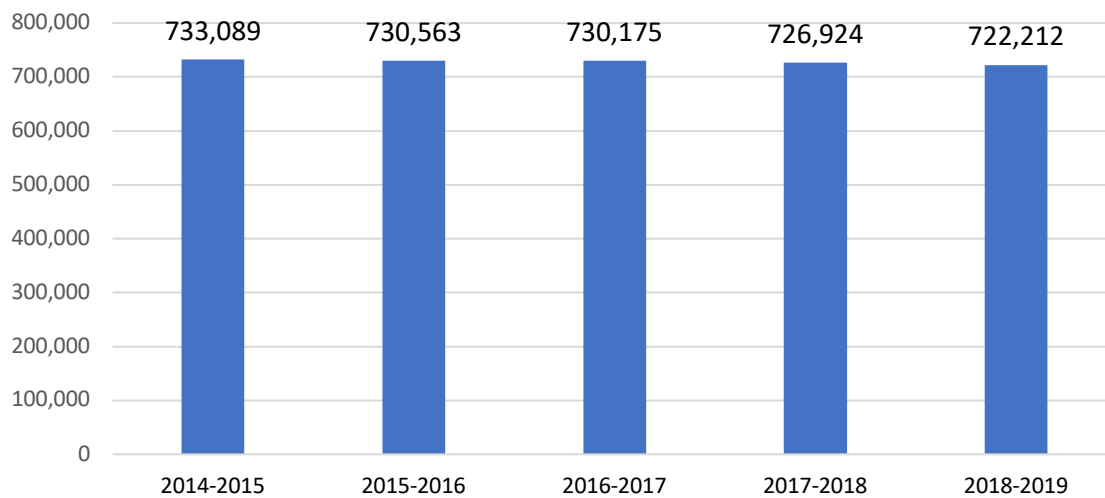
In the 2018-2019 academic school year, the state's K-12 education system included 139 school systems operating 1,339 schools, serving 722,212 youth statewide.

The National Center for Education Statistics indicates that national elementary and secondary public-school enrollment increased by seven percent between 2000 and 2016. However, Alabama's enrollment increase was significantly lower at just one percent during this same time period, with five straight years of declining enrollment between 2014-2018. Alabama is one of twelve states in the United States with a continuous five-year decline in enrollment. This trend is



expected to continue, with the 2016-2028 projected national enrollment growing by two percent and the State of Alabama projected to experience an additional one percent decline.

Alabama Public School Enrollment



Source: Alabama Department of Education: Data: Enrollment reports

<https://www.alsde.edu/dept/erc/Pages/ercotherdata-all.aspx?navtext=Supporting%20Data>

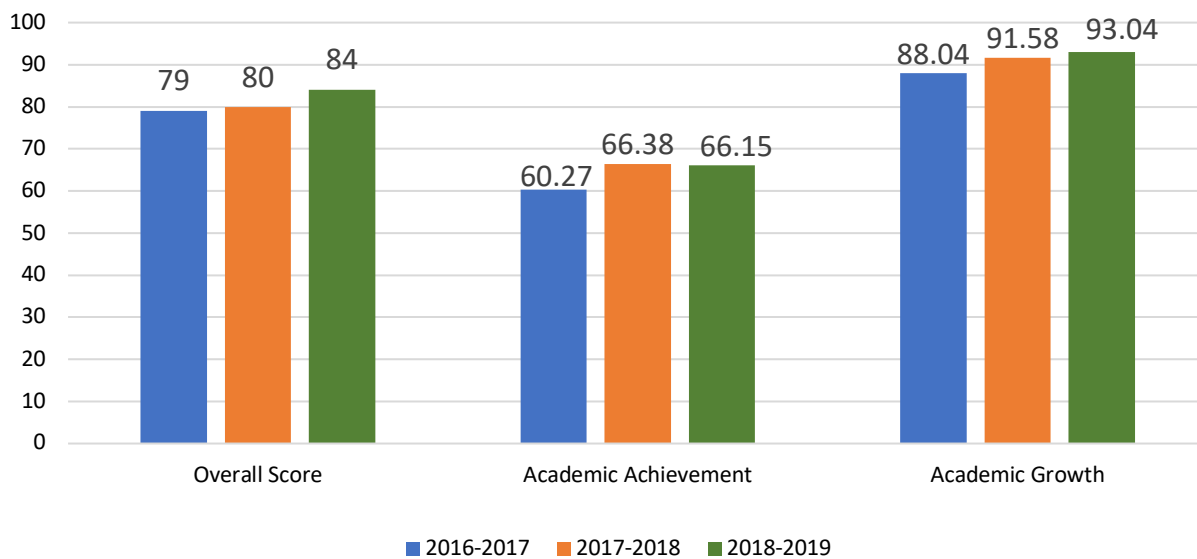
Individual system enrollment numbers indicate the decline is largest in the county school districts, with growth predominately coming from the city school districts. The 2018-19 state-wide student population reported as 54.1 percent white, 32.8 percent black, 8.6 percent Hispanic, 1.5 percent Asian, 2 percent two or more races and 1 percent American Indian or Alaska native. Only the Hispanic student population has seen an increase, up 35.8 percent in the last five years (2014-2018).

The quality of K-12 education in Alabama has been rated at or near the bottom against its counterparts in recent national rankings. Different rating agencies vary significantly in their weighting and their choice of metrics. Nevertheless, rankings typically place the state in the bottom 10 percent of states for education quality. The U.S. Chamber of Commerce’s State by State report for Alabama begins with the sentence, “Student performance in Alabama is very poor - the state ranks among the lowest in the nation.” The report gives Alabama “F” grades for academic achievement, return-on-investment, and postsecondary and workforce readiness. The state gets better grades, “B”, for 21st Century teaching force, the rigors of the state’s standards, and data quality.



While the low performance is troubling and a competitive disadvantage, policy makers have been responding. The State of Alabama has developed strategies designed to increase student achievement and outcomes. It has also been very transparent about sharing the progress towards achieving those outcomes. It began posting K-12 outcome data in report card format with 2016-2017 school data and now has three years of outcomes online. It redesigned this online format with 2018-2019 data, adding additional data sets required under the Federal Every Student Succeeds Act including discipline, school employees and funding. A snapshot of key student outcomes for each of the three years is below.

Alabama Statewide Report Card Results



These scores indicate that there has been academic improvement in all three categories. Two other categories - graduation rates and college and career readiness - have also shown improvement. **Other reports showing Alabama K-12 statistics can be found in Appendix 3**

In addition to recent academic progress, Alabama is one of only 10 states in the U.S. to require all high school students to take both the ACT and the ACTWorkKeys exams. The 2018-19 college and career readiness score for the State was 75.05 percent, up impressively from 66 percent in the first year of reporting in 2016-17.

Why is Career Technical Education so important to student success and the state's economic future?

A critical component of Alabama's strategy to increase educational outcomes for its youth is to create a more robust integration of career education and credentialing in the K-12 system. In many career pathways this also serves as a direct talent development pipeline for the growing workforce demands of Alabama's employers. Career Technical Education (CTE) has been an important component of the K-12 education system nationwide for decades. Originally designed to provide vocational training options for students in the skilled trades as an alternative education track to college prep, CTE has now become a program that "provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies", according to the U.S. Department of Education (USDE). It is designed to easily connect into industry credentials and/or post-secondary programs of study.

In the USDE report, "*Bridging the Skills Gap: Career and Technical Education in High School*", 77 percent of high school students are classified as CTE participants, but only 37 percent as CTE concentrators. CTE participants are defined as students who earn one credit in a CTE program, while concentrators have earned at least two credits within a single program of study. Nearly every public-school district in the U.S. offers high school CTE programs and 75 percent of these districts offer dual enrollment programs, allowing a student to earn both high school and post-secondary credit.

Looking at national education and labor market outcomes of CTE concentrators and non-CTE concentrators, this report reveals the success CTE is having in several key indicators. Eight years after their graduation date, students who focused on career and technical education courses while in high school:

- had higher graduation rates
- were enrolled in post-secondary education at higher rates
- were employed full time after high school at higher rates
- had higher medium annual earnings than non-CTE concentrators

<https://www2.ed.gov/datastory/cte/index.html#data-story-title>

Alabama Use of CTE/Career Development

Alabama's Career Technical Education (CTE) programing is offered in all public high schools. The state provides this programming within the 16 career clusters identified by the U.S. Department

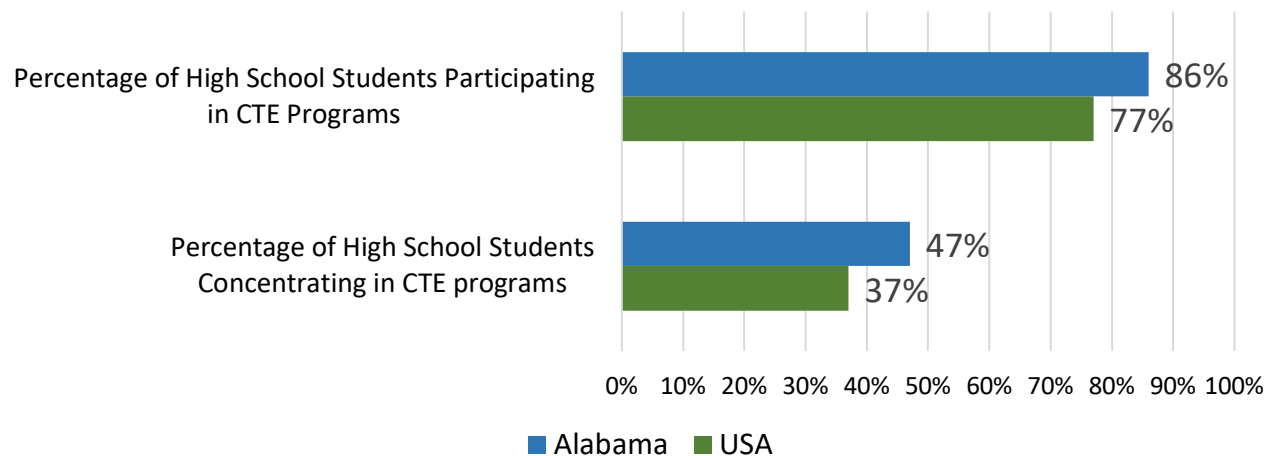
of Education. **(A complete list is provided in Appendix 3)** These clusters offer over 70 career pathways for high school students with opportunities for post-secondary program options and industry certifications. The State of Alabama utilizes the Business/Industry Certification (BIC) assessment tool to set standards by which all CTE programs are measured. These allow the state’s CTE programs to meet industry standards so that program participants enter the workforce with relevant credentials and work readiness skills.

In 2012, the Alabama State Department of Education adopted a new strategic vision, *Plan 2020*. This statewide plan included a strong emphasis on college and career readiness and the development of a comprehensive online career planning system for grades 6-12. Today, the Alabama Career Planning System provides accessible online support for career exploration and preparedness for Alabama public school students. Most notably, all incoming freshmen begin their high school journey with a completed career assessment and a personalized four-year plan. This allows for better alignment of career interests and aptitudes with CTE programming where appropriate.

In addition, the state has also created Career Coaching positions in each of the seven workforce development regions that provide career services to the public-school students in those regions. Working through the workforce development regions, these coaches provide first-hand knowledge of career opportunities in the local area and assist students in preparing and connecting to those jobs.

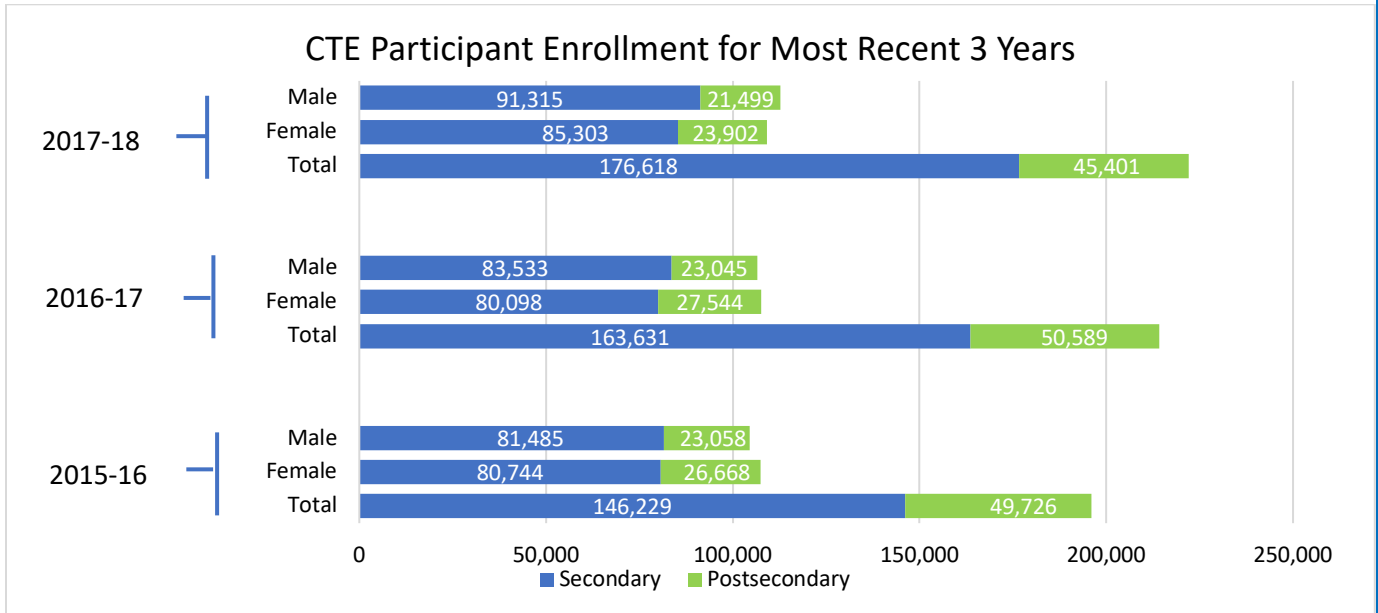
As illustrated in the chart below, Alabama’s 2018 high school CTE participation rate is nine percent higher than the national average, and the rate of CTE concentrators is 10 percent higher than the national average.

2018 Alabama CTE Student Engagement



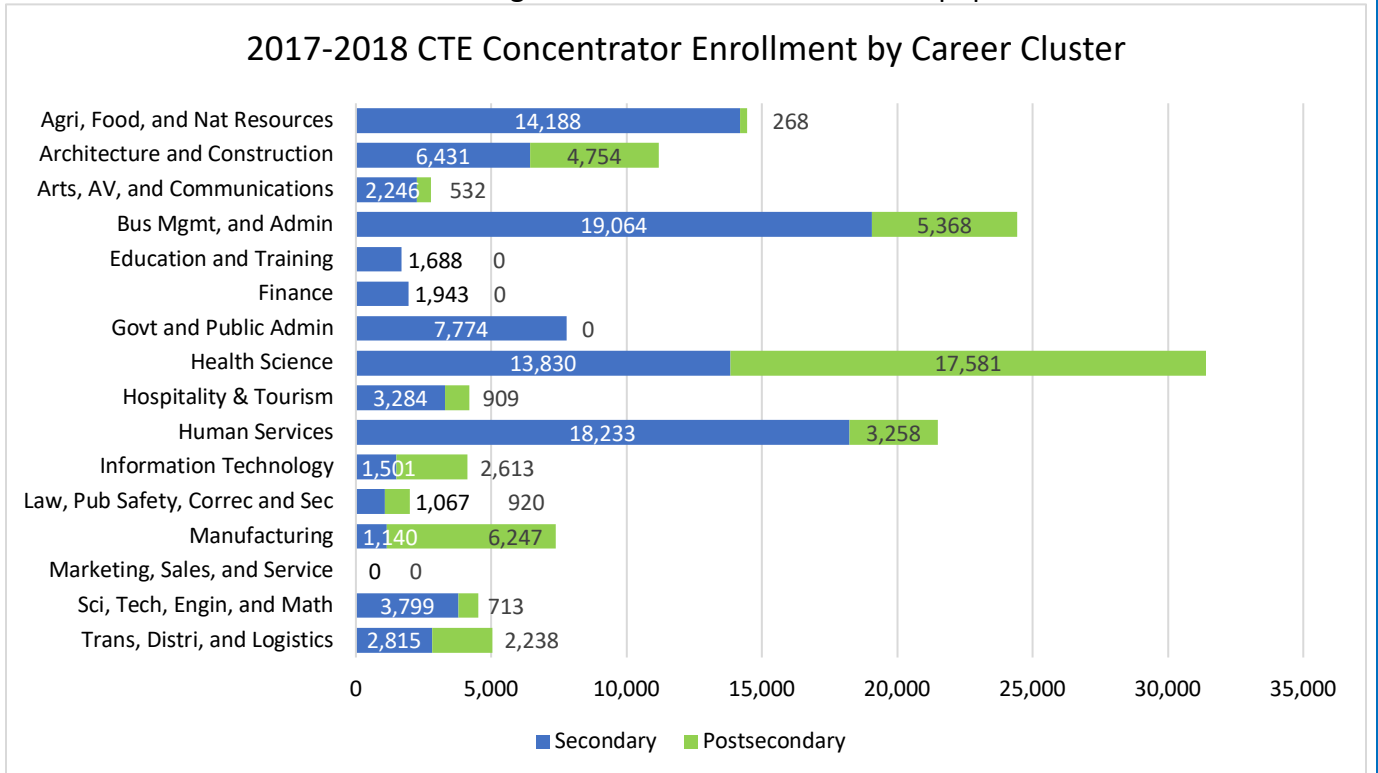
Source: USDE Bridging the Skills Gap: Career and Technical Education in High School; Perkins Collaborative Resource Network

Alabama’s CTE enrollment and performance has consistently outperformed the national average in many categories, and the numbers have continued to rise. Alabama’s growth in high school CTE enrollment has been steadily increasing. During the three years of 2015 to 2018 the CTE participant enrollment numbers in Alabama increased by 8.9 percent adding 14,379 students.



Source: Perkins Collaborative Research Network

Health Science and Business and Management continue to be the most popular Career Clusters.



Source: Perkins Collaborative Research Network

CTE programs are currently funded nationally by the Perkins IV Act until the 2020 Combined WIOA Plan that includes Perkins for the first time takes effect in October 2020.

In 2017-18 there were eight CTE high school performance categories. The 2017-2018 Alabama Profile Report from the Perkins Collaborative Resource Network illustrates Alabama's performance in key performance areas over the past five years. The state has met or exceeded its targeted goals over the last three years in secondary CTE programs in seven of the eight reporting areas. The one exception is with the state consistently missing its target in CTE school completion. It has exceeded the national average in technical skills attainment each of the five years but has also consistently performed slightly lower against national high school CTE graduation rates.

Alabama Integration of Workforce Development and CTE

As detailed earlier, the State of Alabama has seven workforce development regions that execute the federally and state funded workforce development programs. These regions are branded as part of the statewide Alabama Works! initiative but are governed and led by local business and community leaders. This allows each region to have access to the strategies and resources of the state's economic and workforce development programs, while at the same time addressing the more localized needs of the regional population and employer base. This model is a traditional model for workforce development agencies across the United States.

However, the State of Alabama's unique integration of K-12 efforts as a key element to the regional agency workforce strategies stands out as a practice not commonly seen in other state models. While the level and quality of that integration still varies amongst regions, the collaboration that is encouraged and expected by the state from regional execution partners should be acknowledged as innovative.

As part of that integration, the workforce regions are supporting K-8 skills training, career exposure activities, and engaging and informing K-12 educators in why careers matter to their students. The state has funded and embedded Career Coaches in each of the seven workforce development regions to assist students in connecting to local employment pathways. Through the Alabama Works! system, they work with local and regional employers to produce workforce demand reports that inform and direct career development activity in the K-12 system and specifically into the high school CTE programs. The number of Career Coaches has grown to 93 statewide. Coaches serve 366 schools with an average number of 2,328 students per coach.

The number of Career Coaches has grown to 93 statewide and serve 366 schools with an average number of students per coach of 2,328.

Regional workforce development agencies connect in-demand industry certification needs of local employers to specific CTE programming within the 16 career clusters. Area high schools

can promote and market these industry certifications that can lead to direct employment or post-secondary programs to existing and incoming high school students.

While this collaboration between K-12 and workforce development regions is producing greater awareness and participation in CTE, earning credentials that meet the workforce demands of the state and the region is a priority. The passage of Perkins V in 2018, which reauthorized the original Carl D. Perkins Career and Technical Education Act passed in 2006, provides more flexibility to states in developing and implementing their CTE programs but places greater emphasis in developing clear connections between programs and labor demands. Alabama's high school students must earn at least one of seven college and career readiness indicators to be considered college and career ready. One of the seven career readiness indicators is earning an industry-recognized credential. Designating students as career ready via an industry-recognized credential is a sound idea. However, the Alabama State Department of Education allows students to earn credentials that are industry-recognized but are not linked to in-demand occupations. The review process for reviewing a CTE program to become a career readiness indicator does not require an empirical evaluation of the labor market and education data for careers related to the program. For example, the ALSDE offers as a career readiness indicator the beef quality assurance certification that merely requires the student to watch a series of online videos and to pass an online test to earn the certification. There is no required work-based learning element to earn the beef quality assurance career readiness indicator. Credentials earned by high school students as career readiness indicator should be linked to a course or should be included on the ACCCP's regional or statewide lists of valuable credentials.

In assessing Alabama's current CTE alignment with labor demands, the most recent independent research on the subject, *Credentials Matter: A National Landscape of High School Student Credential Attainment Compared to Workforce Demands* produced by ExcelinEd and Burning Glass Technologies and dated May 2019, concludes that no state within the U.S. has highly aligned credentials to statewide workforce demands. However, Alabama is one of only 12 states whose system is considered moderately aligned. To provide context, 11 states have low alignment and the balance do not collect enough data to make an alignment assessment.

This report also finds that of the top 10 credentials required by industry in Alabama, as defined by statewide job postings, only three are in the top 10 credentials earned by students in the state. Currently these three credentials are considered by industry partners to be undersupplied. The remaining seven categories of credentials earned are not considered high demand and are considered oversupplied or appropriately supplied. While interest in industry credentials is increasing, there is not a high alignment of credentials needed to credentials earned in the state. This was echoed in conversations with Alabama employers, who applauded the emphasis on collaboration between the secondary and post-secondary systems and workforce development agencies but were anxious for greater alignment and especially for more nimble systems that could quickly match their evolving hiring needs.

Also, with the emphasis on regional execution, mapping the certification demand versus those earned at the regional level would be a valuable tool for each workforce region. Collecting this

data and utilizing it as a success measure for workforce regions and school districts would help create incentive to better align the systems. It would also provide an “intermediate success measure” for school districts as part of their longer-term strategy for academic improvement.

Through its actions and policies Alabama has demonstrated that it values career preparation as a significant piece of the educational journey of its youth. Yet outside of WorkKeys scores, there is little to no measurement for its importance as part of the current rating system for education quality. Currently, there is a gap between the graduation rate and the rate of college and career readiness. Students need to earn quality college and career readiness indicators to signal to employers and to educational institutions that they have mastered the skills and competencies necessary to succeed in postsecondary education and in the workforce. Students should be required to earn a college or career readiness indicator to graduate. There is currently a 15-point gap between the college and career ready rate (75 percent) and the graduation rate (90 percent.) Measuring certification alignment with regional workforce needs throughout Alabama would address the new Perkins V requirements, incentivize collaboration and support the economic development efforts of the state.

The Alabama Committee on Credentialing and Career Pathways (ACCCP)

Considerable focus is currently being given to developing in-demand career pathways. Alabama’s Committee on Credentialing and Career Pathways is developing a list of in-demand occupations (regional and statewide) and an annual compendium of valuable credentials. They are analyzing labor market information using a Five-Star Rubric that considers mean wage, growth and educational requirements. When complete this effort will provide the critical match between labor demand and supply, and also inform career choices for Alabama citizens. The Alabama Committee on Credentialing and Career Pathways (ACCCP) was codified in Act 2019-506 (sponsored by Senator Orr) after passing the Legislature unanimously during the 2019 session. It is composed of *ex officio* members and regional appointees made by the Governor, and 16 technical advisory committees (TACs) that are each composed of seven members of business and industry. The ACCCP is tasked with a two-fold mission: (1) to identify the in-demand career pathways in each of Alabama’s seven workforce regions and statewide, to develop competency models for each of the in-demand occupations, and to develop career lattices and pathways out of sequences of the in-demand and associated occupations; and (2) to identify the credentials of value associated with each of the in-demand occupations. To accomplish the two-fold mission of the ACCCP and to comply with the provisions of Act 2019-506, the ACCCP developed the five-star rubric for identifying in-demand occupations. The state list of in-demand occupations will be compiled by first assigning each occupation regionally, and then statewide, with one to five stars, based on a rubric that awards one star for occupations that include one or more of the five criteria included on the rubric for evaluating the regional lists of in-demand occupations. Occupations that are awarded three or more stars will be included on a regional list. The state list will include all career pathways that appear on at least two of the regional lists. The TAC for each career cluster shall evaluate each occupation within each of the career pathways under its purview with the rubric below. The rubric contains five

categories. Occupations that possess the characteristic in the category are awarded a star for that category. An occupation will receive one to five stars, based on how many of the five characteristics the occupations possesses on the rubric. The five criteria are whether an occupation: (1) pays at least 70 percent of the mean regional wage; (2) the occupations to career cluster with an annual regional Success Plus attainment goal that is ranked in the top eight out of the 16 clusters; (3) the occupation is projected to have positive annual growth and positive growth over the next decade (2016 to 2026); (4) the occupation is on the regional “Top 40 In-Demand Jobs List” or the occupation is in at least the 75th percentile of the average regional wage; and (5) the occupation requires a postsecondary degree, certificate, or credential for initial employment. Earning a star for three of the criteria is mandatory. For the first two required criteria, earning a star for criteria (1) and criteria (3) is mandatory, and an occupation must possess one or both of criteria (4) or (5) to be included on a regional or statewide compendium of valuable credentials.

Five-Star Rubric for Identifying In-Demand Occupations					
Characteristic	Criteria I Occupation Must be at Least 70 percent of Mean Regional Wage	Criteria II The Occupation Belongs within a Career Cluster that is ranked in the top eight for the annual regional Success Plus attainment goal	Criteria III Positive Annual Growth and Positive Projected Growth Over Decade	Criteria IV Occupation is on the Regional Top Forty In-Demand Jobs List or occupation is at least in the 75 th Percentile of the Average Regional Wage	Criteria V The Occupation Requires a Post-Secondary Degree, Certificate, or Credential for Initial Employment
Earning a star for three of the criteria is mandatory. For the first two required criteria, earning a star for criteria (1) and criteria (3) is mandatory, and an occupation must possess one or both of criteria (4) or (5) to be included on a regional or statewide compendium of valuable credentials.					

Based on the regional and state in-demand career pathways, labor market information, and program completion and employment data, the ACCCP will also create annual Compendia of Valuable Credentials. The Alabama Compendium of Valuable Credentials will be composed of the regional and state lists of credentials that are mapped onto the regional and state in-demand career occupations with three or more stars. A credential listed on two or more regional lists is placed on the state list.

Each credential undergoes a review process by the TAC. The TAC reviews the credential application against the following criteria: (1) required by law, mandated by industry, or

preferred by industry; (2) required to obtain a job, part of stackable sequence leading to a credential that is required for employment, complementary credentials with skills that are affiliated with the career pathway but are not directly aligned to the credential sequence; (3) aligned to a career pathway on the ACCCP's regional or state lists of in-demand career pathways; (4) sector or industry endorsed nationally or recognized by the foremost state sector or industry association (credentials that are either developed or endorsed by a nationally recognized industry association or organization and are sought or accepted by local companies within the sector for purposes of recruitment or hiring); (5) achievable by students in a secondary or postsecondary level of study; (6) earned after at least 130 hours of instruction time and are offered through a proctored examination; (7) stackable in a sequence of aligned competencies that progress along with the rigor of advanced training programs (A credential that is part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications is considered stackable. Typically, stackable credentials help individuals move up a career ladder or along a career pathway to different and potentially higher-paying jobs); (8) valuable by leading at least a 20-percent wage premium over a high school diploma; (9) trackable by the ATLAS on Career Pathways; and (10) portable across or within an industry sector.

The 2020 combined WIOA state plan will: align the WIOA needs assessments, align the process for collecting stakeholder input and stakeholder review between CTE and WIOA; align the core indicators of performance for the six core WIOA programs, the four secondary CTE indicators, and the postsecondary CTE indicators; and take advantage of aligned definitions in WIOA and CTE, to develop fully articulated pathways in all 16 career clusters.

The 2020 Workforce Innovation and Opportunity Act (WIOA) State Combined Plan

The combined efforts of the 2013 College and Career Ready Task Force, the 2014 establishment of the Alabama Workforce Council, the 2016 creation of the Office of Education and Workforce Statistics Advisory Board, the launch of AlabamaWorks!, the Strong Start Strong Finish education initiative, and the 2018 Success Plus Plan have built momentum and fundamentally changed the state's approach to workforce development. In spite of the challenges inherent in making significant changes to a complex set of systems and the turnover of key leaders, positive momentum has been building.

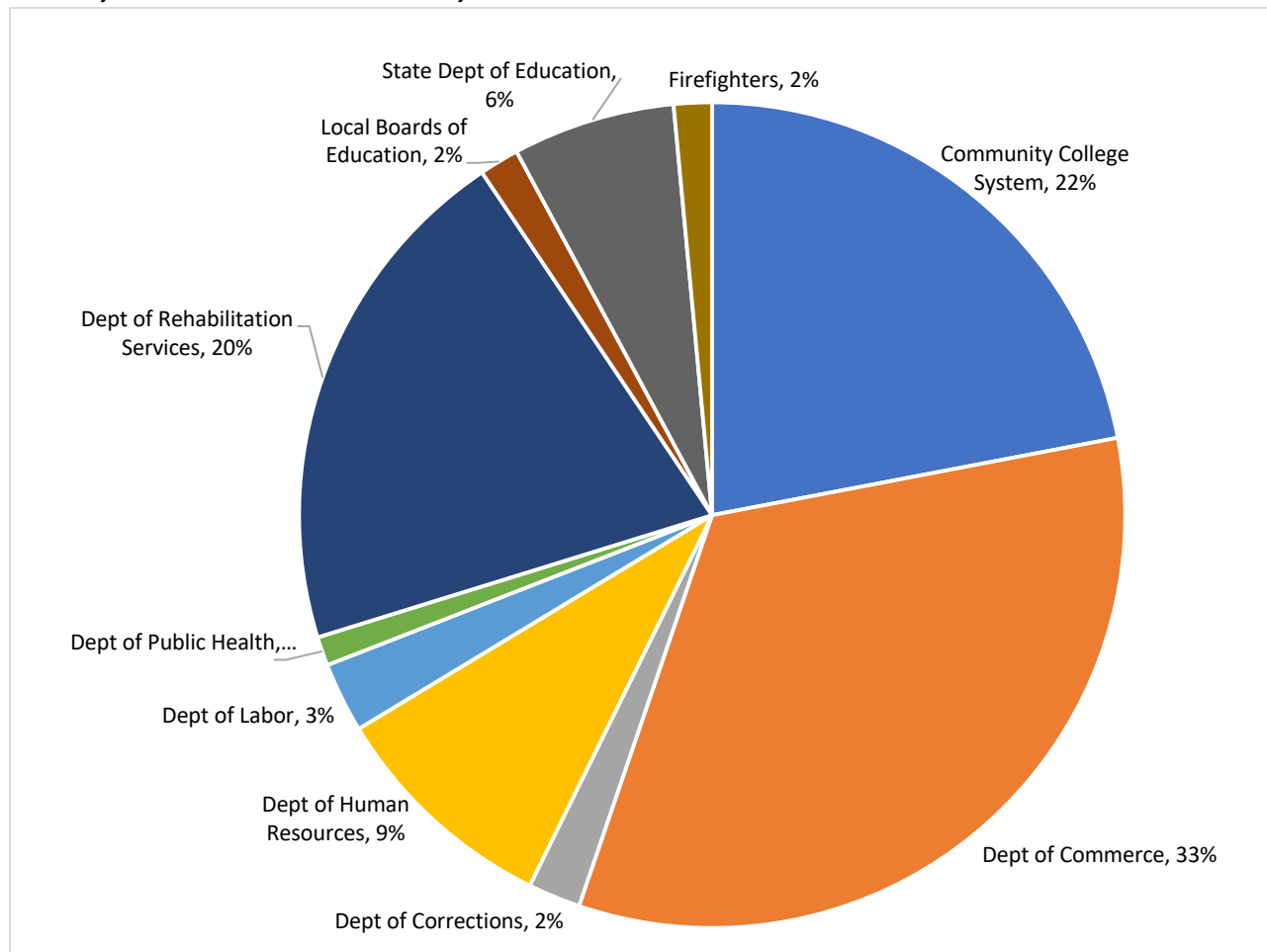
Next, Governor Kay Ivey has a plan to braid federal and state workforce and education funding streams to produce an education-to-workforce pipeline that includes career exploration and discovery among all 16 career clusters, seamless transition from secondary to postsecondary, multiple entry and exit points for special and disconnected populations, alignment between secondary and postsecondary CTE, and co-enrollment between adult education and postsecondary CTE.

