

# Texas Workforce Investment Council

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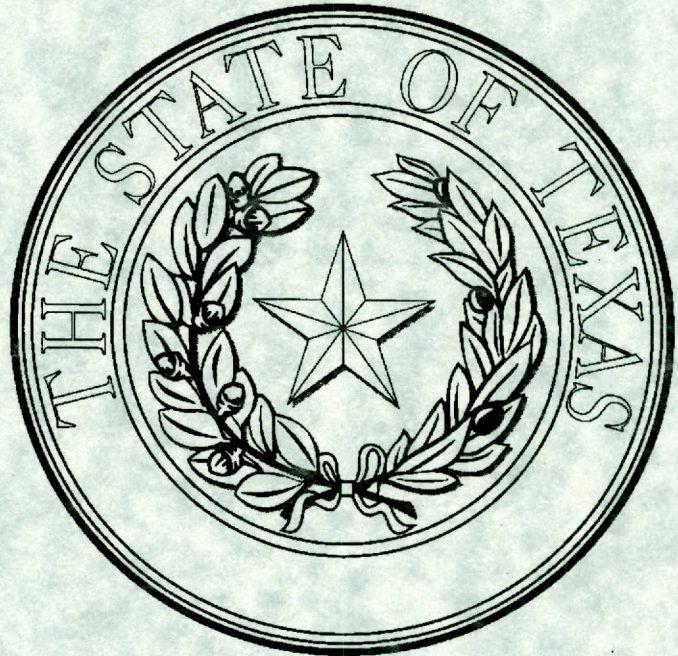
**Rick Perry**  
**Governor**

**David Dewhurst**  
**Lt. Governor**

**Joe Straus**  
**Speaker**

**Wes Jurey**  
**Chair**

**Lee Rector**  
**Director**



Briefing Materials  
June 7, 2013  
Teacher Retirement System Building  
1000 Red River  
5<sup>th</sup> Floor Board Room  
Austin, Texas 78701

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# Texas Workforce Investment Council

## Council Members

### Business and Industry Representatives

Wes Jurey (Chair)

*Arlington Chamber of Commerce*

Mark Dunn

*Dunn's Construction, LLC*

Matthew Maxfield

*Seton Medical Center Harker Heights*

Paul Mayer

*Garland Chamber of Commerce*

Joyce Delores Taylor

*Js Dynamic Transformations*

### Community-Based Organization Representative

Sharla E. Hotchkiss (Vice Chair)

*Consultant and Trainer*

### Education Representatives

Blas Castañeda

*Laredo Community College*

Carmen Olivas Graham

*Socorro ISD Central Office*

Larry Jeffus

*Educational Consultant and Author*

### Labor Representatives

James Brookes

*Texas Carpenters &*

*Millwrights Regional Council*

Robert Cross

*Houston Area Plumbing JAC*

Richard G. Hatfield

*Airline Pilots Association*

Robert Hawkins

*United Association of Plumbers and Pipe Fitters*

*Local No. 529*

Danny Prosperie

*Beaumont Electrical Joint Apprenticeship and*

*Training Committee*

### Ex Officio Members Representing State

#### Agencies

Aaron Demerson

*Office of the Governor*

*Economic Development and Tourism*

Kyle Janek

*Health and Human Services Commission*

Raymund Paredes

*Texas Higher Education Coordinating Board*

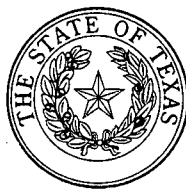
Larry Temple

*Texas Workforce Commission*

Michael Williams

*Texas Education Agency*





OFFICE OF THE GOVERNOR

RICK PERRY  
GOVERNOR

TEXAS WORKFORCE INVESTMENT COUNCIL

May 17, 2013

Dear Council Members:

Enclosed, please find the June 7, 2013 meeting briefing book.

The Texas Workforce Investment Council (Council) will meet on Friday, June 7, 2013 at 8:30 a.m. On Thursday, June 6, 2013, Council committees will convene with the System Integration Technical Advisory Committee (SITAC) meeting at 1:00 p.m., followed by the Executive Committee meeting at 3:00 p.m. All meetings will be held in the 5<sup>th</sup> floor boardroom of the Teacher Retirement System building located at 1000 Red River, Austin, Texas.

Overview of Council Meeting Agenda Items and Briefing Book Contents

The Council meeting will begin with committee reports from the Executive Committee and SITAC. These reports will be followed by one action item, which is the consideration of local workforce development board plans and their alignment with *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* for recommendation to the Governor. The action item may be found in the briefing book on page 5. The remaining agenda items will include briefings on several Council projects and reports. The first briefing item, found on page 27, will provide an update on the *Texas Workforce System Program Directory*. The next briefing items, found on pages 91 and 99, will provide information on the evaluation of adult education pilots and research on states' customized training programs.

The remainder of the Council meeting will be devoted to hearing from the Texas Higher Education Coordinating Board and representatives of community and technical colleges. The listening session will focus on the role of colleges in meeting the needs of employers for a skilled workforce and issues that will be of critical significance in the next five to eight years. This listening session is the second in a series of listening sessions that will take place over the course of the next few Council meetings and will assist members to better understand partner agencies' issues, challenges, and aspirations. Additional information on the purpose of these listening sessions may be found on page 103.

The Information and Updates section of your briefing book, which starts on page 105, includes the latest SITAC Quarterly Report, a summary of the recent meeting of the Rehabilitation Council of Texas, and the Council's quarterly expenditure budget report.

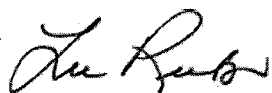


Upcoming Projects and Activities

In the upcoming months, we will work with our partner agencies on the continuing implementation of *Advancing Texas* and staff will begin to wrap up activities and projects identified in the Council's work plan for fiscal year 2013. In addition, staff will continue to monitor the outcomes of the 83<sup>rd</sup> Texas Legislative session and will prepare an end-of-session report. In preparation for the Council's next meeting in September, staff will begin the process of updating the annual evaluation report and the *Texas Index*, as well as preparing the fiscal year 2014 work plan for Council consideration.

I look forward to seeing you in June. In the meanwhile, 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 [lrector@governor.state.tx.us](mailto:lrector@governor.state.tx.us) or at (512) 936-8100.

Sincerely,



Lee Rector, Director  
Texas Workforce Investment Council









**TEXAS WORKFORCE INVESTMENT COUNCIL**

**Teacher Retirement System**

**1000 Red River**

**5<sup>th</sup> Floor Board Room**

**Austin, Texas 78701**

**FULL COUNCIL MEETING**

**June 7, 2013**

**Wes Jurey, Chair**

**ORDER OF AGENDA AND TABLE OF CONTENTS**

**(8:30 A.M.)**

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

<b>I.</b>	<b><u>Introduction</u></b>	<b><u>Item</u></b>	<b><u>Page</u></b>
	Call to Order, Announcements, and Public Comment		
	Approval of Minutes – March 8, 2013	Action	1
<b>II.</b>	<b><u>Reports, Actions and Briefings</u></b>		
	1. Report from the Executive Committee	Report	
	2. Report from the System Integration Technical Advisory Committee	Report	
	3. Consideration of Local Workforce Development Board Plans – Review of Alignment with <i>Advancing Texas</i>	Action	5
	4. Briefing on the <i>Texas Workforce System Program Directory 2013</i>	Briefing	27
	5. Briefing on <i>Advancing Texas: Adult Education Pilots' Evaluations (Plans)</i>	Briefing	91
	6. Briefing on Comparative Research on States' Customized Training Programs	Briefing	99
	7. Comments from Member Agencies – Texas 83 <sup>rd</sup> Legislative Session	Oral Report	
<b>III.</b>	<b><u>Listening Session</u></b>		
	1. Texas Higher Education Coordinating Board	Memo	103
<b>IV.</b>	<b><u>Information and Updates</u></b>		
	1. System Integration Technical Advisory Committee Quarterly Report	Information	105
	2. Report on the April 15-16, 2013 Meeting of the Rehabilitation Council of Texas	Information	109
	3. Fiscal Year 2013 Expenditure Report	Information	111
<b>V.</b>	<b><u>Adjourn</u></b>		











**TEXAS WORKFORCE INVESTMENT COUNCIL MEETING**

Teacher Retirement System  
1000 Red River  
5<sup>th</sup> Floor Board Room  
Austin, Texas 78701

**Friday, March 8, 2013**  
**MINUTES**

**MEMBERS PRESENT**

Wes Jurey (Chair), James Brookes, Blas Castañeda, Robert Cross, Mark Dunn, Richard Hatfield, Sharla Hotchkiss (Vice Chair), Larry Jeffus, Matthew Maxfield, Paul Mayer, Danny Prosperie, Joyce Delores Taylor, Larry Temple, Garry Tomerlin [Designee for Raymund Paredes], and Debra Wanser [Designee for Kyle Janek]

**MEMBERS ABSENT**

Aaron Demerson, Carmen Olivas Graham, Robert Hawkins, Kyle Janek, Raymund Paredes, and Michael Williams

**WELCOME AND ANNOUNCEMENTS**

Chair Wes Jurey called the meeting to order at 8:32 a.m.

Chair Jurey extended a general welcome to guests and to members of the listening panel with the Texas Workforce Commission.

Chair Jurey congratulated Blas Castañeda on his appointment to North America's Corridor Coalition's Trade and Advisory Council.

**PUBLIC COMMENT**

No public comment.

**APPROVAL OF MINUTES - ACTION**

Chair Jurey asked if there were any changes to the December 7, 2012 minutes. Hearing none, he called for a motion. Richard Hatfield recommended approval of the minutes. Larry Jeffus seconded the motion. The minutes were approved by unanimous voice vote.

**REPORTS, ACTIONS AND BRIEFINGS**

**Report from the Executive Committee (Oral Report from the Chair)**

Chair Jurey reported that the Executive Committee met the day before and reviewed the activities and deliverables completed in the second quarter of the Council's fiscal year 2013 work plan. He reported that the committee discussed the ongoing implementation of *Advancing Texas* and received an update on



the status of several apprenticeship projects that are being monitored by the Apprenticeship Project Leadership Team. Chair Jurey reported that Council staff has been monitoring the 83<sup>rd</sup> Texas Legislature to keep members apprised of actions that could affect the programs or partners in Texas' workforce system. He reported that the committee discussed the listening session that the full Council would have following the business meeting.

Chair Jurey thanked Larry Temple and the Texas Workforce Commission (TWC) for kicking off the first listening session.

**Report from the System Integration Technical Advisory Committee (SITAC) (Oral Report)**

Chair Jurey called on SITAC's Chairman, Paul Mayer, to give his report on the SITAC meeting.

Mr. Mayer reported that four Council members had attended the meeting. He noted that the quarterly report, provided in members' briefing books, included updates on several action plans and featured 2013 implementation highlights and the Texas Veterans Commission's work related to increasing veteran employment. Mr. Mayer announced that SITAC welcomed two new members, Veronica Casanova, Interim Superintendent, Windham School District and Dr. Garry Tomerlin, Deputy Assistant Commissioner, Community and Technical Colleges, Texas Higher Education Coordinating Board (THECB). He noted that SITAC heard action plan reports on career technical education, English language learner employment and the upcoming review of local board plans. Mr. Mayer informed members that the next meeting would be on Thursday, June 6, 2013.

**Report from the Apprenticeship and Training Advisory Committee (ATAC) (Oral Report)**

Chair Jurey called on ATAC's Chairman, Jim Brookes, to give his report on the ATAC meeting.

Mr. Brookes reported that 12 members were present at the committee meeting. He noted that the committee would meet again in September. Mr. Brookes stated that ATAC members heard reports from: Desi Holmes, Workforce Business Services, TWC, on Chapter 133 apprenticeship training programs; Dr. Phillip McEndree, Associate Professor of Education, Texas A&M, on apprenticeship instructor training funded by Chapter 133; and Duane Hiller, Program Director, Career and Technical Programs, THECB, on the agency's legislative priorities pertaining to apprenticeship.

Mr. Brookes reported that the committee discussed the FY 2014 funding formulas for apprenticeship programs funded under Chapter 133 of the Texas Education Code and approved the following recommendations to the Council:

1. The contact hour rate for apprenticeship training programs for FY 2014 be set at a rate not to exceed \$4.00 per contact hour;
2. Five percent of available funds be used to fund new or established apprenticeship programs that did not receive Chapter 133 funds in FY 2013; and
3. \$26,500 of the FY 2014 appropriation be set aside for apprenticeship instructor training.

Mr. Brookes made a motion that the Council approve the Committee's recommendations.

**Consideration of Fiscal Year 2014 Apprenticeship Funding Formula Recommendations (Action Item)**

Chair Jurey restated Mr. Brookes' motion to approve the ATAC's recommendation for the FY 2014 funding formulas for apprenticeship programs funded under Chapter 133 of the Texas Education Code. Mr. Jeffus seconded the motion. There was no further discussion. The motion was approved by unanimous voice vote.

**Briefing on the Local Workforce Development Board Plan Review – Alignment with *Advancing Texas* (Briefing Item)**

Chair Jurey called on Council staff, Laura Pittman, to give a briefing on the local workforce board plan review for alignment with *Advancing Texas*.

Ms. Pittman stated that the Council is charged in both state and federal law with recommending to the Governor approval of local workforce board plans and plan modifications. She stated that the Council would consider endorsement of the local board plans at its June meeting. Ms. Pittman reported that the Department of Labor issued guidance requiring states to submit a new five-year state plan for Title I of the Workforce Investment Act and the Wagner-Peyser Act. She reminded members that TWC developed a new plan and in September, the plan was endorsed by the Council and approved by the Governor for submission to the Secretary of Labor. Ms. Pittman reported that TWC then issued local board planning requirements, including instructions for documenting alignment with the system strategic plan, *Advancing Texas*. Ms. Pittman provided an overview of the planning requirements, the instructions for the documentation of alignment, and the next steps.

**Briefing on the Texas Legislative Session Preliminary Report (Briefing Item)**

Chair Jurey called on Council staff, Ed Check, to give a brief report on the current legislative session and then welcome comment from partner agencies on their agency's top legislative priorities.

Mr. Check provided basic information about the legislative session and referred members to their briefing books and the bills currently being tracked. He reported that as of March 1, legislators had filed 3,065 bills and that March 8 was the deadline to file most non-local bills. Mr. Check reported that the Council's House oversight committee is still the Economic and Small Business Development Committee, chaired by Representative John Davis and vice chaired by Representative Hubert Vo. Mr. Check noted that the oversight committee now has a new manufacturing subcommittee chaired by Representative Jim Murphy.

Chair Jurey then called on agency representatives to comment on their agency's top legislative priorities. Agency representatives provided brief comments on proposed legislation and priorities.

**Briefing on *Career and Technical Education and Outcomes in Texas High Schools – A Monograph* (Briefing Item)**

Chair Jurey called on Council staff, Dr. Kurt Gore, to provide a briefing on career and technical education and outcomes in Texas high schools.

Dr. Gore reminded members that during the development of *Advancing Texas*, college and work readiness was a critical priority that led to several long term objectives and related action plans. He stated that one of those long term objectives addresses the importance of improving the awareness and perception of career options and pathways afforded by secondary career and technical education (CTE). Dr. Gore reminded members that the Council assumed responsibility for leading the implementation of the action plan for this objective. He reported that the Council is preparing to distribute an informational guide to public secondary schools in Texas that details best practices regarding the provision of career information and options. Dr. Gore stated that to support the Council's work on CTE and to supplement a briefing the Council received at its September 2012 meeting, a monograph was developed as a source of high-level data and information on CTE outcomes in secondary schools. Dr. Gore referred members to the attachment in the briefing book and provided an overview of the monograph.

**Briefing on *People with Disabilities – A Texas Profile* (Briefing Item)**

Chair Jurey stated that the Council would now hear a briefing on the fourth report in a series of demographic reports – *People with Disabilities – A Texas Profile*. Chair Jurey asked Dr. Gore to continue by giving a briefing on the demographic research paper.

Dr. Gore reported that in developing the report, Council staff consulted with the Executive Director of the Governor's Committee on People with Disabilities and Commissioner Debra Wanser, Texas Department of Assistive and Rehabilitative Services, and her staff. He stated that their guidance was critical in determining the data to include in the report. Dr. Gore then thanked Commissioner Wanser.

