

Texas Workforce Investment Council

Greg Abbott
Governor

Dan Patrick
Lt. Governor

Joe Straus
Speaker

Wes Jurey
Chair

Lee Rector
Director



Briefing Materials
September 9, 2016
Austin Community College
Highland Business Center
5930 Middle Fiskville Road
Room 201
Austin, Texas 78752

Texas Workforce Investment Council

Members

Wes Jurey (Chair), Arlington
Sharla Hotchkiss (Vice Chair), Midland
Mark Barberena, Fort Worth
Robert Cross, Houston
Mark Dunn, Lufkin
Carmen Olivas Graham, El Paso
Thomas Halbouty, Southlake
Richard Hatfield, Austin
Robert Hawkins, Bellmead
Larry Jeffus, Garland
Paul Jones, Austin
Matthew Maxfield, Harker Heights
Richard Rhodes, Austin
Joyce Delores Taylor, Houston
Bryan Daniel, Austin
Mike Morath, Austin
Raymund Paredes, Austin
Charles Smith, Austin
Larry Temple, Austin

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Business and Industry
Community-Based Organizations
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Education
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Education
Business and Industry
Office of the Governor, Economic Development and Tourism
Texas Education Agency
Texas Higher Education Coordinating Board
Texas Health and Human Services Commission
Texas Workforce Commission

Mission of the Texas Workforce Investment Council

Assisting the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce system to promote the development of a well-educated, highly skilled workforce for Texas.

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GOVERNOR GREG ABBOTT

TEXAS WORKFORCE INVESTMENT COUNCIL

August 30, 2016

Dear Council Members:

Enclosed please find the September 9, 2016, meeting briefing book.

The Texas Workforce Investment Council (Council) will meet at 8:30 a.m. on Friday, September 9, 2016, at the Austin Community College Highland Business Center located at 5930 Middle Fiskville Road, room 201, in Austin, Texas. On Thursday, September 8, 2016, the Apprenticeship and Training Advisory Committee will meet at 10:00 a.m. in room 1.312 in the State Insurance Building located at 1100 San Jacinto Boulevard.

Overview of Council Meeting Agenda Items and Briefing Book Contents

The Council meeting will begin with a report from the Apprenticeship and Training Advisory Committee. This report will be followed by two action items and an update on Wagner-Peyser 7(b). The first action considers for adoption the rule review regarding designation and redesignation of local workforce development areas. This action item may be found in the briefing book on page 5. The second action item, found on page 13, will review accomplishments of the Council's work plan for fiscal year 2016 and present for approval the Council's work plan for fiscal year 2017. The next several agenda items will include briefings on several Council activities, projects, and reports. For the first briefing item, found on page 25, members will receive a status update on the Council's annual evaluation report, which will be considered for Council approval during the December meeting. In addition, members will also hear an update on another Council publication, the *Texas Workforce System Program Directory*, found on page 37. The third briefing item, found on page 101, will provide members with information related to the review of agency strategic plans. The next two items, found on pages 117 and 125, provide information on the research projects on related third-party, industry-based certifications and work-based learning. The next item, found on page 163, will provide information related to a research project on promising practices in leveraging discretionary grant deliverables. The final item, found on page 175, will provide members with an update on the Alamo Workforce Development Area request for redesignation. This final item will be followed by a report from the Executive Committee.

Upcoming Projects and Activities

In the coming months, we will continue to work with our system partners on the implementation of the new workforce system strategic plan, as well as begin the work identified within the Council's work plan for fiscal year 2017. In addition, staff will continue to work with both Alamo and Coastal Bend Workforce Development Areas on the request for redesignation. We will also continue to monitor federal legislation and state interim charges in preparation of the 2017 Regular Session of the Texas Legislature.

I look forward to seeing you in September. In the meantime, I would be happy to answer any questions that you have about the meeting or the agenda. Please do not hesitate to contact me by email at lee.rector@gov.texas.gov or at (512) 936-8100.

Sincerely,

A handwritten signature in black ink, appearing to read "Lee Rector".

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TEXAS WORKFORCE INVESTMENT COUNCIL

Austin Community College
Highland Business Center
5930 Middle Fiskville Road
Room 201
Austin, Texas 78752

COUNCIL MEETING
September 9, 2016

Wes Jurey, Chair

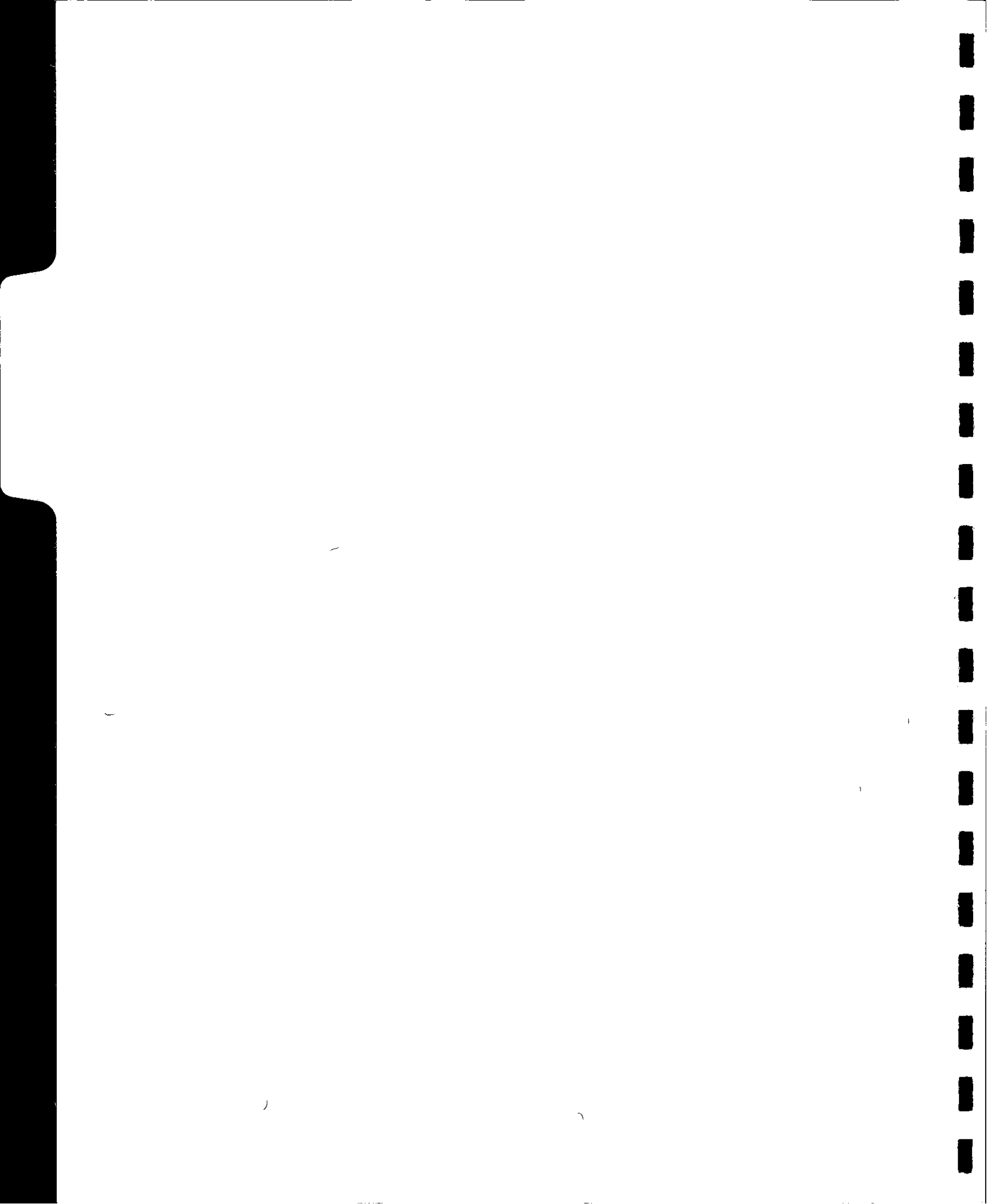
ORDER OF AGENDA AND TABLE OF CONTENTS

(8:30 A.M.)

The following items may not necessarily be considered in the order they appear.

	<u>Item</u>	<u>Page</u>
I. <u>Introduction</u>		
Call to Order, Announcements, and Public Comment		
Approval of Minutes – June 10, 2016	Action	1
II. <u>Reports, Actions, and Briefings</u>		
1. Report from the Apprenticeship and Training Advisory Committee	Report	
2. Wagner-Peyser 7(b) Update	Report	
3. Consideration for Adoption – Rule Review Regarding Designation and Redesignation of Local Workforce Development Areas	Action	5
4. Briefing on Fiscal Year 2016 Council Work Plan Achievements and Consideration of the Fiscal Year 2017 Council Work Plan	Action	13
5. Briefing on <i>Evaluation 2016: Accomplishments and Outcomes of the Texas Workforce System</i>	Briefing	25
6. Briefing on the <i>Texas Workforce System Program Directory</i>	Briefing	37
7. Briefing on the Review of Agency Strategic Plans	Briefing	101
8. Briefing on the Industry-Based Certification System Initiative	Briefing	117
9. Briefing on Research on Work-Based Learning	Briefing	125
10. Briefing on Research on Promising Practices in Leveraging Discretionary Grant Deliverables	Briefing	163
11. Briefing on the Alamo Workforce Development Area Request for Redesignation	Briefing	175
12. Report from the Executive Committee	Report	
III. <u>Information and Updates</u>		
1. Policy News Highlights	Information	185
2. Report on the Meeting of the Rehabilitation Council of Texas	Information	193
3. Fiscal Year 2016 Expenditure Report	Information	195
4. <i>Veterans in Texas: A Demographic Study – 2016 Update</i>	Information	197
IV. <u>Adjourn</u>		

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TEXAS WORKFORCE INVESTMENT COUNCIL MEETING

Austin Community College
Highland Business Center
5930 Middle Fiskville Road
Room 201
Austin, Texas 78752

**Friday, June 10, 2016
MINUTES**

MEMBERS PRESENT

Wes Jurey (Chair), Sharla Hotchkiss (Vice Chair), Scott Bowman [designee for Charles Smith], Robert Cross, Bryan Daniel, Mark Dunn, Carmen Olivas Graham, Thomas Halbouty, Richard Hatfield, Robert Hawkins, Paul Jones, Matthew Maxfield, Reagan Miller, Lizzette Reynolds [designee for Mike Morath], Joyce Taylor, and Garry Tomerlin [designee for Raymund Paredes]

MEMBERS ABSENT

Mark Barberena, Larry Jeffus, Mike Morath, Raymund Paredes, Richard Rhodes, Charles Smith, and Larry Temple

WELCOME AND ANNOUNCEMENTS

Chair Wes Jurey called the meeting to order at 8:35 a.m.

Mr. Jurey welcomed the members and guests. He acknowledged several guests in the audience, including Bryan Collier, Deputy Executive Director of the Texas Department of Criminal Justice (TDCJ); April Zamora, Reentry and Integration Division Director, TDCJ; Bobby Lumpkin, Director of Manufacturing and Logistics for TDCJ; Dr. Clint Carpenter, Superintendent for the Windham School District; Jason Vaden, Director for Workforce Policy at the Texas Workforce Commission (TWC); Lizzette Reynolds, representing Commissioner Mike Morath for the Texas Education Agency; Dr. Meghan Hollis, Director, Institute for Predictive and Analytic Policing Science, and Assistant Professor, School of Criminology, Criminal Justice, and Strategic Studies at Tarleton State University; Gail Hathaway, Executive Director of the Alamo Workforce Board; Brian Owens, Chief of Staff for Ruth Hughs, TWC Commissioner Representing Employers; and Commissioner Julian Alvarez, TWC Commissioner Representing Labor. Mr. Jurey then invited Mr. Alvarez to address members of the Council.

PUBLIC COMMENT

No public comment.

APPROVAL OF MINUTES – ACTION

Mr. Jurey asked if there were any changes to the February 5, 2016, minutes. Hearing none, he called for a motion. Robert Hawkins recommended approval of the minutes. Joyce Taylor seconded the motion. The minutes were approved. Carmen Olivas Graham abstained from the vote.

REPORTS, ACTIONS, AND BRIEFINGS

Report from the Executive Committee (Oral Report)

Mr. Jurey reported that the executive committee had met the previous afternoon and was briefed on a number of items, including the status of Wagner-Peyser 7(b) grants; the implementation of the new system strategic plan and evaluation approach; the launch of the Council's first system initiative under the new strategic plan; and the review of the Council rules for redesignation of local workforce areas.

Wagner Peyser 7(b) Update (Oral Report)

Mr. Jurey called on Lee Rector to provide the update. Ms. Rector reminded members that the Council is the entity that coordinates the application and selection process for the Wagner-Peyser 7(b) grants on behalf of the Office of the Governor for recommendation to TWC. She reported that contracts for the 13 grants awarded in 2015 have been executed. For 2016, Ms. Rector reported that the grant solicitation had opened on April 1 for approximately 30 days and that 18 applications were received. She noted that the applications were currently being considered by the selection committee and that the process was running ahead of the receipt of federal funding for the program. She indicated that more information would be forthcoming at the next meeting.

Consideration for Approval – Texas Combined State Plan Modification under the Workforce Innovation and Opportunity Act (Action Item)

Mr. Jurey called on Council staff Kristin McEntyre to brief the Council on a modification to the combined state plan. Ms. McEntyre presented information on the background of the Workforce Innovation and Opportunity Act (WIOA) and the requirements to submit state plan modifications. She explained that the modification to the combined state plan incorporates changes to both the strategic and operational elements of the plan, as well as to the Agricultural Outreach plan. She noted that upon endorsement, the Council will recommend final approval by the Governor and transmittal to the U.S. Secretary of Labor.

Mr. Jurey then invited Jason Vaden of TWC to give a briefing on the item. Mr. Vaden said that the plan is currently under federal review and that no comments were received during the public comment period. He reviewed the modifications to the plan. Additionally, he noted that an expected technical amendment to the plan would not require Council approval. He asked the Council to consider approval of the plan as submitted and to allow TWC staff to make technical, non-substantive changes to the plan. Mr. Jurey then invited Reagan Miller of TWC to comment on the plan. There was discussion to consider alternatives to the term "limited proficiency" in the plan.

Mr. Jurey asked for a motion that the Council endorse the modification to the Texas Combined State Plan under WIOA and recommend it to the Governor for approval, and to allow TWC to make non-substantive and technical edits to the plan if required during final approval. Carmen Olivas Graham so moved. Sharla Hotchkiss seconded the motion. There was no discussion. The motion passed unanimously by voice vote.

Consideration for Approval – Project Scope for an Industry-Based Certification System Initiative (Action Item)

Mr. Jurey called on Council staff members Kaki Leyens and Royce Wu to present the item. Ms. Leyens briefed members on the new focus of the workforce system strategic plan from oversight of agency action plans to implementation of strategic system initiatives. Mr. Wu summarized the industry-based certification research previously reported to the Council. Ms. Leyens next introduced the project scope and the project benefits to the various stakeholders of the workforce system.

Mr. Jurey led discussion on the objectives, which included the anticipated timeline for the project, its practical outcomes, and the broad and diverse composition of the task group. He then asked for a motion to approve the project scope for an industry-based certification system initiative. Joyce Taylor so moved, and Carmen Olivas Graham seconded the motion. There was no discussion. The motion passed unanimously by voice vote.

Ms. Leyens continued her presentation, reviewing the next steps in the project cycle, including engaging the task group and its defining role. She then asked the 12 task group members to introduce themselves. Mr. Halbouty, as chair of the task group, thanked the members for their willingness to participate. Mr. Jurey issued the charge to the task group and then called on Mr. Alvarez to provide comment.

Consideration for Approval – Skill Standards for Manufacturing Logistics and Manufacturing Production (National Update) (Action Item)

Mr. Jurey called on Council staff Anne Dorsey to present the item. Ms. Dorsey provided members with background on the Council’s mandate and the relevant policy for skill standards recognition; reviewed the history of the skill standards under consideration; described the Manufacturing Skill Standards Council’s certification system and standards review process; and indicated that Council staff had verified that the standards met the recognition criteria as indicated in the Council’s policy guidelines.

Mr. Jurey called for a motion to approve the 2015 Manufacturing Skill Standards for Logistics and Production. Mr. Halbouty so moved. Ms. Hotchkiss seconded the motion. The motion passed unanimously by voice vote.

Briefing on the Evaluation Framework (Briefing Item)

Mr. Jurey called on Council staff Laura Pittman to present the item. Ms. Pittman reviewed the Council’s statutory requirements to report on the system strategic plan implementation. She said that the streamlined evaluation report will focus on plan implementation, performance and outcomes data, and adult education activities, and that the framework will follow a balanced scorecard approach. Ms. Pittman also discussed the Formal and Less Formal measures developed with partner agencies and approved by the Council and the Governor as part of the new plan. Discussion followed on the possibility of identifying whether there has been improvement from previous years. Ms. Pittman stated that the formal measures can be compared to trend data from past strategic plans, and that the informal measures would require new collection and data reporting methods.

Briefing on the Research Approach to Work-Based Learning (Briefing Item)

Mr. Jurey called on Council staff Royce Wu to brief the Council. Mr. Wu presented an approach to researching work-based learning to better understand learning pathways that result in important credentials for in-demand jobs. He broadly introduced work-based learning strategies, described the research scope of the project, explained the work-based learning continuum and best practices, and closed by discussing the next steps for the project.

Briefing on the Review of Texas Workforce Investment Council Rules Regarding Local Board Designation and Redesignation (Briefing Item)

Mr. Jurey called on Ms. Rector to present the item. Ms. Rector provided information on the background and purpose of a state rule review. She reviewed the Council’s two rules, which focus on (1) a request for redesignation, which must come from the local area, and (2) the process for appeal. She explained the process and timeline for a rule review and stated that any related actions would be addressed in the September Council meeting.

Briefing on the Report: People with Disabilities: A Texas Profile — 2016 Update (Briefing Item)

Mr. Jurey called on Council staff David Mass to present the item. Mr. Mass provided a brief overview of the 2016 disabilities demographic report, which is the first update since the original report was published in 2013. He summarized key data results for people with disabilities across the nation and reviewed the breakdown of Texas labor force participants by age and gender, by education level, and by workforce status. There was discussion on the general growth of the population and on the sources of the data.

Briefing on the Research Approach to Promising Practices in Leveraging Discretionary Grant Deliverables (Briefing Item)

Mr. Jurey asked Mr. Mass to give a briefing. Mr. Mass presented to the Council a research approach to identify how other states capture, store, and use products from discretionary grants. He said that the goal of the research is to consider how Texas might approach identifying, storing, and disseminating promising practices, such as key products, tools, resources, and curricula. He ended the presentation by discussing the next steps in the process, which would include research in the coming months and proposed actions in the spring.

Texas Department of Criminal Justice – Career and Technical Education (Presentation)

Mr. Jurey invited Brian Collier of TDCJ to introduce the item. April Zamora and Bobby Lumpkin of TDCJ briefed the Council on TDCJ reentry initiatives, including institutional-based job preparation; on-the-job training through the manufacturing and logistics division; pre release-reentry services; community case management and parole partnerships; and job fairs. Dr. Clint Carpenter of the Windham School District then briefed Council members on career and technical education at the school, including classes offered, industry certification standards, extended training for teachers, and apprenticeship programs. He said that these initiatives were a result of guidance provided by the Council over the past three years. Discussion followed on certifications, literacy skills, the veteran population, and recidivism rates.

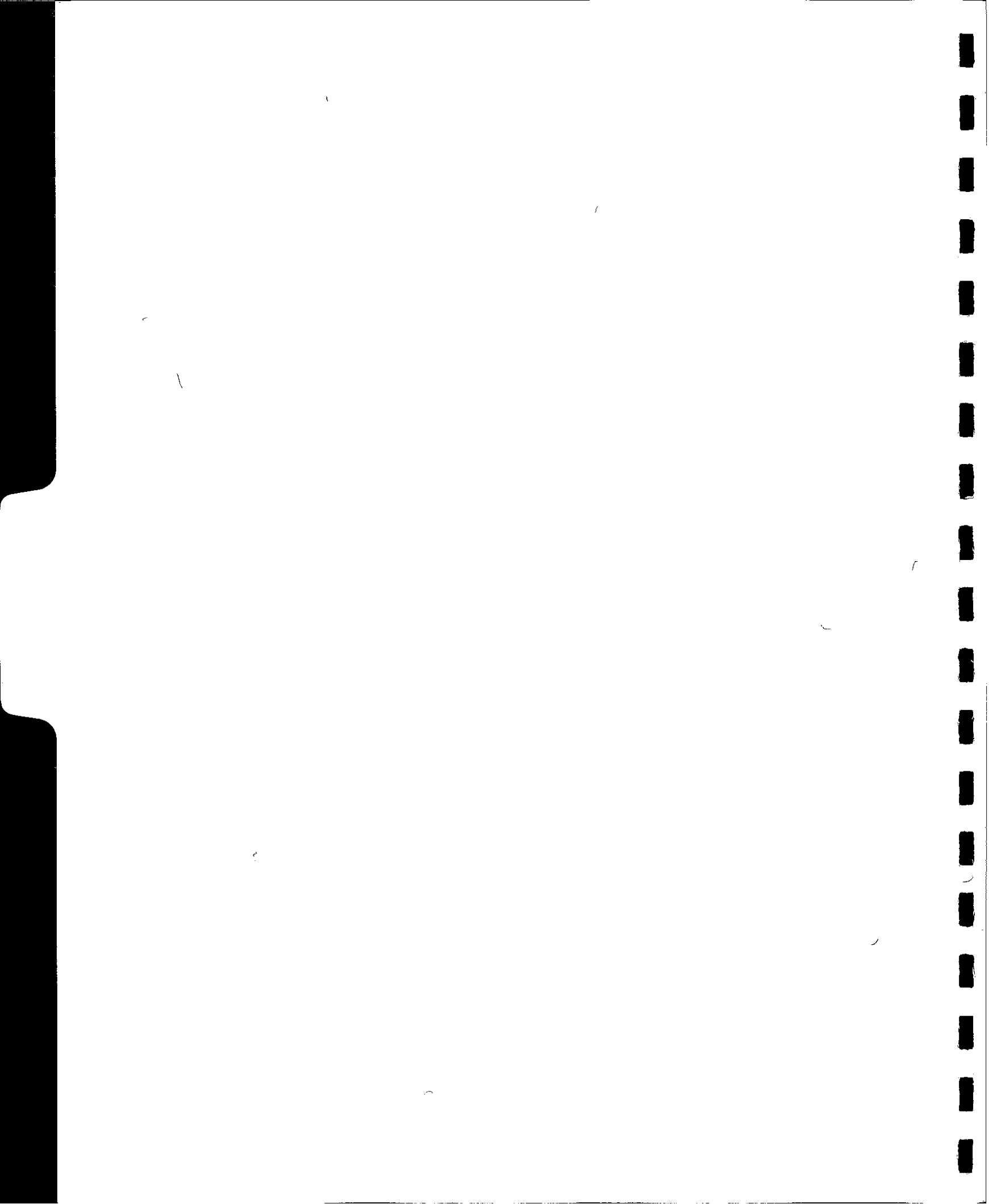
INFORMATION AND UPDATES

Mr. Jurey informed members that, in anticipation of a request for redesignation of a local workforce area, he is designating the Executive Committee as the committee charged with reviewing the request, receiving public comments, and reporting to the Council. Members concurred.

ADJOURN

Mr. Jurey called for a motion to adjourn the meeting. Thomas Halbouty moved to adjourn. Joyce Taylor seconded the motion. The motion was approved by unanimous voice vote. The meeting adjourned at 10:50 a.m.

**REPORTS, ACTIONS,
AND BRIEFINGS**



**TWIC ACTION ITEM
MEMORANDUM**

REF: LR.twic.II3.090916

TO Council Members

SUBJECT Rule Review Regarding Designation and Redesignation of Local Workforce Development Areas

Introduction

The Texas Workforce Investment Council (Council) will consider adoption of the review of its two rules in Title 40, Part 22, Chapter 901, of the Texas Administrative Code:

- §901.1 Procedures for Considering Redesignation of Workforce Development Areas
- §901.2 Appeal of Decision on Designation or Redesignation

Background

According to both state and federal law, the State Workforce Investment Board (Council) is responsible for recommending to the Governor the designation or redesignation of workforce development areas for local planning and delivery of workforce development services. The Council has two rules in Title 40, Part 22, Chapter 901, of the Texas Administrative Code. The rules were originally adopted by the Council in December 1999 in response to a request by the U.S. Department of Labor that information be included in the State Plan for Title I of the (then) Workforce Investment Act on the Council's procedures for both recommending redesignation of local workforce areas and for considering an appeal.

Texas Government Code requires state agencies to review and consider for readoption each of their rules every four years. The review must include an assessment of whether the original justification for the rules continues to exist.

In 2004, the Council reviewed the two rules and determined that there was a continued need for the rules and that one amendment was necessary to revise Chapter 901.1, Section (b), to reflect the Council's name change from the Texas Council on Workforce and Economic Competitiveness to the Texas Workforce Investment Council under S.B. 281, 78th Texas Legislature. Following adoption of the rule review the Council initiated the rulemaking process, and in December 2004, adopted a revised rule with the correction to the Council's name. In 2008 and 2012, the Council again reviewed the two rules and determined that there was a continued need for the rules and that no amendments were necessary.

In June 2016, the Council submitted a Rule Review Plan to the Secretary of State announcing that the Council's rules would again be reviewed in fiscal year 2016, in accordance with Texas Government Code, Section 2001.039.

Attachments

1. Texas Administrative Code, Title 40, Part 22, Chapter 901, Rule 901.1
2. Texas Administrative Code, Title 40, Part 22, Chapter 901, Rule 901.2

Discussion

Rule Review Process

The primary purpose of a rule review is to assess whether the original justification for the rule continues to exist. Agencies must follow a specific process to review their rules:

1. File a Notice of Proposed Review (intention to review) with the Secretary of State for publication in the *Texas Register* that announces a 30-day public comment period, during which time the agency invites comments on whether the reason for adopting or readopting the rules continues to exist;
2. Consider the comments received and conduct an assessment to determine if the need for the rule continues to exist;
3. Adopt the rule review;
4. File a Notice of Adopted Review with the Secretary of State for publication in the *Texas Register* that summarizes the public comments received in response to the notice of proposed review and provides an agency response to each comment; and
5. If the agency determines that changes to the rule are necessary, the agency will initiate the rulemaking process by filing a Notice of Proposed Rules with the Secretary of State for publication in the *Texas Register*.

The Council has completed the first two steps of the rule review process and the results are summarized below. The third step, adoption of the rule review, will be considered at the September 2016 Council meeting.

Public Comment

At the June 10, 2016, Council meeting, the Council director notified members that staff would commence review of the Council's rules and that the Council would consider adoption of the rule review on September 9, 2016.

The Council filed a Notice of Proposed Review (Intention to Review) following the June Council meeting. The notice appeared in the June 24, 2016 issue of the *Texas Register* and invited public comment for 30 days following publication of the notice. The Council received no public comments during the 30 day review period.

Staff Review of Council Rules

During June and July 2016, staff reviewed the rules based on the following two criteria:

1. Whether the original justification for the rules continues to exist, and
2. The identification of outdated names, citations or references in the text of the rules.

The review revealed that the original justification for the rules continues to exist and that all names, citations and references are current. The current rules provide a clear and accessible process whereby requests are considered by the Council in accordance with the requirements of state and federal law.

This was also the Council's conclusion during the 2004, 2008, and 2012 reviews of these rules; therefore, no other options were considered as part of the current rule review process. Specifically, the original justification for the rules continues to exist because:

- a. The Council continues to have responsibility for recommending to the Governor designation and redesignation of local workforce areas in both state and federal law, and
- b. The Council developed the rules in response to a request from the U.S. Department of Labor to clarify and document the process to be used by the Council when considering a request or proposal for a redesignation, or an appeal of a Council recommendation.

In addition, as noted above, the Council's rules on redesignation provide a transparent and specific process for both the requestor and the Council. Periodic inquiries to the Council regarding redesignation are more efficiently addressed since the process is established in rule and easily accessible to the public.

Recommendations

It is recommended that the Council adopt the review of Texas Administrative Code, Chapter 901.1 and Chapter 901.2, thereby readopting both rules as currently written. Since no changes are proposed, the adopted review would conclude the 2016 rule review process.

It is further recommended that the Council file a Notice of Adopted Rule Review with the Secretary of State for publication in the *Texas Register*.

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Texas Administrative Code

TITLE 40

SOCIAL SERVICES AND ASSISTANCE

PART 22

TEXAS WORKFORCE INVESTMENT COUNCIL

CHAPTER 901DESIGNATION AND REDESIGNATION OF
LOCAL WORKFORCE DEVELOPMENT AREAS**RULE §901.1****Procedures for Considering Redesignation of
Workforce Development Areas**

(a) Definitions. "Chief Elected Officials" means the officials designated by state law as the Chief Elected Officials for the purposes of establishing agreements to form local workforce development boards.

(b) Initiation of Redesignation. The Texas Workforce Investment Council may submit a written proposal or a local area or proposed local area may submit a written request to initiate the process to consider redesignation of workforce areas.

(c) Requirements for a request by a local area or proposed local area.

(1) Written Request. A request for redesignation of workforce development areas must be signed by the Chief Elected Officials (CEO) of the proposed new area to be designated. These must be the same officials who would be able to create a local workforce development board if the request is granted. The request must designate one of the officials as the lead CEO.

(2) Acknowledgment and Summary Action. The director will notify the lead CEO and the Governor of receipt of the request and any deficiencies in the written request. The lead CEO has 30 days to correct any deficiencies.

(3) Contents of Written Request.

(A) The written request must show that each proposed area complies with state requirements for a local workforce development area and include information on the following factors:

(i) geographic areas served by local educational agencies and intermediate educational agencies;

(ii) geographic areas served by postsecondary educational institutions and area vocational education schools;

(iii) the extent to which such local areas are consistent with labor market areas;

(iv) the distance that individuals will need to travel to receive services provided in such local areas;

(v) the resources of such local areas that are available to effectively administer the activities carried out under Texas and federal law;

(vi) the total population of the proposed area;

(vii) any prior designation of the area as a Job Training Partnership Act Service Delivery Area or Substate Area or service as a rural concentrated employment program; and

(viii) other information required by the Council to make a determination.

(B) If one or more of the proposed areas is identified in the request as a local labor market area, the request must also contain sufficient evidence that each such area is an economically integrated geographic area within which people may reside and find employment within a reasonable distance.

(4) Further Division of Areas. If one or more of the existing areas would be further divided, the request must also contain the following:

(A) a description of how services of all programs under the local board's purview will be coordinated with other local boards and workforce development areas within the region;

(B) if applicable, documentation that justifies the designation of an area that has less than 200,000 population; and

(C) an analysis of costs associated with dividing the region, with particular emphasis on administrative costs.

(d) Splitting Designated Areas. If a proposal or request is made to split a designated area into two or more areas, the director shall notify all current workforce development board members of the affected areas.

(e) Notification of Proposal or Request. When a proposal is made by the Governor or the Council to redesignate workforce development areas or when a complete request to redesignate such areas is received from a local area or proposed local area, notice of the proposal or request shall be published in the Texas Register with a statement inviting input, specifying the deadline for submitting written input, and setting an open meeting at which oral comments will be accepted.

(f) Consideration of Proposal or Request. The Council may consider a proposal or request or may designate a committee to do so and make a report to the Council. In considering a proposal or request, all relevant information may be reviewed in addition to the information submitted with the proposal or request and the information obtained during the public comment process.

(g) Recommendation. After considering a proposal or request, the Council shall make a recommendation to the Governor.

Texas Administrative Code

TITLE 40

SOCIAL SERVICES AND ASSISTANCE

PART 22

TEXAS WORKFORCE INVESTMENT COUNCIL

CHAPTER 901DESIGNATION AND REDESIGNATION OF
LOCAL WORKFORCE DEVELOPMENT AREAS**RULE §901.2****Appeal of Decision on Designation or
Redesignation**

(a) Time Limit for Appeal. An appeal of a designation or redesignation of a workforce area must be delivered to the Council no later than 30 days after the date the designation or redesignation was made.

(b) Contents of Appeal. An appeal shall be in writing and shall include the specific reasons for appealing the designation or redesignation. The request shall also include any new information the requestor seeks to have considered in the appeal process.

(c) Notice of Appeal. When an appeal is received, notice of the appeal shall be published in the Texas Register with a statement inviting input, specifying the deadline for submitting written input. The council, at its discretion, may also schedule a public meeting at which oral comments on the appeal will be accepted.

(d) Consideration of Proposal or Request. The Council may consider an appeal or may designate a committee to do so and make a report to the Council. In considering an appeal, all relevant information may be reviewed in addition to the information submitted with the appeal and the information obtained during the public comment process.

(e) Recommendation. After considering an appeal, the Council shall make a recommendation to the Governor within 120 days of the date of receipt of the appeal request.

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**TWIC ACTION ITEM
MEMORANDUM**

REF: LR.twic.II4.090916

TO: Council Members**SUBJECT: Fiscal Year 2016 Council Work Plan Achievements and Consideration of the Fiscal Year 2017 Council Work Plan****Introduction**

Each September, the Executive Committee considers a fiscal year (FY) work plan for recommendation to the Texas Workforce Investment Council (Council) to guide the activities of the Council and its staff for the upcoming fiscal year. This memorandum includes a progress report on implementation of the FY 2016 work plan and an overview of the proposed work plan for FY 2017.

Background

The annual work plan organizes the Council's work for the 12-month period from September 1 through August 31. The work plan is based on the duties and responsibilities assigned to the Council by state and federal law. The Council's responsibilities in federal law are contained in Title I of the Workforce Innovation and Opportunity Act; the Council's state statutes are codified in Chapter 2308 of Texas Government Code.

The work plan is structured according to the Council's five primary roles in the Texas workforce system, as well as an additional section for internal administration:

- Strategic Planning and Capacity Building
- Evaluation and Performance Measurement
- Research and Continuous Improvement
- Review
- Skill Standards
- Internal Administration

Each role is further organized by critical function and by strategy. A critical function is a summary of the statutes that assign the Council a specific duty or responsibility. A strategy is the action that the Council will take during the fiscal year to fulfill that responsibility. The last role, Internal Administration, identifies the projects and responsibilities associated with the ongoing administration and continuous improvement of internal operations that support Council activities.

The resources to support this work plan are specified in a Memorandum of Understanding (MOU) between the Office of the Governor, the Texas Workforce Commission, the Texas Education Agency, the Texas Health and Human Services Commission, and the Texas Higher Education Coordinating Board. The statutory basis of the MOU is Texas Government Code, Section 2308.065, and the Council funding formula approved by the Council and the Governor in March 2004.

Attachment

1. Draft Work Plan for Fiscal Year 2017

Discussion

FY 2016 Council Work Plan Progress Report

The Council approved the FY 2016 work plan in September 2015 to guide the activities of the Council and staff from September 1, 2015, to August 31, 2016. Deliverables in the work plan are complete or did not require action from the Council or staff during the fiscal year.

The primary focus of the Council's work in FY 2016 was the approval and implementation of the new eight-year system strategic plan. *The Texas Workforce System Strategic Plan FY 2016–FY 2023* was approved by the Council in September 2015. The Governor subsequently approved the plan later that fall. Also in FY 2016, the Council focused on developing an evaluation framework—based on a balanced scorecard approach—to support assessment of the success of the partner strategies in the new workforce system strategic plan, and to track Formal measures data sets, and other system elements that the Council is charged with evaluating in Texas Government Code, Chapter 2308. In developing the Formal and Less Formal measures, the Council continued its consultations with partner agencies to finalize the performance and accountability elements of the plan.

During FY 2016, the Council approved the sixth and final system evaluation report for *Advancing Texas*. The work plan also included the following activities, which were completed during the fiscal year:

- Finalized the report on the Council's survey of Texas employers.
- Published the Texas Workforce Investment Council Annual Report for FY 2015
- Published Policy News Highlights (quarterly)
- Executed research on promising practices of the third-party, industry-based certification data collection and reporting systems
- Executed research on middle-skill STEM occupations of importance to the Texas economy and third-party, industry-based certifications that support those occupations
- Launched a system initiative to define those industry-based certifications for middle-skill STEM occupations that are of value to Texas employers.
- Developed research approaches to: 1) capture information on deliverables from federally-funded discretionary grants (such as Wagner-Peyser 7(b)) to enable other system stakeholders to access and use those promising practices, and 2) articulate strategies for system stakeholders to support work-based learning practices and initiatives
- Updated the family income and assistance model for the Texas Workforce Commission
- Approved a new eight-year strategic plan for the Texas workforce system.
- Approved the funding formula recommendations for Chapter 133 apprenticeship programs.
- Approved the first combined state plan under the Workforce Innovation and Opportunity Act, as well as a subsequent modification to that plan
- Approved two sets of guidelines that provide the procedural framework for the recognition of skill standards and recognized programs
- Approved two nationally recognized skill standards for manufacturing.
- Received and initiated the consideration process of a local workforce area request for redesignation
- Reviewed and renegotiated the memorandum of understanding for support of the Council, which is signed by the Office of the Governor and the Council's member agencies.

Other briefs and publications such as the federal and state interim legislative updates were published and distributed electronically.

FY 2017 Council Work Plan

The attached work plan represents those key activities that the Council and staff will engage in during FY 2017. The Council has over 45 duties identified in Chapter 2308 of Texas Government Code and the Workforce Innovation and Opportunity Act of 2014. Sixteen critical functions form the structure of the plan; each function has one or more associated strategies that will ensure that the Council fulfills that function during FY 2017. A primary focus of the Council in FY 2017 will be the second year of implementation of the new workforce system strategic plan and the implementation of the new balanced scorecard approach to system evaluation.

Work will continue on studies and reports to support the implementation of the system strategic plan and to design and launch system projects to strengthen the three strategic pillars that form the foundation of the strategic plan: customer services and satisfaction, data-driven program improvement, and continuous improvement and innovation. In addition, a number of publications are scheduled for FY 2017, including the first evaluation report of system performance under the new system strategic plan.

Fiscal year 2017 will also require that the Council consider and recommend to the Governor action on several key responsibilities of the Council, including:

- A request to redesignate a local workforce development area
- Strategic plans developed by Texas' 28 local workforce boards
- A potential modification to the state plan for the Workforce Innovation and Opportunity Act

Recommendation

It is recommended that the Council approve the FY 2017 work plan.

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Draft Work Plan for Fiscal Year 2017
September 1, 2016 – August 31, 2017

Council Work Plan

Each September, the Council approves a work plan to guide the activities of the Council and staff for the upcoming fiscal year.

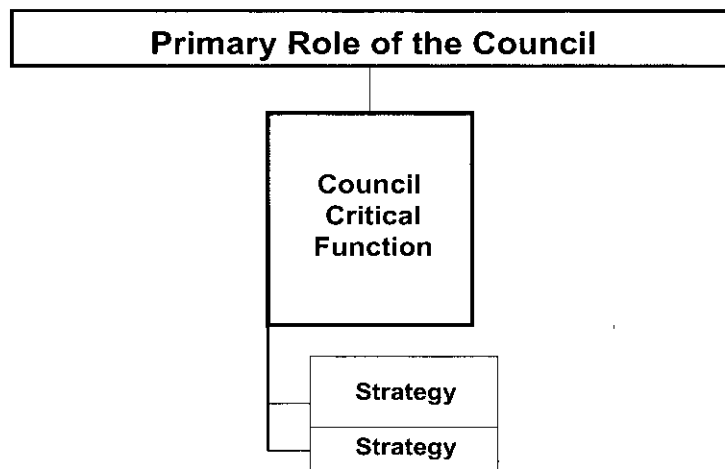
The work plan is based on the duties and responsibilities assigned to the Council by state and federal law. The Council's responsibilities in federal law are contained in Title I of the Workforce Innovation and Opportunity Act (WIOA); the Council's state statutes are codified in Chapter 2308 of Texas Government Code.

The work plan is structured according to the six **primary roles** of the Council in the Texas workforce system:

1. strategic planning and capacity building
2. evaluation and performance measurement
3. research and continuous improvement
4. review
5. skill standards (development and facilitation of use)
6. internal administration

Each role is further organized by critical function and by strategy. A **critical function** is a summary of statutes that assign the Council a specific duty or responsibility. A **strategy** is the action that the Council will take during the fiscal year to fulfill that responsibility.

The layout of each page in the work plan is as follows:



System Strategic Planning and Capacity Building

Develop a single strategic plan that establishes the framework for budgeting and operation of the workforce system and includes goals, objectives, and performance measures.

To facilitate delivery of integrated workforce services, the plan must include long-range strategies that identify the accountable agency(ies) and must also include timelines for implementation of each strategy.

Convene task groups to lead implementation of system initiatives related to the system strategic plan pillars and system competencies.

Conduct research to support implementation of the workforce system strategic plan.

Conduct meetings with agencies to finalize less formal performance measures definitions and methodologies.

Identify and document promising and best practices from implementation of plan objectives.

As required, or as requested by the Office of the Governor, lead development or assist in coordination of relevant plans and applications required under federal law or regulation.

Update the workforce program directory, as required.

As required or requested, consult on, or provide review and comment on workforce plans and applications.

Review and comment on WIOA Combined State Plan modifications; recommend final approval by the Governor.

Identify barriers to integrated service delivery at the local level and develop linkages in the system to ensure the development and continuous improvement of a statewide system of activities carried out through the one-stop delivery system.

Identify barriers to integrated program and service delivery by evaluating local workforce board and state agency plans.

Monitor agency achievement of action plans to identify barriers and effective strategies for improving system integration and alignment.

Report to the Governor regarding barriers to integrated service delivery through the 2016 annual evaluation report on system strategic plan implementation, and by other means as appropriate.

System Evaluation and Performance Measurement

Develop, implement, and continuously improve a comprehensive system of performance measures.

Evaluate the effectiveness of the workforce development system, including the degree to which the system is effective in achieving state and local goals and objectives.

Evaluate programs to identify any gaps or duplications in planning or service delivery, and any other problems that adversely affect the seamless delivery of services.

Monitor the implementation of workforce programs and services to identify gaps and duplication or delivery issues, and work with partner agencies to facilitate resolution.

Collect, analyze, and report on system, formal, and less formal performance measures in the annual workforce system evaluation report.

Build system to capture and report technical data for performance measures for FY 2016-FY 2023.

Execute new evaluation framework.

Provide annual evaluation reports to the Governor and the legislature, including a report on the implementation of the Workforce System Strategic Plan and a report on the status of Welfare to Work Initiatives in Texas.

Include in the annual report on Strategic Plan implementation problems identified by the Council, those to be addressed in the coming year, and the results of measures taken by the Council to address those problems.

Implement research to evaluate program, service, or planning gaps in Texas' workforce system.

Report on the status of welfare to work programs in the Council's annual system evaluation report.

Publish research on emergent issues as relevant to assist system partners.

Publish and disseminate the 2016 workforce system evaluation report that provides a first evaluation of system performance under the FY 2016 -FY 2023 system strategic plan.

Develop a system to monitor and evaluate employment-related outcomes of adult education and literacy programs. Evaluate programs to identify any lack of adequate client information-sharing and any other problems that adversely affect the seamless delivery of those services.

Establish, with the approval of the Governor, a funding formula for the follow-up and evaluation system.

Monitor implementation of the adult education strategies and action plans in the system strategic plan.

Employment-related outcomes for adult education are included in the Council's system measures and reported in the annual workforce system evaluation report.

Monitor and report on integrated delivery models for adult education and literacy.

Apply funding formula for the follow-up and evaluation system.

System Research and Continuous Improvement

The Council shall promote the development of a well-educated, highly skilled workforce, and shall advocate the development of an integrated workforce system.

Periodically, develop recommendations to the Governor in the Council's areas of responsibility.

Report to the Governor and the legislature.

Publish briefs on emerging issues in the workforce system or in the workforce.

Develop periodic recommendations to the Governor through the annual evaluation report, research reports, issues briefs, and the Council Chair.

Research and publish reports and studies to support program planning and improvement.

The Council shall carry out the federal and state duties and responsibilities of advisory councils under applicable federal and state workforce development laws or regulations.

Monitor implementation of the Workforce Innovation and Opportunity Act.

Monitor workforce system-related legislation introduced and passed during the 85th Texas Legislative Session.

Recommend funding formulas for apprenticeship programs funded under Chapter 133 of the Texas Education Code.

Publish the FY 2016 Council annual report.

Encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

Maintain an electronic repository of published reports on critical and emerging issues and state and national promising practices.

Publish a quarterly newsletter highlighting reports released in the previous quarter.

Maintain the Family Income and Assistance Model and develop other research tools and projects as necessary and feasible.

Where feasible, participate in relevant state and national projects.

Design and develop projects to strengthen the strategic pillars of the workforce system and strategic plan.

System Review

Review and comment on state plans required by applicable federal law in order for Texas to receive federal funds, and on certain reports required under the WIOA.

This review and comment shall include the review of state agency strategic plans for alignment with the Texas workforce system strategic plan for fiscal years 2016–2023, as specified in state law.

As required, review and comment on the state WIOA plan to the secretary of labor.

As required, review plans (state, local, agency) to identify significant workforce system challenges and opportunities.

Prepare summary analysis of agency strategic plans alignment with the workforce system strategic plan.

Recommend to the Governor the designation or redesignation of workforce development areas for the local planning and delivery of workforce development.

Review and consider request for redesignation and make a recommendation to the Governor.