The Governor’s Office of Education and Workforce Transformation (GOEWT) is managing development of the 2020 Workforce Innovation and Opportunity Act (WIOA) State Combined Plan (all core and partner programs). The goal is to integrate Alabama’s Every Student Succeeds Act (ESSA), and Carl D. Perkins Career and Technical Education (CTE) Act funding streams into the consolidated state WIOA plan (to take effect October 1, 2020).

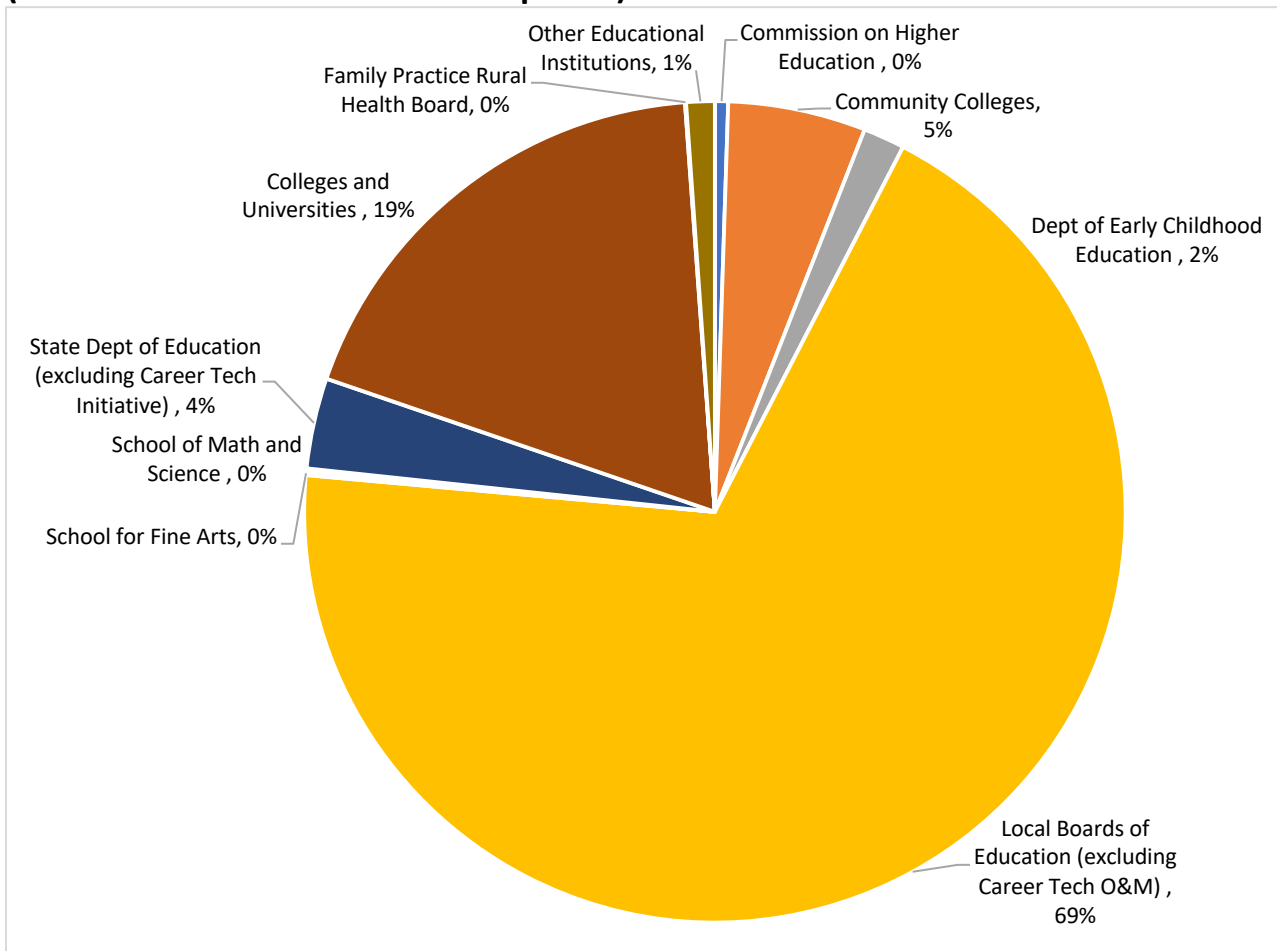
Budget Estimates for Workforce and Education Funding FY19

Spending estimates are provided for many of the programs throughout this report but aggregating the data into a comprehensive amount for all programs is a challenge. Budget information in the graphs and charts below were gathered from a review of the of various budget documents and should only be used as rough approximations of the level of funding. Budgets may have changed during the year and budget levels often do not reflect actual expenditure levels.

Alabama Workforce Funding FY 2019 \$320,977,383 WIOA, Education Trust Funds, Perkins



**Alabama Education Funding FY 2019 \$6,050,243,965
(Select Education Trust Fund Recipients)**



Sources: State of Alabama Legislative Services Agency. Education Trust Fund Appropriations Comparison Sheet for FY 2020 - HB 175 (ACT 2018-481).

State of Alabama Legislative Services Agency. State General Fund Appropriations Comparison Sheet for FY 2020 - SB 199 (ACT 2019-403)

2018 WIOA data from Presentation, "Strong Start, Strong Finish: Education to Workforce Vision for Alabama," to Alabama State Board of Education (June 13, 2019) by Office of the Governor.

2019 WIOA data provided by Nick Moore, Office of the Governor, State of Alabama.

Perkins Grant data from Nick Moore and Perkins Collaborative Resource Network, Alabama State Profile, 2017-18 Consolidated Annual Report. Data updated on August 5, 2019.

Note: WIOA funding is reported for the Program Year. For example, WIOA PY 2019 begins on 7-1-2019 and ends 6-30--2020, while FY 2019 begins 10-1-2018 and ends 9-30-2019.

Note: GF = Alabama General Fund Budget; ETF = Alabama Education Trust Fund Budget

Alabama Workforce Funding	\$ 320,977,383
	FY 2019
Alabama Community College System	\$ 70,601,879
WIOA Adult Education & Family Literacy (Program Year)	\$ 9,500,000
WIOA Integrated English Language and Civics Education (IELCE) (PY)	\$ 284,414
Perkins Basic State Grant (Post-Secondary CTE)	\$ 6,408,944
ETF - O&M Workforce-Specific Earmarks	\$ 3,597,000
ETF - Prison Education (includes earmarking below)	\$ 9,533,615
ETF - Adult Education Programs	\$ 12,830,375
ETF - Special Populations Training	\$ 4,500,268
ETF - Truck Driver Training Program	\$ 240,790
ETF - Industry Certification Initiatives (formerly Workforce Development)	\$ 5,867,408
ETF - Alabama Technology Network (includes earmarking below)	\$ 5,189,065
ETF - Dual Enrollment - expand dual enrollment for technical education programs	\$ 11,300,000
ETF - Sciences, Technology, Engineering, Arts, and Math (STEAM) Pilot Program	\$ 275,000
ETF - Volunteer EMSP Certificate	\$ 125,000
ETF - Automotive Workforce Training Scholarship Program	\$ 200,000
ETF - Women's Fund of Greater Birmingham Educational Support Pilot Program	\$ 500,000
ETF - Automotive Manufacturing Workforce Development Program	\$ 250,000
Alabama Department of Commerce	\$ 106,651,319
WIOA Adult Programs	\$ 14,700,000
WIOA Dislocated Workers Programs	\$ 18,300,000
WIOA Youth Programs	\$ 15,100,000
GF - Robotics Technology Park	\$ 75,000
ETF - Industrial Development & Training Program	\$ 7,212,462
ETF - O&M	\$ 6,842,873
ETF - Marketing Campaign for Technical Education	\$ 750,000
ETF - Workforce development for ED projects and Career Centers	\$ 43,670,984
Alabama Department of Corrections	\$ 6,600,000
GF - Pilot program to support small business development by offenders	\$ 100,000
GF - Therapeutic Education in Columbiana	\$ 6,500,000
Alabama Department of Human Resources	\$ 29,091,340
ETF - Jobs Opportunities & Basic Skills Training (JOBS) Program & Family and Child Care Program	\$ 13,123,529
ETF - Jobs Child Care and After School Child Care Program	\$ 14,762,203
ETF - Fostering Hope Scholarship Act Program	\$ 1,205,608
Alabama Department of Labor	\$ 8,800,000
WIOA Wagner-Peyser	\$ 8,800,000
Alabama Department of Public Health	\$ 3,635,782
ETF - Continuing Education for EMT Personnel	\$ 1,635,782
ETF - Alabama Medical Education Consortium	\$ 2,000,000
Alabama Department of Rehabilitation Services	\$ 65,400,000
WIOA Vocational Rehabilitation Programs	\$ 65,400,000
Alabama Local Boards of Education	\$ 5,000,000
ETF - Career Tech O&M	\$ 5,000,000
Alabama State Department of Education	\$ 20,414,542
Perkins Basic State Grant (Secondary CTE)	\$ 14,954,203
ETF - Career Tech Initiative	\$ 5,460,339
Firefighters' Personnel Standards and Education Commission / Alabama Fire College	
ETF	\$ 4,782,521

Alabama Education Funding (Select Education Trust Fund Recipients)	\$6,050,243,965
	FY 2019
Alabama Commission on Higher Education	\$ 31,480,694
Alabama Community College System	\$ 328,161,113
O&M	\$ 308,065,798
Mine Safety Training	\$ 350,000
Postsecondary Education Department - Administration (Chancellor's Office)	\$ 10,892,877
Marion Military Institute	\$ 8,352,438
Distance Learning Program	\$ 500,000
Alabama Department of Early Childhood Education	\$ 98,977,756
Social Services Program	
Alabama Local Boards of Education (excluding Career Tech O&M)	\$4,165,480,632
Alabama School for Fine Arts	\$ 8,264,602
Alabama School of Math and Science	\$ 7,535,772
Alabama State Department of Education (excluding Career Tech Initiati	\$ 215,819,719
Colleges and Universities	\$1,124,249,526
Alabama A&M University	\$ 39,846,264
Alabama A&M University - Miles	\$ 365,225
Alabama State University	\$ 45,585,264
University of Alabama System	\$ 492,048,559
Athens State University	\$ 13,040,284
Auburn University System	\$ 263,269,116
Jacksonville State University	\$ 39,973,732
University of Montevallo	\$ 20,684,426
University of North Alabama	\$ 29,912,446
University of South Alabama	\$ 111,073,800
Troy University System	\$ 51,547,030
University of West Alabama	\$ 16,903,380
University of West Alabama - Stillman College	\$ 100,000
Family Practice Rural Health Board	\$ 2,486,097
Auburn Rural Health Program	\$ 131,060
Tuskegee Area Health Education center	\$ 81,650
Rural Medical Scholars Program @ UA-Tuscaloosa	\$ 875,000
Rural Health Program @ UAH	\$ 636,350
Other Educational Institutions	
Alabama Institute for the Deaf and Blind	\$ 55,610,912
Lyman Ward (Private School)	\$ 340,276
Talladega College (Private School)	\$ 882,997
Tuskegee University (State-related School)	\$ 10,953,869

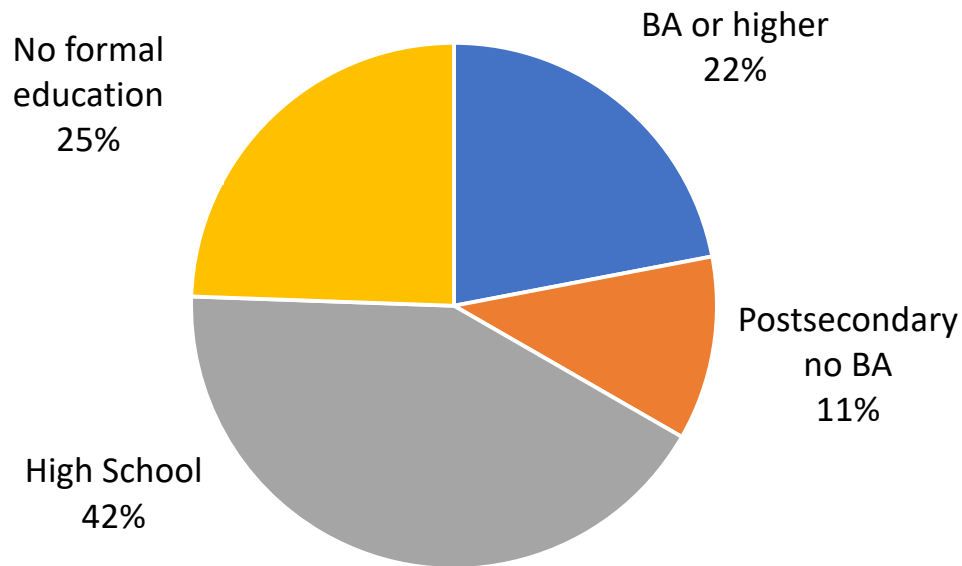
Projections for Future Workforce Demand

Most of this analysis has focused on understanding and improving the current supply of Alabama's labor force, but an effective workforce development system must also understand future supply. What will be the occupational needs of Alabama's employers in future years?



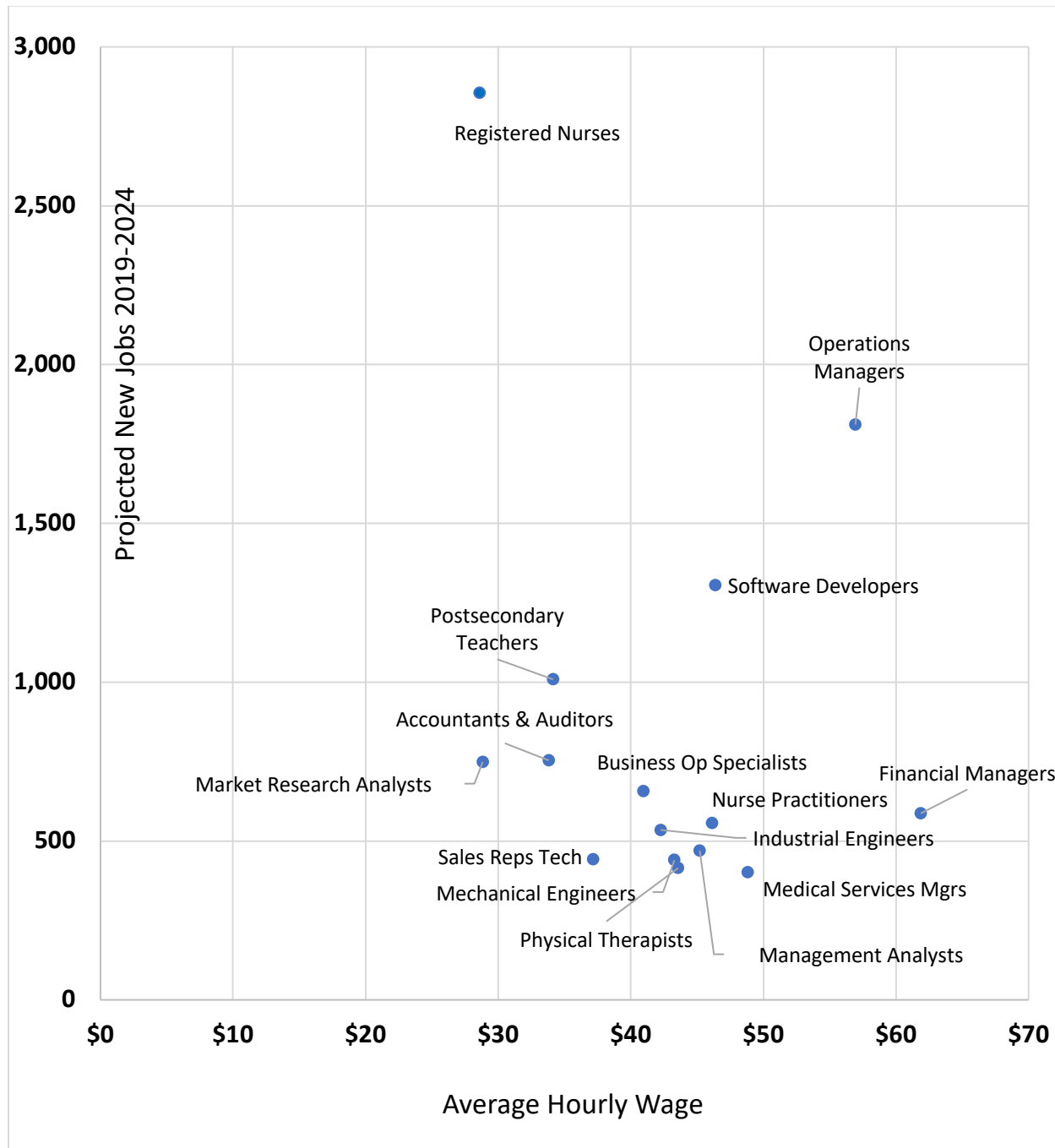
Using EMSI data to examine just over two million Alabama jobs we find that about 61 percent have hourly earnings above \$15 and about one-third have entry educational requirements beyond high school. Entry-level educational requirements are expected to increase slightly over the next five years.

2019 Typical Entry Level Educational Requirements



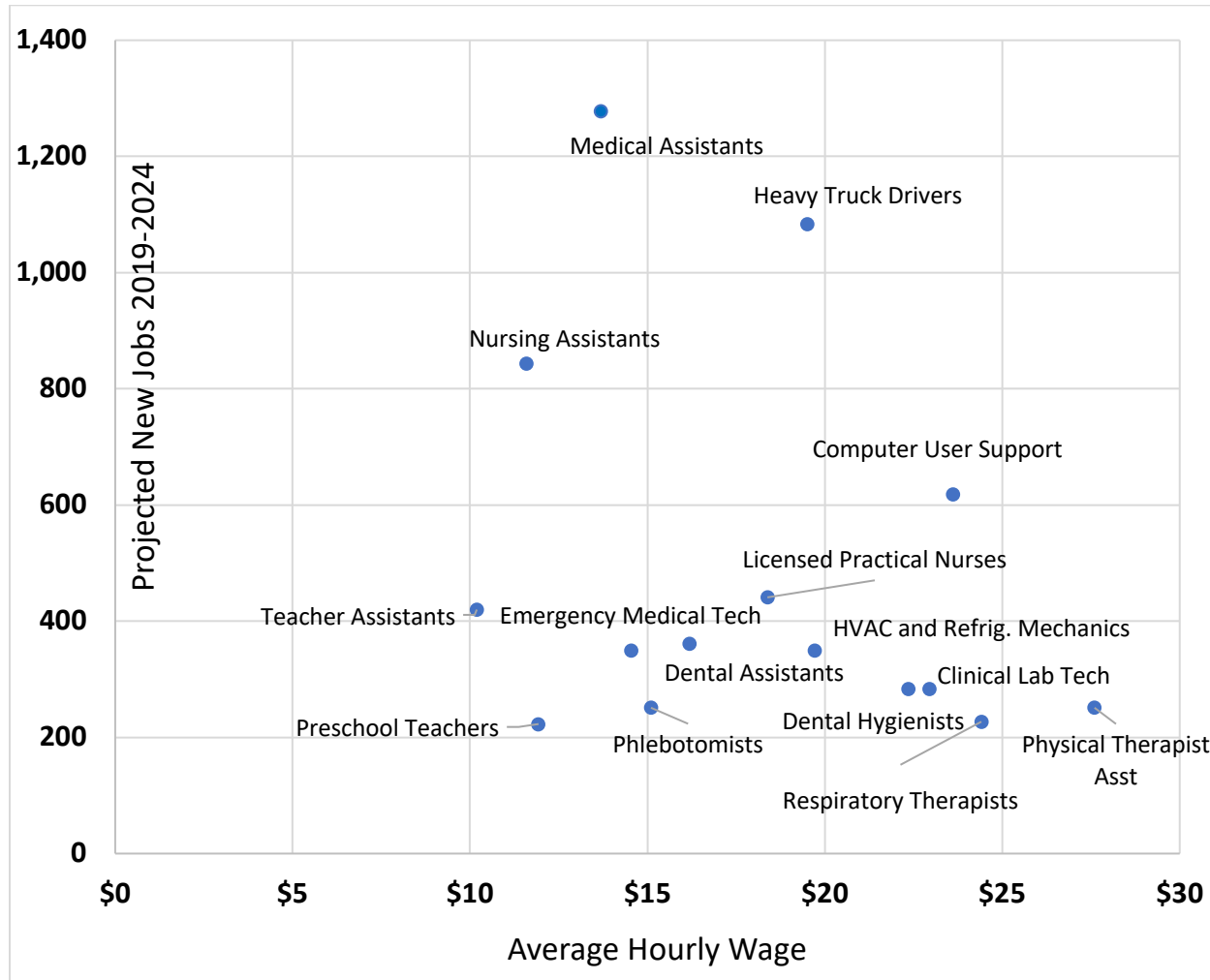
“It’s Difficult to Make Predictions, Especially About the Future” is an old Danish proverb, and it holds true for predicting occupational demand. Not long-ago social media marketing experts and people who specialize in data analytic visualization were in low demand; today demand has skyrocketed. But some occupations have consistently faced worker shortages: nurses, teachers, truck drivers, and HVAC mechanics. The charts below show current projections for additional jobs for specific occupation by average hourly earnings.

Additional Jobs Requiring a Bachelor’s Degree or higher by 2024



The demand for nurses, with averages hourly earnings of close to \$30, is significant. Alabama will need nearly 3,000 new nurses, plus replacements for those that have retired or changed careers. Other high-demand occupations that will require a BA or higher are teachers, software developers, accountants, market research analysts, nurse practitioners, and physical therapists. STEM occupations dominate the projected demand.

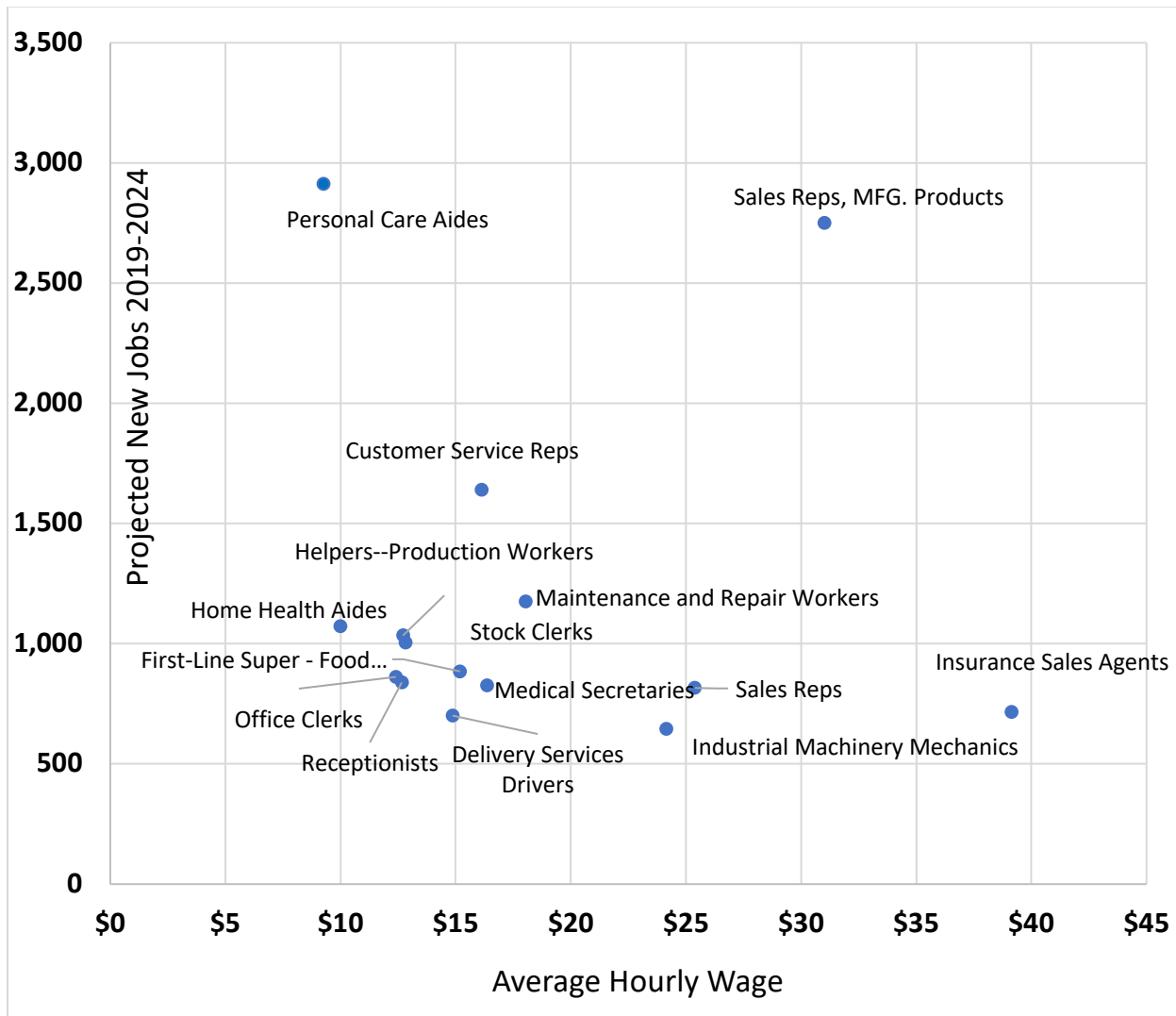
Additional Jobs Requiring Post-Secondary Training, But Not a BA, by 2024



For occupations requiring more than high school but not a bachelor’s degree, STEM (especially medical) and education-related jobs are again the leaders. The high projected demand for heavy truck drivers is indicative of the challenge across the country. The American Trucking Association recently estimated that the country needed an additional 50,000 drivers just to meet current demand.

Occupations that just require a high school degree may also want additional training and expect improving skills. Much of the responsibility rests with the ability of the K-12 education system to produce work-ready graduates with strong English, communication, math, and problem-solving skills. But strong industry-valued certificate and licensing programs are needed to prepare people for occupations like industrial machinery mechanics, home health aides and medical secretaries.

Additional Jobs Requiring High School Diploma By 2024



Observations and Recommendations

Historically it can be argued that other states have placed a higher priority on education, workforce preparation, and talent attraction. That no longer seems true. The plans Alabama has developed in the past few years for educational attainment (Success Plus) and for 2020 WIOA

Combined State Plan provide a solid foundation for impactful improvement. If these plans are fully implemented, the state would address many of its persistent workforce challenges.

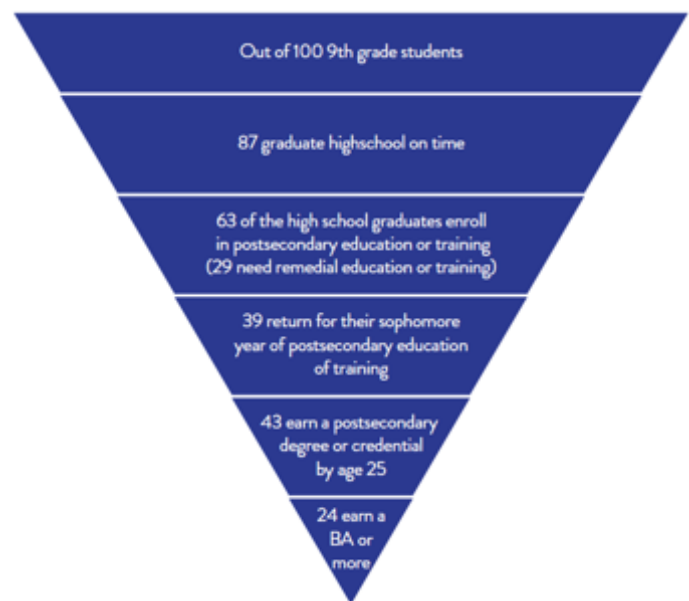
The Governor’s Office of Education and Workforce Transformation (GOEWT) is an excellent source of new and innovative ideas for the Alabama Workforce System. The GOEWT has focused on generating and integrating needed data for planning, identifying in-demand occupations, and developing career pathway models. The Alabama Apprenticeship Office has great potential. AIDT is consistently recognized as one of the nation’s best training programs for new and expanding industry. Many of the components for excellence are in place.

Moving forward, meeting four specific challenges might be the difference between success and hard work that does not yield the expected results. The first is translating strategy into concrete statewide practice. New ideas and a comprehensive approach were necessary, but recent work is only slowly beginning to permeate throughout all the organizations and the tens of thousands of teachers, career center professionals, and others that deliver daily services. The change process is dynamic, complex and ongoing. New plans contain dozens of additional strategies and in the end, it will be the quality and delivery of specific services that determine results. Additional mechanisms for coordinating alignment, new means and measures for assessing progress, and expanded communication to sustain commitment will all be needed. The combined education and workforce efforts of Alabama must be coordinated through a single strategic plan for education and workforce talent development. Each agency must understand its role in the combined plan and the consequences of success and failure.

Skills that will be used to earn a living throughout a citizen’s life will germinate in a classroom.

The second is the need for all the education and workforce development organizations to overcome structural silos, resource competition, and leadership dynamics to align priorities, share resources, and sustain the effort. Just as words do not equate to actions, words do not guarantee collaboration.

Collaboration means “to work with another person or group in order to achieve or do something”. There appears to be good working relations among state agencies. The GOEWT conducts monthly in-person meetings with all state agencies involved in education and workforce development and



leads weekly calls among eight GOEWT advisors that represent each component of the talent ecosystem. However, there is still room for improvement between these state workforce agencies and the education side of workforce (K-12 and community colleges). Stakeholder input suggested that there is a lack of institutional alignment and a lack of trust and confidence in each other. (Some stakeholders attributed this to leadership turnover and were hopeful for near-term improvements.)

To make meaningful improvements in Alabama's workforce preparedness educational institutions, at all levels, must embrace their role. Skills that will be used to earn a living throughout a citizen's life will germinate in a classroom. Teamwork, critical thinking, creativity and communication combined with reading, math and science are skills taught by educators and valued by employers. The relationship between education and work cannot be an afterthought in the public schools. As work changes in the 21st Century, the importance of a high-quality primary and secondary education rises. Today out of 100 9th graders in Alabama, less than half will earn a postsecondary degree or credential by age 25, but all 9th graders will depend on the skills they learned in K-12 to earn a living. (Chart from Governor WBL Strategic Plan)

Along with employers, Community Colleges provide most of the adult skill training. The community college system operates as a confederacy, with colleges exercising considerable local independence. A common criticism is that many community college presidents have given more priority to preparing students to advance to a four-year university than to prepare workers to participate in their region's economy. Each region will have different needs, but local programs of study should be aligned with both the needs of the existing workforce and the projected future workforce demands.

In Alabama, AIDT has been the go-to entity for workforce training, receiving substantial legislative support. AIDT is highly regarded and strongly supported by the economic development community. AIDT is broadly viewed as an essential incentive for recruiting key industries to Alabama. An area that elicits considerable discussion among stakeholder organizations is AIDT responding to new company training needs and the subsequent role of community colleges to provide on-going training.

Once a company has built a relationship with AIDT and has benefitted from specific training, they may not want to begin working with a different entity. Once a relationship has been established between any economic developer and a company, both value and want to maintain the relationship. Despite that, if the local community college can meet the companies' needs and deliver high quality training, the best solution for future training needs is that it will be provided by the educational institution. Negative feedback usually occurs when a companies' workforce quantity or quality needs are not being met. Stakeholders agreed that the quality of training delivered by community colleges differs significantly from institution to institution. Sometimes the easiest answer is to create an "outside the system" solution, but systemic improvement will likely yield a better long-term return-on-investment.

While there is an acute shortage of middle-skilled occupations in Alabama, there is also a continuing demand for engineers, health professionals, teachers, and other 4-year college graduates. Based on the feedback received from stakeholders this report predominately focuses on other entities, but Alabama needs to enlarge the conversation about workforce to place more emphasis on the role of the four-year universities. In a 21st Century knowledge economy, having excellent research universities is an essential driver of innovation and economic vitality. To create a high-wage economy, growing and recruiting high-skilled jobs is essential and improving the quality and national reputation and awareness of the state's universities should be a priority.