Dr. Gore stated that *Advancing Texas* states that everyone must be part of the critical pool of potential employees and identifies three target populations that will achieve additional employment outcomes. He stated that Texans with visual impairments and disabilities are identified as a target population. Dr. Gore provided an overview of the report.

Chair Jurey thanked Commissioner Wanser and her staff for the guidance and assistance they provided for the report and asked if she had anything to add.

### **LISTENING SESSION**

Chair Jurey reminded members that this was the first in a series of listening sessions that are critical as the Council continues to build strong partnerships with the Council's workforce system partners. He noted that the purpose of each listening session was to enable our partners to identify, for the Council, the priorities each agency proposes be addressed as the Council begins to develop the next six year strategic plan for Texas' workforce system. Chair Jurey stated that the goal of each session was for members to hear from system partners so that members have a greater understanding of agencies' goals, barriers, initiatives and aspirations related to workforce programs and services. Chair Jurey stated that the first session would focus on TWC and local workforce boards, who have been asked to talk about their programs and services – and the issues that will be critical over the next 5-8 years.

Chair Jurey then called on Mr. Temple to begin the presentation by introducing the members of the panel and by providing an overview of the agency. Mr. Temple introduced: Reagan Miller, Director, Workforce Development Division, TWC; Patrick Newman, Executive Director, Workforce Solutions Alamo; Rey Chavez, President, San Antonio Manufactures Association; Alan Miller, Executive Director, Workforce Solutions Capital Area; and Sammy Morales, Work and Education Readiness Continuum Coordinator, Goodwill Community Center.

Mr. Temple and Ms. Miller presented an overview of the Texas workforce system. Mr. Newman and Mr. Chavez presented an overview of the collaborative work on the "Just in Time" – a skilled workforce development pilot program, including the work of the partners involved, the curriculum, the instructional model, and training descriptions. Mr. Miller and Mr. Morales presented the strategic initiative "Workforce and Education Readiness Continuum", including the work of the partners involved and the key features of the program. In conclusion, Mr. Temple noted current and future challenges that the Texas workforce system faces.

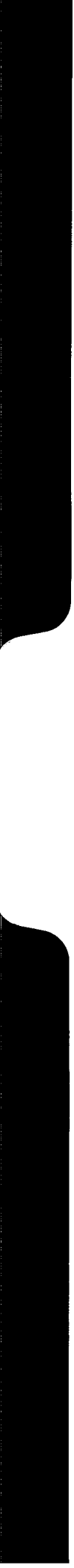
### **INFORMATION AND UPDATES**

Chair Jurey announced that the next meeting would be held in Austin on Friday, June 7, 2013 at 8:30 a.m. and that the Executive Committee and SITAC would meet on Thursday, June 6.

### **ADJOURN**

Chair Jurey called for a motion to adjourn the meeting. Mr. Jeffus moved to adjourn. Mr. Hatfield seconded the motion. The motion was approved by a unanimous voice vote. The meeting adjourned at 11:36 a.m.







**TWIC ACTION ITEM  
MEMORANDUM**

REF: LLP.twic.II3.060713

**TO** Council Members

**SUBJECT** Consideration of Local Workforce Development Board Plans – Review of Alignment with *Advancing Texas*

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**Introduction**

The Texas Workforce Investment Council (Council) will consider the local workforce development board plans for fiscal years (FY) 2013 – 2018, and recommend them for final approval by the Governor.

**Background**

The Council is charged in state and federal law with recommending to the Governor approval of local board plans as required under Title I of the Workforce Investment Act (WIA) of 1998 and Texas Government Code. WIA Title 1, Section 118 requires that each local board develop and submit to the Governor a comprehensive five-year local plan consistent with the WIA state plan. Texas Government Code §2308.304(b) also requires local boards to develop a local plan that has goals and objectives that are consistent with statewide goals, objectives and performance standards, which are documented in *Advancing Texas: Strategic Plan for Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*).

WIA Title 1, Section 111, requires that the State Workforce Investment Board (Council) assist the Governor in the review of local board plans. Texas Government Code, §2308.101(5), requires the Council to review the plans and make recommendations to the Governor for approval.

The Council recommends the Governor's approval of all local plans that are deemed satisfactory by the Texas Workforce Commission (TWC) and that demonstrate alignment to *Advancing Texas*. Local board plan modifications are generally required on an annual basis to update information and implement new state and local directions, and must also be endorsed by the Council and recommended to the Governor for approval. Local board plan modifications were last approved in 2009.

**Attachments**

1. WD Letter 25-12, Change 1, Attachment 1 – Texas Workforce Development Board Planning Guidelines for Fiscal Years 2013-2018 (excerpt)
2. WD Letter 25-12, Change 1, Attachment 2 – Texas Workforce Investment Council Requirements for Board Plans
3. Local Board Alignment with *Advancing Texas*
4. Local Board Alignment Examples
5. Collaboration with System Partners
6. Texas Workforce Commission Notice of Approval [May 21, 2013 letter]

## Discussion

### Planning Process and Timelines

Given the continued intent to reauthorize WIA and the Department of Labor's Employment and Training Administration's (DOLETA) revisions to state planning guidance, DOLETA extended all WIA Title I state plans in 2011 and in 2012. In early 2012, DOLETA issued the final planning guidance to states, which required TWC to develop a new WIA Title I state plan for submission to DOLETA by September 17, 2012.

In September 2012, the Council endorsed and the Governor approved the new state plan. TWC then extended the local plans through March 2013 to allow time for boards to develop new five-year plans. In December 2012, TWC further extended the local plans through June 2013, enabling boards to utilize the most recent labor market information data in determining target occupations and industries, and to provide adequate time for public comment.

The new local board plans cover the five-year period FY 2013 – 2018. In September 2012, TWC initiated the planning process with the release of *Texas Workforce Development Board Planning Guidelines for Fiscal Years 2013-2018*. The guidelines provided instruction on the content to be included in the plan, including documentation of alignment with local goals and objectives and the relevant statewide goals and objectives in *Advancing Texas* [Attachment 1].

Attachment 2, prepared by Council staff, outlined the Council's request for information and data to demonstrate alignment. The request asked local boards to provide information on specific participant groups included in *Advancing Texas*, as well as work with other system partners:

- ▶ *Part I* – plan strategies and related performance measures/targets, if applicable, designed to meet the needs and facilitate workforce entry of veterans, Texans with low literacy or poor English language proficiency, and blind or disabled Texans; and
- ▶ *Part II* – an innovative strategy contained in the plan that includes collaboration with two or more system partners.

### Approval Process

TWC and the Council conducted a joint review process. TWC reviewed local board plans for compliance with planning guidelines and requirements. Council staff reviewed plans for alignment with the current state strategic plan, *Advancing Texas*.

### Plan Evaluation and Analysis

Following review and evaluation, all 28 local board plans were determined to meet the Council's requirements for demonstrating alignment with *Advancing Texas* [Attachment 3]. Alignment was determined using the following steps:

- ▶ Local board plan information submitted in response to the Council's two-part request was reviewed.
- ▶ If gaps were identified during the initial review, additional and/or clarifying information was requested from the local board, through TWC.
- ▶ Upon receipt, the local board's clarifying/additional information was evaluated against the Council's requirements. If deficiencies remained, a follow-up request was made to the local board through TWC. This process was repeated until information was determined to satisfactorily document alignment.

- ▶ Following determination of alignment for each local board plan, TWC was notified of the satisfactory status of the board's plan.
- ▶ Following approval by the Governor, Council staff will formally advise TWC of the Governor's approval.

Documentation of Alignment: While all local board plans documented alignment, there was significant variance across boards in the type of information included, ranging from an overview of ongoing program activities and support services, required memoranda of understanding (MOU) and partner relationships, and funding sources to creative, collaborative efforts with partner organizations.

There are many common elements across board areas. In some instances, local boards addressed efforts to improve service delivery, address diminishing fiscal resources, and/or replicate or sustain activities that were previously grant-funded.

While federal and/or state performance measures are not required for each group, several boards included information for one or more, including: estimates of need; measures and targets for a related, larger population such as at risk clients; locally developed and/or project-specific measures; or quantified results for a given time period or special initiative.

Overview of Part I Analysis: Part I of the Council's request asked local boards to provide information on specific participant groups included in *Advancing Texas*. Local boards were to describe plan strategies and related performance measures/targets, if applicable, designed to meet the needs and facilitate workforce entry of veterans, Texans with low literacy or poor English language proficiency, and blind or disabled Texans. Highlights for each group are presented in Attachment 4.

Overview of Part II Analysis: Part II of the Council's request asked local boards to provide information on an innovative strategy that includes collaboration with two or more system partners. As part of the submission, local boards described the rationale for the strategy and its intended outcomes. In addition, they described how the strategy's process and outcomes will be evaluated to determine success over time. Examples of responses are included in Attachment 5.

#### Approval of Plans by TWC

The Texas Workforce Commission approved all local board plans at the May 21, 2013 docket meeting. The letter transmitting that approval is in Attachment 6.

#### **Recommendation**

It is recommended that the Council endorse the satisfactory local workforce development board plans for FY 2013 – 2018, as required under WIA Title I, the Wagner-Peyser Act, and other applicable statutes, and recommend them for final approval by the Governor.

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## TEXAS WORKFORCE DEVELOPMENT BOARD PLANNING GUIDELINES FOR FISCAL YEARS 2013–2018

### Section I—Strategic

Describe the Local Workforce Development Board's (Board) strategic vision for its local workforce development area (workforce area) and the Board's overarching goals. Rather than simply compiling data from various sources, base this section on a thorough understanding of the economic strengths and employment needs of the workforce area.

Boards must review the *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010–FY 2015* (<http://governor.state.tx.us/twic/work/>), the 2012 Update to *Advancing Texas* (<http://governor.state.tx.us/twic/work/>), and the *Texas Workforce Commission 2013–2017 Strategic Plan* ([http://www.twc.state.tx.us/twcinfo/stratplan/twc13\\_17plan.pdf](http://www.twc.state.tx.us/twcinfo/stratplan/twc13_17plan.pdf)) to ensure that their Plans follow the same strategic direction. Consistent strategic direction among Board Plans will aid further integration of the Texas workforce system.

### Part I – Board's Vision

Board Plans must identify the key issues, challenges, and opportunities that will arise in the next five years and have an impact on the workforce system. In part I, identify the goals and objectives for the workforce area. The plan must specifically address the following:

- Aligning efforts among workforce development partners to achieve accessible, seamless, integrated, and comprehensive service; and
- How programs and activities described in the plan will support *Advancing Texas* and the employment and training needs of youth and adults in the state.

### Part II – Economic and Workforce Analysis

In part II, include the following:

- An identification of the workforce needs of businesses, job seekers, and workers in the workforce area and how the local workforce system will address these needs; and
- The identified targeted industries and occupations and those related to the governor's clusters, with the strategies and initiatives the Board will undertake to support them.



## TEXAS WORKFORCE INVESTMENT COUNCIL REQUIREMENTS FOR BOARD PLANS

### Background

The Texas Workforce Investment Council (TWIC) is charged under both state and federal law with recommending Local Workforce Development Boards' (Boards) Plans and plan modifications to the governor for final approval. TWIC reviews each Board plan to ensure that local goals and objectives are consistent with the statewide long-term objectives in the system strategic plan, *Advancing Texas, Strategic Plan for the Texas Workforce System, FY 2010–FY 2015 (Advancing Texas)* and the *2012 Update to Advancing Texas* (<http://governor.state.tx.us/twic/work/>)

Additionally, state law charges TWIC with reporting annually to the governor and the Texas legislature on the implementation of the system strategic plan, and with monitoring the operation of the state's workforce system to assess the degree to which the system is effective in achieving state and local goals and objectives. Therefore, TWIC also reviews Board Plans and plan modifications to determine each Board's progress in implementing strategies that align with *Advancing Texas*.

### Purpose of Current Request

Information gained from Boards' responses to the following questions will be reviewed for alignment with *Advancing Texas* and will be the basis for recommending approval to the governor. Additionally, a summary of Boards' responses and strategies will be included in TWIC's 2013 annual evaluation report to the governor and the legislature. TWIC is asking each Board to include both narrative and quantitative information (where available) in its response for each population listed in part I and narrative information in response to the directives in part II.

### PART I

Provide detailed information on plan strategies that are specifically designed to meet the needs of each of the following populations, and to facilitate their entry into the workforce:

- Veterans
- Texans with low literacy or poor English language fluency
- Blind or disabled Texans

Additionally, where applicable, specify related performance measures and targets for each population.

### PART II

1. Provide detailed information on an innovative strategy contained in your plan that includes collaboration with two or more system partners.
2. Describe the rationale for the strategy and its intended outcomes.
3. Describe how both the process and the outcomes of the strategy will be evaluated to determine the strategy's success over time.

### Local Board Alignment with *Advancing Texas*

Based upon review of original plan submissions and/or requested clarifying information, all 28 board plans have been determined to demonstrate alignment with *Advancing Texas*.

Criteria Met ► Local Board ▼	Part I – Target Populations			Part II – Collaboration with Two or More System Partners
	Veterans	Low Literacy or English Language Skills	Blind or Disabled	
Alamo	√	√	√	√
Brazos Valley	√	√	√	√
Cameron	√	√	√	√
Capital Area	√	√	√	√
Central	√	√	√	√
Coastal Bend	√	√	√	√
Concho Valley	√	√	√	√
Dallas	√	√	√	√
Deep East	√	√	√	√
East	√	√	√	√
Golden Crescent	√	√	√	√
Gulf Coast	√	√	√	√
Heart of Texas	√	√	√	√
Lower Rio	√	√	√	√
Middle Rio	√	√	√	√
North	√	√	√	√
North Central	√	√	√	√
Northeast	√	√	√	√
Panhandle	√	√	√	√
Permian Basin	√	√	√	√
Rural Capital	√	√	√	√
South Plains	√	√	√	√
South Texas	√	√	√	√
Southeast	√	√	√	√
Tarrant County	√	√	√	√
Texoma	√	√	√	√
Upper Rio	√	√	√	√
West Central	√	√	√	√

## Local Board Alignment Examples

Part I of the Council's request asked local boards to provide information on specific participant groups included in *Advancing Texas*. As part of the submission, boards were to describe plan strategies and related performance measures/targets, if applicable, designed to meet the needs and facilitate workforce entry of veterans, Texans with low literacy or poor English language proficiency, and blind or disabled Texans.

An overview of the responses, accompanied by examples of special initiatives, is presented below for each of the three groups. There are many common elements across board areas, both in response to mandated program and service offerings and as a result of experience acquired through implementation of strategies.

While federal and/or state performance measures are not required for each group, several boards included information for one or more measures, including: estimates of need; measures and targets for a related, larger population such as at risk clients; locally developed or project-specific measures; or quantified results for a given time period or special initiative. This information not only provides helpful context, but may assist when documenting prior performance and service need for use in reporting, local planning, or applying for grants.

*NOTE: Information from local board plans may be verbatim or paraphrased.*

### Veterans

Local staff work closely with Texas Veterans Commission (TVC) staff to provide priority service to veterans. Twenty-seven boards (96 percent) provided information on this partnership, often noting that staff are co-located on a full- or part-time basis. The two groups coordinate on a broad spectrum of activities, such as outreach and advertising, referral to partner services, and individual and group assistance with job development and resume preparation. The boards coordinate with TVC and other partners on local and large-scale events such as job fairs (18 boards, 64 percent). In November 2012, all of the boards partnered with TVC, the Texas Workforce Commission (TWC), the Texas Medical Center, and over 1,400 employers on the statewide Hiring Red, White & You! event.

In response to the Council's request, comparatively few boards referenced two TWC-sponsored veteran's initiatives:

- ▶ *Texas Veterans Leadership Program* – Referenced by eight boards (29 percent), this TWC resource and referral network is designed to connect returning veterans of Iraq and Afghanistan with the resources and tools they need to lead productive lives. Veterans Resource and Referral Specialists, who are veterans of Iraq and/or Afghanistan, are assigned to the 28 workforce areas. They work closely with board and co-located TVC staff to address veterans' employment, training, medical, educational, and other needs.
- ▶ *College Credit for Heroes* – Several boards provided information on collaborative efforts with education partners, and four (14 percent) specifically referenced this TWC-funded initiative. Seven Texas' community colleges are working to help veterans translate their military service skills into college credits and certifications, thus allowing veterans to more easily reenter the workforce.

