

Texas Workforce Investment Council

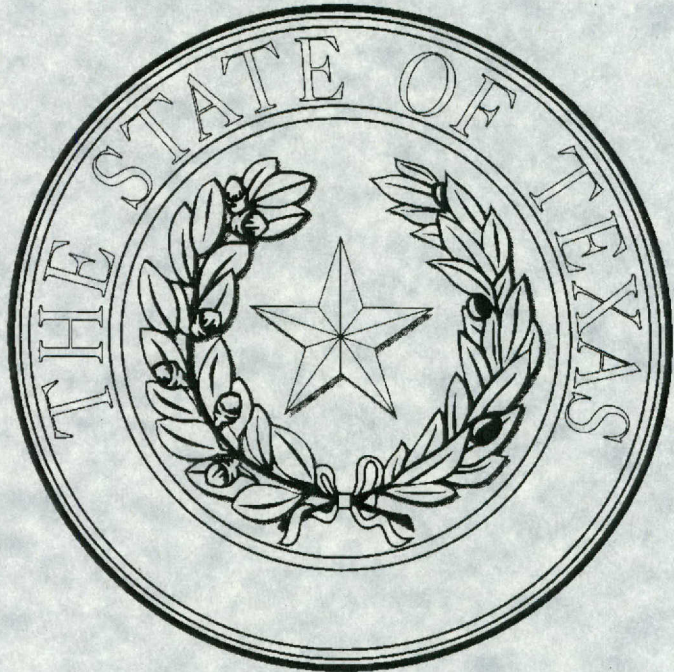
Greg Abbott
Governor

Dan Patrick
Lt. Governor

Dennis Bonnen
Speaker

Mark Dunn
Chair

Lee Rector
Director



Briefing Materials
February 28, 2020
Austin Community College
Highland Business Center
5930 Middle Fiskville Road
Room 201
Austin, Texas 78752

Texas Workforce Investment Council

Members

Mark Dunn (Chair), Lufkin
Gina Aguirre Adams, Jones Creek
Jesse Gatewood, Corpus Christi
Lindsey Geeslin, Waco
Thomas Halbouty, Southlake
Michael Hinojosa, Dallas
John Martin, San Antonio
Wayne Oswald, Houston
Paul Puente, Houston
Richard Rhodes, Austin
Rick Rhodes, Austin
Jerry Romero, El Paso
Brandon Willis, Beaumont
Adriana Cruz, Austin
Harrison Keller, Austin
Mike Morath, Austin
Courtney Phillips, Austin
Ed Serna, Austin

Representing

Business and Industry
Business and Industry
Labor
Labor
Business and Industry
Education
Labor
Business and Industry
Labor
Education
Community-Based Organizations
Business and Industry
Labor
Economic Development and Tourism, Office of the Governor
Texas Higher Education Coordinating Board
Texas Education Agency
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.

[HTTPS://WWW.GOV.TEXAS.GOV/ORGANIZATION/TWIC](https://www.gov.texas.gov/organization/twic)



GOVERNOR GREG ABBOTT

TEXAS WORKFORCE INVESTMENT COUNCIL

February 20, 2020

Dear Council Members:

Enclosed, please find the February 28, 2020, meeting briefing book.

The Texas Workforce Investment Council (Council) will meet at 9:30 a.m. on Friday, February 28, 2020, at the Austin Community College Highland Business Center located at 5930 Middle Fiskville Road, room 201, in Austin, Texas. The Apprenticeship and Training Advisory Committee will also meet at 10:00 a.m. on Thursday, February 27, 2020, at the State Insurance Building located at 1100 San Jacinto, Suite 1.312, in Austin, Texas.

Overview of Council Meeting Agenda Items and Briefing Book Contents

The Council meeting will begin with a report from the member representing the Rehabilitation Council of Texas, followed by an update on Texas Talent Connection grants. Next, the Council will hear a report from the Apprenticeship and Training Advisory Committee (ATAC) and consider approval of the fiscal year 2021 apprenticeship funding formula recommendations made by ATAC. This action item may be found on page 9 of the briefing book. The Council will then consider for approval, and delivery to the Governor and legislature, the update to the Texas workforce system strategic plan. This action item may be found on page 11 of the briefing book. For the final action item, which can be found on page 79, the Council will consider for approval the Workforce Innovation and Opportunity Act combined state plan. A copy of the Texas combined state plan can be reviewed online at the following address:
<https://gov.texas.gov/uploads/files/organization/twic/WIOA-Plan-2020.pdf>

The next several agenda items will include briefings on Council activities, projects, and reports. The first briefing item, found on page 81, will be a review of redesignation rules. Next, members will receive a briefing on the Texas Skill Standards system, which may be found on page 87. The following item, found on page 89, provides an overview of the research approach for a middle-skill STEM occupation index. The final briefing item, found on page 95, will inform members on the Results for America initiative and evidence-based grant making. For the remainder of the meeting, members will hear agency reports on workforce system strategic plan achievements and new action plans from the Texas Veterans Commission, Texas Juvenile Justice Department, and Texas Department of Criminal Justice – Windham School District. This presentation item may be found on page 97 of the briefing book.

Upcoming Projects and Activities

In the coming months, we will work with our system partners to implement the new action plans in the updated workforce system strategic plan, as well as continue the work identified within the Council's work plan for fiscal year 2020. I look forward to seeing you in February. 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 cursive script, 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
February 28, 2020

Mark Dunn, Chair

ORDER OF AGENDA AND TABLE OF CONTENTS

(9:30 A.M.)

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

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	3. Report from the Apprenticeship and Training Advisory Committee	Report	
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V.	<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, December 6, 2019
MINUTES

MEMBERS PRESENT

Mark Dunn (Chair), Sharla Hotchkiss (Vice Chair), Gina Aguirre Adams, Adriana Cruz, Hilary Davis [designee for Courtney Phillips], Lindsey Geeslin, Carmen Olivas Graham, Thomas Halbouty, Paul Jones, Harrison Keller, Wayne Oswald, Paul Puente, Jerry Romero, and Jarrad Toussant [designee for Mike Morath]

MEMBERS ABSENT

Mark Barberena, Robert Hawkins, Mike Morath, Courtney Phillips, Richard Rhodes, and Ed Serna

WELCOME AND ANNOUNCEMENTS

Chair Mark Dunn called the meeting to order at 9:31 a.m. and welcomed members and guests. He announced two new members to the Council: Adriana Cruz, executive director of Economic Development and Tourism at the Office of the Governor, and Harrison Keller, commissioner of the Texas Higher Education Coordinating Board. Mr. Dunn also acknowledged several guests in attendance, including the presenters who would be participating in the panel on community college priorities later in the meeting. Mr. Dunn announced that Adam Hutchison had resigned from the Council to accept a job in Virginia. He then recognized five members whose terms had expired: Sharla Hotchkiss, Mark Barberena, Carmen Olivas Graham, Robert Hawkins, and Paul Jones. He thanked them for their service and stated that the departing members would be invited to address the Council later in the meeting.

PUBLIC COMMENT

No public comment.

APPROVAL OF MINUTES – ACTION

Mr. Dunn asked if there were any changes to the September 13, 2019, minutes. Hearing none, he called for a motion. Paul Puente recommended approval of the minutes. Jerry Romero seconded the motion. There was no discussion. The minutes were approved. Adriana Cruz and Carmen Olivas Graham abstained from the vote.

REPORTS, ACTIONS, AND BRIEFINGS

Report from the Executive Committee (Oral Report)

Mr. Dunn reported that the executive committee met that morning and heard briefings on a number of items, including a briefing on *Evaluation 2019*, which would be considered for approval by the Council later in

the day; the update to the system strategic plan; an update on the development of the Workforce Innovation and Opportunity Act state plan; and the Council meeting plan for 2020.

Report on the Meeting of the Rehabilitation Council of Texas (RCT) (Briefing Item)

Mr. Dunn asked Lindsey Geeslin, who represents the Council on RCT, to provide the briefing. Ms. Geeslin reviewed the highlights of the November RCT meeting, which included briefings on staffing levels of vocational rehabilitation counselors, the comprehensive statewide needs assessment, the Arc of Texas, and other topics.

Update on the Texas Talent Connection Grant Program (Briefing Item)

Mr. Dunn asked Council staff Charlene Hamilton to provide an update. Ms. Hamilton reminded members that more than \$5.2 million in Texas Talent Connection grants have been awarded to 15 programs in the state. The grant awards support innovative education and workforce skills training programs that lead to successful job placement, increased wages, and improved job retention, as well as programs that serve workforce populations with special needs. Ms. Hamilton highlighted some examples of higher education and re-entry programs that were funded this year. She then discussed next steps for the grant program and noted that a new grant offering would be posted on the Texas Talent Connection web page in the spring.

Update on the Development of the Workforce Innovation and Opportunity Act (WIOA) State Plan (Briefing Item)

Mr. Dunn invited Council Director Lee Rector to provide the briefing. Ms. Rector briefed members on the four-year update to the WIOA combined state plan. She reviewed the statutory requirements for the plan, the programs eligible for inclusion in the plan, and the specific elements of the plan. She also discussed the planning process and timeline for the update. She noted that the Council will consider endorsement of the Texas combined state plan at its February meeting.

Evaluation 2019: Accomplishments and Outcomes of the Texas Workforce System (Briefing Item)

Mr. Dunn called on Council staff David Mass to present the item. Mr. Mass presented an overview of *Evaluation 2019*, including the balanced scorecard format of the report, which is designed to support performance assessment, demonstrate progress, and facilitate communication about the key goals of the system. Mr. Mass reviewed the first scorecard in the report that documents achievement of performance outcomes for four formal measures. He also highlighted data for less formal measures included on the remaining four scorecards in the report. After the briefing, there was discussion on partner agency action plan reports and formal measure trend lines.

Mr. Dunn asked for a motion for the Council to approve *Evaluation 2019: Accomplishments and Outcomes of the Texas Workforce System*, and, if required, to authorize the Chair to make non-substantive and technical edits prior to submission to the Governor and the legislature. Thomas Halbouty so moved. Paul Jones seconded the motion. There was no discussion. The motion passed unanimously by voice vote.

Understanding the Need for Nurses in Texas: Defining the Skills Gap (Briefing Item)

Mr. Dunn called on Council staff Rafael González to present the item. Mr. González provided an overview of the report on the nursing labor force in Texas. Mr. González discussed how demographic changes are affecting the supply of nurses and noted that the report includes analysis of the nursing labor force by local workforce development area. He summarized key data points for the nursing labor force across the nation and then presented a breakdown of the Texas nursing labor force population by employment status, age and gender, race/ethnicity, and educational attainment. After the briefing, discussion focused on education programs for nurses, recruitment, licensing, and how the data in the report can be utilized by local areas.

Texas Workforce Investment Council Annual Report for Fiscal Year 2019 (Briefing Item)

Mr. Dunn asked Council staff Kaki Leyens to present the item. Ms. Leyens briefed members on the contents of the annual report. She reviewed a number of Council actions and projects for fiscal year 2019, including the update to *The Texas Workforce System Strategic Plan FY 2016–FY 2023*; a state and local workforce fellowship; the employer panels; an evaluation report for the third year under the system strategic plan for fiscal years 2016 to 2023; a review of local workforce development board plans; and various research publications.

The System Strategic Plan Update (Briefing Item)

Mr. Dunn asked Ms. Rector to present the item. Ms. Rector briefed members on the four-year update to the system strategic plan, which guides the delivery of programs and services at the state, regional, and local level. She reviewed the statutory requirements for the plan, the plan structure, and the specific information that will be considered in the update. Ms. Rector then discussed the process and timeline for the update to the plan. The Council will consider endorsement of the update at its February meeting. After the briefing, there was brief discussion on partner agency participation in the update process.

Results for America: Evidence-Based Grant Making (Briefing item)

Mr. Dunn asked Ms. Rector to update members. Ms. Rector provided information on the Results for America state and local workforce fellowship, which focuses on evidence-based grant making. She stated that the Texas fellowship team is working on three strategies recommended by Results for America to achieve evidence-based outcomes in the state. She also discussed the next steps for the initiative. After the briefing, there was brief discussion on funding and statutory requirements for related grant programs.

PRESENTATION

Mr. Dunn announced that Jacob Fraire, president and CEO of the Texas Association of Community Colleges, was invited to host a panel on community college priorities in order to inform the ongoing work of the Council.

Community College Priorities in Texas – Presidents' Panel

Mr. Fraire made opening remarks and provided a high-level overview of the community college system in Texas, including the 60x30TX higher education strategic plan in Texas. He then introduced the panelists, Dr. Christina Ponce, president of Temple College, and Mr. Robert McKinley, vice chancellor of Economic and Workforce Development at Alamo Colleges. Dr. Ponce presented information on addressing the skills needs of employers from the perspective of Temple College. She discussed technical dual credit, credentials in STEM fields, guided pathways, and local partnerships. Mr. McKinley presented information on student outcomes from the perspective of Alamo Colleges. He discussed degrees and completions, labor demand and supply gaps, and social inclusion. After the presentation, discussion centered on dual credit offerings, the transferability of credentials, soft skills curriculum, graduation rates, and the guided pathways model.

INFORMATION AND UPDATES

Mr. Dunn invited departing members Sharla Hotchkiss, Carmen Olivas Graham, and Paul Jones to address the Council. Following their remarks, he then announced that the next meeting of the Council would be held on Friday, February 28, 2020.

ADJOURN

Mr. Dunn called for a motion to adjourn the meeting. Carmen Olivas Graham moved to adjourn. Lindsey Geeslin seconded the motion. The motion was approved by unanimous voice vote. The meeting adjourned at 12:18 p.m.

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**TWIC BRIEFING ITEM
MEMORANDUM**

REF: KL.twic.II1.022820

TO Council Members

SUBJECT Meeting of the Rehabilitation Council of Texas

Introduction

The Rehabilitation Council of Texas (RCT) partners with the Texas Workforce Commission (TWC) to advocate for Texans with disabilities in the vocational rehabilitation process. This briefing provides the major points of discussion from the RCT quarterly meeting on February 6–7, 2020.

Background

RCT is federally mandated by the Rehabilitation Act of 1973 and the Workforce Innovation and Opportunity Act of 2014 (WIOA). RCT reviews, analyzes, and advises TWC on policy, scope, and effectiveness of vocational rehabilitation (VR) services and eligibility requirements. RCT works in partnership with TWC to develop and review state goals and priorities. RCT also contributes to the preparation of the state plan for vocational rehabilitation.

Statutory membership requirements for a state rehabilitation council, as specified in 34 Code of Federal Regulations 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 (Council) serves as the state board in Texas. The RCT member representing the Council is Lindsey Geeslin.

Discussion

The Council recognizes individuals with disabilities as a valuable resource for the Texas workforce and the importance of vocational rehabilitation services that support competitive integrated employment. The Council provides a suite of research products and news updates that are distributed to members, system partners, and workforce stakeholders and are available on the Council's website. Members may refer to the document, *Vocational Rehabilitation Services: A Texas Primer*, and the demographic report, *People with Disabilities: A Texas Profile*, for more information about this population and the workforce programs and services that facilitate better employment outcomes.

RCT's primary role is to ensure the success of the vocational rehabilitation program by advising TWC regarding program effectiveness; customer satisfaction with providers and employment services; and the state plan, goals, and priorities. A majority of RCT members are people with disabilities and represent a range of organizations interested in serving people with disabilities. The *Rehabilitation Council of Texas 2019 Annual Report*, available on the TWC website, highlights achievements and engagement activities that facilitate dialog among members and inform vocational rehabilitation policy, programs, and services. The report also demonstrates efforts to strengthen collaboration with other state organizations such as the State Independent Living Council and the Texas Technology Access Program at The University of Texas at Austin.