The third is the need to increase the quantity of the available workforce. Today the state's unemployment rate sits at 2.7 percent, and employers are struggling to find workers. Projections suggest that without new efforts the state will see its workforce shrink in the future, limiting potential economic growth. Aggressive efforts to attract new workers to Alabama and to raise the labor force participation rate are needed. Aligning competency-based career pathways with work-based learning and academic course work has resulted in an intentional development of apprenticeship, credentials of value, empirically-driven sequences of workplace competencies and career lattices. These advancements have provided the foundation for economic upward mobility by permitting an individual to progress from an entry-level position, to a middle-skills job, to an advanced-level career through the mastery of increasingly rigorous levels of competencies (the mastery of which are denoted by credentials of value.)

Competency-based career pathways and credentials of value provide the basis for multiple points of entry and exit into and out of the workforce and education and workforce training to permit an individual to earn progressive wage increases by signaling the mastery of new skills to employers through earning stackable credentials linked to traditional academic coursework while on the pathway to earning a degree or terminal credential. Furthermore, individuals who are reticent to enter the workforce will recognize a positive incentive to enter the workforce through the security of a competency-based career pathways linked to credentials of value that provides portability and transferability between and within firms and industries. To increase the quality of available workers, competency-based career pathways must be coupled with a continuum of services approach to provide wrap-around services such as transportation and childcare.

Finally, Alabama should accelerate the implementation of its plans. As Will Roger said, "Even if you are on the right track, you'll get run over if you just sit there." Competing states are upping their game. The pace of business and job transformation is accelerating. Organizational and political leadership is in constant change. The next few years are critical. The temptation is to slow down and let organizations get comfortable implementing recent changes, but an even greater sense of urgency is needed. The 2020 Workforce Innovation and Opportunity Act (WIOA) State Combined Plan will be an important next piece. Based on the input that was received from stakeholders, we offer the following recommendations for continued improvement.

Specific Recommendations

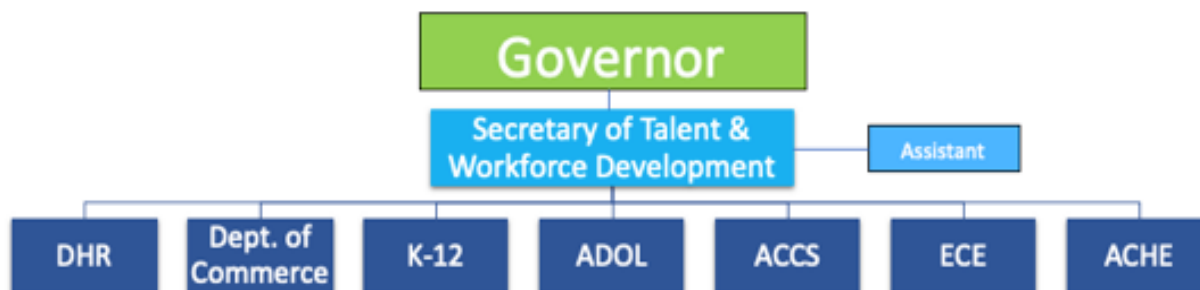
1. Improve System Alignment: Alabama’s workforce system needs more collaboration among all workforce entities. There remains a wide perception of duplication of services, turf issues, confusion about respective roles, and some unwillingness to effectively partner. At a minimum, greater and more frequent communication is needed. A next step worth considering is the development of the Governor’s Office of Talent and Workforce Development to coordinate Alabama’s workforce development efforts, K-12 career and technical education, community college workforce activities, the Alabama Workforce Council and the Regional Workforce Councils, and to coordinate an integrated continuum-of-services approach for individuals with significant barriers to entering postsecondary education or the workforce.

Kentucky has an integrated Education and Workforce Development Cabinet. The Cabinet’s scope includes a range of workforce arenas including special populations, military and adults with disabilities, and all levels of education, from colleges to K-12 schools and early childhood.

In its current four-year plan, the Education and Workforce Development Cabinet’s four goal areas are:

1. Improve delivery of operations & technology integration.
2. Education & workforce alignment with industry demands.
3. Engagement & outreach through improved communication and marketing.
4. Resource alignment with an emphasis on shared data for better decision-making on how to allocate resources.

Organizational alignment recommendation:



Organizational alignment outline:

- Creates the position of Secretary of Talent & Workforce Development.
- Tier 1 organizations would be required to agree on an annual workforce development allocation budget, collaborating at the lead of the Secretary, and submit said allocation recommendation for the Governor’s annual budget.
- Tier 2 organizations provide allocation and use recommendations & expertise to the Secretary.

- Tier 1 Board representation (7)
 - Community College System
 - Department of Commerce
 - Department of Early Childhood Education
 - Department of Education
 - Alabama Commission on Higher Education
 - Department of Human Resources
 - Department of Labor
- Tier 2 Board representation would include:
 - Department of Medicaid, Department of Corrections, Department of Rehabilitation Services, Department of Mental Health, Governor’s Office of Minority Affairs, Department of Youth Services, Department of Veterans Affairs, Department of Economic & Community Affairs, Department Senior Services, and the Office of Information Technology

2. Prioritize Increasing Workforce Participation and Workforce Quantity: Alabama faces major supply-side challenges due to stagnant population growth and low labor participation rates. Two critical areas to emphasize to address the challenge are: 1) re-engaging individuals who have barriers to workforce participation, and 2) developing an aggressive talent retention and recruitment strategy.

Engage individuals with barriers to workforce participation:

- ◆ Attack systemic barriers to work, including access to healthcare, childcare, and transportation. Make allies of those working to break down these barriers.
- ◆ Develop innovative strategies to engage disenfranchised groups, including the physically disabled, veterans, incarcerated, immigrants, single-parent families, those on public assistance, retirees, etc.
- ◆ Require all staff within Alabama’s state and federally funded public workforce system to utilize a no-wrong-door-entry strategy that will allow individuals to enter into the multiple state- and federally funded workforce development programs through DHR, one-stop centers, community colleges, and through community-based organizations.

Develop an aggressive statewide strategy for talent retention and recruitment:

- ◆ Develop a talent attraction program given the same importance as recruiting industry. The support for attracting new industry is waning in the business community in the face of worker shortages.
- ◆ Recruit out-of-state college students through marketing and tuition/scholarship-based incentives.
- ◆ Emphasize college student retention (post-graduation careers in Alabama), utilizing heavy Alabama employer participation in career guidance and student retention programs. Provide direct financial incentives for students to stay in Alabama, including more intern and student employment opportunities, more community engagement

opportunities, loan debt reduction credits, state income tax reduction, and employer-based tuition reimbursement.

- ♦ Recruit out-of-state workers using state income tax credits, mortgage/rent credits, relocation expense reduction, employer-provided apprenticeships, and employer-based tuition reimbursement.
- ♦ Create goal for each state education and workforce agency to establish a talent development goal to help reach the attainment goal of adding 500,000 credentialed workers to the workforce by 2025.

(A section on national thinking and best practices is included in Appendix 4)

3. Develop Formal Partnerships with Business Organizations to Expand Business Engagement:

Business and industry engagement in the workforce development process is critical to success at the state, regional, and local levels. It has gotten better, but there is still room for improvement.

- ♦ Effective Regional Workforce Councils are critical for aligning education providers with business needs. Some workforce regions are perceived to be weaker than others. All regions should be supported and strengthened to achieve high levels of performance. The RWCs support career coaches to help navigate youth and adults through career pathways. The RWCs should align their metrics with the special populations goals by region and cluster identified in appendix 7.
- ♦ The RWCs should also partner with statewide and local business groups to strengthen private participation in weaker regions.

4. Improve K-12 Education: Alabama needs to improve K-12 education outcomes, both in providing basic skills (reading, writing, math, STEM) and in career and technical education (CTE).

- ♦ ALSDE should require a strategic plan for every school system that includes innovative strategies for CTE, including a plan to align the career and technical education programs at each school to the in-demand occupations in the school's region, creating articulation agreements with community colleges to support career pathways, and implementing work-based learning programs that are coupled with the attainment of industry-recognized credentials.
- ♦ ALSDE should support the integration of college and career exploration activities into the curriculum beginning as early as 5th grade. The ALSDE should encourage all local education agencies to participate in "Worlds of Work" career exploration events.
- ♦ Raise the number of career coaches by 50% over the next 5 years.
- ♦ Provide requirements for career coaches to work with the RWCs and community colleges to recruit relevant placements for secondary and postsecondary CTE concentrators participating in work-based learning activities.
- ♦ Continue to increase dual enrollment opportunities for CTE concentrators and ensure that dual enrollment scholarships are only granted for courses that are linked to a student's career pathway.

- ♦ Create outcome measures that recognize and reward local/regional school districts for increasing the number of CTE concentrators, youth apprenticeship participants and completers, the number of students earning a college or career readiness indicator.
- ♦ Increase work-based learning opportunities, including apprenticeships and internships.
- ♦ Work with the AWC, BCA, Manufacture Alabama and other business groups to expand the Alabama Educator Workforce Academies that allow teachers and principals to engage with members of business and industry.

5. Emphasize Demand Driven Community Colleges: Alabama community colleges need to better align CTE training with the current and future needs of in-demand and high-growth career clusters and occupations.

- ♦ Use data from the ATLAS on Career Pathways to tie community college CTE funding with high-demand careers identified by the Alabama Committee on Credentialing and Career Pathways (ACCCP) and the needs of regional business. Look to the future economy and invest training dollars in future growth markets.
- ♦ Better utilize technology. Provide needed investments for community college training, explore the use of technology before investments in buildings, bricks, and mortar.
- ♦ Expand training programs into all key growth sectors identified by the ACCCP.
- ♦ Explore stronger CTE partnerships between secondary and postsecondary, including expanded articulation agreements in all in-demand career pathways and agreements to share CTE centers and other related facilities.

6. Boost Data Availability and Usage: A stakeholder frustration, especially among elected officials, is the lack of available and consistent information to evaluate the state’s return on investment in education and workforce development. All parties would benefit from having (requiring) common nomenclature, common metrics, and common programs of study and certificate programs organized around the recognized career clusters. Program success should be tracked centrally with good data (including real-time occupational need data) and shared among all stakeholders and the public. The ATLAS on Career Pathways (operational in July 2020) and the Alabama College and Career Exploration Tool (operational in October 2020) should be adopted by all state agencies local education agencies to provide consistent career exploration activities for all Alabamians from grade 5 into adulthood, a verified resume and profile that will encourage competency-based hiring, and a means of iteratively adjusting the focus of Alabama’s public workforce system based on changing labor market dynamics.

7. Improve Communication and Marketing: Provide marketing and communication to targeted audiences to promote the value of workforce training as well as available CTE programs and services.

- ♦ K-12 principals, teachers, guidance counselors, parents, and students need to better understand opportunities for careers that do not require a four-year degree.

- ♦ Enhance the reach of the AlabamaWorks! brand to reach special populations who are difficult to locate and serve.
- ♦ The AlabamaWorks! marketing strategy should focus on expanding the use of work-based learning and competency-based education to enter in-demand career pathways that lead to a family-sustaining wage.
- ♦ The marketing campaign should focus on destigmatizing CTE and career pathways.

8. Provide More Help to Rural Alabama: Rural workforce development needs deserve particular emphasis. Lack of broadband, childcare, and transportation services are challenges for rural areas.

- ♦ Rural high school students need greater access to dual enrollment, simulated workplace, and apprenticeship programs.
- ♦ Efforts to improve rural leadership and improved regional cooperation could spread prosperity to more of the state.
- ♦ Leverage federal programs such as the Department of Transportation’s Job Access Reverse Commute (JARC) program to provide access to transportation for rural students and workers.
- ♦ Provide a plan for providing access to high-speed internet to all Alabamians by 2025.
- ♦ Braid supportive services for individuals transitioning off of public assistance to provide a sustainable bridge to paid employment that eliminates benefit cliffs that cause individuals to lose more money in transfer payments than they are earning in wages in the short term.

9. Reimagine Career Centers: Technology can and should be used to a much greater degree – for example, online support and kiosks at physical sites. Career Centers must be proactive, that instead of waiting for people to walk in to be served, Career Centers provide outreach to go to where people are. The metric for success would not be how many people walk into the centers, but what percentage of the population that needs services actually receive them. People should not be asked to visit multiple locations when seeking education and workforce training. All staff within Alabama’s state and federally-funded public workforce system should be trained to use a no-wrong-door-entry strategy that will allow individuals to enroll in multiple state- and federally-funded workforce development programs through DHR, one-stop centers, community colleges, and through community-based organizations in one physical location.

10. Continuum of Services: To ensure that all Alabamians are self-sufficient, competency-based career pathways must be coupled with a continuum of services approach to provide wrap-around services that generate a negative marginal tax rate for Alabamians who are struggling to overcome the benefits cliff and to persist in a career pathway. A benefits cliff occurs when means-tested benefits and other forms of public assistance taper off when a household’s income from paid employment increases. Therefore, the effect of the benefits cliff is to make a low-income individual just entering the workforce worse-off.

Budget Allocations to Boost Workforce Development

Many of the recommendations will require policy actions and almost all will require coordination between organizations and agencies. Although new funding has been allocated through various means in recent years, strategic appropriations in the next year could give the on-going systemic improvements an added boost. The recommendations suggest an additional \$60 million in support for new or existing programs, to create competitive funds to spur collaboration and innovation and to begin to address new challenges such as talent attraction.

- ♦ **Supplemental Funding for CTE**

The State has an aggressive plan to increase the quality of the Alabama K-12 System. A piece of that plan is targeted at increased career readiness through Career Technical education and dual enrollment initiatives that create students graduating with certifications and immediate job options with local industries. Education stakeholders have indicated that the measurements of success for these activities could be better reflected on state report cards and that current funding is a challenge. **Recommendation: Allocate \$15 million in supplemental funding with broad eligibility requirements to fund local school systems to fill current CTE gaps. Require Regional Workforce Councils to certify that the programs match local needs.**

- ♦ **Modernize Machinery and Equipment at the Community Colleges**

The pace of technological change is accelerating. To maintain current and relevant machinery and equipment for training is always a challenge. **Recommendation: Allocate an additional \$25 million to the Alabama Community College System to make strategic investments in machinery and equipment for high-wage high-demand industries.**

- ♦ **Incentivize Increased Regional Collaboration and Innovation**

GO Virginia is the Virginia Initiative for Growth & Opportunity, a regionally based economic development concept conceived by the state's business leaders in 2015. GO Virginia recognizes that regions are complex with multiple organizations participating in economic and workforce development and that the collaborative capacity to plan and act together is often underfunded. Nine regions were established in late 2016, with initial funding from the Virginia General Assembly. Each region was required to create a Growth & Diversification Plan to be eligible to participate. In order to apply for economic development project grant funds, multiple organizations must work together. Funding proposals are forwarded to a State Board by Regional Councils across the state, with final approval coming from the State Board. The initial funding was allocated to each region for year one planning. Thus far, 74 projects have been approved with \$38 million in funds allocated. Collaborative workforce development initiatives are a popular project category. Alabama has made an initial investment in the regional workforce councils. To encourage even more regional innovation, cooperation, and capacity a new program could be developed that has competitive funding for best ideas. Successful ideas could later be scaled statewide.

Recommendation: Allocate \$6 million in competitive grants to fund innovative workforce

programs at the regional level, requiring multiple partners and private sector participation

♦ **Further Increase Career Coaches**

The state began this program in 2012 by hiring 18 career coaches to work with 45,000 youth in Alabama public schools. The program has since scaled to provide Career Coaches for every Alabama high school. The program student/counselor ratio however continue to remain extremely high. **Recommendation: Allocate an additional \$8 million to expand the number of coaches and reduce the student-coach ratio.**

♦ **New Talent Attraction Initiative**

In 2015, Governor Pence created the Indiana's Regional Cities Initiative funded by a \$124M appropriation from a tax amnesty program that provided seed money to three regions of the state to support their locally developed place-based strategy for talent. Governor Walker of Wisconsin allocated \$6 million for marketing to attract young professionals to move from Illinois to Wisconsin. **Recommendation: Allocate \$4.5 million in the next Fiscal Year to the Alabama Department of Commerce to develop a new talent attraction program for the state. Also, seek private matching funds to expand the capacity.**

♦ **Create a Public-Private Partnership to Expand Internship Opportunities Statewide**

Work experience is a critical factor for employee success, but matching internship seekers and internship providers is difficult. **Recommendation: Allocate \$500,000 to create and manage a partnership with major business organizations to develop an on-line internship program, matching intern seekers with company needs.** (Ex.: www.mointernconnect.com)

♦ **Invest in Apprenticeship Success**

The AOA's success is critical and ensuring a steady supply of people seeking apprenticeship opportunities will be vital. Often individuals have barriers to participation. If an individual must pay costs out of pocket, they may not be able to participate. A small, highly flexible scholarship-type assistance fund for apprentices to offset the "related instruction" costs for training could increase participation levels. **Recommendation: Allocate \$500,000 annually to AOA to fund support services for participants.**

♦ **Explore reinvention of the Career Centers**

Create a working group with research funding to develop a best-practice proposal for a reinvention of the state's career centers to transition from a reactive approach (serve who shows up) to proactive outreach model to increase workforce participation rates. **Recommendation: Allocate \$500,000 to create a proposal within 12 months.**

Appendices

Appendices

Appendix 1

Success Plus: Preparing Alabama's Economy for Opportunity & Growth

Goal: To add 500,000 highly skilled employees to Alabama's workforce by 2025.

Priority 1: Awareness

Goal: All Alabama residents understand the importance of earning certificates, credentials, and degrees and know how to find information and resources to get started or continue their education and training.

Objective 1.1: Develop public awareness campaigns to educate and inform Alabama residents about opportunities and access to high-demand jobs.

Objective 1.2: Develop information about earning certificates, credentials, and degrees that lead to high-demand jobs and feature it on the AlabamaWorks! one-stop shop website.

Objective 1.3: Simply and consistently communicate the importance of earning certificates, credentials, and degrees across the state.

Objective 1.4: Educate and engage champions from education (career coaches, teachers, and administrators), employers (business, industry, career centers), government and community partners (churches, libraries, nonprofits) to play a role in increasing educational attainment.

Priority 2: Access and Success

Goal: Alabama residents of all ages, backgrounds, and resources have access to education and receive the continuous support they need to complete certificates, credentials, and degrees.

Objective 2.1: Provide education about financial aid, personal finance, and debt management for students, families, and job seekers.

Objective 2.2: Develop strategies to support affordability of education and training.

Objective 2.3: Identify barriers to access and success, such as transportation, family healthcare, and childcare, and develop innovative and creative programs to address those barriers.

Objective 2.4: Develop student success services and navigation programs at all levels of education and training.

Objective 2.5: Develop strategies to ensure equity of access and support for populations with significant barriers to post-secondary educational attainment, including disabled and special needs individuals, English Language Learners (ELL), first-generation college students, low-income individuals, minorities, rural residents, and single-parent households.

Objective 2.6: Promote access to education and training for individuals in the corrections system, including those seeking pardon or parole.

Objective 2.7: Promote access to education and training for veterans.

Objective 2.8: Develop online tools to support access and success

Priority 3: Pathways

Goal: Pathways from education and training to high-demand jobs are defined. Programs, curriculum, and guidance along pathways encourage success, achievement, and opportunities for continuing education.

Objective 3.1: Design and communicate clear pathways from education and training to high-demand jobs.

Objective 3.2: Expand CTE and dual-enrollment programs across the state and invest in training excellent teachers for these programs.

Objective 3.3: Expand work-based learning programs across the state.

Objective 3.4: Expand apprenticeship opportunities for youth and adults.

Objective 3.5: Integrate life and employment skills in curriculum and training at multiple levels.

Objective 3.6: Develop a formal process for establishing and evaluating high-quality credentials driven by the needs of business and industry on an ongoing basis.

Objective 3.7: Strengthen the network of well-trained coaches and career coordinators at all levels of education and training.

Objective 3.8: Strengthen and expand use of statewide career planning tools for all levels of education and training.

Priority 4: Leadership and Collaboration

Goal: Partners at the state, regional, and local levels work together to support efforts aimed at increasing post-secondary educational attainment in Alabama.

Objective 4.1: Develop a collaborative structure and process to support implementation of the strategic plan and develop the action steps, timelines, champions, resources, and metrics for each objective. Engage education, employers, government, and community partners in this collective impact model.

Objective 4.2: Engage regional leaders and workforce councils and their membership to support implementation at the local level and ensure education and training leads to jobs for individuals.

Objective 4.3: Integrate attainment goals into leads to jobs for individuals.

Objective 4.4: Integrate attainment goals into regional workforce council strategic plans.

Objective 4.5: Evaluate current resources and funding related to educational attainment efforts, and identify and commit resources (funding, expertise, time) to initiatives identified in the strategic plan based on measurable outcomes.

Objective 4.6: Identify best practices within Alabama and across other states and replicate these models.

Priority 5: Assessment and Continuous Improvement

Goal: Progress toward Alabama's goal for post-secondary educational attainment is tracked and shared regularly, and adjustments are made to the plan and strategies to ensure success.

Objective 5.1: Develop a dashboard to track and share progress for the strategic plan on a regular basis.

Objective 5.2: Strengthen data collection and reporting related to education and workforce outcomes by linking existing data across state agencies.

Objective 5.3: Analyze data and use the outcomes to continuously improve programs, recommend funding allocation and propose future budget needs on a regular basis.

Objective 5.4: Develop a process for forecasting high-demand jobs at the state and regional levels annually.

Objective 5.5: Promote development of educational and credential attainment targets across the state that are aligned with the strategic plan.

Objective 5.6: Formally review and update the strategic plan annually.

Source: Alabama Workforce Council, Educational Attainment Committee. "Preparing Alabama's Workforce for Opportunity & Growth: Recommendations from the Alabama Workforce Council's Statewide Educational Attainment Committee." April 30, 2018.

Appendix 2

Governor Ivey's Action Plan for Developing In-Demand Career Pathways (2017-2022)

Goal #1: Align Alabama's Workforce Development, Secondary and Post-Secondary Career and Technical Education (CTE) and Adult Education Programs.

Strategy #1: Created the Governor's Office of Education and Workforce Transformation (GOEWT) and appoint the Advisors for Pre-K Education, Secondary CTE, and Workforce. [Date: Dec. 2018; Lead Agencies: GOEWT, ACCS, ALSDE, AWC, WIOA State Board]

Strategy #2: Develop a statewide definition of college and career readiness and promote innovative partnerships between ALSDE and ACCS to remediate students in basic skills before they graduate high school. [April 2019; GOEWT, ALDE, ACCS]

Strategy #3: Align CTE program offerings with the credentials in the Alabama Compendium of Valuable Credentials. [April 2019; GOEWT, ALSDE, ACCS, Commerce]

Strategy #4: Create a strategy to promote co-enrollment in WIOA Title II adult education programs, secondary and postsecondary CTE programs, and WIOA Title I adult programs. [April 2019; GOEWT, ALSDE, ACCS, WIOA State Board]

Strategy #5: Develop career pathways for all 16 CTE career clusters and map them to secondary and postsecondary CTE courses of study. [April 2019; GOEWT, AWC, ALSE, ACCS]

Strategy #6: Advance articulation agreements for all 16 CTE career pathway clusters that lead to seamless matriculation from secondary to postsecondary CTE coursework. [April 2019; GOEWT]

Strategy #7: Develop metrics to target skill gaps, unemployment and labor force participation by subgroups with a focus on equity. [April 2019; GOEWT]

Strategy #8: Add postsecondary education, credentials, and work-based learning as a state-determined indicator of program performance for CTE in States Perkins Transition Plan. [April 2019; GOEWT, ALSDE, ACCS]

Strategy #9: Monitor ongoing progress of alignment and revise efforts as necessary in the State's Action Plan for bridging our Career pathways Model. [December 2019; GOEWT]

Goal #2: Develop the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) for Career Pathways, the P20W Council, and the Alabama College and Career exploration Tool. (ACCET).

Strategy #1: Align the workforce data quality initiative (WDQI) grant project with the governor's Workforce Development Strategic Plan by submitting modifications to USDOL. [December 2018; GOEWT, AL Department of Labor]

Strategy #2: Allocate WIOA federal funding set-asides to develop a new evaluation model and tool for the core WIOA Programs. [December 2018; GOEWT, AWC, ACCS, ALSDE, WIOA State Board, Commerce]

Strategy #3: Appoint the P20W Council. [January 2019; GOEWT]

Strategy #4: P20W Council will hold first meeting to determine the data sharing and privacy parameters of ATLAS. [February 2019; GOEWT, AWC, ALSDE, ACCS, P20W Council]

Strategy #5: Will sign updated MOUs to reflect adopted by P20W Council. [February 2019; GOEWT, AWC, ALSDE, ACCS, ACHE, ADHR, ADOL, Commerce]

Strategy #6: Complete the unified ATLAS by integrating Alaworks and job link. [June 2019; GOEWT, AWC, ALSDE, ACCS, ACHE, ADHR, ADOL, Commerce]

Strategy #7: Develop the ATLAS data sharing bridge. [June 2020; GOEWT, AWC, ALSDE, ACCS, ACHE, ADHR, ADOL, Commerce]

Strategy #8: Develop the Alabama College and Career Exploration Tool (ACCET) and online dashboard myriad data that allows students to make head-to-head comparisons of program prerequisites, expenses and employment statistics. [June 2020; GOEWT, ADOL, Commerce]

Strategy #9: Integrate the ETPL, a FAFSA completion tool, a college admissions tool, and the WIOA one stop system into the ACCET. [June 2020; GOEWT, P20W Council]

Strategy #10: Launch the State's ATLAS. [June 2020; GOEWT, ADOL, Commerce]

Strategy #11: Launch the Alabama College and Career Exploration Tool (ACCET). [June 2020; GOEWT, ADOL, Commerce]

Strategy #12: Monitor ongoing process of goal #2 and revise effort as necessary to scale work-based learning and middle-skills training programs, advance best practices, and ensure efficient/effective funding appropriations. [December 2022; GOEWT, AWC, ALSDE, ACCS, ADOL, Commerce, P20W Council]

Goal #3: Braid Education and Workforce Funding Streams to include modifications of state plans.

Strategy #1: Expand the availability of WIOA funds to in-school youth to support the AIRRAP model, provide guidance to allow 25% of Title I WIOA youth funds to be spent in support of in-school youth, seek a waiver to allow 14 and 15 year-olds to participate in WIOA-funded programs for in-school youth. [December 2018; GOEWT, ACCS, ALSDE, Commerce]

Strategy #2: Request waivers from the USDOL to allow in-school youth participating in registered or industry recognized apprenticeships to receive an individual training account (ITA) for wrap-around services, such as career coaching and counseling. [December 2018; WIOA State Board, Commerce]

Strategy #3: Braid Alabama's WIOA and CTE funding streams to support apprenticeships for in-school youth. [January 2019; GOEWT, AWC, ACCS, ALSDE, WIOA State Board, Commerce]

Strategy #4: Develop WIOA Title I strategies for opioid response, and workforce representations to the Alabama Opioid Response Task Force and add workforce strategies to the Governor's Opioid Action State Plan and WIOA State Plan. [January 2019; GOEWT, AWC, ACCS, ALSDE, Commerce]

Strategy #5: Analyze, sync, and modify Alabama's ESSA, CTE, and WIOA state plans to focus on in-demand career pathways, industry-recognized credentials, and work-based learning to ensure that WIOA and CTE funds are used to provide complementary services for programs aligned to in-demand career pathways. [April 2019; GOEWT, ACCS, ALSDE, Commerce]

Strategy #6: Establish consensus among partners for the combined state WIOA plan, including Perkins CTE, on a four-year planning process and timeline that will incorporate the SLDS for program coordination and evaluation. [April 2019; GOEWT, ACCS, ALSDE, Commerce]

Strategy #7: Submit a Perkins CTE transition plan that outlines Alabama's CTE partnership in the state's WIOA 2020 plan. [April 2019; GOEWT, ACCS, ALSDE, Commerce]

Strategy #8: Modify Perkins CTE state plan to include performance indicators focused on attaining industry-recognized credentials, dual enrollment, and work-based learning. [April 2019; GOEWT, ACCS, ALSDE, Commerce]

Strategy #9: Modify state WIOA plan to include Perkins CTE as a partner for the 2020 combined state WIOA plan. [June 2020; GOEWT, ACCS, ALSDE, Commerce]

Strategy #10: Continuously analyze and review WIOA and Perkins performance measures and program outcomes to scale work-based learning, opioid workforce strategies and middle-skills training programs to advance best practices and efficient/effective funding appropriations. [December 2022; GOEWT, ACCS, ALSDE, Commerce, ADOL]

Goal #4: Identify valuable credentials and career pathways.

Strategy #1: Regional Workforce Council's share of the 500,000 additional degrees, certificates, and credentials required to meet Alabama's postsecondary education attainment goal by 2025 will be determined and targets set for each region to meet. [January 2019; GOEWT]

Strategy #2: Align the goals of the state and local Workforce Development Boards and Alabama Workforce council to create a unified Workforce brand and marketing strategy for Valuable Credentials and Career Pathways. [February 2019; GOEWT, AWC, WIOA State Board]

Strategy #3: Fully develop career pathways in all 16 career clusters and map them to secondary and postsecondary CTE courses of study through articulation agreements. [April 2019; GOEWT, ALSDE, ACCS, Commerce]

Strategy #4: Create the Alabama Commission on Credentialing and Career Pathways (ACCCP). [September 2019; GOEWT, ALSDE, ACCS, Commerce]

Strategy #5: Create Technical Advisory Committees (TACs) for each of the 16 career clusters who will create competency-based career lattices and frameworks for each of the 79 career pathways. [September 2019; GOEWT, ALSDE, ACCS, Commerce]

Strategy #6: Develop an incentive program for earning valuable credentials. [September 2019; GOEWT, ALSDE, ACCS, Commerce]

Strategy #7: Develop a five-star system for ranking career pathways and create a formula for fully-funding credentials on the Compendium of Valuable Credentials and will revise the state ESSA accountability framework to only offer "career ready" status to students who earn credentials on the Compendium of Valuable Credentials. [September 2019; GOEWT, ALSDE, ACCS]

Strategy #8: Develop the first line of regional and state in-demand career pathways and the Compendium of Valuable Credentials. [June 2020; GOEWT, AWC, ALSDE, ACCS, WIOA State Board, RWCS]

Strategy #9: Finalize and implement CTE program offerings with the credentials in the Alabama Compendium of Valuable Credentials. [June 2020; GOEWT, AWC]

Strategy #10: Establish a continuous review process of regional and state in-demand career pathways and the Compendium of valuable credentials to update changes as needed as workforce needs change. [December 2022; GOEWT, AWC, ALSDE, ACCS, WIOA State Board]

Goal #5: Establish the Alabama Office of Apprenticeship.

Strategy #1: Outline a development and implementation plan for establishing the Alabama Office Apprenticeship (AOA), which will be housed within the Department of Commerce, Workforce Division. [January 2019; GOEWT, AWC]

Strategy #2: Alabama will establish the Alabama Office of Apprenticeship via executive order. [January 2019; GOEWT, Commerce]

Strategy #3: Integrate the Governor’s Advisory Council for Excellence in STEM and the campaign for Grade-Level Reading into the early phase of the ARRAP model focused on basic skills development. [February 2019; GOEWT, Commerce]

Strategy #4: Create and outline in the plan a federally recognized state apprenticeship credential equivalent to the USDOL’s Registered Apprenticeship credential. [February 2019; GOEWT, Commerce]

Strategy #5: Apply to the USDOL to become an SAA. [February 2019; GOEWT, Commerce]

Strategy #6: Cultivate a consortium of state agency and private sector partners who will employ in-school youth apprenticeships. [April 2019; GOEWT, ACCS, Commerce]

Strategy #7: Develop an AIRRAP pathway for out-of-school youth, adults, and dislocated workers through co-enrollment in WIOA Title II adult education programs and postsecondary CTE programs. [April 2019; GOEWT, ACCS, Commerce]

Strategy #8: Create the Alabama Industry-Recognized and Registered Apprenticeship program (AIRRAP) beginning in middle school and culminating with a high school student earning their diploma, industry-recognized credentials, or associate degree. [June 2020; GOEWT, ALSDE, ACCS, Commerce]

Strategy #9: AOA will begin certifying Alabama’s Industry Recognized apprenticeship programs (IRAPs) and registered apprenticeships (RAs) and begin to oversee the quality of Apprenticeship programs. [June 2020; GOEWT, Commerce]

Strategy #10: AOA will go through a two-year review process and will become fully operational at the end of 2020. The AOA will develop a state apprenticeship credential. [December 2020; GOEWT, Commerce]

Strategy #11: Track ongoing progress of goal #5 and revise as needed to ensure the AIRRAP program is advancing the credentials as needed. [December 2022; GOEWT, ALSDE, ACCS, Commerce]

Goal #6: Advance awareness of career pathways in work-based learning (WBL) and middle skills training programs.