Several boards did reference efforts to develop and/or use crosswalks, such as the O\*NET crosswalk. For example, North Central noted the difficulty veterans have had in translating their service experience into terms that employers can understand. Military terminology crosswalks assist veterans in developing better resumes and assist employers in better understanding the specific skills that veterans have obtained in service. The board, its contractor, and local TVC staff plan to determine strategies on how to incorporate related best practices. As one strategy, the board will host employer meetings to discuss the reemployment of veterans and ways to assist with job postings to better outreach veteran job seekers.

Nine boards (32 percent) referenced their business service units' (BSU) role(s) in assisting with service to veterans. BSU staff have established relationships with many employers and can market the advantages of hiring veterans or participating in events such as job fairs. In addition, BSU staff provide information about the Work Opportunity Tax Credit and other tax benefits available to employers who hire veterans.

Thirteen boards (46 percent) included performance information or data, either by documenting the need for services, or referencing performance targets or prior year service levels. West Central provided veterans performance data for board contract year 2012, and noted that the board met 16 out of 17 targets for serving veterans, while ranking in the top 10 for eight measures.

Highlighted board-specific initiatives:

<b>Veterans</b>	
<b>Local Board</b>	<b>Example</b>
Capital Area	<p>Capital Area plans to establish a veteran recruitment campaign to assist Central Texas employers in recruiting skilled workers. In 2012, the board launched a Veterans Resource Center within its largest workforce center. The center is staffed by TVC, TWC, and volunteer veterans trained through the Red Cross of Central Texas.</p> <p>Using IBM grant funds, the board will use developed marketing materials to conduct awareness about the variety of job search tools and services available to veterans, whether they are searching for a short-term job or a career path. Specific steps to be taken include:</p> <ul style="list-style-type: none"> <li>▶ Educate program specialists and other job assistance staff on the O*NET crosswalk to translate the Military Occupational Specialty code into the Standard Occupational Classification system. This will ensure that the skills of transitioning veterans can be properly evaluated and ease their transition into a job.</li> <li>▶ Provide employers with easily understandable information about federal and state programs, including TWC programs, which may assist them when they hire a veteran.</li> </ul>
Central	<p>Fort Hood, the largest employer in Texas, is home to over 50,000 military personnel and their families. Veterans who retire or exit the military from Fort Hood often remain in the area or the state, and are recognized as a vital economic resource that must be recruited, retained, and employed.</p> <p>A partnership was developed to support efforts to regularly administer a survey that captures insightful information about the skills and desired career fields of veterans separating from military service at Fort Hood. In place since July 2006, a Memorandum of Understanding (MOU) continues to support routine inventory of the intentions, educational level, skills, employment desires, and suggestions of separating soldiers. Parties to the MOU include the board and its workforce centers, TVC, the Fort Hood Adjutant General/Army Career and Alumni Program, the Greater Killeen Chamber of Commerce, and the Heart of Texas Defense Alliance.</p> <p>Data are collected via a voluntary 12-question survey administered during either the Transition Assistance Program workshop or installation final clearance through the Army Career and Alumni Program. Purposes for the collection and analysis of these data include: develop and retain the region's skilled and motivated military veteran workforce; foster innovation and entrepreneurship, retain existing businesses, and attract new business to the region; and align the efforts of the participating agencies to enhance options for current, and future or potential residents.</p>
Dallas	<p>Dallas recently partnered with The WorkPlace, AARP Foundation, Citi Community Development, and the Walmart Foundation to launch the Platform to Employment (P2E) program. Dallas is the first of 10 sites across the country that will replicate P2E in 2013. The program creates a pathway to employment for the long-term unemployed.</p> <p>P2E, which began in southwestern Connecticut, will address the specific need of unemployed workers over 50 and military veterans. The proven model demonstrates that the right job readiness programming combined with personal and family support services and financial counseling can return the long-term unemployed to the workforce. Tested in multiple cohorts, including participants from urban and suburban communities, P2E has placed more than 70 percent of program participants into work experience programs, with nearly 90 percent of these individuals moving to full-time employment.</p> <p>With support from Citi Community Development, P2E participants will receive financial counseling and credit rebuilding assistance so they are better equipped to face the significant financial challenges many families confront during extended periods of unemployment. Financial counseling will be provided by YW Financial Empowerment. With additional support from the Walmart Foundation, P2E will provide services to veterans, with a deliberate focus on including women veterans returning to the civilian workforce in Dallas, as well as the subsequent replication sites.</p>



<b>Veterans</b>	
<b>Local Board</b>	<b>Example</b>
Gulf Coast	<p>In November 2011, Gulf Coast was one of five workforce regions selected by Microsoft as a distribution partner for the Elevate America Veterans initiative. Microsoft provided each area with 1,000 vouchers that allow veterans to access free online training, test preparation, and Microsoft certification at either an intermediate or advanced level. Gulf Coast launched the offer quickly, producing flyers for use in career offices. TVC staff shared the same flyers with local veterans' service organizations across the region, including the City of Houston Office of Veterans Affairs, which distributed flyers at the Veterans' Day Parade.</p> <p>Veterans staff collected necessary training and certification information and workforce center staff recorded the information in TWIST. During the first year, over 700 veterans in the region received vouchers.</p> <p>A targeted, email approach is now used to reach additional veterans. Using Work in Texas, the board identifies veterans by ZIP code and sends personalized messages on behalf of the local veterans staff. The targeted outreach helps to manage voucher supply and prepare for spikes in customer traffic. Successfully executing this outreach effort requires the input, approval, and cooperation of board staff, TVC regional lead staff, contractor management, veterans representatives, and career office staff.</p>

### ***Low Literacy or Poor English Language Proficiency***

While a range of strategies are used to provide services to these groups, 21 boards (75 percent) cited referrals to service providers as a primary service delivery strategy. Partners include adult literacy councils, non-profit organizations, community colleges, and other entities. Providers may be co-located, and classes may be offered onsite or at workforce centers.

Sixteen boards (57 percent) provided information on language-related services including bilingual staff and information that has been translated into one or more languages (e.g., outreach and advertising materials, signage, forms, websites, assessment and testing materials). Spanish was the primary language referenced; however, other languages were mentioned including German, Czech, Korean, Russian, Tagalog, Visayan, and American Sign Language. Translation support is also provided through online or telephone-based services.

Thirteen boards (46 percent) included data either that documented the need for services or referenced performance targets.

In some cases, board staff play a role by serving on related advisory councils or project planning groups. Of note, North Texas' Executive Director serves as the liaison with the area literacy council as an active volunteer tutor, is a member of the literacy council board, and a volunteer trainer for tutors.

Thirteen boards (46 percent) addressed efforts related to integrated training or the provision of a continuum of services that lead to employment. Integrated instruction allows participants to achieve education and employment goals faster by combining basic education and a particular context, often tied to workplace or occupation skills. For example:

- ▶ *Cameron* – Cameron is currently working with training vendors to pilot integrated, contextualized training programs to serve non-English speakers in an effort to meet employers' language and skills requirements. These integrated programs are provided in targeted occupations and incorporate "workplace English". The intent is to serve individuals through a contextualized English as a Second Language (ESL) approach. Individuals learn English that directly supports the chosen occupation while simultaneously acquiring occupational skills.
- ▶ *Golden Crescent* – All eligible job seekers are evaluated for English proficiency and based on their results are referred to their local literacy council for ESL classes and integrated vocational skills-based language training to improve those skills.
- ▶ *Heart of Texas* – The board provides Vocational ESL, Adult Basic Education, and GED classes at its workforce centers. While ESL is provided as a standalone service, it must be provided as part of a continuum of services



leading to employment. The board focuses job training efforts, including ESL, on industries with high-skill, high-wage jobs that provide self-sufficiency wages. Job seekers are assessed and referred for remediation and GED preparation. Testing occurs on site or through partners.

Highlighted board-specific initiatives:

<b>Texans with low literacy or poor English language fluency</b>	
<b>Local Board</b>	<b>Example</b>
Alamo	<p>Alamo has maintained an eight-year collaboration with its four Texas Education Agency adult basic education partners: Education Service Center Region 20 (ESC), North Side Independent School District (ISD), North East ISD, and San Antonio ISD. The board considers the adult education community a critical partner, and operates under a MOU with regional adult education providers to make a range of serves available for customers with low literacy or poor English language fluency.</p> <p>Partnerships with adult basic literacy partners emphasize the importance of fostering successful transitions for academic and career achievements and strategies for collaboration. Alamo is a partner and participant in key events that support these goals. Recent examples include:</p> <ul style="list-style-type: none"> <li>▶ The 8<sup>th</sup> Annual San Antonio College and Career KEYSTONE Conference: Supporting Student Success Through K-16 Collaboration was held at the ESC. Conference objectives were to: foster successful transitions for academic and career achievements; strengthen strategies for collaboration among K-12, adult education, workforce, and higher education; develop an understanding of Texas' College and Career Readiness Standards; and develop an understanding of the new STAAR assessment program. The event was attended by 196 adult educators, workforce personnel, and administrators from across the state.</li> <li>▶ In its third year, the Alamo Colleges Annual Tex Best Workforce Literacy Summit was attended by 220 adult education, education, community partner, and workforce development personnel. The summit addressed training and employment needs of Texas' rapidly growing limited English and under-skilled workforce by highlighting challenges, strategic actions, best practices, and models for replication.</li> </ul>
South Texas	<p>Customers with limited English proficiency (LEP) are assessed to determine what skills are transferable to other occupations and industries. The board works with training providers and local organizations to create training programs that develop the language and job skills required by employers so that LEP customers can enter employment as quickly as possible.</p> <p>The board develops financial and non-financial agreements with service providers that offer a wide range of ESL and literacy training. Examples include:</p> <ul style="list-style-type: none"> <li>▶ Laredo Community College's Economic Development Center is implementing a workplace literacy initiative funded by the Texas Workforce Commission's Skills Development Fund. The project provides English language and job readiness skills through a series of workshops aimed at building attendees' effectiveness in the workplace and providing resources and support to area entrepreneurs.</li> <li>▶ The Region One ESC works with early childhood to adult learners from school districts in a seven-county area. For example, the adult education program offers classes to individuals 16 years and older who want to earn a GED or improve their English literacy skills.</li> <li>▶ Project Millennium is supported by a \$10 million Technology Innovation Challenge Grant that was awarded to United Independent School District. A tech-mobile is used to offer parents computer-based training, providing the opportunity to improve literacy and basic computer skills. The mobile unit promotes parental involvement in rural areas of the district, and adult education and literacy opportunities are made available to parents and community members at various community center sites.</li> </ul>



<b>Texans with low literacy or poor English language fluency</b>	
<b>Local Board</b>	<b>Example</b>
Southeast	<p>The board and the workforce center operator designed a "Next Generation" service delivery model. All workforce staff are in designated teams, with the shared goal of providing quality services to individuals, employers, and communities with accountability and results. Team leads meet regularly to coordinate across the multiple programs, and communicate daily about specific employer or customer needs.</p> <p>The model promotes a one-on-one concept to ensure that every customer will receive a value-added service at every contact. The customer's initial contact is with the employment team, whose core responsibility is to ensure that the customer completes a Work in Texas registration and profile, and to identify any potential employment barriers such as low literacy or limited English proficiency. If applicable, the employment team makes referrals to the skills team, in-house GED labs, or to an outside provider as needed.</p> <p>The skills team works with low literacy and limited English proficiency individuals and with the employer solutions team. This group of employer services representatives works with employers to identify and develop work-based training opportunities that may be subsidized or unsubsidized, and that will facilitate entry or advancement in the workplace.</p>
West Central	<p>The workforce contractor utilizes SISTEM® modules, produced by Alchemy Systems, to provide training on topics such as money management, social skills, communication, mandated employee training, such as the Family and Medical Leave Act and the Americans with Disabilities Act, and work search and employment retention skills for job seeker customers.</p> <p>SISTEM modules use digital video lessons to present topics in English and Spanish. Learners do not have to be computer literate to participate in this training. Lessons are taught through audio, and participants use remote controls to participate in the training and record their responses to various scenarios.</p> <p>The technology is interactive and designed to keep workers engrossed in the subject matter as they learn. For non-English-speaking employees, the technology can provide multilingual information, if needed, on all critical points. The workforce contractor has a bilingual facilitator available to conduct modules in Spanish as needed.</p>

### **Blind or Disabled**

Of the three groups for which information was requested, comparatively few boards provided detailed employment strategies for this group. The majority (25 boards, 89 percent) of the responses included information about accommodations made to ensure client accessibility and compliance with the Americans with Disabilities Act. Eleven boards (39 percent) referenced the provision of interpreter and/or translation services, provided by individuals or through software or other online resources. In a few cases, other activities were referenced such as targeted outreach, special events such as job fairs, or collaborative efforts with other system partners, organizations, or internal business services staff.

Although vocational rehabilitation program and services are considered optional partner(s) with regard to the requirement for a formal MOU, 18 boards (64 percent) referenced agreements with workforce system partner, the Health and Human Service Commission's Department of Assistive and Rehabilitative Services (DARS). These partnerships allow boards and their workforce centers to collaborate with DARS regional offices to coordinate services for mutual customers and to determine how to best leverage their collective resources. MOUs were also noted for other related organizations, such as Easter Seals. Twenty-five boards (89 percent) referenced DARS in their description of services, and nine (32 percent) referenced DARS' Division for Blind Services (DBS).

Initiatives referenced by multiple boards include:

- ▶ *Disability Navigator* – Although no longer federally funded, the intent of the Navigator program was to promote comprehensive services and work incentive information for people with disabilities. The focus was on developing new and ongoing partnerships to achieve seamless, comprehensive, and integrated access to services; creating systemic change; and expanding the workforce system's capacity to serve customers with disabilities and



employers. Twelve boards (43 percent) reported ongoing support for this function. In some cases, a staff position is fully or partially funded from other resources, while others support the intent with other staff or training efforts.

- ▶ *Ticket to Work* – Social Security's Ticket to Work Program is a free, voluntary program available to people ages 18 through 64 who are blind or have a disability and who receive Social Security Disability Insurance or Supplemental Security Income.

Highlighted board-specific initiatives:

<b>Blind or disabled Texans</b>	
<b>Local Board</b>	<b>Example</b>
North	<p>PROMOTE (Promoting Real Opportunities Made Obtainable Through Employment) is an interagency alliance with the mission of advocating for removing employment barriers for people with disabilities. Members include representatives of the board, DARS' DBS and Division for Rehabilitation Services, Work Services Corporation, Texas Veterans Commission, Region 9 Education Service Center, Disability Rights Texas, and Disability Support Services at Midwestern State University.</p> <p>Members support and strengthen existing community efforts; promote creative, innovative, and exemplary programs that improve employment options; disseminate information about how to grow and support local employment opportunities; and educate the business community about hiring individuals with disabilities. PROMOTE hosted a successful seminar for employers at Midwestern State University and is planning to offer additional connections with members of the Wichita Falls Human Resource Management Association.</p> <p>The board is also a partner in the annual Transition Fair, which hosts hundreds of area students with disabilities at Midwestern State University each October. The fair offers information from organizations, about postsecondary education opportunities, and interaction with employers.</p>
North Central	<p>With the goal of building a qualified workforce, the Walgreens Distribution Center partnered with the board and Navarro College. Funded by the board's U.S. Department of Labor grant, the project enables employees to upgrade their skills and complete Certified Logistics Associate or Certified Logistics Technician training. This effort to build an inclusive and skilled workforce has resulted in reduced turnover and increased employee loyalty.</p> <p>The distribution center places their job postings in Work in Texas and collaborates with the workforce centers to assist in their recruitment and hiring process. In partnership with DARS, the distribution center implemented training programs, installed devices to accommodate the hearing-impaired, and created a culture of inclusion. Utilizing job coaches, interpreters, and specialized equipment such as UbiDuo's, Walgreens created a model program that has been replicated throughout the state and country.</p>
South Plains	<p>Annually for fiscal years 2015 through 2018, the board plans to collaborate on at least one new project with area programs and organizations that serve disabled customers. The LAUNCH (Lubbock At-Risk Need for Change) project was referenced as an example. This project operates under an ongoing MOU with Texas Tech University College of Education.</p>
Upper Rio	<p>Breaking Barriers, a summer work initiative for youth with disabilities, is supported by the board, DARS, and the Volar Center for Independent Living (CIL). The program allows disabled teens, who often face employment obstacles, to gain valuable work experience with participating employers such as Walgreens and Nationwide Wireless.</p> <p>Upper Rio provides funding for the youths' wages and also assists with job placement and case management. DARS, CIL, and local school districts refer youth to the program. CIL and DARS also assist with job coaching and case management. During the first four years of the initiative, more than 100 employers and 200 youth participated.</p>



### Collaboration with System Partners

Part II of the Council's request asked local boards to provide information on an innovative strategy that includes collaboration with two or more system partners. As part of the submission, boards described the rationale for the strategy and its intended outcomes. In addition, they described how the strategy's process and outcomes will be evaluated to determine success over time.