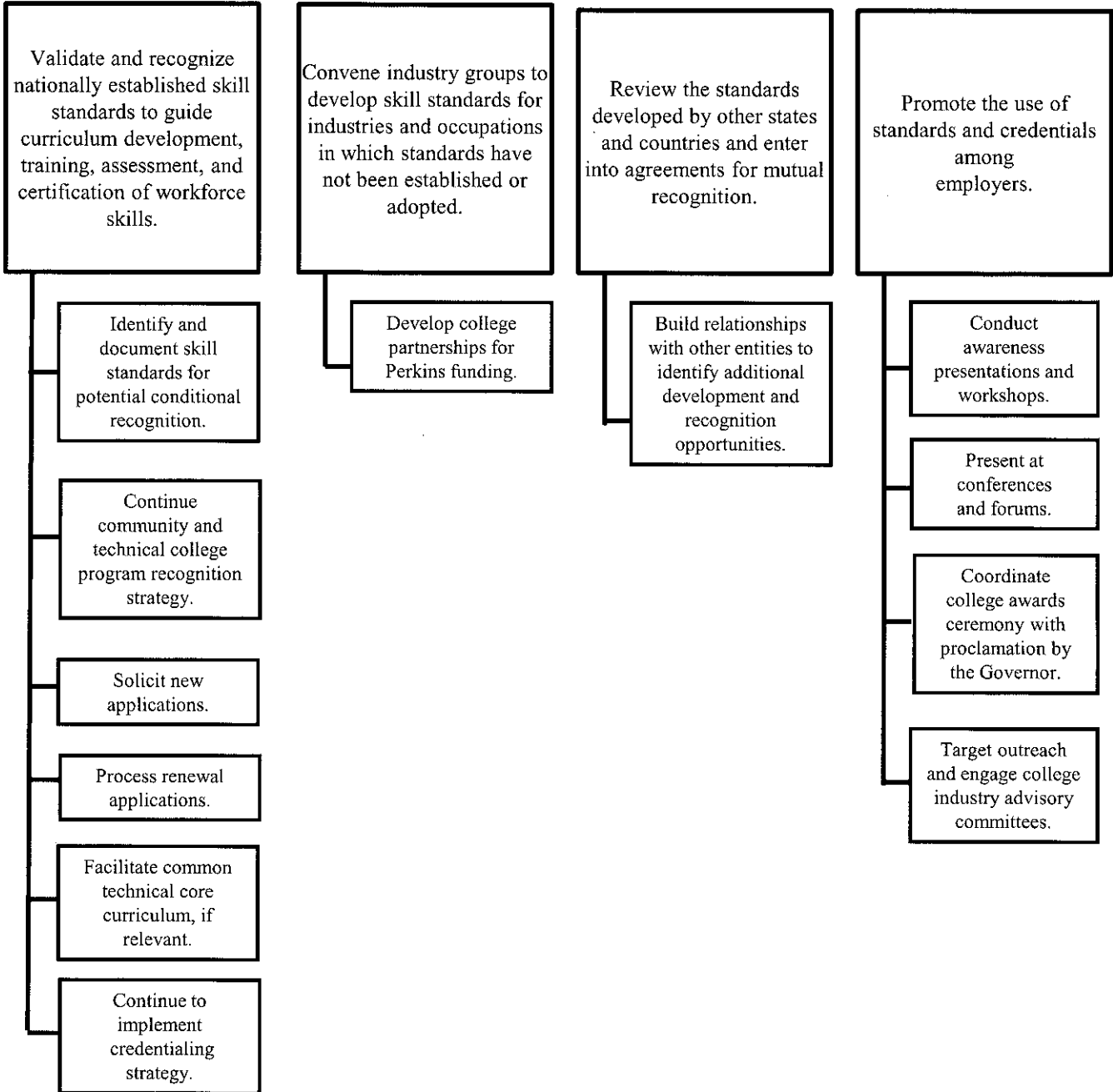
Review local plans to determine the degree to which local boards have developed broad goals and objectives consistent with statewide strategic plan goals and objectives and performance measures, and to assist the Governor in continuous improvement of the one-stop system.

Review local board plans or modifications for recommendation to the Governor for approval.

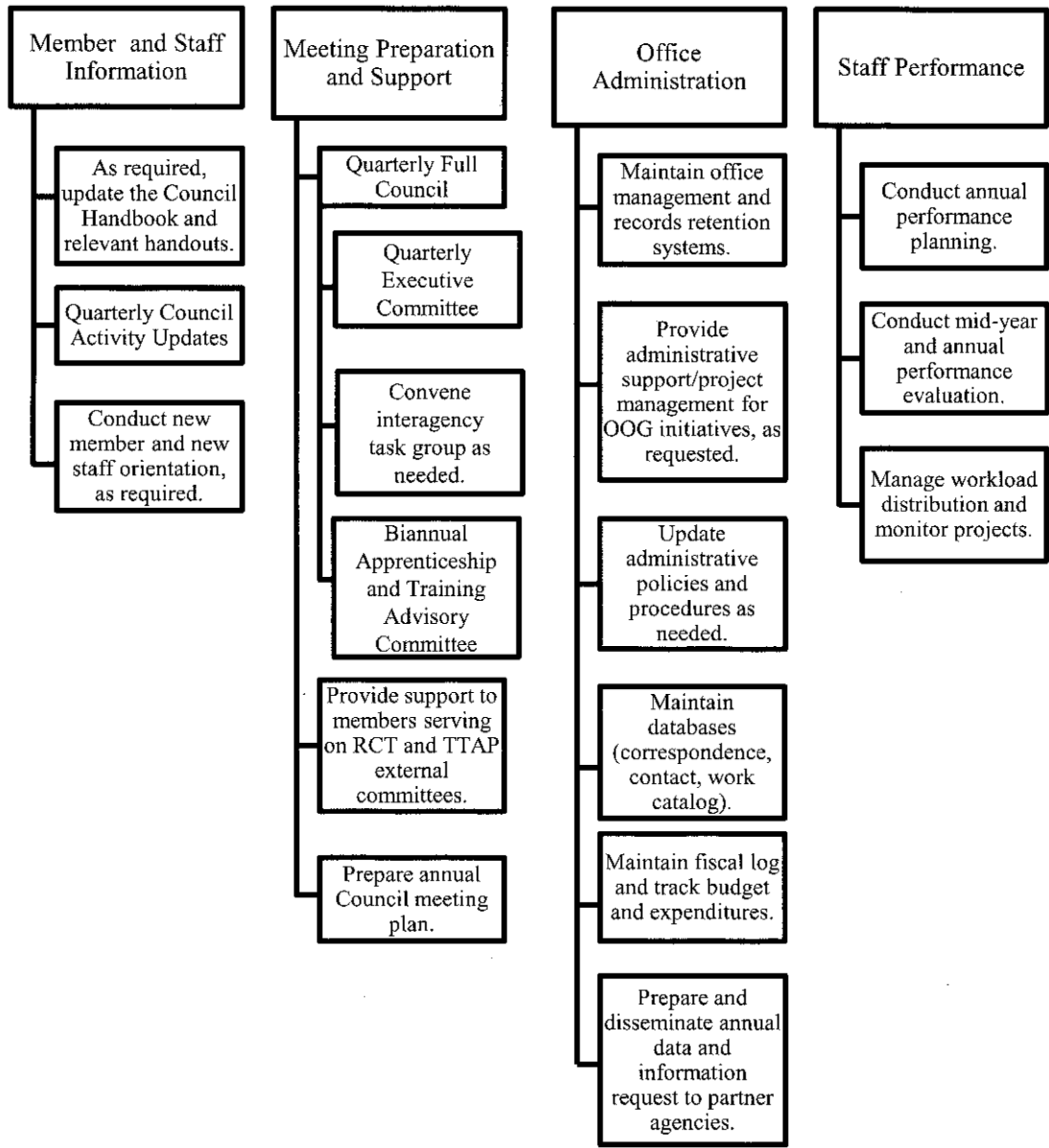
As required, revise instrument to include in TWC guidelines to determine local board alignment/progress.

As required, prepare aggregate level analysis of local workforce development board alignment and progress.

Skill Standards



Internal Administration



**TWIC BRIEFING ITEM
MEMORANDUM****TO** Council Members

REF: LLP.twic.IIS.090916

SUBJECT *Evaluation 2016: Accomplishments and Outcomes of the Texas Workforce System*

Introduction

Each September, the Texas Workforce Investment Council (Council) is briefed on the development of an annual evaluative report on the Texas workforce system. The annual evaluation report is a key part of the Council's overall evaluation framework, which is designed to address multiple statutory requirements outlined in Texas Government Code.

Background

Guided by *The Texas Workforce System Strategic Plan FY 2016–FY 2023*, system partners work collaboratively to ensure Texas has a workforce that ensures success in the dynamic global economy. Each year, the Council prepares a system evaluation report for submission to the Governor and the legislature. The 2016 evaluation report will be the Council's initial evaluation for the eight-year strategic plan period. In anticipation of Council action in December 2016, this briefing item provides an overview of the report structure which will feature the new balanced scorecard.

Attachments

1. System Evaluation Framework: Evaluation Report Components
2. Balanced Scorecard – Formal Measures (sample)
3. Balanced Scorecard – Goal Areas and Less Formal Measures (samples)

Discussion

Texas Government Code specifies that the Council will prepare an annual report on implementation of the workforce system strategic plan, including an analysis of system performance based upon the Formal and Less Formal performance measures approved by the Governor. The Council is also required to report annually on adult education activities, work development programs that focus on welfare to work initiatives, and the Council's duties related to skill standards development. The annual evaluation report is the Council's key strategy for fulfilling these statutory responsibilities. It does not duplicate reports that are required by the Legislative Budget Board or other federal or state agencies with funding or oversight responsibility for a given workforce system program(s).

Evaluation Framework: A new evaluation framework has been developed for use during the FY 2016–FY 2023 strategic plan period. The framework provides information on applicable statutory requirements and creates a plan and structure for development of the Council's overall evaluation strategy, including preparation of the Council's annual evaluation report to the Governor and legislature. The following criteria were taken into consideration in developing the new evaluation framework:

- ▶ elevate and improve the Council's reports, in part by telling the story rather than the requirement;
- ▶ provide transparent assessment of progress and outcomes to internal and external customers;
- ▶ include more graphical representations with accompanying narrative; and

- ▶ limit agency reporting and, where possible, avoid duplication of agency-required reporting to other parties (e.g., federal agency, Governor, legislature, grant sources).

System Strategic Plan – Structure and Reporting: Following Council action in September 2015, the Governor approved *The Texas Workforce System Strategic Plan FY 2016–FY 2023* and also approved the Formal and Less Formal performance measures. The new plan further elevates the system-level approach utilized for the previous two system plans. Developed collaboratively by the Council and its system partners, the plan focuses on high-level, system objectives—many of which require multi-partner collaboration or alignment of programs, initiatives, and outcomes. The plan is structured around four goal areas that address cross-agency, high-priority issues related to employers, partner engagement, system alignment, and program improvement and integration.

Reporting elements are designed to provide a system perspective of progress and achievement for partner agencies and other system stakeholders, and to meet statutory requirements for reporting to the Governor and legislature. To complement the new plan's structure and to support associated reporting and performance assessment, a balanced scorecard has been developed as part of the Council's overall evaluation framework.

The balanced scorecard will present outcome and trend data for program and system performance attributable to the efforts and actions of partner agencies and the delivery arms of those agencies—local workforce boards, independent school districts, community and technical colleges, and local adult education providers. System partners are responsible for the delivery of 23 programs and services focused on education, workforce education, and workforce training services.

Draft Report Structure: Major report sections include:

Introduction: This section will provide an overview of the new balanced scorecard and set the context for the report with regard to the Council and its reporting requirements. It will also include information on data decisions, treatment, and related limitations.

Balanced Scorecard: The balanced scorecard—aligned with the system strategic plan structure—will support Council and system partner efforts to continuously improve the workforce system's efficiency and effectiveness. In keeping with the intent to elevate and further improve Council reports, the components are designed to incorporate focused narrative along with more graphical representations that illustrate the story. The balanced scorecard includes five components, outlined below and presented in Attachments 2-3.

- ▶ *Workforce System Performance Outcomes (scorecard 1, Formal performance measures):* Performance accountability remains a key element under the new plan, and reporting will continue for four Formal measures—Educational Achievement, Entered Employment, Employment Retention, and Customers Served. Performance trend data and high-level explanatory information will be presented, as well as partner agency aggregate data for each Formal measure. Data are currently available for 2004–2015 and will continue to be submitted to the Council by six partner agencies for 23 programs and services focused on education, workforce, and workforce training services.
- ▶ *Implementation of System Goals (scorecards 2-5, Less Formal measures):* Four scorecards are based on the plan's goal areas, incorporating the goal titles as headers. Each goal area includes multiple system partner action plans that outline the partner strategy, activities, timelines, and performance measures tied to the plan's system objectives—the high-priority outcomes and actions necessary at the system level to achieve system goals. Each scorecard will be presented in a two-page format:

Front – Key elements from the system strategic plan:

- description of why the goal area is important to Texas;
- system objective(s), to communicate the objectives identified as high-priority outcomes/actions considered essential to achieve the goal;
- system partner strategies, linked to the applicable system objective; and
- associated performance indicators that link directly to a partner strategy that is considered critical to achievement of the system goal.

Back – Fiscal year highlights and accomplishments such as:

- agency action plan implementation highlights; and
- data elements that help tell the story, such as examples of industry-based certifications successfully completed by program participants.

Strategic Pillars: This section will provide information on cross-agency efforts designed to address one or more of the strategic pillars outlined in the system plan: customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation. Potential topics include work in progress under agencies' action plans—such as programs of study development—and/or Council-managed projects, such as the industry-based certification initiative.

Texas Skill Standards System: Effective September 1, 2015, skill standards functions were transferred to the Council as a result of the Council's 2015 Sunset review (House Bill 1606, 84th Legislature). Beginning in 2016, the annual reporting requirement specified in Texas Government Code, Section 2308.109(c)(2), will be addressed in the annual evaluation report.

Observations and Implementation Challenges: During report development, a determination will be made regarding the inclusion of observations and challenges related to system strategic plan implementation.

Technical Companion Document: A companion document will be prepared to present measures and applicable subset data for:

- ▶ the four Formal measures, organized by measure and partner agency;
- ▶ the Less Formal measures, organized by goal area and partner agency; and
- ▶ detailed subsets, such as types of third-party, industry-based certifications completed by program participants.

Report Development Schedule: Partner agencies have been asked to submit required data no later than September 30, 2016. Report preparation is on schedule, with the report to be presented to the Council for consideration and approval in December 2016.

Recommendation

It is recommended that the Council note the information contained in this memorandum in anticipation of action in December.

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System Evaluation Framework: Evaluation Report Components

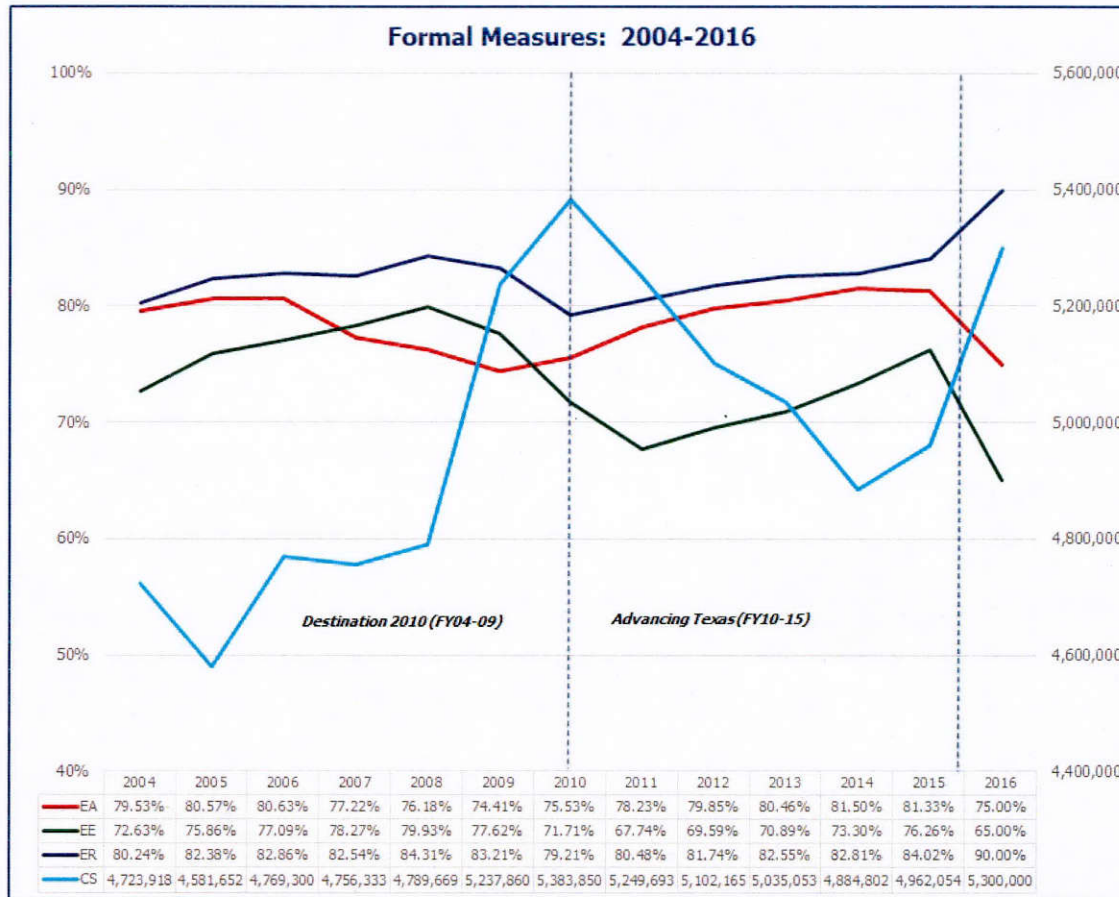
Element	Texas Government Code	Report Component
System Strategic Plan Implementation	<p>Section 2308.104(a) requires the Council to report annually to the Governor and the legislature on the implementation of the workforce system strategic plan, <i>The Texas Workforce System Strategic Plan FY 2016–FY 2023</i>. This plan, and the system partner strategies contained within it, was developed by the Executive Committee in its capacity as the Council's strategic planning committee, and representatives from all system partners. It was approved by the Council in September 2015, with final approval by the Governor.</p>	<p>The eight-year system strategic plan is structured around four goal areas that address cross-agency, high-priority issues: focus on employers, engage in partnerships, align system elements, and improve and integrate programs. Each goal area includes multiple system partner action plans that outline the partner strategy, activities, timelines, and performance measures tied to the plan's system objectives—the high-priority outcomes and actions necessary at the system level to achieve system goals.</p> <p>Status reports will be included for the action plans, providing a summary of how they are being implemented by system partners:</p> <ul style="list-style-type: none"> ▶ Qualitative information—such as status of actions not started or in progress—will be addressed through action plan reporting, not in the balanced scorecards. ▶ Less Formal data may also be included to help tell the story. ▶ Similarly, subset data might be included as contextual information for action plan reporting rather than in the higher-level scorecard format.
	<p>Section 2308.104 requires the Council to report annually on Formal and Less Formal measures. Statute specifies that Formal measures are those that are essentially consistent across all workforce programs, and that Less Formal measures provide information essential to implementation of the workforce system strategic plan. The measures were negotiated with partner agencies before approval by the Council in September 2015 and final approval by the Governor.</p>	<p>Addressed primarily through:</p> <ul style="list-style-type: none"> ▶ Summary Scorecard (Formal and Less Formal measures; 2017-forward) ▶ Balanced scorecards (2016-forward): [see samples, Attachments 2-3] <ul style="list-style-type: none"> – Workforce System Performance Outcomes (1-Formal measures) – Goal Areas (4-Less Formal measures) <p>Based on data availability, in a given year one or more goal area scorecards may include a second page (e.g., number and type of industry-based certifications successfully completed by program participants).</p>
Welfare to Work Initiatives	<p>Section 2308.101(a)(14) requires the Council to provide annual reports to the Governor and the legislature, including an annual report analyzing work development programs that focus on welfare to work initiatives.</p>	<p>Performance for welfare to work-related programs will continue to be addressed through Formal measures reporting. Program-level data may be included in a technical companion document or be available by request.</p>
Adult Education and Literacy	<p>Section 2308.1016 mandates that the Council facilitate the efficient delivery of integrated adult education services in Texas, in part by evaluating the adult education and literacy services administered by the Texas Workforce Commission.</p>	<p>The annual evaluation report will include action plan updates and related Less Formal performance measures.</p>
Skill Standards Development	<p>Section 2308.109 mandates that the Council provide advice to the Governor and the legislature on the development of a statewide system of industry-defined and industry-recognized skill standards and credentials for all major skilled occupations that meet specified criteria.</p>	<p>Effective September 1, 2015, skill standards functions were transferred to the Council as a result of the Council's 2015 Sunset review (House Bill 1606, 84th Legislature). Beginning in 2016, the annual reporting requirement specified in subsection (c)(2) will be addressed in the annual evaluation report.</p>

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SAMPLE: Data are for illustrative purposes only.

Balanced Scorecard – Formal Measures

Workforce System Performance Outcomes



Trend descriptor to be added

Fiscal Year 2016 Outcomes

504,073 (81.33 percent) individuals completed a degree, certificate, or other measures of educational achievement^{1,2}

1,024,057 (76.26 percent) individuals entered employment²

929,206 (84.02 percent) individuals retained employment²

4,962,054 individuals received services through Texas workforce system^{1,2}

	System Partner	Educational Achievement (EA)	Entered Employment (EE)	Employment Retention (ER)	Customers Served (CS)	
2016	Criminal Justice	1,330	n/a	n/a	3,306	
	Education	458,524	104,778	n/a	2,724,980	
	Higher Education	29,081	65,995	47,419	633,764	
	Juvenile Justice	501	n/a	n/a	3,098	
	Veterans	n/a	27,034	31,160	29,863	
	Workforce	15,967	826,250	850,627	1,570,349	
	Total		504,073^{1,2}	1,024,057²	929,206²	4,962,054^{1,2}
	Percent		81.33%	76.26%	84.02%	n/a

1-Data subsets (duplicates) include Postsecondary CTC Corrections; adjusted to provide unduplicated count. 2-Aggregate, adjusted to exclude duplicate TWC customers: Educational Achievement (81.32 percent), Entered Employment (75.90 percent), Employment Retention (84.03 percent), and Customers Served (4,813,885).

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SAMPLE: Data are for illustrative purposes only.

Balanced Scorecard – Goal 1 and Less Formal Measures

Focus on Employers

By accessing critical education and labor data sets, employers can better find and plan for skilled workers to meet their needs in both the immediate timeframe and the future. Through greater engagement with employers, education and training providers can better design career and technical education content and delivery options that are more aligned with industry needs. Providers can make adjustments in program content to benefit employers and students, as well as address both state and regional economic needs.

What are the objectives?	How are system partners addressing them?	What was accomplished this year?
Increase business and industry involvement.	<p>TVC is expanding outreach programs to employers to assist veterans in finding quality employment.</p> <p>TEA is involving business and industry in Texas Essential Knowledge and Skills review and programs of study.</p>	<p>80.00 percent employer satisfaction rate</p> <p>75.00 percent of revised career and technical education programs of study reviewed by business and industry</p>
Expand licensure and industry certification.	<p>Five system partners are using third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements: TDCJ/Windham, TEA, THECB, TVC, and TWC.</p>	<p>2,000 third-party, industry-based certifications successfully completed by program participants:</p> <ul style="list-style-type: none"> ★ 400 (TDCJ/Windham) ★ 400 (TEA) ★ 400 (THECB) ★ 400 (TVC) ★ 400 (TWC) <p>Certification success rate:</p> <ul style="list-style-type: none"> ★ 70.00 percent (TDCJ/Windham) ★ 70.00 percent (TEA)

SAMPLE: Data are for illustrative purposes only.

Balanced Scorecard – Goal 2 and Less Formal Measures

Engage in Partnerships

Through collaborative and transparent processes, workforce system partners focus on outcomes that improve the employability of all program participants—from across a wide spectrum of capabilities and experiences—to meet employer needs. The leveraging of partnerships to enhance system alignment and outcomes depends on trust, a culture of collaboration both within and external to the workforce system, deep working relationships, and technical capacity to communicate to share needs, data, and information. Partnerships can provide for common planning, intake, and reporting on outcomes, as well as ensure a “no wrong door” approach to the provision of workforce programs and services.

<i>What is the objective?</i>	<i>How are system partners addressing it?</i>	<i>What was accomplished this year?</i>
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.	TWC is working to improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and with employers.	80.00 percent of vocational rehabilitation consumers participated in integrated, work-based learning activities
	TWC is creating greater access and effective services by promoting collaboration and regional planning.	80.00 percent of individuals in vocational rehabilitation programs were co-enrolled in workforce programs
	THECB and TWC are increasing access to, referral between, and outcomes of adult education programs and services.	80.00 percent of individuals in adult education programs were co-enrolled in workforce programs (TWC) Of students successfully completing a community and technical college Accelerate Texas program that integrated basic skills with career and technical pathways: (THECB) ★ 80.00 percent received a Level 1 or Level 2 certificate or an associate's degree ★ 80.00 percent entered employment and/or were enrolled in education or training
	TDCJ/Windham is establishing and leveraging regional employer partnerships to benefit students pre- and post-release.	80.00 percent employer satisfaction rate

SAMPLE: Data are for illustrative purposes only.

Balanced Scorecard – Goal 3 and Less Formal Measures

Align System Elements

By improving transitions, aligning programs, and ensuring portability and transferability, Texas improves access and the ability of all participants to complete programs of study, earn credentials, transition to further education, and gain critical employability skills. Texas employers are better positioned to find and hire the employees they need through an enhanced education and training pipeline.

<i>What are the objectives?</i>	<i>How are system partners addressing them?</i>	<i>What was accomplished this year?</i>
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	TEA and THECB are developing and implementing programs of study in community and technical colleges and aligning them with secondary programs of study.	75.00 percent of grade 12 secondary students who received career and technical education dual credit enrolled in and received credit at a two-year institution (TEA) Excess semester credit hours for career and technical education time to degree (THECB) <ul style="list-style-type: none">★ 3 hours – Certificate Level 1★ 6 hours – Certificate Level 2★ 8 hours – Associate’s degree
	TWC is enhancing transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment.	Of students and youth with disabilities who participated in transition services: <ul style="list-style-type: none">★ 75.00 percent subsequently enrolled in postsecondary education and training★ 75.00 percent subsequently entered competitive integrated employment
Develop and implement policies and processes to ensure portable and transferrable credit and credentials.	THECB is working to ensure consistent credit transfer based on programs of study and common technical core curriculum.	75.00 percent of community and technical college students who received program-of-study-based course credit transferred to another two-year institution and had that credit recognized
	TJJD is expanding career and technical education courses to provide additional opportunities for dual credit.	75.00 percent of career and technical education programs were approved for dual credit 75.00 percent of students successfully completed dual credit career and technical education courses

SAMPLE: Data are for illustrative purposes only.

Balanced Scorecard – Goal 4 and Less Formal Measures

Improve and Integrate Programs

Accelerate employment and improve efficiencies through shared resources that can be leveraged to create new, relevant, and innovative opportunities that serve the needs of all stakeholders. By addressing high-priority programmatic needs through an integrated strategy, decision-making at the system, partner, and participant levels is improved and system service delivery is enhanced. The changing economic and educational landscapes provide opportunities to share relevant data through appropriate “push” mechanisms in an organized manner to key stakeholders who rely on information generated by system partners.

What is the objective?	How are system partners addressing it?	What was accomplished this year?
Employ enhanced or alternative program and service delivery methods.	<p>TJJD and TWC are identifying and implementing new, relevant technology and service delivery options to expand program and service outcomes.</p> <p>TWC is increasing competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.</p> <p>TWC is enhancing the quality of and increasing access to quality child care to support parents in obtaining and retaining employment.</p>	<p>25.00 percent of students used technology for course content delivery (TJJD)</p> <p>8,000 utilized labor market information products (TWC)</p> <p>10,000 utilized the WorkInTexas self-service resource (TWC)</p> <p>500 adult education and child care providers utilized online professional development courses (TWC)</p> <p>20.00 percent of consumers served identified as veterans with disabilities</p> <p>45.00 percent of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness subsequently entered competitive integrated employment</p> <p>60.00 percent of child care providers were certified as Texas Rising Star providers</p> <p>Of parents receiving child care:</p> <ul style="list-style-type: none"> ★ 40.00 percent entered employment and/or were enrolled in education or training ★ 35.00 percent retained employment and/or were enrolled in education or training

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: LLP.twic.II6.090916

TO Council Members

SUBJECT *Texas Workforce System Program Directory*

Introduction

The *Texas Workforce System Program Directory (Directory)* is a product of the Texas Workforce Investment Council (Council), which is designed as a tool to help stakeholders identify and understand the individual programs and services within the Texas workforce system. The *Directory* is updated as needed. This is the eleventh edition.

Background

The *Directory* identifies and describes programs administered by the workforce system partner agencies. The Council collects and disseminates funding source information and performance data for 18 workforce programs, as well as five related academic education programs at the secondary and postsecondary levels. The *Directory* serves as a companion document to the workforce system strategic plan and the Council's annual evaluation report to the Governor and the legislature on how well the system is accomplishing state and local workforce goals and objectives.

Partner agencies deliver programs and/or services focused on workforce, education, and training. These programs provide the foundation for much of the Council's work related to system planning, evaluation, and performance measurement. The *Directory* is a reference tool for the Council, system partners, and stakeholders across the state. It is designed to assist the reader with identifying and understanding workforce, education, and training programs, as well as with tracing program funding back to the source at the federal and/or state level.

Attachment

1. *Texas Workforce System Program Directory*

Discussion

The *Directory* includes program information sections for three participant groups: adults, adults with barriers, and youth. Programs in the adults with barriers category meet at least one of four criteria as a characteristic of the participant population: economically disadvantaged, educationally disadvantaged, incarcerated, or physically or mentally impaired and requiring adaptive or rehabilitative services.

Each section of the *Directory* begins with an overview chart that lists the programs serving that population, the federal funding agency, and the state agency that funds flow to or through. Program pages within each section provide descriptive information, including:

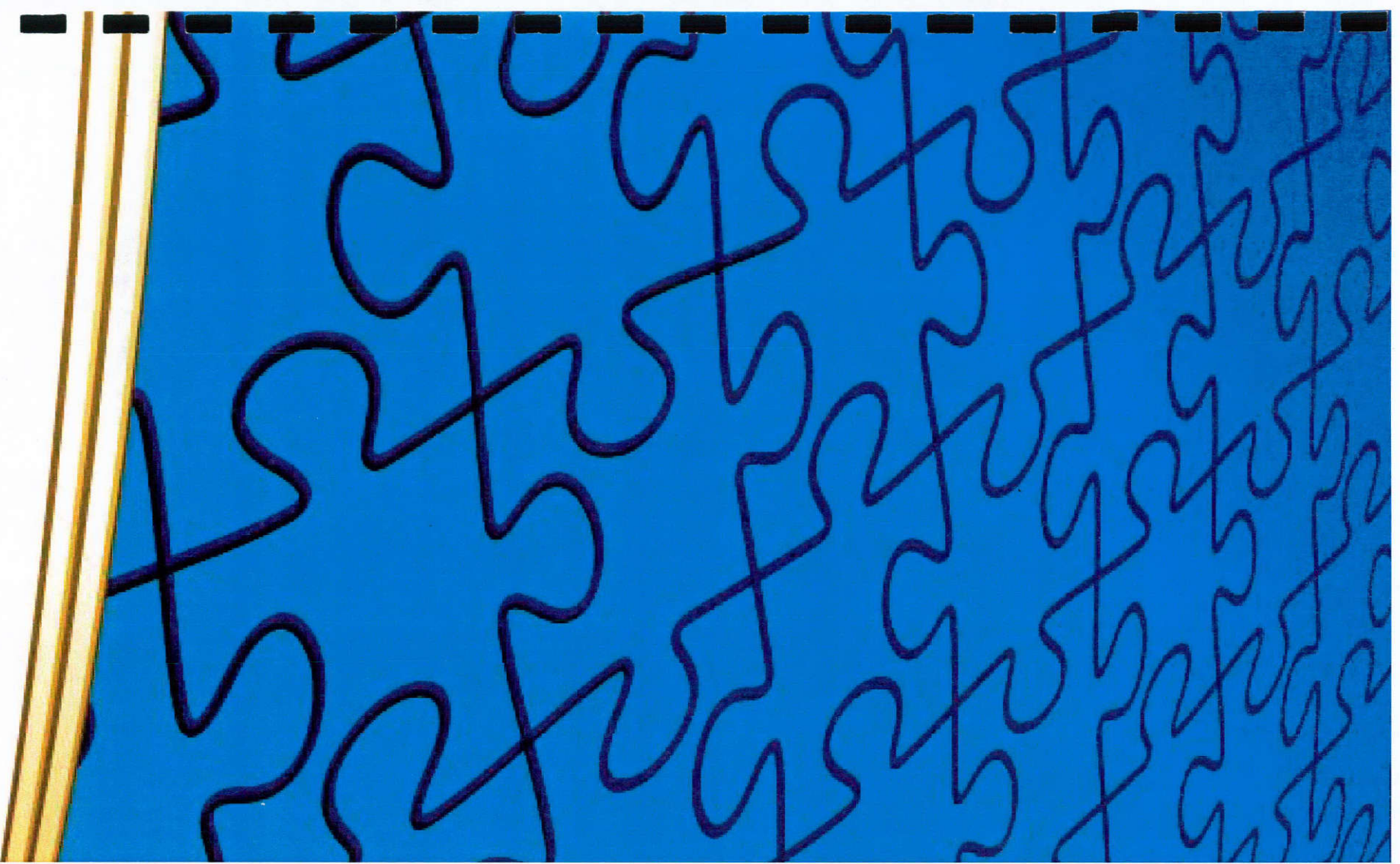
- federal and/or state statute,
- flow of funds from the federal level to the state level to the local program,
- program purpose,
- population served,

- services provided,
- program history, and
- performance measure information.

The *Directory* will be posted on the Council's website for electronic access. The version presented in the briefing book is in draft format.

Recommendation

It is recommended that the Council note the information contained in this memorandum and the attached *Directory*.



Texas Workforce System Program Directory

Texas Workforce Investment Council

The Mission of the Texas Workforce Investment Council

Assisting the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce system to promote the development of a well-educated, highly skilled workforce for Texas.

**Texas Workforce System
Program Directory**

*A guide to funding and programs
of the Texas workforce system*



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Table of Contents

Introduction	1
The Texas Workforce System	1
The Texas Workforce Investment Council	1
Directory Design and Structure	1
System Measures	2
Workforce, Education, and Training Programs	3
An Employer-Focused System	3
Directory Layout and Legend	4
Section 1: Programs for Adults	5
Adults – Workforce Innovation and Opportunity Act, Title I	6
Apprenticeship Chapter 133	8
Community and Technical College Academic Education	10
Community and Technical College Technical Education	12
Dislocated Workers – Workforce Innovation and Opportunity Act, Title I	14
Employment Services, Wagner-Peyser – Workforce Innovation and Opportunity Act, Title III	16
Skills Development Fund	18
Trade Adjustment Assistance	20
Veterans Employment and Training	22
Section 2: Programs for Adults with Barriers	25
Adult Education – Workforce Innovation and Opportunity Act, Title II	26
Rehabilitation Services – Workforce Innovation and Opportunity Act, Title IV	28
Postsecondary Community and Technical College Corrections	30
Senior Community Service Employment Program	32
Self-Sufficiency Fund	34
Secondary Academic Education Windham	36

Table of Contents, continued

Secondary Technical Education Windham	38
Supplemental Nutrition Assistance Program Employment and Training	40
Temporary Assistance for Needy Families Choices	42
Section 3: Programs for Youth	45
Secondary Education and Secondary Academic Education Corrections	46
Secondary Career Technical Education and Secondary Technical Education Corrections	48
Youth – Workforce Innovation and Opportunity Act, Title I	52

INTRODUCTION

The Texas Workforce System

The Texas workforce system comprises a number of programs, services, and initiatives administered by eight state agencies, the Texas Association of Workforce Boards, local workforce development boards (boards), community and technical colleges, local adult education providers, and independent school districts. By delivering programs that assist Texas' current and future workers to secure competitive and sustainable employment, system partners serve a critical role in the development of a world-class workforce that enjoys a higher quality of life through economic, employment, and educational success. The 28 boards and their contractors serve as points of local service delivery, providing a variety of services to employers and workers in their area. The boards operate the workforce centers spread across the state.

The Texas Workforce Investment Council (Council) collects and disseminates funding information and performance data on 18 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from these five programs assist in understanding the scope and effort of program delivery through high schools and community and technical colleges and these entities' efforts to prepare students to transition to further education or enter the workforce.

The agency partners in Texas' workforce system include: Economic Development and Tourism, the Texas Department of Criminal Justice, the Texas Education Agency, the Texas Health and Human Services Commission, the Texas Higher Education Coordinating Board, the Texas Juvenile Justice Department, the Texas Veterans Commission, and the Texas Workforce Commission.

The Texas Workforce Investment Council

The Council assists the Governor and the legislature with statutorily mandated responsibilities for workforce development, strategic planning, evaluation, review, and reporting. The Council serves as the state workforce development board as mandated under the federal Workforce Innovation and Opportunity Act, and works closely with system partners to facilitate collaboration, coordination, and the leveraging of resources at the system level between system partners. The Council is mandated by state law to develop the Texas workforce system strategic plan and to monitor the system, reporting annually to the Governor and the legislature on the degree to which the system is effective in achieving state and local workforce goals and objectives.

Much of the Council's work focuses on connecting education, workforce, and economic development in order to facilitate achievement of the vision, mission, and goals of system partners articulated in the system strategic plan. This critical connection will be successful to the extent that the programs and services serve the needs of Texas' employers for an educated, employable, and skilled workforce.

Directory Design and Structure

The *Texas Workforce System Program Directory (Directory)* is a tool designed to assist system stakeholders to understand the 18 individual workforce programs and services and the five academic programs for which the Council collects information and data. The *Directory* features program

descriptions, including an overview of services provided, performance measures, and funding flows. As such, the *Directory* serves as a companion document to the system strategic plan and the Council's annual evaluation report to the Governor and the legislature on how well the system is accomplishing state and local workforce goals and objectives.

The *Directory* is organized in three sections: *Programs for Adults*, *Programs for Adults with Barriers*, and *Programs for Youth*. All programs included in *Adults with Barriers* had to meet at least one of four criteria as a characteristic of the participant population: economically disadvantaged, educationally disadvantaged, incarcerated, or physically or mentally impaired and requiring adaptive or rehabilitative services.

The Council intends for the *Directory* to be a useful reference that provides program descriptions for policy makers and workforce system partners and stakeholders across the state. Each of the three sections in the *Directory* begins with an overview chart that lists the programs serving that population, the federal funding agency, and the state agency that funds flow to or through. Program pages within each section provide descriptive information, including:

- federal and/or state statute
- flow of funds from the federal level to the state level to the local program
- program purpose
- population served
- services provided
- program history, and
- performance measure information.

For additional information, see *Directory Layout and Legend* on page four of this publication.

System Measures

Partner agencies submit performance data for applicable Council system measures. These Formal measures are part of the Council's evaluation architecture for the workforce system, and are used to evaluate the effectiveness of workforce system programs, as well as the system as a whole. Formal measures, as defined in state law, measure outcomes that are essentially consistent across programs. They are endorsed by the Council and approved by the Governor. These four measures provide vital data on program performance:

Educational Achievement – Number and percent of all program participants who obtain a degree, other credential of completion, or complete the level enrolled.

Entered Employment – Number and percent of all program participants who secure employment after exiting a program.

Employment Retention – Number and percent of all program participants who retain employment at a specified point after exiting a program.

Customers Served – Number of employers and individuals who receive system services, including program participation.

Workforce, Education, and Training Programs

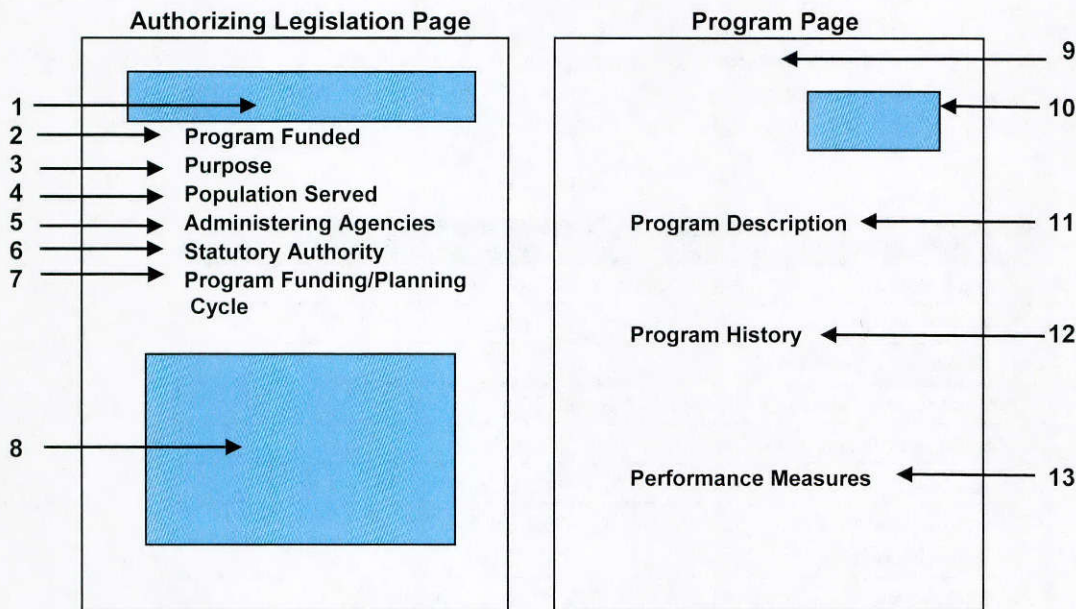
The 18 programs of the Texas workforce system, and the five academic education programs that the Council gathers data on, deliver services to three participant groups with diverse needs: *Adults*, *Adults with Barriers*, and *Youth*. These 23 programs are constituted by federal and state statute and are funded through various federal and state sources. The 23 programs included in this *Directory* are:

Programs in the <i>Directory</i>
Adult Education – Workforce Innovation and Opportunity Act, Title II
Adults – Workforce Innovation and Opportunity Act, Title I
Apprenticeship Chapter 133
Community and Technical College Academic Education
Community and Technical College Technical Education
Dislocated Workers – Workforce Innovation and Opportunity Act, Title I
Employment Services, Wagner-Peyser – Workforce Innovation and Opportunity Act, Title III
Postsecondary Community and Technical College Corrections
Rehabilitation Services – Workforce Innovation and Opportunity Act, Title IV
Senior Community Service Employment Program
Secondary Career Technical Education
Secondary Education
Secondary Academic Education Corrections
Secondary Technical Education Corrections
Secondary Academic Education Windham
Secondary Technical Education Windham
Self-Sufficiency Fund
Skills Development Fund
Supplemental Nutrition Assistance Program Employment and Training
Trade Adjustment Assistance
Temporary Assistance for Needy Families Choices
Veterans Employment and Training
Youth – Workforce Innovation and Opportunity Act, Title I

An Employer-Focused System

Of the workforce programs described in the *Directory*, many serve the needs of Texas' employers to hire, train, and retain a qualified workforce either by working directly with employers or by producing qualified applicants. Programs and institutions such as community and technical colleges, apprenticeship, Skills Development Fund, Self-Sufficiency Fund, and Employment Services provide an array of direct services to employers. Development of special skill certification programs or customized training programs occur in community and technical colleges across the state to meet the employment needs of local business. The Skills Development Fund and the Self-Sufficiency Fund provide resources that can be used by individual businesses or employer consortia to fund customized training programs for incumbent or new workers. Texas workforce centers screen candidates for employers, list job openings, and arrange for interviews.

Directory Layout and Legend



Legend

Authorizing Legislation Page

1. Authorizing legislation
2. Program funded
3. Purpose of program
4. Eligible target population
5. Federal and/or state agency(ies) that administer program
6. Federal and/or state authorizing legislation
7. Program funding and planning cycle (beginning and ending months and, if any, associated planning documents)
8. Chart representing flow of funds from federal to state to local levels
 - a. Boxes with solid lines represent agencies/other entities directly involved in oversight and/or delivery of the specific program
 - b. Boxes with dotted lines represent agencies/other entities directly involved with other programs under the umbrella of the authorizing legislation
 - c. Solid lines connecting the boxes represent the flow of funds to the specific program
 - d. Dotted lines connecting the boxes represent the flow of funds to other programs under the umbrella of the authorizing legislation
 - e. The shaded box at the bottom of each chart indicates the program at the point of service delivery

Program Page

9. Title of specific program
10. Contact information for state agency that is responsible for operating the program
11. Program description, including types of services offered
12. Program history
13. Performance measures

SECTION 1: PROGRAMS FOR ADULTS

Program	Federal Funding Agency	State Agency That Funds Flow To or Through
Adults – Workforce Innovation and Opportunity Act, Title I	U.S. Department of Labor	Texas Workforce Commission
Apprenticeship Chapter 133	U.S. Department of Labor	Texas Workforce Commission
Community and Technical College Academic Education	U.S. Department of Education	Texas Higher Education Coordinating Board
Community and Technical College Technical Education	U.S. Department of Education	Texas Higher Education Coordinating Board
Dislocated Workers – Workforce Innovation and Opportunity Act, Title I	U.S. Department of Labor	Texas Workforce Commission
Employment Services, Wagner-Peyser – Workforce Innovation and Opportunity Act, Title III	U.S. Department of Labor	Texas Workforce Commission
Skills Development Fund	-	Texas Workforce Commission
Trade Adjustment Assistance	U.S. Department of Labor	Texas Workforce Commission
Veterans Employment and Training	U.S. Department of Labor	Texas Veterans Commission

Workforce Innovation and Opportunity Act, Title I

Program Funded

Adults – Workforce Innovation and Opportunity Act (WIOA), Title I

Purpose

WIOA provides employment and training services for adults.

Population Served

Participants must be 18 years of age or older; a citizen or noncitizen authorized to work in the U.S.; and meet Military Selective Service registration requirements (males only). Income eligibility is required for some services, such as training. Priority for receipt of career services and training services is placed on public assistance recipients, other low-income individuals, and individuals who lack basic skills.

Administering Agencies

Federal: The U.S. Department of Labor, through its Employment and Training Administration (ETA), funds the programs authorized by WIOA through formula-based allocations to states. State: The Texas Workforce Commission disburses these federal funds through formula allocation to the state's network of local workforce boards and their Workforce Solutions offices.

Statutory Authority

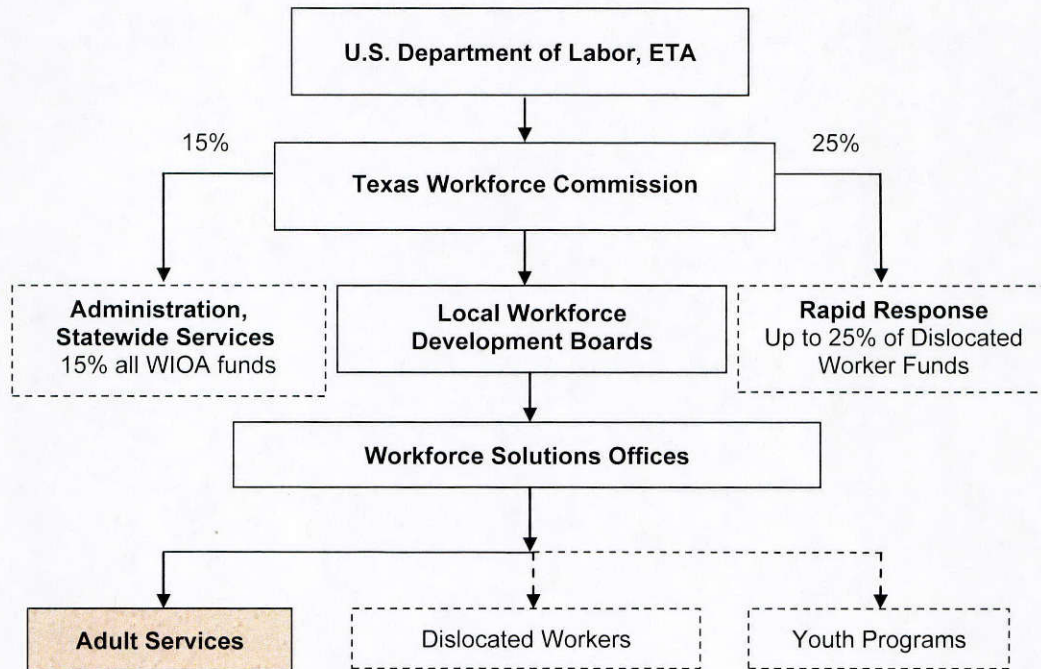
Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title I

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

WIOA Combined State Plan: <http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Adults – Workforce Innovation and Opportunity Act, Title I

Texas Workforce Commission
 Workforce Development Division
 101 East 15th Street
 Austin, Texas 78778
 Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

Adults Workforce Innovation and Opportunity Act (WIOA) career and training services are offered through the state's system of Workforce Solutions offices, which are overseen by the 28 local workforce boards. WIOA merged the Workforce Investment Act's (WIA) required core and intensive services into a new category of career services. With no required sequence of services, job seekers are able to access training immediately.

