



SWIB | State Workforce Investment Board

SWIB Approved Recommendations List - 2025

Aligning Workforce Development with Employer Demands

- ❖ The State Workforce Investment Board recommends the Mississippi Legislature work alongside AccelerateMS to consider ways to better allocate appropriations provided across the public education system towards a constant goal of better linking education to careers and economic needs. By using available data and more in-depth analysis, the state can increase its competitiveness, drive more Mississippians into high quality careers, strengthen communities, and help drive business growth and productivity by starting a long-term commitment to prioritizing education and training leading to good jobs. Currently, some education/training programs result in poor workforce outcomes while some others result in great workforce outcomes. Utilizing available analytical tools will allow leaders and appropriators to consider ways to transition more resources into high-value programs in greater demand.
- ❖ Training institutions must expand programs above and beyond current capacity to meet the projected additional five-year workforce demand (by 2030), including:
 - Healthcare: Registered Nurses (3,043), Licensed Practical/Vocational Nurses (943)
 - *Investments ongoing, no real increase expected until 2026*
 - Skilled Trades: Welders (3,455), Electricians (1,443), Industrial Mechanics (1,947), Carpenters (2,136), Equipment Operators (2,703), Plumbers/Pipefitters/Steamfitters (1,379), HVAC Techs (254)
 - Manufacturing & Transportation: Machinists (946), Diesel Mechanics (207), Lineworkers (156)
- ❖ MDE/MCCB/IHL should create and distribute semi-annual (Oct and Mar) report on enrollment in priority programs, as identified by AccelerateMS. Reports should include current enrollment, historical enrollment, and annual enrollment goals based on demand needs. Reports should be compiled by AccelerateMS and distributed to Governor, Lt. Governor, Speaker of the House, Workforce Committee Chairs, SWIB, MCCB, State Board of Education and IHL.
- ❖ The SWIB recognizes the importance of defining High-Quality Career and Technical Education (CTE) to eliminate any gaps in understanding how CTE is an essential strategy for workforce and economic development and to encourage transitioning away from low-value CTE programs. Therefore, the SWIB officially adopts the definition for High Quality CTE as programs that are: comprehensive, industry-aligned education and training system preparing individuals for high-wage, high-demand careers while supporting the state's economic growth. Associated programs must align with the priorities of the Mississippi State Workforce Investment Board (SWIB) and AccelerateMS, the state's workforce development office, by emphasizing industry engagement, workforce readiness, and seamless career pathways.

- ❖ AccelerateMS must establish the AI & Workforce Readiness Council comprised of representatives from MCCB, MDE, IHL, MAIN and other skill providing institutions as well as industry. This council is charged with assessing and expanding curriculums to include AI and Machine Learning (ML) to equip Mississippi's workforce with critical technology skills.
- ❖ AccelerateMS, in consultation with the Mississippi Community College Board, the Mississippi State University Research and Curriculum Unit, the Mississippi Department of Education and relevant business and industry stakeholders, must create a unified statewide list of industry-recognized high-value credentials for review and approval by August 2025. The list must prioritize high-demand, high-wage credentials across K-12 and postsecondary programs including annual goals for credentials earned.
- ❖ Career Coach Program – establish measurable goals for how the program should impact post-secondary enrollment. A baseline should be created using recent historical enrollment trends.

Combined WIOA-Perkins State Plan Development

- ❖ In accordance with Governor Reeves' direction, AccelerateMS must lead the development of a true WIOA Combined Plan by 2026, fully integrating Perkins-funded programs and MDE initiatives into the state's workforce strategy.
- ❖ This plan should:
 - Establish shared goals & performance indicators across WIOA and Perkins programs
 - Enhance employer engagement in program development
 - Streamline funding mechanisms for maximum impact
 - Strengthen career pathways for high-wage, high-demand jobs

Data Sharing & Collaboration

- ❖ AccelerateMS, MAGCOR, and MDOC must enhance data sharing to evaluate workforce training's impact on reentry, recidivism, and quality employment as mandated by SB2717 (2024).
 - Data-sharing agreements should be established to improve collaboration and measure program effectiveness.
- ❖ The SWIB recommends, in accordance with language from §37-153-7, the Mississippi Department of Education provide more accurate financial reports to aid in the calculation of return on investment. To be included:
 - Expenditures by program and pathway in all classes that are included in the Mississippi Student Funding Formula
 - Expenditures should be aggregated by district, school, and pathway
 - Expenditures should delineate between local, state, and federal dollars
- ❖ Better data tracking of different diploma tracks for K12
 - The SWIB recommends that Mississippi Department of Education promulgate, by June 30th annually, the total number of graduation diploma types earned by students in each school and school district.
 - Diploma endorsements are required for all students entering ninth grade
 - Thus far, the SWIB is unaware of any action that has been taken, or causal effects, as a result of the diploma endorsements being implemented.