All 28 boards provided information that illustrates collaboration with partner organizations. Some documented multi-board, regional initiatives, and others were unique to a given board and workforce area. While some strategies continue or expand ongoing projects, others are new initiatives that will be implemented during the upcoming plan period.

As noted in the examples below, strategies encompass a variety of workforce-related initiatives including direct training and service provision, multi-year programs addressing education and housing needs, and the creation of a regional economic dashboard designed to provide data and trend analyses for use by multiple system stakeholders.

*NOTE: Information from local board plans may be verbatim or paraphrased.*

<b>Strategy:</b>	<b>Border Workforce Alliance – Project GROW</b> bwapg.org/grow
<b>Local Boards:</b>	Coalition of five workforce boards along the Texas/Mexico Border that serve 22 counties: Cameron, Lower Rio, Middle Rio, South Texas, and Upper Rio
<b>Partners:</b>	Jobs for the Future (JFF), Business Access, community-based organizations, regional employers, community colleges and training providers, and the Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin

**Strategy:** Project Growing Regional Opportunities for Workforce (GROW) is a regional workforce and economic development initiative led by a consortium of five boards that comprise the Border Workforce Alliance (BWA). Supported by a four-year U.S. Department of Labor grant of almost \$6 million, the project's strategy is to align and strengthen workforce system components to accelerate credential attainment and career entry by lower-skilled adults to meet area employers' workforce needs. The boards will partner with regional employers, one-stop operators, community colleges, training providers, community-based organizations, and national workforce intermediary Jobs for the Future.



**Rationale and Intended Outcomes:** Every individual who has a desire to work should have the opportunity to access the necessary education, skills, and credentials to fulfill his/her desire of gainful employment in a career. The project's theory of change organizes key outputs and outcomes around five goals based on the nationally recognized *Breaking Through* initiative:

- ▶ align programs and services across multiple partners to obtain operating efficiencies and streamline participant progress through reductions in both time and effort;
- ▶ accelerate time to completion of credentials for lower-skilled adult learners;
- ▶ strengthen coordination of case management and supportive services to increase persistence, retention, and completion of training programs;
- ▶ link education and training programs more strongly to employer labor market needs using a sector-based approach; and
- ▶ strengthen capacity of the workforce development infrastructure in key areas to further support systems change, improved program performance, scale, and sustainability.

Participants will enroll in a training program based upon skill level at entry. Three different models will be used to serve the range of lower-skilled adults seeking to upgrade their skills. All participants will have access to an online community for program participants managed by Business Access. The models include:

- ▶ Adults with a GED or high school diploma, but without college-ready skills, will participate in the Valley Initiative for Development and Advancement's (VIDA) Innovative Strategies for Increasing Self-Sufficiency project.



- ▶ Adults and out of school youth without a GED or diploma will be placed in contextualized GED preparation to earn both an educational credential and occupational or technical skills necessary for family-sustaining employment in the region.
- ▶ Adults with the lowest skill levels (below 9th grade) will complete contextualized bridge programs to advance into contextualized GED programs or the Increasing Self-Sufficiency project within a year.

Key outputs include: common forms, procedures, and processes for use by all partners; the development of a common web-based student tracking system; the development of technology tools and supports for participants; expansion of supportive services across the region; increased employer engagement and better job placement infrastructure through an enhanced hiring database; and documentation and dissemination of effective practice.

**Evaluation Plan:** Managed by project partner, JFF, the third-party evaluator will be by the Ray Marshall Center. The evaluation will be both formative and summative, providing ongoing information that can help improve operations over time and inform funders and others about the initiative's effectiveness.

Outcomes will be evaluated based upon the grant criteria. Data will be collected and analyzed for key educational outcomes, employment outcomes, systems change indicators, and employer engagement indicators. Measures include total program completion, occupational certificate attainment, GED attainment, educational learning gain, entered employment, employment retention, and number of employers engaged.

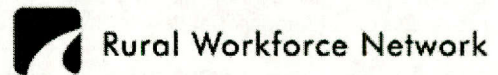
A mixed-methods approach will be used, including qualitative analysis of aspects of program implementation and systems change through field interviews and focus groups, as well as quantitative estimation of impacts for key outcomes of interest. The evaluation will also incorporate cost data associated with the intervention strategies and their related impacts to estimate return on investment.

<b>Strategy:</b>	Rural Workforce Network – <i>Action Plan and Detailed Project Sustainability Plan</i> <a href="http://www.ruralworkforcenetwork.org/">www.ruralworkforcenetwork.org/</a>
<b>Local Boards:</b>	Concho Valley
<b>Partners:</b>	Collaborative of five west Texas workforce boards that serve 75 counties: Concho Valley, North, Permian Basin, South Plains, and West Central

**Strategy:** The Texas Workforce Commission (TWC) funded regional cooperation projects that resulted in many products and outcomes, including the Rural Workforce Network's (RWN) *Action Plan and Detailed Project Sustainability Plan*. Project activities targeted for funding in the *Sustainability Plan* will achieve many objectives in the *Action Plan*, which was based on *Achieving Texas'* critical business issues and long term objectives.

Sustainable project activities are proposed to increase secondary educational skills readiness and work experience by focusing on problem solving or critical thinking, communication, and the occupation-specific skills needed by job seekers and required by employers in targeted industries. Through work groups within and between workforce board areas, the general activities may be customized by board area. The model can be expanded to include the target population(s) of any of the Council's eight partner agencies and/or other workforce boards.

**Rationale and Intended Outcomes:** Examples of major activities that have direct linkages to *Advancing Texas* include:



- ▶ Implement Work Experience Project for youth:
  - Participant outreach and selection process will include promotion to high school juniors by chambers of commerce, economic development groups, and employers.
  - Work Experience opportunities will include the following sequences: summer jobs, internships, apprenticeships, and Entrepreneurial and Leadership Skills Readiness seminars/workshop in partnership with Small Business Development Center(s).
- ▶ Build a Work Ready Super Region based upon National Career Readiness Certification by working with the State of Texas in the ACT® Certified Work Ready Communities (CWRC) process, including acceptance into the CWRC Academy. Of note, RWN partners in the North Texas board area, led by the Wichita Falls Chamber of Commerce and Industry, recently received a second round of Wagner-Peyser funding for their



Work Hard-Work Smart initiative([workhardworksmart.net/](http://workhardworksmart.net/)). Capacity has been built in four other RWN board areas during two years of regional cooperation projects.

- ▶ Conduct SkillsPASS® Detailed Work Activity (DWA) alignment based upon TWC’s Labor Market and Career Information Department’s work with DWA Research Institute/SkillsNET, employers, the Texas Education Agency, and the Texas Higher Education Coordinating Board.
  - The SkillsPASS® licenses will provide a tool to analyze gaps during DWA skills evaluation of resumes and of existing/proposed course/program syllabi.
  - The tool, which is an element of Skills Articulation Framework, will be used to increase dual-credit articulation agreements and to document awards of certificates and credentials, including as part of the Work Experience Project.
- ▶ Streamline Occupational Assessment Surveys to focus on efficient collection of key indicator data and to evaluate the progress of the capacity building projects.
- ▶ Convene annual Action Plan Summits to update action plans, strategic plans, and budget projections.

**Evaluation Plan:** The detailed logic model is based on the assumption that work experience during secondary school will increase job readiness and self-sufficiency. It accounts for external factors such as an estimated 12 percent attrition rate and economic conditions, and details critical issues, inputs, activities, outputs, and outcomes. The identified outcomes are specific to knowledge acquisition, resulting actions, and improvement in the areas of economic and workforce competitiveness, increased number of qualified job applicants, and a better quality of life for young adults in cities and rural towns.

<b>Strategy:</b>	<b>BVCOG Choices Housing Voucher Family Self-Sufficiency Program</b> <a href="http://www.bvcog.org/programs/housing-choice-voucher-program/family-self-sufficiency-program/">www.bvcog.org/programs/housing-choice-voucher-program/family-self-sufficiency-program/</a>
<b>Local Board:</b>	Brazos Valley
<b>Partners:</b>	Brazos Valley Council of Governments (BVCOG) and Region 6 Education Service Center (ESC)

**Strategy:** In August 2011, Brazos Valley began coordinated case management with the BVCOG Choices Housing Voucher Family Self-Sufficiency Program. The program goal is to move joint housing, adult literacy, and workforce customers off all public assistance. Participating families voluntarily agree to a five to seven year service plan with multiple agencies working toward getting the customer a GED or improving literacy as needed, creating an individual development account, and obtaining self-sufficient employment. The individual development account accumulates funds throughout the family’s service plan period. Following graduation from the program, funds may be used to make a down payment on a home, attend postsecondary education, or start a business.

The board provides job readiness review and training, child care as needed, career coaching, employment supportive services, job development, and team case management of services to the family. Region 6 ESC and the BVCOG GED program provide adult literacy training. The BVCOG Choices Housing Voucher Family Self-Sufficiency Program provides housing, individual development account match, and ongoing case management.

**Rationale and Intended Outcomes:** A multi-disciplinary approach addresses housing, education, and employment needs to promote self-sufficiency. Service plans are designed for each family that volunteers for the program. The individual development account builds during the family’s participation, motivating them to look beyond their current living situation and employment barriers to their identified self-sufficiency goals. Frequent review of the family’s progress by the multi-discipline team allows for rapid intervention when problems or lack of progress are identified and evaluated. Additional agencies (e.g., Project Unity, Mental Health Mental Retardation Authority, Brazos Valley Center for Alcohol and Substance Abuse) may be involved as needed.

**Evaluation Plan:** Each month, partners evaluate the process for progress toward achieving the service plans. Through reports provided by program staff, the program is also monitored by the U.S. Department of Housing and Urban Development, the grant funding entity.



Success is measured by the number of families that graduate from the program and move off of all public assistance. Since August 2011, 27 families have graduated from the program. The program has tripled its output since partnering with the Brazos Valley board.

<b>Strategy:</b>	<b>Workforce and Education Readiness Continuum</b> wercaustin.com/
<b>Local Board:</b>	Capital Area
<b>Partners:</b>	City of Austin-funded network of 11 strategic partners, including the board and American YouthWorks, Any Baby Can, Ascend Center for Learning, Austin Area Urban League, Austin Community College District, El Buen Samaritano Episcopal Mission, Foundation Communities, Goodwill Industries of Central Texas, Literacy Coalition of Central Texas, and Mano de Cristo

**Strategy:** The Workforce and Education Readiness Continuum (WERC) is a City of Austin-funded network of 11 strategic partners. Rather than build a new organization to assist participants in gaining the skills needed to enter or reenter the job market, WERC leverages partners' existing expertise and community ties to create "no wrong door" access to services. Clients who meet income and residency eligibility criteria can access the initiative at whatever their educational level. As clients progress along the continuum, they are equipped with the tools and support needed to achieve self-sufficiency. WERC services include:

- ▶ Literacy and employment
  - adult basic education
  - English as a second language
  - GED preparation
  - Spanish language literacy
  - financial literacy
  - computer literacy
  - job readiness instruction
  - occupational training
- ▶ One-on-one case management and support services
  - development of an individual employment plan
  - customized job search assistance
  - resume, interviewing, and job search workshops
  - transportation assistance
  - employment supports (e.g., uniforms, tools, pre-employment needs, retention incentives)
  - emergency rent, utilities, and car repair assistance

**Rationale and Intended Outcomes:** Prior to the launch of WERC, the City of Austin, Travis County, and Capital Area all made investments in workforce development, typically by subcontracting with the same organizations. It was not uncommon for one community-based organization to hold three different contracts for similar services from Austin-based publicly funded organizations. This system was inefficient and did not provide policy makers or planners with accurate information about who was being served or what outcomes, in aggregate, were being achieved. Moreover, funding organizations did not have an accurate understanding of the cost of services that led to successful outcomes so return on investment (ROI) could not be calculated.

The board saw the opportunity to align the disparate community partners under an umbrella initiative, while allowing each agency to maintain its identity and purpose so that similar services could be better coordinated. The board believes that this model may represent a new way of doing business in the Austin community, a model that more efficiently serves job seekers and prepares them for the thriving Austin business community.

**Evaluation Plan:** The use of a shared data management system will facilitate short- and long-term evaluation. All partners use the same web-based client tracking system to enroll clients, upload original documentation, and track services. The user interface's reporting capability allows the board to monitor performance and to evaluate planned versus actual outcomes. City of Austin evaluators will also be able to measure success over time.

Output and outcome measures, for which 30-month goals were specified, include:

- ▶ number of unduplicated clients served;
- ▶ number of clients participating in an education program;



- ▶ number of clients who complete an education program and improve their knowledge;
- ▶ percentage of clients who complete an educational program and improve their knowledge;
- ▶ number of WERC clients exiting employment-related services;
- ▶ total number of WERC clients who increase their income as a result of employment-related services; and
- ▶ percentage of WERC clients who increase their income as a result of employment-related services.

Another innovation is the ability to transfer clients between partner agencies electronically, thus alerting the receiving agency that a client is coming. In addition, transition staff assist with client handoffs. This allows the board to evaluate whether clients actually access services following referral.

Finally, the shared database system allows the board to get an accurate picture of who is being served across a number of now interrelated organizations, which clients are most likely to succeed with different types and levels of intervention, and what the actual cost per client is by service type. The ultimate evaluation goal is to determine whether a coordinated approach to education and workforce development yields outcome successes that one agency could not achieve alone, and what the overall ROI is to the funders and the greater Austin community.

<b>Strategy:</b>	<b>Communities in Schools</b> <a href="http://www.gcworkforce.org/CIS%20Program">www.gcworkforce.org/CIS%20Program</a>
<b>Local Board:</b>	Golden Crescent
<b>Partners:</b>	Leveraged funding from the Texas Education Agency (TEA), United Way, and the Victoria and Cuero independent school districts; Golden Crescent coordinates with TEA, Texas Workforce Commission, Texas Department of Protective and Regulatory Services, Texas Department of Health and Human Services, Services To At-Risk Youth, Gulf Bend Mental Health and Mental Retardation (MHMR), Texas Commission on Alcohol and Drug Abuse, Junior Achievement, Mid-Coast Family Services, Victoria Business and Education Committee, Texas Department of Criminal Justice, Office of the Attorney General, Texas MHMR, Texas Commission on Volunteerism, Victoria College, University of Houston-Victoria, and other community and faith-based services and organizations to maximize services available to students and their families

**Strategy:** Communities in Schools (CIS) is a nationally recognized dropout prevention program. The board facilitates direct access to youth and the opportunity to provide workforce-related guidance such as career exploration, early exposure to information about targeted industries and occupations, career ladders, interviewing techniques, child labor laws, and other workforce-related topics.

The goal is to keep youth at risk of dropping out engaged in positive educational and social activities, and ultimately directed at degree attainment and workforce preparation. Individuals with a high school diploma are better prepared for the labor market and have the opportunity to increase their overall earning potential. In addition, employers are provided a better-educated workforce, thereby increasing their revenue capacity and productivity.

The board leveraged limited federal allocations for eligible participants with funding received from TEA, as well as additional financial support from the United Way and the Victoria and Cuero independent school districts. This enabled the board to place and maintain permanent, full-time CIS staff on seven campuses throughout the area.