Committee Meetings

RCT committees are structured to facilitate discussion related to policy, procedures, and personnel development; membership and education; and customer satisfaction and needs assessment.

Each committee briefed members and received direction on topics including the following:

- The policy committee reported on the status of vocational rehabilitation counselor staffing, including open positions and numbers eligible to retire, and on the Client Assistance Program (CAP) annual report to the Rehabilitation Services Administration for detailed data on clients assisted. The committee discussed the need to ensure that job placement and supported employment providers know and are able to discuss their services and the criteria of informed choice without a service authorization. The committee also recommended a reminder to staff that clients are to be informed of the appeal process and CAP anytime services are reduced, suspended, or terminated.
- The membership and education committee discussed member appointments and requested recommendations to fill open positions for two business and industry representatives. The committee also discussed potential topics and presenters to educate members about target populations, resources, and initiatives. The committee will consider a demonstration of WorkInTexas for the May meeting and other presentation topics including: deaf and hard of hearing, human resources diversity initiatives, and LinkedIn. Members also discussed returning to a former RCT practice of hosting one annual joint meeting with the State Independent Living Council.
- The customer satisfaction committee discussed the processes to conduct the comprehensive statewide needs assessment (CSNA). Input from vocational rehabilitation consumers, vocational rehabilitation counselors and TWC staff, and vocational rehabilitation providers is collected every three years from regional meetings, the CSNA survey, and quarterly customer satisfaction surveys. The CSNA results are used to identify goals and priorities for the vocational rehabilitation program. The committee is implementing changes to the process in order to improve access, awareness, and attendance at regional town hall meetings and to increase survey response rates. The committee considered initial findings in a comparison study of customer satisfaction rates among African American customers.
- Carline Geiger, TWC, reported on the status of the combined state plan for vocational rehabilitation. The commission will consider the plan for approval at its February 25 meeting. If approved by TWC, the Texas Workforce Investment Council will consider the combined state plan and make a recommendation for approval by the Governor at its February 28 meeting.

RCT members also received liaison reports from the Parents Resource Network, Client Assistance Program, Texas Education Agency, State Independent Living Council, and Texas Workforce Investment Council.

TWC Vocational Rehabilitation Services Report

Cheryl Fuller, director of the Vocational Rehabilitation Services Division at TWC, provided a report on the first quarter of fiscal year 2020 performance specific to the combined state plan goals and objectives. The report included a summary of performance for the goal areas, including target populations, services to students and youth with disabilities, and partnerships. The agency is monitoring the decreases for some measures in the number of participants served with neurodevelopmental disabilities, psychological disabilities, and participants who are veterans, and in the number of successful employment outcomes for target populations. The first quarter saw substantial increases in the number of pre-employment transition services for potentially eligible customers who may become eligible for these services during the year. Increases in the number of partnerships demonstrate the agency's work with businesses to understand the benefits of hiring workers with disabilities and methods that support employment retention. The customer satisfaction survey results for customers with blindness and visual impairments and customers whose primary impairments are other than visual impairments show low favorable responses regarding employee

benefits and customer input in choosing a service provider. It was noted that this may be attributed to staffing challenges.

Highlighting the VR strategies that support implementation of the state's goals, Ms. Fuller noted successes in serving customers with autism and analysis that is being conducted to consider any correlations between offices with high and low successful service outcomes. Texas has been recognized in an article in the *Journal of Vocational Rehabilitation* as one of three states meeting all conditions and categories of serving students and youth on the autism spectrum.

Presentations

RCT received a briefing on customer satisfaction levels. The presentation stated that the VR Division appears to be appropriately staffed. In addition, the TWC Division of Operational Insight has been engaged to analyze available data to assist in further research.

Town Hall Series

RCT and the Texas Workforce Commission's Vocational Rehabilitation Services Division will host a town hall series and invite VR customers, caregivers, and service providers to share information about experiences with VR services. The discussion will ask participants to describe VR services, discuss employment-related needs, and recommend how to improve services. VR stakeholder input will be incorporated into the *Comprehensive Statewide Needs Assessment for 2020*. The live sessions will take place from 6:00–7:30 p.m. at the following locations:

Austin – Thursday, March 5
Education Service Center Region 13

McAllen – Thursday, March 26
Workforce Solutions

Dallas – Thursday, April 2
Workforce Solutions Greater Dallas

Amarillo – Thursday, April 16
Panhandle Regional Planning Commission

San Antonio – Thursday, April 23
Workforce Solutions Alamo

Nacogdoches – Thursday, April 30
Judy B. McDonald Public Library

Houston – Thursday, May 14
Workforce Solutions – Northline

Odessa – Thursday, May 21
Workforce Solutions Permian Basin

Participants who are unable to attend in person are encouraged to join the virtual town hall on Tuesday, May 19, from 5:30–7:30 p.m. CST at <https://twc.texas.gov/jobseekers/vocational-rehabilitation-services>.

In other business, members recommended that TWC prominently display VR services on the first level of its web page for employers. Additionally, members agreed to change the bylaws to move plan and review discussion from a committee to the full membership.

The next RCT meeting is scheduled for May 7–8, 2020, in Austin, Texas.

Recommendation

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

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**TWIC ACTION ITEM
MEMORANDUM**

REF: RG.twic.H4.022820

TO Council Members

SUBJECT Fiscal Year 2021 Apprenticeship Funding Formula Recommendations

Introduction

At its February 2020 meeting, the Texas Workforce Investment Council (Council) will consider endorsement of the recommendations of the Apprenticeship and Training Advisory Committee (ATAC) regarding fiscal year 2021 funding formulas for apprenticeship training programs funded under Chapter 133 of the Texas Education Code.

Background

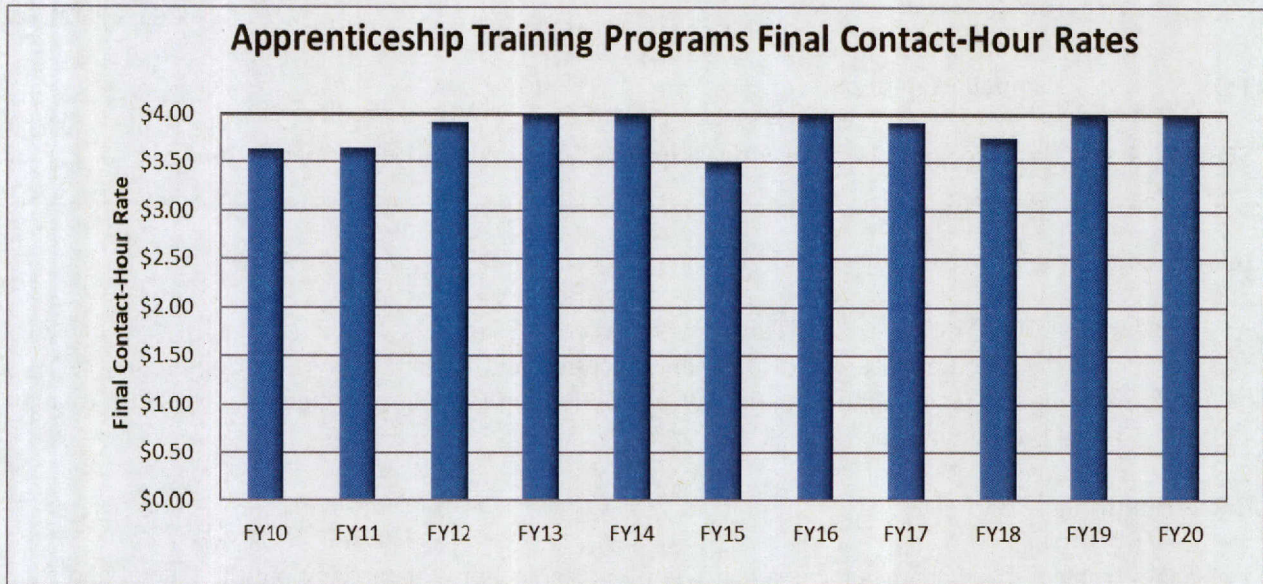
Texas Government Code charges the Council with the responsibility of carrying out the federal and state responsibilities of an advisory council under applicable federal and state workforce development statutes. In doing so, the Council is charged with recommending formulas and administrative procedures for appropriations of state funds for the apprenticeship programs funded under Chapter 133. In order to fulfill this statutory function, the Council Chair appointed ATAC as a technical advisory committee to advise the Council on apprenticeship matters. Each year, following approval by ATAC, the Council considers and approves recommendations for funding during the next fiscal year. These recommendations are then forwarded to the Texas Workforce Commission (TWC) for action.

Discussion

Texas Education Code, §133.006, requires TWC to adopt formulas for the distribution of available funds to apprenticeship training programs on the recommendation of the Council. The contact-hour rate formula is the method used for the distribution of apprenticeship training funds to public school districts and state postsecondary institutions that act as fiscal agents for registered apprenticeship training programs. This contact-hour rate is determined each year by dividing the total available funds statewide by the total number of contact hours of apprenticeship training instruction statewide. Funds are used only for job-related classroom instruction costs and for expenses such as instructor salaries, instructional supplies and equipment, and other operating expenses.

Each year, the Council forwards its proposed funding formulas to TWC after it has considered and taken action on ATAC's recommendations. Consistently, TWC has recognized the value of registered apprenticeship and has looked for opportunities to provide additional funding support. In the past, TWC has funded projects to improve coordination between registered apprenticeship programs and local workforce boards, and has provided increased formula funding for the final contact-hour rate.

The following graph shows contact-hour rates for Chapter 133 apprenticeship programs over the past 11 years:



The following chart shows additional information about apprenticeship enrollment in Texas:

	Apprenticeship Training Program Final Contact-Hour Rate	Number of Apprentices Enrolled in Programs
FY 2010	\$3.643	4,159
FY 2011	\$3.660	4,172
FY 2012	\$3.921	3,855
FY 2013	\$4.000	3,947
FY 2014	\$4.000	4,308
FY 2015	\$3.505	4,648
FY 2016	\$4.000	5,276
FY 2017	\$3.917	6,827
FY 2018	\$3.760	6,074
FY 2019	\$4.000	6,449
FY 2020	\$4.000	6,865

Recommendations

It is recommended that the Council approve the recommendations from ATAC regarding the following items and forward them to TWC for action:

1. Contact-hour rate for apprenticeship training programs for FY 2021
2. Percent of available funds being used to fund new or established apprenticeship programs that did not receive Chapter 133 funds in FY 2020

**TWIC ACTION ITEM
MEMORANDUM**

REF: KL.twic.H15.022820

TO Council Members

SUBJECT Update to the Texas Workforce System Strategic Plan

Introduction

The Texas Workforce Investment Council (Council) will consider endorsement of the four-year update to *The Texas Workforce System Strategic Plan FY 2016–FY 2023*, including the new agency action plans for fiscal years (FY) 2020–2023, and recommend final approval by the Governor. This item will provide an overview of the requirements and process to update the system strategic plan and the new agency action plans submitted by the Council’s partner agencies.

Background

Texas Government Code §2308.104 specifies that the Council shall develop a single strategic plan for the state workforce system, and that the strategic plan should establish the framework for budgeting and operation of the workforce system programs administered by the agencies represented on the Council. The Council is directed to include the goals, objectives, and performance measures that guide system partners in implementing workforce system strategies and that align Texas workforce programs with the Council’s vision and mission for the workforce system.

Covering the period of September 1, 2015–August 31, 2023, *The Texas Workforce System Strategic Plan FY 2016–FY 2023* was devised on an eight-year timeframe to align with the federal workforce requirements under the Workforce Innovation and Opportunity Act of 2014 (WIOA) (Public Law 113-128). The act requires each state to submit its four-year unified or combined state plan for program years 2020–2023 to the U.S. Department of Labor. The update of the system strategic plan coincides with the development of a new four-year state plan. The system plan states that during the fourth year of implementation, the Council will undertake an update of the plan.

Attachments

1. Texas Workforce System Strategic Plan Architecture FY 2016–FY 2023
2. *The Texas Workforce System Strategic Plan FY 2016–FY 2023* (update)

Discussion

In his introduction to *The Texas Workforce System Strategic Plan FY 2016–FY 2023*, Governor Abbott stated that the strength of our state’s workforce system is grounded in the collaborative efforts of the Council and its system partners. In 2015, during the development of the system strategic plan, the Council’s partner agencies held in-depth discussions about issues and opportunities facing the Texas workforce system. The agencies recast the outcomes of the discussions into strategies and carefully crafted agency action plans and less formal performance measures that demonstrate achievement of the system goals and objectives. The system strategic plan, with updated information and action plans, is provided in Attachment 2.

As required by federal and state statute, the system plan must contain system goals. The Council and its partners used the following four primary goals of the system strategic plan to create actionable objectives that align performance with the Council's vision and mission for the Texas workforce system:

- Focus on Employers
- Engage in Partnerships
- Align System Elements
- Improve and Integrate Programs

Each goal is supported by one or more system objectives, as illustrated in the system plan architecture in Attachment 1. The system goals and objectives are supported by multiple action plans to guide implementation of the plan. Agency partners reported achievements of the action plans at the midpoint of the implementation period for *Evaluation 2019: Accomplishments and Outcomes of the Texas Workforce System*. The Council considered the recommendations and priorities of its partner agencies in Council meeting presentations, and the agency action plans for FY 2020–2023 are featured in the update to the plan.

Action Plans

The activities specified in the agency action plans are the key levers for achieving the system goals and objectives in the strategic plan. Each partner agency action plan identifies the strategy and outlines the specific activities, timeline, and performance measures tied to the system objective. System objectives identify high-priority outcomes necessary to achieve system goals. The action plans directly reference the less formal performance measures that provide feedback on the implementation of each action plan and are specific to each goal. Twenty-five less formal measures are detailed in the strategic plan.

Plan Update Guidelines and Process

Partner agencies considered the following steps in a guided process to develop their new action plans:

1. Review status toward achieving the relevant system objectives relative to each agency's action plans.
2. Identify additional actions required to achieve the system objectives by the end of the plan period.
3. Confirm alignment between the proposed actions and the less formal measures.
4. Finalize new action plans and due dates and submit to the Council.

The Council's agency partners have completed the process of identifying the actions required by their agency to achieve the system objectives. The new action plans highlight the specific information that has been submitted by the agencies. The following table illustrates the final status of the system strategic plan update process:

Completed	Due Date	Action
✓	August–October 2019	Council staff conduct system planning meetings with agencies
✓	September 30, 2019	Agencies staff review status toward achieving the system objectives
✓	December 13, 2019	Agencies complete and submit new action plans to Council
✓	October–January 17, 2020	Council and agency staff address questions and finalize edits
	February 28, 2020	Council considers recommendation to the Governor
	February 28, 2020	Council submits the updated plan to the Governor for approval

Recommendation

It is recommended that members approve the updated Texas workforce system strategic plan included in this action item and recommend final approval by the Governor.

