

Mobile County 2008 Workforce Development Strategic Plan

GOALS

INITIATIVES/ACTION STEPS (Lead Agencies)*

VISION STATEMENT

The vision of the Mobile County Workforce Planning Council is to develop a comprehensive, integrated workforce development system which creates a skilled, diverse, motivated, adaptable workforce that better meets the needs of employers and leads to a better quality of life for our citizens.

MISSION STATEMENT

The mission of the Mobile County Workforce Planning Council is to develop strategic partnerships which attract, educate and train students and workers to better meet employer needs and foster economic growth in a global marketplace.

GUIDING PRINCIPLES

- Meaningful Partnerships
- Visionary Leadership
- Customer Focus
- Excellence
- Focus on the Future
- Respect, Responsibility
- Management-by-Fact Accountability

***Note:** Task Forces have developed more detailed and comprehensive implementation plans to support the major initiatives listed here.

1. To develop effective strategic partnerships among business, education, training, economic development, government, and faith- and community-based organizations.

2. To understand market demands better and to be more flexible in adapting to them through innovative approaches.

3. To deliver customized education and training programs to better meet market demands.

- 1.1. Formulate and adopt written roles, relationships, and responsibilities for the various major partners in the overall Mobile Workforce Development Initiative (e.g. City government, Mobile Works, Chamber, AIDT, Bishop State, Education Foundation, etc.). (Workforce Planning Council, Chamber, all)
- 1.2. Designate and staff entity to provide ongoing leadership, oversight, and governance to the Workforce Development Initiative. (Workforce Planning Council, all)
- 1.3. Develop at least two active, faith-based partners to assist with outreach and/or delivery of workforce development services. (Workforce Task Force Chairs, Faith-Based Organizations)
- 1.4. Plan, coordinate, and conduct a one-day conference / workshop for mayors and industry leaders within a 100-mile radius to discuss workforce and economic development issues and establish a mechanism for continued dialogue and deliberation. (Mobile Mayor's Office)
- 1.5. Plan and conduct joint staff development activities for secondary and postsecondary teachers, counselors, and administrators to create a long-term strategic plan that addresses goals, objectives, activities and evaluation criteria that better align skill and occupational development with regional demand in light of local education agency and state education agency goals and parameters. (LEAs, Bishop State)
- 1.6. Establish a partnership among regional workforce, tourism, and economic development groups to establish a "brand" and related marketing program for the region as a great place to live, work, and play. (External Workforce Task Force)
- 1.7. Partner with the Community Foundation of South Alabama and faith-based organizations to conduct an informational meeting on obtaining housing for low and moderate income workers. (Support Services Task Force, CBOs, FBOs)
- 1.8. Utilizing Compass program, map commuter patterns from home to work and overlay the childcare facilities to determine locations of greatest need. Contact childcare providers with information and encourage related expansion of locations. (Support Services TF, Compass Users Group)
- 1.9. Establish Workforce Support Services Task Force as an ongoing entity to meet quarterly and establish plans and initiatives to mitigate problems, capitalize on opportunities. (Support Services TF, Chamber support)
- 1.10. Participate actively in other workforce development regional initiatives. (All)
- 2.1. Review available labor market information from Department of Industrial Relations. (Chamber)
- 2.2. Build out Jobs EQ and Compass information. (Chmura)
- 2.3. Present Jobs EQ and Compass information overview to Council. (Chmura)