Strategy #1: Create a unified workforce marketing, outreach, and incentive strategy. [April 2019; GOEWT, AWC, ACCS, ALSDE, Commerce]

Strategy #2: Solidify the brand AlabamaWorks! as the unified workforce brand for the state. [April 2019; GOEWT, AWC, ACCS, ALSDE, WIOA State Board]

Strategy #3: Unify marketing strategies and budgets to target disconnected individuals (long term unemployed, ex-felons, SSI recipients, TANF/SNAP recipients) for integration into adult education and career pathways through the AIRRAP and promote WOTCs to hire them as apprentices. [April 2019; GOEWT, AWC, ACCS, ALSDE, WIOA State Board, DHHR, ADOL, Commerce]

Strategy #4: Target skills gaps, unemployment, and labor force participation by subgroups with a focus on equity and set metrics to increase participation. [April 2019; GOEWT, AWC, ACCS, ALSDE, WIOA State Board, DHHR, ADOL, Commerce]

Strategy #5: Promote dual enrollment, postsecondary graduation credit for work-based learning credits earned while participating in secondary in-school youth AIRRAP programs and set metrics to increase participation. [April 2019; GOEWT, AWC, ACCS, ALSDE, WIOA State Board, DHHR, ADOL, Commerce]

Strategy #6: Promote the use of Perkins for 5th grade and up and WIOA for 14 and 15 year-olds to encourage career exploration and discovery in STEM-specific career pathways and set metrics to increase participation. [April 2019; GOEWT, AWC, ACCS, ALSDE, WIOA State Board, DHHR, ADOL, Commerce]

Strategy #7: Create incentive programs for employers who hire AIRRAP participants. [September 2019; GOEWT, AOA, AWC, ACCS, ALSDE, WIOA State Board]

Strategy #8: Establish awards and recognition programs for employers who employ in-school and out-of-school AIRRAP participants. [September 2019; GOEWT, AOA, ALSDE]

Strategy #9: Monitor on-going progress of goal #6 and revise as necessary to scale work-based learning and middle skills training programs to advance best practices.
[December 2022; GOEWT, ALSDE, ACCS, Commerce]

Source: State of Alabama, Office of the Governor. "Governor Ivey's Action Plan: Developing In-Demand Career Pathways, 2017-2022," 2019.

Appendix 3

Workforce Development - Major Players and Programs

Federal Funding and Programs for Alabama Education & Workforce

Funds received from the Federal government are significant and important for developing the state's workforce. Although all funds from Washington come with restrictions and requirements, they provide a backbone for the state's efforts. The three primary sources of federal funding for education and workforce development are:

- Alabama's Every Student Succeeds Act (ESSA), which provides funding for public education from kindergarten to 12th grade.
- The Carl D. Perkins Career and Technical Education Act (Perkins V), which is the primary source of federal funding for secondary and post-secondary career and technical education (CTE).
- The Workforce Innovation and Opportunity Act (WIOA) of 2015, (succeeding the Workforce Investment Act of 1998), which is the primary federal legislation that supports workforce development. WIOA focuses on serving populations with "barriers to employment," including low-income individuals, individuals with disabilities, ex-offenders, and several other populations who face employment barriers.

Alabama's Every Student Succeeds Act (ESSA)

The Elementary and Secondary Education Act, now known as Every Student Succeeds Act (ESSA), replaced No Child Left Behind (NCLB). ESSA is designed to return more authority to state and local education leaders. Important ESSA provisions include the creation of state-designed accountability systems, greater authority over how testing is used in evaluation of students and "guardrail" policies to ensure the lowest-performing schools and groups of students are not ignored. As the chart below shows, Alabama receives significant funding for Pell grants, vocational rehabilitation grants, and federal direct student loans.

Funds for State Formula-Allocated and Selected Student Aid Programs
U.S. Department of Education Funding
Alabama

Program	2018 Actual	2019 Estimate	2020 Estimate	Amount Change FY 2019 to 2020	Percent Change FY 2019 to 2020
Grants to Local Educational Agencies	251,981,545	257,319,096	257,937,668	618,562	0.25%
State Agency Program—Migrant	1,824,349	1,884,535	2,014,666	130,131	6.90%
State Agency Program—Neglected and Delinquent	557,348	586,069	586,069	0	0.00%
Subtotal, Education for the Disadvantaged	254,363,242	259,789,699	260,538,403	748,713	0.30%
Impact Aid Basic Support Payments	1,838,103	2,120,889	2,106,530	(14,359)	(0.70%)
Impact Aid Payments for Children with Disabilities	135,618	156,959	156,959	0	0.00%
Impact Aid Construction	0	0	0	0	---
Subtotal, Impact Aid	1,973,721	2,277,848	2,263,489	(14,359)	(0.60%)
Supporting Effective Instruction State Grants	32,913,526	33,627,937	0	(33,627,937)	(100.00%)
21st Century Community Learning Centers	18,949,675	18,603,466	0	(18,603,466)	(100.00%)
State Assessments	6,096,874	6,086,088	6,086,088	0	0.00%
Rural and Low-income Schools Program	4,267,702	4,267,702	4,267,702	0	0.00%
Small, Rural School Achievement Program	2,316	2,316	2,316	0	0.00%
Student Support and Academic Enrichment State Grants	17,327,002	17,923,768	0	(17,923,768)	(100.00%)
Safe Schools and Citizenship Education	0	0	1,420,562	1,420,562	---
Indian Education—Grants to Local Educational Agencies	1,336,042	1,388,948	1,388,948	0	0.00%
English Language Acquisition	3,727,880	3,714,193	3,714,193	0	0.00%
Homeless Children and Youth Education	1,318,692	1,492,007	1,492,007	0	0.00%
Subtotal	342,276,672	349,173,963	281,173,798	(68,000,256)	(19.50%)
Special Education—Grants to States	190,495,767	191,704,256	191,704,256	0	0.00%
Special Education—Preschool Grants	5,627,709	5,819,670	5,819,670	0	0.00%
Grants for Infants and Families	6,543,524	6,568,165	6,568,165	0	0.00%
Subtotal, Special Education	202,667,000	204,092,091	204,092,091	0	0.00%
Career and Technical Education State Grants	20,188,010	21,363,147	21,363,147	0	0.00%
Subtotal, Vocational and Adult Education	20,188,010	21,363,147	21,363,147	0	0.00%
Subtotal, All Elementary/Secondary Level Programs	565,131,682	574,629,201	506,628,946	(68,000,256)	(11.80%)

Funds for State Formula-Allocated and Selected Student Aid Programs
 U.S. Department of Education Funding
 Alabama

Program	2018 Actual	2019 Estimate	2020 Estimate	Amount Change FY 2019 to 2020	Percent Change FY 2019 to 2020
Federal Pell Grants	517,100,000	545,100,000	549,400,000	4,300,000	0.80%
Federal Supplemental Educational Opportunity Grants	12,535,094	12,535,094	0	(12,535,094)	(100.00%)
Federal Work-Study	17,177,650	17,177,650	7,600,730	(9,576,920)	(55.80%)
Subtotal, All Postsecondary Education Programs	546,812,744	574,812,744	557,000,730	(17,812,014)	(3.10%)
Vocational Rehabilitation State Grants	68,298,049	65,444,024	71,865,795	6,221,771	9.50%
Client Assistance State Grants	164,096	163,109	162,828	(281)	(0.20%)
Protection and Advocacy of Individual Rights	220,200	218,885	218,512	(373)	(0.20%)
Supported Employment State Grants	352,330	374,388	0	(374,388)	(100.00%)
Independent Living Services for Older Blind Individuals	479,726	471,951	471,951	0	0.00%
Adult Basic and Literacy Education State Grants	9,541,752	9,308,311	7,074,174	(2,264,137)	(24.20%)
English Literacy and Civics Education State Grants	275,029	284,414	215,036	(69,378)	(24.40%)
Subtotal, All Other	79,331,182	76,295,062	79,808,296	3,513,214	4.60%
Total	1,191,275,608	1,225,737,027	1,143,437,972	(82,299,055)	(6.70%)
New Student Loan Volume:					
Federal Direct Student Loans	1,717,489,531	1,759,010,465	1,795,428,783	36,418,318	2.10%
Total, New Student Loan Volume	1,717,489,531	1,759,010,465	1,795,428,783	36,418,318	2.10%
Grand Total	2,908,765,139	2,984,747,492	2,938,866,755	(45,880,737)	(1.50%)

NOTES:

State allocations for fiscal years 2019 and 2020 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

For Migrant Education, FY 2020 allocations are estimates only and are based on data used to calculate FY 2019 allocations and the FY 2020 budget request level.

Amounts distributed from the fiscal years above are based on the Pell Grant program's estimated cost as of January 2018. All estimates include new appropriations plus the use of all or a portion of an accumulated surplus of unobligated balances.

For Vocational Rehabilitation State Grants, the FY 2018 and FY 2019 amounts reflect the sequester reduction required for mandatory programs (6.6 percent for FY2017 and 6.2 percent for FY2018) pursuant to the Budget Control Act of 2011 (P.L. 112-25).

For Independent Living Services for Older Blind individuals, State allocations for fiscal year 2020 are estimates based on currently available population data for individuals age 55 and older and will be updated when July 2018 estimates by age group become available.

Compiled for posting on the WEB by the Budget Service on October 1, 2019.

Carl D. Perkins Career and Technical Education Act (CTE)

The U.S. Congress passed the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), a six-year reauthorization of Perkins on July 25, 2018. The reauthorization facilitated greater integration with WIOA funding. Specifically, Perkins V:

- ◆ Permits the braiding of Workforce Innovation and Opportunity Act (WIOA) and Perkins funding to provide more robust apprenticeship opportunities beginning in high school;
- ◆ Adopts performance indicators like the performance indicators designed for the six WIOA core programs;
- ◆ Adopts WIOA definitions for “career pathways”, “in-demand occupations”, “recognized post-secondary credential”, and “industry and sector partnership”;
- ◆ Reduces the length of time covered under a Perkins state plan from six years to four years (the same length as WIOA) to encourage alignment;
- ◆ Requires the Perkins fiscal agent to consult with WIOA state and local workforce boards and the Governor when developing the Perkins state plan;
- ◆ Permits states to set their own annual targets on the core indicators of performance at both the secondary and postsecondary education levels - without approval from the Secretary of Education.
- ◆ Requires states to conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted. The comprehensive local needs assessment must be updated every two years.

Perkins funds can be used to address needs identified by the local comprehensive needs assessment. Specifically, funds may be used to:

- ◆ Provide career exploration and career development activities;

- ♦ Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- ♦ Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- ♦ Support integration of academic skills into CTE programs and programs of study;
- ♦ Plan and carry out elements that support the implementation of CTE programs of study and that result in increasing student achievement of the local levels of performance;
- ♦ Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment and the local report.

(Source: "Major Projects." Governor's Office of Education and Workforce Transformation, 2018 or 2019 document.)

The Carl D. Perkins Act (Perkins V) is the primary source of federal funding for secondary and post-secondary career and technical education. Perkins basic state grants provide formula funding to states, providing nearly \$1.3 billion in 2019 to CTE programs across the nation. The basic grant awards are divided between high schools and community colleges. In Alabama, the secondary share of the Perkins funding is 70 percent and the postsecondary share is 30 percent. States are given discretion on how to split the funds between secondary and postsecondary education, but a minimum of 85 percent of these grants must be distributed based on a formula to local secondary and postsecondary institutions that target disadvantaged students. According to information provided by GOEWT, in 2019 Alabama received \$21.4 million from the Perkins Basic State Grant. Of the \$21.4 million, The Alabama State Department of Education (ALSDE) received approximately \$15 million and the Alabama Community College System received approximately \$6.4 million.

ALSDE is the fiscal agent for Perkins funding. ALSDE receives the Perkins Basic State Grant from the U.S. Department of Education and awards sub-grants to local education agencies by formula. The ALSDE Division of Career and Technical Education and Workforce Development is responsible for overseeing secondary Career and Technical Education (CTE) programs in Alabama's middle and high schools.

At the postsecondary level, CTE is delivered through the Alabama Community College System's (ACCS) 24 colleges. The Alabama Community College System offers dual enrollment and statewide articulation agreements to ease the transition from secondary to postsecondary CTE programs.

Alabama has adopted the National Career Clusters Model and is implementing standards and programs across all 16 career clusters, which organize CTE programs of study to prepare students for further education or employment in pathways such as health care, business, and manufacturing.

Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) of 2015, which succeeded the Workforce Investment Act of 1998 (WIA), is the primary federal legislation that supports workforce development. WIOA was enacted to bring about increased coordination and alignment among federal workforce development programs. The law authorizes appropriations for WIOA programs from FY2015 through FY2020. The intent of the law is to ensure that the public workforce system operates as a comprehensive, integrated, and streamlined system to provide pathways to prosperity for those it serves and continuously improves the quality and performance of its services.

According to Alabama's Statewide Consolidated Workforce Development Strategic Plan, WIOA focuses on serving "individuals with barriers to employment" and seeks to ensure access to quality services for the following populations:

- ◆ Displaced homemakers
- ◆ Low-income individuals
- ◆ Indians, Alaska Natives, and Native Hawaiians
- ◆ Individuals with disabilities, including youth
- ◆ Older individuals (over 55)
- ◆ Ex-offenders
- ◆ Homeless individuals
- ◆ Youth who are in foster care or have aged out of the foster care system
- ◆ Individuals who are English language learners, who have low levels of literacy, or face substantial cultural barriers
- ◆ Eligible migrant and seasonal farmworkers
- ◆ Individuals within two years of exhausting lifetime Technical Assistance for Needy Families (TANF) eligibility
- ◆ Single parents (and single pregnant women)
- ◆ Long-term unemployed individuals (27 or more consecutive weeks)
- ◆ Other groups the governor determines to have barriers to employment

Priorities for the WIOA include:

- 1) More strategic local boards;
- 2) Creation of career pathways and sector strategies that allows the business community to engage with education and workforce agencies to create opportunities for special populations across all agencies;
- 3) Data-driven decision making;
- 4) Providing work-based learning opportunities aligned to labor market data; and
- 5) Allowing the employer community to tell their story once throughout the entire system rather than having to go to each agency.

WIOA has six core programs under five titles. The Alabama Department of Commerce, Workforce Division is the fiscal agent for WIOA and oversees the data collection and performance indicators for all six core programs.

Title I funds programs for adult, dislocated worker, and youth workforce development. It also establishes the governance and performance accountability system for WIOA.

Title II funds programs for adult education and literacy. It authorizes education services to assist adults in improving their basic skills, completing secondary education, and transitioning to postsecondary education, and is administered by the Alabama Community College System.

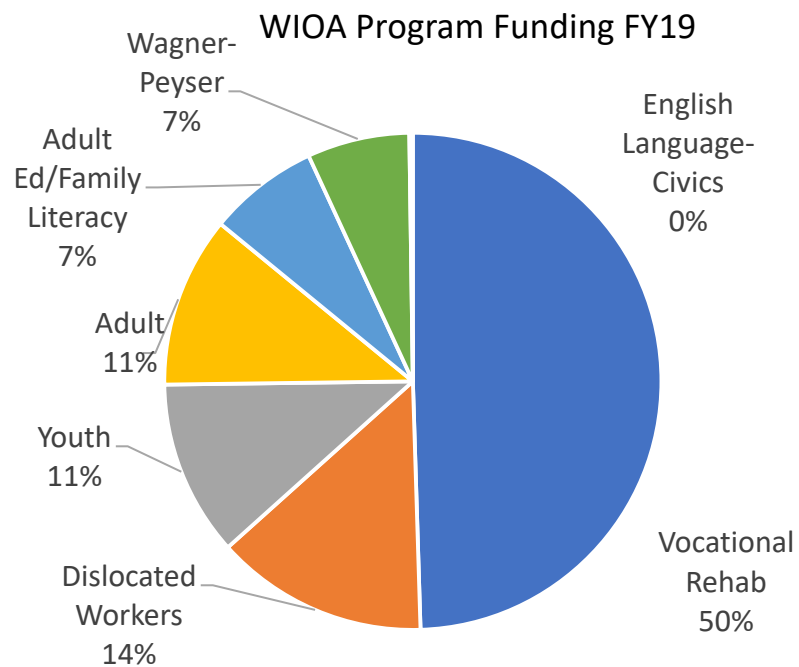
Title III funds the employment service program and local Career Centers. It amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service into the “One-Stop” system authorized by WIOA. Title III programs are administered by Alabama Department of Labor.

Title IV funds the vocational rehabilitation program and is administered by the Alabama Department of Rehabilitation Services (ADRS). Amendments to the Rehabilitation Act of 1973 authorize employment-related vocational rehabilitation services to individuals with disabilities, to integrate vocational rehabilitation into the “One-Stop” system.

Title V provides general provisions for the legislation and outlines the transition from WIA to WIOA.

For program year 2019, the federal government appropriated more than \$7.5 billion to states for WIOA. Alabama received a total of \$139.4 million for the six core WIOA programs, including:

- ♦ \$65.4 million for vocational rehabilitation (Title IV)
- ♦ \$18.3 million for dislocated workers (Title I)
- ♦ \$15.1 million for the youth program (Title I)
- ♦ \$14.7 million for adult programs (Title I)
- ♦ \$9.5 million for adult education and family literacy (Title II)
- ♦ \$8.8 million for Wagner-Peyser (Title III)
- ♦ \$284,414 for integrated English language and civics education (IELCE)



Eighty-five percent of the Adult and Youth funds, and at least 65 percent of the Dislocated Worker funds, are allocated to the local workforce development areas for: 1) Administration of the local workforce programs, and 2) Provision of services for adults, youth, and dislocated workers through the “One-Stop” Career Centers to include:

- ♦ Career Center services;
- ♦ Occupational skills training via individual training accounts (scholarships) at local public and/or private postsecondary institutions;
- ♦ On-the-job training;
- ♦ Work-based training; and
- ♦ Educational services for youth via sub-recipient agreements with Youth Program providers.

WIOA allows for 15 percent of the Adult, Youth, and Dislocated Worker formula allocation to the states to be retained at the state level for statewide activities. The WIOA allows up to 25 percent of the state’s annual dislocated worker funds allocation to be retained for Rapid Response activities.

The Workforce Development Division of the Department of Commerce has responsibility to carry out the functions related to grant administration and provision of services for the funds retained at the State Level.

Statewide activities must include:

- ♦ Rapid Response activities;
- ♦ Dissemination of the eligible training provider list;
- ♦ Providing technical assistance to State entities and agencies, local areas, and One-Stop partners in carrying out activities in the State Plan;
- ♦ Assisting local areas, One-Stop operators, One-Stop partners, and eligible providers, including staff development and training, to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations, and nontraditional occupations, and development of exemplary program activities;
- ♦ Assisting local areas for carrying the regional planning and service delivery efforts, including providing needed information;
- ♦ Carrying out monitoring and oversight of activities for services to youth, adults, and dislocated workers under WIOA Title I, including conducting evaluations of core programs in order to promote continuous improvement.

Allowable statewide activities may include:

- ♦ State administration of the adult, dislocated worker, and youth workforce investment activities, consistent with the five percent administration cost limitation;
- ♦ Developing and implementing innovative programs and strategies designed to meet the needs of all employers in the State;
- ♦ Developing strategies for serving individuals with barriers to employment, and for coordinating programs and services among One-Stop partners;

- ♦ Development or identification of education and training programs;
- ♦ Implementing programs to increase the number of individuals training for, and placed in, non-traditional employment;
- ♦ Conducting research and demonstrations related to meeting the employment and education needs of youth, adults, and dislocated workers;
- ♦ Supporting the development of alternative, evidence-based programs, and other activities that enhance choices available to eligible youth and which encourage youth to reenter and complete secondary education, enroll in postsecondary education and advanced training, progress through a career pathway, and enter into unsubsidized employment;
- ♦ Supporting the provision of career services in the One-Stop delivery system in the State;
- ♦ Supporting financial literacy activities;
- ♦ Providing incentive grants to local areas for performance by the local area on local performance accountability measures;
- ♦ Providing technical assistance to local workforce development boards, chief elected officials, One-Stop Operators, One-Stop partners, and eligible providers in local areas on the development of exemplary program activities and on the provision of technology to facilitate remote access to services provided through the One-Stop delivery system in the State;
- ♦ Providing technical assistance to local areas that are implementing WIOA Pay-for-Performance contract strategies and conducting evaluations of such strategies;
- ♦ Carrying out activities to facilitate remote access to training services provided through the One-Stop delivery system;
- ♦ Activities to improve coordination of employment and training activities with child support services and activities, cooperative extension programs carried out by the U.S. Department of Agriculture, programs carried out by local areas for with persons with disabilities, adult education and literacy, including those provided by public libraries, activities in the correction systems to assist ex-offenders in reentering the workforce, and financial literacy activities;
- ♦ Developing and disseminating workforce and labor market information;
- ♦ Implementation of promising practices for workers and businesses in accordance with the WIOA;
- ♦ Adopting, calculating, or commissioning for approval an economic self-sufficiency standard for the State that specifies the income needs of families, by family size, the number and ages of children in the family, and sub-State geographical considerations;
- ♦ Developing and disseminating common intake procedures and related items, including registration processes, across core and partner programs;
- ♦ Coordinating activities with the child welfare system to facilitate provision of services for children and youth, who are eligible for federal assistance.

Alabama Career Center System.

The Career Center System is operated as a partnership between the Alabama Department of Commerce (WIOA Adult, Dislocated Worker, and Youth) and the Alabama Department of Labor (Wagner-Peyser, Unemployment Insurance (UI), Trade Adjustment Assistance (TAA) and

Veterans). The Career Center System also collaborates with Adult Education, Rehabilitative Services, TANF, SNAP and Title IV of the Older Americans Act.

Services available through WIOA Title I funds at the Alabama Career Centers include: On-the-Job Training (OJT), Incumbent Worker Training, Work Based Learning activity (Work Experience and Internships), and Registered Apprenticeships (RA).

Career Center Business Services Representatives serve businesses and spend most of their work time marketing and serving employers, primarily through On-the-Job Training contracts, Work Based Learning activities, and the Incumbent Worker Training program.

Services for businesses may include: screening job seekers to establish a qualified candidate pool, electronic résumé search, individualized job fairs for businesses, electronic interviews by Skype, providing interviewing space, access to computers, copiers, telephones, fax machines, scanners, etc., Equal Employment Opportunity (EEO) Information, Labor Market Information (LMI) and Business Recruitment Presentations.

Alabama's Career Center System customers may be provided with labor market information, job development services, unemployment insurance information, vocational rehabilitation services, veterans' programs, and referral to occupational training. The Career Center must be a single, coordinated location for the provision of workforce development services for a given area as required by the WIOA.

Statewide there are seven Comprehensive Career Centers, 23 Satellite Career Centers, and 11 Itinerant sites. In Alabama, workforce development partners required to be in a Career Center are the State Employment Service, Adult Education, Rehabilitation Services, and the WIOA dislocated worker program. The seven Comprehensive Career Centers have staff from these programs located at the Career Center on a full- or part-time basis. The remaining Career Center locations are referred to as Satellite or Itinerant Career Centers. These locations do not have program staff from all partner agencies located within the Career Center. Itinerant locations are only open certain days of the week.



Adult Education services and are offered throughout the state through the **Alabama Community College System (ACCS)**.

The Alabama Department of Labor (ADOL) houses the Wagner-Peyser program (Employment Service), Unemployment Insurance, Trade Act, and Veterans Services programs. ADOL Wagner-Peyser and WIOA Title I programs have been co-located as part of the Alabama Career Centers since 2001.

The Alabama Job Link (AJL) is provided by the ADOL. Alabama Job Link is the online job seeker and employer registration system that provides job seeker skills, abilities and work history with employers posting job openings in the system. ADOL provides Trade Act services and Veterans employment representatives in the Career Centers.

Alabama Department of Rehabilitation Services (ADRS).

The ADRS Vocational Rehabilitation Services (VRS) provides specialized employment and education services and training to assist teens and adults with disabilities to become employable. Services include skill assessments, counseling, training programs, job placement, assistive technology and transportation. Since 2001, the VRS has been an active partner in the Alabama Career Center System.

How Do the Pieces Fit Together?

Understanding the various roles and rules of the actors is a challenge, difficult even when they collaborate effectively to address the issues. The best way to get a good understanding of the current workforce ecosystem is to look closely at four partners with interwoven activities: The Department of Commerce, the Community College System, the Alabama Apprenticeship Program and K-12 Education. The Alabama Department of Early Childhood Education and the Alabama Commission on Higher Education also play critical roles in the overall talent pipeline.

Department of Commerce, Workforce Division & AIDT

The Alabama Department of Commerce has two divisions: 1) Business Development and 2) Workforce Development. Commerce's Workforce Development Division (WDD) has been charged with being the lead agency in the development of a new Alabama Workforce System that includes Commerce workforce programs, K-12 Education, and the Community College System.

The Workforce Development Division is tasked with responsibility for five program areas:

1. Workforce Innovation Opportunity Act (WIOA) Program
2. Alabama Workforce Council (AWC) – (WDD provides “administrative support”)
3. Regional Workforce Councils
4. Alabama Office of Apprenticeship (AOA)
5. AIDT

1. Workforce Innovation Opportunity Act (WIOA)

The Workforce Innovation Opportunity Act (WIOA) funds the “One-Stop” Career Centers (managed by the Alabama Department of Labor) and also provides Rapid Response teams to affected plants that are closing. Their goal is to keep workers working and retrain, through financial assistance and scholarships, those individuals that need new skills to remain viable employees. Services available through WIOA Title I funds at the Alabama Career Centers include:

- ♦ On-the-Job Training (OJT)
- ♦ Incumbent Worker Training
- ♦ Work Based Learning activity (Work Experience and Internships)
- ♦ Registered Apprenticeships (RA)

2. Alabama Workforce Council (AWC)

The Alabama Workforce Council (AWC) is an advisory council whose main mission is to facilitate a strategic workforce agenda across Alabama to ensure that all elements of the state workforce system are aligned. The AWC, made up of business and industry leaders and workforce service providers, routinely advises and promotes legislation to continually improve the workforce system in Alabama.

3. Regional Workforce Councils (RWC)

The Alabama Department of Commerce oversees five Regional Workforce Investment Boards. The exceptions are the two regions containing Birmingham and Mobile. Before the recent reorganization, Alabama had only two county-specific Workforce Investment Boards (Jefferson and Mobile counties) and another statewide Workforce Investment Board that covered the remaining 65 counties.

REGIONAL WORKFORCE COUNCILS



The Regional Workforce Councils (RWC) promote regional workforce development by working directly with business and industry to identify their workforce needs; to communicate those needs to the community, educators, training providers, and local leaders; and to work with all

workforce system partners to implement effective workforce development strategies.
Alabama's seven RWCs include:

North AlabamaWorks! (Region 1) is a non-profit organization that represents Colbert, Cullman, DeKalb, Franklin, Jackson, Lauderdale, Lawrence, Limestone, Madison, Marion, Marshall, Morgan, and Winston counties.

East AlabamaWorks! (Region 2) is a not-for-profit organization that represents Calhoun, Cherokee, Clay, Cleburne, Etowah, Randolph, and Talladega counties.

West AlabamaWorks! (Region 3) is managed by the Chamber of Commerce of West Alabama and represents Bibb, Fayette, Greene, Hale, Pickens, Lamar, Marengo, Sumter, and Tuscaloosa counties.

Central Six AlabamaWorks! (Region 4) is managed by the Birmingham Business Alliance and represents Blount, Chilton, Jefferson, Shelby, St. Clair, and Walker counties.

Central AlabamaWorks! (Region 5) is a non-profit organization registered under the name East Alabama WIN. It serves Autauga, Bullock, Chambers, Coosa, Dallas, Elmore, Lee, Lowndes, Macon, Montgomery, Perry, Russell, and Tallapoosa counties.

Southeast AlabamaWorks! (Region 6) is a not-for-profit organization that represents Barbour, Butler, Coffee, Covington, Crenshaw, Dale, Geneva, Henry, Houston, and Pike counties.

Southwest (SAWDC) AlabamaWorks! (Region 7) is a not-for-profit organization that represents Baldwin, Choctaw, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington, and Wilcox counties.

The RWC are expected to meet ten standards of performance. The metrics are:

1. Create a Regional Workforce Strategic Plan (review annually)
2. Establish one industry cluster per year for each major industry, until all established
3. Conduct needs assessment of short-term and long-term training (for all counties)
4. Facilitate communication among stakeholders, advocate for efficient, effective workforce activities
5. Encourage and facilitate delivery of workforce training solutions for business and industry
6. Monitor effectiveness of state and federally funded training projects awarded to service providers by region
7. Assist in examining workforce service delivery and coordination of resources in the region
8. Establish a strategy to expose K-12 to CTE opportunity (career expo event)
9. Maintain 75 percent private sector council membership, and balanced representation of major regional business and industry
10. Request industry-specific training projects by RFP.

The most recent results (2018 year-end report) show promise.

1. All 7 regions had created a Regional Workforce Strategic Plan.
2. Regional Clusters Established:

Regional Clusters	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Advanced Manufact	X		X	X			
Construction	X	X	X	X			X
Healthcare	X	X	X	X	X		X
Cyber	X						
Automotive		X	X		X		
Bus and Prof Services			X				
Info Technology				X			
Truck Driver						X	
HVAC						X	
Aviation						X	X
Maritime							X

3. All 7 regions had conducted a needs assessment of short-term and long-term training (for all counties).
4. All 7 regions reported facilitating communication among stakeholders, advocating for efficient, effective workforce activities, and establishing SME grant committees.
5. All 7 regions reported encouraging and facilitating delivery of workforce training solutions for business and industry.
6. All 7 regions reported monitoring the effectiveness of state and federally funded training projects awarded to service providers by region.
7. Only 2 of the 7 regions reported assisting in examining workforce service delivery and coordination of resources in the region (regions 3 & 7).
8. All 7 regions reported success in establishing a strategy to expose K-12 to CTE opportunity (career expo event). Over 42,000 students participated
 - ♦ Region 1: World of Work – 3,500 students
 - ♦ Region 2: WOW – 7,300 students
 - ♦ Region 3: WOW – 5,000 students
 - ♦ Region 4: WOW – 5,500 students
 - ♦ Region 5: WOW – 8,000 students
 - ♦ Region 6: WOW – 4,300 students and 350 adults
 - ♦ Region 7: Worlds of Opportunity – 9,000 students
9. Four of the 7 regions met the standard of maintaining 75% private sector council membership, and all counties represented.

- ♦ Region 1: 84% business representation of RWC voting members (21 of 25); all counties
- ♦ Region 2: 86% business representation of RWC voting members (12 of 14); all counties
- ♦ Region 3: 78% business representation of RWC voting members (18 of 23); all counties
- ♦ Region 4: 80% business representation of RWC voting members (16 of 20); Walker County not represented
- ♦ Region 5: 65% business representation of RWC voting members (17 of 26); all counties
- ♦ Region 6: 75% business representation of RWC voting members 151 of 20); all counties
- ♦ Region 7: 85% business representation of RWC voting members (23 of 27); Conecuh County not represented

10. Five of the 7 regions reported requesting industry-specific training initiatives by RFP.

Training RFPs	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Construction	x						x
Healthcare	x			x			
Advanced Manf	x			x			
Machinist			x				
Welding			x				
Diesel			x				
Soft Skills						x	
Indust. Maintenance						x	
CNA							x
RTW 2.0							x

4. Alabama Office of Apprenticeship (AOA)

The Alabama Office of Apprenticeship was created by legislation in 2016 as Apprenticeship Alabama. New legislation in 2019 created a state apprenticeship agency that now serves as the central hub for certifying and managing apprenticeships in Alabama. AOA will now be able to certify not only Registered Apprenticeship (RA) Programs, but the new Industry Recognized Apprenticeship Programs (IRAPS). More information is provided later in the report. (More information is provided in an upcoming section)

5. AIDT (Alabama Industrial Development Training)

AIDT is an independent agency under the supervision and oversight of the Secretary of Commerce. The mission of AIDT is to “provide quality workforce development for Alabama's new and existing businesses, and to expand the opportunities of its citizens through the jobs these businesses create.”

