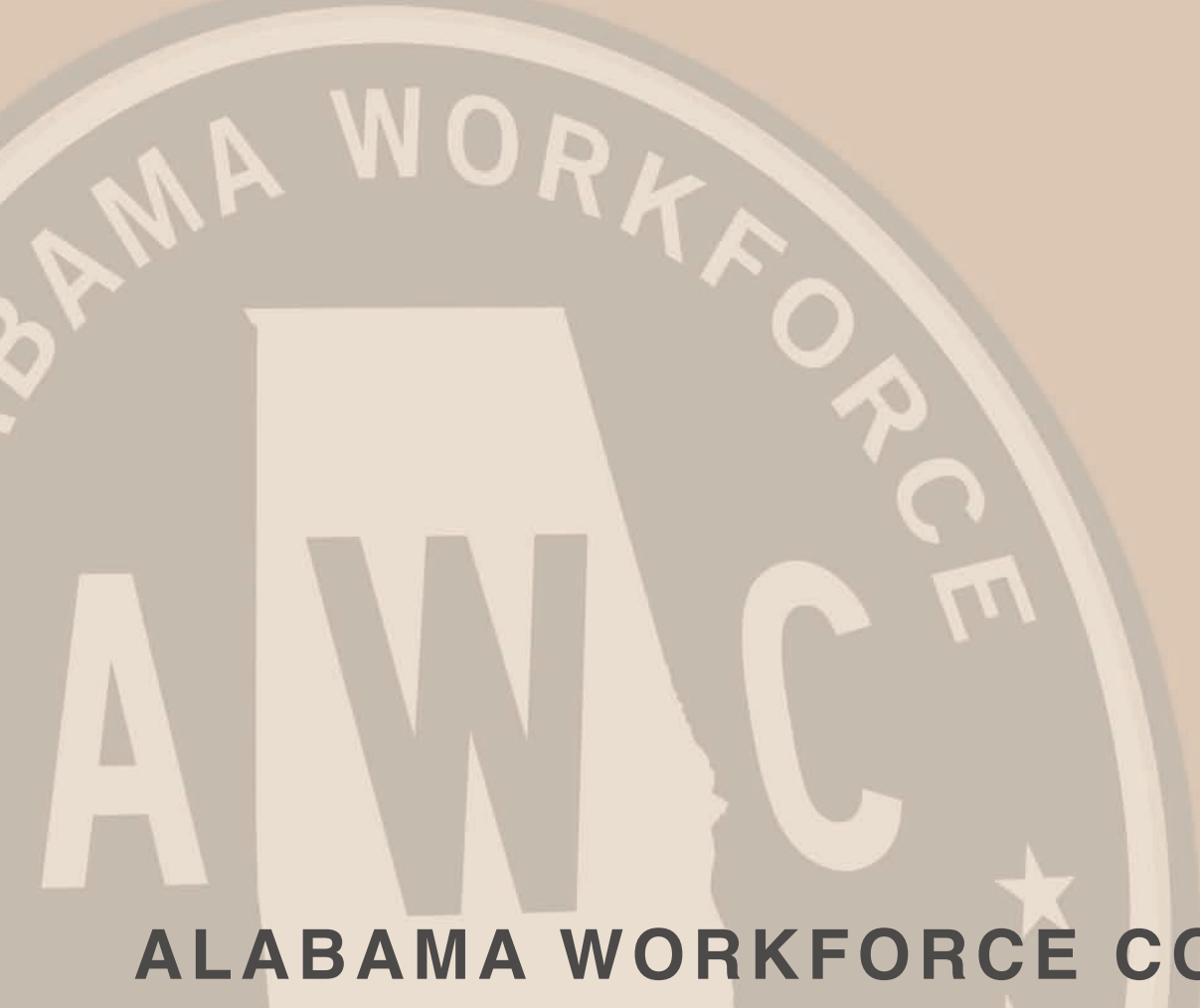




ALABAMA WORKFORCE COUNCIL

2018 ANNUAL REPORT

JANUARY 9, 2018

TABLE OF CONTENTS

LETTER TO THE GOVERNOR & LEGISLATURE.....	1
2018 RECOMMENDATIONS	2
COUNCIL MEMBERS.....	4
BACKGROUND, MISSION, & STRUCTURE.....	8
• Background	9
• Mission & Advisory Duties	9
• Structure & Partners	10
COMMITTEE REPORTS.....	11
• Educational Attainment Committee	12
• Education & Industry Collaboration Committee	14
• Marketing & Promotion Committee	16
• Public/Private Partnership Committee	18
• Workforce Structure & Alignment Committee	19
APPENDIX	20
A. Educational Attainment Dashboard	20
B. Career Coach Report	26
C. AlabamaWorks! Brand Deployment	41
D. Career Success Guide	47
E. Workforce Innovation & Opportunity Act Board Alignment	60
F. Regional Workforce Council Scorecard	63



January 9, 2018

Governor Kay Ivey & Alabama Legislators:

The Alabama Workforce Council appreciates your commitment to improving the lives of Alabama's workers and their families by creating new workforce opportunities in our state. We are honored to serve Alabama as an industry voice, to help strengthen the state's workforce efforts, and to ensure its labor force remains viable.

Since its inception, the Council has followed your lead in providing Alabama citizens with access, skills, and opportunities to enhance their lives through high-potential, high-wage career paths. We are dedicated to helping our partners spur growth and investment in the state's economy.

During 2017, Council members and its committees continued collaboration with industry leaders, education experts, and state and local officials to improve workforce outcomes in Alabama. This report lists a number of achievements that occurred because of these efforts and includes recommendations for areas of focus to ensure our state continues to be a national leader in skilled employment opportunities.

We thank you for your leadership and for allowing us to serve the people of Alabama through the development of life-changing workforce opportunities. We remain focused on ensuring that Alabama's workforce development programs are meeting the state's most pressing needs and are pleased to present this report for your consideration.

Sincerely,

A handwritten signature in black ink, reading "Zeke W. Smith".

ZEKE SMITH

Chairman, Alabama Workforce Council

A handwritten signature in black ink, reading "George Clark".

GEORGE CLARK

Vice Chair, Alabama Workforce Council

CC:

Members of the Alabama State Board of Education

Members of the Alabama Community College System Board of Trustees

Members of the Alabama Council of College and University Presidents

Chairs of the Alabama Regional Workforce Councils

2018 RECOMMENDATIONS

During 2017, the Alabama Workforce Council sought to analyze and understand issues to help to move the state forward and build a stronger, more sustainable workforce. Each of the Council's committees have engaged industry and government leaders and experts from across the state to determine the critical steps that must be taken next to continue the positive momentum created over the past several years. The Council offers the following recommendations for 2018 that will help improve workforce outcomes in Alabama.

These recommendations are discussed in more detail in the committee reports included later in this report.

► **Statewide Educational Attainment Plan**

The Council supports the governor's goal of developing a statewide strategy to increase educational attainment levels and to encourage investment in workforce skills beyond a high school diploma. The Council established a 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 full attainment. It will present a report to the governor addressing these issues by April 30, 2018.

► **Statewide Longitudinal Data System**

The Council supports efforts to develop a tool that will help the state to better understand Alabama's workforce needs and provide real time information to policy makers about which programs are working – and which ones are not.

► **Career Coach Program Development**

The Council applauds the state for achieving its goal of having one career coach in every high school in the state one day per week. Due to the demand and success of this program, the Council recommends additional funding to hire more career coaches to better serve students across the state.

► **Industry/Career Coach Partnerships**

The Council proposes the establishment of additional career training opportunities for career coaches in order to strengthen relationships between the coaches and local business and industry partners.

► **Career Opportunity Exposure**

The Council encourages the expansion of local outreach and exposure initiatives for students, parents, and workers to educate them about high-demand career opportunities and pathways.

► **AlabamaWorks! Brand Reach**

Alabama's workforce development partners should continue to support and promote the state's new unified workforce brand in order to raise awareness among workers and providers.

► **Feedback Loop Metrics**

The Council seeks to develop industry-focused standard metrics that will help guide the Council's focus and recommendations and assist state leaders in allocating limited resources for workforce initiatives.

► **Council Structure**

Based upon Council members' review of best practices that have emerged since its inception, the Council supports the enactment of legislation that would enhance its composition and lead to more efficient operations.

COUNCIL MEMBERS

CHAIRMAN



ZEKE SMITH
Alabama Power
Birmingham

VICE CHAIRMAN



GEORGE CLARK
Manufacture Alabama
Montgomery



REP. ALAN BAKER
Alabama State
Representative
Brewton



JIMMY BAKER
Alabama Community
College System
Montgomery



SCOTT BOWERS
AAA Cooper
Transportation
Dothan



MAC BUTTRAM
Former Alabama State
Representative
Cullman



ED CASTILE
Alabama Department of
Commerce
Montgomery



BILL CATON
Associated General
Contractors
Irondale



**DR. PHILIP
CLEVELAND**
Marshall County School
System
Guntersville



NORMAN CROW
DT & Freight Company
Tuscaloosa



MICHAEL DAVIS
Toray Carbon Fibers
America
Decatur



CHUCK DILAURA
Neptune Technology
Group - Retired
Tallassee



BLAINE GALLIHER

Windom Galliher &
Associates
Montgomery



KAY GRAY

Dynetics
Huntsville



DALE GREER

Cullman Economic
Development Agency
Cullman



JOHN HACKETT

Kamtek
Birmingham



JASON HARPER

Madison County
Commission
Guntersville



ALLEN HARRIS

Bailey-Harris
Construction
Auburn



JENNIFER HIMBURG

ALFA
Montgomery



MICHELLE HURDLE

Airbus Americas
Mobile



**PHILIP "CHAP"
JACKSON**

Coosa Composites
Pelham



DONNY JONES

Chamber of Commerce
of West Alabama
Tuscaloosa



RANDY JORDAN

Bryant Bank
Mountain Brook



MIKE KITCHENS

ACIPCO
Birmingham



CHRISTY KNOWLES

Coosa Valley Medical
Center
Sylagauga



SANDRA KOBLAS

Austal USA
Mobile



JEFF LYNN

Alabama Community
College System
Montgomery



JERRY MAYS

Former Mayor of Phil Campbell

Phil Campbell



TIM MCCARTNEY

McCartney Construction
Gadsden

Gadsden



DR. JOE MORTON

Business Education
Alliance of Alabama

Montgomery



MIKE OATRIDGE

Honda Manufacturing of
Alabama

Lincoln



CLEVE POOLE

Pioneer Electric
Cooperative

Greenville



RANDY ROGERS

Evonik Industries

Mobile



GARY SAVAGE

B.L. Harbert - Retired

Birmingham



DR. ART TIPTON

Southern Research

Birmingham



WALTER HOWLETT JR.

CEO, AG Gaston Enterprises

Alabama Workforce Council member, business man, and community leader Walter Howlett died on Dec. 15, 2017, after a brief illness.

Walter is survived by his wife, Deborah M. Howlett; sons, Mondra and Damien Howlett; and daughters, Cadeshia Samuel and Tameka Howlett.

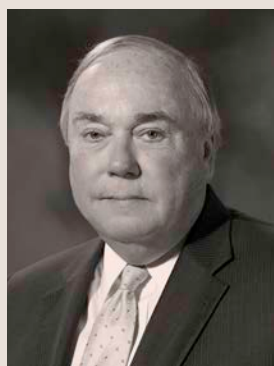
Council members wish to express their sincere appreciation for all of Walter's efforts throughout his lifetime, and especially his contributions to the Alabama Workforce Council. We extend our condolences to his family.



FITZGERALD WASHINGTON

Alabama Department of
Labor

Montgomery



TERRY WATERS

Association of Edison
Illuminating Companies

Birmingham



KEITH WEIL

Golden Dragon Copper
Tubing - Retired

Pine Hill

Photo unavailable for **Seth Hammett**, PowerSouth; **Patrick McCarty**, Aerospace Coatings; **Joe Patton**, Westervelt Company; **Jim Purcell**, Alabama Commission on Higher Education; **Dr. Ed Richardson**, Alabama State Department of Education; and **Randy Skagen**, Nucor Steel.

BACKGROUND, MISSION, & STRUCTURE

BACKGROUND

In 2013, the governor's College and Career Ready Task Force assembled leaders from education, industry, and government to produce a series of recommendations designed to leverage the strengths of education and industry to promote workforce and economic development in the state.

Among its recommendations, the Task Force recognized the need for a statewide council to serve as an advisory body in formulating policies, developing innovative educational workforce programming, and discussing issues critical to workforce development needs in Alabama. To that end, the Alabama Workforce Council was codified into law in 2014 by Act No. 2014-16, and members were first appointed on July 1, 2014.

The Council is tasked with advising and supporting the Superintendent of the Alabama State Department of Education, the Chancellor of the Alabama Community College System, and the Council of College and University Presidents. In 2015, the administration of

the Council was transferred into the Department of Commerce's Workforce Development Division by Act No. 2015-450.

In 2017, Gov. Ivey tasked the Council to work with education, industry, and policy partners to better understand Alabama's workforce needs and develop a strategic plan to

increase educational attainment in Alabama. The AWC must submit a strategic plan to the governor by April 30, 2018.



MISSION & ADVISORY DUTIES

Since its first meeting in July of 2014, the Council has concentrated its efforts on a number of objectives and duties—several of which have since been fully implemented.

The Council has focused on the following issues:

- ▶ Enhancing education and industry collaboration on an ongoing basis;
- ▶ Promoting access, articulation, and communication along the educational pipeline;
- ▶ Ensuring appropriate development of essential professional skills (also known as soft skills or essential workplace skills);
- ▶ Raising awareness of and promoting access to high-potential career pathways; and
- ▶ Encouraging more participation in projected high-demand, high-wage career opportunities within the State of Alabama.

The advisory duties of the Alabama Workforce Council include:

- ▶ Reviewing ways to streamline and align the existing workforce development functions of the state;
- ▶ Evaluating the best ways to increase awareness and educate students on available opportunities in industry sectors;
- ▶ Considering ways to create a feedback loop for industry and education;
- ▶ Evaluating public/private partnerships to create industry-funded scholarship programs for community colleges, vocational programs, and dual enrollment programs;
- ▶ Assessing the value of increasing the marketing associated with career readiness and skilled craft trades;
- ▶ Evaluating standards for membership and operation of the state's Regional Workforce Councils; and
- ▶ Considering the realignment of counties that comprise each Regional Workforce Council, as required to meet the needs of employers.



STRUCTURE & PARTNERS

To effectively address these advisory duties, the Council was divided into the following committees:

- ▶ Educational Attainment
- ▶ Education & Industry Collaboration
- ▶ Marketing & Promotion
- ▶ Public/Private Partnership
- ▶ Workforce Structure & Alignment

These committees meet and communicate regularly to conduct exploratory informational sessions and assessments, listen to industry experts, and review current efforts and best practices. Each committee member brings a wealth of personal industry knowledge and experience, and combine that with the information received during Council and committee meetings to guide their recommendations.