Texas Workforce System Strategic Plan Architecture FY 2016 - FY 2023

Partner Strategies	Agency Partners	System Objectives	System Goals
Expand outreach programs to employers to assist veterans to find quality employment.	TVC	Increase business and industry involvement.	Focus on Employers
Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.	TEA		
Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.	TWC TEA THECB TVC TDCJ	Expand licensure and industry certification.	
Align career and technical education program content and outcomes with third-party, industry-based certifications.	TEA THECB		
Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers.	TWC	Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.	Engage in Partnerships
Create greater access and effective services by promoting collaboration and regional planning.	TWC		
Increase access to, referral between, and outcomes of adult education programs and services.	TWC THECB		
Establish and leverage regional employer partnerships to benefit students pre- and post-release.	TDCJ		
Develop and implement programs of study in community and technical colleges and align with secondary programs of study.	TEA THECB	Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	Align System Elements
Enhance transition services for students and youth with disabilities to competitive integrated employment or postsecondary education and training and then to competitive integrated employment.	TWC		
Ensure consistent credit transfer based on programs of study and common technical core curriculum.	THECB	Develop and implement policies and processes to ensure portable and transferrable credit and credentials.	
Expand career and technical education courses to provide additional opportunities for dual credit.	TJJD		
Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.	TJJD TWC	Employ enhanced or alternative program and service delivery methods.	Improve and Integrate Programs
Increase competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.	TWC		
Enhance quality of and increase access to quality child care to support parents in obtaining and retaining employment.	TWC		

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THE TEXAS WORKFORCE SYSTEM STRATEGIC PLAN FY 2016–FY 2023

Abstract

The strategic plan for the Texas workforce system was developed by the Texas Workforce Investment Council and its system partners over a twelve-month period from September 2014 to September 2015. Approved by Governor Greg Abbott in September of 2015, the integrated plan guides partner agencies to reduce duplication, overcome gaps, and focus greater effort on workforce issues. System partners completed the four-year update to the implementation plan in March 2020. Texas Government Code, Section 2308.104 charges the Council with developing a single strategic plan for the state's workforce system. The plan is intended to guide system partners in implementing workforce programs, services, and initiatives designed to achieve the strategies, system objectives, and goals that are outlined in this document.

The Texas Workforce System Strategic Plan FY 2016–FY 2023

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Terminology

Fiscal Year

A fiscal year (FY) is the 12-month period from September 1 to August 31.

Formal Measures

These system performance outcomes are essentially consistent across the workforce programs administered by the accountable state agencies and provide data on the performance of the workforce system.

Less Formal Measures

These measures provide feedback on effectiveness of activities relative to the system objective and provide data on the implementation of agencies' actions to accomplish the agencies' strategies.

Mission

A mission helps an organization to:

- establish and maintain consistency and clarity of purpose throughout the organization, its internal partners, its decisions, and day-to-day management;
- formulate a frame of reference for major decisions and training new team members; and
- gain internal commitment around the focus of the core enterprise and communicate with external stakeholders who are important to the success of the organization.

System Goal Narratives

These narratives provide the context and rationale as to why each system goal is relevant in the strategic plan development and implementation process.

System Goals

To facilitate alignment of implementation efforts, system goals identify the critical categories of activities that address cross-agency, high-priority issues.

System Integration Technical Advisory Committee

Constituted as a technical advisory committee to the Texas Workforce Investment Council, this committee was chaired by a member of the Executive Committee. The committee fostered collaboration among executive-level representatives from the workforce system partner agencies, as well as from the Texas Association of Workforce Boards.

System Measures

System measures are composed of both formal measures and less formal measures, and establish responsibility for end outcomes or outputs that are central to the success of the system.

System Objectives

These strategic statements identify high-priority outcomes and actions necessary at the system level to achieve system goals.

System Partner Action Plans

These plans outline specific actions that partner agencies intend to take to address system partner strategies and system objectives, and include timelines and performance measures.

System Partner Strategies

Partner strategies are the key outcomes necessary for each agency to accomplish in order to successfully achieve system objectives.

Texas Workforce System Partners

The Texas workforce system partners are the entities that administer workforce programs, services, or initiatives:

- Governor's Office of Economic Development and Tourism
- Texas Association of Workforce Boards (TAWB)
- Texas Department of Criminal Justice (TDCJ) and its Windham School District
- Texas Education Agency (TEA)
- Texas Health and Human Services Commission (HHSC)
- Texas Higher Education Coordinating Board (THECB)
- Texas Juvenile Justice Department (TJJD)
- Texas Veterans Commission (TVC)
- Texas Workforce Commission (TWC)

Vision

This idealized description inspires and creates a mental picture that:

- describes an outcome;
- survives the ebbs and flows of program and service changes; and
- aligns with an essential system purpose.

Preface

The Texas Workforce Investment Council (Council) was created in 1993 by the 73rd Texas Legislature. The Council's purpose is to promote the development of a highly-skilled and well-educated workforce for the State of Texas, and to assist the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce system. In addition to its responsibilities in state law, the Council serves as the state workforce development board under the federal Workforce Innovation and Opportunity Act of 2014. The Council does not operate programs, but uses an integrated, collaborative approach to facilitate planning and evaluation across workforce system partners, programs, and initiatives.

One of the Council's key responsibilities is the development of an overarching strategic plan for the Texas workforce system. Section 2308.104 of the Texas Government Code charges the Council to develop a "single strategic plan that establishes the framework for budgeting and operation of the workforce system." The Texas workforce system partners include:

- Governor's Office of Economic Development and Tourism
- Texas Association of Workforce Boards
- Texas Department of Criminal Justice and its Windham School District
- Texas Education Agency
- Texas Health and Human Services Commission
- Texas Higher Education Coordinating Board
- Texas Juvenile Justice Department
- Texas Veterans Commission
- Texas Workforce Commission

The state's workforce system is composed of a number of programs, services, and initiatives administered by the above agencies and local workforce boards, as well as independent school districts, community and technical colleges, and local adult education providers. System partners are responsible for the delivery of over 19 workforce education and training programs and related services, as well as education programs that support career preparation and advancement.

During the life of this plan, should either state or federal legislation be passed and become law that changes the agency that is administratively responsible for a workforce

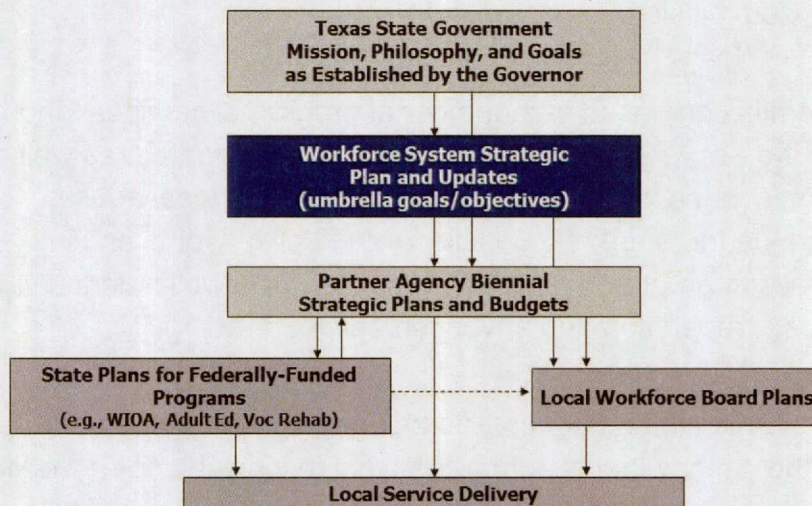
program, the receiving agency will be responsible for the related system partner strategies, action plans and associated timelines, and performance measures.

While the system strategic plan is intended to guide system partners in implementing workforce programs, services, and initiatives, it is intended to not duplicate partner agencies' strategic plans. Rather, the system plan is strategic in nature and is focused on the *system*, and is designed to focus on the most critical outcomes that will make significant progress in achieving the system vision.

As the following chart indicates, the aim is to then link these system goals and partner agencies' action plans to the Texas state government biennial strategic planning and budgeting system. Through this linkage, clear alignment between the workforce system goals and objectives and the agency-specific actions, initiatives, and programs can be established.

Under the state strategic planning and budgeting system, each state agency is required to submit a biennial strategic plan to the Governor's Office and the Legislative Budget Board. The Council's partner agencies' strategic plans are required to demonstrate alignment to the workforce system strategic plan. Therefore, the issues, goals, objectives, and actions found in this plan should be incorporated into partner agencies' strategic plans, which will be completed in 2016, 2018, 2020, and 2022. This alignment in turn provides the foundation for system performance evaluation through clearly defined performance measures, data and information collection, and analysis.

Linking Key Texas Workforce Plans



Statutory Charge for a Single Texas Workforce System Strategic Plan

The scope of the Council's work is defined in statute as workforce education, workforce training, and related services. This includes career and technical education in both high school and community and technical colleges but excludes middle-school and four-year-degree institutions. Texas Government Code, Section 2308.104 specifies that the Council shall develop a single strategic plan for the state's workforce system. The audience for the strategic plan is specified in Texas Government Code as those agencies with workforce education and workforce training and services. The Council is directed to include the following elements in the strategic plan:

- goals, objectives, and performance measures for the workforce development system;
- long-range strategies that identify each agency represented on the Council that is responsible for implementing each strategy;
- a time frame for the implementation of each strategy;
- up to five formal measures that identify outcomes consistent across all workforce programs; and
- barriers to integrated service delivery, as well as linkages in the system to ensure the development and continuous improvement of a statewide system of activities.

Throughout the Council's history, a system strategic plan has been a core component of its work. To date, the Council has developed, implemented, and measured four previous strategic plans, including:

The Changing World of Work: A Strategic Plan for Building a World-Class System for Workforce Education and Training (FY 1994–FY 1999). The first system strategic plan provided the blueprint for the state's new workforce development system. This plan served as the basis for consolidating and aligning programs, and establishing local workforce boards and the network of workforce centers.

Texas Workforce Development Strategic Plan (FY 2000–FY 2004). The second system strategic plan provided for the ongoing development and improvement of the state's workforce development system. It focused on the improvement and performance of programs and services to strengthen the foundation of Texas' workforce system through a business-driven system with increased accountability.

Destination 2010: FY 2004–FY 2009 Strategic Plan for the Texas Workforce Development System. With this plan, the Council focused on the elements as a system

and formulated the plan to promote a system identity for all agencies with workforce programs, as well as on the opportunities and challenges faced by system partners.

Advancing Texas: Strategic Plan for the Texas Workforce System (FY 2010–FY 2015).

The fourth system strategic plan targeted activities that would improve and enhance system performance, reduce redundancy, and assist workforce partners to work more cohesively toward the overall mission of the Texas workforce system. This plan had a six-year implementation period that ended on August 31, 2015.

Overview of the FY 2016–FY 2023 Workforce System Strategic Plan

Texas Government Code, Section 2308.104 states that the strategic plan should establish the framework for budgeting and operation of the workforce system programs administered by the agencies represented on the Council. It specifies that the Council shall include in the strategic plan the goals, objectives, and performance measures for the workforce system that involve programs of all state agencies that administer workforce programs.

The primary audience for the system strategic plan is the Council's partner agencies with workforce programs and services. Covering the period of September 1, 2015–August 31, 2023, the system strategic plan has been devised on an eight-year timeframe to align with the federal workforce requirements under the Workforce Innovation and Opportunity Act, which requires each state to submit a four-year unified or combined state plan to the U.S. Department of Labor every four years.

While local workforce boards are not accountable for executing specific strategies contained within this system strategic plan, each local board is required by Texas Government Code to align its local board plan and plan modification(s) to this plan.

Focus and Intent

In developing the Texas workforce system strategic plan for FY 2016–FY 2023, the Council and its system partners built upon *Advancing Texas FY 2010–FY 2015*. Using a modified planning framework, plan development efforts focused on identifying critical issues and opportunities that system partners must address in the next five to eight years. These were analyzed to determine commonalities across system partners, and were then recast as system objectives. These system-level objectives require collaboration or alignment of programs, initiatives, and outcomes to achieve each stated objective. Structured to avoid duplication with partner agencies' strategic plans, the system strategic plan identifies and magnifies those key future achievements that are critical to the success of the Texas workforce system in serving its customers.

Given the strategic nature of the plan's goals and strategic imperatives, and the need for system partners to build programs, initiatives, and systems to achieve the system objectives, the plan implementation period is eight years. During the fourth year of implementation, the Council undertook a review of the plan's strategies, action plans, and performance measures, as well as an analysis of the workforce system. This update is intended to ensure the continued currency of the plan and also to determine if there are additional issues that should be included in the plan for years five to eight of the implementation period.

Overarching Imperatives – Strategic Pillars to Support System Improvement

As part of this process, several strategic imperatives became apparent 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 this plan that all workforce system partners have core competencies in and a commitment to:

- Customer Service and Satisfaction

The ability to accurately assess customer satisfaction with and across workforce system elements and translate this data into useful actions is essential to best meet the needs of workforce system customers. While the overall system strategic plan focuses on a demand-driven system, and has particular emphasis on employers, customer service and satisfaction has multiple dimensions that must be factored into system-level planning. Employers, all current and future workers, and system program and service providers are key customers of the Texas workforce system.

The Texas workforce system must have the ability to identify and anticipate changing employer needs related to skills required to meet the dynamic, global economic framework in which Texas employers operate. Ensuring a work-ready and competent workforce that meets the geographically relevant needs of Texas employers is a core competency of the Texas workforce system.

The Texas workforce system must have the capacity to meet the needs of all current and future Texas workers—wherever they are in their careers. Customers must be assured that wherever they enter the workforce system, there is a pathway *through* the system by instituting a “no closed door” culture to ensure successful outcomes or referrals for customers of the Texas workforce system programs and services. Any point of entry provides access to the full continuum of programs and services.

The Texas workforce system must promote and enable successful collaboration across system partners for the ultimate purpose of improving outcomes for Texas employers and the current and future workforce. The ability to serve all Texans collaboratively is the responsibility of all system partners and facilitating this collaboration is an integral part of this plan.

- Data-Driven Program Improvement

Program and other data from across the workforce system are critical in evaluating the extent to which workforce system programs, services, and products are meeting the needs of customers and stakeholders. The collection of key data, as well as the reporting and analysis of that data—in a consistent and useful manner—are essential in demonstrating outcomes, determining if changes are required or desired, and establishing benchmarks for future performance. To achieve these data-related organizational competencies relative to the performance measures noted in this plan, it is recognized that partner agencies may need to build or modify their existing data systems. By doing so, the Texas workforce system can measure what matters most and build the collection and analysis capabilities that are missing.

Information and data also serve a vital communication purpose, not only within the Texas workforce system but also to key stakeholders and others who participate in this process across multiple dimensions. Systems that improve the flow of data, information, and analysis that support effective decision-making across the spectrum of data users are essential to achieve effective and efficient programs, services, and outcomes. While this is a challenging task, it is nonetheless essential to the overall performance of the Texas workforce system.

- Continuous Improvement and Innovation

The Texas workforce system is part of a dynamic, competitive, and global marketplace. In order to achieve the vision and mission for the workforce system that is articulated in this plan, a commitment to continuous improvement and innovation is essential to ensure an adaptive and best practice-oriented workforce system. Actions that are essential to continuous improvement and innovation include:

- Research and assess best-in-class practices throughout industry and workforce systems nationally and internationally.
- Incorporate promising practices from outside the Texas workforce system.

- Analyze program and system performance and move quickly to correct the course, when appropriate, as indicated by empirical data and information.
- Streamline data, information, communications, and decision-making capabilities to ensure improvement and innovation become embedded into all system elements by ensuring core competencies are developed and nurtured throughout the system.

Key Consultations in Developing the FY 2016–FY 2023 Strategic Plan and the FY 2020 Update

Development of the Plan

In early 2013, the Council, in collaboration with its system partners, embarked on a collaborative process to develop the FY 2016–FY 2023 Texas workforce system strategic plan. Utilizing the framework and outcomes of its previous plan, *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010–FY 2015*, the Council developed a process to build off of an initial phase that involved several activities to gather information on issues and opportunities that are of strategic significance over the next five to eight years.