AIDT services include:

Pre-Employment (Training Development, Videography, Media and Project Support)

AIDT offers job-specific pre-employment and on-the-job training for new and expanding industries in Alabama. AIDT is consistently ranked as one of the top workforce training organizations in the nation. (AIDT was recently ranked #2 nationally for workforce

development by both Business Facilities and Area Development magazines.) AIDT is the first state workforce training organization in the United States to earn international certification for its quality management system by the International Organization for Standardization (ISO).

During its history, AIDT has worked with more than 4,700 companies and trained over 882,000 workers. For 2017-18, AIDT reported a Return-On-Investment of \$6.7 billion. The program provides customized technical training programs that are offered at no cost to employers and trainees.

AIDT provides on-the-spot training even before a business may have a place to provide on-the-job training. Training is conducted by AIDT staff or contracted instructors and delivered through classrooms or 38 Mobile Training Units (MTUs) customized to meet specific company needs. MTUs go directly to the employer site to provide classroom and hands-on training.

In addition to training, AIDT offers the following services to new and expanding businesses:

- ♦ Trainee recruitment and screening
- ♦ Safety assistance and training
- ♦ Industrial maintenance assessments
- ♦ Continuous improvement/process improvement assessments

Post-Employment/On-the-Job Training Support

AIDT provides “upskilling” for existing companies in Alabama through in-depth training in robotics and automation at the Alabama Robotics Technology Park (Decatur) and maritime and shipbuilding training at the Maritime Training Center (Mobile).

Leadership Development

AIDT provides Leadership skills training programs. Interview T.I.P.S. is an AIDT program which helps applicants prepare for job interviews and is targeted to first-time job seekers, those re-entering the workforce, senior high students, recent graduates and anyone seeking to enhance their interview skills.

Other Programs:

- ♦ Alabama Work Release and Prison Reentry
- ♦ EMPACT (Entertainment Media Production & Crew Training)

Current AIDT Training Projects:

AIDT is currently working new and expanding projects for 125 companies in 37 counties, representing 14,149 jobs. This is the most projects for any year in the 48-year history of AIDT. Below are the current activity metrics.

Pre-employment Training

Counties	26
Companies	67
Trainees	3,379

The number of trainees per project range from 14 (Saputo Dairy Foods USA, Morgan County) to 3,300 (Austal, Mobile County). The average project is about 200 jobs.

On-the-Job Training

Counties	14
Companies	34
Trainees	5,861

The number of trainees per project range from 4 (JELCO Incorporated in Cullman County) to 881 (Shipt in Jefferson County).

New Skills

Counties	6
Companies	6
Trainees	156

The average number of trainees per project is 26.

Pre-employment / OJT

Counties	11
Companies	13
Trainees	4,331

The average number of trainees per project is 333.

New Skills / OJT

Counties	2
Companies	2
Trainees	302

Pre-employment / New Skills

Counties	1
Companies	1
Trainees	60

(Source: Alabama Department of Commerce. "AIDT Active Projects." 2019 handout.)

The top five industries that were directly and indirectly affected through AIDT training were:

1. Manufacturing
2. Education Services
3. Health Care and Social Assistance
4. Administration and Support, Waste Management, and Remediation Services
5. Retail Trade

The top five occupations that were directly and indirectly affected through AIDT training were:

1. Production Occupations
2. Office and Administrative Support Services

3. Sales and Related Occupations
4. Transportation and Materials Moving Occupations
5. Management Occupations

(Source: Alabama Department of Commerce. "AIDT Year in Review, FY 2017-18." 2018)

AIDT Locations Across Alabama

- **Montgomery Regional Workforce Training Center (MRWTC)**

This serves as the home office for AIDT and houses the administration and support services for all AIDT projects.

The Montgomery Regional Workforce Training Center is operated by AIDT in partnership with the Montgomery Public Schools, Alabama Community College System, ATN, AUM, the Department of Education, and the Montgomery Area Chamber of Commerce. The MRWTC provides training in three categories: Information Technology, Manufacturing Fundamentals, and Workforce Skills training. These areas have been identified as the most critical and in-demand in the region.

- **Huntsville Center**

The Huntsville Center fulfills the training needs of automotive suppliers and other industries within the Northern Alabama Region.

- **Alabama Robotics Technology Park (RTP)**

RTP, located in Decatur, is a collaboration between the State of Alabama, Calhoun Community College, AIDT, and robotics industry leaders across the nation. The RTP had 808 trainees for FY 18. Workers trained in automation and robotics.

- **Alabama Center for Advanced Woodworking Technology (ACAWT)**

The Center, located in Haleyville, provides workforce training specific to the woodworking industries. The organization's mission is to facilitate the growth and development of Alabama's secondary wood processing industries.

- **The Forest Products Development Center (FPDC)**

The FPDC is located in Opelika on the campus of Southern Union Community College. It works with industry, government, academia, and granting institutions to find solutions to barriers that hinder product performance or prevent product entry for sustainably green biomaterials from our natural resources with the end goal of assisting local industry.

- **Mobile Center**

The Mobile Center fulfills the training needs of aviation, chemical, telecommunications and other south Alabama industries.

- **AIDT Maritime Training Center**

Located in Mobile, the Maritime Training Center was designed specifically to meet the growing demand for maritime industry-related training in Alabama. In FY18, the Maritime Training Center had 2,650 trainees. Courses include welding, pipefitting, design structural fitting, leadership skills, interview skills, and safety.

Training Programs of the Alabama Community College System

The Alabama Community College System, consisting of public two-year community and technical colleges and an upper division college, seeks to provide accessible, quality educational opportunities, promote economic growth, and enhance the quality of life for Alabama citizens. The Alabama Community College System Board of Trustees was created in May 2015, after the Alabama Legislature opted to remove the two-year college system from the oversight of the State Board of Education to create a unified body aimed at meeting the workforce development needs of community and technical colleges.

The System (ACCS) operates 24 community colleges on 76 campuses throughout Alabama. The ACCS institutions serve approximately 300,000 people annually, including the Alabama Technology Network, workforce development, and adult education. Of those served, approximately 100,000 are enrolled in for-credit courses and programs.

ACCS plays a critical role in the overall Alabama workforce development system by producing workers with Associate of Applied Sciences degrees in multiple fields of study, along with industry-certification credentials, including long- and short-term certificates. ACCS also provides adult education focusing on improving individuals' skills, productivity and training with GED preparation and testing, basic skills, and English as a Second Language, as well as partnering with high school dual enrollment CTE programs; supporting work-based learning including apprenticeship programs; managing programs for inmates in correctional facilities; and providing training and technical assistance for existing businesses.

Below are brief descriptions of ACCS programs for: 1) Postsecondary Career and Technical Education (CTE); 2) Adult Education; 3) Work-based Learning; 4) Programs for Inmates; and 5) Programs for Existing Business.

1. Postsecondary Career and Technical Education (CTE)

ACCS administers Post-Secondary CTE programs in Alabama's 24 community colleges. The Carl D. Perkins Act (Perkins V) is the primary source of federal funding for secondary and post-secondary career and technical education, with the basic grant awards divided between high schools and community colleges. At the postsecondary level, CTE is delivered through the Alabama Community College System (ACCS), which offers Associate Degrees, Long-Term Certificate Programs, and Short-Term Certificate programs.

Alabama has adopted the National Career Clusters Model and is implementing standards and programs across all 16 career clusters, which organize CTE programs of study to prepare students for further education or employment in pathways such as healthcare, business, and manufacturing.

ACCS offers dual enrollment with high schools through statewide articulation agreements with the Alabama State Department of Education (ALSDE). Dual enrollment programs engage high school students early in career preparation and pathways and help to ease the transition from secondary to postsecondary CTE programs. Dual enrollment allows high school students to take courses that earn both college credit and high school credit simultaneously. This allows high school students to either have a head start in their college education or to enter the workforce sooner with marketable technical skills.

Community colleges offer a wide array of education and training programs that result in several levels of credentials for jobs that require more than a high school diploma but less than a four-year degree. They also offer “stackable” credentials that students can earn on their way to obtaining an Associate Degree. Credentials often involve training and assessments to verify that a person is qualified to work in a specific type of job or study in a certain academic field. Some credentials are industry-recognized, which means they are endorsed by a nationally recognized trade association or organization.

Community colleges award three Associate degrees: Associate in Applied Science (A.A.S.), Associate in Arts (A.A.) or an Associate in Science (A.S.). Each degree requires the completion of at least 60 semester credit hours (or about two years) in a field of study. An Associate in Applied Science (A.A.S.) degree prepares students to work in fields that require technical skills, such as advanced manufacturing, construction, and healthcare.

Community Colleges also award certificates. Some certificates are in nationally recognized industry certification programs driven by industry. They are recognized by organizations such as the National Center for Construction Education, the National Institute for Metalworking Skills, Inc. (NIMS), the National Welding Society, and safety-related certificates awarded by OSHA (Occupational Safety and Health Administration). Many of these certificates require a person to meet ongoing requirements after college to keep the certificate current.



Any program between nine and 29 credit hours (or between three and 10 classes) that a student can successfully pass can earn the student a short certificate through ACCS. Short certificates in fields such as childhood development, computer information systems, machinery, and welding offer a foundational understanding of the work in the field and can generally be completed in less than one year.

Stackable certificates are a combination of short and long certificates that students earn in classes while seeking an Associate Degree. Stackable certificates, such as in engineering technology, industrial electronics, and welding, allow a person to work in a job that requires advanced knowledge even if they choose not to finish course work for a full degree.

Similar to a certification, a license grants legal permission for an individual to work in certain regulated careers. Examples include airframe and powerplant (A&P), emergency medical services (EMS), and licensed practical nursing (LPN).

Community Colleges also offer basic certificate programs to give individuals a start toward a career, including Ready to Work, the National Career Readiness Certificate, and the Manufacturing Skill Standards Council (MSSC) programs for Certified Production Technician (CPT) and Certified Logistics Technician (CLT).

Ready to Work provides a career pathway for individuals with limited education and employment experience. The program provides trainees with general entry-level skills required for employment with most businesses and industries in Alabama. Training is provided at no cost to participants. The curriculum is set to standards recognized by business and industry employers throughout the state, and the skills cited in the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) Reports. The curriculum is delivered through both online and classroom instruction. Upon successful completion of the program, graduates receive the following certificates:

- ♦ Alabama Certified Worker (ACW) and
- ♦ National Career Readiness Certificate (NCRC).

The Manufacturing Skill Standards Council (MSSC) is the nation's leading industry-led training, assessment, and certification organization. It focuses on the core technical competencies needed by the nation's frontline production and material handling workers.

The four to six-week Certified Production Technician (CPT) Program addresses the core technical competencies of higher skilled production workers in all sectors of manufacturing. It offers certificates in 1) Safety, 2) Quality Practices & Measurement, 3) Manufacturing Processes & Production, and 4) Maintenance Awareness and Green Production.

The Certified Logistics Technician (CLT) program addresses the core technical competencies of higher skilled, frontline material handling workers in all supply chain facilities - in factories, warehouses, distribution centers, and transportation companies.

A complete list of ACCS Programs of Study (Associate of Applied Science Degree, Certificates & Short-Term Certificates) is:

ABR - Automotive Body Repair	DAT - Dental Assistant
ACR - ASC - Air Conditioning and Refrigeration Tech	DDT – Drafting
ACT - Accounting Technology	DEM - Diesel Mechanics
ADM - Advanced Manufacturing	DMS - Diagnostic Medical Sonography
AET - Architectural Engineering Technology	DNT - Dental Assistant
AGP - Agricultural Production	DPT - Computer Science
AGR – Agriculture	EET - Electronic Engineering Technology
AMP - Aviation Maintenance Powerplant	ELM - Electromechanical Technology
AMT - Aviation Maintenance Technology	ELT - Electrical Technology
ARS - Aeronautical Engineering Technology	EMS - Emergency Medical Technology
ASE - Automotive Technology	ENT - Engineering Technology Technician
ATM - Automated Manufacturing Technology	ETC - Electronics Core
AUM - Automotive Technology	FSC - Fire Science
AUT - Automotive Manufacturing Technology	FSM - Food Service Management
AVT - Avionics Technology	FUR - Furniture Refinishing
BAR – Barbering	GRD - Graphics Communication Technology
BET - Biomedical Equipment Technology	HHA - Home Health Aide
BUC - Building Construction	HIT - Health Information Technology
CAB - Cabinet Making	HOC – Horticulture
CAP - Computer Animation Production	HSM - Hotel and Services Management
CAR – Carpentry	HUS - Human Services
CAT - Commercial Art	IAT - Industrial Automation Technology
CCT - Consumer Electronics	IET - Industrial Engineering Technology
CDT - Civil Design Technology	ILT - Industrial Electronics Technology
CET - Civil Engineering Technology	INT - Industrial Maintenance Technology
CFS - Commercial Food Services	LGT – Logistics
CHD-CGM - Child Development	LOM - Landscape Operation Management
CIS - Computer Science	MAS – Masonry
CIT - Cosmetology Instructor Training	MAT - Medical Assisting Technology
CLR - Clerical Technology	MLT - Medical Laboratory Technician
CNC - Computerized Numerical Control	MNT - Mining Technology
COS – Cosmetology	MSG - Massage Therapy
CPT - Computer Maintenance Technology	MSP - Machine Shop Technology
CUA - Culinary Arts	MTH – Mathematics
	MTT - Machine Tool Technology
	NAS - Nurse Assistant
	NUR - Nursing PN, AND
	OAD - Office Administration

OHT - Occupational Health Safety
ORI - Orientation – Degree
OTA - Occupational Therapy Assistant
PHM - Pharmacy Technician Assistant
PLB – Plumbing
PRL - Paralegal - Legal Assistant
RAD - Medical Radiologic Technology
REN - Renewable Energy
RPT - Respiratory Care Therapy – Therapist
RTV - Radio and TV Broadcasting

SET - Office Administration
SIM - Aircraft Flight Simulator Maintenance
SWAIEC - South West Alabama Industrial
Engineering Consortium
TRF - Turf Management
UPH – Upholstery
VCM - Visual Communications
VTR - Vehicle Maintenance and Repair
WDT – Welding
WKO - Workplace Skills

Alabama Community College System Top 10 Programs of Study, 2018-19 Awards

State of Alabama

1. 4,902 General Studies (4,629 AS; 271 STC)
2. 1,814 Registered Nursing/Registered Nurse (1,814 AAS)
3. 1,402 Licensed Practical/Vocational Nurse Training (1,402 CER)
4. 1,188 Welding Technology/Welder (12 AAS; 201 CER; 975 STC)
5. 1,090 Multi-/Interdisciplinary Studies, Other (153 AOT; 937 STC)
6. 877 Emergency Medical Technology/Technician (EMT Paramedic) (115 AAS; 68 CER; 234 STC)
7. 685 Manufacturing Engineering Technology/Technician (177 AAS; 7 CER; 501 STC)
8. 601 Liberal Arts and Sciences/Liberal Studies (601 AS)
9. 542 Administrative Assistant and Secretarial Science, General (287 AAS, 98 CER; 234 STC)
10. +521 Computer and Information Sciences, General (189 AAS; 36 CER; 296 STC)

Workforce Region 1

1. 1,943 General Studies (1,943 AS)
2. 747 Multi-/Interdisciplinary Studies, Other (57 AOT; 690 STC)
3. 635 Manufacturing Engineering Technology/Technician (170 AAS; 4 CER; 461 STC)
4. 621 Licensed Practical/Vocational Nurse Training (621 CER)
5. 617 Registered Nursing/Registered Nurse (617 AAS)
6. 360 Emergency Medical Technology/Technician (EMT Paramedic) (38 AAS; 39 CER; STC)
7. 349 Welding Technology/Welder (35 CER; 211 STC)
8. 345 Computer and Information Sciences, General (120 AAS; 225 STC)
9. 246 Business Administration and Management, General (47 AAS; 7 CER; 192 STC)
10. 195 Industrial Electronics Technology/Technician (30 AAS; 7 CER; 158 STC)

Workforce Region 2

1. 722 General Studies (722 AS)
2. 271 Registered Nursing/Registered Nurse (271 AAS)

3. 270 Multi-/Interdisciplinary Studies, Other (23 AOT; 247 STC)
4. 267 Industrial Mechanics and Maintenance Technology (89 AAS; 37 CER; 141 STC)
5. 226 Licensed Practical/Vocational Nurse Training (226 CER)
6. 162 Emergency Medical Technology/Technician (EMT Paramedic) (40 AAS; 8 CER; 114 STC)
7. 144 Welding Technology/Welder (23 CER; 121 STC)
8. 82 Machine Shop Technology/Assistant (7 CER; 75 STC)
9. 79 Industrial Electronics Technology/Technician (20 AAS; 59 STC)
10. 61 Drafting and Design Technology/Technician, General (6 AAS; 55 STC)

Workforce Region 3

1. 153 General Studies (153 AS)
2. 118 Administrative Assistant and Secretarial Science, General (38 AAS, 26 CER; 54 STC)
3. 109 Registered Nursing/Registered Nurse (109 AAS)
4. 73 Industrial Electronics Technology/Technician (73 AAS)
5. 71 Licensed Practical/Vocational Nurse Training (71 CER)
6. 38 Tool and Die Technology/Technician (11 AAS; 2 CER; 25 STC)
7. 37 Welding Technology/Welder (12 AAS; 13 CER; 12 STC)
8. 33 Liberal Arts and Sciences/Liberal Studies (33 AA)
9. 28 Business/Commerce, General (28 AAS)
10. 26 Respiratory Care Therapy/Therapist (26 AAS)

Workforce Region 4

1. 382 General Studies (382 AS)
2. 229 Registered Nursing/Registered Nurse (229 AAS)
3. 164 Liberal Arts and Sciences/Liberal Studies (164 AA)
4. 94 Engineering Technology, general (25 AAS; 27 CER; 42 STC)
5. 93 Child Care and Support Services Management (17 AAS; 10 CER; STC 24)
6. 88 Office Management and Supervision (28 AAS; 30 CER; 30 STC)
7. 85 Funeral Service and Mortuary Science, General (20 AAS; 25 CER, 40 STC)
8. 72 Administrative Assistant and Secretarial Science, General (35 AAS; 31 CER; 6 STC)
9. 69 Hospitality Administration/Management, General (18 AAS; 25 CER; 26 STC)
10. 59 Construction Engineering Technology/Technician (20 AAS; 19 CER; 20 STC)

Workforce Region 5

1. 506 General Studies (506 AS)
2. 387 Welding Technology/Welder (95 CER; 292 STC)
3. 146 EMT Technology/Technician; EMT (Paramedic) (3 AAS; 143 STC)
4. 127 Registered Nurse (127 AAS)
5. 118 Logistics and Supply Chain Management (6 CER; 112 STC)
6. 110 Barbering/Barber (20 CER; 90 STC)
7. 102 Administrative Assistant and Secretarial Science, General (26 AAS; 21 CER; 55 STC)

- STC)
- 8. 100 Licensed Practical/Vocational Nurse Training (100 CER)
- 9. 96 Heating, AC, Ventilation and Refrigeration Maintenance Technology/Technician (16 AAS; 9 CER; 71 STC)
- 10. 77 Machine Shop Technology Assistant Technology/Assistant (6 CER; 71 STC)

Workforce Region 6

- 1. 696 General Studies (696 AS)
- 2. 245 Airframe Mechanics and Aircraft Maintenance Technology/Technician (19 CER; 226 STC)
- 3. 233 Registered Nursing/Registered Nurse (233 AAS)
- 4. 149 Child Care and Support Services Management (41 AAS; 27 CER; 81 STC)
- 5. 141 Emergency Medical Technology/Technician (EMT Paramedic) (18 AAS; 3 CER; 120 STC)
- 6. 112 Licensed Practical/Vocational Nurse Training (112 CER)
- 7. 102 Welding Technology/Welder (29 CER; 73 STC)
- 8. 81 Aircraft Powerplant Technology/Technician (14 AAS; 67 STC)
- 9. 64 Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology /Technician (14 AAS; 14 CER; 36 STC)
- 10. 54 Liberal Arts and Sciences/Liberal Studies (54 AA)

Workforce Region 7

- 1. 500 General Studies (500 AS)
- 2. 255 Licensed Practical/Vocational Nurse Training (255 CER)
- 3. 240 Truck and Bus Driver/Commercial Vehicle Operator and Instructor (240 STC)
- 4. 228 Registered Nursing/Registered Nurse (228 AAS)
- 5. 169 Welding Technology/Welder (6 CER; 163 STC)
- 6. 115 Industrial Technology/Technician (80 AAS; 35 STC)
- 7. 76 Nursing Assistant/Aide and Patient Care Assistant/Aide (76 STC)
- 8. 62 Liberal Arts and Sciences/Liberal Studies (62 AA)
- 9. 40 Administrative Assistant and Secretarial Science, General (36 AAS; 4 STC)
- 10. 30 Child Care and Support Services Management (15 AAS; 15 CER)

2. Adult Education

The Alabama Community College System manages Alabama’s adult education and literacy programs. Alabama Adult Education is a no-cost, one-stop shop. Colleges offer instruction leading to a General Education Diploma (GED) or Nontraditional High School Diploma. They also offer job training, English as a Second Language (ESL), and Family Literacy services. More than 29,000 residents participated in Adult Education in Alabama’s community colleges in 2018. More than 5,000 GED and high school equivalency certificates and diplomas were awarded. Alabama Adult Education has more than 400 locations across the state, including Alabama Career Center locations.

ACCS manages adult education programs funded by Title II of the WOIA. WOIA Title II authorizes education services to assist adults with barriers to employment in improving their basic skills, completing secondary education, and transitioning to postsecondary education. Adult Education has been an active partner with the Alabama Career Center System since 2001.

3. Work-Based Learning

ACCS works with business and industry to offer company-specific work-based learning opportunities (apprenticeships, internships, co-op) to students across the state.

The 2019 AIRRAP legislation created the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP) which provides that the Alabama Community College System will provide the required technical instruction and technical assistance related to on-the-job training for each apprenticeship program certified or registered by the Alabama Office of Apprenticeship (AOA).

AIRRAP is intended to provide a seamless workforce development delivery model beginning with career exploration in middle school and culminating in the completion of a registered or industry-recognized apprenticeship program in an in-demand career pathway. AIRRAP intends to align secondary and post-secondary CTE and work-based learning opportunities to create competency-based apprenticeship programs.

AIRRAP is based on a two-pronged apprenticeship model designed to serve in-school youth and adults by braiding funding streams and aligning secondary, postsecondary, adult education, and workforce training programs. For the “adult prong” of the AIRRAP model, the Alabama Office of Apprenticeships (AOA) and ACCS promote registered and industry-recognized apprenticeship programs for individuals who are co-enrolled in adult basic education programs.

ACCS was recently awarded a \$12 million grant by the U.S. Department of Labor to expand public-private apprenticeship partnerships. The Scaling Apprenticeship through Sector-Based Strategies grants were awarded in three areas: information technology, advanced manufacturing, and healthcare. The grant to ACCS and the Manufacturing Institute focuses on Advanced Manufacturing. The ACCS grant will expand the Alabama Federation for Advanced Manufacturing Education (FAME) program at Calhoun Community College to three additional colleges – NW Shoals, Wallace State – Hanceville, and Bishop State.

(Sources: Ashley Thusius. “Skilled to Work: Alabama Community College System gets \$12 million to expand apprenticeships.” WAAY, June 25, 2019, and Robinson-Smith, Will. “Skilled to Work: Tax credit helps expand apprenticeships in Alabama,” WAAY, January 17, 2019.)

FAME is an Advanced Manufacturing program that focuses on Mechatronics, which is the integration of mechanics, electronics, and computer science in manufacturing. Student apprentices earn an AAS in Advanced Manufacturing while earning a paycheck and gaining two years of work experience. Employers develop an employment pipeline for industrial maintenance technicians.

(Source: Lisa Morales, "How FAME is filling the workforce gap," East AlabamaWorks, October 28, 2019.)

4. Programs for Inmates

The ACCS Correctional and Post Correctional Education Division works closely with the Alabama Board of Pardons and Paroles, Alabama Department of Corrections, and county jails to provide educational, technical, and workforce training for those who are detained, incarcerated, or under community supervision. Correctional and Post Correctional Education providers offer Adult Basic Education (ABE) at 40 locations. Services provided include GED test preparation, basic literacy, and job training.

Correctional and Post Correctional providers offer vocational training for students to earn nationally and regionally recognized certifications, including the National Career Readiness Certificate, Alabama Certified Worker Certificate, National Center for Construction Education and Research (NCCER) core certification, several short-term certificates, and long-term certificates.

Currently, there are 16 community colleges offering 25 educational and technical programs at 40 sites throughout Alabama.

5. Programs for Existing Business

ACCS provides training for existing business employees on soft skills, academics, and technical competency. ACCS also partners with businesses for apprenticeships, internships, leadership training, credential access, and general workforce development classes.

Training for Existing Business and Industry (TEBI) / (Customized Training).

The ACCS Training for Existing Business and Industry (TEBI) Departments use the resources of the College, whenever possible, or bring in resources as needed to assist in the training of local business and industry personnel. Community colleges work with companies to create customized training packages. ACCS instructional teams are available during the day, on the weekends, or online. Instruction can be segmented or all-inclusive in a one-day session.

Alabama Technology Network (ATN) / (Technical Assistance & Training).

The Alabama Technology Network (ATN) is a partnership of ACCS and the National Institute of Standards and Technology's Manufacturing Extension Partnership (MEP). The mission of ATN is "to provide industry and business the tools, training, and resources to excel." ATN staff conduct detailed needs assessments, outline potential solutions based on assessment findings, and then provide technical assistance to help solve issues that impact productivity.

ATN provides specific training to Alabama manufacturers in:

- ◆ Lean Manufacturing
- ◆ Quality Systems and Engineering
- ◆ Information Technology

- ◆ Human Resources and Organizational Development
- ◆ Environmental Safety and Health (ES&H)
- ◆ Business Services/Strategic Management
- ◆ Industrial Maintenance
- ◆ Engineering and Technical Services

ATN was formally established in 1995, when the state legislature provided funding from the University of Alabama's and Auburn University's budgets to fund the initial centers. That same year, ATN became the MEP affiliate, which expanded ATN's role to include technical assistance and training to Alabama's manufacturers. In 2004, ATN became part of the Alabama Community College System.

ATN Regional Centers are located at the following community colleges:

- ◆ Bevill State Community College
- ◆ Bishop State Community College
- ◆ Calhoun Community College
- ◆ Central Alabama Community College
- ◆ Chattahoochee Valley Community College
- ◆ Coastal Alabama Community College
- ◆ Drake State Community and Technical College
- ◆ Enterprise State Community College
- ◆ Gadsden State Community College
- ◆ Ingram State Technical College (for the incarcerated)
- ◆ Jefferson State Community College
- ◆ Lawson State Community College
- ◆ Northeast Alabama Community College
- ◆ Northwest-Shoals Community College
- ◆ Reid State Technical College
- ◆ Shelton State Community College
- ◆ Snead State Community College
- ◆ Southern Union State Community College
- ◆ Trenholm State Community College
- ◆ Wallace Community College – Dothan
- ◆ Wallace State Community College - Hanceville
- ◆ Wallace Community College – Selma
- ◆ Lurleen B. Wallace Community College



Apprenticeship Program

Recognizing the value of workforce apprenticeships to both employers and workers, Alabama workforce development stakeholders and state legislators have worked to expand the state's

apprenticeship program. However, state leaders wanted a program more specifically tailored to Alabama workforce needs. One of the selling points to the business community for having a state office was the ability to address community and business needs more quickly than the U.S. Department of Labor. State control of the apprenticeship program allows a more nimble and effective process to “react at the speed of business.”

The groundwork for the Alabama apprenticeship program was laid in May 2016, when the Alabama Legislature passed Senate Bill 90, sponsored by Senator Arthur Orr. The legislation created the state’s first Apprenticeship Tax Credit, which offered credits to companies that hire qualified apprentices who receive industry-specific classroom instruction and on-the-job training.

In January 2017, the Alabama Department of Commerce officially launched Apprenticeship Alabama, a program to give Alabama employers the tools needed to develop an industry-driven Registered Apprenticeship (RA) program. RA programs provide innovative work-based learning opportunities and on-the-job training while also providing wages from employers during training. The RA program is a post-secondary “earn-and-learn” model that meets national standards for registration by the U.S. Department of Labor (USDOL) Office of Apprenticeship, which administers the national program.

In 2019, the Alabama Legislature passed the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP) Act, which:

- ♦ Required the Deputy Secretary of the Alabama department of Commerce, Workforce Division to submit to the U.S. Secretary of Labor an application for the Alabama Office of Apprenticeship (AOA) to be recognized as the Alabama State Apprenticeship Agency, serving as the central hub for certifying and managing apprenticeships in Alabama;
- ♦ Established the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP), a state program to be managed by the AOA (subject to approval by the U.S. Department of Labor);
- ♦ Enhanced the existing Apprenticeship Alabama Tax Credit to increase incentives for employers to hire apprentices by:
 - Increasing the per capita tax credit from \$1,000 to \$1,250;
 - Increasing the number of apprentices one employer may claim from 5 to 10, as well as increasing the tax credit cap from \$3 million to \$7.5 million;
 - Extending the Apprenticeship Alabama Tax Credit through 2025.
- ♦ Established the Alabama Apprenticeship Council. The AAC serves as state apprenticeship intermediary. It serves in a regulatory role, developing rules, regulations, and policies to govern the program. It also serves in an advisory role to AOA related to apprenticeship programs. The AAC includes:
 - Governor
 - Lieutenant Governor
 - President Pro Tempore of the Senate
 - Speaker of the House of Representatives
 - Chancellor of the Alabama Community College System

- State Superintendent of Education
- Chair of the Alabama Workforce Council
- 9 members appointed by the Governor and confirmed by the Senate: 3 representing employer organizations, 3 representing the public and 3 representing employee organizations.

The legislation was followed one month later by Executive Order 717, immediately establishing the Alabama Office of Apprenticeship. The order outlined the purposes of AOA as:

- ◆ To determine whether an apprenticeship program conforms to federal regulations;
- ◆ To establish labor standards needed to safeguard apprentices' welfare;
- ◆ To establish policies and procedures for the registration and deregulation of pre-apprenticeships, youth-registered apprenticeships, and registered apprenticeships;
- ◆ To serve as the registration agency for apprenticeships;
- ◆ To resolve disputes related to AOA-registered apprenticeship agreements.

The executive order states that AOA, with the advice and consent of the AAC, "shall develop a nationally recognized state apprenticeship completion credential and have authority to approve apprenticeship programs." It states that AOA "shall establish competency-based apprenticeship frameworks, modeled after those created by the Technical Advisory Committees, for each occupation listed on a regional and statewide list of in-demand career pathways." AOA will now serve as the central hub for certifying and managing apprenticeships in Alabama.

As explained earlier, AOA is administered by the Alabama Department of Commerce, Workforce Division. It is housed within AIDT.

The AOA has an Advisory Council with 17 members - 8 designated in the legislation and 9 appointed. The members include:

- ◆ Governor
- ◆ Chair of the Alabama Workforce Council
- ◆ Chair of the Alabama Workforce Development Board
- ◆ Chancellor of the Alabama Community College System
- ◆ State Superintendent of Education
- ◆ Secretary, Alabama Department of Labor
- ◆ Deputy Secretary, Alabama Department of Commerce, Workforce Division
- ◆ Executive Director, Alabama Commission on Higher Education
- ◆ President, Alabama Council of College and University Faculty Presidents
- ◆ 7 members appointed by the Governor – one from each of the 7 workforce regions.

Employers are the foundation of every apprenticeship program. Businesses have to play an active role in designing and building the program and must be involved in every step in managing the apprenticeship. An individual business, or a consortium of businesses, often serves as the sponsor of a Registered Apprenticeship, making significant investments to design

and execute RA programs, providing jobs to apprentices, overseeing training development, and offering hands-on learning and related technical instruction.

Every program includes structured on-the-job training. Apprentices get hands-on training from an experienced mentor at the job site for typically at least one year, where the apprentice learns the skills and knowledge needed to be fully proficient at the job.

To complement the on-the-job training, apprentices receive related instruction on the technical, workforce, and academic competencies that apply to the job. It can be provided by a community college, a technical school, an apprenticeship training school, or by the business itself. Education partners collaborate with business to develop the curriculum based on the skills and knowledge needed by apprentices. All partners work to identify how to pay for the related instruction, including the cost to the employer and other funds that can be leveraged.

Apprentices receive increases in pay as their skills and knowledge increase. Progressive wage increases help reward and motivate apprentices as they advance through their training. Every graduate of an RA program receives a credential recognized by the U.S. Department of Labor.