The Council has sought input from educators, industry experts, and, most importantly, those institutions to which the recommendations are directed. To further engage the numerous state and local government departments and agencies that are involved in workforce development activities, the following entities have been involved in workforce development discussions:

- ▶ Office of the Governor
- ▶ Legislative Leaders
- ▶ Department of Education
- ▶ Alabama Community College System
- ▶ Four-year Universities
- ▶ Department of Commerce
- ▶ Department of Labor
- ▶ Regional Workforce Councils
- ▶ Career Coaches
- ▶ Business and Industry Leaders
- ▶ Trade Associations
- ▶ Chambers of Commerce
- ▶ Human Resources Personnel
- ▶ Nonprofit Organizations
- ▶ Department of Corrections
- ▶ Department of Veterans Affairs
- ▶ Department of Early Childhood Education
- ▶ Alabama Commission on Higher Education



COMMITTEE REPORTS

EDUCATIONAL ATTAINMENT COMMITTEE

2017 FOCUS

The development of a statewide educational attainment goal is one of three components of Gov. Kay 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 (as amended), the governor tasked the Council with developing a committee to study attainment and to produce a report addressing this issue by April 30, 2018. This report will include (a) recommendations for what Alabama’s attainment goal should be and (b) how the state should attempt to achieve that goal.

2017 SUCCESSES

COMMITTEE MEMBERSHIP

The Council established an Educational Attainment Committee (EAC) 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 full attainment. The Committee has held six meetings (and had numerous other conference calls and other discussions) since it began work in September.

DATA ANALYTICS

The EAC is working with data experts from the state agencies represented on the committee and Birmingham-based analytics firm StrategyWise (with support from the Georgetown University Center on Education and the Workforce) to map Alabama’s educational attainment level and future workforce needs through 2025. The goal is to understand statewide workforce needs and the unique challenges present in each of the state’s workforce regions, which in turn will inform the workforce strategies to be included in the Committee’s report to the Governor.

ALABAMA ATTAINMENT STANDARD

The EAC adopted a framework for an Alabama attainment standard that will help state workforce partners determine what should be considered a credential of value in Alabama. This standard was developed by a team of industry leaders tasked with analyzing the myriad of attainment definitions used by states across the nation. During this process, these individuals considered benchmark impacts on industry needs in Alabama and

identified characteristics they viewed as essential to providing a roadmap to meeting industry needs, creating new job opportunities, and helping grow the state’s economy. This standard will be used in future work aimed at compiling a complete list of the credentials and certificates that will be recognized in Alabama as counting towards the attainment goal.

PUBLIC INPUT

The EAC hosted more than a dozen community engagement sessions in each of the state’s seven workforce regions. These sessions allowed the committee to gain first-hand perspective on the current attainment status in communities with varied needs and provided qualitative public input into the successes, needs, and gaps of Alabama’s education and workforce efforts. The findings will be used to develop a statewide survey to better understand public perception and knowledge of efforts to increase the state’s attainment level and of training opportunities available to Alabama workers.

BRANDING

To communicate what attainment means and to help the public better understand the impact that attaining valued credentials can have on the lives of Alabama families, the EAC is working to brand the strategic plan under the umbrella of AlabamaWorks! – Alabama’s comprehensive workforce brand and online portal.

2018 RECOMMENDATION

STATEWIDE EDUCATIONAL ATTAINMENT PLAN

The Council supports the mandate set forth by the governor to develop a statewide strategy to increase educational attainment levels and encourage the investment in workforce skills beyond a high school diploma. The development and implementation of such a strategy is paramount to providing current and future Alabama workers forward-looking opportunities to improve their lives and those of their families through participation in the workforce, while addressing business and industry workforce needs today and into the future. By advancing the state's educational attainment level, we can ensure our workers, over the next 10-20 years, have the skills needed to fill jobs available in Alabama. The plan will also enable Alabama to develop new high-skill opportunities and recruit advanced industries to our state. To that end, the Council will continue to support the work of the EAC to implement strategies that will increase educational attainment levels in Alabama.

- **Attainment Dashboard** – As part of the EAC's work to survey workforce skills and attainment levels in Alabama, it has developed a dashboard to provide demographic and geographic insights across the state's seven workforce regions. The Council's

goal is to share this dashboard publicly through the AlabamaWorks! website. This will provide an additional tool for our state education and workforce partners to better understand levels of educational attainment, along with current and future needs. Additional information about the Dashboard is available in Appendix A.

- **Regional Attainment Plans** – Workforce needs and resources vary across the state's seven workforce regions. To implement the Council's strategic attainment plan most effectively at the local level, Regional Workforce Councils are encouraged to build local strategies that complement the findings and goals of the statewide attainment plan.
- **Credentials of Value** – As part of its strategic report on attainment to the governor, the EAC sees a need for industry input into aligning credentials of value with workforce needs. Due to its unique position in the state's workforce development framework, the Council recommends that the EAC continue to work with state partners to compile a list of qualifying credentials of value, to track currently unaccounted-for credentials, and to advise state partners on credential programs.



EDUCATION & INDUSTRY COLLABORATION COMMITTEE

2017 FOCUS

The Education and Industry Collaboration Committee (E&ICC) supports the implementation of a statewide longitudinal data system and efforts to increase students' access to career coaches to provide advice on workforce opportunities.

2017 SUCCESSES

IMPLEMENTATION OF DATA

The E&ICC monitored progress towards the creation of a system to better understand student outcomes and matriculation into the state's workforce over time. The committee supported this effort through the following:

1. Assisted the State Departments of Labor and Commerce in obtaining grants to help develop a system;
2. Consulted with the state Office for Information Technology regarding the structure and operation of the ANSWERS for Alabama (Alabama's Network of Statewide Workforce and Education-Related Statistics) system;
3. Hosted a webinar with the Workforce Data Quality Campaign regarding employer engagement in workforce data, which resulted in Alabama being recognized for best practices based upon the Council's involvement with the system;
4. Encouraged the enactment of legislation to codify the ANSWERS for Alabama system.



CAREER COACH EXPANSION

During the 2017 legislative session, the state appropriated sufficient 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.

CAREER COACH REPORT

The E&ICC worked in conjunction with the Alabama State Department of Education (ALSDE) and industry partners to research and draft a comprehensive report on the current state of the career coach program. The report summarizes current statewide activity around the career coach initiative and makes recommendations for potential improvements and expansions. In researching the report,

the E&ICC interviewed career coaches from across the state and compiled hundreds of previously unrelated data points on career coach teaching burdens and success metrics. A detailed report about the state's career coach program is available in Appendix B.

CAREER COACH CONTINUING EDUCATION

The E&ICC worked with ALSDE to initiate 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 to satisfy this requirement.

2018 RECOMMENDATIONS

STATEWIDE LONGITUDINAL DATA SYSTEM

The Council continues to support efforts by agency partners to better understand Alabama's career pipeline from education to the workforce. The Council is engaged and supportive of ongoing efforts by the Departments of Commerce and Labor to work collaboratively to collect indicators and outcomes, develop a tool to better understand Alabama's workforce needs, and provide real-time information to policy makers about what programs are working – and which ones are not. The Office of Education and Workforce Statistics Advisory Board is working to build the structure for the development and implementation of a longitudinal data system, which would help the state to identify critical policy questions, and develop future applications of the system to advance education and workforce outcomes. Once fully operational, the system will help workforce partners to gauge student and workforce job interest and engagement in skills training programs, industry-specific data on hiring trends, job availability, and salary information. This information will ultimately enable workforce partners to determine and set priorities for the use and allocation of resources.

INDUSTRY/CAREER COACH PARTNERSHIPS

The Council seeks to strengthen relationships between career coaches and industry. Developing career coaches' understanding of industry needs through professional development and mentorship provides coaches with workforce insights they can then pass on to students.

The Council proposes the following recommendations – developed in partnership with the ALSDE – to further foster those relationships by focusing on career coach training opportunities necessary to satisfy their new professional development requirements.

- **Regional Employer-Career Coach Committees**
 - The Council encourages each of its Regional Workforce Council partners to develop a regional committee comprised of employers and career coaches to strengthen communication between education and industry representatives. We



recommend these groups meet on a regular basis in conjunction with already-scheduled Regional Workforce Council meetings to provide a forum for career coaches to interact with industry and employers in their region.

- **Communicating Workforce Needs** – The Council encourages each regional employer-coach committee to continue conducting periodic needs assessments to determine hiring trends and labor force availability within each region. The Council further recommends that the results of these assessments be shared with all career coaches and integrated into the student data system.
- **Training** – The Council encourages each regional employer-coach committee to work to establish:
 1. A schedule of available training opportunities with each industry in the region; and
 2. A site visit/internship program to better facilitate student exposure to job opportunities.

MARKETING & PROMOTION COMMITTEE

2017 FOCUS

The Marketing & Promotion Committee (M&PC) built on the momentum created from the 2016 launch of the AlabamaWorks! brand and expanded the statewide branding campaign. Additional information about the AlabamaWorks! brand is available in Appendix C.

2017 SUCCESSES

ALABAMAWORKS! BRAND DEVELOPMENT

The (M&PC) worked with the Alabama State Department of Commerce, the Regional Workforce Councils, and other state and industry leaders to promote the AlabamaWorks! brand to job seekers and employers.

The response to the branding campaign exceeded expectations and resulted in the brand being recognized as a resource for job placement, training opportunities, and other assistance.

ALABAMAWORKS! MARKETING

The statewide branding campaign included earned 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, those individuals with hiring responsibilities, high school students and parents, as well as job seekers and those seeking additional education and skills training.

K-12 and post-secondary officials, workforce development professionals, and other interested parties.

REGIONAL WORKFORCE COUNCIL BRANDING

The M&PC worked with the Department of Commerce to provide the Regional Workforce Council executive directors and staff with assistance interacting with local media, conducting press conferences, developing social media strategies, creating content, producing localized email communications, and engaging with key community stakeholders.

A brand audit was conducted to ensure Regional Workforce Council websites are branded correctly and compliant with the AlabamaWorks! brand standard. It was determined that all seven regions are utilizing the AlabamaWorks! brand appropriately, resulting in a consistent and positive user experience providing relevant content that is important and applicable.

ALABAMAWORKS! NEWSLETTER

To highlight newsworthy items and workforce development success stories achieved across the state, the AlabamaWorks! team developed a statewide monthly email newsletter. It 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 6,316 subscribers, including business leaders, elected officials, media representatives,





2018 RECOMMENDATIONS

CAREER OPPORTUNITY EXPOSURE

The Council encourages the expansion of local outreach and exposure initiatives for students, parents, and workers to educate them about high-demand career opportunities and pathways. The Council recommends continued interaction among industry, education, and workforce service providers to help students and current members of the workforce better understand high-wage, high-demand workforce pathways and opportunities for associated education and skills training. The Council will work with partners across the state to grow these opportunities through additional partner-coordinated job fairs, student exposure events, and other experiential interactive learning opportunities.

ALABAMAWORKS! BRAND REACH

The state should continue telling important stories and successes that are occurring at the local level to grow awareness about job and training opportunities among students, parents, and those looking for employment opportunities.

Given the success of the statewide branding campaign in 2017, the Council recommends that Alabama workforce partners continue to support and promote the new unified workforce brand statewide. Continued funding for marketing workforce efforts and opportunities within Alabama will allow the state to maintain its educational efforts and to implement a structured plan to deliver the message to workers and providers.

The Council further encourages the Department of Commerce to expand the newsletter database via media tours and community/civic group presentations, as well as to provide support to Regional Workforce Council directors in a manner customized to their specific needs. An emphasis should also be placed on the use of social media to reach targeted audiences.

PUBLIC/PRIVATE PARTNERSHIP COMMITTEE

2017 FOCUS

The Public/Private Partnership Committee (PPPC) partnered with the Alabama State Department of Education (ALSDE) to provide workforce education resources to help students better understand career opportunities and outcomes.



2017 SUCCESSES

CAREER SUCCESS GUIDES

Working with AlabamaWorks! brand advisors and the ALSDE, the PPPC completed and published the updated AlabamaWorks! Career SUCCESS Guides, which are now available in hard copy and online formats. These guides provide information on potential career paths in Alabama for students as early as middle school to start thinking about certain careers and what it takes to accomplish their goals. They use state data to help students learn more about high-demand careers and their salary ranges, as well as the skills needed to enter these fields. The guides outline the steps that must be taken for students to reach their career goals and describe the resources available to help them get there. There are 16 separate guides, one for each career cluster. Each guide features biographical sketches of real Alabamians who have shared their stories about the paths they took to their current career. The PPPC is working with ALSDE and the Council to find ways to better engage students, career coaches, and parents to tell them about the many career opportunities available to students in Alabama. An example of an Alabama Works! Career Success Guide is available in Appendix D.

CAREER COACH & INDUSTRY COLLABORATION

The PPPC began collaborating with the Education & Industry Collaboration Committee and the ALSDE to help develop stronger partnerships between career coaches and industry around the state. These committees are seeking to create new opportunities for collaboration between career coaches and industry so that the workforce needs of industry can be better understood and fulfilled in the future.

2018 RECOMMENDATIONS

CAREER COACH PROGRAM DEVELOPMENT

The Council applauds the state for achieving its goal of having one career coach in every high school in Alabama at least one day per week in 2017. We believe this program is paying immense dividends for the state's students.

At the same time, the raw number of students managed by each career coach remains significant. On average, each career coach is responsible for advising more than 2,000 high school students. Moreover, the possibility of expanding the career coach program to middle school students should be investigated, as industry reports indicate that early grade outreach can improve job placement outcomes. The Council recommends the hiring of additional coaches for the ALSDE's career coach program.

WORKFORCE STRUCTURE & ALIGNMENT COMMITTEE

2017 FOCUS

The Workforce Structure & Alignment Committee (WS&AC) has played an important role in the overhaul of the state's workforce development structure over the past several years. It continues to analyze ways to provide more streamlined avenues for business and industry to interface with the state's agencies and departments involved in workforce development efforts.

Additional information about recent restructuring efforts and regional council metrics is available in Appendix E and Appendix F.

2017 SUCCESSES

FEEDBACK LOOP

The WS&AC is developing new interfaces to obtain feedback and foster an increased understanding of ongoing workforce efforts at all levels. The following steps were taken as result of this structure:

- ▶ The Council chairman delivered updates on Council efforts and requested local input at Regional Workforce Council (RWC) meetings across the state;
- ▶ A permanent agenda item was set for each Council meeting, where RWC representatives provided a brief report and discussion about current initiatives occurring among each of the seven RWCs;
- ▶ Numerous state agencies have been invited to provide updates and reports at Council meetings;
- ▶ All RWC chairs and executive directors are invited to attend Council meetings; and
- ▶ Local superintendents have been encouraged to become more involved in RWC activities and meetings.

WORKFORCE INNOVATION AND OPPORTUNITY ACT BOARD REALIGNMENT

Members of the WS&AC worked with Council members to assist state and regional partners with the realignment of Workforce Innovation and Opportunity Act (WIOA) board structure in Alabama. Over several months, Council partners worked with local communities and federal program coordinators to expand Alabama's WIOA boards from three to seven, establishing a geographic footprint that now aligns with the seven RWC regions.