The following activities ultimately identified a total of 39 key issues for the Council's consideration. These issues served as the basis of the strategic planning process and are contained in Appendix A. These activities included:

- Listening sessions with statutory Council member agencies and other workforce system partners:
 - Texas Workforce Commission (March 2013)
 - Texas Higher Education Coordinating Board (June 2013)
 - Texas Education Agency (September 2013)
 - U.S. Chamber of Commerce Foundation (December 2013)
 - Texas Workforce Commission and local workforce board regional strategic meetings:
 - North Texas (January 2014)
 - Brazos Valley (February 2014)
 - Upper Rio Grande (February 2014)
 - Department of Assistive and Rehabilitative Services (March 2014)
 - Governor's Office of Economic Development and Tourism (June 2014)
 - Texas employer panel (June 2014)
- Information and feedback from the Council's System Integration Technical Advisory Committee quarterly meetings:
 - Status reports on implementation of the FY 2010–FY 2015 strategic plan (March 2014)
 - Discuss and clarify key issues identified by system partners: Phase 1 (June 2014)

- Discuss and clarify key issues identified by system partners: Phase 2 (September 2014)
- Provide feedback on vision, mission, and objectives (March 2015)
- System partner follow-up:
 - Additional system partner meetings and consultations were conducted to align system issues identified by each system partner with agency strategic plans. The following workforce system partners provided input during these discussions: the Texas Veterans Commission, the Texas Juvenile Justice Department, and the Texas Department of Criminal Justice's Windham School District (August 2014).
 - The Texas Association of Workforce Boards was also consulted (August 2014). The Texas Association of Workforce Boards is a not-for-profit association that represents the state's 28 local workforce boards, which are composed of over 750 business, education, and community leaders across the state.

Update of the Plan

- In March 2018, the following statutory Council member agencies presented member agency reports on the implementation of *The Texas Workforce System Strategic Plan*, including successes, challenges, and lessons learned, as follows:
 - Texas Workforce Commission
 - Texas Higher Education Coordinating Board
 - Texas Education Agency
 - Texas Veterans Commission
 - Texas Juvenile Justice Department
 - Texas Department of Criminal Justice—Windham School District
- At the December 2018 meeting, the Council hosted two panels of Texas employers representing small and medium-to-large businesses to gain insight into their ability to hire, train, and retain a qualified workforce.
- In 2019–2020, The Council again collaborated with its system partners to evaluate and report on the achievements of the system strategic plan to date and to develop new action plans for implementation during the final four years of the plan period. The results of that evaluation were published in the Council's annual system evaluation report, *Evaluation 2019: Accomplishments and Outcomes of the Texas Workforce System*.

The Texas Workforce Environment: Key Issues

During the development of this strategic plan, several key issues surfaced that factor into the analysis on an ongoing basis. There are two distinct areas where issues arose: those occurring in the workforce environment and those that are taking place within the integrated workforce system framework. This plan considered both dimensions.

These issues are taking place in the environment within which the Texas workforce system resides and hold cross-partner implications. These issues have been considered in the formation of system goals, objectives, and outcomes. These issues are identified and discussed below:

- educational programs of study
- adult education
- changing demand for middle-skill workers
- increasing demand for industry-based certifications for Texas workers
- demand-driven programs and services
- education system coordination and alignment

Educational Programs of Study

In Texas, career and technical education and programs of study are guided by federal and state law and require consistent and ongoing collaboration by the Texas Education Agency and the Texas Higher Education Coordinating Board. Administered through these two partner agencies, these efforts are designed to ensure that the critical linkages between secondary and postsecondary career pathways and dual credit are providing seamless transitions and transfer options. The goal of these efforts is a higher completion and graduation rate, 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 the future.

Programs of study are tied to coherent sequences of academic, career, and technical courses and training. This sequencing is improving transfer options and will ultimately result in higher graduation or completion rates in areas where workers are needed in the current job market. The national trend is to implement a program of study as an effective method of career and technical education delivery that provides students with practical experience to assist them to translate their academic experiences into real-world applications.

While programs of study have not been fully implemented at the postsecondary level, a number of elements are operational that are making progress in achieving an integrated pathway from secondary to postsecondary, and between community and technical colleges. Texas must continue to develop and integrate career and technical education programs of study within and across educational levels. As the education landscape continues to evolve, opportunities exist to improve student education and employment outcomes.

Adult Education

Adult education programs and services are important components of the Texas workforce system. These programs are funded through a variety of federal, state, and local sources to improve literacy and educational outcomes for adults who have not earned a high school diploma or who perform below the high school level, thereby making postsecondary education, training, or employment difficult. Through the provision of these programs and services, adult education improves employability outcomes by ensuring a growing number of Texans who are prepared to attain some form of postsecondary credential. Adult education programs and services are designed to coordinate, deliver, and align postsecondary and workforce readiness training to ensure that all programs lead to high school equivalency, further training, college or university, or employment.

In September 2013, mandated by Senate Bill 307 (83rd Texas Legislature), adult education programs and services transitioned from the Texas Education Agency to the Texas Workforce Commission. Through its contracts, the Texas Workforce Commission requires enhancements to service delivery models supporting innovation and increased outcomes, including incentives for enrollment, integration with workforce programs, and models focused on transitions to work or postsecondary education. This approach allows continuity of services as programs build capacity and enhance service delivery and curricula, while steadily supporting an upward trajectory in the program's overall direction toward increased employment and training outcomes consistent with the requirements in Senate Bill 307.¹

A key capacity to achieving the above stated goals is the referral capabilities and infrastructure necessary to serve individuals seeking adult education programs and services to locate the most appropriate program, regardless of where it resides within

¹ *Adult Education And Literacy Outcome Report to the Texas Legislature for SFY14*. Texas Workforce Commission (2014).

the adult education domain. Improving this capacity and improving coordination among service providers are essential components to serving these learners.

Changing Demand for Middle-Skill Workers

While concentrations of science, technology, engineering, and math (STEM) jobs vary region to region, overall middle-skill STEM occupations generally pay high wages, tend to be prevalent in all regions, and are growing in Texas. STEM workers at all levels of educational attainment experience stronger employment outcomes and higher lifetime earnings. While workers tend to command higher pay if they have knowledge in more than one STEM field, education and training programs tend to focus on one specific domain of knowledge. Middle-skill STEM workers are projected to find broad employment options. In fact, it is estimated that over the next decade over 60 percent of jobs in Texas will be middle-skill and will require some form of postsecondary education.

A key aspect to understanding STEM-related employment is the growth of middle-skilled STEM employment. These middle-skill STEM jobs tend to require a high level of STEM technical knowledge but often less than would be required for a four-year degree. As a result, middle-skill STEM jobs tend to be more geographically dispersed across the state, whereas those requiring a four-year degree tend to be concentrated in certain geographic regions.

Texas has developed an infrastructure from which to engage public and private sector stakeholders to enhance, reinforce, and build a strong supply of STEM-capable workers across the state. The state has also honed its ability to source, compete, and grow targeted industry clusters. Strategies addressing middle-skill workers in the STEM area are an essential focus of this strategic plan.

Increasing Demand for Industry-based Certifications for Texas Workers

Over recent years, the role, purpose, and value of industry certifications has changed dramatically. While licenses, certificates, and certifications all fall under the larger umbrella of workforce credentials, the current workforce landscape in Texas points to the growing role that industry certifications can play in improving workforce outcomes.

The distinction between licenses, certificates, and certifications is important because each play a vital role in workforce development. As defined by the National Organization for Competency Assurance standard 100, licenses and certificates are generally awarded by academic institutions or similar groups and are generally based on education and/or training, whereas the primary focus of certifications is on

assessment by a third-party provider, based on industry-recognized standards. Further, certification processes are independent from any one training or education provider. Certifications are created, developed, sponsored, or operated through the private sector with little or no participation by public institutions.² Certification allows for greater portability of validation, uniformity of standards, and applicability in high-demand and high-skill occupations that experience rapidly changing industry standards.

Although all workforce credentials are important to successful outcomes for the Texas workforce system, the role and impact of industry-based, third-party certifications is growing. The ability to identify and track workers who have certifications, analyze demand trends, and provide feedback and information to enhance workforce system decisions is an important capacity for the Texas workforce system to build. As such, it is essential that the Texas workforce system place special emphasis on industry-based certifications during the timeframe encompassed by this strategic plan.

Demand-Driven Programs and Services

The state continues to grow jobs in both middle- and high-skilled occupations across a number of different employer sizes and industry sectors. The ability to fill these positions with properly skilled workers by creating and implementing responsive programs and services is essential to successfully meet employer needs. The Texas economy has been one of the strongest in the United States over the past 15 years and national assessment measures from the Federal Reserve Bank of Dallas and the Texas Leading Index point to continued economic health for the state. 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 Texas workforce system partners must develop and implement new and enhanced data systems and tools to better understand and respond to the state's dynamic workforce environment. Further, this information must be effectively translated into effective and efficient delivery of services that meet the needs of Texas employers.

While the traditional baccalaureate degree is still viewed as the primary pathway to postsecondary success, interest in middle-skill jobs has increased the desire and need for other avenues of education. Middle-skill jobs are primarily occupations that require education or training beyond high school, but not necessarily a bachelor's degree.

Despite the increased interest in these jobs, it appears that there is a growing divide between the number of qualified, technically skilled, and available job applicants and the

² *Tracking Industry-Based Certifications: Promising Practices in Capturing Data on the Workforce Supply of Industry-Certified Workers*. Texas Workforce Investment Council (2015).

number needed by Texas employers. During the listening sessions conducted in advance of developing this plan, the Council heard from both the U.S. Chamber of Commerce Foundation and a panel of Texas employers that it is difficult to recruit and hire appropriately skilled employees. The central message was that employers are having a difficult time finding certain types of employees—particularly in middle-skill occupations—and that, as a result, sometimes job listings can go unfilled for long periods of time, resulting in a direct cost to employers.

Education System Coordination and Alignment

As the Texas workforce system evolves, it must have the capacity to design, implement, and assess aligned and integrated programs and services in a collaborative manner. This is particularly relevant at transition points across system partners and programs. There are a vast array of needs and expectations of customers in the Texas workforce system, ranging from adult education, career and technical education, and college and work readiness. Educational and career transitions need to be seamless and accessible from any point in the workforce system to ensure that customers are able to navigate these wide-ranging options and opportunities efficiently and effectively, without unnecessary duplication or experiencing gaps in services that hinder progress in achieving the desired workforce education and training goal.

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Cross-Partner Issues and Opportunities

The Texas workforce system strategic plan calls attention to issues and opportunities that have cross-partner implications and hold significant strategic value to the overall success of the system's ability to meet its vision and mission. Throughout the course of the plan's development, consideration was given to identifying and assessing high-priority, high-impact issues by system partners, stakeholders, and the Council for the fundamental purpose of improving performance and outcomes for the workforce system and its customers.

Through careful evaluation, the Council, its System Integration Technical Advisory Committee, and other stakeholders identified the following issues that cross the programs or services administered by multiple agencies (cross-partner issues) to be considered as part of the strategic planning process. The following 12 cross-partner issues and opportunities were derived from the 39 planning issues and opportunities previously identified by the Council and its system partners during pre-planning listening sessions and consultations:

- Facilitate effective and efficient transitions and enhance transition services.
- Increase employment outcomes.
- Expand partnerships with system stakeholders and promote collaboration and joint planning.
- Incorporate/expand options for dual credit and/or licensure and certification.
- Increase business and industry involvement.
- Align programs and services.
- Share timely data and information.
- Promulgate promising practices and reduce duplication.
- Recruit and/or provide professional development.
- Ensure portable and transferrable options.
- Address skills shortages.
- Institutionalize alternative service delivery methods.

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Architecture of the Workforce System Strategic Plan

The following pages illustrate alignment between the strategic intent of the plan and the strategies and actions that system partners will implement to achieve the goals and objectives. The workforce system strategic plan is organized and presented by goal area. Following the vision and mission, each goal area is presented with its associated system objectives, partner strategies, and the agency responsible for implementing each strategy. The actions that must be carried out to achieve each partner agency strategy and to contribute to achievement of the system objective are also outlined, as are related performance measures.

2020 Update to the System Strategic Plan

During the development of the system strategic plan, the Council's partner agencies recast issues and opportunities facing the Texas workforce system into strategies. The agencies carefully crafted agency action plans and less formal performance measures related to the strategies that would demonstrate achievement of the system goals and objectives. At the midpoint of the implementation period, the Council again considered the recommendations and priorities of its partner agencies and facilitated the update of the plan for the final four years of implementation. New agency action plans for FY 2020–2023 were developed to support the strategies and performance measures. Those new action plans can be found in the four goal areas sections, beginning on page 25.

System Goals, System Objectives, and Partner Agency Strategies

Crucial to the strategic planning process and in order to align with federal and state statute, the Texas workforce system strategic plan must contain system goals that the Council and its planning partners use to create actionable objectives to meet the vision and mission of the system. Four goal areas and their corresponding system objectives and partner strategies have been identified through the processes previously outlined.

Partner Agency Action Planning

Partner agency action plans provide specific actions that agency partners intend to take to address partner strategies and system objectives. For the purposes of the Texas workforce system strategic plan, the action planning process is intended to not duplicate elements of the partner agencies' strategic plans, but to provide information to other stakeholders about the actions the agency intends to take to meet the workforce system planning goals. These plans include activity, timeline, and performance measures specifically tied to the system objectives identified in the Texas workforce system strategic plan.

Organization

Organized by goal area, each action plan follows a standard template that defines the following elements for each partner strategy the agency partner will address:

- System Objective
- System Partner Strategy
- System Partner Agency Actions and Timelines
- Performance Measures

VISION

An innovative, world-class Texas workforce system ensures success in the dynamic global economy.

MISSION

The mission of the Texas workforce system is to position Texas as a global economic leader by:

- **Growing and sustaining a competitive workforce**
- **Aligning programs with employer needs**
- **Integrating system services**
- **Leveraging partnerships**

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Goal Area 1: Focus on Employers

By improving access to 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.

System Partner Strategy	Agency	System Objective	System Goal
Expand outreach programs to employers to assist veterans to find quality employment.	TVC	Increase business and industry involvement.	<i>Focus on employers</i>
Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.	TEA		
Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.	TWC TEA THECB TVC TDCJ	Expand licensure and industry certification.	
Align career and technical education program content and outcomes with third-party, industry-based certifications.	TEA THECB		

System Objective

Increase business and industry involvement.

Strategy

Expand outreach programs to employers to assist veterans to find quality employment.

Partner Agency

Texas Veterans Commission

Action	Start Date	End Date
Conduct semi-annual employer satisfaction surveys, analyze survey data, and evaluate ways to improve outreach programs to employers.	FY 2019	FY 2023
Integrate with Texas Workforce Commission business service units across the state.	FY 2019	FY 2023
Partner with employers and veteran service organizations on hiring events.	FY 2019	FY 2023
Participate in corporate events, panel discussions, and presentations.	FY 2019	FY 2023
Expand the use of social media to target employers through LinkedIn, Facebook, and Twitter.	FY 2020	FY 2021
Partner with institutions of higher education to provide formal training to Texas Veterans Commission (TVC) staff on marketing techniques.	FY 2020	FY 2023
Seek memberships for TVC staff in professional organizations such as the Society for Human Resource Management and chambers of commerce.	FY 2020	FY 2021
Develop a webinar series to promote the skill sets of veterans.	FY 2020	FY 2021
Develop a strategic alliance with institutions of higher education career services departments.	FY 2020	FY 2023

Performance Measure

- Rate of employer satisfaction

System Objective

Increase business and industry involvement.

Strategy

Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.

Partner Agency

Texas Education Agency

Action**Start Date****End Date**

Involve business and industry representatives on committees for the review and revision of the Texas Essential Knowledge and Skills (TEKS) for career and technical education (CTE).

FY 2020

FY 2023

Revise CTE industry leadership committees for each career cluster to meet annually to assist in CTE program of study review, industry-based certification review, CTE TEKS review, and technical assistance activities provided by the state.

FY 2020

FY 2023

Involve business and industry representatives in work-based learning framework implementation.

FY 2020

FY 2022

Performance Measure

- Percentage of revised career and technical education programs of study reviewed by business and industry

System Objective

Expand licensure and industry certification.