- 2.4. Designate at least 2 leaders for EQ/Compass analysis. (Chmura)
- 2.5. Provide professional development in use of EQ/Compass. (Chmura)
- 2.6. Designate LMI group to further analyze/compare information. (Council)
- 2.7. Add information from major economic development projects. (Chamber, Chmura)
- 2.8. Determine 25 most critical occupations. (LMI group, Chmura)
- 2.9. Determine supply-demand alignment for critical occupations – 3 and 5 years out. (LMI group, Chmura)
- 2.10. Develop action steps to close gaps where deemed possible and appropriate. (Task Forces, Council in other initiatives)
- 2.11. Review and establish benchmarks for Jobs Compass.
- 2.12. Constantly update and analyze changing information. (LMI group, Chmura)
- 2.13. Periodically evaluate progress toward improving Compass indices.
- 2.14. Create an inventory of companies within the region specializing in international recruiting to share best practices and achieve synergy in complementing efforts. (External Workforce TF)
- 2.15. Implement a comprehensive, professional external marketing plan for critical occupations in which demand exceeds supply. (Mobile, Baldwin Chambers with private business support)
- 3.1. Implement a comprehensive, integrated Career Readiness Certificate System involving all education, training, and business partners. (State, K-12, OWD, MobileWorks, All Partners)
- 3.2. Complete and disseminate Career Pathway Templates for the aerospace, maritime, healthcare, information technology, advanced manufacturing, and construction trades business clusters and make these available to pertinent groups (e.g. schools, Marketing Task Force, Mobile Works, etc.). (Industry Cluster TF)
- 3.3. Collaboratively develop and produce career pathway models for at least 3 high-demand occupations every three months, utilizing a standardized template to be used by career counselors in schools, colleges, Mobile Works, etc. (Industry Cluster TF, Schools, Mobile Works)
- 3.4. Establish an on-going network / partnership between major employers and school counselors at all levels to facilitate communication on skills needs, employment opportunities, and career ladders / pathways. (Industry Cluster TF, Businesses, Counselors)
- 3.5. Lobby School Board for improved career counseling programs. (Industry Cluster TF, all)
- 3.6. Develop an e-mail and postal mailing list of all school counselors. (Industry Cluster TF, Schools)
- 3.7. Conduct annual Industry Expo for school employees. (Industry Cluster TF, Chambers, Industries)
- 3.8. Conduct annual "Open House" at selected industry site in each cluster for teachers, parents, students, counselors, community leaders. (Industry Cluster TF, Schools, Chamber, Businesses)
- 3.9. Recruit, screen, and train employees for new and expanding industries. (AIDT)
- 3.10. Recruit, screen, and train potential employees for maritime industries, particularly welders and shipfitters. (AIDT)
- 3.11. Continue and expand recruitment, outreach, and marketing efforts for careers in the aerospace industry. (EOCC Aviation School)
- 3.12. Continue and expand dual enrollment and 2+2 programs in critical occupations (e.g. aviation technicians). (Bishop, EOCC, LEAs)
- 3.13. Construct, staff, and develop programs, activities, and curricula for the Advanced Manufacturing Training Center. (Department of Postsecondary Education, K-12, with input from all entities)
- 3.14. Acquire industry certification in career tech programs. (Bishop)
- 3.15. Seek Alabama Quality Award (Adult Ed)
- 3.16. Implement Dropout Prevention and Recovery Program. (Grant staff, Mobile Education Foundation, LEA's, all)
- 3.17. Implement summer youth jobs training program with CRC as desired outcome. (MobileWorks)
- 3.18. Visit model demonstration centers for high tech and advanced manufacturing and apply principles learned to new manufacturing training facilities and programs. (Postsecondary Education, Chamber, MobileWorks, Mayor, all) **(Continued on next page)**

Outcomes/Initiatives (K-12, Schools Foundation)