2018 RECOMMENDATIONS

FEEDBACK LOOP METRICS

As regional organizations become better aligned and work with local partners to develop local strategies, establishing metrics to inform the Council's state-level input is increasingly important. The Council will continue to work with partners to develop industry-focused standard metrics to guide its focus and recommendations. The goal is to provide feedback that will allow state leaders to focus their efforts in light of limited resources.

COUNCIL STRUCTURE

The founding mission of the Council is to serve as a voice for business and industry on workforce development efforts in Alabama. As we remain focused on the execution of that mission, the Council has learned a number of lessons as the organization has developed and matured. Based upon a review of the Council's responsibilities, membership, and an understanding of best practices that have emerged during the past four years, the Council supports the enactment of legislation that would enhance its composition and lead to more efficient operations.

APPENDIX A

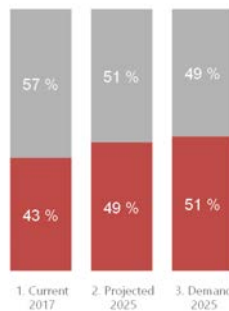
EDUCATIONAL ATTAINMENT DASHBOARD

Alabama Workforce Council Educational Attainment Dashboard

The following dashboard reports StrategyWise findings on Alabama's educational attainment.

43%

2017 Attainment



51%

2025 Demand

Background Information

Comparisons to Georgetown and

Value	StrategyWise	Lumina	Georgetown
1. Source	Current Population Survey	American Community Survey	Current Population Survey
2. Definition of Attainment	High-Quality Certificate	High-Quality Certificate	Some College No Degree
3. Current Attainment by Organization Definition	2017: 43%	2015: 37.1%	2010: 53%
4. Current Attainment by High-Quality Certificate Definition	2017: 43%	2015: 37.1%	2010: 38.6%
5. Certificate Attainment	2017: 4%	2010: 3%	2010: 3%
6. Attainment Demand by Organization Definition	2025: 51%	Used Georgetown's Demand	2020: 62%
7. Attainment Demand by High-Quality Certificate Definition	2025: 51%	Used Georgetown's Demand	2020: 46.6%
8. Link to Report		http://strongemation.luminafoundation.org/report/2017/#nation	https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/#full-report

*The CPS systematically shows higher levels of attainment than the ACS by 3 or 4%, which explains the differences in calculations between Georgetown and StrategyWise compared with Lumina.

For more information: https://www.census.gov/content/dam/Census/library/working-papers/2007/acs/2007_Scaraballo_01.pdf

Steps

1. Identify current attainment levels and calculate certificate levels
2. Project future attainment levels
3. Compute employment projections through 2025
4. Project changing education requirements by occupation
5. Calculate education demand by occupation in 2025
6. Calculate the number of completions needed to meet education demand in 2025

StrategyWise Definitions

Attainment is defined as receiving a high-quality certificate, associate, bachelor's, master's, professional or doctoral degree.

A certificate is defined as high-quality if it allows the holder of the certificate to earn 20% more than the average earnings of a high-school graduate.

Attainment is calculated across Alabama's working-age population, ages 25-64, made up of 2.5M people.

Attainment calculations include the highest level of education an individual received.

1.6M

Alabama Employed Working-Age Population

2.5M

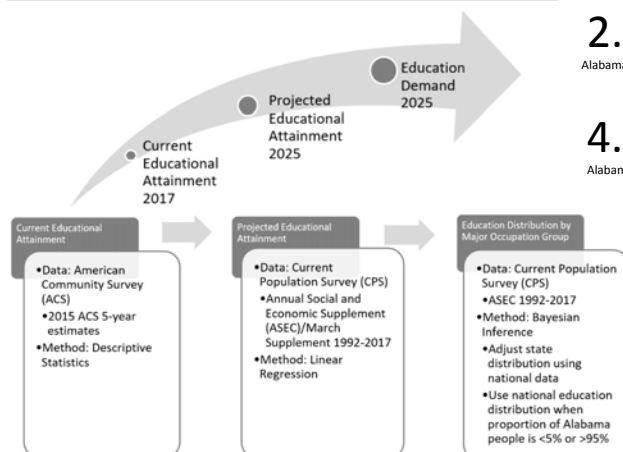
Alabama Working-Age Population

2.2M

Alabama Labor Force

4.8M

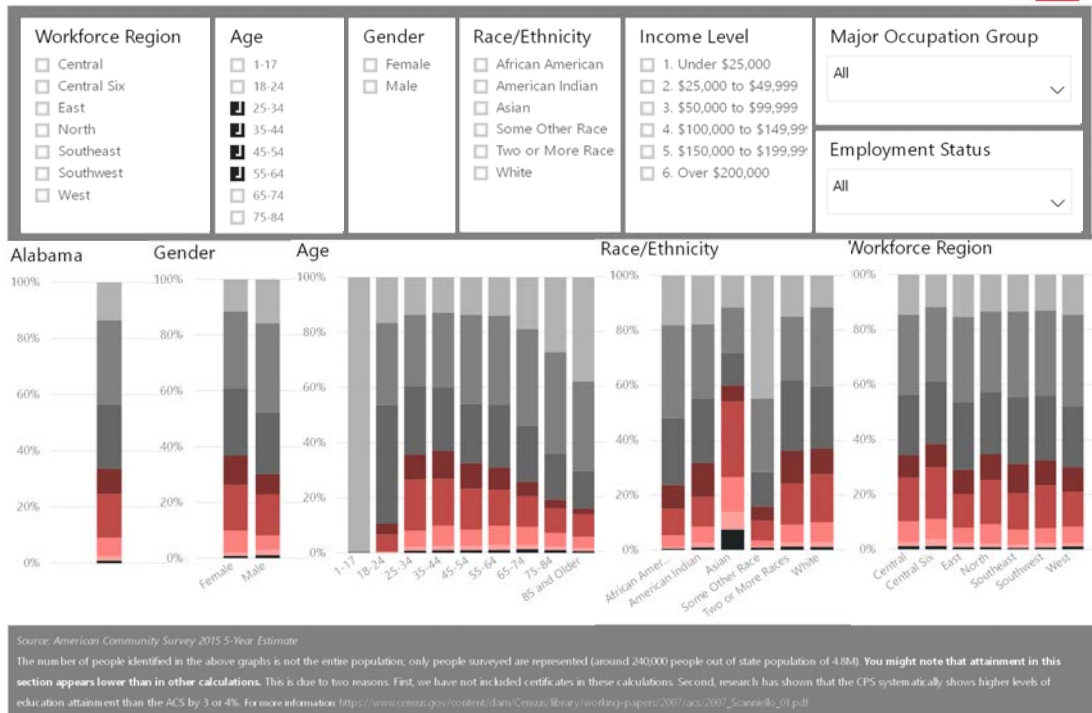
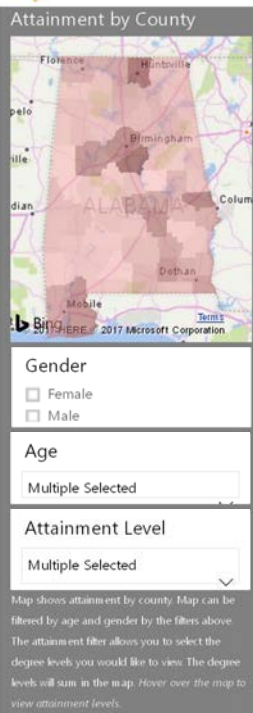
Alabama Residents



Data	CPS	ACS	SIPP	IPEDS	ADL	EMSI	JobsEQ
A. Name	Current Population Survey	American Community Survey	Survey of Income and Program Participation	Integrated Postsecondary Education Data System	Alabama Department of Labor	Economic Modeling Specialists	Chmura Economics
B. Source	US Census Bureau	US Census Bureau	US Census Bureau	AL Educational Institutions	Bureau of Labor Statistics	Third Party	Third Party
C. Use	Education Requirements; Current Attainment; Projected Attainment	Education Requirements; Current Attainment; Demographics	Certifications Data	Completions Data; Certifications Data	Employment Projections	Employment Projections	Employment Projections

SOC Code	Major Occupation	SOC Code	Major Occupation
11	Management	33	Protective Service
13	Business and Financial Operations	35	Food Preparation and Serving Related
15	Computer and Mathematical	37	Building and Grounds Cleaning and Maintenance
17	Architecture and Engineering	39	Personal Care and Service
19	Life, Physical, and Social Science	41	Sales and Related
21	Community and Social Service	43	Office and Administrative Support
23	Legal	45	Farming, Fishing, and Forestry
25	Education, Training, and Library	47	Construction and Extraction
27	Arts, Design, Entertainment, Sports, and Media	49	Installation, Maintenance, and Repair
29	Healthcare Practitioners and Technical	51	Production
31	Healthcare Support	53	Transportation and Material Moving

Population Group	Definition	2017 Size
Labor Force	Employed and Unemployed, Seeking Work	2.2M
Not in Labor Force	Children, Armed Forces, and Not Working or Seeking Work	2.6M
Total Population	All Alabama Residents	4.8M
Unemployed	Not Working but Seeking Work	0.1M
Working Age	25-64	2.5M
Working Age Employed	25-64 Currently Working	1.6M



Steps to Calculate Certificates

Step	Source	Result	Why
1. Determine National Certificate Level	SIPP	Determine percentage of national population with certificate as highest level of attainment	Only Census survey that offers certification as option on highest level of education question - SIPP not representative at state level
2. Disaggregate by Gender	SIPP	Percent of males and females with certificate as highest level of attainment	Earnings differences between males and females
3. Apply Earnings Premium	SIPP	Percentage of total certificates classified as "High-Quality" = 42%	Classify "High-Quality" as earning 20% above high school graduate
4. Disperse Completions	IPEDS	Determine dispersion to states based on completions and population size	Determine the ratio of certificates in Alabama compared with nation
5. Compute Alabama's Proportion		Result is 4% of Alabamians hold a high-quality certificate as their highest level of attainment in 2017 (9% all certificates)	

Explanation

In 2010, Georgetown found 3% of Alabamians held high-quality certificates. In 2017, we recalculate the percent of Alabamians with a high-quality certificate as their highest level of attainment to be 4%. Projecting this growth into the future allows us to adopt a 5% value for high-quality certificates in 2025.

This method is preferable to simply identifying certificate completions since attainment calculations rely on the degree being the highest level of education. Certificates captured here are reported by individuals in survey data and dispersed by state completions data to determine production levels.

4%

High-Quality
Certificates

9%

Certificate Calculations

$$\begin{aligned}
 \text{Proportion of Certificate Holders} &= \frac{\text{Alabamian Certificates}}{\text{Population of Alabama}} = \frac{\text{SIPP Number of Certificates National}}{\text{SIPP US Total Sample}} \times \frac{\text{IPEDS Certificate Completions in Alabama}}{\text{IPEDS Certificate Completions in US}} \div \frac{\text{Population of Alabama}}{\text{Population of US}} \\
 .0934 &= \frac{454,232}{4,863,300} = \frac{16,429}{155,434} \times \frac{8402}{633,403} \div \frac{4,863,300}{323,127,513} \\
 .0934 &\times .42 = .39 \\
 \text{All Certificates} &\times \text{Earnings Premium} = \text{High Quality Certificates}
 \end{aligned}$$

All Certificates

Historical Completions (2004-2016)

Source: IPEDS

Data pulled from IPEDS Data Center. Completions data is reported to IPEDS as summary data by Alabama higher education institutions.

Data can be filtered by institution, control, level, or degree.

Degree Level

- ☐ 1. Doctorate Degree
- ☐ 2. Master's Degree
- ☐ 3. Bachelor's Degree
- ☐ 4. Associate Degree
- ☐ 5. High-Quality Certificate

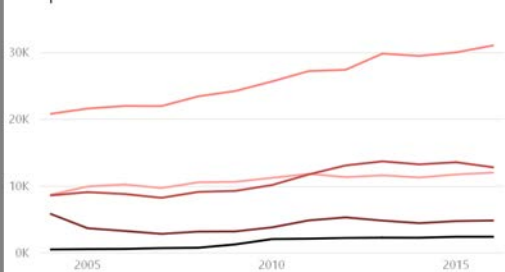
Level of Institution

All

Control of Institution

All

Completions Over Time



*Here we define High-Quality Certificate as taking more than one year to complete.

Attainment Over Time (1992-2025)

Source: Current Population Survey 1992-2017

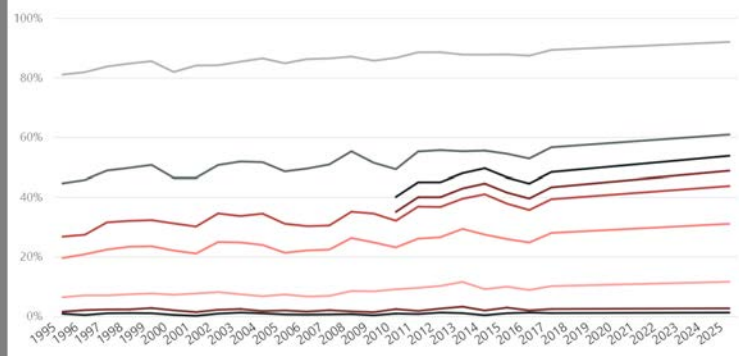
State and national CPS data are used to project educational attainment trends through 2025. The straight line is produced using linear regression, assuming historical trends continue. Certification data is limited to 2010, 2017, and an assumed value for 2025.

Hovering over the line will show the value of attainment for each year. The filter allows you to examine particular lines more closely, and will allow the hovering

Attainment Level

- ☐ 1. High School Diploma or High
- ☐ 2. Some College No Degree or F
- ☐ 3. Certificate or Higher
- ☐ 4. High-Quality Certificate or Hi
- ☐ 5. Associate Degree or Higher
- ☐ 6. Bachelor's Degree or Higher
- ☐ 7. Master's Degree or Higher
- ☐ 8. Professional Degree or High

Attainment Over Time



Employment Projections



Major Occupation Group
All

Occupation
All

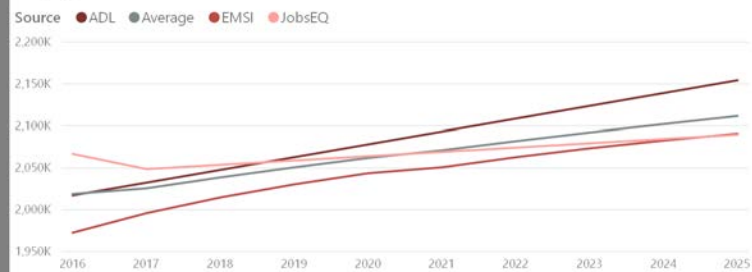
Region Name
All

Sources: Alabama Department of Labor (ADL), Economic Modeling Specialists (EMSI), and JobsEQ (Chmura)

As shown in the line chart, the three sources project slightly different employment through 2025. Alabama Department of Labor has the highest employment projections, followed by JobsEQ and EMSI. Projections are closest when occupations are aggregated; when major or detailed occupations are compared, larger differences exist due to interpretations of different occupations. We use an average of the three sources for our employment projections.

With these economic projections, we are assuming that current economic trends continue. Any large or small change to the economy could drastically affect actual employment.

