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## **Workforce Solutions Alamo**

Local Plan 2025-2028

**Texas Workforce Commission Draft**  
Submission May 2025

# **Workforce Solutions Alamo**

## **Local Plan 2025-2028**

### **Who We Are**

Workforce Solutions Alamo (WSA) serves as the governing board for the regional workforce system, a network of service providers and contractors that brings people and jobs together. WSA represents the taxpayers of the 13-county Alamo region that includes Atascosa, Bandera, Bexar, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, McMullen, Medina, and Wilson counties. Our key executives, staff and board members reflect the diverse constituencies of the regional community: business, economic development, education, labor, community organizations, and government.

### **Mission**

The mission of Workforce Solutions Alamo is to strengthen the Alamo regional economy by growing and connecting talent pipelines to employers.

### **Vision**

The vision of Workforce Solutions Alamo is to lead the most integrated community workforce network in the nation.

The Core Values of Workforce Solutions Alamo are:

- Accountability
- Collaboration
- Excellence
- Innovation
- Integrity

**Workforce Solutions Alamo**  
**Local Plan 2025-2028**

| <b>Workforce Solutions Alamo Chief Elected Officials 2025</b> |  |
|---|--|
| Mayor Ron Nirenberg<br>City of San Antonio                    | Judge Peter Sakai<br>Bexar County            |
| Judge Weldon Cude<br>Atascosa County                          | Judge Wade J. Hedtke<br>Karnes County        |
| Judge Richard A. Evans<br>Bandera County                      | Judge Shane Stolarczyk<br>Kendall County     |
| Judge Sherman Krause<br>Comal County                          | Judge Rob Kelly<br>Kerr County               |
| Judge Rochelle Lozano Camacho<br>Frio County                  | Judge James E. Teal<br>McMullen County       |
| Judge Daniel Jones<br>Gillespie County                        | Judge Keith Lutz<br>Medina County            |
| Judge Kyle Kutscher<br>Guadalupe County                       | Judge Henry L. Whitman, Jr.<br>Wilson County |

**Workforce Solutions Alamo**  
**Local Plan 2025-2028**

| <b>Workforce Solutions Alamo Board of Directors 2025</b>                    |  |   |
|---|--|---|
| <b>Leslie Cantu – Chair (4)</b>   | <b>Mary Batch – Vice Chair (1)</b>                                   | <b>Yousef Kassim – Secretary (7)</b>                                |
| Private Sector  <br>Toyotetsu Texas, Inc.                                   | Private Sector   Talent<br>Pipeline Consultant,<br>Caterpillar, Inc. | Private Sector  <br>Easyexpunctions.com                             |
| <b>Cristina Besosa (2)</b>  | <b>Chris Corso (3)</b>   | <b>Esmeralda Perez (5)</b>  |
| Private Sector   Marriott   | Private Sector   Joeris  | Private Sector  <br>CHRISTUS Santa Rosa<br>Health System            |
| <b>Anthony Magaro (6)</b>   | <b>Jennifer Lange (8)</b>  | <b>Jerry Graeber (9)</b>  |
| Private Sector   Southwest<br>Research Institute                            | Private Sector   Accenture<br>Federal Services                       | Private Sector   Rogers-<br>O’Brien Construction<br>Company LTD     |
| <b>James Golsan (10)</b>  | <b>Jim Robertson (11)</b>  | <b>Tasha Schmidt (12)</b>   |
| Public Employment  TWC  | Private Sector   Americrane<br>USA                                   | Private Sector   IBM  |
| <b>Lisa Navarro Gonzales (13)</b>   | <b>Eric Cooper (14)</b>  | <b>Elizabeth Lutz (15)</b>  |
| Private Sector   Forma,<br>LLC  | Community Based<br>Organization (CBO)   San<br>Antonio Food Bank     | Community Based<br>Organization (CBO)   The<br>Health Collaborative |
| <b>Ana DeHoyos O’Connor (16)</b>  | <b>Charles Camarillo (17)</b>  | <b>Dr. Sammi Morrill (18)</b>                                       |
| Community Based<br>Organization   YMCA                                      | Community Based<br>Organization (CBO)   Poteet<br>ISD                | Education   Alamo College<br>District                               |
| <b>Angelique De Oliveira (19)</b>   | <b>Josh Schneuker (20)</b>   | <b>Matthew Gonzales (21)</b>  |
| Adult Basic Continuing<br>Education   Goodwill<br>Industries of San Antonio | Economic Development  <br>City of Seguin                             | Organized Labor   Laborers Local<br>1095                            |
| <b>Kelli Rhodes (22)</b>  | <b>Allison Greer Francis (23)</b>                                    | <b>Edward Trevino Jr. (24)</b>                                      |
| Literacy Council   Restore<br>Education                                     | Public Assistance   The<br>Center for Health Care<br>Services        | Private Sector   Treco<br>Enterprises Inc                           |
| <b>Dawn Dixon (25)</b>  | <b>Eunice Grant 26)</b>  | <b>Yvonne Addison (27)</b>  |
| Vocational Rehabilitation  <br>Warm Springs Foundation<br>ConnectAbility    | Child Care   Life Church<br>Learning Center                          | Private Sector   Addison Prime                                      |

# **Workforce Solutions Alamo**

## **Local Plan 2025-2028**

### **Local Review and Approval of Two-Year WSA Local Plan Update 2021-2024**

The Workforce Solutions Alamo Local Plan was presented in open meetings and approved by the following governing bodies.

1. Workforce Solutions Alamo Board of Directors: 03/14/2025
2. Committee of Six (Co6) 03/07/2025 and its individual members:
  - a. Alamo Area Judges: TBD
  - b. Bexar County Commissioners' Court: TBD
  - c. San Antonio City Council: TBD

### **Executive Summary**

The Workforce Innovation and Opportunity Act (WIOA) requires each Workforce Development Board to develop a comprehensive 4-year local plan that analyzes the local workforce development area and provides specific detail related to the WSA Board strategy to meet the economic and employment needs of the area's job seekers and employers.

The Texas Workforce Commission (TWC) provides oversight and workforce development funding for services to employers and job seekers in Texas facilitated by 28 regional workforce boards, Workforce Solutions Alamo. WSA serves the 13-county region including Atascosa, Bandera, Bexar, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, McMullen, Medina, and Wilson counties.

The City of San Antonio and the 13 counties are parties to an Interlocal Agreement through the Chief Elected Officials (CEOs) of the WSA Service Area. Per this agreement, CEOs provide additional oversight for planning, budgeting, administration, and execution of WSA programs through the Committee of Six whose members include Area Judges as well as members of San Antonio City Council and Bexar County Commissioners. A key function of the Committee of Six is to recommend the approval of the Local Plan for 2025-2028 and its subsequent submission to TWC.

Workforce Solutions Alamo Board of Directors, Chief Executive Officer, Directors, and staff have produced this document to address key mandates of the WIOA and to ensure alignment with:

- Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Year 2024–2031
- The Texas Workforce Commission 2023–2027
- Strategic Plan WIOA Combined State Plan Program Years 2024–2027
- Adult Education and Literacy Strategic Plan Fiscal Years 2021 to 2026
- Child Care Workforce Strategic Plan 2023–2025

## Workforce Solutions Alamo

### Local Plan 2025-2028

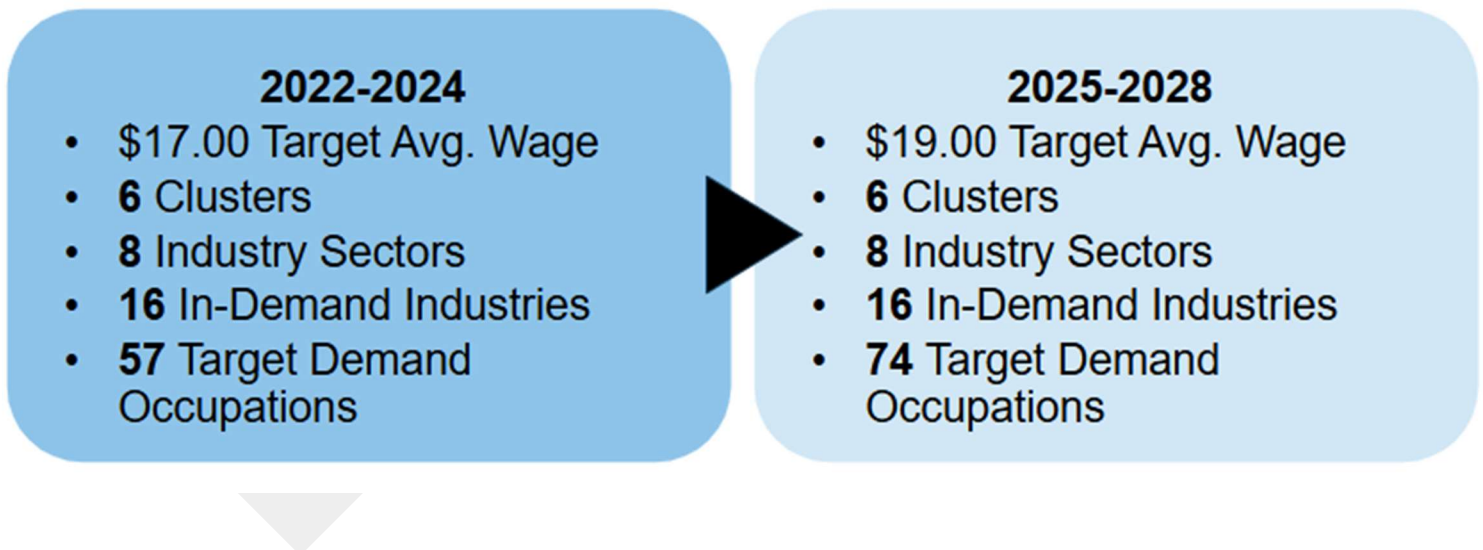
This WSA Local Plan 2025-2028 fulfills the local partnership agreements and requirements in collaboration with the CEO. The Local Plan addresses strategic and operational elements that WSA will undertake to support the local workforce development system and to align with WSA's mission, vision, and core values. To develop the Local Plan, extensive research was conducted including a comprehensive regional labor market analysis and an assessment of the delivery of services and partnerships. Substantial focus was placed on incorporating the WIOA mandates into the local program design.

WSA submits this Plan to represent existing and proposed workforce and economic development activities for the 13-County Alamo Region. This plan has been developed in cooperation with local community stakeholders including elected officials, area employers, education and training partners, community-based organizations, and individuals who are the recipients of services provided by Workforce Solutions Alamo.

Workforce Solutions Alamo is committed to the development of Sector-Based Partnerships model with emphasis on best practices that connect people to training opportunities that are employer-driven and data-informed. Workforce Solutions Alamo is prepared to convene strategic partnerships that align with industry clusters as defined in this plan and according to the Sector-Based Partnership model.

Updates made during the Local Plan development include:

### Local Plan Proposed Targets



Workforce Solutions Alamo will continue to seek feedback from stakeholders in each of the 13 counties served by WSA. Community voice and employer input is essential to a community-based participatory and responsive methodology for continuous process evaluation and improvement.

# **Workforce Solutions Alamo**

## **Local Plan 2025-2028**

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# Workforce Solutions Alamo

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### Part 1: Board Vision and Strategies

#### A. Vision and Goals

References: WIOA §108(b)(1)(E); 20 CFR §679.560(a)(5)

Each Board must include a description of the Board's strategic vision to support regional economic growth and economic self-sufficiency. The description must contain:

- goals for preparing an educated and skilled workforce, including the provision of early education services and services for youth and individuals with barriers to employment as defined by WIOA §3(24); and
- goals relating to the performance accountability measures based on the performance indicators described in WIOA §116(b)(2)(A).

#### Minimum Plan Requirements:

- ☐ A description of the strategic vision to support regional economic growth and self-sufficiency
  - ☐ Goals for preparing an educated and skilled workforce, including the provision of:
  - ☐ Early education services.
  - ☐ Services for youth; and
  - ☐ Services for individuals with barriers to employment.
  - ☐ Goals relating to the performance accountability measures based on the performance indicators described in WIOA §116(b)(2)(A)
- 

#### Board Response:

**The Workforce Solutions Alamo (WSA) Board** serves as the governing board for the regional workforce system, a network of service providers and contractors that brings people and jobs together. The Board of Directors represents various sectors among the 13-county Alamo Region and reflects the diverse constituencies of the regional community: business, economic development, education, manufacturing, healthcare, other in-demand industries, community organizations, and government.

**The WSA Board** strives to manifest its core values of accountability, collaboration, excellence, innovation, and integrity. WSA is committed to promoting regional economic growth, economic self-sufficiency through a sector-based workforce system that fully aligns efforts of local partners and communities in the region with State-level strategic efforts with which the plan is required align.

**The Board** works in partnership with the local Chief Elected Officials (CEOs), which include the Mayor of the City of San Antonio and the County Judges from Atascosa, Bandera, Bexar, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, McMullen, Medina, and Wilson counties.

## **Workforce Solutions Alamo Local Plan 2025-2028**

Together, the Board and the CEOs provide leadership and insight about the needs of the workforce system in the Alamo region, especially as it relates to the unique needs of urban and rural areas. WSA Board vision provides the inspiration to execute an integrated community workforce network in the nation. The WSA Board and its regional partners recognize the collaborative process as a powerful means to collectively achieve economic growth that enables the workforce occupational demand to increase, thus providing the opportunity for more job seekers to reach self-sufficiency. WSA and its regional workforce partners have a history of collaborative planning and have aligned strategic initiatives with targeted in-demand industry sectors and in-demand industries and targeted occupations. The strategic goals outlined below identify the key areas of focus for the duration of this plan. Subsequent sections describe the strategies and actions to achieve the outlined broader goals of the workforce system.

### **As required, WSA strategies align with the TWC's System Strategic Plan goals outlined:**

- Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031, which sets the overarching direction for the Texas workforce system. Boards must demonstrate how their strategies and initiatives contribute to the plan's vision of creating a world-class workforce system that positions Texas as a global economic leader.
- The Texas Workforce Commission 2023–2027 Strategic Plan, which outlines TWC's specific goals and strategies from now until 2027. Boards must demonstrate how their plans support TWC's objectives, such as fostering economic growth, providing exceptional customer service, and maximizing efficiency and effectiveness.
- WIOA Combined State Plan Program Years 2024–2027, which details how Texas will implement WIOA to achieve its workforce development goals. Boards must ensure their plans are consistent with the state's WIOA strategies and contribute to the achievement of WIOA performance targets.
- Adult Education and Literacy Strategic Plan Fiscal Years 2021 to 2026, which outlines Texas' strategies for improving adult education and literacy services. Boards must describe how they will coordinate with adult education providers and integrate these services into their workforce development efforts.
- Child Care Workforce Strategic Plan 2023–2025, which focuses on strengthening the childcare workforce in Texas. Boards must demonstrate how they will support the recruitment, training, and retention of high-quality child care professionals in their regions.

WSA may include specific references to the relevant state plans when describing their strategies, initiatives, and goals to clearly demonstrate alignment with those plans. WSA is defined by a commitment to supporting regional economic growth and economic self-sufficiency and acknowledging the unique needs of urban and rural areas of the 13-County Alamo Region.

# **Workforce Solutions Alamo**

## **Local Plan 2025-2028**

### **Key Goal: A shared prosperity through inclusive growth**

#### **Strategic Framework**

Target and develop initiatives based on key principles of inclusive growth to:

- Address the global scale and technological complexity of an advanced economy, and
- Promote the socio-economic prosperity of children, workers, and communities so they may meet their productive potential.

#### **Core Principles of Inclusive Growth**

- Grow from within and prioritize industries, occupations, and firms that:
  - Drive local competitive advantage, innovation, productivity, and wage gains.
  - Prioritize industry specializations through sector-based strategies.
- Invest in people and skills by:
  - Targeting upskilling, re-skilling, and life-long learning to expand educational attainment and capacity to increase experience and wages.
  - Increase capacity to serve priority populations including veterans, foster youth, and individuals with identified barriers to meaningful employment.
- Support sector-based strategies.
  - Data-informed decision-making at the partnership level
  - Meaningfully engage industries.
  - Deliver services specific to sector-based partnerships
  - Invest in sustainability and continuous improvement.
  - Invest in capacity of staff to manage partnerships.

#### **Primary Objective**

- Develop and implement workforce development opportunities that lead to self-sufficiency including career pathways and stackable credentials that lead to identified target in-demand industries and occupations.

#### **Key Performance Indicators (KPIs)**

Formative and summative evaluations are planned using established metrics including TWC-contracted performance measures. Short and long-term outcomes inform policy, program development, and drive the allocation of staff and financial resources throughout the strategic framework.

#### **Sector-Based Partnerships**

The Board's primary strategic vision for workforce development, carrying out core programs, aligning with required and additional partners and accomplishing strategic goals for:

- Preparing an educated and skilled workforce, including the provision of early education services and services for youth and individuals with barriers to

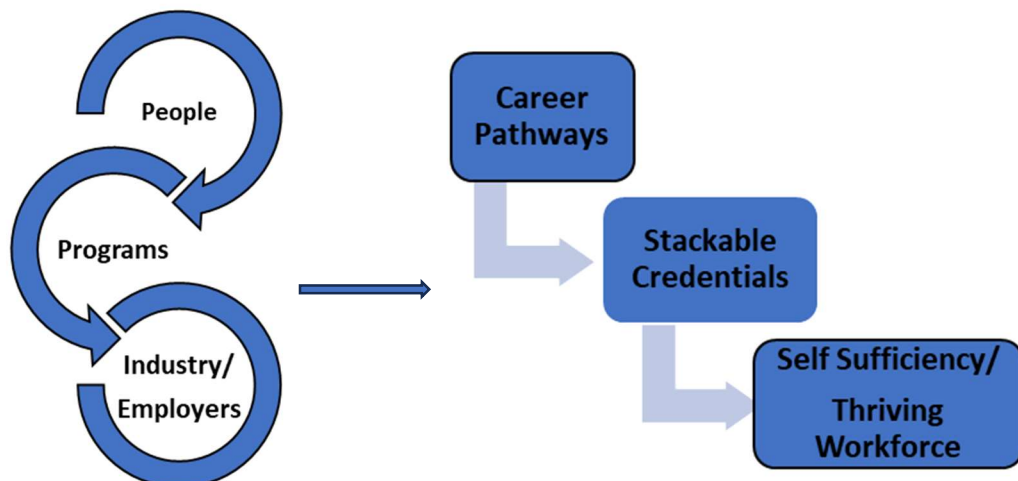
## Workforce Solutions Alamo Local Plan 2025-2028

- employment as defined by WIOA §3(24); and
- Meeting or exceeding performance accountability measures based on the performance indicators described in WIOA §116(b)(2)(A).

Workforce Solutions Alamo is working toward the development of a sector-based partnership model based on the best practices in workforce development. WSA has worked to create partnerships within the regional labor market in the 13-County Alamo Region area served by WSA. These partnerships include a diverse collection of employers, government entities and elected officials, education and training partners, economic development organizations, labor associations and organizations, and community-based non-profit social service agencies that create an ecosystem focused on the development of the local workforce and driven by industry demand.

WSA is the convener of these partnerships and acts as a coordinating partner across multiple sectors to facilitate communication, funding, innovation, and progress. WSA's approach incorporates data collection from specific constituencies to create highly customized responses to the needs of targeted industries and sectors.

WSA has transitioned from short-term collaborations that exist for the duration of a single grant or program to the establishment of long-term connectedness that envisions employers as partners with significant participation of the workforce as opposed to external customers. Furthermore, the model emphasizes people and relationships within a replicable process with defined outcome measures. The goal of WSA is to identify and prioritize the existing strengths of its partners to drive workforce and economic . Workforce Solutions Alamo is committed to the people of the Alamo region, the execution of its programs with efficiency and intentionality, and to maintaining fidelity to identified target industries and occupations using data-driven approaches. The dynamic relationship that exists between People, Programs, and Industry serves as an iterative mechanism to facilitate process and program improvement while promoting innovation and collaboration.

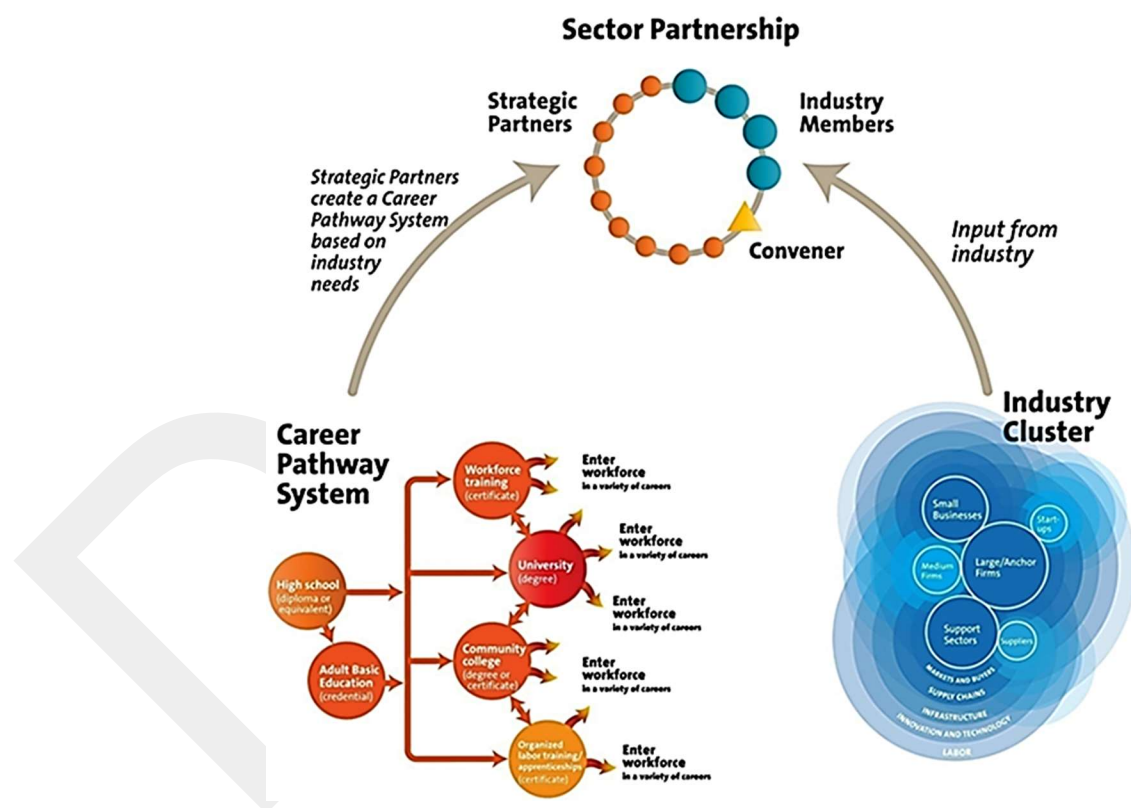


## Workforce Solutions Alamo Local Plan 2025-2028

This fundamental framework is the foundation for the continued development of plans and programs that support targeted sectors through intentional cooperation and continuous improvement that builds on integration of education, economic, and workforce development.

To accomplish the development of sector-based partnerships, WSA seeks to adopt the best practices from other high performing workforce development boards and partnerships throughout the nation. Boards who have created successful relationships share operational elements that are the hallmarks of the sector-based model.

The Sector-Based partnership model (illustrated below) is based on the development of relationships with organizations and entities that facilitate career pathways with entry points, or on-ramps, to the regional workforce. Additionally, representatives from identified target industries provide input and information that drives the development of training and education programming to increase or expand appropriate entry points. WSA, as a convener, provides cohesion and coordination to facilitate communication, coordination, and formative and summative evaluation.



### Best practices associated with the Sector-Based model include:

- The development of collaborative infrastructure with a lead agency in the role of convener or lead organization that facilitates connection with education, industry, and economic development partners with a shared vision for workforce development.

## Workforce Solutions Alamo

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- Transparency and communication among regional partners to promote the shared vision for workforce development.
- Creation of a playbook to define communications plans for programs and partnerships.
- Emphasize local wisdom and community voice in program development and evaluation.
- Create measurable goals and objectives with culturally responsive data-gathering and evaluation processes.
- Clearly define career pathways that address the needs of employers and jobseekers, including diverse job seekers such as youth, AEL participants and those with barriers to employment.

These deliverables must be predicted according to existing or developing circumstances. A study of Gold Standard Workforce Development Partnerships (Armstrong, 2018) outlines key tenets that inform the development of successful sector-based partnerships. WSA is developing capacity in each of these to realize mature sector-based partnerships within the life span of this plan.

- **Sector partnerships must be data driven.**

WSA utilizes multiple sources of data to perform demographic, educational, employment, and wage trend analysis. These sources include industry snapshots and projections to understand the current and future movement in the environment. Other sources of data are labor market data, cost of living data, educational attainment and hiring needs of in-demand industries, entry education levels and career progression for target occupations, and in-demand occupations or occupations that provide lower wages, as well as the staffing requirements for growth industries. Analysis also includes community-level US Census data that provide insight on population growth, and place of residence compared to place of work.
- **Sector partners should implement data sharing agreements or a memorandum of understanding to expedite innovation and promote shared accountability.**
  - WSA will execute a MOU and data sharing agreement with each of the sector partners. MOUs and data sharing agreements provide valuable information to WSA and its partners to align education and training programming with target labor market skills and credentials. MOUs will outline long-term expectations for the partnership, and data sharing will inform workforce development planning, curricula, marketing and communications, and evaluation.
- **Sector partnerships should include K-12 partners and included measurable and connected activities to achieve measurable progress and scale.**
  - WSA has established relationships with the largest K12 independent school districts and Pre-Kindergarten initiatives that serve many students in the 13-county region i.e., Pre-K 4 SA, SAISD, Northeast ISD, Northside ISD, and others. WSA and schools will define middle and secondary curricula tracks that align with target

## **Workforce Solutions Alamo Local Plan 2025-2028**

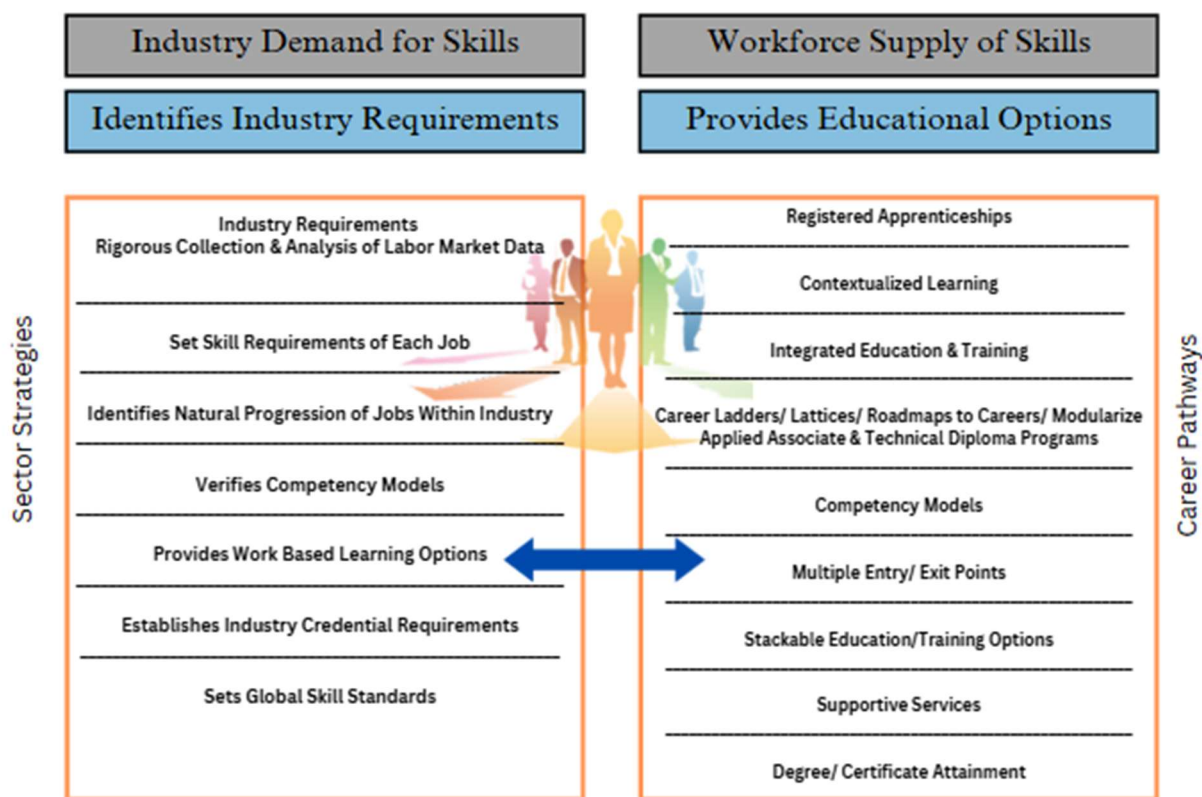
industries to establish prerequisite courses and graduation tracks that lead to career pathways for targeted industries and occupations.

- **Sector partnerships should leverage cross-system resources.**
  - In addition to the investment of WIOA funds and resources, WSA has forged strategic partnerships with cross-system organizations including municipal governments and city councils, county commissioners and rural county judges, early childhood education organizations, housing, food and nutrition supplemental programs, veteran programs, and juvenile and adult corrections programs. WSA will continue to seek partnerships with other programs that support mental health and substance abuse prevention, child abuse and neglect prevention, healthcare, and other organizations that address social determinants of health along with coalitions that address systems and systemic change.
- **Intermediary-level governance boards should guide sector partnerships.**
  - The sector-based model proposed by WSA will be informed by a wide array of key decision-makers with expertise at the executive operational levels. Sector champions are identified from target in-demand industries to form an advisory board intended to inform strategic planning and program development.
- **Sector partnerships should facilitate career pathways that lead to skills required by target in-demand industries, industry-recognized post-secondary credentials, and living-wage, family supporting, self-sufficiency jobs.**
  - WSA will identify career pathways, with stackable credentials, so that job seekers can receive necessary skills instruction within a sector. The criteria for these skills are employer-driven and informed by industry data collected from employer partners. Demographic and descriptive data driven strategies ensures that the special needs of target populations with barriers to employment as defined in WIOA Section 3 are addressed.
- **Sector partnerships are built with business, labor, and industry partners.**
  - WSA will utilize an ongoing survey process to seek input from job seekers, local elected officials, employers, education, community and non-profit partners. These surveys collect both quantitative and qualitative data related to economic priorities, target in-demand industries and occupations, specialized populations, and hiring/recruitment/retention of workforce. Surveys provide data for successful strategies for workforce development and economic growth as well as local wisdom for the development and update of the 2025-2028 local plan. Surveys will also assist to develop a framework for formative evaluation of workforce development programming inclusive of core programs and sector partnerships.

## Workforce Solutions Alamo Local Plan 2025-2028

The sector-based framework of WSA prioritizes strategies that promote systems change, a complimentary approach to workforce development and partnerships across multiple sectors of the workforce ecosystem. This complimentary approach identifies industry requirements and various educational options to develop career pathways. Multiple entry points into the career pathway systems acknowledge varied levels of existing educational attainment to ensure equitable opportunities for career and skills development.

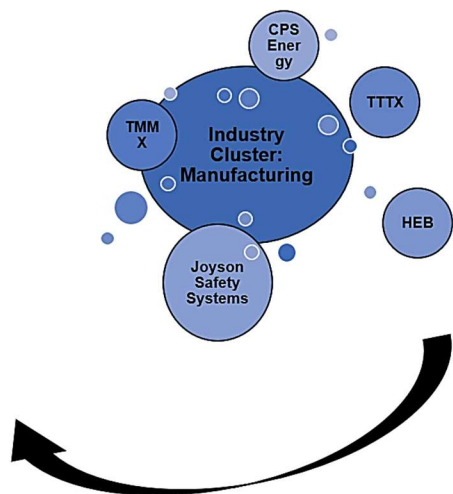
### Complementary Approaches to Workforce Development



WSA engages partners to foster cooperation based in individual locales as well as larger regional strategies necessary to support the entire Alamo region. WSA continues to focus on data-driven analysis of successful strategies and the promotion of self-sufficiency of its clients.

The following diagram illustrates the structure of the sector-based partnerships infrastructure that are developed for the Alamo regions. Representatives and stakeholders from each industry cluster, from urban and rural counties, are recruited to provide insight and input specific to their respective industries. Together with representatives from other strategic partners categories to form the sector-based advisory group for the WSA 13-County Alamo Region.

# Workforce Solutions Alamo Local Plan 2025-2028



## Board Response:

### Resource Alignment

Within the WSA operated workforce system, contract partners managing and operating the region's American Job Centers (AJCs) have full responsibility for operating TANF, SNAP, WIOA (Adult, Dislocated Worker, and Youth) programs, as well as providing day-to-day guidance to TWC (state) Employment Services staff. TWC maintains administrative responsibility, and shares responsibility for directing ES staff daily work assignments, assigning individual performance goals, coordinating hiring, initiating disciplinary action, and evaluating staff performance. Other partnership programs for veterans, vocational rehabilitation services for individuals with disabilities, and adult education and literacy are operated at the American Job Centers. This includes the prioritization of services to individual with barriers to employment.

### B. Board Strategies

(WIOA §108(b)(1)(F); 20 CFR §679.560(a)(6))

Boards must include a description of the Board's strategy to work with the entities carrying out the core programs Adult Education and Literacy (AEL) and Vocational Rehabilitation (VR) and with the required partners to align resources available to the local workforce development area (workforce area) to achieve the vision and goals.

## **Workforce Solutions Alamo Local Plan 2025-2028**

### **Board Response:**

WSA works collaboratively across entities to execute core programs and align resources available to the local area.

Efforts to integrate additional required partners, including Adult Education and Literacy (AEL) Consortium partners and Rehabilitative Services (TWC Department of Vocational Rehabilitative Services/VRS) are spearheaded by WSA Board staff.

Due to a restructuring in 2016 AEL services in Texas moved management and oversight of services under the Texas Workforce Commission (TWC). The WSA Board was charged with coordination and collaboration responsibilities to support and ensure continuous improvement of AEL services for workforce center's participants. WSA Board staff are active participants with the regional AEL Alamo Consortium that consists of eight service providers, led by TWC AEL grant recipients of which contacts and locations may be found in the following link <https://tcall.tamu.edu/search.aspx>.

The AEL Consortium providers offer a variety of adult education and literacy services across the thirteen county Alamo area. The AEL program teaches reading, writing, math, and English speaking and writing in a variety of programmatic approaches and initiatives. Students are eligible if they need to earn their Texas High School Equivalency (TxCHSE), improve basic skills, or learn English. Classes are offered both in-person and in a virtual format at a variety of locations and times. The AEL program also helps people prepare for jobs, college, or career training. Students are served as young as 16 years of age, and services are free of charge. A review of varied AEL initiatives are found at: <https://www.twc.texas.gov/programs/adult-education-literacy>.

In 2016, TWC VRS also restructured to move the functions under the Texas Workforce Commission (TWC). With the restructuring, the WSA Board was tasked with coordination with VRS to leverage the full breadth of resources provided to the Alamo region. Since this realignment, WSA Board staff have actively engaged with the VRS departmental counterparts. To efficiently coordinate operations and services, leadership from both of groups have been engaged in strategic planning, business engagement and future and current facility co-location. WSA Board staff will continue to respond to TWC guidance regarding coordination of activities. Co-location with Vocational Rehabilitation partners improved the direct linkage for individuals with disabilities to workforce services. Vocational Rehabilitation partners are now located in 7 of the 16 workforce centers in the Alamo workforce area and are invited to join staff to accompany the Workforce One mobile unit. On November 18 and December 2<sup>nd</sup>, 2016, ESC-20 hosted work sessions for approximately 230 participants from VRS, AEL contractors, Workforce Center Contractors and WSA Board staff. The purpose of the work sessions was to share program information, identify gaps between the delivery systems, and implement a referral system between AEL, VRS and WSA partnerships. For 2025-2028 plan years VRS will have assigned Counselors of the day available to assist walk-in individuals who are requesting disability

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support or guidance towards Vocational Rehabilitation Services and eligibility. Since 2016 collaboration and planning continued throughout the years and future collaborative sessions are planned for the 2025-2028 plan years.

AEL, VRS, and WSA contractors are provided with guidance and strategies regarding alignment and leveraging of resources and are responsible for integration of services. WSA Board staff are responsible for direct management and oversight of all WSA contractors and coordination and collaboration with AEL and VRS to ensure effective execution with contractors and providers of those services.

### **Alignment with Vision and Goals:**

Consolidation of core program management and oversight, and day-to-day management of partner staff, ensures alignment of resources. Strong management and oversight by the WSA Board and Board staff ensures resources are deployed consistent with the WSA Vision, “to lead the most integrated community workforce network in the nation” and achieve the goals outlined within this plan.

### **C. High-Performing Board**

References: WIOA §108(b)(18); 20 CFR §679.560(b)(17)

Boards must include a description of the actions each Board will take toward becoming or remaining a high-performing Board, consistent with the factors developed by the Texas Workforce Investment Council (TWIC).

### **Minimum Plan Requirements:**

☐ Actions a Board will take to become or remain a high-performing Board

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### **Board Response:**

#### **Local Board Purpose and Functions**

As defined by CFR 670.300, the Board aims to serve as a strategic leader and convener of local workforce development system stakeholders. The Board shall partner with employers and the workforce development system to develop policies and investments that support public workforce system strategies that support regional economies, the development of effective approaches including local and regional sector partnerships and career pathways, and high quality, customer centered service delivery approaches. The Board’s purpose is to:

- Provide strategic and operational oversight in collaboration with the required and additional partners and workforce stakeholders to help develop a comprehensive and high-quality workforce development system in the local area and the larger planning region;
- Assist in the achievement of the State’s strategic and operational vision and goals as outlined in the Unified State Plan or Combined State Plan, and

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- Maximize and continue to improve the quality of services, customer satisfaction, and effectiveness of the services provided.

As defined in WIOA Sec. 107(d) and CFR Title 20, Chapter V §679.370, the Board will aim to excel in the following 16 functions. These include:

**Local Plan.** In partnership with local chief elected officials and other relevant stakeholders, develop, and submit a 4-year local plan and appropriate modifications as needed or required by TWC.

- **Workforce research and regional labor market analysis.**
  - Analyze economic conditions in the Alamo region, needed knowledge and skills, the workforce and workforce development activities.
  - Collect, analyze and use of workforce and labor market information.
  - Conducting research, data collection, and analysis related to workforce needs of the Alamo regional economy, including input from a wide array of stakeholders.
- **Convening, brokering, and leveraging.** Convene a local workforce development system of stakeholders to assist in the development of the local plan.
- **Employer engagement.** Lead efforts to engage with a diverse range of employers and with entities involved in:
  - Promoting business representation.
  - Developing effective linkages with employers through the implementation of sector-based partnerships to support employer utilization of the local workforce development system and support related investments.
  - Ensuring that workforce development activities meet employer needs and support regional economic growth by enhancing communication, coordination, and collaboration among employers, economic development entities, and service providers.
  - Implementing proven or promising strategies for meeting employment and skill needs of workers and employers, including industry and sector partnerships, providing the skilled workforce needed by employers, expanding employment and career advancement opportunities for workforce development system participants in in-demand industry sectors and occupations.

**Career pathways development.** Along with representatives of childcare, K-12, secondary and postsecondary education programs, lead efforts to develop and implement career pathways by aligning employment, training, education, and supportive services needed by adults and youth, particularly individuals with barriers to employment.

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- **Proven and promising practices.** Lead efforts to:
  - Identify and promote proven and promising strategies/initiatives for meeting the needs of employers, and workers and job seekers.
  - Identify and disseminate information on proven and promising practices carried out in other local areas for meeting such needs.
- **Technology.** Develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce development system for employers, and workers and jobseekers, by:
  - Facilitating connections among the intake and case management information systems of the one-stop partner programs to support a comprehensive workforce development system in the local area.
  - Facilitating access to services provided through the one-stop delivery system, including access in remote areas.
  - Identifying strategies for better meeting the needs of individuals with barriers to employment, including those that augment traditional service delivery and increase access to services/programs of the one-stop delivery system, such as improving digital literacy skills.
  - Leveraging resources and capacity within the local workforce development system.
- **Program oversight.** In partnership with local chief elected officials:
  - Conduct oversight for local youth, employment and training activities, and the one-stop delivery system, and ensuring the appropriate use and management of the funds for these purposes.
  - Ensure the appropriate use, management, and investment of funds for WIOA and other TWC grant-related activities and the local one-stop delivery system.
  - Ensure the appropriate use, management, and investment of funds to maximize performance outcomes.
- **Negotiate local performance accountability measures.** Negotiate and reach agreement on local performance indicators and accountability measures.
- Negotiate the methods for funding the infrastructure costs of the local area one-stop centers in alignment with the State's infrastructure funding mechanism.
- **Select providers (and terminate providers per 2 CFR part 200).**
  - Designate or certify one-stop operators and may terminate for cause the eligibility of such operators (in alignment with the inter-local agreement with chief elected officials assigning the responsibility of this function to the Board).
  - Select youth providers.
  - Identify eligible providers of training.
  - Identify eligible providers of career services.

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- **Ensure consumer choice and opportunities for individuals with disabilities.** Ensure sufficient numbers and varied types of career and training services providers serving the local area in a manner that maximizes consumer choice and provides opportunities that lead to competitive integrated employment for individuals with disabilities.
- **Coordination with education providers.** Coordinate activities with education and training providers, providers of workforce investment activities, adult education and literacy, career and technical education, and agencies administering vocational rehabilitation services.
- **Budget and administration.** Develop a budget for activities of the local board in the Alamo region consistent with the local plan and the duties of the local board, subject to the approval of the chief elected officials.
- **Accessibility for individuals with disabilities.** Annually assess the physical and programmatic accessibility of all local one-stop centers as required by applicable laws.
- **One-stop Center Certification.** Certify one-stop centers in alignment with CFR §678.800.

The Board will plan on using a set of criteria to determine whether it attains and retains “high performing” status. These criteria focus on elements that are critical to the nature of our work and include the following (these may be modified, and additional criteria may be added).

- **Compliance**
  - Receive no findings or formal determinations in Federal or State monitoring, particularly disallowed or questioned costs, as evidenced by documentation provided by the monitoring agency.
  - Sustain fiscal integrity, as evidenced through the annual Single Audit documentation.
  - Have no recapture of grant funds for failure to obligate at least 95% of program funds within/by each grant’s applicable program year.
  - Ensure core (required) partners provide access to their services through the One-Stop delivery system (e.g., through at least one Job Center designated as “Comprehensive”) in alignment to TWC guidelines.
- **Performance & Services**
  - Meet or Exceed 100% of TWC-contracted performance measures as evidenced by performance reports provided by TWC.
  - Attain the highest ratio of TRS Providers in Texas as compared to other Board areas.
- **Sector-Based Strategies**
  - Develop, implement, sector initiatives each program year directly tied to industry in-demand sectors, industries or occupations in the Target Occupation List.

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### *Part 2. Economic and Workforce Analysis -MIS Department*

#### **A. Regional Economic and Employment**

References: WIOA §108(b)(1)(A); 20 CFR §679.560(a)(1); WIOA §108(b)(1)(B); 20 CFR §679.560(a)(2); WD Letter 24-20, Change 1

Boards must include a regional analysis of the following:

- Economic conditions, including existing and emerging in-demand industry sectors, in-demand occupations, and target occupations
- Employment needs of employers, including the knowledge and skills needed to meet such employment needs, within in-demand industry sectors, in-demand occupations, and target occupations WD Letter 11-24, Attachment 1 5

#### **Minimum Plan Requirements:**

An analysis of the economic conditions that includes the following:

- ☐ Existing in-demand industry sectors
- ☐ Emerging in-demand industry sectors
- ☐ Existing in-demand occupations
- ☐ Emerging in-demand occupations
- ☐ Target occupations

A description of employer employment needs, including the knowledge and skills needed to meet such employer's needs, within the following:

- ☐ Existing in-demand industry sectors
- ☐ Emerging in-demand industry sectors
- ☐ Existing in-demand occupations
- ☐ Emerging in-demand occupations
- ☐ Target occupations

The Board must include its In-Demand Industries List, In-Demand Occupations List, and Target Occupations List

**Note:** As appropriate, a workforce area may use an existing analysis, if it provides a current and accurate description of the regional economy.

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#### **Board Response:**

Prior to the COVID-19 pandemic of 2020, the economic environment of the 13-County Alamo Region strengthened significantly, offering quality employment opportunities for varying occupations and skill levels to local job seekers. Through February 2020, the Alamo region had a

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growing economy with a record low unemployment. The COVID-19 pandemic significantly affected the 13-County Alamo Region, Texas, the United States, and the rest of the world. Nonfarm employment in the US declined 9.4 million jobs in 2020 according to the Bureau of Labor Statistics. During this time, February 2020 was the peak of employment. The U.S. non-farm employment added 273,000 jobs in February, showing impressive strength before the coronavirus outbreak began (U.S. Bureau of Labor Statistics, 2020). Historic job losses did not begin to ease nationwide until April of 2020, with total nonfarm employment ending the year in the US with 10.0 million below its February peak. The leisure and hospitality industry suffered the greatest job loss, however, all industries lost jobs. (Mullins, June 2021) Although by April and May employers across the nation began to return to work separated employees that were not being paid, the recovery to employment at or greater than the February 2020 levels expanded over several the following years 2021, 2022, 2023 and 2024. A Bureau of Labor Statistics article examined the labor market impacts of establishment shutdowns implemented in response to coronavirus disease 2019 (COVID-19). The six of the most directly exposed sectors during the pandemic include: Restaurants and Bars, Travel and Transportation, Entertainment (e.g., casinos and amusement parks), Personal Services (e.g., dentists, daycare providers, barbers), other sensitive Retail (e.g., department stores and car dealers), and sensitive Manufacturing (e.g., aircraft and car manufacturing). However, the occupations with lower wages were the most directly exposed in comparison to the other occupations. (U.S. Bureau of Labor Statistics, April 2020).

As localities and states lifted stay-at-home orders and businesses in vulnerable industries began to reopen and the economy started rebounding, the economy then moved into recovery. However, several uncertainties remain. A concern is the long-term changes to industries operations resulting from the COVID-19 recession. How long will it take for the labor market to fully recover? It took more than 5 years for the labor market to recover after the end of the Great Recession (2007-2009) (Elizabeth Weber Handwerker, 2020, December). Other questions to guide the analysis of the economic conditions are:

#### **What has happened since 2020 to the economy, the labor market and industries?**

Have the industries identified as vulnerable at the onset of the pandemic and those severely affected by COVID-19 recession fully recovered to the number of jobs equal or greater to prerecession peaks of February 2020?

**How were industries and workers affected?** An uncertainty about the recovery is the impact of the COVID-19 recession on industries and workers? What in-demand industries emerged? Did the aftermath of the recession affect how existing in-demand industries operate? Were the reskilling needs of incumbent workers employed by industries and the skilling needs of new hires impacted?

**How does this economic analysis help inform the region, and help understand the trends and expectations going forward?** By examining the current employment statistics over the year using February of 2020 as the benchmark we can gain insight to the state of economic recovery for

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eleven major industries. The continued following analysis should provide insight into the varied labor data dimensions of the economic recovery from the pandemic, the severe health crisis and the resulting recession.

**Table 1** reflects the number of jobs from February 2020 to February 2024. A review of jobs indicates the labor market is rebounding; as of February 2021, one major industry, Trade Transportation and Utilities indicated growth, this growth continued for this industry in 2021, 2022, 2023 and 2024. By February 2022, four major industries of eleven indicated growth, 2023 showed growth in nine major industries with these same industries indicating growth in 2024 (TWC/Current Employment Statistics). As the Alamo region embarks on the changes due to the COVID-19 pandemic and the changes occurring during the economic recovery, Workforce Solutions Alamo (WSA), Workforce Development Area, reviews the strengths of the existing and emerging economy for the Alamo thirteen county region.

**Table 1: Number of Jobs by Major Industries MSA-San Antonio New Braunfels  
February 2020 to February 2024 and year-over-year comparison growth (absolute change)  
of Major Industries San Antonio New Braunfels, MSA**

| Industry  | No. of jobs Feb 2020 | No. of jobs Feb 2021 | Change Feb 20- Feb 21 | No. of jobs Feb 2022 | Change Feb 20- Feb 22 | No. of jobs Feb 2023 | Change in Jobs Feb 20 Feb 23 | No of jobs Feb 2024 | Change in Jobs Feb 20- Feb 24 |
|---|----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|------------------------------|---------------------|-------------------------------|
| Mining and Logging  | 9,900                | 5,600                | -4,300                | 6,200                | -3,700                | 7,100                | -2,800                       | 7,000               | -2,900                        |
| Construction  | 57,600               | 55,800               | -1,800                | 59,500               | 1,900                 | 63,000               | 5,400                        | 66,200              | 8,600                         |
| Manufacturing   | 51,400               | 50,400               | -1,000                | 55,200               | 3,800                 | 60,300               | 8,900                        | 61,900              | 10,500                        |
| Trade, Transportation, and Utilities  | 183,400              | 183,600              | 200                   | 201,000              | 17,600                | 204,900              | 21,500                       | 208,400             | 25,000                        |
| Information   | 19,000               | 17,800               | -1,200                | 17,700               | -1,300                | 17,900               | -1,100                       | 17,100              | -1,900                        |
| Financial Activities  | 94,500               | 92,500               | -2,000                | 97,200               | 2,700                 | 99,100               | 4,600                        | 100,300             | 5,800                         |
| Professional and Business Services  | 143,300              | 142,900              | -400                  | 161,000              | 17,700                | 161,100              | 17,800                       | 162,100             | 18,800                        |
| Education and Health Services   | 170,500              | 160,400              | -10,100               | 165,700              | -4,800                | 175,600              | 5,100                        | 180,000             | 9,500                         |
| Leisure and Hospitality   | 135,600              | 110,900              | -24,700               | 129,400              | -6,200                | 138,200              | 2,600                        | 144,400             | 8,800                         |
| Other Services  | 39,600               | 34,600               | -5,000                | 37,200               | -2,400                | 39,700               | 100                          | 42,000              | 2,400                         |
| Government  | 177,800              | 172,500              | -5,300                | 175,500              | -2,300                | 180,500              | 2,700                        | 187,300             | 9,500                         |
| Source: Texas Workforce Commission/LMCI/Current Employment Statistics/February 2020, 2021, 2022, 2023, 2024 |                      |                      |                       |                      |                       |                      |                              |                     |                               |

### Regional Review of Existing and Emerging Economy Alamo Counties

As seen in **Table 2.0**, during the period of 2020 4<sup>th</sup> Quarter through 2023 4<sup>th</sup> **Quarterly Census of Employment and Wages (QCEW)**, the thirteen counties within the Alamo region have shown steady increases in average employment and average weekly wages. One county, Karnes, indicated

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a slight decline in wages between 2020 and 2023 and one county, Medina, indicated a decline in employment between 2020 and 2023.

In reviewing the **economic indicators for the counties** found in **Table 2.0**, and **Table 2.2**, over the year numeric change in employment data for Quarter four shows that during the start of the pandemic, between the years of 2019 and 2020, all counties except Comal and Bandera declined in employment. During the same timeframe a review of the numeric change of wages for all counties indicated an increase in wages for all counties except for Atascosa. Also as shown in **Table 2.2** between the years 2019 and 2020 the number of establishments and firms decreased in the counties of Frio, McMullen and Karnes, with all other counties showing growth. Reviewing the subsequent years employment growth continue between the years 2020-2021, 2021-2022 for most counties indicating the move to economic growth and pandemic recovery.

#### Alamo Region Existing and Emerging Industries Economic Indicators

As indicated in **Table 2.2**, for the Alamo Workforce Development Area thirteen county region between 2019 4<sup>th</sup> Quarter and 2020 4<sup>th</sup> Quarter, the change between the weekly wage increased by \$63.62 (7%) and average employment decreased by 51,483 (5%) jobs. Employment rebounded between 2020 4<sup>th</sup> Quarter and 2021 4<sup>th</sup> Quarter for the Alamo region with an increase of 51,296 (5%) jobs and wages increased by \$62.46 (6%). Also, as seen in **Table 2.2**, the number of establishments in the Alamo WDA region increased between 2019 to 2020 by 949 (2%) establishments and between 2020-2021 establishments grew to 1,614 (3%) new establishments. The number of establishments continued to increase between the years 2021-2022 by 2% and between the years 2022 and 2023 by two percentage points (0.2%). Continued growth in new establishments in the Alamo Workforce Development Area is a positive economic indicator of a continued recovery from the pandemic.