**Rationale and Intended Outcomes:** During 12 years of involvement in the CIS Program, over 10,000 youth and their families have benefited. Based on leading economic indicators, the region has prospered, as the economic impact of keeping just one student from dropping out is particularly significant in small, rural communities. On average, graduates earn almost \$8,000 more annually than dropouts, contributing to increased purchasing power, higher tax receipts, and increased productivity. In addition, graduates are more likely to stay employed during economic downturns. Typically the crime rate is lower, there is less dependency on social services, and there is a more consistent pipeline of educated workers. These factors aid in attracting employers interested in expanding or relocating to the area.

**Evaluation Plan:** Detailed information, including long-term goals, related objectives, and corresponding system operation elements were included as a plan attachment, *Communities in Schools of the Golden Crescent Strategic and Operational Plan 2013-2018*.



Golden Crescent hopes to expand the program into three new districts or campuses by the end of the five-year CIS plan or as funding permits. The highest dropout rate, teen pregnancy, and attendance problems will be taken into consideration for each district/campus expansion. Outcomes will be tracked based on three main performance objectives: school persistence rate; improvement in grades, attendance, and behavior; and graduation rate.

<b>Strategy:</b>	<b>Health Care Training</b> www.workforcesolutionsrca.com/
<b>Local Board:</b>	Rural Capital
<b>Partners:</b>	Austin Community College, local hospital, and employers

**Strategy:** The regional health care system faces a shortage of qualified, entry-level job applicants. Rural Capital plans to partner with a local hospital and Austin Community College (ACC) to prepare the target group for entry-level work in the health care industry. The group includes GED completers, part-time low-wage workers, unemployed veterans, long-term unemployed, and Temporary Assistance for Needy Families recipients.

One-stop workforce center staff will partner with a hospital and ACC to identify prospective students who will tour the hospital and hear presentations by local practitioners. Those still interested will be interviewed by a person familiar with health care personnel and will also take an aptitude and interest survey. Individuals selected for the program will enter a distance or proctored learning program through ResCare Academy, which will be customized to focus on identified basic and soft skills deficiencies.

Following program completion, the one-stop case manager will assist participants in finding part-time jobs or volunteer opportunities in the health care field while simultaneously enrolling them in the community college for certification in a health care occupation. Throughout the process, the case manager will work with the student to provide intensive support to both the student and his/her family.

**Rationale and Intended Outcomes:** Applicants for jobs in the health care field often choose training based on the number of job openings, but may not understand what work in the field actually entails. An intensive up-front screening process will be used to identify candidates with both motivation and a realistic sense of work in the field. Students will receive the basic and soft skills training needed for success in school and on the job. Intensive case management, family support, where appropriate, and the involvement of committed employer partners should contribute to program success. The model is expected to increase placements, improve employer satisfaction, and result in better retention and wage progression for participants.

**Evaluation Plan:** Outcomes will be evaluated by measuring:

- ▶ program completion rates, which should exceed rates attained for general entrants into training in similar fields;
- ▶ placement rates, with a goal of at least 90 percent of graduates annually being placed in training-related jobs;
- ▶ employer satisfaction levels;
- ▶ whether and by how much entry-level shortages decline as a result of the program; and
- ▶ retention rates, with program graduates expected to exceed the retention levels attained by other entry-level workers.

<b>Strategy:</b>	<b>Texoma Regional Economic Dashboard</b> texomaedd.org/TEXOMA/Texoma-Regional-Economic-Dashboard-1
<b>Local Board:</b>	Texoma
<b>Partners:</b>	Denison Development Alliance, Texoma Council of Governments, and Texas Department of Human Services

**Strategy:** Several years ago, Texoma developed the idea of a regional economic dashboard but lacked sufficient resources to undertake the project. After working with the Denison Development Alliance and the Texoma Council of Governments (TCOG) on several projects, the board proposed a partnership. By combining resources, the three entities were able to identify a number of data points and data sources that would be a part of the dashboard.



**Rationale and Intended Outcomes:** The Texoma Regional Economic Dashboard provides workforce development, economic development, and regional planning professionals with information about the economic condition of the Texoma workforce development area. It assists the partners and other interested parties to better understand of the region's economy in order to plan for the future, identify strengths and weaknesses, and apply for grants to execute projects that will improve the region's infrastructure, services, and workforce and economic development systems.

The dashboard provides historical perspective on a number of traditional and non-traditional data points including the local civilian labor force, the unemployment rate, sales tax allocations, and enrollment for the Supplemental Nutrition Assistance Program Employment and Training (SNAP) and Temporary Assistance for Needy Families (TANF) programs. It also allows for comparison and analysis which help to identify trends, understand relatedness, and drive project direction.

The dashboard's data and analysis aid in the development of: Texoma's strategic plan; the Comprehensive Economic Development Strategy (CEDS); work plans for the Denison Development Alliance and other economic development corporations; and strategic plans for counties, cities, and school districts in the workforce development area. In addition, the dashboard provides important labor market information for employers and job seekers.

**Evaluation Plan:** The process and outcomes are evaluated by the value of the report to the project's team members and to the community. Success criteria include:

- ▶ *Use of dashboard information for strategic planning* – All team members are charged with strategic planning. Texoma relied heavily on dashboard data and analysis when developing the local board plan. TCOG will be using the dashboard when developing the CEDS.
- ▶ *Media use of quarterly report* – One project goal is to provide local media information on a quarterly basis for use when economic data are released. For example, the board realizes the unemployment rate is not intended to be a standalone economic indicator. By combining spending and public assistance indicators with the unemployment rate, a better picture of the region's overall economic health emerges. Local media has embraced the quarterly press release and now look for comments at that time.
- ▶ *Addition of partners to the data analysis team* – By adding partners such as community colleges and school districts, data points can be added and additional analysis can occur. The local Texas Department of Human Services office recently provided a representative, enhancing the team's ability to analyze and understand data for the SNAP and TANF programs. In addition, the team is working with a local community college to identify a representative.

# Texas Workforce Commission

A Member of Texas Workforce Solutions

Briefing Book Page 25

Andres Aleantar, Chairman  
Commissioner Representing  
the Public

## Attachment 6

Ronald G. Congleton  
Commissioner Representing  
Labor

Hope Andrade  
Commissioner Representing  
Employers

Larry E. Temple  
Executive Director

May 21, 2013

Ms. Lee Rector  
Director  
Texas Workforce Investment Council  
1100 San Jacinto  
Austin, Texas 78701

Dear Ms. Rector:

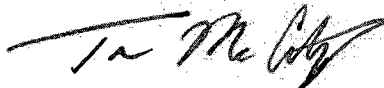
On behalf of the Texas Workforce Commission (TWC), the state operational entity for the Title I Workforce Investment Act (WIA), requests approval of the Local Workforce Development Board plans. The plans, developed in accordance with WIA §118 and WD Letter 25-12, Change 1, issued December 19, 2012, were approved by TWC's three-member Commission at the May 21, 2013, meeting.

To further integration, the plans follow the same strategic direction set forth in the State Workforce Investment Plan and *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010–FY 2015*. Each five-year plan identifies:

- the needs of the local workforce development area (workforce area);
- current and projected employment opportunities in the workforce area; and
- the skills necessary for current and projected employment opportunities.

We look forward to your approval. If you have questions or require additional information, please contact Debbie Carlson, director, Workforce and UI Policy and Program Assistance, at (512) 463-2675 or [debbie.carlson@twc.state.tx.us](mailto:debbie.carlson@twc.state.tx.us).

Sincerely,



Larry E. Temple  
Executive Director

*FOR Larry Temple*

Relay Texas: 800-735-2989 (TDD) 800-735-2988 (Voice) • [www.texasworkforce.org](http://www.texasworkforce.org)

Equal Opportunity Employer / Program

TEXAS  
WORKFORCE SOLUTIONS  
\*\*\*\*\*

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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: EC.twic.II4.060713

**TO** Council Members**SUBJECT** Briefing on the *Texas Workforce System Program Directory 2013*

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**Introduction**

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

**Background**

The *Directory* identifies and describes programs administered by the State's workforce system partner agencies. The Council collects and disseminates funding information and performance data on 19 workforce programs, as well as five related academic education programs at the secondary and postsecondary levels. Information and data from these five programs assists in understanding the scope and effort of program delivery through high schools and community and technical colleges, and these entities' efforts to prepare students to transition to further education or enter the workforce.

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

**Attachments**

1. *Texas Workforce System Program Directory*
2. 2012 Summary of Texas Workforce System Funding

**Discussion**

The *Texas Workforce System Program Directory* is organized in three sections:

- Funding Streams and Workforce, Education and Training Programs for Adults
- Funding Streams and Workforce, Education and Training Programs for Adults with Barriers
- Funding Streams and Workforce, Education and Training Programs for Youth

All programs included in the Adults with Barriers section met at least one of four criteria as a characteristic of the participant population: economically disadvantaged, educationally disadvantaged, incarcerated, or physically or mentally impaired and requiring adaptive or rehabilitative services.

Each section of the *Directory* begins with the federal or state statute that creates the programs. A flow chart is presented for each statute indicating the flow of funds from the federal level to the state level, and then to the program level where delivery of services occur. Information provided for each program includes:

- the purpose of the statute,
- the target population,
- programs funded,
- the administering agency,
- a funding flow chart,
- participant eligibility,
- program history,
- types of services provided, and
- state and federal performance measures.

The *Directory* will be distributed via hardcopy to workforce system partners and stakeholders. It will also be posted on the Council's website for electronic access. The version presented in the briefing book is in draft format.

Program funding is no longer included in the *Directory* but will be on the Council's website in a summary companion document. This document will be updated annually.

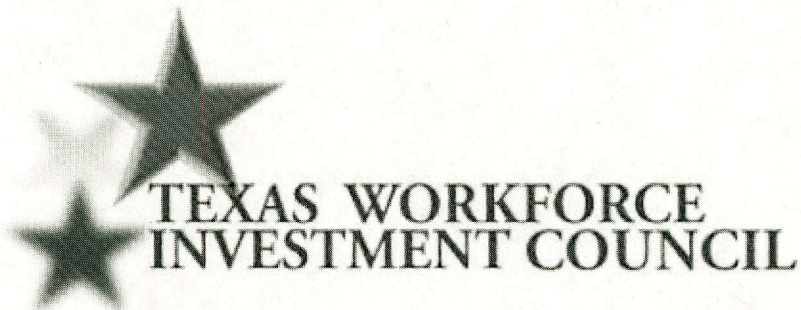
**Recommendation**

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

# **Texas Workforce System**

## **Program Directory**

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



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## INTRODUCTION

### The Texas Workforce System

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

The Texas Workforce Investment Council (Council) collects and disseminates funding information and performance data on 19 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from these five programs assist in understanding the scope and effort of program delivery through high schools and community and technical colleges and these entities' efforts to prepare students to transition to further education or enter the workforce.

The agency partners in Texas' workforce system include: Economic Development and Tourism (EDT), Texas Department of Criminal Justice (TDCJ), 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), and Texas Workforce Commission (TWC).

### The Texas Workforce Investment Council

The Council assists the Governor and the Legislature with statutorily mandated responsibilities for workforce development, strategic planning, evaluation, review and reporting. The Council serves as the State Workforce Investment Board as mandated under the federal Workforce Investment Act (WIA), and works closely with system partners to facilitate collaboration, coordination, and the leveraging of resources at the system level between system partners. The Council is mandated by state law to develop the Texas workforce system strategic plan and to monitor the system, reporting annually to the Governor and the Legislature on the degree to which the system is effective in achieving state and local workforce goals and objectives. *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* states the system mission:

*The Texas workforce system creates a globally competitive workforce through collaborative workforce system partner relationships that align, leverage and integrate system services.*

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

### Directory Design and Structure

The *Texas Workforce System Program Directory (Directory)* is a tool designed to assist system stakeholders to understand the 19 individual workforce programs and services and the five academic



programs for which the Council collects information and data. The *Directory* features program descriptions, including services provided, performance measures, and funding. As such, the *Directory* serves as a companion document to the system strategic plan and the Council's annual evaluation report to the Governor and the Legislature on how well the system is accomplishing state and local workforce goals and objectives.

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

The Council intends for the *Directory* to be a useful reference which provides program descriptions for policymakers and workforce system partners and stakeholders across the state. Funding amounts are reported from partner agencies and are now listed on the Council's website in a summary companion document.

Each of the three sections in the *Directory* begins with an overview chart that lists the programs serving that population, the amount of state and federal funding, and the administering agencies. Program pages within each section provide descriptive information, including:

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

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

## **System Measures**

Council system measures are included for each program. These Formal measures are part of the Council's evaluation architecture for the workforce system, and are the first tier of measures in a three-tiered approach to evaluating the effectiveness of the programs that comprise the workforce system, as well as the system as a whole. Formal measures, as defined in state law, measure outcomes that are essentially consistent across programs. They are endorsed by the Council and approved by the Governor. These four measures provide vital data on program performance:

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

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

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

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

## Workforce, Education and Training Programs

The 19 programs of the Texas workforce system and the five academic education programs that the Council gathers data on, deliver services to three participant groups with diverse needs: adults, adults with barriers, and youth. These 24 programs are constituted by federal and state statute and are funded through various federal and state sources. The 24 programs included in this *Directory* are:

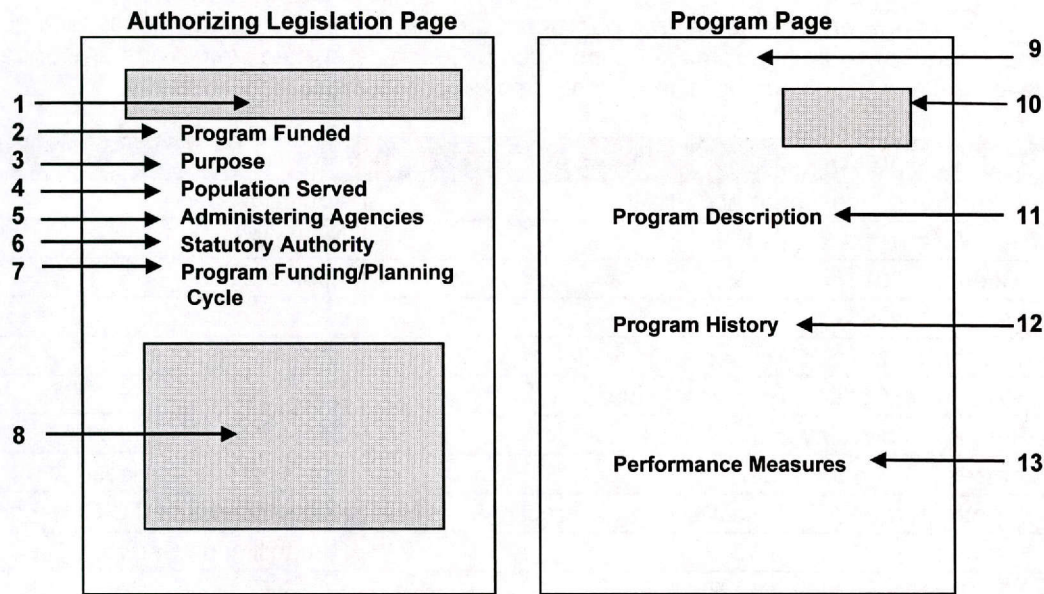
Programs in the Directory *	Short Title
Adult Education Workforce Investment Act Title II	Adult Education
Adults Workforce Investment Act Title I	Adults WIA I
Apprenticeship Chapter 133	Apprenticeship
Blind Services	Blind Services
Community and Technical College Academic Education	CTC Academic
Community and Technical College Technical Education	CTC Technical
Dislocated Workers Workforce Investment Act Title I	Dislocated Workers WIA I
Employment Services - Wagner Peyser	Employment Services
Postsecondary Community and Technical College Corrections	Postsecondary CTC Corrections
Rehabilitation Services	Rehabilitation Services
Senior Community Service Employment Program	SCSEP
Secondary Career Technical Education	Secondary CTE
Secondary Education	Secondary
Secondary Academic Education Corrections	Secondary Academic Corrections
Secondary Technical Education Corrections	Secondary Technical Corrections
Secondary Academic Windham	Secondary Academic Windham
Secondary Technical Windham	Secondary Technical Windham
Self-Sufficiency Fund	Self-Sufficiency
Skills Development Fund	Skills Development
Supplemental Nutrition Assistance Program Employment and Training	SNAP E&T
Trade Adjustment Assistance	Trade Adjustment
Temporary Assistance for Needy Families Choices	TANF Choices
Veterans Employment and Training	Veterans E&T
Youth Workforce Investment Act Title I	Youth WIA I

### An Employer-Focused System

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



## Directory Layout and Legend



### Legend

#### Authorizing Legislation Page

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

#### Program Page

9. Title of specific program
10. Contact information for state agency that is responsible for operating the program
11. Program Description, including types of services offered
12. Program History
13. State and Federal performance measures

## SECTION 1: PROGRAMS FOR ADULTS

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



# Workforce Investment Act (WIA) of 1998, Title I

**Program Funded**

Adults Workforce Investment Act (WIA) Title I

**Purpose**

WIA provides employment and training services for adults.