WIOA emphasizes the use of career pathways and sector partnerships to increase employment in in-demand industries and occupations. In addition, it promotes work-based training by authorizing local areas to provide incumbent worker training and transitional jobs, increasing the reimbursement to employers for on-the-job training and customized training, and by increasing linkages with registered apprenticeship.

Program History

Federal job assistance programs date back to the 1930s with the Works Project Administration, which, under the New Deal, employed millions of Americans to complete various public works projects across the country. In 1973, Congress enacted the Comprehensive Employment and Training Act (CETA) to train low-income and unemployed workers and provide them with subsidized employment, as well as summer jobs for low-income high school students. In 1982, CETA was replaced with the Job Training Partnership Act (JTPA) continuing federally funded job training programs for low-skilled adults, dislocated workers, and youth. JTPA was replaced by WIA in 1998, which established the current system of program delivery under the administration of state and local workforce boards. In 2014, WIA was superseded by WIOA, with Title I providing authorization and funding for employment and training programs for adults, dislocated workers, and youth. To help local economies target the needs of job seekers, WIOA provides increased flexibility by authorizing local areas to transfer up to 100 percent funding between Adult and Dislocated Worker programs.

Performance Measures

Outcomes, efficiencies, and outputs for this program are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Texas Education Code, Chapter 133

Program Funded

Apprenticeship Chapter 133

Purpose

Apprenticeship provides a structured system of training to prepare participants for occupations in skilled trades and emerging occupations in the biomedical, information technology, and energy sectors. Chapter 133 funds a portion of classroom instruction for participating registered apprenticeship training programs.

Population Served

Adults and youth, 16 years or older. Apprentices must be U.S. citizens or legally qualified to work in the U.S.; have a high school diploma or the equivalent; and meet the minimum age, education, and other requirements established by the employer/program.

Administering Agencies

Federal: The U.S. Department of Labor (DOL), through its Office of Apprenticeship, designates a qualified program as a registered apprenticeship training program. DOL's role is one of oversight and technical assistance. It does not provide funding for the operation of registered apprenticeship programs.

State: The Texas Workforce Commission (TWC) disburses the funding, from state general revenue, to local education agencies that serve as fiscal agents for registered programs.

Statutory Authority

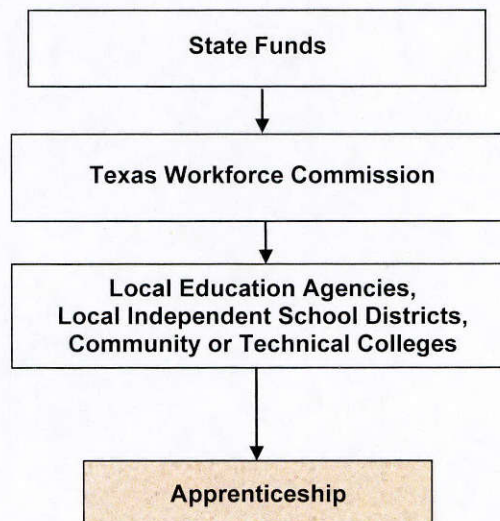
State: Texas Education Code, Chapter 133

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Document: The TWC timeline, which includes funding recommendation from the Council: www.twc.state.tx.us/programs/apprenticeship-program-overview/

Funding and Service Delivery



Apprenticeship Chapter 133

Texas Workforce Commission
 Workforce Business Services
 101 East 15th Street
 Austin, Texas 78778
 Telephone: (512) 936-3059
www.twc.state.tx.us

Program Description

To qualify for funds, apprenticeship training programs and apprentices must be registered with the U.S. Department of Labor's Office of Apprenticeship. Registered apprenticeship training is designed to prepare individuals for careers in the skilled trades, such as plumbing and electrical, as well as in nontraditional and new occupations, such as information technology and solar installation. Registered apprenticeship training combines structured on-the-job learning supervised by experienced journeyworkers with related classroom instruction. Programs are usually three-to-five years in length, and typically require 144 hours per year in classroom instruction and 2,000 hours of on-the-job learning.

The Texas Workforce Commission (TWC) provides funds to local public educational institutions to support a percentage of the classroom instruction costs. Local education agencies— independent school districts or community colleges—act as fiscal agents for the programs. All registered programs in Texas may apply for Chapter 133 funding through TWC.

Apprentices who successfully complete the prescribed number of training hours in a registered apprenticeship training program can become certified and skilled journeyworkers. Registered apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.

Program History

The Chapter 133 Apprenticeship program was established by the 65th Texas Legislature in 1977. In 1937, the U.S. Congress enacted the National Apprenticeship Act, also known as the Fitzgerald Act. It ensured labor and safety standards for apprentices and laid the framework for registered apprenticeship as it is today. Apprentices are paid from the time they begin their training and are guaranteed increases as they progress in their training. Registered apprenticeship offers employers a pipeline of skilled workers with industry-specific training and on-the-job work experience.

Performance Measures

Apprenticeship training outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Texas Education Code, Chapter 130

Program Funded

Community and Technical College (CTC) Academic Education

Purpose

CTC academic education prepares students for the workforce or further postsecondary education.

Population Served

Students with a high school diploma or the equivalent.

Administering Agencies

State: The Texas Higher Education Coordinating Board distributes the state funding for this program. Community and technical colleges may also seek federal grants.

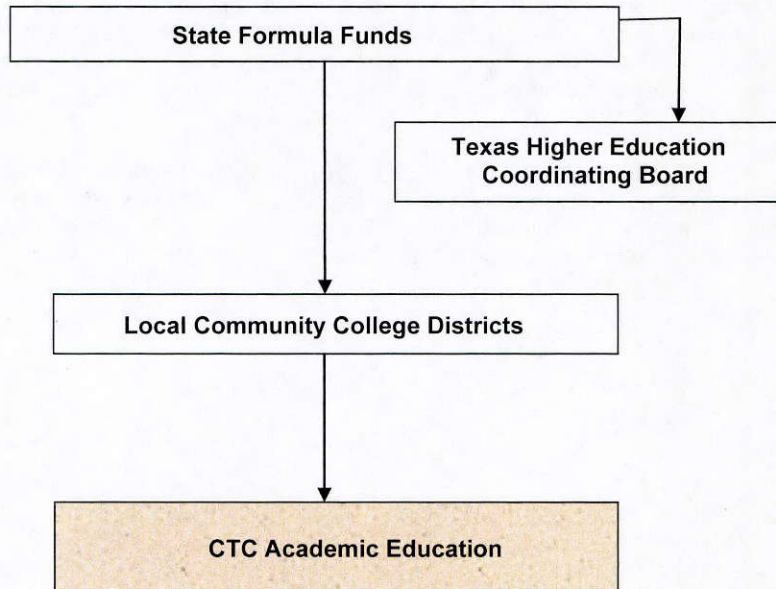
Statutory Authority

State: Texas Education Code, Chapter 130

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31
 Strategic Plan: www.theccb.state.tx.us/reports/reports_search.cfm/

Funding and Service Delivery



Community and Technical College Academic Education

Texas Higher Education
Coordinating Board
Academic Programs
1200 E. Anderson Lane
Austin, Texas 78752
Telephone: (512) 427-6431
www.theccb.state.tx.us

Program Description

Public community colleges are two-year institutions of higher education, designed to serve their local taxing districts and service areas. The Texas Education Code requires each community college to offer programs leading to the academic degree of Associate of Arts or Associate of Science. These degrees can be terminal or provide students the opportunity to transfer to a four-year college or university.

Other community college programs include dual credit courses for high school students, developmental education, adult literacy programs, and continuing education. Community colleges have an open admission policy, also called open enrollment, to ensure that every person has an opportunity to receive a college education. Community colleges also provide opportunities for personal enrichment or continuing education, often by offering courses during evenings and weekends.

Program History

Texas' community and technical college system consists of 50 community college districts and four technical colleges. The first community college in Texas was Hillsboro Junior College, founded in 1923. Most community colleges in Texas were started by local public school districts. The 74th Texas Legislature established "junior college" districts as taxing authorities.

Performance Measures

Academic outcomes and outputs are reported to state oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Carl D. Perkins Career and Technical Education Act of 2006

Program Funded

Community and Technical College (CTC) Technical Education

Purpose

CTC technical education prepares youth and adults for a wide range of careers that may require postsecondary certificates to two- and four-year college degrees.

Population Served

Students with a high school diploma or the equivalent.

Administering Agencies

Federal: The U.S. Department of Education, through its Office of Career, Technical, and Adult Education, provides Perkins funding to the states.
 State: The State Board of Education (SBOE) determines the percentage of funds that will be allocated to the Texas Education Agency and the Texas Higher Education Coordinating Board (THECB). Under current SBOE rule, 30 percent of the federal funds allocated to THECB are to be used for postsecondary career and technical education. Most of the funding for these programs is provided by state formula funds to postsecondary education institutions.

Statute Authority

Federal: Carl D. Perkins Career and Technical Education Act of 2006

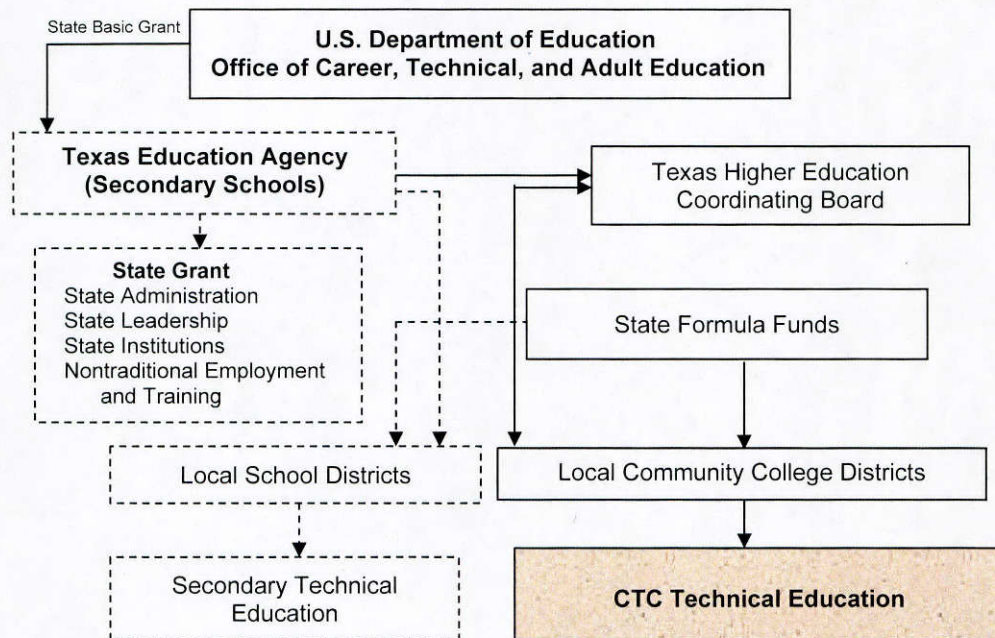
Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Five-Year Federal Plan: Texas State Plan for Career and Technical Education:

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769808288&libID=25769808290>

Funding and Service Delivery



Community and Technical College Technical Education

Texas Higher Education
Coordinating Board
Career Technical Programs
1200 E. Anderson Lane
Austin, Texas 78752
Telephone: (512) 427-6524
www.theccb.state.tx.us

Program Description

Community colleges offer technical training programs up to two years in length leading to associate's degrees or certificates, as well as career and technical education (CTE) programs leading directly to employment in high-skill, high-wage, or high-demand occupations. Two-year technical programs lead to an associate of applied science degree and programs of shorter duration lead to workforce education certificates. Technical programs are offered in a wide range of fields, such as computer information systems, allied health, semiconductor manufacturing, criminal justice and law enforcement, and construction trades. Although designed primarily for job entry, some technical programs also transfer into baccalaureate programs.

Community colleges can also respond to the needs of local citizens, agencies, businesses, and industry by providing customized and contract workforce instruction, courses for professional certification or licensure, and general continuing education opportunities. Funding is designed to be flexible enough to address the needs of local CTE programs. The federal law requires local programs receiving funds under the Perkins Act to implement a "program of study" that incorporates secondary education and postsecondary education elements; includes academic and career and technical content in a coordinated, nonduplicative progression of courses; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

Program History

Federal legislation for CTE dates to 1917. The Carl D. Perkins Career and Technical Education Improvement Act was passed in 2006 and is the fourth version of the Perkins vocational legislation, originally enacted in 1984. The current law allows more state flexibility and emphasizes CTE programs, integrating academic and CTE, technology use, teacher training, distance learning, and coursework that leads to industry certifications.

Performance Measures

CTE outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Workforce Innovation and Opportunity Act, Title I

Program Funded

Dislocated Workers – Workforce Innovation and Opportunity Act (WIOA), Title I

Purpose

WIOA provides employment and training services for dislocated workers.

Population Served

Citizens or noncitizens who are authorized to work in the U.S. and meet Military Selective Service registration requirements (males only). Eligible dislocated workers are individuals who are unemployed due to plant closures, company downsizing, or other significant changes in labor market conditions, and are unlikely to return to their jobs. Dislocated workers may also be homemakers or self-employed individuals who are not working because of general economic conditions. WIOA also includes spouses of certain active-duty members of the armed forces.

Administering Agencies

Federal: The U.S. Department of Labor’s Employment and Training Administration (ETA) funds the programs authorized by WIOA through formula-based allocations to states.

State: The Texas Workforce Commission disburses the federal funds through formula allocation to the state’s network of local workforce boards and their Workforce Solutions offices.

Statutory Authority

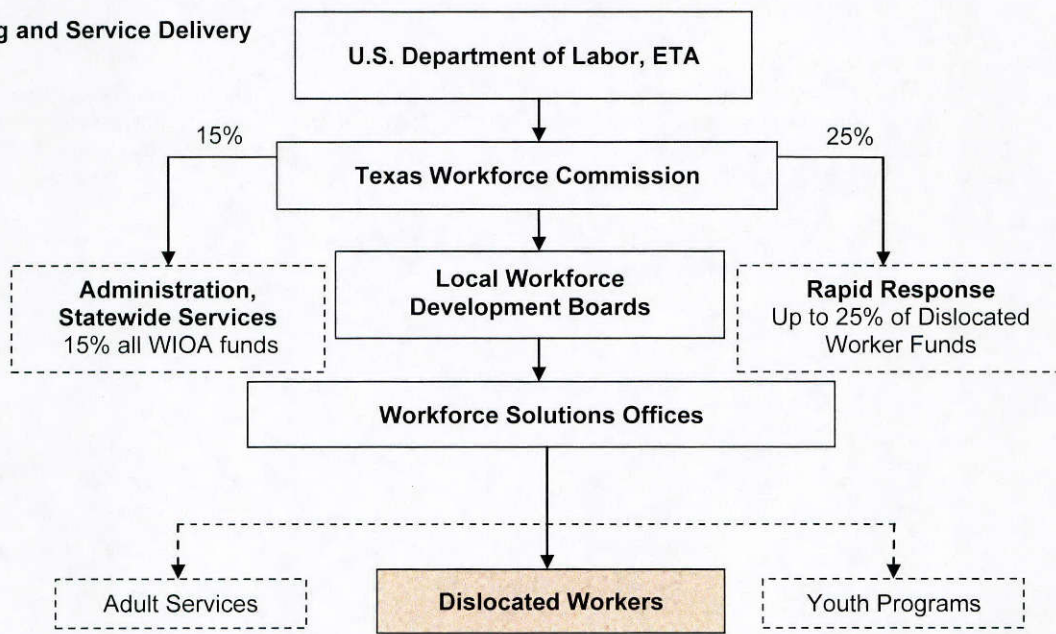
Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title I

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

WIOA Combined State Plan: <http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Dislocated Workers – Workforce Innovation and Opportunity Act, Title I

Texas Workforce Commission
Dislocated Worker Division
101 East 15th Street
Austin, Texas 78778
Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

The Dislocated Workers Workforce Innovation and Opportunity Act (WIOA) program includes both the regular Dislocated Worker and Rapid Response programs. WIOA merged the Workforce Investment Act's (WIA) required core and intensive services into a new category of career services. With no required sequence of services, job seekers are able to access training immediately. The regular Dislocated Worker program allows for individualized reemployment services accessed through Workforce Solutions offices, including career services, training, and other support services. The Rapid Response program is administered at the state level by the Texas Workforce Commission (TWC) but operated at the local level by local workforce boards. Rapid Response provides short-term, early intervention, and immediate assistance with layoffs and/or plant closures affecting a significant number of workers. TWC receives notices of plant closures and mass layoffs, including those covered under the Worker Adjustment and Retraining Notification Act. When TWC or a local board obtains information about a major layoff, immediate on-site services are provided to assist workers facing job losses. Early intervention assistance is designed to transition workers to their next employment as soon as possible.

Program History

Federal job assistance programs date back to the 1930s with the Works Project Administration which, under the New Deal, employed millions of Americans to complete various public works projects across the country. In 1973, Congress enacted the Comprehensive Employment and Training Act (CETA) to train low-income and unemployed workers and provide them with subsidized employment, as well as summer jobs for low-income high school students. In 1982, CETA was replaced with the Job Training Partnership Act (JTPA), continuing federally funded job training programs for low-skilled adults, dislocated workers, and youth. JTPA was replaced by WIA in 1998, which established the current system of program delivery under the administration of state and local workforce boards. In 2014, WIA was superseded by WIOA, with Title I providing authorization and funding for employment and training programs for adults, dislocated workers, and youth. To help local economies target the needs of job seekers, WIOA provides increased flexibility by authorizing local areas to transfer up to 100 percent funding between Adult and Dislocated Worker programs.

Performance Measures

Outcomes, efficiencies, and outputs for this program are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Workforce Innovation and Opportunity Act, Title III (Wagner-Peyser Act)

Program Funded

Employment Services, Wagner-Peyser – Workforce Innovation and Opportunity Act, Title III

Purpose

Employment Services provides funding for a labor exchange function, matching qualified workers with employers through a statewide network of Workforce Solutions offices and online job matching services available through WorkInTexas.com.

Population Served

All applicants looking for work and all employers seeking employees.

Administering Agencies

Federal: The U.S. Department of Labor's Employment and Training Administration (ETA), provides formula allocations to states based on the state's relative share of individuals in the civilian labor force and unemployed job seekers among all states.

State: The Texas Workforce Commission administers the federally funded Wagner-Peyser Act program. Funds are used to provide job matching services and job search assistance at the local level and to fund the state's online job matching website.

Statutory Authority

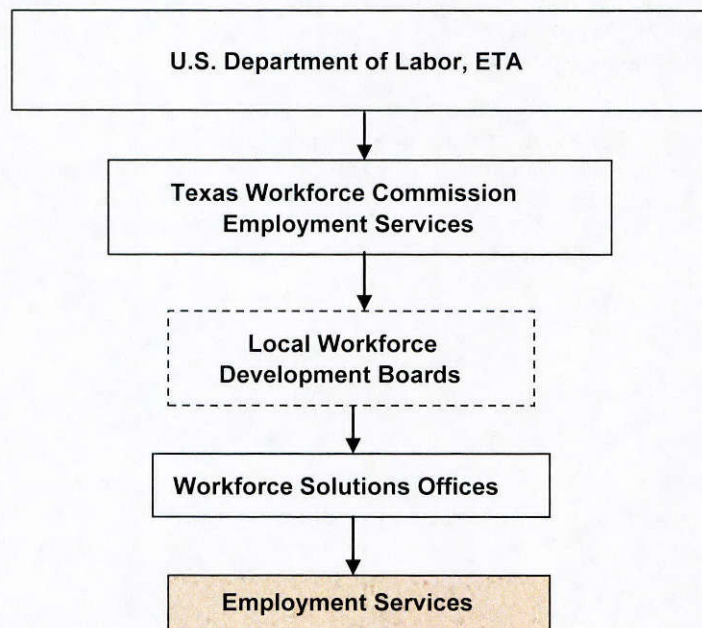
Federal: Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128), Title III

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

WIOA Combined State Plan: <http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Employment Services – Wagner-Peyser

Texas Workforce Commission
Employment Services Division
101 East 15th Street
Austin, Texas 78778
Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

Employment Services, funded by the federal Wagner-Peyser Act, matches qualified workers with employers. In Texas, the primary tool for job matching is the Texas Workforce Commission's WorkInTexas.com website. WorkInTexas.com matches employers of all sizes and industries with qualified job candidates. The site is free and provides tailored support for employers and job seekers. These services are also offered at Workforce Solutions offices throughout Texas, which are operated by the 28 local workforce boards. The offices provide job matching services for employers and job seekers, including unemployment insurance claimants, veterans, migrant and seasonal farm workers, and persons with disabilities. Workforce Solutions offices may offer customized employment services to job seekers and employers, depending on the needs in their region.

Program History

The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices, known as the Employment Service. In 1998 the act was amended by the Workforce Investment Act (WIA), and the program became part of the one-stop workforce system. WIA emphasized improved coordination between the state workforce agency, adult education and literacy, and vocational rehabilitation services. It also granted more authority to local elected officials and local boards and required Employment Services to be provided through the Workforce Solutions offices. The mission remains the same under the Workforce Innovation and Opportunity Act: to assist job seekers in finding jobs and employers in finding qualified workers.

Performance Measures

Employment Services outcomes, efficiencies, and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Texas Labor Code, Chapter 303

Program Funded

Skills Development Fund

Purpose

The Skills Development program assists businesses and trade unions by financing the design and implementation of customized job training projects for new and incumbent workers.

Population Served

New and incumbent workers in need of new or upgraded skills training.

Administering Agency

State: The Texas Workforce Commission administers the Skills Development program, which is funded by state general revenue funds and the Employment and Training Investment Assessment. Funds are awarded as grants to public community and technical colleges and the Texas Engineering Extension Service (TEEX) through a year-round application process.

Statutory Authority

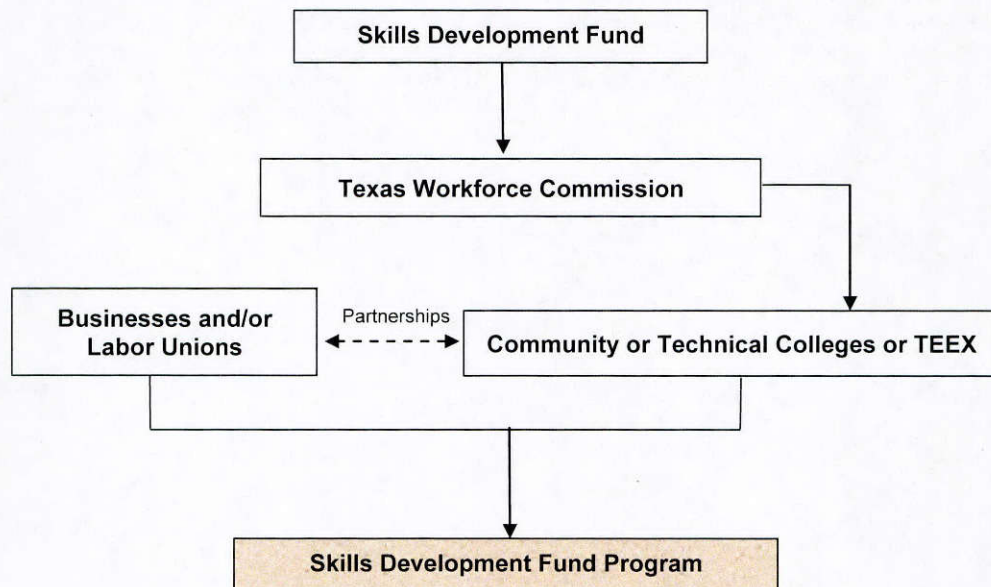
State: Texas Labor Code, Chapter 303

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Information: www.twc.state.tx.us/partners/skills-development-fund/

Funding and Service Delivery



Skills Development Fund

Texas Workforce Commission
Workforce Business Services
101 East 15th Street
Austin, Texas 78778
Telephone: (877) 463-1777
www.twc.state.tx.us

Program Description

Skills Development supports the growth of Texas businesses by helping workers acquire new skills or upgrade existing skills to advance their careers. A business, consortium of businesses, or trade union identifies a training need, and then partners with a public community or technical college to provide the training. The college develops a proposal and submits it to the Texas Workforce Commission (TWC). The project must be designed in partnership with the business, consortia, or trade union, and with input from the local workforce board. In addition to developing customized curricula, the college provides assessment services, facilitates training, and administers the grant. Once developed, the curriculum can be replicated to encourage the sharing of innovative training concepts. Skills Development grants can cover tuition, curriculum development, instructor fees, and training materials. TWC provides technical assistance in the development of projects and proposals and works directly with employers, colleges, boards, and economic development partners throughout the life of the project to ensure employers get the training their workers need.

Program History

The Skills Development program was created in 1995 by the 74th Legislature. In 2005, the 79th Legislature established an Employment and Training Investment Assessment of one-tenth of one percent of wages, paid by employers subject to unemployment insurance tax in Texas. This assessment is deposited into a holding fund for the Skills Development program.

Performance Measures

Skills Development outcomes, efficiencies, and outputs are reported to state oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Trade Act of 1974, as Amended (2009, 2011, 2015)

Program Funded
Trade Adjustment Assistance

Purpose
The Trade Adjustment Assistance program provides reemployment services to individuals who lose their jobs due to foreign imports or a shift in production to foreign countries with which the U.S. has a free trade agreement.

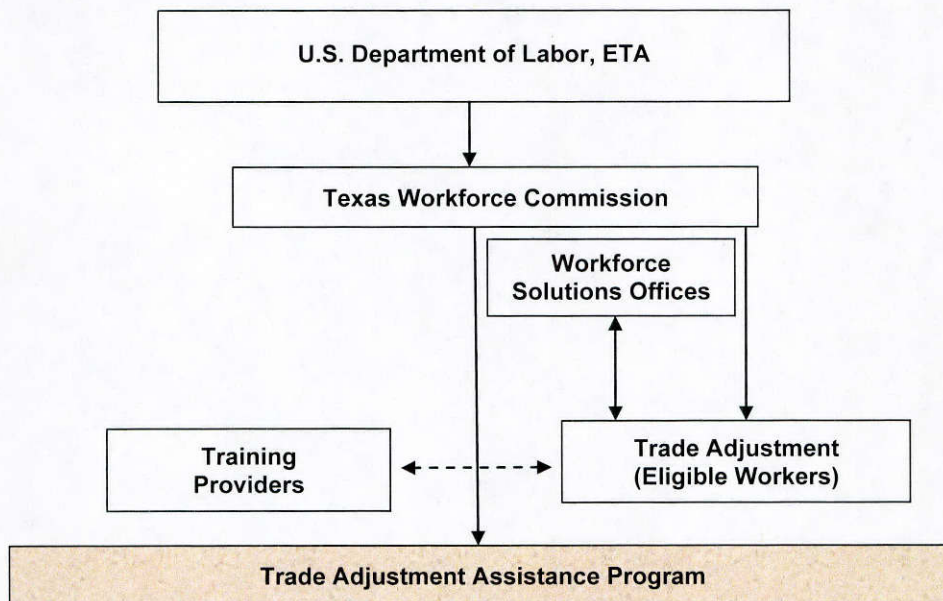
Population Served
Workers whose employment is adversely affected by trade as certified by the U.S. Department of Labor (DOL).

Administering Agencies
Federal: The DOL's Employment and Training Administration (ETA) provides Trade Adjustment Assistance funding to states based on a formula allocation.
State: The Texas Workforce Commission distributes the funds to local workforce boards.

Statutory Authority
Federal: Trade Act of 1974 (Public Law 93-618) and as amended by the Trade and Globalization Adjustment Assistance Act of 2009 (Public Law 111-5), the Trade Adjustment Assistance Extension Act of 2011 (Public Law 112-40), and the Trade Adjustment Assistance Reauthorization Act of 2015 (Public Law 114-27)

Program Funding and Planning Cycle
Funding/Program Year: September 1–August 31
Planning Documents: www.twc.state.tx.us/programs/trade-adjustment-assistance-program-overview/

Funding and Service Delivery



Trade Adjustment Assistance

Texas Workforce Commission
Workforce Development Division
101 East 15th Street
Austin, Texas 78778
Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

A petition must be submitted to the U.S. Department of Labor (DOL) to receive a determination that a significant number of a company's employees lost their jobs as a result of imports or a shift in production or services to a foreign country. Benefits and services available to trade-impacted workers vary depending upon the Trade law in effect at the time of DOL certification. Trade-certified workers receive reemployment services at their local Workforce Solutions offices. Trade Adjustment Assistance funds training, job search and relocation allowances, and other services. Training assistance can be provided to trade-certified workers when no suitable work is available within their local commuting area. Training opportunities include on-the-job training, vocational or technical training, customized training, and remedial education as part of an occupational training program. Weekly trade readjustment allowances may be payable to eligible workers when their unemployment benefits are exhausted. The income is intended to provide financial support to participants and their families while the participants are in the program.

Program History

The Trade Act of 1974 established the Trade Adjustment Assistance program, which was modified significantly in 1994 by the North American Free Trade Agreement (NAFTA). The Trade Reform Act of 2002 amended the program and repealed the separate NAFTA training program. The Trade and Globalization Adjustment Assistance Act of 2009 (TGAAA), part of the American Recovery and Reinvestment Act of 2009, amended the Trade Act of 1974, expanding and reauthorizing Trade Adjustment. Before this legislation, the program benefited only manufacturing workers affected by shifts in production to a country with which the U.S. had a free trade agreement. TGAAA expanded coverage to business services workers laid off because their jobs or the services they supplied were relocated to a foreign country, and required that training programs not be limited to the training programs available to individuals eligible for the Workforce Investment Act Dislocated Worker program. The 2009 amendments expired February 14, 2011, and the program reverted back to the 2002 amendments.

The Trade Act of 1974 has been amended numerous times since its enactment in January 1975. Therefore, the Trade Adjustment Assistance benefits that eligible workers may apply for at their local Workforce Solutions office depend on whether they are covered by the provisions of the Trade Act enacted in 2002, 2009, or the Trade Adjustment Assistance Extension Act of 2011 (TAAEA). TAAEA of 2011 changed the group eligibility requirements, and individual benefits and services for some workers. Reversion 2014, the sunset provisions of the TAAEA, largely reverted the program to the provisions of the 2002 amendments, with some provisions carried forward from the 2011 TAAEA. The Trade Adjustment Assistance Reauthorization Act of 2015 repealed the sunset provisions and reauthorized the program for six years.

Performance Measures

Trade Adjustment Assistance outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Title 38, U.S. Code, Chapter 41, Section 4103A

Program Funded

Veterans Employment and Training (E&T)

Purpose

Veterans E&T provides job search assistance and job development and referral for military veterans.

Population Served

Any person who served on active duty for more than 180 days and was discharged or released from active duty with other than a dishonorable discharge or was discharged or released from active duty because of a service-connected disability.

Administering Agencies

Federal: The U.S. Department of Labor’s Veterans Employment and Training Service provides annual grants to states for administration of the program.

State: The Texas Veterans Commission administers the federally funded program through staff colocated in workforce centers around the state.

Statutory Authority

Federal: Title 38, U.S. Code, Chapter 41, Section 4103A, as amended by the Jobs for Veterans Act of 2002 (Public Law 107-288)

Program Funding and Planning Cycle

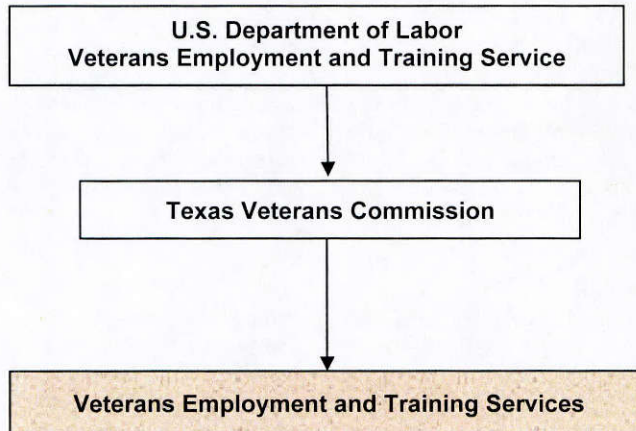
Funding/Program Year: July 1–June 30

Planning Documents:

Federal: www.doleta.gov/programs/VETs/

State: www.tvc.texas.gov/documents/Strategic%20Plan%202016%20-%20Final%20BKPG.pdf/

Funding and Service Delivery



Veterans Employment and Training

Texas Veterans Commission
 Employment Services Division
 1700 North Congress Avenue,
 Suite 800
 Austin, Texas 78701
 Telephone: (512) 463-2678
www.tvc.state.tx.us

Program Description

The Texas Veterans Commission (TVC) offers employment services to Texas veterans and helps employers find qualified veteran job applicants. The goal of these services is to match veteran job seekers with the best employment opportunities available. TVC staff members are colocated in workforce centers across the state. Services include job matching and referrals, resume assistance, job search workshops, vocational guidance, training referrals, and other supportive services.

The U.S. Department of Labor's (DOL) issuance of Priority of Service guidelines (June 2010) transferred more basic employment service functions to non-TVC workforce center staff. This transfer allowed TVC staff to provide more one-on-one intensive services to those most difficult to serve who are identified through a comprehensive assessment process. These veterans often receive assistance overcoming numerous, serious barriers to employment.

In 2014, DOL issued new guidelines restricting the roles of disabled veterans' outreach program (DVOP) specialists and local veterans' employment representatives (LVER) staff. Under the new guidelines, DVOP specialists serve only those veterans and eligible spouses most in need of intensive services, focusing on those with one or more of six specified, significant barriers to employment (i.e., special disabled or disabled veteran, homeless, recently separated service member, recently released offender, lacking a high school diploma or equivalent certificate, low-income). The local employment representatives perform only those duties related to outreach to the employer community and facilitation within the state's employment service delivery system.

Program History

The LVER program was first authorized under the original GI Bill, the Servicemen's Readjustment Act of 1944. Since then, legislation has been enacted to increase benefits and entitlements for veterans. The Veterans' Rehabilitation and Education Amendments of 1980 authorized the DVOP. The 79th Legislature transferred the administration of this program from the Texas Workforce Commission to TVC in 2005, effective April 2006. The Jobs for Veterans Act of 2002 established priority of service requirements for eligible veterans and spouses.

Performance Measures

Veterans E&T outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

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SECTION 2: PROGRAMS FOR ADULTS WITH BARRIERS

Program	Federal Funding Agency	State Agency That Funds Flow To or Through
Adult Education – Workforce Innovation and Opportunity Act, Title II	U.S. Department of Education	Texas Workforce Commission
Rehabilitation Services – Workforce Innovation and Opportunity Act, Title IV	U.S. Department of Labor	Texas Workforce Commission
Postsecondary Community and Technical College Corrections	U.S. Department of Education	Texas Department of Criminal Justice
Senior Community Service Employment Program	U.S. Department of Labor	Texas Workforce Commission
Self-Sufficiency Fund	U.S. Department of Health and Human Services	Texas Workforce Commission
Secondary Academic Education Windham	U.S. Department of Labor	Texas Workforce Commission
Secondary Technical Education Windham	U.S. Department of Labor	Texas Workforce Commission
Supplemental Nutrition Assistance Program Employment and Training	U.S. Department of Agriculture	Texas Workforce Commission
Temporary Assistance for Needy Families Choices	U.S. Department of Health and Human Services	Texas Workforce Commission

Adult Education and Family Literacy Act

Program Funded

Adult Education – Workforce Innovation and Opportunity Act (WIOA), Title II

Purpose

Adult education and literacy programs provide English language, math, reading, and writing instruction to help students acquire the skills needed to succeed in the workforce, earn a high school equivalency, or enter college or career training.

Population Served

Individuals must be at least 16 years of age and not enrolled or required to be enrolled in secondary school under State law. Additionally, they must meet at least one of the following criteria: (1) be basic skills deficient; (2) not have a high school diploma or its equivalent; or (3) be an English language learner.

Administering Agencies

Federal: The U.S. Department of Education's Office of Career, Technical, and Adult Education provides funds to states for adult education and literacy programs.

State: The Texas Workforce Commission awards funds to local, eligible providers through a competitive grant process.

Statutory Authority

Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title II: Adult Education and Family Literacy Act

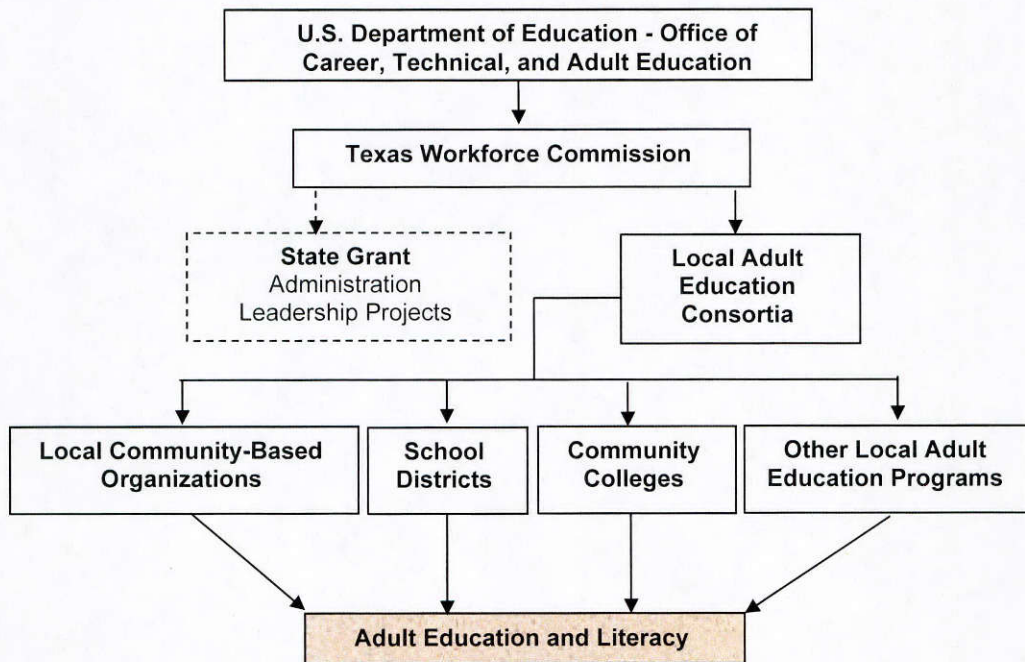
State: Texas Labor Code, Chapter 315

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

WIOA Combined State Plan: <http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Adult Education – Workforce Innovation and Opportunity Act, Title II

Texas Workforce Commission
Workforce Development Division
101 East 15th Street
Austin, Texas 78778
Telephone: (855) 594-0012
www.twc.state.tx.us

Program Description

Adult education and basic literacy services include assisting adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; obtain the skills necessary to become full partners in the educational development of their children; and complete secondary education. Adult basic education (ABE) programs provide basic instruction in reading, writing, and math, including employee basic skills and work readiness skills, English as a second language (ESL), and high school equivalency preparation to out-of-school youth and adults functioning at less than a secondary education completion level. ABE classes are conducted in schools, churches, community-based organizations, workforce development centers, libraries, and in community colleges. Adult secondary education (ASE) includes instruction below college level in reading, writing, literature, mathematics, science, and social studies for adults who do not have a high school diploma or its equivalent. ASE can be context-specific, but often prepares adults for high school completion or the high school equivalency test. ESL instruction is for adults who are beyond the age of compulsory education and lack competence and proficiency in English and provides intensive instruction in listening, speaking, reading, writing, and comprehending English. English literacy and civics programs also provide both English literacy instruction and civics education such as the rights and responsibilities of citizenship, importance of civic participation, procedures for naturalization, principles of the U.S. Constitution, and history of the United States.

The Workforce Innovation and Opportunity Act (WIOA) expands the purpose of adult education to emphasize that activities should increase an individual's ability to transition to postsecondary education and obtain employment. It also promotes the integration of adult education with occupational education and training, including the development of career pathways systems, and encourages collaboration with employers.

Program History

Federal adult education legislation was enacted in 1965, incorporated as Title II of the Workforce Investment Act of 1998, and amended in 2014 as Title II of WIOA. Recent Texas law directed the Texas Workforce Commission (TWC), the Texas Higher Education Coordinating Board, and the Texas Education Agency (TEA) to collaborate on the implementation of adult education services and designated the Council to evaluate the effectiveness of these programs. In 2013, administrative responsibility for the program was transferred from TEA to TWC, which is required by the legislature to consult with the Council to develop a comprehensive plan for delivery of services.

Performance Measures

Outcomes and outputs for this program are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Workforce Innovation and Opportunity Act, Title IV

Programs Funded

Rehabilitation Services – Workforce Innovation and Opportunity Act (WIOA), Title IV (includes blind and rehabilitation services)

Purpose

Blind and vocational rehabilitation services include counseling, training, medical treatment, assistive devices, job placement assistance, and other services for adults with disabilities to prepare them for the workforce.

Population Served

Adults with disabilities or who are blind or visually impaired.

Administering Agencies

Federal: The U.S. Department of Education provides a funding grant to the state through the Rehabilitation Services Administration division.

State: The Texas Workforce Commission operates the program throughout the state.

Statutory Authority

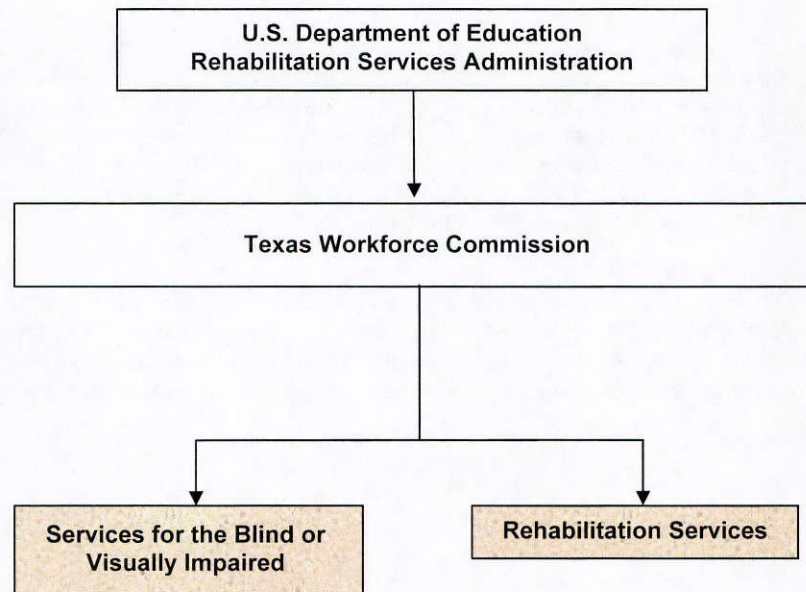
Federal: Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128), Title IV

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

WIOA Combined State Plan: <http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Rehabilitation Services – Workforce Innovation and Opportunity Act, Title IV (includes Blind and Rehabilitation Services)

Texas Workforce Commission
4800 North Lamar Boulevard
Austin, Texas 78756
Telephone: (800) 628-5115
www.twc.state.tx.us

Program Description

Blind Services - The Texas Workforce Commission (TWC) operates services to assist blind or visually impaired people and their families. Services and training are designed to enable Texans to function in school, their communities, and at work as independently as possible. Customized services include assessment, counseling, vocational training for job skills, and job search and placement services.

Rehabilitation Services - TWC also operates rehabilitation services for persons with disabilities, working with individuals with physical or mental disabilities to help them prepare for, find, and keep jobs. Vocational rehabilitation program counselors work with individuals to develop an employment goal along with a program of vocational rehabilitation necessary to achieve the goal. Services are tailored to individual needs and include medical, physiological, and vocational evaluations to define the nature and degree of disability in relation to the consumer's job capabilities.

The program also assists high school students with disabilities as they transition from secondary school to work or higher education and also provides ongoing support to consumers in order to maintain employment. The primary objective is to help participants gain and maintain competitive, full-time employment. Depending on the individual's functional limitations, however, other outcomes are sometimes more appropriate, such as part-time employment or supported employment. To meet these objectives, a series of customized services are offered such as assessment, counseling, vocational and other training services, physical restoration services (including corrective surgery), and job search and placement services.

Program History

The Social Security Act of 1935 made vocational rehabilitation a permanent federal program. Additional services, as well as civil rights protection for the disabled, were enacted into federal law under the Rehabilitation Act of 1973, amended in 1992, reenacted by Congress in 1998 as part of the Workforce Investment Act, and amended in 2014 as part of the Workforce Innovation and Opportunity Act. Senate Bill 208 (84th Texas Legislature) mandated transferring the programs from the Health and Human Services Commission to TWC, effective September 1, 2016. TWC is to create a designated unit for vocational rehabilitation services to comply with federal regulations, and to integrate the two programs no later than October 1, 2017.

Performance Measures

Outcomes and outputs for these programs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Higher Education Act, Title VIII, Part D

Program Funded

Postsecondary Community and Technical College Corrections

Purpose

This program provides postsecondary academic and technical education to offenders incarcerated in state prisons and state jails.

Population Served

The program assists individuals age 35 and younger in state prisons and state jails who have a high school diploma or the equivalent if they are within seven years of parole eligibility. In addition, offenders must not have been convicted of certain sexually violent offenses or murder, or a criminal offense against a victim who is a minor.

Administering Agencies

Federal: The U.S. Department of Education's Office of Career, Technical, and Adult Education provides formula grants to states.

State: The Texas Department of Criminal Justice administers the funding provided to community colleges for program activities.