Employment



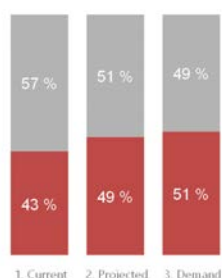
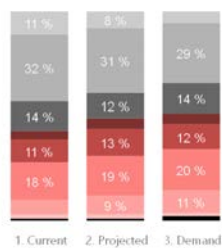
SOCcode	Major Occupation	Occupation	2016 Jobs	2025 Jobs	Annual Increase Rate
11-1011	Management	Chief Executives	2098	2077	-0.01
11-1021	Management	General and Operations Managers	27042	28583	0.04
11-1031	Management	Legislators	1164	1172	-0.02
11-2011	Management	Advertising and Promotions Mana...	128	128	-0.01
11-2021	Management	Marketing Managers	937	1009	0.05
11-2022	Management	Sales Managers	2814	2974	0.04
11-2031	Management	Public Relations and Fundraising ...	562	590	0.04
11-3011	Management	Administrative Services Managers	1380	1488	0.06
11-3021	Management	Computer and Information System...	3382	3813	0.08
11-3031	Management	Financial Managers	5205	5480	0.04
11-3051	Management	Industrial Production Managers	3042	3105	0.02
11-3061	Management	Purchasing Managers	991	1007	0.02
11-3071	Management	Transportation, Storage, and Distri...	925	950	0.02
11-3111	Management	Compensation and Benefits Mana...	122	126	0.01
11-3121	Management	Human Resources Managers	1405	1504	0.05
11-3131	Management	Training and Development Managers	219	227	0.02

The 2016 and 2025 Jobs in the above table are an average of the three sources. For specific sources, use the line charts above.

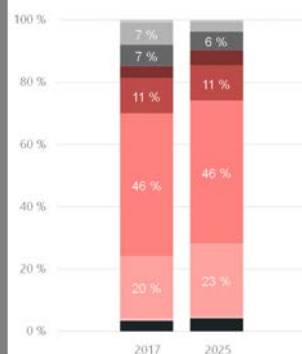
Demand for Education



Attainment by Degree Level



Demand 2017 vs. Demand 2025



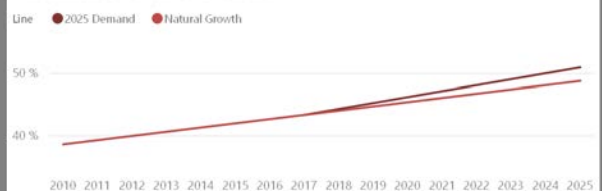
Occupation
Architecture and Engineering

Source: Current Population Survey 2005-2017
The above shows the growth in demand for each education level by major occupation group between 2017 and 2025. The source is Alabama CPS data smoothed with national data. More details can be found in the subsequent methodology report. Make sure you have selected an occupation, otherwise the values will sum; hover over bar for

Education Attainment	Current 2017	Projected 2025	Demand 2025
A. Less Than High School	1.00	1.00	1.00
B. High School Diploma or Higher	0.89	0.92	0.94
C. Some College No Degree or Higher	0.57	0.61	0.66
D. Certificate or Higher	0.48	0.54	0.56
E. High-Quality Certificate or Higher	0.43	0.49	0.51
F. Associate's Degree or Higher	0.39	0.44	0.46
G. Bachelor's Degree or Higher	0.28	0.31	0.34
H. Master's Degree or Higher	0.10	0.12	0.15
I. Professional Degree or Higher	0.03	0.03	0.04
J. Doctorate Degree	0.01	0.01	0.02

Source: Current Population Survey 1992-2017 and ADL, EMSI, and JobsEQ Employment Projections
This table shows the educational attainment for each degree level currently in 2017, projected growth by 2025, and projected demand in 2025. The demand for 2025 is calculated by aggregating the jobs by education level shown on the next page and averaging total education across employment.

Attainment Growth vs. Demand

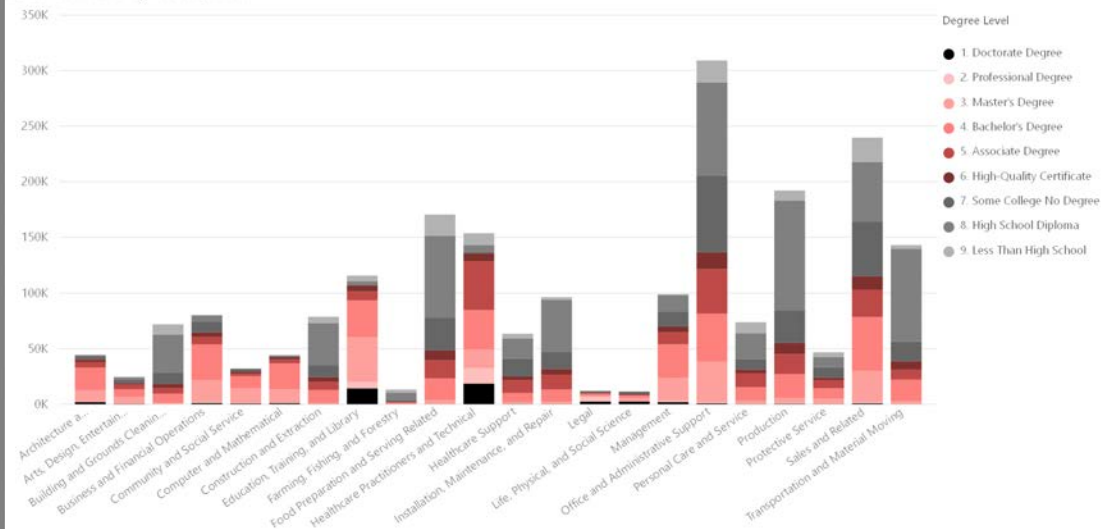


Source: Current Population Survey 1992-2017
The chart above shows the trend line for education attainment (High-Quality Certificate or Higher) from 2010 to 2025. The grey line shows the change in growth needed to meet the demand in 2025.

2025 Jobs by Education



2025 Demand by Occupation



The values above were calculated using the 2025 average employment projections and StrategyWise's calculations of education demand by major occupation group. The High-Quality Certificate level is applied as a flat 5% to all occupation groups. Hover over the bars to see specific values.

Conclusion and Goals



Select an attainment goal:

Goal

- 2025 Demand
- 55% Goal
- 60% Goal
- 65% Goal

The table and bar graph will update based on the goal.

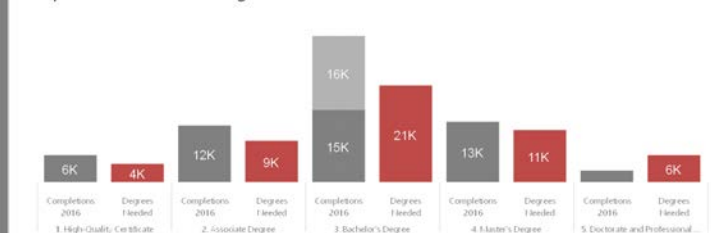
Degree Level	2025 Demand	2017 Employed 25-64	"Age Out" 56-64	Net Demand	Employed Ratio	Total Completions Needed	Completions Per Year	16-24 Attainment Rate
1. High School Diploma	493,499	486,765	101,693	108,427	61 %	177,303	19,700	94 %
2. Some College No Degree	330,806	308,223	60,925	83,508	72 %	115,649	12,850	71 %
3. Associate Degree	203,915	184,136	37,519	57,298	72 %	79,356	8,817	55 %
4. Bachelor's Degree	336,603	270,379	73,856	140,080	76 %	184,579	20,509	44 %
5. Master's Degree	187,551	132,473	27,072	82,150	82 %	100,015	11,113	19 %
6. Professional Degree	24,752	21,967	5,205	7,990	83 %	9,616	1,068	6 %
7. Doctorate Degree	38,626	24,040	14,103	28,689	88 %	32,501	3,611	4 %

*Certificates not included in these projections due to a lack of detailed data. To apply the StrategyWise definition of attainment, add 5% to the attainment rate.

2025 Demand is the demand in 2025 based on employment projections. 2017 Employed 25-64 is the number of people currently employed. Age Out 56-64 is the number of people who will no longer be included in attainment rate calculations in 2025. Net Demand is the 2025 demand and needed to be filled. Employed Ratio accounts for the people unemployed or not in the labor force. Total Completions Needed is the total number of completions needed to meet demand in 2025. Completions Per Year is the number of completions needed to be completed per year for the incoming age group, ages 16-24. 16-24 Attainment Rate is the attainment rate needed in the youngest age group to meet demand.

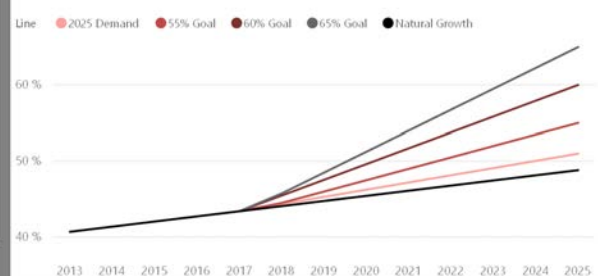
At the 65% goal, the lowest degree levels are negative. This means that in order to reach 65% attainment, people currently employed would be replaced by those with more education. This group would be forced to attain a higher degree to be competitive in the workforce.

Completions vs. Annual Degrees Needed



The grey bar in the chart shows the number of completions in Alabama in 2016 as reported by IPEDs. The red bar shows the degrees needed to be completed annually for each degree level to meet the goal selected above in 2025. The top section of the bachelor's degree bar shows the number of bachelor's degree-holders who are likely to continue on to attain a higher degree. We assume that some number of certificate, associate, and master's degree holders also continue on to attain a higher degree. High-quality certificates are calculated by multiplying the number of 2025 jobs by 5% for the 51% demand or the respective ratio per goal.

Attainment Goals



Source: Current Population Survey 1992-2017

The chart above shows the trend line for education attainment from 2010 to 2025. The four additional lines show the change in growth needed to meet the 51% demand in 2025, a 55% goal, a 60% goal or a 65% goal.

APPENDIX B

CAREER COACH REPORT

ALABAMA WORKFORCE COUNCIL



COACHING FOR TOMORROW:

**An Overview and Assessment of the
Alabama Career Coach Program**

**EDUCATION & INDUSTRY COLLABORATION AND
PUBLIC-PRIVATE PARTNERSHIP COMMITTEES**

IN COLLABORATION WITH

THE ALABAMA STATE DEPARTMENT OF EDUCATION

In 2012, Alabama recognized the need to create an additional link between the Alabama State Department of Education's (ALSDE) K-12 system and Alabama's businesses and industries. To ensure that high school students received the career training, mentoring, and exposure needed to secure gainful employment after graduation, the Alabama State Department of Education created the career coach program.

Career coaches bridge the gap between the K-12 education system, employers, and post-secondary programs to ensure that every student has a pathway towards success. They do this by (a) providing one-on-one career development assistance (including everything from career assessment testing and advising to resume drafting and workplace-skill development), (b) engaging in classroom activities that expose students to career opportunities and employment skills preparation, (c) planning career development activities (like job shadowing and career fairs), and (d) drawing parents and local business leaders into the career development process.

During the 2016-2017 school year, 93 career coaches (operating statewide) engaged in career-related activities – from classroom visits to job shadowing to career fairs – that involved nearly 340,000 students. That year, there were enough career coaches statewide to ensure that every career coach would work in every high school at least one day each week. On average, each career coach was assigned four separate high schools. Adding the total student population at each of those schools and dividing by the 93 coaches across the state, the average coach-to-student ratio across the state is 2,328 to 1 – a figure that exceeds all peer programs reviewed for this report. To ensure program efficacy at these ratios, career coaches could spend a substantial portion of their time working with students who want to pursue high-demand, skills-based career opportunities instead of “traditional” two- and four-year degree paths.

This white paper provides a comprehensive overview of the current state of the career coach program and provides recommendations for moving forward. Part I presents basic information about coaches and their responsibilities. Part II analyzes current program data and benchmarks the program against similar initiatives in other states. Part III provides detailed recommendations for strengthening the program in the years ahead. These recommendations fall generally into three categories, ranked in order of priority:

- (1) **Strengthening Industry/Career Coach Partnerships** by creating regional employer-career coach committees, conducting regional employee needs assessments, and initiating employer-career coach site visit and summer work programs.
- (2) **Achieving Data-Driven Performance and Benchmarking** by collecting additional student-, school-, and program-level data; integrating new existing data into one database; creating an analysis tool to assist with data-driven decision making; and requiring regional workforce councils to set performance benchmarks based on available data.
- (3) **Making Programmatic Changes** such as focusing on high-demand career recruitment; hiring additional career coaches or redeploying existing ones to school systems with the greatest need(s); providing more professional development, training and coach mentorship opportunities; and considering program expansion into middle school.

2 | EXECUTIVE SUMMARY

PART 1 | PROGRAM OVERVIEW

A. History (Timeline)

While career coaching and mentoring programs have existed in Alabama for more than a decade, the Alabama Career Coach Program has existed in its current form for only five years. Below is a rough timeline that demonstrates how the concept of career coaching has evolved from a school-by-school niche concept to a broadly-supported statewide K-12 initiative.

2005: *Second Opportunity System.* Created from federal Workforce Innovation & Opportunity Act (WIOA) funds (through the Alabama Department of Economic and Community Affairs) for Fayette, Lamar, Pickens, and Walker Counties. This system involved career coaches training high school dropouts for technical careers.

2009: *Tennessee Valley Workforce Initiative.* This partnership between the Alabama Community College System (ACCS) and Gov. Bob Riley's State Workforce Planning Council secured \$500,000 in state funding to hire 18 career coaches (based within the ACCS) to serve 45,000 K-12 students.

2009-2011: *ACCS Coaches.* Based on the model pioneered in Regions 1 and 2, additional ACCS colleges began hiring career coaches from available funds to engage in high school outreach efforts. The ACCS Office of Workforce Development provided grant funding for the majority of these positions.

2012-2013: *K-12 Career Coach Program.* With substantial input from the business community, state elected officials, and the ACCS, the ALSDE hired Marian Haney with grant funding to create a career coach program within the K-12 system (the Program). The Program began with 26 coaches in the southern and southeastern portions of the state (where the ACCS career coach model was less widespread).

2014: *Program Expansion.* Governor Bentley established the Alabama Workforce Council (AWC) and called for an expansion of the Program in his State of the State address. During FY 2014, the state hired an additional 24 career coaches (bringing the program total to 50).

2015: *AWC Report.* AWC's first major report recommended to the Governor and the Legislature that the career coach program be expanded to fund 80 full-time career coaches and that additional funding be appropriated to grow the program. At the time the report was announced there were 68 full-time career coaches working through the Program distributed across the state. 2015 also saw the transition from the Program's original coordinator to its current coordinator, Sean Stevens.

2016-2017: *Present Day.* By the start of the 2016 school year, the Program employed 78 career coaches. That number increased to 93 as of the start of the 2017 school year. The Program, in its present state, is described in greater detail in the remainder of this section.

B. Program Basics

Prior to the inception of the career coach program, the responsibility to help place local students with local employers fell directly on each school system's career and technical education program. While linkages existed between local businesses, local schools, and local career and technical education programs, there was not necessarily one person in each district coordinating whose job it was to facilitate those linkages.