**Population Served**

Participants must be 18 years of age or older; a citizen or noncitizen authorized to work in the U.S.; and meet Military Selective Service registration requirements (males only). Income eligibility is required for some services, such as training.

**Administering Agencies**

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

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

**Statutory Authority**

Federal: Workforce Investment Act of 1998, Title I (Public Law 105-220)

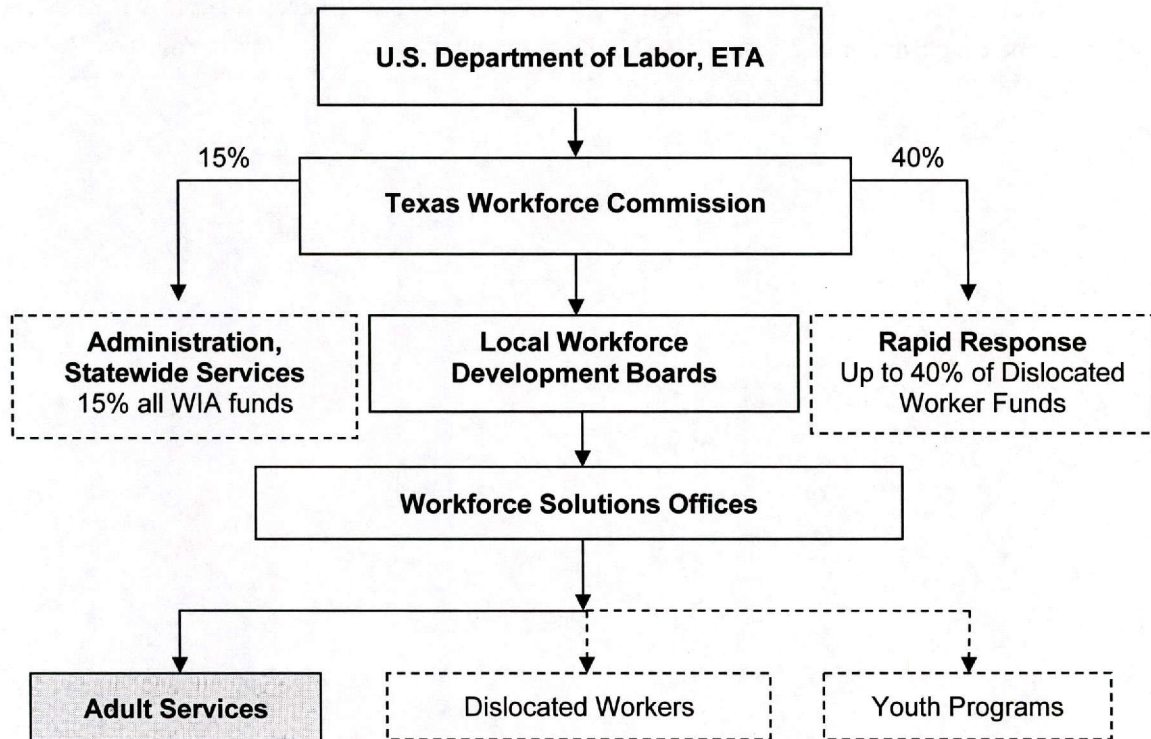
**Program Funding and Planning Cycle**

Funding/Program Year: July 1 – June 30

Federal Plan: TWC State Workforce Investment Plan:

[www.twc.state.tx.us/boards/wia/state\\_plan/state\\_plan.html](http://www.twc.state.tx.us/boards/wia/state_plan/state_plan.html)

**Funding and Service Delivery**





# Adults Workforce Investment Act Title I

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

## Program Description

Adults WIA I program services are offered through the state's system of Workforce Solutions offices, which are overseen by the 28 local workforce boards. The WIA program provides access to core services, occupational training and other support services. All job seekers are eligible to receive core services. Core services include skill assessment, labor market information, consumer reports on training programs, and job search and placement assistance. Many of the initial services are provided in a self-service manner at the Workforce Solutions offices.

Intensive and training services are often individualized and may include more intensive assessments, individual counseling, employment planning, and occupational training. Intensive services are available to unemployed job seekers who have been unable to obtain jobs through core services and to those who are employed but need additional intensive services to reach self-sufficiency. Training services are available for those job seekers who have been unable to find employment through intensive services and help job seekers acquire the skills needed by local employers.

## Program History

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

## Measures

The following measures of WIA outcomes, efficiencies, and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on WIA performance are included in TWC's WIA Annual Report to the Secretary of Labor, which is posted on TWC's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Earnings	Average Earnings
Average Cost per Customer Served	Entered Employment
Educational Achievement*	Employment Retention
Entered Employment*	
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Texas Education Code, Chapter 133

**Program Funded**

Apprenticeship Chapter 133

**Purpose**

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

**Population Served**

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

**Administering Agencies**

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

State: The Texas Workforce Commission (TWC) disburses the funding, from State General Revenue to local education agencies who serve as fiscal agents for registered programs.

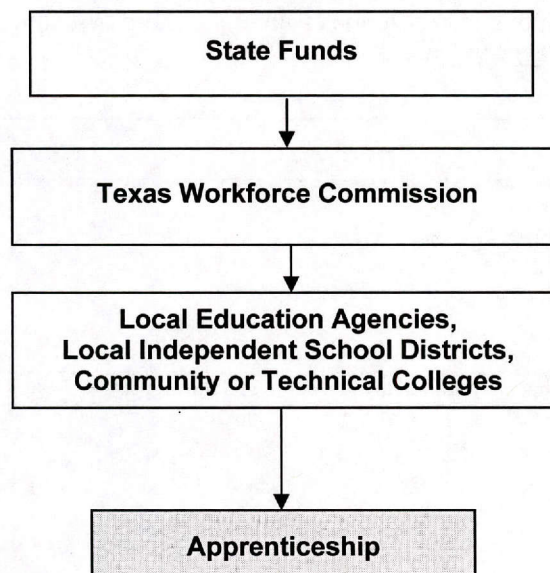
**Statutory Authority**

State: Texas Education Code, Chapter 133

**Program Funding and Planning Cycle**

Funding/Program Year: September 1 – August 31

Planning Document: TWC established timeline, which includes funding recommendation from the Council: [www.twc.state.tx.us/svcs/apprentice.html](http://www.twc.state.tx.us/svcs/apprentice.html)

**Funding and Service Delivery**



# Apprenticeship Chapter 133

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

## Program Description

To qualify for funds, apprenticeship training programs and apprentices must be registered with DOL's Office of Apprenticeship. Registered apprenticeship training is designed to prepare individuals for careers in the skilled trades, such as plumbing and electrical, as well as in non-traditional and new occupations, such as information technology and solar installation. Registered apprenticeship training combines structured on-the-job learning supervised by experienced journeyworkers with related classroom instruction. Programs are usually 3-5 years in length, and typically require 144 hours per year in classroom instruction and 2000 hours of on-the-job learning.

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

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

## Program History

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

## Measures

The following measures of apprenticeship training outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on apprenticeship training performance are posted on TWC's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Educational Achievement*	n/a
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Texas Education Code, Chapter 130

## Program Funded

Community and Technical College (CTC) Academic Education

## Purpose

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

## Population Served

Students with a high school diploma or the equivalent.

## Administering Agencies

State: The Texas Higher Education Coordinating Board (THECB) distributes the state funding for this program. Community and Technical Colleges may also seek federal grants.

## Statutory Authority

State: Texas Education Code, Chapter 130

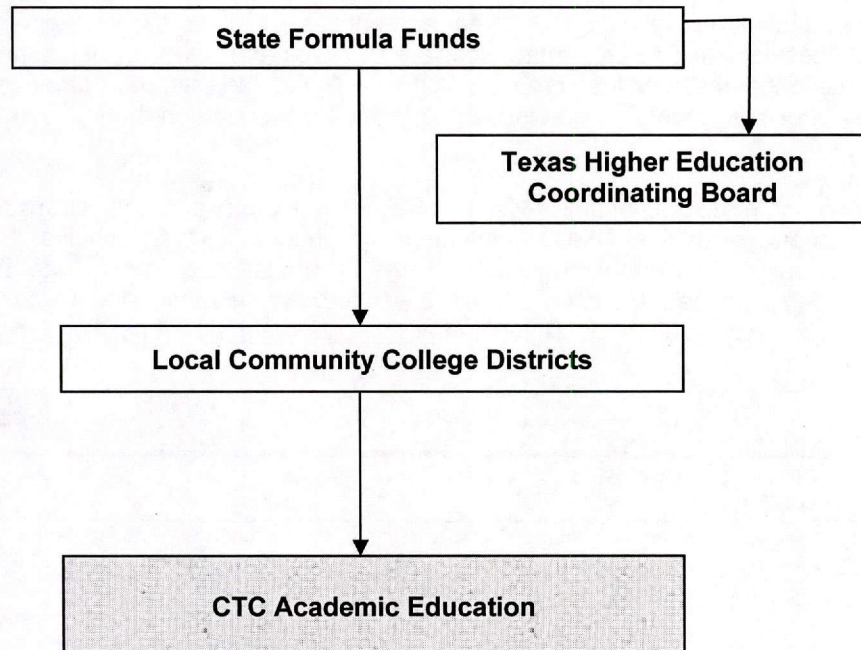
## Program Funding and Planning Cycle

Funding/Program Year: September 1 – August 31

State Plan: Strategic Plan for Texas Public Community Colleges

[www.thecb.state.tx.us/reports/PDF/1581.PDF?CFID=2321194&CFTOKEN=65952118](http://www.thecb.state.tx.us/reports/PDF/1581.PDF?CFID=2321194&CFTOKEN=65952118)

## Funding and Service Delivery





# Community and Technical College Academic Education

Texas Higher Education  
Coordinating Board  
Academic Programs  
1200 E. Anderson Lane  
Austin, TX 78752  
Telephone: (512) 427-6431  
[www.thecb.state.tx.us](http://www.thecb.state.tx.us)

## Program Description

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

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

## Program History

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

## Measures

The following measures of academic outcomes and outputs are reported to state oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Percent of Students Graduating in Three Years	n/a
Increase in the Number of Associate's Degrees and Certificates	
Educational Achievement*	
Entered Employment*	
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Carl D. Perkins Career and Technical Education Act of 2006

**Program Funded**

Community and Technical College (CTC) Technical Education

**Purpose**

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

**Population Served**

Students with a high school diploma or the equivalent.

**Administering Agencies**

Federal: U.S. Department of Education through its Office of Vocational and Adult Education provides Perkins funding to the states.

State: The State Board of Education (SBOE) determines the percentage of funds that will be allocated to the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB). Under current SBOE rule, 30 percent of the federal funds allocated to THECB are to be used for postsecondary career and technical education (CTE). Most of the funding for these programs is provided by state formula funds to postsecondary education institutions.

**Statute Authority**

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

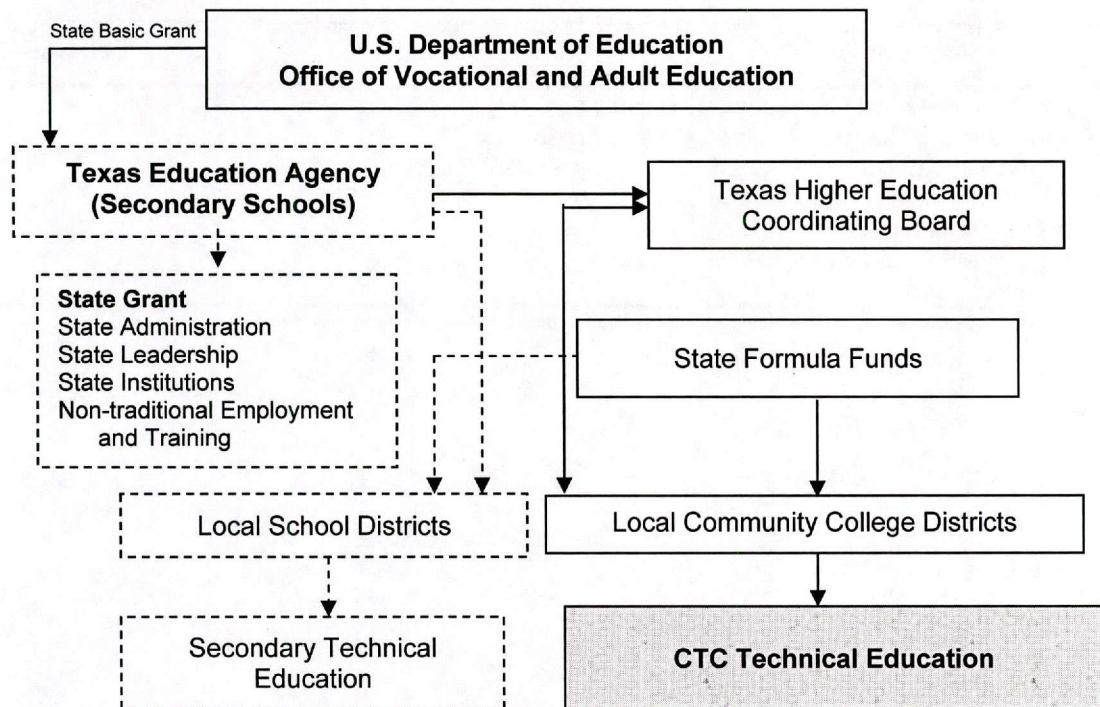
**Program Funding and Planning Cycle**

Funding/Program Year: September 1 – August 31

Five-year Federal Plan: Texas State Plan for Career and Technology Education:

[www.tea.state.tx.us/index2.aspx?id=4881&menu\\_id=720](http://www.tea.state.tx.us/index2.aspx?id=4881&menu_id=720)

**Funding and Service Delivery**





# Community and Technical College Technical Education

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

## Program Description

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

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

## Program History

Federal legislation for career technical education dates to 1917. The Carl D. Perkins Career and Technical Education Improvement Act was passed in 2006 and is the fourth version of the Perkins vocational legislation, originally enacted in 1984. The current law is enacted through fiscal year 2012 and allows more state flexibility and emphasizes career technical education programs, integrating academic and career technical education, technology use, teacher training, distance learning, and coursework that leads to industry certifications.

## Measures

The following measures of CTE outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Percent of Students Graduating in Three Years	Academic Attainment
Increase in Number of Associate's Degrees and Certificates	Skill Proficiencies Completion
Educational Achievement*	Credential
Entered Employment*	Placement
Employment Retention*	Nontraditional Participation
Customers Served*	Nontraditional Completion

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Workforce Investment Act (WIA) of 1998, Title I

**Program Funded**

Dislocated Workers Workforce Investment Act (WIA) Title I

**Purpose**

WIA provides employment and training services for dislocated workers.