Statutory Authority

Federal: Higher Education Act of 1965, Title VIII, Part D, Section 821 as amended in 1998

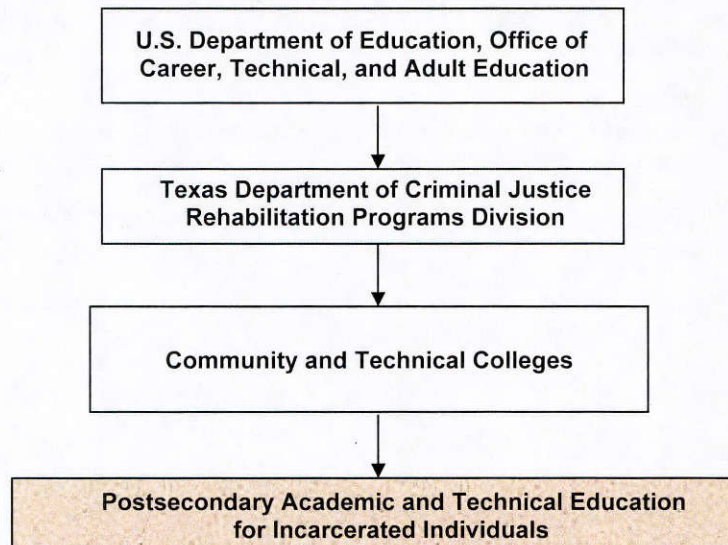
Program Funding and Planning Cycle

Funding/Program Year: October 1–September 30

Planning Document: Texas Department of Justice Strategic Plan 2017-2021:

www.tdcj.state.tx.us/documents/finance/Agency_Strategic_Plan_FY2017-2021.pdf

Funding and Service Delivery



Postsecondary Community and Technical College Corrections

Texas Department of Criminal Justice
Rehabilitation Programs Division
P.O. Box 99
Huntsville, Texas 77340
Telephone: (936) 437-2850
www.tdcj.state.tx.us

Program Description

The Texas Department of Criminal Justice (TDCJ) contracts for postsecondary education services with community and technical colleges and state universities that operate the programs in geographic areas where TDCJ units are located. All offenders participating in these programs must meet the academic and/or vocational criteria for admission as outlined in the respective college or university bulletin. TDCJ has criteria that must also be met and there is a requirement that all offenders receive security and classification clearance before entry into the program. The program serves to enhance the academic and vocational programs by allowing students in the program to take a full-time academic course load, or to take vocational courses.

Program History

A state appropriation from general revenue was initiated in 1994, and TDCJ began administering the program through its Windham School District. Federal funds are authorized under the Higher Education Act of 1965, Title VIII, Part D, as amended in 1998. Formerly known as the youthful offender grant, the program provided funds to state correctional education agencies to assist and encourage incarcerated young adults to acquire functional literacy and life and job skills through the pursuit of postsecondary education certificates, associate's degrees, and bachelor's degrees. Beginning in 2009, the grant was discontinued and the Windham School District was awarded the transition training program. A rider in the state budget enacted by the Texas Legislature in 2013 made TDCJ's Rehabilitation Programs Division the new administrator of the program. The program continues to assist offenders in obtaining postsecondary education, postsecondary vocational training, and related services.

Performance Measures

Postsecondary education for incarcerated individuals education outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Older Americans Act, Title V

Program Funded

Senior Community Service Employment Program (SCSEP)

Purpose

The SCSEP provides training and employment services to eligible low-income job seekers age 55 and older.

Population Served

Low-income adults age 55 or older.

Administering Agencies

Federal: The U.S. Department of Labor's Employment and Training Administration funds both state and national organizations to administer the program.

State: The Texas Workforce Commission has been designated by the Governor to administer the state's portion of the SCSEP. The state provides 10 percent of state-level administrative costs.

Statutory Authority

Federal: Older Americans Act, Title V

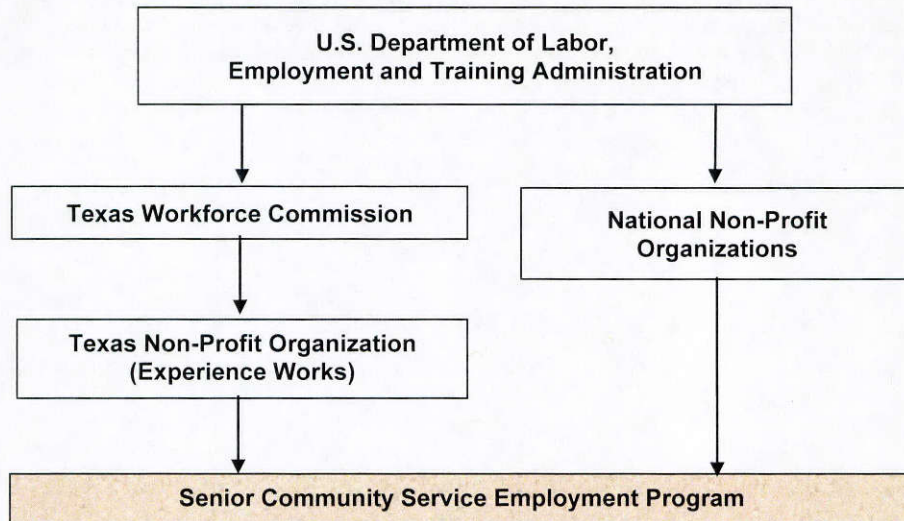
Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Workforce Innovation and Opportunity Act Combined State Plan:

<http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Senior Community Service Employment Program

Texas Workforce Commission
 Workforce Development Division
 101 East 15th Street
 Austin, Texas 78778
 Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

The purpose of the Senior Community Service Employment Program (SCSEP) is to provide low-income senior Texans with on-the-job training in community service assignments and support services to enable them to obtain unsubsidized employment. The Texas Workforce Commission (TWC) administers the state's portion of the program, primarily in rural communities, and contracts with a national organization, Experience Works, to manage the day-to-day program operations. TWC provides oversight and technical assistance; manages statewide planning and coordination, grant application, and performance reporting; interfaces with the U.S. Department of Labor (DOL); and supports outreach efforts. As the state contractor, Experience Works currently serves 88 Texas counties. DOL also contracts with five national organizations to provide training and employment services to older Texans in the remaining counties.

Program participants gain competitive job skills and refine existing skills through paid part-time on-the-job training at non-profit organizations and governmental entities such as school districts and city, county, state, and federal agencies. Participants earn minimum wages during their training and provide valuable community services. The SCSEP also coordinates with Workforce Solutions offices to assist program participants to become "job ready" and obtain unsubsidized employment with public and private entities.

Program History

The SCSEP is authorized by the Older Americans Act of 1965 (Title V) as amended by Public Law 109-365 in 2006. The U.S. Health and Human Services Department administers the other eight titles of this act, and the DOL administers the program.

Performance Measures

SCSEP outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Texas Labor Code, Chapter 309

Program Funded
Self-Sufficiency Fund

Purpose
The Self-Sufficiency Fund program assists businesses and trade unions by financing the design and implementation of customized job training projects for low-income adults.

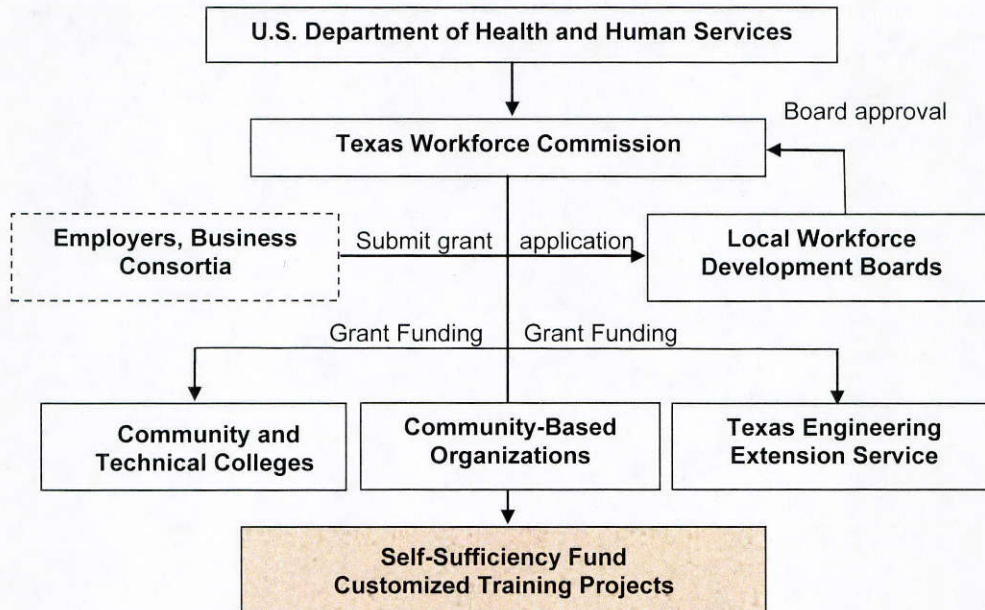
Population Served
Recipients of Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Program (SNAP), or a parent, including a noncustodial parent, whose annual wages are at or below \$37,000.

Administering Agencies
Federal: The U.S. Department of Health and Human Services provides TANF or SNAP benefits to individuals who meet eligibility requirements.
State: The Texas Workforce Commission administers the Self-Sufficiency Fund program by distributing the associated federal funds for customized job training projects to public community and technical colleges, a higher education extension service, or community-based organizations for the creation of new jobs and/or the retraining of the existing workforce.

Statutory Authority
State: Texas Labor Code, Chapter 309

Program Funding and Planning Cycle
Funding/Program Year: September 1–August 31
Program Information: www.twc.state.tx.us/programs/self-sufficiency-program-overview/

Funding and Service Delivery



Self-Sufficiency Fund

Texas Workforce Commission
Workforce Business Services
101 East 15th Street
Austin, Texas 78778
Telephone: (512) 463-8844
www.twc.state.tx.us

Program Description

The Self-Sufficiency Fund program provides training for targeted employment opportunities primarily for adult Temporary Assistance for Needy Families (TANF) recipients, as well as for individuals at risk of becoming dependent on public assistance. The Texas Workforce Commission (TWC) awards grants to a community/technical college, community-based organization, or state extension service, in partnership with an employer or consortium of employers. Grants may be used for customized job training and for support services such as child care and transportation.

To ensure the eligibility of adults participating in the training program, grantees are encouraged to establish referral and eligibility procedures with local workforce board contractors and Workforce Solutions offices, or to have a clear methodology in place to ensure eligibility of participants. Participating employers agree to interview participants who successfully complete training, and to employ those who meet their hiring qualifications for the identified job openings. The goal is for 85 percent of all trainees to be hired and continue to work for at least 90 days after training completion. TWC provides technical assistance by helping with the development of quality projects and reviewing proposals prior to formal submission.

Program History

Created by the 76th Legislature in 1999, the Self-Sufficiency Fund program was modeled after the Skills Development Fund. The program was created in response to the change in federal welfare laws. The Self-Sufficiency Fund program originally targeted TANF recipients and was later expanded to include Supplemental Nutrition Assistance Program recipients and other low-income individuals at risk of becoming dependent on public assistance.

Performance Measures

Self-Sufficiency outcomes, efficiencies, and outputs are reported to state oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Texas Education Code, Chapter 19

Program Funded

Secondary Academic Education Windham

Purpose

The program provides academic secondary education for adults incarcerated in Texas prisons and state jails who have the objective of obtaining a high school diploma or high school equivalency certificate.

Population Served

In general, offenders without a high school diploma or equivalency, less than 35 years of age, have priority for enrollment in academic classes. Offenders who do not have a verified high school diploma or equivalency are expected to participate in academic programs as space permits.

Administering Agencies

Federal: The U.S. Department of Education provides a grant through its Office of Career, Technical, and Adult Education.

State: The Windham School District provides academic education with oversight from the Texas Education Agency in cooperation with the Texas Department of Criminal Justice.

Statutory Authority

State: Texas Education Code, Chapter 19

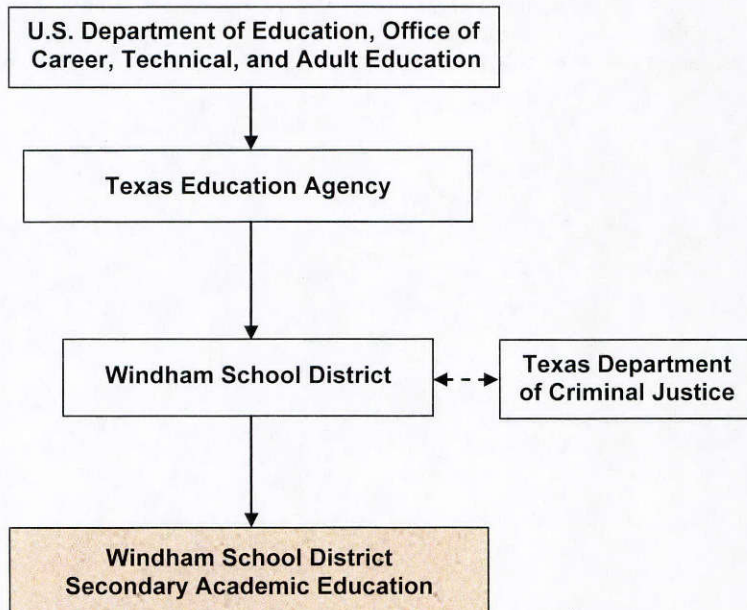
Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Document: Windham Strategic Plan 2015–2019:

www.windhamschooldistrict.org/images/PDF/strategic_plan/2015_2019_Strategic_Plan.pdf/

Funding and Service Delivery



Secondary Academic Education Windham

Windham School District
P.O. Box 40
Huntsville, Texas 77320
Telephone: (936) 291-5303
www.windhamschooldistrict.org

Program Description

The Windham School District provides adult basic education for offenders functioning below the sixth-grade level, and secondary-level adult education for those who are working toward attainment of a high school equivalency certificate. The goals of the district in educating its students are to reduce recidivism; reduce the cost of confinement or imprisonment; increase the success of former inmates in obtaining and maintaining employment; and provide an incentive to inmates to behave in positive ways during confinement or imprisonment.

Program History

The Windham School District was established in 1969 to provide academic and vocational programs for incarcerated offenders in state jails and prisons. The academic program was created in response to legislation (Senate Bill 35, 61st Legislature) authorizing the provision of educational programs for incarcerated offenders. Chapter 19 of Senate Bill 1, adopted in 1995 by the 74th Legislature, reauthorized the Windham School District. The Texas Education Code requires that the district develop educational and vocational training programs specifically designed for eligible inmates.

Senate Bill 1024 (84th Legislature) authorized the Windham School District to award high school diplomas, effective May 19, 2015. The bill also allows Windham to issue a certificate of coursework completion for students who successfully complete the curriculum requirements for a high school diploma, but who were unable to successfully complete the required assessments.

Performance Measures

Academic education for incarcerated adults outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Carl D. Perkins Career and Technical Education Act of 2006

Program Funded

Secondary Technical Education Windham

Purpose

The program provides technical education courses for incarcerated adults, including occupational training leading to industry certification or licensure.

Population Served

In general, offenders less than 35 years of age without prior work experience or vocational training receive the highest priority for enrollment in vocational classes.

Administering Agencies

Federal: The U.S. Department of Education provides Perkins funding to the states through its Office of Career, Technical, and Adult Education.

State: The Windham School District provides career and technical education with oversight from the Texas Education Agency in cooperation with Texas Department of Criminal Justice.

Statutory Authority

Federal: Carl D. Perkins Career and Technical Education Act of 2006

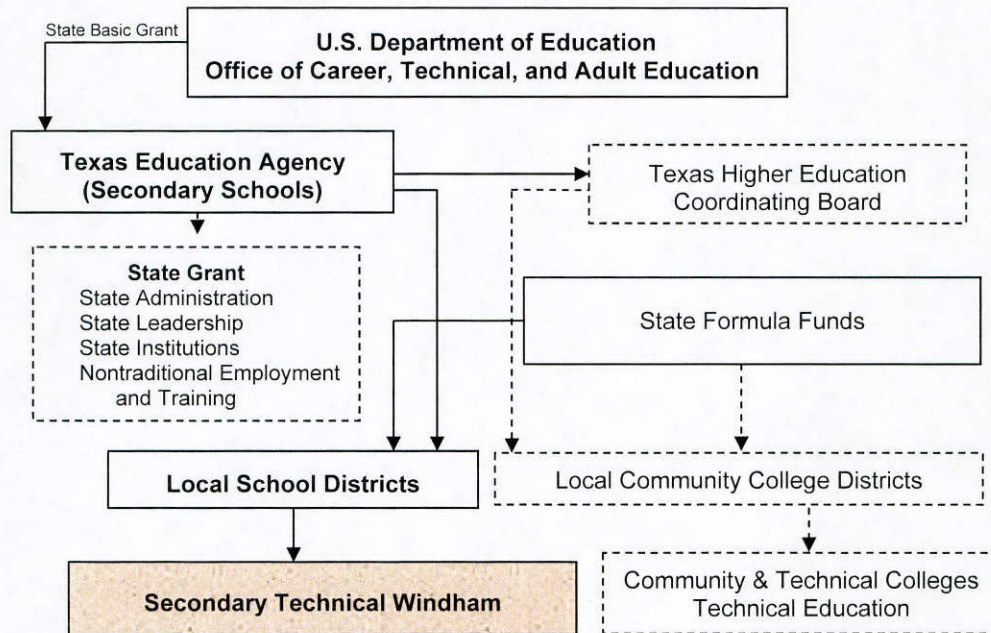
Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Five-Year Federal Plan: Texas State Plan for Career and Technical Education:

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769808288&libID=25769808290>

Funding and Service Delivery



Secondary Technical Education Windham

Windham School District
P.O. Box 40
Huntsville, Texas 77320
Telephone: (936) 291-5303
www.windhamschooldistrict.org

Program Description

The Windham School District provides secondary career and technical education (CTE) programs for adults incarcerated in state prisons and jails. The district administers the program with oversight from the Texas Education Agency. The district provides training to entry-level business/industry standards and offers opportunities for students to earn industry certification from various certifying agencies. The goals are to reduce recidivism and assist offenders in becoming responsible and productive members of society by teaching them the skills needed to obtain and maintain employment.

Program History

The Windham School District was created in 1969 to provide academic and vocational programs for incarcerated offenders in state jails. The district was reauthorized by the legislature in 1995. The Texas Education Code requires that the district shall develop educational and vocational training programs specifically designed for eligible inmates. Federal legislation for CTE dates to the Smith-Hughes Act of 1917, which was the first major federal legislation to encourage vocational education at the secondary level. The Vocational Education Act of 1963 and its 1968 and 1976 amendments increased the amount of funds available and greatly expanded vocational education. The act defined vocational education more broadly as vocational or technical training or retraining given in schools or classes and conducted as a part of a program designed to fit individuals for gainful employment as semi-skilled workers or technicians in recognized occupations, including business and office occupations. The Carl D. Perkins Career and Technical Education Improvement Act was passed in 2006 and is the fourth version of the Perkins vocational legislation, originally enacted in 1984. The current law allows more state flexibility and emphasizes CTE programs, integrating academic and career technical education, technology use, teacher training, distance learning, and coursework that leads to industry certifications.

Performance Measures

CTE outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Food and Nutrition Act

Program Funded

Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)

Purpose

The program assists SNAP benefit recipients to obtain employment through participation in work programs and education and training activities.

Population Served

SNAP benefits recipients who are determined to be mandatory work registrants, who are unemployed or employed less than full time, and who are able to work.

Administering Agencies

Federal: The U.S. Department of Agriculture, Food and Nutrition Service allocates grant funding to the states.

State: The Texas Workforce Commission (TWC) disburses both state and federal funding to the local workforce boards for this program. TWC receives a 100 percent federal grant from the U.S. Department of Agriculture. In addition to the 100 percent federal grant, states have the flexibility to access federal matching funds to provide services at a 50/50 matching rate.

Statutory Authority

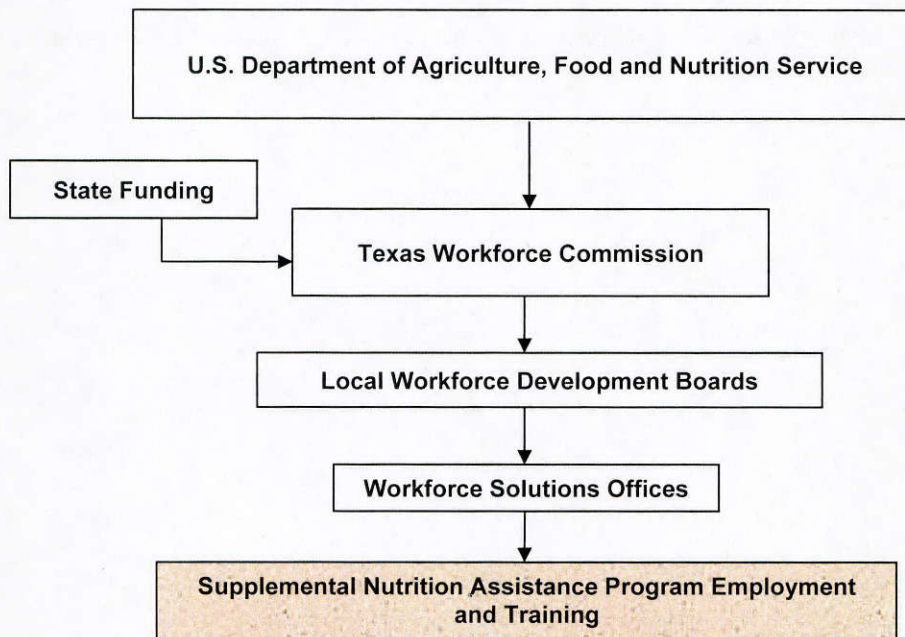
Federal: Food and Nutrition Act

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Document: www.twc.state.tx.us/files/partners/snap-et-state-plan-2016-twc.pdf

Funding and Service Delivery



Supplemental Nutrition Assistance Program Employment and Training

Texas Workforce Commission
Employment Services Division
101 East 15th Street
Austin, Texas 78778
Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) services are provided to SNAP benefit recipients who are classified as either general population (GP) or able-bodied adults without dependents (ABAWD). GP recipients are individuals ages 16 to 59 who are not employed, or are employed fewer than 30 hours per week. ABAWD recipients are individuals at least 18 years of age, but less than 50, not employed, or are employed less than 20 hours per week. Both GP and ABAWD participants and exempt SNAP recipients must participate in assigned SNAP E&T activities for a minimum weekly average of at least 30 hours. Services include job search assistance, job readiness training, basic education, occupational training, work experience, and related support services. Payment for high school equivalency testing is also available.

Program History

The Food Stamp program began as a pilot program in 1961 and was made permanent in 1964. The Food Stamp Act of 1964 (Public Law 88-525) created the Food Stamp program to allow families in need to have a nutritionally adequate diet using government-issued coupon allotments. Congress amended the Food Stamp Act in 1971 (Public Law 91-671), establishing certain work search requirements for food stamp recipients. The Food Security Act of 1985 (Public Law 99-198) created the Food Stamp Employment and Training program. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193) and the Balanced Budget Act of 1997 included a new work requirement on food stamp recipients between the ages of 18 and 50 who have no dependents. The Food, Conservation, and Energy Act of 2008 changed the name of the Food Stamp program to SNAP.

Performance Measures

SNAP E&T outcomes, efficiencies, and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Personal Responsibility and Work Opportunity Reconciliation Act

Programs Funded

Temporary Assistance for Needy Families Choices (TANF Choices)

Purpose

TANF Choices provides employment, training, and job retention services for applicants, recipients, and former recipients of TANF cash assistance.

Population Served

Eligible single-parent families and eligible two-parent families with children.

Administering Agencies

Federal: The U. S. Department of Health and Human Services administers the TANF block grant through the Office of Family Policy in its Administration for Children and Families.

State: The Texas Health and Human Services Commission (HHSC) administers TANF eligibility determination, benefits disbursement, and sanctions imposition. The Texas Workforce Commission (TWC) administers the Choices program through its network of local workforce boards and their Workforce Solutions Offices.

Statutory Authority

Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193)

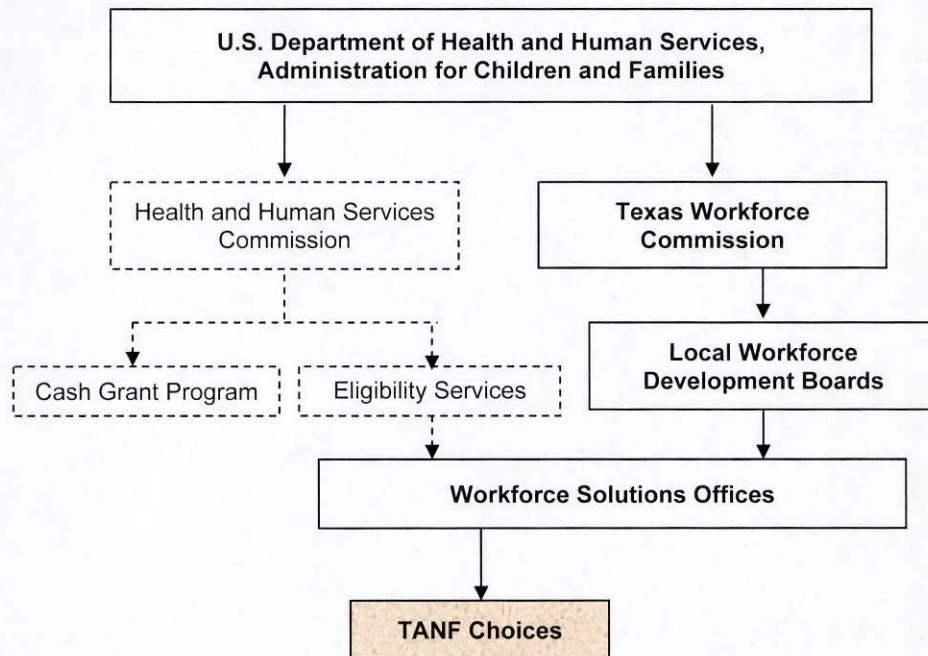
Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

TWC: www.twc.state.tx.us/programs/choices-program-overview/

HHSC: www.hhsc.state.tx.us/reports/2014/TANF-State-Plan-2013.pdf/

Funding and Service Delivery



Temporary Assistance for Needy Families Choices

Texas Workforce Commission
 Workforce Development Division
 101 East 15th Street
 Austin, Texas 78778
 Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

Temporary Assistance for Needy Families Choices (TANF Choices) helps disadvantaged Texans transition from public assistance to self-sufficiency. The program, which is available to TANF benefit recipients, requires that recipients actively engage in work activities in order to qualify for the benefits. Participation begins with the workforce orientation for applicants, which is an introduction to workforce services. TANF applicants are required to attend this orientation as a condition of eligibility unless the Health and Human Services Commission (HHSC) exempts them. Once certified for benefits, TANF recipients must attend an employment planning session. Choices program services include case management, assessment, development of a family employment plan, job search assistance, subsidized and unsubsidized employment, on-the-job training, unpaid work experience and community service, and support services. Services may also include training through co-enrollment in the Workforce Innovation and Opportunity Act program. Choices support services may include child care, transportation, and work-related expenses that enable recipients to participate in program activities and to accept and maintain employment. Services will vary based upon local service strategies. Teenagers who are heads of household are encouraged to finish high school or to receive their high school equivalency certificate before entering employment activities. While TANF Choices is administered by the Texas Workforce Commission, TANF recipients receive grant benefits through the HHSC.

Program History

TANF was created as a part of Personal Responsibility and Work Opportunity Reconciliation Act in 1996, replacing the public assistance programs known as Aid to Families with Dependent Children and the Job Opportunities and Basic Skills Training program. Texas was among the first states to implement the program, grandfathering in most of the provisions of Texas' welfare reform legislation from the previous year. On October 1, 2001, Texas created a TANF state-funded program specifically serving two-parent households. One or both adults in a two-parent household are responsible for meeting the family's mandatory work requirement. TANF was reauthorized in the Budget Reconciliation Act of 2005. TANF awaits reauthorization in Congress, which was originally scheduled for 2010.

Performance Measures

TANF outcomes, efficiencies, and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

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SECTION 3: PROGRAMS FOR YOUTH

Program	Federal Funding Agency	State Agency That Funds Flow To or Through
Secondary Education	U.S. Department of Education	Texas Education Agency
Secondary Academic Education Corrections	U.S. Department of Education	Texas Education Agency
Perkins Secondary Career Technical Education	U.S. Department of Education	Texas Education Agency
Secondary Technical Education Corrections	U.S. Department of Education	Texas Education Agency
Youth – Workforce Innovation and Opportunity Act, Title I	U.S. Department of Labor	Texas Workforce Commission

Texas Education Code, Chapter 4

Programs Funded

Secondary Education and Secondary Academic Education Corrections

Purpose

Secondary academic education provides youth with opportunities for academic preparation to earn a high school diploma, enter the workforce, or continue their education in postsecondary educational institutions.

Population Served

Secondary students, under the age of 21.

Administering Agencies

Federal: The U.S. Department of Education provides funding for academic education to the states.
 State: The Texas Education Agency oversees the state funding that is distributed to local independent school districts throughout the state.

Statutory Authority

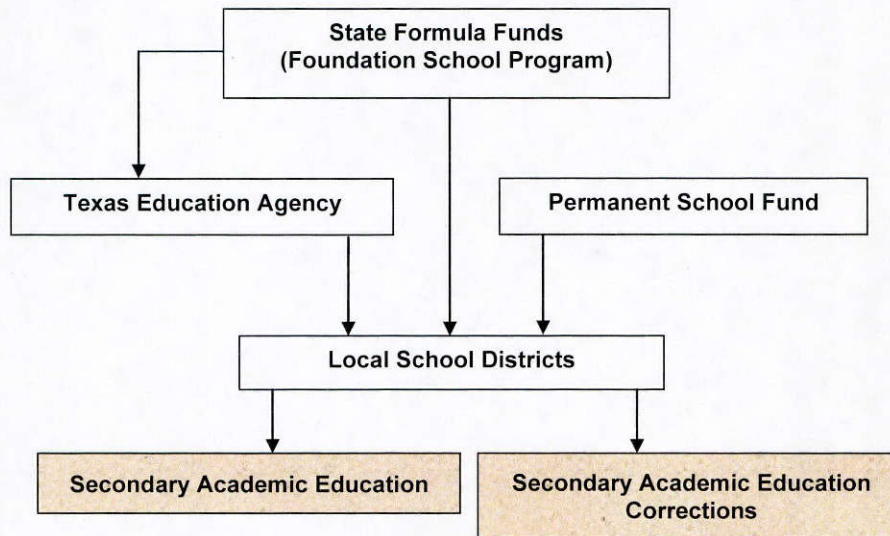
State: Texas Education Code, Chapter 4

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Entity: P-16 Council: www.tea.state.tx.us/index2.aspx?id=4693&menu_id=814/

Funding and Service Delivery



Secondary Education and Secondary Academic Education Corrections

Texas Juvenile Justice Department
11209 Metric Boulevard
Austin, Texas 78758
Telephone: (512) 490-7067
www.tjjd.texas.gov

Program Description

Secondary education is provided through the independent school districts throughout the state. The Texas Juvenile Justice Department (TJJD) contracts secondary academic services from the Texas Education Agency (TEA) for incarcerated youth. These services are provided by local school districts in which TJJD facilities are located.

Increasing the rigor of the curriculum, improving test scores, reducing the dropout rate, and ensuring graduates are career or college ready have been the focus of recent legislative reforms. TEA, particularly through its P-16 initiative, provides policy guidance for statewide career and college readiness activities. The state P-16 Council, whose members include the commissioners of education and higher education, as well as the Texas Workforce Commission executive director, is tasked with helping to coordinate educational policy efforts between public K-12 education and higher education entities and developing and strengthening partnerships and relationships between public education, higher education, and the civic and business communities.

Program History

Texas' public schools were established when the Republic of Texas set aside four leagues (17,712 acres) per county for support of public schools in 1840. The Permanent School Fund was established in 1845. The Foundation School Program was established in 1949 to apportion state funds to local school districts. Many reforms of public school education and finance have been enacted since that time.

Performance Measures

Academic education outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Carl D. Perkins Career and Technical Education Act of 2006

Programs Funded

Secondary Career Technical Education and Secondary Technical Education Corrections

Purpose

Secondary Career Technical Education and Secondary Technical Education Corrections prepare youth for a wide range of careers that may require varying levels of education, from high school and postsecondary certificates to two- and four-year college degrees.

Population Served

Secondary students in high schools and Texas Juvenile Justice Department facilities.

Administering Agencies

Federal: The U.S. Department of Education's Office of Career, Technical, and Adult Education provides Perkins funding to the states.

State: The Texas Education Agency is the designated agency for management and disbursement of Perkins career and technical education funding. By agreement with the Texas Higher Education Coordinating Board, funding is provided to support postsecondary career technical education programs. The State Board of Education determines the funding split between the two agencies. Currently, secondary programs receive 70 percent of funds, and postsecondary programs receive 30 percent.

Statutory Authority

Federal: Carl D. Perkins Career and Technical Education Act of 2006

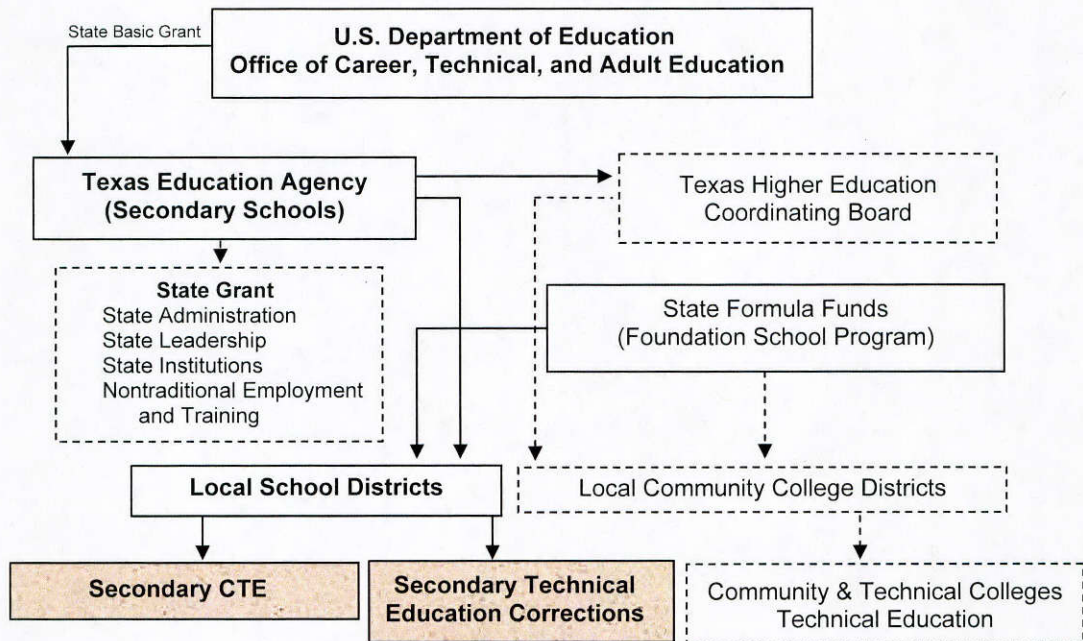
Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Five-Year Federal Plan: State Plan for Career and Technical Education

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769808288&libID=25769808290>

Funding and Service Delivery



Secondary Career Technical Education

Texas Education Agency
 Division of Curriculum, Career
 and Technical Education
 1701 North Congress Avenue
 Austin, Texas 78701
 Telephone: (512) 463-9581
www.tea.state.tx.us

Program Description

Career Technical Education (CTE) courses are provided in high schools throughout the state to provide students with technical proficiency to prepare for successful careers and further postsecondary education. In general, CTE includes a sequence of courses that provides the relevant technical knowledge and skills needed to prepare for careers in current or emerging professions. Coursework might also include competency-based applied learning that contributes to the student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of 16 career clusters and programs of study. AchieveTexas is a result of that process. AchieveTexas promotes curricula that combine rigorous academics with relevant career technical education. AchieveTexas also supports the goal of facilitating seamless transitions from secondary to postsecondary opportunities.

Program History

The Carl D. Perkins Career and Technical Education Improvement Act was passed in 2006 and is the fourth version of the Perkins vocational legislation initially passed in 1984. The current law allows more state flexibility and emphasizes CTE programs, integrating academic and career technical education, technology use, teacher training, distance learning, and coursework that leads to industry certifications.

Federal legislation for vocational education dates to the Smith-Hughes Act of 1917, which was the first major federal legislation to encourage vocational education at the secondary level. The Vocational Education Act of 1963 and its 1968 and 1976 amendments increased the amount of funds available and expanded vocational education. The act defined vocational education more broadly as vocational or technical training or retraining given in schools or classes and conducted as a part of a program designed to fit individuals for gainful employment as semi-skilled workers or technicians in recognized occupations, including business and office occupations.

Performance Measures

CTE outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

Secondary Technical Education Corrections

Texas Juvenile Justice Department
11209 Metric Boulevard
Austin, Texas 78758
Telephone: (512) 490-7067
www.tjjd.texas.gov

Program Description

This program provides technical education coursework for incarcerated youth in Texas Juvenile Justice Department (TJJD) facilities. TJJD contracts services from the Texas Education Agency to oversee the provision of career technical education (CTE) courses in TJJD facilities.

Program History

These services are provided by local school districts in which TJJD facilities are located. The curriculum is the same and emphasizes the skills needed once the youth exit from the facilities.

Performance Measures

CTE outcomes and outputs are reported to state and federal oversight entities. These measures include those reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

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Workforce Innovation and Opportunity Act, Title I

Program Funded

Youth – Workforce Innovation and Opportunity Act (WIOA), Title I

Purpose

The program provides employment and training services for youth.

Population Served

WIOA established separate criteria for out-of-school and in-school youth, including removing income eligibility requirements for most out-of-school youth and raising the eligible age (16-24) for such youth. In-school includes ages 14 (unless an individual with a disability attending school under state law) through 21.

Administering Agencies

Federal: The U.S. Department of Labor’s Employment and Training Administration (ETA) funds the programs authorized by WIOA through formula-based allocations to states.

State: The Texas Workforce Commission disburses these federal funds through formula allocation to the state’s network of local workforce boards and their Workforce Solutions offices.

Statutory Authority

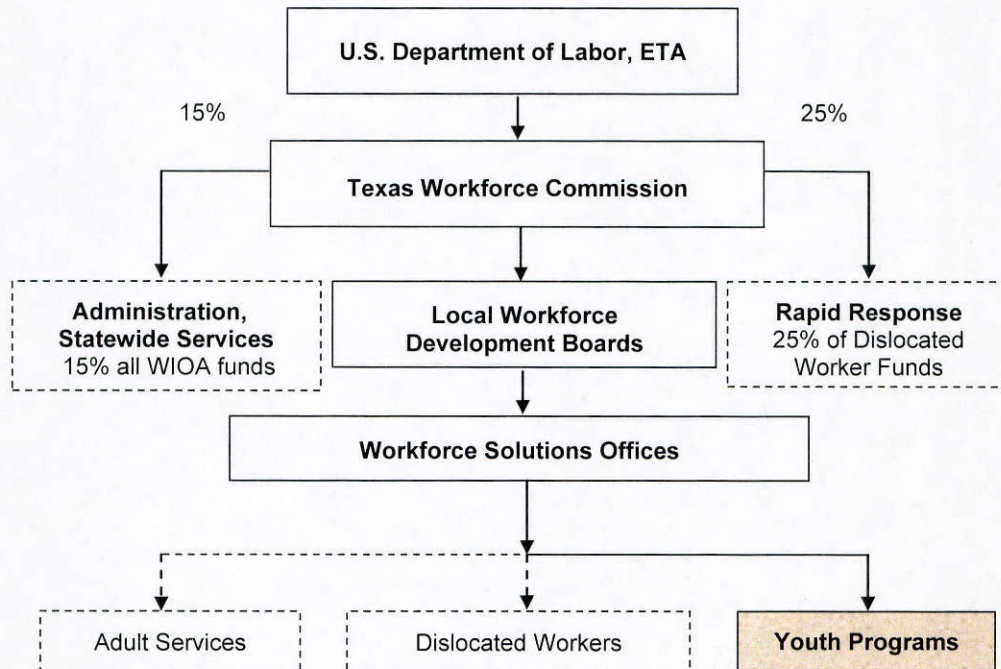
Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title I

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

WIOA Combined State Plan: <http://www.twc.state.tx.us/partners/workforce-innovation-opportunity-act-wioa#acronymTitleworkforceInnovationOpportunityActWioaacronymCombinedStatePlan>

Funding and Service Delivery



Youth – Workforce Innovation and Opportunity Act, Title I

Texas Workforce Commission
Workforce Development Division
101 East 15th Street
Austin, Texas 78778
Telephone: (512) 463-2222
www.twc.state.tx.us

Program Description

Youth Workforce Innovation and Opportunity Act (WIOA) services are available through Workforce Solutions offices, which are overseen by the state's 28 local workforce boards. WIOA requires the youth formula program spend at least 75 percent of funds on out-of-school youth, compared to 30 percent under the Workforce Investment Act (WIA). WIOA places a new priority on work-based learning by providing that at least 20 percent of local youth formula funds be used for work experiences such as summer jobs, pre-apprenticeship training, on-the-job training, and internships that have academic and occupational education as a component. It also links services to the attainment of secondary school diplomas, entry into postsecondary education and career readiness, and to the attainment of postsecondary credentials aligned with in-demand industry sectors or occupations. Additional allowable activities include financial literacy education and entrepreneurial skills training.

Program History

Federal job assistance programs date back to the 1930s with the Works Project Administration, which, under the New Deal, employed millions of Americans to complete various public works projects across the country. In 1973, Congress enacted the Comprehensive Employment and Training Act (CETA) to train low-income and unemployed workers and provide them with subsidized employment and provide summer jobs for low-income high school students. In 1982, CETA was replaced with the Job Training Partnership Act (JTPA) continuing federally funded job training programs for low-skilled adults, dislocated workers, and youth. JTPA was replaced by WIA in 1998, which established the current system of program delivery under the administration of state and local workforce boards. In 2014, WIA was superseded by WIOA, with Title I providing authorization and funding for employment and training programs for adults, dislocated workers, and youth.

Performance Measures

Outcomes, efficiencies, and outputs for this program are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's most recent annual system evaluation report, located at http://gov.texas.gov/twic/workforce_system/.

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Texas Workforce Investment Council

System Partners

Economic Development and Tourism
Texas Department of Criminal Justice
Texas Education Agency
Texas Health and Human Services Commission

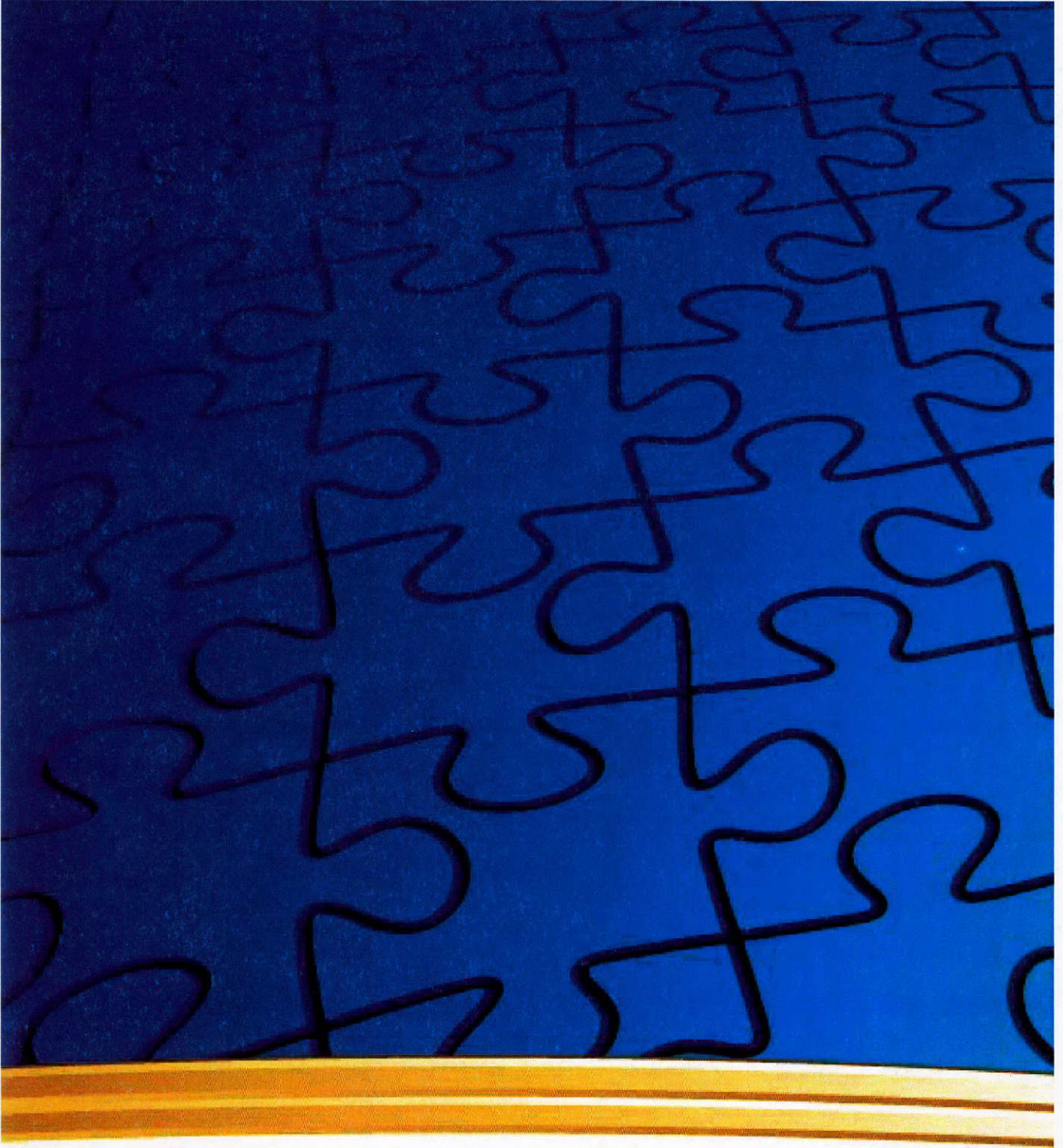
Texas Higher Education Coordinating Board
Texas Juvenile Justice Department
Texas Veterans Commission
Texas Workforce Commission

Members

Wes Jurey (Chair), Arlington
Sharla Hotchkiss (Vice Chair), Midland
Mark Barberena, Fort Worth
Robert Cross, Houston
Mark Dunn, Lufkin
Carmen Olivas Graham, El Paso
Thomas Halbouty, Southlake
Richard Hatfield, Austin
Robert Hawkins, Bellmead
Larry Jeffus, Garland
Paul Jones, Austin
Matthew Maxfield, Harker Heights
Richard Rhodes, Austin
Joyce Delores Taylor, Houston
Mike Morath, Austin
Raymund Paredes, Austin
Charles Smith, Austin
Larry Temple, Austin
Bryan Daniel, Austin

Representing

Business and Industry
Community-Based Organizations
Labor
Labor
Business and Industry
Education
Business and Industry
Labor
Labor
Education
Labor
Business and Industry
Education
Business and Industry
Texas Education Agency
Texas Higher Education Coordinating Board
Texas Health and Human Services Commission
Texas Workforce Commission
Office of the Governor, Economic Development
and Tourism



Texas Workforce Investment Council
1100 San Jacinto, Suite 1.100
Austin, Texas 78701
<http://gov.texas.gov/twic/>

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: KM.twic.II7.090916

TO Council Members

SUBJECT Review of Agency Strategic Plans

Introduction

The Texas workforce system is a complex structure composed of numerous programs, services, and initiatives administered by state agencies and local workforce development boards, the Texas Workforce Investment Council (Council), independent school districts, community and technical colleges, and local adult education providers. System partners are responsible for the delivery of a wide range of workforce education and training programs and related services, as well as education programs that support career preparation and advancement.