Strategy

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

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
Expand the number of apprentices in underserved populations.	FY 2020	FY 2023
Provide training toward industry-based certifications to expand the number of work-ready individuals in high demand occupations.	FY 2020	FY 2023
Increase the number of employers who participate in work-based learning programs.	FY 2020	FY 2023

Performance Measure

- Type and number of third-party, industry-based certifications successfully completed by program participants

System Objective

Expand licensure and industry certification.

Strategy

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

Partner Agency

Texas Education Agency

Action

Start Date

End Date

Involve business and industry representatives in the review and validation of industry-based certifications.

FY 2020

FY 2021

Develop a system to collect data on industry-based certifications directly from certifying entities.

FY 2020

FY 2023

Performance Measures

- Type and number of third-party, industry-based certifications successfully completed by program participants
- Certification success rate: total successfully completed certification assessments divided by total attempted certification assessments

System Objective

Expand licensure and industry certification.

Strategy

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

Partner Agency

Texas Higher Education Coordinating Board

Action

Engage industry representatives to collaborate with community colleges in new program development that incorporates national industry-based certifications into programs of study.

Start Date

FY 2020

End Date

FY 2023

Performance Measure

- Type and number of third-party, industry-based certifications successfully completed by program participants

System Objective

Expand licensure and industry certification.

Strategy

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

Partner Agency

Texas Veterans Commission

Action	Start Date	End Date
Work with regulatory agencies to post those military occupational standard classifications or designators that correspond to licensed occupations to establish a clear support system to ensure as many veterans as possible are aware of job options.	FY 2019	FY 2023
Develop a Texas resource based upon a national occupational licensing database that corresponds with military occupations.	FY 2020	FY 2023
Publish a database for distribution that identifies the responsible Texas agency for occupational licensing and distribute to military installations for use in the transition process.	FY 2020	FY 2022
Advocate through the Texas Coordinating Council for Veterans Services on improved legislation for recognition of military skills in the licensing process.	FY 2020	FY 2023
Work with regulatory agencies to establish a process for a military service member or veteran to submit an application for a license or apprenticeship and to obtain credit for verified military experience, service, training, or education.	FY 2019	FY 2023

Performance Measure

- Type and number of third-party, industry-based certifications successfully completed by program participants

System Objective

Expand licensure and industry certification.

Strategy

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

Partner Agency

Windham School District (Texas Department of Criminal Justice)

Action	Start Date	End Date
Continue to develop and maintain partnerships between industry and the Windham School District in order to provide industry-based certifications to students that will fulfill job requirements in the current workforce market. Strengthen employment opportunities for students by continuing to align career and technical education (CTE) courses with industry partners' needs.	FY 2020	FY 2023
Expand the number of CTE classes, including advanced CTE courses, that result in industry-based certifications and apprenticeships within the Texas Department of Criminal Justice.	FY 2020	FY 2023
Form articulation agreements with colleges that allow students to build upon earned industry certifications and result in the award of college credits for courses completed with the Windham School District.	FY 2020	FY 2021
Evaluate CTE program effectiveness within the Windham School District.	FY 2020	FY 2023
Collaborate with the Texas Department of Licensing and Regulation to formalize a process for students' eligibility for a license in their respective trade.	FY 2020	FY 2021

Performance Measures

- Type and number of third-party, industry-based certifications successfully completed by program participants
- Certification success rate: total successfully completed certification assessments divided by total attempted certification assessments

System Objective

Expand licensure and industry certification.

Strategy

Align career and technical education program content and outcomes with third-party, industry-based certifications.

Partner Agency

Texas Education Agency

Action

Start Date

End Date

Align Texas Essential Knowledge and Skills to industry-based certifications where applicable.

FY 2020

FY 2023

Connect industry-based certifications to postsecondary programs and establish articulation from secondary to postsecondary educational institutions.

FY 2020

FY 2023

Performance Measure

Not applicable—qualitative

System Objective

Expand licensure and industry certification.

Strategy

Align career and technical education program content and outcomes with third-party, industry-based certifications.

Partner Agency

Texas Higher Education Coordinating Board

Action

Start Date End Date

Convene discipline-specific statewide advisory groups to provide up-to-date input concerning skills, certifications, and licenses required by business and industry in order to align career and technical education programs and courses.

FY 2020 FY 2023

Identify and implement relevant industry-based certifications and licenses and incorporate the occupational information into statewide career and technical education programs.

FY 2020 FY 2023

Implement input from regional meetings to foster communication between industry and colleges.

FY 2020 FY 2023

Performance Measure

Not applicable—qualitative

Goal Area 2: 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 ensuring a “no wrong door” approach to the provision of workforce programs and services.

System Partner Strategy	Agency	System Objective	System Goal
Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers.	TWC		<i>Engage in partnerships</i>
Create greater access and effective services by promoting collaboration and regional planning.	TWC	Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.	
Increase access to, referral between, and outcomes of adult education programs and services.	TWC THECB		
Establish and leverage regional employer partnerships to benefit students pre- and post-release.	TDCJ		

System Objective

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

Strategy

Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers.

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
Convene representatives from vocational rehabilitation, local workforce boards, and workforce center contractors to review current practices and identify effective practices in implementing a coordinated approach to serving employers; and to identify opportunities and strategies for improved coordination and enhanced participant outcomes based on that review.	FY 2020	FY 2021
Develop a plan to implement the effective practices and strategies.	FY 2021	FY 2021
Implement the plan, including as necessary, dissemination of guidance, training, and resources.	FY 2022	FY 2023

Performance Measure

- Percentage of consumers participating in integrated work-based learning activities

System Objective

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

Strategy

Create greater access and effective services by promoting collaboration and regional planning.

Partner Agency

Texas Workforce Commission

Action**Start Date****End Date**

Participate in regional discussions with the Texas Education Agency about career pathway expansion opportunities for high school students.

FY 2020

FY 2021

Continue coordination among adult education and literacy, vocational rehabilitation, and local workforce board providers to promote information sharing and integration of program services.

FY 2020

FY 2023

Procure and implement a case management system that further integrates data among multiple programs.

FY 2020

FY 2023

Convene multiple state and community agencies for enhancing services to foster youth.

FY 2020

FY 2023

Rewrite Texas Consumer Resource for Education and Workforce Statistics with expanded analytic tools and more user-friendly navigation.

FY 2020

FY 2021

Performance Measure

- Percentage of individuals co-enrolled in vocational rehabilitation and workforce programs

System Objective

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

Strategy

Increase access to, referral between, and outcomes of adult education programs and services.

Partner Agency

Texas Workforce Commission

Action

Start Date

End Date

Continue coordination among adult education and literacy, vocational rehabilitation, and local workforce board providers to promote information sharing and integration of program services.

FY 2020

FY 2023

Connect more ex-offenders with adult education programs through better developed referral processes and appropriate short-term integrated training options.

FY 2020

FY 2021

Performance Measure

- Percentage of individuals co-enrolled in adult education and workforce programs

System Objective

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

Strategy

Increase access to, referral between, and outcomes of adult education programs and services.

Partner Agency

Texas Higher Education Coordinating Board

Action

Start Date End Date

Promote the importance of community and technical colleges to targeted adult education services that transition adult learners into higher education.

FY 2020 FY 2023

Provide statewide program support and professional development to improve targeted adult education services provided through community and technical colleges.

FY 2020 FY 2023

Increase the number of community and technical colleges partnering with local adult education and literacy providers to support the transition of students into and through higher education.

FY 2020 FY 2023

Performance Measures

- Educational attainment rate of students successfully completing Accelerate TEXAS programs at community and technical colleges
- Entered employment rate of students successfully completing Accelerate TEXAS programs at community and technical colleges

System Objective

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

Strategy

Establish and leverage regional employer partnerships to benefit students pre- and post-release.

Partner Agency

Windham School District (Texas Department of Criminal Justice)

Action	Start Date	End Date
Develop partnerships with employers and implement pre-employment career and technical education (CTE) programs.	FY 2020	FY 2023
Develop an advisory board, which includes industry partners, to review course offerings and employment opportunities.	FY 2020	FY 2020
Expand opportunities for students, pre- and post-release, through career expos and reentry job fairs.	FY 2020	FY 2021
Expand CTE instructor site visits with industry partners and increase CTE classroom tours with industry partners.	FY 2020	FY 2023
Develop awareness and support completion of employer surveys that are administered through the Windham School District website.	FY 2020	FY 2021
Utilize semi-annual employer surveys to support process improvements based on employer feedback related to career and technical education training and hiring experiences.	FY 2020	FY 2023

Performance Measure

- Rate of employer satisfaction

Goal Area 3: Align System Elements

By improving transitions, aligning programs, and ensuring portability and transferability, Texas improves access and the ability of all students to complete programs of study, earn credentials, transition to further education, and gain critical employability skills. Through the implementation of a common technical core curriculum that is recognized statewide, programs of study can enhance delivery efficiency, dual-credit effectiveness, and improve student outcomes and transitions. Texas employers are better positioned to find and hire the employees they need through an enhanced education and training pipeline.

System Partner Strategy	Agency	System Objective	System Goal
Develop and implement programs of study in community and technical colleges and align with secondary programs of study.	TEA THECB	Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	<i>Align system elements</i>
Enhance transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment.	TWC		
Ensure consistent credit transfer based on programs of study and common technical core curriculum.	THECB	Develop and implement policies and processes to ensure portable and transferrable credit and credentials.	
Expand career and technical education courses to provide additional opportunities for dual credit.	TJJD		

System Objective

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

Strategy

Develop and implement programs of study in community and technical colleges and align with secondary programs of study.

Partner Agency

Texas Education Agency

Action

Start Date End Date

Collaborate with the Texas Higher Education Coordinating Board to develop and adopt policies and procedures that facilitate consistent credit transfer of programs of study from secondary to postsecondary.

FY 2020 FY 2023

Connect secondary programs of study to specific dual credit courses in postsecondary.

FY 2020 FY 2023

Performance Measure

- Percentage of grade twelve secondary students who receive career and technical education dual credit, enroll in a two-year institution, and receive credit at the institution

System Objective

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

Strategy

Develop and implement programs of study in community and technical colleges and align with secondary programs of study.

Partner Agency

Texas Higher Education Coordinating Board

Action

Coordinate with the Texas Education Agency (TEA) to provide institutions access to a coordinated non-duplicative sequence of secondary and postsecondary academic and career and technical education courses to help students transition seamlessly from high school to a public community or technical college.

Start Date End Date

FY 2020 FY 2023

Expand and support adoption of a common group of Workforce Education Course Manual courses per discipline.

FY 2020 FY 2023

Coordinate with TEA to ensure alignment of secondary and postsecondary programs of study.

FY 2020 FY 2023

Facilitate consistent credit transfer from secondary to postsecondary by working with TEA to develop and adopt policies, procedures, and rules.

FY 2020 FY 2023

Performance Measure

- Career and technical education time to degree

System Objective

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

Strategy

Enhance transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment.

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
Achieve full implementation of the Pathways to Careers Initiative, including implementation of additional strategies to facilitate delivery of pre-employment transition services to students with disabilities.	FY 2020	FY 2021
Review policy, strategies, and services implemented from fiscal years 2016–2021 to refine policy, and to identify best and promising practices.	FY 2021	FY 2022
Develop a plan to replicate best and promising practices and, as necessary, to refine policy, strategies, and services.	FY 2022	FY 2022
Implement plan to replicate best and promising practices and refine policy, strategies, and services.	FY 2022	FY 2023

Performance Measures

- Percentage of students and youth with disabilities who participated in transition services and subsequently enrolled in postsecondary education and training
- Percentage of students and youth with disabilities who participated in transition services and subsequently entered competitive integrated employment

System Objective

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

Strategy

Ensure consistent credit transfer based on programs of study and common technical core curriculum.

Partner Agency

Texas Higher Education Coordinating Board

Action

Start Date End Date

At regular intervals, seek input from business and industry to identify the essential knowledge, skills, and abilities required for each statewide program of study.

Ongoing FY 2023

Conduct discipline-specific workshops with faculty to identify common program-level learning outcomes and common sequences of courses.

FY 2020 FY 2023

Publish course sequencing of degree programs on the Texas Higher Education Coordinating Board’s website, broadly distribute information to other state agencies, and link to other career and technical education and workforce activities.

FY 2020 FY 2023

Align courses in the Workforce Education Course Manual to postsecondary programs of study and secondary/postsecondary pathways for career and technical education.

FY 2020 FY 2023

Performance Measure

- Percentage of community and technical college students who receive program of study-based course credit who transfer to another two-year institution and have that credit recognized

System Objective

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

Strategy

Expand career and technical education courses to provide additional opportunities for dual credit.

Partner Agency

Texas Juvenile Justice Department

Action	Start Date	End Date
Meet with colleges to assess potential for new partnership to provide college classes and dual credit.	FY 2020	FY 2020
Once a partnership is formed, assess college classes and dual credit needs to formalize an agreement for service delivery.	FY 2020	FY 2020
Undertake reaccreditation or accreditation of vocational instructors through Southern Association of Colleges and Schools certification.	FY 2020	FY 2021
Implement dual credit opportunities for career and technical education courses where available.	FY 2020	FY 2023

Performance Measures

- Percentage of career and technical education programs approved for dual credit
- Percentage of students successfully completing dual credit career and technical education courses

Goal Area 4: 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.

System Partner Strategy	Agency	System Objective	System Goal
Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.	TJJD TWC		<i>Improve and integrate programs</i>
Increase competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.	TWC	Employ enhanced or alternative program and service delivery methods.	
Enhance quality of and increase access to quality child care to support parents in obtaining and retaining employment.	TWC		

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.

Partner Agency

Texas Juvenile Justice Department

Action

Start Date

End Date

Implement digital arts/animation classes at two additional facilities and include the use of drawing tablets.

FY 2020

FY 2023

Identify a web design course that can be taught within a correctional institution's infrastructure.

FY 2020

FY 2021

Implement web design course(s).

FY 2021

FY 2023

Performance Measure

- Percentage of students using technology for course content delivery

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.

Partner Agency

Texas Workforce Commission

Action

Start Date

End Date

Continue self-service options for professional development for child care providers.

FY 2020

FY 2023

Expand rural service delivery options through the use of mobile units and new affiliate sites.

FY 2020

FY 2020

Direct students to multiple available training and career path options with onsite support at public middle and high schools.

FY 2020

FY 2023

Expand the use of technology for providing online services such as job fairs, eligibility determination, or other interactions.

FY 2020

FY 2021

Performance Measures

- Utilization of labor market information products
- Utilization of self-service options
- Utilization of online professional development courses

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

Increase competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
With the Rehabilitation Council of Texas, jointly conduct the triennial comprehensive statewide needs assessment to assess vocational rehabilitation services to currently identified underserved populations and identify new underserved populations, if any.	FY 2020	FY 2021
Build provider capacity to effectively serve underserved populations through identification of new providers where needed for specific services, populations, and/or geographic areas.	FY 2020	FY 2023
Revise provider standards as needed to increase efficiency and effectiveness of services to underserved populations.	FY 2020	FY 2023
Increase training and communication to providers to support implementation of revised standards and build provider capacity.	FY 2020	FY 2023
Develop new or revised services and/or service delivery methods to increase effectiveness of service delivery and achievement of employment outcomes for underserved populations.	FY 2021	FY 2021
Implement new or revised services and/or service delivery methods.	FY 2021	FY 2023

Performance Measures

- Percentage of consumers served who have identified as veterans with disabilities
- Percentage of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness who subsequently enter competitive integrated employment

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

Enhance quality of and increase access to quality child care to support parents in obtaining and retaining employment

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
Increase the number of child care providers certified as meeting Texas Rising Star or other recognized quality rating and improvement system standards in the child care system.	FY 2020	FY 2023
Facilitate the employment outcomes of parents receiving subsidized child care services.	FY 2020	FY 2023
Implement Texas Rising Star Assessor Certification.	FY 2020	FY 2023

Performance Measures

- Percentage of child care providers who are certified as Texas Rising Star providers
- Entered employment rate of parents receiving child care
- Employment retention rate of parents receiving child care

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Measuring Performance—Plan Implementation and System Outcomes

The purpose of performance measurement is to determine whether or not the system strategies have been successfully executed and to establish their contributions to the achievement of system objectives and goals. The Council has formulated a set of measurements based upon the federal and state mandates associated with this strategic plan, and has done so in collaboration with partner agencies.