Some occupations utilize apprenticeship programs with time-based requirements, others use competency-based requirements, and some use a hybrid of the two methods. A time-based occupation typically requires a minimum of 2,000 hours. Competency- or performance-based apprenticeship programs are based on attainment of demonstrated, observable, and measurable competencies in lieu of meeting time-based work experience and on-the-job learning. A hybrid uses a combination of time and performance considerations. The apprentice's progress is measured through a combination of hours spent in the program and competencies demonstrated in the workplace.

A new map of apprenticeship sponsors at www.alapprentice.org shows occupations trained if the available data includes that information. Note: This does not show all employers. This data sourced from USDOL reports for 2018 https://www.doleta.gov/OA/data_statistics.cfm

Alabama Registered Apprenticeships (RA)

Under the existing USDOL Registered Apprenticeship (RA) program, AOA supports industry-specific, on-the-job training, and classroom theory taught over a one to six-year period. Upon completion of the program, the apprentice will have a transportable credential.

The process for establishing an RA program includes:

- ◆ AOA staff meet with the company to provide guidance on establishing a RA program;
- ◆ Based on information provided by the company, AOA submits a draft of standards to USDOL and the company;
- ◆ Standards are reviewed and revised until a consensus is reached by all parties;
- ◆ USDOL sends updated standards to the company for them to sign and submit for approval;
- and

- ◆ Upon approval, AOA will then meet with the company to discuss the tax credit.

Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP)

Once approved by USDOL, AOA will be able to certify not only Registered Apprenticeship (RA) Programs, but the new Industry-Recognized Apprenticeship Programs (IRAPS). The new IRAPs are for apprenticeships in more non-traditional business sectors such as technology, hospitality, and healthcare, where apprenticeships are not as common.

The AOA will partner with industries and education providers across the state to develop, manage, and expand traditional and industry-recognized apprenticeships for youth and adults. The AOA will (contingent on USDOL approval) serve as the registration agency for all registered apprenticeships in the state of Alabama and will follow U.S. Department of Labor guidelines for apprenticeships.

Under AIRRAP, AOA will register and certify federally recognized state apprenticeship credentials. This will allow AOA-certified-registered and industry-recognized apprenticeships to become eligible for WIOA wrap-around services provided through individual training accounts (ITAs). Business and apprentices are able to access additional funding support for apprenticeship programs from other federal programs, including Perkins, GI Bill, Pell Grants, and Federal Work Study.

AIRRAP is an important component of the plan to meet Alabama's "Success Plus" goal of increasing educational attainment and identifying and promoting the use of valuable workforce credentials. In fact, the legislation that created AIRRAP requires that technical instruction and on-the-job training requirements for registered and industry-recognized apprenticeships, certified by the AOA and funded through Perkins CTE and/or WIOA, be aligned with the regional and state lists of valuable career pathways and the compendia of valuable credentials. WIOA funded programs are critical for reaching sub-populations with barriers to full participation in the workforce, such as those with disabilities, those who are recently incarcerated, foster children, long-term unemployed, veterans, etc.

Alabama has identified five industry-focused sectors for apprenticeships:

- ◆ Healthcare
- ◆ Construction/Carpentry
- ◆ Information Technology
- ◆ Distribution/Transportation & Logistics
- ◆ Advanced Manufacturing/Industrial Maintenance

The legislation also provides that the Alabama Community College System (ACCS), as the state apprenticeship intermediary, with the consent of the sponsor, will provide the required technical instruction and technical assistance related to on-the-job training for each apprenticeship program certified or registered by the AOA.

Although housed in Commerce under AOA, AIRAP is a collaboration among the Governor's Office of Education and Workforce Transformation (GOEWT), the Alabama State Department of Education (ALSDE), Alabama Community College System (ACCS), and the Alabama Department of Commerce Workforce Division. AIRRAP is intended to provide a seamless workforce development delivery model beginning with career exploration in middle school and culminating in the completion of a registered or industry-recognized apprenticeship program in an in-demand career pathway.

The GOEWT, working with all stakeholders, will address barriers to participation in youth apprenticeships, particularly concerning liability. The Governor's Office will work, in collaboration with the ALSDE, the ACCS, the Department of Commerce, and the Alabama Workforce Council, to cultivate a consortium of state agency and private sector partners who will sponsor competency-based apprenticeship opportunities for students beginning in high school. To the greatest extent possible, the ACCS will serve as the sponsor of AIRRAP apprenticeships.

AOA will work to align secondary and post-secondary CTE and work-based learning opportunities to create competency-based apprenticeship programs, based on a two-prong apprenticeship model. The model is designed to serve in-school youth and adults by braiding funding streams and aligning secondary, postsecondary, adult education, and workforce training programs to serve at-risk Alabamians.

Apprenticeship Model - Youth Prong. In-school youth may participate in a registered- or industry-recognized apprenticeship program, earn their associate degree, and earn stackable credentials at the time of high school graduation. Under AIRRAP, beginning in the 7th and 8th grade, students will be given the opportunity to participate in career exploration lessons, fairs, and camps, sponsored by the Alabama Workforce Council, Regional Workforce Councils, the ALSDE, and the ACCS. Beginning in 9th grade, students who are CTE concentrators will be given the opportunity to participate in pre-apprenticeship programs aligned to career pathways and credentials. During 10th, 11th, and 12th grade, students will participate in youth registered apprenticeships and the industry-recognized apprenticeships (IRAPs).

High school students participating in youth apprenticeships will also participate in dual enrollment courses at a community college. AIRRAP graduates may earn their high school diploma, associate degree, industry-recognized credentials, and an apprenticeship credential at the time of high school graduation.

The ALSDE and the ACCS will collaborate to streamline articulation agreements among career pathways participating in the AIRRAP to ensure a seamless transition between high school and community college CTE, apprenticeships, and the workforce.

Apprenticeship Model - Adult Prong. Adults who are disconnected from the workforce, or those who are underemployed, may upskill or become basic-skills-proficient through multiple on- and off- ramps from workforce training and employment through stackable credentials

mapped to a traditional associate degree. For the adult prong of the AIRRAP model, AOA and ACCS will promote registered and industry-recognized apprenticeship programs for individuals who are co-enrolled in adult basic education programs.

(Source: "Alabama's Statewide Consolidated Workforce Development Strategic Plan." Governor's Office of Education and Workforce Transformation, 2019.)

2020 AOA Plan

2020 goals for AOA are to:

- ◆ Promote RAs to reach its attainment goal;
- ◆ Assist companies with developing and registering apprenticeships with the USDOL;
- ◆ Administer tax credits;
- ◆ Develop the AOA identity;
- ◆ Develop policies and guidelines for program implementation under AOA;
- ◆ Work through the separation process with USDOL;
- ◆ Assume responsibilities from USDOL for:
 - Promotion
 - Registration
 - Technical Assistance
 - Monitoring
- ◆ Improve flexibility and customer service for employers;
- ◆ Develop flexible new apprenticeship models;
- ◆ Grow the variety of occupations being trained
- ◆ Increase diversity of Alabamians becoming apprentices

Active apprenticeship training programs:

- ◆ Manufacturing – 41%
- ◆ Construction – 41%
- ◆ Transportation – 9%
- ◆ Hospitality – 5%
- ◆ Health Science 2%
- ◆ Information Technology – 2%

AOA wants to promote new career pathways in fields where they do not exist, reaching people who may not be looking for work, or have barriers to work, or who are working at low-wage jobs, but can't quit to go to community college to get a degree. Specifically, AOA wants to diversify the types of apprenticeships - moving away from time-based apprenticeships to competency-based and hybrid models, giving the apprentice the flexibility to work at their own pace. AOA also wants to diversify the types of industries represented, moving beyond just manufacturing and construction into fields like healthcare, information technology, hospitality and tourism. AOA also wants to diversify the types of people taking advantage of apprenticeships, with outreach to women and minorities. Currently, about 95 percent of Alabama apprentices are male and 75 percent are white.

AOA has four regional staff: Project Manager for Workforce Regions 2 & 4, Coordinator for Regions 3 & 7, Coordinator for Region 1, and Project manager for Regions 5 & 6. AOA also has a technical staff person to manage tax credits and help manage the program. AOA hopes to add two additional regional project managers. AOA is supported from the AIDT budget.

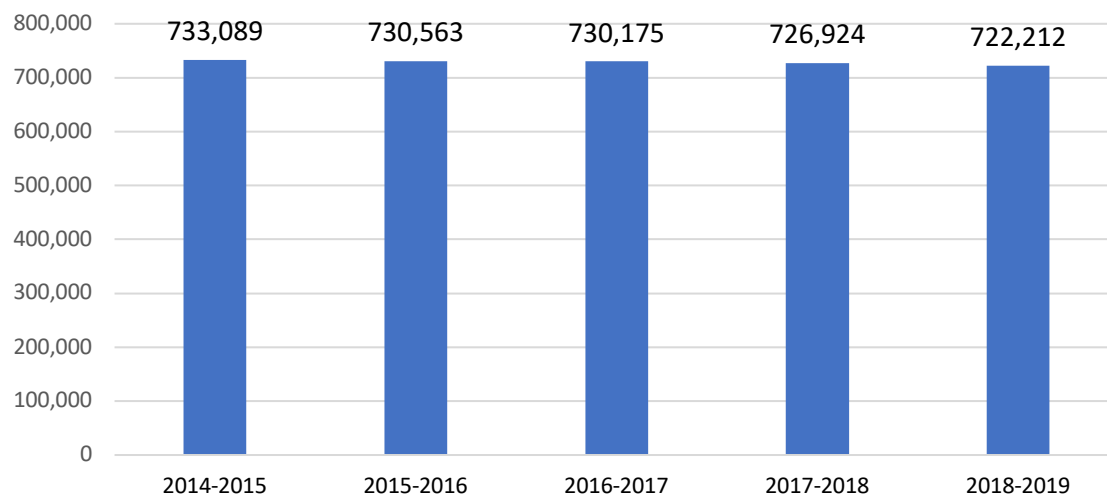
(Source: State of Alabama, Office of the Governor. "Building Alabama's Talent Pipeline through Apprenticeships: A Toolkit for Businesses, Educators, Parents, and Students." 2019

State of Alabama K-12 Education System

The importance of the K-12 system for workforce preparedness cannot be overstated. Without public schools that graduate students with the skills that are needed for a successful career no state can sustain economic progress. In the 2018-2019 academic school year, the state's K-12 education system included 139 school systems operating 1,339 schools, serving 722,212 youth statewide.

The National Center for Education Statistics indicates that national elementary and secondary public-school enrollment increased by seven percent between 2000 and 2016. However, Alabama's enrollment increase was significantly lower at just one percent during this same time period, with five straight years of declining enrollment between 2014-2018. Alabama is one of twelve states in the United States with a continuous five-year decline in enrollment. This trend is expected to continue, with the 2016-2028 projected national enrollment growing by two percent and the State of Alabama projected to experience an additional one percent decline.

Alabama Public School Enrollment



Source: Alabama Department of Education: Data: Enrollment reports

<https://www.alsde.edu/dept/erc/Pages/ercotherdata-all.aspx?navtext=Supporting%20Data>

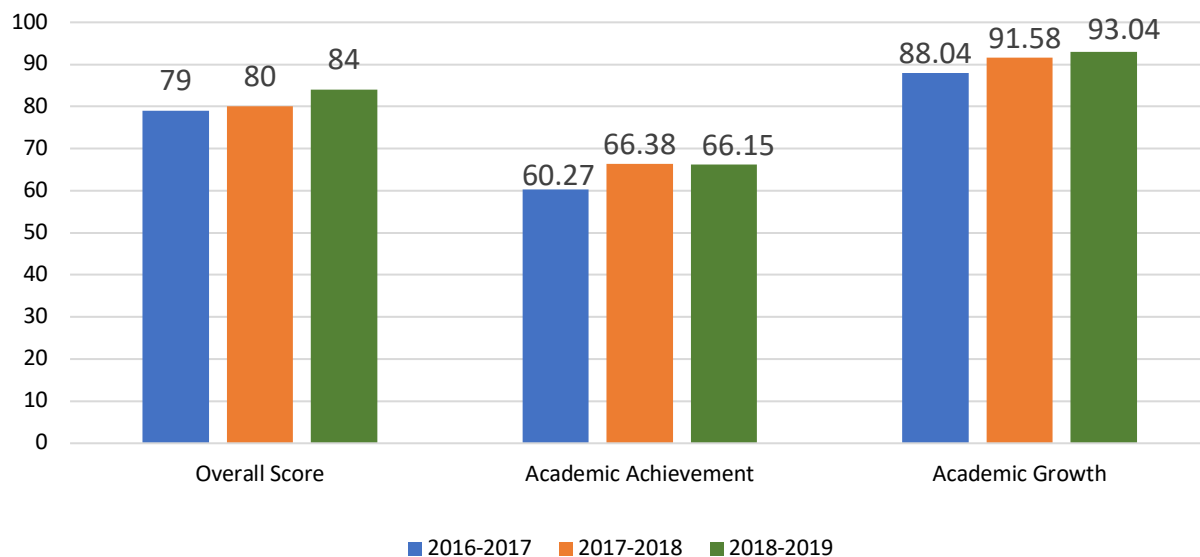
Individual system enrollment numbers indicate the decline is largest in the county school districts, with growth predominately coming from the city school districts. The 2018-19 state-

wide student population reported as 54.1 percent white, 32.8 percent black, 8.6 percent Hispanic, 1.5 percent Asian, 2 percent two or more races and 1 percent American Indian or Alaska native. Only the Hispanic student population has seen an increase, up 35.8 percent in the last five years (2014-2018).

The quality of K-12 education in Alabama has been rated at or near the bottom against its counterparts in recent national rankings. Different rating agencies vary significantly in their weighting and their choice of metrics. Nevertheless, rankings typically place the state in the bottom 10 percent of states for education outcomes. The U.S. Chamber of Commerce’s State by State report for Alabama begins with the sentence, “Student performance in Alabama is very poor - the state ranks among the lowest in the nation.” The report gives Alabama “F” grades for academic achievement, return-on-investment, and postsecondary and workforce readiness. The state gets better grades, “B”, for 21st Century teaching force, the rigors of the state’s standards, and data quality.

While the low performance is troubling and a competitive disadvantage, policy makers have been responding. The State of Alabama has developed strategies designed to increase student achievement and outcomes. It has also been very transparent about sharing the progress towards achieving those outcomes. It began posting K-12 outcome data in report card format with 2016-2017 school data and now has three years of outcomes online. It redesigned this online format with 2018-2019 data, adding additional data sets required under the Federal Every Student Succeeds Act including discipline, school employees and funding. A snapshot of key student outcomes for each of the three years is below.

Alabama Statewide Report Card Results



These scores indicate that there has been academic improvement in all three categories. Two other categories - graduation rates and college and career readiness - have also shown improvement. Below are additional report statistics on performance.

Alabama Performance Data
Alabama Complete Results

ASSESSMENT			AVERAGE SCORE		ACHIEVEMENT LEVELS		
Subject	Grade	Year	Score	Difference from National public (NP)	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Mathematics (scale range 0–500)	4	2019	230	-10 ▼	71	28	3
		2017	232	-7 ▼	73	31	4
		2015	231	-9 ▼	75	26	2
		2013	233	-8 ▼	75	30	3
		2011	231	-9 ▼	75	27	3
		2009	228	-11 ▼	70	24	2
		2007	229	-11 ▼	70	26	3
		2005	225	-12 ▼	66	21	2
		2003	223	-11 ▼	65	19	1
		2000	217	-7 ▼	55	13	1
		2000 ¹	218	-8 ▼	57	14	1
		1996 ¹	212	-11 ▼	48	11	1
		1992 ¹	208	-10 ▼	43	10	#
	8	2019	269	-12 ▼	57	21	4
		2017	268	-14 ▼	55	21	5
		2015	267	-15 ▼	56	17	3
		2013	269	-14 ▼	60	20	3
		2011	269	-14 ▼	60	20	3
		2009	269	-13 ▼	58	20	4
		2007	266	-14 ▼	55	18	2
2005		262	-15 ▼	53	15	2	
2003	262	-14 ▼	53	16	2		

ASSESSMENT			AVERAGE SCORE		ACHIEVEMENT LEVELS		
Subject	Grade	Year	Score	Difference from National public (NP)	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Reading (scale range 0–500)		2000	264	-8 ▼	53	16	2
		2000 ¹	262	-12 ▼	52	16	2
		1996 ¹	257	-14 ▼	45	12	1
		1992 ¹	252	-15 ▼	39	10	1
		1990 ¹	253	-9 ▼	40	9	1
	4	2019	212	-8 ▼	58	28	6
		2017	216	-4 ▼	63	31	7
		2015	217	-4 ▼	65	29	5
		2013	219	-2 ◆	65	31	6
		2011	220	# ◆	67	31	7
		2009	216	-3 ▼	62	28	6
		2007	216	-3 ▼	62	29	7
		2005	208	-10 ▼	53	22	4
		2003	207	-9 ▼	52	22	5
		2002	207	-10 ▼	52	22	4
		1998	211	-1 ◆	56	24	4
		1998 ¹	211	-5 ▼	56	24	5
		1994 ¹	208	-4 ▼	52	23	5
		1992 ¹	207	-7 ▼	51	20	3
		8	2019	253	-9 ▼	64	24
	2017		258	-8 ▼	67	28	2
	2015		259	-5 ▼	71	26	2
	2013		257	-9 ▼	68	25	2
	2011		258	-5 ▼	69	26	2
	2009		255	-7 ▼	66	24	1
2007	252		-9 ▼	62	21	1	

ASSESSMENT			AVERAGE SCORE		ACHIEVEMENT LEVELS			
Subject	Grade	Year	Score	Difference from National public (NP)	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Science (scale range 0–300)		2005	252	-8 ▼	63	22	2	
		2003	253	-8 ▼	65	22	2	
		2002	253	-10 ▼	64	21	1	
		1998	255	-6 ▼	67	22	1	
		1998 ¹	255	-6 ▼	66	21	1	
	4	2015	145	-8 ▼	68	28	1	
		2009	143	-6 ▼	65	27	#	
		8	2015	141	-12 ▼	54	21	1
			2011	140	-11 ▼	53	19	1
			2009	139	-10 ▼	51	19	1
Writing (scale range 0–300)	4	2002	140	-13 ▼	77	15	1	
	8	2007	148	-7 ▼	84	24	1	
		2002	142	-10 ▼	79	20	1	
		1998	144	-4 ▼	83	17	#	



Significantly higher than National public

Not significantly different from National public

Significantly lower than National public

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Assessment.

Alabama 3 year Performance Indicators

Indicators	Year	Grand Total Numerator	Grand Total Denominator	GT Target	GT Actual	MET Goal	Missed 90% Goal
1S1: Academic Attainment in Reading/Language Arts	2,016	29,752	57,946	48.00%	51.34%	Yes	No
1S2: Academic Attainment in Mathematics	2,016	17,177	57,958	21.00%	29.64%	Yes	No
2S1: Technical Skill Attainment	2,016	132,155	142,932	91.00%	92.46%	Yes	No
3S1: School Completion	2,016	58,815	62,360	90.00%	94.32%	Yes	No
4S1: Student Graduation Rates	2,016	58,729	63,921	88.00%	91.88%	Yes	No
5S1: Placement	2,016	50,684	54,348	95.00%	93.26%	Yes	No
6S1: Nontraditional Participation	2,016	17,223	81,788	19.00%	21.06%	Yes	No
6S2: Nontraditional Completion	2,016	6,279	33,570	15.00%	18.70%	Yes	No
1S1: Academic Attainment in Reading/Language Arts	2,017	30,613	61,736	48.00%	49.59%	Yes	No
1S2: Academic Attainment in Mathematics	2,017	18,820	61,759	28.00%	30.47%	Yes	No
2S1: Technical Skill Attainment	2,017	160,432	172,584	91.00%	92.96%	Yes	No
3S1: School Completion	2,017	63,147	66,416	90.00%	95.08%	Yes	No
4S1: Student Graduation Rates	2,017	63,246	70,213	88.00%	90.08%	Yes	No
5S1: Placement	2,017	49,249	52,400	95.00%	93.99%	Yes	No
6S1: Nontraditional Participation	2,017	18,645	92,468	19.00%	20.16%	Yes	No
6S2: Nontraditional Completion	2,017	30,613	61,736	48.00%	49.59%	Yes	No
1S1: Academic Attainment in Reading/Language Arts	2,018	21,051	37,392	50.00%	56.30%	Yes	No
1S2: Academic Attainment in Mathematics	2,018	13,788	37,399	29.00%	36.87%	Yes	No
2S1: Technical Skill Attainment	2,018	98,337	106,696	92.00%	92.17%	Yes	No
3S1: School Completion	2,018	37,421	39,833	92.00%	93.94%	Yes	No
4S1: Student Graduation Rates	2,018	37,421	41,742	91.00%	89.65%	Yes	No
5S1: Placement	2,018	25,846	28,372	95.00%	91.10%	Yes	No
6S1: Nontraditional Participation	2,018	14,050	61,364	21.00%	22.90%	Yes	No
6S2: Nontraditional Completion	2,018	6,793	35,666	18.00%	19.05%	Yes	No
SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education, Consolidated Annual Report (CAR) States report data based on their definitions of CTE participant and CTE concentrator. When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels.							

In addition to recent academic progress, Alabama is one of only 10 states in the U.S. to require all high school students to take both the ACT and the ACTWorkKeys exams. The 2018-19 college and career readiness score for the State was 75.05 percent, up impressively from 66 percent in the first year of reporting in 2016-17.

Why is Career Technical Education so important to student success and the state's economic future?

A critical component of Alabama's strategy to increase educational outcomes for its youth is to create a more robust integration of career education and credentialing in the K-12 system. In many career pathways this also serves as a direct talent development pipeline for the growing workforce demands of Alabama's employers.

Career Technical Education (CTE) has been an important component of the K-12 education system nationwide for decades. Originally designed to provide vocational training options for students in the skilled trades as an alternative education track to college prep, CTE has now become a program that "provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies", according to the U.S. Department of Education (USDE). It

is designed to easily connect into industry credentials and/or post-secondary programs of study.

In the USDE report, *“Bridging the Skills Gap: Career and Technical Education in High School”*, 77 percent of high school students are classified as CTE participants, but only 37 percent as CTE concentrators. CTE participants are defined as students who earn one credit in a CTE program, while concentrators have earned at least two credits within a single program of study. Nearly every public-school district in the U.S. offers high school CTE programs and 75 percent of these districts offer dual enrollment programs, allowing a student to earn both high school and post-secondary credit.

Looking at national education and labor market outcomes of CTE concentrators and non-CTE concentrators, this report reveals the success CTE is having in several key indicators. Eight years after their graduation date, students who focused on career and technical education courses while in high school:

- had higher graduation rates
- were enrolled in post-secondary education at higher rates
- were employed full time after high school at higher rates
- had higher medium annual earnings than non-CTE concentrators

<https://www2.ed.gov/datastory/cte/index.html#data-story-title>

Alabama Use of CTE/Career Development

Alabama’s Career Technical Education (CTE) programming is offered in all public high schools. The state provides this programming within the 16 career clusters identified by the U.S. Department of Education. These clusters offer over 70 career pathways for high school students with opportunities for post-secondary program options and industry certifications. The State of Alabama utilizes the Business/Industry Certification (BIC) assessment tool to set standards by which all CTE programs are measured. These allow the state’s CTE programs to meet industry standards so that program participants enter the workforce with relevant credentials and work readiness skills.

16 Career Clusters and Pathways

1. Agriculture, Food & Natural Resources
 - ♦ General Agriculture
 - ♦ Agri-construction
 - ♦ Power Mechanics
 - ♦ Animal Systems
 - ♦ Plant Systems
 - ♦ Floral Design
 - ♦ Agribusiness Systems
 - ♦ Environmental and Natural Resources Systems
 - ♦ Aquaculture

2. Architecture & Construction
 - ◆ Drafting Design Technology
 - ◆ Building Construction
 - ◆ Cabinetmaking
 - ◆ Carpentry
 - ◆ Masonry
 - ◆ Electrical
 - ◆ Welding
 - ◆ Plumbing
 - ◆ HCACR
 - ◆ Utility Line Construction
 - ◆ SREB AC Clean Energy

3. Arts, Audio/Video technology & Communications
 - ◆ Graphic Arts
 - ◆ Television Production
 - ◆ Advertising Design
 - ◆ Animation
 - ◆ Commercial Photography

4. Business, Management & Administration
 - ◆ Business Management & Administration Program

5. Education & Training
 - ◆ Administration & Professional Support Services
 - ◆ Early Childhood Education
 - ◆ Teaching & Training

6. Finance
 - ◆ Finance Program

7. Government & Public Administration
 - ◆ Air Force JROTC
 - ◆ Army JROTC
 - ◆ Marine Corps JROTC
 - ◆ Navy JROTC

8. Health Science
 - ◆ Health Science
 - ◆ SREB AC Health Informatics
 - ◆ PLTW Biomedical Science

9. Hospitality & Tourism
 - ◆ Lodging & Tourism

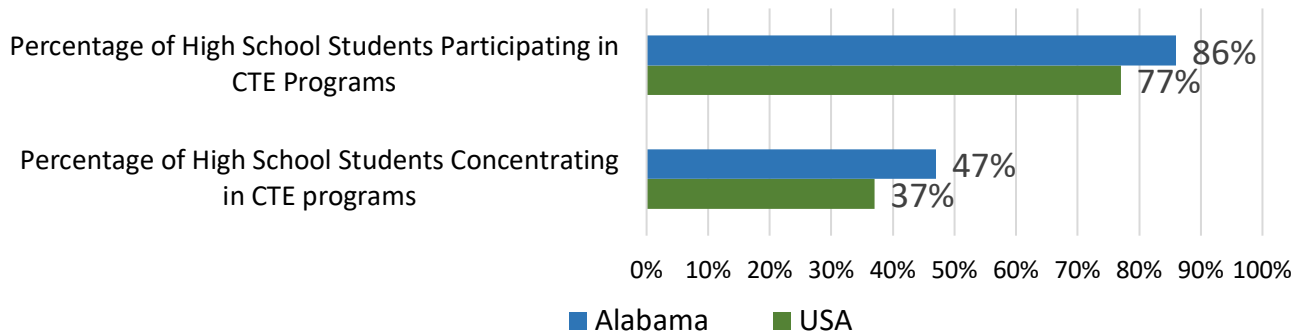
- ◆ Recreation & Food and Beverage Services
- 10. Human Services
 - ◆ Human Services
- 11. Information Technology
 - ◆ Network Systems & Computer Services
 - ◆ Programming and Software Development
 - ◆ Database Design
- 12. Law, Public Safety, Corrections & Security
 - ◆ Emergency and Fire Management Services
 - ◆ Law Enforcement
 - ◆ Legal Services
- 13. Manufacturing
 - ◆ Industrial Systems and Maintenance E&I
 - ◆ Industrial Systems and Maintenance Mechanical
 - ◆ Precision Machining
 - ◆ Electronics
 - ◆ Manufacturing Technologies
- 14. Marketing, Sales & Service
 - ◆ Marketing
- 15. Science, Technology, Engineering & Mathematics
 - ◆ Engineering
- 16. Transportation, Distribution & Logistics
 - ◆ Automotive Services
 - ◆ Aviation Technology
 - ◆ Collision Repair
 - ◆ Diesel Technology
 - ◆ Power Equipment
 - ◆ SREB AC Global Logistics and Supply Chain Management

In 2012, the Alabama State Department of Education adopted a new strategic vision, *Plan 2020*. This statewide plan included a strong emphasis on college and career readiness and the development of a comprehensive online career planning system for grades 6-12. Today, the Alabama Career Planning System provides accessible online support for career exploration and preparedness for Alabama public school students. Most notably, all incoming freshmen begin their high school journey with a completed career assessment and a personalized four-year plan. This allows for better alignment of career interests and aptitudes with CTE programming where appropriate.

In addition, the state has also created Career Coaching positions in each of the seven workforce development regions that provide career services to the public-school students in those regions. Working through the workforce development regions, these coaches provide first-hand knowledge of career opportunities in the local area and assist students in preparing and connecting to those jobs.

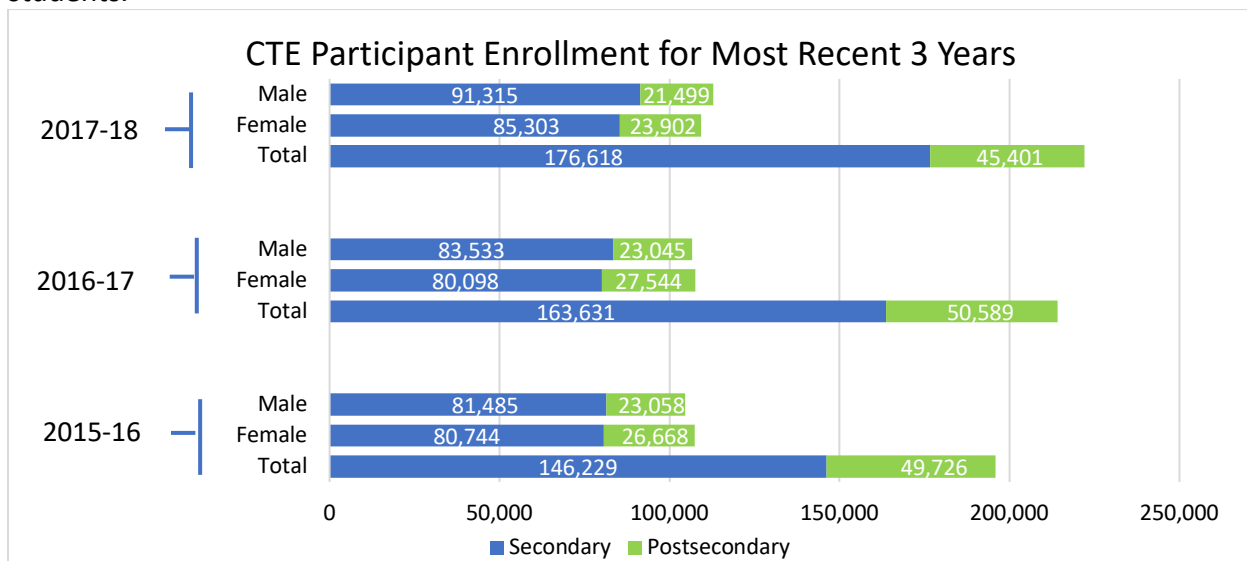
As illustrated in the chart below, Alabama’s 2018 high school CTE participation rate is nine percent higher than the national average, and the rate of CTE concentrators is 10 percent higher than the national average.

2018 Alabama CTE Student Engagement



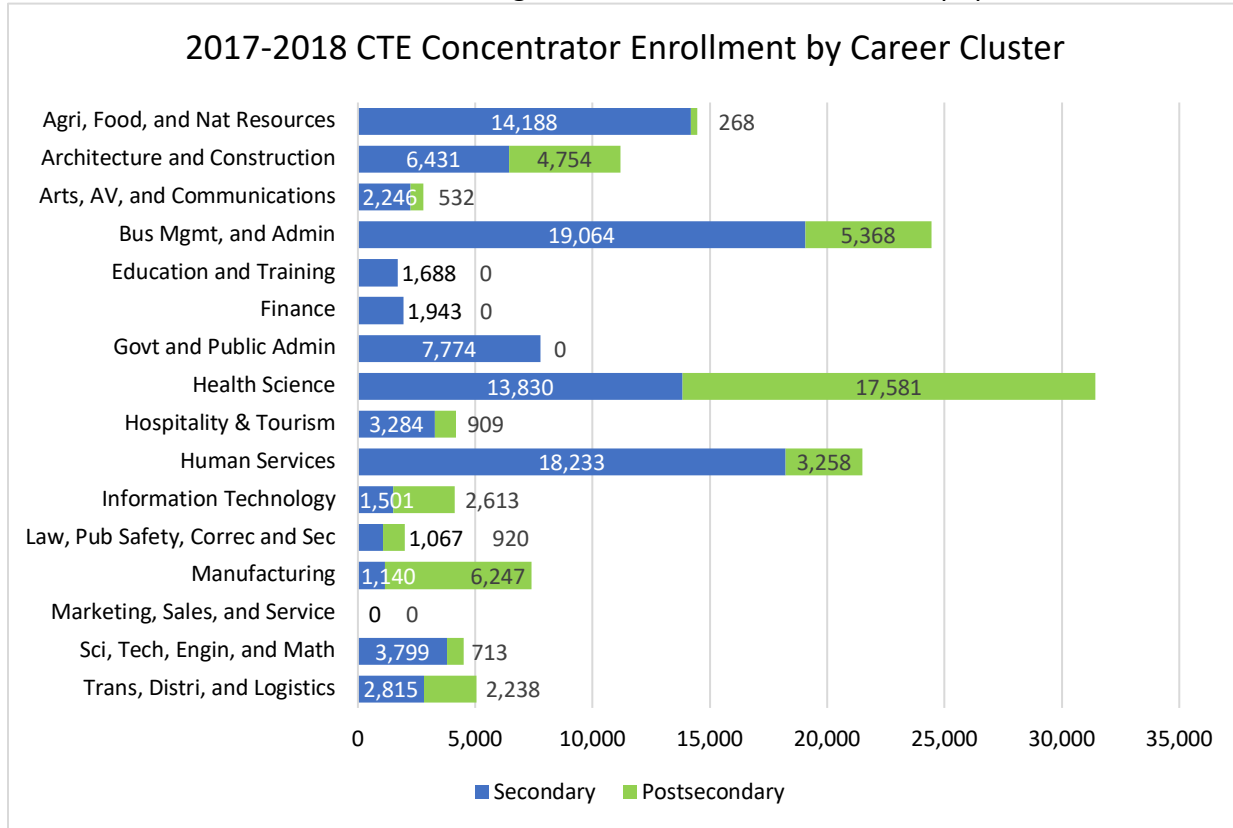
Source: USDE Bridging the Skills Gap: Career and Technical Education in High School; Perkins Collaborative Resource Network

Alabama’s CTE enrollment and performance has consistently outperformed the national average in many categories, and the numbers have continued to rise. Alabama’s growth in high school CTE enrollment has been steadily increasing. During the three years of 2015 to 2018 the CTE participant enrollment numbers in Alabama increased by 8.9 percent adding 14,379 students.