The career coach program was designed to help school systems address this problem. By creating a career coach position within the K-12 system (as opposed to the two-year or four-year college systems), the program provides a direct line of communication between school districts, industry, and high school students. As shown in *Figure 1*, career coaches help bridge the gaps between the prospective labor force and the employment opportunities by (a) helping students in developing career plans, (b) understanding industry training programs and workforce needs, and (c) creating awareness of job opportunities aligned with student interests and skill sets.

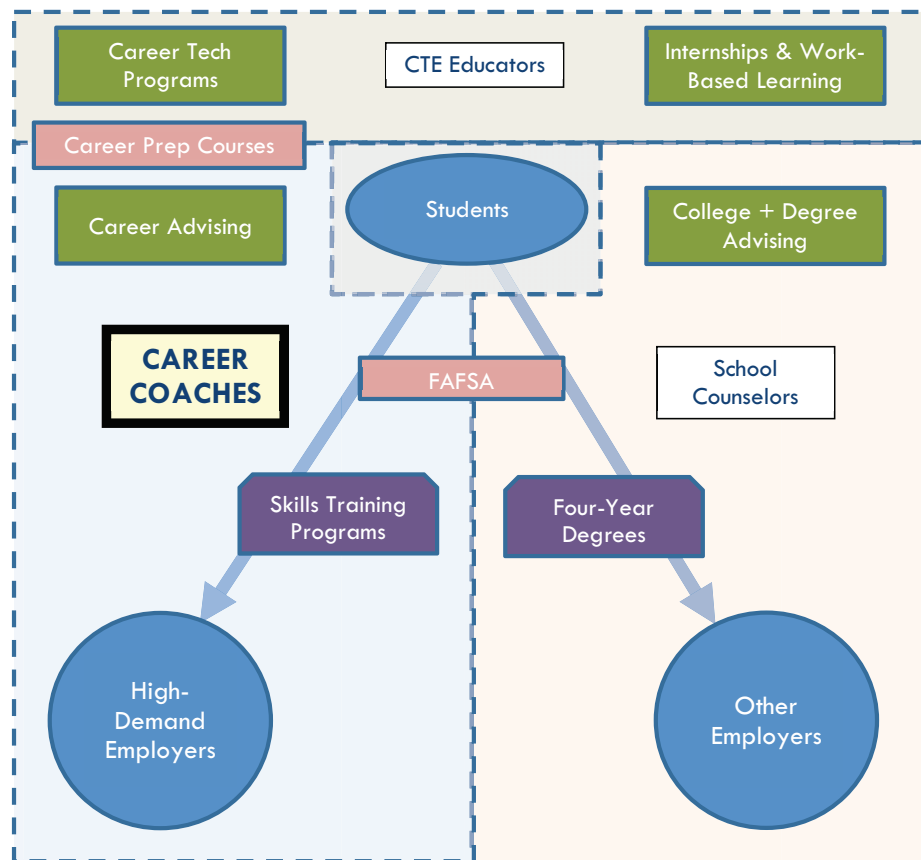


Figure 1: The Career Coach's Role in the K-12 Workforce Development System

C. Major Responsibilities

Career coach responsibilities include the following:

1. Career Planning

- Work with school leaders to ensure every student takes a career assessment using the Alabama Career Planning System.
- Analyze career assessment data in meetings with students (and parents, where possible) to determine potential career pathways.
- Develop personal education plans of study with students that identify what steps are needed before and after graduation to secure gainful employment.

2. Link to Job Market

- Network with local businesses to better understand industry needs and work with school leaders to develop placement opportunities.
- Coordinate, plan and facilitate career development events, industry tours, and job shadowing/apprenticeship opportunities.
- Plan and implement student recruitment activities for career and technical education programs.

3. Next Steps Assistance

- Perform employment skills and work ethic analyses and work with students, parents, and teachers to correct deficiencies.
- Conduct employment portfolio activities and mock interview seminars.
- Help students with admissions to career tech and post-secondary programs of study.

Hiring and Compensation. Each career coach is an employee of a city or county school board – called a Local Educational Agency (LEA). While they are employed by a single LEA, career coaches typically cover multiple schools and some career coaches oftentimes cover multiple independent city and county school districts. In such situations, one LEA will employ the career coach and have a formal or informal agreement with other LEAs served to determine allocations of career coach time and resources.

Professional Development Requirements. Career coaches participate in a number of professional development opportunities, including earning the Global Career Development Facilitator (GCDF) Certification. GCDF credential holders are trained to help people, both individually and in a group setting, make informed decisions when considering their own career development. Through the use of best practices, various assessment tools, and career development models, GCDFs equip each individual with the knowledge and skills needed to embark on their professional journey. In addition, career coaches maintain membership in professional associations, attend conferences, and are active members of the Career Technical Education (CTE) and School Counseling local advisory committees. Although career coaches must be knowledgeable with local community workforce information and demands, there is no current statewide requirement for continuing professional education related specifically to industry.

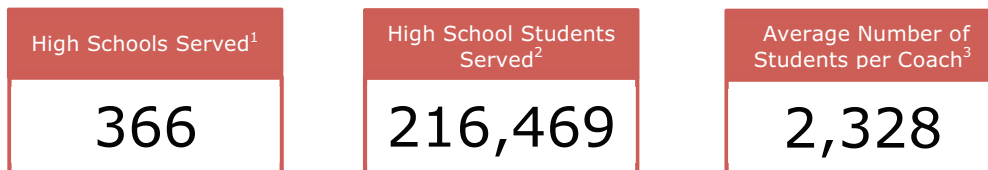
PART 2 | PROGRAM ANALYSIS

This analysis of the career coach program was prepared following (a) the collection of descriptive data about current career coaches (interspersed with survey data from interviews with career coaches), (b) the review of self-reported program success data and survey data, and (c) the development of a benchmark assessment of Alabama's program against peer programs in other states.

A. Descriptive Data

The following is a first-of-its-kind numerical assessment of career coach responsibilities by school, county, and workforce region. The dataset, attached to this report as [Appendix A](#), contains information about placement locations and student enrollment derived from 92 of the state's career coaches.

By the Numbers:



Geographic Distribution. Thanks to the advocacy of the AWC, the financial commitment from the state legislature, and the hard work of ALSDE, career coaches now serve every high school in the state of Alabama.

Figure 2: Distribution of Career Coaches by School

Region	Schools	Schools per Coach		
		Low	Avg.	High
1	93	2	4	6
2	40	4	4.44	5
3	33	2	3.67	6
4	66	1	3.67	7
5	46	2	3.83	5
6	42	1	4.2	6
7	43	3	4.3	5
Totals	366	2.1	4.0	5.7

¹ "High Schools Served" is the total number of high schools in which career coaches operated.

² "Students served" is the total number of students in grades 9-12 at high schools served by career coaches during the 2016-2017 school year. According to data researched, the actual number of students served (including middle school students) may be closer to 258,000.

³ "Average number of students per coach" is the total number of students in high schools served by career coaches divided by the total number of career coaches statewide.

The average career coach manages four high schools, with some managing up to seven.⁴ State policy dictates that career coaches must work in each high school they serve at least once a week. For some coaches, this requires constant travel to cover a large geographic area.

Establishing Student Relationships. Career coaches surveyed universally confirmed that the secret to program success is establishing a personal student-career coach relationship. Informal phone interviews with several coaches indicated that this was difficult to accomplish because of geography and the sheer number of students. Figure 3 provides some support for that observation.

Figure 3: Students per Career Coach by Workforce Region

Region	Students	Students per Coach		
		Low	Avg.	High
1	67,610	1,306	2,817	5,437
2	22,321	2,195	2,480	2,958
3	16,112	983	1,790	4,529
4	56,458	1,175	3,137	6,247
5	34,434	901	2,870	4,403
6	24,165	1,169	2,417	4,247
7	37,236	1,757	3,724	5,556
Totals	258,336⁵	1,355	2,748	4,768

Most career coaches provide the services described in **Part 1** to more than 2,000 students each week, with an average coach-to-student ratio of 2,748 to 1.⁵ Because most coaches are only in a given school one to two days each week, they have substantially less time than other school system personnel to build relationships with students necessary to ensure maximum success.

To maximize scarce program resources and meet the labor force demand from Alabama business and industry, career coaches should work more closely with those students who become interested in high-demand career fields to ensure that they have the support they need to pursue their chosen professions. High-demand careers include, but are not limited to, agriculture, construction, forestry, hospitality, manufacturing, shipbuilding, steel production, transportation, and other industries that are currently experiencing a workforce shortage in Alabama and which present immediate employment opportunities for high school graduates that will result in a productive career of lifelong learning, advancement, and fulfillment in these industry sectors.

B. Program Outcomes Data

Career coaches self-report monthly performance in five key categories: (1) student contacts, (2) classroom activities, (3) career development activities, (4) college access, and (5) community

⁴ Some schools have associated freshman academies, alternative schools, or other off-site locations that many career coaches must visit in addition to their assigned campuses.

⁵ This figure includes all students served, not just those in Grades 9 through 12 (where the ratio is 2,328:1).

relationship building. Because college access is the primary responsibility of school counseling and guidance staff, those figures have been omitted from this report.

Figure 4: Career Coach Annual Report⁶
2016-2017 School Year

Student Contacts	Totals	Avg./Coach
One-on-One Student Contacts	46,101	480
One-on-One Career Assessments	18,880	197
Classroom Activities		
Total Classroom Presentations	29,933	312
Total Students In Presentations	339,425	3,536
Career Development Activities		
Job Shadowing Events	538	6
Career Events	1,214	13
Number Of Students Participating In Job Shadowing Events	5,219	54
Number Of Students Participating In Career Events	205,195	2,137
Community Relations Activities		
Business/Industry/Community Contacts	9,305	97
Parent Contacts	14,711	153

Student Contacts. “One-on-One Student Contacts” measures the number of individual planning sessions with students and parents that a career coach has undertaken for the 2016-2017 school year. “One-on-One Career Assessments” means the number of new individualized career assessments a career coach has facilitated for the 2016-2017 school year. It is important to note that this figure represents an annualized look at career coach-student relationships. Even though a coach may not perform a one-on-one assessment for a tenth grader if that same student received an assessment in the ninth grade, the coach may have already developed a one-on-one relationship with that student in the previous year.

Classroom and Career Development Activities. These two categories, when combined, go to the heart of the career coach’s student outreach mission. “Classroom Presentations” measures career coach/classroom instructor team teaching opportunities that promote the knowledge, attitudes, and skills of student competencies appropriate to student developmental levels through instruction in the career domain. Classroom presentations include topics which focus on:

- Developing career awareness and employment readiness;
- Acquiring career information and identifying career goals; and
- Acquiring knowledge and applying skills to achieve career goals.

“Career Events” measures planned activities outside the classroom to promote academic, career, or personal/social development, such as college and career fairs, business/industry tours, college tours, student team building/leadership workshops, and job shadowing events.

Two of the most striking data points in this survey are student participation in classroom presentations and career events. The almost 340,000 students who participated in classroom presentations is greater than the total number of students served by career coaches across the

⁶ The career coach program collects additional data on Free Application for Federal Student Aid (FAFSA) preparation and college tour activities – areas where their roles overlap with school counselors – that is not presented here due to space constraints.

entire state (because students typically participate in more than one classroom presentation each year). Career events appear to impact the largest number of students per event, with an average attendance of 169 students per event.

Job shadowing participation data provides a more mixed message. While more than 5,000 students participating in programs statewide sounds like a strong number, it represents only 2% of overall enrollment at Alabama high schools.⁷ Survey data indicates that part of the reason for the lack of widespread job shadowing program adoption is the lack of employer engagement in the apprenticeship/job shadowing process. Some suggestions for fostering greater connectivity in this area are contained in **Part 3**.

Community Relations Activities. This final category is critical to the career coach's long-term success. "Business and Industry Contacts" means all meaningful partnerships forged with local businesses, industries, and community organizations through community outreach activities and/or knowledge acquired about community resources, employment opportunities, and local labor market information. In addition, it includes consultations with business/industry/community partners in order to provide feedback on the emerging needs of students and to provide information and support to community stakeholders.

Taken together, the data discussed above indicates that career coaches (a) have limited time to interact with students on an individual basis and (b) are spending substantial time informing students about career options in large-group settings. This satisfies the program's objective of creating interest in high-demand career pathways, but career coaches should spend the majority of their one-on-one and small group time working with students who are interested in high-demand careers (and helping those students see those pathways through to completion).

C. Comparison to Other State Programs

Alabama does not have the only successful career coaching program in the U.S. – or even in the Southeast. This analysis of Alabama's peer career coach programs was conducted in order to derive best practices and lessons from other states' experiences. While these additional reference points are useful when assessing Alabama's career coach program, comparisons are ultimately difficult to draw because – as noted below – these programs are inherently different from the ALSDE career coach model. Alabama has a more intentional focus on preparing students for high-demand career pathways, and its teacher-student ratios (as compared to other states) are reflective of the fact that Alabama career coaches have a more focused job description.

Virginia Career Coach Program. This program began in January 2005 with 11 coaches in 13 high schools and currently has 130 coaches in more than 180 high schools. Coaches are "career pathway specialists" who are employed by community colleges and placed in high schools. These coaches target students who are not already actively applying to schools on their own and encourage those students to attend post-secondary schools. Funding for the program comes from state funds, local funds, local college funds, local school division funds, and foundation funds.

⁷ In the broader K-12 Workforce Readiness context, 11,840 students in Grades 11-12 participated in work-based learning opportunities, including cooperative education and paid/unpaid internships. Career and technical education professionals (not career coaches) are not directly responsible for coordinating these activities.

North Carolina Works Career Coach Program. Beginning in 2015, this program distributed \$1 million to deploy 28 career coaches to 52 public high schools throughout the state. Like Virginia, North Carolina's program is administered by the community college system and focuses on (a) identifying high school students who are candidates for community college, (b) placing career coaches in contact with those students to determine career goals, and (c) identifying community college programs that can help them accomplish those goals.

Arkansas Career Coach Program. Created as a pilot program in 2010 to address career training in distressed regions, the college and career coach program (formerly known as Arkansas Works) was substantially expanded by the state legislature in 2013, 2015, and 2016. College and career coaches provide career counseling, financial guidance, and college and career support for students in a select number of low-income areas initially (and now statewide) in grades 7-12. Coaches are stationed at and primarily employed by two- or four-year colleges, non-profits, or education service cooperatives. Program data indicates that 72% of the 37,546 students in school districts served by the program in 2015 received some form of services from career coaches. Those districts were served by 48 career coaches. Because coaches are employed by two- and four-year colleges, Arkansas' program prioritizes college placement – college-going rates increased by 22% and student Free Application for Federal Student Aid (FAFSA) completions increased by 32%.