There are two types of measures that Texas Government Code specifies be included in the workforce system strategic plan: formal and less formal measures.

Formal Measures

This type of performance measure is tied to system outcomes. These measures are central to demonstrating the success of system programs and services administered by partner agencies. These measures are relatively consistent across workforce programs and are ultimately tied to the state's performance budget and accounting system and linked to each state agency that administers a workforce program through the performance measures contained in each agency's biennial state strategic plan.

The four formal measures that were approved by the Governor of Texas in 2003, and again in 2009, remain in effect and have been incorporated into this strategic plan.

These measures include:

- Educational achievement
- Entered employment
- Employment retention
- Customers served

Less Formal Measures

This type of measure is tied to the implementation of the workforce system strategic plan. These measures are utilized to provide information and feedback essential in both the development and the implementation of the system strategic plan. Less formal measures may apply to all or a subset of state agency partners who deliver workforce programs and services. They are usually aligned with actions that are critical in determining success relative to the execution of the strategies associated with the strategic plan.

The 25 less formal measures for the FY 2016–FY 2023 strategic plan implementation period include all performance measures noted in the agency action plans, found on pages 25–51, in the goal sections of this strategic plan.

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Appendix A

Issues Identified In Pre-planning Consultation Sessions

1. Quickly identify and address skills gaps.
2. Promulgate promising practices and reduce duplication to mitigate diminishing resources.
3. Promote collaboration and regional planning to leverage efficiencies and ensure effective services.
4. Institutionalize alternative service delivery methods.
5. Develop and execute programs of study.
6. Align programs of study with the needs of business and industry.
7. Ensure consistent credit transfer based on programs of study and common core curriculum.
8. Promote career readiness through the provision of occupational information, as well as through the educational and training requirements.
9. Implement House Bill 5 (83rd Texas Legislature) foundation high school program and endorsements, and link to programs of study, industry certifications, licensure, and dual credit.
10. Establish training for high school teachers—career information, dual credit, career and technical education, and Texas Essential Knowledge and Skills review.
11. Involve business and industry in Texas Essential Knowledge and Skills review and developing programs of study at local level.
12. Help more Texans achieve employment by addressing the underserved populations, including those with intellectual and developmental disabilities, mental health problems, and autism.

13. Enhance transition services for high school students to: 1) employment, or 2) postsecondary education and training, then employment.
14. Increase and improve partnerships to improve consumers' rehabilitation and employment outcomes, including building relationships with independent school districts, community and technical colleges, and employers.
15. Inability to find the right people for the job (skills gap, shortage of skilled workers, lack of supply, talent gap).
16. Better understanding of the educational supply as well as employers' demand for workers needed.
17. Disconnect between training and job requirements—need to use national industry certifications as student outcome where possible.
18. Incumbent workforce requires skills growth to remain competitive (self and employer).
19. Limited dual credit for career and technical education courses.
20. Identification of new, relevant technology and course content options that can be implemented.
21. Shortage of state-certified instructors for industry certification programs.
22. Insufficient number of reentry staff to work with employers, academic institutions, and youth (employability skills).
23. Industry and education providers (two-year colleges and school districts) collaborate and form partnerships to better align programs with regional employment needs.
24. Increased need for employment opportunities for veterans.
25. Lagging employment for female veterans.
26. Matching the skills of veterans to the needs of the civilian workforce.
27. Align career and technical education programs with industry certifications.

28. Partnerships with employers provide multiple benefits: students (job opportunities) and instructors (current industry trends, tools and equipment, curriculum addition/refinement).
29. Lack of employer awareness and use of online job posting for ex-offenders.
30. Employer partnerships needed in geographical areas where majority of offenders seek employment post-release.
31. Employer satisfaction and employment data to support career and technical education program planning and management.
32. Expanded outreach programs assist employers in finding quality hires.
33. Significantly aging workforce in some industries signals a future brain drain.
34. Align education and training to meet employers' needs.
35. Increase the number of STEM and middle-skills graduates in the workforce pipeline.
36. Leverage, replicate, and scale partnerships as a key strategy to expand service and access.
37. Ensure and promote access to relevant information and data (i.e., industry, demand, supply, forecasts) for program planning and program improvement.
38. Reduce the significant youth un- and underemployment.
39. Provide greater access to adult education and literacy programs.

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Appendix B

Strategic Plan Architecture Matrix

System Goal	System Objectives	Agency Partners	Partner Strategies
Focus on Employers	Increase business and industry involvement.	TVC	Expand outreach programs to employers to assist veterans to find quality employment.
		TEA	Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.
	Expand licensure and industry certification.	TWC TEA THECB TVC TDCJ	Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.
		TEA THECB	Align career and technical education program content and outcomes with third-party, industry-based certifications.
Engage in Partnerships	Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.	TWC	Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers.
		TWC	Create greater access and effective services by promoting collaboration and regional planning.
		TWC THECB	Increase access to, referral between, and outcomes of adult education programs and services.
		TDCJ	Establish and leverage regional employer partnerships to benefit students pre- and post-release.
Align System Elements	Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	TEA THECB	Develop and implement programs of study in community and technical colleges and align with secondary programs of study.
		TWC	Enhance transition services for students and youth with disabilities to competitive integrated employment or postsecondary education and training and then to competitive integrated employment.
	Develop and implement policies and processes to ensure portable and transferrable credit and credentials.	THECB	Ensure consistent credit transfer based on programs of study and common technical core curriculum.
		TJJD	Expand career and technical education courses to provide additional opportunities for dual credit.
Improve and Integrate Programs	Employ enhanced or alternative program and service delivery methods.	TJJD TWC	Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.
		TWC	Increase competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.
		TWC	Enhance quality of and increase access to quality child care to support parents in obtaining and retaining employment.

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**TWIC ACTION ITEM
MEMORANDUM**

REF: LR.twic.H6.022820

TO Council Members

SUBJECT Texas Combined State Plan under the Workforce Innovation and Opportunity Act (PY 2020 – PY 2023)

Introduction

The Texas Workforce Investment Council (Council) will consider endorsement of the Texas combined state plan under the Workforce Innovation and Opportunity Act (WIOA). Upon endorsement, the Council will recommend final approval by the Governor and transmittal to the U.S. Secretary of Labor.

Background

The Workforce Innovation and Opportunity Act of 2014 (WIOA, Public Law 113-128) was enacted on July 22, 2014. This legislation passed Congress with a bipartisan majority and is designed to help job seekers access employment, education, and training in order to achieve success in the workforce.

As the state workforce investment board, the Council is charged with approval of the state plan required under WIOA. WIOA requires that states must have an approved state plan in place in order to receive WIOA formula funding.

The Council approved the first WIOA state plan in February 2016. During the four-year period of that plan, there were several modifications; the last modification was approved by the Council in June 2018.

DiscussionThe Planning Process and Requirements

WIOA requires the Governor to submit a state plan to the U.S. Department of Labor (DOL) that will outline a four-year plan for the workforce investment system. The due date for the plan submission is March 2020.

WIOA instructs the state workforce board to assist the Governor in developing the WIOA state plan to ensure the planning process is completed in a transparent manner, and in consultation with a variety of workforce partners that include local workforce boards, business representatives, adult education providers, and postsecondary institutions.

DOL has specified that states have the option of submitting a unified plan or a combined state plan for WIOA. Texas will submit a combined state plan, and the Texas Workforce Commission (TWC) is the lead agency in developing the plan.

WIOA statute identifies the structure required for the state plan. The plan must be composed of strategic and operational planning elements. The strategic plan must describe the state's vision, goals, and strategies for preparing an educated and skilled workforce to close the skills gap, and meet employer needs. The operational planning elements in the state plan must describe each program and the operating systems and policies that support implementation of the strategies.

Overview of State Plan

The strategic portion of the plan contains the Governor's vision and stated goals for Texas' workforce system. It includes a description of the major strategies and goals of the plan; updated economic and demographic information for Texas and projections for the future; information about target populations; a discussion of how the state will align policy, operations, and administrative systems; and outcomes and quantitative targets.

The operational portion of the plan includes a description of programs, participant groups, and the delivery of services. It also includes a description of how service delivery will achieve outcomes; a description of services for employers; an overview of the workforce system; information on organization at the state and local levels; and descriptions of workforce programs and required policies. Each program's operational details are included. The programs in the combined state plan include:

- adult, dislocated worker, and youth programs under Title I of WIOA,
- the Adult Education and Family Literacy Act program under Title II of WIOA,
- the Wagner-Peyser Employment Service program under Title III of WIOA,
- the vocational rehabilitation program under Title IV of WIOA,
- the Senior Community Service Employment Program, and
- the Migrant and Seasonal Farmworker program.

There is also an assurances section where states must affirm that specific requirements have been met. These key obligations form the basis of the commitment by TWC to uphold the requirements in the law and regulations. Included in the assurances section are the requirements for stakeholder consultation and public comment during development of the plan.

A copy of the WIOA combined state plan can be viewed at:
<https://gov.texas.gov/uploads/files/organization/twic/WIOA-Plan-2020.pdf>

Approval of the State Plan

Following the Council's consideration of the combined state plan for approval, the plan will be transmitted to the Governor for his consideration for approval. The state plan is then subject to the approval of both the secretary of labor and the secretary of education, after approval of the commissioner of the Rehabilitation Services Administration. The plan is considered to be approved at the end of the 90-day period beginning on the day the plan is submitted, unless the secretary of labor or the secretary of education makes a written determination that the plan is inconsistent with the statute provisions during the 90-day period.

Recommendation

It is recommended that members approve the Texas combined state plan under WIOA and recommend final approval by the Governor.

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: LR.twic.II7.022820

TO Council Members

SUBJECT Review of Redesignation Rules – Requirements and Process

Introduction

Texas Government Code requires state agencies to review and consider for re-adoption each of their rules every four years. Following its June quarterly meeting, the Texas Workforce Investment Council (Council) will submit a Rule Review Plan to the Secretary of State regarding the timeframe for review of the Council's rules in Texas Administrative Code in accordance with Texas Government Code, Section 2001.039. Members will take action on the outcome of the review at the June 2020 Council meeting.

Background

The Secretary of State is responsible for publishing government rules and regulations. The *Texas Register*, maintained by the Office of the Secretary of State, serves as the journal of state agency rulemaking for Texas. Information published in the *Texas Register* includes proposed, adopted, withdrawn, and emergency rule actions, notices of state agency review of agency rules, governor's appointments, attorney general opinions, and miscellaneous documents such as requests for proposals. These rulemaking actions are codified into the Texas Administrative Code, also maintained by the Office of the Secretary of State.

The Council has two rules in Title 40, Part 22, Chapter 901 of the Texas Administrative Code. The rules describe the process whereby the Council considers designation and redesignation of local workforce development areas and the process the Council will follow in reviewing an appeal of a redesignation. 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. The Council last reviewed these rules in 2016 and found that no changes were required.

Attachment

1. Texas Administrative Code, Title 40, Part 22, Chapter 901

DiscussionRule 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) and Plan 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 re-adopting 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 (Readoption) 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*.

Previous Rule Review

The Council last reviewed its two rules in 2016 and determined that the original justification for the rules continued to exist due to the Council's responsibility in both state and federal law to recommend to the Governor designation and redesignation of local workforce areas. In addition, the Council determined that the rules were useful because they provided a transparent and specific process that was easily accessible to the public. The last change to the rules was in 2004 when the Council adopted a change to rule 901.1 to update the name of the Council from the Texas Council on Workforce and Economic Competitiveness to the Texas Workforce Investment Council.

Next Steps

Council staff will begin the review of Chapter 901 in March 2020 by posting notice of the Council's intention to review the rules in the *Texas Register*. Following the 30 day public comment period, staff will compile the comments and conduct the assessment of whether the original purpose for the rules continues to exist. At its June 2020 meeting, the Council will be briefed on the results of the review, including a summary of public comments received, after which the Council will consider adoption of the rule review.

Recommendation

It is recommended that the Council note the information contained in this briefing pending the outcome of the rule review and in anticipation of action at the June 2020 Council meeting.

Texas Administrative Code

TITLE 40

PART 22

CHAPTER 901

RULE §901.1

SOCIAL SERVICES AND ASSISTANCE

TEXAS WORKFORCE INVESTMENT COUNCIL

DESIGNATION AND REDESIGNATION OF
LOCAL WORKFORCE DEVELOPMENT AREAS

**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 BRIEFING ITEM
MEMORANDUM**

REF: AMD.twic.H8.022820

TO Council Members

SUBJECT Texas Skill Standards System

Introduction

This briefing item will provide a status update on one initiative to fulfill the Texas Workforce Investment Council's (Council) skill standards system mandates: Texas skill standards based program recognition.

Background

In Texas Government Code, Section 2308.109, the Council is charged with maintaining the statewide system of skill standards, which includes four specific mandates. The first of those mandates specifies that skill standards "guide curriculum development, training, assessment, and certification of workforce skills." To fulfill that mandate, the Council adopted the *Guidelines for Texas Skill Standards Based Program Recognition* at its December 2015 meeting. Those guidelines specify the policies that govern program recognition implementation, including initial application, term, and renewal requirements.

At the same meeting, the Council also adopted the policy document, *Guidelines for the Development, Recognition, and Usage of Skill Standards*, which defines the skill standards elements that are incorporated into recognized programs. Those elements include:

- Critical work functions – the principal responsibilities of an occupational area
- Key activities – the major clusters of tasks required to perform each critical work function
- Performance criteria – the standard or proficiency level to which the key activity must be performed
- Academic knowledge and skills – traditional subjects of math, science, reading, and writing
- Employability knowledge and skills – transferable, cross-functional competencies
- Occupational skills, knowledge, and conditions – job-specific skills and knowledge and the related tools, resources, and equipment
- Statements of assessment – the industry's recommendation of how to evaluate or measure competency in the critical work function

DiscussionProgram Recognition Policy

The *Guidelines for Texas Skill Standards Based Program Recognition* specify the Council's policy to recognize community and technical college workforce education programs that have skill standards competencies integrated into the curriculum. The intent of program recognition is to indicate to employers that a technical program is teaching the competencies, skills, and knowledge defined by industry in the standards. All community and technical colleges requesting program recognition must meet specific criteria to be considered for approval. Recognition for all approved programs must be renewed every three years.

New Program Recognition Requirements

Community and technical colleges must apply for recognition of their workforce education programs. The application includes the following main requirements:

- Matrix or crosswalk documenting the courses in which the college will teach and assess the key activities as learning outcomes; and
- Signed statement of assurances that the college will: 1) teach all the skill standards elements; 2) assess the students' mastery of the key activities to the performance criteria specified in the standards; and 3) agree to provide documentation of compliance with all these requirements, if requested by the Council under a desk audit.

Initial Renewal Requirements

Program recognition expires in three years, at which time it must be renewed. The college must apply to renew its program recognition, including the following major requirements:

- Signed statement of assurances that the college has developed assessments to measure students' mastery of all the key activities (or equivalent element) and related criteria, skills, and knowledge; and
- Examples of assessments from three courses, with the agreement that all assessments will be available for review if requested.

Subsequent Renewal Requirements

A college may be eligible to submit an abbreviated renewal application at the end of the second and subsequent three-year periods, as long as the matrix for which assessments were submitted at initial renewal *has not* changed. A signed statement of assurances attesting to that fact is required. If the curriculum or skill standards *has* changed, the college must submit sample assessments, as in the initial renewal. More detailed information on the program recognition application and renewal processes, including required forms and full documentation, is available for review on the Texas skill standards website at: https://tssb.org/ctc_prog_app_renewal.