**Population Served**

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

**Administering Agencies**

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

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

**Statutory Authority**

Federal: Workforce Investment Act of 1998, Title I (Public Law 105-220)

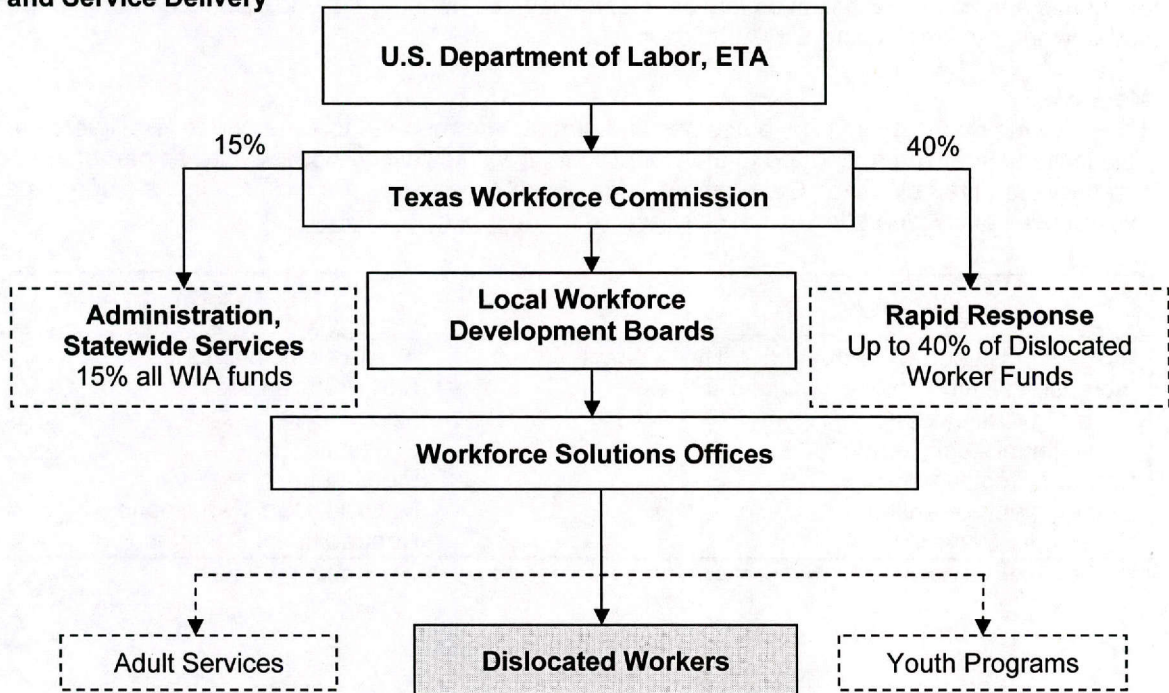
**Program Funding and Planning Cycle**

Funding/Program Year: July 1 – June 30

Federal Plan: State Workforce Investment Plan:

[www.twc.state.tx.us/boards/wia/state\\_plan/state\\_plan.html](http://www.twc.state.tx.us/boards/wia/state_plan/state_plan.html)

**Funding and Service Delivery**





# Dislocated Workers Workforce Investment Act Title I

Texas Workforce Commission  
 Dislocated Worker Division  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 936-0369  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

The Dislocated Workers WIA I program includes both the regular Dislocated Worker and Rapid Response program. The regular Dislocated Worker program allows for individualized re-employment services accessed through Workforce Solutions offices, including core services, training and other support services. Core services include skill assessment, labor market information, consumer reports on training programs, and job search and placement assistance. Intensive and training services are often individualized and may include more in-depth assessments, individual counseling, employment planning, and occupational training. Rapid Response is a program administered at the state level by TWC but operated at the local level by local workforce boards. Rapid Response provides short-term, early intervention and immediate assistance with layoffs and/or plant closures affecting a significant number of workers. TWC receives notices of plant closures and mass layoffs, including those covered under the Worker Adjustment and Retraining Notification Act. When TWC or a local workforce board obtains information about a major layoff, immediate on-site services are provided to assist workers facing job losses. Rapid Response provides early intervention assistance designed to transition workers to their next employment as soon as possible.

## Program History

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

## Measures

The following measures of WIA outcomes, efficiencies, and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on WIA performance are included in TWC's WIA Annual Report to the Secretary of Labor, which is posted on TWC's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost per Customer Served	Average Earnings
Educational Achievement*	Entered Employment
Entered Employment*	Employment Retention
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Workforce Investment Act (WIA), Title III-A (Wagner-Peyser Act)

## Program Funded

Employment Services – Wagner Peyser

## Purpose

Employment Services provides funding for a labor exchange function, matching qualified workers with employers through a statewide network of Workforce Solutions offices and online job matching services available through [www.WorkInTexas.com](http://www.WorkInTexas.com).

## Population Served

All applicants looking for work and all employers seeking employees.

## Administering Agencies

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

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

## Statutory Authority

Federal: Workforce Investment Act, Title III-A

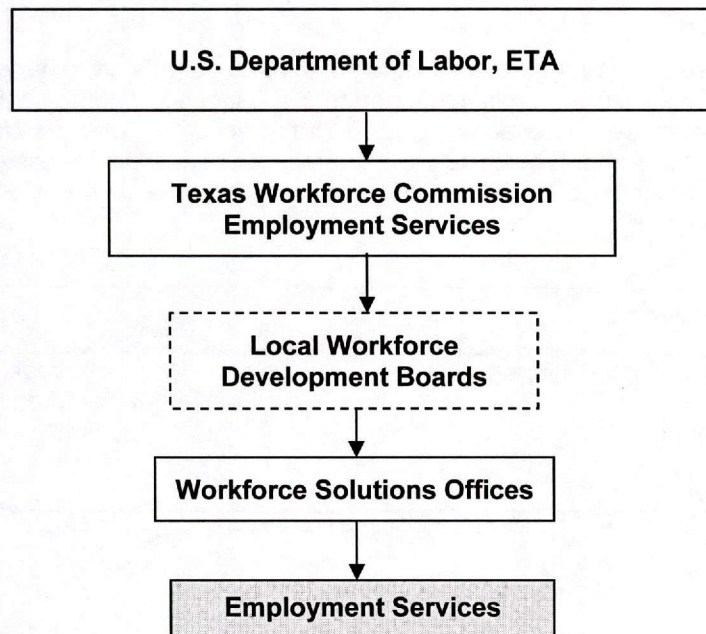
## Program Funding and Planning Cycle

Funding/Program Year: July 1 – June 30

Five-Year Federal Plan: State Workforce Investment Plan:

[www.twc.state.tx.us/boards/wia/state\\_plan/state\\_plan.html](http://www.twc.state.tx.us/boards/wia/state_plan/state_plan.html)

## Funding and Service Delivery





# Employment Services – Wagner Peyser

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

### Program Description

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

### Program History

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

### Measures

The following measures of Employment Services outcomes, efficiencies, and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on Employment Services performance are posted on DOL's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost Per Customer Served	Entered Employment
Entered Employment*	Employment Retention
Employment Retention*	Average Earnings
Customers Served*	Veterans Entered Employment
	Veterans Employment Retention
	Veterans Average Earnings
	Disabled Veterans Entered Employment
	Disabled Veterans Employment Retention
	Disabled Veterans Average Earnings

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Texas Labor Code, Chapter 303

**Program Funded**  
Skills Development Fund

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

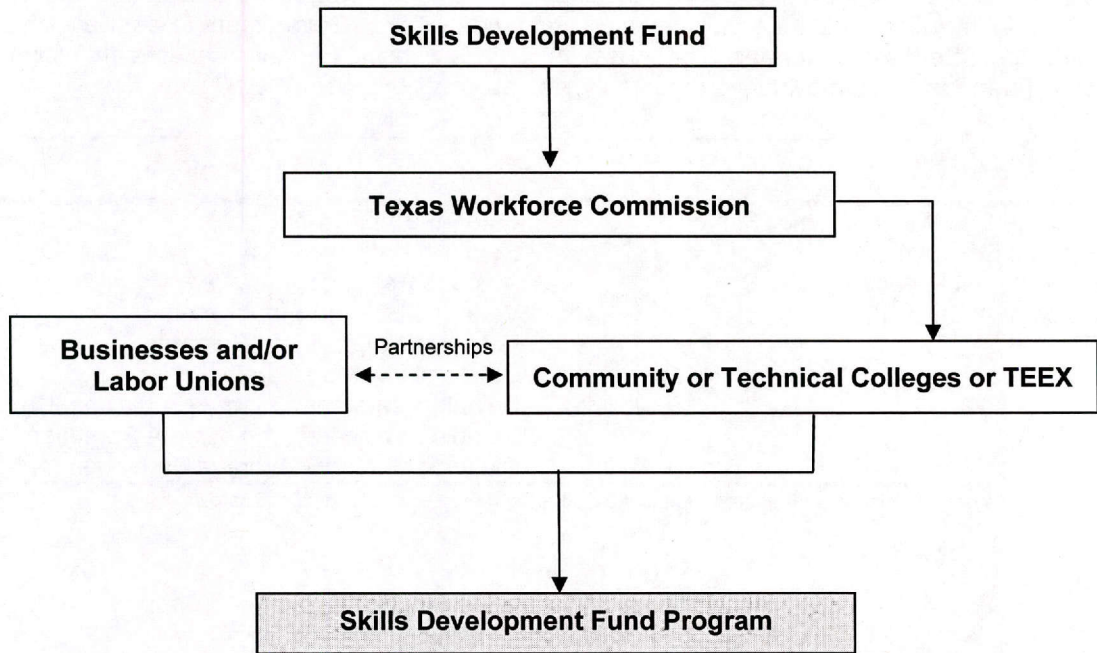
**Population Served**  
New and incumbent workers in need of new or upgraded skills training.

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

**Statutory Authority**  
State: Texas Labor Code, Chapter 303

**Program Funding and Planning Cycle**  
Funding/Program Year: September 1 – August 31  
Planning Information: [www.twc.state.tx.us/svcs/funds/sdfintro.html](http://www.twc.state.tx.us/svcs/funds/sdfintro.html)

**Funding and Service Delivery**





# Skills Development Fund

Texas Workforce Commission  
 Workforce Business Services  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 463-1777  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

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

## Program History

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

## Measures

The following measures of Skills Development outcomes, efficiencies, and outputs are reported to state oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on Skills Development performance are included in TWC's Skills Development Fund Annual Report, which is posted on TWC's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost Per Customer Served	n/a
Entered Employment*	
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Trade Act/Trade and Globalization Adjustment Assistance Act

## Program Funded

Trade Adjustment Assistance

## Purpose

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

## Population Served

Workers whose employment is adversely affected by trade as certified by the U.S. Department of Labor.

## Administering Agencies

Federal: The U.S. Department of Labor's Employment and Training Administration (ETA) provides Trade Adjustment Assistance funding to states based on a formula allocation.

State: The Texas Workforce Commission (TWC) distributes the funds to local workforce boards.

## Statutory Authority

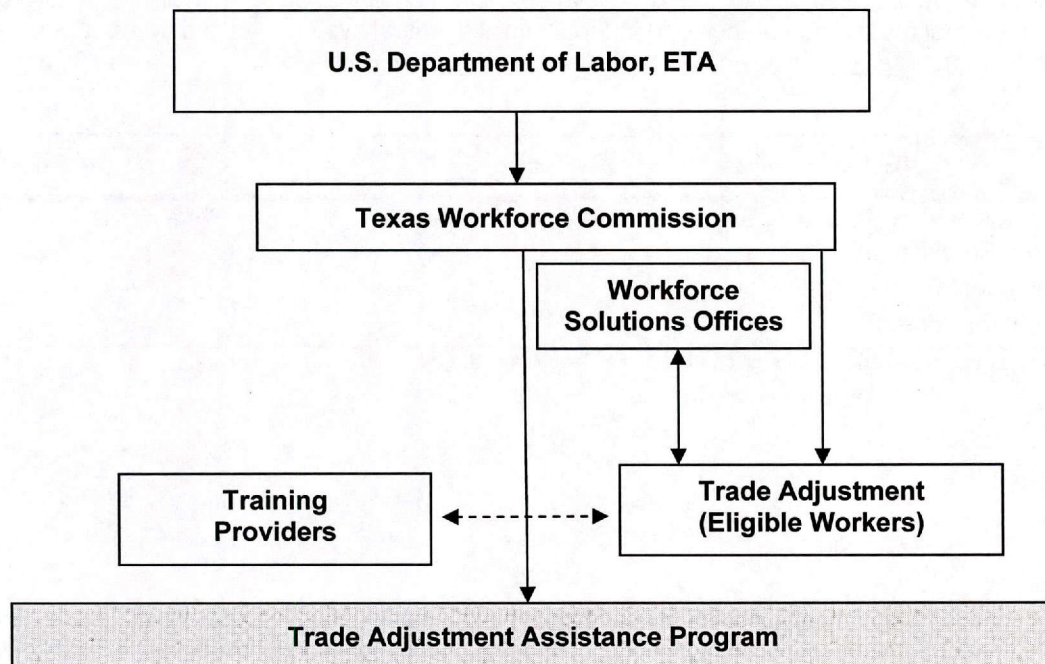
Federal: Trade Act of 1974 (Public Law 93-618) and as amended by the Trade and Globalization Adjustment Assistance Act of 2009 (Public Law 111-5)

## Program Funding and Planning Cycle

Funding/Program Year: September 1 – August 31

Planning Documents: [www.twc.state.tx.us/svcs/taa/taahp.html](http://www.twc.state.tx.us/svcs/taa/taahp.html)

## Funding and Service Delivery





# Trade Adjustment Assistance

Texas Workforce Commission  
 Workforce Development Division  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 463-2227  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

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

## Program History

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

## Measures

The following measures of Trade Adjustment Assistance outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on TAA performance are included in TWC's Trade Adjustment Assistance Annual Report, which is posted on the agency's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Entered Employment*	n/a
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



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

### Program Funded

Veterans Employment and Training (E&T)

### Purpose

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

### Population Served

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

### Administering Agencies

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

State: The Texas Veterans Commission (TVC) administers the federally-funded program through staff collocated in workforce centers around the state.

### Statutory Authority

Federal: Title 38, U.S. Code, Chapter 41, Section 4103A, as amended by the Jobs for Veterans Act of 2002

### Program Funding and Planning Cycle

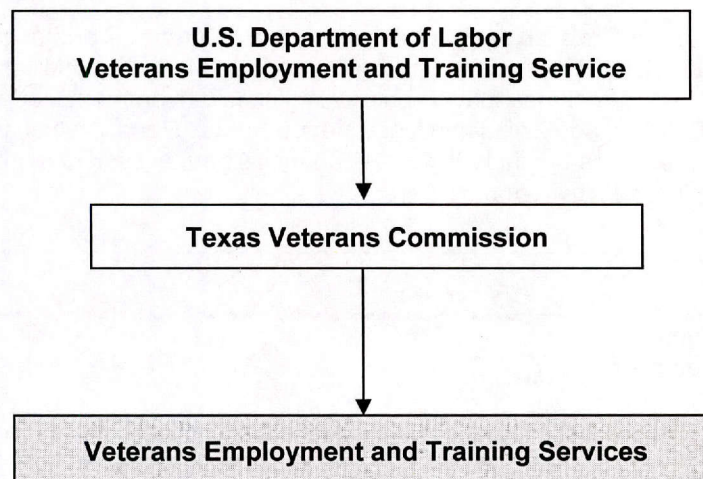
Funding/Program Year: July 1 – June 30

Planning Documents:

Federal: [www.doleta.gov/programs/VETs/](http://www.doleta.gov/programs/VETs/)

State: [texas-veterans.com/employment/overview](http://texas-veterans.com/employment/overview)

### Funding and Service Delivery





# Veterans Employment and Training

Texas Veterans Commission  
 Employment Services Division  
 1700 North Congress Avenue,  
 Suite 800  
 Austin, TX 78701  
 Telephone: (512) 463-6826  
[www.tvc.state.tx.us](http://www.tvc.state.tx.us)

## Program Description

TVC employment representatives provide a full range of employment services. Veterans E&T includes the Disabled Veterans Outreach Program (DVOP) and the Local Veterans' Employment Representative Program (LVER). Both programs offer one-on-one assistance with job applications, resume preparation, job matching and searches, as well as other services for those with special needs. Veterans E&T staff is located in the workforce centers and seeks to ensure that veterans receive priority on all new job orders for which they are qualified.

DVOP provides employment services to disabled veterans and also serves veterans who are economically or educationally disadvantaged. In addition, this program assists veterans who may have other significant barriers to employment, including homelessness. The primary aim of the DVOP is to maximize services to veterans in that target population. The LVER program is focused on assisting recently separated veterans who have prior work experience. Veterans Employment Representatives conduct outreach activities that include planning and participating in job fairs, and also coordinate with providers and licensing agencies. In addition, they work with unions, apprenticeship programs and business organizations to establish and promote employment and training opportunities for veterans. The LVER program focuses primarily on employer outreach, and works to promote veterans as job seekers with highly marketable skills and experience.