The workforce system is interconnected by the programs and agencies that either serve common customers or are charged with achieving similar employment and education outcomes for their targeted customer groups. Therefore, the strategic planning process is designed to identify and focus on systemic issues that affect multiple parts of the system, either programs or agencies, and address all prominent workforce issues.

On a biennial basis, each state agency is required to prepare and submit a strategic plan to the Governor's Office of Budget and Policy (GOBP) and the Legislative Budget Board (LBB). Statute requires that workforce partner agencies align their agency strategic plan with the workforce system strategic plan, currently *The Texas Workforce System Strategic Plan FY 2016–FY 2023*. This briefing memo details Council staff assessment of the alignment of partner agency plans and presents the findings for members' review and discussion.

Background

Texas Government Code (TGC), Chapter 2308.104, specifies that the Council develop a single strategic plan for the state's workforce system. The strategic plan must include goals, objectives, and performance measures for the workforce system and the state agencies that administer workforce programs. Senate Bill 429, passed by the 77th Legislature, established the following state agencies as the workforce development system partners: Economic Development and Tourism, Texas Department of Criminal Justice – Windham School District, Texas Education Agency, Texas Health and Human Services Commission, Texas Higher Education Coordinating Board, Texas Juvenile Justice Department, Texas Veterans Commission, and Texas Workforce Commission.

The code further mandates that, upon approval of the system strategic plan by the Governor, each agency administering a workforce program use the system plan when developing that agency's operational plan. Agency plans should align with the long term objectives outlined in the current system plan as well as the performance measures negotiated with the Council and approved by the Governor.

State statute also directs the Council to "develop and implement immediate and long-range strategies to address problems identified within the workforce system." The FY 2016 to FY 2023 strategic plan for the Texas workforce system fulfills these legislative mandates and includes actions and performance

measures to guide accomplishment of the goals and objectives developed by the Council in collaboration with its workforce system partner agencies.

Attachment

1. Agency Strategic Plan Review

Discussion

Texas has a strategic planning process for all state agencies housed within the executive branch of government, as required by TGC, Chapter 2056. The required planning horizon is five years, including the second year of the current biennium and the next two biennia. Instructions are issued by the GOBP and the LBB, typically in March of even-numbered years. They specify state priorities, elements, and appendices required to be addressed in agencies' strategic plans. In addition to the strategic planning requirement set forth in statute, state agencies may be subject to other state planning requirements such as those specified for workforce system partner agencies by TGC, Section 2308.104.

The current FY 2016–FY 2023 strategic plan for the Texas workforce system serves as a guide for system partners that deliver workforce programs and services; however, it does not duplicate agency strategic plans. It identifies four critical business issues for the workforce system that are the basis for six objectives to be addressed by system partners over the plan period. The FY 2016–FY 2023 strategic plan for the Texas workforce system was developed for an eight-year time frame, in part to align with Texas' Strategic Planning and Performance Budgeting System. Under this system, state agencies are required to submit strategic plans to the GOBP and the LBB on a biennial basis.

The agency strategic plans submitted in the summer of even-numbered years are evaluated for alignment with the system goals and objectives outlined in the current FY 2016–FY 2023 strategic plan for the Texas workforce system, as well as for the incorporation of action plan accountabilities. Six of the Council's seven partner agencies are required to submit an agency strategic plan. As a part of the Office of the Governor, the division of Economic Development and Tourism is not subject to this requirement.

Council staff received and reviewed the strategic plans for six of the seven partner agencies. Three required components were assessed, and a fourth component was requested but not mandatory. Key findings for each is noted below:

- ▶ *System Objectives Accountability* (Table 1) – The table in the attachment displays the current FY 2016–FY 2023 strategic plan system objectives for which one or more partner agencies are responsible. For each long-term objective, agencies that are responsible for system performance towards that objective were asked to outline key actions, strategies, and anticipated outcomes for the strategic plan period. The level of detail provided by the agencies varied; however, all agencies that have been reviewed outlined the key actions, strategies, and anticipated outcomes to be achieved during the plan period and addressed all of their required objectives.
- ▶ *Formal Measures* (Table 2) – The table in the attachment displays the formal performance measures that are to be used for reporting to the Council each year and that were negotiated with agencies and subsequently approved by the Governor. Measure definitions and methodologies are expected to mirror those that were agreed to by the Council and each partner agency and submitted by the Council to the GOBP and the LBB. The table indicates if the required performance measures were included in the plans.

- ▶ *Required Information* – Agencies were also required to provide detailed information and examples on key initiatives that will fulfill the intent of the objectives that the agency intends to undertake, as well as the anticipated outcomes to be achieved during the agency’s strategic plan period. All agencies covered in this review addressed this request in their plans, to varying degrees of specificity. Summaries of responses can be found in the attached document.

- ▶ *Desired Information* – Agencies were asked to describe the strategies the agency will employ to build internal organizational competencies in the three strategic pillars noted in *The Texas Workforce System Strategic Plan FY 2016–FY 2023*. The three strategic pillars include customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation. Examples of the responses received by partner agencies can be found in the final section of the attached document.

Recommendation

It is recommended that members note the information contained in this memorandum.

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AGENCY STRATEGIC PLAN REVIEW

Introduction

The Texas workforce system is a complex structure composed of numerous programs, services, and initiatives administered by the Texas Workforce Investment Council (Council), state agencies, local workforce development boards, independent school districts, community and technical colleges, and local adult education providers. System partners are responsible for the delivery of a wide range of workforce education and training programs and related services, as well as education programs that support career preparation and advancement.

The workforce system is interconnected by the programs and agencies that either serve common customers or are charged with achieving similar employment and education outcomes for their targeted customer groups. Therefore, the strategic planning process is designed to identify and focus on systemic issues that affect multiple parts of the system, either programs or agencies, and address all prominent workforce issues.

Texas has a strategic planning process for all state agencies housed within the executive branch of government, as required by Texas Government Code (TGC), Chapter 2056. Agencies may also be subject to other state planning requirements, such as those specified for workforce system partner agencies. As specified in TGC, §2308.104, the Council develops a single strategic plan for the state's workforce system. This strategic plan must include goals, objectives, and performance measures for the system and the state agencies that administer workforce programs.

The statute further mandates that, upon approval of the system strategic plan by the Governor, each agency administering a workforce program use the system plan when developing its operational plan. Agency plans must align with the long-term objectives outlined in the current system strategic plan as well as with the formal performance measures negotiated with the Council and approved by the Governor.

The Texas Workforce System Strategic Plan FY 2016–FY 2023 is a guide for system partners that deliver workforce programs and services; however, it does not duplicate agency strategic plans. It identifies four critical business issues for the workforce system that are the basis for six objectives to be addressed by system partners over the plan period. The current system strategic plan was developed for an eight-year time frame, in part, to align with Texas' Strategic Planning and Performance Budgeting System and the four-year cycle of state workforce plans required by the federal Workforce Innovation and Opportunity Act. Under this system, state agencies are required to submit strategic plans to the Governor's Office of Budget and Policy (GOBP) and the Legislative Budget Board (LBB) on a biennial basis. As a part of the Office of the Governor, the division of Economic Development and Tourism is not subject to this requirement. However, six of the Council's eight partner agencies are required to submit agency strategic plans:

- ▶ Texas Department of Criminal Justice-Windham School District (TDCJ-Windham)
- ▶ Texas Education Agency (TEA)
- ▶ Texas Higher Education Coordinating Board (THECB)
- ▶ Texas Juvenile Justice Department (TJJJD)
- ▶ Texas Veterans Commission (TVC)
- ▶ Texas Workforce Commission (TWC)

Agency strategic planning instructions are issued by the GOBP and the LBB, typically in March of even-numbered years. This year, Council staff evaluated agency plans to determine their alignment with system goals and objectives, as well as their incorporation of action plan accountabilities.

System Objectives Accountability

For each long-term objective, agencies that are responsible for system performance towards that objective were asked to outline key actions, strategies, and anticipated outcomes for the strategic plan period. The level of detail provided by the agencies varied; however, all covered agencies outlined the key actions, strategies, and anticipated outcomes to be achieved during the plan period and addressed all of their required objectives. Review results are presented in Table 1.

Table 1: The Texas Workforce System Strategic Plan FY 2016–FY2023 – System Objectives

No.	System Objective	TDCJ	TEA	THECB	TJJJ	TVC	TWC
1	Increase business and industry involvement		Yes			Yes	
2	Expand licensure and industry certification	Yes	Yes	Yes		Yes	Yes
3	Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes	Yes		Yes			Yes
4	Improve and enhance services, programs, and policies to facilitate effective and efficient transitions		Yes	Yes			
5	Develop and implement policies and processes to ensure portable and transferrable credit and credentials			Yes	Yes		
6	Employ enhanced or alternative program and service delivery methods				Yes		Yes

Agency Acronyms:

TDCJ	Texas Department of Criminal Justice
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
TJJJ	Texas Juvenile Justice Department
TVC	Texas Veterans Commission
TWC	Texas Workforce Commission

Formal Measures

Formal performance measures were negotiated with agencies and subsequently approved by the Governor. These measures are then reported to the Council each year. Measure definitions and methodologies are expected to mirror those agreed to by the Council and partner agencies, and are submitted by the Council to the GOBP and the LBB. Review results are displayed in table 2 below.

Table 2: Partner Agency Strategic Plans – 2016–2023: Formal Measures by Agency

Program	Administrative Agency	Measure 1	Measure 2	Measure 3	Measure 4
		Educational Achievement Rate	Entered Employment Rate	Employment Retention Rate	Customers Served
Postsecondary Community and Technical College Corrections – Academic and Technical	TDCJ	Yes			Yes
Secondary Academic Education Windham	TEA	Yes			Yes
Secondary Career Technical Education (CTE)	TEA	Yes	Yes		Yes
Secondary Education	TEA	Yes			Yes
Secondary Technical Education Windham (CTE)	TEA	Yes			Yes
Community and Technical College Academic Education	THECB	Yes	Yes	Yes	Yes
Community and Technical College Technical Education (CTE)	THECB	Yes	Yes	Yes	Yes
Secondary Academic Education Corrections	TJJD	Yes			Yes
Secondary Technical Education Corrections (CTE)	TJJD	Yes			Yes
Veterans Employment and Training	TVC		Yes	Yes	Yes
Adult Education – WIOA, Title II	TWC	Yes	Yes	Yes	Yes
Adults – WIOA I, Title I	TWC	Yes	Yes	Yes	Yes
Apprenticeship Chapter 133	TWC	Yes			Yes
Dislocated Workers – WIOA, Title I	TWC	Yes	Yes	Yes	Yes
Employment Services, Wagner-Peyser – WIOA, Title III	TWC		Yes	Yes	Yes
Rehabilitation Services – WIOA, Title IV	TWC	Yes	Yes	Yes	Yes
Self-Sufficiency Fund	TWC		Yes	Yes	Yes
Senior Community Service Employment Program	TWC		Yes		Yes
Skills Development Fund	TWC		Yes	Yes	Yes
Supplemental Nutrition Assistance Program Employment and Training	TWC		Yes	Yes	Yes
Temporary Assistance for Needy Families Choices	TWC		Yes	Yes	Yes
Trade Adjustment Assistance	TWC		Yes	Yes	Yes
Youth – WIOA, Title I	TWC	Yes	Yes	Yes	Yes

Agency Acronyms:

TDCJ	Texas Department of Criminal Justice
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
TJJD	Texas Juvenile Justice Department
TVC	Texas Veterans Commission
TWC	Texas Workforce Commission

Required Information – System Objectives

For each system objective, the agency responsible for the objective was asked to provide information on key initiatives that will fulfill the intent of the objective that the agency intends to undertake, as well as the anticipated outcomes to be achieved during the agency's strategic plan period. Review results are displayed below by corresponding agency.

Texas Department of Criminal Justice – Windham School District

1. Expand licensure and industry certification.

The Texas Department of Criminal Justice (TDCJ) and Windham School District (WSD) plan to meet with industry leaders to refine their knowledge regarding the licenses and certifications desired by the industry. Information gathered at the meetings may lead to implementation of additional curriculum as well as expanded opportunities in the provision of certifications and licensure for both teachers and offenders.

2. Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.

TDCJ and WSD intend to work with outside employers in order to stay abreast of current industry trends. The information obtained from employers will provide the knowledge needed for current tools and equipment as well as curriculum to further support workforce needs.

Employers will have the opportunity to meet the needs of their workforce through TDCJ and WSD websites. Employers will be able to post open and available employment opportunities that target former offenders.

Texas Education Agency

1. Increase business and industry involvement.

TEA proposes to increase high school relevancy and to improve the transition of students from K–12 into higher education, the workforce, and the military. These efforts will include improving industry-based certifications by connecting graduation to job skill competencies and aligning career and technical education programs, content, and outcomes with third-party, industry-based certifications.

2. Expand licensure and industry certification.

TEA plans to collaborate with partners in the development of online tools and a state portal that parents, educators, and students can use to understand job demand, formulate graduation plans, and prepare students for appropriate workforce or postsecondary paths. To implement the portal, TEA will provide information about attaining industry licensures and certifications and professional development training to secondary administrators and counselors in career options and third-party, industry-based licensures or certifications for students.

3. Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.

TEA will annually collect third-party, industry-based certification information from school districts and open-enrollment charter schools. TEA is in the process of actively engaging business and

industry representatives to review the current certifications list and identifying those that are most meaningful. Relevant third-party, industry-based licensures and certifications will then be used as examples in revised programs of study that are developed and made available by TEA.

Texas Higher Education Coordinating Board

1. Expand licensure and industry certification.

THECB is in the process of convening committees based on the national career cluster model to begin the programs of study development process. These committees will be composed of representatives from secondary and postsecondary education, business and industry, and other career and technical education experts. The committees will focus on the sequence of courses, beginning in high school and continuing at the postsecondary level, required to prepare a student for a specific career upon graduation. The committees will also identify third party certifications and licenses required by specific occupations, if applicable. The goal is to align career and technical education program content and outcomes with industry-based certifications.

2. Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.

To meet employers' need for a highly qualified workforce, THECB will collaborate with partner agencies to develop committees, which will include representatives from business and industry, to identify which courses should be included in each program of study.

3. Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.

A formal partnership between THECB, TEA, and TWC has been established to collaborate in the programs of study development process. Representatives of business and industry working together with secondary and postsecondary educators to develop programs of study will help better inform students with education choices to gain critical employability skills. The anticipated outcome is an enhanced training pipeline that will provide Texas employers a larger pool of highly trained workers.

An additional goal of the programs of study initiative is to develop a replicable and sustainable model. This will accelerate the program development process at community and technical colleges. By pursuing an integrated approach strategy, the entire system should operate more efficiently and effectively for students and business and industry stakeholders.

4. Develop and implement policies and processes to ensure portable and transferrable credit and credentials.

THECB is mandated to develop career and technical education programs of study in collaboration with TEA and TWC. The purpose of these programs of study is to ensure that the critical linkages between secondary and postsecondary career pathways, including dual credit, are providing seamless transitions and transfer options that address the needs of business and industry for a highly skilled workforce. The goal of these efforts is to improve completion and graduation rates, thereby increasing the number of individuals with a diploma or degree, as well as nontraditional credentials that are in high-demand in both today's job market and to meet the needs of the future.

Programs of study are tied to coherent sequences of academic, career, and technical courses and training, developed in consultation with business and industry. This sequencing is intended to smooth out the transfer between community and technical colleges and will ultimately result in higher graduation or completion rates in areas where workers are needed in the current job market.

Texas Juvenile Justice Department

1. **Develop and implement policies and processes to ensure portable and transferrable credit and credentials.**

TJJD will support college and career readiness skills development, enhanced or alternative program and service delivery methods, and educational opportunities for non-incarcerated youth, which will build skill development. TJJD plans on enrolling students in complementary core courses such as business English to address resume writing and technical writing. The agency will also implement articulation agreements with community colleges to offer dual credit courses that are aligned with professional and industry standards.

2. **Employ enhanced or alternative program and service delivery methods.**

TJJD will better assist youth upon re-entry by expanding employment and educational programs. The agency is increasing the number of workforce development reentry specialists at resource centers. This will not only reduce the number of caseloads but will help develop and improve meaningful partnerships with youth and families in facilitating seamless and successful re-entry.

TJJD plans to facilitate connections with employment opportunities, help with improving employability skills, and assist with enrollment in secondary and postsecondary education and applying for community-based services and resources.

TJJD anticipates expanding innovative programs such as the Capstone Program Pairing Achievement with Service while creating proactive opportunities such as dorm-based youth mentoring programs and peer-to-peer recovery models.

Texas Veterans Commission

1. **Increase business and industry involvement.**

TVC will conduct semi-annual employer satisfaction surveys, analyze survey data and evaluate ways to improve outreach programs for employers to assist veterans in finding quality employment.

2. **Expand licensure and industry certification.**

TVC will use third-party, industry-based certifications, where relevant, as an education or training outcome to connect graduate competencies to job requirements.

TVC will work with the state's regulatory agencies in adopting the use of the Texas Department of Licensing and Regulations primer on developing military service credit for occupational licensing. TVC will help each regulatory agency to develop standardized training tailored to its specific needs as well as develop a guide that will accurately evaluate military service credit.

1. Expand licensure and industry certification.

Texas businesses receive valuable assistance through an integrated workforce system. Businesses have access to pools of job seekers at all levels of education and experience, allowing potential employers to tailor new hires to the requirements of the job and build a better workforce. Close ties to the local labor market enable Boards to conduct outreach by working with businesses to provide opportunities for work experience and on-the-job training, and allow low-skilled workers to build skill sets relevant to the current market. Additionally, Boards are well positioned to work with other community partners, such as economic development organizations, to expand opportunities to all customers.

Continued efforts to affect system-wide improvements include the expansion of employers' access to grants under the Skills Development Fund. Programs backed by the fund build skill competencies to meet current and future demand in high-growth industry sectors. In crafting solutions for Texas employers, community-based organizations and technical colleges partner with TWC and local employers to provide job training when a specific need is identified.

2. Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.

Workforce Services:

The Tri-Agency Workforce Initiative was established to assess local economic activity, examine workforce challenges and opportunities, and consider innovative approaches to meeting the state's workforce goals. The commissioners of TEA, THECB, and TWC will hold a series of statewide regional education and workforce meetings and report back with their findings and recommendations.

TWC's workforce development efforts align with the governor's economic strategies by allocating resources to support opportunities in vital industry clusters. The agency proactively supports science, technology, engineering, and math (STEM) education and training, to ensure that the future workforce is equipped with the knowledge and skills that are in demand by Texas employers.

TWC's Skills for Small Business initiative provides further training opportunities for both employer and employee. TWC's partnership with the Office of the Governor's Economic and Tourism division hosts the Governor's Small Business Forums. The Texas A&M University Engineering Extension Service provides and supports geographic mapping technology via the SitesOnTexas.com website, which assists employers in planning for business expansion, job retention, and workforce training.

TWC conducts small business forums and biannual strategic planning meetings. These events provide an opportunity to collaborate on various workforce and economic development needs with the various partners.

TWC's registered apprenticeship program serves both employers and job seekers by training workers for well-paying jobs with promising futures. Apprenticeship programs have demonstrated that employers who invest in training have lower employee turnover, increased employee productivity, better employee problem-solving skills, and improved employee relations. The employer and employee are equally committed to the program's success.

The Texoma Board established a partnership with the Southern Oklahoma Workforce Board, Southeastern Oklahoma State University, and several other key organizations in Oklahoma to form the Texoma Regional Consortium, which covers a 13-county region along the Texas and Oklahoma borders. The Texoma Regional Consortium addresses needs of local business and industry in both Texas and Oklahoma through participation in strategic planning to identify key regional strategic themes, develop regional labor market analysis, sponsor regional job fairs, and participate in other joint ventures to address workforce and economic challenges.

Vocational Rehabilitation:

Effective September 1, 2016, TWC will assume responsibility for the General Vocational Rehabilitation program, Blind Vocational Rehabilitation program, and Independent Living Services for Older Blind with the transfer of Vocational Rehabilitation (VR) to TWC. TWC will ensure staff are trained and supported to assist all individuals with disabilities in achieving integrated, competitive employment. TWC will also promote the availability of customized training designed to prepare an individual with a disability for the individual's preferred employment.

As the VR programs transfer to the agency, TWC will continue to develop and expand partnerships that improve rehabilitation employment outcomes for VR participants. Specifically, these partnerships will focus on increasing the number and variety of work-based learning opportunities available to VR participants, to include work experience, internships, on-the-job training, apprenticeship, and job shadowing.

TWC's VR Services will also collaborate with Boards to develop and implement a coordinated, team-based approach to serving employers. This strategy will include other state and federal partners, such as the U.S. Department of Labor's Office of Federal Contract Compliance Programs and the Veterans Administration, who conduct ongoing outreach with federal contractors to increase awareness, recruitment, hiring, and retention of qualified individuals with disabilities, including veterans.

Adult Education and Literacy:

Adult Education and Literacy (AEL) promotes increases in employment, higher education transition, skill gains, and secondary completion through demonstrated approaches that integrate system services and leverage community partnerships.

Texas Workforce Solutions provides locally customized services that address the needs of each region of the state. The Boards comprise a cross section of local officials and businesses that form partnerships with local entities to deliver integrated services that address each community's unique needs. This workforce system now supports the delivery of AEL services within local communities to assist those individuals who need education and training in order to obtain the basic skills that will enable them to obtain sustainable employment and become self-sufficient.

TWC strongly supports partnerships that increase opportunities for adult learners to transition to postsecondary credentials, including registered apprenticeship certification and industry-recognized certificates and licenses that are portable and stackable. Current initiatives strategically position the statewide system for innovation in new directions related to full system integration and postsecondary education 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. These initiatives include integration of services to support alignment of AEL activities with other core programs; the continued development of models for integrated education and training career pathways; and capacity building and deployment of successful career pathway programs.

3. Employ enhanced or alternative program and service delivery methods.

TWC, the 28 boards, and their contracted services providers and community partners continue to follow the principle of full integration of core programs. The strategy of alignment, coordination, and integration of education and employment and training programs is underway and virtually fully realized. Customers have local access to workforce solutions and statewide services at numerous Workforce Solutions Offices. Texas Workforce Solutions provides workforce development services that help workers find and keep good jobs and help employers hire the skilled workers they need to grow their businesses.

Effective September 1, 2016, TWC will assume responsibility for the administration of all WIOA core programs, with the transfer of VR to TWC. General and blind VR programs provide a range of services vital to the goal of helping individuals with disabilities prepare for, find, and retain meaningful jobs with competitive salaries. As part of the transition process, TWC will look for opportunities to enhance efficiencies and streamline operations, while meeting all federal requirements and improving overall employment outcomes.

System partners are responsible for the delivery of some 20 workforce education and training programs and related services, as well as education programs that support career preparation and advancement. Strategically, the programs and agencies serve either a common customer or are charged with achieving similar employment and education outcomes for their targeted customer groups.

System partners provide services that facilitate the match between employers and job seekers and provide employment, training, and retention services for eligible participants and individuals with barriers to employment, prioritizing services to recipients of public assistance, other low-income individuals, and individuals who are disabled and/or basic skills deficient to encourage financial self-sufficiency.

Veterans are assisted as they transition to civilian life through programs that help them prepare for and find employment, including peer support through the Texas Veterans Leadership Program, accelerated education and recognition of military training through the College Credit for Heroes program, and access to available employment opportunities through the Hiring Red, White and You! statewide hiring fairs.

Desired Information – Strategic Pillars

As part of the strategic plan development process, several strategic imperatives were identified as key characteristics that serve as foundational or core elements that represent a best-in-class workforce system. These three imperatives serve as pillars upon which the capacity of the Texas workforce system should be built in order to successfully identify and respond to changing market conditions and the needs of all workforce system customers. These overarching strategic imperatives are core competencies that must be embedded in all system elements to achieve this plan's vision and mission. Therefore, it is a key tenet of the workforce system that all partners have core competencies in and a commitment to customer service satisfaction, data-driven program improvement, and continuous improvement and innovation.

Agencies were asked to describe the strategies they would employ to build internal organizational competence in each of the three strategic pillars. Displayed below are examples of responses received by partner agencies.

Customer Service and Satisfaction

TVC uses a strategic approach by evaluating employment trends within the labor market by using the various tools provided by TWC. In an effort to anticipate the changing employer needs and ensure those needs are met, TVC will employ several methods to accurately assess the current level of satisfaction to project the future needs of the employer. Methods will include but are not limited to employer panel discussions, on-site outreach visits, and participation in employer organizations such as local chambers of commerce and other professional business organizations.

TWC assures customers that whenever they enter the workforce system, there is a pathway through the system by instituting a "no closed door" culture to ensure quality referrals and successful outcomes for customers of the Texas workforce system programs and services; any point of entry should be capable of providing customers with access to the full spectrum of programs and services.

Data-Driven Program Improvement

TVC policies include evaluating program data to identify trends, shortfalls, staffing needs, and benchmarks for the future. The agency will also continue to provide program data through the workforce investment performance report on a state and federal level.

TWC's Division of Operational Insight (DOI) is responsible for producing, analyzing, and reporting performance. DOI provides timely, accurate, and understandable information and analyses relevant to the performance, accountability, and integrity of the Texas workforce system. DOI's reporting ensures that TWC and Boards have the information necessary to make policy decisions that will help the system meet or exceed performance expectations.

TWC specified that the agency actively monitors the system through monthly, and in some cases weekly, performance reports. Program staff review these reports and communicate with system partners as appropriate to provide technical assistance and obtain information on best practices to share with other partners. TWC's Commissioners hold open, posted, performance and financial briefings on a quarterly basis.

Continuous Improvement and Innovation

TVC provided strategies that include evaluating services for veterans and employers through partnerships and data collection. In addition, TVC will continue to work with and share information and best practices with stakeholders, state and federal agencies, as well as veteran employment service providers nationwide.

TWC seeks to understand what factors influence performance in order to be able to determine whether results achieved were reasonable, to predict what levels of performance are likely to be achieved in the future, and to identify what actions the system should take when serving specific customers to achieve effective outcomes. These efforts will support continuous improvement and set the foundation for developing effective means to measure the return on investment.

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: KL.twic.I18.090916

TO Council Members

SUBJECT Industry-Based Certification System Initiative

Introduction

The Texas Workforce Investment Council (Council) launched a strategic system initiative to identify and track third-party, industry-based certifications to increase the workforce system's capacity to produce workers with these credentials. The Council charged a task group of workforce system partners to define the certifications that are in demand and develop a system to identify and track the supply of workers with this credential. This item will brief members on the work of the task group to date.

Background

Texas Government Code mandates the Council to develop a single strategic plan that establishes the framework for budgeting and operations of the workforce development system. State statute further directs the Council to address problems identified within the workforce system and promote the development of a well-educated, highly skilled workforce. The Workforce Innovation and Opportunity Act of 2014 additionally instructs the Council to assist the governor in the development and continuous improvement of strategies for meeting the needs of employers, workers, and jobseekers.

The strategic plan for the Texas workforce system covers the fiscal years from September 1, 2015, to August 31, 2023. To achieve the Council's vision of an innovative, world-class Texas workforce system, the Council identified three core competencies, or system imperatives, that must be strengthened across the system. At its February 2016 meeting, the Council endorsed a project management approach to manage a series of strategic system initiatives to support development of these core competencies. The Council then approved the project scope and primary objectives for a system initiative to identify and track third-party, industry-based certifications in Texas and charged a task group to lead the development and execution of the project work plan at its meeting in June 2016.

The initiative is based on research that the Council considered on two issues: the changing demand for middle-skill workers and the increasing demand for industry-based certifications for Texas workers. Members have been informed about the processes by which middle-skill science, technology, engineering, and mathematics (STEM) occupations and third-party, industry-based certifications were identified for Texas.

Attachment

1. Project Scope for a Strategic System Initiative: Identifying and Tracking Third-Party, Industry-Based Certifications in Texas

Discussion

The first strategic system initiative addresses all three core competencies outlined in the workforce system strategic plan. These core competencies include customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation. These competencies support development of

the workforce system capacity to respond to changing market conditions and the needs of workforce system customers. The initiative is aligned to the employer-related system strategy to use certification where relevant as an education or training outcome to connect graduate competencies to job skill requirements in order to expand licensure and industry certification in the state.

Project Management Approach

The Council has endorsed a project management approach to manage a variety of strategic initiatives through a series of phases. This approach provides the Council with direct oversight in the planning and management of each phase of any system initiative and the flexibility to introduce new initiatives or adapt, merge, and scale promising practices into system initiatives over the course of the strategic plan period. The project management approach emphasizes preparation and planning from research-based concept development to collaborative implementation planning that is structured around six phases in the life cycle of a system initiative, including: research, initiate and launch, proof of concept, plan, execute and monitor, and institutionalize the innovation and learning developed through the process.

Strategic System Initiative Concept

System partners will work in collaboration throughout this initiative, which is anticipated to proceed in two distinct project cycles:

- 1) identify the third-party, industry-based certifications that are most in demand in Texas for middle-skill STEM occupations, and
- 2) develop a system to track the supply of workers with this credential.

The task group for the first cycle began working to develop a process to determine which certifications, among the 1,500 that were identified in the research, are in high occupational demand. The process must be replicable in order to ensure currency of the list. The second cycle will focus on the development of a system that would also capture the types and numbers of third-party, industry-based certifications and licenses across state workforce education and training programs. In time, the system would ideally provide data on third-party, industry-based certifications that support employment and increased wages as an outcome of workforce education and training programs, and potentially link individuals with certifications to the state labor exchange and labor market information systems.

This initiative is supported by research reports that define third-party, industry-based certifications; define and identify middle-skill STEM occupations; and link those occupations with associated certifications. Before work can begin to develop a tracking system for industry-based certification, the state must identify those certifications that are of primary interest to employers in Texas. The list of some 1,500 certifications, identified in the research, must be refined and reduced through a validation process that is being developed by a task group.

Industry-Based Certifications Initiative Task Group

Task groups provide the strategic focus, operational insight, and leadership to implement the initiative that the Council has endorsed. Composed of both agency and external members, the task group for the certification system initiative received the charge from the Council in June 2016. The group has since held meetings to review and discuss the research conducted on certifications and middle-skill STEM occupations and has established a schedule for planning meetings and a preliminary list of criteria that the final list must meet.

The task group members that are working to develop a process to reduce the certifications include:

Employer Representatives (2)

Steve Boecking, Vice-President, Hillwood Properties

Tom Halbouty, retired, Vice President, Chief Information Officer and Chief Technology Officer, Pioneer Natural Resources (task group chair)

External Stakeholder Representatives (4)

Pat Bubb, Coordinator of Strategic Partnerships, Rio Grande Valley Linking Economic & Academic Development (RGV LEAD)

Jacob Fraire, President and CEO, Texas Association of Community Colleges (TACC)

Robin Painovich, Executive Director, Career and Technology Association of Texas (CTAT)

Mike Sandroussi, President, Craft Training Center of the Coastal Bend (CTCCB)

Agency Representatives (6)

Clint Carpenter, Superintendent, Windham School District, Texas Department of Criminal Justice

Doyle Fuchs, Director, Labor Market and Career Information, Texas Workforce Commission

Lizzette Reynolds, Special Projects, Texas Education Agency

Tim Shatto, Operations Manager, Veterans Employment Services, Texas Veterans Commission

Connie Simon, Educational Reentry Programs and Support, Texas Juvenile Justice Department

Garry Tomerlin, Deputy Assistant Commissioner, Workforce, Texas Higher Education Coordinating Board

The task group has been meeting since the Council approved the scope for the initiative and issued the charge at the quarterly Council meeting in June. As of August, meetings are scheduled bimonthly with one of the meetings scheduled as a conference call to accommodate members outside of Austin. Assignments gather additional information to advance the work in between the meetings. In the first meeting, the group reviewed the research conducted on industry-based certification, introduced their agencies and organizations, and discussed the Council's charge and what is known about the current situation.

Now in the proof of concept phase of the initiative, the group reported findings from an agency/organization self-assessment and discussed to what extent agencies and organizations have currently been using industry-based certifications in education, employment, and training programs or in hiring new employees. Findings confirm that the majority of the work that is currently underway is associated but not directly aligned with certification; that is, with the exception of the Texas Department of Criminal Justice–Windham School District and the Texas Juvenile Justice Department. These agencies align programs with industry-based certifications and collect data on student progress. This work establishes the relevancy of the initiative to the many facets of the workforce system for members of the task group. It also serves to help the task group identify gaps in current practices that will inform the future deliverables and work within the agencies that extends beyond the scope of this initiative.

The group also identified an initial list of criteria and methods used related to identifying certifications or tracking student progress toward certification. The task group is using this information and discussion to hone their understanding of the charge, brainstorm methods of determining a final list of certifications, and develop a clear list of criteria that will inform the list reduction process. This work is preparing the task group to develop a process for reducing the list of 1,500 certifications identified in the research.

Recommendation

It is recommended that the Council note the information that is in this briefing item.

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Project Scope for a Strategic System Initiative

Identifying and Tracking Third-Party, Industry-Based Certifications in Texas

To increase the workforce system's capacity to produce workers with validated skills to meet the projected job growth in middle-skill science, technology, engineering, and math (STEM) occupations in Texas, workforce system partners will work to define third-party, industry-based certifications (certifications) that are in demand and develop a system to identify and track the supply of workers with this credential. A tracking system for certifications will help the state determine what programs are needed and measure program effectiveness in order to adequately prepare workers in the state to fill job openings for middle-skill STEM occupations. This initiative supports three system imperatives championed in *The Texas Workforce System Strategic Plan FY 2016–2023*—customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation—and the following goal, objective, and key strategy:

System Goal Area 1: Focus on Employers

System Objective: Expand licensure and industry certification

System Partner Strategy: Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

Rationale

While national attention has primarily focused on employer demand for STEM-capable workers with at least a four-year degree, recent studies suggest high demand in occupations that require some postsecondary education and training but not necessarily a four-year degree—commonly referred to as middle-skill STEM occupations. Middle-skill STEM occupations encompass many of the fastest-growing and most-needed jobs in the nation. Consequently, studies of STEM-capable workers suggest stronger long-term employment outcomes for workers with credentials in STEM at all levels of educational attainment.

Third-party, industry-based certifications are not new, but the value of these credentials is often overlooked. Secondary and postsecondary education institutions counsel and prepare students through career pathways that sometimes, though not consistently, result in industry-based certification. Similarly, the workforce system provides training to help incumbent workers gain the skills needed to acquire, retain, or advance in jobs that require higher order thinking and technical skills. Again, sometimes workforce training results in a marketable credential like industry-based certification.

In this environment, projected middle-skill STEM job growth presents an opportunity for Texas to focus on raising the STEM capabilities of the workforce by engaging workforce system partners in an initiative that will support long-term efforts to effectively adapt programs and services and ensure that workers exit programs with a portable credential. Several preliminary steps have been taken to determine the approach and focus of the research. The research conducted by the Texas Workforce Investment Council clearly defines and differentiates third-party, industry-based certifications as a portable credential. Promising practices in tracking certifications in other states have been considered, and the middle-skill

STEM occupations for Texas and certifications required by those occupations have been identified. This process highlighted a gap in workforce data related to determining the supply of workers with this classification.

An initiative focused on the outcomes of education and training programs that result in third-party, industry-based certification offers the following benefits to the workforce system:

- Workers benefit from the portability of an industry validated credential that demonstrates employability with the right set of skills. This improves worker mobility and opportunities for advancement.
- Employers benefit from increased productivity that results from finding workers with the skills needed to start-up or expand operations or to replace workers due to attrition.
- Program and service providers benefit from comparative data that demonstrates the effectiveness of students' preparation and certification.
- The state benefits by increasing the number of qualified workers that meet the needs of employers relocating or expanding in Texas and by reducing the number and duration of workers receiving unemployment benefits.

Scope of the System Initiative

The Identifying and Tracking Third-Party, Industry-Based Certifications in Texas system initiative will engage all of the system partners who have action plans related to certifications in the system strategic plan as the primary partners on the task group. Agency partners on this initiative will include the Texas Department of Criminal Justice, Texas Education Agency, Texas Higher Education Coordinating Board, Texas Veterans Commission, Texas Workforce Commission, and Department of Juvenile Justice.

This system initiative will be conducted over two complete project cycles, as follows:

1. Analyze and finalize a list of the third-party, industry-based certifications that are critical to employment outcomes in middle-skill STEM occupations in Texas.
2. Develop a system for tracking third-party, industry-based certifications.

Specifically, an initial list of industry-based certifications for middle-skill STEM occupations in Texas has been compiled. All references to certification(s) represent third-party, industry-based certification as defined in the supporting research. The project will not address certificates or other educational credentials. The first step for the task group will be to develop a process, methodology, and criteria to reduce the list of 1,500 industry-based certifications to an actionable list that system partners can develop and use to implement action plans in the system strategic plan. In step two, a second task group will define how partner agencies will use their IT and accountability systems to determine the numbers of students and workers who successfully complete training and receive third-party, industry-based certifications.

Primary Objectives of the System Initiative

Strategic system initiatives support the overarching goals of the system strategic plan and provide the context for interagency collaboration to design and execute projects that support partner activity and achieve system objectives over the course of the plan period. This initiative supports the expansion of licensure and industry certification that will enable the use of third-party, industry-based certifications

where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

- All stakeholders understand the distinct value of industry-based certifications and licenses compared to other credentials for certain occupations in the Texas labor market.
- Middle-skill STEM occupations in Texas that require industry-based certification and licensure are supported through relevant education and training.
- State education and training systems are informed about the industry-based certifications and licenses that support high-growth occupations in Texas.
- The state has a primary resource from which to quantify the industry-based certifications and licenses available in the state for target occupations.

Current State

1. Current state data systems lack the ability to capture relevant information and data on industry-based certifications and licenses to identify those that are in high demand by employers.
2. The state's education agencies capture data on some certifications and licenses to meet federal reporting requirements. However, there is no primary resource that captures aggregate certification outcomes data across state agencies.
3. National certifying entities do not share their data. There are currently no information and data on industries with industry-based certifications and licenses that would be of benefit to employers.

Future State

The Council envisions a system that would identify the certifications and licenses that are in high occupational demand and that would ensure currency of the list. The system would also capture the types and numbers of third-party, industry-based certifications and licenses across state workforce education and training programs.

In time, the system would ideally provide data on third-party, industry-based certifications that support employment and increased wages as an outcome of workforce education and training programs, and potentially link individuals with certifications to the state labor exchange and labor market information systems.

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**TWIC BRIEFING ITEM
MEMORANDUM**

REF: RW.twic.II9.090916

TO Council Members

SUBJECT Research on Work-Based Learning

Introduction

The Texas Workforce Investment Council (Council) operates as the state workforce board required by the federal Workforce Innovation and Opportunity Act of 2014 (WIOA). The role of the Council is strategic; it provides research, information, and analysis that facilitates collaboration between system partners and relevant stakeholders, and alignment between elements of the Texas workforce system. As part of the development of the strategic plan for the Texas workforce system, critical issues and opportunities were identified that system partners must address over the next several years. The issues identified included the increasing demand for industry-based certifications and middle-skill science, technology, engineering, and mathematics (STEM) occupations.

Background

To develop a stable pipeline of new workers with the education and technical skills employers require, Texas has ambitiously pursued policies to secure its future workforce and economy. Similar to other states, Texas has utilized legislative actions and various education initiatives to increase the number of individuals who have a postsecondary credential or degree. Work-based learning strategies and programs offer participants a pathway to earn key postsecondary credentials for in-demand jobs in the state. These programs allow individuals to apply academic learning to real workplace experiences to enhance skills and provide states and employers a method to address existing and future workforce needs. This memorandum provides system partners and stakeholders with a broad understanding of work-based learning by highlighting and discussing key concepts and nationwide practices identified in the research.

Attachment

1. Research on Work-Based Learning

Discussion

Work-based learning opportunities have been identified nationwide as an important education and training strategy that can result in industry-based certifications for critical middle-skill STEM jobs in Texas. The purpose of this memorandum is to inform Council members on research conducted on work-based learning. The research explores the various aspects of work-based learning and its usage around the country. As an educational strategy, work-based opportunities such as job shadowing and apprenticeships complement more traditional graduation or four-year degree pathways. Work-based learning provides numerous benefits to students, parents, schools, and employers. Work-based programs keep students engaged by helping them understand the value and application of learning that can result in meaningful careers to address employment needs and growth opportunities.

What is Work-Based Learning?

Work-based learning is a key method for stakeholders to align education and the workforce with the needs of the economy. Traditional classroom education is applied to real work experiences to increase

technical skills and employability. The process of acquiring academic, technical, and employability skills is a critical aspect of work-based learning programs.

Instead of following a prescriptive standard or definition, work-based learning programs and experiences generally follow similar work-to-learn principles. Work-based learning is understood as a continuum of programs that provide individuals with authentic education and work experiences that follow a career pathway. Collaborative partnerships are created to develop methods of conveying academic concepts and workplace skills necessary for individuals to successfully transition from school to career.

The Work-Based Learning Continuum

As industries continue to evolve, new education and training strategies are developed and utilized to prepare individuals for careers. Career education and training has expanded and now permeates nearly every educational level. Depending on the program, work-based activities may begin in elementary education and up through adult education and literacy programs.

The work-based learning continuum is a sequenced and coordinated series of events that expose participants to increasing levels of work-related activities. The general structure of the continuum includes four phases—career awareness, career exploration, career preparation, and career training and education—in which experiences advance towards postsecondary education or professional careers. Each phase is characterized by generalized learning outcomes and experiences that increase in intensity as individuals move along the continuum. While the various learning outcomes and activities are flexible and overlap, generally work-based experiences provide deeper levels of learning and career development as individuals move from activities like guest speakers and career fairs to internships and apprenticeships.

National and State-Level Work-Based Learning

Federal, state, and independent organizations around the nation have increased their efforts to understand and facilitate work-based learning. Over the last two decades various federal legislation has fostered a stronger connection between secondary and postsecondary education and the workplace. Recent legislation, such as WIOA, represents a refocus on critical education and training pathways that result in positive workforce outcomes. National organizations have also worked to research and facilitate a variety of partnerships and state-level experiments in order to develop strategies for scaling work-based learning opportunities that provide students with skills and credentials valued in the labor market.

The state-level work-based learning profiles are a key component of this research. In all, 14 states were identified and featured in the report—California, Colorado, Florida, Georgia, Massachusetts, Michigan, New York, Oklahoma, Tennessee, Texas, Vermont, Virginia, Washington, and West Virginia. The state profiles provide a sample of various legislative actions and best practices related to different phases of the work-based continuum. While these states have similar education and workforce goals, each has pursued outcomes through a variety of investments. Overall, state legislation and initiatives have increased access and support to career and technical education and job training. State policies have been developed to address the needs of workers and employers by focusing on career pathways that link education and training, career counseling, and other support services.

Recommendation

It is recommended that the Council note the information contained in this briefing item.

Research on Work-Based Learning

The future of the nation is dependent upon a skilled and educated workforce. In order to ensure economic growth, stability, and global competitiveness, workers must have the necessary skills, knowledge, and credentials needed to succeed. The national consensus is that the goal of the education system is to prepare all students for life after graduation—namely college and careers. Yet, a great deal of national attention is focused exclusively on student pathways that result in a four-year degree or higher because those credentials are commonly associated with the most successful workforce outcomes.

While the future economy will require workers with four-year degrees or higher, many of the fastest growing occupations around the nation will include jobs classified as middle-skill, especially jobs that require science, technology, engineering, and mathematics (STEM) skills and knowledge. Middle-skill occupations—those requiring workers with education and training beyond high school but less than a four-year degree—can include sub baccalaureate credentials such as industry-based certifications, associate degrees, and more. More than ever, these credentials are critical to the workforce system. Nationwide research suggests that two-thirds of occupations projected over the next decade will require education beyond high school, and nearly half of those jobs are expected to be classified as middle-skill.

Despite concerted efforts by stakeholders and policymakers, industries around the nation are still struggling to find qualified workers to fill critical jobs. Nationwide employer surveys and anecdotal evidence have confirmed that far too many workers lack the skills or credentials required for in-demand, technical jobs. At the same time, the demand for middle-skill workers, especially with STEM-related training, continues to increase. This creates a gap wherein many high-wage, high-growth middle-skill jobs remain vacant. The challenge for system partners and stakeholders is utilizing effective education and training strategies to prepare students, at any level, for postsecondary education and professional careers.

Work-based learning strategies and programs offer stakeholders a proven method for transferring knowledge to students. Across the nation, work-based learning is receiving increasing interest among students, educators, and employers as a way to enrich academic learning with valuable career skills development. More importantly, many work-based programs serve as the platform for students to earn important postsecondary credentials, like industry-based certifications, for critical in-demand and high-wage middle-skill STEM occupations around the country.

Research Scope

As a method for earning important postsecondary credentials, work-based learning strategies are utilized nationwide to prepare students for a variety of education and career pathways. Programs are often coordinated with traditional classroom learning to create an experiential approach to education and training. Besides academic knowledge and workforce credentials, work-based learning experiences can also provide benefits to students that include cognitive and social development through the engagement of ideas and interactions with others.

This research reviews and examines work-based strategies and programs from a broad perspective. The various components of work-based learning are wide spread and can permeate many different levels and programs. Nationally, work-based learning is commonly discussed and applied to the secondary and postsecondary levels of education to build more effective talent pipelines and career pathways in order to improve workforce outcomes. But strategies and programs may also be utilized by established workers as part of an integrated adult education and literacy program to build on existing skills and knowledge.

By approaching this research broadly, a wide range of concepts and programs can be included underneath the overarching umbrella of work-based learning. The next section explains work-based learning and identifies its key

features. Then, the work-based learning continuum is outlined and described. After that, national work-based learning efforts are presented to provide context for the direction of work-based education and training. Finally, a representative sample of states is provided to illustrate the ways work-based learning is being leveraged at the state and local level. These state work-based learning profiles identify relevant practices each state has embarked upon to address specific workforce and economic needs.

What is Work-Based Learning?