**Table 2.0 Economic Indicators Alamo Region Counties All Industries Q4**

| Area      | 2019 4th Quarter    |            |                         |                          | 2020 4th Quarter    |            |                         |                          | 2021 4th Quarter    |            |                         |                          | 2022 4th Quarter    |            |                         |                          | 4th Quarter 2023    |            |                         |                          |
|-----------|---------------------|------------|-------------------------|--------------------------|---------------------|------------|-------------------------|--------------------------|---------------------|------------|-------------------------|--------------------------|---------------------|------------|-------------------------|--------------------------|---------------------|------------|-------------------------|--------------------------|
|           | Establishments 2019 | Firms 2019 | Average Employment 2019 | Average Weekly Wage 2019 | Establishments 2020 | Firms 2020 | Average Employment 2020 | Average Weekly Wage 2020 | Establishments 2021 | Firms 2021 | Average Employment 2021 | Average Weekly Wage 2021 | Establishments 2022 | Firms 2022 | Average Employment 2022 | Average Weekly Wage 2022 | Establishments 2023 | Firms 2023 | Average Employment 2023 | Average Weekly Wage 2023 |
| Atascosa  | 906                 | 845        | 14,055                  | \$1,092.00               | 927                 | 867        | 12,286                  | \$1,026.00               | 933                 | 866        | 12,741                  | \$1,099.00               | 957                 | 892        | 14,192                  | \$1,176.00               | 945                 | 879        | 14,266                  | \$1,179.00               |
| Bandera   | 476                 | 449        | 3,366                   | \$769.00                 | 484                 | 456        | 3,415                   | \$850.00                 | 500                 | 464        | 3,656                   | \$833.00                 | 507                 | 474        | 3,696                   | \$893.00                 | 506                 | 470        | 3,696                   | \$873.00                 |
| Bexar     | 43,878              | 35,312     | 889,039                 | \$1,055.00               | 44,337              | 35,526     | 843,358                 | \$1,170.00               | 45,152              | 36,213     | 883,920                 | \$1,228.00               | 45,737              | 36,359     | 915,162                 | \$1,204.00               | 45,708              | 35,876     | 937,744                 | \$1,249.00               |
| Comal     | 4,069               | 3,688      | 60,083                  | \$916.00                 | 4,310               | 3,910      | 60,906                  | \$1,022.00               | 4,667               | 4,205      | 66,015                  | \$1,083.00               | 4,999               | 4,522      | 70,551                  | \$1,072.00               | 5,052               | 4,564      | 73,859                  | \$1,122.00               |
| Frio      | 430                 | 407        | 7,563                   | \$1,008.00               | 423                 | 398        | 6,571                   | \$1,072.00               | 418                 | 391        | 6,594                   | \$1,149.00               | 417                 | 384        | 6,170                   | \$1,255.00               | 420                 | 378        | 6,454                   | \$1,336.00               |
| Gillespie | 1,136               | 1,080      | 11,197                  | \$821.00                 | 1,176               | 1,115      | 11,002                  | \$903.00                 | 1,202               | 1,137      | 11,690                  | \$946.00                 | 1,228               | 1,161      | 12,186                  | \$964.00                 | 1,243               | 1,177      | 12,411                  | \$984.00                 |
| Guadalupe | 2,277               | 2,043      | 42,358                  | \$915.00                 | 2,384               | 2,134      | 41,965                  | \$1,000.00               | 2,517               | 2,259      | 43,490                  | \$1,068.00               | 2,612               | 2,331      | 46,234                  | \$1,112.00               | 2,695               | 2,379      | 47,959                  | \$1,141.00               |
| Karnes    | 427                 | 378        | 6,825                   | \$1,148.00               | 417                 | 369        | 6,067                   | \$1,178.00               | 423                 | 378        | 6,145                   | \$1,189.00               | 408                 | 382        | 6,882                   | \$1,144.00               | 401                 | 372        | 6,552                   | \$1,195.00               |
| Kendall   | 1,619               | 1,537      | 17,934                  | \$1,023.00               | 1,660               | 1,579      | 17,013                  | \$1,122.00               | 1,801               | 1,720      | 18,404                  | \$1,230.00               | 1,877               | 1,786      | 19,645                  | \$1,161.00               | 1,914               | 1,817      | 20,573                  | \$1,265.00               |
| Kerr      | 1,535               | 1,405      | 18,870                  | \$879.00                 | 1,543               | 1,411      | 18,166                  | \$975.00                 | 1,583               | 1,449      | 18,568                  | \$1,060.00               | 1,588               | 1,451      | 18,976                  | \$1,046.00               | 1,573               | 1,448      | 19,193                  | \$1,080.00               |
| McMullen  | 87                  | 82         | 614                     | \$1,238.00               | 77                  | 74         | 464                     | \$1,260.00               | 77                  | 75         | 594                     | \$1,363.00               | 85                  | 73         | 621                     | \$1,399.00               | 84                  | 71         | 587                     | \$1,417.00               |
| Medina    | 862                 | 765        | 10,362                  | \$780.00                 | 873                 | 777        | 10,118                  | \$860.00                 | 906                 | 808        | 10,397                  | \$927.00                 | 918                 | 825        | 10,644                  | \$929.00                 | 908                 | 839        | 9,499                   | \$981.00                 |
| Wilson    | 778                 | 719        | 9,165                   | \$833.00                 | 818                 | 758        | 8,617                   | \$866.00                 | 864                 | 798        | 9,030                   | \$941.00                 | 884                 | 818        | 9,366                   | \$956.00                 | 893                 | 801        | 10,914                  | \$950.00                 |

Source: TWC/LMCI/Quarterly Census of Employment and Wages (QCEW)

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**Table 2.1 Change in Employment by County Over Subsequent Years Q 4 2023**

|           | Change in Employment<br>2019-2020 | Change in Employment<br>2020-2021 | Change in Employment<br>2021-2022 | Change in Employment<br>2022-2023 |
|-----------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Wilson    | -548                              | 413                               | 336                               | 1,548                             |
| Medina    | -244                              | 279                               | 247                               | -1,145                            |
| McMullen  | -150                              | 130                               | 27                                | -34                               |
| Kerr      | -704                              | 402                               | 408                               | 217                               |
| Kendall   | -921                              | 1,391                             | 1,241                             | 928                               |
| Karnes    | -758                              | 78                                | 737                               | -330                              |
| Guadalupe | -393                              | 1,525                             | 2,744                             | 1,725                             |
| Gillespie | -195                              | 688                               | 496                               | 225                               |
| Frio      | -992                              | 23                                | -424                              | 284                               |
| Comal     | 823                               | 5,109                             | 4,536                             | 3,308                             |
| Bexar     | -45,681                           | 40,562                            | 31,242                            | 22,582                            |
| Bandera   | 49                                | 241                               | 40                                | 0                                 |
| Atascosa  | -1,769                            | 455                               | 1,451                             | 74                                |

■ Atascosa 
 ■ Bandera 
 ■ Bexar 
 ■ Comal 
 ■ Frio 
 ■ Gillespie 
 ■ Guadalupe 
 ■ Karnes 
 ■ Kendall 
 ■ Kerr 
 ■ McMullen 
 ■ Medina 
 ■ Wilson

Source: TWC/LMCI/ Quarterly Census of Employment and Wages (QCEW) Quarter 4

**Table 2.2 Absolute Change in Economic Indicators Counties and Alamo Region Over Subsequent Year Q4 2023**

| County              | Absolute Change in Employment Subsequent Years |                                      |                                      |                                      | Absolute Change in Average Weekly Wage         |   |   |   | Absolute Change in Firms     |                              |                              |                              | Absolute Change in Establishments        |  |  |  |
|---------------------|--|--------------------------------------|--------------------------------------|--------------------------------------|--|---|---|---|------------------------------|------------------------------|------------------------------|------------------------------|--|--|--|--|
|                     | Change in<br>Employment<br>2019-2020           | Change in<br>Employment<br>2020-2021 | Change in<br>Employment<br>2021-2022 | Change in<br>Employment<br>2022-2023 | Change in<br>Average Weekly<br>Wages 2019-2021 | Change in<br>Average Weekly<br>Wage 2020-2021 | Change in<br>Average Weekly<br>Wage 2021-2022 | Change in<br>Average Weekly<br>Wage 2022-2023 | Change in Firms<br>2019-2020 | Change in Firms<br>2020-2021 | Change in Firms<br>2021-2022 | Change in Firms<br>2022-2023 | Change in<br>Establishments<br>2019-2020 | Change in<br>Establishments<br>2020-2021 | Change in<br>Establishments<br>2021-2022 | Change in<br>Establishments<br>2022-2023 |
| Atascosa            | -1,769   | 455                                  | 1,451                                | 74                                   | -\$66.00                                       | \$73.00                                       | \$77.00                                       | \$3.00  | 22                           | -1                           | 26                           | -13                          | 21                                       | 6  | 24                                       | -12                                      |
| Bandera             | 49   | 241                                  | 40                                   | 0                                    | \$81.00  | -\$17.00                                      | \$60.00                                       | -\$20.00                                      | 7                            | 8                            | 10                           | -4                           | 8  | 16                                       | 7  | -1                                       |
| Bexar               | -45,681  | 40,562                               | 31,242                               | 22,582                               | \$115.00                                       | \$58.00                                       | -\$24.00                                      | \$45.00                                       | 214                          | 687                          | 146                          | -483                         | 459                                      | 815                                      | 585                                      | -29                                      |
| Comal               | 823  | 5,109                                | 4,536                                | 3,308                                | \$106.00                                       | \$61.00                                       | -\$11.00                                      | \$50.00                                       | 222                          | 295                          | 317                          | 42                           | 241                                      | 357                                      | 332                                      | 53                                       |
| Frio                | -992   | 23                                   | -424                                 | 284                                  | \$64.00  | \$77.00                                       | \$106.00                                      | \$81.00                                       | -9                           | -7                           | -7                           | -6                           | -7                                       | -5                                       | -1                                       | 3  |
| Gillespie           | -195   | 688                                  | 496                                  | 225                                  | \$82.00  | \$43.00                                       | \$18.00                                       | \$20.00                                       | 35                           | 22                           | 24                           | 16                           | 40                                       | 26                                       | 26                                       | 15                                       |
| Guadalupe           | -393   | 1,525                                | 2,744                                | 1,725                                | \$85.00  | \$68.00                                       | \$44.00                                       | \$29.00                                       | 91                           | 125                          | 72                           | 48                           | 107                                      | 133                                      | 95                                       | 83                                       |
| Karnes              | -758   | 78                                   | 737                                  | -330                                 | \$30.00  | \$11.00                                       | -\$45.00                                      | \$51.00                                       | -9                           | 9                            | 4                            | -10                          | -10                                      | 6  | -15                                      | -7                                       |
| Kendall             | -921   | 1,391                                | 1,241                                | 928                                  | \$99.00  | \$108.00                                      | -\$69.00                                      | \$104.00                                      | 42                           | 141                          | 66                           | 31                           | 41                                       | 141                                      | 76                                       | 37                                       |
| Kerr                | -704   | 402                                  | 408                                  | 217                                  | \$96.00  | \$85.00                                       | -\$14.00                                      | \$34.00                                       | 6                            | 38                           | 2                            | -3                           | 8  | 40                                       | 5  | -15                                      |
| McMullen            | -150   | 130                                  | 27                                   | -34                                  | \$22.00  | \$103.00                                      | \$36.00                                       | \$18.00                                       | -8                           | 1                            | -2                           | -2                           | -10                                      | 0  | 8  | -1                                       |
| Medina              | -244   | 279                                  | 247                                  | -1,145                               | \$80.00  | \$67.00                                       | \$2.00  | \$52.00                                       | 12                           | 31                           | 17                           | 14                           | 11                                       | 33                                       | 12                                       | -10                                      |
| Wilson              | -548   | 413                                  | 336                                  | 1,548                                | \$33.00  | \$75.00                                       | \$15.00                                       | -\$6.00                                       | 39                           | 40                           | 20                           | -17                          | 40                                       | 46                                       | 20                                       | 9  |
| <b>Total Change</b> | <b>-51,483</b>                                 | <b>51,296</b>                        | <b>43,081</b>                        | <b>29,382</b>                        | <b>\$63.62</b>                                 | <b>\$62.46</b>                                | <b>\$15.00</b>                                | <b>\$35.46</b>                                | <b>664</b>                   | <b>1,389</b>                 | <b>695</b>                   | <b>-387</b>                  | <b>949</b>                               | <b>1,614</b>                             | <b>1,174</b>                             | <b>125</b>                               |
| <b>% Change</b>     | <b>-5%</b>                                     | <b>5%</b>                            | <b>4%</b>                            | <b>3%</b>                            | <b>7%</b>                                      | <b>6%</b>                                     | <b>1%</b>                                     | <b>3%</b>                                     | <b>1%</b>                    | <b>3%</b>                    | <b>1%</b>                    | <b>-1%</b>                   | <b>2%</b>                                | <b>3%</b>                                | <b>2%</b>                                | <b>0.2%</b>                              |

Source: TWC/LMCI/Quarterly Census of Employment and Wages (QCEW)

In review of Table 3, which summarizes the Quarterly Census of Employment and Wages (QCEW) data for Quarter 4, 2023 for the Alamo Region, the first indicator reviewed is the number of establishments, followed by wages and employment. The five industry sectors with the **greatest number of establishments** are: Healthcare and Social Assistance (62) with 10,073 Professional, Scientific and Professional Services (54) with 7,908, Retail Trade (44-45) with 6,633 and Accommodations and Food Services (72) with 5,858. The three industry sectors with the

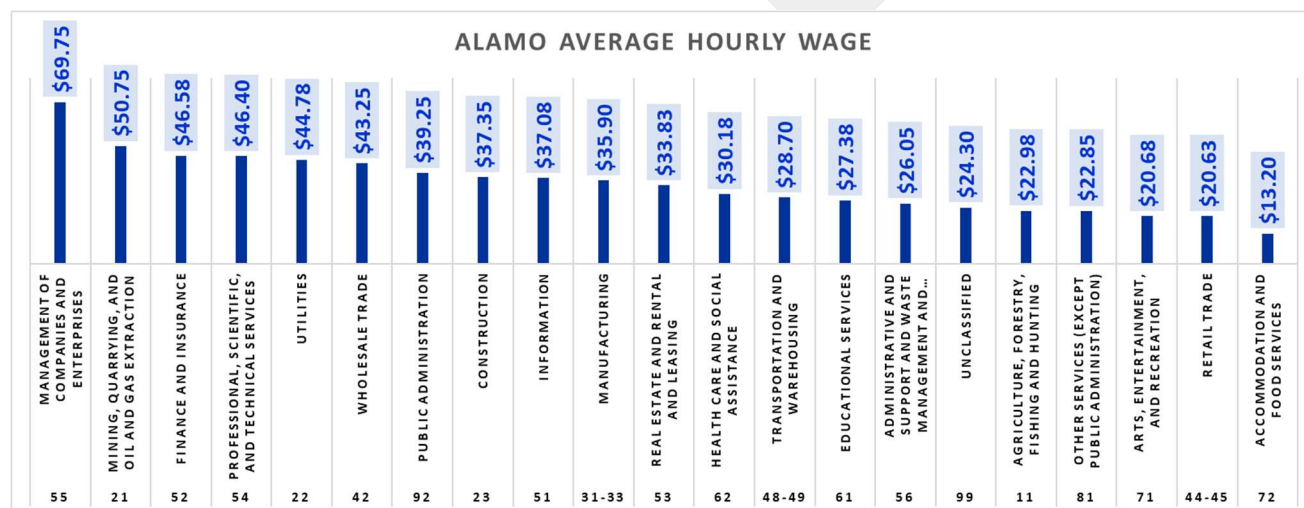
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highest weekly wages are Management of Companies and Enterprise (55) Mining Quarrying and Oil and Gas (21) Finance and Insurance (52) at \$2,790.00, \$2,030.00, and \$1,863.00 respectively. The following sectors Professional, Scientific, and Technical (54) Utilities (22) Wholesale Trade (42) have the next highest average weekly wage at \$1,856.00, \$1,791.00, \$1,730.00 respectively. The two IT/Computer/Cybersecurity related sectors, Professional, Scientific, and Technical Services (54) and Information (51), have high average weekly wages at \$1,856.00 and \$1,483.00 respectively.

**Figure 1** depicts the Alamo region's wages from the highest to the lowest hourly wage, showing that only two industries, Management Companies and Enterprises (55) and Mining, Quarrying, and Oil and Gas Extraction (21), have average hourly wages higher than \$50 an hour.

**Figure 1: Highest Average Hourly Wage by Sector**



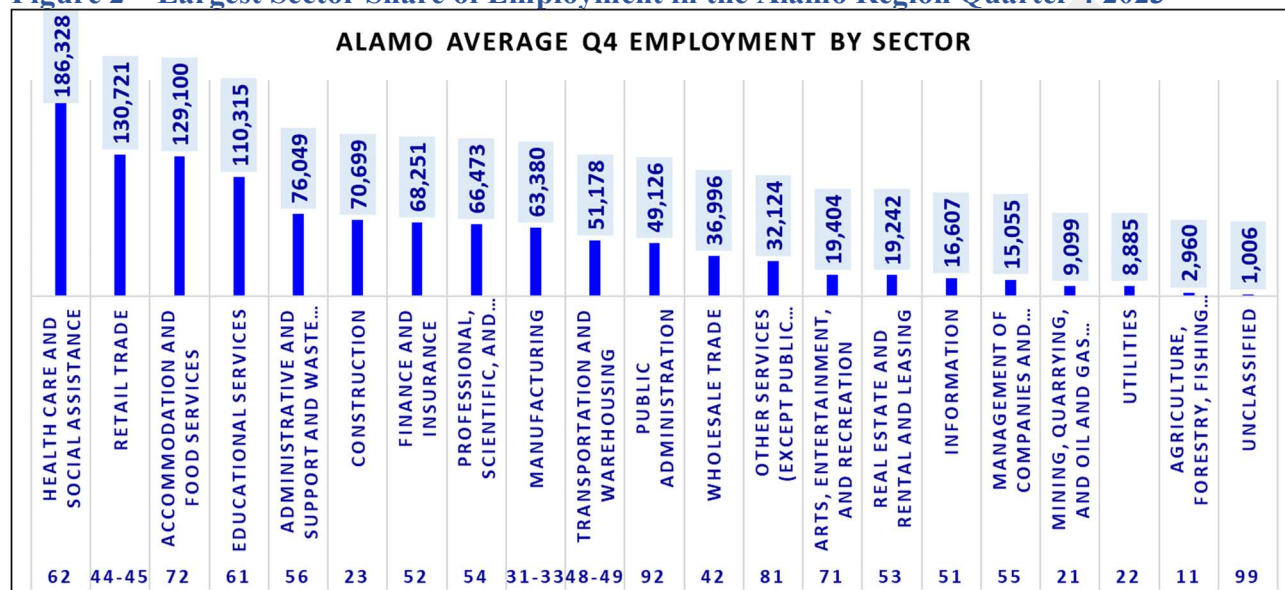
Source: Texas Workforce Commission. Quarterly Census of Employment and Wages. 4<sup>th</sup> Quarter 2023. -digit NAICS Industries

In terms of **Average Employment**, the Healthcare and Social Assistance sector (62) is the **largest** industry with 186,328 jobs, followed by Retail Trade (44-45) with 130,721 positions, Accommodation and Food Services (72) with 129,100 positions, and Educational Services (61) with 110,315 positions.

Average Employment in Accommodation and Food Service (72) and Retail Trade (44-45), exhibit an inverse relationship with Average Weekly Wages of \$528 and \$825 respectively. These two sectors show large employment, however, their wages are among the lowest in comparison to all other sectors, Accommodation and Food Services (72), Retail Trade (44-45), Arts, Entertainment, and Recreation (72), Other Services (except Public Administration (81) Agriculture, Forestry, Fishing and Hunting (11), Unclassified (99), indicate the lowest average weekly wage with \$528, \$825, \$827.00, \$914, \$919, \$972 respectively.

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Figure 2 – Largest Sector Share of Employment in the Alamo Region Quarter 4 2023



Source: Texas Workforce Commission. Quarterly Census of Employment and Wages. 4<sup>th</sup> Quarter 2023. 2-digit NAICS Industries

Table 3-Selected Economic Indicators by Industry Sectors, Alamo Region 2023 Quarter 4

| Industry Code Sectors | Industry Title   | Establishments | Firms | Average Employment | Average Weekly Wage Q4 23 | Ave Annual Wage | Average Hourly Wage |
|-----------------------|--|----------------|-------|--------------------|---------------------------|-----------------|---------------------|
| 62                    | Health Care and Social Assistance  | 10,073         | 8,369 | 186,328            | \$1,207.00                | \$62,764.00     | \$30.18             |
| 44-45                 | Retail Trade   | 6,633          | 3,927 | 130,721            | \$825.00                  | \$42,900.00     | \$20.63             |
| 72                    | Accommodation and Food Services  | 5,858          | 4,265 | 129,100            | \$528.00                  | \$27,456.00     | \$13.20             |
| 61                    | Educational Services   | 852            | 767   | 110,315            | \$1,095.00                | \$56,940.00     | \$27.38             |
| 56                    | Administrative and Support and Waste Management and Remediation Services | 3,514          | 3,117 | 76,049             | \$1,042.00                | \$54,184.00     | \$26.05             |
| 23                    | Construction   | 5,333          | 5,012 | 70,699             | \$1,494.00                | \$77,688.00     | \$37.35             |
| 52                    | Finance and Insurance  | 3,350          | 2,061 | 68,251             | \$1,863.00                | \$96,876.00     | \$46.58             |
| 54                    | Professional, Scientific, and Technical Services                         | 7,908          | 6,935 | 66,473             | \$1,856.00                | \$96,512.00     | \$46.40             |
| 31-33                 | Manufacturing  | 1,811          | 1,618 | 63,380             | \$1,436.00                | \$74,672.00     | \$35.90             |
| 48-49                 | Transportation and Warehousing   | 1,735          | 1,468 | 51,178             | \$1,148.00                | \$59,696.00     | \$28.70             |
| 92                    | Public Administration  | 534            | 170   | 49,126             | \$1,570.00                | \$81,640.00     | \$39.25             |
| 42                    | Wholesale Trade  | 2,705          | 2,369 | 36,996             | \$1,730.00                | \$89,960.00     | \$43.25             |
| 81                    | Other Services (except Public Administration)                            | 4,663          | 4,070 | 32,124             | \$914.00                  | \$47,528.00     | \$22.85             |
| 71                    | Arts, Entertainment, and Recreation                                      | 883            | 769   | 19,404             | \$827.00                  | \$43,004.00     | \$20.68             |
| 53                    | Real Estate and Rental and Leasing                                       | 3,403          | 2,471 | 19,242             | \$1,353.00                | \$70,356.00     | \$33.83             |
| 51                    | Information  | 760            | 587   | 16,607             | \$1,483.00                | \$77,116.00     | \$37.08             |
| 55                    | Management of Companies and Enterprises                                  | 292            | 259   | 15,055             | \$2,790.00                | \$145,080.00    | \$69.75             |
| 21                    | Mining, Quarrying, and Oil and Gas Extraction                            | 448            | 403   | 9,099              | \$2,030.00                | \$105,560.00    | \$50.75             |
| 22                    | Utilities  | 128            | 93    | 8,885              | \$1,791.00                | \$93,132.00     | \$44.78             |
| 11                    | Agriculture, Forestry, Fishing and Hunting                               | 617            | 607   | 2,960              | \$919.00                  | \$47,788.00     | \$22.98             |
| 99                    | Unclassified   | 592            | 589   | 1,006              | \$972.00                  | \$50,544.00     | \$24.30             |

Source: Texas Workforce Commission. LMCI, Quarterly Census of Employment and Wages. 4th Quarter 2023. 2-digit NAICS

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### **The Healthcare and Social Assistance (62)**

Sector is the largest in the Alamo Region based on establishments and Average Employment. This industry is spearheaded by the South Texas Medical Center, the University of Texas Health Science Center, and the surrounding major cluster of healthcare facilities. The healthcare subsectors (3-digit) are comprised of establishments providing health care for individuals of all ages. All industries in the subsectors share a commonality of process, namely, labor inputs of health practitioners have a requisite for expertise. Industries in these subsectors are defined based on the educational degree held by practitioners and services are provided by highly trained professionals. Healthcare includes three core areas of service delivery and training: nursing, medicine and pharmacy. Allied healthcare occupations, another area of service delivery and training, provides a wide range of diagnostic, technical, therapeutic and direct patient care, as well as administration to support health care in a variety of settings. To practice in these occupations, individuals require varied degrees, licensures, and/or industry-recognized credentials.

Two Healthcare and Social Assistance industry subsectors, such as ambulatory health care services (621) and hospitals (622), are linked to four of WSA's target industries: Offices of Physicians (NAICS 6211), Offices of Dentists (NAICS 6212), Medical and Diagnostic Laboratories (NAICS 6215) and General Medical and Surgical Hospitals (NAICS 6221). According to the Bureau of Labor Statistics, these industries nationwide have more job openings than hires and more hires than separations (Bureau of Labor Statistics, 2024). Common occupations for these two subsectors are, for example, Registered Nurse, Licensed Practical and Licensed Vocational Nurses, Diagnostic Medical Sonographers, Radiologic Technologist and Technicians. Healthcare occupations provide opportunities that are tied to the newer middle-skill jobs and wages. These newer mid-skill/mid-wage jobs, which require technical certifications, associate's degrees and work experience, are well compensated, show considerable employment growth over time, and their performance requires more skilled technical, analytical, problem solving, administrative, and communicative skills.

### **Information Technology and Cybersecurity**

Lead by Joint Base San Antonio (JBSA) Airforce Cyber, UTSA Cyber Security and Southwest Research Institute (SwRI) create a nucleus of cyber and defense technology Professional, Scientific, and Technical Services (54). Sector, industries 5416, 5417 and 5415 respectively, are Cybersecurity related NAICS. The NAICS 5182 Data Processing and Related Services is an IT related industry component of the NAICS 51-Information industry sector. In the Alamo region NAICS 5182, the cloud computing industry, is led by the company, Rackspace.

The NACIS 51 Information Industry sector comprises establishments engaged in the following processes: (a) producing and distributing information and cultural products, (b) providing the means to transmit or distribute these products as well as data or communications, and (c) processing data. The primary subsector for IT is Data Processing, Hosting, and Related Services

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(NAICS 518). Establishments in the subsector provide the infrastructure for hosting and/or data processing services. It consists of a single industry group, Data Processing, Hosting, and Related Services (NAICS 5182). This industry sector has indicated downturns in the 2022-2032 projection period.

Cybersecurity is encompassed in the service providing, professional and business services super sector. One of these sectors is Professional, Scientific, and Technical Services (NAICS 54). This sector comprises establishments that specialize in performing services that require a high degree of expertise and training for clients. The professional, scientific, and technical services sector consists of a single subsector, Professional, Scientific, and Technical Services (NAICS 541). Three related industries include Computer Systems Design and Related Services (NAICS 5415), Management, Scientific, and Technical Consulting Services (NAICS 5416), Specialized Design Services (NAICS 5414) and Scientific Research and Development Services (NAICS 5417). These three industries were identified by the Cybersecurity industry located at Port San Antonio, two of which are included as part of WSA's target industries (NAICS 5415 and 5416). In the Alamo region, Port San Antonio is a growing center for the Cybersecurity industry that is an integral part of the nucleus of cyber and defense technology. Common occupations for this industry around the nation include Software Quality Assurance Analysts and Testers, Software Developers, Information Security Analysts, Computer User Support Specialist, Computer System Analysts.

According to **Table 4**, of the top 3-digit industries by average employment, four of these industries, Ambulatory Healthcare Services (621), Hospitals (622), Nursing and Residential Care Facilities (623), Social Assistance (624), are in the Healthcare and Social Assistance sector (62). 541, Professional Scientific and Technical, a subsector of the growing 54 Professional Scientific and Technical sector, ranks fifth in employment among the subsectors.

**Table 4: Top 3-digit industries with highest Average Employment Q4 with related wages**

| Year | Industry Code | Industry   | Average Employment 2023 | Average Weekly Wage 2023 | Average Annual Wage 2023 | Average Hourly Wage |
|------|---------------|--|-------------------------|--------------------------|--------------------------|---------------------|
| 2023 | 722           | Food Services and Drinking Places                | 113,910                 | \$502                    | \$26,104                 | \$12.55             |
| 2023 | 611           | Educational Services                             | 110,268                 | \$1,095                  | \$56,940                 | \$27.38             |
| 2023 | 621           | Ambulatory Health Care Services                  | 84,207                  | \$1,307                  | \$67,964                 | \$32.68             |
| 2023 | 561           | Administrative and Support Services              | 72,226                  | \$1,014                  | \$52,728                 | \$25.35             |
| 2023 | 541           | Professional, Scientific, and Technical Services | 66,573                  | \$1,858                  | \$96,616                 | \$46.45             |
| 2023 | 622           | Hospitals  | 53,961                  | \$1,401                  | \$72,852                 | \$35.03             |
| 2023 | 238           | Specialty Trade Contractors                      | 39,980                  | \$1,363                  | \$70,876                 | \$34.08             |
| 2023 | 522           | Credit Intermediation and Related Activities     | 31,088                  | \$1,598                  | \$83,096                 | \$39.95             |
| 2023 | 524           | Insurance Carriers and Related Activities        | 30,690                  | \$1,842                  | \$95,784                 | \$46.05             |
| 2023 | 445           | Food and Beverage Retailers                      | 30,350                  | \$724                    | \$37,648                 | \$18.10             |
| 2023 | 455           | General Merchandise Retailers                    | 27,428                  | \$577                    | \$30,004                 | \$14.43             |
| 2023 | 624           | Social Assistance                                | 27,191                  | \$766                    | \$39,832                 | \$19.15             |
| 2023 | 623           | Nursing and Residential Care Facilities          | 21,134                  | \$886                    | \$46,072                 | \$22.15             |
| 2023 | 423           | Merchant Wholesalers, Durable Goods              | 20,914                  | \$1,842                  | \$95,784                 | \$46.05             |
| 2023 | 441           | Motor Vehicle and Parts Dealers                  | 20,445                  | \$1,519                  | \$78,988                 | \$37.98             |
| 2023 | 493           | Warehousing and Storage                          | 19,747                  | \$956                    | \$49,712                 | \$23.90             |
| 2023 | 336           | Transportation Equipment Manufacturing           | 17,813                  | \$1,632                  | \$84,864                 | \$40.80             |

Source: Texas Workforce Commission.

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**Table 5** shows the 2022-2032 projections for the number and percent change of Annual Average Employment for the Alamo Region. According to **Table 5**, in 2022 the annual average employment in the WSA Alamo region was 1,239,218. By 2032, the annual average employment is projected to grow to 1,433,004, showing a numerical growth of 193,786 jobs and 15.6% increase.

**Table 5: Employment Projections within the Alamo Region 2022-2032 All Industries Combined**

| Industry Title               | Annual Average Employment 2022 | Annual Average Employment 2032 | Number Change 2022-2032 | Percent Change 2022-2032 |
|------------------------------|--------------------------------|--------------------------------|-------------------------|--------------------------|
| <b>Total, All Industries</b> | 1,239,218                      | 1,433,004                      | 193,786                 | 15.6                     |

Source: TWC/Industry Projections 2022-2032

**Table-6** shows projections for all target sectors for the years of 2022-2032 and compares projected years for target sectors. The 2021-2024 sectors are highlighted in blue, the sectors with the asterisk (\*\*) are the 2025-2028 target in-demand sectors. The WSA industries analysis for the years 2022-2032 projection years will focus on a subset of the local plan 2021-2024 identified target sectors. As defined, these 2025-2028 new target sectors have a substantial current or potential impact on the local economy. Workforce Solutions Alamo (WSA) recognizes the following in-demand target sectors for the period of 2025-2028: Healthcare and Social Assistance (62), Educational Services (61), Finance and Insurance (52), Construction (23), Professional, Scientific, and Technical Services (54), Manufacturing (31-33), Transportation & Warehousing (48-49), and Mining, Quarrying, and Oil and Gas Extraction (21). The target sectors align to the in-demand four-digit industries. Analysis was conducted using primary and secondary data targets at the four-digit NAICS. Both the numerical employment change of 500 jobs and the percentage employment change of 15.6% as well as the target wage of \$19.00 hourly are primary data targets. Numeric change indicates employment is growing due to the creation of jobs and the percentage change indicates how fast employment is growing. The target wage assures investment in self-sufficiency jobs.

As seen in **Table-6**, Healthcare and Social Assistance (62) is represented as a primary driver of the local economy as far as Average Annual Employment. As seen in the table, in 2022 the estimated annual average employment for this sector was 160,299 jobs. According to TWC projections it is expected that by the year 2032 the Healthcare and Social Assistance (62) sector will continue to be the largest industry employer with 188,526 jobs, and 28,227 new jobs will be added by 2032, the end of the projection period.

Mining, Quarrying, and Oil and Gas Extraction (21), an industry with historical downturns, is projected to add 2,167 new jobs by the year 2032, representing a 23.9 percent employment growth in comparison to the base year of 2022. This industry indicates continued recovery and represents the 4th highest percentage change in Average Annual Employment among all sectors for the 2022-2032 projection years. Management of Companies and Enterprise (55) indicates the highest

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percentage growth of all the sectors with 32.9% increase, followed by Professional Scientific and Technical Services with 31.7% and Transportation and Warehousing at 31.2%. At the low end of the spectrum, Agriculture, Forestry, Fishing and Hunting (11) is projected to add only 135 new jobs by the year 2032 representing a 5.3 percent change in comparison to the base year of 2022.

Regarding **employment and wages** for the projected decade, Health Care & Social Assistance (62), Accommodation & Food Services (72), Retail Trade (44-45) and Educational Services (61) are projected to be the four sectors within the WSA Alamo region with the most jobs at the end of the 2032 projection year with 188,526, 149,202, and 145,150 and 119,584 respectively. The sectors with the highest hourly wages are Management of Companies and Enterprises (55) at \$69.75 Mining, Quarrying and Oil and Gas Extraction (21) at \$50.75, Finance and Insurance at \$46.58 and Professional, Scientific and Technical Services (54) at \$46.40.

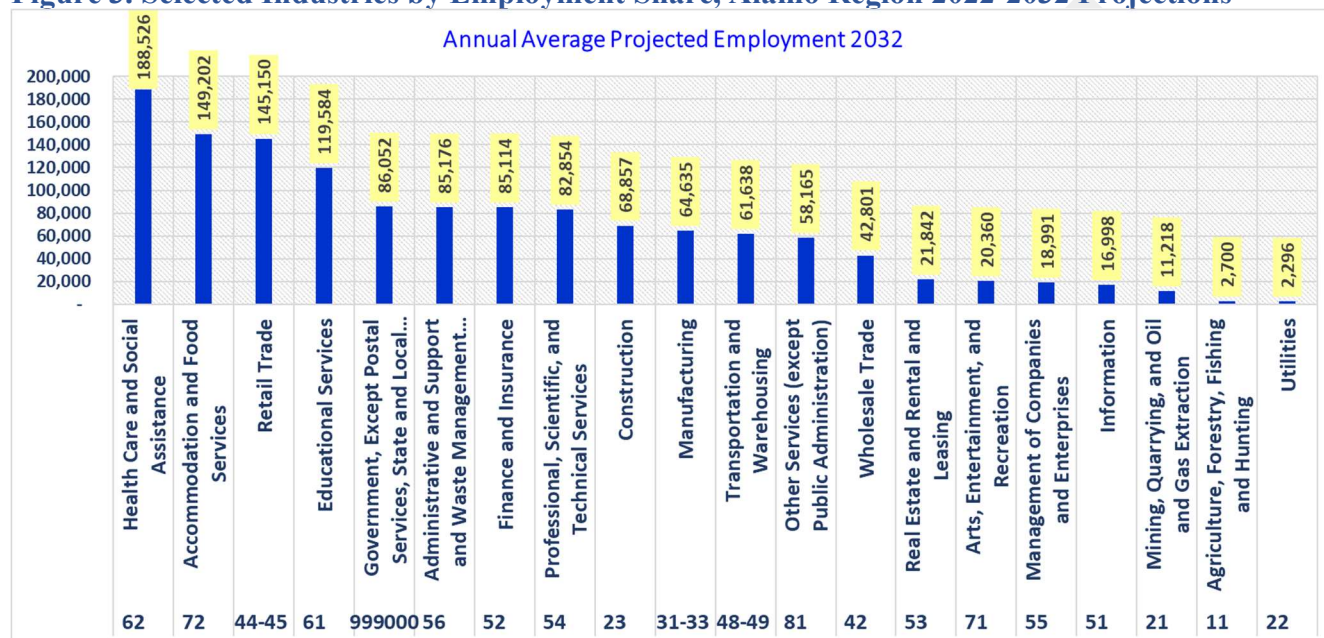
**Table 6. Selected Economic Indicators by Industry Sectors, Alamo Region 2022-2032**

| Industry Code-Sector | Industry Title  | Annual Average Employment 2022 | Annual Average Employment 2032 | Number Change 2022-2032 | Percent Change 2022-2032 | Average Hourly | Average Annual Wage |
|----------------------|---|--------------------------------|--------------------------------|-------------------------|--------------------------|----------------|---------------------|
| 55                   | Management of Companies and Enterprises                       | 14,294                         | 18,991                         | 4,697                   | 32.9                     | \$69.75        | \$145,080.00        |
| 21                   | Mining, Quarrying, and Oil and Gas Extraction **              | 9,051                          | 11,218                         | 2,167                   | 23.9                     | \$50.75        | \$105,560.00        |
| 52                   | Finance and Insurance **                                      | 74,500                         | 85,114                         | 10,614                  | 14.2                     | \$46.58        | \$96,876.00         |
| 54                   | Professional, Scientific, and Technical Services **           | 62,928                         | 82,854                         | 19,926                  | 31.7                     | \$46.40        | \$96,512.00         |
| 22                   | Utilities   | 2,032                          | 2,296                          | 264                     | 13.0                     | \$44.78        | \$93,132.00         |
| 42                   | Wholesale Trade   | 37,067                         | 42,801                         | 5,734                   | 15.5                     | \$43.25        | \$89,960.00         |
| 999000               | Government, except Postal Services, State and Local Education | 79,973                         | 86,052                         | 6,079                   | 7.6                      | \$39.25        | \$81,640.00         |
| 23                   | Construction **   | 63,123                         | 68,857                         | 5,734                   | 9.1                      | \$37.35        | \$77,688.00         |
| 51                   | Information   | 17,129                         | 16,998                         | -131                    | -.8                      | \$37.08        | \$77,116.00         |
| 31-33                | Manufacturing **  | 59,160                         | 64,635                         | 5,475                   | 9.3                      | \$35.90        | \$74,672.00         |
| 53                   | Real Estate and Rental and Leasing                            | 18,641                         | 21,842                         | 3,201                   | 17.2                     | \$33.83        | \$70,356.00         |
| 62                   | Health Care and Social Assistance **                          | 160,299                        | 188,526                        | 28,227                  | 17.6                     | \$30.18        | \$62,764.00         |
| 48-49                | Transportation and Warehousing **                             | 46,986                         | 61,638                         | 14,652                  | 31.2                     | \$28.70        | \$59,696.00         |
| 61                   | Educational Services **                                       | 106,676                        | 119,584                        | 12,908                  | 12.1                     | \$27.38        | \$56,940.00         |
| 56                   | Administrative and Support and Waste Management and Rem       | 74,795                         | 85,176                         | 10,381                  | 13.9                     | \$26.05        | \$54,184.00         |
| 11                   | Agriculture, Forestry, Fishing and Hunting                    | 2,565                          | 2,700                          | 135                     | 5.3                      | \$22.98        | \$47,788.00         |
| 81                   | Other Services (except Public Administration)                 | 51,633                         | 58,165                         | 6,532                   | 12.7                     | \$22.85        | \$47,528.00         |
| 71                   | Arts, Entertainment, and Recreation                           | 17,746                         | 20,360                         | 2,614                   | 14.7                     | \$20.68        | \$43,004.00         |
| 44-45                | Retail Trade  | 124,157                        | 145,150                        | 20,993                  | 16.9                     | \$20.63        | \$42,900.00         |
| 72                   | Accommodation and Food Services                               | 123,090                        | 149,202                        | 26,112                  | 21.2                     | \$13.20        | \$27,456.00         |

Source: Projections/Sectors/2022-2032 and QCEW Q4 2023 Average Weekly Wages Blue=21-24 Target Sectors \*\* 25-28 Target Sectors

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**Figure 3. Selected Industries by Employment Share, Alamo Region 2022-2032 Projections**



### Economic Development Alignment

WSA regional workforce partners have a history of collaborative planning and have executed strategic economic development initiatives aligned with targeted industry sectors and occupations. The WSA Target Industry Clusters/Sectors/Industries are in strong alignment with those of regional economic development partners in metropolitan Bexar County and surrounding counties. Bexar County partners, the greater SATX: Regional Economic Partnership Bexar County Economic Development (Bexar Co ED), SA Tomorrow, the City of San Antonio Economic Development Department (COSA EDD), and the Alamo Area Council of Governments (AACOG) as articulated in the region's Comprehensive Economic Development Strategy (CEDS), Port San Antonio and the San Antonio Ready to Work Alliance. **Table 7** shows the aligned industry clusters with these regional partners, except for SA2020 which is not active.

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**Table 7. Alignment Of Target Industries by Regional Partners**

| Clusters                     | SA<br>Tomorrow<br>Growth | SAEDF/Greater<br>SATX | AACOG<br>(CEDs) | WSA | Port San<br>Antonio | Ready to<br>Work<br>Alliance | Infrastructure |
|------------------------------|--------------------------|-----------------------|-----------------|-----|---------------------|------------------------------|----------------|
| Healthcare/Bioscience        | •                        | •                     | •               | •   |                     | •                            |                |
| Aerospace                    | •                        | •                     | •               | •   | •                   | •                            |                |
| Manufacturing                | •                        | •                     | •               | •   | •                   | •                            | •              |
| IT/Cybersecurity             | •                        | •                     | •               | •   | •                   | •                            | •              |
| Finance                      |                          | •                     | •               | •   |                     | •                            |                |
| Oil and Gas/ New Energy      | •                        |                       | •               | •   |                     | •                            | •              |
| Warehousing & Transportation |                          |                       | •               | •   | •                   | •                            | •              |
| Construction/Utilities       |                          |                       |                 | •   |                     | •                            |                |
| Creative Industry/Tourism    |                          |                       | •               |     |                     |                              |                |

In addition to the economic development partners identified above, WSA works with economic development professionals from rural communities to best align community resources and target/demand occupations to meet their needs, and to support initiatives identified as key drivers of future economic growth in the Alamo region. Communities throughout the region have unique needs that WSA strives to support related to the presence of military bases throughout Bexar County, to robust and balanced economic growth in New Braunfels (Comal County) and the development of micro-cluster vineyard communities in Fredericksburg (Gillespie County). WSA strives to support all communities throughout the region to capitalize both on regional efforts driven by large economic development partners, but also to further economic development strategies capitalizing on their own unique community assets. In August 2024 WSA conducted site meetings in the rural counties to build relationships with the community and develop connections. WSA hosted one meeting in each rural county in our service area: Fredericksburg, Kerrville, New Braunfels, Tilden, Pleasanton, Boerne, Floresville, Bandera, Pearsall, Hondo, Seguin, and Karnes City. Participants included local government, hospital, school district, and economic development representatives. In all, 12 sessions were hosted. WSA hosted open houses after the community meetings in counties with career centers.

### Emerging-Industry Sectors and Growth Areas

Historically, through the decades, the Alamo area had traditional economic influences that were drivers of the economy. The traditional economic assets for the San Antonio and surrounding area are Tourism (Accommodation, Food Service, Retail), Healthcare, Education, and the Military. Among the original big three, tourism, healthcare and the military, the military influence remains the strongest. Manufacturing, aviation, finance, technology, healthcare, bioscience, and education are all tied to the military. Following the federal Base Realignment and Closure (BRAC) in 2005, many of the Pentagon's medical functions were transferred to San Antonio. This is highlighted by the Medical Education and Training Campus built at Fort Sam Houston, the world's largest facility for military medical education, research, and training. Brooke Army Medical Center, an inpatient hospital that is the military's largest health care organization, is also housed at Ft. Sam Houston.

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The aviation industry, also a product of both the military and aerospace manufacturing, has remained important for San Antonio since the closure of Kelly AFB. Key to the aerospace manufacturing industry has been Port San Antonio. In 1995, following the Cold War's end, Kelly AFB was closed. A government entity was created to repair and lease out the vast space to private companies, since then, the port has become an important facility and economic driver in San Antonio. Port San Antonio is located at the former Kelly AFB, with access to an airport and adjacent to Lackland AFB. Port San Antonio houses heavy industrial, and aerospace companies and includes tenants like Boeing, and StandardAero. Port San Antonio has more recently evolved into a cybersecurity and IT center. The military has driven technological growth, as well. Some of this billion-dollar impact is generated by federal agencies that contract with local IT and cybersecurity firms, making San Antonio a lead in the country in concentration of data centers. Ventures such as Rackspace and Geekdom have strengthened the IT economy for the region. A San Antonio Express News Article in July 2022 discussed a private study by Tech Block and Port San Antonio that analyzed job data by zip codes to identify where most IT professionals work, the data showed that the Port San Antonio 900-acre campus was the home of 80 private sector and military affiliated organizations and is the city of San Antonio's top hub for IT/Cyber employment (Killelea, 2022). This designation is due largely to federal and DoD employment. The same study cited in this article indicted that in recent years, San Antonio has integrated into the economy large concentration of data centers lead by local companies like Rackspace and Frost Bank and international companies' such as Microsoft Corp, Lowe's and J.P. Morgan Chase & Co. This report indicated that the IT industry, largely a service industry of computer programming, internet services, web hosting and training, has evolved from a \$500 million payroll industry in 2000 to a 1.8 billion payroll industry in 2022 (Killelea, 2022). This article also indicates the importance of cybersecurity jobs, with at least 16,447 cybersecurity professionals working locally for the federal government. This is one- third of the city of San Antonio's approximately 48,000 plus IT workers. Therefore, IT/Cyber is one of the industries that spearheads the region's growth economy for the Alamo Region.

The backbone of a growth economy is strength and diversity. Today San Antonio has evolved beyond its "traditional three" economic influencers — tourism, military, and health care. Although these industries remain important economic assets, the target growth areas for economic partners include industries with the "new mid-skill, mid-wage" jobs. Newer mid-skill/mid-wage jobs require technical certifications and associate degrees and work experience. These jobs are well compensated, show considerable employment growth over time, and their performance requires more skilled technical, analytical, problem solving, administrative, and communicative skills. The target job growth areas with the "new" analytical, high-tech mid-skill jobs are found in the industries and clusters identified by Workforce Solutions Alamo partners as targets for investment. These partners include greater SATX: Regional Economic Partnership, San Antonio Tomorrow, AACOG and other economic agencies. Target growth Industries include: 1) Healthcare, Bioscience, Life Sciences, Bio-Scientific-Research and Development, 2) Information Technology and Cybersecurity, 3) Advanced Manufacturing (Aero, Auto and Heavy Equipment) 4) New Energy (Solar, Battery, Natural Gas) (Report, San Antonio Tomorrow).

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Economic growth in the traditionally “rural” counties surrounding San Antonio also provide many economic assets for the WSA. A new economic corridor is emerging in the center of Texas. Hays and Comal Counties are part of the Austin and San Antonio metropolitan areas respectively. But they are not merely suburbs capturing overflow from larger cities. They are becoming part and parcel of an emerging 80-mile-long economic corridor between San Antonio and Austin, along Interstate 35. Texas State Demographer Lloyd Potter foresees an additional 1.5 million people in the corridor by 2030, a 34 percent jump. In Hays and Comal counties, the state projects between 69 and 44 percent in population growth during that period. “Over the next 50 years, Austin and San Antonio will become a single mega-metro area” says Potter. Companies such as the Sysco Central Texas-Food Distributer and Restaurant Supplies, a distribution facility in New Braunfels, and other distribution facilities such as Amazon are driving forces in this growth. The economic development corporation in Schertz indicates that seventy-seven industrial warehousing and distribution facilities play a vital role in the economics of the area. The entire I-35 corridor is among the national leaders in job creation. The Alamo Counties affected by this growth are Bexar, Comal, Guadalupe, and Kendall. The corridor may also be a catalyst for an emerging high-tech corridor between Austin and San Antonio (Beyer, 2016).

Sharing the longest border with Mexico of any U.S. state, Texas has become an important part of the realigned North American “auto alley,” now running north from Mexico through several southern U.S. states. The Alamo Manufacturing Partnership is a Department of Commerce special designation targeting the Transportation Equipment Manufacturing subsector, NACIS 336. This designation has placed the Alamo Region in the top third of the country for employment in this manufacturing category. A catalyst to this subsector is the Toyota Motor Manufacturing Texas plant and suppliers on the Southside of San Antonio. Other transportation manufacturing companies located in the Alamo WSA are Boeing, General Dynamics, Seven Q Seven Inc., Ultimate Engines, Controls Inc among others.

Education has traditionally been a part of a high-tech corridor’s success. Education levels in many of the counties in the WDA have remained below the national standards. Efforts to educate and upskill the workforce are critical to advancing in the target growth industries. Big changes are happening in the once rural areas of the Alamo WDA. WSA’s target industries are inclusive of industrial strengths throughout the Alamo Region and most of the WSA target occupations fall within the “new mid-skill, mid-wage” jobs. Recent partnerships with the City of San Antonio and Bexar County have provided opportunity to offer reskilling opportunities to many Bexar County and City of San Antonio (COSA) residents affected by COVID-19. Bexar County’s “Bexar Strong” and the City of San Antonio’s “Ready to Work” initiative combined to provide significant educational opportunities and relief to residents from the economic downturn of the pandemic. The City of San Antonio’s unprecedented “Ready to Work” training and employment initiative provides tuition assistance and wraparound supports to enable people to obtain post-secondary education. WSA is a prime partner for the City’s Ready to Work program and has built a consortium of subcontractors to accomplish its goals. Census data indicates continued population growth in the Alamo WSA 13 Counties, San Antonio and San Antonio New Braunfels MSA.

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A recent article in the San Antonio Express News (Winger, 2024) indicates that the San Antonio population has increased by 22,000 residents more than any other large U.S. city last year between 2022-2023. San Antonio showed a larger percent growth since 2022 at 1.5%, larger than the cities of Houston, Dallas and Austin with a percent growth of 0.5% during that period. Texas State Demographer Lloyd Potter said in the article “San Antonio “feels different” than the city did a decade ago”. Potter said “several factors have led to San Antonio’s growth, from the city leaders’ work to foster economic development to beefing up housing downtown to the growth of the University of Texas at San Antonio’s student body”. “As more companies set up shop within the city, San Antonio is becoming a magnet for skilled workers”, he said. Potter further indicated in his statement “Companies are recognizing that San Antonio is a great place to come and either bring their headquarters or bring a significant portion of their business,”. He further stated that, “People that generally are moving here tend to be people with higher levels of educational attainment and are working in jobs that are higher-skilled, higher-paid kinds of jobs”. This continued population growth and a focus on emerging higher skilled jobs, higher education and housing development is an asset to the local economy. The San Antonio New Braunfels MSA gained 50,000 residents, ranking 21<sup>st</sup> highest population growth of any U.S. metro area. In comparison to other Texas metro’s Austin metro area showed a gain of 52,000 residents, the Houston metro was the largest in the nation with an increase of 170,000 residents and the Dallas-Fort Worth metro had the 4<sup>th</sup> highest increase in the country with 156,000 residents. Nearly 70% of Texas residents live in the state’s four largest metro areas, according to estimates from the Texas Demographic Center, this continued urban growth is important to Texas. In reviewing growth in the counties, for Bexar County the dominant growth factor in this urban county is the results of domestic migration, people moving here from other parts of the nation. In Bexar the population gain was a modest 1% increase of the 2022 population. Other counties in the San Antonio New Braunfels MSA had higher population growth, including Comal County with a large population growth of 9,000 residents. This growth was the highest of the 55 counties of which the U.S. Census Bureau collects one-year data in 2022 and 2023. The American Community Survey five-year estimates will be released by the U.S. Census Bureau in December 2024 for counties with population under 65,000, allowing a further review of growth for these counties (Winger, 2024).

The San Antonio New Braunfels mega metro has been a discussion since 1984 when the Greater Austin-San Antonio Corridor Council formed, composed of city leaders and business-owners in both cities, this designation of the area as a metroplex continues to be a discussion with City leaders. The combined population of both metro areas would encompass the metroplex. As is evident, the population has increased in both metros and is projected to continue growing. Today, the Austin-San Antonio corridor is home to over 5 million people. As of the 2023 Census 1-yr estimates, 2.4 million people lived in the Austin metro area and almost 2.7 million people lived in the San Antonio area. The corridor’s population is expected to reach 6 million to 7 million by 2030 (O’Connell, 2023).

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**Table 8. Metro Areas Population**

| Metro Area Census data: ACS 2022 1-year     |           |           |
|---|-----------|-----------|
| San Antonio-New Braunfels, TX Metro Area    | 2,655,342 | 2,703,999 |
| Austin-Round Rock-Georgetown, TX Metro Area | 2,421,115 | 2,473,275 |
| Population Total Metros                     | 5,076,457 | 5,177,274 |

Source: US Census

The Bureau of Labor Statistics (BLS) of the U.S. Department of Labor is the principal Federal statistical agency responsible for measuring labor market activity. Labor markets and working conditions are influenced by new technological considerations. These new emerging technologies pose important opportunities and challenges to our economy, talent development and business processes. The new technological considerations include digitization, artificial intelligence (AI), and automation. The BLS, as the leader on the labor market, reviewed literature on how technologies affected the labor market. These technologies are computer related and utilize computer technologies and computer-controlled machines. AI, machine learning, and digitization are specific manifestations of automation to further review and define (Kristin Dell, 2024).

In the review of the local economy WSA will show that the unemployment caused by business shutdowns due to efforts to respond to the COVID-19 pandemic, has recovered and decreased over time. Ordinary people, workers and business owners enjoy an improved economy and specific sectors of the economy account for cutting edge new technologies and expanded economic growth. In a review of the labor force, employment and unemployment and educational attainment WSA will show local area unemployment statistics indicating economic recovery for the Alamo Region. New technologies give rise to the need for upskilling, reskilling, skill upgrading and opportunities for educational attainment or occupational training. Also, there is an emerging demand for the understanding of new machines and technologies as well as the maintenance of the new technologies. Upskilling means employees learn new skills to help them as their current job evolves because of new technologies. Reskilling includes retraining in new skills which help workers progress along a career pathway within a company. Some of the new technologies are listed below:

### **Digitization**

Which refers to the translation of information into a form that can be understood by computer software and interfaces, revolves around with internet access and speed, wireless communication, and efficient data storage. Businesses using this technology are many, including: the trading of financial assets, banking, accounting, processing orders for food and retail goods, the coordination of transportation, creating and confirming reservations at restaurants or accommodations,

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searching publications and media content, and monitoring energy usage—and many more (Kristin Dell, 2024). Tasks once handled by workers are now handled by software. Services are still provided for end users and in-person worker-to-end user services are still available. However, digital technologies (technologies that process or transmit digital information) have evolved significantly across industries, impacting business operations by enabling faster communication, data analysis, digital processes resulting in new business models, essentially transforming the economy and businesses (Muro et al. 2017; Charbonneau, Evans, Sarker, and Suchanek 2017). The COVID-19 pandemic accelerated technology adaptations and the use of technology to transform how goods and services are provided in various industries, from healthcare to renewable energy, retail-e-commerce, financial services, manufacturing and entertainment. We now have telehealth, and Biotechnology is at the forefront of the development of vaccines and new therapies. For biotechnology preparation and readiness are essential. Sustainability practices and renewable energy were brought to the forefront as the importance of health and a future footprint were emphasized. The devastation of the pandemic in families and the most vulnerable will remain a part of a shared history. Retail trade was forever changed during the pandemic to online shopping and supply chain optimization and “fulfillment centers” became the term for warehousing and shipping. When manufacturing returned, the new emphasis was automation, robotics and smart technologies. According, to an article in the San Antonio Express news San Antonio is experiencing a rise in robotics for business. Xyrec Inc. a company located in Port San Antonio is pioneering a paint and paint removal for aircraft using robotics. Xenex Germ-Zapping Solutions, another company, manufactures microbial reduction robots that blast germs and viruses (Lingle, 2021). Also, Toyota and Southwest Research have always been pioneers in robotics. Another industry innovation is found in today’s entertainment industry. Streaming services now dominate entertainment, the way we view and use entertainment have forever changed. Since the pandemic digital technology infused into the marketplace and the economy. Digitization is here to stay. The pandemic showed us how we could use recent technologies for day-to-day activities and resulted in the new industrial age, where the processes of many industries have integrated new technologies. Today digital technologies shape economic activities and the transmission of information (Kristin Dell, 2024). The new industrial age is characterized by deploying many new technologies such as digitalization, automation, connectivity, advanced analytics and advanced manufacturing technologies into industrial processes.

### **Automation**

Defined as the substitution of non-human value for human production. A calculator, computer, algorithm, or machine may automate a task performed by a worker. For example, a vending machine may take a customer’s order and process payment and dispensing the product. However, there are many parts of the food or value - chain that are still performed by workers. Growing the ingredients, harvesting, the design of the products and bringing them to market are all valuable tasks in the value-chain, as well as delivering the product to the vending machine, and serving and maintenance of the machine. Computer and computer-controlled machines used for digitization require programing, maintenance, cybersecurity and identification of occupations used down the value chain such as user support specialists. The automated component is simply

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the source of value-added that is not performed directly by workers. The cost and processes of producing goods and services are affected by digitization and automation. The need for subject matter experts on topics or products or the need for the consumers-end-user to search for information, view information, as well as tracking, and verification of goods and services has increased the demand for occupations such as application developers, website developers, and computer programmers. The workers in these occupations have the skills needed to allow individuals and companies to participate in the growing digital economy. The value chain develops the demand for new occupations in the staffing requirements of companies. There will also always be a requirement to interact with the end user (Kristin Dell, 2024).

### **Artificial Intelligence (AI)**

Is the newest technology in the digitization process. AI is a subset of automation technologies that is distinct from digitalization but may utilize digitalization technologies. AI as the automation of cognitive tasks. A driverless truck would use AI technologies since driving is a cognitive task. AI as the automation of cognitive tasks involves machine learning and prediction. Although this technology is cutting edge, the technology is also not as well understood. AI will replace tasks rather than jobs and will, like most new technologies, create new technical jobs (Kristin Dell, 2024).

### **A new industrial age**

Will require workers to develop advanced skills in relation to the use and maintenance of the new machines and computer technologies. Although some of the new skills may be obtained on the job or through the upskilling of incumbent workers, the need for college educated workers will also increase. Implementing and managing digital technologies requires specialized skills and expertise. Many Industries in the new industrial age may face a talent shortage. Technological advancements may also lead to increased productivity for some occupations and decline in other occupations. The growth of e-commerce as well as advances in technology are expected to limit demand for sales workers leading to employment declines. Similarly, automated systems and related technology, including AI, are expected to contribute to declines in employment of office and administrative support workers. To bridge the skills gap and address the changes in the in-demand occupations, industries can invest in new-hire training in the skills and technologies required for entry and career progression (career pathway) in the industry, as well as retraining and upskilling programs for incumbent workers. Another strategy to address the skills gap is to collaborate with the workforce eco-system to develop and recruit new talent. Partnering with educational institutions and technology, cybersecurity service providers may bridge the talent gap (Kristin Dell, 2024).

### **The New Industrial Age Essential Industries and Sectors**

The Cybersecurity and Infrastructure Security Agency (CISA) identified essential sectors during the COVID-19 pandemic and the critical workers employed in these sectors. These sectors assist in addressing the new evolving industry technologies that play a vital role in supporting a functioning economy during a pandemic or crisis. These essential sectors also serve to maintain a

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strong infrastructure to effectively respond to any future crisis. The pandemic experience indicated that the continued support and consideration for these industry sectors is important. The following sectors were identified as essential infrastructure during the pandemic and continue as essential (Guidance on the Essential Critical Infrastructure Workforce: Ensuring Community and National Resilience In COVID-19 Response, V. 4.0, 2020. August 18). The following descriptions are taken from the above-mentioned report, unless otherwise cited. The sectors with an **\*are WSA's target sectors for 2025-2028.**

### **Healthcare and Social Assistance\* (62)**

**Industry Employment in Healthcare and social assistance** is projected to have the largest growth and be the fastest growing industry sector (62) nationwide. Employment growth in the health care and social assistance sector is expected to be driven by both the aging population and a higher prevalence of chronic conditions, such as heart disease, cancer, and diabetes. Healthcare support occupations and healthcare practitioners and technical occupations are projected to be among the fastest growing of all occupational groups. The growing elderly population, which typically has increased healthcare needs compared to younger groups, will in turn increase demand for caregiving and therapy services. Several healthcare occupations with the fastest projected employment growth—such as nurse practitioners and physician assistants—can assist various healthcare providers with meeting this growing demand. Similarly, the projected fast growth for community and social service occupations will stem from more individuals seeking assistance for a variety of challenges (Bureau of Labor Statistics, 2024).

#### **Digital Healthcare**

Transformation has significantly impacted the healthcare industry, improving patient outcomes, reducing costs, and enhancing the overall quality of care. Electronic health records (EHRs) have digitized patient data, enabling healthcare providers to access and share information more efficiently. Telemedicine platforms have made healthcare more accessible, allowing patients to consult with doctors remotely. This technology also assists in maintaining social distancing during an infectious disease crisis.

#### **Healthcare/ Public Health Workers**

Includes laboratory personnel, that perform critical clinical, biomedical, and research, development, and testing needed for diseases. Healthcare providers including, but not limited to, physicians, dentists; psychologists; mid- level practitioners; nurses; emergency medical services; infection control and quality assurance personnel; phlebotomists; pharmacists; physical, respiratory, speech and occupational therapists and assistants; social workers; optometrists; speech pathologists; chiropractors; diagnostic and therapeutic technicians; and radiology technologists. The healthcare industry also requires many support occupations.

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### **Transportation and Warehousing \* (48-49)**

#### **Digital Retail**

Technologies have significantly transformed the retail industry. E-commerce platforms have revolutionized how consumers shop, enabling them to purchase products anytime. Amazon, the world's largest e-commerce company, has transformed retail through innovative digital technologies. Brick and mortar retail are no longer the primary force for retail. Transportation and Logistics are essential tied to retail and “fulfillment centers” are the new term for warehousing and transportation.

#### **Transportation And Logistics**

Workers supporting e-commerce of essential goods through distribution, warehouse, call center facilities, and other essential operational support functions, that accept, store, and process goods, and facilitate their transportation and delivery. Workers supporting or enabling transportation and logistics functions, including truck drivers, bus drivers, dispatchers, maintenance and repair technicians, warehouse workers, third party logisticians, driver training and education centers, DMV workers, enrollment agents for federal transportation workers, towing and recovery services, roadside assistance workers, intermodal transportation personnel, and workers that construct, maintain, rehabilitate, and inspect infrastructure. Workers who are critical to the manufacturing, distribution, sales, rental, leasing, repair, and maintenance of vehicles and other equipment. Warehouse operators, including vendors and support personnel, are critical for business continuity. (Guidance on the Essential Critical Infrastructure Workforce: Ensuring Community and National Resilience In COVID-19 Response, V. 4.0, 2020. August 18).

#### **Food and Agriculture Workers**

Enabling the production, sale, distribution of human food, animal food through e-commerce or other options. This includes many other support services and suppliers producing food supplies and other agricultural inputs for domestic consumption and export.

#### **Information Technology, Computer Technology and Cybersecurity\* (Sectors 51 and 54)**

Demand for information technology products and services, such as computer systems design services, data processing, and software, are expected to drive the demand for workers in the information sector and professional and business services sector. The NAICS two-digit sectors 51 and 54 encompass these two-digit computer skills related sectors.

#### **Communications and Information Technology are interrelated technologies**

##### **Communications**

Maintenance of communications infrastructure, -- including privately owned and maintained communication systems, -- supported by technicians, operators, call centers, wireline and wireless providers, cable service providers, satellite operations, Internet Exchange Points (IXPs), Points of Presence (PoPs) , Network Access Points (NAPs) are all related to the internet and network

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infrastructure. This may include the development or construction of infrastructure technologies. Manufacturers and distributors of communications equipment are also part of this ecosystem.

### **Command Centers**

Support with skilled technology workers including, but not limited to, Network Operations Command Centers, Broadcast Operations Control Centers, and Security Operations Command Centers. Workers may vary in computer technology experts, cybersecurity experts and cloud computing experts.

### **Digital Transformation Technology**

May involve the adaptation of new computer technologies and new talent to operate and maintain the technology in various industries as well as a shift on how industries provide services and interact with customers. This shift may involve changes in business processes, products and services.

### **Data analytics**

Involves processing and analyzing large, complex datasets to uncover patterns, correlations, and insights. By harnessing the power of big data, businesses can make data-driven decisions, optimize operations, and gain a competitive edge. Big data analytics enable organizations to understand customer behavior, predict market trends, and identify new business opportunities.