Status of Applications for Program Recognition

Although Council staff has been working with colleges interested in program recognition, no colleges completed their applications in the past quarter. In addition, no programs' recognitions were scheduled for initial renewal last year.

Subsequent Renewal Applications

At the end of 2019, the recognitions of 11 programs eligible for subsequent renewal at nine colleges were due to expire. One of those programs' recognition was not renewed because the program had been deactivated and scheduled to close. The other 10 applicants completed the requirements per the program recognition policy and were renewed for another three years. Those programs include the following:

- Austin Community College – Biotechnology Laboratory Technician Associate of Applied Science (AAS)
- College of the Mainland – Petrochemical Process Technology AAS
- Del Mar College – Biotechnology AAS
- Howard College – Information Technology, Network Support Specialist AAS and Level Two Certificate
- Kilgore College – Process Technology AAS
- Lamar Institute of Technology – Process Technology AAS
- Lone Star College-CyFair – Logistics Management AAS
- San Jacinto College-Central – Petrochemical Process Technology AAS
- Texas State Technical College – Digital Media Design Technology AAS
- Wharton County Junior College – Process Technology AAS

Recommendation

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

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: RG.twic.H19.022820

TO Council Members**SUBJECT** Research Approach for a Middle-Skill STEM Occupation Index

Introduction

This item will brief members on the research approach to develop a middle-skill STEM occupation index for Texas. Research into middle-skill STEM occupations complements other Texas Workforce Investment Council (Council) projects, such as the 2015 report defining middle-skill STEM occupations in Texas and the industry-based certifications for middle-skill STEM occupations in Texas report released in 2018.

Background

Under Texas Government Code, Section 2308.101, the Council is responsible for promoting the development of a well-educated, highly skilled workforce and advocating for the development of an integrated workforce development system to provide quality services addressing the needs of business and workers in Texas.

Available statistics indicate that middle-skill STEM workers generally experience improved employment opportunities and wages. However, growth in these occupations has been accompanied by increased concerns over the future availability of middle-skill, STEM-capable workers. In order to better connect research on education, occupations, and wages to the workforce, the Council undertook a thorough examination that produced a clearer definition of middle-skill STEM occupations in the December 2015 publication, *Defining Middle-Skill STEM Occupations in Texas*. This report presented a process to identify and classify middle-skill STEM occupations. In order to address a key objective in the workforce system strategic plan for Texas, middle-skill occupations identified as STEM by various data sources were consolidated to create a comprehensive list of occupations. In November 2018, the Council published *Industry-Based Certifications for Middle-Skill STEM Occupations in Texas*. This report presented the results of the Council's first system initiative to identify third-party, industry-based certifications that are of value to Texas employers and that can positively affect employment outcomes in middle-skill STEM occupations.

Attachment

1. Research Approach for a Middle-Skill STEM Occupation Index

Discussion

The objective of this research is to compile current demographic and socioeconomic data for middle-skill STEM occupations in Texas and produce educational and economic benchmarks to understand their function within the Texas workforce system. Moreover, the results of this research can offer both policy makers and workforce system stakeholders information that may be used to address relevant statewide issues.

The attached research approach offers a framework for how this research will be conducted, including methodology and data sources. While middle-skill STEM occupations are characterized by education and

training above a high school diploma, but less than a four-year degree, no single national definition of STEM occupations exists. Generally, STEM jobs have been identified as occupations in the fields of science, technology, engineering, and mathematics that require a four-year degree or higher. These high-skill jobs usually include industries ranging from advanced technology to research-related professions. However, as industries evolve, many occupations once considered non-STEM now require STEM-oriented skills and knowledge. The lack of a consensus definition of STEM has been problematic and created workforce analyses that vary considerably. Accurate evaluations of the Texas workforce system must include middle-skill occupations that now require STEM-related skills and knowledge.

The basis for this research are the 97 middle-skill STEM occupations found in the Council's 2018 report. However, since that time, the Standard Occupational Classification (SOC) system used by the U.S. Bureau of Labor Statistics (BLS) to classify workers into occupational categories for collecting, calculating, or disseminating data has been updated. The original 97 middle-skill STEM occupations are now represented by 95 middle-skill STEM occupations due to the SOC update. Multiple SOC codes contained in the 2010 SOC no longer appear in the 2018 SOC due to changes stemming from the merging, breaking out, or collapsing of detailed occupations. Information for the comparative analysis of STEM occupations will be collected from the 2018 American Community Survey (ACS) 1-year Public Use Microdata Sample files, with employment projections, and wage data collected from BLS. This information will include baseline demographic and economic data for the 95 middle-skill STEM occupations, as updated by the ACS and BLS. The comparative analysis of STEM jobs will produce a comprehensive index of middle-skill STEM occupations. This research project will be completed in advance of the Council's June 2020 quarterly meeting, when a more comprehensive briefing on the report methodology and findings will be presented.

Recommendation

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

Research Approach for a Middle-Skill STEM Occupation Index

Under Texas Government Code, Section 2308.101, the Texas Workforce Investment Council (Council) is responsible for promoting the development of a well-educated, highly skilled workforce and advocating for the development of an integrated workforce development system to provide quality services addressing the needs of business and workers in Texas.

In order for policy makers and stakeholders to more accurately address the need for qualified workers, research must clearly identify challenges that impact productivity relative to critical segments of the workforce—such as growth in middle-skill STEM occupations. Broadly, STEM occupations have been characterized as high-skill jobs in the fields of science, technology, engineering, and mathematics. The objective of this research is to compile current demographic and socioeconomic data for middle-skill STEM occupations in Texas and produce educational and economic benchmarks to better understand the function of middle-skill STEM occupations within the Texas workforce system. Using data from the American Community Survey (ACS) and U.S. Bureau of Labor Statistics (BLS), comparative analyses of baseline demographic, education, and wage data will produce a comprehensive and complementary index of middle-skill STEM occupations in Texas. The following overview outlines the research approach that will be used to produce the middle-skill STEM occupation index:

- I. Objective
- II. Defining Middle-Skill STEM Occupations
- III. Study Design
- IV. Next Steps
- V. References

I. Objective

In order to better evaluate the workforce, this research will move beyond traditional STEM jobs to define the middle-skill occupations that now require STEM-related skills and knowledge in Texas by referencing previous Council research projects on this topic. The following sections briefly describe the approach of the current research project, the importance of researching middle-skill STEM occupations, and an explanation of the middle-skill STEM occupations used in previous Council reports. The objective of the current study is to create an occupation index detailing the demographic characteristics, wage information, and occupation forecasts of middle-skill STEM jobs in Texas.

II. Defining Middle-Skill STEM Occupations

The method by which middle-skill STEM occupations are defined can influence the way workforce issues are discussed and addressed. Previous Council research reports describe middle-skill occupations as those generally requiring education and training above a high school diploma, but less than a four-year degree. This broad classification is used throughout the nation and encompasses workers with credentials such as industry-based certifications, certificates, and associate degrees (Pew Research Center, 2018). However, STEM has been more difficult to define for stakeholders. Overall, there is no single, uniform definition of STEM occupations. Many occupations once considered non-STEM now require STEM-oriented skills and knowledge. The lack of a consensus definition of STEM has been problematic and created workforce analyses that vary considerably and are constantly evolving.

According to the 2018 American Community Survey, there are over 7.9 million people employed in STEM or STEM-related occupations¹. On the other hand, according to 2018 BLS estimates, there are approximately 10 million individuals employed in STEM jobs, representing over six percent of all national employment². These inconsistent figures demonstrate the difficult nature of classifying and quantifying the number of STEM occupations. Understanding the growing importance of STEM jobs in the workforce is less difficult. Estimates by BLS indicate that Standard Occupational Classification (SOC) system categorized computer and mathematical-oriented jobs continue to trend upwards as they make up seven of the 10 largest occupation categories in the nation. Moreover, figures indicate that wages for most STEM occupations are significantly higher than the average for all occupations. Overall, between 2018 and 2028, it is expected that approximately one million jobs will be added in STEM or STEM-related occupations. This represents an approximate nine percent growth rate over the decade, an estimate that outpaces projections for all occupations over the same period.

The economic and workforce environment in Texas has fostered significant growth and development in STEM fields. Additionally, the state was ranked in the top 10 nationally for STEM job growth and technology-related entrepreneurship (U.S. Chamber of Commerce Foundation, 2014). Employment in STEM jobs is expected to increase over the next decade by approximately 25 percent, with significant opportunities in computing, engineering, and advanced manufacturing fields (Fayer, Lacey, & Watson, 2017). Potential earnings for STEM occupations are also nearly double that of all other jobs in Texas (Carnevale, et al., 2013). The demand for STEM education has also risen in the state. Over the last decade, the number of STEM credentials, including bachelor's, associate's, and certifications, awarded in Texas has increased steadily. In fiscal year 2015, the state awarded over 23,600 STEM credentials—2,088 or 9.7 percent more than in the previous fiscal year (Texas Higher Education Coordinating Board, 2016).

In order to better understand and connect research on wages, education, and the overall workforce, the Council undertook a thorough examination and definition of middle-skill STEM occupations in *Defining Middle-Skill STEM Occupations in Texas* (2015). This report presented a process to identify and classify middle-skill STEM occupations. In order to address a key objective in the workforce system strategic plan for Texas, middle-skill occupations identified as STEM by various sources were consolidated to create a comprehensive list of occupations. Because of this analysis, 97 middle-skill occupations were identified as STEM or STEM-related in Texas. Next, the Council published *Industry-Based Certifications for Middle-Skill STEM Occupations in Texas* (2018). This report presented the results of the Council's system initiative to identify third-party, industry-based certifications that are of value to Texas employers and that can positively affect employment for the middle-skill STEM occupations from the previous report.

III. Study Design

The basis for this current research are the 97 middle-skill STEM occupations found in the Council's 2018 report. However, since that time, the SOC system used by BLS to classify workers into occupational categories for collecting, calculating, or disseminating data has been updated. The original 97 middle-skill STEM occupations are now represented by 95 middle-skill STEM occupations due to the SOC update. Multiple SOC codes contained in the 2010 SOC no longer appear in the 2018 SOC due to changes stemming from the merging, breaking out, or collapsing of detailed occupations. Information for the comparative analysis of STEM occupations will be collected from the 2018 ACS 1-year Public Use

¹ STEM Occupations by Sex, Race, and Hispanic Origin: 2012-2016 ACS 5-year, <https://www.census.gov/data/tables/time-series/demo/industry-occupation/stem.html>

² Employment in STEM occupations, <https://www.bls.gov/emp/tables/stem-employment.htm>

Microdata Sample files, with employment projections, and wage data collected from BLS. This information will include baseline demographic and economic data for the 95 middle-skill STEM occupations, as updated by the ACS and BLS.

IV. Next Steps

The research project will begin with the premise that STEM and STEM-related occupations are important to the workforce environment. The importance of these occupations will be demonstrated through wage and education trends and industry and workforce projections. After presenting national and statewide descriptions of STEM-related occupations, the research will detail the way occupations are classified, beginning with a description of the overarching SOC system and how each examined federal, state, and institutional organization defines STEM jobs. Each organization classifies STEM occupations differently, which results in the inclusion and exclusion of different jobs. Based on these classifications, an analysis of STEM occupations will be developed. Selected middle-skill STEM occupations will then be described and evaluated in detail. Finally, the developed list of middle-skill STEM occupations will be evaluated and combined with other important workforce information. Taken together, the research will provide a format for improved understanding of these specific jobs and their place within the Texas workforce system. This research project will be completed in advance of the Council's June 2020 quarterly meeting, when a more comprehensive briefing on the report methodology and findings will be presented.

V. References

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**TWIC BRIEFING ITEM
MEMORANDUM**

REF: LR.twic.II10.022820

TO Council Members

SUBJECT Results for America: Evidence-Based Grant Making

Introduction

The Texas Workforce Investment Council (Council) will be briefed on the scope of a strategic initiative to develop workforce system competencies in results-based decision and grant making. This work supports innovation in the delivery of services designed to lead to stronger employment outcomes. The Council was approached by Results for America (RFA) through the National Governors' Association's Center for Best Practices, which supports the work of the state workforce board chairs' association. RFA's workforce initiative is focused on using data to guide funding decisions. To support this initiative, RFA has convened a number of teams consisting of state workforce leaders.

Background

The Texas Workforce System Strategic Plan FY 2016–FY 2023 identified three strategic system imperatives that are foundational to the strength and responsiveness of the workforce system. These imperatives are fostered through implementation of strategic system initiatives. This system initiative will serve to support continuous improvement and innovation, particularly in the state's grant programs.

Discussion

Through extensive research and outreach, RFA has identified seven key recommendations for driving government workforce funding toward evidence-based strategies, along with inspiring examples from state and local boards and agencies across the country. State and local workforce fellows have been invited to improve upon and add to the following strategies:

1. Link funds directly to priority outcomes through performance-based contracts.
2. Offer flexible award sizes, time periods, and performance measures.
3. Award preference points to providers offering models with high or moderate causal evidence.
4. Set aside funding for contracts that pay directly for outcomes and providers offering models with high or moderate causal evidence.
5. Build evidence by promoting, conducting, and financing external evaluations.
6. Highlight effective strategies in state and local Workforce Innovation and Opportunity Act plans.
7. Establish a policy of transparency about funding and program performance.

Fellows participating in the state-local teams have selected two or three of the seven strategies (above) that the fellow and team will commit to working on for the duration of the initiative (approximately 18 months). Members of the Texas team agreed, at the behest of the Office of the Governor, that the team would select three strategies on which the work of the entire team would focus—both individually and collectively. The result should be that while each member may have different actions and projects, all members would be working in the same direction to achieve the stated strategy.