Work-based learning principles and strategies have been in practice for years, becoming an integral component of education and workforce systems around the world. As one of the oldest forms of learning, work-based learning has been prevalent in the United States dating back to traditional master-apprentice relationships in agriculture and medicine. Since then, work-based learning has evolved to permeate nearly every industry and educational subject.

In general, work-based learning consists of acquiring academic, technical, and employability skills by interacting in real work environments. Activities and experiences involve practical, hands-on opportunities that link the classroom and the workplace. These opportunities provide project- and problem-focused teaching and learning, instead of more traditional abstract and theoretical methods often used exclusively in classrooms. Work-based learning provides students an avenue to discover strengths and interests associated with career fields. At the same time, employers and states can benefit from more qualified workers and a cost-effective education and training method.

While the exact classification of work-based learning may differ around the nation, goals and programs generally follow similar work-to-learn principles. The National Center for Education Statistics identifies work-based learning as supervised learning activities for students to obtain course credit and participate in workplace assignments that are either paid or unpaid. Other organizations refer to work-based learning in the context of multiple pathways—programs that link rigorous academic preparation, technical skills, and real-world learning opportunities. Examples of work-based learning programs can include internships, apprenticeships, on-the-job training, and more. A variety of work-based learning options may also occur within critical industries such as healthcare and advanced manufacturing professions.

Some organizations examine work-based learning more critically. Research conducted by the National Research Center for Career and Technical Education recognizes the positive outcomes that work-based programs can have for students. However, the center asserts that positive outcomes depend on the quality of a program. Specifically, four factors are identified that determine high-quality work-based programs: 1. programs must be structured and integrated with curriculum and result in a product that demonstrates learning; 2. students must be able to engage meaningfully with and reflect upon an experience; 3. the learning outcomes must be shared between students, educators, and employers; and 4. work-based programs must be connected to the labor market to meet employer needs. These factors illustrate that work-based learning must stress the importance of the connection between classroom and workplace learning.

The National Governors Association views work-based learning similarly. The goal of work-based learning is to provide students the opportunity to develop relevant skills and help employers access and expand the talent they need to remain competitive. The association views work-based learning as a continuum of programs that offer authentic work and educational experiences that follow a career pathway. The continuum begins with a clear partnership agreement between a student, educational institution, and sponsoring employer. In the next phase, a student participates simultaneously in a learning and work experience component. Finally, the work-based learning experience concludes by recognizing a student's learning and acquired skills, typically with a workforce credential or other educational credit.

As these characterizations illustrate, work-based learning involves a collaboration of multiple partners to develop a method for conveying academic concepts and workplace skills required for a student to successfully transition from school to further education and careers. A skilled workforce is necessary to advance economic development priorities around the nation. Thus, stakeholders and policy makers have intensified efforts to align education and workforce systems with the needs of the economy. This research identifies work-based learning as a key method to achieve that alignment by integrating a combination of work experience and applied learning as part of traditional classroom education to increase technical skills and employability.

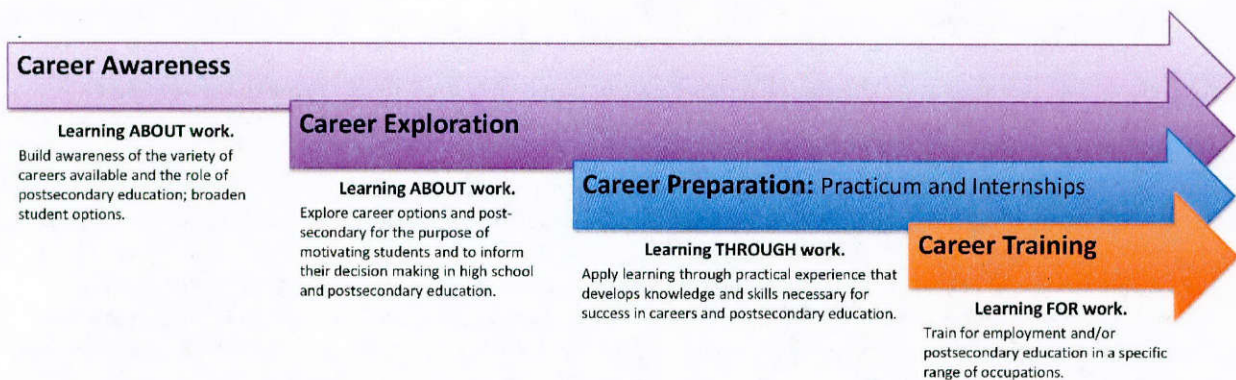
The Work-Based Learning Continuum

Work-based learning is an instructional strategy that connects a student with an industry to develop a deeper understanding of education or a specific occupation. As work-based learning strategies continue to evolve, programs have expanded and now permeate numerous education and training levels. Depending on the program, work-based experiences can begin in elementary education and up through adult education and literacy programs.

Considering the age range, programs, and learning outcomes, work-based learning can best be understood as a continuum of sequenced and coordinated events that advance towards postsecondary education or professional careers. This model refers to experiences that increase in intensity over time as students move along the continuum, from general career knowledge to immersion in a career or industry. While variations to the work-based learning continuum exist, generally, the structure of the continuum includes four phases: career awareness, career exploration, career preparation, and career training and education.

Experiences along the work-based learning continuum are flexible in nature. For instance, as previously mentioned, students may enter the continuum at any age or point in their career. Additionally, experiences along the continuum are not exclusive to each phase. Experiences such as internships can occur in career preparation, and career fairs may extend to career exploration. Work-based activities along the continuum are designed to increase in intensity over time, exposing students to deeper levels of learning and career development. From an employer's perspective, aspects of the continuum can be utilized to address long-term workforce supplies or as an avenue to immediately upskill the current workforce.

The work-based learning continuum has also been described and organized based on low to high touch experiences that describe the depth of the work experience. Low touch experiences are characterized as less structured and provide low engagement general career knowledge. Conversely, high touch experiences are very structured, high engagement experiences that fully immerse a student in a career or industry. The diagram and descriptions below provide a visual illustration of the work-based learning continuum.¹



¹ The work-based learning continuum diagram is based on the Linked Learning Pilot Program in California. The program is an approach to education based on rigorous academics and college-ready standards with sequenced, high-quality career and technical education and work-based learning.

Career awareness is the broadest of the continuum phases. At this stage, students become aware of and learn about available education and career options. By being exposed to a variety of options, students are able to identify potential pathways towards specific fields or industries. Career awareness is also the phase where students can learn how education relates to work. Typically, students begin career awareness activities in elementary school and continue through middle school. Activities in this phase are less structured and may include school sponsored career fairs or guest speakers who visit a classroom.

Career exploration is similar to career awareness and is the next step after students identify and gain a deeper understanding of their available options. Students learn about specific occupations during the career exploration phase and accumulate additional information to inform their decision making process. Students generally obtain a full understanding of the entire range of career options. Additionally, students start to match individual skills and interests to specific education and career pathways. Experiences during this phase usually begins in middle school or during the first year of high school and can include job shadowing or jobsite tours.

Career preparation provides students with the opportunity to learn through real work experiences. Students actively participate and interact with colleagues or mentors to simulate and enhance their skills and knowledge. This phase of the continuum allows students to apply foundational skills and knowledge required for college and career readiness. Experiences are geared towards integrating academic and work-based skills and usually occur during a student's freshman or sophomore year in high school. Career preparation experiences can include career-related competitions or interview training.

Career training and education represents the culmination of the three previous phases of a student's education and training. During this phase, students begin learning and training for actual employment or preparation for postsecondary education. Students are able to demonstrate specific skills and knowledge related to their selected career field. Students begin participating in career training and education towards the end of their high school career and well after graduation. Experiences during this phase are generally longer and involve the mastery of specific occupation skills. Career training and education encompasses a wide range of experiences, including internships, on-the-job training, and apprenticeships.

A robust work-based learning experience involves strong partnerships and clear expectations. Classroom education and workplace training are not repetitive at each phase of the continuum. Instead, experiences build upon each other to develop student skills and knowledge that culminate in a stackable credential. Work-based learning experiences continue throughout a student's working life as job opportunities shift or evolve. This allows students multiple entry and exit points as they progress along their academic and career paths.

Nationwide Work-Based Learning

Federal and independent entities around the nation have made significant efforts to advance the workforce system. Over the last three decades, the federal government has sought ways to keep the nation competitive in the global economy. In doing so, policy makers have explored methods to make education relevant to individuals' future careers. Numerous national organizations have also explored and experimented with states to identify best practices. The broad descriptions below identify several work-based learning actions pursued at the national level.

In 1994, the School to Work Opportunities Act was passed to develop stronger connections between secondary and postsecondary education and the workplace. Stakeholders conducted extensive research to determine how students learn and retain the skills and habits employers valued. Ultimately, a framework was produced to design a comprehensive school to work transition system. Among other provisions, the act required three basic components: work-based learning; school-based learning; and connecting activities. By the time the legislation expired in 2001, all 50 states had received federal funds to implement programs at the local level. Overall, the initiative was considered a success. Among other accomplishments, state programs decreased dropout rates and

the number of career academies in high schools increased. Even after federal funds ended, several states decided to expand their existing school to work initiatives.

Workforce development legislation was passed in 1998 to provide funds to address the training and employment needs in the nation. The Workforce Investment Act created a framework designed to meet the needs of job seekers and employers. Targeting youth and adult and dislocated workers, the act created a one-stop delivery system through which core services are provided. Training and employment programs were required to be designed and managed at the local level. Additionally, state workforce investment boards were established to develop state plans and carry out other activities.

Signed into law in 2014, the Workforce Innovation and Opportunity Act created an opportunity for workers to access education, training, employment, and support services to succeed in the labor market and to connect skilled workers with employers. Among the numerous reforms, the law requires state boards to align core partners and develop and improve the workforce system through career pathways, making work-based learning a prominent feature of the new act. Specifically, the act requires that a minimum of 20 percent of youth funding be dedicated to work-based learning.

The three previous federal laws illustrate major workforce-related overhauls in the last thirty years. Since funding expired for the school to work act, the workplace has changed dramatically with technological innovations and new economic challenges. The recent workforce innovation act represents a significant refocus on critical education and training pathways that result in positive workforce outcomes. Since then, other legislation has been passed to ensure student success. The reauthorized Elementary and Secondary Education Act in 2015 included a number of provisions related to career readiness. The act updated the definition of a well-rounded education and changed accountability requirements to include student success beyond core academic standards. In 2016, two bills were introduced to further bolster the workforce. The Career and Technical Education Excellence and Equity Act would support innovation in career and technical education by funding local grant programs. By creating local partnerships, students participating in career and technical programs would graduate with an industry-recognized credential or postsecondary credit. The bill is designed to reduce remediation and better prepare students by aligning education programs with career pathways. The Strengthening Career and Technical Education Act would reauthorize and reform the Carl D. Perkins Act to help individuals enter the workforce with the skills needed for in-demand occupations.

National organizations have also played a role in advancing workforce development. In 2012, the Pathways to Prosperity Network was created through a public-private partnership between states, educators, and nonprofit organizations. The initiative was based on the idea that the current education system was too narrowly focused on four-year degree pathways. The initiative focuses on alternative postsecondary career pathways based on in-demand, high-growth industries as a method to improve student outcomes. Preparation for these jobs requires work-based learning experiences that provide students with the skills and credentials valued in the labor market. The partnership now includes 10 states from around the nation that have pursued strategies to improve work-based learning by providing students information and experiences based on the pathway framework.

In 2015, the National Governors Association and the Siemens Foundation partnered to develop a policy academy that would support states in creating strategies for scaling work-based learning opportunities related to middle-skill STEM occupations. The initiative focuses on work-based models to determine how they can be integrated with state education and training systems to support talent pipelines and state economies. Six states were selected to participate in the initiative to create project plans that would enhance and integrate work-based learning into their state talent development systems.

Combined, the federal government and various independent organizations have been active in pursuing strategies that will improve the workforce system. These strategies have sought to strengthen the pathways that lead students from school to work. The next section further explores work-based learning at the state-level.

State Work-Based Learning Profiles

States nationwide are continuously pursuing methods to achieve their economic and workforce goals. This section explores state-level best practices for work-based learning. Similar to national efforts, states have attempted to address their own training and labor-related needs through a variety of workforce investments. Numerous states have enacted legislation and supported initiatives to address the needs of employers and workers by increasing access and support to career pathways and job-driven training. These efforts have helped workers learn skills and earn valuable credentials that are aligned with industry needs and that provide access to critical middle-skill jobs.

State work-based learning strategies were identified from 14 states around the country to create a representative sample. The states that were profiled are California, Colorado, Florida, Georgia, Massachusetts, Michigan, New York, Oklahoma, Tennessee, Texas, Vermont, Virginia, Washington, and West Virginia. The individual profiles provide a broad snapshot of work-based learning-related activities from each state. Each profile begins with a brief introduction that describes the motivating factors of each state pursuing work-based learning. Next, legislative activities related to work-based learning are presented. After that, specific state strategies are listed. The list of strategies represent commonly pursued work-based experiences utilized in the state. Finally, work-based related best practices are presented and explained. State practices involve activities that are a result of legislation, statewide initiatives, or local and regional partnerships. The state profiles are not meant to be exhaustive. Instead, they broadly illustrate the critical elements of successful work-based learning initiatives and programs— partnership agreements, learning components, workplace activities, and performance assessments. The complete list of state profiles can be located in Appendix 1.

A number of states, such as California, Florida, and Texas, have enacted significant legislation related to work-based learning. In California, the Linked Learning Pilot Program was created as an approach to education based on the idea that student success requires education relevant to them. Work-based learning programs are based on industry-sector themes to create quality career and technical education pathways that help students stay on track. Florida's career and professional education law was designed to provide individuals with an industry-based certification, and businesses with a standard to quickly and efficiently address employer supply and demand needs. The goal of the partnership between education and industry was to increase the number and quality of certifications to support workforce development across the state. Career and professional academies quickly emerged around the state to provide rigorous and career-oriented courses in secondary schools that resulted in a postsecondary credential. Texas passed House Bill 5, which significantly impacted school accountability, assessment, and curriculum requirements. Among other things, the law created a new high school personal graduation plan and introduced a new career and technology education course development option for students.

Other states, like Tennessee, Vermont, and Washington, have produced work-based learning initiatives outside of state legislation. In Tennessee, the governor launched a workforce and economic development program to increase the number of individuals with a postsecondary credential. The campaign fostered several coordinated initiatives related to the state's revitalized work-based learning model of progressive exposure and learning. Vermont developed a work-based learning coordinator endorsement to support the state's efforts to increase student participation in work-based learning as part of the high school experience. All secondary students participating in work-based experiences must have access to a licensed coordinator. State work-based learning coordinators plan, implement, teach, and coordinate instruction and related supervised experiences. The state of Washington created a manual as a resource for educators to initiate, implement, or improve work-based learning. The manual defines work-based learning for the state and provides details for districts developing worksite programs. Washington is also in the process of creating a centralized web portal to match students seeking work-based learning activities with businesses that offer programs.

In all, state-level activities have presented a multitude of promising practices for stakeholders and policy makers to examine. The profiles provide an illustration of how seriously states are pursuing methods to bolster their workforce systems and economies.

Concluding Comments

The future outlook for work-based learning is bright as stakeholders realize its benefits and programs become more widely accepted. In order to better understand work-based learning strategies and their importance to the workforce system, a broad identification of work-and-learn concepts and practices is fundamental. Work-based learning includes a wide range of programs and activities that prepare students to succeed academically and professionally. Instead of replacing traditional classroom-based learning, work-based strategies serve to complement academic and theoretical education. Students are able to apply learned knowledge to real work experiences to deepen their skills. Work-based strategies also serve as a platform for students to earn critical postsecondary credentials, such as industry-based certifications, for the growing number of high-paying middle-skill STEM occupations. By understanding the value and application of learning, students are more likely to stay in school and pursue meaningful careers that fill employment needs and growth opportunities.

Appendix 1: State Work-Based Learning Profiles

California Work-Based Learning

Overview

As part of a national education reform in the 1990s, the School-to-Work Opportunities Act provided over one billion dollars in funding to support work-based learning initiatives in every state. In an effort to establish an extensive school-to-career system, California utilized funds for activities such as apprenticeships, internships, and mentorships. However, after its initial five-year period, the funding was not reauthorized. While certain specialized work-based programs continued after the funding period ended, gaps in programs for student populations such as low-skilled youths emerged. Over the last decade, California has increased work-based learning activities. Through models such as linked learning, California has strengthened pathways for students to follow in order to gain the necessary skills for employment or continuing education. California's regional occupational centers, which started as a program to train students for trades occupations, have expanded to provide career and technical education, and employment services to students and adult learners. More recently, California has pushed to improve statewide job driven training through various funding methods. For example, California's last budget increased funding for apprenticeship programs. The funding amount was split between growing existing apprenticeship programs and creating new apprenticeship training projects in high-growth industries.

Legislative Highlights

- Career Technical Education (Assembly Bill (AB) 2648, 2008) – State, education, and industry stakeholders were convened to develop strategies to establish and expand programs for multiple career pathways. As part of the collaborative effort, the bill requires a report on best practices for integrated curriculum and instruction, as well as recommendations for planning and developing statewide programs.
- Instruction (AB 2211, 2010) – School districts were authorized to establish work-based learning programs for high school students in order to develop skills necessary for employment. Partnerships between secondary, postsecondary, and industry representatives were created to develop guidelines and programs. Various academies, occupational programs, and education agencies are authorized to deliver work-based learning activities.
- Linked Learning (AB 1304, 2011) – Linked learning programs were defined and a workgroup was created to develop program standards and competencies. The bill authorizes the publication of existing curriculum and professional development best practices from schools and districts regarding the implementation of multiple pathways programs.
- Linked Learning Pilot Program (AB 790, 2011) – Academic and career readiness programs were joined to create linked learning to help high school students graduate and prepare for higher education or careers. Regional partnerships are developed between schools, businesses, and other organizations to implement programs around the state. The pilot program establishes the parameters of the application and funding process.
- California Community Colleges Economic and Workforce Development Program (SB 1402, 2012) – The bill revised existing laws related to the California Community College development program. The updated bill develops stronger partnerships between workforce programs, students, workers, and employers. Workforce and economic development programs also participate in industry-driven regional partnerships that result in services for work-based learning programs in competitive or emerging industry clusters.
- Education Finance (AB 104, 2015) – Among other points, the bill created the California Career Technical Education Incentive Grant Program geared towards primary and secondary students to develop skills and knowledge needed for transition to postsecondary education or employment.

- **Work-Based Learning Opportunities (AB 2063, 2016)** – As of July 2016, the bill was enrolled and presented to the governor. The bill concerns work-based learning opportunities and education. Specifically, the bill would lower the minimum age for participation in work-based learning as long as there is verification that it is necessary for the student to participate. The bill would also increase the number of hours a student may participate in job shadowing.

State Strategies Utilized

- Apprenticeships
- Clinical Experiences
- Cooperative Work Experience Education
- Internships
- Job Shadowing
- Mentorships
- Service Learning
- Work Study

State Practices

- **California Community Colleges** – The recent state budget increases funding for the expansion of apprenticeship programs around the state by nearly \$30 million. Portions of the funding are geared towards the creation of innovative programs that focus on new and emerging occupations or industries.
- **California Partnership Academies** – The academies are a statewide network of schools that offer integrated career and academic programs within the typical high school setting. Supported by state grants, the academies provide a career focus with participation from businesses and higher education.
- **Career Readiness Initiative** – To reduce the number of dropouts and to prepare students for success after high school, various education and training objectives are identified to improve California’s workforce pipeline. The initiative emphasizes career and technical education curriculum and linking students with industries around the state.
- **Linked Learning Direct Initiative** – The initiative brings together a collaboration of school systems, industries, and higher education leaders to participate in a series of leadership and training events to develop and further multiple pathway strategies. The goal of the series is to improve statewide policies and practices that support high quality linked learning experiences and initiatives.
- **Model Curriculum Standards** – The standards were developed and designed to prepare students for both college and career. Both academic and career and technical education standards are utilized to bolster work-based learning. Learning goals are identified in 58 career pathways in each of the 15 identified industry sectors.
- **Statewide Advisory Committee on Work-Based Learning and Student Employment Handbook** – The handbook was developed as a reference guide to areas and issues related to work experience education and numerous other work-based learning programs. Additionally, it defines and describes work-based learning and its structure, along with mandatory requirements for programs and operational plans for districts and colleges.
- **Work Experience Education Guide** – The handbook for work experience education provides a reference for developing new or improving current work experience programs. Work experience programs partner with local businesses to offer career training for students to further skills, improve performance, and develop positive work experiences. The types of education programs for work experience may be paid or non-paid and are classified as exploratory, general, or career technical.

Colorado Work-Based Learning

Overview

Like many states around the nation, Colorado is faced with a potential deficit of qualified workers for the in-demand and growing jobs of the future. Estimates in 2016 indicate that in as little as five years nearly 75 percent of jobs in Colorado will require some type of postsecondary education and training. Many of those jobs will require specific types of credentials, such as those that are obtained from education and training beyond high school but less than a four-year degree. Leaders in the state have taken a proactive approach to address the challenges faced by employers and students alike. New programs and pilots have turned businesses into learning environments.

Legislative Highlights

- Concurrent Enrollment (HB 1319, 2009) – The house bill created the foundation for students to concurrently enroll in secondary and postsecondary education. High school students are able to participate in select courses offered by colleges and universities to advance academic learning. The initial goal of the house bill was to double the number of degrees earned in the state and to reduce high school dropout rates. The senate bill created the extension for career and technical education program providers to also offer concurrent enrollment opportunities to high school students. This includes work-based opportunities as part of coursework to improve the quality of academic and technical education.
- Innovative Industries (HB 1230, 2015) – The bill created an innovative industries workforce program focused on job creation and economic development. Innovative industries are classified as sectors with high growth rate projections or areas that serve critical needs in the economy. The program is jointly administered by the state workforce development council and the employment and training division. The program provides reimbursement to businesses for up to one-half of its expenses associated with a qualifying internship.
- Career Pathways (HB 1274, 2015) – Creating career pathways that lead to high demand jobs in critical industries became a key objective for stakeholders in Colorado. Multiple agencies were organized to coordinate the development of career pathways based on models developed for the manufacturing industry. It was determined that integrating industry-driven education benefits students entering the workforce and provides industries with reliable talent pipelines. Construction and skilled trades, information technology, and healthcare were the first three career pathways identified for development.
- Enrollment in Career and Technical Education (HB 1275, 2015) – The bill established measures that support career and technical education programs. It establishes a cooperative agreement between various entities and agencies to assist local education providers in developing recommendations and coursework that include work-based learning programs, such as internships and apprenticeships, for concurrent enrollment programs.
- Industry Infrastructure Grant Program (HB 1288, 2016) – Housed within the state’s workforce development council, the grant funds awards to industry associations that develop and maintain industry competency standardization to support employers that implement and facilitate work-based training programs that are structured with educational entities.
- Career Development Success (HB 1289, 2016) – In order to strengthen and create more interest in various career pathways, Colorado passed a bill that offers financial incentives to school districts that encourage high school students, grades nine through 12, to enroll and complete career development courses and programs that result in industry-based certifications for critical occupations in the state. The bill also includes students that complete workplace training programs and advanced placement courses tied to industry needs. The state workforce development council, along with other state agencies, is directed to develop and publish a list of qualifying industry-based certification-granting programs.

State Strategies Utilized

- Apprenticeships
- Clinical Training
- Cooperative Education
- Internships
- Job Shadowing
- Mentorships
- Residency
- School Based Enterprises
- Service Learning Method

State Practices

- **Accelerating Students through Concurrent Enrollment** – The concurrent enrollment program was designed for qualifying high school students to graduate and earn college credit. Among other requirements, students must complete at least 12 credit hours of postsecondary education before the conclusion of grade 12 to be eligible for the program. After qualifying, students remain one year after the grade 12 school year to participate in further education. The school district receives state funding to pay for a student’s continuing education.
- **Businesses and Schools in Collaboration** – The organization is a public and private collaboration to imbed important industries into the education system. The organization uses an industry-driven framework that allows businesses to become involved in the education process to create market-driven experiential learning and training. The organization is described as the backbone for the statewide scaling of work-based learning programs, including the career residency pilot program.
- **Business Experiential-Learning Commission** – In 2015, the governor issued an executive order to create the commission. Housed within the labor and employment department, the commission partners with public and private stakeholders to develop systemic solutions that address state challenges. The commission is charged with alignment of education, training, and workforce and economic development. State, business, and community leaders work to integrate and expand work-based learning education and training programs across the state.
- **Career Connect** – The Denver Public School system operates courses that are matched to employers and colleges to create workplace experiences and mentoring opportunities. Programs of study are developed and offered in nearly a dozen high-demand industries in the state. Through various project- and work-based learning activities focused on career pathways, students graduate with valuable soft skills and industry experience, and college credit. A recent report indicated that over 5,000 students had connected with more than 100 companies and 15 colleges in Denver. Over 75 approved programs operate at 24 high schools, with new science, technology, engineering, and mathematics programs being launched in more districts.
- **Individual Career and Academic Plan** – As a result of state education reform, a process was developed to ensure that students grades nine through 12 can access, create, and manage tailored education and career plans. The state board of education adopted rules and requirements to guide school districts in developing a multi-year student process. The plan utilizes research-based best practices to develop a process that intentionally guides students to explore postsecondary and career options as early as in middle school. Students receive support and guidance from various educators, industry partners, and postsecondary groups.
- **Office of Postsecondary Readiness** – Within the department of education, the office assists and supports students and schools to ensure high school graduation and college and career readiness. The office promotes personalized college and career readiness pathways for students and partners with colleges to support credentials and programs, such as certificates, associate degrees, apprenticeships, and career training.

Florida Work-Based Learning

Overview

Even as the Florida workforce continues to grow and the economy continues to improve, stakeholders have been active in addressing current and future needs. Along with increasing graduation rates, the state developed career and academic readiness standards for career and technical education students. Like many states around the nation, Florida was facing the problem of high school graduates who were not prepared for postsecondary education or professional careers. In order to improve student readiness and address employer needs, numerous policies and programs were introduced to align education and training standards.

Legislative Highlights

- Career Education (HB 769, 2004) – The bill addressed and revised several existing provisions related to career education in Florida. It established the requirements necessary for students to obtain a career education certification designation as part of receiving their diploma. Career education programs are developed with input from relevant industry representatives, and an apprenticeship mediation advisory panel reviews disputes between involved entities.
- Education (HB 7087, 2006) – The bill provided specifics for rigorous and relevant learning opportunities for students in the Florida education system. It also created the Ready to Work Certification Program to improve the workplace skills of students for key occupations in the state. The program was designed for secondary schools, community colleges, technical centers, career and vocational rehabilitation centers, and other job training entities. The state’s department of education establishes the institutional readiness criteria for implementation of the program.
- Career and Professional Education (SB 1232, 2007; SB 1076, 2013) – The Career and Professional Education Act created a partnership between education and industry to increase the number and quality of industry-based certifications to support Florida’s workforce. It is designed to provide students with valuable certifications, and businesses with a standard to quickly and efficiently address supply and demand needs. The act focuses on secondary education to add more rigorous and career-oriented courses in secondary schools that result in critical certifications for participation students.

In 2013, the act was updated to continue improving Florida’s pipeline of industry-qualified employees. The update strengthened the alignment between secondary and postsecondary certification programs by including academic and career classes, third-party testing groups, and enhanced certification completion tracking and recording systems.

- Public School Accountability (HB 1255, 2011) – Among other provisions, the bill amended Florida’s career and professional education, and middle school career and professional courses. The bill also provided for an evaluation of career and professional academy courses to ensure that they result in critical industry-based certifications. Courses that provide students with instruction and training leading to careers in high-wage, high-growth occupations in the state are also reviewed.
- Education (SB 850, 2014) – Among other changes, the broad education bill built upon the Career and Professional Education Act. The new provisions expand rigorous acceleration, curricular, instructional, and assessment options for elementary, middle, and high school students in Florida. Pathways that result in key certifications were increased for high school students, along with funding opportunities for teachers and schools that provide courses that result in certifications. A digital tools program to promote digital literacy was also incorporated to prepare college and career ready students.

- Competency-Based Education (HB 1365, 2016) – The new bill establishes a pilot program for competency-based education. The program promotes competency-based learning strategies that allow students greater learning flexibility. Students advance by demonstrating mastery of a subject or concept, instead of obtaining the required amount of seat time. The bill specifies various program requirements, timelines, and performance goals over a five-year period.

State Strategies Utilized

- Apprenticeships
- Career Shadowing
- Clinical/Practicum Experiences
- Community Based Vocational Training
- Cooperative Education
- Internships
- Job Shadowing
- Mentorships
- On-the-Job Training
- School Enterprises

State Practices

- Career Cruiser – The career and education planning guide was developed as a career exploration tool to promote interest in a variety of potential career options. Students explore various career clusters, activities, and options that identify interests linked to career pathways. The self-assessment activity helps students to thoughtfully reflect on career and life goals.
- Educator’s Toolkit – The career and education planning tool was created for teachers in Florida as a resource to develop and plan comprehensive career courses in middle school. The tool provides references to lesson plans, modules, and other recommendations.
- Middle School Career and Education Planning Tool – The planning course is part of the general requirements for middle school advancement in the state. Among other requirements, students must participate and complete a course in career and education planning at some point in the sixth, seventh, or eighth grade. The course must include instructions on identifying education and career options and goals that result in a customized academic and career plan.
- My Career Shines – A career portal that was launched in 2015, My Career Shines is a comprehensive education and career planning system created to help Florida’s students and job seekers succeed in the workforce. The career information delivery system is designed for students in various grades at public and private schools, as well as for those participating in adult education programs. The virtual system is fully funded through state legislation and is one of several educational services offered through the Florida Virtual Campus.
- Parent Primer – The booklet was developed to convey information and updates from the education and workforce systems to parents. Parents provide a critical support system to their children and play a major role in the development of career aspirations and goals. Along with valuable workforce information, the booklet offers strategies on ways to advise children.
- Teachers in Business Externship Program – The externship was developed for career and technical education teachers at career academies in the state. Teachers gain insight into the skills that industries are seeking from students. They develop relevant relationships and bring practical experiences back to the classroom. Students are able to benefit from teachers that are better able to convey this information and its associating workplace application.

Georgia Work-Based Learning

Overview

Policy makers in Georgia determined that the state's future prosperity depended upon supporting an education system that prepared students to compete in a global economy. This requires that students have access to options for education and career pathways that connect core academic concepts with quality career, technical, and agricultural education. Legislators have indicated that statewide education and training must be rigorous and aligned with career and technical pathways leading to postsecondary credentials or degrees, and to opportunities for employment in high-demand, high-wage career fields.

Legislative Highlights

- **Move on When Ready Act (HB 149, 2009)** – The bill created a dual enrollment program for students in the eleventh and twelfth grade to attend postsecondary institutions to earn credit for high school. It outlines the funding structure, definitions, requirements, and eligible institutions to inform students and parents.
- **Building Resourceful Individuals to Develop Georgia's Economy (HB 400, 2010)** – To improve statewide graduation rates, and postsecondary education and career preparedness, the state has been focusing on providing students with tools to succeed in the future. A key aspect of the law requires that all students, starting in the sixth grade, be provided with counseling and regularly scheduled education and career advising. Through this process, students will be able to explore their interests, identify possible career options, and acquire relevant information related to evaluating academic and technical skills. The law also requires that students develop individual graduation plans based on specific career areas.
- **Expand Career Pathway Options (HB 186, 2011)** – The purpose of the bill is to increase the number of career pathway options offered to high school students to bolster college and career readiness. Academic core standards are required to be integrated with career, technical, and agricultural education standards.
- **Work-Based Learning Act (HB 766, 2014)** – Research indicated that work-based learning experiences provide significant benefits to students, employers, and the state. The act amends Georgia's youth apprenticeship program to provide for further work-based learning opportunities. It also establishes requirements for programs, local coordinators, and school systems.
- **Georgia Employer GED Tax Credit Act (HB 63, 2015)** – Included in career pathways, adult basic education programs may be integrated as part of more general workforce preparation and training for specific occupations. The bill increases investments in Georgia's adult basic education by offering a tax credit for employers that provide or sponsor adult basic skills education programs approved by the Technical College System of Georgia. The bill identifies eligibility requirements, limitations, and other procedures.
- **Move on When Ready Act (SB 132, 2015)** – The bill updated Georgia's dual enrollment program to include students in grades nine through 12. A goal of the bill is to combine all dual enrollment programs in the state to eliminate confusion due to different regulations and guidelines and create equal funding for all students participating in dual enrollment. The program increases the number of available courses to include academic and career, technical, and agricultural education. The bill also allows students to enroll in programs that result in associate degrees or technical certificates. In the most recent legislative session, funding for the program was increased by nearly 20 percent.
- **Insurance (HB 402, 2016)** – In an effort to encourage employers in the state to provide work-based learning activities and opportunities for students starting at age 16, businesses have the option for reduced workers' compensation fees. The bill allows students participating in work-based activities to be covered under the compensation insurance and establishes criteria for work-based learning classified employers.

State Strategies Utilized

- Apprenticeships
- Clinical Experiences
- Cooperative Education
- Entrepreneurial Ventures
- Field Trips
- Internships/Practicum
- Job Shadowing
- School-Based Enterprises

State Practices

- Career Development Initiative – The goal of the initiative is to provide students from kindergarten through twelfth grade with tools and resources to develop a systematic and comprehensive career plan. The initiative follows the National Career Development Guidelines and focuses on personal and social development, educational achievement and lifelong learning, and career management.
- Career Related Education Manual – Work-based learning concepts and principles follow age appropriate experiences and activities that prepare students for the transition between education and career. The manual contains standards developed to guide all aspects of career related education. The manual provides information to career, technical, and agricultural education teachers on integrating career activities with curriculum, supervising job sites, and evaluating work-based learning programs.
- Career, Technical, and Agricultural Education Industry Certification Initiative – Georgia identifies industry-based certifications as critical to the state’s career, technical, and agricultural education programs. The initiative is a formal process developed to strengthen all aspects of program components in the state. Certification standards are developed and maintained by the education department and by state-level industries and businesses. Programs are generally certified for five years, and schools that participate in certification programs are eligible to receive specific grants. Programs that are certified by industries receive an approval of excellence to indicate rigorous development standards and quality.
- Career, Technical, Agricultural and Education Work-Based Learning Student Database – The portal serves as the official database for work-based learning students participating in career, technical, and agricultural education courses. The portal allows teachers and administrators to manage work-based learning programs, and coordinators are able to customize training plans, track progress reports, and more.
- Georgia Work Ready – The initiative bolsters the number of skilled workers in the state to attract industries and employers. The assessment tool is designed to evaluate and measure an individual’s professional skills. A certificate is awarded after an individual demonstrates specific skills needed for the workplace. Based on scores, varying levels of awards may be issued. Over the program’s six years, over 300,000 workers in the state earned a certificate verifying their skill and knowledge level to potential employers.
- Technical Skill Attainment Inventory – To assist career pathway completers, Georgia created a measure to determine the level of technical skills obtained through career and technical education programs. The measurement process follows federal legislation and is comprised of measurement components that include industry-based certifications, occupational assessments, and state licenses and developed assessments.
- Transition Career Partnerships – The purpose of the program is to strengthen the connection between secondary and postsecondary education in order to improve the transition from one education level to the next. The program was designed to prepare students for postsecondary education and careers by collaborating with industries and employers to develop rigorous academic and career-related courses.

Massachusetts Work-Based Learning

Overview

Massachusetts determined that a purely academic approach to learning was no longer sufficient to prepare students for educational and professional success in the twenty-first century economy. Stakeholders realized that workforce readiness required more than obtaining general career information. The state adopted a common definition for college and career readiness to better support student transitions from elementary education through postsecondary education. Statewide education and training goals are predicated on three specific domains—learning, workforce readiness, and qualities and strategies. Combined, the domains address academic, career, and personal and social skills and knowledge. Work-based learning is a key strategy for Massachusetts as a method for students to explore, acquire, and experience careers. The state’s career and vocational technical education programs are offered at both local and regional levels in the state.

Legislative Highlights

- Infrastructure Investment, Enhanced Competitiveness, and Economic Growth (HB 4352, 2012) – The bill established several work-based related initiatives. It created a talent pipeline program to provide paid internships to technology-related companies, and an entrepreneur and startup venture capital mentoring program. The bill created the Advanced Manufacturing Futures Program to support Massachusetts’ manufacturing sector. One program goal is to provide education and skills training through individualized career pathway programs, such as internships and on-the-job training that result in an industry-recognized credential and job placement.
- Promoting Economic Growth (HB 4377, 2014) – The bill authorized funds for the Massachusetts workforce competitiveness trust. A portion of the funds are directed to develop, implement, and promote stackable credential programs that are linked to workforce demands. The bill directs the higher education department to establish standards and guidelines, identify best practices, and disseminate information on education pathway opportunities. The bill identifies stackable credentials as those earned through education, training, or apprenticeship programs as part of an academic or career and technical education program that leads to a degree or industry-specific skills certification.
- Establishing Six-Year Career Plans (HB 4527, 2015) – The bill established an advisory committee to investigate and study possibilities for the development and implementation of a six-year career plan for all students from grades six through 12 starting in the 2017 school year. The career plan will be coordinated by a licensed guidance counselor of the school.
- Job Creation, Workforce Development, and Infrastructure Investment (HB 4483, 2016) – As of July, the workforce investment bill is moving through Massachusetts’ current legislative session. The bill provides grants for programs related to economic development and job creation. Career technical education and training programs would be upgraded and expanded to ensure alignment with regional economic and workforce development priorities. Specifically, the bill would address existing workforce shortages in the advanced automotive and technician industries by increasing support for internship and apprenticeship training facilities.

State Strategies Utilized

- Apprenticeships
- Career Clubs
- Career Days
- Contextual Learning Coursework
- Cooperative Education

- Externships
- Guest Speakers
- Internships
- Job Shadowing
- Mentorships

State Practices

- **Career Development Education Guide** – The guide presents a variety of career development education activities to promote the use of common language around the state and assist staff in schools. The guide identifies benchmarks that are developed through various state partnerships. The guide lists the various career development education experiences offered by schools across the state. It describes the specific frameworks and definitions for creating or expanding work-based related activities to guide stakeholders.
- **Career Ready Database** – Part of Massachusetts Connecting Activities, the career database serves as the hub for the state’s youth employment and career development programs. The focal point of the database is the work-based learning plans, which provide critical information about structured work experiences and programs utilized in the state. The site is available to and benefits students, employers, and state agencies by providing a forum to develop plans, send and receive work feedback, and generate summary reports.
- **School to Career Connecting Activities** – The Massachusetts initiative leverages statewide infrastructure to support college and career readiness for all students. The initiative establishes partnerships through the state’s local workforce boards to connect schools and businesses. Statewide partnerships provide students with work experience and other career development opportunities.
- **Nonresident Student Enrollment** – New regulation requires that students in the ninth grade attend approved exploratory career programs provided by their district of residence. However, students may apply for non-residency admission to an exploratory career program outside of the district for the purpose of attending a specialized agriculture and natural resources program that is otherwise unavailable in their district.
- **Norfolk County Agricultural High School** – The agricultural high school is a career and technical education school where students focus on programs related to agriculture, food, and natural resources. After being admitted into the school, students often participate in dual enrollment programs in the evening in addition to their regular courses. Programs of study at the school are cooperative education programs that allow students to participate in work-based experiences based on their areas of focus. The intensive programs have proven successful at providing students with academic and technical skills through work-based learning.
- **Work-based Learning Plan** – The Massachusetts work-based learning plan was developed through a collaboration of education and workforce stakeholders. The plan serves as the state’s diagnostic, goal setting, and assessment tool used to guide student learning and productivity. The plan is used throughout the state to structure student employment placement. The Massachusetts work-based learning plan is a customizable document that, once completed, provides a framework that explains the job description; the key foundational, career, and workplace-specific skills related to the experience; and the performance evaluation standards.
- **Workforce Skills Cabinet** – The cabinet was created to improve the coordination between labor, education, and economic development to address Massachusetts’ workforce skills gap. The cabinet creates and implements strategies to align policies, programs, and resources to improve job readiness and career and technical education opportunities. Goals, objectives, and metrics are created in collaboration with relevant industry, agency, and community stakeholders.

Michigan Work-Based Learning

Overview

Michigan's economy has continued to improve since the Great Recession, but many industries and companies around the state still face challenges finding qualified workers with appropriate skills. Michigan has worked to develop and integrate work-based learning practices into statewide career and technical education programs. Work-based learning experiences offer students job training and employment opportunities related to broad industries or critical occupations in the state. The state identifies six major forms of work-based learning experiences: 1. student or visitor; 2. volunteer; 3. paid and unpaid non-career and technical education work-based learning; 4. paid and unpaid career and technical education work-based learning; 5. in-district or -school placement; and 6. minor employee with a work permit. Based on the major work-based learning opportunities, the state created a guide to describe the elements of each work experience.

Legislative Highlights

- Appropriations (HB 5313, 2014) – The appropriations bill authorized the Community College Skilled Trades Equipment program through the Michigan strategic fund. As part of a larger effort to reduce the skills gap through skilled-trades training, the program provides community colleges with funds for new equipment, renovation, and training costs. The funds are used to identify and deliver, based on regional labor market conditions, educational programs in high-wage, in-demand occupations. Community colleges are required to work with regional industries to develop relevant curriculum. Funds help colleges invest in facilities and equipment to better serve students with work-based education to develop skills that translate directly to jobs.

The bill also funds the Skilled Trades Training Fund to provide competitive awards to employers for providing on-the-job training on a short term basis to fill training gaps created by federal restrictions. The fund was designed to foster collaboration between state agencies, educators, and businesses to develop training systems that adapt to workforce demands. Approved training must result in a credential that is transferable and recognized by the associated industry.

- Merit Curriculum Revisions (SB 66, 2014) – The bill revised and clarified existing education code for career and technical education in elementary and secondary education regarding the fulfillment of Michigan's merit requirements for a high school diploma. Public academies and school districts are also encouraged to create programs that allow students to obtain a postsecondary credit or industry-recognized credential after completion of the program and high school graduation.
- Education (SB 139, 2015) – The broad education bill authorized a pilot program to connect adult education participants directly with employers in the area. The program would serve to link career and technical skills, adult education, and workforce development. The bill also identifies career pathways as a combination of education, training, and other services that are aligned with the skill needs of regional and statewide industries or the economy. Career pathways must prepare students for a wide range of educational options, including registered apprenticeships in the state.
- Higher Education (SB 69, 2015) – Michigan's New Jobs Training Program, enacted in 2008, contained a sunset provision regarding agreements between colleges and employers. The new bill extends the provision from 2018 to 2023. The program allows community colleges and employers to enter into an agreement whereby new workers are trained for jobs in the state by the college. Participating colleges are partially reimbursed for training costs through a diversion of income tax withholdings from the new jobs.

State Strategies Utilized

- Apprenticeships

- Cooperative Education
- Day On-the-Job
- Field Trips
- Internships
- Job Shadowing
- Mentorships
- Worksite Projects

State Practices

- Michigan Advanced Technician Training – The program offers an industry-driven approach to education in the fields of information technology, mechatronics, and technical product design in the state. Developed with industry leaders, the program creates a training model based on theory, experience, and paid work in a multi-year, no cost program. Employers are directly involved with the development and execution of training, which reduces costs associated with recruitment, retention, and turnover. Depending on the program, students can acquire an associate degree or other workforce credential.
- Michigan Apprenticeships, Internships, Mentoring – The Michigan workforce development agency launched the program in 2014 to foster work-based learning career opportunities in the state. The program brings together partners from all over the state representing industries, educators, unions, and other workforce stakeholders to offer comprehensive outreach, funding, and technical assistance to promote various work-based learning activities and experiences.
- Michigan Career Placement Association – The association is a professional organization that provides direction, placement, and leadership services to individuals or groups that assist in placing students into work-based learning experiences and activities. Some of the association’s objectives include promoting work-based learning education and standards and fostering cooperative relationships between state agencies, industries, and labor organizations.
- Occupationally Certified Teacher/Coordinator – An occupationally certified educator is employed by a school district to monitor and supervise state-approved career and technical education programs. Certified educators must be familiar with work-based learning rules and regulations in order to support students at the worksite. Among other responsibilities, certified educators identify prospective training locations, evaluate worksites, and develop agreements, visitation, and training plans.
- School Placement Coordinator Handbook – Coordinators in the state serve to facilitate work-based learning activities by connecting students from classroom education to real world work experiences. The work-based learning handbook is for state coordinators and explains various policies, procedures, and practices. Coordinators must have a working knowledge of their responsibilities as it pertains to school assessments, local district policies, and state and federal regulations.
- Skilled Trade Campaign – Based on Michigan’s current and future need for workers to fill skilled trade jobs, the governor announced in 2015 a new campaign to promote education and training opportunities for skilled trade occupations. The campaign partners the state’s Economic Development Corporation, Talent Investment Agency, and others to create promotional items that address skilled trade misconceptions. The productions are also designed to expose middle and high school students to a variety of industries, such as healthcare, advanced manufacturing, welding, and construction.
- Talent Investment Agency – The agency was created in 2015 to address the growing skills gap in the state. The agency helps to coordinate programs for job preparedness, career-based education, worker training, employment assistance, and more.

New York Work-Based Learning

Overview

To increase student engagement and preparation for continuing education or careers, the state of New York has imbedded work-based principles and strategies into its education and workforce programs. The state has established specific criteria for work-based learning in the classroom and workplace. Career awareness and development options from the state's education department guide school districts and boards of cooperative education services. After discussions regarding the state's high school graduation rates, the education department considered expanding the career development occupational studies graduation pathway to all students that meet the requirements. The resulting credential certifies that a student has the standard knowledge and skills necessary for entry-level employment. This recent consideration illustrates the state's continued efforts to support multiple pathways to graduation that connect education and work.

Legislative Highlights

- Internship Program (AB 9757, 2002) – The bill created an internship program to expose students to advanced technologies and equipment and to the competitive nature of job markets. The components of the program include a supervised workplace experience, a final project connected to the experience, and a certificate at the end of the program.
- Work Activity Definitions (SB S7336, 2010) – The bill amended state law relating to the clarification of definitions of work activities to include work-study and internship jobs. The legislature determined that these activities provide individuals the opportunity to transition from education to employment. The activities are countable toward a student's work participation requirements.
- Career and Technical Diploma (SB 2694, 2015) – The bill created an alternative pathway to graduation for high school students pursuing a career and technical education. The career and technical education pathway diploma would differ from traditional requirements for graduation. The curriculum would be administered through a high school, postsecondary institution, or business within a specific trade or career. Any curriculum must include completion of work-based learning activities and a work-skills employment profile.
- Encouraging Participation in Apprenticeships (SB 7915, 2016) – The bill required that guidelines be established to encourage high schools to participate in apprenticeship programs and raise awareness of apprenticeship opportunities. The bill seeks to improve participation by promoting coordination between high school guidance counselors and local trade organizations.
- Youth Employment and Career Development (SB 1579, 2016) – The bill created a program in New York City high schools to encourage job opportunities for high school students who are seeking employment by coordinating education and work to fit student schedules. The bill provides students with work training, placement services, and career counselors.