### **Cloud computing**

Has revolutionized how businesses store, process, and access data. By leveraging cloud platforms, this provides the foundation for many digital transformation initiatives that are responsive to changing market dynamics.

### **Data center operators**

Including system administrators, IT managers and purchasers, data transfer solutions engineers, software and hardware engineers, and database administrators for all industries.

### **Computer Technology client service centers and value chain support, this includes**

Manufacturers and supply chain vendors that provide hardware and software, as well as support services for these technologies. Research and development, and information technology equipment. Workers may vary in computer technology expertise.

Communications systems, information technology, and work from home solutions and remote education solutions. Workers are required to support Software Development or a service business that enables remote working, and education. Performance of business operations, distance learning, media services, and digital health offerings may be required of workers. Workers may also be required as technical support crucial for business continuity and connectivity.

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### **Critical Manufacturing \* (Sectors 31-33)**

Robotics and automation have streamlined assembly lines and reduced human error. Digital technologies have optimized maintenance and reduced downtime and streamlined assembly lines. Workers are necessary for the manufacturing of many essential products: metals (including steel and aluminum), industrial minerals, semiconductors, materials and products needed for **medical** supply chains, medical equipment also computer technology products and information technology products to support essential computer services, digitization, and a remote workforce. This may include computing, communications devices, security tools to support communications infrastructure.

### **The 336-transportation**

Manufacturing industry\* is essential for supply chains associated with transportation. Building transportation equipment and aerospace transportation equipment are today even more essential in maintaining the supply chain for goods and products.

### **Critical Manufacturing also includes:**

#### **Biotechnology Manufacturing**

Packaging, and distribution of veterinary drugs, human drugs and biologics (e.g., vaccines).

#### **Hygiene Products Manufacturing and Services Workers**

Support the production of hygiene products, home cleaning, disinfection services, sanitation of food manufacturing, pest control, home cleaning and pest control products.

#### **Chemical Manufacturing Workers**

Support the chemical and industrial gas production and supply chains.

#### **Energy, food and agriculture, chemical manufacturing, nuclear facilities, other products**

Food products, and commodities used as fuel for power generation facilities are other essential manufacturing. Additionally, workers needed to maintain the continuity of these manufacturing functions and associated supply chains, and workers necessary to maintain a manufacturing operation are important to the manufacturing industry.

#### **Maintenance of Commercial Facilities**

Workers who support the supply chain of building materials from production through application and installation, including plumbing (including parts and services), electrical, heating and cooling, refrigeration, appliances, paint and coating, and repair materials and equipment for essential functions.

#### **Finance and Insurance\* (Sector 52)**

Workers who are needed to provide, process, and maintain systems for processing, verification, and recording of financial transactions and services, including payment, clearing, and settlement;

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wholesale funding; insurance services; consumer and commercial lending; public accounting; and capital markets activities. This includes digitization of services.

### **Educational Services\* (Sector 61)**

Workers who support the education of pre-school, K-12, college, university, career and technical education, and adult education students, including professors, teachers, teacher aides, special education, and special needs teachers, ESOL teachers, para-educators, apprenticeship supervisors, and specialists. Workers who provide services necessary to support educators and students.

### **Government and Government Support Workers ( Sector 92)**

#### **Law Enforcement, Public Safety and Other First Responders**

Includes public, private, and voluntary personnel in emergency management, law enforcement, fire and rescue services, emergency medical services (EMS), and security, public and private hazardous material responders, air medical service providers (pilots and supporting technicians), corrections, and search and rescue personnel. Personnel involved in provisioning access to emergency services. Personnel that are involved in the emergency alert system (EAS) (broadcasters, satellite radio and television, cable, and wireline video) and wireless emergency alerts (WEA).

#### **Other Community – Or Government – Based Operations and Essential Functions Workers**

Ensure continuity of building functions, including but not limited to security and environmental controls (e.g., HVAC), building transportation equipment, the manufacturing and distribution of the products required for these functions, and the permits and inspections for construction supporting essential infrastructure.

#### **Elections personnel and Judicial Workers.**

Workers supporting the operations of the judicial system.

#### **Employment Services and Support Services Workers**

Who support administration and delivery of unemployment insurance programs, income maintenance, employment services, vocational rehabilitation programs and services, disaster assistance, compensation insurance and benefits programs, and pandemic assistance. Workers providing dependent care services, including childcare, eldercare, and other service providers are necessary to maintain a comprehensive, supportive environment for individuals and caregivers needing these services.

#### **Residential /Shelter Facilities, Housing**

Workers who support food, shelter, and social services, and other necessities of life for vulnerable groups and individuals, including vulnerable populations services such as first responders, including traveling medical staff.

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#### **Water and Wastewater**

Workers needed to operate and maintain drinking water and wastewater and drainage infrastructure. The operation of dams, water and wastewater treatment, processing and reprocessing of solid waste, emergency services, and the defense industrial base are all essential government functions.

#### **Defense and Industrial Base**

Workers who support the essential services required to meet national security commitments to the federal government and U.S. Military, include, but are not limited to space and aerospace workers, nuclear matters workers, mechanical and software engineers (various disciplines), IT support, security staff, security personnel, intelligence support, aircraft and weapon system mechanics, cybersecurity workers. Also, some manufacturing and production workers, transportation logistics and cargo handling workers, and some maintainers, and sanitary workers are required.

#### **COVID-19 Pandemic Recovery and New Trends**

The COVID-19 pandemic led to declines in employment for many industries due to business shutdowns or business losses. As per the Bureau of Labor Statistics, the pandemic recession lasted a few months (Source BLS: Employment Projections Summary, September 8, 2022) as the economy started to recover and in 2021 regained many jobs. The recovery resulted in structural and cyclical changes during the subsequent recovery process. When an industry's employment declines during a recession this refers to cyclical decline and when employment grows during the recovery following the recession this is referred to by cyclical growth. Eventually the industry experiencing cyclical growth may return to long-term trend levels. The Bureau of Labor Statistics (BLS) projected in the 2020-2030 projection cycle that most industries most affected by COVID would regain jobs, show growth, on account of a cyclical recovery in employment rather than a long-term trends or structural increase in demand.

Since the onset of the pandemic many of the industries most affected by business shutdowns have experienced cyclical recovery growth. Consequently, the fast projected growth over the 2020-2030 decade for these industries was projected to stem largely from recovery from the low 2021 employment. Projected rapid cyclical employment growth is expected to continue throughout the 2022-2032 decade for industries that employment was most affected in 2020, and that employment remained low in 2021 with eventual return to traditional trend levels for most industries. Occupations highly concentrated in the industries most affected by the pandemic will also experience strong cyclical growth (Source BLS: Employment Projections Summary, September 8, 2022), (US Bureau of Labor Statistics, Economic Daily, October 2022). The expected cyclical recovery growth was and continues to be a positive expectation for pandemic hard-hit industries.

Structural changes in industries or occupations were another expected result of the pandemic. These changes are based on factors such as changes in consumer preferences that affect demand for goods or services or the implementation of new technologies in the workforce ecosystem. Some industries most affected by job loss during the pandemic such as retail trade, food and beverage services have also experienced structural changes in operations. To serve customers and reduce

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the economic impact of the pandemic, many retailers began to provide or expand their Buy Online, Pick-up in Store options (BOPIS) offerings. This option is expected to remain a structural change because of continued customer demand and new technologies that have facilitated change in how industries operate. The growth of digital orders and delivery has affected the occupational staffing patterns for retail trade; over the 2022–2032 projection decade is expected to continue. Online shopping applications and curbside pick-up and kitchens that only produce for these online options are also expected to remain throughout the decade. For example, many computer occupations are expected to have an elevated long-term demand, in part due to increased business demand for teleworking, computing infrastructure and information technology (IT) and the need for cyber security. The increased use of remote and hybrid work models implemented during the pandemic is expected to continue. Changes in consumer demand and continued implementation of digitalization and automation in various industries will also continuing to affect business structures and technologies (Lindsey Ice and Michael J. Rieley, *Monthly Labor Review*, U.S. Bureau of Labor Statistics, February 2022).

Technical advances always have a potential effect on employment. Recent advances in robotics and artificial intelligence (AI) have posed the possibility of job displacement. Many consider these new technologies different than the wave of previous technologies, these new technologies with the ability to learn break form the hand-coded, rules-based programs. These leading-edge trends will eventually affect other occupations. Research shows that technological impact on occupations tends to be gradual, not sudden. Tasks within occupations change as employers and workers incorporate innovative technologies into operation processes. New technologies may redefine the composition of tasks within an occupation, for example the use of QuickBooks or other similar programs are now incorporated within accounting (Handel, 2022). The implantation of reskilling, upskilling and the development of new training programs and career pathways for new programs is an essential strategy for new technologies.

Nationwide, the **healthcare and social assistance sector** is projected to create the most jobs over the 2022-2032 decade, mostly because of the growth of the population that is age 65 and over. Various healthcare occupations, especially those involved in caring for the elderly and occupations such as nurse-practitioner, related team-based healthcare are expected to increase in demand. The growing elderly population, which typically has increased healthcare needs compared to younger groups, will in turn increase demand for caregiving (Bureau of Labor Statistics, 2024).

Computer and mathematical occupations are projected to grow the second fastest of any occupational group nationwide. The growth of computer and mathematical occupations is expected from technological changes in industries, demand for upgraded computer services, continued development of digitization, automation and artificial intelligence (AI) solutions, and an increasing amount of data available for analysis. In addition, the number and severity of cyberattacks and data breaches on U.S. businesses is expected to lead to greater demand for information security analysts (Bureau of Labor Statistics, 2024).

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For the Alamo Region the Computer and Mathematical Occupations are the fastest growing major occupational group at 30.0%, followed by Transportation and Material Moving occupational group at 23.9%, the two healthcare occupational groups Healthcare Practitioners and Technical Occupations and Healthcare Support Occupations account for a 35.9% growth, again emphasizing the importance of healthcare employment in the Alamo Region. Regarding numeric change, the major occupational group with the most change in jobs in the major occupational groups are the Transportation and Material Moving Occupations at 24,000 numeric change (growth) in jobs, followed by the Food Preparation and Serving Related Occupations at 22,866 change in jobs and the combined two healthcare groups Healthcare Practitioners and Technical Occupations and Healthcare Support Occupations at 35,9351 jobs.

**Table 9. Employment by Major Occupational Groups**

| <b>Occ Code</b> | <b>Occupational Title</b>                                 | <b>Annual Average Employment 2022</b> | <b>Annual Average Employment 2032</b> | <b>Number Change 2022-2032</b> | <b>Percent Change 2022-2032</b> |
|-----------------|---|---------------------------------------|---------------------------------------|--------------------------------|---------------------------------|
| 15-0000         | <b>Computer and Mathematical Occupations</b>              | <b>29,688</b>                         | <b>38,584</b>                         | <b>8,896</b>                   | <b>30.0</b>                     |
| 53-0000         | <b>Transportation and Material Moving Occupations</b>     | <b>101,818</b>                        | <b>126,119</b>                        | <b>24,301</b>                  | <b>23.9</b>                     |
| 23-0000         | <b>Legal Occupations</b>                                  | <b>7,192</b>                          | <b>8,696</b>                          | <b>1,504</b>                   | <b>20.9</b>                     |
| 35-0000         | <b>Food Preparation and Serving Related Occupations</b>   | <b>111,803</b>                        | <b>134,669</b>                        | <b>22,866</b>                  | <b>20.5</b>                     |
| 19-0000         | <b>Life, Physical, and Social Science Occupations</b>     | <b>8,627</b>                          | <b>10,208</b>                         | <b>1,581</b>                   | <b>18.3</b>                     |
| 29-0000         | <b>Healthcare Practitioners and Technical Occupations</b> | <b>67,427</b>                         | <b>79,734</b>                         | <b>12,307</b>                  | <b>18.3</b>                     |
| 49-0000         | <b>Installation, Maintenance, and Repair Occupations</b>  | <b>52,466</b>                         | <b>61,995</b>                         | <b>9,529</b>                   | <b>18.2</b>                     |
| 33-0000         | <b>Protective Service Occupations</b>                     | <b>26,847</b>                         | <b>31,644</b>                         | <b>4,797</b>                   | <b>17.9</b>                     |
| 31-0000         | <b>Healthcare Support Occupations</b>                     | <b>59,849</b>                         | <b>70,432</b>                         | <b>10,583</b>                  | <b>17.7</b>                     |
| 21-0000         | <b>Community and Social Service Occupations</b>           | <b>19,574</b>                         | <b>22,970</b>                         | <b>3,396</b>                   | <b>17.3</b>                     |
| 13-0000         | <b>Business and Financial Operations Occupations</b>      | <b>77,116</b>                         | <b>90,170</b>                         | <b>13,054</b>                  | <b>16.9</b>                     |

Texas Workforce Commission/LMCI/Occupational Projections/Major Occupational Groups

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Understanding the development of structural changes (long-term) in operations and processes of industries, and the recovery of hard-hit industries due to cyclical recovery growth, rather than long-term gains or trends in industries and occupations. These are important concepts to understand the changes that occurred or are occurring during the recovery. Users of projection data should therefore understand that fast growth rates in the projections of 2020-2030 of hard-hit industries were cyclically driven (recovery growth), or structurally driven (in the long term), or driven by a combination of cyclical and structural factors. The development of new technologies initiated during the pandemic is a form of structural change (long-term) that will continue to be part of how many industries operate. Structural changes are reflected in the 2022-2032 projections as is indicated in the Table 9 review of occupational projections of the major occupational groups. The fastest growing occupations such as Computer and Mathematical Occupations and Transportation and Moving Occupations reflect those structural changes such as the demand for on-line ordering of goods and services, in-store pick-up or in-home delivery and the new and emerging technologies implemented in new industrial processes.

Total projected employment growth in 2022-2032 is conditional upon expected growth of the economy and of the labor force, both of which can be influenced by changes in the population. These factors will be further reviewed in this narrative. Statewide priorities such as the governor's clusters are also factors to review and consider.

### **Texas Governor's Industry Clusters:**

- Aerospace and Defense Cluster
- Advanced Technologies and Manufacturing Cluster
- Biotechnology and Life Science Cluster
- Energy Cluster
- Petroleum Refining and Chemical Products Cluster
- Information and Computer Technology Cluster

San Antonio, sometimes referred to as "Military City, USA" is home to tens of thousands of U.S. Air Force personnel and is a major national hub for aircraft maintenance, repair and overhaul (MRO) and Cybersecurity at Port San Antonio.

WSA identified targeted industry clusters that align with the Governor's Target Industry Clusters which positions the region to capitalize on state investments to support WSA's regional economic and workforce development initiatives.

Across the diverse geography of Texas, the state specializes in its own unique array of advanced industries, where specific infrastructure and industry knowledge has developed and continues to evolve.

The industries across the Lone Star State allow companies and their workforce boundless opportunities for success.

## Workforce Solutions Alamo Local Plan 2025-2028

The target in-demand industries related to the Governors Clusters are: NAICS 2111, 2371,3361, 3363, 5415, 5416,5419, 6215,

**Table 10. Target Clusters & In-Demand Industries**

| TARGETS 2025-2028  |   |
|--|---|
| Clusters   | Industries  |
| <b>Advanced Manufacturing</b>  | 3361 Motor Vehicle Manufacturing<br>3363 Motor Vehicle Parts Manufacturing  |
| <b>Health</b>  | 6211 Offices of Physician<br>6221 General Medical and Surgical Hospitals<br>6212 Offices of Dentists<br>6215 Medical and Diagnostic Laboratories  |
| <b>Computer Technology/IT/Cybersecurity</b>                                      | 5416 Management/Scientific, and Technical Consulting Services<br>5415 Computer System Design and Related Services ** New Title<br>5419 Other Professional, Scientific, and Technical Services** |
| <b>Construction/Utilities</b>  | 2382 Building Equipment Contractors<br>2371 Utility System Construction   |
| <b>Oil &amp; Gas Extraction/ Warehousing &amp; Transportation/Finance/Others</b> | 5221 Depository Credit Intermediation<br>2111 Oil & Gas Extraction<br>4931 Warehousing and Storage<br>2131 Support Activities for Mining  |
| <b>Education</b>   | 6111-Elementary and Secondary Schools   |

Source: LMCI/Industry Projections 2022-2032

Table 10 shows the Alamo Region's target clusters and their related in-demand industries for 2025 to 2028 local plan. The WSA region continues to have strong and diversified industries, and many industry sectors in the area are considered emerging in-demand industry sectors. For the 2022-2032 projection decade, the WSA will target in-demand industries and high-in-demand and target occupations that are expected to continue to experience high projected numeric or percent growth, high demand of jobs and offer living wages. The following table shows WSA's in-demand industry sectors for 2022-2032 projections.

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**Table 11. Target In-Demand Industry Sectors 2025-2028**

| Industry Code-Sector | Industry Title                                     | Annual Average Employment 2022 | Annual Average Employment 2032 | Number Change 2022-2032 | Percent Change 2022-2032 | Average Weekly Wage Q4 2023 | Average Hourly | Average Annual Wage |
|----------------------|--|--------------------------------|--------------------------------|-------------------------|--------------------------|-----------------------------|----------------|---------------------|
| 21                   | Mining, Quarrying, and Oil and Gas Extraction *    | 9,051                          | 11,218                         | 2,167                   | 23.9                     | \$2,030.00                  | \$50.75        | \$105,560.00        |
| 23                   | Construction *                                     | 63,123                         | 68,857                         | 5,734                   | 9.1                      | \$1,494.00                  | \$37.35        | \$77,688.00         |
| 31-33                | Manufacturing *                                    | 59,160                         | 64,635                         | 5,475                   | 9.3                      | \$1,436.00                  | \$35.90        | \$74,672.00         |
| 48-49                | Transportation and Warehousing *                   | 46,986                         | 61,638                         | 14,652                  | 31.2                     | \$1,148.00                  | \$28.70        | \$59,696.00         |
| 52                   | Finance and Insurance *                            | 74,500                         | 85,114                         | 10,614                  | 14.2                     | \$1,863.00                  | \$46.58        | \$96,876.00         |
| 54                   | Professional, Scientific, and Technical Services * | 62,928                         | 82,854                         | 19,926                  | 31.7                     | \$1,856.00                  | \$46.40        | \$96,512.00         |
| 61                   | Educational Services *                             | 106,676                        | 119,584                        | 12,908                  | 12.1                     | \$1,095.00                  | \$27.38        | \$56,940.00         |
| 62                   | Health Care and Social Assistance *                | 160,299                        | 188,526                        | 28,227                  | 17.6                     | \$1,207.00                  | \$30.18        | \$62,764.00         |

Source: Projections/Sectors/2022-2032 and QCEW Q4 2023 Average Weekly Wages Blue=21-24 Target Sectors \*=25-28 Target Sectors

WSA applies TWC's long term projections to identify industries and occupations that will likely grow the fastest (by % change). Long term projections also point to industries and occupations likely to have the largest absolute employment growth (by numeric change) over the projection period, from 2022-2032. The projections for fastest growing or most added jobs were included in the data analysis of target industries and occupations for the Alamo region. Industries were also selected based on secondary data targets, such as average weekly wages, competitive effect, Location Quotient (LQ), regional percent of Industry, percent female employment and "local wisdom." Growth assumes an adequate supply of workers with relevant skills; therefore, an analysis of trained/available workers and a validation of skills gaps were also completed. The local labor market analysis included input from all relevant stakeholders. Below is an abbreviated sample of the In-Demand Industries methodology which leads to the occupational analysis:

**Data Targets:** A primary data target serves to identify industries by 4-digit North American Industry Classification System (NAICS)-that indicate high growth, job availability and wages.

**Primary Data Targets for Industries** identify Industries by 4-digit NAICS based on Industry Growth Projections 2022-2032 (Release July 2024).

**Primary Data Targets for the entire Alamo Workforce Development area, all 13 counties:**

Percent change  $\geq 10$  –year growth percentage for industries and occupations, 15.6%, and/or Number change (absolute)  $\geq 500$

**Target Wage** must be determined for 2025-2028 through a research process called a "Wage Analysis"; for 2021-2024 Target Wage was Mean Wage  $\geq$  \$19.00 hourly (\$39,520 annual).

**Results:** Primary in-demand industries for the Alamo Region are first collapsed (analyzed and narrowed down) based on the primary data targets, then secondary data targets. The percentage change threshold (15.6%) matches the 10-year growth percentage for both industries and occupations for the Alamo Region (2022-2032). The staffing patterns (occupations hired) are determined for the in-demand industries to initiate the Target Occupation Research Process.

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### Research Process for Occupations

Matched industries (NAICS) to occupations (SOC codes) using Staffing Patterns. Occupations are first collapsed (analyzed and narrowed down) based on the primary data targets, then secondary data targets. A data validation process includes input from stakeholders, input during the comment period and any local wisdom will be incorporated in the analysis of both industries and occupations. An employer survey is in progress with anticipated results available in January 2025.

Table 11. In-Demand (formerly High-Demand) Occupations

They represent occupations that are in high demand but do not meet as many secondary data targets. These Occupations fall within the staffing pattern of the target industries and Selection Criteria includes Percent change  $\geq 15.6\%$  and/or Number change (absolute),  $\geq 500$  Mean Wage,  $\geq \$19.00$  hourly (\$39,520 annual). Occupations may fall within the career pathway of the Target Occupations either at a more advanced or entry education level. These In-Demand Occupations are not supported by WIOA training (i.e., Individual Training Accounts), unless otherwise included in the Target Occupation List or formally develop in a career pathway, on a case-by-case bases and approved by workforce center management. These Occupations are supported through Job Fairs, as well as Work Experience and On the Job Training (OJT) programs.

Table 11: In-Demand (formerly High-Demand) Occupations

| Help  |           |   |             |                     |            |            |             |           |        |           |                |           |                                  |           |
|---|-----------|---|-------------|---------------------|------------|------------|-------------|-----------|--------|-----------|----------------|-----------|----------------------------------|-----------|
| SOC   |           | Current   | Entry Level | Experienced         | Employment | Employment | Change in   | Change in |        | Wanted    |                |           |                                  |           |
| Count   | Code      | Employment  | Wage (as    | Level Wage          | Base year  | Projected  | employment  | Percentag | Emp by | Ads - 2nd | Career Cluster |           |                                  |           |
|   | SOC Title | (2023)  | of 2023)    | (as of 2023)        | 2022       | year 2032  | 2032 - 2022 | e Change  | Growth | Qtr 2025  |                | Mean Wage |                                  |           |
| Manufacturing/Construction/Utilities                  |           |   |             |                     |            |            |             |           |        |           |                |           |                                  |           |
| 1   | 49-9071   | Maintenance and Repair Workers, General                                 | 11,330      | High-School Diploma | \$28,856   | \$48,123   | 11,002      | 12,936    | 1,934  | 17.58     | 193            | 1,703     | Manufacturing                    | \$41,701  |
| 2   | 51-1011   | First-Line Supervisors of Production and Operating Workers              | 4,190       | High-School Diploma | \$39,003   | \$79,244   | 4,226       | 4,841     | 615    | 14.55     | 62             | 622       | Manufacturing                    | \$65,830  |
| 3   | 53-1047   | Suprs of Trans & Material Moving Wkrs, Ex Aircraft Cargo Handling Suprs | 4,210       | High-School Diploma | \$37,636   | \$71,106   | 4,359       | 5,362     | 1,003  | 23.01     | 100            | 300       | Transportation, Distribution and | \$59,949  |
| Computer and Cybersecurity                            |           |   |             |                     |            |            |             |           |        |           |                |           |                                  |           |
| 4   | 15-1255   | Web and Digital Interface Designers                                     | 420         | Bachelor's Degree   | \$46,997   | \$120,686  | 395         | 517       | 122    | 30.89     | 12             | 90        | Information Technology           | \$96,123  |
| Oli & Gas/Warehousing & Transportation/Finance/Others |           |   |             |                     |            |            |             |           |        |           |                |           |                                  |           |
| 5   | 35-1012   | First-Line Supervisors of Food Preparation and Serving Workers          | 10,510      | High-School Diploma | \$27,856   | \$45,828   | 10,404      | 12,914    | 2,510  | 24.13     | 251            | 977       | Hospitality and Tourism          | \$39,837  |
| 6   | 41-3091   | Sales Reps of Svcs, Ex Advertising, Insurance, Fin Svcs & Travel        | 8,290       | High-School Diploma | \$35,527   | \$78,327   | 8,092       | 9,417     | 1,325  | 16.37     | 132            | 1,139     | Business, Marketing, and Finan   | \$64,060  |
| 7   | 11-2021   | Marketing Managers  | 2,360       | Bachelor's Degree   | \$76,834   | \$167,310  | 2,930       | 3,650     | 720    | 24.57     | 72             | 488       | Hospitality and Tourism          | \$137,152 |
| 8   | 11-2022   | Sales Managers  | 5,020       | Bachelor's Degree   | \$64,016   | \$168,614  | 4,698       | 5,612     | 914    | 19.46     | 91             | 957       | Business, Marketing, and Finan   | \$133,748 |
| 9   | 11-3031   | Financial Managers  | 4,840       | Bachelor's Degree   | \$87,965   | \$195,016  | 4,772       | 6,243     | 1,471  | 30.83     | 147            | 762       | Business, Marketing, and Finan   | \$159,332 |
| 10  | 11-3071   | Transportation, Storage, and Distribution Managers                      | 1,700       | High-School Diploma | \$58,515   | \$121,726  | 1,167       | 1,446     | 279    | 23.91     | 28             | 467       | Transportation, Distribution and | \$100,656 |
| 11  | 11-9051   | Food Service Managers   | 1,880       | High-School Diploma | \$44,812   | \$71,396   | 2,456       | 2,877     | 421    | 17.14     | 42             | 1,094     | Hospitality and Tourism          | \$62,535  |
| 12  | 11-9199   | Managers, All Other   | 3,950       | Bachelor's Degree   | \$88,157   | \$166,478  | 7,847       | 8,979     | 1,132  | 14.43     | 113            | 606       | Business, Marketing, and Finan   | \$140,371 |
| 13  | 13-1121   | Meeting, Convention, and Event Planners                                 | 910         | Bachelor's Degree   | \$27,306   | \$58,424   | 973         | 1,177     | 204    | 20.97     | 20             | 222       | Hospitality and Tourism          | \$48,051  |
| 14  | 13-1199   | Business Operations Specialists, All Other                              | 9,040       | Bachelor's Degree   | \$51,134   | \$100,962  | 8,432       | 9,558     | 1,126  | 13.35     | 113            | 71        | Business, Marketing, and Finan   | \$84,352  |
| 15  | 23-2011   | Paralegals and Legal Assistants   | 2,100       | Associate's Degree  | \$40,832   | \$71,400   | 2,098       | 2,520     | 422    | 20.11     | 42             | 242       | Law and Public Service           | \$61,211  |
| 16  | 35-1011   | Chefs and Head Cooks  | 1,510       | High-School Diploma | \$29,243   | \$60,851   | 1,720       | 2,102     | 382    | 22.21     | 38             | 239       | Hospitality and Tourism          | \$50,315  |
| 17  | 43-1011   | First-Line Supervisors of Office and Administrative Support Workers     | 13,650      | High-School Diploma | \$44,079   | \$78,071   | 14,494      | 15,579    | 1,085  | 7.49      | 108            | 1,336     | Business, Marketing, and Finan   | \$66,740  |
| 18  | 43-4051   | Customer Service Representatives  | 34,430      | High-School Diploma | \$30,178   | \$46,615   | 34,557      | 37,343    | 2,786  | 8.06      | 279            | 2,568     | Business, Marketing, and Finan   | \$41,136  |
| 19  | 43-5061   | Production, Planning, and Expediting Clerks                             | 2,530       | High-School Diploma | \$36,022   | \$60,000   | 2,357       | 2,848     | 491    | 20.83     | 49             | 618       | Transportation, Distribution and | \$52,007  |
| 20  | 49-1011   | First-Line Supervisors of Mechanics, Installers, and Repairers          | 5,300       | High-School Diploma | \$45,676   | \$84,412   | 5,379       | 6,304     | 925    | 17.2      | 92             | 725       | Transportation, Distribution and | \$71,500  |
| Health  |           |   |             |                     |            |            |             |           |        |           |                |           |                                  |           |
| 21  | 11-9111   | Medical and Health Services Managers                                    | 4,900       | Bachelor's Degree   | \$74,697   | \$139,303  | 4,809       | 6,626     | 1,817  | 37.78     | 182            | 1,622     | Health Science                   | \$117,768 |
| 22  | 21-1094   | Community Health Workers  | 540         | High-School Diploma | \$37,744   | \$47,176   | 460         | 564       | 104    | 22.61     | 10             | 39        | Human Services                   | \$44,032  |
| 23  | 29-1031   | Dietitians and Nutritionists  | 850         | Bachelor's Degree   | \$52,019   | \$68,101   | 445         | 515       | 70     | 15.73     | 7              | 384       | Health Science                   | \$62,740  |
| 24  | 29-2072   | Medical Records Specialists   | 1,760       | Postsecondary Non-I | \$33,014   | \$53,850   | 1,889       | 2,204     | 315    | 16.68     | 32             | 287       | Health Science                   | \$46,904  |
| TWC/LMCI/Projections/Detail Report                    |           |   |             |                     |            |            |             |           |        |           |                |           |                                  |           |

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#### **Target in-demand industry sectors and target occupations**

Industries and Occupations identified as priority investment areas for WSA are included in the Target Occupation List which, (Target List). Targeted occupations are those that are authorized for training expenditures from the Workforce Innovation Opportunity Act (WIOA). WSA will commit resources in the form of Individual Training Accounts (ITAs) to promote high-growth/high-demand industries and occupations that include educational programs offering industry-recognized credentialing. While On-the-Job Training (OJTs), Work Experience, and other individualized services for customers are related to these occupations, these services are tied to the career lattices and industries (and not specifically the occupation, as allowable).

**Scope.** It is important to note that WSA's investments to meet labor demands of industry/employers is not limited to the Target List. WSA's mission and scope includes offering services to businesses in need of labor – generating quality matches between job seekers and employers is perhaps the most critical workforce development task. Please refer to Business Engagement Model as described further in the Plan. The Target List also represents local regional economic and workforce development priorities, for which WSA will pursue opportunities for special projects, potential grants, etc., through regional collaboration.

#### **Methodology**

To select the industries and occupations, WSA applied a specific methodology and used specific data sources as guided and required by TWC, including the use of both 'primary' and 'secondary' data targets. TWC recommends for the Target List to include 20-40 target occupations. It is permissible (and conducive) for large Board regions (such as WSA) to have more than 40 but not in excess.

#### **Local Wisdom**

WSA's original target list, prior to public comments, includes 55 occupations. Based on local wisdom and comments received during the comment period as well as meetings with local public officials, key stakeholders, the WSA Board, as well as, other feedback received, additional occupations may be added.

#### **Local Partnerships**

The work that several key partners do with industry and employers ties to other local funding streams and resources. These funding streams depend on and/or are tied to the occupations on the Target List. WSA is cognizant of this extended type of role that the Target Occupations List plays at the local level and is fully in support of this type of regional collaboration. For this reason, we have included occupations that, based on local wisdom, help leverage local resources. Targets of investments and growth targets of key local stakeholders (e.g., AACOG, SA Tomorrow, greater SATX: Regional Economic Partnership (COSA EDD, Port of San Antonio, Ready to Work Alliance) play a primary role for alignment of WSA's target in-demand industries.

#### **Standard Occupational Classification (SOC) Crosswalks**

Sometimes during the comment period WSA receives recommendations for occupations without a specific SOC code tied to them. As best as possible, these occupations are cross-walked, and all the occupations for which a SOC code was identified are reviewed using primary and secondary data targets.

#### **Classification of Instructional Programs (CIP) Codes**

Some occupations that are submitted for review during the comment period are not tied or do not crosswalk to a formal educational/training credentialing program, or CIP Code. All occupations in the Target List are

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required to have a CIP code. CIP codes are tied to our Occupational/Vocational Training, and to specific programs as offered by training providers registered through the Eligible Training Provider System (ETPS), and which must meet additional State requirements.

#### **In-demand Industries**

In-demand industries are defined by the Texas Workforce Commissions (TWC) as an industry or industry sector that has a substantial current or potential impact on the local economy. They include jobs that lead to economic self-sufficiency and opportunities for advancement, and that contribute to the growth or stability of other industry sectors or businesses.

#### **WSA Target In-Demand Industries**

Target industries have a high demand for workers due to growth or expansion. These industries provide sustainable job opportunities and opportunities for advancement. Three key characteristics of the staffing patterns of these industries show that they are projected to provide good pay, job security, and job portability. The target wage for these industries was set at a minimum average of \$19.00 an hour.

Target In-Demand industries should reflect the following:

- Turnover that is consistently moderate (including most of their occupations);
- High unmet demand for labor that may be a good option for:
  - Career changers,
  - Students selecting a major, or
  - Officials who develop training programs.
- Workers do not move from site to site and from employer to employer with a high degree of turnover (separations with replacement hires).
- Other optional economic factors that affect the outlook of staffing patterns may include:
  - A high-technology occupation,
  - The degree to which they are tied to “newer” middle-skill, middle-wage occupations and/or STEM,
  - Local targets for investments and job trends that indicate:
    - Expansion hiring,
    - Continued growth,
    - Demand for or emerging skills (such as high technical, analytical, communicative skills).
- Be minimally impacted by business cycles, or seasonal hiring. Traditionally there are industries with occupations that are affected by business or seasonal cycles, the ups and downs due to weather or contracted jobs. The occupations in the staffing pattern of these industries may reflect replacement hiring due to high turnover, as well as seasonal hiring rather than expansion hiring. For example, many of the occupations within the accommodations, food services, and retail trade are industries characterized by changes in employment due to seasonal cycles. Construction Laborers may be an occupation affected by business cycles and is often affected by contracted jobs. However, the more technical occupations in the construction industry such as plumbers, electricians, sheet-metal workers, and iron-steel workers are not readily affected by the business cycle because of the demand for technical skills for these occupations.
- Includes local wisdom from the perspective of Chief Elected Officials and balances the importance of economic activity in targeted distressed areas with skill level of existing and proximate population.

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**In-demand Industries & Target Occupations**

**Policy Statement**

WSA is committed to move towards in-demand industry sectors and target occupations that pay a living wage and invest funds in ways that promote sustainability. These occupations do qualify for ITA’s in addition to all services associated with In-Demand Occupations as noted on Table 11 above.

**Table 12.** Target Occupation List (2022-24)- Selection Criteria includes: Match industry NAICS to Occupations using Staffing Patterns, **Primary Data Targets:** Percent change  $\geq 15.6\%$  and/or Number change (absolute)  $\geq 500$  Mean Wage  $\geq \$19.00$  hourly (\$39,520 annual), Educational requirements  $>$ Highschool Diploma,  $\leq$ Bachelors.

**Secondary Data Targets**

Employment change due to growth (not exits)  $\geq 50$ , Entry Wage  $\geq \$17.00$  hourly, Help Wanted Online (HWOL) postings  $\geq 300$  2<sup>nd</sup> Q 2023, STEM related, Mid Skill Job Related, Occupations identified by TWC as adding the most jobs or fastest growing, most projected job openings, Local Targets for Investment, Top 25 occupations current employment, Occupation has a related CIP Code, Local Wisdom, Stakeholder Input. \* Red occupations are not on the 2023 Target Occupation List. A list of the 2025-2028 target occupations is found below:

# Workforce Solutions Alamo

## Local Plan 2025-2028

**Table 12: Target Occupations 2025-2028**

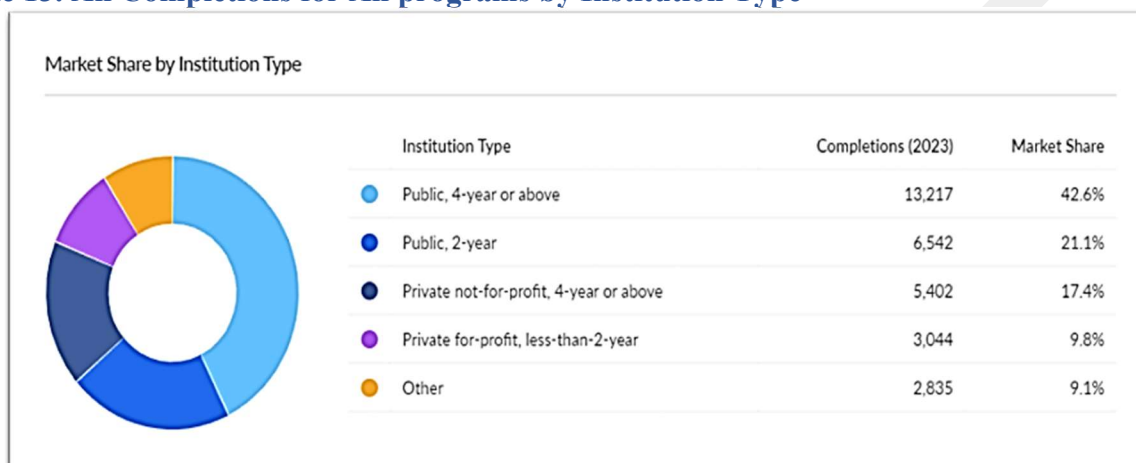
\*\*\*\*\*Please refer to the Appendix for detailed information.\*\*\*\*\*

| SOC Title  |          |  |
|--|----------|--|
| Number   | SOC Code |  |
| <b>Construction/Utilities</b>  |          |  |
| 1  | Nov-21   | Construction Managers  |
| 2  | 47-1011  | First-Line Supervisors of Construction Trades and Extraction Workers   |
| 3  | 47-2111  | Electricians   |
| 4  | 47-2152  | Plumbers, Pipefitters, and Steamfitters  |
| 5  | 49-1011  | First-Line Supervisors of Mechanics, Installers, and Repairers   |
| 6  | 49-9021  | Heating, Air Conditioning, and Refrigeration Mechanics and Installers  |
| <b>Manufacturing</b>   |          |  |
| 7  | 17-2112  | Industrial Engineers   |
| 8  | 17-2141  | Mechanical Engineers   |
| 9  | 17-3029  | Engineering Technologists and Technicians, Except Drafters, All Other <b>*New</b>                            |
| 10   | 19-4042  | Environmental Science and Protection Technicians, Including Health <b>*New</b>                               |
| 11   | 49-9041  | Industrial Machinery Mechanics   |
| 12   | 51-9162  | Computer Numerically Controlled Tool Programmers   |
| 13   | 49-9069  | Precision Instrument and Equipment Repairers, All Other <b>*New</b>  |
| 14   | 51-4121  | Welders, Cutters, Solderers, and Brazers <b>*New</b>   |
| 15   | 51-4122  | Welding, Soldering, and Brazing Machine Setters, Operators, and Tender                                       |
| 16   | 53-3032  | Heavy and Tractor-Trailer Truck Drivers  |
| <b>Health</b>  |          |  |
| 17   | 29-1126  | Respiratory Therapists   |
| 18   | 29-1141  | Registered Nurses  |
| 19   | 29-1292  | Dental Hygienists  |
| 20   | 29-2032  | Diagnostic Medical Sonographers  |
| 21   | 29-2034  | Radiologic Technologists and Technicians   |
| 22   | 29-9021  | Health Information Technologists and Medical Registrars <b>*New</b>  |
| 23   | 29-2035  | Magnetic Resonance Imaging Technologists   |
| 24   | 29-2052  | Pharmacy Technicians   |
| 25   | 29-2055  | Surgical Technologists   |
| 26   | 29-2061  | Licensed Practical and Licensed Vocational Nurses  |
| 27   | 29-2072  | Medical Records Specialists  |
| 28   | 31-2011  | Occupational Therapy Assistants  |
| 29   | 31-2021  | Physical Therapist Assistants  |
| 30   | 31-9091  | Dental Assistants  |
| 31   | 31-9011  | Massage Therapists <b>*New</b>   |
| 32   | 31-9092  | Medical Assistants   |
| 33   | 31-1131  | Nursing Assistants   |
| 34   | 29-2031  | Cardiovascular Technologists and Technicians   |
| 35   | 31-9097  | Phlebotomists  |
| <b>Information Technology/ Cybersecurity</b>                         |          |  |
| 36   | Nov-21   | Computer and Information Systems Managers  |
| 37   | 15-1211  | Computer Systems Analysts  |
| 38   | 15-1212  | Information Security Analysts  |
| 39   | 15-1231  | Computer Network Support Specialists   |
| 40   | 15-1232  | Computer User Support Specialists  |
| 41   | 15-1242  | Database Administrators  |
| 42   | 15-1244  | Network and Computer Systems Administrators  |
| 43   | 15-1252  | Software Developers  |
| 44   | 15-1253  | Software Quality Assurance Analysts and Testers  |
| 45   | 15-1254  | Web Developers   |
| 46   | 15-1299  | Computer Occupations, All Other  |
| 47   | 15-2031  | Operations Research Analysts   |
| 48   | 15-2051  | Data Scientists <b>*New</b>  |
| 49   | 15-1251  | Computer Programmers <b>*New</b>   |
| <b>Oli &amp; Gas/Warehousing &amp; Transportation/Finance/Others</b> |          |  |
| 50   | 49-3023  | Automotive Service Technicians and Mechanics   |
| 51   | 17-3028  | Calibration Technologists and Technicians <b>*New</b>  |
| 52   | 11-1021  | General and Operations Managers  |
| 53   | 13-1071  | Human Resources Specialists  |
| 54   | 13-1081  | Logisticians   |
| 55   | 13-1082  | Project Management Specialists   |
| 56   | 13-1111  | Management Analysts  |
| 57   | 13-1161  | Market Research Analysts and Marketing Specialists   |
| 58   | 13-2011  | Accountants and Auditors   |
| 59   | 41-3031  | Securities, Commodities, and Financial Services Sales Agents   |
| 60   | 43-3031  | Bookkeeping, Accounting, and Auditing Clerks   |
| 61   | 53-1047  | Suprs of Trans & Material Moving Wkrs, Ex Aircraft Cargo Handling Suprs <b>*New</b>                          |
| 62   | 49-3031  | Bus and Truck Mechanics and Diesel Engine Specialists  |
| 63   | 41-3091  | Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel <b>*New</b> |
| <b>Education/ Hospitality</b>  |          |  |
| 64   | Nov-51   | Food Service Managers  |
| 65   | 13-1121  | Meeting Convention, and Event Planner <b>*New</b>  |
| 66   | 35-1011  | Chef and Head Cooks  |
| 67   | Nov-81   | Lodging Manager <b>*New</b>  |
| 68   | 25-2011  | Preschool Teachers, Except Special Education <b>*New</b>   |
| 69   | 25-2021  | Elementary School Teachers, Except Special Education   |
| 70   | 25-2022  | Middle School Teachers, Except Special and Career/Technical Education  |
| 71   | 25-2031  | Secondary School Teachers, Except Special and Career/Technical Education                                     |
| 72   | 33-3051  | Police and Sheriff's Patrol Officers   |
| 73   | 27-3092  | Court Reporters and Simultaneous Captioners <b>*New</b>  |
| 74   | 39-9011  | Childcare Workers <b>*New</b>  |
| TWC/LMCI/Projections 2022-2032/Detail Report/LMI Tools               |          |  |

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**Table 13** shows the distribution of regional degree and certificate completions by institution type. Regional Trends indicate a total of 31,040 completions in the year 2023 from 46 Institutions.

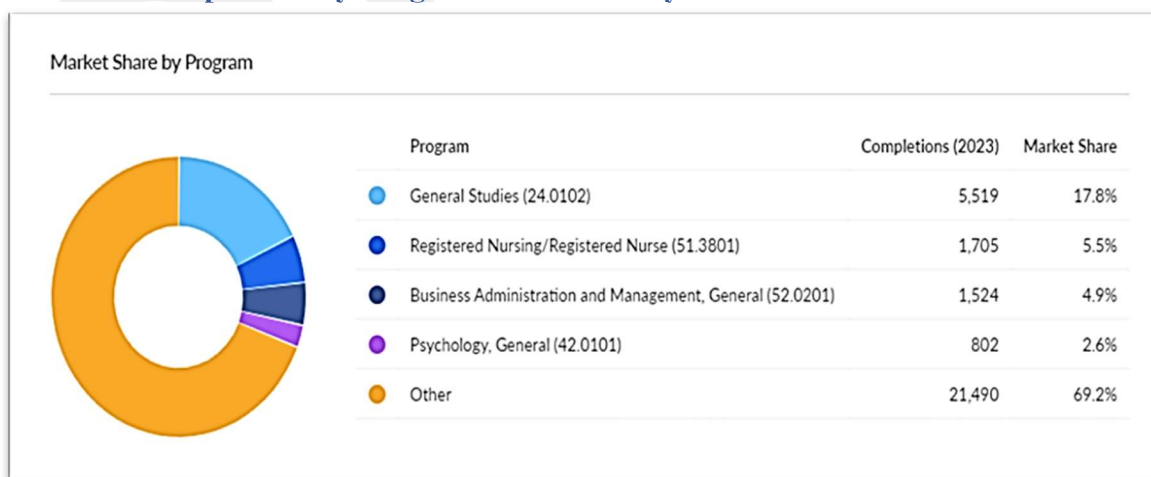
**Table 13. All Completions for All programs by Institution Type**



Source: EMSI-Lightcast /Educational Snapshot/2023

The top educational programs' completions are indicated in **Table 14**. The top programs are in General Studies (5,519), followed by Registered Nursing programs (1,705). Business Administration and Management, General (1,524) and Psychology, General (802) are the third and fourth most completions for the region. Top ten 2023 completions include General Studies (5,519), Registered Nursing programs (1,705), Business Administration and Management, General (1,524), Psychology, General (802), Medical/Clinical Assistant (787), Cosmetology/Cosmetologist, General (752), Computer and Information Systems Security/Auditing/Information Assurance (664), Exercise Science and Kinesiology (646), Biology/Biological Sciences, General (631), and Aesthetician/Esthetician and Skin Care Specialist (586). In 2023, there were 31,040 graduates in the 13 Alamo Counties. This pipeline decreased by 3% from 2019 to 2023.

**Table 14. Completions by Program Area of Study**



Source: EMSI-Lightcast/Educational Snapshot/2023

## Workforce Solutions Alamo

### Local Plan 2025-2028

**Table 15** shows the primary educational pipeline and the number of graduates among the top fifteen educational institutions. As seen, the University of San Antonio has the highest number of graduates in 2023 (7,763), followed by San Antonio College (2,743), Northwest Vista College (2,508), St. Phillip's College (2,400), and University of the Incarnate World (2,079). These five colleges and universities comprised close to 56% of the total graduates for the year 2023.

**Table 15. Top Fifteen Educational Institutions Creating a Pipeline by Total Graduates Educational Pipeline**

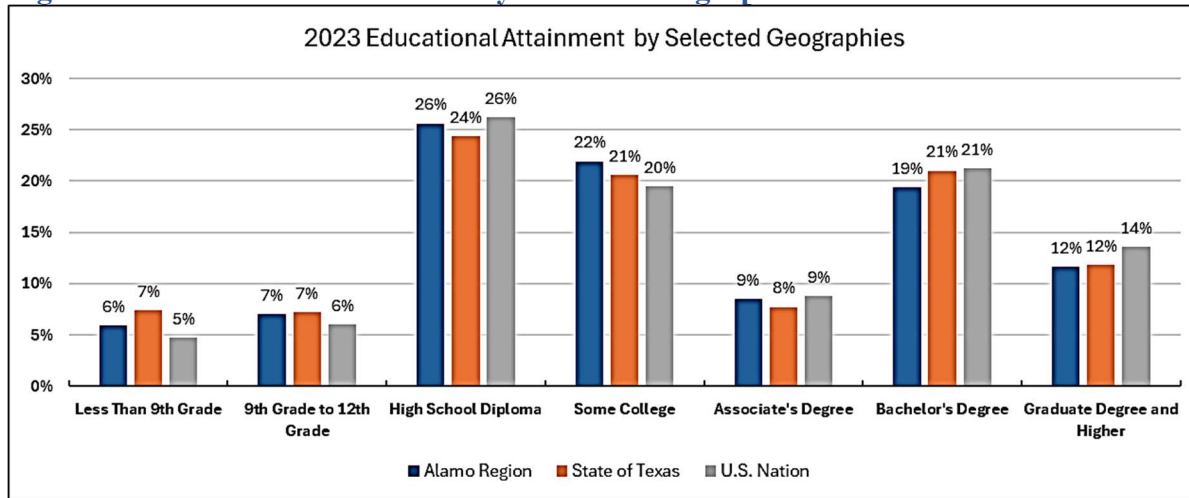
| Institution  | Number of Graduates (2023) | Percent Graduates (2023) |
|--|----------------------------|--------------------------|
| The University of Texas at San Antonio                       | 7,763                      | 25.0%                    |
| San Antonio College  | 2,743                      | 8.8%                     |
| Northwest Vista College                                      | 2,508                      | 8.1%                     |
| St Philip's College  | 2,400                      | 7.7%                     |
| University of the Incarnate Word                             | 2,079                      | 6.7%                     |
| Palo Alto College  | 1,634                      | 5.3%                     |
| Texas A&M University-San Antonio                             | 1,393                      | 4.5%                     |
| The University of Texas Health Science Center at San Antonio | 1,318                      | 4.2%                     |
| Galen College of Nursing-San Antonio                         | 965                        | 3.1%                     |
| St. Mary's University  | 847                        | 2.7%                     |
| Trinity University   | 685                        | 2.2%                     |
| Our Lady of the Lake University                              | 683                        | 2.2%                     |
| Southern Careers Institute-San Antonio                       | 541                        | 1.7%                     |
| The College of Health Care Professions-San Antonio           | 420                        | 1.4%                     |
| Texas Lutheran University                                    | 413                        | 1.3%                     |
| <b>Total Graduates</b>                                       | <b>31,040</b>              | <b>100%</b>              |

Source: EMSI-Lightcast/Educational Snapshot/2023

**Figure 5-** below compares the educational attainment for the Alamo Region, the State of Texas, and the Nation. In the Alamo Region, the percentage of the population having attained a High School Diploma is higher than in the State of Texas and equal to the Nation (26%, 24%, and 26% respectively). Further, the percentage of population with some years of college is higher in the Alamo Region, in comparison with the State of Texas and the Nation (22%, 21%, and 20% respectively). On the contrary, the percentage of the population with a Bachelor's degree is lower in the Alamo Region in comparison to the State of Texas and the Nation (19%, 21%, and 21% respectively).

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**Figure 5: Educational Attainment by Selected Geographical Areas**



Source: EMSI/ Lightcast Q4 2024 Economy Overview Report

**Figure 6: Regional Educational Attainment by Award Level**



Source: EMSI/ Lightcast Q4 2024 Data Set/ Economic Overview Alamo WDA

**Figure 6** shows that while 21.9% of the population in the Alamo Region have some years of college, but no degree, most program completions in 2023 are bachelor's degree with 19.4% of the population obtaining this award.

### Knowledge & Skills In-Demand

Using Job Postings Analytics Report, EMSI/Lightcast, Table 16 shows the top 25 most requested Certifications & Degrees by posting. As seen, valid driver's license (11,225), registered nurse (7,330), and basic life support certification (5,223), are the three most requested certifications and qualifications requested on job postings withing the Alamo Region. Table 17 provides insight into the demand for relevant skills. The skills associated with workforce profiles represent workers of all education and experience levels. As seen in Table 17, nursing (9%), project management (6%), and marketing (5%) are the most common hard skills presented in job postings, while communication

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(36%), customer service (25%), and management (23%), are the most common soft skills required on job postings for the Alamo Region.

**Table 16. Top 25 Certifications & Degrees required on Job Postings**

| Certifications - Degrees - Qualifications                         | Postings with Qualification |
|---|-----------------------------|
| Valid Driver's License  | 11,225                      |
| Registered Nurse (RN)   | 7,330                       |
| Basic Life Support (BLS) Certification                            | 5,223                       |
| Cardiopulmonary Resuscitation (CPR) Certification                 | 2,524                       |
| Advanced Cardiovascular Life Support (ACLS) Certification         | 1,590                       |
| Licensed Vocational Nurse (LVN)                                   | 1,565                       |
| Basic Cardiac Life Support  | 1,129                       |
| Teaching Certificate  | 1,068                       |
| Security Clearance  | 1,054                       |
| Top Secret-Sensitive Compartmented Information (TS/SCI Clearance) | 975                         |
| Licensed Practical Nurse (LPN)                                    | 870                         |
| First Aid Certification   | 823                         |
| Commercial Driver's License (CDL)                                 | 808                         |
| Secret Clearance  | 807                         |
| Board Certified/Board Eligible                                    | 782                         |
| Nurse Practitioner (APRN-CNP)                                     | 667                         |
| Pediatric Advanced Life Support (PALS)                            | 641                         |
| Food Handler's Card   | 567                         |
| Certified Nursing Assistant (CNA)                                 | 545                         |
| American Registry of Radiologic Technologists (ARRT) Certified    | 467                         |
| CDL Class A License   | 440                         |
| Automated External Defibrillator (AED) Certification              | 427                         |
| Top Secret Clearance  | 373                         |
| Project Management Professional Certification                     | 370                         |
| Certified Medical Assistant (CMA)                                 | 359                         |

Source: EMSI-Lightcast/Job Postings Analytics Report/Jun 2024 – Sept 2024

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**Table 17. Top 25 Hard Skills & Soft Skills required on Job Postings**

| Hard Skills                      | Total Postings | % of Total Postings | Common (Soft) Skills              | Total Postings | % of Total Postings |
|----------------------------------|----------------|---------------------|-----------------------------------|----------------|---------------------|
| Nursing                          | 7,301          | 9%                  | Communication                     | 30,630         | 36%                 |
| Project Management               | 4,913          | 6%                  | Customer Service                  | 21,478         | 25%                 |
| Marketing                        | 4,649          | 5%                  | Management                        | 19,773         | 23%                 |
| Auditing                         | 4,327          | 5%                  | Operations                        | 14,816         | 17%                 |
| Merchandising                    | 3,466          | 4%                  | Leadership                        | 12,628         | 15%                 |
| Nursing Care                     | 3,289          | 4%                  | Sales                             | 11,822         | 14%                 |
| Accounting                       | 3,244          | 4%                  | Detail Oriented                   | 10,574         | 12%                 |
| Medical Records                  | 3,168          | 4%                  | Problem Solving                   | 9,325          | 11%                 |
| Selling Techniques               | 2,797          | 3%                  | Planning                          | 8,299          | 10%                 |
| Warehousing                      | 2,746          | 3%                  | Writing                           | 7,950          | 9%                  |
| Restaurant Operation             | 2,552          | 3%                  | Interpersonal Communications      | 7,426          | 9%                  |
| Finance                          | 2,471          | 3%                  | Microsoft Office                  | 7,269          | 8%                  |
| Construction                     | 2,427          | 3%                  | Lifting Ability                   | 7,103          | 8%                  |
| Data Entry                       | 2,423          | 3%                  | Coordinating                      | 6,906          | 8%                  |
| Billing                          | 2,362          | 3%                  | Microsoft Excel                   | 6,668          | 8%                  |
| Bilingual (Spanish/English)      | 2,337          | 3%                  | English Language                  | 6,047          | 7%                  |
| Workflow Management              | 2,260          | 3%                  | Organizational Skills             | 5,817          | 7%                  |
| Effective Communication          | 2,256          | 3%                  | Professionalism                   | 5,699          | 7%                  |
| Inventory Management             | 2,248          | 3%                  | Multitasking                      | 5,630          | 7%                  |
| Office Equipment                 | 2,244          | 3%                  | Time Management                   | 5,385          | 6%                  |
| Data Analysis                    | 2,199          | 3%                  | Scheduling                        | 5,376          | 6%                  |
| Housekeeping                     | 2,185          | 3%                  | Research                          | 5,281          | 6%                  |
| Invoicing                        | 2,175          | 3%                  | Computer Literacy                 | 5,263          | 6%                  |
| Customer Relationship Management | 2,027          | 2%                  | Troubleshooting (Problem Solving) | 4,941          | 6%                  |
| Process Improvement              | 1,927          | 2%                  | Teamwork                          | 4,864          | 6%                  |

Source: EMSI-Lightcast/Job Postings Analytics Report/Jun 2024 – Sept 2024

### Further Gap Analysis

**Table 18** displays average monthly postings and hirings, and the hiring gap between job demand and supply. As seen, almost all occupations listed don't have a hiring gap, meaning there are monthly more hires than postings. The positive gap indicates a higher demand of jobs than supply of skilled

## Workforce Solutions Alamo Local Plan 2025-2028

job seekers and is present in occupations like Healthcare Practitioners and Technical Occupation Group (1,485), Computer and Mathematical Occupations (141), and Unclassified Occupations (700).

**Table 18. Average Monthly Postings, Hires and Hiring Gap. June to September 2024, Alamo Region**

| Occupation   | Avg Monthly Postings (Jun 2024 - Sep 2024) | Avg Monthly Hires (Jun 2024 - Sep 2024) | Hiring Gap (June 2024-September 2024) |
|--|--|---|---------------------------------------|
| Healthcare Practitioners and Technical Occupations         | 3,701                                      | 2,216                                   | 1,485                                 |
| Management Occupations                                     | 2,053                                      | 3,702                                   | -1,649                                |
| Office and Administrative Support Occupations              | 2,013                                      | 9,036                                   | -7,024                                |
| Sales and Related Occupations                              | 1,823                                      | 7,138                                   | -5,315                                |
| Business and Financial Operations Occupations              | 1,410                                      | 3,263                                   | -1,853                                |
| Computer and Mathematical Occupations                      | 1,325                                      | 1,184                                   | 141                                   |
| Installation, Maintenance, and Repair Occupations          | 1,110                                      | 2,826                                   | -1,716                                |
| Transportation and Material Moving Occupations             | 1,049                                      | 8,628                                   | -7,579                                |
| Food Preparation and Serving Related Occupations           | 898  | 14,900                                  | -14,003                               |
| Healthcare Support Occupations                             | 788  | 4,691                                   | -3,903                                |
| Educational Instruction and Library Occupations            | 749  | 2,536                                   | -1,787                                |
| Unclassified Occupation                                    | 700  | 0                                       | 700                                   |
| Production Occupations                                     | 548  | 3,236                                   | -2,688                                |
| Building and Grounds Cleaning and Maintenance Occupations  | 468  | 2,694                                   | -2,227                                |
| Architecture and Engineering Occupations                   | 466  | 527                                     | -61                                   |
| Construction and Extraction Occupations                    | 454  | 3,019                                   | -2,565                                |
| Community and Social Service Occupations                   | 413  | 725                                     | -312                                  |
| Arts, Design, Entertainment, Sports, and Media Occupations | 387  | 681                                     | -294                                  |
| Personal Care and Service Occupations                      | 306  | 2,694                                   | -2,388                                |
| Protective Service Occupations                             | 297  | 1,809                                   | -1,512                                |
| Life, Physical, and Social Science Occupations             | 273  | 346                                     | -73                                   |
| Legal Occupations  | 142  | 213                                     | -72                                   |
| Farming, Fishing, and Forestry Occupations                 | 19   | 284                                     | -265                                  |
| Military-only occupations                                  | 12   | 671                                     | -659                                  |
| Total  | 21,401                                     | 77,020                                  | -55,619                               |

Source: EMSI-Lightcast/Job Postings Analytics Report/Jun 2024 – Sept 2024

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A key question for WSA is: “Are educational completions tied to key clusters for the Alamo region sufficient to meet regional employer hiring needs?”