Ohio Office of Career Connections. This program is a joint initiative between the Governor's Office of Workforce Transformation, the Ohio Board of Regents, OhioMeansJobs, and the Ohio Department of Education that began in 2012 and provides a "framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond." Elementary grades focus on "Career Awareness," middle grades focus on "Career Exploration and Interests," and high school grades focus on "Career Planning, Decision-Making, and Transition." During the 2015-2016 school year, the program piloted a "career counseling" program in seven school districts with \$1 million in seed funding. The selected districts were required to: (a) connect students to career mentors in civic and business organizations; (b) provide opportunities for experiential learning through business and civic partnerships; (c) provide students with career pathways through academic coursework that integrates career-technical training; and (d) offer career-focused counseling to students. The universal recommendation after the completion of the pilot was to have dedicated counselors at each school to specifically focus on the same career coach responsibilities assigned to Alabama's career coaches.

PART 3 | PROGRAM RECOMMENDATIONS

A. Strengthening Industry/Career Coach Partnerships

Problem: No existing framework for industry/career coach collaboration.

Solutions: (1) Add 36-40 hours of annual industry-based professional development, (2) create Regional Workforce Council subcommittees to address coach-industry interaction, and (3) initiate employer/coach interaction programs.

While career coaches universally affirm the importance of engaging with industry, there are no state or local requirements for career coaches governing when, how, or how often that engagement should take place. The lack of any required framework for interaction has created a scattershot approach to industry engagement that creates significant disparities across (and even within) workforce regions. The following is intended to provide that framework.

Step 1: Coach-Industry Participation. Career coaches must have intimate knowledge of what career pathways exist in local communities to adequately prepare their students for careers in those fields. Career coaches should either be required or incentivized by ALSDE to spend 36 to 40 hours per year in direct industry participation under programs created by Regional Employer-Coach Committees (RECC) as described below.

Step 2: Create a Regional Workforce Council Subcommittee for Regional Employer-Coach Committees. Within each of the state's seven workforce regions, sufficient opportunities must be provided for employer-coach interaction. To facilitate these opportunities, the director of each regional workforce council could be tasked with assembling a RECC of area businesses with hiring preferences for recent high school graduates. That group could assemble with the area career coaches once per quarter and would discuss relevant employment trends/needs assessments (see below), school-based outreach programs and public-private partnerships. Each RECC could have its own steering committee or be managed by the regional council executive director, as needed.

Step 3: Employer-Coach Interaction Programs. RECCs would be tasked with creating and/or making career coaches aware of the "direct industry participation" training opportunities discussed above. These opportunities could include (a) participating in quarterly RECC meetings; (b) planning and attending full-day site visits and training sessions with local industries (coordinated through the RECC); (c) working in temporary summer job offerings that would run from two weeks to three months (coordinated through the RECC); (d) hosting and participating in roundtable discussions with area industry on hiring outlooks; and (e) attending local, regional, or statewide industry-organized conferences.

B. Achieving Data-Driven Performance

Problem: Key student-, school-, and community-level data are either not collected or not applied towards achieving career coach program results.

Solutions: (1) Collect and integrate new and existing data in one database, (2) provide career coaches with better access to data and data analysis, and (3) create benchmarks for program success.

Integrated Data Collection. Local school districts collect and report student-level data regarding ACT WorkKeys assessments, workplace simulations (if conducted), and academic performance (grades, ACT scores, PLAN assessments, etc.) with the Alabama Career Planning System. To get a more complete picture of student performance, this data should be integrated with (a) career coach self-reported data on contacts (one-on-one, classroom visits, and career event participation); (b) student-generated success metrics (e.g., number of employment opportunities pursued); (c) job shadowing, internship, and apprenticeship interest and participation information; (d) employment or degree-program status post-graduation; and (e) salary information for employed students.

Local, state, and regional workforce demands play a critical role in how career coaches advise students in selecting potential career pathways. Integrating the data from (a) the regional employee needs assessments discussed above and (b) national jobs databases should ensure that career coaches are providing data about new opportunities to their students.

Data Access and Analysis. Many career coaches do not have easy access to existing data and the results of school-level data analysis already occurring in their districts. To ensure that career coaches can target the right message to the right students – for example, encouraging a child with a strong interest in welding but a failing grade in mathematics to seek teacher assistance – school districts should work to ensure their coaches have unfettered access to existing data at each school.

In addition, the data discussed above must be presented in a way that makes it easy to manipulate and interpret. Developing or acquiring a software platform (either as a subset of the longitudinal data system or as a standalone program) that will allow coaches to track individual student success, match students with the right career opportunities, and inform one-on-one counseling sessions is paramount to this proposal's success.

Creating Regional Program Success Benchmarks. Other states have created benchmarks against which they measure career coach success – many of which ALSDE already tracks. These include (a) one-on-one/small group contacts (tracked in Alabama), (b) work-based learning opportunities (tracked in Alabama), (c) non-traditional career exposure, (d) earned industry certifications, and (e) workforce placement rates. Using these and other categories, each RECC can work with local school districts to identify regional benchmarks for career performance and track progress towards those benchmarks each year.

C. Making Changes to Statewide Program

Problems: (1) Too few coaches, (2) too little initial coach training and follow-up, and (3) too small a reach.

Solutions: (1) Focus coaches on high-demand employment-related activities only, (2) hire new coaches or redeploy existing ones, (3) provide more training and career coach mentorship opportunities, and (4) examine potential for middle school career coaches.

Career coaches voiced repeated concern about the size of the program relative to the total number of enrolled high school students in the state. They also expressed a strong interest in engaging students before they get to high school. Some expressed the desire for additional training and monitoring for new career coaches. These concerns are addressed below.

Refocus Existing Coaches. At 93 career coaches, Alabama's program is already one of the largest in the country, and is likely the largest run exclusively by a state school system. However, it carries a higher coach-to-student ratio than other programs surveyed. The reason Alabama's ratio is comparatively high is because of the narrow focus of the state's program – on recruiting and developing Alabama's next generation of skilled workforce. Career coaches may become less effective if they are assigned tasks outside of the box identified in *Figure 1* above. Career coaches should be focused on assisting students who are interested in the fields that Alabama industries have identified as high-demand professions and helping those individuals pursue and secure employment.

Hiring or Redeploying Coaches. If policymakers determine that it is wise to reduce the student-to-coach ratio discussed above, that will require either additional program funding to hire new career coaches or a reallocation of existing career coaches to targeted districts based on an analysis of regional performance against the benchmarks set by each RECC.

Additional Training and Mentoring Opportunities. Most coaches surveyed indicated they learned more about how to do their jobs well from fellow career coaches than from any other source. Creating additional training and mentoring opportunities to allow veteran coaches to impart their experience to novice coaches could be beneficial for the coaches and students.

Middle School Pilot Program. Research has identified middle school as a time when students can benefit the most from career exploration and developing a plan for reaching future goals. A lack of access to school counselors and other school leaders impairs career exploration in middle school grades and across the education pipeline. By expanding Alabama's career coach program to the middle school grades, middle school career coaches will be positioned to lead career development by: (a) incorporating career-related project-based learning activities in middle school classrooms; (b) designing projects and activities to develop employability skills; (c) recruiting students into exploratory and introductory CTE programs and courses; (d) facilitating academic and career planning with students and parents, focusing on high-demand, high wage careers; (e) establishing connections with local businesses, industries, and community partners; and (f) preparing students for transitioning to high school and beyond.

APPENDIX A: SUMMARY AND REGION-LEVEL DATA

Region	Coaches	Schools	Students	FRL Students	Schools/Coach			Students/Coach			FRL Students/Coach		
					Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
1	24	96	67,610	29,991	2	4	6	1,306	2,817	5,437	669	1,250	2,332
2	9	40	22,321	12,866	4	4.44	5	2,195	2,480	2,958	1,334	1,430	1,818
3	9	33	16,112	8,774	2	3.67	6	983	1,790	4,529	591	975	2,075
4	18	66	56,458	24,101	1	3.67	7	1,175	3,137	6,247	227	1,339	3,592
5	12	46	34,434	16,922	2	3.83	5	901	2,870	4,403	580	1,410	2,018
6	10	42	24,165	13,993	1	4.2	6	1,169	2,417	4,247	640	1,399	2,642
7	10	43	37,236	16,702	3	4.3	5	1,757	3,724	5,556	3	1,670	2,333
Totals	92	366	258,336	123,349	2.1	4.0	5.7	1,355	2,748	4,768	578	1,353	2,401

APPENDIX C

ALABAMAWORKS! BRAND DEPLOYMENT



Brand Deployment

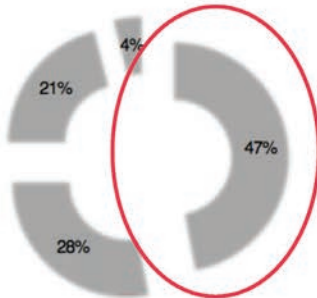
Through November 2017

Web Check



- 47,358 visits since launch
- Session duration averaging 3 minutes, 20 seconds
- 2,367 hours of site dwell
- 13,001 total website visits from August - November
- 52% are new sessions from devices or computers that have never accessed the website before

Web Check



- **Referral visits** meaning an ad from another website or secondary source other than social media and search accounts for about half of total sessions

Strong marketing and advertising campaigns are supporting the brand.

Web Check



- **Direct visits** from typing in the URL represents almost a third of the total sessions

We can assume that users accessing the website this way are either returning or remember the URL from an ad-like source.



Web Check

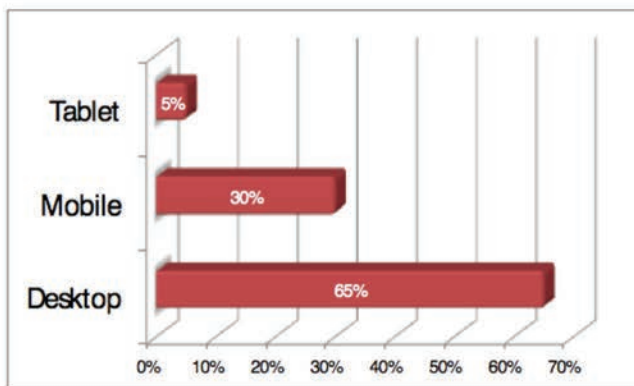


- **Organic Search** using some sort of search engine like Google to access the website equates to a little under a quarter of the total sessions

This is a sign that we have many users actively searching for the AlabamaWorks brand on search engines.



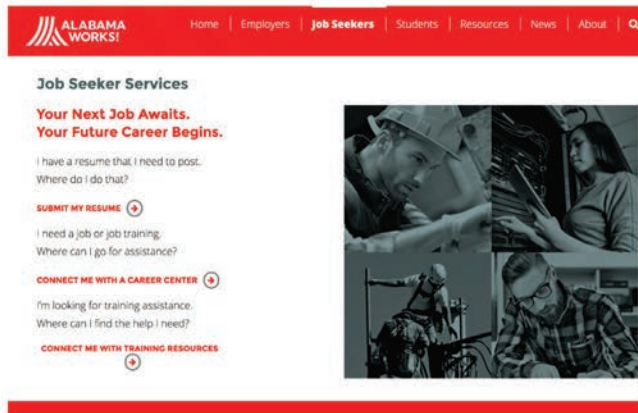
Web Check



Users continue to access the website **primarily by a desktop** computer with a slight increase in mobile devices.



Web Check



The Jobseekers page continues to be the most visited page on the website with **4,850** views followed by the Resources page with **2,316** views and the Interactive Map page with **1,237** views.



Regional Brand Compliance



We have completed a brand audit to ensure:

- ✓ Websites are branded correctly and are compliant with AW brand standards
- ✓ Provide a good user experience
- ✓ Contain relevant content important to users



Regional Brand Adoption

Across the board we have added:

- A more robust events calendar with features such as color-coded events, event series creation, and advanced search options for users.
- A mini calendar that can be placed anywhere on the website as well as better layouts for events feeds.

APPENDIX D

CAREER SUCCESS GUIDE



INFORMATION TECHNOLOGY



Great Career Ideas • Creating Your Plan • College Resources



Kay Ivey, Governor of Alabama

A MESSAGE FROM THE GOVERNOR

As I've said on many occasions, our people are Alabama's greatest strength, especially our young people, who hold the state's future in their hands. As the guardians of our state's future, students deserve every possible tool to help them—and Alabama—succeed in all areas.

To achieve this, we have created the Alabama SUCCESS Guides, which are designed to assist students in identifying resources regarding

careers, postsecondary education and financial literacy. Through our students, we are positioning our state for even greater accomplishments. They will be well-equipped for careers in Alabama's workforce which will allow them to compete—and excel—in our global economy.

This Alabama SUCCESS Guide is an excellent tool in helping our students of today become our leaders of tomorrow.

ATTENTION PARENTS!

This guide is part of a series created to help students in Alabama learn more about high-demand careers, salaries, the steps they need to take to reach their goals, and the resources that can help them get there.

The workforce has changed since you entered it. Many of the jobs that exist today were not even created when you graduated from high

school, and the pace of change is faster than ever! However, since work skills are transferable to many jobs, by helping your student connect with what they learn in the classroom to real jobs that interest them, they will graduate better equipped for life after high school.

Thank you for talking with your child about what careers interest them – and why. You can help them by

sharing your own work experiences with your child. Ask people in your community who work in jobs that interest your child to share about their careers or let your child visit their workplace. And last, but not least, go with your child to meet with their school counselor or career coach to get them moving in the right direction. Help them prepare for their future...today.



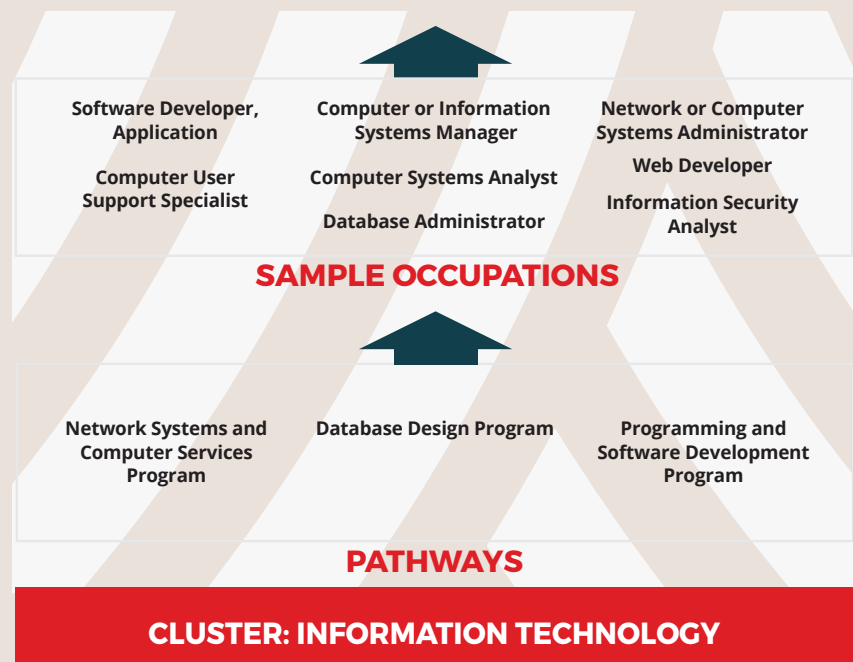
WHAT EMPLOYERS WANT

ROBIN E. HUNT
CHIEF EXECUTIVE OFFICER
THINKDATA SOLUTIONS, INC.