Source: Perkins Collaborative Research Network

Health Science and Business and Management continue to be the most popular Career Clusters.



Source: Perkins Collaborative Research Network

CTE programs are currently funded nationally by the Perkins IV Act and are required to submit annual performance targets to demonstrate progress and proficiency. In 2017-18 there were eight CTE high school performance categories.

The 2017-2018 Alabama Profile Report from the Perkins Collaborative Resource Network illustrates Alabama’s performance in key performance areas over the past five years. The state has met or exceeded its targeted goals over the last three years in secondary CTE programs in seven of the eight reporting areas. The one exception is with the state consistently missing its target in CTE school completion. It has exceeded the national average in technical skills attainment each of the five years but has also consistently performed slightly lower against national high school CTE graduation rates.

Alabama Integration of Workforce Development and CTE

As detailed earlier, the State of Alabama has seven workforce development regions that execute the federally and state funded workforce development programs. These regions are branded as part of the statewide Alabama Works! initiative but are governed and led by local business and community leaders. This allows each region to have access to the strategies and resources of the state’s economic and workforce development programs, while at the same time addressing the more localized needs of the regional population and employer base. This model is a traditional model for workforce development agencies across the United States.

However, the State of Alabama's unique integration of K-12 efforts as a key element to the regional agency workforce strategies stands out as a practice not commonly seen in other state models. While the level and quality of that integration still varies among the regions, the collaboration that is encouraged and expected by the state from regional execution partners should be acknowledged as innovative.

As part of that integration, the workforce regions are supporting K-8 skills training, career exposure activities, and engaging and informing K-12 educators in why careers matter to their students. The state has funded and embedded Career Coaches in each of the seven workforce development regions to assist students in connecting to local employment pathways. Through the Alabama Works! system, they work with local and regional employers to produce workforce demand reports that inform and direct career development activity in the K-12 system and specifically into the high school CTE programs. The number of Career Coaches has grown to 93 statewide. Coaches serve 366 schools with an average number of 2,328 students per coach.

Regional workforce development agencies connect in-demand industry certification needs of local employers to specific CTE programming within the 16 career clusters. Area high schools can promote and market these industry certifications that can lead to direct employment or post-secondary programs to existing and incoming high school students.

One good example of this integration is the West AlabamaWorks region and its collaboration with the Tuscaloosa School District. Matching employer needs data with student career assessment results, parents receive specific information about their child's interest and aptitude results as it related to job and career opportunities in the region. Outlining specific career pathways to those jobs through the district's CTE and industry certification programs, enrollment in the city's new technical education high school increased from 900 to 2200.

While this collaboration between K-12 and workforce development regions is producing greater awareness and participation in CTE, earning credentials that meet the workforce demands of the state and the region is a priority. The passage of Perkins V in 2018 provides more flexibility to states in developing and implementing their CTE programs but places greater emphasis in developing clear connections between programs and labor demands.

In assessing Alabama's current CTE alignment with labor demands, the most recent independent research on the subject, *Credentials Matter: A National Landscape of High School Student Credential Attainment Compared to Workforce Demands* produced by ExcelinEd and Burning Glass Technologies and dated May 2019, concludes that no state within the U.S. has highly aligned credentials to statewide workforce demands. However, Alabama is one of only 12 states whose system is considered moderately aligned. To provide context, 11 states have low alignment and the balance do not collect enough data to make an alignment assessment.

This report also finds that of the top 10 credentials required by industry in Alabama, as defined by statewide job postings, only three are in the top 10 credentials earned by students in the

state. Currently these three credentials are considered by industry partners to be undersupplied. The remaining seven categories of credentials earned are not considered high demand and are considered oversupplied or appropriately supplied.

While interest in industry credentials is increasing, there is not a high alignment of credentials needed to credentials earned in the state. This was echoed in conversations with Alabama employers, who applauded the emphasis on collaboration between the secondary and post-secondary systems and workforce development agencies but were anxious for greater alignment and especially for more nimble systems that could quickly match their evolving hiring needs.

Also, with the emphasis on regional execution, mapping the certification demand versus those earned at the regional level would be a valuable tool for each workforce region. Collecting this data and utilizing it as a success measure for workforce regions and school districts would help create incentive to better align the systems. It would also provide an “intermediate success measure” for school districts as part of their longer-term strategy for academic improvement.

Through its actions and policies Alabama has demonstrated that it values career preparation as a significant piece of the educational journey of its youth. Yet outside of WorkKeys scores, there is little to no measurement for its importance as part of the current rating system for education quality. Measuring certification alignment with regional workforce needs throughout Alabama would address the new Perkins V requirements, incentivize collaboration and support the economic development efforts of the state.

The 2020 Workforce Innovation and Opportunity Act (WIOA) State Combined Plan

The combined efforts of the 2013 College and Career Ready Task Force, the 2014 establishment of the Alabama Workforce Council, the 2016 creation of the Office of Education and Workforce Statistics Advisory Board, the launch of AlabamaWorks!, the Strong Start Strong Finish education initiative and the 2017 Success Plus Plan have built momentum and fundamentally changed the state’s approach to workforce development. In spite of the challenges inherent in making significant changes to a complex set of systems and the turnover of key leaders, positive momentum has been building.

Next, Governor Kay Ivey has a plan to braid federal and state workforce and education funding streams to produce an education-to-workforce pipeline that includes career exploration and discovery among all 16 career clusters, seamless transition from secondary to postsecondary, multiple entry and exit points for special and disconnected populations, alignment between secondary and postsecondary CTE, and co-enrollment between adult education and postsecondary CTE.

The Governor’s Office of Education and Workforce Transformation (GOEWT) is managing development of the 2020 Workforce Innovation and Opportunity Act (WIOA) State Combined Plan (all core and partner programs). The goal is to integrate Alabama’s Every Student

Succeeds Act (ESSA), and Carl D. Perkins Career and Technical Education (CTE) Act funding streams into the consolidated state WIOA plan (to take effect October 1, 2020).

The 2020 combined state plan will: align WIOA needs assessments, align the process for collecting stakeholder input and stakeholder review between CTE and WIOA; align the core indicators of performance for the six core WIOA programs, the four secondary CTE indicators, and the postsecondary CTE indicators; and take advantage of aligned definitions in WIOA and CTE to develop fully articulated pathways in all 16 career clusters.

GOEWT is working with the state and local WIOA boards, the Alabama Community College System (ACCS), and the Alabama State Department of Education (ALSDE) to ensure that WIOA and CTE funds are used to provide complementary services for programs aligned to in-demand career pathways. The Alabama Workforce Investment Board (AWIB) 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. The board members are appointed by the Governor and represent a cross-section of industry and business leaders, labor officials, education leaders, economic development specialist and local elected officials.

Operationally, state and local WIOA boards, the Alabama Community College System (ACCS), and the Alabama State Department of Education (ALSDE) are encouraged to work together to ensure that WIOA and CTE funds are used to provide complementary services for programs aligned to in-demand career pathways. ALSDE and ACCS are also encouraged to promote co-enrollment in WIOA Title II adult education programs, postsecondary CTE programs, and WIOA Title I adult programs.

Each state determines whether the WIOA planning regions and local areas are concurrent. A state may choose a unified plan (only four core partners) or combined plan (other partners such as Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, and Perkins). Alabama has chosen to create a combined plan.

Between July and October 2019, 14 Comprehensive Local Needs assessment meetings were conducted across the state.

The Alabama strategies for special populations are:

- ◆ Dual enrollment, competency-based education, credential attainment, and work-based learning for at-risk in-school and out-of-school youth,
- ◆ WIOA individual training accounts (ITAs) for in-school and out-of-school youth apprenticeship participants,
- ◆ Reentry program for the incarcerated and support programs for the formerly incarcerated,
- ◆ Using CTE centers for adult learners at night and promoting co-enrollment in adult basic education and postsecondary CTE to assist those with basic skills deficiencies to enter career pathways,

- ♦ Integrating Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF) clients into workforce training through employment and training programs,
- ♦ Use Title IV WIOA Pre-Employment Training Service (ETS) funds to support apprenticeships for students with individual education plans (IEPs),
- ♦ Using Trade Adjustment Authority (TAA) funds to support apprenticeship,
- ♦ Addressing childcare and transportation needs through ITAs and other funding sources,
- ♦ Free Application or Federal Student Aid (FAFSA) completion,
- ♦ Using Workforce Opportunity Tax Credit and Apprenticeship Alabama Tax Credits to support apprenticeships.

Alabama Institute for The Deaf and Blind (AIDB)

AIDB is the nation's most comprehensive education, rehabilitation, and employment system serving children and adults who are deaf, blind, and multi-disabled with a myriad of programs designed just for them.

AIDB has five campuses and eight regional centers throughout Alabama (Birmingham, Dothan, Huntsville, Mobile, Montgomery, Talladega, Tuscaloosa, Tuscumbia) that work with both children and adults who are deaf, blind, and multi-disabled with educational, business, and workforce development programs.

Alabama Industries for the Blind (AIB) started in 1932 as a sewing project for blind women who had graduated from the Alabama School for the Blind. Today, AIB employs over 300 people, 75 percent of whom are blind or have vision loss. A satellite production facility has been in operation in Birmingham since 1986, and AIB also operates Base Supply Centers on military bases in Alabama and Georgia. AIB is a National Industries for the Blind (NIB) affiliate and part of the AbilityOne Program. All employees receive at least the federal minimum wage with incentives paid for higher production.

E.H. Gentry Facility - Gentry is a full-service education and rehabilitation facility established in 1968 to help clients achieve economic and personal independence through employment training, college preparation classes and independent living skills. The E.H.Gentry Facility creates customized programs for deaf, blind and general services students by exploring personal and professional goals and then using the latest technology and training methods available. Students leave E. H. Gentry prepared for college, the workforce, or to live independently.

Employment Training: The Gentry Facility allows students to experience the necessary tools and technologies needed to compete for the job of your choice. Several graduates are now working at hospitals, daycare facilities, retail stores and in manufacturing plants. At Gentry, students can earn their Alabama Certified Worker's Certificate or their Career Readiness Certificate for WorkKeys. E.H.Gentry is an official testing site for the WorkKeys certificate.

College Prep: The instructors at the E. H. Gentry Facility provides its students with the academic foundation, time management and organizational skills that will serve the students in their college years and beyond. Teachers assisted the students with a General Education Diploma (GED), pass the Alabama High School Graduation Exit Exam, or meet other college entrance requirements. Gentry students have gone on to attend colleges and universities throughout the country including numerous community colleges, and universities such as Alabama, Auburn, Troy, Jacksonville State, Gallaudet, or the National Technical Institute of the Deaf.

(Source: Provided by AIDB)

Supplemental Nutrition Assistance Program (SNAP)

Supplemental Nutrition Assistance Program (SNAP) is a federal entitlement program administered in Alabama by the Food Assistance Program of the Department of Human Resources. It provides monthly benefits to eligible low-income individuals and households to help them buy food.

In FY 2016 Alabama assisted a monthly average of over 850,000 people with a total assistance of over \$1.2 billion. According to the Center for Budget and Policy Priorities approximately 45 percent of SNAP recipients in Alabama in FY 2017 are working in lower paid jobs in service, sales and production occupations.

Temporary Assistance for Needy Families (TANF)

Temporary Assistance for Needy Families (TANF) is a federal program administered in Alabama by the Family Assistance Division of the Department of Human Resources. TANF provides temporary cash assistance to families with children under 18. In 2017 Alabama spent approximately \$211million in federal and state funds on TANF. A core program of TANF is Alabama's JOBS program which is DHR's Welfare-to-Work program. Since 2001 Alabama has shifted its focus from work support activities. In 2017 Alabama spend 56 percent of TANF on Pre-K, Child Welfare and administration.

Appendix 4

Best Practices - Increasing Workforce Quantity

Talent Attraction and Retention

Talent attraction and retention is approached differently by states and regions across the nation. Most are centered around place-making, amenity-building, marketing, communicating information, and involving young professionals in civic life. Other more aggressive efforts involve fiscal incentives. There are Alabama examples of efforts already underway. In 2018 the Birmingham Business Alliance (BBA) hired New York based **Development Counsellors International** (DCI) to help develop a talent recruitment plan. The BBA has worked with DCI for the past several years to build the metro area's image in national and international media.

Crafting and implementing a successful talent attraction strategy begins with a better understanding of why and how people decide where they want to live. Development Counsellors International recently surveyed over 1,000 working-age Americans to understand how they assess new job opportunities and relocation decisions. The results provide interesting insights into how people get information, and what factors are most important in the decision-making process.

When it comes to sources for finding new job opportunities, Friends (57%) and Family (44%) remain surprisingly important in the internet age, alongside digital means, Company Websites (47%) and LinkedIn (46%).

When forming impressions of communities where jobs are located, old-fashioned methods again trump technology. First-Hand Experience (76%) and Word of Mouth (68%) lead, trailed by Internet Research (62%), Social Media (44%), Media Coverage (27%), and Rankings (25%).

Overall, the location of the job opportunity is "an important factor, but not a leading factor." Location scores a 7.8 on a 10.0 scale, behind Salary (8.7), Work-Life Balance (8.4), Benefits (8.4), Advancement Opportunities (8.0), and Meaningful or Innovative Work (7.9).

Survey respondents exhibit great pragmatism, and some advantages for Alabama, when it comes to the specific factors used to differentiate between job locations. Three of the top four factors are cost-centered:

- Cost of living (8.4),
- Housing Cost (8.0), and
- Health Care Coverage (7.9),
- joined by Housing Availability (8.0).

Two other highly rated factors show practical concern for jobs and income:

Job Opportunity for Spouse/Partner rates 7.1, and Alternative Job Opportunities in the New Location rates 6.8. These outrank quality of life issues such as Outdoor Recreation (6.5), K-12 Education Quality (6.2), and Arts/Cultural Amenities (6.0).

Best Practice Efforts

The State of **Wisconsin's** \$6.8 million talent-recruitment campaign was initially targeted to attract young professionals in Chicago, but also includes innovative approaches such as a \$300,000 "mobile job center" for outreach to military personnel leaving active duty.

Philadelphia has been attracting Millennials by creating “a more open and collaborative space.” Their leaders believe that they must deliver appealing amenities (density, shopping, culture, walkability, good transit), not just a rebranding campaign. They use authentic stories from real people to deliver the message. One program uses paid internships to connect with young adults. They also prioritize attracting college graduates to return to the area by celebrating young entrepreneurs and promoting an active nightlife.

Denver centered their effort by focusing on creating a thriving downtown. Denver has undertaken a \$1 billion place-making effort, focused on transit-oriented development and centered around Union Station. This has resulted in 6,500 new housing units near Union Station. 65,000 people now live in downtown Denver. Denver now ranks 2nd in the United States in attracting Millennials (behind Washington, DC). This effort is enhancing the entrepreneurship and start-up culture as well, according to the article *The Battle for Talent: What Cities are Doing to Attract Urban Professionals*.

Raleigh has been one of the country’s fastest-growing areas. The region’s *Work+Live+Play+Learn* campaign started in 2012. The **Work in the Triangle** initiative of Wake County Economic Development and the Greater Raleigh Chamber of Commerce focuses on connecting talented individuals with job opportunities in key industry sectors. It also promotes the amenities that make a “Work+Live+Play+Learn” lifestyle possible, marketing the Triangle region with a “Smarter From Any Angle” tagline.

The Springfield Business Development Corporation won a 2017 award from the International Economic Development Council for its Talent Attraction Initiative. The Springfield, Missouri organization has produced three targeted videos that highlight the depth and breadth of job opportunities in information technology, engineering, and medical careers.

While bigger cities often get more recognition for their efforts, many smaller jurisdictions around the country are also undertaking talent attraction efforts. In Alabama the projections for smaller communities show a need for more aggressive action. Two examples identified by Hollingsworth and Goebel in *Revitalizing America’s Smaller Legacy Cities* are from Midwestern cities that operate fellowship programs:

- Hamilton, Ohio (population 62,000) has the Russell Price Fellowship for promising, recent college graduates to take on management-level projects in city government. Fellows are provided housing in a downtown Hamilton loft building. Participants have come from universities across the country, and the evidence to date is that “many of the fellows have remained in Hamilton after their term ends....”
- South Bend, Indiana (population 102,000) hosts a five-year old initiative called enFocus. Run by a non-profit, enFocus places individuals throughout the community with government, for-profit, and non-profit organizations in one-year fellowships. The goal is to drive innovation and fresh thinking. University of Notre Dame students are recruited as interns to work alongside each fellow. Thus far, more than 80 percent of fellows have remained in Indiana.

Private industry is also ramping up attraction efforts in smaller communities as described in Kate Rockwood’s article *How to Attract A Talent to a B- Town*. Crown Laboratories of Johnson City, Tennessee finds it comparatively easy to land chemists and other scientists who are “less inclined to want to live in a big city,” but harder to attract a good graphic designer or marketing executive.

Among Crown's tactics:

- Target those that have lived in major urban areas for five years or more, that might have “pent-up frustrations” about big-city life and fantasies of a less stressful existence. Introduce them to less traffic and greater affordability.
- Showcase the prime amenities of the area – for Johnson City, that would be the Blue Ridge Mountains and a large home in a strong public school district for \$300,000.
- Invite the entire family, conduct job interviews on a Friday, and put up the family for the weekend. Use an informal network of “town ambassadors” to sell the candidate and family on the community.

Financial Incentives for Key Talent

In areas of need, particularly small towns and rural America, programs have long been in place to attract and retain professionals such as doctors, nurses, and teachers. For in-demand professional occupations in growing industries, places and companies are increasingly imaginative in designing financial incentives to fill key needs. The State of Oklahoma initiated the **Aerospace Industry Engineer Workforce Tax Credit** in 2009 to support one of the state's strongest industry sectors. The program provides income tax credits over five years for both aerospace firms that hire engineers and the employees themselves. A recent review of the tax credit found that it had contributed to the hiring of 4,200 workers with average wages of \$80,000 each – about \$287 million in total wages. The study also showed that aerospace engineer employment had increased by 16.7 percent in Oklahoma since 2009, compared with a 2.6 percent increase for all other types of engineers.

Financial incentive strategies can be as effective as, or more effective than, strategies focused on place-making and provision of urban amenities.

Examples of City Incentive Programs:

- **New Haven, CT** – Up to \$80,000 for home purchase and energy efficiency upgrades. Free in-state college tuition for New Haven public high school graduates. (BBC, 2016; Moving.com, 2017)
- **Niagara Falls, NY** – Downtown Housing Incentive program offers up to \$7,000 in student loan repayments. (Moving.com, 2017)
“So far, 13 renters have taken the city up on its offer.” (Wiltz, 2015)
- **Baltimore, MD** - \$5,000 for home purchases anywhere in the city. A separate program pays \$10,000 toward closing costs for buying a formerly vacant home. (Moving.com, 2017)
- **Detroit, MI** – Incentives for living downtown, paid by major employers such as Compuware and Quicken Loans. (Moving.com, 2017)

Chattanooga, Tennessee garnered publicity for its 2011 “Geek Move” initiative, looking for high-tech professionals to relocate to the city of 177,000. The program, sponsored by the Chattanooga Chamber of Commerce and the Lyndhurst Foundation, provided an \$11,250 incentive for the purchase of a home in one of eight targeted neighborhoods. Applicants had to come from at least 50 miles away.

Population loss in **rural areas** has become more acute since 2010. Between 1994 and 2010, 759 rural U.S. counties in 42 states lost population. Between 2010 and 2015, more than 1,300 rural counties in 46 states saw population declines.

Some examples of Rural Recruitment Incentive Programs:

Kansas – The Rural Opportunity Zones program started in 2011. It covers 77 of the state’s 105 counties, those that are rural and have experienced population loss. It provides state income tax waivers for up to five years for out-of-staters who move into a ROZ county, and student loan repayments up to \$15,000 for existing or new Kansas residents. There is no “talent” requirement except that loan repayment recipients must have at least an associate degree. (Kansas Department of Commerce website, accessed September 2017)

Harmony, MN – The town government is providing home construction incentives of \$5,000 to \$12,000 per new, single-family home start. (Aol.Finance, 2015)

Curtis, NE – The southwestern Nebraska town, with about 900 residents, is offering free single-family building lots bordering its municipal golf course. (Aol.Finance, 2015)

Canada – Remote towns in Manitoba are offering very inexpensive land or residential lot sales to those who commit to build a new home, as well as grants for new business startups. (Johnson, 2016)

New Zealand – The tiny town of Kaitangata (population 800), with lots of jobs and not enough workers, is providing subsidized land and home packages. (Johnson, 2016)

Observers believe that the best target audience for rural relocation programs is likely to be younger couples raising families. Family connections, low crime, and small-town environments are most important to this group. (Henderson, 2015)

Strategies to Increase Participation of Underrepresented Populations

Strategies to increase participation and performance of underrepresented populations need to also address the myriad barriers that contribute to their disconnection. These include systemic, often multi-generational poverty, disabilities, mental health, criminal records, and homelessness.

A population that could yield significant results is disconnect young adults. There is no one best practice that addresses successful strategies to re-engage all categories of underrepresented youth in one program. However, what all successful programs do have in common are four important criteria:

- a clear understanding by program providers that the population has unique barriers to successful participation
- access to holistic wrap-around services to address the barriers of the particular underrepresented population
- committed employer engagement that understands the unique barriers of the population, and
- the willingness of policy makers and funders to provide solutions to barriers in real time.

Sample Program Policy Best Practices that have increased results:

- Recognizing work experience as part of the required CTE programming. Many underrepresented students must work to support themselves and their family. By adding paid work/internships as a component of their curriculum, programs have successfully increased retention and graduation rates.
- Providing free public transportation to all youth under 24 traveling to an educational institution or work increases participation by underrepresented populations.

- Adding Education Advocates (Navigators) to assist underrepresented students and their families to help navigate the CTE/workforce requirements and pathways is considered a best practice. It provides early intervention when problems arise, and access to collaborating community-based organizations (CBO's) if referrals are necessary. This has proved especially effective in serving limited English proficiency students and families. With the growing Hispanic population in Alabama schools, many parents will lack the familiarity with U.S. education systems to assist their child in education and career pathway decisions.
- Creating collaborative relationships with community-based organizations that serve underrepresented populations and are willing to work with schools to increase their success is a proven strategy.
- Identifying employer champions that are willing to underwrite unique initiatives and place participating youth in work experiences or jobs has been very impactful in producing greater outcomes for underrepresented youth.

Sample Programs that Serve Underrepresented to consider duplicating:

- **Code to Dream:** Offers free intensive training in software to people from diverse low-income backgrounds. The program works with students, non-profits and educational partners to create employable tech skills and experience to underserved populations. <https://www.codethedream.org/>
- **Duke Energy Lineman Programs:** Duke Energy is working with community colleges and CTE programs in the six states where they operate to fund the creation of Lineman Academies to help produce the next generation of electrical lineman. With a special emphasis on disconnected and minority youth, grants are provided to school CTE programs and nonprofits that help students explore careers in the energy field.

Ex-Offenders

Both businesses and government agencies are increasing efforts to reach criminal offenders and prepare them for work – even while they're still in prison.

Wisconsin Windows to Work – each workforce development board around the state operates a program to train inmates in state and county correctional facilities. Recent numbers show around 580 participants. In 2017, 88 percent of eligible participants obtained employment.

The City of Washington, D.C.'s **Project Empowerment** has a 15-year track record of helping ex-offenders with multiple barriers to employment, including homelessness and substance abuse in addition to criminal records. Project Empowerment begins with a three-week course on life skills and the building blocks of successful employment. The city department operating the program then works with local companies to place participants in up to six months of subsidized work experience. Participants are provided with wrap-around support services during this time. In a recent year, 421 individuals obtained unsubsidized employment at the end of the subsidized work period, with wages averaging \$4.00 per hour above D.C.'s minimum wage. Project Empowerment won a 2017 award from the National Association of State Workforce Agencies.

Lockhart Correctional Facility, a state prison for women located south of Austin, Texas, recently partnered with Austin Community College to begin an in-house **Certified Production Technician** program for inmates. Fourteen women graduated in the initial class in August 2019. Funding sources include Workforce Innovation

& Opportunity Act (WIOA) funds and Workforce Solutions Rural Capital Area, a regional workforce board. This is the first time that Austin Community College has partnered with a prison in its region.

Missouri's Department of Corrections and the Department of Workforce Development jointly developed a re-entry program for Missouri incarcerates called **Transition from Prison to Community Initiative (TPCI)**. WorkKeys plays a part in this initiative by assessing, developing and documenting the foundational skills of prisoners soon to be released.

Veterans

The Academy of Advanced Manufacturing developed by Rockwell Automation and ManpowerGroup aims to impact 1,000 veterans a year. After a training program in Milwaukee, the initiative pledges to offer all completers job opportunities at a variety of manufacturing firms, with wage potential of about \$50,000 a year. The "very intense" 12-week program is full-time (40 to 45 hours per week), and all participants are paid.

Targeting Teachers and Counselors

The National Career Development Association (NCDA) is providing new tools to help counselors and teachers to be conversant on career awareness topics. Counselors can apply to obtain the new **Certified School Career Development Advisor** credential. The goal is for K-12 counselors to "help prepare students for meaningful work and high-demand careers," and to enter the job market "with skills, knowledge, and credentials to be competitive." Training is available online and on-site. The NCDA has also developed a 120-hour **Facilitating Career Development Curriculum** for K-12 teachers.

The Iowa Governor's STEM Advisory Council has supported paid **Iowa STEM Teacher Externships** since 2009. The full-time, six-week externships are for secondary teachers of STEM subjects and pay up to \$4,800 per teacher. Worksite hosts include a wide variety of manufacturing, agriculture, and energy firms as well as state and local environmental agencies.

Appendix 5

Community College Offerings for Inmates

Bevill State Community College

- ♦ Adult Education Programs
- ♦ Hamilton Aged and Infirm
- ♦ Hamilton Work Release

Bishop State Community College

- ♦ Adult Education Programs
- ♦ Mobile Work Release
- ♦ Pardons and Paroles
- ♦ Mobile Day Reporting Center (Adult Education)

Calhoun Community College

- ♦ Correctional Facility Sites
- ♦ Limestone Correctional Facility
- ♦ Adult Basic Education/GED
- ♦ Ready to Work (RTW)
- ♦ Carpentry
- ♦ Design Technology
- ♦ Electrical Technology
- ♦ Horticulture
- ♦ Masonry
- ♦ Welding
- ♦ Adult Education Programs
- ♦ North Alabama Work Center
- ♦ Pardons and Paroles
- ♦ Huntsville Day Reporting Center (Adult Education, Manufacturing Skills Standards Council (MSSC) Certifications, Ready to Work (RTW))
- ♦ County Jail Sites
- ♦ Madison County Jail
- ♦ Morgan County Jail

Chattahoochee Valley Community College

- ♦ County Jail Sites
- ♦ Russell County Jail

Central Alabama Community College

- ♦ Adult Education Programs
- ♦ Childersburg Community Work Center
- ♦ County Jail Sites
- ♦ Shelby County Jail

Coastal Alabama Community College

- ♦ Correctional Facility Sites
- ♦ Fountain Correctional Facility

- ◆ Adult Basic Education/GED
- ◆ Auto Body Repair
- ◆ Auto Mechanics
- ◆ Barbering
- ◆ Cabinetmaking
- ◆ Commercial Food Service
- ◆ Small Engine Repair
- ◆ Welding
- ◆ Pardons and Paroles
- ◆ Life Tech (Adult Education and Technical Programs)

Gadsden State Community College

- ◆ Correctional Facility Sites
- ◆ St. Clair Correctional Facility
- ◆ Adult Basic Education/GED
- ◆ Electrical Technology
- ◆ Heating, AC, & Refrigeration
- ◆ Masonry
- ◆ Welding
- ◆ County Jail Sites
- ◆ Etowah County Jail

Enterprise State Community College

- ◆ Adult Education Programs
- ◆ Elba Work Release
- ◆ County Jail Sites
- ◆ Geneva County Jail

Ingram State Technical College

- ◆ Correctional Facility Sites
- ◆ Donaldson Correctional Facility
- ◆ Staton Correctional Facility
- ◆ Elmore Correctional Facility
- ◆ Frank Lee Community Work Center
- ◆ Tutwiler Prison for Women
- ◆ ATEF
- ◆ Kilby Correctional Facility
- ◆ Programs Vary by Site
- ◆ Adult Basic Education/GED
- ◆ Auto Body Repair
- ◆ Auto Mechanics
- ◆ Barbering
- ◆ Cabinetmaking
- ◆ Carpentry
- ◆ Commercial Food Service
- ◆ Cosmetology
- ◆ Diesel Mechanics
- ◆ Electrical Technology

- ◆ Heating, Ventilation and Air Conditioning (HVAC)
- ◆ Horticulture Services & Operations
- ◆ Industrial Systems Technology
- ◆ Logistics & Supply Chain Technology
- ◆ Masonry
- ◆ Office Administration
- ◆ Plumbing
- ◆ Upholstery
- ◆ Welding
- ◆ Adult Education Programs
- ◆ Red Eagle Work Center

Jefferson State Community College

- ◆ Pardons and Paroles
- ◆ Birmingham Day Reporting Center (Adult Education)

Lawson State Community College

- ◆ Adult Education Programs
- ◆ Birmingham Work Release

Lurleen B. Wallace Community College

- ◆ County Jail Sites
- ◆ Covington County Jail

Shelton State Community College

- ◆ Adult Education Programs
- ◆ Bibb County Correctional Facility
- ◆ County Jail Sites
- ◆ Tuscaloosa Metro Jail

Trenholm State Community College

- ◆ Adult Education Programs
- ◆ Bullock County Correctional Facility
- ◆ Montgomery Women’s Facility
- ◆ Pardons and Paroles
- ◆ Montgomery Day Reporting Center (Adult Education and Ready to Work (RTW))
- ◆ County Jail Sites
- ◆ Montgomery County Jail

Wallace Community College - Dothan

- ◆ Correctional Facility Sites
- ◆ Ventress Correctional Facility
- ◆ Adult Basic Education/GED
- ◆ Heating, AC, & Refrigeration
- ◆ Easterling Correctional Facility
- ◆ Adult Basic Education/GED
- ◆ Cabinetmaking
- ◆ Drafting & Design Tech

- ◆ Electrical Technology
- ◆ Masonry
- ◆ Plumbing Technology
- ◆ County Jail Sites
- ◆ Houston County Jail

Wallace State Community College - Hanceville

- ◆ County Jail Sites
- ◆ Cullman Detention Center

ACCS Supported Programs

- ◆ County Jail Sites
- ◆ Mobile County Jail – Goodwill Easter Seals
- ◆ Autauga Metro Jail – Autauga County Family Support Center