Key clusters reviewed include Advanced Manufacturing, Health, Computer Technology/ IT/ Cybersecurity Construction/Utilities, Oil & Gas Extraction/Warehousing &Transportation/ Finance/Others. The occupations fall within staffing patterns and are identified as 2022-2032 target occupations.

**Table 19** is focused on a more comprehensive type of “Gap Analysis”, as it reflects both the gap in job demand and supply, and the education gap, measured as the difference between annual openings and annual graduates, and gap for occupations on the 2025-2028 Target Occupation List. Colored in gray and pink

**Table 19** below identifies the gap in current labor demand (job postings) and supply (WIT candidates) in gray and pink, and the results show how employer demand is not being met for many of the listed occupations (by either worker supply, supply gap, or annual number of graduates, education gap).

An employment growth gap (absolute, numeric change, in jobs for 2022 and projected jobs 2032) in blue is indicated for all except for five of the listed Target Occupations. Thus, for the listed occupations, in key occupational clusters, the region does not have a current supply of candidates in the occupation registered nurses and in actual numbers is not graduating enough candidates in twenty-two occupations to supply the projected job openings.

If our labor exchange, Business Engagement, and Program services are working efficiently, then, WSA should identify qualified jobseeker candidates and train these jobseekers to meet the employer demand. Then employers should hire job seekers mostly from within the region (e.g., as opposed to mostly importing talent from other areas).

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**Table 19. Demand And Gaps For 55 2022-2032 Target Occupations**

| SOC Code                          | SOC Title  | Current Demand (HWOL - Jul 2024) | Current Supply (WIT - Jul 2024) | (Current # Workers Needed) | Avg. Annual Openings | Annual Graduates | Education GAP (# Graduates Needed) | Current Employment (2023) | Projected Employment (2032) | Employment GAP (# Jobs to Fill) |
|-----------------------------------|--|----------------------------------|---------------------------------|----------------------------|----------------------|------------------|------------------------------------|---------------------------|-----------------------------|---------------------------------|
| <b>Computer and Cybersecurity</b> |  |                                  |                                 |                            |                      |                  |                                    |                           |                             |                                 |
| 11-3021                           | Computer and Information Systems Managers                                | 19                               | 677                             | -658                       | 386                  | 1,734            | -1,348                             | 3,580                     | 4,776                       | 1,196                           |
| 15-1231                           | Computer Network Support Specialists                                     | 27                               | 282                             | -255                       | 70                   | 1,167            | -1,097                             | 700                       | 900                         | 200                             |
| 15-1299                           | Computer Occupations, All Other  | 623                              | 1,616                           | -993                       | 505                  | 464              | 41                                 | 5,300                     | 6,670                       | 1,370                           |
| 15-1211                           | Computer Systems Analysts  | 121                              | 477                             | -356                       | 283                  | 804              | -521                               | 3,170                     | 3,862                       | 692                             |
| 15-1232                           | Computer User Support Specialists  | 278                              | 1,457                           | -1,179                     | 506                  | N/A              | N/A                                | 5,140                     | 6,529                       | 1,389                           |
| 15-2051                           | Data Scientists  | 260                              | 494                             | -234                       | 101                  | 471              | -370                               | 1,250                     | 1,208                       | -42                             |
| 15-1242                           | Database Administrators  | 108                              | 213                             | -105                       | 42                   | 1,081            | -1,039                             | 460                       | 595                         | 135                             |
| 15-1212                           | Information Security Analysts  | 74                               | 647                             | -573                       | 148                  | 1,218            | -1,070                             | 1,250                     | 1,799                       | 549                             |
| 15-1244                           | Network and Computer Systems Administrators                              | 96                               | 628                             | -532                       | 212                  | 1,103            | -891                               | 2,400                     | 3,070                       | 670                             |
| 15-2031                           | Operations Research Analysts   | 68                               | 110                             | -42                        | 111                  | 40               | 71                                 | 870                       | 1,377                       | 507                             |
| 15-1252                           | Software Developers  | 463                              | 636                             | -173                       | 533                  | 294              | 239                                | 6,240                     | 7,055                       | 815                             |
| 15-1253                           | Software Quality Assurance Analysts and Testers                          | 38                               | 157                             | -119                       | 129                  | 700              | -571                               | 1,420                     | 1,622                       | 202                             |
| 15-1254                           | Web Developers   | 35                               | 216                             | -181                       | 59                   | 165              | -106                               | 450                       | 746                         | 296                             |
| <b>Construction/Utilities</b>     |  |                                  |                                 |                            |                      |                  |                                    |                           |                             |                                 |
| 11-9021                           | Construction Managers  | 251                              | 1,129                           | -878                       | 389                  | 1,524            | -1,135                             | 3,610                     | 4,932                       | 1,322                           |
| 47-2111                           | Electricians   | 106                              | 735                             | -629                       | 639                  | 102              | N/A                                | 5,850                     | 6,630                       | 780                             |
| 47-1011                           | First-Line Supervisors of Construction Trades and Extraction Workers     | 87                               | 632                             | -545                       | 696                  | 183              | 513                                | 6,450                     | 8,137                       | 1,687                           |
| 49-1011                           | First-Line Supervisors of Mechanics, Installers, and Repairers           | 228                              | 378                             | -150                       | 571                  | N/A              | N/A                                | 5,300                     | 6,304                       | 1,004                           |
| 49-9021                           | Heating, Air Conditioning, and Refrigeration Mechanics and Installers    | 194                              | 551                             | -357                       | 340                  | 85               | N/A                                | 2,990                     | 3,705                       | 715                             |
| 47-2152                           | Plumbers, Pipefitters, and Steamfitters                                  | 61                               | 455                             | -394                       | 385                  | 9                | N/A                                | 3,130                     | 4,174                       | 1,044                           |
| <b>Education</b>                  |  |                                  |                                 |                            |                      |                  |                                    |                           |                             |                                 |
| 25-2021                           | Elementary School Teachers, Except Special Education                     | 162                              | 324                             | -162                       | 984                  | 485              | 499                                | 11,050                    | 13,097                      | 2,047                           |
| 11-9051                           | Food Service Managers  | 364                              | 1,014                           | -650                       | 335                  | 26               | 309                                | 1,880                     | 2,877                       | 997                             |
| 25-2022                           | Middle School Teachers, Except Special and Career/Technical Education    | 48                               | 103                             | -55                        | 428                  | 194              | 234                                | 5,160                     | 5,691                       | 531                             |
| 33-3051                           | Police and Sheriff's Patrol Officers                                     | 46                               | 335                             | -289                       | 510                  | 93               | 417                                | 4,890                     | 6,079                       | 1,189                           |
| 25-2011                           | Preschool Teachers, Except Special Education                             | 195                              | 252                             | -57                        | 651                  | 506              | 145                                | 3,540                     | 5,781                       | 2,241                           |
| 25-2031                           | Secondary School Teachers, Except Special and Career/Technical Education | 424                              | 237                             | 187                        | 772                  | 1,806            | -1,034                             | 9,880                     | 10,945                      | 1,065                           |

Source: TWC/LMCI/LMI Tools/July 2024/Gap Analysis

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**Table 19. Demand And Gaps For 55 2022-2032 Target Occupations (Cont.)**

| SOC Code   | SOC Title   | Current Demand (HWOL - Jul 2024) | Current Supply (WIT - Jul 2024) | (Current # Workers Needed) | Avg. Annual Openings | Annual Graduates | Education GAP (# Graduates Needed) | Current Employment (2023) | Projected Employment (2032) | Employment GAP (# Jobs to Fill) |
|--|---|----------------------------------|---------------------------------|----------------------------|----------------------|------------------|------------------------------------|---------------------------|-----------------------------|---------------------------------|
| <b>Health</b>  |   |                                  |                                 |                            |                      |                  |                                    |                           |                             |                                 |
| 31-9091  | Dental Assistants   | 227                              | 600                             | -373                       | 572                  | 231              | 341                                | 3,430                     | 4,041                       | 611                             |
| 29-1292  | Dental Hygienists   | 32                               | 140                             | -108                       | 101                  | 65               | 36                                 | 1,260                     | 1,344                       | 84                              |
| 29-2032  | Diagnostic Medical Sonographers   | 62                               | 80                              | -18                        | 63                   | 80               | -17                                | 570                       | 972                         | 402                             |
| 29-2061  | Licensed Practical and Licensed Vocational Nurses                       | 363                              | 796                             | -433                       | 575                  | 492              | 83                                 | 5,970                     | 7,000                       | 1,030                           |
| 29-2035  | Magnetic Resonance Imaging Technologists                                | 145                              | 20                              | 125                        | 13                   | N/A              | N/A                                | 200                       | 219                         | 19                              |
| 31-2011  | Occupational Therapy Assistants   | 42                               | 82                              | -40                        | 67                   | 20               | 47                                 | 450                       | 465                         | 15                              |
| 29-2052  | Pharmacy Technicians  | 172                              | 391                             | -219                       | 424                  | 95               | 329                                | 3,290                     | 4,224                       | 934                             |
| 31-2021  | Physical Therapist Assistants   | 116                              | 160                             | -44                        | 165                  | 82               | 83                                 | 950                       | 1,154                       | 204                             |
| 29-2034  | Radiologic Technologists and Technicians                                | 124                              | 167                             | -43                        | 118                  | 151              | -33                                | 1,920                     | 1,878                       | -42                             |
| 29-1141  | Registered Nurses   | 3,153                            | 1,316                           | 1,837                      | 1,530                | 1,787            | -257                               | 23,030                    | 24,451                      | 1,421                           |
| 29-1126  | Respiratory Therapists  | 171                              | 64                              | 107                        | 75                   | 99               | -24                                | 950                       | 1,178                       | 228                             |
| 29-2055  | Surgical Technologists  | 99                               | 116                             | -17                        | 93                   | 61               | 32                                 | 1,170                     | 1,338                       | 168                             |
| <b>Manufacturing</b>   |   |                                  |                                 |                            |                      |                  |                                    |                           |                             |                                 |
| 51-9162  | Computer Numerically Controlled Tool Programmers                        | 3                                | 21                              | -18                        | 7                    | N/A              | N/A                                | 70                        | 70                          | 0                               |
| 17-3029  | Engineering Technologists and Technicians, Except Drafters, All Other   | 45                               | 89                              | -44                        | 71                   | 143              | -72                                | 550                       | 707                         | 157                             |
| 19-4042  | Environmental Science and Protection Technicians, Including Health      | 11                               | 78                              | -67                        | 27                   | 107              | -80                                | 280                       | 236                         | -44                             |
| 53-3032  | Heavy and Tractor-Trailer Truck Drivers                                 | 770                              | 2,879                           | -2,109                     | 2,582                | N/A              | N/A                                | 16,260                    | 22,749                      | 6,489                           |
| 17-2112  | Industrial Engineers  | 111                              | 183                             | -72                        | 121                  | 35               | 86                                 | 1,560                     | 1,736                       | 176                             |
| 49-9041  | Industrial Machinery Mechanics  | 51                               | 216                             | -165                       | 319                  | N/A              | N/A                                | 2,990                     | 3,492                       | 502                             |
| 17-2141  | Mechanical Engineers  | 115                              | 317                             | -202                       | 87                   | 188              | -101                               | 1,110                     | 1,324                       | 214                             |
| <b>Oil &amp; Gas/Warehousing &amp; Transportation/Finance/Others</b> |   |                                  |                                 |                            |                      |                  |                                    |                           |                             |                                 |
| 13-2011  | Accountants and Auditors  | 239                              | 1,408                           | -1,169                     | 921                  | 454              | 467                                | 8,210                     | 10,732                      | 2,522                           |
| 49-3023  | Automotive Service Technicians and Mechanics                            | 322                              | 862                             | -540                       | 766                  | 171              | 595                                | 6,360                     | 8,170                       | 1,810                           |
| 43-3031  | Bookkeeping, Accounting, and Auditing Clerks                            | 204                              | 1,814                           | -1,610                     | 1,580                | 46               | 1534                               | 10,110                    | 13,338                      | 3,228                           |
| 11-1021  | General and Operations Managers   | 588                              | 2,542                           | -1,954                     | 3,721                | 1,929            | 1792                               | 33,690                    | 42,160                      | 8,470                           |
| 13-1071  | Human Resources Specialists   | 214                              | 1,506                           | -1,292                     | 771                  | 1,644            | -873                               | 7,740                     | 8,564                       | 824                             |
| 13-1081  | Logisticians  | 113                              | 395                             | -282                       | 216                  | 1,510            | -1,294                             | 1,920                     | 2,285                       | 365                             |
| 13-1111  | Management Analysts   | 188                              | 565                             | -377                       | 516                  | 1,701            | -1,185                             | 4,840                     | 5,674                       | 834                             |
| 13-1161  | Market Research Analysts and Marketing Specialists                      | 178                              | 516                             | -338                       | 566                  | 382              | 184                                | 4,250                     | 5,570                       | 1,320                           |
| 13-1082  | Project Management Specialists  | 395                              | 269                             | 126                        | 699                  | 1,520            | -821                               | 9,260                     | 8,916                       | -344                            |
| 41-3031  | Securities, Commodities, and Financial Services Sales Agents            | 100                              | 270                             | -170                       | 326                  | N/A              | N/A                                | 3,470                     | 3,863                       | 393                             |
| 53-1047  | Suprs of Trans & Material Moving Wkrs, Ex Aircraft Cargo Handling Suprs | 94                               | N/A                             | N/A                        | 582                  | N/A              | N/A                                | 4,210                     | 5,362                       | 1,152                           |

Source: TWC/LMCI/LMI Tools/July 2024/Gap Analysis

To meet employer needs, WSA will implement a process described as follows. Some employers take the initiative to contact WSA for assistance, and these will be provided with labor exchange and other services.

To be strategic, WSA will develop strategies for specific occupations, occupational groups, individual employers, and groups of employers. For instance, we will review data that reflects real-time demand, such as job postings.

Business Services staff – which at the Centers are now specializing by key industry, using sector strategies, – will strengthen current and develop new initiatives with each of these employers (along with the top ten employers for all job postings in a specific target occupation).

Staff dedicated to Programs will work with Business Service staff to first understand the characteristics of workers that these employers are looking for. To match job seekers to these employers, the top *Credentials* sought for ‘juniors’ or entry-level (0 to 2 years of experience) in the occupation for these employers will be utilized.

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For example, using a sample occupation, **15-1212, Information Security Analyst, \*15-1122:**

Using tools such as ONET ONLINE and Help Wanted On-Line (HWOL) a profile of the occupation will be developed.

The identified occupation, **Information Security Analyst**, will plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. Assess system vulnerabilities for security risks and propose and implement risk mitigation strategies. 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.

As per ONET-Online the *Hard Skills for this occupation* include the following technology and certificates:

#### **Data base management system software**

Amazon DynamoDB Hot technology; Apache Hive Hot technology ; Elasticsearch Hot technology ; Oracle PL/SQL Hot technology

#### **Data base user interface and query software**

Amazon Elastic Compute Cloud EC2 Hot technology; Amazon Redshift Hot technology ; Amazon Web Services AWS software In-Demand Hot technology ; Blackboard software

#### **Development environment software**

Apache Kafka Hot technology; Apache Maven Hot technology ; Go Hot technology ; Microsoft PowerShell Hot technology

**Network monitoring software** — Nagios; Sniffer Investigator; Symantec Blue Coat Data Loss Prevention; Wireshark

#### **Network security and virtual private network VPN equipment software**

Imperva Secure Sphere; Ip Filter; Palo Alto Networks Next-Generation Security Platform; Trend Micro Tipping Point

#### **Network security or virtual private network VPN management software**

HP Fortify; Intrusion detection system IDS; Intrusion prevention system IPS; Websense Data Loss Prevention

#### **Object or component oriented development software**

C# Hot technology; Objective C Hot technology ; Scala Hot technology ; Swift Hot technology

**Operating system software** — Bash Hot technology; Microsoft Windows Server Hot technology ; Shell script Hot technology ; UNIX Shell Hot technology

**Transaction security and virus protection software** — HP Web Inspect; Norton LifeLock cybersecurity software; Portswigger BurP Suite; Stack smashing protection SSP software

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**Web platform development software** — Django Hot technology; Google Angular Hot technology; Microsoft ASP.NET Hot technology ; Spring Framework Hot technology

| Certification Name  |   |
|---|---|
| The Certified Information Privacy Professional/Information Technology | International Association of Privacy Professionals                        |
| EC-Council Certified Incident Handler                                 | EC-Council  |
| EC Council Certified Chief Information Security Officer               | EC-Council  |
| Certified Advanced Windows Forensic Examiner                          | International Association of Computer Investigative Specialists           |
| HP ASE - ArcSight Logger V1   | Hewlett Packard Certification and Learning                                |
| Global Industrial Cyber Security Professional                         | Global Information Assurance Certification                                |
| Cisco Certified DevNet Specialist Certification                       | Cisco Systems, Inc.   |
| Certified Cloud Security Professional                                 | International Information Systems Security Certification Consortium, Inc. |

The related *Soft Skills* include Oral and Written Communication, Critical Thinking, Complex Problem Solving, Monitoring, System Analysis, Troubleshooting, Active Learning, etc. Additional information about the occupation can be found at [O\\*NET OnLine.Org](http://O*NET.OnLine.Org).

Individual conversations with and surveys of these employers will be used to validate their needs, which combined with the posting analysis can be used to identify potential talent. Identifying potential talent involves finding and developing talent pipelines. These include, primarily, priority populations (e.g., Transitioning Service Members, Veterans, and Foster Youth) and individuals with barriers to employment. Some of these job candidates will come from job seekers whom we serve directly (through WorkInTexas, our Job Centers, and our grants and Programs), while others will be identified by working closely on these initiatives with our partners (organizations that invest in and/or work with these populations).

WSA will administer assessments that will let us determine which individuals from the potential talent either meets the requirements and/or needs short-term or occupational/vocational training to meet the job requirements. Knowledge of principles and processes for providing customer services to appropriately match job seekers to employers will be targeted for staff training. This includes administering customer needs assessment and/or assessment to identify knowledge skills and abilities and customer interest. Workforce Center staff training will also include meeting quality standards for job seeker, providing wrap around services and follow-up that will assure job seekers success in training and success on the job, once placed. Appropriate referrals to the employers, along with the provision of needed soft skills as offered through the Job Centers (and/or partners), will be provided to job seekers. The further ramp-up of short-term pre-vocational training and employability skills as well as the provision of services to address specific barrier to employment will be a focus for the 2021-2024 plan years. Finally, an evaluation of customer satisfaction at different points of job see services will be implemented. The usage of our labor exchange system (WorkInTexas/WIT) by these

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employers is also critical – the system is used to post the job openings and match the job seekers with the employers. To be effective, the BSU team will recruit employers and market WIT – this will help ensure that the postings for these occupations are a part of WSA’s and the State’s system. Part of our marketing and of BSU team involvement includes developing the promotional materials needed and a more strategic approach to promote the use of WIT. Varied media production, communication, and dissemination techniques and methods will be utilized. This includes alternative ways to inform and entertain via written, oral, and visual media. Lastly, WSA will work with training providers and educational institutions to promote the needed training for these occupations. This involves working with TWC (e.g., for skills development and other funds), community colleges, public and private universities, and other training providers (e.g., through the Eligible Training Provider System/ETPS). Having current and adequate training that meets employer needs for the job – can be challenge in Bexar County but also particularly in the rural counties. Many of the training providers in the rural counties are in adjacent counties outside of the Board Area. The BSU team and staff in the rural centers will develop relationships with those training providers and identify training available at their institutions in the target occupations.

At an industry-wide level, WSA aims to develop plans that address industry’s immediate goals (0-1 year), medium term goals (2-5 years), and long-term goals (more than 5 years). These plans would specifically address the employers’ hiring needs, along with plans for each employer. Industry-wide level plans/strategies will be based on the plans that are developed for individual employers and/or groups of employers.

#### **B. Labor Force Analysis and Trends –** (WIOA §108(b)(1)(C); 20 CFR §679.560(a)(3)) WD Letter 11-24 requirements

Boards must include an analysis of the regional workforce, including

- Current labor force employment and unemployment data
- information on labor market trends
- The educational and skill levels of the workforce, including individuals with barriers to employment.

#### **Minimum Plan Requirements:**

An analysis of the regional workforce, including the following:

- ☐ Employment data
- ☐ Unemployment data
- ☐ Labor market trends
- ☐ Educational and skill levels
- ☐ Individuals with barriers to employment

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### Board Response:

The regional information provided in the following sections pertains to the 13-county Alamo region unless otherwise stated.

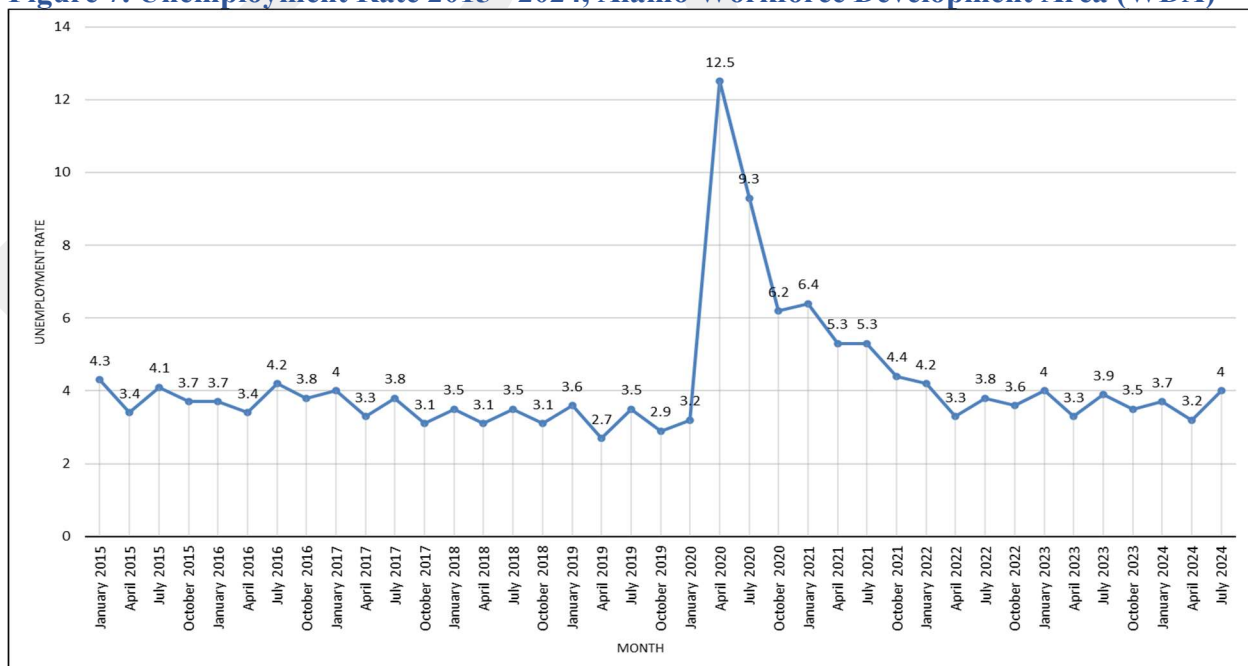
### Labor Market for Alamo WSA:

- As of September 2024, the estimated Labor Force was reported at 1,387,047.
- With an unemployed population of 52,225 (3.8%), and an estimated employed population of 1,334,822

The unemployment rate in the region has continued to decrease from 2015 to 2019 and was reported at a low of 2.7 % in April of 2019, in April 2020 because of COVID-19 related business closures the unemployment rate rose to 12.5%. This was the largest March to April unemployment rate increase in the series that began in 1976. (TWC LAUS, 2024). Since April 2020, the unemployment rate significantly decreased in the Alamo Region, and by September of 2024, less than 4% of the labor force was unemployed (3.76%).

The unemployment rate for the counties also rose over the year 2020 because of Coronavirus related business closures. As indicated in Table 20, in September of 2021 the lowest unemployment rate of the 13 Alamo counties was reported in McMullen at 1.9% and the highest was in Atascosa County at 5.4%. From 2019 to 2020 all the 13 counties indicated an increase in the employment rate over the year. In contrast, 2021 indicates a significant decrease in the unemployment rates in comparison to the previous year for all counties in the Alamo WDA. From September 2022 to September 2024, unemployment rates remained relatively stable in most counties (TWC LAUS, 2019-2024).

**Figure 7. Unemployment Rate 2015 - 2024, Alamo Workforce Development Area (WDA)**



Source: TWC/LMCI/LAUS/2015-2024

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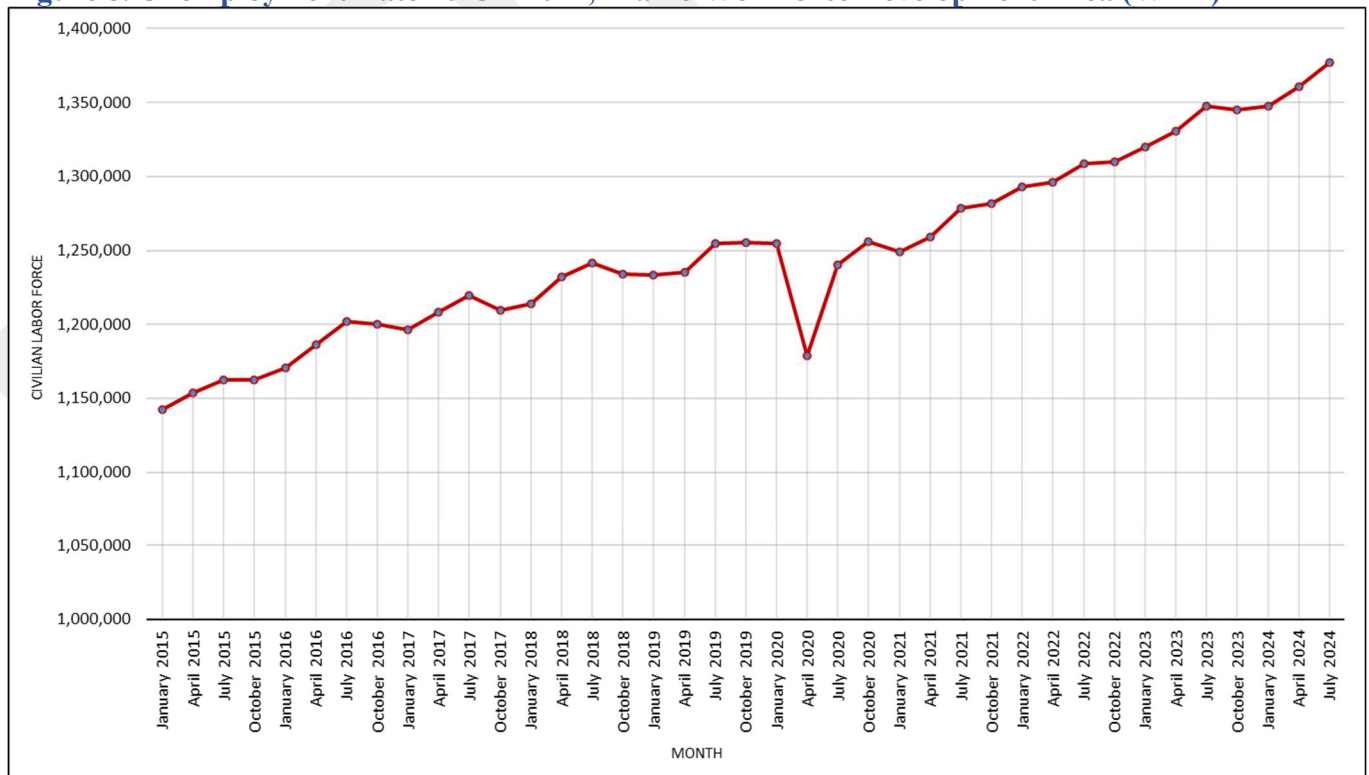
**Table 20. Unemployment Rate by County, Alamo Region (Month September 2019-2024)**

| County    | Year (September) |      |      |      |      |      |
|-----------|------------------|------|------|------|------|------|
|           | 2019             | 2020 | 2021 | 2022 | 2023 | 2024 |
| Atascosa  | 3.5              | 9    | 5.4  | 3.9  | 3.7  | 4    |
| Bandera   | 3.3              | 5.8  | 4.5  | 3.7  | 3.4  | 3.5  |
| Bexar     | 3.1              | 7.6  | 4.8  | 3.6  | 3.8  | 3.8  |
| Comal     | 2.9              | 5.8  | 4.1  | 3.4  | 3.6  | 3.6  |
| Frio      | 2.4              | 6.2  | 4.1  | 3.2  | 3.2  | 5.9  |
| Gillespie | 2.3              | 4.3  | 3.2  | 2.6  | 2.6  | 2.7  |
| Guadalupe | 2.9              | 5.9  | 4.1  | 3.3  | 3.4  | 3.6  |
| Karnes    | 2.5              | 7.5  | 4.7  | 3.1  | 3    | 3.1  |
| Kendall   | 2.7              | 4.8  | 3.7  | 3.1  | 3.3  | 3.2  |
| Kerr      | 2.9              | 5.4  | 4.4  | 3.6  | 3.6  | 3.6  |
| McMullen  | 1.6              | 3.6  | 1.9  | 1.9  | 2    | 1.8  |
| Medina    | 3.1              | 6.2  | 4.7  | 3.7  | 3.8  | 4.1  |
| Wilson    | 2.7              | 5.7  | 4.1  | 3.2  | 3.1  | 3.3  |

Source: TWC/LMCI/LAUS/2019-2024

Figure 8 shows that the civilian labor force for the Alamo Region was growing from January 2015 until the dramatic drop in April 2020, due to coronavirus related affects. From January 2021 up to the most recent 2024 estimates (September 2024, 1,387,047) the civilian labor force continues growing indicating a recovery in the Civilian labor force.

**Figure 8. Unemployment Rate 2015 – 2024, Alamo Workforce Development Area (WDA)**



Source: TWC/LMCI/LAUS/2015-2024

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#### Educational Attainment

Table 21 shows that educational attainment in the Alamo region indicates some challenges. In three counties more than 20% of the population of ages 18-24 have not completed high school (Frio 33.6%, Karnes 22.8%, Medina 24%), having less than a high school degree. Comal and Kendall are the two counties with the highest percentage of bachelor's degree or higher.

**Table 21. Educational Attainment by County, Ages 18-24**

| County    | Population 18 to 24 | Less than high school graduate | %     | H.S. graduate (includes equivalency) | %    | Some college or associate's degree | %    | Bachelor's degree or higher | %    |
|-----------|---------------------|--------------------------------|-------|--------------------------------------|------|------------------------------------|------|-----------------------------|------|
| Atascosa  | 4,567               | 871                            | 19.1  | 2,864                                | 62.7 | 706                                | 15.5 | 126                         | 2.8  |
| Bandera   | 1,353               | 137                            | 10.1  | 484                                  | 35.8 | 699                                | 51.7 | 33                          | 2.4  |
| Bexar     | 211,017             | 26,357                         | 12.5  | 78,279                               | 37.1 | 85,826                             | 40.7 | 20,555                      | 9.7  |
| Comal     | 12,818              | 1,927                          | 15    | 5,527                                | 43.1 | 3,731                              | 29.1 | 1,633                       | 12.7 |
| Frio      | 2,203               | 740                            | 33.6* | 951                                  | 43.2 | 493                                | 22.4 | 19                          | 0.9  |
| Gillespie | 1,871               | 358                            | 19.1  | 734                                  | 39.2 | 597                                | 31.9 | 182                         | 9.7  |
| Guadalupe | 15,738              | 1,998                          | 12.7  | 7,369                                | 46.8 | 4,885                              | 31   | 1,486                       | 9.4  |
| Karnes    | 1,410               | 321                            | 22.8* | 615                                  | 43.6 | 337                                | 23.9 | 137                         | 9.7  |
| Kendall   | 3,513               | 589                            | 16.8  | 1,372                                | 39.1 | 1,173                              | 33.4 | 379                         | 10.8 |
| Kerr      | 4,482               | 633                            | 14.1  | 1,888                                | 42.1 | 1,823                              | 40.7 | 138                         | 3.1  |
| McMullen  | 27                  | 0                              | 0     | 6                                    | 22.2 | 21                                 | 77.8 | 0                           | 0    |
| Medina    | 5,013               | 1,201                          | 24*   | 1,843                                | 36.8 | 1,529                              | 30.5 | 440                         | 8.8  |
| Wilson    | 4,188               | 679                            | 16.2  | 1,705                                | 40.7 | 1,457                              | 34.8 | 347                         | 8.3  |

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates-\*highest percent

For the population 25 years of age and older, **Table 22** indicates that three counties show high rates of individuals not having completed high school: Frio 30%, Karnes 23.9%, and Atascosa 19.4%. The completion of bachelor's degrees in the region is a challenge with the highest % occurring in Kendall County at 30.9% and followed by Comal County at 26.2%. The lowest completion of bachelor's degrees was in Frio County at 5.2%.

**Table 22. Educational Attainment by County, 25 Years and Over**

| County   | Population 25 years and over | % Less than high school graduate | % H.S. graduate (includes equivalency) | % Some college, no degree | % Associate's degree | % Bachelor's degree | % Graduate or professional degree |
|----------|------------------------------|----------------------------------|--|---------------------------|----------------------|---------------------|-----------------------------------|
| Atascosa | 31,538                       | 19.4*                            | 39.8                                   | 21                        | 5.3                  | 11                  | 3.5                               |
| Bandera  | 16,279                       | 8.0                              | 29.6                                   | 24.3                      | 10.7                 | 17.1                | 10.2                              |
| Bexar    | 1,297,977                    | 14.1                             | 24.6                                   | 22.4                      | 8.5                  | 18.8                | 11.6                              |
| Comal    | 115,639                      | 6.4                              | 23.2                                   | 21.9                      | 8                    | 26.2*               | 14.4                              |

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|           |         |       |      |      |     |       |      |
|-----------|---------|-------|------|------|-----|-------|------|
| Frio      | 11,719  | 30.0* | 39   | 16.4 | 6.1 | 5.2   | 3.3  |
| Gillespie | 19,720  | 11.3  | 25.2 | 20.5 | 7.8 | 22*   | 13.2 |
| Guadalupe | 115,577 | 10.9  | 29.5 | 20.8 | 9.2 | 19.6  | 9.9  |
| Karnes    | 10,347  | 23.9* | 37   | 16.8 | 6   | 11.4  | 4.8  |
| Kendall   | 31,578  | 7.5   | 15.4 | 21.2 | 7.4 | 30.9* | 17.6 |
| Kerr      | 38,482  | 10.3  | 28.8 | 23.6 | 7.6 | 18.4  | 11.4 |
| McMullen  | 432     | 11.1  | 45.1 | 20.4 | 7.6 | 11.8  | 3.9  |
| Medina    | 34,739  | 14.0  | 32.6 | 22.2 | 9   | 13.3  | 8.9  |
| Wilson    | 34,277  | 9.2   | 32.7 | 23.6 | 9.1 | 18.1  | 7.3  |

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates \*highest percent

Education Attainment (Population 25 Years and Older) in San Antonio city, Texas for comparison purposes is High school or equivalent degree – 26.2%, Some college, no degree – 19.8% Associate’s degree – 8.3%, Bachelor’s degree – 19.1%, Graduate or professional degree – 11.4%. (U.S. Census, 2024)

### Individuals with Barriers to Employment

In alignment with WIOA purposes, WSA is committed to increase for individuals, particularly for those individuals with barriers to employment, access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market (WIOA Sec. 2.1). WIOA includes individuals with barriers to employment as members of one or more of the following populations (WIOA Sec. 3.24):

- 1) Displaced homemakers,
- 2) Low-income individuals,
- 3) Indians, Alaska Natives, and Native Hawaiians,
- 4) Individuals with disabilities, including youth who are individuals with disabilities,
- 5) Older individuals,
- 6) Ex-offenders,
- 7) Homeless individuals,
- 8) Youth who are in or have aged out of the foster care system,
- 9) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers,
- 10) Eligible migrant and seasonal farmworkers,
- 11) Individuals within two years of exhausting lifetime eligibility under part A of the title IV of the Social Security Act,
- 12) Single parents (including single pregnant women),
- 13) Long-term unemployed individuals, and
- 14) Such other groups as the Governor determines to have barriers to employment.

WSA has a document that provides definitions for each of these populations, and which is available upon request.

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To serve these individuals, WSA partners with organizations that have it as part of their mission to serve them. WSA helps to develop and participate in coalitions that pilot initiatives to help integrate these individuals into the labor market. WSA also invites staff from these organization to offer services from and/or be housed at one of our Job Center locations.

To further promote workforce development, WSA plans on conducting an asset and/or resource mapping that identifies local organizations that specialize in or focus on providing services to these populations.

#### **C. Workforce Development Analysis**

Boards must include an analysis of

- Workforce development activities in the region, including education and training.
- The strengths and weaknesses of workforce development activities
- The effectiveness of programs and services.
- The Board's capacity to provide workforce development activities to address
  - The identified education and skills needs of the workforce.
  - The employment needs of employers.

#### **Minimum Plan Requirements:**

An analysis of workforce development activities in the region, including the following

- ☐ General workforce development activities
- ☐ Education activities, including Early Childhood Education (ECE) and K–12
- ☐ Training activities
- ☐ Strengths and weaknesses of activities
- ☐ Effectiveness of programs and services
- ☐ Board's capacity to provide workforce development activities
- ☐ Individuals with barriers to employment
- ☐ Employment needs of employers

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#### **Board Response**

In reviewing strengths and weaknesses, WSA includes a review of poverty, disparities, and population growth. There are great challenges in the Alamo region, including for example, low to moderate educational attainment and skills particularly as these relate to meeting employer demand and the technological changes occurring in the labor market. At another level, the area has high levels of inequality and vast disparities of wealth. Segregation is high and there are multiple geographical pockets that historically have been isolated. According to the State Data Center review of poverty between 2012 to 2022 , Texas poverty remains a challenge for the State. Despite a notable reduction in the State's poverty rate from 17.9% to 14% between 2012 and 2022, Texas still exceeded the national average of 12.6%, ranking 11<sup>th</sup> among all states and the District of Columbia in 2022. Between 2012 and 2022, children showed the most improvement in Texas, though 1 in 5 children were still living in poverty, putting them at a higher risk than any other age group. Additionally, this timeframe the state has also saw a slight increase in the poverty rate among people over 65 with an

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### **Local Plan 2025-2028**

increase in poverty of 7% to a rate of 12.3% for that age group (Texas State Data Center, National Poverty in America Awareness Month 2024, Primary Source: U.S. Census Bureau, American Community Survey 5-Year Estimates, 2012 and 2022). According to the census estimates presented here that focus solely on the years 2018 through 2022. In Bexar County as a whole, overall five-year poverty rate from 2018 to 2022 was 15.2 percent, lower than San Antonio's 2022 poverty rate at 17.7 percent. San Antonio's poverty rate increased by 0.1 percentage points to 17.7 percent in 2022. This rate has slightly declined from two years earlier, when census estimates for 2016-2020 showed that 17.6 percent of the city's residents were living below the poverty level. In 2022, the city of San Antonio's poverty rate remained higher than those reported for the nation and Texas (17.7%, 12.5%, and 13.9% respectively). (O'Hare P. O., 2022) (O'Hare, San Antonio Express News, March 16, 2022). According to the census estimates presented here that focus solely on the years 2018 through 2022. In Bexar County as a whole, overall five-year poverty rate from 2018 to 2022 was 15.2 percent, lower than San Antonio's 2022 poverty rate at 17.7 percent. San Antonio's poverty rate increased by 0.1 percentage points to 17.7 percent in 2022. This rate has slightly declined from two years earlier, when census estimates for 2016-2020 showed that 17.6 percent of the city's residents were living below the poverty level. In 2022, the city of San Antonio's. According to the most recent release of the U.S. Census American Community Survey 2023, 1-Year Estimates, for the City of San Antonio (COSA), the poverty is 17.5% for all people in the city, for the under the 18 population the poverty rate is 24.9% and for the 18 to 64 population the poverty rate is 15.2% and 15.3% for the population 65 and older. (U.S. Census, 2024). For Texas the 2023 estimates indicate a poverty rate of 13.7%, a rate lower than the City of San Antonio. The U.S. Census Bureau defines the 2023 poverty threshold as persons younger than 65 living alone who earn less than \$ 15,850 annually or seniors 65 and older who live alone and get by on less than \$ 14,610 per year. The poverty threshold for a family of four with two children is \$30,900 per year or \$14.86 hourly.

A strong San Antonio area economy has helped reduce poverty over the past 5-Years prior to the COVID-19 Pandemic. Table 23 indicates regional disparities for the population living below the poverty level within the Alamo Region. As seen in the table, the highest percentages of people living in poverty are found in Karnes County (21%), Frio County (20.7%), and Bexar County (15.2%) respectively. Further regional disparities in poverty levels are also seen among the child population according to 2018-2022, five-year estimates presented in Table 23. For the population less than 18 years of age, the highest poverty levels are also found in Frio County (34.3%), Karnes County (34.2%) and Bexar County (21.4%). Bexar County's childhood poverty rate for 2018-2022 at 21.4 %, accounts for 106,287 children. That's a decline from 22.2% reported for 2010-2014, covering almost 110,321 children.

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**Table 23. Population Below the Poverty Level by County**

| County       | Population for whom poverty status is determined | Population Below Poverty Level | Percent below poverty level | Population Under 18 years | Population Under 18 years Below poverty level | Percent below poverty level Under 18 years |
|--------------|--|--------------------------------|-----------------------------|---------------------------|---|--|
| Atascosa     | 48,617   | 6,837                          | 14.1                        | 12,958                    | 2,223   | 17.2                                       |
| Bandera      | 20,802   | 2,968                          | 14.3                        | 3,332                     | 674   | 20.2                                       |
| Bexar        | 1,977,132  | 299,972                        | 15.2                        | 497,112                   | 106,287                                       | 21.4                                       |
| Comal        | 163,887  | 9,998                          | 6.1                         | 36,275                    | 1,845   | 5.1  |
| Frio         | 14,708   | 3,039                          | 20.7                        | 3,737                     | 1,282   | 34.3                                       |
| Gillespie    | 26,603   | 2,413                          | 9.1                         | 5,337                     | 649   | 12.2                                       |
| Guadalupe    | 171,796  | 14,956                         | 8.7                         | 42,158                    | 4,913   | 11.7                                       |
| Karnes       | 11,214   | 2,355                          | 21                          | 2952                      | 1011  | 34.2                                       |
| Kendall      | 44,762   | 2,280                          | 5.1                         | 10,145                    | 670   | 6.6  |
| Kerr         | 51,003   | 6,395                          | 12.5                        | 9,520                     | 1,560   | 16.4                                       |
| McMullen     | 670  | 100                            | 14.9                        | 211                       | 39  | 18.5                                       |
| Medina       | 49,103   | 5,045                          | 10.3                        | 11,551                    | 1,941   | 16.8                                       |
| Wilson       | 49,678   | 5,112                          | 10.3                        | 11,701                    | 1,402   | 12   |
| <b>Total</b> | <b>2,629,975</b>                                 | <b>361,470</b>                 | <b>13.7</b>                 | <b>646,989</b>            | <b>124,496</b>                                | <b>19.2</b>                                |

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates \*highest percent

**Table 23** indicates poverty remains high with 13.7% of people living in poverty for the Alamo WSA and rate of 19.2% for children 18 years and younger. This percentage is slightly higher than the national average (12.5%), but lower than Texas (13.9%).

Per capita income is a measure of the amount of money earned per person in a nation or geographic region. Per capita income can be used to determine the average per-person income for an area and to evaluate the standard of living and quality of life of the population. Table 24 displays selected population characteristics for the Alamo Counties. 2022 Census estimates indicate that the lowest income levels per household are found in Frio, Karnes and McMullen counties at \$56,042, \$57,798 and \$60,313 respectively. On the contrary, the highest median household income levels are found in Kendall and Comal at \$104,196 and \$93,744 respectively. For the City of San Antonio, the largest urban area within the Alamo Region, 2022 Census estimates show that the percent of people living in poverty was also high at 17.7%, and the median household income was \$59,593. The 2022 estimated median household income for San Antonio is approximately \$13,500 less than the median household income for the State of Texas (\$73,035) and \$15,550 less than the median household income for the nation (\$75,149).

## Workforce Solutions Alamo

### Local Plan 2025-2028

**Table 24. Selected Population Characteristics by County**

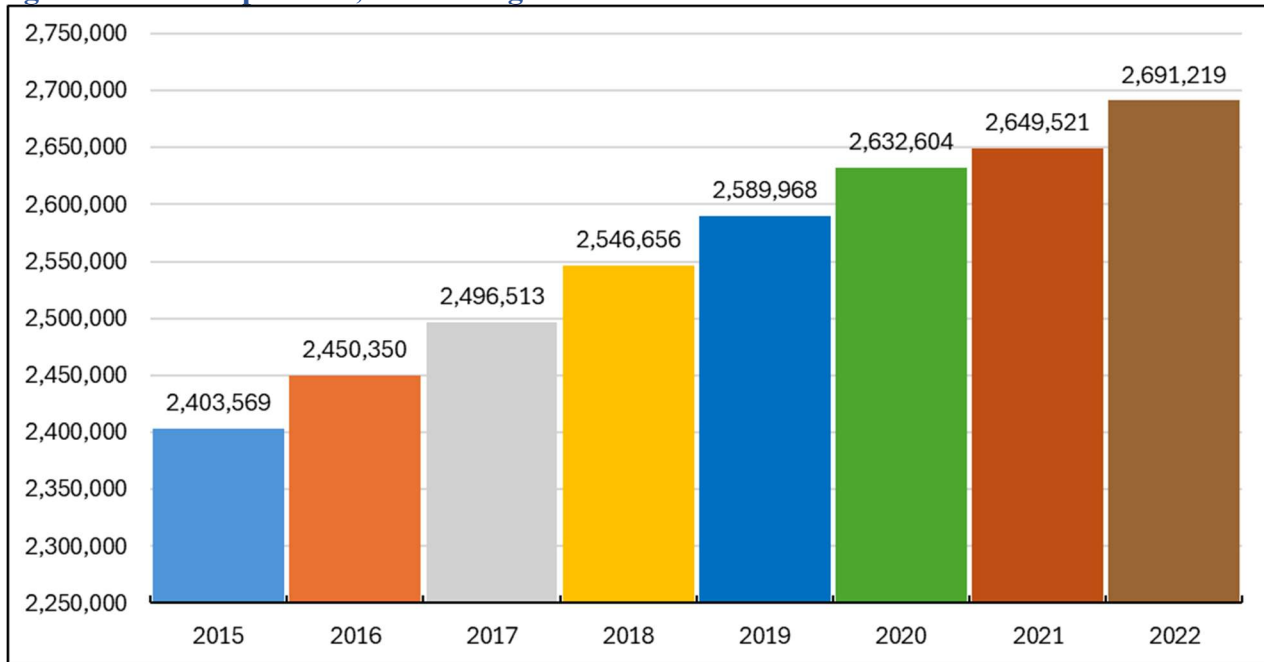
| County    | Population 2020 | Population 2023 | Population Change (2023-2020) | Median household income 2018-2022 | Per capita income 2018-2022 |
|-----------|-----------------|-----------------|-------------------------------|-----------------------------------|-----------------------------|
| Atascosa  | 48,981          | 51,784          | 5.70%                         | \$67,442                          | \$27,386                    |
| Bandera   | 20,851          | 22,637          | 8.60%                         | \$70,965                          | \$39,162                    |
| Bexar     | 2,009,324       | 2,087,679       | 3.90%                         | \$67,275                          | \$33,963                    |
| Comal     | 161,501         | 193,928         | 20.10%                        | \$93,744                          | \$47,280                    |
| Frio      | 18,385          | 17,987          | -2.20%                        | \$56,042                          | \$22,779                    |
| Gillespie | 26,725          | 27,733          | 3.80%                         | \$70,162                          | \$42,067                    |
| Guadalupe | 172,706         | 188,454         | 9.10%                         | \$88,111                          | \$37,184                    |
| Karnes    | 14,710          | 15,018          | 2.10%                         | \$57,798                          | \$25,910                    |
| Kendall   | 44,279          | 50,537          | 14.20%                        | \$104,196                         | \$56,063                    |
| Kerr      | 52,598          | 53,915          | 2.50%                         | \$66,713                          | \$38,003                    |
| McMullen  | 600             | 568             | -5.20%                        | \$60,313                          | \$27,029                    |
| Medina    | 50,748          | 54,797          | 8.00%                         | \$73,060                          | \$31,516                    |
| Wilson    | 49,753          | 54,183          | 8.90%                         | \$89,708                          | \$40,952                    |

Source: U.S. Census Bureau /Census Quick Facts.

Table 24 also reflects population growth and population percent change. Despite regional differences, all counties within the Alamo Area, except for Frio and McMullen, show a positive population growth between the years of 2020 and 2023. Figure 9 shows the distribution of the population in the Alamo Region by year. As seen, since 2015 the population in the region has been constantly increasing. Most recent Census estimates show that in 2022 the total population in the 13-County Alamo Region was 2,691,219. Population growth is a very positive indicator for a growing economy.

## Workforce Solutions Alamo Local Plan 2025-2028

**Figure 9. Total Population, Alamo Region 2015-2019**



Source: U.S. Census Bureau, 2015-2022 A.C.S. 5 Year Estimates

WSA's services have quite a significant impact on the well-being of the population and the economic productivity of the region. This is significant because WSA's region indicates a growing population with a percentage change of 11.96% from 2015 to 2022.

Workforce Solutions Alamo (WSA) serves 113,000 registered job seekers within the 13-county region by providing comprehensive career and supportive services for job seekers and employers. Services include over 97,000 in-person visits at WSA's Job Centers (Oct. 2023 to Sep. 2024). Year-to-date, 11,490 job seekers have been placed in a job through the labor-exchange system Work in Texas (WIT). Through partnerships with 2,208 unique employers, WIT posted 33,462 jobs.

Through our formula-funded services, WSA has enrolled 4,331 customers in workforce programs while providing them with 27,724 units of service, including universal job seekers. WSA focuses on outreach through consortium partnerships, non-profit organizations, and braiding resources with complementary programs, such as the City of San Antonio's Ready to Work Program, a \$200M sales tax-funded workforce training initiative, serving 2,671 job seekers (Oct 2023 to Sep. 2024).

A review of training for the past program year (PY), October 1, 2021, to September 30, 2022, and PY 2022-2023 indicates the following customer choice of occupational training:

**Workforce Solutions Alamo**  
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| Training Analysis Adult, Dislocated Worker and Youth, CY 2021 – 2022   |     |
|--|-----|
| Associate of Applied Science Airframe/Powerplant Technologies Combined | 1   |
| Automotive Service Technician  | 1   |
| Business Administrative Professional                                   | 4   |
| Professional Bookkeeping and Accounting                                | 7   |
| General Operations & Business Manager                                  | 2   |
| Human Resources Professionals  | 4   |
| Project Management   | 2   |
| Computer Specialists, All Other/Computer Support Specialist/Cloud      | 4   |
| Cisco Certified Network Associate (CCNA) certification.                | 2   |
| Network and Computer Systems Administrators                            | 10  |
| Comp TIA A Certification Course/ Computer Support Specialist           | 4   |
| Computer User Support Specialists                                      | 34  |
| Management Analysts/ Data Science                                      | 1   |
| Market Research Analysts and Marketing Specialists/Digital Marketer    | 1   |
| Full-Stack Web Development – Java                                      | 9   |
| Cybersecurity/ Computer and Information Systems Security Analysts      | 11  |
| Information Technology Project Managers                                | 1   |
| Welding/Combination/Hybrid   | 3   |
| Electrical/ Wiring/Youth/Adult   | 6   |
| Heating, Ventilation, Air Conditioning (HVAC)                          | 5   |
| Dental Assistant   | 20  |
| Licensed Vocational Nurse  | 14  |
| Registered Nurse/BSN   | 4   |
| Medical Billing and Coding Specialist                                  | 12  |
| Medical Assistant/Certified/Clinical/with Specialization               | 49  |
| Medical Office Specialist/Administrator                                | 11  |
| Nurses Aide  | 1   |
| Patient Care Technician  | 2   |
| Culinary Arts Training Program   | 1   |
| CDL Professional Truck Driver (CE)                                     | 85  |
| TOTAL  | 311 |

| Training Analysis Adult, Dislocated Worker and Youth, CY 2022 – 2023 |   |
|--|---|
| Automotive Mechanics   | 1 |
| Bus and Truck Mechanics  | 1 |
| Professional Bookkeeping and Accounting                              | 4 |

## Workforce Solutions Alamo

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|  |            |
|--|------------|
| Human Resources Professionals                                    | 2          |
| Software Developers, Applications                                | 1          |
| Network and Computer Systems Administrators                      | 5          |
| Computer User Support Specialists                                | 24         |
| Full-Stack Web Development – Java                                | 10         |
| Cybersecurity/Computer and Information Systems Security Analysts | 2          |
| Dental Assistant   | 7          |
| Licensed Practical and Licensed Vocational Nurse                 | 10         |
| Medical Assistant/Certified/Clinical                             | 8          |
| Medical and Health Service Managers                              | 1          |
| Nursing Assistant  | 1          |
| Registered Nurse   | 7          |
| Pharmacy Technician  | 1          |
| Phlebotomists  | 2          |
| Logistics/Professional/Analyst                                   | 2          |
| CDL Professional Truck Driver (CE)                               | 52         |
| Industrial Truck and Tractor Operators/CDL                       | 2          |
| <b>TOTAL</b>   | <b>143</b> |

### Part 3: Core Programs

#### A. Workforce Development System

Boards must include a description of the workforce development system in the workforce area that identifies:

#### Minimum Plan Requirements:

- ☐ A description of the local workforce development system will work with entities carrying out core and required partner programs to support alignment.

**Note:** The plan must describe how the Board's system will work with the entities carrying out the core programs. **The following checklist is for reference only.**

#### Core programs:

- ☐ Youth workforce investment activities
- ☐ Adult employment and training activities
- ☐ Dislocated worker employment and training activities
- ☐ Adult education and literacy activities
- ☐ Employment services
- ☐ Vocational rehabilitation services

#### Required programs:

- ☐ WIOA Adult, Dislocated Worker, and Youth programs
- ☐ Wagner-Peyser Employment Service program

## Workforce Solutions Alamo

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- ☐ Unemployment Insurance (UI) programs
- ☐ Reemployment Services and Eligibility Assessment (RESEA) program
- ☐ Choices, the Temporary Assistance for Needy Families (TANF) employment and training program
- ☐ Supplemental Nutrition Assistance program (SNAP)
- ☐ Child Care Services
- ☐ Adult Education and Literacy (AEL) programs
- ☐ Trade Adjustment Assistance (TAA) programs
- ☐ Vocational Rehabilitation programs
- ☐ National Dislocated Worker Grant (NDWG) program
- ☐ Apprenticeship programs
- ☐ Career and Technical Education programs authorized under the Carl D. Perkins
- ☐ Career and Technical Education Act of 2006, as amended by the Strengthening
- ☐ Career and Technical Education for the 21st Century Act (Perkins V) (20 USC §2301, et seq.)
- ☐ Job counseling, training, and placement services for veterans (38 USC §41, et seq.);
- ☐ Job Corp programs
- ☐ Native American programs
- ☐ US Department of Housing and Urban Development programs
- ☐ Employment and training activities carried out under the Community Services Block Grant Act
- ☐ Reintegration of Offenders programs
- ☐ Migrant and Seasonal Farmworker programs
- ☐ Senior Community Service Employment Program

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#### Board Response:

WIOA authorizes key employment and training programs in the service delivery system to assist workers in the acquisition of essential tools and skills and to connect employers to a workforce with identified sector-specific skillsets. WIOA further aligns “core” programs to provide coordinated, comprehensive workforce services.

The following core programs must be made available either in-person and/or virtually at the American Job Centers:

- Workforce Innovation and Opportunity Act (WIOA) Adult, Youth and Dislocated Worker
- Temporary Assistance for Needy Families (TANF)/CHOICES
- CHOICES Non-Custodial Program (NCP)
- Supplemental Nutrition Assistance Program Employment & Training (SNAP)
- Trade Adjustment Assistance Act (TAA)

## **Workforce Solutions Alamo**

### **Local Plan 2025-2028**

- Rehabilitation Act: that provides services to individuals with disabilities.
- Wagner-Peyser Employment Services: staff located within centers and directly employed by TWC; the contractor integrates these services under the Texas Model
- Veteran's Employment Services/Texas Veterans Leadership Program (TVLP): provided by staff located within the centers and employed by the Texas Veterans Commission (TVC) or TWC.
- Reemployment Services and Eligibility Assessment Program (RESEA)

Under the guidance of TWC and in collaboration with our local area public officials, WSA provides service delivery oversight and planning through a partnership network. In support of WIOA, WSA will continue to reinforce progress toward service integration for customers.

As part of the job training, work-related, and educational programs and functions, WSA convenes all relevant programs identified as one-stop required-partner programs, including:

- Workforce Innovation and Opportunity Act (WIOA)
- Wagner-Peyser Employment Service (ES)
- Unemployment Insurance (UI) Benefits Information
- Choices, the Temporary Assistance for Needy Families (TANF) employment and training program
- Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)
- Subsidized childcare
- Trade Adjustment Assistance (TAA)
- Adult Education and Literacy (AEL) programs

WSA establishes memoranda of understanding (MOUs) with the following agencies for programs that are not under the direct oversight of the board:

- Adult Education and Literacy (WIOA, Title II)
- Apprenticeship programs
- Non-Certificate Postsecondary Career and Technology Training programs
- Senior Community Service Employment Program
- HHSC (jointly developed with TWC)
- Office of Attorney General (OAG)

WSA establishes additional cooperative relationships, on an ad hoc basis, to expand capacity and strengthen the regional workforce ecosystem include:

- Local boards of education
- Local-level vocational education agencies
- Community-based Organizations (CBOs)
- Chambers of Commerce
- Industry- and Sector-based Consortiums
- Appointed Municipal Task Force(s)
- Faith-based Organizations (FBOs)
- Texas Department of Housing and Community Affairs (TDHCA)
- Other appropriate training and employment agencies and services to expand local presence.

## Workforce Solutions Alamo Local Plan 2025-2028

### Career and Technical Education Act

Consistent with the Carl D. Perkins Career and Technical Education Act of 2006, WSA aims to more fully support the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.