- Tracking the longitudinal effects of the diploma endorsements would be instrumental in programmatic changes and increased performance outcomes for students
- ❖ The SWIB recommends the development of a statewide Early Graduates Policy for K-12 for purposes of uniform data entry and guidelines for districts that includes:
 - Clear Pathways for Early Graduates: Mandate that school districts create structured and detailed transition plans for students who graduate early, with a goal of effectively guiding more into workforce training, apprenticeships, or college programs. Goals should be established and based off historical outcomes.
 - Partnerships with Employers: Establish direct work-based learning agreements with high-demand industry sectors to *(create opportunities for)* early graduates to enter into paid internships or apprenticeships.
 - Career Coach Integration: Ensure that career coaches engage with early graduates to support career planning, employer connections, and job placement.
 - By having a formal policy this would allow for *(a more targeted approach to college and career alignment based on quantitative data.)* better data collection to use for decision making within this group.
- ❖ To ensure a comprehensive, top-down approach to curriculum development, Secondary CTE Curriculum Committees must ensure the following minimum team members are required:
 - Industry Representative: At least one industry member from each Local Workforce Development Area (LWDA).
 - K-12 Educator: At least one K-12 teacher from each LWDA region (if applicable).
 - Community College Instructor: A representative to provide insight from the community college perspective.
 - RCU/MDE Representative: A member from the Research and Curriculum Unit (RCU) or Mississippi Department of Education (MDE).
 - AccelerateMS Team Member: To ensure alignment with state workforce development goals.
 - Note: Virtual participation (e.g., via video conferencing) is acceptable.
 - These recommendations seek to ensure that industry and community college perspectives are effectively integrated into the K-12 curriculum, as HB1388 (2022) directs. Curricula developed without meeting these minimum team member standards should not be approved. AccelerateMS should help with identifying industry members to participate.
- ❖ To ensure a comprehensive, top-down approach to curriculum development, post-secondary CTE curriculum committees must ensure the following minimum team members participate:
 - Industry Representative: At least one industry member from each Local Workforce Development Area (LWDA).
 - Community College Faculty: At least one instructor from each LWDA region (if applicable), representing relevant disciplines.
 - K-12 Educator: A representative to provide alignment with secondary education pathways.
 - MCCB Representative: A member from the Mississippi Community College Board.

- AccelerateMS Team Member: To ensure alignment with state workforce development goals.
 - Note: Virtual participation (e.g., via video conferencing) is acceptable.
 - These requirements ensure that industry needs and educational pathways from K-12 through postsecondary are fully integrated into the curriculum. Curricula developed without meeting these minimum team member standards should not be approved. AccelerateMS should help with identifying industry members to participate.
- ❖ Mississippi's WIOA Core Partners should develop and implement a statewide common intake form for all WIOA-associated services by December 2025 to improve efficiency, reduce duplication, and enhance service delivery.
- ❖ Mississippi's WIOA Core Partners must continue examining ways to reduce administrative and infrastructure costs to ensure a greater percentage of WIOA funds directly support individuals through training, upskilling, and employment services.
- By August 2025, Core Partners must provide the SWIB with a financial analysis of WIOA expenditures, identifying opportunities to increase the proportion of funds allocated to direct participant support. (Funding decreased an estimated \$2.8 Million to \$25Million)
- ❖ Increase access to Work Based Learning Programs, specifically for those aged 16-19
- Encourage business/industry to examine policies that are age prohibitive.
 - Many students do not turn 18 until well into their senior year of high school. This limits WBL/internship opportunities. If the policy could be inclusive of high school seniors, it would help get more students into meaningful work experiences. (i.e., must be 18 or a senior in high school)
 - If these early graduates are not 18, entering the workforce with meaningful employment is not a likely option.
 - Community colleges should partner with districts to provide workforce training to get early graduates and those who identify the desire or need to enter the workforce upon high school graduation skilled for the workforce.