“**INFORMATION TECHNOLOGY EMPLOYERS ARE LOOKING FOR PEOPLE WITH SOFT SKILLS LIKE TEAMWORK, PROJECT MANAGEMENT, AND GENERAL TECHNICAL SKILLS.** No other skills are quite as universal as technical skills; they touch every industry and business in Alabama. I would recommend to students, at an early stage, to invest your time in learning soft skills like teamwork, project management, and general technical skills. These skills are a must no matter your chosen technical expertise. Whether your interest is in IT infrastructure, information security, data and analysis, coding, or skills to improve every day process controls, in the tech world, you never stop learning, so the ability to change and to find and learn new information are also critical skills.”

WHAT'S INSIDE

Think Again	3
Career Ideas	4
Hot Jobs	5-6
Personal Bios	7-8
Four Year Plan	9
Getting Ready	10
Clusters and Pathways	11



THINK AGAIN

Now is the time to take a fresh look at Information Technology careers you may not have considered before.

MYTH: An interest in math or engineering guarantees Information Technology success.

FACTS: If you're interested in math, you should look into careers in Information Technology. However, according to Glenn Phillips, president of the software consulting firm Forté, Inc., being good at math or engineering does not guarantee success. Phillips says having learned how to learn is as important for employees in his company as mastering computer engineering. "In technology, it's all going to change so fast that I'm more interested that they learned the discipline in school than the exact computing tools, because the tools are going to change."

REALITY CHECK

WHAT IT COSTS TO LIVE ON YOUR OWN IN ALABAMA

Estimated 2017-2018 monthly expenses for a 22 year-old living in Birmingham.

NOTE: Keep in mind that your paycheck will be reduced by about 30 percent to cover taxes, retirement, and insurance. What's left is known as your "take-home pay." Subtract 30 percent from the salaries shown on pages 5 and 6 to get a more accurate take-home amount.

Groceries:
\$350-\$400



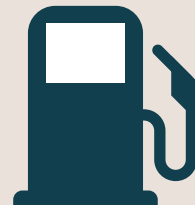
Mobile Phone:
\$55



Cable and Internet:
\$80



Gasoline:
\$100
(1,000 miles @ \$3.00 per gallon, 30 mpg)



Rent and Utilities:
\$700-\$850
(1 Bedroom)



Car Payment:
\$350-\$450
(Used 2016)



Car Insurance:
\$60-\$125
(6-Month Policy)



Sources:

RENT: rentbits.com/rb/t/rental-rates/birmingham-al

CAR: carsdirect.com

MOBILE PHONE: att.com, verizon.com

GROCERIES: bestplaces.net

CABLE AND INTERNET: birmingham.mybriighthouse.com

CAR INSURANCE: progressive.com

GAS: gasbuddy.com

YOU DECIDE

Does the Information Technology Career Cluster fit you, your talents, and your dreams?

Take this quick quiz to find out.

1	2	3	4	5
Are you good at math?	Do you like to take things apart and put them back together?	Can you explain computers to people who have limited experience with them?	Are you interested in the way businesses work?	Do you have strong organizational skills?
WHY IT MATTERS:	WHY IT MATTERS:	WHY IT MATTERS:	WHY IT MATTERS:	WHY IT MATTERS:
Mathematics is the basis for the way computers work.	IT jobs require top-notch engineering skills, including a knack for figuring out what makes things tick.	IT jobs are project-based, so you need to be able to communicate and work well with others.	Many IT projects involve automating business operations.	In IT, small mistakes can crash large systems.

If you answered "yes" to most of these questions, Information Technology could be right for you.

CAREER IDEAS



What Job Works for YOU?

On the next two pages you will find job descriptions for this career cluster that are projected to be the "Hot Jobs" in the state of Alabama from now through the year 2024. The jobs are listed in order of projected demand.*

On pages 7 and 8 you will see short bios of people who live and work in this career cluster right here in Alabama. As you read their stories, pay attention to their pathway to the job they are in currently and the lessons they learned along the way. What can you learn from these real-life stories that might help you along your own career path? ►►►►►►►►►►

*This information is provided by the Alabama Department of Labor, Labor Market Information Division in cooperation with the U.S. Bureau of Labor Statistics. The wage data is based on the May 2015 Occupation Employment Survey employment and wage estimate file. The wages have been aged using the most current Employment Cost Index (ECI) factors reflecting wages as of September 2016.



INFORMATION TECHNOLOGY HOT JOBS



COMPUTER SYSTEMS ANALYST

Job Description: Analyze science, engineering, business, and other data processing problems to implement and improve computer systems. Analyze user requirements, procedures, and problems to automate or improve existing systems and review computer system capabilities, workflow, and scheduling limitations. May analyze or recommend commercially available software.

Education: Bachelor's degree

Salary Range: \$55,878 – \$90,259



SOFTWARE DEVELOPER, APPLICATION

Job Description: Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May supervise computer programmers.

Education: Bachelor's degree

Salary Range: \$62,504 – \$113,927



COMPUTER OR INFORMATION SYSTEMS MANAGER

Job Description: Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.

Education: Bachelor's degree

Salary Range: \$76,885 – \$147,660



COMPUTER USER SUPPORT SPECIALIST

Job Description: Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

Education: Some college, no degree

Salary Range: \$30,356 – \$57,066



SOFTWARE DEVELOPER, SYSTEM SOFTWARE

Job Description: Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.

Education: Bachelor's degree

Salary Range: \$67,123 – \$119,703



DATABASE ADMINISTRATOR

Job Description: Administer, test, and implement computer databases, applying knowledge of database management systems. Coordinate changes to computer databases. May plan, coordinate, and implement security measures to safeguard computer databases.

Education: Bachelor's degree

Salary Range: 50,429 – 91,017



NETWORK OR COMPUTER SYSTEMS ADMINISTRATOR

Job Description: Install, configure, and support an organization's local area network (LAN), wide area network (WAN), and Internet systems or a segment of a network system. Monitor network to ensure network availability to all system users and may perform necessary maintenance to support network availability. May monitor and test Web site performance to ensure Web sites operate correctly and without interruption. May assist in network modeling, analysis, planning, and coordination between network and data communications hardware and software. May supervise computer user support specialists and computer network support specialists. May administer network security measures.

Education: Bachelor's degree

Salary Range: \$ 49,733 – \$84,237



WEB DEVELOPER

Job Description: Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content.

Education: Associate's degree

Salary Range: \$34,586 – \$68,526



COMPUTER NETWORK SUPPORT SPECIALIST

Job Description: Analyze, test, troubleshoot, and evaluate existing network systems, such as local area network (LAN), wide area network (WAN), and Internet system. Perform network maintenance to ensure networks operate correctly with minimal interruption.

Education: Associate's degree

Salary Range: \$40,341 – \$71,271



INFORMATION SECURITY ANALYST

Job Description: Plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. May ensure appropriate security controls are in place that will safeguard digital files and vital electronic infrastructure. May respond to computer security breaches and viruses.

Education: Bachelor's degree

Salary Range: \$61,654 – \$100,695



COMPUTER HARDWARE ENGINEER

Job Description: Research, design, develop, or test computer or computer-related equipment for commercial, industrial, military, or scientific use. May supervise the manufacturing and installation of computer or computer-related equipment and components.

Education: Bachelor's degree

Salary Range: \$78,788 – \$126,186

PAUL GIBBS VICE PRESIDENT

SYNDESI SYSTEMS

Graduate of East Limestone High School
Athens, AL

I am the Vice President of a small IT company in Athens, AL so we all have to wear many hats. My primary role is to be the technical team lead. My team of Network Engineers and Network Administrators work together with me to solve clients' problems and provide planning for their future IT needs.

While attending East Limestone High School, I toured the Limestone County Career Technical Center (LCCTC) as a 9th grader. At that time there was not a computer class, but they were planning to add one the next year. I felt the Tech school would be a better fit for me; from

an early age I did not feel the challenge of the normal school path, and I wanted to see other options. I started my 10th grade year at LCCTC in Computer Maintenance Technology. I found that I was excited to come to school every day and learn. I was a quick learner, and I studied

“Attention to detail and wanting to provide the very best for my clients while being professional and personable has helped me in my career.”

for the State Skills USA (VICA) contest and won 1st place. From there I went on to compete at the national contest in Kansas City, Missouri and placed 6th in the nation. I went on to win 1st in the state and 2nd in the national contest in my junior and senior years. I started the co-op program at LCCTC and went to school half a day and worked the other half of the day as a computer technician for Limestone County Schools. In January of my senior year, I was employed by a government contractor in Huntsville, AL. Attention to detail and wanting to provide the very best for my clients while being professional and personable has helped me in my career.

TYLER STROMBERG NETWORK ADMINISTRATOR

DIXIE PULP & PAPER

Graduate of Tuscaloosa County High School
Northport, AL

I manage computers and networks throughout the company where I work.

My education after high school has been primarily completing different certification courses (CompTIA A+ and Network+ along with several Microsoft certifications). Previous to my current position, I worked at a local technology company. I am doing what I love, and I enjoy staying on top of new technologies

“I am doing what I love, and I enjoy staying on top of new technologies and computer network advancements.”

and computer network advancements. My biggest asset is my ability to troubleshoot and to get along with others. Troubleshooting is a very specific process and requires diligence

and detailed focus. If you skip a step to speed things up, you might jump past where the problem originated. So it can be a little tedious at times. Also, having good people skills even though you work with computers is a big plus because you still have to talk with the people who are having the computer issues in order to solve/resolve them.

DANIEL TREY HILBURN WEB DEVELOPER

WIDENET CONSULTING, LLC

Graduate of Sardis High School
Boaz, AL

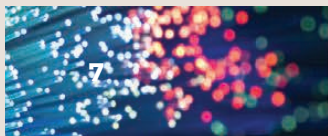
I am currently a full stack Web Developer which means that I work on a website from the frontend systems to the backend systems. I have to create the code for the looks and the functionality of the website. I work with HTML, CSS, Javascript, and PHP to make sure a website works properly.

I always loved technology ever since I got handed down my first computer from my grandfather, which was a Windows 95 computer. I loved messing around and learning how to use it. I learned how to write documents and use some of the useful

features Windows had to offer. I then grew up and had to take a course on typing along with a business technology course in high school. These classes had me really interested in growing my passion for technology. I then went to college where I had planned to pursue a degree to become a medical doctor. These plans changed shortly after

“The work I do is very rewarding because I can instantly see the product that I'm creating from start to finish.”

I took my first Computer Science course, Fundamentals of Computing. The course taught me valuable programming, and I am now about to graduate with my degree in Computer Science. I have gotten a part-time job as a Web Developer that allowed me to gain valuable experience. I work with clients to provide a fully functioning and responsive website. The work I do is very rewarding because I can instantly see the product that I am creating from start to finish. I look forward to developing and advancing in my career, growing my knowledge every step of the way.



CRAIG TAYLOR

NETWORK ENGINEER/SYSTEMS INTEGRATOR

INTEGRATED CORPORATE SOLUTIONS, INC.

Graduate of Cherokee High School
Cherokee, AL

I plan, design and implement computer networks for corporations. I come up with the types of hardware such as switches, routers, firewalls, servers and many other things that will fulfill the needs of the company I am working with at the time.

I always had an interest on how things worked. I took electronics apart to see how they worked. When I was about ten, I got my first computer. At the time, there were no disk drives, no games to load. But there were magazines in stores that had computer code

in them. I would get them and try typing in the code on the computer. This piqued my interest. In high school I took the basic computer classes and did well. I started out in Fiber Optic Communications in college. After the first quarter, I changed my major to Computer Science because I spent most of that quarter in the computer lab. At the time

"I love computers so it doesn't feel like work most of the time."

I was in college, the only IT courses offered were programming languages. I found out as I was finishing my degree that I really didn't want to program all the time; this led to the career that I am in now. Knowing how to program has helped me troubleshoot problems because I know the logic behind how computers work. I will probably always be in front of a computer for the rest of my life. Just like the saying goes, "if you do something you love, you will never work a day in your life." I love computers so it doesn't feel like work most of the time.

BRIAN ARNBERG

PROGRAM ENGINEER AND PROGRAMMER

NEPTUNE TECHNOLOGY GROUP

Graduate of Loveless Academic Magnet Program (LAMP) High School
Montgomery, AL

I write firmware for embedded devices, specifically for radios and registers. Besides writing firmware, I am also responsible for working with the product team to ensure that everything works correctly and is delivered on time.

Math and Science always clicked with me, and so even though what I wanted to do changed throughout childhood, I always focused on those subjects. When I got older I realized I could be an engineer. I didn't really know

which one I wanted, but I thought electricity was pretty neat so I went for Electrical Engineering. My university gave engineers the opportunity to co-op in the field in order to gain hands-on experience. I spent three semesters as a co-op student. When I finished getting my Bachelor's, I went and got a Master's in Electrical Engineering focused

"I get to live in this neat middle ground, seeing far into the past and helping to shape the future."

on Embedded Design, which is the marriage of Electrical Engineering and Programming. Now I'm working at a water meter company working on the firmware running on water meters and radios. The company is 125 years old - so there's a really great history to draw on and learn about. At the same time, we work on a lot of next-gen technology, so I get to live in this neat middle ground, seeing far into the past and helping to shape the future.

MADELYN DUNAVANT

BUSINESS SYSTEMS ANALYST

PROTECTIVE LIFE

Graduate of Hubbertville High School
Hubbertville, AL

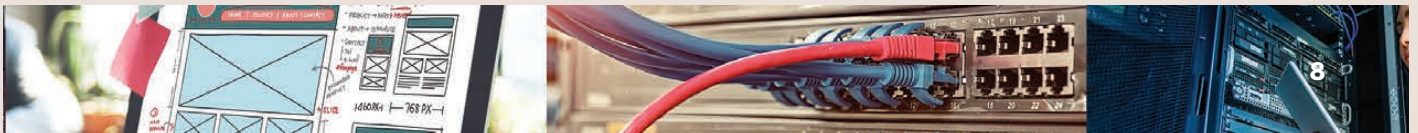
My role is to help provide technology solutions. I gather and negotiate requirements with clients and help transfer those requests into language for developers. I provide support for users who need help or have problems with our applications. I also do a lot of testing of the software before it becomes a finished product.

I had the opportunity while in school to be exposed to a variety of subject areas, but I still struggled in knowing what I wanted to do when I got out of school. I started

creating technology projects in 3rd grade and continued until I graduated. I went to a computing Olympiad at a university that was hosted by their MIS department. Little did I know I would end up there, but I really enjoyed that experience. After graduating high school, I went to a community college and then transferred to the University of Alabama. I had an internship for about a year while I went to school and decided to go for a job similar to that one. My job hours are pretty normal, but they can increase as you get closer to a deadline or if there are issues with

the software that was created. Most days are spent in front of a computer screen, talking with business owners, or communicating with developers. I don't do any travel, but if I wanted to, those opportunities are definitely present. In the future I hope to be a data scientist that uses technology to help people make more informed decisions.

"In the future I hope to...use technology to help people make more informed decisions."