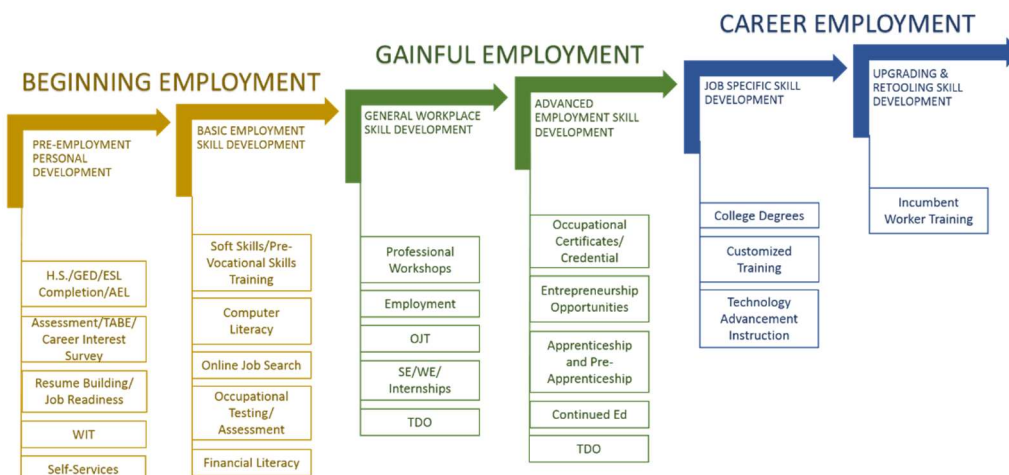
To that effect, WSA will explore opportunities to develop MOUs with the following optional partners:

- Career and technical education programs authorized under the Carl D. Perkins Act of 2006
- Job counseling, training, and placement services for veterans, 38 USC 41
- Education and vocational training program through Job Corps administered by DOL
- Native American programs authorized under Title I of WIOA
- HUB-administered employment and training programs
- Employment and training activities carried out under the Community Services Block Grant Act
- Reintegration of offenders' programs authorized under the Second Chance Act, 2007

As previously noted within this plan, youth, job seekers, and incumbent workers are expected to enter the education and/or workforce at various points and various levels of job readiness and education. Many require front-end services to gain the necessary competencies to begin the search for employment. Those with high school graduation or equivalency, computer literacy, interviewing skills, completed resume, and the ability to autonomously complete job searches are potentially equipped to pursue gainful employment and subsequently progress toward advanced education, skills acquisition, and professional development.

WSA has developed the following employment supply-chain that describes the customers' experience from entry into the network/system and on through advanced training/employment opportunities. This diagram describes the progression of these career services available and serves as a framework for workforce and economic development.

Building on this progressive approach, WSA has also developed wages and professional advancement over time to sufficiently articulate to youth, job seekers, and incumbent workers about potential entry into appropriate career pathways based on their current skill levels, credentials, certifications, or educational attainment.



# Workforce Solutions Alamo

## Local Plan 2025-2028



### THE AEROSPACE INDUSTRY NEEDS YOU NOW!

#### WHY AEROSPACE?

There are a lot of openings for exciting, cutting-edge jobs that offer great pay! Be part of an innovative, fast-changing industry. Most aerospace jobs offer training and certification programs to help you advance your career.

#### WHAT IS THE AVERAGE WAGE?

THE AVERAGE HOURLY WAGE

**\$42.00**

THE AVERAGE YEARLY WAGE

**\$87,360**

Source: TWC/LMCI/ Aerospace products and parts manufacturing/QCEW Q4 2021/ 4-Digit Industry 3364/ Texas Labor Analysis/Regional LQ Report by Industry/4-Digit Industry-3364

#### WHERE CAN I GET EDUCATION AND TRAINING?



ALAMO COLLEGES DISTRICT  
St. Philip's College

#### HOW DO I GET STARTED?

Everyone is eligible to receive assistance through Workforce Solutions Alamo. Starting is easy and training is available for those who qualify. Below is an example of a career plan within the aerospace industry. Contact our career counselors for a complete list of job opportunities in the aerospace industry and to get your personal career plan!

#### SAMPLE CAREER PLAN

| CAREER LEVEL<br>ENTRY-LEVEL               | CAREER LEVEL<br>INTERMEDIATE                         | CAREER LEVEL<br>ADVANCED                          | CAREER LEVEL<br>VERY ADVANCED<br>PROFESSIONAL |
|---|--|---|---|
| <b>\$16.89</b>                            | <b>\$22.98</b>                                       | <b>\$29.83</b>                                    | <b>\$53.13</b>                                |
| Helpers –<br>Carpenters                   | Sheet Metal<br>Workers                               | Mechanical<br>Engineering<br>Technicians          | Computer<br>Network<br>Architects             |
| EDUCATION<br>NO FORMAL<br>EDUCATION       | EDUCATION<br>HIGH SCHOOL /<br>EQUIVALENCY<br>DIPLOMA | EDUCATION<br>ASSOCIATE'S<br>DEGREE                | EDUCATION<br>BACHELOR'S<br>DEGREE             |
| WORK EXPERIENCE<br>ON-THE-JOB<br>TRAINING | WORK EXPERIENCE<br>APPRENTICESHIP                    | WORK EXPERIENCE<br>NO PREVIOUS WORK<br>EXPERIENCE | WORK EXPERIENCE<br>5 YEARS OR MORE            |

Source: TWC/LMCI/Occupational Projections 2020-2030/OEWS Wages 2021

#### APPLY NOW AND LEARN MORE

(210) 224-HELP (4357)

jobseekers@wsalamo.org

For a complete list of our Workforce Solutions Alamo Career Centers across our 13-county region, please visit [www.workforcesolutionsalamo.org](http://www.workforcesolutionsalamo.org)  
Work in Texas: [www.workintexas.com](http://www.workintexas.com)



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### THE EDUCATION INDUSTRY NEEDS YOU NOW!

#### WHY EDUCATION?

The education industry offers job security, great pay and flexible schedules! Help shape the future of children in our community. Some education jobs let you earn certifications while you teach.

#### WHAT IS THE AVERAGE WAGE?

THE AVERAGE HOURLY WAGE

**\$25.95**

THE AVERAGE YEARLY WAGE

**\$53,976**

Source: Quarterly Census of Employment and Wages, Texas Workforce Commission, Q4 2021/2-Digit Sectors Alamo WDA

#### WHERE CAN I GET EDUCATION AND TRAINING?



ALAMO  
COLLEGES  
DISTRICT

#### HOW DO I GET STARTED?

Everyone is eligible to receive assistance through Workforce Solutions Alamo. Starting is easy and training is available for those who qualify. Below is an example of a career plan within the education industry. Contact our career counselors for a complete list of job opportunities in the education industry and to get your personal career plan!

#### SAMPLE CAREER PLAN

| CAREER LEVEL<br>ENTRY-LEVEL                          | CAREER LEVEL<br>INTERMEDIATE                         | CAREER LEVEL<br>ADVANCED                       | CAREER LEVEL<br>VERY ADVANCED<br>PROFESSIONAL |
|--|--|--|---|
| <b>\$12.40</b>                                       | <b>\$25.34</b>                                       | <b>\$29.56</b>                                 | <b>\$50.28</b>                                |
| Substitute Teacher                                   | Education Admin.,<br>Preschool &<br>Childcare Center | Kindergarten<br>Teachers                       | Education<br>Administrators,<br>Postsecondary |
| EDUCATION<br>HIGH SCHOOL /<br>EQUIVALENCY<br>DIPLOMA | EDUCATION<br>BACHELOR'S<br>DEGREE                    | EDUCATION<br>BACHELOR'S<br>DEGREE              | EDUCATION<br>MASTER'S<br>DEGREE               |
| WORK EXPERIENCE<br>SHORT TERM<br>ON-THE-JOB TRAINING | WORK EXPERIENCE<br>LESS THAN 5 YEARS                 | WORK EXPERIENCE<br>PREVIOUS WORK<br>EXPERIENCE | WORK EXPERIENCE<br>5 YEARS OR MORE            |

Source: TWC/LMCI/WDA /OEWS WDA Wages Benchmarked to 2021/Occupational Projections 2020-2030

#### APPLY NOW AND LEARN MORE

(210) 224-HELP (4357)

jobseekers@wsalamo.org

For a complete list of our Workforce Solutions Alamo Career Centers across our 13-county region, please visit [www.workforcesolutionsalamo.org](http://www.workforcesolutionsalamo.org)  
Work in Texas: [www.workintexas.com](http://www.workintexas.com)



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\* Logos are not all inclusive, may not be current, and does not represent a WSA recommendation, for full live list of training providers please visit: [statewide-eligible-training-program-list-twc.xlsx](http://statewide-eligible-training-program-list-twc.xlsx) (live.com)

# Workforce Solutions Alamo

## Local Plan 2025-2028



## THE MANUFACTURING INDUSTRY NEEDS YOU NOW!

### WHY MANUFACTURING?

There are a lot of openings in a variety of fields that offer great pay! Most manufacturing jobs offer training and certification programs to help you advance your career.

### WHAT IS THE AVERAGE WAGE?

THE AVERAGE HOURLY WAGE

**\$35.55**

THE AVERAGE YEARLY WAGE

**\$73,944**

Source: Quarterly Census of Employment and Wages (QCEW)/Texas Workforce Commission, Q4 2021/2-Digit Sectors

### WHERE CAN I GET EDUCATION AND TRAINING?



### HOW DO I GET STARTED?

Everyone is eligible to receive assistance through Workforce Solutions Alamo. Starting is easy and training is available for those who qualify. Below is an example of a career plan within the manufacturing industry. Contact our career counselors for a complete list of job opportunities in the manufacturing industry and to get your personal career plan!

### SAMPLE CAREER PLAN

| CAREER LEVEL ENTRY-LEVEL                    | CAREER LEVEL INTERMEDIATE                   | CAREER LEVEL ADVANCED                       | CAREER LEVEL VERY ADVANCED PROFESSIONAL |
|---|---|---|---|
| <b>\$15.38</b>                              | <b>\$22.68</b>                              | <b>\$29.83</b>                              | <b>\$56.29</b>                          |
| Helpers – Production Workers                | Machinists                                  | Mechanical Engineering Technicians          | Industrial Production Manager           |
| EDUCATION HIGH SCHOOL / EQUIVALENCY DIPLOMA | EDUCATION HIGH SCHOOL / EQUIVALENCY DIPLOMA | EDUCATION ASSOCIATE'S DEGREE                | EDUCATION BACHELOR'S DEGREE             |
| WORK EXPERIENCE SHORT-TERM                  | WORK EXPERIENCE LONG-TERM                   | WORK EXPERIENCE NO PREVIOUS WORK EXPERIENCE | WORK EXPERIENCE 5 YEARS OR MORE         |

Source: TWC/LMCI/WDA/OEWS WDA Wages Benchmarked to 2021/Occupational Projections 2020-2030

### APPLY NOW AND LEARN MORE

(210) 224-HELP (4357)

jobseekers@wsalamo.org

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Work in Texas: [www.workintexas.com](http://www.workintexas.com)



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## THE CONSTRUCTION INDUSTRY NEEDS YOU NOW!

### WHY CONSTRUCTION?

There are a lot of openings in a variety of fields that offer great pay! Most construction jobs offer training and certification programs to help you advance your career.

### WHAT IS THE AVERAGE WAGE?

THE AVERAGE HOURLY WAGE

**\$34.63**

THE AVERAGE YEARLY WAGE

**\$72,020**

Source: Quarterly Census of Employment and Wages, Texas Workforce Commission, Q4 2021/2-Digit Sectors Alamo WDA

### WHERE CAN I GET EDUCATION AND TRAINING?



### HOW DO I GET STARTED?

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### SAMPLE CAREER PLAN

| CAREER LEVEL ENTRY-LEVEL      | CAREER LEVEL INTERMEDIATE                   | CAREER LEVEL ADVANCED                          | CAREER LEVEL VERY ADVANCED PROFESSIONAL |
|-------------------------------|---|--|---|
| <b>\$19.42</b>                | <b>\$20.98</b>                              | <b>\$26.18</b>                                 | <b>\$42.58</b>                          |
| Roofers                       | Carpenters                                  | Telecommunication Line Installer and Repairers | Architect                               |
| EDUCATION NO FORMAL EDUCATION | EDUCATION HIGH SCHOOL / EQUIVALENCY DIPLOMA | EDUCATION HIGH SCHOOL / EQUIVALENCY DIPLOMA    | EDUCATION BACHELOR'S DEGREE             |
| WORK EXPERIENCE MODERATE      | WORK EXPERIENCE APPRENTICESHIP              | WORK EXPERIENCE LONG-TERM                      | WORK EXPERIENCE INTERNSHIP / RESIDENCY  |

Source: TWC/LMCI/OEWS Wages Benchmarked to 2021/ Occupational Projections 2020-2030

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# Workforce Solutions Alamo

## Local Plan 2025-2028



### THE HEALTHCARE INDUSTRY NEEDS YOU NOW!

#### WHY HEALTHCARE?

There are a lot of openings in a variety of fields that offer great pay! Be a part of this critical, life-savv industry. Most healthcare jobs offer training and certification programs to help you advance your career.

#### WHAT IS THE AVERAGE WAGE?

THE AVERAGE HOURLY WAGE

**\$30.23**

THE AVERAGE YEARLY WAGE

**\$62,868**

Source: Quarterly Census of Employment and Wages, Texas Workforce Commission, Q4 2021/2-Digit Sectors Alamo WDA

#### WHERE CAN I GET EDUCATION AND TRAINING?



#### HOW DO I GET STARTED?

Everyone is eligible to receive assistance through Workforce Solutions Alamo. Starting is easy and training is available for those who qualify. Below is an example of a career plan within the healthcare industry. Contact our career counselors for a complete list of job opportunities in the healthcare industry and to get your personal career plan!

#### SAMPLE CAREER PLAN

| CAREER LEVEL ENTRY-LEVEL                             | CAREER LEVEL INTERMEDIATE                          | CAREER LEVEL ADVANCED                          | CAREER LEVEL VERY ADVANCED PROFESSIONAL                |
|--|--|--|--|
| <b>\$14.64</b><br>Pharmacy Aides                     | <b>\$18.79</b><br>Pharmacy Technicians             | <b>\$31.75</b><br>Dietitians and Nutritionists | <b>\$55.31</b><br>Medical and Health Services Managers |
| EDUCATION<br>HIGH SCHOOL / EQUIVALENCY<br>DIPLOMA    | EDUCATION<br>HIGH SCHOOL / EQUIVALENCY<br>DIPLOMA  | EDUCATION<br>BACHELOR'S<br>DEGREE              | EDUCATION<br>BACHELOR'S<br>DEGREE                      |
| WORK EXPERIENCE<br>SHORT TERM<br>ON-THE-JOB TRAINING | WORK EXPERIENCE<br>MODERATE ON-THE-JOB<br>TRAINING | WORK EXPERIENCE<br>INTERNSHIP /<br>RESIDENCY   | WORK EXPERIENCE<br>LESS THAN 5 YEARS                   |

Source: TWC/LMCI /OEWS Wages Benchmarked to 2021/ Occupational Projections 2020-2030

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### THE IT/CYBERSECURITY INDUSTRY NEEDS YOU NOW!

#### WHY IT/CYBERSECURITY?

There are a lot of openings in a variety of fields that offer great pay! Most IT/Cybersecurity jobs offer training and certification programs to help you advance your career.

#### WHAT IS THE AVERAGE WAGE?

THE AVERAGE HOURLY WAGE

**\$37.85**

THE AVERAGE YEARLY WAGE

**\$78,728**

Source: Quarterly Census of Employment and Wages, Texas Workforce Commission, Q4 2021/2-Digit Sectors Alamo WDA

#### WHERE CAN I GET EDUCATION AND TRAINING?



#### HOW DO I GET STARTED?

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#### SAMPLE CAREER PLAN

| CAREER LEVEL ENTRY-LEVEL                             | CAREER LEVEL INTERMEDIATE                           | CAREER LEVEL ADVANCED                             | CAREER LEVEL VERY ADVANCED PROFESSIONAL       |
|--|---|---|---|
| <b>\$17.19</b><br>Data Entry Keyers                  | <b>\$24.41</b><br>Computer User Support Specialists | <b>\$48.41</b><br>Information Security Analysts   | <b>\$53.13</b><br>Computer Network Architects |
| EDUCATION<br>HIGH SCHOOL / EQUIVALENCY<br>DIPLOMA    | EDUCATION<br>SOME COLLEGE                           | EDUCATION<br>HIGH SCHOOL / EQUIVALENCY<br>DIPLOMA | EDUCATION<br>BACHELOR'S<br>DEGREE             |
| WORK EXPERIENCE<br>SHORT TERM<br>ON-THE-JOB TRAINING | WORK EXPERIENCE<br>NONE                             | WORK EXPERIENCE<br>LESS THAN 5 YEARS              | WORK EXPERIENCE<br>MORE THAN 5 YEARS          |

Source: TWC/LMCI /OEWS Wages Benchmarked to 2021/ Occupational Projections 2020-2030

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## Workforce Solutions Alamo

### Local Plan 2025-2028

These projections are intended to communicate the potential entry points for a targeted industry while also enabling youth, job seekers, and incumbent workers to visualize the upward progression of a company, industry, or sector. These projections also enable WSA and training providers to make data-informed decisions about how to customize programming to meet the needs of employers. The logos displayed are not all inclusive, may not be current, and does not represent a WSA recommendation, for full live list of training providers please visit: [Eligible Statewide Training Provider List](#)

#### **B. Core Programs—Expand Access, Facilitate Development, and Improve Access**

References: WIOA §108(b)(3); 20 CFR §679.560(b)(2)

Each Board must include a description of how the Board will work with entities carrying out core programs to:

- Expand access to employment, training, education, and support services for eligible individuals, particularly eligible individuals with barriers to employment.
- Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs; and
- Improve access to activities that lead to a recognized postsecondary credential (such as an industry-recognized certificate or certification) that is portable and stackable.

#### **Minimum Plan Requirements:**

A description of how the Board will work with entities that facilitate core programs to do the following:

- ☐ Expand access to employment training, education, and support services for the following:
  - ☐ Eligible individuals
  - ☐ Eligible individuals with barriers to employment
- ☐ Facilitate development of career pathways and co-enrollment in core programs
- ☐ Improve access to activities that lead to a recognized postsecondary credential (such as an industry-recognized certificate or certification) that is portable and stackable

#### **Core programs:**

- ☐ Youth workforce investment activities
- ☐ Adult employment and training activities
- ☐ Dislocated worker employment and training activities
- ☐ Adult education and literacy activities
- ☐ Employment services
- ☐ Vocational rehabilitation services

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#### **Board Response:**

WSA provides innovative, progressive services through its Workforce Solutions American Job Center network and WSA centers assist in connecting job seekers, incumbent workers, and students with employment and training opportunities.

## Workforce Solutions Alamo

### Local Plan 2025-2028

WSA has a strong focus on providing leveraged services. This includes, for example, forming partnerships throughout the community to create alternative entry points and opportunities for co-enrollment. To do so, WSA works closely with community-based organizations urban and rural city and county delegate agencies, libraries, faith-based organizations, mutual aid, housing authorities, and multiple education and training providers. Examples of these established relationships include the San Antonio Food Bank, the Health Collaborative, Victoria College, Coastal Bend Junior College (Pleasanton, Atascosa County), Go Medina/Southwest Texas Junior College (Hondo, Medina County), and Hill Country University Center (Fredericksburg, Gillespie County).

This section describes services offered by WSA and contracted by Texas Workforce Commission. These are defined according to the TWC service matrix descriptions. The intent here is not to provide a full description or definition of the service; rather, the intent is to report on the available services as TWC records them in WSA data applications and systems.

#### Individualized Career Services

Consistent with our vision and mission, as well as WIOA requirements and federal cost principles, individualized career services must be made available if determined to be appropriate for an individual to obtain or retain employment. These include the following services:

- **Informational Services:** orientations, career guidance services, and referrals
- **Outreach and Eligibility Determination:** targeted contact of potential applicant eligibility determinations
- **Assessment & Planning:** comprehensive assessments, employability development plans, group counseling, ONET assessments, job search assessment, and Reemployment Services and Eligibility Assessments (RESEA).
- **Case Management:** tracking and reporting of training and educational outcomes provided by other entities/agencies for job seekers, but where supportive services are paid from TWC program funds while in training. A qualifying service must be provided in addition to this service to make the person a participant. These services also include tracking participants during one or more quarters after exit.
- **Job Search Services:** job search assistance, supervised job-search, computer workstation usage, counseling, labor market/information, resume/application/ interview preparation, job development, self-service career guidance, self-service labor market information
- **Life Skills:** mentoring (Choices, NCP, and youth) and leadership development (youth only)
- **Pre-Employment Activities:** job readiness/employment skills, bonding assistance, and Work Opportunity Tax Credit (WOTC) eligibility
- **Work Readiness:** short-term work readiness services (Choices, NCP, and WIOA)

#### Employment Services

Employment-related services are offered to job seekers to assist in gaining and retaining employment and promote advancement in their employment trajectories. These services include the following:

- **Unsubsidized Self-Employment,** an income-producing enterprise that is intended to promote a clear pathway to self-sufficiency by decreasing family reliance on public benefits.

## Workforce Solutions Alamo

### Local Plan 2025-2028

- **Unsubsidized Employment/Employment Entry**, for TANF/Choice's customers, includes full or part-time employment for a Choices customer even if they are currently employed; for SNAP E&T customers, customers must receive other services before this service can be used to take credit for full or part-time employment (no other programs are eligible for this service)
- **Community Service**, community service opportunities with nonprofit organizations (only for TANF/Choices and NCP)
- **Subsidized Employment**, full or part-time employment in either the private or public sector that is subsidized in full or in part with wages of at least federal or state minimum wage, whichever is higher (only for TANF/Choices and NCP)
- **Unpaid Public/Non-Profit/For Profit Work Experience**, unpaid work experience, time-limited training in the public, non-profit, or for-profit sectors
- **Subsidized Work Experience**, paid work experience, time-limited training in the private, for-profit, nonprofit, or public sectors (SNAP E&T and WIOA)
- **Workfare** is a SNAP E&T activity designed to improve the employability of ABAWDs through actual employment experience or training, or both. Nonexempt ABAWDs perform work in a public service capacity as a condition of eligibility to receive the SNAP allotment.
- **Summer Employment-Work Experience**, employment, or work experience opportunities for youth within designated timeframes, directly linked to academic and/or occupational learning (WIOA Youth).

### Training Programs

Training services are offered to individuals who are unable to gain employment through basic labor exchange services, and for those who need additional training to attain economic self-sufficiency. These services include both short-term training (for rapid return to the workplace) and more extensive training (for job seekers who remain unsuccessful in finding or returning to employment, or in advancing into occupations that lead to economic self-sufficiency). Training-related services/activities are classified as follows:

- **Occupational/Vocational Training**: training conducted in an institutional setting that provides specific technical skills and knowledge required for a specific job or group of jobs and results in the attainment of a certificate.
- **On-the-Job Training**: employee training at the place of work while they are doing the actual job, and which may be supported by formal classroom training.
- **Apprenticeship Training** (only under Trade Adjustment Assistance and WIOA): a registered training program where the employer offers the worker a combination of employment, related instruction, and on-the-job training.
- **Internships** (only under WIOA): participants receive supervised practical training in a job setting.
- **Entrepreneurial training**: training that assists job seekers to achieve their goals for economic self-sufficiency by providing information on starting and running their own business.
- **Customized Training** (only under Trade Adjustment Assistance and WIOA for Adults and Dislocated Workers): training designed to meet the specific requirements of an employer or employers' group.
- **Private Sector Training – Upgrade/Retrain** (only under WIOA): training provided and operated by the employer for current employees that provides instruction on new technologies

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### Local Plan 2025-2028

and production or service procedures. Training provided to upgrade skills necessary for retraining or upgrading skills.

- **Prerequisite Training** (only under Trade Adjustment Assistance): coursework required by a training provider prior to acceptance into a specific training program; and,
- **Skills/Self Grant**: training provided through a Skills Development or Self-Sufficiency Grant.

Under WIOA sec 134(c)(3)(A), training services may be made available to employed and unemployed adults and dislocated workers who (a) a one stop partner determines, after an interview, evaluation, or assessment, and career planning, are: (1) unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services, (2) in need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment, and (3) have the skills and qualifications to participate successfully in training services.

#### Educational Services

- **Basic Educational Skills/ABE**: training designed to enhance the employability of job seekers by upgrading basic skills. For WIOA Adult and Dislocated Workers, training includes services provided in combination with other training activities. For WIOA Youth, training includes services conducted in an institutional setting that is designed to enhance the employability of the individual by upgrading basic skills. For TANF/Choices, it includes Basic Education Skills training that does not occur in an employment setting. **English as a Second Language**: training services activities designed to enhance the English-speaking ability of nonnative speakers.
- **High School (for TANF/Choices)**: for teen heads of households and adults without high school diploma or GED, who are attending high school.
- **GED**: for job seekers lacking a high school degree or GED, and those who are attending GED classes as a training service conducted in an institutional setting designed to enable an individual to pass a GED exam. The term "GED" includes all associated high school equivalencies.
- **Tutoring/Study Skills/Instruction** includes the communication of knowledge, ideas, and facts to help youth complete their secondary education. This includes dropout prevention strategies.
- **Alternative Secondary School**: includes enrollment in nontraditional schools to complete high school, GED, and related high school equivalency.
- **Short-term Educational Services**: includes services to prepare the individual for unsubsidized employment and increase employability, e.g. Literacy, Adult Basic Education, development of learning skills, etc. "Short Term" is defined by Board policy but should, with limited exceptions, be six-months or less.
- **Work-based Literacy**: work-based (tied to employment) literacy component (ABE, ESL, Workforce Adult Literacy).
- **Middle School**: middle school services are offered to teen heads of households and adults without high school diploma or GED, including those who are attending middle school; and,
- **High School**: includes tracking and supporting High School attendance and completion.

## Workforce Solutions Alamo

### Local Plan 2025-2028

#### Support Services

To remove barriers and provide assistance necessary to allow participants to successfully complete program goals, WSA provides a wide variety of support services including:

- **Healthcare:** includes, but is not limited to preventive and clinical medical treatment, voluntary family planning services, nutritional services and appropriate psychiatric, psychological and prosthetic services to the extent any such treatment(s) or service(s) are necessary to enable the attainment or retention of employment (NCP, WIOA)
- **Family/Child Care:** provide referrals for childcare services with subsidies on a sliding scale.
- **Transportation:** such as bus passes, gas allowance, and other transportation related costs
- **Housing/Rental Assistance:** financial assistance to support housing / rental costs is available to eligible participants.
- **Counseling:** provision of or referral to Counseling Services necessary to allow a participant to successfully complete program goals.
- **Needs-Related payments:** needs-related payments provide financial assistance to participants (Adult, DW, and Youth) to enable participation in training. Includes NRPs made to individuals who have exhausted UI or TRA payments or did not qualify for UI payments where the individual is in training.
- **Substance Abuse Treatment:** referral to Substance Abuse Treatment as needed to allow a participant to successfully complete program goals (Choices, NCP, and WIOA Statewide Initiative Funding)
- **Wheels to Work:** provides low-cost automobiles to eligible participants (Choices, WIOA Statewide Initiative Funding)
- **GED Test Payment:** provision of financial assistance to help a participant pay for GED testing (Choices, NCP, SNAP, WIOA Statewide Initiative Funding)
- **Work Related Expense:** provision of financial assistance to assist participants to pay for necessary, work-related items. Can include clothing and tools needed for employment (Choices, NCP, SNAP, WIOA Statewide Initiative Funding)
- **Financial Planning Assistance:** available in support of job seekers as an educational activity to understand their financial responsibilities and develop a plan to secure employment in order to meet their financial needs and develop a plan to achieve financial goals.
- **Incentives:** incentive payments are funds paid to participants based on actions such as attendance, successful performance, or completion of a program activity to encourage the participant to continue in the program (Choices, NCP, WIOA)
- **Job Search and Relocation Allowance (TAA only)**

#### Follow-up services

Follow-up services are provided, as appropriate, to program participants who have received their last WIOA service and no other WIOA services are necessary. WIOA Youth are provided with follow-up for a minimum of 12 months. Follow-up services consist of a wide variety of services, including post-employment services, job search assistance, individual counseling/career planning, job clubs, group counseling, outreach/intake/orientation, job referrals/contacts, counseling, labor market information, support services, local area information, provider information, non-WIOA financial assistance information, UI Claims, and resource room services. Some of WSA's follow-up services

## **Workforce Solutions Alamo**

### **Local Plan 2025-2028**

are available only to Youth, and these include leadership development, employer contact, mentoring, and progressive tracking.

#### **Youth Services**

WSA provides WIOA youth activities consistent with the governor's vision of strengthening the academic and future workplace outcomes for youth facing challenges and barriers to success. WSA, its partners, network, and contractors provide activities consistent with eligibility criteria for two groups: in-school youth (ISY) and out-of-school youth (OSY). To enhance these services, WSA has created a Youth Service Delivery Model. This model aligns TEA requirements and workforce services by grade level and population. The model provides a map from WSA to partners to augment workforce development services with local providers. WSA will provide this model with a local district and evaluate additional needs that are not addressed in traditional service delivery.

#### **Referrals**

WSA providers make available and coordinate supportive services to promote the ability of WIOA participants to participate in activities leading to employment or other performance outcomes. WSA providers make referrals to ensure community resources are sought prior to providing services and services provided are reasonable and necessary for participation. Referrals are also made when WSA's funding is not available and, or, when specific services are not allowable. An example of agencies that receive referrals include the [www.211texas.org](http://www.211texas.org), United Way San Antonio Texas [www.unitedwaysatx.org](http://www.unitedwaysatx.org), San Antonio Community Resource Directory [www.sacrd.org](http://www.sacrd.org), Federally Qualified Health Centers (FQHCs), and other community action networks, indigent care programs, and mutual aid organizations. Through our continued promotion of strategic partnerships, WSA aims at increasing opportunities for leveraging resources throughout the local area.

#### **Additional Job Center Services**

In addition to the services outlined above, WSA American Job Centers operate programs in service of several additional key customer groups. These include services to: (1) Unemployment Insurance Claimants, (2) Long Term Unemployed, (3) Adult Education and Literacy customers, (4) Temporary Assistance for Needy Families (TANF), (5) Non-Custodial Parent (NCP), (6) Supplemental Nutrition Assistance (SNAP) customers, and (7) Child Care.

#### **Unemployment Insurance Claimants**

Consistent with State goals, one of our priorities includes serving the unemployment insurance (UI) claimant population and ensuring a fast return to work. As allowed by law and in alignment to local labor market conditions, WSA determines the number of work search contacts required of UI claimants. WSA uses the Rapid Reemployment Services (RRES) statistical score (provided by TWC) to target UI claimants for enhanced re-employment services. At a minimum, outreached claimants will receive an orientation and an employment plan.

#### **Long-Term Unemployed**

"Long-term unemployed" is defined by DOLETA as someone who has been jobless for 27 weeks or longer. WSA offers job search and related services to these individuals before they reach this level of unemployment. One of the TWC-contracted performance measures requires WSA to assist those who are in receipt of Unemployment Insurance gain employment within 10 weeks of their initial

## **Workforce Solutions Alamo**

### **Local Plan 2025-2028**

monetary eligibility. Our strategies include increased outreach, improved quality in job postings/job matching, and job development activities.

#### **Adult Education and Literacy**

WSA participates in career and postsecondary education and training by following guidance from TWC and collaborating with our local partners and extended network. To support employment, skills gains, and secondary completion, efforts include implementing strategies for enhanced enrollment and expansion of career pathway programs. To that effect, WSA engages and supports AEL grant recipients and the AEL Alamo Consortium, in activities that promote student success in the achievement of career and higher education goals. AEL services encompass; High School Equivalency (HSE), Upgrade Academic Skills, English as a Second Language, Re-entry Services for probation/incarcerated adults, Career Training while you learn English and or earn your HSE, Employer Partnerships (AEL services on work sites with employers), College and Career Readiness services and Distance Learning.

The Alamo Consortium includes Alamo Colleges I-BEST, Southwest Texas Junior College, Northside ISD, North East ISD, San Antonio ISD, Each One Teach One, Restore Education, and ESC-20 AEL Program. Integration and alignment strategies with the AEL Lead Agency, Restore Education, Alamo Colleges, and Region 2 include:

- Co-location for the provision of AEL classes and services in WSA's American Job Centers
- Design and implementation of WSA, AEL, and VR Integration events
- Cross training
- Development of one-on-one contacts
- With the participation and guidance of TWC, WSA moves toward developing a single or common intake along with the sharing of information.
- Streamlining of services (administration of assessments, development of individual plans, service provision and case management, attainment of performance targets, and the provision of follow-up services)
- Referrals to and co-enrollment with other workforce programs to support student retention, transition, and employment success
- Strategic and program design guidance for career pathways
- Sharing results from the analysis of employment statistics and local labor market information, regional economic development, and industry or occupational demand studies

#### **Temporary Assistance for Needy Families (TANF)**

WSA provides employment and training services to help public assistance recipients' transition into self-sufficiency through a "work-first" delivery approach. Choices, Texas' TANF employment and training program, enables WSA to assist applicants, recipients, and former recipients of TANF in preparing for, obtaining, and retaining employment. This includes ensuring that adults meet mandatory work requirements through activities, including but not limited to:

- Job search and job readiness
- Basic skills training
- Education
- Vocational training
- Support services

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The primary goal is to keep participants “engaged in work” through participation in Unsubsidized Employment, Subsidized Employment, On-the-job training, and/or educational services for those who have not completed secondary school or received a GED credential/high school equivalency. WSA, through its contractor for workforce services, engages Choices participants by focusing on intensive case management, the provision of support services and a mix of allowable work activities. Career Pathways for Choices participants is included in the Boards Targeted Occupations list, identifying opportunities for entry level, to mid-level and eventual career level employment (reference Health Care Industry example). In the Alamo area work-based learning activities including Subsidized Employment is promoted to connect Choices participants with employers that can provide relevant, hands-on work experiences. In addition to providing learning opportunities, work-based training enables Choices participants to earn needed wages while gaining valuable work experience and building networks and social capital.

#### **Noncustodial Parent Choices**

The Noncustodial Parent (NCP) Choices program is a collaborative effort between TWC, the Office of the Attorney General (OAG) of Texas, WSA Board, WSA Office staff, and family court judges. Through the NCP program, WSA serves low-income unemployed and underemployed noncustodial parents who are in arrears on their child support payments and whose children are current or former recipients of public assistance. Services through the NCP program assist NCPs in overcoming barriers to employment and career advancement, become economically self-sufficient, and make consistent child support payments. To promote the provision of a wide range of services, WSA Contractors are encouraged to collaborate with other programs and explore opportunities for co-enrollment. Since 2005, when the NCP program was implemented in the Alamo area over 5,390 Noncustodial parents have been served with over \$90,000,000 dollars collected in child support payments.

Opportunities to co-enroll NCP program participants into other workforce programs is an area that WSA will seek to improve. During the past four program years less than 5 NCP’s have been enrolled in WIOA program services. To address the need to provide a wide range of services that can assist the NCP in developing a career pathway, that leads to more sustainable wages, the Office of the Attorney General’s staff agreed to allow short term training as an activity for NCP’s beginning in the 2019 program year. The short-term training ranges from 8 to 90 hours. NCPs are now able to participate in OSHA General Industry training, Forklift Operator training and Computer Literacy Training. Seven NCP’s completed short term training with 4 of the 7 obtaining employment within 4 weeks of finishing the training.

#### **Collaboration**

With partners in the Alamo region to provide additional services or supports for NCP’s include American GI Forum, San Antonio Food Bank, Goodwill Industries and Christian Assistance Ministries. These partners provide work experience opportunities, food assistance and other support services.

#### **Training and Employment Navigator Pilot**

Aims to deter repeated victimization of sex-trafficked youth and foster youth ages 16-25 by aiding them in navigating Workforce Center services and increase their chances of securing employment.

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### **Supplemental Nutrition Assistance Program Employment and Training (SNAP)**

Through our partnership with TWC, WSA manages the SNAP Employment & Training (SNAP E&T) program. As determined eligible by Health and Human Services (HHS), SNAP eligible individuals receive comprehensive services designed to improve the recipient's ability to obtain and retain regular employment, increase earnings, and reduce dependency on public assistance. Services to this population include:

- Informational Services,
- Assessment and Planning,
- Case Management,
- Job Search Services,
- Education (Basic Educational Skills/ABE, English as a Second Language, and GED),
- Training Services – Occupational Skills (Occupational/Vocational Training),
- Employment Experience, and
- Support Services.

Employment Experience under SNAP includes Unsubsidized Employment/Employment Entry, Unpaid Public Work Experience, Unpaid Non-Profit Work Experience, Unpaid For-Profit Work Experience, Subsidized Work Experience, and Workfare.

### **Childcare**

WSA administers Childcare Services (CCS) funding for the 13-county region. CCS helps parents pay for childcare while they work, go to school, or participate in job training to become self-sufficient. Those eligible for childcare assistance include:

- Parents in receipt of TANF
- Parents who have recently stopped receiving TANF benefits because of earned income.
- Parents with low incomes who need help paying for childcare, so they can continue to work or attend school.
- Teen parents from low-income families who need childcare to attend school.
- Parents with low incomes who have children with disabilities.
- Parents who meet the definition of experiencing homelessness

Parents who receive CCS assistance are required to pay a portion of their cost of care except:

- parents who are participating in Choices or who are in Choices childcare.
- parents who are participating in Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) services or who are in SNAP E&T childcare.
- parents of a child receiving childcare for children experiencing homelessness,
- parents who have children who are receiving protective services childcare unless the Texas Department of Family and Protective Services (DFPS) assesses the parent share of cost.

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The Parent share of the cost will be based on a sliding fee scale. Families are required to participate in employment or school/training activities for an average of 25 hours per week for a single parent family or 50 hours per week for a two- parent family at eligibility determinations / redeterminations, to receive subsidized Child Care.

Families who do not meet the minimum participation requirements for At-Risk Child Care initial eligibility shall qualify for childcare while searching for work that will meet the minimum activity requirements.

- Initial job searches are limited to one per 12-month eligibility period.
- Parents enrolling under an initial job search must self-attest they are not meeting the participation requirement and have registered with the state's labor exchange system.
- A job search is limited to three months. Child Care Services will continue following this three-month period, if, by the end of the three months, the family meets income eligibility and the following activity requirements:
  - 25 hours for a single parent, with at least 12 hours in employment; or 50 hours combined for dual-parent families, with at least 25 combined hours in employment.
  - At the end of the initial three months of eligibility, if the family still does not meet minimum activity requirements, care will be terminated.

Child Care staff and families utilize the following Child Care Services Sliding Fee Scale to determine maximum monthly income and parent share of cost. Based on the sliding scale shown below, the maximum monthly income for a family size of 4 is \$7,311. Based on this amount a family seeking to place a child in care would pay \$290 dollars. This amount would increase with any additional children placed in care.

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### Workforce Solutions Alamo Child Care Services (CCS) Sliding Fee Scale For care authorized October 1, 2024 - December 8, 2024

Step 1: Find the chart with your family size listed and locate within the row your average monthly income

Step 2: The cost for the first child is listed followed by the cost of each additional child(ren) in care.

| Family Size 2     |         | Family Size 3     |         |            | Family Size 4     |         |            |            |
|-------------------|---------|-------------------|---------|------------|-------------------|---------|------------|------------|
| Monthly Income    | 1 Child | Monthly Income    | 1 Child | 2 Children | Monthly Income    | 1 Child | 2 Children | 3 Children |
| \$0               | \$0     | \$0               | \$0     | \$0        | \$0               | \$0     | \$0        | \$0        |
| \$1 - \$1,170     | \$30    | \$1 - \$1,445     | \$30    | \$30       | \$1 - \$1,720     | \$30    | \$30       | \$30       |
| \$1,171 - \$1,755 | \$50    | \$1,446 - \$2,167 | \$50    | \$70       | \$1,721 - \$2,580 | \$50    | \$70       | \$90       |
| \$1,756 - \$2,339 | \$75    | \$2,168 - \$2,890 | \$75    | \$105      | \$2,581 - \$3,440 | \$75    | \$105      | \$135      |
| \$2,340 - \$2,924 | \$100   | \$2,891 - \$3,612 | \$100   | \$140      | \$3,441 - \$4,301 | \$100   | \$140      | \$180      |
| \$2,925 - \$3,509 | \$170   | \$3,613 - \$4,335 | \$170   | \$220      | \$4,302 - \$5,161 | \$170   | \$220      | \$270      |
| \$3,510 - \$4,094 | \$210   | \$4,336 - \$5,057 | \$210   | \$300      | \$5,162 - \$6,021 | \$210   | \$300      | \$390      |
| \$4,095 - \$4,387 | \$250   | \$5,058 - \$5,419 | \$250   | \$365      | \$6,022 - \$6,451 | \$250   | \$365      | \$480      |
| \$4,388 - \$4,679 | \$270   | \$5,420 - \$5,780 | \$270   | \$395      | \$6,452 - \$6,881 | \$270   | \$395      | \$520      |
| \$4,680 - \$4,971 | \$290   | \$5,781 - \$6,141 | \$290   | \$430      | \$6,882 - \$7,311 | \$290   | \$430      | \$570      |

| Family Size 5     |         |            |            |            | Family Size 6     |         |            |            |            |            |
|-------------------|---------|------------|------------|------------|-------------------|---------|------------|------------|------------|------------|
| Monthly Income    | 1 Child | 2 Children | 3 Children | 4 Children | Monthly Income    | 1 Child | 2 Children | 3 Children | 4 Children | 5 Children |
| \$0               | \$0     | \$0        | \$0        | \$0        | \$0               | \$0     | \$0        | \$0        | \$0        | \$0        |
| \$1 - \$1,995     | \$30    | \$30       | \$30       | \$30       | \$1 - \$2,271     | \$30    | \$30       | \$30       | \$30       | \$30       |
| \$1,996 - \$2,993 | \$50    | \$70       | \$90       | \$110      | \$2,272 - \$3,406 | \$50    | \$70       | \$90       | \$110      | \$130      |
| \$2,994 - \$3,991 | \$75    | \$105      | \$135      | \$165      | \$3,407 - \$4,541 | \$75    | \$105      | \$135      | \$165      | \$195      |
| \$3,992 - \$4,989 | \$100   | \$140      | \$180      | \$220      | \$4,542 - \$5,677 | \$100   | \$140      | \$180      | \$220      | \$260      |
| \$4,990 - \$5,986 | \$170   | \$220      | \$270      | \$320      | \$5,678 - \$6,812 | \$170   | \$220      | \$270      | \$320      | \$370      |
| \$5,987 - \$6,984 | \$210   | \$300      | \$390      | \$480      | \$6,813 - \$7,947 | \$210   | \$300      | \$390      | \$480      | \$570      |
| \$6,985 - \$7,483 | \$250   | \$365      | \$480      | \$595      | \$7,948 - \$8,515 | \$250   | \$365      | \$480      | \$595      | \$710      |
| \$7,484 - \$7,982 | \$270   | \$395      | \$520      | \$645      | \$8,516 - \$9,083 | \$270   | \$395      | \$520      | \$645      | \$770      |
| \$7,983 - \$8,481 | \$290   | \$430      | \$570      | \$710      | \$9,084 - \$9,650 | \$290   | \$430      | \$570      | \$710      | \$850      |

### Individuals with Disabilities

Beginning Sept. 1, 2016, the state agency formerly known as the Department of Assistive and Rehabilitative Services (DARS) was dissolved and several of its programs transferred to the Texas Workforce Commission (TWC). The changes are the result of legislation passed during the 84th Texas Legislative session which places all the state's programs funded through the federal Workforce Innovation and Opportunity Act (WIOA) together under one agency.

Transferring programs, to be operated in coordination with WSA, include:

- The Vocational Rehabilitation (VR) program for individuals with visual impairments, including the Criss Cole Rehabilitation Center,
- The Vocational Rehabilitation program for individuals with other disabilities,
- The Business Enterprises of Texas program, and
- The Independent Living Services program for older individuals who are blind.
- WSA is working with TWC's Vocational Rehabilitation program to ensure services for individuals with disabilities. Co-location of Vocational Rehabilitation staff in workforce centers facilitates immediate referrals between workforce and rehabilitation services. Monthly meetings between management staff and regional VR staff occurs and allows service delivery issues or concerns to be identified and resolved.

WSA works closely with VR staff to promote the Summer Earn and Learn, SEAL, program for students with disabilities. SEAL prepares students for transition to post-secondary and employment opportunities by providing work readiness training and paid work experience in work-based learning

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positions. Workforce staff develop work experience positions for students with employers throughout the workforce area. WSA pays the wage for students while employers provide real work opportunities. During the 2024 Program Year (PY), 358 enrolled, with 54 worksites, and 160 participants completing the five week work experience.

Student Hireability Navigators, under WSA are also providing connections to workforce services for students, parents and local schools. Navigators work with VR staff to increase the provision of quality pre-employment transition services to students with disabilities. WSA Navigators share TWC's Labor Market Career Information, LMCI, tools with school districts and Education Service Center staff for use with students in exploring career and education resources. Navigators conduct monthly meetings with VR Transition Vocational Rehab Counselors, TVRC's to coordinate services to schools. Navigators collaborate with partner agencies to increase awareness and understanding of the abilities of students with disabilities. The Alamo Area Coalition was convened by WSA as a clearinghouse of information on events supporting individuals with disabilities in the Alamo area. Coalition members include Alamo Area Council of Governments, The ARC-SA, Center for Excellence, Autism Life Links, Disability SA, Vocational Rehabilitation, River City Group, Providence Place and South Fields.

#### **Strategies to Expand Access**

Due to the nature of our workforce funding, eligible customer groups for workforce programs are well defined. WSA will focus on implementing seven key strategies to expand access to services for these populations, as follows. These strategies are aligned with the understanding that the foundation for success heavily relies on solid partnerships.

#### **Microtargeting outreach**

WSA will leverage data mining and analysis capabilities tied to its two large information systems ([WorkInTexas.com](http://WorkInTexas.com) and The Workforce Information System of Texas). Improved data mining and analysis will be performed to refine and tailor traditional marketing efforts and help drive potentially eligible customers to services. Outreach efforts include (1) social media strategies (i.e., LinkedIn, Facebook, Twitter (X), Constant Contact, Instagram, etc.), (2) traditional print, radio, and television media, (3) public service announcements, and (4) distribution of collateral materials. Workforce Solutions Alamo utilizes social media and communication platforms to reach our consumers and drive web traffic to generate unique visitors.

#### **Streamlining Service Delivery**

WSA will work with its partners and contractors to streamline programs and services to engage with customers. These efforts will include the provision of intake and other services outside of the American Job Center locations, that is, on-site at various key locations and throughout the community. These include, for example, creating or tapping into pipelines that lead individuals ages 14 and over into key training and employment opportunities.

#### **Leverage Partnerships**

WSA will strategically develop partnerships with agencies that serve target population groups in order to (1) establish strong intake, referral, and service networks, (2) identify and capitalize on efficiencies, (3) provide more robust service offerings to common customers and enhance outcomes, and (4)

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explore applying and working with community partners to secure match and expand services (i.e., SNAP third party reimbursement, local investments in child care and quality child care, etc.). A current example of WSA serving as a partnership manager and service optimizer is being awarded the TX FAME Hub. The Federation for Advanced Manufacturing Education provides global-best workforce development through strong technical training, integration of manufacturing core competencies, intensive professional practices and intentional hands-on experience to build the future of the modern manufacturing industry. This strategic decision has resulted in WSA becoming the provider for the local chapter of FAME in partnership with sixteen manufacturing employers.

#### **Leverage Technology**

The WSA service region covers 13-counties and includes numerous municipalities, communities, and rural population centers. Brick and mortar locations are insufficient to provide consistent accessibility to customers throughout the region in a cost-effective manner. WSA will leverage technology to expand access to customers without direct access to a physical Job Center using commercially available technology solutions, including video conferencing, kiosks, and other frameworks.

#### **Localized and Specialized Planning Approaches**

A *localized planning approach* will involve holding regional “round tables” at different locations in the 13-county region. The intent behind the “round tables” aims at reviewing and discussing local labor market, educational, and service delivery conditions, opportunities, and gaps. The goals include the development of specific plans tailored to each region based on their specific goals and needs. A *specialized planning approach* will involve participating in and, or developing and structuring group panels dedicated to addressing the needs of specific population groups. For example local meetings in rural areas were held throughout the year to listen to perspectives of community members and develop partnerships. This perspective may include, for example, a Youth Panel, a VR Panel, a Veterans Panel, and others.

#### **Data Analysis and Information**

WSA will continue offering data analysis and labor market information services to key partners and stakeholders in the community that have executed a data sharing agreement and/or a memorandum of understanding or completed a labor market request. This includes assisting economic and workforce development partners with information related to the socio-economic and labor market conditions of the region. WSA understands that this type of information is key for policy, strategic planning, and other purposes.

#### **Building Strong Internal Partnerships**

WSA understands that our own Board members and staff, and our contractors and network of suppliers, along with our partnerships along with as well as the guidance and support offered by TWC are important assets. Building on these relationships will be critical to WSA’s success.

#### **Career Pathways and Co-enrollment**

A successful *Career Pathways* approach includes a combination of rigorous and high-quality education, training, and other services that align with skill needs of industries and prepare individuals to be successful in a range of secondary or post-secondary education options, including apprenticeships. This approach supports a long-term continuum of training stacked by a sequential

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flow or ladder of career options that lead to the attainment of portable postsecondary credentials as a key objective. Employed effectively, Career Pathways strategies (1) accelerate attainment of educational and career goals within a specific occupation or occupational cluster, and (2) have been proven to be effective in serving disconnected youth and lower-skilled adults. With a focus on career pathways, WSA will collaborate with employers, industry associations and organizations, high schools and colleges, community-based and private education and training providers, human service agencies, and involve parents (e.g., for youth) to develop and integrate a coordinated approach into career advising and human capital development. This approach will include work-based learning and stackable credentials.

In alignment to the Accelerate TEXAS program, WSA supports the state's ambitious 60x30 goal, that at least 60% of WSA region residents aged 25 to 34 will have a post-secondary degree or recognized certification by 2030.

Career pathways strategies and programs, for both youth and adult customers, may include: Short/long-term career planning, Apprenticeships/Pre-Apprenticeships, Contextualized adult education and English as a second language, Internships, Structured mentoring, Career Technical Education Programs of Study with embedded industry & professional certifications, Dual enrollment options to work concurrently toward high school diploma, industry certifications & postsecondary credentials, Modularized Applied Associate & Technical Diploma programs, Sample Structured Career Pathways may include:

- Stackable credentials - a sequence of credentials that accumulate over time and build qualifications in career pathways or career ladders toward higher paying jobs,
- Lattice/ladder credentials which help mobility across career pathways, and
- Processes for awarding credit for learning (for instance, giving credits to veterans for experience)
- "Chunked" or modularized curriculum: A method by which programs can divide certificate or degree coursework into smaller, discrete sets of courses, thereby allowing adults already in the labor force to build skills on a schedule more amenable to work and family life.

Career Pathway development involves working with an industry, industry clusters, industry sectors or employer to set expectations and standards for entry level jobs and advancement in the industry. Career Pathway development also involves the Workforce Development Board, Economic Development Agencies, local community colleges and universities to engage with industries and employers to identify industry needs and develop career pathways to advancement in the industry. The outcome is self-sufficiency, family-sufficiency, quality jobs within industries that allow for not only new opportunities but a clear path to advancement within the industry or employer. Professional development and training opportunities that lead to credentials, certifications and post-secondary degrees that hold labor market value within each industry are defined in the career pathway (Building Pathways to Infrastructure Jobs Grant Program, US Department of Labor, 2023). Training along a career pathway, approved by workforce center management and developed on a case-by-case basis may start with entry-level, launchpad, occupations but must lead to employment and advancement into in-demand middle- to high-skilled 2025-2028 plan target occupations. The occupations should be informed by industry and identified in the Career Pathways templates found in the appendix of the

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2025-2028 local plan. Information in the industry career pathway templates is used to identify wage progression and training requirements. The end point of a particular career pathway program enables a participant to earn a credential(s), post-secondary degree that qualifies him or her for employment at or above family-supporting wage. Family supporting self-sufficiency wages for WSA are greater than or equal to \$19.00 hourly.

WSA has developed sample diagrams of career pathways which reflect credentialing opportunities related to the targeted occupations. These diagrams identify sample career progressions in an industry, sample training providers for the occupations in the career pathway and they may be used by career counselors to develop individual employment plans for participants as well to identify gaps in training opportunities. Samples of these pathways are included within the 2025-2028 local plan and are part of the programmatic efforts that lead to the discussion of Postsecondary, College Engagement or Reengagement and career progression.

#### **Career Pathways Readiness (CPR)**

WSA allocates funds provided through TWC's Workforce Commission Initiatives (WCI) that are awarded for the Job's Yall events for middle school, high school, and post-secondary students. These events will include inviting sector-based employers to participate in a relevant way to help students explore career opportunities including understanding pathways to in-demand careers, networking, internships, and other applied learning opportunities. Parents will also be invited to attend with their children to discuss their critical role in career exploration.

#### **Co-enrollment**

As appropriate and allowable, WSA explores co-enrollment opportunities for eligible individuals. For individuals who are eligible for one or more of WSA's programs, this strategy is particularly helpful when funding from one of the core programs helps cover services or activities that cannot be funded by another core program, or when funding from one program is limited. For example, support services to remove barriers for participants in the Trade Adjustment Assistance (TAA) program are offered/provided through the Dislocated Worker program. Individuals who receive SNAP benefits also qualify for WIOA Adult and WIOA Youth services (depending on age and other eligibility criteria), so that the leveraging of resources from multiple grants may benefit these customers.

WSA customers involved with co-enrollment with partner agencies and programs is also used to leverage resources and support initiatives leading to broader local community workforce development outcomes. These types of co-enrollments aim to build regional talent pipelines that lead to attachment/re-attachment into the labor force but also to mid-skill/mid-wage occupations. Programs or projects with overlapping eligible populations facilitate co-enrollment. WSA aims to be proactively engaged in the development of Memorandums of Understanding (MOUs) which promote these types of co-enrollments. MOUs of this nature require an individualized and customized approach in relationships and processes that can be established. Because of this, the specific elements that describe each MOU vary. We include below descriptions of elements that the agency will look at for potential co-enrollments.

- Overlaps in the characteristics of eligible populations,
- Streamlining of intake (including cross-training in eligibility determinations, record development, sharing of applicant information as allowable by related law; ideally, WSA aims

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at supporting the development of a single intake system or mechanism for all applicants and which will require investments and TWC involvement and guidance),

- Streamlining of referrals (i.e., one-on-one direct partner staff contacts),
- Overlaps and similarities in performance outcomes (i.e., high school or an equivalent diploma completion, enrollment into post-secondary training or education, attainment of post-secondary degrees and credentials, job gain, job and wage advancement, job retention, etc.),
- Opportunities for the leveraging of resources (through a combination or mix of partner funding and services, including wrap-around and support services),
- Local initiatives/investments (whether the specific program forms a part of a larger or broader local effort/investment),
- Overlaps and similarities in activities/services (i.e., assessments, development of individualized career plans, case management, follow-up), and
- Other similar elements.

#### **Improving Access to Activities Leading to a Recognized Postsecondary Credential**

WSA promotes education and training opportunities that provide portable, stackable, and transferable credits and credentials. This includes identifying gaps in opportunities and outreaching local training providers to assist in the development of programs of study within a career pathway that progresses, leads towards a Target Occupation or reflects a career pathway using the 2025-2028 approved Target Occupations. This effort entails guiding training providers invited to submit or update programs in ETP system to incorporate specific courses and programs of study in the Eligible Training Provider System (ETPS). This process is critical because WIOA requires training providers to submit an application to WSA in the new on-line system Ed Vera, for review, then, WSA submits provider/program information to TWC for final approval. Once the provider and program are approved to provide WIOA funded training services, they are eligible to receive WIOA funds primarily through Individual Training Accounts (ITAs). The Statewide List of Eligible Training Providers (ETPs) and instructions and requirements for training providers who would like to submit an application to become a WIOA ETP may be found at: [Eligible Training Providers - Texas Workforce Commission](#).

Improved access leading to post-secondary credentials also requires having the necessary processes and tools to administer in-depth and comprehensive assessments of the educational abilities and interests of potential students. WSA intends to maximize the use of the Work in Texas job matching system and implement a revised training-matching processes based on customer data and predictive analytics to create innovative efficiencies and help expand access to training opportunities for potential students based on interest and knowledge, skills and abilities. WSA plans on investigating and investing in these types of tools.

#### **Adult Education and Literacy (AEL)**

With the addition of AEL program services to TWC, WSA has been charged with exploring new strategies to engage training providers and encourage adults to take part in literacy advancement to achieve greater success in employment leading to self-sufficiency. The AEL Alamo Consortium incorporates relevant labor market and career information to assist with decisions regarding services and curricula that promote the occupational needs of the local area. WSA will provide guidance to and collaborate with the AEL Alamo Consortium to enhance AEL services with the goal of

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strengthening collaborative efforts and partnerships between AEL and WSA and with educational, public services and other service agencies. WSA engages and supports AEL grant recipients and the AEL Alamo Consortium, in activities that promote student success in the achievement of career and higher education goals. Integration and alignment strategies with the AEL Lead Agency, Education Service Center, Region 20, and the AEL Consortium include:

- Co-location for the provision of AEL classes and services in WSA's American Job Centers
- Design and implementation of WSA, AEL, and VR Integration events
- Cross-training on TWC sponsored Labor Market Information (every 2 years or as needed)
- Streamlining of services (administration of assessments, development of individual plans, service provision and case management, attainment of performance targets, and the provision of follow-up services)
- Referrals to and co-enrollment with other workforce programs to support student retention, transition, and employment success.
- Strategic and program design guidance for career pathways

WSA strategies will aim at supporting system integration with postsecondary educational outcomes, as measured by high school equivalency, college and career readiness, enrollment in non-remedial, for-credit courses in postsecondary educational institutions, and occupational and industry skill standards and certification widely used and recognized by business and industry.

#### **Part 4: One- Stop Service Delivery**

##### **A. One Stop Service Delivery System**

*(WIOA §108(b)(6); 20 CFR §679.560(b)(5))*

Boards must include a description of the one-stop delivery system in the workforce area, including explanations of the following:

- How the Board will ensure the continuous improvement of eligible providers and how providers will meet the employment needs of local employers, workers, and job seekers
- How the Board will facilitate access to services provided through the one-stop delivery system, including remote areas, using technology and other means
- How entities within the one-stop delivery system, including the one-stop operators and the one-stop partners, will comply with WIOA §188 (related to Non-Discrimination), if applicable, and with applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals who have disabilities
- The roles and resource contributions of the one-stop partners

##### **Minimum Plan Requirements:**

A description of the one-stop delivery system, including explanations of the following:

- ☐ How the Board will ensure continuous improvement of eligible providers

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- ☐ How providers will meet the employment needs of employers, workers, and job seekers
  - ☐ How the Board will use technology and other means to facilitate access to services, including referrals to VR services and access to remote areas
  - ☐ Compliance with accessibility of facilities, for example, for individuals with disabilities
  - ☐ Roles and resource contributions of the one-stop partners
- 

#### Board Response:

##### Continuous improvement of eligible providers

Eligible service providers, including all agencies contracted by WSA, are required to carry out the duties consistent with all applicable federal and state laws, regulations, and other requirements, and implement all workforce services and/or programs consistent with the Board Plan, WSA policy, procedures, directives, and Memorandum of Records.