The Texas team consists of five members, including:

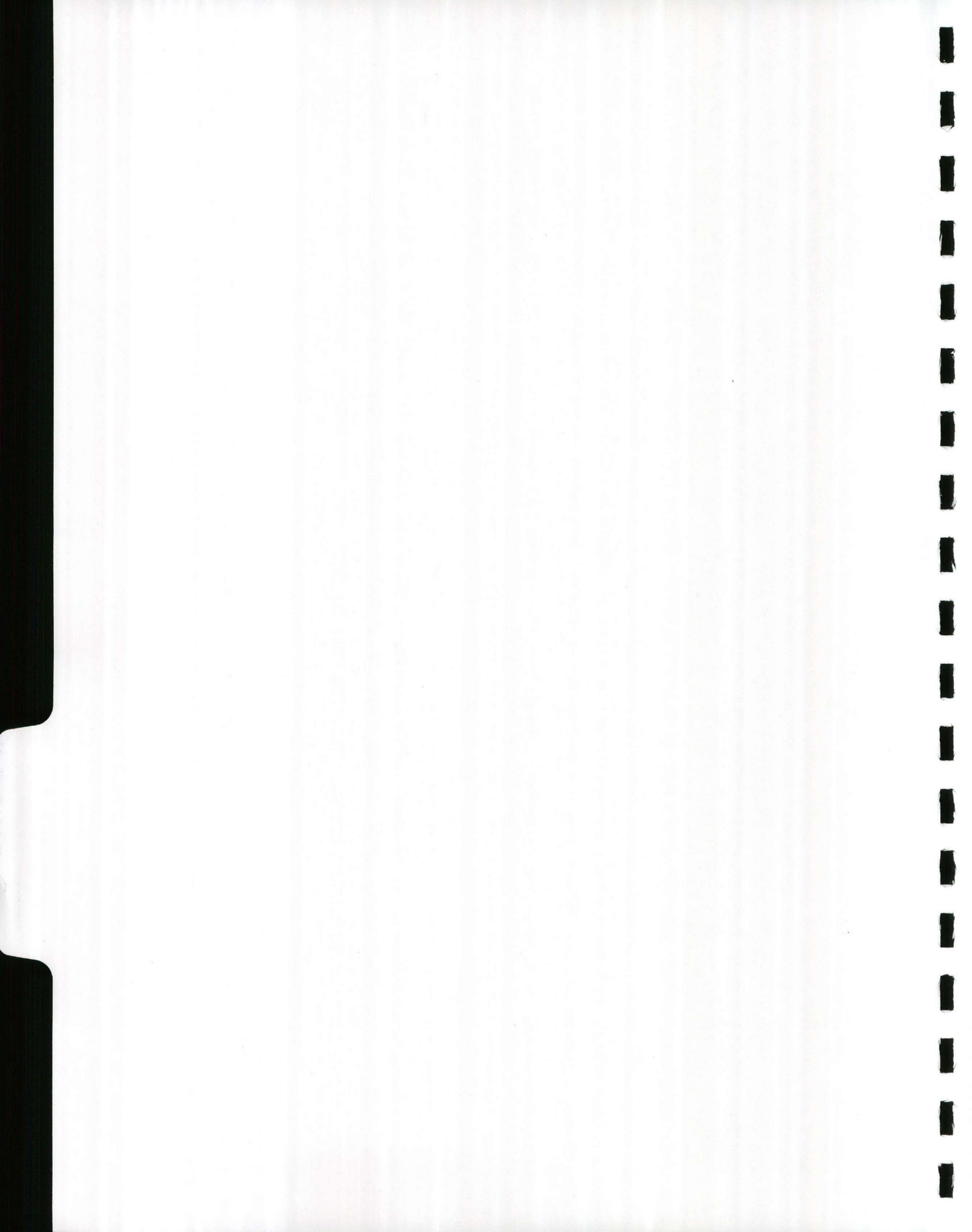
- Charles Miller, policy advisor, Office of the Governor
- Courtney Arbour, director-workforce division, Texas Workforce Commission
- Jennifer Troke, director-workforce grants and contracts, Texas Workforce Commission
- Paul Fletcher, CEO, Workforce Solutions Rural Capital Area
- Lee Rector, director, Texas Workforce Investment Council

In early March, the Texas team will again travel to Washington D.C. to meet with RFA representatives and other state teams. There, the team will continue to implement its action plan, learn from other state teams, and access technical assistance to accomplish the three strategies chosen by the team:

1. Link funds directly to priority outcomes through performance-based contracts.
2. Award preference points to providers offering models with high or moderate causal evidence.
3. Build evidence by promoting, conducting, and financing external evaluations.

Recommendation

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



**TWIC PRESENTATION ITEM
MEMORANDUM**

REF: RO.twic.III1.022820

TO Council Members

SUBJECT Agency Reports on Workforce System Strategic Plan Achievements and New Action Plans

Introduction

The Texas Workforce Investment Council (Council) is required by Texas Government Code, Chapter 2308, to evaluate the implementation of the strategic plan for Texas' workforce development system and to report to the Governor and the legislature on that implementation.

Presentations

During the development of *The Texas Workforce System Strategic Plan FY 2016-2023*, the Texas Department of Criminal Justice through its Windham School District, the Texas Juvenile Justice Department, and the Texas Veterans Commission provided input into both the issues and the agency's strategies that are included in the system strategic plan.

Now at the mid-point of the eight year plan, these agencies will report to the Council on the significant actions taken during the past four years to achieve the system objectives as part of the strategic plan. In addition, each agency will discuss the major activities that are included as part of the agency's action plan updates through fiscal year 2023.

Recommendation

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

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**TWIC INFORMATION ITEM
MEMORANDUM**

REF: DM.twic.IV1.022820

TO Council Members

SUBJECT Texas Demographic Update

Introduction

This memorandum provides highlights from the Texas Workforce Investment Council's (Council) *Texas Demographics* profile. The profile details selected demographic characteristics of the Texas population. This profile can be utilized as a resource to better understand the changes in different segments of the population as well as total population trends and projections.

Background

Under Title 10, Texas Government Code (TGC) §2308.101, the Council is responsible for promoting the development of a well-educated, highly skilled workforce and advocating for the development of an integrated workforce development system to provide quality services addressing the needs of business and workers in Texas.

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 that is and will be required by Texas employers. Understanding the composition of the Texas workforce is an important component for planning and policy development.

Attachment

1. *Texas Demographics*

Discussion

The Texas Workforce Investment Council assists the Governor and the legislature with strategic planning, research, and evaluation of the Texas workforce system. It is important to recognize the structure of the state's workforce in order to meaningfully develop plans and policies. The Texas workforce is young, growing, and diverse, which provides advantages in the global market. Sources for the data in this demographic profile include the U.S. Census Bureau's American Community Survey (ACS) estimates and projections from the Texas Demographics Center. All estimates reflect 2018 data unless otherwise indicated.

Population Characteristics

- According to the 2018 ACS summary file data, Texas is home to 28,701,845 individuals. 82.83 percent are native born and 17.17 percent are foreign born.
- The state consists of 49.6 percent males and 50.4 percent females. The median age in Texas is 34.9 years old, compared to 38.2 nationally.

- Texas has a civilian labor force of 14,099,774, the second largest in the United States.

Educational Characteristics

- According to 2018 ACS estimates, about 84 percent of the population over age 25 in Texas has at least a high school diploma.
- Approximately 12 percent of the population over age five speaks English less than “very well.”

Regional Population

- Over the past ten years, urbanized areas in Texas have been growing dramatically, while many rural counties are experiencing slow growth or are continuing to lose population to migration.
- According to the U.S. Census Bureau, approximately 72.9 percent of the state’s population lives in the six largest metropolitan statistical areas.

Texas Population Projections

- The Texas Demographic Center reported that the Texas population will exceed 47.3 million in 2050.
- The Hispanic population in Texas is expected to grow to 20.2 million in 2050 from the current estimate of 11.8 million in 2020. That is a growth rate of 71 percent, according to the state demographer.
- The non-Hispanic Asian population is anticipated to be the fastest growing segment of the state’s population. This population is projected to grow by 279 percent, totaling 5.8 million in 2050.
- Mature Texans over the age of 65 are projected to increase by 4.3 million, for a total of 8.3 million, from 2020 to 2050.
- Projections also show that the Texas working age population of 18-64 years old will grow to 28.3 million in 2050 from the current estimate of 18.3 million in 2020.

Recommendation

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

TEXAS DEMOGRAPHICS

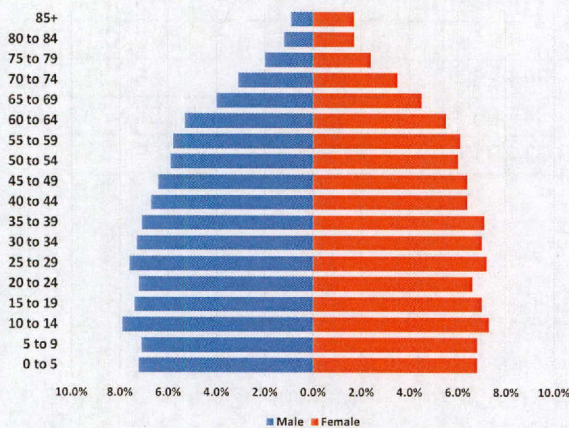
American Community Survey 2018

The Texas Workforce Investment Council assists the Governor and the legislature with strategic planning, research, and evaluation for the Texas workforce system. Understanding the composition of the Texas workforce is an important component of planning and policy development. The Texas workforce is young, growing, and diverse, which provides important advantages in the global market. The following selected data from the 2018 American Community Survey (ACS), the U.S. Census Bureau, and the Texas Demographic Center illustrate current and projected demographic characteristics of the state.

2018 Texas Population Characteristics

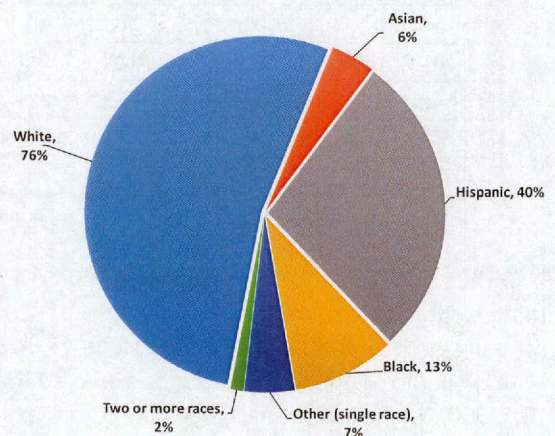
- The population of Texas is 28,701,845. Just under 83 percent of the population is native born and over 17 percent is foreign born.
- The population is 49.6 percent male (14,250,184) and 50.4 percent female (14,451,661).
- The median age in Texas is 34.9 years old, compared to 38.2 nationally.
- Texas has a civilian labor force of 14,099,774, the second largest of all the states.

Texas Population Percentage Pyramid



Source: U.S. Census Bureau, 2018 ACS 1-Year Estimates.

Racial and Ethnic Composition of Texas

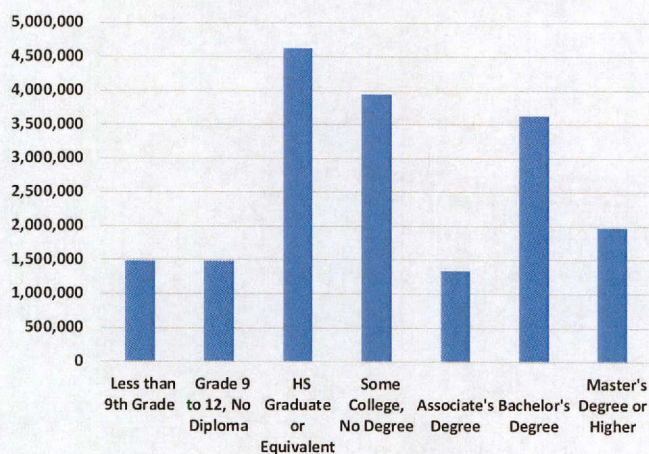


Source: U.S. Census Bureau, 2018 ACS 1-Year Estimates. Rounding affects totals. Percentages do not total 100 due to overlap.

2018 Educational Characteristics

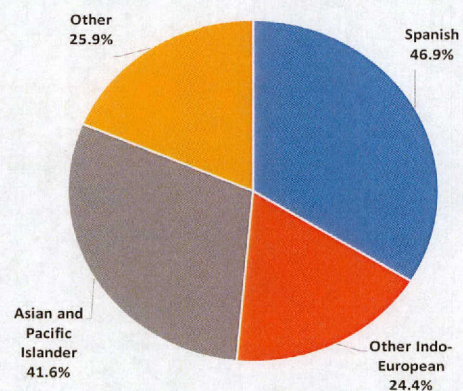
- Nearly 84 percent of the population over age 25 in Texas (15,513,128) has at least a high school diploma.
- Approximately 12 percent of the population over age five in Texas (3,106,302) speaks English less than “very well.”

Educational Attainment, Age 25+



Source: U.S. Census Bureau, 2018 ACS 1-Year Estimates.

Languages Spoken at Home in Texas in Homes Where English is Spoken Less Than “Very Well” (Age Five+)



Source: U.S. Census Bureau, 2018 ACS 1-Year Estimates. Rounding affects totals. Percentages do not total 100 due to overlap.

TEXAS DEMOGRAPHICS

American Community Survey 2018

2018 Regional Population Distribution

- During the past decade, urbanized metropolitan areas in Texas have been growing dramatically, while many rural counties are experiencing slow growth or are continuing to lose population.
- According to estimates by the U.S. Census Bureau, approximately 72.9 percent of the state's population lives in the six largest metropolitan statistical areas (MSAs).
- The 10 largest counties in Texas (Harris, Dallas, Tarrant, Bexar, Travis, Collin, Hidalgo, El Paso, Denton, and Fort Bend) contain 59.3 percent of the state's population.



MSA Name	2018 Population Estimate	Percent of State's Population	Change from 2010 to 2018
Dallas-Fort Worth-Arlington, TX Metro Area	7,539,711	26.27%	1,087,878
Houston-The Woodlands-SugarLand, TX Metro Area	6,997,384	24.38%	1,049,965
San Antonio-New Braunfels, TX Metro Area	2,518,036	8.77%	365,075
Austin-Round Rock, TX Metro Area	2,168,316	7.55%	440,821
McAllen-Edinburg-Mission, TX Metro Area	865,939	3.02%	86,924
El Paso, TX Metro Area	845,553	2.95%	38,570
Total	20,934,939	72.94%	3,069,233

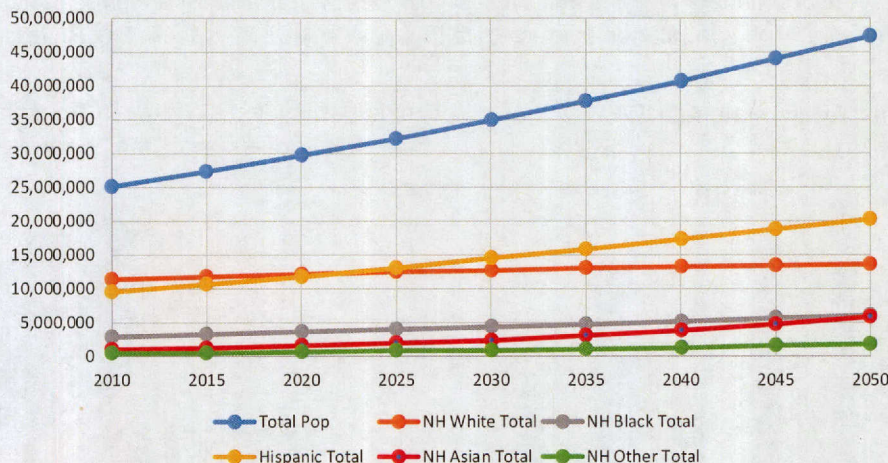
Source: U.S. Census estimates. The Texas Population is 28,701,845.

Texas Population Trends and Projections

According to the Texas Demographic Center:

- The projected population in 2050 will be 47,342,105, using the cohort-component projection model.
- The Hispanic population in Texas is expected to grow to 20.2 million by 2050.
- By 2050, the non-Hispanic Asian category is expected to be the fastest growing segment of the Texas population.
- The age category including Texans over the age of 65 is projected to increase by 4.3 million from 2020 to 2050.
- It is anticipated that the Texas working aged population of 18-64 will grow to 28.3 million by 2050.

Projected Population in Texas, 2010 to 2050



Source: Texas Demographic Center.

TEXAS WORKFORCE INVESTMENT COUNCIL

Fiscal Year 2020 Expenditure Report

As of February 7, 2020

Description	Budgeted Amount	Expended	Remaining Budget Balance	Percent Expended
Salaries	\$ 874,721.24	\$ 339,396.04	\$ 535,325.20	39%
Professional Fees & Services	\$ 8,500.00	\$ 5,000.00	\$ 3,500.00	59%
Supplies	\$ 2,500.00	\$ 1,214.91	\$ 1,285.09	49%
Rent - Machine & Other	\$ 13,273.08	\$ 13,273.08	\$ -	100%
Rental of Space	\$ 11,220.00	\$ 11,220.00	\$ -	100%
Travel - Out of State	\$ 7,600.00	\$ 2,868.53	\$ 4,731.47	38%
Travel - In State	\$ 34,000.00	\$ 8,962.72	\$ 25,037.28	26%
Operating Costs	\$ 105,974.68	\$ 11,144.89	\$ 94,829.79	11%
Total	\$ 1,057,789.00	\$ 393,080.17	\$ 664,708.83	37%

Note: Budget reflects reconciliation through TWC as of January 2020 (most recent report provided by agency).

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