Appendix 6

Alabama Occupation Projections 2019-2024

Jobs Needing Post-Secondary Training, But Not a BA

Description	2019 Jobs	2024 Jobs	Change 2019 - 2024	% Change 2019 - 2024	2019 Avg. Hourly Earnings
Medical Assistants	9,712	10,990	1,278	13.2%	\$13.68
Heavy and Tractor-Trailer Truck Drivers	32,987	34,071	1,084	3.3%	\$19.51
Nursing Assistants	22,943	23,787	844	3.7%	\$11.59
Computer User Support Specialists	7,131	7,749	618	8.7%	\$23.61
Licensed Practical and Licensed Vocational Nurses	12,479	12,920	441	3.5%	\$18.38
Teacher Assistants	10,869	11,289	420	3.9%	\$10.19
Dental Assistants	3,328	3,689	361	10.8%	\$16.18
Emergency Medical Technicians and Paramedics	3,885	4,235	350	9.0%	\$14.55
Heating, Air Conditioning, and Refrig. Mechanics	5,639	5,989	350	6.2%	\$19.72
Dental Hygienists	3,526	3,809	283	8.0%	\$22.36
Clinical Laboratory Technologists and Technicians	4,720	5,003	283	6.0%	\$22.94
Physical Therapist Assistants	1,838	2,089	251	13.7%	\$27.60
Phlebotomists	2,196	2,447	251	11.4%	\$15.10
Respiratory Therapists	2,475	2,702	227	9.2%	\$24.41
Preschool Teachers, Except Special Education	4,767	4,990	223	4.7%	\$11.93
Medical Records and Health Information Techs	2,938	3,131	193	6.6%	\$17.53
Paralegals and Legal Assistants	3,104	3,292	188	6.1%	\$21.89
Firefighters	5,683	5,859	176	3.1%	\$20.07
Radiologic Technologists	3,609	3,780	171	4.7%	\$22.84
Health Technologists and Technicians, All Other	1,413	1,577	164	11.6%	\$22.23
Automotive Service Technicians and Mechanics	8,250	8,409	159	1.9%	\$19.74
Veterinary Technologists and Technicians	1,191	1,347	156	13.1%	\$15.13
Aircraft Mechanics and Service Technicians	3,210	3,362	152	4.7%	\$30.09
Massage Therapists	648	789	141	21.8%	\$16.77
Computer Network Support Specialists	1,708	1,833	125	7.3%	\$28.39

Jobs Requiring a bachelor's degree or higher

Description	2019 Jobs	2024 Jobs	Change 2019 - 2024	% Change 2019 - 2024	2019 Avg. Hourly Earnings
Registered Nurses	50,040	52,895	2,855	5.7%	\$28.59
General and Operations Managers	30,069	31,880	1,811	6.0%	\$56.94
Software Developers, Applications	6,871	8,176	1,305	19.0%	\$46.35
Postsecondary Teachers	16,582	17,591	1,009	6.1%	\$34.13
Accountants and Auditors	16,454	17,208	754	4.6%	\$33.80
Market Research Analysts and Specialists	4,121	4,870	749	18.2%	\$28.83
Business Operations Specialists, All Other	8,413	9,069	656	7.8%	\$40.93
Financial Managers	5,265	5,852	587	11.1%	\$61.87
Nurse Practitioners	3,738	4,295	557	14.9%	\$46.14
Industrial Engineers	5,706	6,241	535	9.4%	\$42.25
Management Analysts	4,904	5,374	470	9.6%	\$45.20
Sales Representatives Tech & Scientific Products	2,026	2,469	443	21.9%	\$37.16
Mechanical Engineers	3,673	4,113	440	12.0%	\$43.29
Physical Therapists	2,828	3,243	415	14.7%	\$43.57

Medical and Health Services Managers	3,437	3,838	401	11.7%	\$48.83
Physicians and Surgeons, All Other	5,146	5,544	398	7.7%	\$88.23
Software Developers, Systems Software	4,680	5,072	392	8.4%	\$50.91
Computer Systems Analysts	4,427	4,812	385	8.7%	\$40.84
Civil Engineers	4,510	4,889	379	8.4%	\$40.54
Human Resources Specialists	5,963	6,322	359	6.0%	\$29.16
Clergy	5,566	5,906	340	6.1%	\$22.66
Sales Managers	2,473	2,798	325	13.1%	\$55.65
Computer and Information Systems Managers	3,434	3,724	290	8.4%	\$60.72
Elementary School Teachers, Except Sp. Educ.	23,645	23,928	283	1.2%	\$23.97
Electrical Engineers	4,547	4,824	277	6.1%	\$46.78

Jobs Requiring High School diploma

Description	2019 Jobs	2024 Jobs	Change 2019 - 2024	% Change 2019 - 2024	2019 Avg. Hourly Earnings
Personal Care Aides	15,721	18,633	2,912	18.5%	\$9.25
Sales Reps, Wholesale and Manu. Products	22,802	25,551	2,749	12.1%	\$31.01
Customer Service Representatives	35,235	36,876	1,641	4.7%	\$16.14
Maintenance and Repair Workers, General	17,489	18,663	1,174	6.7%	\$18.04
Home Health Aides	5,206	6,277	1,071	20.6%	\$9.99
Helpers--Production Workers	16,616	17,650	1,034	6.2%	\$12.71
Stock Clerks and Order Fillers	22,223	23,227	1,004	4.5%	\$12.83
First-Line Supervisors of Food Preparation	17,218	18,103	885	5.1%	\$15.19
Office Clerks, General	37,784	38,646	862	2.3%	\$12.40
Receptionists and Information Clerks	13,884	14,723	839	6.0%	\$12.66
Medical Secretaries	6,819	7,646	827	12.1%	\$16.37
Sales Representatives, Services, All Other	7,961	8,777	816	10.2%	\$25.39
Insurance Sales Agents	10,348	11,064	716	6.9%	\$39.14
Light Truck or Delivery Services Drivers	15,069	15,770	701	4.7%	\$14.86
Industrial Machinery Mechanics	11,950	12,595	645	5.4%	\$24.15
Security Guards	14,796	15,439	643	4.3%	\$12.73
First-Line Supervisors of Office and Admin	19,748	20,340	592	3.0%	\$25.98
First-Line Supervisors of Production and Operat.	13,601	14,188	587	4.3%	\$29.25
Welders, Cutters, Solderers, and Brazers	9,618	10,126	508	5.3%	\$19.74
Billing and Posting Clerks	5,767	6,234	467	8.1%	\$16.71
First-Line Supervisors of Retail Sales Workers	20,820	21,277	457	2.2%	\$20.23
Plumbers, Pipefitters, and Steamfitters	6,608	7,041	433	6.6%	\$21.76
Machinists	5,837	6,257	420	7.2%	\$21.42
Nonfarm Animal Caretakers	3,111	3,529	418	13.4%	\$10.23
First-Line Supervisors of Construction Trades	11,581	11,944	363	3.1%	\$28.93

Jobs Requiring No Formal Education

Description	2019 Jobs	2024 Jobs	Change 2019 - 2024	% Change 2019 - 2024	2019 Avg. Hourly Earnings
Combined Food Preparation & Serving Workers, Laborers and Freight, Stock, and Material Movers,	62,951	68,456	5,505	8.7%	\$8.98
Janitors and Cleaners,	41,586	44,426	2,840	6.8%	\$13.05
Waiters and Waitresses	33,735	35,675	1,940	5.8%	\$11.39
	34,187	35,628	1,441	4.2%	\$9.50

Landscaping and Groundskeeping Workers	13,237	14,317	1,080	8.2%	\$12.66
Retail Salespersons	62,615	63,672	1,057	1.7%	\$12.87
Cooks, Restaurant	15,148	16,136	988	6.5%	\$11.58
Construction Laborers	9,784	10,590	806	8.2%	\$15.38
Maids and Housekeeping Cleaners	11,526	12,227	701	6.1%	\$9.70
Industrial Truck and Tractor Operators	9,121	9,702	581	6.4%	\$16.12
Food Preparation Workers	8,895	9,383	488	5.5%	\$10.58
Packers and Packagers, Hand	7,692	8,165	473	6.1%	\$12.02
Amusement and Recreation Attendants	2,645	3,063	418	15.8%	\$10.26
Cleaners of Vehicles and Equipment	5,419	5,809	390	7.2%	\$11.53
Bartenders	4,511	4,777	266	5.9%	\$10.50
Counter and Rental Clerks	7,035	7,288	253	3.6%	\$13.14
Counter Attendants, Cafeteria, Food Concession	4,129	4,366	237	5.7%	\$9.70
Dining Room and Cafeteria Attendants	2,820	3,041	221	7.8%	\$9.34
Refuse and Recyclable Material Collectors	2,475	2,681	206	8.3%	\$14.94
Farmworkers & Laborers, Crop, Greenhouse	3,933	4,128	195	5.0%	\$10.97
Hosts and Hostesses, Restaurant, Lounge	4,167	4,359	192	4.6%	\$9.22
Dishwashers	4,028	4,220	192	4.8%	\$9.62
Cooks, Institution and Cafeteria	11,376	11,544	168	1.5%	\$10.63
Demonstrators and Product Promoters	1,345	1,501	156	11.6%	\$13.11
Food Servers, Nonrestaurant	2,167	2,320	153	7.1%	\$10.36

Top 25 Occupations by Projected Growth 2019-2024

Description	2019 Jobs	2024 Jobs	2019 - 2024 Change	2019 - 2024 % Change	Avg. Hourly Earnings	Typical Entry Level Education
Food Preparation and Serving Workers, Personal Care Aides	62,951	68,456	5,505	8.7%	\$8.98	No formal educ.
Registered Nurses	15,721	18,633	2,912	18.5%	\$9.25	High school
Laborers and Freight, Stock Movers, Hand	50,040	52,895	2,855	5.7%	\$28.59	BA or higher
Sales Reps, Wholesale and Manufacturing, Janitors and Cleaners	41,586	44,426	2,840	6.8%	\$13.05	No formal educ.
General and Operations Managers	22,802	25,551	2,749	12.1%	\$31.01	High school
Customer Service Representatives	33,735	35,675	1,940	5.8%	\$11.39	No formal educ.
Waiters and Waitresses	30,069	31,880	1,811	6.0%	\$56.94	BA or higher
Software Developers, Applications	35,235	36,876	1,641	4.7%	\$16.14	High school
Medical Assistants	34,187	35,628	1,441	4.2%	\$9.50	No formal educ.
Maintenance and Repair Workers, General	6,871	8,176	1,305	19.0%	\$46.35	BA or higher
Heavy and Tractor-Trailer Truck Drivers	9,712	10,990	1,278	13.2%	\$13.68	Postsecondary nondegree
Landscaping and Groundskeeping Workers	17,489	18,663	1,174	6.7%	\$18.04	High school
Home Health Aides	32,987	34,071	1,084	3.3%	\$19.51	Postsecondary nondegree
Retail Salespersons	13,237	14,317	1,080	8.2%	\$12.66	No formal educ.
Helpers--Production Workers	5,206	6,277	1,071	20.6%	\$9.99	High school
Postsecondary Teachers	62,615	63,672	1,057	1.7%	\$12.87	No formal educ.
Stock Clerks and Order Fillers	16,616	17,650	1,034	6.2%	\$12.71	High school
Cooks, Restaurant	16,582	17,591	1,009	6.1%	\$34.13	BA or higher
First-Line Supervisors of Food Preparation	22,223	23,227	1,004	4.5%	\$12.83	High school
Office Clerks, General	15,148	16,136	988	6.5%	\$11.58	No formal educ.
Nursing Assistants	17,218	18,103	885	5.1%	\$15.19	High school
Receptionists and Information Clerks	37,784	38,646	862	2.3%	\$12.40	High school
Medical Secretaries	22,943	23,787	844	3.7%	\$11.59	Postsecondary nondegree
	13,884	14,723	839	6.0%	\$12.66	High school
	6,819	7,646	827	12.1%	\$16.37	High school

Appendix 7

Success Plus Attainment Goals

Alabama SUCCESS+ Goal 500,000								
Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Information Technology	38,240	42,720	4,479	1.11%	450	685	1,130	1,212
Science, Technology, Engineering & Mathematics	34,410	39,300	4,889	1.34%	485	830	1,315	1,204
Health Science	190,320	216,060	25,736	1.28%	2,575	7,345	9,920	6,977
Manufacturing	272,130	298,680	26,551	0.94%	2,655	11,150	13,805	7,735
Architecture & Construction	144,630	155,380	10,747	0.72%	1,075	5,260	6,330	3,536
Finance	68,440	72,100	3,655	0.52%	365	2,340	2,705	1,452
Transportation, Distribution & Logistics	188,220	203,010	14,792	0.76%	1,475	8,775	10,250	4,747
Government & Public Administration	16,500	17,430	926	0.55%	90	605	695	308
Human Services	83,110	93,160	10,044	1.15%	1,000	5,495	6,495	2,726
Law, Public Safety, Corrections & Security	67,070	69,580	2,511	0.37%	250	2,750	3,000	1,185
Education & Training	140,630	148,830	8,201	0.57%	815	6,345	7,160	2,688
Hospitality & Tourism	239,910	263,070	23,161	0.93%	2,315	18,055	20,370	6,904
Agriculture, Food & Natural Resources	79,940	81,460	1,519	0.19%	150	3,750	3,900	1,105
Business Management & Administration	311,200	315,180	3,981	0.13%	400	14,630	15,030	4,158
Marketing	242,010	249,310	7,304	0.30%	735	14,840	15,570	3,907
Arts, Audio/Video Technology & Communications	22,550	21,780	-779	-0.35%	0	835	755	155

Region 1 SUCCESS+ Goal 125,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Information Technology	14,080	16,300	2,225	1.48%	225	250	470	515
Science, Technology, Engineering & Mathematics	20,460	23,340	2,885	1.33%	285	490	780	689
Health Science	39,150	44,680	5,529	1.33%	545	1,530	2,075	1,313
Manufacturing	80,530	90,790	10,254	1.21%	1,020	3,345	4,365	2,536
Architecture & Construction	31,800	34,360	2,558	0.78%	255	1,160	1,410	761
Transportation, Distribution & Logistics	44,710	47,800	3,083	0.67%	305	2,060	2,365	989
Business Management & Administration	74,890	77,760	2,864	0.38%	285	3,450	3,740	1,298
Human Services	17,470	19,700	2,230	1.21%	225	1,175	1,395	553
Finance	13,380	14,230	855	0.62%	85	470	550	283
Law, Public Safety, Corrections & Security	11,580	12,050	463	0.39%	45	495	535	199
Education & Training	27,010	28,530	1,526	0.55%	150	1,185	1,335	544
Agriculture, Food & Natural Resources	27,000	28,060	1,068	0.39%	105	1,290	1,395	469
Hospitality & Tourism	53,930	58,760	4,835	0.86%	485	4,100	4,580	1,377
Arts, Audio/Video Technology & Communications	5,150	5,100	-51	-0.10%	0	190	185	50
Marketing	52,080	53,860	1,784	0.34%	180	3,260	3,440	871
Government & Public Administration	2,810	2,950	139	0.48%	15	105	120	54

Region 2 SUCCESS+ Goal 33,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Science, Technology, Engineering & Mathematics	980	1,150	172	1.63%	15	25	40	49
Information Technology	810	850	42	0.51%	5	15	20	19
Health Science	13,120	14,770	1,647	1.19%	155	525	685	544
Manufacturing	29,850	32,050	2,201	0.71%	220	1,250	1,470	885
Architecture & Construction	7,490	7,860	367	0.48%	35	270	305	172
Business Management & Administration	18,160	18,160	-5	0.00%	0	865	860	196
Education & Training	8,400	8,770	370	0.43%	30	350	380	172
Human Services	6,300	6,900	596	0.91%	55	405	460	210
Law, Public Safety, Corrections & Security	4,080	4,240	155	0.37%	15	150	165	81
Government & Public Administration	940	970	35	0.37%	0	35	35	16
Transportation, Distribution & Logistics	12,710	13,330	613	0.47%	60	600	655	288
Hospitality & Tourism	15,500	16,280	779	0.49%	80	1,135	1,215	369
Arts, Audio/Video Technology & Communications	1,460	1,320	-146	-1.05%	0	55	55	15
Finance	2,700	2,790	96	0.35%	10	100	110	55
Agriculture, Food & Natural Resources	6,460	6,450	-15	-0.02%	0	300	300	66
Marketing	13,260	13,350	90	0.07%	5	845	850	165

Region 3 SUCCESS+ Goal 32,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Science, Technology, Engineering & Mathematics	1,140	1,440	298	2.35%	25	30	55	54
Information Technology	1,150	1,240	95	0.80%	5	20	25	24
Manufacturing	21,080	25,320	4,244	1.85%	420	925	1,340	897
Health Science	12,970	14,220	1,247	0.92%	120	525	645	333
Architecture & Construction	11,190	11,850	662	0.58%	60	405	465	217
Education & Training	10,110	10,860	746	0.71%	70	435	510	224
Business Management & Administration	17,980	18,220	237	0.13%	25	865	890	233
Transportation, Distribution & Logistics	11,620	12,440	824	0.69%	80	550	630	253
Finance	3,020	3,210	193	0.62%	20	105	120	61
Human Services	5,580	6,220	644	1.10%	65	365	430	162
Government & Public Administration	780	820	36	0.45%	0	30	30	10
Hospitality & Tourism	17,010	18,530	1,514	0.86%	150	1,290	1,440	422
Law, Public Safety, Corrections & Security	3,670	3,830	159	0.43%	15	145	160	65
Agriculture, Food & Natural Resources	6,330	6,400	61	0.10%	5	290	295	75
Marketing	13,370	13,500	139	0.10%	15	835	850	164
Arts, Audio/Video Technology & Communications	1,120	1,090	-28	-0.25%	0	40	35	6

Region 4 SUCCESS+ Goal 132,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Information Technology	13,130	14,140	1,009	0.74%	100	235	330	357
Science, Technology, Engineering & Mathematics	5,100	5,570	473	0.89%	45	115	160	153
Health Science	58,520	66,940	8,417	1.35%	840	2,195	3,035	2,436
Architecture & Construction	38,690	41,290	2,601	0.65%	260	1,400	1,655	989
Finance	26,180	27,520	1,342	0.50%	130	870	1,005	578
Business Management & Administration	89,370	89,300	-71	-0.01%	0	4,180	4,170	1,006
Manufacturing	45,520	47,760	2,245	0.48%	220	1,765	1,985	988
Transportation, Distribution & Logistics	49,550	53,330	3,778	0.74%	380	2,330	2,705	1,364
Government & Public Administration	4,460	4,660	199	0.44%	20	160	180	93
Human Services	20,630	23,290	2,652	1.22%	260	1,380	1,640	789
Law, Public Safety, Corrections & Security	20,200	21,020	824	0.40%	80	855	940	404
Hospitality & Tourism	57,750	63,360	5,613	0.93%	560	4,335	4,900	1,845
Agriculture, Food & Natural Resources	8,310	8,580	268	0.32%	30	385	415	154
Marketing	68,160	70,270	2,113	0.31%	210	3,945	4,155	1,228
Education & Training	29,840	31,920	2,077	0.68%	205	1,270	1,475	774
Arts, Audio/Video Technology & Communications	6,970	6,800	-163	-0.24%	0	260	245	42

Region 5 SUCCESS+ Goal 65,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Science, Technology, Engineering & Mathematics	2,940	3,420	479	1.52%	45	70	115	103
Information Technology	5,580	5,950	372	0.65%	40	105	140	116
Health Science	25,480	28,990	3,506	1.30%	350	1,020	1,370	816
Manufacturing	44,100	48,980	4,883	1.06%	495	1,845	2,335	1,228
Architecture & Construction	19,130	20,610	1,482	0.75%	145	695	840	421
Business Management & Administration	44,790	45,070	282	0.06%	30	2,115	2,140	481
Transportation, Distribution & Logistics	24,860	26,920	2,052	0.80%	200	1,200	1,400	569
Education & Training	23,070	24,350	1,276	0.54%	120	990	1,105	416
Human Services	13,050	14,290	1,243	0.91%	120	840	960	325
Law, Public Safety, Corrections & Security	12,420	12,740	327	0.26%	30	485	515	169
Hospitality & Tourism	37,950	41,870	3,912	0.99%	395	2,855	3,245	1,006
Finance	10,200	10,690	489	0.47%	50	350	395	177
Marketing	34,000	35,070	1,070	0.31%	105	2,150	2,255	502
Agriculture, Food & Natural Resources	9,850	9,870	19	0.02%	0	450	450	94
Arts, Audio/Video Technology & Communications	3,410	3,320	-88	-0.26%	0	135	125	17
Government & Public Administration	3,180	3,360	180	0.55%	20	115	135	60

Region 6 SUCCESS+ Goal 32,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Information Technology	1,220	1,360	139	1.09%	15	20	35	44
Science, Technology, Engineering & Mathematics	1,190	1,340	153	1.22%	15	25	40	44
Health Science	13,880	15,410	1,527	1.05%	150	545	695	509
Manufacturing	19,540	21,170	1,628	0.80%	165	825	990	595
Architecture & Construction	8,450	8,950	499	0.58%	45	300	345	196
Transportation, Distribution & Logistics	17,870	18,920	1,050	0.57%	105	770	875	432
Human Services	5,370	5,980	608	1.08%	60	355	410	196
Business Management & Administration	20,540	20,320	-216	-0.11%	0	960	935	148
Education & Training	9,460	9,920	456	0.47%	40	410	450	194
Law, Public Safety, Corrections & Security	4,850	4,960	107	0.22%	10	185	195	71
Hospitality & Tourism	16,510	17,380	872	0.52%	85	1,220	1,305	374
Arts, Audio/Video Technology & Communications	1,180	1,110	-75	-0.65%	0	40	40	11
Marketing	16,850	17,080	224	0.13%	20	1,060	1,080	221
Agriculture, Food & Natural Resources	9,870	9,770	-98	-0.10%	0	455	445	73
Finance	3,650	3,770	118	0.32%	10	130	140	64
Government & Public Administration	1,570	1,630	63	0.39%	5	60	65	28

Region 7 SUCCESS+ Goal 81,000

Career Cluster	2016	2026	Change	Annual Growth	Annual Growth Openings	Annual Exit Openings	Annual Total Openings	Goal 2019-2020
Information Technology	3,390	3,940	553	1.52%	55	65	120	137
Science, Technology, Engineering & Mathematics	2,990	3,430	436	1.37%	45	70	110	111
Health Science	27,000	31,040	4,039	1.40%	400	1,035	1,435	1,026
Education & Training	17,880	18,760	886	0.48%	85	765	855	363
Architecture & Construction	28,820	31,350	2,534	0.85%	250	1,050	1,300	781
Transportation, Distribution & Logistics	28,440	31,370	2,928	0.98%	290	1,335	1,625	852
Manufacturing	30,180	31,550	1,365	0.44%	140	1,135	1,280	607
Human Services	13,240	15,150	1,908	1.36%	190	855	1,045	492
Law, Public Safety, Corrections & Security	9,980	10,470	486	0.48%	45	415	460	196
Finance	9,020	9,770	748	0.80%	70	315	385	234
Hospitality & Tourism	42,100	47,850	5,752	1.29%	575	3,255	3,830	1,511
Business Management & Administration	46,950	48,350	1,404	0.30%	135	2,275	2,415	797
Agriculture, Food & Natural Resources	12,180	12,360	180	0.15%	15	565	585	174
Marketing	40,720	42,290	1,577	0.38%	155	2,525	2,680	757
Arts, Audio/Video Technology & Communications	2,770	2,650	-116	-0.43%	0	100	90	15
Government & Public Administration	2,310	2,440	133	0.56%	10	85	95	47

Success Plus Goals by Special Population

SUCCESS+ Goal = 500,000

Alabama

Annual LFP Goal = 40,000

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	280,438	24,026	2,403	2,303
Caregiver	154,574	25,651	2,565	2,465
Adults with Aging Dependents	134,990	10,038	1,004	1,004
Unemployed	83,565	66,240	6,624	0
Low-Income	849,699	114,508	11,451	10,807
Indians, Alaskan Natives, Native Hawaiians	27,311	789	79	69
People with Disabilities	291,771	82,688	8,270	8,230
Older Individuals	516,713	29,907	2,993	2,893
Ex-Offenders	15,224	10,691	1,069	1,069
Homeless Individuals	17,546	3,845	382	372
Youth Who Aged Out of Foster System	572	208	23	23
English Language Learners	20,725	7,023	702	580
Individuals with Low Levels of Literacy	48,998	28,664	2,860	2,436
Individuals with Substantial Cultural Barriers	106,217	22,076	2,209	2,209
Migrant & Seasonal Farmworkers	18,266	3,796	380	380
Individuals Nearing TANF Exhaustion	8,565	3,429	343	343
Single Parents	178,243	46,216	4,622	3,990
Long-Term Unemployed	15,960	11,939	1,195	0
Individuals Preparing for Nontraditional Fields	N/A	3,708	370	370
Youth with Parents in Active Duty Military	8,750	4,558	4,566	456

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 125,000

Region 1

Annual LFP Goal = 10,000

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	44,866	7,448	745	745
Caregiver	36,679	8,441	844	844
Adults with Aging Dependents	13,025	1,853	185	185
Unemployed	16,824	14,330	1,433	0
Low-Income	104,860	28,609	2,861	2,261
Indians, Alaskan Natives, Native Hawaiians	819	211	21	11
People with Disabilities	62,902	14,190	1,419	1,419
Older Individuals	122,848	8,498	850	850
Ex-Offenders	3,470	2,893	289	289
Homeless Individuals	3,969	1,022	102	102
Youth Who Aged Out of Foster System	71	51	5	5
English Language Learners	14,505	3,733	373	261
Individuals with Low Levels of Literacy	59,361	7,279	728	623
Individuals with Substantial Cultural Barriers	32,504	8,366	837	837
Migrant & Seasonal Farmworkers	7,672	1,975	197	197
Individuals Nearing TANF Exhaustion	1,089	780	78	78
Single Parents	40,087	10,318	1,032	967
Long-Term Unemployed	2,902	1,747	175	0
Individuals Preparing for Nontraditional Fields	N/A	2,000	200	200
Youth with Parents in Active Duty Military	1,772	1,256	126	126

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 33,000

Region 2

Annual LFP Goal = 2,600

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	11,731	797	79	79
Caregiver	13,699	1,150	115	115
Adults with Aging Dependents	4,246	659	66	66
Unemployed	5,935	5,061	506	0
Low-Income	38,704	7,921	792	748
Indians, Alaskan Natives, Native Hawaiians	259	46	5	5
People with Disabilities	27,963	6,581	658	658
Older Individuals	47,358	2,727	273	273
Ex-Offenders	1,916	1,143	114	114
Homeless Individuals	1,897	339	34	24
Youth Who Aged Out of Foster System	34	30	3	3
English Language Learners	2,480	443	44	34
Individuals with Low Levels of Literacy	22,630	723	72	52
Individuals with Substantial Cultural Barriers	5,350	757	76	76
Migrant & Seasonal Farmworkers	1,096	146	15	15
Individuals Nearing TANF Exhaustion	524	94	9	9
Single Parents	16,323	1,769	177	167
Long-Term Unemployed	1,101	997	100	0
Individuals Preparing for Nontraditional Fields	N/A	800	80	80
Youth with Parents in Active Duty Military	1,772	817	82	82

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 32,000

Region 3

Annual LFP Goal = 2,600

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	6,240	1,006	101	101
Caregiver	9,707	1,554	155	155
Adults with Aging Dependents	4,029	743	74	74
Unemployed	5,113	4,480	448	0
Low-Income	39,320	8,227	823	823
Indians, Alaskan Natives, Native Hawaiians	261	55	5	5
People with Disabilities	19,992	6,036	604	564
Older Individuals	33,516	1,407	141	141
Ex-Offenders	795	466	47	47
Homeless Individuals	773	162	16	16
Youth Who Aged Out of Foster System	14	3	3	3
English Language Learners	1,931	203	20	20
Individuals with Low Levels of Literacy	20,115	2,208	218	218
Individuals with Substantial Cultural Barriers	6,620	1,085	109	109
Migrant & Seasonal Farmworkers	1,096	179	18	18
Individuals Nearing TANF Exhaustion	731	153	15	15
Single Parents	14,581	2,901	290	242
Long-Term Unemployed	826	640	64	0
Individuals Preparing for Nontraditional Fields	N/A	300	30	30
Youth with Parents in Active Duty Military	438	192	19	19

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 132,000

Region 4

Annual LFP Goal = 10,500

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	37,548	7,759	776	676
Caregiver	34,956	7,051	705	605
Adults with Aging Dependents	13,137	3,589	359	359
Unemployed	16,492	14,506	1,451	0
Low-Income	99,958	27,311	2,731	2,731
Indians, Alaskan Natives, Native Hawaiians	811	222	22	22
People with Disabilities	59,726	25,709	2,571	2,571
Older Individuals	111,313	8,956	896	796
Ex-Offenders	2,791	2,263	226	226
Homeless Individuals	3,340	913	91	91
Youth Who Aged Out of Foster System	75	20	2	2
English Language Learners	11,592	1,567	157	157
Individuals with Low Levels of Literacy	46,557	7,721	771	472
Individuals with Substantial Cultural Barriers	29,856	7,157	716	716
Migrant & Seasonal Farmworkers	1,096	249	25	25
Individuals Nearing TANF Exhaustion	2,121	580	58	58
Single Parents	48,048	13,128	1,313	947
Long-Term Unemployed	3,068	2,838	284	0
Individuals Preparing for Nontraditional Fields	N/A	191	19	19
Youth with Parents in Active Duty Military	438	270	27	27

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 65,000

Region 5

Annual LFP Goal = 5,200

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	15,402	1,831	183	183
Caregiver	23,547	2,829	283	283
Adults with Aging Dependents	7,119	809	81	81
Unemployed	11,812	10,671	1,067	0
Low-Income	89,462	16,447	1,645	1,645
Indians, Alaskan Natives, Native Hawaiians	711	131	13	13
People with Disabilities	44,563	10,558	1,056	1,056
Older Individuals	72,247	3,137	314	314
Ex-Offenders	2,000	1,568	157	157
Homeless Individuals	2,570	472	47	47
Youth Who Aged Out of Foster System	37	17	2	2
English Language Learners	5,443	501	50	50
Individuals with Low Levels of Literacy	42,371	3,789	378	378
Individuals with Substantial Cultural Barriers	16,764	2,082	208	208
Migrant & Seasonal Farmworkers	1,096	201	20	20
Individuals Nearing TANF Exhaustion	1,999	367	37	37
Single Parents	39,433	7,250	724	683
Long-Term Unemployed	2,299	1,923	192	0
Individuals Preparing for Nontraditional Fields	N/A	92	9	9
Youth with Parents in Active Duty Military	1,772	326	33	33

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 32,000

Region 6

Annual LFP Goal = 2,600

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	4,986	756	76	76
Caregiver	13,336	790	79	79
Adults with Aging Dependents	5,511	746	75	75
Unemployed	5,837	4,900	490	0
Low-Income	41,052	7,152	715	715
Indians, Alaskan Natives, Native Hawaiians	226	39	4	4
People with Disabilities	24,806	5,408	541	541
Older Individuals	42,147	1,166	117	117
Ex-Offenders	1,488	756	76	76
Homeless Individuals	1,758	192	19	19
Youth Who Aged Out of Foster System	87	25	2	2
English Language Learners	2,375	208	21	21
Individuals with Low Levels of Literacy	21,612	1,712	170	170
Individuals with Substantial Cultural Barriers	5,062	769	77	77
Migrant & Seasonal Farmworkers	5,114	778	78	78
Individuals Nearing TANF Exhaustion	7,799	1,139	114	114
Single Parents	16,948	2,910	291	291
Long-Term Unemployed	1,152	1,098	110	0
Individuals Preparing for Nontraditional Fields	N/A	252	25	25
Youth with Parents in Active Duty Military	1,772	1,204	120	120

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

SUCCESS+ Goal = 81,000

Region 7

Annual LFP Goal = 6,500

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	25,069	4,429	443	443
Caregiver	22,650	3,837	384	384
Adults with Aging Dependents	10,796	1,639	164	164
Unemployed	13,465	12,292	1,229	0
Low-Income	77,071	18,841	1,884	1,884
Indians, Alaskan Natives, Native Hawaiians	349	85	9	9
People with Disabilities	40,465	14,206	1,421	1,421
Older Individuals	87,205	4,016	402	402
Ex-Offenders	2,464	1,602	160	160
Homeless Individuals	5,090	745	73	73
Youth Who Aged Out of Foster System	253	62	6	6
English Language Learners	2,731	368	37	37
Individuals with Low Levels of Literacy	41,854	5,232	523	523
Individuals with Substantial Cultural Barriers	10,061	1,860	186	186
Migrant & Seasonal Farmworkers	1,096	268	27	27
Individuals Nearing TANF Exhaustion	1,294	316	32	32
Single Parents	32,480	7,940	794	693
Long-Term Unemployed	2,849	2,696	270	0
Individuals Preparing for Nontraditional Fields	N/A	73	7	7
Youth with Parents in Active Duty Military	788	493	49	49

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH),

AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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