WSA requires providers to operate responsive systems and programs that embrace continuous improvement. This requires a top-down commitment to performing a continuous assessment of system performance as well as the development of systemic solutions. As part of its internal controls, WSA deploys and requires providers to engage in two key strategies to drive continuous improvement in the workforce system: data analysis and customer feedback.

##### Data Analysis

Workforce systems are data rich environments. TWC requires utilization of two large information systems, (1 ) [WorkInTexas.com](http://WorkInTexas.com). Each year critical demographic, service, and outcome information is collected on tens of thousands of participants, and available for ad hoc analysis. WSA and its providers engage in proactive internal monitoring done through random sampling, data mining, analysis, and synthesis to quantify compliance, quality, and customer flow, and evaluate opportunities for efficiencies and targets for reducing inertia and redundancy for customers accessing the system.

##### Customer Feedback

Critical to continuous improvement initiatives is collecting qualitative and quantitative feedback regarding the system's efficiency and efficacy in serving primary customer groups, including:

- **Employer Customers:** Employers are the primary customers of the workforce system. Establishing meaningful relationships with employers and providing streamlined, value-added services is critical to our ability to prepare and place job seeker customers.
- **Job Seeker Customers:** To effectively serve job seeker customers, they must be prepared to enter the local job markets and placed on Career Pathways that lead to self-sufficiency and career progression.
- **Chief Elected Officials:** The elected officials that represent the constituents of the 13 counties of the Alamo region are responsible for creation of policy and activities that drive alignment of economic priorities and allocation of resources to address these priorities. WSA has established regular communication with the area judge and other governing bodies in each of the 13 counties of the Alamo region and will continue to seek the input of these officials to inform the development of programming.

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- **Education and Training Partners:** Partners in education and training are valued in the Alamo region to leverage resources, maximize performance outcomes, and serve communities to the fullest capacity. This includes Alamo Colleges and their local training centers, Restore Education and their classes, as well as district resources.
- **Community Partner Customers:** To maximize the impact of workforce development resources on communities, the workforce system must leverage partnerships to fill in the gaps and provide wrap-around services to employer and job seeker customers.
- **Internal Customers:** Staff are a critical asset of the workforce system. Their feedback is invaluable to enhancement efforts.

WSA evaluates system compliance and performance and requires providers to monitor these systems as well by collecting feedback from customer groups and developing action plans to improve systems based on analysis.

### **Workforce Academy Ambassador Program**

WSA created a Workforce Academy Ambassador Program to create multigenerational impact by distilling the activities of WSA into a concise and accessible curriculum. The program is open to school personnel, nonprofit organizations, case managers, social service agencies, etc. This program helps organizations and individuals understand: the strategic vision of the WSA's plan and sector-based model, programs, and services, occupations, and careers, and how organizations contribute to the ecosystem. Currently 360 Ambassadors equipped with the tools and knowledge to play a vital role in connecting people to sustainable jobs and careers.

The curriculum offers 3 sessions including:

- Workforce 101
  - Workforce Programs
  - Workforce Business Services
- Ambassadors will:
    - Attend workgroups facilitated by strategic partners and employers.
    - Participate at workforce events.
    - Create brand awareness and market workforce career occupation opportunities and events.
    - Receive professional development training and incentives.
    - Refer clients to Workforce Solutions Alamo to help them land a high-paying, high-demand job.

### **Facilitating access to services**

WSA maintains five Job Centers located in urban areas of Bexar County and one in each of the twelve rural service counties: Atascosa, Bandera, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, McMullen, Medina, and Wilson.

Center capacity and staffing levels are adjusted according to the composition of the county population (i.e., demographic profile), the consumption of Center services, and available funding. Regular (annual minimum) demographic and customer flow analysis is conducted to ensure Job Center capacity is adequate to meet the community demand and that operations are efficient. Access to

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services in Bexar and in the surrounding counties aim to mirror population. In 2024, Center traffic in the Bexar County locations was 78% of total traffic in the area, compared to 22% in the surrounding counties. According to the 2022 US Census estimates show that 75% of the population reside in Bexar County and 25% in the 12 surrounding counties (Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates).

#### Distribution of Services by Area and Year

| Area                        | BCY 2022 | BCY 2023 | BCY 2024 |
|-----------------------------|----------|----------|----------|
| Urban                       | 62,656   | 75,343   | 75,572   |
| Rural                       | 21,081   | 23,464   | 21,608   |
| Total                       | 83,737   | 98,807   | 97,180   |
| Split                       | 75%/25%  | 76%/24%  | 78%/22%  |
| Source: VOS Greeter Reports |          |          |          |

In addition to physical service delivery locations, WSA utilizes its website resources as a “virtual information center” for customers to access information, including information about childcare eligibility, youth services, job seeker services, and labor market information. Local efforts are complemented with state technology tools. WorkInTexas.com, for example, provides a powerful platform for removing geographic barriers from the provision and dissemination of job seeker services (events calendar, bulletin board, subscriptions, etc.).

WSA utilizes social media to quickly deliver information to large numbers of users of all ages and backgrounds. It also enables WSA to assist customers in a form that they are familiar with. Furthermore, social networking capabilities provide a low-cost way to reach employers, job seekers, and others with a need for WSA services. WSA hosts a Facebook page, Twitter account, LinkedIn account, and Instagram account.

Satellite offices are strategically located in rural areas to increase access, including those for individuals with disabilities, and all customers in need of services. Particularly with VRS, Board and Job Center staff will maintain strong relationships with entities that assist individuals with disabilities in the 13-county region. Board and Job Center Business Service staff will promote the benefits of workforce services to local business and training providers throughout the region.

#### Accessibility

Geographic availability is a strategy for increasing access to services for individuals with disabilities. In each of the five urban and some of our rural locations, designated space is made available and VR staff and other community partners are co-located to increase the scope of services that are provided at the center.

Board staff will conduct yearly accessibility and Equal Opportunity reviews at the Centers to maintain and expand access to services for individuals with disabilities. Adaptive equipment is evaluated and replaced as needed, including but not limited to TTY phones, Pocket Talker, Sorensen Video Relay Service Units, Visikey keyboards, large trackball mouse, noise-canceling headphones, Zoom Text, and JAWS.

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Interpreters are coordinated, made available, and funded by WSA upon request to ensure equal access and quality services. One of our strongest efforts includes cross-training and the scheduling of regular on-going meetings with VR management and staff. VR and Workforce management level staff meet monthly to share updates and coordination activities. Issues or concerns that may be impacting service delivery are identified and resolved. In addition, WSA will continue to learn and share best practices for services people with disabilities by attending workforce forums, Quality Assurance Network (QAN) meetings, and other similar events.

#### **One-Stop partner contributions**

WSA partners include employer-led organizations, associations and consortiums of employers, industry sectors, economic development organizations, training and educational institutions, labor organizations, and faith-based, other private, and community-based organizations. Regional workforce and economic development planning and execution requires a collaborative effort to fully maximize return of investments made in the interest of growing a robust and vibrant economy.

The roles and resource contributions of one-stop partners to the workforce development delivery system are many. WSA plans on leveraging these resources and complementing a comprehensive workforce development service delivery via the development of Memorandums of Understanding (MOUs). MOUs are intended to describe the services to be provided through the system, including the way the services will be coordinated and delivered. At a minimum, MOUs will:

- Identify each partner,
- Describe the system design,
- Identify the services, including career services applicable to partners,
- Identify and describe the system's customers, and
- Describe each partner's responsibilities.

In accordance with the "WIOA Guide to Texas Workforce System Operations, TWC April 2024, Appendix B pp.54-56: In accordance of the WIOA MOU Provisions Checklist, and as appropriate, MOUs will include a description of how operating costs will be funded, methods for referring customers between WSA offices and workforce system partners, necessary and appropriate access to services, and the duration of the MOU. The MOU, as indicated under this guide, will describe the methods used to ensure that the needs of workers, and youth—as well as individuals who have barriers to employment, including individuals with disabilities, receive necessary and appropriate access to services, including access to technology and materials, made available through Workforce Solutions Offices. The MOU will follow prescribed methods used to ensure individuals with barriers to employment and individuals with disabilities receive necessary workforce system services to include: Describe the commitment by partners to work together to share data, describe the measures and internal control applied to ensure security, describe the commitment to comply with confidentiality provisions of respective statutes for partners, describe how partners will insure nondiscrimination, equal opportunity and comply with the Americans with disabilities Act, among other provisions.

WSA plans on continuing the delivery of comprehensive workforce development services through the development of MOUs that support one or more of the following:

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- Training and education,
- Labor market attachment, advancement, and retention,
- Employer attraction, expansion, and retention,
- Support and Wrap-around Services, including for example:
  - Assessments
  - Transportation
  - Housing
  - Childcare
  - Utilities
  - Other services
- Services that support the attainment of TWC-contracted performance measures,
- Services that support local workforce and economic development initiatives as based on their alignment with TWC's and WSA's vision, mission, and goals.
- Methods of referring customers
- Access to services
- Duration of the MOU

### **B. Employer Engagement, Economic Development, and Unemployment Insurance Program Coordination**

References: WIOA §108(b)(4); 20 CFR §679.560(b)(3); WIOA §108(b)(5); 20 CFR §679.560(b)(4)

**Boards must include a description of the strategies and services that will be used in the workforce area to:**

- Facilitate the engagement of employers, including small employers and employers in in-demand industry sectors, in-demand occupations, and target occupations, in workforce development programs;
- Support a local workforce development system that meets the needs of businesses in the workforce area;
- Coordinate workforce investment activities with regional economic development activities that are carried out in the local workforce area;
- Promote entrepreneurial-skills training and microenterprise services; and
- Strengthen the linkage between the one-stop delivery system and unemployment insurance programs.

**Note:** This may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, the use of effective business intermediaries, and other business services and strategies that are designed to meet the needs of regional employers. These initiatives must support the strategy described above.

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#### Minimum Plan Requirements:

##### A description of strategies and services to:

- ☐ Facilitate the engagement of employers in workforce development programs, including small employers and employers of in-demand industry sectors and occupations
  - ☐ Support a local workforce development system that meets needs of businesses
  - ☐ Better coordinate workforce development and economic development activities
  - ☐ Promote entrepreneurial-skills training
  - ☐ Promote microenterprise services
  - ☐ Unemployment insurance
- 

#### Board Response:

WSA's Business Engagement framework is based on some of the core principles of inclusive growth, specifically "Growth from Within." WSA's Growth from Within strategy prioritizes industries, occupations, and firms that:

- a. Drive local competitive advantage, innovation, productivity, and wage gains, and
- b. Boost export growth and trade with other markets.

WSA aims to focus on industries, occupations, and firms in alignment to the efforts of local partners and their workforce and economic development priorities and targets for investment. Along with the City of San Antonio EDD, WDO, Bexar County EDD, and the Area Judges/AACOG, for example, the region has a focus on the industries of Healthcare, Advance Manufacturing, and Information /Computer Technology. Port SA is strong in Aerospace Manufacturing, Maintenance, Repair and Operations as well as Cybersecurity while portions of the Alamo region and nearby regions are tied to Transportation and Warehousing (fulfillment centers) as well as Oil & Gas. One of the Alamo regions primary industries is Cybersecurity with UTSA leading in training for this industry.

Our methodology to select the Target Occupations looks closely into these types of local investments and goals. WSA incorporates this "local wisdom" not only as an intricate part of our secondary data targets but mainly as our initial framework from which we began selecting industries that show the most promising projected growth, jobs, and wages.

Having selected these most promising industries, WSA aims to partner with organizations, associations, and employers with which to further help promote the education needed, up-skilling, and re-skilling of participants, job seekers and community residents to meet the needs of regional employers.

In addition to working closely with Chambers, associations, economic development corporations/agencies, and employers, there are several strategies that WSA aims at strengthening and/or implementing.

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These include the following:

- Electronically surveying employers from these key industries on a regular basis. This will help WSA, and the region stay in touch with industry regarding labor and skills needs.
- As based on industry needs, work to address local educational and training needs.
- Develop Business Plans that address labor/skills needs in the immediate term (within 1 year), medium term (1 -3 years), and long-term (3-5 years).

### **Overall Goal**

The overall goal of these strategies is to create pipelines into mid-skill/mid-wage occupations. WSA aims to achieve this goal by offering services that can be classified into the following three types: Traditional Services, Sector Strategies, and Place-based Strategies.

### **Traditional Services**

In addition to meeting/exceeding our TWC-contracted performance measure of Workforce Services to Employers, traditional services include the promotion and development of job postings through Work-In-Texas and the participation of employers into the labor exchange system. Job Fairs, Hiring Fairs, providing space at our Job Centers for promotion and interviewing, and other similar services are also included. These services also include working with employers to create 'transitional' jobs programs, such as short-term subsidized employment and supportive services for people with limited work experience and barriers to employment, as well as other Job Center services. Job Center services focus on in-person and individualized assistance, including skill and interest assessments that help match employer needs, as well as career and training planning, and others with a view on ensuring that these services match employer needs.

### **Sector-Based Strategies**

Sector strategies work to identify the skills employer require, job progression in their business and workforce needs in a given industry cluster and region. Sector Strategies also includes the development of recruiting, assessment, and training strategies to help employers find workers with the right skills. The following are examples of sector strategies:

### **Industry Partnerships**

Collaborations of businesses from a particular industry that meet regularly with the assistance of a workforce intermediary to address their region and industry's collective workforce and talent needs. Includes discussions of shared human-resources issues, exchange of information about industry practices, and specific actions to address workforce challenges.

### **Sectoral Skills Partnerships**

Bring together multiple employers within an industry to collaborate with colleges, schools, labor/workforce agencies, community organizations and other stakeholders to align training with the skills needed for that industry to grow and compete. Sector partnerships can help facilitate the advancement of workers at all skill levels, including the least skilled by identifying job progression within the industry.

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#### **Regional Skills Alliances**

These can take many forms. Broadly, they can be defined as collaborations within a regional labor market among multiple firms with similar labor market needs and other key stakeholders (such as labor, educational institutions, community organization, the public sector) to identify and address skills shortages.

#### **Industry Skills Panels**

Private/public partnerships work to ensure that employees in key industries have the skills needed to quickly and competently meet the changing needs of businesses. Harnessing the expertise of leaders in business, labor, education, economic development, and other sectors. Skill Panels bring competitors within a specific industry together to collaboratively address critical issues, skill gaps, training needs, and performance outcomes that affect the industry.

#### **Value-Chain Models**

NAICS classifies industries by processes of production, and do not account for activities that contribute to the processes of production (upstream) nor activities on which the outputs of production depend (downstream). Value-Chain Models consider these upstream and downstream processes to better capture, understand and meet the needs of industries.

#### **Entrepreneurship**

Starting a business is challenging, but women and minorities have traditionally faced increased challenges (perhaps they have less access to capital and/or weaker networks). These strategies aim at closing these gaps by broadening access and building trust in under-represented communities to promote entrepreneurship. Community-centered approaches are important, including entrepreneurs and other community stakeholders to understand challenges and opportunities for potential entrepreneurs.

#### **Incumbent Worker Training**

Workplace-based learning has critical advantages, particularly in rapidly changing contexts. This type of training helps to keep training relevant to the job. These strategies help firms because it's an efficient way to up-skill workers and often open new possibilities for lower skilled workers, and/or advancement opportunities for workers. To qualify as an incumbent worker, the individual worker needs to be employed in a situation that meets the Fair Labor Standards Act requirements for an employer-employee relationship, and have an established employment history with the employer for 6 months or more, with the exception: if the incumbent worker training is provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more as long as a majority of those employees being trained do meet the employment history requirement. An incumbent worker does not have to meet the eligibility requirements for career and training services for Adults and Dislocated Workers under WIOA, unless they also are enrolled as a participant in the WIOA Adult or Dislocated Worker program.

#### **Customized Training**

Involves tailoring of training programs to meet both the requirements of the targeted jobs and the learning needs of those being trained. Off-shelf programs often need customization and/or to be

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offered at times and places that are accessible to the target population. Customized training helps to respond to competitive pressures and new technologies.

#### Career Pathways

A combination of rigorous and high-quality education, training, and other services that align with the skill needs of industries, prepare individuals to be successful in education, includes counseling and support in education and career goals, and includes education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster, organizes education/training to accelerate educational and career advancement, the attainment of recognized diplomas or credentials and advancement within a specific occupation or occupational cluster. **Place-based Strategies.** These strategies involve offering traditional services and/or developing sector strategies in specific locations, particularly those that have historically experienced isolation, such as lack of transportation and other services, in segregated areas, and/or areas that experience high poverty or unemployment.

#### Place-based Strategies

Place-based strategies focus on incorporating mechanisms to flexibly allocate funds, resources, and services across the region ensuring to address historically disadvantaged areas. WSA works closely with our local public officials and stakeholders in each of our 13 counties.

Our Business Engagement team will work to remove barriers to inclusive growth by identifying barriers and working with partners to remove these.

- **Dynamism Barriers.** These barriers inhibit the process of firm creation and expansion that fuels employment and productivity growth.
- **Skills Barriers.** These inhibit individuals from gaining the knowledge and capabilities to fill good-paying jobs and reach economic self-sufficiency.
- **Access Barriers.** These barriers isolate individuals' communities with limited access to economic opportunities.

#### Engagement of Employers

WSA's Business Services Team serves as the Board's ambassador to businesses by connecting them to workforce system services throughout the 13-county region. The focus is on multiple activities in which services are prioritized based on employer needs. These include but are not limited to:

- Assessment and delivery of system-wide services to assist businesses in meeting their workforce needs.
- Support economic efforts and initiatives throughout the region by providing socio-economic and labor market data, analysis, and information.
- Outreach targeted businesses to inform them of system-wide workforce services and connect them to those services through a "warm-handoff" referral to service providers.
- Implement marketing and communications to expand access to employment through partnerships with local community colleges within our region.

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- Expand career pathways by connecting employers to Department of Labor Registered Apprenticeship (work/education blended training) and TWC’s Employer Initiatives, Skills Development Fund, Self-Sufficiency Fund grants, and Skills for Small Business.
- Expand career pipelines by identifying eligible candidates, implementing in-depth assessments and matching, and developing intake/referral mechanisms to help enroll these candidates into training that meets employer skills needs.
- Facilitate the development of work-related opportunities for program participants; and,
- Educate businesses about benefits offered that are available through partner agencies and refer as needed.
- Conduct employer collaboratives to explore local labor market data, understand the needs of sector-based industries and how to strengthen the talent pipeline and local labor force.

#### **Business Engagement Model**

The role of the BSU Team and BE model aims at aligning business services and operations with WSA’s strategic goals. This model strengthens and streamlines integration, coordination, and collaboration across programs and partners for improved business services.

The BE strategy also includes a division of the region into two sectors in a way that it supports the economic development and business needs of both the surrounding counties and the San Antonio metro area. By assigning staff by region (East/West) and industry sectors WSA engages all communities in the 13- counties.

#### **Small Employers**

WSA recognizes the critical role that small businesses play in economic and workforce development and, particularly, job creation. To that effect, the WSA BSU Team will work closely with local business incubators and startup initiatives, small business ambassadors, entrepreneurial training providers, and the small business committees that participate in various chambers.

#### **Business Human Resource Needs**

BSU staff supports the human resource needs of businesses by:

- Offering opportunities to help businesses improve their current workforce through easy access to incumbent worker training resources,
- Working with businesses who are downsizing through “rapid response” to manage economic transition, including the potential for lay-off aversion,
- Developing a profile of the workforce system talent pool to help businesses appreciate the potential for recruiting from the workforce system,
- Presenting services available via TWC, Employer Initiatives Skills for Small Businesses,
- Offering benefits of the Work Opportunity Tax Credit (WOTC) which is a federal income tax benefit administered by the U.S. Department of Labor (DOL) for employers who hire individuals from specified target populations. The WOTC reduces a business’s federal tax liability, and serves as an incentive to select job candidates who may be disadvantaged in their efforts to find employment,
- Providing specialized recruiting events at the Job Centers for small employers and directing Business Service Representatives (BSRs) to assist in identifying leads prior to scheduled

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hiring events, and Recruiting and specifically targeting employers from In-Demand Industry Sectors/Occupations to utilize services. WSA's BSU Team will work to promote target in-demand sectors, industries and occupations by:

- Developing industry-specific partnerships to meet the specific human resource needs of Alamo regional targeted in-demand industries,
- Giving priority to outreaching and facilitating service delivery to businesses within these targeted in-demand sectors and industries,
- Prioritizing hiring events based on Targeted occupations and wages, and
- Developing externships for Teachers Program for the facilitation of Career Pathways in STEM fields.

#### **Meeting Business Needs**

WSA's BSU Team assesses business needs and helps determine the best plan of action for workforce growth and/or any potential grants, TWC grants, and board special programs/grants to help fill workforce needs.

- WSA works with local economic development councils, chambers, and professional organizations to provide support for new and expanding businesses,
- WSA's BSU Team participates in various committees in our 13-counties supporting local business and economic development needs,
- BSU Team utilizes a monthly dashboard to identify active WIT job seekers and recruit businesses,
- WSA builds upon what already exists with partners in communities (SA Promise Zone, Fredericksburg Labor Force Taskforce, Hondo Economic Development Council-Go Medina, and other efforts), and
- WSA also works with community partners to assist in identifying individuals that meet recruiting needs. (i.e., Goodwill Ind. SAMMinistries, career training schools, and others)

#### **Workforce and Economic Development Coordination**

WSA has a strong commitment to engage and align workforce development, economic development, and educational efforts to ensure the Alamo region remains competitive in the global economy. WSA is actively involved with many economic development entities, chambers of commerce, and industry/employer associations within the region.

With a market-driven approach, WSA will continue to engage multiple organizations involved with economic development. WSA staff will maintain membership and participation in related boards, committees, taskforces, and/or panels. WSA and American Job Center staff play a consultative role and serve as a principal resource for regional labor market information, economic data, demographic information, and other forms of data analysis. WSA will collaborate in meetings with prospective employers and business clients seeking to relocate or start a business in the region. WSA will also participate in joint planning activities and in economic impact studies and analysis. Collaboration with local and regional economic development organizations allows us to better identify future workforce needs to develop timely and responsive solutions.

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In addition, WSA will collaborate with TWC in the presentation of and promotion of resources through the Governor's Small Business Forums. These forums offer businesses with opportunities, best practice methodologies, and access to credit and needed supply chains.

Other services that WSA offers to local area EDCs include:

- **Grant application partnerships:** for example, Access High Demand Job Training Program which supports collaborations between Workforce Solutions partners and local economic development corporations (EDCs). These grants are part of a statewide effort to create occupational job training programs that will improve the skill sets of individuals for jobs in high-demand occupations in Texas communities.
- **Labor Market Analysis and Information:** for business development, attraction, and retention resource; and,
- **Business Summits:** information dissemination of programs/services to communities.

#### Linkages Between One-stop Delivery and Unemployment Insurance Programs

Acting as 'head-hunters,' WSA's Business Service Representative (BSR) Team targets employers whose needs align with identified skill sets of UI recipients. WSA evaluates active WIT job seekers and program participant qualifications to perform quality job matches and develop employment-related opportunities. This is accomplished through networks and collaborative strategies which include labor exchange and career counseling services that aim at providing enhanced services to UI job seekers.

#### C. Coordination of Wagner-Peyser Services

References: WIOA §108(b)(12); 20 CFR §679.560(b)(11)

Boards must include a description of the strategies that are used to maximize coordination, improve service delivery, and avoid the duplication of Wagner-Peyser Act services and other services that are provided through the one-stop delivery system.

#### Minimum Plan Requirements:

##### A description of the strategies that are used to:

- ☐ Maximize coordination
- ☐ Improve service delivery
- ☐ Avoid duplication of Wagner-Peyser Act services and other services that are provided through the one-stop delivery system

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#### Board Response:

##### Coordination of Wagner-Peyser Services

WSA has fully implemented and operates the Texas Model for workforce system service delivery. In 2003, the Texas Workforce Commission (TWC) implemented the Texas Model for the delivery of Employment Services (ES) (Wagner-Peyser Act services). In the Alamo region, the contractor managing and operating the region's American Job Centers has full responsibility for day-to-day guidance of TWC (state) ES staff. TWC maintains administrative responsibility, but the WSA

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contract or shares responsibility for directing daily work assignments, assigning individual performance goals, coordinating hiring, initiating disciplinary action and evaluating staff performance. Operating under the Texas Model ensures system coordination, and that duplication of services is minimized. In addition, WSA engages in joint strategic planning with all contractors and partners, stressing the importance of coordination and consistent services provision.

### **D. Integrated, Technology-Enabled Intake and Case Management**

References: WIOA §108(b)(21); 20 CFR §679.560(b)(20)

Boards must include a description of how one-stop centers are implementing and transitioning to WorkinTexas.com for the programs that are carried out under WIOA and by one-stop partners.

#### **Minimum Plan Requirements:**

A description of the following:

- ☐ How one-stop centers are implementing and transitioning to WorkinTexas.com for programs carried out under WIOA and one-stop partners

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#### **Board Response:**

WSA incorporates technology into the one-stop service delivery system in the Alamo region, including incorporation of integrated, technology enabled intake and case management information systems for programs carried out under WIOA and by one-stop partners. The backbone of WSA's approach is the case management systems administered by the Texas Workforce Commission (TWC), which include:

- WorkInTexas.com (WIT): Case management and Labor-exchange online system mandated by the Wagner-Peyser Act and operated in cooperative effort with Job Central, the National Labor Exchange system.

Employer Feedback Survey: WSA proposes to send a feedback survey to all employers engaged in services on approximately a quarterly basis to understand the services provided, quality and opportunities for improvement.

Work In Texas is the integrated information system that now services all programs and services except for Non-Custodial Parent and Childcare services. Alamo conducted 16 training courses to leadership staff at the Board and Contract level to train the trainer. This allowed Alamo to cross train for each program and continues to meet with subrecipients to discuss deficiencies and success. Alamo has assigned WIT Liaisons to track and resolve the questions regarding the information system to provide to TWC and collaboratively work on improving services provided. Since April, some key obstacles have been locating follow up ribbons, service codes and creating reports. At this time, most obstacles have been resolved and Alamo continues to follow the latest guidance from TWC.

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#### E. Third Party Partnership in SNAP Employment and Training Programs

Reference: Supplemental Nutrition Assistance Program Employment and Training Third-Party Partnership Guide

The Texas Health and Human Services Commission has directed TWC to expand the use of SNAP E&T Third Party Partnerships (TPP) throughout the state, with a goal of implementing TPP in all workforce areas by Federal Fiscal Year 2029. Boards must provide assurance that they are planning for the expansion of TPP and must describe any planned or complete steps toward implementation.

##### Minimum Plan Requirements:

☐ An assurance statement that the Board is planning for TPP expansion, including a description of any planned or completed steps.

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##### Board Response:

SNAP E&T Third-Party Partnership has a deadline of FY'29.

We are currently developing a plan and looking at partnerships in our community that will help promote the purpose of SNAP E&T program.

Our goal is to increase the number of SNAP recipients who find employment and become self-sufficient.

#### Part 5: Workforce Investment Activities

##### A. Rapid Response Activity Coordination

References: WIOA §108(b)(8); 20 CFR §679.560(b)(7)

Each Board must include a description of how the Board will coordinate workforce investment activities that are carried out in the workforce area with the statewide rapid response activities described in WIOA §134(a)(2)(A).

##### Minimum Plan Requirements:

- ☐ A description of how the Board will coordinate local workforce investment activities with statewide rapid response activities described in WIOA §134(a)(2)(A).
- 

##### Board Response:

##### Rapid Response

WSA Board staff coordinate Rapid Response services with employers, and subcontractors are utilized for all service provision. Rapid Response is an early intervention service to quickly transition dislocated workers to new employment. Rapid Response services are provided to layoffs

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and closures of all sizes. Per the statutory reference to mass layoffs, rapid response services must be provided to plant closures or layoffs of 50 or more. Additionally, rapid response services must be provided for any layoff which receives a WARN notice.

During the Rapid Response orientation session, workers are provided:

- Overview of the WIOA Dislocated Worker program
- Overview of registration in Work-In-Texas (WIT) - job search assistance through the state's online job matching service serves as a focal point for many of the workshops.
- At orientation meetings, impacted workers will be informed about services and benefits designed to help them, including:
  - Career counseling
  - Résumé preparation and interviewing skills workshops.
  - Education and training opportunities, including an explanation of occupational skills training offered at the Job Centers
  - Health benefits and pensions
  - Job readiness services
- Job placement assistance Job search and job readiness assistance opportunities such as:
  - Job application preparation
  - Assessing accomplishments and skills
  - Résumé development lab
  - Effective interviewing techniques
  - Coping with job loss
  - Job placement assistance
- Local labor market facts and figures includes a target and demand occupations list along with information on other occupational resources.
- Accessing community resources
- Unemployment insurance information on eligibility for UI benefits and how to apply.  
Group seminars on topics such as finance and stress management

With the consent of the employer, affected employees are contacted on-site by the Rapid Response Team before they become unemployed. Workers learn about workforce services and are given the opportunity to complete a Rapid Response Registration Form. The Rapid Response Registration form is available in electronic format, utilizing Cognito form or a paper form. Affected workers may immediately begin receiving workforce services without waiting to complete the intake process at the Job Center. To ensure accessibility to all available services, and to obtain employment or occupational skills training, affected employees are given the opportunity to enroll into the WIOA Dislocated Worker program.

Activities under Rapid Response acknowledge the importance of early intervention and are designed to address the most recognized needs of dislocated workers. The services provided through Rapid Response are designed to help make the period of unemployment as manageable and brief as possible. Through Rapid Response, on-site workshops at the employer's location are made available to help prepare employees to seek employment. The workshops that are offered

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include resume writing, interviewing, job search, stress management, financial management and others.

At the request of the employer, on-site job fairs are coordinated with local area employers who may be interested in hiring affected workers with known skills sets. Services are tailored as needed to meet the various levels of need of the affected workers. To successfully return to the workforce, some workers require only minimal assistance while others may need more intensive services. The focus is to assist everyone regardless of their level of need.

In March 2020, all activities were transitioned to an online/digital format. Workshops, orientations, job fairs, and individual employee services are available virtually. On-site services at the employer location or the job centers are also available.

### **B. Youth Activities and Services**

References: WIOA §108(b)(9); 20 CFR §679.560(b)(8)

Boards must include a description and assessment of the type and availability of workforce investment activities for youth in the workforce area, including activities for youth with disabilities. This description must include an identification of successful models of such activities.

#### **Minimum Plan Requirements:**

A description and assessment of the type and availability of workforce investment activities for:

- ☐ Youth
- ☐ Youth with disabilities; and the identification of
- ☐ Successful models of such activities.

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### **Board Response:**

#### **Youth Activities and Services**

The 13-county region is home to significant, but decentralized support structures to serve WIOA youth target populations. This includes a complex network of more than 50 Independent School Districts, fragmented dropout recovery efforts, and numerous agencies whose service communities are marbled throughout the Alamo region. Providing a consistent type of coverage of WIOA elements and related services is one of WSA's primary goals. An inventory of significant youth serving community partners, with service area descriptions is contained below. While not entirely inclusive of all agencies, the resource mapping provides for an assessment of availability and gaps in the workforce investment services available to youth in the region.

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**Table 1. Workforce Investment Activities for Youth**

| Agency  | Workforce Investment Services  | Service Region   |
|---|--|--|
| <b>Communities in Schools</b>                     | Needs assessment, service planning, support services, mentoring, and case management.                        | San Antonio (ISDs: Dilley, Harlandale, Edgewood, IDEA, Northeast, Northside, Pearsall, San Antonio, Somerset, South San Antonio, Southwest), New Braunfels (ISDs: New Braunfels, Canyon, Marion, Schertz-Cibolo-Universal City). |
| <b>SA WORX</b>                                    | Internships.   | San Antonio.   |
| <b>Connections</b>                                | Counseling, life skills training, housing.   | Counties: Atascosa, Comal, Frio, Guadalupe, Karnes, Wilson.  |
| <b>Goodwill Industries</b>                        | Career services, support services, and training.   | Alamo region with locations in San Antonio, New Braunfels, and Seguin; City of San Antonio delegate agency.  |
| <b>George Gervin Youth Center</b>                 | Youth Build, Education, tutoring, transitional living, job readiness, counseling, and mentoring.             | San Antonio.   |
| <b>Good Samaritan</b>                             | Counseling, mentoring, leadership development/life skills, civic engagement, and career readiness.           | San Antonio.   |
| <b>San Antonio Youth Literacy</b>                 | Education and tutoring.  | San Antonio.   |
| <b>United Way of San Antonio and Bexar County</b> | Education, tutoring, emergency assistance, food/shelter, and referrals.                                      | San Antonio and Bexar County.  |
| <b>Alamo Academies (Alamo Colleges)</b>           | Occupational skills training, dual credit, tutoring, and internships.  | Alamo region with concentration in San Antonio, New Braunfels, and Seguin.   |
| <b>BCFS Health and Human Services</b>             | Workforce assistance, dropout prevention activities, self-esteem and leadership activities, and counseling.  | San Antonio.   |
| <b>TWC Vocational Rehabilitative Services</b>     | Career readiness, employment, assistive technology (for youth with disabilities - see further detail below). | Alamo region.  |

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| Agency  | Workforce Investment Services  | Service Region                                      |
|---|--|---|
| <b>SA Lighthouse for the Blind</b>  | Educational programs, work skills, assistive technology, and scholarships.   | San Antonio.  |
| <b>Chrysalis Ministries</b>   | Job readiness, money management, substance abuse and other counseling.   | Alamo region (City of San Antonio delegate agency). |
| <b>SA Youth</b>   | Youth Build – workforce training,  | San Antonio   |
| <b>Haven for Hope</b>   | Housing and counseling. Needs assessment, service planning, support services, mentoring, and case management for homeless youth. | San Antonio.  |
| <b>The Children’s Shelter</b>   | Needs assessment, service planning, support services, mentoring, and case management for youth transitioning out of foster care. | San Antonio.  |
| <b>Catholic Charities of San Antonio</b>  | Parenting education and counseling.  | San Antonio.  |
| <b>Texas Juvenile Justice Department</b>  | Education, life skills, support services, and counseling.  | Alamo region.                                       |
| <b>Adult Education and Literacy (AEL) Partners / Numerous TWC funded headed by ESC-20 and private funded agencies</b> | Adult education, English as a second language, and remediation.  | Alamo region.                                       |
| <b>Independent School District (ISD) Partners</b>   | Education, tutoring, dropout recovery, and credit recovery.  | Alamo region.                                       |
| <b>Healy-Murphy Center</b>  | High school, GED, and high school equivalency programs   | Alamo region.                                       |

Due to the significant need for youth workforce investment activities in the region, and the high concentrations of WIOA youth target populations, WSA’s focus is on (1) fostering partnerships with youth serving agencies in the region to ensure the availability of services, (2) strengthening the service delivery system (3) supplementing community services with WIOA resources, and (4) working to fill service gaps.

To increase accessibility for youth, WSA’s definition of the Board’s WIOA definition of “additional assistance” has been made sufficiently broad to incorporate disconnected low-income youth experiencing a wide variety of barriers.

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### **Youth with Disabilities**

Active partnerships with youth-serving agencies in the region help build the resources and competencies needed to serve youth with disabilities. WSA's partnership with the TWC Vocational Rehabilitative Services Department (formerly Department of Assistive and Rehabilitative Services) aims to do just that. VRS serves youth with vision related disabilities, behavioral and mental health conditions, hearing impairments, including deafness, alcoholism or drug addiction, Intellectual, learning, and developmental disabilities, and physical disabilities, including traumatic brain and spinal cord injury, back injury, paralysis and impaired movement.

In addition to VRS, WSA also partners with numerous agencies deploying highly successful service strategies in benefit of youth with disabilities, including:

- Alamo HireAbility Coalition (Established by WSA in 2018 to bring together youth-serving agencies to expand and enhance pre-employment transition services to students with disabilities.
- San Antonio Lighthouse for the Blind,
- BCFS Health and Human Services,
- Family Endeavors, and
- San Antonio Independent Living Services.

Youth services include:

- Vocational counseling, including counseling in job exploration and post-secondary training opportunities.
- Counseling concerning opportunities for post-secondary education such as college and vocational schools.
- Work-based learning experiences, including internships and on-the-job training.
- Training related to workplace and employer expectations.
- Training in self-advocacy and social skills
- Referrals for hearing, visual and other examinations
- Assistance with medical appointments and treatment
- Rehabilitation devices, including hearing aids, wheelchairs, artificial limbs and braces.
- Therapy to address a disability, including occupational or speech therapy and applied behavioral analysis.
- Medical, psychological, and vocational assessments
- Assistive technologies, including screen reader software, computer equipment and other items.
- Job matching and placement services.
- Transportation assistance to and from the job, college or certification program
- Referral to other state, federal and community agencies and organization
- Rehabilitation Teachers Services to help learn Braille, orientation & mobility, and home and health management skills for youth with a vision-related disability
- Vocational adjustment training
- Supported employment services.

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#### **Individuals with Disabilities**

Beginning Sept. 1, 2016, the state agency formerly known as the Department of Assistive and Rehabilitative Services (DARS) was dissolved and several of its programs transferred to the Texas Workforce Commission (TWC). The changes are the result of legislation passed during the 84th Texas Legislative session which places all the state's programs funded through the federal Workforce Innovation and Opportunity Act (WIOA) together under one agency.

Transferring programs, to be operated in coordination with WSA, include:

- The Vocational Rehabilitation (VR) program for individuals with visual impairments, including the Criss Cole Rehabilitation Center,
- The Vocational Rehabilitation program for individuals with other disabilities,
- The Business Enterprises of Texas program, and
- The Independent Living Services program for older individuals who are blind.
- WSA is working with TWC's Vocational Rehabilitation program to ensure services for individuals with disabilities. Co-location of Vocational Rehabilitation staff in workforce centers facilitates immediate referrals between workforce and rehabilitation services. Monthly meetings between management staff and regional VR staff occur and allow service delivery issues or concerns to be identified and resolved.

WSA works closely with VR staff to promote the Summer Earn and Learn, SEAL, program for students with disabilities. SEAL prepares students for transition to post-secondary and employment opportunities by providing work readiness training and paid work experience in work-based learning positions. Workforce staff develop work experience positions for students with employers throughout the workforce area. WSA pays the wage for students while employers provide real work opportunities. Last year 222 students were provided work experience under the SEAL program with over 228 worksites, 285 participants completing work readiness training, and over 70 employers.

Student Hireability Navigators, under WSA are also providing connections to workforce services for students, parents, and local schools. Navigators work with VR staff to increase the provision of quality pre-employment transition services to students with disabilities. WSA Navigators share TWC's Labor Market Career Information, LMCI, tools with school districts and Education Service Center staff for use with students in exploring career and education resources. Navigators conduct monthly meetings with VR Transition Vocational Rehab Counselors, TVRC's to coordinate services to schools. Navigators collaborate with partner agencies to increase awareness and understanding of the abilities of students with disabilities. The Alamo Area Coalition was convened by WSA as a clearinghouse of information on events supporting individuals with disabilities in the Alamo area. Coalition members include Alamo Area Council of Governments, The ARC-SA, Center for Excellence, Autism Life Links, Disability SA, Vocational Rehabilitation, River City Group, Providence Place and South Fields.

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### **C. Coordination with Secondary and Postsecondary Education Programs**

References: WIOA §108(b)(10); 20 CFR §679.560(b)(9)

Boards must include a description of how the Board will coordinate workforce investment activities with relevant secondary and post-secondary education programs and activities to coordinate strategies, enhance services, and avoid the duplication of services.

#### **Minimum Plan Requirements:**

A description of how the Board will:

- ☐ coordinate its workforce investment activities with relevant secondary and postsecondary education programs and activities; and
  - ☐ coordinate strategies, enhance services, and avoid duplication of services.
- 

#### **Board Response:**

##### **Coordination with Secondary and Postsecondary Education Programs**

WSA supports partnerships with employers, training institutions and providers, and agencies to facilitate institutionalization of opportunities for youth and adult learners toward the goal of transitioning to and attaining needed postsecondary credentials.

The continuity of these partnerships leads to varied opportunities in licensing and certification, including registered apprenticeship certifications, industry-recognized certificates, diverse licenses, and certifications that are both portable and stackable. To that effect, regional Independent School Districts, Alamo Colleges and regional community colleges and universities, including the University of Texas at San Antonio, Texas A&M San Antonio, Southwest Texas Junior College, Victoria College, Texas Lutheran University, and Coastal Bend College are progressive in developing fully articulated education pathways. e

WSA helps to infuse these initiatives by sponsoring education, training, work experience and related services with workforce development resources, including WIOA, TANF, SNAP, and other sources of funding. Our Career Pathway partnerships help to:

- leverage the entire larger workforce and education communities.
- ensure agency coordination to minimize duplication of services in the community.
- allow customers to take advantage of their educational backgrounds and prior experience by granting them entry at the most advanced point possible along a Career Pathway.

WSA will support a Community Responsive Model for Workforce Development. WSA serves a 13-county region but acknowledges that each county is unique with respect to its population characteristics and economic and educational priorities. The Alamo region consists of both urban and rural areas and includes some of the most economically segregated communities in the United States. Disparities related to social determinants of health (SDOH) create the need to solicit community input and feedback from local stakeholders and job seekers to create customized programming and services. Economic stability is a component of SDOH to include the connection

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between income, poverty, employment to food security, housing stability and health. WSA proposes to distribute surveys and/or hold community listening sessions related to target in-demand industries and occupations, workforce programs, as well as topics related to SDOH, special populations, and other priorities at least twice per year for the duration of the 2025-2028 Local Plan. Quantitative and qualitative data from surveys and listening sessions will inform ongoing program development and will provide insights into formative and summative evaluations of core programs. Survey recipients may include stakeholders such as local area judges and other elected officials, education and training partners at the Pre-K, middle and secondary levels, vocational training centers, colleges and universities, employer and industry partners, organized labor associations, and jobseekers.

#### **D. Child Care and Early Learning**

References: 40 TAC §809.12

Boards must include a description of how the Board is strategically managing child care and early learning within the workforce system to enhance school readiness and strengthen and support the child care industry.

Efforts include:

- Coordinating with employers, economic development programs, and other industry leaders to increase the awareness and importance of early learning as a workforce and economic development tool.
- Supporting improved school readiness through higher quality childcare, including through the Texas Rising Star program and partnership opportunities; and
- Supporting the needs of the childcare industry, such as by providing assistance with business development or shared services, or by providing opportunities to support professional growth and career pathways for early education.

#### **Minimum Plan Requirements:**

A description of how the Board will:

- ☐ Incorporate and coordinate the design and management of the delivery of childcare services with the delivery of other workforce employment, job training, and educational services.
- ☐ Maximize the delivery and availability of safe and stable childcare services that assist WD Letter 11-24, Attachment 1 13 families seeking to become independent from, or who are at risk of becoming dependent on, public assistance while parents are either working or attending a job training or educational program.
- ☐ Use strategies for contracted slot agreements, including any local priorities and how the contracted slot agreements help increase access to high-quality care for targeted communities.
- ☐ Develop and implement strategic quality improvement goals to enhance school readiness; and
- ☐ Strengthen and support the childcare industry

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### **Board Response:**

WSA has developed a Child Care Committee that meets on a regular basis to discuss Child Care and Early Learning topics. The key focus areas for the committee are:

- Provide guidance and recommendations on access to high quality Child Care for every child in the WSA board area.
- High quality teaching practices
- Educator supports and career pathways for EC teachers.
- Coordinated systems.
- Comprehensive, continuous, and integrated, advocacy, oversight, and family engagement.

WSA has a wealth of knowledge that includes board members, early childhood education experts, and community partners. The committee works together to develop strategies and collaborate on Child Care opportunities.

WSA strives to increase the number of quality providers in our region and recognizes that quality care helps make children ready for school. The Texas Rising Star (TRS) program is the quality improvement rating system in Texas. WSA has contractors who work with Child Care Centers to become Texas Rising Star certified. TRS mentors assist centers in the pre-qualifications to prepare for assessments and provide training to Childcare Staff. TRS assessors schedule and complete Texas Rising Star assessments and meet with Center staff to provide follow up reports that outline the score received. Centers are rated as TRS 2 Star, 3 Star or 4 Star. Once certified, these centers are eligible to receive enhanced reimbursement rates for CCS served children.

WSA also understands the lack of Child Care in the rural areas. WSA works to ensure that funding is balanced in efforts to continue to provide opportunities for quality Childcare to children & families in these underserved areas.

Effective October 1<sup>st</sup>, 2022, all Child Care Services regulated providers are required to participate in Texas Rising Star certification, current CCS providers must meet Entry Level Designation by March 31<sup>st</sup>, 2023. WSA has launched a TRS Quality Cohort to assist Entry Level Designated childcare centers to achieve certification by September 30<sup>th</sup>, 2024, time frame set by TWC. The cohort is six months long, providers will meet once a month virtually and in person. The cohort will occur in the Fall from October to March and in the Spring from April to September. The goal of the cohort is to provide resources and mentoring to providers on their pathway to Texas Rising Star certification. Providers participating in the cohort must be identified as Entry Level Designation to receive material, children's assessments, curriculum if needed, and quality mentoring. .

### **Strengthens and Supports the Child Care Industry**

WSA recognizes the need to strengthen and support the childcare industry. WSA created such supports through quality initiatives available to eligible childcare programs through retention initiatives and providing quality professional development monthly. WSA has committed to providing childcare programs with business supports through a Business Coach. The supports

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provided to the programs include resources connections, one-on-one coaching, needs analysis, networking facilitation, training, and technical assistance.

WSA participates in the Shared Services Alliance meetings and collaborates with other programs, such as United Way of SA and Pre-K 4 SA on the goals and mission that centers are working towards. The goal of Shared Services is to provide childcare providers with the tools necessary to improve operations and make businesses more profitable. WSA also partners with Region 20 and Head Start in facilitating partnerships.

#### **Childcare and Workforce Development**

WSA is gathering data to evaluate the impact of childcare subsidies. WSA creates a monthly data report, called the Child Care Infographic Report, that shows the impact of childcare on parent employment, earned income, family financial stability, and how childcare effects the workforce. In addition, The WSA data team analyzes data on past childcare clients to understand the trends associated with clients who have received childcare services. The goal of WSA is to encourage parents to participate in education and training opportunities in target industries and occupations to maximize the benefit associated with the provision of childcare. This analysis will provide baseline data to inform additional programming and strategies for childcare clients.

#### **E. Transportation and Other Support Services**

References: WIOA §108(b)(11); 20 CFR §679.560(b)(10)

Each Board must include a description of how the Board will provide transportation, including public transportation, and other appropriate support services in the workforce area in coordination with WIOA Title I workforce investment activities.

#### **Minimum Plan Requirements:**

A description of how the Board will provide:

- ☐ transportation, including public transportation; and
- ☐ other support services

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#### **Board Response:**

WSA recognizes the need to provide convenient and efficient transportation supportive services to customers and to remove or alleviate the negative effects of a lack of transportation has on the ability to secure and maintain employment. WSA accomplishes this through a combination of utilizing gas cards/mileage reimbursement and leveraging of public transportation.

- Gas cards/mileage reimbursement: This service option is utilized for eligible program customers that have access to personal transportation but require transportation assistance to fully participate in workforce programs. Assistance is provided within policy allowances and limitations specific to the program in which the customer is enrolled. Public transportation: The Alamo region benefits from efficient large-scale public transportation system in Via Metropolitan Transit ([www.viainfo.net](http://www.viainfo.net)). Via provides affordable transportation to 98 percent of Bexar County, including unincorporated parts of Bexar County and the following municipalities: Alamo Heights, Balcones Heights, Castle Hills, China Grove, Converse,

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Elmendorf, Kirby, Leon Valley, Olmos Park, San Antonio, Shavano Park, St. Hedwig, Terrell Hills, and Bexar County portions of Cibolo. Via offers Bus services, Van Sharing, Primo (rapid bus transit), and Paratransit services at low costs.

Rural areas are served by Alamo Regional Transit through the Alamo Area Council of Governments ([www.aacog.com](http://www.aacog.com)). Public transportation costs are subsidized for customers within policy allowances and limitations specific to the program in which the customer is enrolled.

Leveraged Community Resources: WSA is also aggressive in braiding community funding with partner agencies to leverage community resources and expand availability of supportive services to joint agency customers in the Alamo region. WSA provides letters of support to strategic partners and active partners with several community agencies to expand the pool of resources.

#### **F. Coordination of Adult Education and Literacy**

References: WIOA §108(b)(13); 20 CFR §679.560(b)(12); WD 18-23, Change 2

Boards must include a description of how the Board will coordinate WIOA Title I workforce investment activities with AEL activities under WIOA Title II. Boards must also include the process used to review the local applications submitted under Title II, as consistent with WIOA §§107(d)(11)(A) and (B)(i) and WIOA §232.

#### **Minimum Plan Requirements:**

A description of:

- ☐ how the Board will coordinate WIOA Title I workforce investment activities with AEL activities under WIOA Title II, including the process used to review local applications submitted under WIOA Title II; and
- ☐ the local application review process.

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#### **Board Response:**

The AEL Alamo Consortium consists of 8 Service Providers that offer a variety of adult education services across 13 counties (to match WSA service area). Students can be served as young as 16 years of age, and services are free of charge to the student. Students are eligible if they need to earn their TxCHSE, improve basic skills, or learn English. Classes are offered both in-person and virtually at a variety of locations and times.

AEL services include:

- High School Equivalency (HSE) (English & Spanish classes) (GED®)
- Upgrade Academic Skills: have diploma/HSE but need refresher.
- English as a Second Language (ESL): ESL, ESL for Professionals, EL CIVICS
- Re-entry Services for probation/incarcerated adults
- Career Training while you learn English and/or earn your HSE
- Employer Partnerships (AEL services on work sites with employees)

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- College and Career Readiness (CCRS) services: TSI prep, career navigator support
- Distance Learning: study anywhere on the internet

The AEL Alamo Consortium also offers Student Success Initiatives to improve retention, enhance student resumes, and build community amongst our adult learners. These activities include but are not limited to:

- Student Externships: tours of employment and post-secondary opportunities
- National Adult Education Honor Society
- AEL Student IDs for various student discounts
- Certificates: Digital Literacy, CPR, Job Skills

The AEL Alamo Consortium 8 Service Providers include:

- Alamo Colleges I-BEST
- Southwest Texas Junior College
- Northside ISD
- Northeast ISD (Walzem Career Center)
- San Antonio ISD (E. Houston Career Center)
- Each One Teach One
- Restore Education (Datapoint and Marbach Career Centers)
- ESC-20 AEL Program (S. Flores Career Center)

#### **Adult Education and Literacy**

WSA participates in career and post-secondary education and training by following guidance from TWC and collaborating with our local partners and extended network. To support employment, skills gains, and secondary completion, efforts include implementing strategies for enhanced enrollment and expansion of career pathway programs. To that effect, WSA engages and supports AEL grant recipients and the AEL Alamo Consortium, in activities that promote student success in the achievement of career and higher education goals. Integration and alignment strategies with the AEL Lead Agency, Education Service Center, Region 20, and the AEL Consortium include:

- Co-location for the provision of AEL classes and services in WSA's American Job Centers
- Design and implementation of WSA, AEL, and VR Integration events
- Cross-training
- With the participation and guidance of TWC, move toward developing a single or common intake along with the sharing of information
- Streamlining of services (administration of assessments, development of individual plans, service provision and case management, attainment of performance targets, and the provision of follow-up services)
- Referrals to and co-enrollment with other workforce programs to support student retention, transition, and employment success
- Strategic and program design guidance for career pathways
- Provision of analysis of employment statistics and local labor market information, regional economic development, and industry or occupational demand studies.

As feasible, exploring opportunities in taking additional roles, such as executing responsibilities as the AEFLA grant recipient and/or participating as a strategic managing organization in AEL consortia.

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WSA will carry out the review of local applications as submitted by ISDs and Community Colleges for the Jobs and Education for Texas (JET) grant program to defray start-up costs associated with career and technical education programs in high-demand occupations. WSA also reviews, provides letters of support, information, and assistance anytime a grant requires coordination with the local workforce investment board. WSA will carry out the review of local applications submitted under Title II by reviewing all AEFLA grant applications for funds. In addition to reviewing AEFLA grant applications, WSA will participate in design and planning of application with AEFLA grant recipient. The AEFLA grant application review process may include the following elements.

Upon WSA's receipt of all applications for funds under AEFLA, the Alamo Board will review and make recommendations as to how the applicant promotes alignment with the local plan. Other considerations for review included the degree to which the eligible providers would be responsive to:

- Regional needs as identified in the local workforce development plan; and
- Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:
  - Have low levels of literacy skills; or
  - Are English language learners.
- The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
- The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting TWC performance measures.

### **Part 6: Adult and Dislocated Workers**

#### **A. Adult and Dislocated Worker Employment and Training**

References: WIOA §108(b)(7); 20 CFR §679.560(b)(6)

Boards must include a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the workforce area.

#### **Minimum Plan Requirements:**

- ☐ A description and assessment of the type and availability of adult, dislocated worker employment and training activities
- ☐ A list of assessment instruments (tools) used for adults and dislocated workers

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#### **Board Response:**

WSA operates a total of 16 American Job Centers and satellite offices located throughout the 13-county Alamo region. In determining optimal location of American Job Centers, WSA staff conducts a cost-benefit analysis of:

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- Local demographics to identify significant population centers and projected population centers.
- Concentrations of historical WSA job seeker customers.
- Geographic areas with characteristics that are likely to utilize workforce services.
- Feedback from local stakeholders regarding community need and planned development.
- Alignment with HHSC (for TANF/Choices and SNAP E&T customers) and UI Offices (for UI customers).
- Costs and funding availability.

All Centers provide access to the full range of programs and services offered by WSA, including resource rooms equipped with Accessibility Equipment, informational services, orientations, training, employment, supportive services, and all related program services. In addition, WSA has designated the Datapoint American Job Center as the “Comprehensive Center” which meets the Memorandum of Understanding/Infrastructure Funding Agreement Requirements. The following table lists Center locations:

**Table 24. American Job Center Locations**

|    | Job Center                | Address   |
|----|---------------------------|---|
| 1  | Datapoint Job Center      | 9725 Datapoint Drive, San Antonio, TX 78229           |
| 2  | Fredericksburg Job Center | 2818 US 290, Fredericksburg, TX 78624                 |
| 3  | Kerrville Job Center      | 1700 Sidney Baker Suite 200 Kerrville, TX 78028       |
| 4  | Bandera Job Center        | 702 Buck Creek Bandera, TX 78003                      |
| 5  | Boerne Job Center         | 124 E, Bandera, Boerne, TX 78006                      |
| 6  | Hondo Job Center          | 402 Carter St. Hondo, TX 78861                        |
| 7  | New Braunfels Job Center  | 183 North IH-35, New Braunfels, TX 78130              |
| 8  | Walzem Job Center         | 4615 Walzem RD. San Antonio, TX 78218                 |
| 9  | Marbach Job Center        | 7008 Marbach Rd. San Antonio, TX 78227                |
| 10 | East Houston Job Center   | 4535 E. Houston St. San Antonio, TX 78220             |
| 11 | South Flores Job Center   | 6723 S. Flores Suite 100 San Antonio, TX 78221        |
| 12 | Seguin Job Center         | 1411 E. Court St. Seguin, TX 78155                    |
| 13 | Pearsall Job Center       | 107 E. Hackberry Pearsall, TX 78061                   |
| 14 | Floresville Job Center    | 1106 10th St. (Hwy 181) Suite C Floresville, TX 78114 |
| 15 | Pleasanton Job Center     | 1411 Bensdale Pleasanton, TX 78064                    |
| 16 | Kenedy Job Center         | 491 N. Sunset Strip St. #107 Kenedy, TX 78119         |

WSA also makes services available off-site at partner offices and other ad hoc locations in the community. This approach allows center staff to take advantage of partner agency locations that are more accessible to that partner’s client base is consistent with a culturally responsive strategy to leverage rapport and trust of the partner agency. It creates added convenience to both customers and partners and expands our offering of immediate access to services i.e., customers are not obliged to visit a center to access services. Our services become immersed within or as a part of the broader system of services that are offered throughout the community. Serving customers who also receive additional services from partner agencies helps create stronger safety nets and support in ways that contribute to improved outcomes. This applies to both adults and youth.

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WSA partners with Joint Base San Antonio (JBSA) and the Bexar County Military & Veterans Services Center to offer workforce services to transitioning military members, veterans at the workforce career centers and the military spouses at the Military and Family Readiness Center at JBSA Fort Sam Houston.

Another example of this type of co-location is the manifestation of a partnership with the Bexar County court system, WSA provides employment and training services on location to non-custodial parents who are mandated by the court to obtain and retain employment for child support purposes. This relationship facilitates continuity of services and alleviates the need for parents to visit an additional location while accomplishing the goal of increased compliance with court orders.

We are exploring long-range plans to meet and service customers where customers are located. An example of this strategy is the provision of services at the San Antonio Food Bank. This Co-Location will allow outreach SNAP and Choices participants served at the Food Bank. Other strategies may also include a mobile unit, as well as self-service options, and enhance accessibility through online, virtual services and mobile-app channels. The San Antonio Food Bank (SAFB) and Workforce Solutions Alamo (WSA) have partnered to co-locating a WSA career center at the SAFB. Many people seeking food assistance through the food bank may not be connected or aware of workforce services and critical partnerships such as this aims to make it easier for individuals to receive the support they need to enter a career. SAFB assists individuals with application and renewal assistance for various federal benefits including SNAP and TANF programs. Workforce Solutions Alamo (WSA) will serve these individuals when their benefits are approved. SAFB and WSA seeks to strengthen the partnership between the two entities by integrating services provided by the Food Bank and WSA, allowing a deeper leveraging of resources that meet the needs of individuals that are unemployed or underemployed.

Potentially eligible customers apply for training and educational services at partner agency locations (i.e., Alamo Colleges etc.). Recruitment and initial information are provided to students by a partner agency with training or educational opportunities. Partner agencies and Job Center contacts collaborate to determine eligibility and facilitate the provision of other services. This approach increases enrollments into targeted occupations.

To supplement WSA program services and better serve customers, WSA has established partnerships with numerous agencies. MOUs are in place with some agencies and include agreed upon responsibilities and costs for space and/or delivery of program services, as applicable.