MAKE A PLAN

SIT DOWN WITH YOUR PARENTS AND COUNSELOR AND CREATE A PLAN

Map out an Alabama Education Plan (sample below) based on your interests, strengths, and possible career goals. Your plan outlines the courses and electives you'll take in high school, plus related co-curricular organization and career preparation experiences. Your school counselor or career coach will work with you to determine the learning experiences needed for you to complete your plan, such as using distance learning or earning college credit from your local community college. Below is a sample Alabama Education Plan for you to use as a guide.

SAMPLE EDUCATION PLAN FOR THIS CAREER CLUSTER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
English 9 Algebra I Physical Science World History *Career Preparedness *LIFE PE **Elective	English 10 Geometry Biology United States History 10 *Health/Elective **Elective **Elective	English 11 Algebra II Chemistry United States History 11 **Elective **Elective **Elective	English 12 Math Elective Physics US Government/Economics **Elective **Elective **Elective

*Other Required Courses

**Career & Technical Education and/or Foreign Language and/or Arts Education (3 Credits)

INFORMATION TECHNOLOGY CLUSTER COURSES

Alternating Current	Database Design III	Java Programming	Senior Career Pathway Project – Information Technology
AP Computer Science A	Direct Current	Networking I	
AP Computer Science Principles	Foundations of Informational Security	Networking II	Software Development
Computer Management and Support	Information Technology Fundamentals	Networking III	
Database Design I	Information Technology Support and Services	Networking IV	
Database Design II		Principles of Informational Security	

CO-CURRICULAR

WORK-BASED LEARNING

SkillsUSA FBLA	Job Shadowing Career Day/Fair	Internship Field Trips	Work Experience Guest Speakers
-------------------	----------------------------------	---------------------------	-----------------------------------

GETTING READY

MAPPING OUT YOUR PROGRAM

GRADE 8

- Research your career options based on your interests, talents, and goals.
- Create an Alabama Education Plan (see page 9).

GRADE 9 FRESHMAN YEAR

- Choose a career cluster.
- Do your best work in all your classes. Course selection and grades really do count when you are applying to colleges and training programs.
- Keep a folder or portfolio of your activities, awards, accomplishments, and work experience, and add to it during your high school career.

GRADE 10 SOPHOMORE YEAR

- Continue building the strongest possible academic record.
- Consider taking the ACT if you plan to apply to a two-year college or university in the future.
- Consider taking the PSAT (Preliminary SAT/National Merit Scholarship Test) if you plan to apply to a two-year college or university in the future.
- Use the information in your portfolio to create a resumé.
- Apply for summer jobs, internships, or volunteer activities related to your career cluster.

GRADE 11 JUNIOR YEAR

- Take the PSAT/NMSQT.
- Use resources available at your school (books, online tools, college fairs, etc.) to research postsecondary education options related to your career goals.
- Register to take either the ACT or the SAT I and SAT II Subject Tests. (There are testing dates every month from January through June). Registration deadlines are approximately four weeks before each testing date.
- Apply for summer jobs, internships, and volunteer activities related to your career goals.
- Use studentaid.ed.gov to determine your financial aid eligibility.

GRADE 12 SENIOR YEAR

- In the fall, apply to postsecondary programs and retake any standardized college admissions tests if you would like to improve your score.
- Beginning in October, complete college financial aid forms. Deadlines and required data differ from school to school, so read the instructions carefully.
- In the spring, choose your postsecondary program on the basis of where you have been accepted, costs, etc.
- Continue doing your best work. All schools require a final transcript before making your acceptance official.

COLLEGE PREP: GETTING ACCEPTED

The college admissions process can be stressful and a bit scary, especially if you are the first in your family to apply. Give yourself the best shot at getting into a college program that matches your goals by following these five steps:

1. MAKE THE GRADE

Your grade point average really does count, so do your best work on every assignment, pay attention in class, and participate in group discussions.

2. MAKE A LIST

Before you can apply to college, you have to figure out what you would like to study and what matters most to you (like college location, size, or religious affiliation). Use the college guides in your local library, school library, school counselor's or career coach's office to start making a list of colleges that interest you. Use online tools like collegeboard.org and accs.cc to learn more about each school and take virtual campus tours.

3. GET INVOLVED

Build teamwork and leadership skills by joining career technical student organizations, clubs, and teams at your school, volunteering for service projects, and participating in church or community activities.

4. PLAN FOR TEST

Most colleges want scores from the ACT, SAT, or SAT II tests. See what tests the schools on your list require, sign up to take them in time to include the scores on your application, and then practice the free SAT sample questions at collegeboard.org or sample ACT tests at actstudent.org.

5. BE NEAT AND COMPLETE

Before you send in a college application, double-check your spelling, make sure nothing is missing, and save a copy just in case you have to submit it again.

PAYING YOUR WAY: FINANCIAL AID

Every Alabama student can afford to go to college. It just takes a little planning. Put your college dreams within financial reach by taking these five steps:

1. CONSIDER A COMMUNITY COLLEGE

Alabama's public and private two-year colleges offer an affordable way to earn an associate's degree or complete enough credits to transfer into a four-year school as a junior. Learn more at accs.cc.

2. WEIGH YOUR OPTIONS

Attending one of Alabama's four-year public or private schools cuts travel costs and other living expenses, as compared to attending schools out of state. In addition, public schools offer reduced in-state tuition, and, if there's a college nearby, you can save even more by living at home.

3. RISE TO THE TOP

Apply to a couple of schools at which your grades and accomplishments put you near the top of the typical applicant pool.

4. DO A LITTLE DIGGING

More than one million local, national, and college-specific scholarships are available each year. Ask your school counselor or career coach for help finding printed scholarship resource guides. To find and apply for scholarships online, sign up for the free college scholarship search source achievealabama.org.

5. APPLY FOR AID

Fill out the Free Application for Federal Student Aid (FAFSA) beginning on October 1 of your Senior year. FAFSA forms and instruction booklets are available at your school counselor's office and online at studentaid.ed.gov. Some schools also require the CSS/Financial Aid Profile form (profileonline.collegeboard.org), and others have their own financial aid forms. Carefully read each college's application to know what forms you need to submit and when.

	AGRICULTURE, FOOD & NATURAL RESOURCES
	ARCHITECTURE & CONSTRUCTION
	ARTS, A/V TECHNOLOGY & COMMUNICATIONS
	BUSINESS MANAGEMENT & ADMINISTRATION
	EDUCATION & TRAINING
	FINANCE
	GOVERNMENT & PUBLIC ADMINISTRATION
	HEALTH SCIENCE
	HOSPITALITY & TOURISM
	HUMAN SERVICES
	INFORMATION TECHNOLOGY
	LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY
	MANUFACTURING
	MARKETING
	STEM
	TRANSPORTATION, DISTRIBUTION & LOGISTICS

CLUSTER PATHWAYS

Network Systems and
Computer Services

Programming and Software
Development

Database Design

POST SECONDARY LEARNING

COMMUNITY COLLEGE

4-YEAR COLLEGE/UNIVERSITY

WORK-BASED LEARNING

CONTACT INFORMATION

Sean J. Stevens
Alabama State Department of Education
PO Box 302101
Montgomery, AL 36130-2101
334-242-9111 phone
334-353-8861 fax
sstevens@alsde.edu

NON-DISCRIMINATION STATEMENT

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in its programs, activities, or employment and provides equal access to the Boys Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8165.

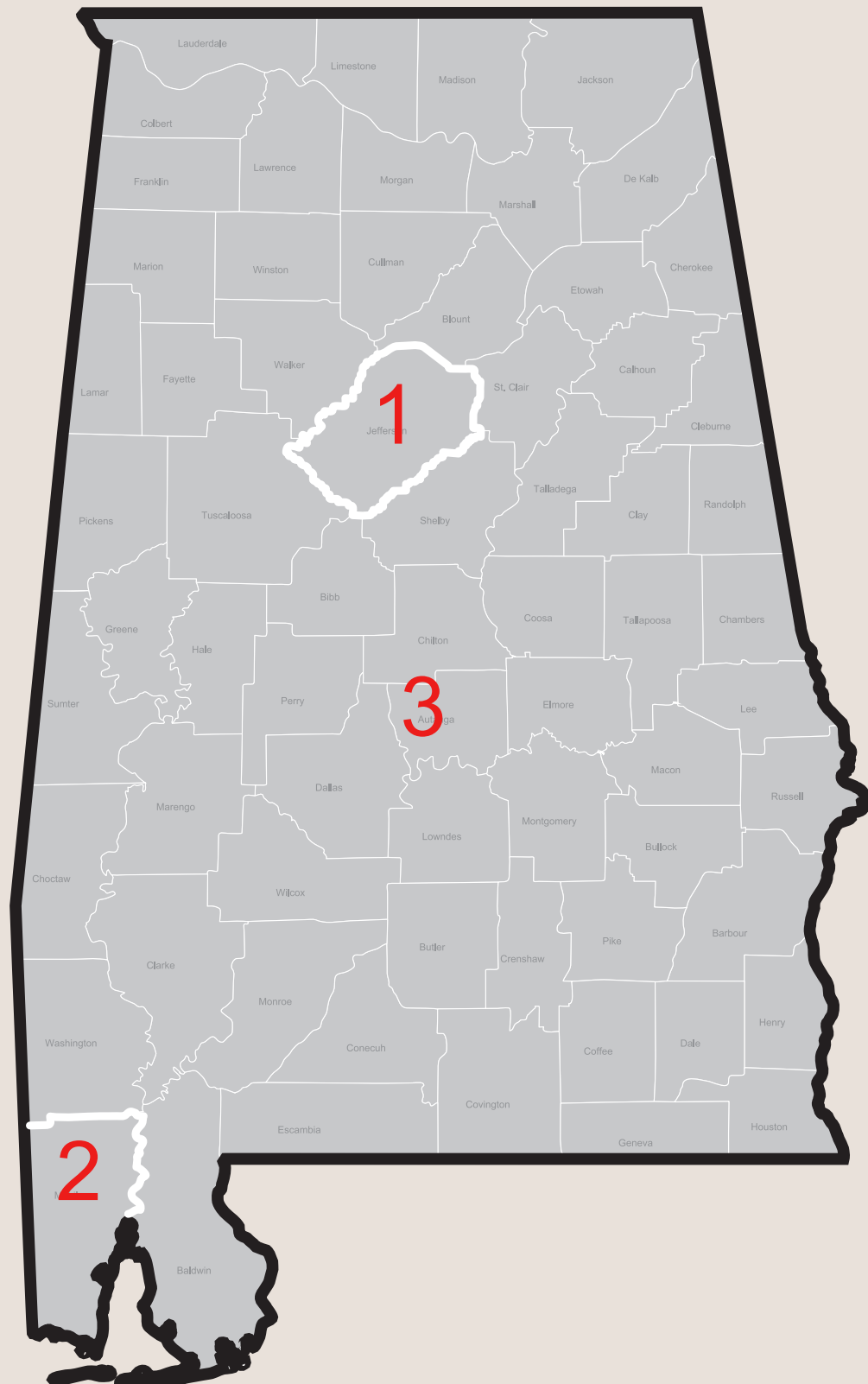
ALABAMAWORKS.COM/SUCCESSGUIDES

APPENDIX E

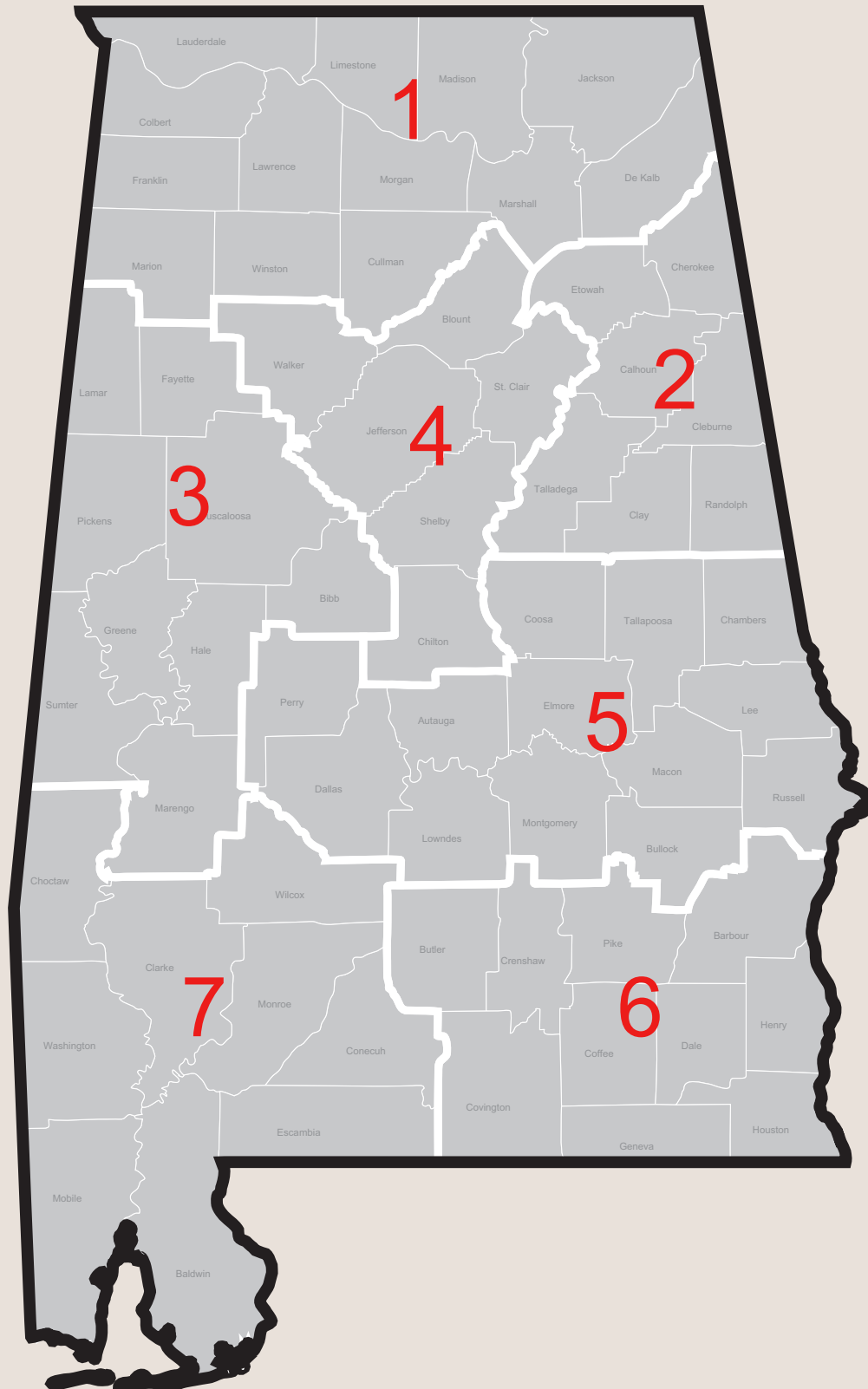
WORKFORCE INNOVATION & OPPORTUNITY ACT BOARD ALIGNMENT

PREVIOUS ALIGNMENT

Alabama Workforce Innovation & Opportunity Act Boards



Alabama Workforce Innovation & Opportunity Act Boards



APPENDIX F

REGIONAL WORKFORCE COUNCIL SCORECARD

64