- 3.19.** Implement a set of gateway standards for high school graduation.
- A rigorous default curriculum that requires mastery of: mathematics at least through Algebra II; 4 years of college-preparatory English, both literature and composition; and 3 or more years of science.
 - High-level college-oriented content for every student
 - Well-qualified teachers who command a variety of flexible pedagogical styles.
 - Clearly defined admission and course placement requirements aligned between high schools and post-secondary institutions.
- 3.20.** Implement an effective blueprint for multiple pathways.
- The development of a school district early warning system that includes interventions that address the high yield risk factors identified in the longitudinal cohort study.
 - The identification of current alternative education programs and their effectiveness in serving students who enter high school with poor academic skills.
 - The inclusion of needed programs and support services into the plan as identified by gap-analysis.
 - Evaluation of current and recommended policies related to dropout prevention.
 - Creation of a personalized and orderly learning environment in each school.
 - Improvement of instructional content and practice consistent with best practices in meeting high standards.
 - Expanded opportunities for student engagement beyond the classroom, for example, through internships, career academies, technical training, dual enrollment, advanced placement.
- 3.21.** Establish a strong, sustainable Education Commission.
- Monitor progress on the strategic plan, report findings to the public, and engage Key Partners around issues of public interest.
 - An Executive Board has been established and directs a comprehensive organizational structure aligning education and workforce demands.
 - A responsive system of interactive communication has been established among individual and collective partners within the sectors, as well as across the two sectors to the public at large.
 - Commission members have been appointed, educational and workforce policies for alignment have been identified.
- 3.22.** Secure broad-based community support.
- The provision of resources by all partners as reflected in formal Memoranda of Understanding.
 - The alignment of current practices by all partners with the recommendations of the Blueprint.
 - Data-driven revisions in the strategic plan informed by annual Education Summit and Community Conversations.
- 4.1.** Develop and implement a comprehensive communication plan designed to make education more relevant and more clearly tied to career pathways to increase the quality and quantity of workers in the system and to more closely align supply and demand in high-growth, high-demand, high-paying critical occupations. This plan will target specific audiences (e.g. students, parents, educators, businesses, job seekers, etc.) with specific messages and media designed for each. (Marketing TF with support, input from all)
- 4.2.** Provide for secondary-college curriculum alignment and articulation. (LEAs, Bishop, Colleges)
- 4.3.** Increase world of work contextual teaching and learning through staff development activities and improved education linkages to business. (LEAs, Bishop, Colleges)
- 4.4.** Develop and adopt Board and administrative policies at the school district, two-year college, and university levels to encourage and expand relevant career-tech programs. (LEAs, Bishop, Colleges)
- 4.5.** Study feasibility of establishing an Immigrant Workforce Center at Mobile Works. (Immigrant Workforce TF, Mobile Works)
- 4.6.** Review and apply best practices in effectively assimilating recent legal immigrants into the workforce and community. (Immigrant Task Force, all)
- 4.7.** Determine feasibility of extending select One-Stop services for recent immigrants to community centers in remote areas (e.g. Bayou La Batre – Job Link and Career Readiness Certification / WorkKeys). (Mobile Works)
- 4.8.** Develop a marketing or “branding” campaign to celebrate Mobile’s diversity highlighting cultural events and rich history. (Immigrant Workforce TF, Chamber, Convention/Visitors Bureau)
- 4.9.** Develop policies to tie the issuance of Individual Training Accounts more closely to the critical occupations designated in 2.8. above. (Mobile Works)
- 4.10.** Provide Rapid Response activities to employees experiencing layoffs. (Mobile Works, OWD)
- 4.11.** Utilize “Willing and Able” studies and Critical Occupation Information from Strategic Compass in counseling dislocated workers on new career options. (Mobile Works)
- 5.1** Submit and implement a DOL proposal related to school dropout prevention and recovery. (Education Foundation, support by Planning Council)
- 5.2** Submit and implement a DOL High Growth Community College Training Grant proposal for a critical occupation cluster. (Bishop, with support of Council)
- 5.3** Submit and implement a DOL WIRED grant proposal. (Bishop, State OWD, Universities, support of all partners)
- 5.4** Constantly review grant opportunities for workforce development initiatives from Department of Labor, Alabama Office of Workforce Development, ADECA, and foundations and apply when appropriate to initiatives and goals. (Initiative Staff)

4. To fully integrate and improve a Workforce Development System that unites all resources into a streamlined delivery system for the employees and employers in our region.

5. To identify and seek internal and external resources to implement plans developed in pursuit of goals 1-4 above.

Abbreviations

AIDT	Alabama Industrial Development Training
ADECA	Alabama Department of Economic and Community Affairs
Bishop	Bishop State Community College
CBO	Community Based Organizations
EOCC	Enterprise Ozark Community College (Aviation)
Chmura	Chmura & Associates (economists)
FBO	Faith-Based Organization
LEA	Local Education Agencies (K-12)