Some of key partnerships include those which offer expanded services for job seekers, share similar performance goals, and help leverage our resources.

#### **B. Service Priority**

References: 20 CFR §679.560(b)(21)

Boards must include the Board policy to ensure that priority for adult individualized career services and training services will be given to recipients of public assistance, other low-income individuals,

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and individuals who are basic skills deficient, as consistent with WIOA §134(c)(3)(E) and 20 CFR §680.600, along with veterans and foster youth, according to the priority order outlined in the WIOA Guidelines for Adults, Dislocated Workers, and Youth. Boards must also include a list of any Board-established priority groups, if any.

**Minimum Plan Requirements:** A description of the Board policy to ensure priority for adult individualized career services and training services will be given to the following:

- ☐ Recipients of public assistance
  - ☐ Other low-income individuals
  - ☐ Individuals who are basic skills deficient
  - ☐ Veterans
  - ☐ Foster youth
  - ☐ List of Board priority groups (if any)
- 

#### Board Response:

##### Priority to Recipients of Public Assistance and Low-Income Individuals

WSA has incorporated and follows the priority of services as established by federal and state guidelines. Career and training services must be given on a priority basis, regardless of funding levels, to the following populations in the following order:

- Veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient (TEGL 19-16)
- Foster youth and former foster youth (as defined in WD 43-11 Ch 2) who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient.
- All other individuals who are recipients of public assistance, low-income, or basic skills deficient (as referenced in WIOA §134(c)(3)(E) and Final Rule §680.600).
- All other eligible veterans and eligible spouses (e.g., not included in #1).
- All other foster youth and former foster youth (not included in #2).
- All other eligible persons (not included in #3).
- *Local Priority:* individuals potentially eligible for co-enrollment into programs of and services offered by local partners (e.g., City of San Antonio Ready to Work Program).
- *Local Priority:* individuals with barriers to employment.

WSA Contractors are required to ensure that priority populations are made aware of:

- their entitlement to priority service
- the full array of career and training services available under priority of service
- any applicable eligibility requirements for those programs and/or services.

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It is expected that WSA Contractors monitor operations to ensure that policies, procedures, and processes comply with priority of service requirements (TEGL 10-09).

#### **Definitions**

##### **Priority of Service**

“Priority” means that these populations are entitled to precedence and receive access to a service earlier in time or, if the resource is limited, receive access to the resource instead of or before than lower priority populations. If a waiting list exists, priority of service requires these populations to be placed first on the list in the order listed above. If a service has already been approved or funds have already been encumbered (e.g., approval for training or a support service etc.), priority of service is not intended to allow a person from a priority group who is identified subsequently to displace or deprive the participant of that service or resource., WSA has not established priority of services for any additional populations. However, WSA has approved services for Youth who exceed low-income guidelines, which fall under priority #6 (WSA WIOA 48).

##### **Priority Groups have been identified for Child Care Services:**

The priority group that is assured childcare services and includes:

- Children of parents eligible for CHOICES childcare as referenced in 809.45 and D-300 of the TWC Child Care Guide.
- Children of parents eligible for TANF Applicant childcare as referenced in 809.46 and D-400 of the TWC Child Care Guide.
- Children of parents eligible for Supplemental Nutrition Assistance Program (SNAP) Employment & Training childcare as referenced in 809.47 and D-500 of the TWC Child Care Guide.
- At-Risk childcare for former Choices childcare recipients whose TANF benefits were denied or voluntarily ended within the last 12 months due to employment, timing out of benefits, or an earnings increase

The second priority group that is served, subject to the availability of funds, includes, in the order of priority:

- Children needing to receive protective services related to childcare as referenced in 809.49 and D-700 of the TWC Child Care Guide.
- Children of a qualified veteran or qualified spouse as defined in 801.23.
- Children of a foster youth as defined in 801.23.
- Children experiencing homelessness as defined in 809.2 and described in 809.52.
- Children of parents on military deployment as defined in 809.2 whose parents are unable to enroll in military-funded childcare assistance programs.
- Children of teen parents as defined in 809.2.
- Children with disabilities defined in 809.2.

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The third priority group includes any other local priority group adopted by the Board.

- Children in Rural Counties will be a local priority until at least the relative allocation percentage provided by WSA based on the Rural Services Pilot County-By-County of children receiving Discretionary funded childcare scholarships do so from the Rural Counties
- WIOA participants
- Siblings of a child already receiving care
- Families enrolled in Early Head Start Child Care Partnerships
- JBSA military members, civilians, and associated Contractors
- Children dually enrolled in a recognized partnership site.

#### **Basic Skills Deficient:**

- An individual who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA adult services.
- Receiving a result/score on an acceptable assessment tool, such as the TABE, that demonstrates the participant does not have the level necessary to function in training and on the job.
- Behind grade level (e.g., based on age and scores from a recognized/standardized test showing grade-level, or attending secondary school but being behind one or more grade levels).
- English language learners also meet the criteria and must be included in the priority populations for the title I Adult program (TEGL 19-16).

#### **Individuals with Barriers to Employment:**

- WIOA emphasizes the goal of helping job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with the skilled workers they need to compete in the global economy.

## **Part 7: Fiscal Agent, Grants, and Contracts**

### **A. Fiscal Agent**

References: WIOA §108(b)(15); 20 CFR §679.560(b)(14)

Boards must identify the entity responsible for the disbursement of grant funds described in WIOA §107(d)(12)(B)(i)(III), as determined by the CEOs or the governor under WIOA §107(d)(12)(B)(i).

#### **Minimum Plan Requirements:**

- ☐ The entity responsible for disbursement of grant funds
-

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### **Board Response:**

#### **Fiscal Agent, Grants, and Contracts**

The Alamo Workforce Development Board, DBA Workforce Solutions Alamo, is responsible for the disbursal of grant funds for the 13-county Alamo region, as described in WIOA §107(d)(12)(B)(i)(III), as determined by the chief elected official or the governor under WIOA §107(d)(12)(B)(i). The area Inter-local Agreement and the Partnership Agreement both identify the Alamo Workforce Development Board as the grant recipient.

#### **B. Subgrants and Contracts**

References: WIOA §108(b)(16); 20 CFR §679.560(b)(15)

Boards must include a description of the competitive process that will be used to award the subgrants and contracts for WIOA Title I activities.

#### **Minimum Plan Requirements:**

- ☐ A description of the competitive process used to award subgrants and contracts
- 

### **Board Response:**

Competitive proposal procedures are conducted in accordance with applicable administrative requirements as outlined in Chapter 14 of the Texas Workforce Commission (TWC) Financial Manual for Grants and Contracts (FMGC). The competitive proposal method of procurement is utilized when purchasing goods or services for which the aggregate cost exceeds the simplified acquisition threshold which is currently at \$250,000. Competitive proposal procurements adhere to the following federal requirements:

- Requests for proposals (RFPs) are publicized on electronic procurement portals, Bonfire and ESBD, and identify all evaluation factors and their relative weighting.
- RFPs are solicited from an adequate number (usually two or more) of qualified sources.
- Technical evaluations are completed of the proposals received and for selecting awardees.
- Awards are made to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

In preparation of the competitive proposal procurement to include subcontracting for training providers under a contract for services, an assessment of need is determined, and an initial cost estimate is conducted. With the Chief Executive Officer's (CEO) or his/her designee approval, a formal solicitation is issued and identifying to include the following:

- Purpose,
- Eligibility,
- Scope of work,
- Type of contract,
- Term of contract,

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- Administrative/Governance provisions,
- Required certifications,
- Evaluation criteria,
- Proposal submission instructions, and
- Protest procedures.

Prior to finalization, an evaluation tool is developed based on the evaluation criteria defined within the solicitation. Upon finalization and approval of the CEO or his/her designee, the solicitation is publicly advertised on the (WSA) website, Bonfire the electronic procurement portal and on the Electronic State Business Daily (ESBD). In addition, the solicitation is distributed to applicable bidder's listings of interested parties.

A minimum of two (2) evaluators are selected from either internal or external subject matter experts. Evaluators must declare and sign conflict of interest and non-disclosure forms. Proposals received are date stamped and documented. Timely proposals are initially reviewed for responsiveness to the RFP requirements. Once deemed responsive, the proposals and evaluation tools are distributed to internal/external evaluators to score the proposals. The scores are averaged and ranked accordingly. Costs are analyzed. Results are presented to the CEO. Any procurement over \$150k the CEO communicates results to the Board Chair and a recommendation is taken to the appropriate Committee(s) for approval and taken to the Board of Director's for action.

If the services solicited meet the definition of workforce services, a pre-award survey/fiscal integrity evaluation is conducted prior to the Board of Director's action. The pre-award survey/fiscal integrity evaluation is approved by key management staff and WSA's CEO. The approval is documented on the appropriate review form and the Board of Director's approval is documented in the meeting minutes. Upon approval, the awarded contractor is notified, and contract negotiations begin. Non-select notifications are sent to any other entity that submitted a proposal.

### **Part 8: Performance**

#### **A. Board Performance Targets**

References: WIOA §108(b)(17); 20 CFR §679.560(b)(16)

Boards must include a description of the local levels of performance that were negotiated with TWC and the CEOs, consistent with WIOA §116(c), that will be used to measure the performance of the workforce area and for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I subtitle B, and the one-stop delivery system in the workforce area.

#### **Minimum Plan Requirements:**

A description of local levels of performance to be used to measure performance of:

- ☐ The workforce area; and
- ☐ Local fiscal agent (when appropriate)

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#### **Board Response:**

##### **Negotiated TWC-Contracted Performance**

To meet employer and job seeker needs, WSA performance strategies aim to strengthen the alignment of TWC-Contracted performance accountability measures with requirements governing the one-stop delivery system. To that purpose, WSA automatically incorporates TWC-contracted performance measures and targets into subrecipient contracts.

WSA may at its discretion supplement subrecipient performance with locally-developed performance measures. These may include, for example, enrollment and service targets to which WSA ties portions of the subrecipient profits and adds the information into the subrecipients' contracts.

##### **Local Expenditure Measures**

WSA contractor expenditure benchmarks are set during contract negotiations. Negotiated benchmarks facilitate meeting TWC expenditure benchmarks for which WSA is responsible. TWC sets specific benchmarks for each of the core formula grants (i.e., WIOA, TANF, SNAP E&T, Child Care), and for special grants (i.e., NCP, NDW). WSA performs contractor oversight to ensure that all benchmarks are adequately met.

##### **Eligible Training Provider Measures**

Eligible Training Providers (ETPs) are entities with job training programs approved by the Texas Workforce Commission (TWC) to provide Workforce Innovation and Opportunity Act (WIOA)–funded training services. Local Workforce Development Boards (Boards) fund training for Adult and Dislocated Worker program participants primarily through Individual Training Accounts (ITAs). The publicly accessible Statewide Eligible Training Providers List (ETPL) includes all programs that are currently approved by TWC for ITA funding. The Statewide ETPL Performance Report includes data related to student enrollment for approved programs. To be included in the statewide ETPL, WIOA requires all ETPs, except Registered Apprenticeships, to submit verifiable student-level performance data for all students connected to programs. The student data is collected through Student Data Reports (SDRs) distributed to providers by TWC. For new programs, SDRs are required before inclusion on the statewide ETPL. Eligible programs must submit a Student Data Report (SDR) each year in July for continued inclusion on the statewide ETPL. The success criteria for programs of study reported to TWC are published on a statewide performance report utilizing data submitted on the SDRs. Providers submit reports on all programs of study for all students, WIOA and Non-WIOA, reporting the number of students enrolled, successful completions, credentials received and employment.

#### **Part 9: Training and Services**

##### **A. Individual Training Accounts**

References: WIOA §108(b)(19); 20 CFR §679.560(b)(18)

Boards must include a description of how the training services outlined in WIOA §134 will be provided through the use of individual training accounts (ITAs), including if the Board will use contracts for training services, how the use of such contracts will be coordinated with the use of

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ITAs under that chapter, and how the Board will ensure informed customer choice in the selection of training programs, regardless of how the training services are provided.

#### Minimum Plan Requirements:

A description of the following:

- ☐ How training services will be provided using ITAs in accordance with WD Letter 14 19, Change 2
  - ☐ How contracts for training services will be coordinated (if contracts are used)
  - ☐ How the Board will ensure informed customer choice
- 

#### Board Response:

Individual Training Accounts (ITAs): Training services authorized under the WIOA Eligible Training Provider System (ETPS) are provided using ITAs. Training services may be made available to eligible participants who meet requirements for training as specified by TWC, including the WIOA, TANF/Choices, SNAP E&T, and TAA guidelines, Workforce Development (WD) Letters and other TWC directives, as well as all related federal laws, rules, regulations, and WSA policies.

Customers use ITAs to purchase training services for skill attainment in occupations identified by WSA in 1) The Target Occupations List or 2) occupations that have been determined on a case-by-case basis to have a high potential for sustained demand and growth in the workforce area, based on sufficient and verifiable documentation

Customers may utilize training from: 1) Eligible Providers listed on the statewide ETP list, through Training Contracts that meet criteria set in Section F of Local Board ITA Policy, or 2) Registered Apprenticeships Texas Workforce Commission (TWC) sets provider application requirements by which Eligible Training Providers (ETPs) become certified. TWC publishes the statewide ETPL, a statewide list of all approved Providers, and monitors to ensure training providers meet established performance minimums for each board area. Service providers must ensure equitable treatment in the provision of ITAs. Selected training provider, whether within WSA region or in other Board areas, must be on the statewide Eligible Training Providers List (ETPL).

The training program must be aligned with local Target Occupations List, Target Occupations List in the area to which the participant is willing to commute or relocate to, identified on the Statewide Targeted Occupations List. In accordance with TWC Policy, programs outside of Texas do not have access to ITAs except where local Alamo Board policies have been established in compliance with TWC. The following exception is applicable, to promote additional upgrading of skills or education, the Board may contract training providers not listed on the ETPL in compliance with TWC requirements outlined in WD 14-19 C3, most recent issuance. The WSA Board has approved education and training investments for the Target Occupation List including their associated Career Pathways and programs with similar CIP codes.

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All customers funded with an ITA have Individual Employment Plans (IEPs), Individual Service Strategies (ISS), or Reemployment Plans (REP) developed with goals and objectives related to their selected training and subsequent employment goals. In all cases, an evaluation of the lowest cost provider must be considered. Career Advisors assist customers in developing a financial plan to cover the total cost of training.

#### **B. ITA Limitations**

References: 20 CFR §663.420; WD Letter 14-19, Change 2

Boards may impose limits on the duration and amount of ITAs, of which such limitations must be described in the Board Plan. If the state or Board chooses to impose limitations, such limitations must not be implemented in a manner that undermines the WIOA requirement that training services are provided in a manner that maximizes customer choice in the selection of an Eligible Training Provider. Exceptions to ITA limitations may be provided for individual cases and must be described in Board policies.

#### **Minimum Plan Requirements:**

- ☐ Identify whether the Board imposed ITA limits
  - ☐ Provide a description of the limitations, if applicable
  - ☐ Provide a description detailing how customer training services selection is continuously maximized despite ITA limitations
  - ☐ Provide a description of any exceptions to ITA limitations and the process for requesting an exception
- 

#### **Board Response:**

##### **Individual Training Accounts (ITAs) and Limitations**

ITAs expire two (2) years from the date of the account's establishment. Therefore, customers must attend classes on a full-time basis, as determined by the training provider's catalog/policy, with the following exceptions:

- If a customer is employed, the customer may attend on a part-time basis, if half time scheduling is available with the training provider and the training program can be completed within a two-year timeframe.
- Contractor's management may approve exceptions to time/duration limitation in writing, on a case-by-case basis. Requests for exceptions must include a justification and evidence that financial support is available during this extended training period.

Workforce Solutions Alamo does not limit the funding amount for provided training. Staff have discretion to award ITAs in accordance with their internal policies, budget limitations, and Workforce Alamo's Individual Training Account (ITA) and Contractor Training policy. ITA funds may be used for training costs to include tuition, fees, books, supplies/materials, testing fees, review courses, and other training-related expenses required for participation in the eligible program. The ITAs for training programs outside of the workforce areas must follow local policy

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that includes the following requirements: The training program must be included on the statewide ETPL in Texas.

- The training program must be aligned with local target occupations or target occupations in an area to which the participant is willing to commute or relocate.
- The ITA must be used in accordance with other existing TWC guidance.

In accordance with TWC Policy, out-of-state training providers or programs are not eligible for inclusion on the statewide ETPL. Programs outside of Texas do not have access to ITAs except if local WSA policies have been established. Policy established must include and follow all the guidance found on WD 12-19, Change 2.

Funding may be provided for post-secondary instruction only when both criteria listed below are met:

- Training Services Priority consideration shall be given to programs leading to recognized post-secondary credentials that align with Board approved sectors and targeted in-demand occupations. ITA funds may be provided for general academic programs (including bachelor's Degrees) whose CIP codes are cross walked or matched to a program of study/training in a Board-approved targeted demand
- occupation or Board-approved sector (on a case-by-case basis, with documented Labor Market Information); and,
- The customer has reasonably demonstrated ability to meet all training program prerequisites and requirements.

Note: Contracts for training services will not be used (except for special initiative grants, pilot projects or other non-WIOA funding sources if allowable).

#### **A. Registered Apprenticeship Programs**

Each Board must include a description of how the Board will encourage Registered Apprenticeship programs within its workforce area to register with the Eligible Training Provider System to receive WIOA funding.

#### **Minimum Plan Requirements:**

☐ A description of how the Board will encourage Registered Apprenticeship programs to register with the Eligible Training Provider System to receive WIOA funding *receive WIOA funding.*

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#### **Board Response:**

WSA will use the apprenticeship model as a key strategy in meeting the needs of business in the Alamo Region, integrating this service offering into business services and training strategies. WSA will design Registered Apprenticeship service strategies around recommendations outlined by the Department of Labor <https://www.apprenticeship.gov> and

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<https://www.twc.texas.gov/programs/apprenticeship> (Apprenticeship Texas: to enhance outreach with employers).

To encourage Registered Apprenticeship programs to register with the Eligible Training Provider System (ETPS) and increase the overall utilization of Registered Apprenticeships among regional employers, WSA will:

- **Educate regarding Registered Apprenticeship Program (RAP) eligibility in the ETPS:** Under WIOA, all Registered Apprenticeship program sponsors are automatically eligible to be placed on the ETPL. Because these programs undergo the US Department of Labor's (DOL) rigorous application process, they have a streamlined TWC application process. Other benefits for registered apprenticeships are that RAPs are not required to submit student-level data or meet other state or local criteria to be included on the statewide ETPL. Also, all registered apprenticeships on the statewide ETPL are considered connected to local target occupations and eligible for ITAs. The WSA Business Engagement Team will actively educate employers regarding their eligibility to receive federal workforce funding as pre-approved training providers. This is one of the most important changes in WIOA, as it expands opportunities for job seekers and for the workforce system to use WIOA funds for related instruction and other apprenticeship costs. **Educate regarding Registered Apprenticeship benefits:** Registering an apprenticeship program provides several benefits, such as a national credential for apprentices and potential state tax credits for businesses. The WSA Business Engagement Team will educate employers regarding these additional benefits.
- **Promote work-based learning to meet employer skilled worker's needs:** The WSA Business Engagement Team will promote the use of work-based learning services to employers, including use of On-The-Job Training (OJT) and Registered Apprenticeships. WSA will also encourage use of OJT to support non-registered apprenticeship programs.
- **Apprenticeship Building America:** DOL \$3M grant supporting the work of apprenticeship accelerator that is a partnership between Alamo Colleges, SA WORX and the City of San Antonio.

#### B. Apprenticeship Texas

Each Board must include a description of the Board's strategy and commitment to support Apprenticeship Texas efforts across the state, as applicable.

#### Minimum Plan Requirements:

- ☐ A description of the Board's strategy and commitment to support Apprenticeship Texas.

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#### Board Response:

WSA will employ the strategies below to increase the utilization of Apprenticeship as a service option and support Apprenticeship Texas statewide and regional efforts:

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- **Using Pre-Apprenticeships and Registered Apprenticeships to build Career Pathways for youth:** WIOA supports apprenticeship as a workforce strategy for youth, including the use of pre-apprenticeship activities and work-based learning as program elements. WSA youth programs will work with regional employers to emphasize these service strategies. The WSA youth program will also coordinate with Gary Job Corps which recognizes apprenticeship as a career pathway, and coordinate with Youth Build to utilize pre-apprenticeship and apprenticeship programs. **Leverage related WIOA Youth 14 Elements:** WSA will utilize WIOA youth services including tutoring, mentoring, and work experience, in combination with pre-apprenticeship and apprenticeship programs, to strengthen Career Pathway opportunities available to youth customers.
- **Customized Training/Incumbent Worker Training Options:** Using WIOA funds, customized and incumbent worker training will be leveraged to support businesses that sponsor apprenticeships and other training programs. Customized training will be used as an option to support apprenticeship programs by meeting the special requirements of an employer or a group of employers. Apprenticeships will also be used as an option to up-skill entry-level (incumbent workers) employees, retain them, and provide workers with an upward career path. In addition, WSA will explore other customized training and incumbent worker training opportunities.

WSA recognizes that WIOA emphasizes work-based learning/training and employer engagement and provides workforce systems with enhanced flexibility in deploying resources to support regional employers. WSA will continue to work with representatives of the Texas Workforce Commission, US Department of Labor, and the regional employer community to identify further strategies that encourage use of Apprenticeship to develop Career Pathway opportunities for residents and efficiently supply employers with labor.

#### Part 11: Public Comment

References: WIOA §108(d); 20 CFR §679.550(b) and §679.560(b) and (e)

Boards must provide a description of the public comment process, including:

- Making copies of the proposed local plan available to the public through electronic and other means, such as public hearings and local news media.
- An opportunity for comments by members of the public, including representatives of business, labor organizations, and education;
- Providing at least a 15-day, but no more than a 30-day period for comment on the plan before its submission to TWC, beginning on the date that the proposed plan is made available, before its submission to TWC.

#### Minimum Plan Requirements:

- ☐ Describe the public comment period process
- ☐ Provide any comments received; or a statement that no public comments were received

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### **Board Response:**

Using multiple vehicles, Workforce Solutions Alamo provided communications and notices of opportunity to provide public comment on the update of the 2021-2024 Local Plan. These included:

WSA will provide a 30-day public comment period. Using various methods, communications and notices of the comment period are issued to the community. These included:

- Posting of the notice for Public Comment on the WSA website.
- Posting of the plan and accompanying notice on [www.workforcesolutionsalamo.org](http://www.workforcesolutionsalamo.org)
- Posting of the plan on the website of the State of Texas Secretary of State
- Posting of the notice of the Public Comment on the Bexar County Courthouse
- Posting of the notice and links to the plan on [www.workforcesolutionsalamo.org](http://www.workforcesolutionsalamo.org) on all WSA social media channels.
- Making the Local Plan available for download from WSA website in electronic format.
- Email blast both through mass mail-outs to thousands of individuals and organizations using Constant Contact.
- Sent to members representing business, education, Joint Base San Antonio, partners, and the community.
- Hold Public Hearings
- Present Local Plan at public meetings.

Receipt of Comments: There were several ways in which key stakeholders and the public could provide comments. This included email ([localplan@wsalamo.org](mailto:localplan@wsalamo.org)), at the public hearings, where hearings are recorded to collect comments.

All comments are documented, with information on the individual providing comment, request, response, and results.

All requests for inclusion of an occupation on the target occupation list are reviewed and analyzed. All requests are documented with the results of the request.

Key stakeholders and the public are notified of ways to provide a comment. Comments preferably are sent directly to the dedicated email address ([localplan@wsalamo.org](mailto:localplan@wsalamo.org)).

### **Conclusion**

Workforce Solutions Alamo submits this Local Plan Update in accordance with the Workforce Innovation and Opportunity Act (WIOA) §108 (20 Code of Federal Regulations §679.500–580) and represent existing and proposed workforce programmatic activity and an economic development analysis of activities for the 13-county Alamo region. The plan is developed in cooperation with local community stakeholders including elected officials, area employers, education and training partners, community-based organizations, and individuals who are the recipients of services provided by Workforce Solutions Alamo.

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Workforce Solutions Alamo is committed to the development of Sector-Based Partnerships model with emphasis on best practices that connect people to training opportunities that are employer-driven and data informed. Workforce Solutions Alamo is prepared to convene strategic partnerships that align with industry clusters as defined in this plan and according to the Sector-Based Partnership model.

Workforce Solutions Alamo will continue to seek feedback from stakeholders in each of the 13 counties served by WSA. Community voice and employer input is essential to a community-based participatory and responsive methodology for continuous process evaluation and improvement.

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| Date              | Comment  | Request  | Response   | Results  |
|-------------------|--|--|--|--|
| December 18, 2024 | Richard Davidson<br>Chief Operating Officer<br>Family Service        | Comment sent to Local Plan:<br>Email to WSA to consider including PreK in the Education target demand occupations list. PreK Education as a high demand occupation and growing field.  | Response with comment received- and included the draft target occupation list for 2024-2028- including "Preschool Teachers" in the target occupations list.  | Response complete  |
| January 6, 2025   | Jayden Hednri<br>EcoCare<br>Commercial/Janitorial Services           | Inquiry sent to Local Plan<br>Email: Email is inquiring if WSA is open to receiving a janitorial service estimate. Offering to schedule a meeting for a walk-through of the facility to provide an estimate. The sender also requests details about the frequency of service and the approximate square footage. | Email has been forwarded to Procurement for response.  | WSA Procurement Staff pending response.  |
| January 8, 2025   | Javier Uribe<br>CTE Director   | Inquiring from the Local Plan Presentation:<br>1. Where can we obtain the Local Plan?<br>2. Question: Who are the Major Partners?<br>3. Question in Local Plan Presentation:<br>For the Clusters how are those determined?   | 1. Adrian Lopez responds with a link to be sent to locate the plan.<br>2. CEO Adrian Lopez responded to question with response on current contracts: C2 Global, Serco, City of San Antonio.<br>3. CEO Adrian Lopez response: Based on methodology and research the clusters were identified based on high demand, high growth, high wage or on opportunities. Which encourages our training providers, K-12, job seekers, and our employers to be able to decide where to make investments in. | 1. Link sent- Response complete.<br>2. Response complete.<br>3. Response complete. |
| January 9, 2025   | Ana Dehoyos Oconnor<br>Early Child Care Committee Chairwoman         | Chairwoman Dehoyos O'Connor has requested Early Childcare Workers be included in the local plan and be added to the target occupations.  | The request has been added to the "Requested Occupations List" pending review and determination with occupation code 39-9011.00 Childcare Workers.   | Requested Occupation are pending review and determination.                         |
| January 13, 2025  | Hugo C Hernandez<br>Program Manager<br>Project QUEST                 | 1. Email was sent to local plan inquiring about the following session for the Local Plan Presentation.<br>2. Confirmation of the Listening Sessions providing an opportunity for community input.<br>3. Confirmation of Medical Assistants not included in the proposed 2025-2028 local plan.                    | 1. The inquiry was answered by Email from WSA James Keith with the following dates and times for the upcoming Local Plan Presentations.<br>2. Email has been sent with response.<br>3. Email has been sent with response.  | 1. Response complete.<br>2. Response complete.<br>3. Response complete.            |
| January 16, 2024  | Michelle Madson<br>President & CEO<br>SA Hotel & Lodging Association | Email sent to Local Plan: Request to add several occupations for review.   | Response with the addition of occupation to be added for review:<br><ul style="list-style-type: none"> <li>Lodging Manager</li> <li>Food Service Manager- Currently on proposed Target Occupation List</li> <li>Chefs and Head Cooks</li> <li>Meeting, Convention, and Event Planner</li> <li>Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel</li> </ul>  | Requested Occupations are pending review and determination.                        |

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### Part 12: Appendices

#### Appendix 1: Texas Workforce Investment Council (TWIC) Requirements

##### Local Board Plan Requirements for Alignment to the Texas Workforce System Strategic Plan

*Texas Government Code Sec. 2308.304, Local Plan*

Directions for Demonstrating Alignment with the Texas Workforce System Strategic Plan

Local board plan responses must demonstrate alignment with the workforce system plan and, therefore, require both summary information and citations to the strategies and initiatives that advance progress towards the workforce system goals in *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024-2031*. Please refer to the workforce system plan for definitions of specific terms.

1. Provide a summary describing how the processes, activities, or initiatives in the local board plan align with the specific system goal and objective and each strategic opportunity. Response guidelines are provided.
2. Accurately cite the referenced information in the local board plan by providing the corresponding page number(s) in the plan.

#### 1. System Goals and Objectives

Employers Goal – Delivery of Relevant Education and Training Programs

Describe local board activities, initiatives, or processes that accelerate the delivery of relevant education and training programs to meet employers' needs, specifically by increasing:

- Upskilling and reskilling programs that address employers' needs for middle skill workers,
- Adult learners transitioning to employment through integrated education and training programs, and
- Attainment of short-term credentials in programs aligned with high-demand occupations.

Response should address the following:

- The institution and/or expansion of upskilling and reskilling programs to meet employers' needs for middle-skill workers,
  - The identification and delivery of programs, including adult education and literacy providers, that support attainment of short-term credentials, industry-based certifications, and licenses,
  - Populations that require supportive services to improve program completion, certification or attainment of short-term credentials, and employment, and
  - Data used to track reskilling and upskilling program enrollments and outcomes, including program completions, attainment of short-term credentials and industry-based certifications or licenses, and employment directly related to the credential, license, or certification.
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### **Board's Response:**

- WSA leverages Customized Training and Incumbent Worker Training Options using WIOA funds. These programs are designed to help businesses meet their specific training needs by offering tailored solutions for apprenticeships and other workforce development initiatives. Customized training will be provided to employers sponsoring apprenticeships to meet their unique requirements. Additionally, apprenticeship programs will be used to upskill entry-level or incumbent workers, helping them advance in their careers and retain valuable employees. WSA will also explore other opportunities for customized and incumbent worker training to ensure businesses have access to a skilled workforce that meets their evolving needs.  
**(pg.90,111,142 and 148)**
- WSA coordinates efforts with the Adult Education and Literacy (AEL) Alamo Consortium to support the achievement of short-term credentials, industry-based certifications, and licenses for adult learners. The AEL Alamo Consortium, which consists of 8 service providers across 13 counties, offers a variety of adult education services, including High School Equivalency classes, English as a Second Language (ESL) programs, and career training options. These services are designed to equip individuals with the skills needed for employment, career advancement, and higher education.

WSA works closely with AEL partners to ensure the alignment of training opportunities with employer needs, specifically in high-demand sectors. Through collaboration, WSA and the AEL Consortium integrate services, including co-location of AEL classes at WSA's American Job Centers, cross-training of staff, and strategic planning for career pathways. Additionally, WSA engages in providing analysis of labor market information and assists in developing programs that prepare individuals for industry-recognized credentials and certifications.

WSA also supports the retention and success of adult learners by promoting student success initiatives such as externships, digital literacy certificates, and job skills certifications. By leveraging this network of services, WSA ensures that adult learners are prepared to enter and succeed in the workforce, gaining valuable short-term credentials that meet employer demand. The collaborative efforts between WSA, the AEL Consortium, and local partners help streamline the pathway for adults to achieve their educational and career goals, facilitating a stronger connection to the labor market.

**(Pg.93, 103 & 152)**

- Populations requiring supportive services to improve program completion, certification, and employment have access to a broad range of assistance aimed at removing barriers to success. These services are designed to address personal, financial, and logistical challenges that might prevent individuals from completing training or gaining employment. Support includes healthcare services such as medical treatment and mental health support, childcare referrals with subsidies, transportation assistance like bus passes or gas allowances, and housing or rental assistance to ensure stability. Additionally, counseling services, financial planning assistance, and incentives for meeting program milestones are provided to help individuals stay motivated and on track. Financial aid is available for work-related expenses like clothing and

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tools, as well as support for GED testing or substance abuse treatment when needed. Co-enrollment in multiple programs, such as WIOA or SNAP, further enhances support by combining resources from various funding sources and streamlining intake and referrals. This integrated approach ensures that participants receive the necessary services to overcome obstacles, complete their programs, attain certifications, and successfully transition into stable employment.

**(Pg. 91-96 127-128)**

- Workforce Solutions Alamo (WSA) tracks reskilling and upskilling program enrollments through various mechanisms, including:
  - The Eligible Training Provider System (ETPS): Ensures that training providers submit applications for review before offering Workforce Innovation and Opportunity Act (WIOA)-funded training services.
  - WorkInTexas (WIT): Used to match job seekers with training opportunities based on customer data and predictive analytics.
  - Labor Market Information (LMI) Tools: WSA utilizes LMI projections from TWC to track employment trends and validate whether training results in job placements in high-demand occupations.

**(Pg. 53 & 69)**

### **Learners Goal – Expansion of Work-Based Learning and Apprenticeship**

Describe local board activities, initiatives, or processes that are expanding work-based experiences, including apprenticeship, to accelerate skills and knowledge acquisition that improves system outcomes for learners.

Response should address the following:

- Work-based learning opportunities with system stakeholders as a pre-employment strategy for youth and adults, including those requiring supportive services and resources,
- The expansion of the employer network participating in and sponsoring work-based learning opportunities, including registered and industry-recognized apprenticeship programs, and
- Partnerships that address regular engagement with employers and system stakeholders, including collaboration with a Regional Convener for the Tri-Agency Texas Regional Pathways Network and input on the quality of existing apprenticeship programs and development of new programs.

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### **Board's Response:**

- WSA is committed to enhancing workforce development in the Alamo Region by leveraging work-based learning opportunities like apprenticeships, work experience, and on-the-job training (OJT). By promoting the Registered Apprenticeship Program, WSA aims to help businesses connect with skilled workers and access federal funding. They will educate employers about RAP eligibility, which allows them to be included in the Eligible Training Provider System (ETPS) and access funding without additional paperwork. These programs provide apprentices with nationally recognized credentials, and businesses may also qualify

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for state tax credits. WSA will actively engage with employers to promote these opportunities and encourage the use of work-based learning services, such as OJT, to meet the demand for skilled workers. Additionally, WSA is involved in the “Apprenticeship Building America” initiative, a \$3M Department of Labor grant designed to support the growth of apprenticeship programs in partnership with Alamo Colleges, SA WORX, and the City of San Antonio. This comprehensive approach aims to expand access to apprenticeships and support both employers and job seekers in the region.

**(Pg. 141 & 149-150)**

- WSA’s Business Engagement framework is based on some of the core principles of inclusive growth, specifically “Growth from Within.” WSA’s Growth from Within strategy prioritizes industries, occupations, and firms that:
  - Drive local competitive advantage, innovation, productivity, and wage gains, and
  - Boost export growth and trade with other markets.

WSA aims to focus on industries, occupations, and firms in alignment with local partners’ efforts and their workforce and economic development priorities and targets for investment. Along with the City of San Antonio EDD, Workforce Development Office, Bexar County EDD, and the Area Judges/AACOG, for example, the region focuses on Healthcare, Advance Manufacturing, and Information /Computer Technology industries. Port SA is strong in Aerospace Manufacturing, Maintenance, Repair and Operations as well as Cybersecurity while portions of the Alamo region and nearby regions are tied to Transportation and Warehousing (fulfillment centers) and Oil & Gas. One of the Alamo region’s primary industries is cybersecurity, with UTSA leading the training in this industry.

Having selected these most promising industries, WSA aims to partner with organizations, associations, and employers with which to further help promote the education needed, up-skilling, and re-skilling of participants, job seekers and community residents to meet the needs of regional employers.

WSA’s overall goals aim to create pipelines into mid-skill/mid-wage occupations, for which we delineate three strategies, including traditional services, sector-based strategies, and place-based strategies.

**(pg. 109-111 & 142-144)**

- WSA actively engages employers and system stakeholders to develop a skilled workforce that meets the needs of local businesses. By partnering with economic development agencies, chambers of commerce, and industry associations, WSA stays aligned with labor market trends and employer demands. This collaboration ensures that training and education programs are directly connected to the needs of employers.

In addition, WSA focuses on expanding Registered Apprenticeship Programs and other work-based learning opportunities. These programs provide hands-on training that directly aligns with industry needs, offering participants valuable credentials and career progression. WSA works closely with employers to design apprenticeship programs that address specific skills

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gaps and create pathways into well-paying jobs, helping businesses develop a strong, skilled workforce. Through these efforts, WSA is strengthening the talent pipeline and ensuring that employers in the Alamo region have access to the skilled workers they need for growth and innovation..

(pg.112-1114 & 142- 143)

### **3. Partners Goal – Alignment to Support Career Pathways**

Describe local board activities, initiatives, or processes to build the board’s capacity, responsiveness, continuous improvement, and decision-making to:

- Support the identification of credentials of value, and
- Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs.

Response should address the following:

- System stakeholders’ input to assess the alignment and articulation of secondary and postsecondary technical programs supporting career pathways; and
- Collaboration with secondary and post-secondary institutions to engage employers to identify credentials of value that respond to local labor market needs, including post-secondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses; and
- Processes to continuously improve career pathways.

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### **Board’s Response:**

- To gather stakeholder input for aligning training with career pathways, WSA can use a variety of methods to ensure broad community participation. Surveys can be distributed to local stakeholders—including elected officials, employers, and job seekers—to gather both quantitative and qualitative data on workforce needs and challenges. Additionally, community listening sessions should be held regularly to engage stakeholders in open discussions about local workforce issues and training programs, addressing key topics like social determinants of health (SDOH).

WSA can also establish advisory committees made up of diverse community representatives to regularly review and improve training programs. Industry-specific roundtable discussions with employers will help align training with current and future workforce demands. Finally, analyzing data from existing programs, such as participant outcomes, will provide valuable insights into areas that need improvement, ensuring programs are continuously adjusted to meet both employer needs and job seeker aspirations.

This multi-method approach will ensure that stakeholder input is consistently used to align training with local career pathways.

(Pg. 100-102 & 113-115)

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- To effectively collaborate with high schools, colleges, and universities in engaging employers to identify needed training programs with industry-recognized outcomes, a coordinated Career Pathways approach is essential. This approach aligns rigorous education and training with industry needs, offering students clear pathways to secondary and post-secondary education, including apprenticeships. Collaboration with employers and industry associations ensures that training programs are directly relevant to labor market demands and lead to meaningful employment. Key to this effort are strategies such as stackable credentials and lattice/ladder credentials, which allow individuals to progressively build qualifications and advance within an industry. Additionally, dual enrollment programs, apprenticeships, internships, and structured mentoring help bridge the gap between education and the workforce, providing students with practical experience. The Workforce Development Board, in partnership with economic development agencies, community colleges, universities, and local employers, plays a central role in identifying high-demand occupations and developing training programs that align with these needs, ultimately leading to family-sustaining wages. Events like Job's Yall engage students early, offering opportunities to explore career paths, network, and participate in internships, with parents also involved to support career exploration. This holistic approach, focused on career advancement and industry-specific credentials, ensures individuals are equipped with the skills necessary to thrive in the workforce, while contributing to the state's 60x30 goal of ensuring that at least 60% of residents aged 25 to 34 hold a post-secondary degree or recognized certification by 2030.

**(Pg.101-152 & 113-115)**

- To continuously improve career pathways, we have established a comprehensive, multi-faceted approach that ensures alignment with employer needs, industry trends, and the educational and training requirements of our region. Central to this process is the ongoing engagement of employers through our Business Engagement (BE) Team, which serves as the primary liaison between businesses and the workforce system. The BSU team gathers feedback from employers, provides socio-economic and labor market data, and connects employers to workforce initiatives like the Department of Labor Registered Apprenticeship programs and TWC's Skills Development Fund. This continuous interaction ensures that career pathways are consistently aligned with industry demands. Data-driven decision-making is a critical element in this process, as we use labor market insights and assessments to guide the development of relevant programs that meet the evolving needs of employers.

We also focus on customized support and career pathway advancement by facilitating in-depth assessments of candidates and employer needs, ensuring that individuals are matched with the right training and career opportunities. Programs that offer stackable credentials and lattice credentials provide individuals with the opportunity to continuously build their skills and advance in their careers. Additionally, we prioritize place-based strategies to reach underserved communities that face unique barriers, such as lack of transportation or high unemployment. By addressing dynamism, skills, and access barriers, we support inclusive growth and equitable access to career pathways for all individuals, particularly those from historically isolated areas.

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Furthermore, we work to expand career pathways by connecting employers to training programs that integrate work-based learning and apprenticeships, offering participants hands-on experience while earning valuable credentials. The continuous expansion of career pipelines is another important focus, ensuring that eligible candidates are identified, assessed, and enrolled in training programs that meet the needs of local businesses. Our commitment to collaboration across stakeholders—including employers, educational institutions, workforce development organizations, and community-based partners—ensures that career pathways are continuously updated to reflect both labor market demands and technological advancements. Through the integration and coordination of services, particularly in our region’s diverse sectors, we are able to streamline efforts and provide tailored support to both rural and metropolitan areas. This holistic approach not only improves career pathways but also ensures that individuals are equipped with the skills and experience necessary to thrive in high-demand industries.

(Pg.100-102 & 113-115)

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#### 4. Policy and Planning Goal – Relevant Data Sets

Describe local board activities, initiatives, or processes that support the availability and coordination of relevant workforce, education, and employment data to evaluate program outcomes to respond to the needs of policy makers and planners to:

- Expand high-quality childcare availability,
- Identify and quantify quality outcomes, including industry-based certification data, and
- Enhance wage records.

Response should address the following:

- Engagement with childcare providers and employers to establish on-site or near-site, high quality childcare facilities and expand Texas Rising Star certifications,
  - Collaboration with employers to identify enhanced employment and earnings data to gain deeper insight into program outcomes, and
  - How the board and its system partners identify, evaluate, and implement ways to streamline and improve timeliness and completeness of data matching and sharing, specifically with industry- based certification attainment, to evaluate program effectiveness and outcomes.
- 

#### Board’s Response:

- WSA engages childcare providers through its Child Care Committee, which works to increase the number of quality childcare centers in the region. This is accomplished through the Texas Rising Star (TRS) program, where WSA provides support, mentoring, and resources to help providers achieve TRS certification. The TRS Quality Cohort assists Entry Level Designated providers by offering training, materials, and professional guidance to help them reach full certification. WSA also collaborates with contractors, mentors, and assessors to ensure that childcare centers meet TRS standards, offering ongoing support to improve quality and expand access to high-quality childcare.

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To engage employers, WSA highlights the impact of quality childcare on employee retention, productivity, and family financial stability through data reports like the Child Care Infographic Report. By sharing this information, employers are encouraged to invest in childcare initiatives that can lead to improved workforce outcomes. WSA also supports childcare programs through business coaching, which helps improve operations and profitability, providing incentives for employers to partner with childcare centers. Additionally, WSA ensures balanced funding for rural areas to expand access to childcare and TRS certifications, fostering stronger partnerships between employers, childcare providers, and the broader community.

(Pg.127-128)

- WSA collects employment and wage data from:
  - Quarterly Census of Employment and Wages (QCEW) TWC labor market data Custom employer surveys and direct feedback from sector-based partnerships
  - WSA partners with industry advisory boards to collect employer input and validate LMI projections. Sector-Based Partnerships are used to obtain real-time data from employers to improve program alignment. MOUs and Data-Sharing Agreements ensure that employers contribute data on wages, hiring trends, and in-demand skills.

(Pg. 28)

- WSA has identified key strategies to improve data matching, including:
  - Cross-system data integration: Connecting employer-reported credential attainment with workforce system records. Use of Predictive Analytics: Leveraging WorkInTexas to automate and enhance training-to-employment matching. Implementation of MOUs with Training Providers: Ensures access to real-time completion data for credentials and industry-based certifications.

(Pg. 16, 115)

## 5. Strategic Opportunities

Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024-2031 envisions a collaborative workforce system capable of accelerating the delivery of workforce programs, services, and initiatives to meet the needs of a thriving economy. The strategic opportunities focus system partners on three critical success factors that will lead to broad achievement of the system plan goals and objectives. Review each strategic opportunity and provide the information requested.

### Strategic Opportunity 1 – Employer Engagement

Describe how the local board coordinates with its stakeholders to gain insight into the needs of employers and minimize “asks” that burden employers.

Response should address the following:

- Coordination efforts that gain more insight from employers, including participation in the Tri- Agency Texas Regional Pathways Network, if applicable, and

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- Reducing the number of regional system partners individually making requests of employers.
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#### Board's Response:

- WSA's coordination efforts focus on fostering deeper employer engagement through continuous collaboration and targeted outreach. The Business Services Team (BSU) serves as the primary liaison between employers and the workforce system, regularly assessing industry needs and providing customized workforce solutions. By leveraging sector-based strategies, industry partnerships, and employer surveys, WSA gathers real-time insights into workforce challenges, skills gaps, and evolving labor market trends. This data-driven approach allows WSA to develop tailored training programs that directly address employer demands, ensuring that the local workforce is equipped with relevant skills. Additionally, WSA strengthens employer relationships through ongoing dialogue, offering support in areas such as apprenticeships, upskilling initiatives, and funding opportunities like the Skills Development Fund. By maintaining a proactive and adaptive engagement model, WSA ensures that its workforce system remains aligned with the needs of businesses, contributing to regional economic growth and workforce sustainability.

(Pg.112-114)

- WSA, as the region's lead workforce development agency, is committed to fostering a coordinated, sector-based partnership model that strengthens collaboration between education institutions, industry leaders, and economic development agencies. Serving as the lead convener, WSA facilitates connections among these key stakeholders to establish a shared vision for workforce development. This collaborative infrastructure ensures that training programs are industry-driven, aligning education and workforce initiatives with employer needs and labor market demands. By leveraging sector strategies, employer engagement, and economic partnerships, WSA enhances career pathways, promotes skills development, and drives regional economic growth. This integrated approach allows WSA to provide a responsive and adaptable workforce system, ensuring that businesses have access to a skilled labor force while supporting job seekers in securing meaningful employment.

(Pg. 13)

- WSA is committed to employer engagement and sector-based partnerships as part of its mission to excel as a high-performing board. To promote business representation, WSA actively involves employers in workforce planning, advisory boards, and economic development discussions, ensuring a business-driven workforce system. Employers are encouraged to participate in initiatives such as internships, apprenticeships, and mentorship programs, fostering talent development and strengthening the local workforce. Additionally, WSA develops effective linkages with employers through Sector-Based Partnerships, which serve as a bridge between industry needs and workforce training. By leveraging real-time labor market data, employer feedback, and industry collaborations,

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WSA aligns training programs with business demands, helping to close skill gaps and create sustainable career pathways. This integrated approach ensures that the workforce system remains adaptable, responsive, and aligned with regional economic goals.

(pg. 20)

WSA's sector-based model is designed to leverage the expertise of key decision-makers at the executive operational levels to ensure a strategic and data-driven approach to workforce development. This model emphasizes the identification of sector champions—leaders from target in-demand industries—who play a crucial role in shaping workforce initiatives. These champions form an advisory board, which serves as a guiding body for strategic planning and program development. By incorporating direct input from industry leaders, WSA ensures that training programs, career pathways, and workforce services align closely with current and projected labor market demands. The sector-based approach also integrates cross-sector partnerships with education providers, economic development agencies, and workforce organizations to create a collaborative infrastructure that fosters innovation and long-term sustainability in workforce solutions.

(Pg. 15-17)

#### **Strategic Opportunity 2 – Improving Outcomes for Texans with Barriers to Employment**

Describe how the local board engages Texans with diverse needs — including those with disabilities, foster youth, sex-trafficking victims, incarcerated juveniles and adults, and opportunity youth — by designing programs that address their needs, maximize outcomes, and improve career opportunities.

Response should address the following:

- Models, initiatives, programs, or processes that effectively engage these populations; and
- Promising practices in supportive services models and outcomes that consistently demonstrate success.

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#### **Board's Response:**

- In alignment with WIOA, WSA is committed to increase, for individuals, particularly those with barriers to employment, access to and opportunities for the employment, education, training, and the support services they need to succeed in the labor market (WIOA Sec. 2.1). WSA recognizes individuals with barriers to employment as members of one or more of the 14 populations identified in WIOA Sec. 3.24  
(Pg. 74)
- WSA supports a variety of populations through tailored projects and partnerships, ensuring inclusive services. For youth with disabilities, WSA partners with agencies like VRS, the San Antonio Lighthouse for the Blind, and Family Endeavors to offer vocational counseling, work-based learning, assistive technologies, and job placement. The Summer Earn and Learn (SEAL) program also provides paid work experience and training for students with disabilities.

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WSA collaborates with TWC's Vocational Rehabilitation program to ensure access to rehabilitation services, including job placement and career counseling. Service centers are made accessible with adaptive equipment, specialized software, and accommodations.

Additionally, WSA's Training and Employment Navigator Pilot aids sex-trafficked and foster youth (ages 16-25) by helping them navigate Workforce Center services, increasing their chances of securing employment and reducing the risk of repeated victimization.

WSA also works with local organizations to support foster youth, sex-trafficking victims, incarcerated juveniles and adults, and opportunity youth through job training, education, and wrap-around services like housing, childcare, and transportation. Outreach efforts via social media and the WSA website help increase awareness and access to services. These initiatives aim to remove barriers to employment, providing these vulnerable populations with the resources needed for long-term success.

**(Pg.74, 121 & 157)**

- Promising practices in supportive services models focus on providing comprehensive support to individuals facing barriers to employment, helping them overcome challenges and achieve long-term success. One effective model is WSA's multi-faceted approach, which includes healthcare services, childcare referrals, transportation assistance, housing support, counseling, substance abuse treatment, and financial planning. These services address critical needs, allowing participants to focus on training and job readiness without being hindered by personal or financial obstacles.

Incentive programs also play a key role in motivating participants, offering rewards for actions such as program completion, attendance, or job placement. Needs-related payments help ensure financial stability for individuals in training, and follow-up services offer continued support to keep participants engaged in work and education.

The Noncustodial Parent (NCP) Choices program is another successful model. By offering short-term training and career pathway development, NCP participants are able to secure stable employment and make consistent child support payments. Collaboration with community partners, such as the American GI Forum and Goodwill Industries, strengthens the service delivery model by offering additional supports like work experience, food assistance, and job training.

These models demonstrate success by addressing the whole person, not just their job skills, and providing a holistic approach that fosters both immediate and long-term economic stability. Consistent positive outcomes, such as job retention and financial independence, reflect the effectiveness of these integrated supportive service strategies.

**(Pg.94- 95 & 123-124)**

#### **Strategic Opportunity 3 – Use of Data to Support Investment Decisions**

Describe how the local board uses data and evidence to identify and target strategic investments to improve system performance.