State Strategies Utilized

- Apprenticeships
- Career Fairs
- Clinical Experiences
- Cooperative Education
- Entrepreneurship
- Internships
- Job Shadowing
- School Based Enterprises

- Senior Projects
- Service Learning

State Practices

- Career Exploration Internship Program – The program serves as a career development foundation for students to understand the connection between education and work. Students participate in non-paid activities to explore various career fields. Not only does the program offer flexible scheduling options for students, it provides an avenue to experience careers in a realistic way. Employers, school coordinators, parents, and students work jointly to develop a complete experience.
- Center for Youth Employment – The program is a public and private initiative to increase the number of job programs in New York City by 75 percent by the end of the decade. The goal of the initiative is to connect an estimated 100,000 workers, between the ages of 14 and 24, with internships, mentorships, and summer employment opportunities.
- Cooperative Career and Technical Education Work Experience Program – Cooperative work experience programs provide students with the opportunity to learn and demonstrate occupational skills at a workplace. The program involves paid, school-supervised experiences that supplement classroom instruction in specific career and technical fields. Programs may be organized around a specific career and technical education program, or one diversified program can be organized for all cooperative career and technical education students.
- General Education Work Experience Program – Operating in the state since 1945, the general education program offers work-based learning to non-career and technical education students. Students receive paid work experience based on set hours, along with an equivalent number of classroom instruction. A program similar to the general education program is the Work Experience and Career Exploration Program. The difference is that the latter is geared towards students age 14 and 15 who are considered at-risk.
- New York State Work-Based Learning Manual – The manual establishes the framework for work-based learning in the state. It provides an overview of work-based learning and its purpose in meeting the needs of students in the state. It establishes the criteria for registered programs and definitions for work-based activities and experiences. Planning requirements, regulations, and sample forms are also included.
- Work-Based Learning Extension – The work-based learning designation is a coordinator extension added to a current teaching license. By successfully completing program requirements and becoming certified, educators are able to coordinate work-based learning programs for a variety of career awareness and development experiences.
- Work Experience Coordinators Association – The organization was chartered in the 1960s with the goal of connecting the classroom to the workplace. Educators and industry leaders from around the state collaborate to promote and engage work-based learning strategies and programs for all students in the state. Learning opportunities, starting with career awareness and extending through exploration and career development, are encouraged at all education levels. Beyond promotion and support, the organization helps to link the state's education department with local organizations, as well as establish relationships with similar groups inside and outside the state.

Oklahoma Work-Based Learning

Overview

Oklahoma has continued to bolster its workforce to meet the future demands of its economy. Investments in career and technical education programs and strategies have been instrumental in delivering academic, technical, and employability skills necessary for the twenty-first century workforce. Statewide agency collaboration has further improved efforts to develop relevant career and technical education programs to attract industries to the state. Through a combination of work- and project-based learning initiatives, Oklahoma has made significant strides in addressing workforce training in education as early as middle school. Oklahoma has joined several other states in creating career and technology-based academies that assess students based on their understanding and application of content to solve authentic problems and develop real world skills necessary for success. The state has also approved of industry exams for various career and technical education courses that are connected to existing career-academic and readiness standards for completers.

Legislative Highlights

- P-20 Council Task Force (SB 206, 2011) – The bill authorized the creation of a short-term education task force. The purpose was to determine the structure and feasibility of an educational partnership that would develop a seamless system of pathways and achievements for students from early childhood through career technology or postsecondary education.
- Technology Center Schools (SB 1056, 2012) – The state board of career and technology education was directed to implement a pilot program at various technology center schools. The purpose of the program was to expand services and training to rural businesses—providing tuition, economic incentives, and technology access to those that qualify. Technology centers are also authorized to increase the number of students seeking trade-specific industry certifications.
- Curriculum Requirements for High School Graduation (HB 1038, 2013) – The bill required that Oklahoma’s education board adopt new standards for students at public schools in the state. Standards for instruction include obtaining competencies in critical fields along with traditional core subjects. The curriculum also provides for career exploration activities and programs that require hands-on experience. It allows schools to count and apply acquired competencies towards graduation requirements, rather than only seat time.
- Eligible Science and Mathematics Courses (SB 1653, 2014) – In relation to curriculum standards, the bill added selected science, technology, engineering, and mathematics courses to the existing list of eligible science and mathematics classes to fulfill competency requirements at state comprehensive high schools and technology centers. The bill also expands the grade level of students that are eligible to participate at career and technical education schools.
- College and Career Endorsement (SB 1269, 2016) – The state education board is directed, along with stakeholders from the career and technical education board and higher education regents, to develop career and college endorsements based on career pathways. The endorsements are developed to direct coursework towards career pathways and are achieved after satisfying specific curriculum requirements. Business, public service, and science, technology, engineering, and mathematics programs are among the eligible pathways.
- Apprenticeship, Internship, Mentorship Program (HB 2535, 2016) – The bill authorized the governing bodies of public, private, magnet, and other school types to enter into agreements with public or private organizations to develop apprenticeship, internship, and mentorship programs. Each governing body is responsible for adopting its policies and requirements. Programs are available to high school juniors and seniors and may serve to fill elective course requirements.

- Workforce Oklahoma Academic High School Diploma Recognition (SB 929, 2016) – Beginning with the high school graduation class of 2020-2021, qualifying students will receive recognition on standard diplomas after completing certain curriculum or academic requirements. Eligibility for recognition may include participation in an approved program that results in a career or postsecondary pathway. Identification of a qualifying program of study is determined by the local school district.

State Strategies Utilized

- Apprenticeships
- Entrepreneurships
- Internships
- Job Fairs
- Job Shadowing
- Mentoring
- On-the-Job Training
- Paid and Unpaid Community Service
- Service Learning
- Volunteering

State Practices

- Career Academies – The Oklahoma City school district first introduced career academies with the goal of developing specialized learning communities to improve student pathways that further careers and education. Academies are located within selected schools and modeled after standards and recommendations from the National Academy Foundation. Individual academies were created based on specific themes, such as engineering, health sciences, and information technology. Students are admitted through an application process and participate in a tailored academic and career curriculum that includes internships and career and college exploration courses. There are nine academies located at nearly a dozen high schools in the district.
- Metro Technology Centers – The metro centers are career and technology campuses located around Oklahoma City. The centers are one of over two dozen similar technology centers around the entire state. Metro Tech serves as a strategic partner in economic development with the state with the goal of preparing a quality workforce. The metro centers offer career majors for both students and adults to earn credit towards high school graduation or trade certifications and licenses.
- Oklahoma Career Guide – Supported by Oklahoma’s career and technology education department, the online tool allows individuals to explore various pathways by developing assessments, and other career and academic plans. Resources are available to connect individuals with employers, training opportunities, and career preparation and placement programs.
- Oklahoma Works – Estimates of Oklahoma’s existing and future workforce strength projected a gap of over 20 points by the end of the decade. In order to address future skill gaps and meet statewide labor demands, the Oklahoma Works initiative facilitates collaboration between state agencies, employers, and educational institutions. Among other goals, the initiative aligns education and workforce outcomes to ensure consistency across system partners and stakeholders. The virtual portal offers resources for job seekers, employers, community partners, and others.
- School-to-Work Transitions – Oklahoma’s rehabilitation services assists eligible students with disabilities with vocational services that prepare them for life after high school. Counselors work with students to achieve vocational and employment goals well after graduation by providing a variety of career services, such as school work study; on-the-job training; supported employment; and vocational assessments, evaluations, and guidance.

Tennessee Work-Based Learning

Overview

By 2025, an estimated 55 to 65 percent of Tennessee's future job openings will require some type of postsecondary education. However, as of 2013, only 39 percent of workers in the state were projected to meet future employment demands based on certificate or degree attainment. At the same time, more than an estimated 20,000 high school graduates each year did not continue their education. Businesses statewide also expressed the need for more workers with experience and technical skills to match basic academic knowledge. In order to address workforce issues around the state, policymakers began strengthening work-based learning programs through curriculum changes and capstone experiences that prepare students for success after high school. The activities involve various experiences that jointly bolster academic, technical, and social skills necessary for growth occupations around the state.

Legislative Highlights

- Vocational Education (HB 1225, 2007) – The bill required the career and technical education council of Tennessee to research best practices for integrating statewide career and technical education.
- Career and Technical Education (HB 2891, 2008) – The bill authorized the state board for career and technical education to develop policies and guidelines for cooperative training programs. These career and technical programs provide supervised work experience and career exploration for students that are administered by schools. Career and work experience programs are geared towards study and employment in career and technical education fields.
- Adult Education (HB 2645, 2010) – The bill directed the labor and workforce development department to investigate the possible development, implementation, and administration of a payment program to offset certain costs associated with licensing tests. The program is focused on adult students who have a high school diploma or general educational development credential associated with a career and technical education program. Qualification for aid would be based on financial need and available to students whose career requires a license.
- Labor Education Alignment Program (HB 1276, 2013) – Tennessee's higher education commission is directed to administer the program, which addresses skill gaps that impact economic development in the state. Students are allowed to combine academic education and occupational training and apply it towards credentials needed for employment in high-technology industries. The program fosters a community-oriented partnership between businesses, educational institutions, and others to align secondary and postsecondary education and workforce training. Various grants are given to local and regional partnerships to support workforce alignment and readiness.
- Postsecondary Financial Assistance (SB 2471, 2014) – As a method to increase postsecondary credential attainment, the Tennessee promise scholarship offers students free tuition to attend select community colleges, technical colleges, and other eligible institutions. The bill created a statewide comprehensive career pathway system for students. The bill served as the blueprint for the development of a similar nationwide proposal in 2015 by the federal government for tuition-free community colleges for responsible students.
- Work-Based Learning Study (SB 855/HB 965, 2015) – The bill required the Tennessee career and technical education council, education department, and state board of education to conduct research on the barriers associated with employers offering work-based learning programs to high school students. It also required the group to propose methods that would encourage employers to create and offer work-based learning programs. The bill was last assigned to committees in the House and Senate.

State Strategies Utilized

- Apprenticeships
- Clinical Experiences
- Guest Speakers
- Internships
- Job Shadowing
- On-the-Job Training
- Technical Mentorships
- Virtual Exchanges
- Workplace Tours

State Practices

- Career Forward Task Force – The group is directed to examine ways to improve and engage secondary students in academic preparation, social development, and career readiness. A key goal of the group is identifying best practices and developing actionable recommendations.
- Drive to 55 – The statewide campaign aims to increase the number of people in the state that have a postsecondary credential to 55 percent by 2025 in order to meet current and future statewide workforce and economic demands. This includes not only traditional four-year degrees, but also awards like associate degrees and certificates for middle-skill jobs. The campaign helped to develop several other prominent statewide initiatives.
- Work-Based Learning Framework – The framework was adopted by Tennessee to provide a clear set of rules and guidelines that pertain to all forms of available work-based learning experiences. The framework lists six specific program expectations that govern work-based experiences in the state: program structure, program coordination, student supervision, personalized learning plans, student assessment, and evaluation of program quality.
- Pathways Tennessee – The statewide initiative aims to address the preparedness of students entering the state’s workforce system. The initiative overhauls the state’s work-based learning policies and programs. The goal of the initiative is to develop a framework of academic and career pathways linked to labor and economic demands and trends. Pathways are based in part on stronger student support services and active participation from industries around the state.
- Tennessee Reconnect – As an initiative within the Drive to 55 campaign to increase the number of individuals with some type of credential, it provides an avenue for adults in the state to attend and obtain awards, such as diplomas or certifications, from various state and technical colleges tuition-free. The initiative seeks to improve the workforce outcomes of adult workers by providing them with opportunities to gain new skills and advance their careers by obtaining valuable and in-demand credentials.
- Work-Based Learning Certification – Teachers in the state must obtain a certificate from the Tennessee education department in order to teach work-based learning classes or credit-based experiences. This also applies to career and technical education courses, experiences, or activities. Work-based learning courses or activities classified as introductory do not require the educator to have a certificate. Work-based learning certificates must be renewed every two years.
- Work-Based Learning Policy Guide – The education department recently revised the policy guide for work-based learning to align with the updated work-based learning framework and state education rules. The policy guide acts as a resource for stakeholders to implement work-based learning standards and ensures compliance with established minimum requirements.

Texas Work-Based Learning

Overview

Over the last decade, the state of Texas identified an increasing skills gap between the job market and the number of graduates that had the necessary skills and knowledge to fill available positions. Employers around the state have expressed difficulty hiring skilled technical workers due to the decreasing enrollment in vocational training programs. Despite these challenges, the state has become one of the top economic and workforce hubs in the nation. The state has improved its education and workforce alignment through a variety of statewide initiatives and workforce-related legislation. Since adopting the career clusters framework, career and technical education has been key to the state's success. School districts are authorized to deliver career preparation courses and programs where students receive a combination of classroom instruction and business and industry experience. By supporting work-based learning strategies and programs, Texas has been able to strengthen its workforce system by providing workers with pathways to obtain the skills and knowledge needed for critical occupations in the state.

Legislative Highlights

- Voluntary Workforce Training (HB 2401, 1999) – Career and technical education was identified as an effective method to promote partnerships between students and employers. The partnership was recognized as a voluntary relationship between both parties exemplified by experiences such as apprenticeships and internships. The bill established voluntary workforce training programs and required that the state's education and workforce agencies adopt rules for the administration of programs.
- Public School Accountability (HB 3, 2009) – Career and technical education must be defined as an option for student learning to ensure a rigorous course of study consistent with required curriculum. Among other provisions, the bill ensures that career and technical programs include competencies leading to academic and technical skill attainment and to an industry-recognized credential, license, certificate, or associate degree.
- Postsecondary Education and Workforce Development (HB 1935, 2009) – The bill established the Jobs and Education for Texans fund to award grants to junior colleges and technical institutes to create, support, or expand programs that assist students with technical training for careers in high-demand occupations that include manufacturing, information technology, and healthcare. It provided scholarships to students and financed the development of career and technical education courses and programs that lead to a license, certification, or postsecondary degree. The program was amended in 2015 to increase eligibility for school districts and to transfer program authority to the Texas Workforce Commission.
- Public School Accountability (HB 5, 2013) – The bill made substantial changes to the state's curriculum requirements, accountability systems, and assessment programs. Among other things, it introduced a new career and technical education course development option. Districts are allowed to offer courses needed to obtain an industry-based credential or certificate. Programs and experiences are required to be developed by the school district with input from local business, labor, and community representatives, as well as higher education stakeholders. Performance acknowledgements for industry recognized credentials must include an examination or supervised field documentation, and must represent the skills necessary for workforce entry.
- Opportunities to Career and Technical Students (HB 842, 2013) – The state's dual enrollment policy was expanded to allow students to earn concurrently academic credit for a course or activity that results in an industry recognized credential, certificate, or associate degree from an apprenticeship or other training program.
- Career and Technology Education Curriculum (HB 2201, 2013) – The bill allows high school students to substitute their third and fourth credit in science and mathematics for an advanced career and technical course that contains substantively similar and rigorous academic content. The bill also establishes a process

for reviewing and approving applied science, technology, engineering, and math courses to satisfy graduation requirements.

- Curricula for Certain Educational Programs (HB 2628, 2015) – The Texas Higher Education Coordinating Board, with input from advisory committees, is required to develop career and technical education programs of study curriculum. The Coordinating Board is directed to establish alignment between programs of study and college and career readiness standards. Among other things, programs of study will culminate in the attainment of a certification, license, or credential; a registered apprenticeship or credit-bearing postsecondary certificate; or an associate or baccalaureate degree.

State Strategies Utilized

- Apprenticeships
- Clinical Rotations
- Cooperative Education
- Internships
- Job Shadowing
- Mentorships
- School Based Enterprises
- School-Linked Summer Employment
- Service learning

State Practices

- Career and Technical Education Early College High School – With an emphasis on new and different pathways to graduation, the initiative focuses on workforce challenges and opportunities and innovative methods to prepare students. Early college programs allow students to become immediately employable by teaching job skills and providing an opportunity to earn stackable credentials. School districts, colleges, and regional employers collaborate to establish programs that are aligned with local workforce needs.
- Employment and Training Program – Texas operates the Choices program to assist populations under the Temporary Assistance for Needy Families program to transition from welfare to work. The program is based on a work first service model whereby individuals participate in work-based activities to obtain and retain employment. Activities may include job readiness assistance, skills training, and vocational educational training.
- Practicum and Career Preparation Education – The Austin school district operates a career preparation program that utilizes businesses in the community as training labs. Career prep is a multi-occupational program that allows students to combine classroom learning with paid industry employment experiences. The practicum learning experience is a capstone course that furthers student involvement. Students participate in training that focuses on a specific program of study and implement personal and interpersonal skills to strengthen their performance.
- Self Sufficiency Program – The program assists the education and workforce system by providing grants to community and technical colleges and other organizations to establish job training programs in collaboration with employers. The program helps employers finance and implement customized job training programs and helps individuals who are receiving public assistance or low income achieve self-sufficiency.
- Work-Based Learning Training – In conjunction with the state’s education agency, the career and technical education work-based learning portal is designed to train educators who are coordinating work-based experiences for the first time. The training serves as a resource for necessary information, references, and templates for teachers implementing work-based learning.

Vermont Work-Based Learning

Overview

After evaluating its workforce system, Vermont identified several issues impacting the state's future economy and workforce. Among those issues are the changing demographics of the workforce and the increasing need for workers with some form of postsecondary education or training. In the last decade, Vermont boasted one of the highest graduation rates in the nation. However, many graduates did not pursue education or training after receiving a diploma, even though many of the state's fastest growing occupations require training beyond high school. At the same time, the number of residents over the age of 65 continues to increase. The growing skills gap and other statewide factors make it difficult for employers in Vermont to find skilled workers to fill available jobs. In response, through legislative actions and partnerships around the state, Vermont developed standards for work-based learning as a method to improve the future workforce and economy.

Legislative Highlights

- Vermont Student Assistance Corporation (1965) – Originally created by the state legislature to provide information and financial support to students beyond high school, the assistance corporation has since expanded to provide career and education outreach programs and services. Programs offer information and counseling services on career planning and postsecondary training. Services include talent searches, career exploration and planning initiatives, and awareness and readiness programs.
- High School Completion Program (Act 176, 2006) – High school students partner with state adult education and literacy providers to develop graduation education plans. A variety of planned learning opportunities, such as mentorships, are utilized to emphasize academic and occupational skills development.
- Next Generation Initiative of Workforce Development (Act 46, 2007) – After identifying the current and future needs of Vermont's economy and employers, changes were enacted to improve workforce outcomes through successful education and training. The act focused on workers who are unemployed, underemployed, or in-transition by fostering work-based learning opportunities, such as internships, around the state.
- Creating a Prekindergarten-16 Council (Act 133, 2010) – Along with creating a new council to coordinate and align primary and secondary education systems, the act promoted early career awareness and the development of standards and assessments for career and college readiness.
- Flexible Pathways (Act 77, 2013) – Across the state, dual enrollment and early college programs were expanded, and access to career and technical education programs, work-based learning, and virtual/blended learning opportunities increased. Schools are encouraged to standardize work-based learning approaches through grants and the creation of the Vermont Work-Based Learning Gold Standards. Moreover, the number of licensed professional work-based learning coordinators continues to increase. Coordinators supervise experiential learning in a variety of settings. They are employed by schools and serve as the primary point of contact for all work-based learning functions at a given school or district.

As part of the act, the department of education oversees the expansion of opportunities for students to complete high school and obtain postsecondary readiness through any combination of high-quality academic and experiential components. This may include assessments that allow students to apply knowledge and skills to tasks that are of interest.

- Furthering Economic Development (Act 199, 2014) – To meet educational and workforce goals, Vermont developed an integrated system to link statewide educational and training institutions to industries and employers across the state. This involves providing students with more career and technical training to increase awareness in critical occupations such as manufacturing.

State Strategies Utilized

- Apprenticeships
- Cooperative Work Experiences
- Internships
- Job Shadowing
- Paid Work Experiences
- Service Learning
- Student Entrepreneurships
- Supported Employment
- Unpaid Work Experiences

State Practices

- Career Exploration Programs – The exploration programs are created for students in grades seven through 12 to increase career awareness and options. A career gateway project was also developed to expand career awareness by providing career development resources and planning tools to students, educators, and community partners.
- Career Week Initiative – A statewide career week was developed to allow students to learn about career opportunities by visiting businesses or job fairs. Current regional initiatives offer career awareness and exploration activities on a yearly basis
- Governor’s Career Ready Certificate – The certificate is a partnership between the Vermont labor department and state community college system to bolster work readiness by focusing on general skills needed for any workplace. Upon completion of the program, participants receive a recognized credential and are eligible to sit for the National Career Readiness Certificate.
- Regional Workforce Partnerships – Regional technical centers work with educational institutions, employers, and community organizations to identify and carry out training activities. These partnerships focus on developing grants for workforce training, streamlining local education and training delivery, and identifying worker skill gaps and training opportunities.
- Internship Program – As part of state workforce legislation, various internship programs were developed to offer state grants to a wide variety of educational institutions and employers, in specified regions, for operating internship programs that provide meaningful work experience. Several web portals are available to facilitate the matching of students and available internships.
- Work-Based Learning Coordinators – Coordinators facilitate various work-based experiences and activities for students. They identify and place students at workplaces around the community that fit specific programs of study and match personalized learning or graduation plans. Coordinators may also teach or supervise experiential learning as it relates to a given course. Coordinators work directly at high schools or career and technical education centers and receive endorsement through the state.
- Workforce Education and Training Fund – Grants from this fund provide resources and support tools to employers and training providers for a variety of occupational skills training. Occupational education and training can range from work readiness components and job shadowing to internships and professional development activities.

Virginia Work-Based Learning

Overview

The Virginia career and technical education programs were created around three cornerstones: classroom instruction, career and technical student organizations, and work-based learning experiences. Over the years, the state has designed and redesigned its various methods of instruction. Work-based learning programs have become a mainstay in education and workforce policies because of the value they provide to students and employers around the state. Virginia has taken the opportunity to develop work-based learning experiences that reinforce or supplement existing instruction in the state's career and technical education curriculum. Through various policies and guidelines, Virginia highlights and practices specific work-based learning methods and experiences that fit within the state's overall classification of the work-based learning continuum—career exploration, pre-professional development, and career preparation. Virginia recently reviewed statewide work-based learning methods to better understand successful and unsuccessful strategies, areas for expansion, and national trends.

Legislative Highlights

- **Student Industry Credentials (SB 489, 2012)** – The state board of education was directed to modify the necessary credits needed to earn a standard or advanced diploma. The bill strengthened statewide postsecondary and workplace readiness opportunities for all students. Graduation with a standard diploma includes a requirement to earn a career and technical education credential, starting with first-time ninth grade students in 2013. Approved credentials include, but are not limited to, an industry certification, state license, or national occupational competency assessment.
- **Community College Dual Enrollment (SB 846, 2013)** – In an effort to increase opportunities for secondary students, the bill required that the state community college board develop policies and guidelines that increase dual enrollment. The policies direct the state's community colleges to offer high school students any available seats in a career and technical education class that is not at full capacity.
- **High School to Work Partnerships (HB 2101, 2013)** – The Virginia board of education was directed to incorporate specific standards of learning, where applicable, into current career and technical education. The bill also directed the board to develop a plan for increasing the number of students in the state that obtain a state license or industry-based certification. The board created guidelines for the high school to work initiative, which partnered high schools and local businesses to develop a variety of work-based programs for trade and skilled labor positions.
- **Governor's Career and Technical Education School (HB 887, 2014)** – The bill directed the board of education to develop guidelines and procedures for creating a jointly operated career and technical education high school to be recommended for funding under the Governor's Career and Technical Education School. With funding approval, the school would be the first Governor's school with a career and technical education focus.
- **Career and Technical Education (HB 1616, 2015)** – The bill required that each sequence of career and technical education courses be aligned with state or national program certification and accreditation standards, if such standards are available. Programs offered by industries, in collaboration with local school boards, are provided an exception.
- **Graduation Requirements (HB 1675, 2015)** – Requirements for graduation were updated to recognize alternative means for students to earn course credit towards graduation. Local school districts may waive the requirement that students must receive 140 clock hours of instruction in order to earn a standard credit unit based on specific criteria. Generally, earning credit outside of classroom instruction requires students to demonstrate knowledge of skills and content relative to the subject matter.

- Postsecondary Credential (HB 1676, 2015) – Local school boards are permitted to engage in agreements with community colleges and other public postsecondary institutions. As part of any agreement, students have the option to take career and technical education courses that result in an industry-recognized certification or license. A postsecondary credential is earned concurrently with a high school diploma.
- Waiver for Career and Technical Education Instructors (HB 682, 2016) – Successful work-based learning strategies involve investments in both programs and educators. The bill focuses on the potential educators a school or district may hire. It provides for a waiver of teacher licensure requirements for educators that teach a trade or industrial program and that have obtained an industry certification related to that program.
- Career Pathway Programs (SB 245, 2016) – The bill creates a new section to an existing law that required local schools and community colleges to agree upon and facilitate dual enrollment for high school students. The program would prepare a student to pass a high school equivalency exam and a postsecondary certification or license program from a community college.

State Strategies Utilized

- Apprenticeships
- Clinical Experiences
- Cooperative Education
- Guest Speakers
- Internships (Introductory or Extended)
- Job Rotations
- Job Shadowing
- Mentorships
- School-Based Enterprises
- Service Learning

State Practices

- Academy Programs – Over the last several years, Virginia created new specialty academies around career and technical education. The new academies are in the fields of information technology, health sciences, and science, technology, engineering, and mathematics. The academies were designed to prepare students for high-demand and high-skill careers. More importantly, the academies connect classroom education to the world of work to improve employability.
- Career and Technical Education Work-Based Learning Guide – The work-based learning manual was developed to guide students, parents, and coordinators on the various policies, guidelines, and recommendations for work-based experiences in the state. The manual lists the specific methods of instruction for workplace experiences and resources for work-based learning coordination in the state.
- Expanded Registered Apprenticeship – Due to the future demand for skilled workers at the technician and trades level, the governor issued an executive order to initiate a program to expand enrollment and incentivize state agencies and private businesses to participate in registered apprenticeship. The incentives total nearly half a million dollars for costs associated with apprenticeship-related activities.
- Workplace Readiness Skills for the Commonwealth – Research conducted by Virginia over nearly two decades regarding the needs of businesses discovered that employers were having difficulty hiring qualified workers to fill available positions. As a result, workplace readiness skills were incorporated into the state’s career and technical education curriculum. Updated research contributed to a list of 21 workplace readiness skills that were adopted by the state’s board of education to prepare students for the workforce and successful careers.

Washington Work-Based Learning

Overview

Similar to other states across the nation, the state of Washington has worked to identify the potential economic and workforce challenges of the future. The state has bolstered its workforce system by improving its education and training strategies and programs. Among other efforts, the state has identified work-based learning activities as an effective method to extend the classroom to the workplace. Program standards define and require work-based learning components in all of the state's career and technical education programs.

Legislative Highlights

- **Enhancing Student Learning Opportunities and Achievement (SB 5841, 2007)** – The superintendent of public instruction was directed to provide grants to eligible high schools that develop career pathway programs in high-demand fields in the state. Grant recipients must partner with relevant industries, educators, and representatives to implement a model curriculum for selected career pathways. Among other requirements, career pathway programs must integrate core academic standards with career and technical preparation methods based on accepted industry standards. Selected pathways must provide students with dual credit for high school graduation and college, and lead to an industry-recognized credential or postsecondary degree.
- **Innovative Interdistrict Cooperative High School Programs (HB 2913, 2010)** – The bill allowed for two or more non-high school districts to form an interdistrict cooperative to provide high school students with an innovation academy cooperative. An innovation academy is defined by specific characteristics or programs ranging from science and math focused curriculum to specific methods of instruction, including work-based learning, experiential and field-based learning, and direct instruction offered at multiple and varying locations.
- **STEM Lighthouse Schools (HB 2621, 2010)** – The bill directed the superintendent of public instruction to designate a set number of middle and high schools each year as lighthouse schools. The schools serve to provide advice and technical assistance to other schools and communities that are in the initial phases of developing science, technology, engineering, and mathematics programs. The schools operate as a resource for best practices that include partnerships with businesses and the community, and alternative instructional approaches.
- **Supplemental Appropriations (SB 6444, 2010)** – As part of Washington's supplemental budget, the legislature provided funding and direction to the superintendent of public instruction to create a science, technology, engineering, and mathematics working group to develop a comprehensive plan to improve policies and practices. With the goal of preparing students for college and careers, one recommendation included a framework to develop and implement work-based strategies that promote and engage student learning in science and math courses. At the time, pathway strategies were in the process of being implemented, and a progress update was released in 2013.
- **Aligning High-Demand Secondary STEM or Career and Technical Education (SB 5624, 2013)** – Washington's community and technical college board was directed to identify colleges to develop and offer programs that result in an applied degree or other postsecondary credential. The bill addressed dual credit programs in the state by aligning high-demand science, technology, engineering, and mathematics programs, and career and technical education programs.
- **Supporting Academic Acceleration for High School Students (HB 1642, 2013)** – School districts in the state are encouraged to adopt an academic acceleration policy for secondary students that meet state assessment standards. The policy automatically enrolls students in the next most rigorous advanced course available at the school. The goal is for students to eventually enroll in a dual credit program. The bill includes career and

technical education opportunities, such as the state's tech prep program. Incentives or grants are awarded to schools based on student enrollment and other eligibility requirements.

- **Implementing Basic Education Expenditures (HB 2051, 2013)** – The bill established an education legacy trust that would be used to improve career and technical education opportunities for primary and secondary students until 2019. The trust is funded by tax revenue to support enrollment and other education improvement. The bill created a research group that would focus on career education opportunities in the state.
- **Improving Student Success (SB 6552, 2014)** – The superintendent of public instruction has been directed to create a curriculum framework of career and technical education courses related to science, technology, engineering, and mathematics. The intention is to increase instructional hours and implement credit requirements for graduation. Career and technical education courses are aligned to meet equivalency standards with existing science or math courses. Districts must provide students the opportunity to access at least one career and technical education course from a list developed by the superintendent of public instruction.
- **Highway Construction Workforce Development (SB 5863, 2015)** – The bill directed Washington's transportation department to coordinate with the department of labor and industries to expend funding for apprenticeship preparation and support services to recruit underrepresented populations in the state. The transportation department is required to report on the success of its efforts.

State Strategies Utilized

- Apprenticeships
- Career Mentors
- Extended Learning
- Guest Speakers
- Job Shadowing
- School-Based Enterprises
- Structured Field Trips
- Worksite Learning (Cooperative, Instructional, Supported Employment)

State Practices

- **Running Start for the Trades** – The program was developed to help expand apprenticeship opportunities for high school students. Local apprenticeship programs work with high school students to prepare them for immediate entry into state or federal apprenticeship programs after graduation. Students also have the option to attend a two-year college program that leads directly to an apprenticeship.
- **Washington Aerospace Training and Research Center** – The state's growing aerospace industry has increased the demand for specialized workers at various skill and education levels. The demand is being addressed by college and industry partnerships to provide training for specialized entry-level positions. The center was opened as a resource for career pathways in the aerospace and manufacturing industries. Students participate in short-term certificate programs that also offer college credit.
- **Worksite Learning Manual** – The manual serves as the resource for stakeholders involved in developing, implementing, or improving work-based learning strategies and programs around Washington. The manual defines work-based learning and its benefits to students as part of a larger educational plan. It also clarifies the state's worksite learning experience, which is a subset of work-based learning and a component of the overall education process.

West Virginia Work-Based Learning

Overview

In accordance with West Virginia education policy, work-based learning was replaced with experiential learning strategies. State policy requires that experiential learning is a graduation requirement for students at some point between grades nine through 12. Experiential learning is a broad approach to education and training that includes the sub-category of work-based learning, along with service-, community-, and research-based learning. According to state policy, a work-based learning experience must occur at the work site. Activities and experiences are still based on the integration of classroom learning with real work experience and are developed by students, education coordinators, and training sponsors. Experiential learning by students is recorded on the state's education information system, the statewide standardized data collection and reporting system for the department of education. West Virginia stresses accurate record keeping to verify student participation in experiential learning activities and associated workers' compensation coverage.

Legislative Highlights

- Establishing Effective Alternative Education (HB 4065, 1996) – The bill amended West Virginia Code to include a new section for educational definitions. Work-based learning was defined as a structured activity that correlates with and is mutually supportive of school-based learning of the student and includes specific objectives to be achieved as a result of the experience.
- Appropriations for Alternative Education Programs (SB 589, 1999) – Funds are distributed to county boards to operate alternative education programs. A portion of funding will be distributed on a competitive basis for boards that operate pilot or innovative alternative education programs. The bill provides allowances for workers' compensation for unpaid work-based learning experiences.
- Dropout Prevention and Recovery Innovation (SB 228, 2011) – West Virginia determined a need to increase high school graduation rates to improve the future of students and the state at large. The state legislature identified numerous effective strategies for engaging students in order to increase graduation rates, including mentoring, multiple pathways, school-community collaboration, service learning, and alternative and nontraditional schooling. The bill required that schools partner with community organizations or state agencies to submit applications for funding to support alternative methods of teaching students.
- Reforming Public Education (SB 359, 2013) – The bill required the state education board, higher education commission, and the community and technical college council to jointly adopt uniform college and career readiness standards. Methods for measuring specific standards were also provided.
- Innovation in Education (HB 4295, 2016) – The bill serves to improve the overall outcome for students in West Virginia. The legislation directs the state board of education to encourage and incentivize performance by implementing key innovations in five specific areas, including career pathways and STEM. Innovation schools will utilize redesigned curriculum, instructional delivery, and instructional strategies to increase engagement and flexibility.

State Strategies Utilized

- Apprenticeships
- Clinical Experiences
- Computer Simulations
- Cooperative Education
- Entrepreneurships
- Field Trips

- Internships
- Job Shadowing
- School-Based Enterprises
- Supervised Agricultural Experiences (Agribusiness or Directed Work)

State Practices

- **Career Pathways** – The resource acts as a personal guidance system for individuals to navigate towards employment and successful careers. Instead of a generalist approach, the state provides career information and resources to increase an individual's career knowledge. The publication focuses on high school to community college pathways based on time-shortened, cost effective plans for specific occupations.
- **Common Career Technical Core** – In 2013, the state's board of education updated its policy on career and technical education standards. West Virginia became the first state to formally adopt the Common Career Technical Core, a set of standards developed through an initiative by states, industries, and educators. The technical core includes standards for the 16 career clusters and corresponding career pathways that define the skills and knowledge a student should be able to demonstrate after completing a program. A set of career readiness standards are also part of the technical core.
- **Experiential Learning Guide** – The guide was developed as part of West Virginia's response to preparing its students for an increasingly global job market. The guide serves to discuss and provide resources for the state's experiential learning program. Definitions, rationales, and resources are provided for the various sub-categories of experiential learning.
- **Governor's Schools** – The specialty schools are designed to provide students with carefully designed curriculum in specific learning fields. Students participate by submitting applications and recommendations, and schools are entirely free to accepted students. Students attend selected schools during the summer and participate in classes, workshops, and hands-on learning experiences.
- **Information Technology Academy** – West Virginia's department of education partnered with Microsoft's information technology academy to allow high school students the opportunity to graduate with an industry-recognized certification. Teachers and support staff are also eligible to earn similar certifications to enhance their technology skills.
- **Simulated Workplace** – The state board of education recently adopted the simulated workplace standards as state policy. Created as a pilot program in 2013, the initiative is an instructional strategy designed to assist schools in implementing workplace components into career and technical education. The various protocols are aligned with statewide workforce requirements to enhance instructor delivery and opportunities for students to own their performance and success.
- **Technology Centers that Work** – Developed from a nationwide high school to work pilot, West Virginia adopted the school technology initiative to assist statewide career and technical centers in reviewing and implementing actions needed to produce workers for in-demand and high-wage careers. The goal of the model is to provide students with high quality career and technical education by combining high school and technical center learning.
- **West Virginia EDGE** – The statewide initiative provides high school students with various opportunities to explore viable career options through work-based learning and career development. The initiative involves a collaborative effort between industries, labor organization, and secondary and postsecondary educators. The pathways are based on career clusters, and each cluster contains two components. The professional component leads to a four-year degree or higher, and the skilled component results in either a certificate or associate degree.

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: DM.twic.II10.090916

TO Council Members**SUBJECT** Research on Promising Practices in Leveraging Discretionary Grant Deliverables

Introduction

This item will brief members on the results of a national scan conducted to identify promising practices related to key products, tools, resources, and curricula from federal discretionary grant programs. The goal is to consider how Texas might leverage these promising practices to decrease ramp-up time and avoid sunk costs for future grantees to achieve similar outcomes.

Background

Relevant Texas Government Code:

Section 2308:101(8) – encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

Section 2308:101(10) – monitor the operation of the state’s workforce system to assess the degree to which the system is effective in achieving state and local goals and objectives.

Section 2308.104 – develop and recommend a single strategic plan for the workforce development system, and report annually to the governor and the legislature on the implementation of that plan. [FY 2016–FY 2023 strategic plan for the Texas workforce system identified the critical need for continuous improvement and innovation through the capture of best-in-class practices as a strategic pillar that is foundational to the future workforce system’s strength and responsiveness.]

Attachment

1. National Research Scan for Promising Practices in Leveraging Federal Discretionary Grant Deliverables

DiscussionOverview

The Texas Workforce Investment Council’s (Council) new workforce system strategic plan includes a focus on continuous improvement in research and innovation through the capture of best-in-class practices. This is a strategic pillar that is foundational to the future workforce system’s strength. By learning from approaches from outside the Texas workforce system, the system may be able to improve efficiency and effectiveness. Identifying how other states capture and store data from federally funded discretionary grants could reduce duplicative efforts, thereby improving the productivity of using grant funds for the state’s workforce programs.

Fifty years ago, almost 80 percent of jobs with good wages required only a high school diploma. Today, that percentage is 35 percent. Additionally, most of the jobs in the future will require a credential less than a four year degree. States across the nation have launched strategic initiatives to dramatically increase the

number of individuals with a postsecondary credential in order to meet the needs of their employers and ever-changing global economies. In fact, recent state initiatives across the nation have had education and workforce delivery improvement and alignment as their focus. Moreover, using data and performance measures to track improvement is increasingly the means by which to achieve that improvement.

The number of pay for success and innovation grants has increased dramatically in the last five years. After the release of *Identifying Gaps and Setting Strategic Priorities for Employment and Training Research (2014-2019)*, prepared for the U.S. Department of Labor (DOL) Employment and Training Administration, the emergence and rapid growth of the pay for success and evidence-based models in the grant-making arena increased the need to identify, replicate and scale effective programs.

A national scan was conducted by Council staff to gather information to determine which states are capturing federal discretionary grant deliverables. During the initial scan, it became apparent that an interim step would be required before selecting the states with promising practices of capturing and storing outcomes related to discretionary funds. Research revealed a national trend in the emergence and development of evidence-based grant programs. Therefore, as an interim research step, Council staff looked at state practices of grant solicitation and award. In addition, national clearinghouses were investigated to identify the types of evidence-based products, tools, and studies that are being captured.

Next steps will include research that will focus on how states are using Wagner-Peyser 7(b) grants, and determining whether there are best practices in state mechanisms to capture and store evidence-based grant program deliverables.

Findings from the Scan

It is not surprising that there is limited evidence-based grant making at the state level. Most states collect and report only data mandated by federal programs. Without exception, the states contacted for this report were neither collecting nor analyzing data with regard to the efficacy of one program delivery method versus another. A few states were conducting cost-benefit analysis or randomized studies on program participation versus non-participation. Multiple random assignment and quasi-experimental studies are being conducted around the country, principally administered at the regional, county, or local level.

There is no single government-wide clearinghouse on workforce development or training programs. However, DOL's Workforce3One website provides links to other system partners for information on grants made by the partner agency and provides links to resources and strategies on what works. Most sites, both public and private, only include those studies and evaluations that were funded through specific, organization, or agency grants. Many nonprofits with leadership composed of high-level government officials, such as Results for America, are building strong, bipartisan coalitions that advocate for the collection, analysis, and dissemination of "what works." Moreover, national business groups, like the Business Roundtable and the U.S. Chamber of Commerce Foundation, are working together and partnering with national advocacy organizations to aggressively address the growing skills gaps.

The Texas workforce system continues to be an exemplar for integrated system strategic planning. In conversations for this project, many states indicated that they often look to Texas for inspiration and guidance. Because of the maturity of the Texas system, the state can continue to "plow-the-field" moving forward. Council staff will continue to:

- Monitor federal, state, and nonprofit websites as they mature to capture potential models to emulate;
- Review national and state curated resources;
- Seek assistance from entities known to be committed to and invested in employment and training evidence-based grant making; and

- Report to the Council on key research findings.

Recommendation

It is recommended that the Council note the information contained in this briefing item.

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National Research Scan for Promising Practices in Leveraging Federal Discretionary Grant Deliverables

INTRODUCTION

In workforce development, the identification of promising practices isolates effective methods for designing, planning, and implementing new programs, products, or processes. Findings can be used to increase efficiency, extend the impact of the funding, and improve workforce outcomes. To inform programs that award and administer state and federal funding, a national scan was conducted to gather information on how states capture, store, and disseminate deliverables from federal discretionary grants. During the initial scan, it became apparent that an interim step would be required before selecting the states with promising practices.

Research revealed a national trend in the emergence and development of evidence-based grant programs; that is, grant making based on the use of the best available evidence about what methods, products, or processes work in practice. Therefore, as an interim research step, Texas Workforce Investment Council (Council) staff looked at state practices of grant solicitation and award. In addition, national clearinghouses, recent federal action, and nonprofit/foundations were investigated to identify the types of evidence-based products, tools, and studies being captured.

This research will provide the Council with insight into the national trends on the development of evidence-based grant programs, clearinghouse resources, and national examples. Next, selected state activities will be described, as well as resources such as nonprofits and foundations that Texas might leverage. The report will conclude with some general observations and final recommendations.

NATIONAL TRENDS AND BACKGROUND

Federal programs collect enormous amounts of data on the projects they fund and administer, but to what extent those data inform practitioners and policy makers of program delivery is unclear. In March 2015, before a subcommittee of the U.S. House of Representatives Committee on Ways and Means, John Bridgeland, senior advisor at Results for America, testified that “former office of management and budget directors estimate that only about one percent of federal non-defense discretionary spending is backed by evidence.” In addition, Congress established statutory requirements for most agencies to set goals, measure performance, and submit related plans and reports to Congress.

Passed in 1993, the Government Performance and Results Act (GPRA) mandated that “No later than March 31, 2000, and no later than March 31 of each year thereafter, the head of each agency shall prepare and submit to the President and the Congress, a report on program performance for the previous fiscal year.” As a result, government agencies for the first time were required to collect and report data on programs under their jurisdiction.

In January 2011, the GPRA was reauthorized as the GPRA Modernization Act of 2010, retaining many of the GPRA requirements but significantly strengthening accountability by mandating agencies to evaluate programs and identify and report on best practices. As a result of this and other federal action, a significant change occurred in what data cities, states, and federal agencies collect and report and how they use that data. Since 2011, numerous regional and national foundations have launched workforce

development initiatives that provide the best opportunity to identify promising programs and best practices. Moreover, in just the last five years, federal programs have dramatically expanded performance and evidenced-based requirements for funding.

Because workforce development evidence-based funding and evaluation is still in its infancy, evaluations of piloted programs are either nonexistent or in the early stages of reporting. Research reveals that most clearinghouses at federal agencies are not well populated nor consistently updated.

EXISTING FEDERAL CLEARINGHOUSES

The **U.S. Department of Education’s What Works Clearinghouse (WWC)** was authorized in 2001. It was created to vet programs, practices, and curricula and report on the efficacy of programs to improve reading and numeracy outcomes for children in elementary and secondary public education system programs. Few initial evaluations appeared to be evidence-based. Over time, evaluations became more robust and plentiful. The WWC provides a framework for educators, policy makers, and parents to identify, access, and implement practices that have been rigorously evaluated and proven to be successful. To date, the WWC has reviewed almost 11,000 studies on topics that are varied, from dropout prevention to college and career readiness, and has made the results universally accessible. Evidence of effectiveness is clearly labeled as having a “small,” “moderate,” or “large” impact. This is one of the most mature and robust federal clearinghouse sites reviewed.

The **U.S. Department of Education** also houses the **ERIC Digest**, a clearinghouse with over 28,000 publications. It can be sorted by publication date, descriptor, source, author, publication type, education level, and audience. Refining the search to employment and training peer-reviewed evaluations results in a more manageable 3,904 studies. Half of the citations deal with foreign countries. Twenty years of research may be accessed through this clearinghouse, but, because many of the peer reviews are published in scholarly journals, is accessible only through subscription.

The **U.S. Department of Labor (DOL)** has three clearinghouses on employment and training. The more robust site—**Clearinghouse for Evaluation and Research (CLEAR)**—appears to be modeled after the Department of Education’s What Works Clearinghouse. The site is intuitive to navigate with clear topic areas and links. Searching by topic area or flash review reveals the type of study used and outcomes achieved (low, medium, strong evidence). The “Search the Database” link provides detailed information by keyword, topic, or study type on a given award. CLEAR appears to be updated daily. Because so few efficacy studies have been completed, the site is not well populated at this time.

The **DOL Employment and Training Administration** division resource link redirects to Workforce3One. The site readily links to federal agency partner sites and has a robust search engine, resource page, and assorted information and tools for implementation of the Workforce Investment and Opportunity Act (WIOA). The resource page has plentiful information on scores of programs and includes a “what works” section under the strategies tab, which includes efficacy information on selected program grants.

In 2012, DOL launched a pay for success pilot program, the **DOL Innovation Fund**, a portal that is well organized and easily navigated. The portal is organized via drop-down menus for grantees, project focus, and resources type. The profiles on innovation/pay for success grantees awarded to date are detailed and include the project description, amount awarded, research type, number of individuals to be served,

partners, contacts, and website. The profiles were uploaded in August 2013 and do not include the award date or contract length, making it difficult to determine if grants have completed the contracted term. No evaluations or assessments were posted at the time the site was reviewed, which is understandable given the early stage of the grants. As the grants mature and complete the term of the contract, it would be expected that efficacy information will increase and the site will be updated.

The **Corporation for National and Community Service (CNCS)**, established in 1993 to administer AmeriCorps, was authorized in 2009 to establish the Social Innovation Fund. The website is user-friendly with multiple tools, including evaluation plan guidance and a clearinghouse. All CNCS grantee programs that proved effective, and those that did not, are included.