Response should address the following:

- Evidence-based practices and data to strategically implement and fund initiatives; and

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- Programs that have successfully demonstrated previous program participant credential attainment and employment.
- 

#### Board's Response:

- WSA employs a **data-driven approach** to workforce development by leveraging **Labor Market Intelligence (LMI), performance-based evaluation, and sector-based models** to ensure its programs effectively meet employer and job seeker needs. **LMI serves as a critical tool** in guiding funding priorities, ensuring that resources are strategically invested in high-demand occupations and industries that drive regional economic growth. By continuously analyzing **employment trends, wage data, and industry forecasts**, WSA aligns its workforce initiatives with the evolving labor market. Additionally, **performance-based evaluation** plays a key role in refining program design, using past outcomes and participant success rates to assess effectiveness and allocate resources where they will have the greatest impact. To further strengthen workforce strategies, WSA utilizes **sector-based models**, engaging **industry advisory boards** to validate labor market insights and workforce planning efforts. These advisory boards, composed of key industry leaders, provide **real-time employer feedback**, ensuring that training programs and career pathways remain aligned with **business needs, skill gaps, and technological advancements**. Through this **integrated and responsive approach**, WSA enhances workforce development strategies that drive long-term economic success.  
(Pg. 92- 94)
- WSA implements several key programs aimed at enhancing credential attainment and employment success, with a strong focus on upskilling, career advancement, and workforce development. The Noncustodial Parent (NCP) Choices Program is a collaborative initiative involving the Texas Workforce Commission (TWC), the Office of the Attorney General (OAG), the WSA Board, and local family court judges, designed to support low-income, unemployed, or underemployed noncustodial parents who are behind on child support payments. This program provides short-term training, employment assistance, and workforce development services, helping participants overcome employment barriers and achieve economic stability. Additionally, Sector-Based Training Partnerships offer opportunities for career progression through stackable and lattice credential programs, ensuring that workers can gain industry-recognized certifications aligned with high-demand occupations. These partnerships bridge the gap between job seekers and employers, creating pathways for sustainable career growth. Furthermore, WSA supports businesses through Customized and Incumbent Worker Training, which assists employers in upskilling their current workforce, increasing employee retention, and boosting business productivity. By integrating these programs into its workforce development strategy, WSA strengthens regional economic growth while equipping individuals with the necessary skills to succeed in today's evolving job market.  
(Pg. 90 – 92)

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### Appendix 2: Detailed Target Occupations

| SOC Code                      | SOC Title   | Current Employment (2023) | Education                         | Entry Level Wage (as of 2023) | Change in employment 2032 - 2022 | Percentage Change | Change in Emp by Growth | Mean Annual Wage 2023 |
|-------------------------------|---|---------------------------|-----------------------------------|-------------------------------|----------------------------------|-------------------|-------------------------|-----------------------|
| <b>Construction/Utilities</b> |   |                           |                                   |                               |                                  |                   |                         |                       |
| 11-9021                       | Construction Managers   | 3,610                     | Bachelor's Degree                 | \$65,322                      | 651                              | 15.21             | 65                      | \$103,727             |
| 47-1011                       | First-Line Supervisors of Construction Trades and Extraction Workers              | 6,450                     | High-School Diploma or Equivalent | \$49,000                      | 916                              | 12.69             | 92                      | \$72,313              |
| 47-2111                       | Electricians  | 5,850                     | High-School Diploma or Equivalent | \$38,292                      | 1,086                            | 19.59             | 109                     | \$54,532              |
| 47-2152                       | Plumbers, Pipefitters, and Steamfitters   | 3,130                     | High-School Diploma or Equivalent | \$36,964                      | 516                              | 14.11             | 52                      | \$52,966              |
| 49-1011                       | and Repairers   | 5,300                     | High-School Diploma or Equivalent | \$45,676                      | 925                              | 17.2              | 92                      | \$71,500              |
| 49-9021                       | Heating, Air Conditioning, and Refrigeration Mechanics and Installers             | 2,990                     | Postsecondary Non-Degree Award    | \$35,105                      | 565                              | 17.99             | 56                      | \$51,748              |
| <b>Manufacturing</b>          |   |                           |                                   |                               |                                  |                   |                         |                       |
| 17-2112                       | Industrial Engineers  | 1,560                     | Bachelor's Degree                 | \$71,979                      | 362                              | 26.35             | 36                      | \$103,716             |
| 17-2141                       | Mechanical Engineers  | 1,110                     | Bachelor's Degree                 | \$67,610                      | 206                              | 18.43             | 21                      | \$102,030             |
| 17-3029                       | Engineering Technologists and Technicians, Except Drafters, All Other <b>*New</b> | 550                       | Associate's Degree                | \$41,401                      | 135                              | 23.6              | 14                      | \$65,978              |
| 19-4042                       | Environmental Science and Protection Technicians, Including Health <b>*New</b>    | 280                       | Associate's Degree                | \$41,010                      | 51                               | 27.57             | 5                       | \$54,808              |
| 49-9041                       | Industrial Machinery Mechanics  | 2,990                     | High-School Diploma or Equivalent | \$43,327                      | 807                              | 30.06             | 81                      | \$61,865              |
| 51-9162                       | Computer Numerically Controlled Tool Programmers                                  | 70                        | Postsecondary Non-Degree Award    | \$38,284                      | 10                               | 16.67             | 1                       | \$63,947              |
| 49-9069                       | Precision Instrument and Equipment Repairers, All Other <b>*New</b>               | 120                       | High-School Diploma or Equivalent | \$47,704                      | 3                                | 3.9               | 0                       | \$63,024              |
| 51-4121                       | Welders, Cutters, Solderers, and Brazers <b>*New</b>                              | 2,310                     | High-School Diploma or Equivalent | \$36,406                      | 211                              | 9.1               | 21                      | \$50,648              |
| 53-3032                       | Heavy and Tractor-Trailer Truck Drivers   | 16,260                    | Postsecondary Non-Degree Award    | \$35,015                      | 4,563                            | 25.09             | 456                     | \$50,920              |

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| Health                     |  |   |           |       |       |     |           |
|----------------------------|--|---|-----------|-------|-------|-----|-----------|
| 29-1126                    | Respiratory Therapists                                       | 950 Associate's Degree                  | \$61,078  | 222   | 23.22 | 22  | \$74,429  |
| 29-1141                    | Registered Nurses  | 23,030 Bachelor's Degree                | \$67,452  | 2,937 | 13.65 | 294 | \$88,706  |
| 29-1292                    | Dental Hygienists  | 1,260 Associate's Degree                | \$75,433  | 210   | 18.52 | 21  | \$85,067  |
| 29-2032                    | Diagnostic Medical Sonographers                              | 570 Associate's Degree                  | \$66,001  | 192   | 24.62 | 19  | \$80,966  |
| 29-2034                    | Radiologic Technologists and Technicians                     | 1,920 Associate's Degree                | \$55,557  | 281   | 17.6  | 28  | \$72,821  |
| 29-9021                    | Health Information Technologists and Medical Registrars *New | 310 Associate's Degree                  | \$50,991  | 483   | 29.1  | 11  | \$79,726  |
| 29-2035                    | Magnetic Resonance Imaging Technologists *New                | 200 Associate's Degree                  | \$71,624  | 34    | 18.38 | 3   | \$84,634  |
| 29-2052                    | Pharmacy Technicians   | 3,290 High-School Diploma or Equivalent | \$37,097  | 826   | 24.31 | 83  | \$44,343  |
| 29-2055                    | Surgical Technologists                                       | 1,170 Postsecondary Non-Degree Award    | \$37,288  | 188   | 16.35 | 19  | \$51,227  |
| 29-2061                    | Licensed Practical and Licensed Vocational Nurses            | 5,970 Postsecondary Non-Degree Award    | \$46,578  | 732   | 11.68 | 73  | \$56,910  |
| 29-2072                    | Medical Records Specialists *New                             | 1,760 Postsecondary Non-Degree Award    | \$33,014  | 2,204 | 16.7  | 32  | \$46,904  |
| 31-2011                    | Occupational Therapy Assistants                              | 450 Associate's Degree                  | \$58,904  | 97    | 26.36 | 10  | \$74,294  |
| 31-2021                    | Physical Therapist Assistants                                | 950 Associate's Degree                  | \$48,779  | 250   | 27.65 | 25  | \$71,170  |
| 31-9091                    | Dental Assistants  | 3,430 Postsecondary Non-Degree Award    | \$33,972  | 587   | 16.99 | 59  | \$42,141  |
| 31-9011                    | Massage Therapists * New                                     | 490 Postsecondary Non-Degree Award      | \$28,410  | 214   | 25.85 | 21  | \$49,836  |
| 31-9092                    | Medical Assistants *New                                      | 7,670 Postsecondary Non-Degree Award    | \$33,037  | 1,805 | 23    | 180 | \$38,480  |
| 31-1131                    | Nursing Assistants * New                                     | 7,520 Postsecondary Non-Degree Award    | \$29,305  | 1,083 | 14.37 | 108 | \$35,214  |
| 29-2031                    | Cardiovascular Technologists and Technicians *New            | 410 Associate's Degree                  | \$34,198  | 437   | 14.1  | 5   | \$54,995  |
| 31-9097                    | Phlebotomists *New   | 1,160 Postsecondary Non-Degree Award    | \$33,086  | 331   | 25.5  | 33  | \$40,144  |
| Computer and Cybersecurity |  |   |           |       |       |     |           |
| 11-3021                    | Computer and Information Systems Managers                    | 3,580 Bachelor's Degree                 | \$100,290 | 1,176 | 32.67 | 118 | \$161,136 |
| 15-1211                    | Computer Systems Analysts                                    | 3,170 Bachelor's Degree                 | \$65,647  | 825   | 27.16 | 82  | \$104,629 |
| 15-1212                    | Information Security Analysts                                | 1,250 Bachelor's Degree                 | \$76,751  | 611   | 51.43 | 61  | \$117,269 |
| 15-1231                    | Computer Network Support Specialists                         | 700 Associate's Degree                  | \$51,192  | 160   | 21.62 | 16  | \$72,026  |
| 15-1232                    | Computer User Support Specialists                            | 5,140 Some College, No Degree           | \$36,617  | 1,160 | 21.61 | 116 | \$54,681  |
| 15-1242                    | Database Administrators                                      | 460 Bachelor's Degree                   | \$58,396  | 106   | 21.68 | 11  | \$100,624 |
| 15-1244                    | Network and Computer Systems Administrators                  | 2,400 Bachelor's Degree                 | \$59,579  | 582   | 23.39 | 58  | \$91,894  |
| 15-1252                    | Software Developers  | 6,240 Bachelor's Degree                 | \$79,320  | 2,176 | 44.6  | 218 | \$121,006 |
| 15-1253                    | Software Quality Assurance Analysts and Testers              | 1,420 Bachelor's Degree                 | \$64,817  | 426   | 35.62 | 43  | \$98,042  |
| 15-1254                    | Web Developers   | 450 Associate's Degree                  | \$54,264  | 187   | 33.45 | 19  | \$90,990  |
| 15-1299                    | Computer Occupations, All Other                              | 5,300 Bachelor's Degree                 | \$63,556  | 1,341 | 25.16 | 134 | \$104,913 |
| 15-2031                    | Operations Research Analysts                                 | 870 Bachelor's Degree                   | \$58,426  | 395   | 40.22 | 40  | \$93,872  |
| 15-2051                    | Data Scientists * New  | 1,250 Bachelor's Degree                 | \$60,665  | 415   | 52.33 | 42  | \$110,869 |
| 15-1251                    | Computer Programmers *New                                    | 400 Bachelor's Degree                   | \$57,333  | 22    | 3.6   | 2   | \$94,348  |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Oil & Gas/Warehousing & Transportation/Finance/Others |   |        |                                   |          |       |       |     |           |
|---|---|--------|-----------------------------------|----------|-------|-------|-----|-----------|
| 49-3023   | Automotive Service Technicians and Mechanics    | 6,360  | Postsecondary Non-Degree Award    | \$31,210 | 1,350 | 19.79 | 135 | \$50,704  |
| 17-3028   | Calibration Technologists and Technicians *New  | 230    | Associate's Degree                | \$44,627 | 24    | 15.1  | 2   | \$66,372  |
| 11-1021   | General and Operations Managers                 | 33,690 | Bachelor's Degree                 | \$44,789 | 6,707 | 18.92 | 671 | \$112,964 |
| 13-1071   | Human Resources Specialists                     | 7,740  | Bachelor's Degree                 | \$42,315 | 1,202 | 16.33 | 120 | \$69,371  |
| 13-1081   | Logisticians                                    | 1,920  | Bachelor's Degree                 | \$52,178 | 577   | 33.78 | 58  | \$80,059  |
| 13-1082   | Project Management Specialists                  | 9,260  | Bachelor's Degree                 | \$54,801 | 1,292 | 16.95 | 129 | \$90,183  |
| 13-1111   | Management Analysts                             | 4,840  | Bachelor's Degree                 | \$58,992 | 1,004 | 21.5  | 100 | \$97,324  |
|   | Market Research Analysts and Marketing          |        |                                   |          |       |       |     |           |
| 13-1161   | Specialists *New                                | 4,250  | Bachelor's Degree                 | \$42,280 | 1,230 | 28.34 | 123 | \$71,616  |
| 13-2011   | Accountants and Auditors                        | 8,210  | Bachelor's Degree                 | \$54,865 | 1,685 | 18.62 | 168 | \$87,339  |
|   | Securities, Commodities, and Financial Services |        |                                   |          |       |       |     |           |
| 41-3031   | Sales Agents * New                              | 3,470  | Bachelor's Degree                 | \$40,553 | 682   | 21.44 | 68  | \$86,250  |
| 43-3031   | Bookkeeping, Accounting, and Auditing Clerks    | 10,110 | Some College, No Degree           | \$32,840 | 829   | 6.63  | 83  | \$46,054  |
|   | Suprs of Trans & Material Moving Wkrs, Ex       |        |                                   |          |       |       |     |           |
| 53-1047   | Aircraft Cargo Handling Suprs *New              | 4,210  | High-School Diploma or Equivalent | \$37,636 | 1,003 | 23.01 | 100 | \$59,949  |
|   | Bus and Truck Mechanics and Diesel Engine       |        |                                   |          |       |       |     |           |
| 49-3031   | Specialists *New                                | 2,180  | High-School Diploma or Equivalent | \$40,626 | 298   | 14.5  | 30  | \$57,262  |
|   | Sales Representatives of Services, Except       |        |                                   |          |       |       |     |           |
|   | Advertising, Insurance, Financial Services, and |        |                                   |          |       |       |     |           |
| 41-3091   | Travel *New                                     | 8,290  | High-School Diploma or Equivalent | \$35,527 | 1,325 | 16.37 | 132 | \$64,064  |
| Education   |   |        |                                   |          |       |       |     |           |
| Nov-51  | Food Service Managers                           | 1,880  | High-School Diploma or Equivalent | \$44,812 | 421   | 17.14 | 42  | \$62,535  |
| 13-1121   | Meeting Convention, and Event Planner *New      | 910    | Bachelor's Degree                 | \$27,306 | 204   | 20.97 | 20  | \$48,048  |
| 35-1011   | Chef and Head Cooks *New                        | 1,510  | High-School Diploma or Equivalent | \$29,243 | 382   | 22.2  | 38  | \$50,315  |
| 11-9081   | Lodging Manager *New                            | 400    | High-School Diploma or Equivalent | \$42,976 | 99    | 26.3  | 10  | \$67,329  |
|   | Preschool Teachers, Except Special Education *  |        |                                   |          |       |       |     |           |
| 25-2011   | New   | 3,540  | Associate's Degree                | \$27,153 | 952   | 19.71 | 95  | \$43,721  |
|   | Elementary School Teachers, Except Special      |        |                                   |          |       |       |     |           |
| 25-2021   | Education                                       | 11,050 | Bachelor's Degree                 | \$53,332 | 1,700 | 14.92 | 170 | \$63,905  |
|   | Middle School Teachers, Except Special and      |        |                                   |          |       |       |     |           |
| 25-2022   | Career/Technical Education                      | 5,160  | Bachelor's Degree                 | \$54,202 | 748   | 15.13 | 75  | \$61,943  |
|   | Secondary School Teachers, Except Special and   |        |                                   |          |       |       |     |           |
| 25-2031   | Career/Technical Education                      | 9,880  | Bachelor's Degree                 | \$54,252 | 1,458 | 15.37 | 146 | \$64,475  |
| 33-3051   | Police and Sheriff's Patrol Officers            | 4,890  | High-School Diploma or Equivalent | \$54,672 | 781   | 14.74 | 78  | \$71,648  |
|   | Court Reporters and Simultaneous Captioners     |        |                                   |          |       |       |     |           |
| 27-3092   | *New  | 40     | Postsecondary Non-Degree Award    | \$25,241 | 156   | 14.71 | 2   | \$70,116  |
| 39-9011   | Childcare Workers *New                          | 3,790  | High-School Diploma or Equivalent | \$21,876 | 865   | 11.37 | 86  | \$29,036  |

# Workforce Solutions Alamo

## Local Plan 2025-2028

### Appendix 3: Career Pathways

| Career Pathway - Aerospace  | SOC     | Mean Wage | Entry Education                   | Work Experience                   |
|---|---------|-----------|-----------------------------------|-----------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>   |         |           |                                   |                                   |
| Mechanical Engineers*   | 17-2141 | \$49.05   | Bachelor's degree                 | None                              |
| Industrial Engineers*   | 17-2112 | \$49.86   | Bachelor's degree                 | None                              |
| Electrical Engineers  | 17-2071 | \$50.71   | Bachelor's degree                 | None                              |
| Aerospace Engineers   | 17-2011 | \$61.78   | Bachelor's degree                 | None                              |
| Aerospace Engineering and Operations Technologists and Technicians  | 17-3021 | \$39.83   | Associate's Degree                | None                              |
| <b>ADVANCED</b>   |         |           |                                   |                                   |
| Computer Occupations, All Other* (15-1199**)  | 15-1299 | \$50.44   | Bachelor's degree                 | None                              |
| Transportation Inspectors (includes Aviation Inspectors)  | 53-6051 | \$36.13   | High school/equivalency diploma   | Moderate on-the-job training      |
| Compliance Officer  | 13-1041 | \$35.45   | Bachelor's degree                 | Moderate on-the-job training      |
| Occupational Health and Safety Specialists (29-9011**)  | 19-5011 | \$37.48   | Bachelor's degree                 | None                              |
| Engineering Technicians, Except Drafters, All Other*  | 17-3029 | \$31.72   | Associate's degree                | None                              |
| Avionics Technicians  | 49-2091 | \$34.36   | Associate's degree                | None                              |
| Electrical and Electronic Engineering Technicians   | 17-3023 | \$32.14   | Associate's degree                | None                              |
| First-Line Supervisors of Mechanics, Installers, and Repairers* ***   | 49-1011 | \$34.38   | High-School Diploma or Equivalent | Less than 5 years                 |
| Industrial Engineering Technologists and Technicians  | 17-3026 | \$32.80   | Associate's degree                | None                              |
| First-Line Supervisors of Production and Operating Workers***   | 51-1011 | \$31.65   | High school diploma or equivalent | Less than 5 years                 |
| Aircraft Mechanics and Service Technicians  | 49-3011 | \$32.04   | Postsecondary Non-Degree Award    | None                              |
| Mechanical Engineering Technicians  | 17-3027 | \$26.82   | Associate's degree                | None                              |
| <b>INTERMEDIATE</b>   |         |           |                                   |                                   |
| Maintenance and Repair Workers, General***  | 49-9071 | \$20.05   | High-School Diploma or Equivalent | Moderate-term on-the-job training |
| Life, Physical & Social Science Technicians/Quality Control   | 19-4099 | \$25.10   | Associate's degree                | None                              |
| Industrial Machinery Mechanics*   | 49-9041 | \$29.74   | High school/equivalency diploma   | Long-term on-the-job training     |
| Structural Iron and Steel Workers   | 47-2221 | \$23.66   | High school/equivalency diploma   | Apprenticeship                    |
| Sheet Metal Workers   | 47-2211 | \$26.01   | High school/equivalency diploma   | Apprenticeship                    |
| Carpenters  | 47-2031 | \$22.05   | High school/equivalency diploma   | Apprenticeship                    |
| Welders, Cutters, Solderers, and Brazers  | 51-4121 | \$24.35   | High-School Diploma or Equivalent | Moderate-term on-the-job training |
| Production, Planning, and Expediting Clerks***  | 43-5061 | \$25.00   | High-School Diploma or Equivalent | Moderate-term on-the-job training |
| Machinists  | 51-4041 | \$25.54   | High-School Diploma or Equivalent | Long-term on-the-job training     |
| Heavy or Tractor-trailer Truck Drivers*   | 53-3032 | \$24.48   | Postsecondary Non-Degree Award    | Short-term on-the-job training    |
| Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders   | 51-4122 | \$24.14   | High-School Diploma or Equivalent | Moderate-term on-the-job training |
| <b>ENTRY</b>  |         |           |                                   |                                   |
| Cabinetmakers and Bench Carpenters  | 51-7011 | \$16.74   | High school/equivalency diploma   | Apprenticeship                    |
| Helpers - Carpenters  | 47-3012 | \$18.48   | No formal education               | Short-term on-the-job training    |
| Electrical, electronic, and electromechanical assemblers, except coil winders, tapers, and finishers (51-2022, 51-2023**) | 51-2028 | \$17.78   | High school/equivalency diploma   | Moderate on-the-job training      |
| <b>KEY CERTIFICATIONS</b>   |         |           |                                   |                                   |
| Manufacturing Skill Standards Council (MSSC), American Production and Inventory Control Society (APICS)                   |         |           |                                   |                                   |
| * Target Occupation   |         |           |                                   |                                   |
| ** Changes in SOC Codes or Titles   |         |           |                                   |                                   |
| ***High In-Demand Occupation  |         |           |                                   |                                   |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages   |         |           |                                   |                                   |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Career Pathway - IT & Cybersecurity  | SOC     | Mean Wage | Entry Education                 | Work Experience                |
|--|---------|-----------|---------------------------------|--------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>  |         |           |                                 |                                |
| Computer and Information Systems Managers*                                     | 11-3021 | \$77.47   | Bachelor's degree               | 5 or more years                |
| Computer Network Architects (15-1143**)  | 15-1241 | \$59.22   | Bachelor's degree               | 5 or more years                |
| Software Developers* (15-1256**)   | 15-1252 | \$58.18   | Bachelor's Degree               | Few months to one year         |
| Software Quality Assurance Analysts and Testers* (15-1256, 15-1133, 15-1132**) | 15-1253 | \$47.14   | Bachelor's Degree               | Few months to one year         |
| Computer and Information Research Scientists (15-1111**)                       | 15-1221 | \$59.75   | Master's degree                 | None                           |
| Computer Hardware Engineers  | 17-2061 | \$59.60   | Bachelor's degree               | None                           |
| Data Scientists*   | 15-2051 | \$53.30   | Bachelor's Degree               | None                           |
| <b>ADVANCED</b>  |         |           |                                 |                                |
| Computer Systems Analysts* (15-1121**)   | 15-1211 | \$50.30   | Bachelor's degree               | None                           |
| Information Security Analysts* (15-1122**)                                     | 15-1212 | \$56.38   | Bachelor's degree               | Less than 5 years              |
| Computer Programmers (15-1131**)   | 15-1251 | \$45.36   | Bachelor's degree               | None                           |
| Database Administrators* (15-1141**)   | 15-1242 | \$48.38   | Bachelor's degree               | None                           |
| Database Architects (15-1143**)  | 15-1243 | \$61.74   | Bachelor's Degree               | Short-term on-the-job training |
| Network and Computer Systems Administrators* (15-1142**)                       | 15-1244 | \$44.18   | Bachelor's degree               | None                           |
| Computer Occupations, All Other* (15-1199**)                                   | 15-1299 | \$50.44   | Bachelor's degree               | None                           |
| Operations Research Analysts*  | 15-2031 | \$45.13   | Bachelor's degree               | None                           |
| Web Developers*  | 15-1254 | \$43.75   | Associate's Degree              | None                           |
| Web Developers and Digital Interface Designers*** (15-1134, 15-1257**)         | 15-1255 | \$46.21   | Associate's degree              | None                           |
| Computer Network Support Specialists* (15-1152**)                              | 15-1231 | \$34.63   | Associate's degree              | None                           |
| <b>INTERMEDIATE</b>  |         |           |                                 |                                |
| Computer User Support Specialists* (15-1151**)                                 | 15-1232 | \$26.29   | Some college, no degree         | None                           |
| Desktop Publishers   | 43-9031 | \$22.67   | High school/equivalency diploma | Moderate on-the-job training   |
| Information and Record Clerks, All Other                                       | 43-4199 | \$21.10   | High school/equivalency diploma | Short-term on-the-job training |
| Computer, Automated Teller, and Office Machine Repairers                       | 49-2011 | \$22.13   | Some college, no degree         | Short-term on-the-job training |
| <b>ENTRY</b>   |         |           |                                 |                                |
| Office Machine Operators, Except Computer                                      | 43-9071 | \$17.21   | High school/equivalency diploma | Short-term on-the-job training |
| Data Entry Keyers  | 43-9021 | \$16.92   | High school/equivalency diploma | Short-term on-the-job training |
| Receptionists and Information Clerks   | 43-4171 | \$16.19   | High school/equivalency diploma | Short-term on-the-job training |
| <b>KEY CERTIFICATIONS</b>  |         |           |                                 |                                |
| CompTIA, Microsoft, Cisco  |         |           |                                 |                                |
| * Target Occupation  |         |           |                                 |                                |
| ** Changes in SOC Codes or Titles  |         |           |                                 |                                |
| ***High In-Demand Occupation   |         |           |                                 |                                |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages                      |         |           |                                 |                                |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Career Pathway - Healthcare  | SOC     | Mean Wage | Entry Education                 | Work Experience                |
|--|---------|-----------|---------------------------------|--------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>  |         |           |                                 |                                |
| Medical and Health Services Managers***  | 11-9111 | \$56.62   | Bachelor's degree               | Less than 5 years              |
| Physical Therapists  | 29-1123 | \$47.93   | Doctoral or professional degree | None                           |
| Occupational Therapy Assistants*   | 31-2011 | \$35.72   | Associate's degree              | None                           |
| Dental Hygienists * (29-2021**)  | 29-1292 | \$40.90   | Associate's degree              | None                           |
| Registered Nurses*   | 29-1141 | \$42.65   | Bachelor's degree               | None                           |
| Diagnostic Medical Sonographers*   | 29-2032 | \$38.93   | Associate's degree              | None                           |
| Physical Therapist Assistants*   | 31-2021 | \$34.22   | Associate's degree              | None                           |
| <b>ADVANCED</b>  |         |           |                                 |                                |
| Respiratory Therapists*  | 29-1126 | \$35.78   | Associate's degree              | None                           |
| Dietitians and Nutritionists***  | 29-1031 | \$30.16   | Bachelor's degree               | Internship/residency           |
| Radiologic Technologists and Technicians*  | 29-2034 | \$35.01   | Associate's degree              | None                           |
| Medical Dosimetrists (29-2098**)   | 29-2036 | \$61.69   | Associate's degree              | None                           |
| Cardiovascular Technologists and Technicians   | 29-2031 | \$26.44   | Associate's degree              | None                           |
| Clinical Laboratory Technologists and Technicians (29-2011, 29-2012**)   | 29-2010 | \$27.08   | Associate's degree              | None                           |
| Licensed Practical and Licensed Vocational Nurses*   | 29-2061 | \$27.36   | Postsecondary nondegree award   | None                           |
| Magnetic Resonance Imaging Technologists*  | 29-2035 | \$40.69   | Associate's Degree              | Less than 5 years              |
| Surgical Assistants  | 29-9093 | \$24.63   | Postsecondary nondegree award   | None                           |
| Health Information Technologists and Medical Registrars  | 29-9021 | \$38.33   | Associate's degree              | None                           |
| Health Education Specialists   | 21-1091 | \$29.08   | Bachelor's Degree               | None                           |
| Surgical Technologists*  | 29-2055 | \$35.65   | Postsecondary nondegree award   | None                           |
| Biological Technicians (**)  | 19-4021 | \$23.35   | Bachelor's Degree               | None                           |
| <b>INTERMEDIATE</b>  |         |           |                                 |                                |
| Community Health Workers***  | 21-1094 | \$21.07   | High school/equivalency diploma | Short-term on-the-job training |
| Health Technologists and Technicians, All Other (Crosswalks to 29-2036, 29-2072, 29-2054, 29-2071, 29-9093, 29-9021, 29-2098, 29-2054-Respiratory Therapy Technicians**) | 29-2099 | \$26.64   | Associate's Degree              | None                           |
| Medical Secretaries  | 43-6013 | \$18.77   | High school/equivalency diploma | Moderate on-the-job training   |
| Medical Records Specialists*** (29-2098**)   | 29-2072 | \$22.55   | Postsecondary Non-Degree Award  |                                |
| Massage Therapists   | 31-9011 | \$23.96   | Postsecondary Non-Degree Award  | Moderate on-the-job training   |
| Pharmacy Technicians*  | 29-2052 | \$21.32   | High school/equivalency diploma | Moderate on-the-job training   |
| Phlebotomists  | 31-9097 | \$19.13   | Postsecondary nondegree award   | None                           |
| Dental Assistants*   | 31-9091 | \$20.26   | Postsecondary Non-Degree Award  | None                           |
| Medical Assistants (30-9092**)   | 31-9092 | \$18.54   | Postsecondary nondegree award   | None                           |
| <b>ENTRY</b>   |         |           |                                 |                                |
| Emergency Medical Technicians  | 29-2042 | \$17.35   | Postsecondary Non-Degree Award  | None                           |
| Pharmacy Aides   | 31-9095 | \$17.48   | High school/equivalency diploma | Short-term on-the-job training |
| Nursing Assistants (31-1014**)   | 31-1131 | \$16.93   | Postsecondary nondegree award   | None                           |
| Dietetic Technicians   | 29-2051 | \$14.89   | Associate's degree              | None                           |
| Personal Care and Service Workers, All Other (39-9098**)   | 39-9099 | \$13.67   | High school/equivalency diploma | Short-term on-the-job training |
| Crematory Operators (39-9098**, including wages)   | 39-4012 | \$12.14   | High school/equivalency diploma | Short-term on-the-job training |
| Home Health and Personal Care Aides (39-1122,31-1011,39-9021**)  | 31-1120 | \$11.59   | High school/equivalency diploma | Short-term on-the-job training |
| <b>KEY CERTIFICATIONS</b>  |         |           |                                 |                                |
| Professional Societies for Medical Specializations   |         |           |                                 |                                |
| * Target Occupation  |         |           |                                 |                                |
| ** Changes in SOC Codes or Titles  |         |           |                                 |                                |
| ***High In-Demand Occupation   |         |           |                                 |                                |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages  |         |           |                                 |                                |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Career Pathway - Construction-Architectural-Utilities  | SOC     | Mean Wage | Entry Education                   | Work Experience      | On-the-Job Training  |
|--|---------|-----------|-----------------------------------|----------------------|--|
| <b>VERY ADVANCED PROFESSIONAL</b>  |         |           |                                   |                      |  |
| Architectural and Engineering Managers   | 11-9041 | \$82.55   | Bachelor's                        | 5 years or more      | None   |
| Architect  | 17-1011 | \$43.32   | Bachelor's degree                 | Internship/residency | None   |
| Construction Managers*   | 11-9021 | \$49.87   | Bachelor's degree                 | None                 | Moderate-term on-the-job training  |
| Civil Engineer   | 17-2051 | \$43.07   | Bachelor's                        | None                 | None   |
| Urban & Regional Planner   | 19-3051 | \$36.52   | Master's                          | None                 | None   |
| <b>ADVANCED</b>  |         |           |                                   |                      |  |
| Surveyors  | 17-1022 | \$30.01   | Bachelor's degree                 | None                 | Internship/residency   |
| Supervisors of Construction and Extraction Workers*  | 47-1011 | \$34.77   | High school/equivalency           | 5 years or more      | None   |
| Civil Engineering Technicians  | 17-3022 | \$31.30   | Associate's degree                | None                 | None   |
| Telecommunication Line Installers and Repairers  | 49-9052 | \$30.32   | High school/equivalency           | None                 | Long-term  |
| Architectural and Civil Drafters   | 17-3011 | \$29.10   | Associate's degree                | None                 | None   |
| Cost Estimators  | 13-1051 | \$35.66   | Bachelor's Degree                 | Less than 5 years    | Moderate-term on-the-job training  |
| <b>INTERMEDIATE</b>  |         |           |                                   |                      |  |
| Solar Photovoltaic Installers  | 47-2231 | \$24.98   | High-School Diploma or Equivalent | None                 | Few months to one year of work experience.<br>A recognized apprenticeship program. |
| Surveying and Mapping Technicians  | 17-3031 | \$24.75   | High school/equivalency           | None                 | Moderate-term on-the-job training  |
| Crane and Tower Operators  | 53-7021 | \$30.15   | High school/equivalency           | Less than 5 years    | Moderate   |
| Electricians*  | 47-2111 | \$26.22   | High school/equivalency           | None                 | Apprenticeship   |
| Brickmasons and Blockmasons  | 47-2021 | \$23.80   | High school/equivalency           | None                 | Apprenticeship   |
| Operating Engineers and Other Construction Equipment Operators   | 47-2073 | \$23.66   | High school/equivalency           | None                 | Moderate   |
| Structural Iron and Steel Workers  | 47-2221 | \$26.01   | High school/equivalency           | None                 | Apprenticeship   |
| Plumbers, Pipefitters, and Steamfitters*   | 47-2152 | \$25.46   | High school/equivalency           | None                 | Apprenticeship   |
| Sheet Metal Workers  | 47-2211 | \$26.01   | High school/equivalency           | None                 | Apprenticeship   |
| Carpenters   | 47-2031 | \$22.05   | High school/equivalency           | None                 | Apprenticeship   |
| <b>ENTRY</b>   |         |           |                                   |                      |  |
| Glaziers   | 47-2121 | \$21.30   | High school/equivalency           | None                 | Apprenticeship   |
| Painters, Construction & Maintenance   | 47-2141 | \$20.70   | None                              | None                 | Moderate   |
| Cement Masons & Concrete Finisher  | 47-2051 | \$21.69   | None                              | None                 | Moderate   |
| <b>Pre-Apprenticeship at Entry Wage</b>  |         |           |                                   |                      |  |
| Cabinetmakers and Bench Carpenters   | 51-7011 | \$16.74   | High school/equivalency           | None                 | Short-term, Pre-Apprenticeship   |
| Helpers - Construction Trades, All Other   | 47-3019 | \$18.33   | None                              | None                 | Short-term, Pre-Apprenticeship   |
| Heating, AC & Refrigeration Mechanics and Installers*  | 49-9021 | \$24.88   | Postsecondary nondegree           | None                 | Long-term  |
| Helpers - Installation, Maintenance, and Repair Workers  | 49-9098 | \$17.44   | High school/equivalency           | None                 | Short-term, Pre-Apprenticeship   |
| Helpers - Brickmasons, Blockmasons, Stonemasons, Tile and Marble Setters   | 47-3011 | \$18.53   | None                              | None                 | Short-term, Pre-Apprenticeship   |
| Helpers - Electricians   | 47-3013 | \$20.12   | High school/equivalency           | None                 | Short-term, Pre-Apprenticeship   |
| Roofers  | 47-2181 | \$20.76   | None                              | None                 | Moderate   |
| Helpers - Carpenters   | 47-3012 | \$18.48   | None                              | None                 | Short-term, Pre-Apprenticeship   |
| Helpers - Pipelayers, Plumbers, Pipefitters, and Steamfitters  | 47-3015 | \$17.70   | High school/equivalency           | None                 | Short-term, Pre-Apprenticeship   |
| <b>KEY CERTIFICATIONS</b>  |         |           |                                   |                      |  |
| National Center for Construction and Educational Research (NCCER)  |         |           |                                   |                      |  |
| NCCER certification means that the holder is highly trained, knowledgeable, and qualified to do the job anywhere in the country. |         |           |                                   |                      |  |
| * Target Occupation  |         |           |                                   |                      |  |
| ** Changes in SOC Codes or Titles  |         |           |                                   |                      |  |
| ***High In-Demand Occupation   |         |           |                                   |                      |  |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages  |         |           |                                   |                      |  |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Career Pathway - Oil & Gas/Energy   | SOC        | Mean Wage | Entry Education                   | Work Experience                   |
|---|------------|-----------|-----------------------------------|-----------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>   |            |           |                                   |                                   |
| Geoscientists, Except Hydrologists and Geographers                                | 19-2042    | \$52.79   | Bachelor's Degree                 | None                              |
| Petroleum Engineers   | 17-2171    | \$68.48   | Bachelor's Degree                 | None                              |
| <b>ADVANCED</b>   |            |           |                                   |                                   |
| Quality Control Systems Managers  | 11-3051.01 | \$56.29   | Bachelor's degree                 | 5 years or more                   |
| <b>INTERMEDIATE</b>   |            |           |                                   |                                   |
| Environmental Engineering Technologists and Technicians                           | 17-3025    | \$29.00   | Associate's Degree                | None                              |
| Sales Representatives, Services, All Other*** (41-3099**)                         | 41-3091    | \$30.80   | Highschool/Equivalent             | Moderate-term on-the-job training |
| Derrick Operators, Oil and Gas  | 47-5011    | \$24.55   | No formal educational credential  | Moderate-term on-the-job training |
| Service Unit Operators, Oil, Gas, and Mining                                      | 47-5013    | \$30.22   | No formal educational credential  | Moderate-term on-the-job training |
| Mobile Heavy Equipment Mechanics, Except Engines                                  | 49-3042    | \$28.67   | High school diploma or equivalent | Long-term on-the-job training     |
| <b>ENTRY</b>  |            |           |                                   |                                   |
| Excavating and Loading Machine and Dragline Operators, Surface Mining (53-7032**) | 47-5022    | \$23.69   | Highschool/Equivalent             | Moderate-term on-the-job training |
| Roustabouts, Oil and Gas  | 47-5071    | \$21.63   | No formal educational credential  | Moderate-term on-the-job training |
| Inspectors, Testers, Sorters, Samplers, and Weighers                              | 51-9061    | \$22.37   | High school diploma or equivalent | Moderate-term on-the-job training |
| Pipelayers  | 47-2151    | \$20.31   | No formal educational credential  | Short-term on-the-job training    |
| Construction Laborers   | 47-2061    | \$18.75   | No formal educational credential  | Short-term on-the-job training    |
| <b>KEY CERTIFICATIONS</b>   |            |           |                                   |                                   |
| * Target Occupation   |            |           |                                   |                                   |
| ** Changes in SOC Codes or Titles   |            |           |                                   |                                   |
| ***High In-Demand Occupation  |            |           |                                   |                                   |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages                         |            |           |                                   |                                   |

| Career Pathway - Transportation & Warehousing  | SOC     | Mean Wage | Entry Education                   | Work Experience                   |
|--|---------|-----------|-----------------------------------|-----------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>  |         |           |                                   |                                   |
| Transportation Storage and Distribution Managers ***   | 11-3071 | \$48.39   | High school/equivalent            | 5 years or more                   |
| Sales Manager ***  | 11-2022 | \$64.30   | Bachelor's degree                 | Less than 5 years                 |
| Health and Safety Engineers, Except Mining Safety Engineers and Inspectors                   | 17-2111 | \$46.87   | Bachelor's degree                 | None                              |
| Logistician*   | 13-1081 | \$38.49   | Bachelor's degree                 | None                              |
| Transportation Inspectors  | 53-6051 | \$36.13   | High school/equivalent            | Moderate on-the-job training      |
| <b>ADVANCED</b>  |         |           |                                   |                                   |
| Occupational Health and Safety Specialists   | 19-5011 | \$37.48   | Bachelor's degree                 | None                              |
| Heavy and Tractor-Trailer Truck Drivers*   | 53-3032 | \$24.48   | Postsecondary Non-Degree Award    | Short-term on-the-job training    |
| Public Relations Specialists   | 27-3031 | \$30.94   | Bachelor's degree                 | None                              |
| Market Research Analysts and Marketing Specialists*  | 13-1161 | \$34.43   | Bachelor's degree                 | None                              |
| <b>INTERMEDIATE</b>  |         |           |                                   |                                   |
| Calibration Technologists and Technicians  | 17-3028 | \$31.91   | High school/equivalency           | Moderate-term on-the-job training |
| Aircraft Mechanics and Service Technicians   | 49-3011 | \$32.04   | Postsecondary Non-Degree Award    | None                              |
| Bus and Truck Mechanics and Diesel Engine Specialists  | 49-3031 | \$27.53   | High school diploma or equivalent | Long-term on-the-job training     |
| Automotive Service Technicians and Mechanics*  | 49-3023 | \$24.38   | Postsecondary Non-Degree Award    | Short-term on-the-job training    |
| Paralegals and Legal Assistants* ***   | 23-2011 | \$29.43   | Associate's degree                | Moderate-term on-the-job training |
| <b>ENTRY</b>   |         |           |                                   |                                   |
| Dispatchers, Except Police, Fire and Ambulance   | 43-5032 | \$21.60   | High school or equivalent         | Moderate-term on-the-job training |
| Laborers and Freight, Stock, and Material Movers   | 53-7062 | \$17.21   | No formal education               | Short-term on-the-job training    |
| Material Moving Workers, All Other   | 53-7199 | \$19.59   | No formal education               | Short-term on-the-job training    |
| Cargo and Freight Agents   | 43-5011 | \$24.85   | High school /equivalent           | Short-term on-the-job training    |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 41-4012 | \$33.45   | High school /equivalent           | Moderate-term on-the-job training |
| Industrial Truck and Tractor Operators   | 53-7051 | \$19.96   | No formal educational credential  | Short-term on-the-job training    |
| Delivery Service Drivers   | 53-3031 | \$14.42   | High school /equivalent           | Short-term on-the-job training    |
| Billing and Posting Clerks   | 43-3021 | \$20.96   | High school /equivalent           | Short-term on-the-job training    |
| Traffic Shipping and Receiving Clerks  | 43-5071 | \$18.69   | High school /equivalent           | Short-term on-the-job training    |
| Hand Packers and Packagers   | 53-7064 | \$15.78   | No formal educational credential  | Short-term on-the-job training    |
| <b>KEY CERTIFICATIONS</b>  |         |           |                                   |                                   |
| * Target Occupation  |         |           |                                   |                                   |
| ** Changes in SOC Codes or Titles  |         |           |                                   |                                   |
| ***High In-Demand Occupation   |         |           |                                   |                                   |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages                                    |         |           |                                   |                                   |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Career Pathway - Education & Training  | SOC     | Mean Wage | Entry Education                   | Work Experience                   |
|--|---------|-----------|-----------------------------------|-----------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>  |         |           |                                   |                                   |
| Education Administrators, Elementary & Secondary   | 11-9032 | \$44.69   | Master's degree                   | 5 years or more                   |
| Education Administrators, Postsecondary  | 11-9033 | \$52.44   | Master's degree                   | Less than 5 years                 |
| Education Administrators, Other  | 11-9039 | \$43.65   | Bachelor's degree                 | Less than 5 years                 |
| Postsecondary Teachers, All Other  | 25-1199 | \$34.53   | Doctoral or professional degree   | None                              |
| Librarians and Media Collections Specialists (25-4021**)                                     | 25-4022 | \$30.51   | Master's degree                   | None                              |
| <b>ADVANCED</b>  |         |           |                                   |                                   |
| Coaches and Scouts   | 27-2022 | \$22.56   | Bachelor's Degree                 | None                              |
| Athletic Trainers  | 29-9091 | \$29.39   | Bachelor's Degree                 | None                              |
| First-Line Supervisors of Office and Administrative Support Workers ***                      | 43-1011 | \$32.09   | High school diploma or equivalent | Less than 5 years                 |
| Police and Sheriffs Patrol Officers*   | 33-3051 | \$34.45   | High-School Diploma or Equivalent | Moderate-term on-the-job training |
| Secondary School Teachers*   | 25-2031 | \$31.00   | Bachelor's degree                 | None                              |
| Middle School Teachers*  | 25-2022 | \$29.78   | Bachelor's degree                 | None                              |
| Elementary School Teachers*  | 25-2021 | \$30.72   | Bachelor's degree                 | None                              |
| Special Education Teachers, Kindergarten and Elementary School (All Specializations include) | 25-2052 | \$31.33   | Bachelor's Degree                 | None                              |
| Special Education Teachers, Middle School (All Specializations included)                     | 25-2057 | \$30.37   | Bachelor's Degree                 | None                              |
| Special Education Teachers, Secondary School (All Specializations included)                  | 25-2058 | \$32.08   | Bachelor's Degree                 | None                              |
| Kindergarten Teachers  | 25-2012 | \$31.56   | Bachelor's degree                 | None                              |
| <b>INTERMEDIATE</b>  |         |           |                                   |                                   |
| Court Reporters and Simultaneous Captioners  | 27-3092 | \$33.71   | Postsecondary nondegree award     | Less than 5 years                 |
| Adult Basic & Secondary Education  | 25-3011 | \$24.62   | Bachelor's degree                 | None                              |
| Education Admin., Preschool & Childcare Center   | 11-9031 | \$26.38   | Bachelor's degree                 | Less than 5 years                 |
| Education, Training & Library Workers, All Other   | 25-9099 | \$23.99   | Bachelor's degree                 | None                              |
| Preschool Teachers*  | 25-2011 | \$21.02   | Associate's degree                | None                              |
| Food Service Managers * ***  | 11-9051 | \$30.06   | High-School Diploma or Equivalent | Less than 5 years                 |
| Chefs and Head Cooks ***   | 35-1011 | \$24.19   | High-School Diploma or Equivalent | 5 years or more                   |
| <b>ENTRY</b>   |         |           |                                   |                                   |
| Library Technicians  | 25-4031 | \$18.93   | Postsecondary nondegree award     | None                              |
| Library Assistants, Clerical   | 43-4121 | \$14.83   | High school/equivalency           | Short-term on-the-job training    |
| Teacher Assistants (25-9041, 25-9044**)  | 25-9045 | \$15.10   | Some college, no degree           | None                              |
| Substitute Teacher (25-3098**)   | 25-3031 | \$14.15   | High school/equivalency diploma   | Short-term on-the-job training    |
| Childcare Worker   | 39-9011 | \$13.96   | High-School Diploma or Equivalent | Short-term on-the-job training    |
| <b>KEY ACCREDITATIONS</b>  |         |           |                                   |                                   |
| Key Accreditations by subject area with potential apprenticeships                            |         |           |                                   |                                   |
| * Target Occupation  |         |           |                                   |                                   |
| ** Changes in SOC Codes or Titles  |         |           |                                   |                                   |
| ***High In-Demand Occupation   |         |           |                                   |                                   |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages                                    |         |           |                                   |                                   |

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## Local Plan 2025-2028

| Career Pathway - Manufacturing  | SOC     | Mean Wage | Entry Education                   | Work Experience   | On-the-Job Training               |
|---|---------|-----------|-----------------------------------|-------------------|-----------------------------------|
| <b>VERY ADVANCED PROFESSIONAL</b>   |         |           |                                   |                   |                                   |
| Mechanical Engineers*   | 17-2141 | \$49.05   | Bachelor's degree                 | None              |                                   |
| Industrial Engineers*   | 17-2112 | \$49.86   | Bachelor's degree                 | None              |                                   |
| Electrical Engineers  | 17-2071 | \$50.71   | Bachelor's degree                 | None              |                                   |
| Electronics Engineers, Except Computer  | 17-2072 | \$54.02   | Bachelor's degree                 | None              |                                   |
| Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products   | 41-4011 | \$48.58   | Bachelor's degree                 | None              |                                   |
| <b>ADVANCED</b>   |         |           |                                   |                   |                                   |
| Engineering Technicians, Except Drafters, All Others*   | 17-3029 | \$31.72   | Associate's degree                | None              |                                   |
| Electrical and Electronic Engineering Technicians   | 17-3023 | \$32.14   | Associate's degree                | None              |                                   |
| Industrial Engineering Technologists and Technicians  | 17-3026 | \$32.80   | Associate's degree                | None              |                                   |
| Electrical and Electronics Drafters   | 17-3012 | \$30.08   | Associate's degree                | None              |                                   |
| Aerospace Engineering and Operations Technologists and Technicians  | 17-3021 | \$39.83   | Associate's Degree                | None              |                                   |
| Mechanical Engineering Technologists and Technicians  | 17-3027 | \$26.82   | Associate's degree                | None              |                                   |
| <b>INTERMEDIATE</b>   |         |           |                                   |                   |                                   |
| Precision Instrument and Equipment Repairers, All Other   | 49-9069 | \$30.30   | High school/Equivalent            |                   |                                   |
| First-Line Supervisors of Mechanics, Installers, and Repairers* ***   | 49-1011 | \$34.38   | High school/Equivalent            | Less than 5 years |                                   |
| Industrial Machinery Mechanics*   | 49-9041 | \$29.74   | High school/Equivalent            | Long-term         |                                   |
| Welders, Cutters, Solderers, and Brazers  | 51-4121 | \$24.35   | High school/Equivalent            | Moderate          |                                   |
| Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders   | 51-4122 | \$24.14   | High school diploma or equivalent | None              | Moderate-term on-the-job training |
| Machinists  | 51-4041 | \$25.54   | High school/Equivalent            | Long-term         |                                   |
| First-Line Supervisors of Production and Operating Workers***   | 51-1011 | \$31.65   | High school/Equivalent            | None              |                                   |
| Maintenance Workers, Machinery  | 49-9043 | \$25.34   | High school/Equivalent            | Long-term         |                                   |
| Coating, Painting, and Spraying Machine Setters, Operators, and Tender  | 51-9124 | \$23.95   | High-School Diploma or Equivalent | None              |                                   |
| Structural Metal Fabricators and Fitters  | 51-2041 | \$22.02   | High school/Equivalent            | Moderate          |                                   |
| Maintenance and Repair Workers, General***  | 49-9071 | \$20.05   | High school/Equivalent            | Moderate          |                                   |
| <b>ENTRY</b>  |         |           |                                   |                   |                                   |
| Production Workers, All Other   | 51-9199 | \$17.36   | High school/Equivalent            | Moderate          |                                   |
| Multiple Machine Tool Setters, Operators, Tenders   | 51-4081 | \$17.13   | High school/Equivalent            | Moderate          |                                   |
| Production, Planning, and Expediting Clerks***  | 43-5061 | \$25.00   | High school/Equivalent            | Moderate          |                                   |
| Helpers - Production Workers  | 51-9198 | \$15.81   | High school/Equivalent            | Short-term        |                                   |
| <b>KEY CERTIFICATIONS</b>   |         |           |                                   |                   |                                   |
| Manufacturing Skill Standards Council (MSSC), American Welding Society (AWS), National Institute for Metalworking Skills (NIMS), American Production and Inventory Control Society (APICS), Automotive Service Excellence (ASE) |         |           |                                   |                   |                                   |
| * Target Occupation   |         |           |                                   |                   |                                   |
| ** Changes in SOC Codes or Titles   |         |           |                                   |                   |                                   |
| ***High In-Demand Occupation  |         |           |                                   |                   |                                   |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages   |         |           |                                   |                   |                                   |

# Workforce Solutions Alamo

## Local Plan 2025-2028

| Career Pathway - Finance & Insurance  | SOC     | Mean Wage | Entry Education               | Work Experience                         |
|---|---------|-----------|-------------------------------|---|
| <b>VERY ADVANCED PROFESSIONAL</b>   |         |           |                               |   |
| Industrial Production Managers  | 11-3051 | \$60.32   | Bachelor's degree             | 5 years or more                         |
| General Operations Managers*  | 11-1021 | \$54.31   | Bachelor's degree             | 5 years or more                         |
| Financial Managers ***  | 11-3031 | \$76.60   | Bachelor's Degree             | None                                    |
| Financial Specialist  | 13-2099 | \$33.99   | Bachelor's degree             | Moderate-term on-the-job training       |
| Financial Examiners   | 13-2061 | \$36.70   | Bachelor's degree             | Long-term on-the-job training           |
| Management Analysts*  | 13-1111 | \$46.79   | Bachelor's Degree             | None                                    |
| Accountants and Auditors*   | 13-2011 | \$41.99   | Bachelor's Degree             | None                                    |
| Appraisers and Assessors of Real Estate (13-2021, 13-2023, 13-2022**)           | 13-2020 | \$34.24   | Bachelor's Degree             | Long-term on-the-job training           |
| Budget Analysts   | 13-2031 | \$41.41   | Bachelor's Degree             | None                                    |
| Personal Financial Advisors   | 13-2052 | \$50.13   | Bachelor's Degree             | Long-term on-the-job training           |
| Purchasing Managers   | 11-3061 | \$63.18   | Bachelor's Degree             | 5 years or more                         |
| Labor Relations Specialists   | 13-1075 | \$36.94   | Bachelor's degree             | Less than 5 years                       |
| Credit Analyst  | 13-2041 | \$33.13   | Bachelor's degree             | None                                    |
| <b>ADVANCED</b>   |         |           |                               |   |
| Compensation, Benefits, and Job Analysis Specialists                            | 13-1141 | \$33.46   | Bachelor's Degree             | Less than 5 years                       |
| Meeting, Convention, and Event Planners ***                                     | 13-1121 | \$23.10   | Bachelor's Degree             | Less than 5 years                       |
| Tax Examiners and Collectors, and Revenue Agents                                | 13-2081 | \$ 34.48  | Associate's degree            | Moderate-term on-the-job training       |
| Insurance Underwriters  | 13-2053 | \$42.60   | Bachelor's degree             | Moderate-term on-the-job training       |
| Loan Officers   | 13-2072 | \$34.28   | Bachelor's degree             | Moderate-term on-the-job training       |
| Compliance Officer  | 13-1041 | \$35.45   | Bachelor's degree             | Moderate on-the-job training            |
| Training and Development Specialists  | 13-1151 | \$28.55   | Bachelor's Degree             | Less than 5 years                       |
| Human Resources Specialists*  | 13-1071 | \$33.35   | Bachelor's Degree             | None                                    |
| Lodging Manager   | 11-9081 | \$ 32.37  | High school/equivalent        | Moderate-term on-the-job training       |
| Business Operations Specialists, All Other (Includes On-Line Merchants)         | 13-1199 | \$40.50   | Bachelor's degree             | None                                    |
| <b>INTERMEDIATE</b>   |         |           |                               |   |
| Claims Adjusters, Examiners, and Investigators                                  | 13-1031 | \$33.21   | Postsecondary nondegree award | Prelicensing education, licensing exam. |
| Title Examiners, Abstractors, and Searchers                                     | 23-2093 | \$27.90   | High school/equivalent        | Moderate-term on-the-job training       |
| Securities, Commodities, and Financial Services Sales Agents*                   | 41-3031 | \$41.47   | Bachelor's degree             | Moderate-term on-the-job training       |
| Financial and Investment Analysts   | 13-2051 | \$42.86   | Bachelor's degree             | None                                    |
| Credit Counselors   | 13-2071 | \$22.34   | Bachelor's degree             | Moderate-term on-the-job training       |
| Fundraisers   | 13-1131 | \$29.50   | Bachelor's degree             | None                                    |
| <b>ENTRY</b>  |         |           |                               |   |
| Bookkeeping, Accounting, and Auditing Clerks*                                   | 43-3031 | \$22.14   | Some College, No Degree       | None                                    |
| Bill and Account Collectors   | 43-3011 | \$22.49   | High school/equivalent        | Moderate-term on-the-job training       |
| Tellers   | 43-3071 | \$18.24   | High school/equivalent        | Short-term on-the-job training          |
| Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 43-6014 | \$19.83   | High school /equivalent       | Short-term on-the-job training          |
| Insurance Claims and Policy Processing Clerks                                   | 43-9041 | \$26.89   | High school /equivalent       | Moderate-term on-the-job training       |
| Credit Authorizers, Checkers, and Clerks  | 43-4041 | \$25.23   | High school /equivalent       | Moderate-term on-the-job training       |
| Office Clerks, General  | 43-9061 | \$19.04   | High school /equivalent       | Short-term on-the-job training          |
| Customer Service Representatives ***  | 43-4051 | \$19.78   | High school/equivalency       | Short-term on-the-job training          |
| Stockers and Order Fillers (43-5081**)  | 53-7065 | \$18.11   | High school/Equivalent        | Short-term on-the-job training          |
| <b>KEY CERTIFICATIONS</b>   |         |           |                               |   |
| Six Sigma, Certified Trust-Examiner, Accredited Financial Examiner              |         |           |                               |   |
| * Target Occupation   |         |           |                               |   |
| ** Changes in SOC Codes or Titles   |         |           |                               |   |
| ***High In-Demand Occupation  |         |           |                               |   |
| Source: TWC/LMCI 2022-2032 Projections/LMI Tools/OESWages                       |         |           |                               |   |

# **Workforce Solutions Alamo**

## **Local Plan 2025-2028**

### **Appendix 4: Examples of Partnerships with Industry**

WSA partners with regional professional associations and Chambers of Commerce to identify workforce gaps and leverage workforce initiatives driven from industry that are taking place in the region. As part of the Sector-Based Partnership model, WSA will assess and audit all relationships described below. It is expected that some partnerships will be formalized through MOU and/or data sharing agreement as the model develops.

#### **Association partnerships include:**

- San Antonio Manufacturers Association (SAMA)
- New Braunfels Manufacturers Association
- Seguin Industrial Relations Committee
- Northwest Vista Business Council
- San Antonio Chamber of Commerce Healthcare & Bioscience Committee
- US Conference of Mayors
- National Association of Workforce Boards (NAWB)
- Texas Association of Workforce Boards (TAWB/Executive Committee)
- Texas Economic Development Council (TEDC)
- International Economic Development Council (IEDC)
- P16 Council
- United Way
- Joint Base SA Transition Assistance Program (TAP)
- Future of the Region
- State Adult Education Literacy Council
- Northeast Partnership
- Alamo Manufacturing Partnership
- Alamo Academies
- Fredericksburg Workforce Taskforce
- UTSA Institute of Economic Development
- Alliance for Technology Education in Advanced Manufacturing (ATEAMS)
- Restore Education
- Partners in Progress
- Professional Contract Services Inc. (PCSI)
- 100 Black Men of San Antonio Inc.
- Education Service Center - Region 20
- BCFS Health and Human Services

#### **Chamber of Commerce partnerships include:**

- Bexar County
  - San Antonio Chamber of Commerce
  - San Antonio Hispanic Chamber of Commerce
  - Women's Chamber
  - North San Antonio Chamber of Commerce

## Workforce Solutions Alamo

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#### Rural areas:

- Devine Chamber of Commerce
- Castroville Chamber of Commerce
- Tri-County (Schertz/Cibolo/Universal City) and Schertz/Cibolo/Selma Area Chambers of Commerce
- New Braunfels Chamber of Commerce
- Seguin Chamber of Commerce
- Kenedy Chamber of Commerce
- Hondo Chamber of Commerce
- Pearsall Chamber of Commerce
- Bandera Chamber of Commerce
- Medina Chamber of Commerce
- Kerrville Chamber of Commerce
- Fredericksburg Chamber of Commerce
- Boerne Chamber of Commerce
- Floresville Chamber of Commerce

These partnerships are critical to understanding industry needs. In addition to representing membership views and feedback, many of these agencies maintain industry specific committees that are aligned to regional economic development efforts and WSA's targeted industry clusters.

#### Appendix 5: Non-Exhaustive List of Partners, Organizations, and Employers

WSA partners with regional employers and other supportive services organizations to identify workforce gaps and leverage workforce initiatives driven from industry, and to respond to the social and individual needs of job seekers. As part of the Sector-Based Partnership model, WSA will assess and audit all relationships described below and expand this list in the coming year. It is expected that some partnerships will be formalized through MOU and/or data sharing agreements as the model develops. The following organizations represent a selection of key partners within our region:

**Alamo Quality Pathway**, The Alamo Quality Pathway (AQP) is an initiative designed to provide individuals in the San Antonio area with the skills, education, and certifications needed to pursue high-demand, well-paying careers. The program focuses on creating pathways to career advancement, particularly in sectors such as healthcare, advanced manufacturing, and technology. AQP partners with local employers, educational institutions, and community organizations to offer training, career coaching, and support services, helping participants transition successfully into the workforce. The program emphasizes workforce readiness, upskilling, and meeting the needs of both job seekers and employers in the region.

**BCFS Health and Human Services**, is a nonprofit organization dedicated to supporting vulnerable individuals and families through a wide range of programs, including child welfare services, immigration assistance, healthcare, disaster relief, and youth and family services. The organization focuses on providing essential resources such as foster care, adoption services,

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behavioral health support, and shelter for unaccompanied minors. With a commitment to improving the lives of underserved populations, BCFS operates both in the United States and internationally, aiming to strengthen communities and provide critical aid in times of need.

**Communities in School**, Communities in Schools (CIS) of San Antonio is a local chapter of the national Communities In Schools organization. It focuses on providing support to students in the San Antonio area to help them stay in school and succeed academically. CIS of San Antonio works with schools, families, and community partners to address challenges that may prevent students from achieving their full potential, such as academic struggles, financial difficulties, or personal hardships. They offer services like mentoring, tutoring, and access to community resources to help students graduate and prepare for a successful future.

**Goodwill Industries of San Antonio – Learn While You Earn:** The Goodwill Learn While You Earn program assists eligible program participants to overcome barriers to employment. The model provides opportunities for immediate transitional employment (funded by Goodwill) into jobs and includes placement goal within 90 days. The goals of the program include a *model continuum* which focuses on preparing, placing, retaining and advancing a participant on the job.

**Health Collaborative**, nonprofit organization dedicated to improving the health and well-being of underserved communities in the San Antonio area. By bringing together a diverse network of partners, HCSA works to ensure that individuals have access to quality, affordable healthcare and resources. The organization plays a leadership role in evaluating, developing, and implementing health initiatives that address the needs of the community, while also reducing duplication of services and fostering coordinated care. Through strategic partnerships and a focus on community health improvement, HCSA strives to enhance positive health outcomes and build a healthier, more equitable future for all.

**Project Quest Inc.:** Project QUEST provides San Antonio residents with access to a variety of training programs that lead to the attainment of certificates, associate degrees, bachelor's degrees, and industry recognized certifications. QUEST provides intense case management and wrap around services and offers job search and placement assistance upon completion of training. Through its Open Cloud Academy, QUEST also offers a comprehensive training program leading to occupations in information technology, including cyber security. Instruction in the program is provided by Rackspace.<sup>49</sup> In addition, WSA has specific partnerships with QUEST that focus on the provision of training for dislocated workers, including the long-term unemployed.

**San Antonio Housing Authority**, The San Antonio Housing Authority (SAHA) is a public agency responsible for providing affordable housing and related services to low-income residents in San Antonio, Texas. SAHA works to ensure that individuals and families have access to safe and affordable housing options. It operates public housing, administers rental assistance programs (such as the Housing Choice Voucher Program, commonly known as Section 8), and works on revitalizing and developing new affordable housing projects in the

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area. SAHA also offers supportive services aimed at helping residents achieve self-sufficiency and improve their quality of life.

**San Antonio Foodbank**, a nonprofit organization dedicated to alleviating hunger in the San Antonio area and throughout South Texas. It is one of the largest food banks in the nation, providing food assistance to individuals and families in need through a network of community partners, including food pantries, shelters, and meal programs. In addition to its food distribution efforts, the San Antonio Food Bank also offers educational programs, nutrition services, and resources aimed at addressing the root causes of hunger and promoting long-term self-sufficiency.

**The Alamo Colleges District** hosts a national award-winning, innovative, STEM-based instructional model which is operated by the Alamo Area Academies Inc., a non-profit organization. In partnership with Alamo Colleges, five academies offer the region's youth tuition-free career pathways into critical demand STEM-related jobs. The five academies include the Aerospace Academy, Information Technology and Security Academy, Advanced Technology and Manufacturing Academy, Health Professions Academy, and Heavy Equipment Academy.

**Vocational Rehabilitation:** Staff have been co-located in Workforce Career Centers through integration to strengthen and expand career opportunities for individuals with disability barriers. These service opportunities provide a portal for dual-service participation. Individuals enter the Sector pipeline through a variety of TWC Initiatives such as Summer Earn & Learn (SEAL) Pre-Educational Training Services at age 16 – 22 years, or Paid Work Experience opportunities with supported employment staff to help them assimilate in the jobsite for successful employment to earn a living wage.

**YWCA San Antonio**, YWCA San Antonio is a local chapter of the YWCA, focused on empowering women and promoting racial and social justice in the San Antonio area. The organization provides a variety of services, including support for survivors of domestic violence, affordable housing, youth development programs, and educational opportunities. YWCA San Antonio works to create safe, supportive spaces for women and families, while advocating for gender equality and addressing issues such as racial discrimination, poverty, and economic inequality. By offering resources and community programs, YWCA San Antonio strives to help individuals and families achieve stability, safety, and self-sufficiency.

## **Appendix 6: Research Methodology**

### **Data Targets for In-Demand Industries**

**Data Targets:** To identify Industries by 4-digit NAICS- with high growth and job availability based on Industry Growth Projections 2022-2032.

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### **Step 1: Collapsed NAICS based on WSA primary Data Targets**

A 15.6% percent change or above and/or a 500 or more-number change (absolute). The 15.6% percent change threshold matches the 10-year growth percentage for both industries and occupations for the Alamo Region (2022-2032). 500 or above at the Workforce Development Area-13 county region.

This primary analysis is then further collapsed based on wages of \$19.00 hourly, \$39,520 annual, secondary data targets and regional needs and local wisdom. Mean Wage Target must be determined through a Wage Analysis research process.

### **Step 2: Collapse industries using Secondary Data Targets**

Secondary Data Targets - Competitive effect  $\geq 1000$ , (WDA), 1.00 or above for LQ, Regional % of Total  $\geq 2.00$ , Industry employment  $\geq 50\%$  female, local targets for investment, local wisdom. Industries identified by TWC as adding the most jobs or fastest growing, Number of counties where primary data targets are met.

**Step 3:** Conduct the County Industry Analysis: The results are a secondary data target for regional analysis.

## **Appendix 7 : Research Process for Occupations**

### **Matched industries (NAICS) to occupations (SOC codes) using Staffing Patterns.**

#### **Primary Data Targets**

- Texas Workforce Commission 2022-2032 Occupational Growth Projections
- % Growth (% change)  $\geq 15.6\%$
- and/or number change (absolute)  $\geq 500$
- Mean Wages for 2022-2032 Target Wage was Mean Wage  $\geq \$19.00$  hourly (\$39,520 annual).
- Educational requirement  $>$  Highschool Diploma,  $\leq$  Bachelors
- Secondary Data Targets
- Employment changes due to growth (not exits)  $\geq 50$
- Entry Wage  $\geq \$17.00$  hourly
- Location Quotient  $\geq 1.00$  (2032 Projection Lightcast)
- Help Wanted Online (HWOL) postings  $\geq 300$  Help Wanted Ads - 2nd Qtr. 2023
- STEM related
- Mid Skill Job Related
- Top 25 Current Employment
- Occupations identified as Adding the most jobs, Most Job Openings or Fastest growing
- Local targets for investment
- Stakeholder input, local wisdom