RECENT FEDERAL ACTION

Federal actions were recently taken that contribute to the emergence of evidence-based grant making. In July 2014, the *Ready to Work: Job-Driven Training and American Opportunity* report was released, along with a compilation of activities in selected federal cabinet agencies purported to work. The report lays out specific agency mandates and timelines to implement more job-driven practices. Among the instructions to agencies is a requirement for all cabinet secretaries with programs funded through WIOA to develop a measure of business engagement effectiveness by June 2016, including vocational rehabilitation and adult education programs. The Department of Education was instructed to develop a tool kit and vignettes that show effective employer engagement drawing on the best practices in adult education, career and technical education, and vocational rehabilitation by the end of 2015. A follow-up report, prepared for the DOL Employment and Training Administration, was presented in August 2015. The report catalogues evidence-based project research completed, underway, or planned in the future. While the document briefly describes hundreds of projects, there are relatively few with efficacy information. There is a very detailed reference appendix.

On December 10, 2015, the Elementary and Secondary Education Act reauthorization, the Every Student Succeeds Act, was signed into law. The legislation expands the work of the WWC, creates a new clearinghouse on English language learners, strengthens accountability, and incorporates evidence-based innovation in education.

NONPROFITS/FOUNDATIONS

Numerous established think tanks, non-governmental organizations, and foundations are examining ways to get better returns from taxpayer-funded programs in workforce education and training. Additional institutes are emerging to specifically address evidence-based, pay-for-success, and social impact bond initiatives. Some are employer focused, while others are population based. Several of the more noteworthy organizations include the following:

The Association for Career and Technical Education clearinghouse is straightforward, navigable, and intuitive. Multiple categories reveal multiple topics, including a student outcome category that includes technical skill attainment. Each topic may include articles, issue briefs, webinars, reports, journal articles, and other resources.

The Promising Practices Network (PPN) – Operated by the RAND Corporation until June 2014, the PPN is the most easily navigated clearinghouse identified. While it is no longer operational or updated, its archived information is still available online. The “programs that work” section can be browsed by outcome area, indicator, topic, and evidence level. Programs are rated as proven or promising based upon established evidence criteria. In addition, the site provides issue briefs on evidence-based programs and related issues, as well as a robust section of expert perspectives on a given subject.

Results for America (RFA) – Founded in 2012, RFA’s mission is to shift public resources toward evidence-based, results-driven solutions. RFA is working to achieve this goal by developing and advancing the next generation of evidence-based, results-driven practices, policies, and programs and by supporting leaders at all levels of government to invest in what works. The RFA clearinghouse primarily expounds on the benefits of using evidence-based programs for better outcomes. The site also contains information on a limited number of city studies.

Center for Law and Social Policy (CLASP) – In 2012, the CLASP Alliance for Quality Career—with funding from the Joyce Foundation, the James Irvine Foundation, and the Greater Twin Cities United Way—invited ten states to partner in the development of an Alliance Framework and establish a common understanding of quality career pathways and systems. This clearinghouse is easy to navigate and has a state-by-state catalogue of programs and research being conducted in each state. Phase I metrics are available, as is the framework used by the participants. Phase II state analysis is pending release and will be followed by Phase III program implementation and evaluation.

Aspen Institute – The institute’s Ascend clearinghouse is easy to navigate, user intuitive, and populated with considerable research. The breakdown of established, emerging, and in-research programs is particularly helpful. Much of the material is evidence-based and links to other associated organizations.

Pay for Success Learning Hub – Tracking pay for success activities since the first DOL solicitation for pilot projects was announced in June 2012, this site contains an interactive map as well as a federal and state chronology of actions.

STATE ACTIVITIES

While chair of the National Governor’s Association in 2013 and 2014, Oklahoma Governor Mary Fallin was selected as the chair of the initiative “America Works: Education and Training for Tomorrow’s Jobs,” which is intended to improve and align education and workforce training systems with the needs of business and labor markets. *An Action Guide for Governors*, published in June 2014, illustrates promising practices in participating states. A policy academy held in October 2014 complemented this guide. The five states selected for this research, with the exception of Oregon, participated in the pre-academy work and in the 2014 and 2015 academies. The following state profiles highlight information obtained from phone interviews conducted by Council staff with state investment board and agency directors and are supplemented with information obtained on the Web.

Indiana

All discretionary grants (including Carl D. Perkins) are housed in the Indiana Department of Workforce Development. In addition to the local workforce boards, the legislature created Regional Works

Councils. While distinct from the local boards, the councils are geographically aligned, and appointments are made by the governor. The sole focus is career and technical education.

Indiana does not evaluate federal programs. However, in 2013, it did calculate the return on investment of an innovative curriculum grant with approximately \$4.4 million in state dollars that included bonus funding. Seventy percent of funding was up front, with an additional 30 percent if milestones were met. All funds were required to be matched and to have evidence of regional need. The weighted program indicators were:

- Student enrollment at 10 percent
- Number of students earning an industry-recognized certification at 30 percent
- Number of students earning dual credit at 30 percent
- Number of students entering into work-based and learning experiences at 30 percent

Indiana uses the eligible provider list as a proxy for evaluation by defunding any awardee with less than 28 percent completion rate for degree programs and less than 50 percent for certification completion. Standardized performance measures are included in all awards. Applicants must provide a funding match, evidence of regional priority, target number for credentials earned, and who is trained. Awardees must also provide how the program will be implemented and how the program is differentiated from other activities previously funded.

Minnesota

Prior to 2013, under Minnesota state statute, all workforce administration, planning, and grants were under the jurisdiction of the Department of Employment and Economic Development, and the statewide workforce investment board was minimally engaged in system activities. Leadership at the board and the board makeup has been in transition for the last two years to improve coordination and alignment among the workforce partners.

While the Minnesota-Fast-TRAC, a Joyce Foundation Shifting Gears initiative, is cited as an exemplar in effective workforce training, the state is still struggling to fully integrate its workforce system. Fast-TRAC does not evaluate programs but has done some cost-benefit analysis of participants versus non-participants in its apprenticeship program. There is very little information on the state site, and there is no clearinghouse. Some data and program descriptions can be found through websites of granting foundations.

Oklahoma

The Oklahoma Employment Security Commission administers the Wagner-Peyser program, whereas the Oklahoma Office of Workforce Development (OOWD) is the state administrator of WIOA grants and serves as staff to the state board known as the Governor's Council for Workforce and Economic Development. The Office of Workforce Development is also affiliated with the Oklahoma State University System.

Approximately \$2 million of WIOA formula funding is designated as governor's reserve and is used for the administration of the state-wide board activity and capacity building.

Oklahoma presently collects only workforce data that is required by federal programs. The OOWD intends to begin efficacy studies before 2019. There is no statewide integrated data system, and the state is expected to use discretionary funding to upgrade their system.

Oregon

Oregon's state workforce system has been in a period of transition over the past few years due to the reorganization of local workforce areas and the board, the resignation of the governor in February 2015, and the implementation of WIOA. Primary responsibility for implementation of the state plan will occur at the local level. The State Workforce Development Board is housed within the Office of Community Colleges and Workforce Development. There are no current initiatives. The website has no clearinghouse. No statewide conversations are currently being held for evaluations on pay for success, net impact, or other efficacy studies.

Washington

The Washington Workforce and Education Coordinating Board (board) administers the Carl D. Perkins discretionary grants for the state. WIOA funds, including Wagner-Peyser, are administered by the Department of Employment Security. Because Washington is a strong local control state, the governor and board set the vision and the local boards administer the programs. The local boards determine who and what gets funding. Wagner-Peyser 7(b) funds are awarded to the local boards for administration supplementation. The state board is working with the governor's office in the development of recommendations for the WIOA governor reserve grants. The administration of these grants is pending.

There appears to be no integrated data system and the state does not conduct evaluations at the program level. An annual report highlights exceptional low and high performance but not evidence-based data to support promising practices.

CONCLUSIONS

The findings of this research suggest that there is limited evidence-based grant making at the state level. Most states collect and report only data mandated by federal programs. Without exception, the states contacted for this report were neither collecting nor analyzing data with regard to the efficacy of one program delivery method versus another. A few states were conducting cost-benefit analysis or randomized studies on program participation versus non-participation. Multiple random assignments and quasi-experimental studies are being conducted around the country, principally administered at the regional, county, or local level.

There is no single, national clearinghouse—government or private—on promising practices in workforce development or training programs. However, DOL's Workforce3One website provides links to other system partners for information on grants made by the partner agency and provides links to resources and strategies on what works. Most sites, both public and private, only include those studies and evaluations that were funded through specific, organization, or agency grants.

RECOMMENDATIONS

The Texas workforce system continues to be an exemplar for integrated system strategic planning. In conversations for this project, many states indicated that they often look to Texas for inspiration and guidance. Because of the maturity of the Texas system, the state can continue to “plow-the-field” moving forward. The Council staff will continue to:

- Monitor federal, state, and nonprofit websites as they mature to capture potential models to emulate;
- Review national and state curated resources; and
- Seek assistance from entities known to be committed to and invested in employment and training, and evidence-based grant making.

Next steps will include research on the use of the Wagner-Peyser 7(b) grant program in other states to determine any promising practices in state mechanisms to capture and store evidence-based grant program deliverables.

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**TWIC BRIEFING ITEM
MEMORANDUM**

REF: LR.twic.III.090916

TO Council Members

SUBJECT Alamo Workforce Development Area Request for Redesignation

Introduction

The Texas Workforce Investment Council (Council) received a request for redesignation of the Alamo Workforce Development Area on June 20, 2016. The requested redesignation would result in McMullen County being moved from the Coastal Bend Workforce Development Area to the Alamo Workforce Development Area. This briefing will provide members with information pertaining to the written request and the public hearing conducted by the Council's executive committee.

Background

Both Texas Government Code, Section 2308.101(3), and the federal Workforce Innovation and Opportunity Act, Section 106(A)(4) charge the Council with recommending to the Governor the designation or redesignation of workforce development areas for local planning and delivery of workforce development services. Texas Government Code, Section 2308.252(e), further states that the Governor may redesignate workforce development areas not more than once every two years, and that a redesignation must be made not later than four months before the beginning of a program year.

In December 1999, the Council approved two rules that detail the process to be followed by the Council in considering a request or proposal for redesignation. These rules are published in the Texas Administrative Code, Title 40, Part 22, Chapters 901.1 and 901.2.

Attachments

1. Process for Considering a Request for Redesignation
2. Texas Government Code, Chapter 2308.252
3. Texas Administrative Code, Title 40, Part 22, Chapters 901.1 and 901.2

Discussion

On June 20, 2016, the Council received an email containing a written request for redesignation from Bexar County Judge Nelson Wolff, on behalf of McMullen County and the Chief Elected Officials (CEOs) of the Alamo Workforce Development Area. After reviewing the contents of the written request, Council staff noted a deficiency within the request and identified the information the Council would need to receive in order to consider the request.

The Council director then sent a letter to Judge Wolff, the lead CEO of the proposed area, on June 27, 2016, acknowledging the Council's receipt of the written request for redesignation and identifying the deficiency therein. The Council director requested that Judge Wolff respond to that deficiency to ensure that the written request met the requirements as defined in the Council's rules on redesignation. Judge Wolff had 30 days from receipt of the Council's notification letter to correct the deficiency. Notification

of the Council's receipt of the request and subsequent review was also transmitted to Governor Abbott on June 27, 2016.

The Council's rules require notification of all current workforce development board members of the affected areas in the event of a request to split a designated area into two or more areas. Therefore, on July 21, 2016, the Council director sent a letter to notify all current board members of the Alamo and Coastal Bend workforce development areas of receipt of the redesignation request.

Documentation received on June 30, 2016, remedied the deficiency in the request, which then met the requirements of the Council's rules. On July 21, 2016, notice of the Council's receipt of the request was posted in the *Texas Register* for public comment. Included in the posting, was the date of September 8, 2016, at which the Executive Committee—designated by the Council chair to review the request, receive written and oral comments, and make a recommendation to the Council—would hear oral comments on the proposed redesignation. The notice appeared in the August 5, 2016, issue of the *Texas Register*. The 30-day comment period was from August 5 to September 3, 2016.

Council rules on redesignation provide for the chair of the Council to designate a committee to consider the request, including all public comments received during the public comment process and the public hearing. During the June 10, 2016, quarterly Council meeting, the chair informed members that, in anticipation of a request for redesignation, he was designating the executive committee to consider the request, report the results of that review, and make a recommendation to the Council. After hearing the committee's report, the full Council will then make a recommendation to the Governor at the meeting on December 9, 2016.

Recommendation

It is recommended that the Council note the information contained within this item.

Process for Considering a Request for Redesignation

Texas Administrative Code, Chapter 40, Rule 901.1, provides for a number of key requirements and steps that the Texas Workforce Investment Council must take in considering a request, including:

1. **Acknowledgement and Summary Action.** The director will notify the lead CEO of the proposed area, as identified in the written request, and the Governor of receipt of the request and any deficiencies in the written request. The lead CEO has 30 days to correct any deficiencies.
2. **Contents of the Written Request.** The request must show that the proposed area complies with state requirements for a local workforce development area and must include information on a number of key factors, including other information required by the Council to make a determination.
3. **Notification of Proposal or Request.** When a complete request is received from a local area or proposed local area, the Council shall publish notice of the request in the *Texas Register* with a statement inviting input, specifying the deadline for submitting written input, and setting an open meeting at which oral comments will be accepted. (The public comment period will be 30 days from the date the notice is published in the *Texas Register*.)
4. **Notification of Local Workforce Development Board Members.** Texas Administrative Code, Title 40, Section 901.1(d), requires the director to notify all current workforce development board members of the affected areas in the event of a request to split a designated area into two or more areas.
5. **Public Hearing.** Council members will receive oral comments on the request at an open meeting.
6. **Consideration of Request.** The Council may consider a request or may designate a committee to do so and make a report to the Council. In considering a proposal or request, all relevant information may be reviewed in addition to the information submitted with the request and the information obtained during the public comment process.
7. **Recommendation.** After considering a request, the Council shall make a recommendation to the Governor.

After the Council's recommendation is submitted to the Governor, Texas Government Code, Section 2308.252(a), requires the Governor to publish notice of a proposed designation, to accept comments, and to consider those comments and the Council's recommendation prior to redesignating a workforce development area.

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Texas Government Code

CHAPTER 2308. WORKFORCE AND ECONOMIC COMPETITIVENESS ACT

SUBCHAPTER F. CREATION AND ADMINISTRATION OF LOCAL WORKFORCE DEVELOPMENT AREAS AND LOCAL WORKFORCE DEVELOPMENT BOARDS

§ 2308.252. Designation of Workforce Development Areas

- (a) The governor shall, after receiving the recommendations of the council, publish a proposed designation of local workforce development areas for the planning and delivery of workforce development.
- (b) A local workforce development area:
 - (1) is composed of more than one contiguous unit of general local government that includes at least one county;
 - (2) is consistent with either a local labor market area, a metropolitan statistical area, one of the 24 substate planning areas, or one of the 10 uniform state service regions; and
 - (3) is of a size sufficient to have the administrative resources necessary to provide for the effective planning, management, and delivery of workforce development.
- (b) Units of general local government, business and labor organizations, and other affected persons and organizations must be given an opportunity to comment on and request revisions to the proposed designation of a workforce development area.
- (c) After considering all comments and requests for changes, the governor shall make the final designation of workforce development areas.
- (e) The governor may redesignate workforce development areas not more than once every two years. A redesignation must be made not later than four months before the beginning of a program year.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

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Texas Administrative Code

TITLE 40

SOCIAL SERVICES AND ASSISTANCE

PART 22

TEXAS WORKFORCE INVESTMENT COUNCIL

CHAPTER 901

DESIGNATION AND REDESIGNATION OF LOCAL WORKFORCE DEVELOPMENT AREAS

RULE §901.1

Procedures for Considering Redesignation of Workforce Development Areas

(a) Definitions. "Chief Elected Officials" means the officials designated by state law as the Chief Elected Officials for the purposes of establishing agreements to form local workforce development boards.

(b) Initiation of Redesignation. The Texas Workforce Investment Council may submit a written proposal or a local area or proposed local area may submit a written request to initiate the process to consider redesignation of workforce areas.

(c) Requirements for a request by a local area or proposed local area.

(1) Written Request. A request for redesignation of workforce development areas must be signed by the Chief Elected Officials (CEO) of the proposed new area to be designated. These must be the same officials who would be able to create a local workforce development board if the request is granted. The request must designate one of the officials as the lead CEO.

(2) Acknowledgment and Summary Action. The director will notify the lead CEO and the Governor of receipt of the request and any deficiencies in the written request. The lead CEO has 30 days to correct any deficiencies.

(3) Contents of Written Request.

(A) The written request must show that each proposed area complies with state requirements for a local workforce development area and include information on the following factors:

(i) geographic areas served by local educational agencies and intermediate educational agencies;

(ii) geographic areas served by postsecondary educational institutions and area vocational education schools;

(iii) the extent to which such local areas are consistent with labor market areas;

(iv) the distance that individuals will need to travel to receive services provided in such local areas;

(v) the resources of such local areas that are available to effectively administer the activities carried out under Texas and federal law;

(vi) the total population of the proposed area;

(vii) any prior designation of the area as a Job Training Partnership Act Service Delivery Area or Substate Area or service as a rural concentrated employment program; and

(viii) other information required by the Council to make a determination.

(B) If one or more of the proposed areas is identified in the request as a local labor market area, the request must also contain sufficient evidence that each such area is an economically integrated geographic area within which people may reside and find employment within a reasonable distance.

(4) Further Division of Areas. If one or more of the existing areas would be further divided, the request must also contain the following:

(A) a description of how services of all programs under the local board's purview will be coordinated with other local boards and workforce development areas within the region;

(B) if applicable, documentation that justifies the designation of an area that has less than 200,000 population; and

(C) an analysis of costs associated with dividing the region, with particular emphasis on administrative costs.

(d) Splitting Designated Areas. If a proposal or request is made to split a designated area into two or more areas, the director shall notify all current workforce development board members of the affected areas.

(e) Notification of Proposal or Request. When a proposal is made by the Governor or the Council to redesignate workforce development areas or when a complete request to redesignate such areas is received from a local area or proposed local area, notice of the proposal or request shall be published in the Texas Register with a statement inviting input, specifying the deadline for submitting written input, and setting an open meeting at which oral comments will be accepted.

(f) Consideration of Proposal or Request. The Council may consider a proposal or request or may designate a committee to do so and make a report to the Council. In considering a proposal or request, all relevant information may be reviewed in addition to the information submitted with the proposal or request and the information obtained during the public comment process.

(g) Recommendation. After considering a proposal or request, the Council shall make a recommendation to the Governor.

Texas Administrative Code

TITLE 40

SOCIAL SERVICES AND ASSISTANCE

PART 22

TEXAS WORKFORCE INVESTMENT COUNCIL

CHAPTER 901DESIGNATION AND REDESIGNATION OF
LOCAL WORKFORCE DEVELOPMENT AREAS**RULE §901.2****Appeal of Decision on Designation or
Redesignation**

(a) Time Limit for Appeal. An appeal of a designation or redesignation of a workforce area must be delivered to the Council no later than 30 days after the date the designation or redesignation was made.

(b) Contents of Appeal. An appeal shall be in writing and shall include the specific reasons for appealing the designation or redesignation. The request shall also include any new information the requestor seeks to have considered in the appeal process.

(c) Notice of Appeal. When an appeal is received, notice of the appeal shall be published in the Texas Register with a statement inviting input, specifying the deadline for submitting written input. The council, at its discretion, may also schedule a public meeting at which oral comments on the appeal will be accepted.

(d) Consideration of Proposal or Request. The Council may consider an appeal or may designate a committee to do so and make a report to the Council. In considering an appeal, all relevant information may be reviewed in addition to the information submitted with the appeal and the information obtained during the public comment process.

(e) Recommendation. After considering an appeal, the Council shall make a recommendation to the Governor within 120 days of the date of receipt of the appeal request.

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Texas Workforce Investment Council

Policy News Highlights

Issue 34, Quarter 2, June 2016

Policy News Highlights is a quarterly review of selected reports relevant to the policy and research functions of the Texas Workforce Investment Council (Council). Federal and state agency websites, in addition to numerous public policy and educational databases, are scanned monthly for relevant and emerging issues. Reports are catalogued and stored electronically in the Council's Information Repository (IR).

The IR is divided into 10 topic areas that correspond to priority issues supporting the Council's current strategic plan. They are: adult education, apprenticeship, career and college readiness, career and technical education, clusters and sector strategies, competitiveness, data, disabilities, supply-demand, and training. Not every topic area is addressed each quarter.

Policy News Highlights is organized as an annotated bibliography with short summaries of recent articles grouped according to their topic area.

Adult Education

Trends in Community College Enrollment and Completion Data, American Association of Community Colleges, March 2016

Each year the U.S. Department of Education and the National Student Clearinghouse publish reports on higher education that illustrate trends in fall enrollment as well as student outcomes. Recent years show a nationwide decline in community college enrollment among older students. The report shares that, according to the National Student Clearinghouse, more than 38 percent of community college students earn a credential, while the Department of Education's official graduation rate is 22 percent. The report discusses the trends in community college enrollment, the discrepancy between student completion rates versus graduation rates, and the impact of changes in student enrollment on completion rates. www.aacc.nche.edu/Publications/Reports/Documents/Trends_CC_Enrollment_Final2016.pdf

Career and College Readiness

How States are Making Career Readiness Count: A 2016 Update, Achieve and Advance CTE, May 2016
The Elementary and Secondary Education Act was reauthorized and signed into law as the Every Student Succeeds Act in December 2015. The piece of legislation requires states to redesign their accountability systems. The act also provides a number of key provisions related to career readiness. States now have the local flexibility to promote continuous improvement; influence decisions about resource allocations;

create, interpret, and advise on policies; and capture progress made. This paper provides a status update on the use of career-readiness indicators in public reporting and accountability systems, including highlights from several states that are currently in the midst of the transition. It also describes indicators that states use for public reporting and accountability systems.

www.achieve.org/files/CareerReadiness2016.pdf

A Stronger Nation: 2016 Postsecondary Learning Builds the Talent that Helps Us Rise, Lumina Foundation, April 2016

This report, released each year by the Lumina Foundation, tracks the nation's progress toward Goal 2025, which focuses on increasing the proportion of Americans with degrees, certificates, and other credentials to 60 percent by 2025. In 2014, it was reported that 40 percent of the working population age 25–64 have at least a two-year or four-year degree. The report includes data on the attainment of postsecondary certificates and indicates that 4.9 percent of Americans hold a postsecondary certificate as their highest credential. The report includes additional demographic and geographic breakdowns of current degree and certificate attainment rates at the state level, as well as for select metro areas. According to the report, the current rate of growth is not sufficient to achieve Goal 2025, and the U.S. is projected to fall short of that number by 10.9 million people if the pace continues unchanged.

www.luminafoundation.org/files/publications/stronger_nation/2016/A_Stronger_Nation-2016-Full.pdf

A Case in Micro-Credentialing, Interstate Renewable Energy Council, March 2016

This case study explains that rapid growth in the clean energy sector has created exciting yet daunting challenges for employers, employees, and the workforce development infrastructure. While certifications have been proven to support this industry, certifications alone are not always meeting the needs of employers. Micro-credentialing is defined as demonstrating competency in specific knowledge and skills that do not typically cover a full job requirement. While the employee may or may not be in the core profession, a portion of their job may call for a specific set of knowledge and skills associated with that core profession. According to the study, clean energy micro-credentials could cover skill areas such as energy storage, energy management, operations and maintenance, and data acquisition. The case study explains that micro-credentialing in clean energy repeats the successful development of other career pathway models that offer integrated, advanced steps to jobs and training.

www.nationalnetwork.org/wp-content/uploads/2016/03/MicroCredential-Case-Study-FINAL-March-2016.pdf

Communicating the Value of Competencies, American Council on Education, March 2016

This paper provides information on the importance of competencies for higher education institutions, students, and employers. Communicating competencies is targeted at higher education decision-makers in an effort to re-examine how current competencies are articulated within the definitions of credentials, the structure of the curriculum, and the evidence of learning by the students. The paper defines key terms, problems that stakeholders currently encounter, and questions that encourage discussion and create potential solutions that address these problems. Recommendations are provided to highlight ideas to educational institutions that may make sense for their students, including examining programs in terms of the competencies included; working with career services to help students showcase their specific competencies; and organizing a summit on the value of competencies with local stakeholders.

www.acenet.edu/news-room/Documents/Communicating-the-Value-of-Competencies.pdf

MDRC Research on Career Pathways, Manpower Demonstration Research Corporation, March 2016

As postsecondary credentials become increasingly important to access higher quality employment opportunities, a number of education and workforce programs are applying career pathway approaches to help individuals prepare for higher education and for better jobs. This brief explains that, while the definitions vary in their particulars, career pathways share elements that include a sequence of educational programs that lead to credentials, multiple entry and exit points, careers and employer engagement, and support services that promote student progress and completion. The paper further explains that career pathway models and approaches may look different depending on the target population, sector focus, type and location of educational and employer institutions, and state policies.

www.mdrc.org/publication/mdrc-research-career-pathways/file-full

Quality Dimensions for Connected Credentials, American Council on Education, March 2016

This paper provides context for understanding the value of connected credentials in order to help higher education decision-makers analyze the link between credentials, credit for prior learning, and career pathways. Definitions of credentials, problems that stakeholders currently encounter, and challenge questions are included to stimulate discussion and visualize potential futures for enhancing the quality of connected credentials. Six dimensions of quality—transparency, modularity, portability, relevance, validity, and equity—that support connected credentials are highlighted. Ideas to improve the quality of postsecondary systems include creating a work group with higher education institutions to review and implement connected credentials among traditional partners; analyzing how one credential can connect to complementary credentials such as a licensure or certifications; and forming new or strengthening existing partnerships with employers.

www.acenet.edu/news-room/Documents/Quality-Dimensions-for-Connected-Credentials.pdf

Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees, The Aspen Institute, Community College Research Center, and the National Student Clearinghouse Research Center, January 2016

This research analyzes five common measures at institutions that are effectively serving transfer students. Three measures for community colleges help determine trends such as the rate at which students transfer to four-year institutions, transfer with a credential, and complete a bachelor's degree. Additional measures examine the overall rate of students who start at a community college and earn a bachelor's degree from a four-year institution. Transfer students at four-year public institutions and institutions with higher socioeconomic status experienced better outcomes. Lower income transfer students experienced lower performance outcomes than higher income students on almost all measures. The paper points out that students transferring from community colleges to four-year institutions are more likely to be from lower income families than students who enter higher education through four-year institutions. Furthermore, findings suggest that only a small percentage who transfer earn a bachelor's degree. www.luminafoundation.org/files/resources/tracking-transfer-institutional-state-effectiveness.pdf

The Value of Credentials for Disadvantaged Workers, The Aspen Institute, March 2015

Increasingly, attainment of a postsecondary credential is considered a prerequisite to gaining a quality job. Given an increased focus on training and preparing workers to obtain postsecondary credentials, job seekers and workers who must invest time and money to obtain such credentials still question the value of these credentials on improving their employment earnings outcomes. This paper explores whether individuals who obtain credentials work and earn more over time than individuals without such credentials. The impact on earnings for low-income job seekers is also examined. Key findings suggest

that well-designed, sector-focused training programs significantly benefit low-income workers and that obtaining credentials from a well-regarded institution improves the earnings of low-income job-seekers. www.aspenwsi.org/wordpress/wp-content/uploads/Value-of-Credentials.pdf

Career and Technical Education

Putting Learner Success First: A Shared Vision for the Future of CTE, Advance Career Technical Education, May 2016

This brief examines a concept for career technical education, which calls for a systemic transformation of the education system by transforming career technical education into a system that will prepare all students for a lifetime of future success working in high-demand, high-skill occupations. It provides a vision that includes guiding principles and action steps that will support learners; standards of excellence for all career technical education programs; and personalized and flexible learning activities taught by knowledgeable experts.

www.careertech.org/sites/default/files/Vision_FinalWeb.pdf

Clusters and Sector Strategies

Exploring Middle-Skill Training Programs for Employment in the Retail Industry, Manpower Demonstration Research Corporation, April 2016

The retail industry accounts for approximately 10 percent of the nation's jobs and is projected to increase by seven percent by 2022. The size of the industry affords a large number of employment opportunities for low-skilled workers to explore the retail sector as a ladder to middle-skill and middle-income jobs. This paper reviews a survey that was conducted to help understand the national experience of workforce training providers that prepare low-skilled individuals for middle-skill jobs in the retail industry. Findings indicate that few workforce training programs actually focus on middle-skill jobs in retail. While opportunities do exist, the retail industry and employers must work together to develop training programs. Retail stores often train within rather than externally; however, the survey suggests that training providers would embrace information about available job opportunities, high-growth occupations, and career paths in retail. Increasing communication, implementing new partnership models, and trying new approaches to expand training could encourage providers to commit more resources to prepare workers for careers in the retail industry.

www.mdrc.org/publication/exploring-middle-skill-training-programs-employment-retail-industry/file-full

Pathways to Equity: Narrowing the Wage Gap by Improving Women's Access to Good Middle-Skill Jobs, JPMorgan Chase & Co, March 2016

This article addresses women's access to well-paid, growing, middle-skill jobs. It points out continuing segregation between men and women in middle-skill jobs and recommends gender integration to reduce both skills deficiencies and improve women's financial security. The report focuses on middle-skill occupations in manufacturing; information technology; and transportation, distribution, and logistics that have high projected job openings yet typically employ few women. Lower paid middle-skill jobs that predominately employ female workers can serve as career pathways for women seeking to

improve their earnings. Additional information and a full list of growing middle-skill occupations with potential employment opportunities for women is provided in the article.

www.jpmorganchase.com/corporate/Corporate-Responsibility/document/womens-wage-gap-middle-skills-jobs.pdf

Tech Jobs for All?, JPMorgan Chase & Co, March 2016

Training programs that promise high-paying technology jobs are proliferating and drawing attention from government leaders and the general public. The rapid growth of these training models is designed to fill the projected growth in information and technology jobs. This report examines the reasons for the increase in these training programs and identifies best practices from each program type. The report also identifies challenges that organizations, employers, and the government will need to address to ensure that these expanding programs accurately meet market demand.

www.jpmorganchase.com/corporate/Corporate-Responsibility/document/JPMC-tech-training-report-web.pdf

Competitiveness

Empowering Adults to Thrive at Work: Personal Success Skills for 21st Century Jobs A Report on Promising Research and Practice, SRI Education A Division of SRI International, March 2016

This report is intended for education leaders, workforce development specialists, and human services caseworkers interested in helping and empowering individuals to build sustainable careers. The report defines personal success skills as the foundational capacities that all adults need to thrive in the workforce. It notes that beyond technical and disciplinary knowledge, a multi-pronged approach that includes strengthening personal success skills can increase an individual's ability to get a good job. The report also discusses a variety of research-based practices, tools, technologies, and approaches to help adults build their personal success skills. Some approaches may take extensive time to achieve, such as new problem-solving capacities, while other approaches are less about direct training and more about structuring work environments to support positive growth and development.

www.sri.com/sites/default/files/publications/joyceempoweringadultstothriveatwork_4.pdf

Data

Assessing and Improving State Postsecondary Data Systems, State Higher Education Executive Officers Association and Complete College America, May 2016

This paper reviews the state postsecondary student unit record systems. These record systems are responsible for analyzing student progress and outcomes at the state level. Record systems are also responsible for presenting higher education data for decision makers. The demand for accurate and comprehensive postsecondary data has increased since these systems were developed. Major issues noted include gaps in the data, privacy concerns, and lack of resources. Recommendations include expanding the use of state record systems, addressing privacy and security concerns, investing in the state record systems, and adopting best practices from other states. The paper further discusses allowing state-level record systems access to federal datasets and continuing the funding for state data systems.

www.sheeo.org/sites/default/files/state_postsecondary_data_systems.pdf

Classroom to Career: Leveraging Employment Data to Measure Labor Market Outcomes, Workforce Data Quality Campaign, May 2016

This paper discusses how post-college labor market outcomes are critical to helping students in making decisions about education and careers. Post-college labor market information also reflects if postsecondary institutions are effectively preparing students to succeed in the job market. The author explains that an employment data infrastructure at the state and federal levels with postsecondary information is significant. These multiple datasets can provide information on employers and employees such as identifying information, which may be used in matching student records. Currently, state agencies and postsecondary institutions are able to get state wage records to measure postsecondary labor market outcomes. The paper provides policy recommendations to formalize a process for a federal match on student records and employment data and to provide federal funding for states to enhance their data systems to link to education and wage information.

www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/leveraging_employment_data_0.pdf

Fostering State-to-State Data Exchanges, Western Interstate Commission for Higher Education, May 2016

A number of gaps exist in the available data on higher educational institutional performance. The authors emphasize that if existing state networks were linked, states could hold postsecondary institutions accountable and measure performance, evaluate and improve policies and programs, and provide prospective students with current data on institutions. There have been substantial advancements made to address technical issues related to data sharing among the states. A combined data model was adopted by participating states that allows maximum flexibility in obtaining the data needed and incorporating data security. The goal is to have a standardized system for all the states. Recommendations for policy makers are provided to advance the concept and value of a state data exchange. These include: involving the federal government in cross-state data partnerships; providing states access to federal data systems; and requiring additional data elements for unemployment insurance wage records.

www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/fostering_state-to-state_data_exchanges.pdf

Institutional Research Capacity: Foundations of Federal Data Quality, Association for Institutional Research, May 2016

This paper reviews the collection process of state and national postsecondary data and discusses how changes could be made to the process to improve the higher education data system. The majority of postsecondary institutions have established data systems for reporting purposes, yet the variation in those systems creates vast differences in mandated reporting and in data to inform institution-level decisions. While postsecondary institutions collect data, converting those data into information remains a challenge. Policy recommendations have been made to improve state and federal data quality, including establishing a national data strategy based on a view of a single data system and establishing leadership for data capacity at all levels of the system.

www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/institutional_research_capacity.pdf

Putting the "Integrated" Back Into IPEDS: Improving the Integrated Postsecondary Education Data System to Meet Contemporary Data Needs, Institute for Higher Education Policy, May 2016

This paper examines the Integrated Postsecondary Education Data System (IPEDS). The authors point out that IPEDS produces the most inclusive information on more than 7,500 colleges and universities, but that the system is insufficient in its current form to answer emerging crucial questions to assist in students' college selection decisions. IPEDS is the only national system that serves students and families, policy makers, and institutions. However, because the data is collected at the institutional level, there are a few weaknesses and data is limited. There are five recommendations provided to renovate IPEDS with a more comprehensive data infrastructure: collect data on key performance indicators that fully reflect 21st century students; streamline IPEDS components to reduce institutional burden and produce more relevant data; create strategic linkages between IPEDS and other systems that already collect valuable data; create a single campus level identifier for every institution of higher education; and use IPEDS data to simplify institutional reporting on federal grants.

www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/putting_the_integrated_back_in_to_ipeds.pdf

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**TWIC INFORMATION ITEM
MEMORANDUM**

REF: KL.twic.III2.090916

TO Council Members

SUBJECT Meeting of the Rehabilitation Council of Texas

Introduction

Since the Texas Workforce Investment Council (Council) last met on June 10, 2016, this memorandum provides the major points of discussion at the Rehabilitation Council of Texas (RCT) quarterly meeting on July 19–20, 2016.

Background

The Rehabilitation Council of Texas (RCT) is federally mandated by the Rehabilitation Act of 1973, as amended in 1992 and 1998, and in the Workforce Innovation and Opportunity Act of 2014 (WIOA). The 1998 amendments to the Rehabilitation Act require a partnership between the RCT and the Division for Rehabilitation Services (DRS) within the Department of Assistive and Rehabilitative Services (DARS). In 2004, the DARS Division for Blind Services (DBS) also began a partnership with the RCT. The RCT reviews, analyzes, and advises the DRS and the DBS on policy, scope, and effectiveness of vocational rehabilitation (VR) services and eligibility requirements. The RCT works in partnership with those divisions to develop, agree to, and review state goals and priorities. The RCT also contributes to the preparation of the state plan for VR. On September 1, 2016, the VR programs, general and blind, will transfer to the Texas Workforce Commission (TWC).

Statutory membership requirements for a state rehabilitation council, as specified in 34 CFR 361.17, include the appointment by the Governor of a minimum of 15 members, with at least one member representing the state workforce investment board (state board). The Texas Workforce Investment Council serves as the state board in Texas. Council member Joyce Delores Taylor currently serves as vice-chair of the RCT.

Highlights from the July 19–20, 2016, RCT Meeting

DARS Commissioner Update – DARS Commissioner Veronda Durden updated the RCT on the transfer of the VR programs, general and blind, from DARS to TWC and independent living to the Health and Human Services Commission (HHSC) effective September 1, 2016. She also updated the RCT on the consolidation of the VR general and blind programs, effective September 1, 2017. She reminded members of the process that has been followed to ensure that there will be no disruption in services to clients. Commissioner Durden reported that email, social media, and print media updates are already in progress and assured members that DARS and TWC staff have already been attending cross-training courses. Similar training has been provided for Centers for Independent Living directors in preparation for the HHSC transition. Once the program has transferred, TWC will begin the process of fully integrating general and blind VR services, to be finalized by September 1, 2017. Commissioner Durden recognized the work of Scott Bowman, interim assistant commissioner for DBS, and announced his retirement to the members. She also expressed her gratitude for the contributions and work of the RCT under her tenure as the commissioner.

36th Institute on Rehabilitation Issues (IRI) Chapter Review – Mark Schroeder, RCT industry representative, presented the 36th IRI Chapter Review in January to inform members of the importance of State Rehabilitation Councils, how they evolved, and their relationship to the public vocational rehabilitation program. He included the legislative history that created and expanded the state rehabilitation councils and major legislation that improved the VR programs. At the July meeting, Mr. Schroeder queried the Council members to ensure their understanding and responded to questions in a full review of the content.

Assistant Commissioner Updates (DRS and DBS) – Cheryl Fuller, DRS assistant commissioner, and Scott Bowman, DBS interim assistant commissioner, provided updates on annual performance as of June 30, 2016, based upon goals to provide vocational rehabilitation services and support quality employment outcomes. An update was provided on the transition of VR programs from DARS to TWC and the status of the Combined State Plan, as required under WIOA, which went into effect on July 1, 2016. Members were reminded that the plan shows DARS as the operating entity for VR programs, since the transfer to TWC will not occur until September 1, 2016. Prior to September 1, 2016, an amendment of the plan will be required to document that TWC is the agency responsible for the VR program. A second amendment will be required in 2017 to realign service delivery areas from DARS regional areas to local workforce development board areas. Ms. Fuller additionally briefed the members on the requirement to conduct a periodic comprehensive statewide needs assessment to determine VR goals and priorities for the state plan. She described the three-year requirement and challenges to alignment with the time horizons for the annual VR plan and the Combined State Plan. In response to the briefing on the needs assessment, members offered comments that question the use of sheltered workshops and promote the need for more effective pathways to gainful employment.

TWC, Director Update – Larry Temple, Executive Director, and Reagan Miller, director of Workforce Development at TWC, provided members with an update on the transfer of the VR general and blind programs from DARS to TWC and the consolidation of the VR general and blind programs. The transfer impacts some 1,900 full-time employees, primarily in positions that include IT, finance, and contract management; impacts processes to manage some 1,200 consumer purchases made per day; and impacts alignment for the provision of services within the 28 workforce development areas in the state. Members were informed that the oversight committee, established by the legislature, has been briefed that all activities are on target with the transition plan. Ten work groups involving 300 people and 150 actions remain active, and human resources has begun the employee onboarding process. Members were also reassured that TWC management made field visits across the state to better understand the local needs. A frequently asked questions page has been posted, and work with five pilot sites is underway to test implementation of the board-level integration plans and negotiations involved in integrating with all of the boards as mandated. Ms. Miller reviewed several highlights involved in the integration, including accessibility, adaptive equipment, and proximity to mass transit. There is no set standard for local offices; however, technology updates will be funded to ensure that equipment is current to within two releases, and one in 20 resource rooms/labs must be accessible. Members were also reminded that local entities will be branded as Workforce Solutions Vocational Rehabilitation. Ms. Miller discussed adjustments to regional designations and planning for the consolidation of DRS and DBS on September 1, 2017, one-year following the initial VR transfer. Before closing, Ms. Miller responded to RCT member concerns.

The next RCT meeting is scheduled for October 17–18, 2016, in Austin, Texas.

Recommendation

It is recommended that the Council note the information contained in this memorandum.

TEXAS WORKFORCE INVESTMENT COUNCIL

Fiscal Year 2016 Expenditure Report

As of August 4, 2016

Description	Budgeted Amount	Expended	Remaining Budget Balance	Percent Expended
Salaries	\$ 793,038.67	\$ 676,406.97	\$ 116,631.70	85%
Professional Fees & Services	19,900.00	\$14,016.60	\$ 5,883.40	70%
Supplies	2,566.00	1,875.56	\$ 690.44	73%
Rent - Machine & Other	8,315.37	8,315.37	\$ -	100%
Rental of Space	9,600.00	\$7,200.00	\$ 2,400.00	75%
Travel - Out of State	10,100.00	\$4,653.55	\$ 5,446.45	46%
Travel - In State	31,500.00	20,789.21	\$ 10,710.79	66%
Operating Costs	182,767.95	50,061.45	\$ 132,706.50	27%
Total	\$ 1,057,787.99	\$ 783,318.71	\$ 274,469.28	74%

Note: Budget reflects reconciliation through TWC as of June 2016 (most recent report provided by agency).

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**TWIC INFORMATION ITEM
MEMORANDUM**

REF: DM,twic.III4.090916

TO Council Members**SUBJECT** *Veterans in Texas: A Demographic Study – 2016 Update*

Introduction

This memorandum provides highlights from the Texas Workforce Investment Council's (Council) research report, *Veterans in Texas: A Demographic Study – 2016 Update*. This report details the demographic characteristics of the veteran population in Texas. Council members can use this report to understand the significant issues related to veterans and as a general reference for data about this specific segment of the population.

Background

Under Title 10, Texas Government Code §2308.101, the Council is responsible for promoting the development of a well-educated, highly skilled workforce and advocating the development of an integrated workforce system to provide quality services addressing the needs of business and workers in Texas.

The development of an integrated strategic plan for the workforce system is one of the Council's primary responsibilities. To sustain and increase economic growth, a well-trained labor supply must be available for employers seeking to establish, conduct, or expand business operations in Texas. The mission of *The Texas Workforce System Strategic Plan FY 2016–FY 2023* is to position Texas as a global economic leader by growing and sustaining a competitive workforce. All Texans are part of the critical pool of potential employees, including veterans. Through training, referral, and placement services, veterans can be reintegrated into the civilian workforce.

Discussion

Thousands of service members separate from the military every year and join the population of civilian veterans. According to the U.S. Department of Defense, 204,556 individuals separated from the military in fiscal year (FY) 2014, including approximately 22,000 who are residents of Texas. Since service members generally must serve at least 20 years to qualify for military retirement benefits, some of the individuals who separated in FY 2014 will receive sufficient benefits and will not enter the civilian labor force. Other military retirees will begin a second career in the civilian labor force either to supplement their retirement or because they want to continue working. Considering that approximately 80 percent of the service members (163,645 individuals) separating in FY 2014 were 34 years old or younger, a large percentage have not served long enough to qualify for retirement benefits and will have to seek civilian employment.

The veteran population is a valuable resource for Texas employers and the Texas economy. The data provided in the demographic study is presented to assist policy makers and program planners in the design and implementation of relevant programs and services.

Veterans in the U.S. 2014 Data

According to American Community Survey (ACS) summary table estimates, 7.9 percent of the U.S. civilian population 18 years and older were veterans. Veterans also accounted for seven percent of the 18 and older civilian labor force. The ACS data revealed the following:

- The veteran population in the U.S. has been declining as the older veterans who served in World War I, World War II, and Korea have died.
- The veteran population is not evenly distributed across the nation. ACS summary data indicate that the South had the largest number of veterans and, generally, states with the largest populations also had the largest numbers of veterans.
- Fifty-four percent of the veteran population served during the Vietnam, Korean, or World War II eras. Approximately 17 percent served during the Gulf War Era I (August 1990 through August 2001), and 12.8 percent of veterans served during the Gulf War Era II (September 2001 and later).

Recent national labor force trends indicate that the unemployment rate for veterans was lower than for nonveterans from 2008 to 2014. However, unemployment rates are generally lower for older individuals, and the total veteran population is older than the nonveteran population, on average. The Bureau of Labor Statistics data indicate that in 2014, the annual average unadjusted unemployment rate was 5.3 percent for veterans and six percent for nonveterans.

Veterans in Texas 2014 Data

In Texas, 8.2 percent of the civilian population 18 years and older (1,564,501 individuals) were veterans. Approximately half of the estimated 22,000 Texas residents who separated from the military were 24 years old or younger. Analysis of Texas data indicates several key demographic characteristics of the state's veteran population:

- Counties with the largest numbers of veterans were Harris, Bexar, Tarrant, Dallas, Collin, Travis, Bell, El Paso, Denton, and Montgomery. Over 40 percent of the state's veteran population resided in these 10 counties.
- Compared to nonveterans, the veteran population tends to be older, more educated, white, and male. However, state data indicate that Texas female veterans comprise a greater percentage of the veteran population for later periods of service.
- The median age of a Texas veteran is 64 years old, and the largest number of Texas veterans served during Vietnam.

The prevalence of disabilities within the veteran population is particularly relevant, since the veteran population is older than the nonveteran population on average and the likelihood of developing a disability increases with age. Approximately 28 percent of Texas veterans (426,566 individuals) report having a disability, compared to 13 percent of the 18 and older nonveteran population. Ambulatory difficulty was the disability most frequently reported by 16.2 percent of the veteran population. Hearing and cognitive difficulties were the second and third most frequently reported disabilities. Independent living, self-care, and vision difficulties were the least frequently reported. These data underscore the need for any services that address the needs of veterans to include support for disabilities. Approximately 22 percent of Texas veterans (332,314 individuals) have a service connected disability rating. The annual average unemployment rate was 5 percent for Texas and 4.3 percent for Texas veterans. However, differences in unemployment do exist within the veteran population. Gulf War Era II Texas veterans had a 5.2 percent unemployment rate in 2014, compared to 7.2 percent for U.S. veterans from the same service period. Analysis of Texas veteran labor force participants indicates that:

- Approximately 62 percent of veteran labor force participants in Texas were employees of private, for-profit companies.

- The industry that employed the greatest percentages of veteran labor force participants was construction. Approximately seven percent of Texas veteran labor force participants worked in the national security and international affairs industry. The third largest employer of veterans was hospitals.
- Even though salary differences exist within the veteran population based on numerous demographic factors, Texas veteran labor force participants earned an average salary of \$55,844 (inflation adjusted).

Recommendation

It is recommended that the Council note the information contained in this memorandum. This report will be posted to the Council's website by the end of September 2016.

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