## Program History

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

## Measures

The following measures of Veteran's E&T outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Entered Employment*	Entered Employment Rate
Employment Retention*	Employment Retention Rate
Customers Served*	Customers Served

\* Workforce system measures that are reported to the Council and the Legislative Budget Board

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## SECTION 2: PROGRAMS FOR ADULTS WITH BARRIERS

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

# Adult Education and Family Literacy Act of 1998

**Program Funded**

Adult Education Workforce Investment Act Title II

**Purpose**

Adult education programs provide services and instruction for adult education and literacy.

**Population served**

Individuals who are at least 16 years of age and not registered in a secondary school and who lack sufficient mastery of basic education skills to function effectively in society; or who lack a high school diploma or the equivalent; or who cannot speak, read, or write the English language.

**Administering Agencies**

Federal: U.S. Department of Education provides a funding allotment to each state for adult education.

State: Texas Education Agency disburses to 55 fiscal agents for adult education cooperatives that offer an array of adult education services, and also funds additional providers who serve immigrants with English Literacy and Civics Education. Additional organizations provide services as affiliates of one of the cooperatives.

**Statutory Authority**

Federal: Workforce Investment Act, Title II: Adult Education and Family Literacy Act of 1998

State: Title 19 of Texas Administrative Code, Sections 89.21-35

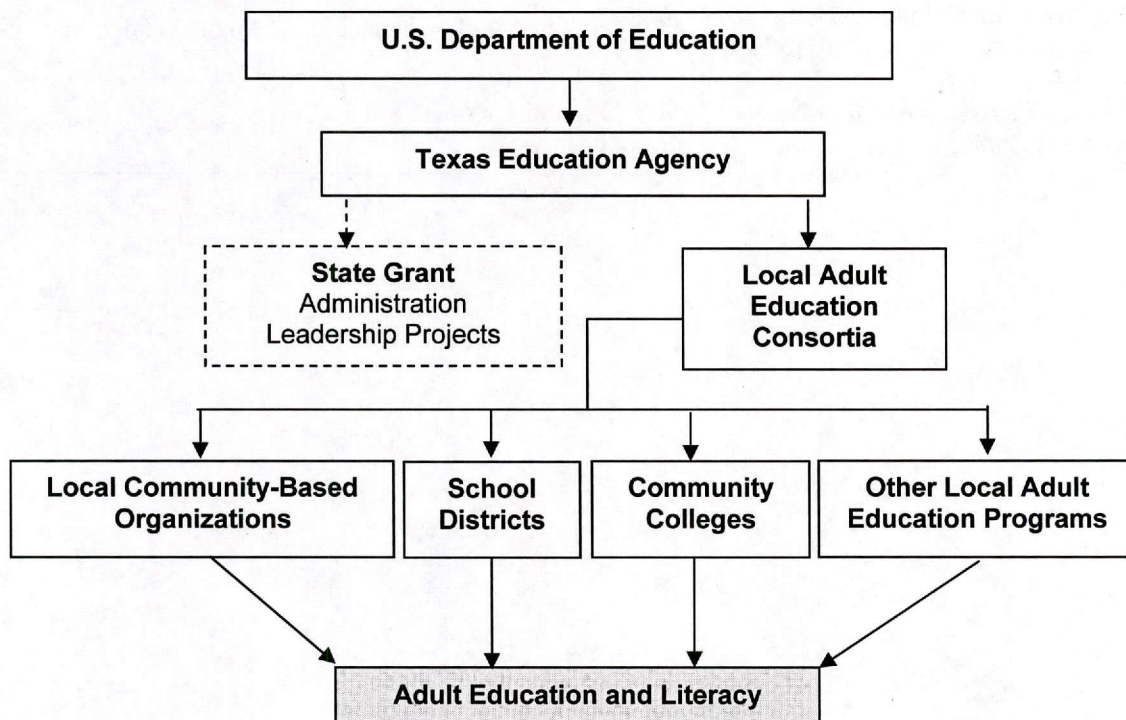
**Program Funding and Planning Cycle**

Funding/Program Year: July 1 – June 30

Federal Plan: WIA Title II Adult Education State Plan Extension (PY 2011)

[www-tcall.tamu.edu/docs/stateplan/cover.htm](http://www-tcall.tamu.edu/docs/stateplan/cover.htm)

**Funding and Service Delivery**





# Adult Education Workforce Investment Act Title II

Texas Education Agency  
 State Initiatives  
 1701 North Congress Avenue  
 Austin, TX 78701  
 Telephone: (512) 936-6060  
[www.tea.state.tx.us](http://www.tea.state.tx.us)

## Program Description

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

## Program History

Federal adult education legislation was enacted in 1965 and subsequently incorporated as Title II of the Workforce Investment Act of 1998. More recent Texas law directs the Texas Workforce Commission, the Texas Higher Education Coordinating Board, and the Texas Education Agency to collaborate on the implementation of adult education services and designates the Council to evaluate the effectiveness of these programs. In June 2010, the U.S. Department of Education issued a memorandum clarifying that federal adult education funding could be used for the adult education/literacy component of programs which include occupational skills training provided it is part of an integrated education and training program.

## Measures

The following measures of adult education outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Receipt of Secondary Credential	Educational Gain
Complete the Level in Which Enrolled	Entered Employment
Educational Achievement*	Retained Employment
Entered Employment*	Receipt of a Secondary Credential
Employment Retention*	Entered Postsecondary Education
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Workforce Investment Act (WIA) Title IV

## Programs Funded

Blind and Rehabilitation Services

## Purpose

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

## Population Served

Adults with disabilities or who are blind or visually impaired.

## Administering Agencies

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

State: The Department of Assistive and Rehabilitative Services (DARS) of the Health and Human Services Commission operates the program throughout the state.

## Statutory Authority

Federal: Workforce Investment Act, Title IV

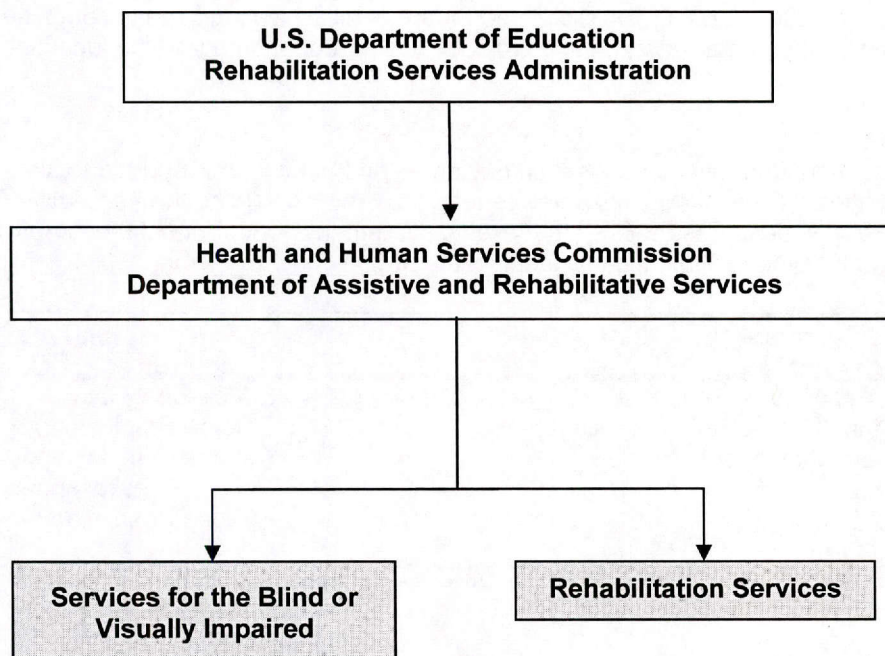
## Program Funding and Planning Cycle

Funding/Program Year: September 1 – August 31

Rehabilitation Services State Plan: [www.dars.state.tx.us/drs/stateplan2009/default.html](http://www.dars.state.tx.us/drs/stateplan2009/default.html)

Blind Services State Plan: [www.dars.state.tx.us/dbs/stateplan2009/default.htm](http://www.dars.state.tx.us/dbs/stateplan2009/default.htm)

## Funding and Service Delivery





# Blind Services

Department of Assistive and  
Rehabilitative Services  
4800 North Lamar Blvd.  
Austin, TX 78756  
Telephone: (512) 377-0800  
[www.dars.state.tx.us](http://www.dars.state.tx.us)

### Program Description

DARS operates services for the blind or visually impaired. DARS' Division for Blind Services (DBS) assists blind or visually impaired people and their families. DBS offers services and training designed to enable Texans to function in school, their communities, and at work as independently as possible. To reach these goals, DBS offers customized services including assessment, counseling, vocational training for job skills, and job search and placement services.

### Program History

The Social Security Act of 1935 made vocational rehabilitation a permanent federal program. Additional services, as well as civil rights protection for the disabled, were enacted into federal law under the Rehabilitation Act of 1973, amended in 1992, and reenacted by Congress in 1998 as part of WIA.

### Measures

The following measures of rehabilitation services outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost per Customer Served Educational Achievement* Entered Employment* Employment Retention* Customers Served*	Employment Outcomes Average Hourly Earnings Customer Satisfaction

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Rehabilitation Services

Department of Assistive and  
Rehabilitative Services  
4800 North Lamar Blvd.  
Austin, TX 78756  
Telephone: (512) 377-0800  
[www.dars.state.tx.us](http://www.dars.state.tx.us)

## Program Description

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

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

## Program History

The Social Security Act of 1935 made vocational rehabilitation a permanent federal program. Additional services as well as civil rights protection for the disabled were enacted into federal law under the Rehabilitation Act of 1973, amended in 1992, and reenacted by Congress in 1998 as part of WIA.

## Measures

The following measures of rehabilitation services outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost per Customer Served	Employment Outcomes
Educational Achievement*	Average Hourly Earnings
Entered Employment*	Customer Satisfaction
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



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# Higher Education Act, Title VIII, Part D

## Program Funded

Postsecondary Community and Technical College Corrections

## Purpose

The Workplace and Community Transition Training for Incarcerated Adults program provides postsecondary academic and technical education to offenders incarcerated in state prisons and state jails.

## Population Served

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

## Administering Agencies

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

State: The Texas Department of Criminal Justice (TDCJ) and its Windham School District administers the funding provided to community colleges for program activities.

## Statutory Authority

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

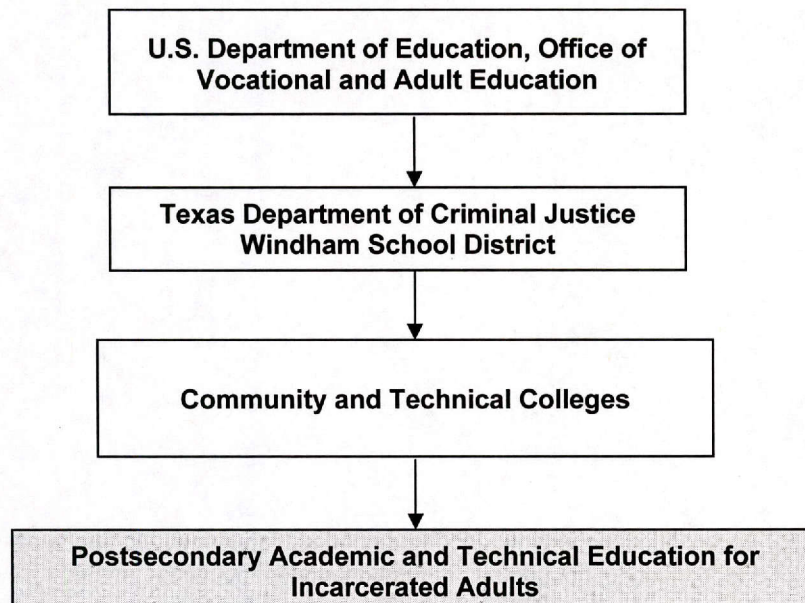
## Program Funding and Planning Cycle

Funding/Program Year: October 1 – September 30

Planning Document: Windham Strategic Plan 2010-2014:

[windhamschooldistrict.org/PDF/strategic\\_plan\\_2010\\_2014.pdf](http://windhamschooldistrict.org/PDF/strategic_plan_2010_2014.pdf)

## Funding and Service Delivery





# Postsecondary Community and Technical College Corrections

Windham School District  
 P.O. Box 40  
 Huntsville, TX 77320  
 Telephone: (936) 291-5332  
[www.windhamschooldistrict.org](http://www.windhamschooldistrict.org)

## Program Description

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

## Program History

A state appropriation from general revenue was initiated in 1994. Federal funds are authorized under the Higher Education Act of 1965, Title VIII, Part D, as amended in 1998. Formerly known as the Youthful Offender Grant, the program provides funds to state correctional education agencies to assist and encourage incarcerated young adults to acquire functional literacy, life, and job skills through the pursuit of postsecondary education certificates, associate's and bachelor's degrees. Beginning in 2009, the grant was discontinued and the Windham School District was awarded the Transition Training program. The new program continues to assist offenders in obtaining postsecondary education, postsecondary vocational training and related services.

## Measures

The following measures of postsecondary education for incarcerated adults education outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Inmate Students Enrolled	Customers Served
State Reimbursable Funds	
Educational Achievement*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Older Americans Act, Title V

## Program Funded

Senior Community Service Employment Program (SCSEP)

## Purpose

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

## Population Served

Low-income adults aged 55 or older.

## Administering Agencies

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

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

## Statutory Authority

Federal: Older Americans Act, Title V

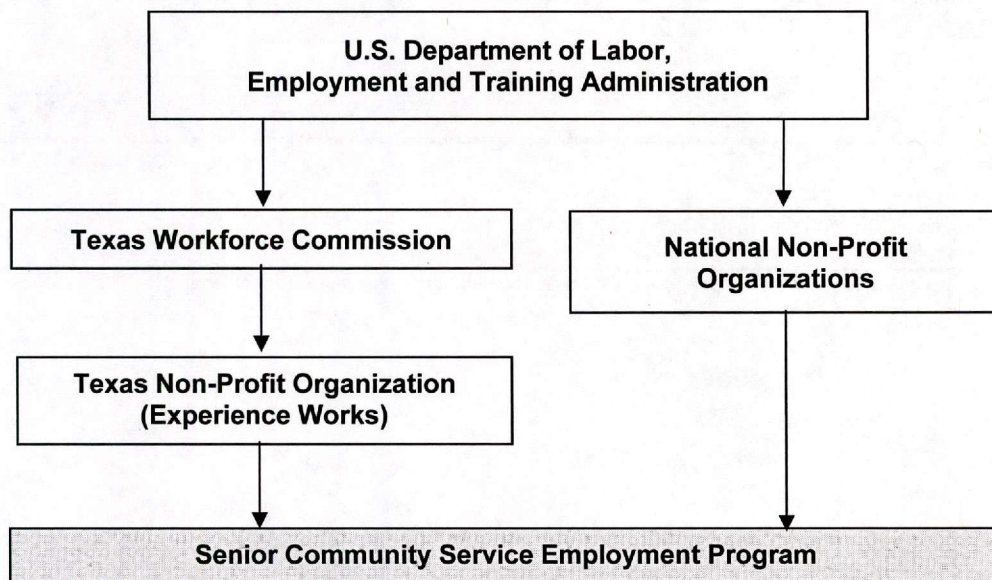
## Program Funding and Planning Cycle

Funding/Program Year: July 1 – June 30

Planning Document: Senior Community Service Employment Program State Plan:

[www.twc.state.tx.us/svcs/scsep/statewideplan.pdf](http://www.twc.state.tx.us/svcs/scsep/statewideplan.pdf)

## Funding and Service Delivery





# Senior Community Service Employment Program

Texas Workforce Commission  
 Workforce Development  
 Division  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 936-2146  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

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

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

## Program History

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

## Measures

The following measures of SCSEP outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Entered Employment*	Community Service
Customers Served*	Entered Employment
	Employment Retention
	Average Earnings
	Service Level
	Service to Most in Need

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Texas Labor Code, Chapter 309

**Program Funded**  
Self-Sufficiency Fund

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

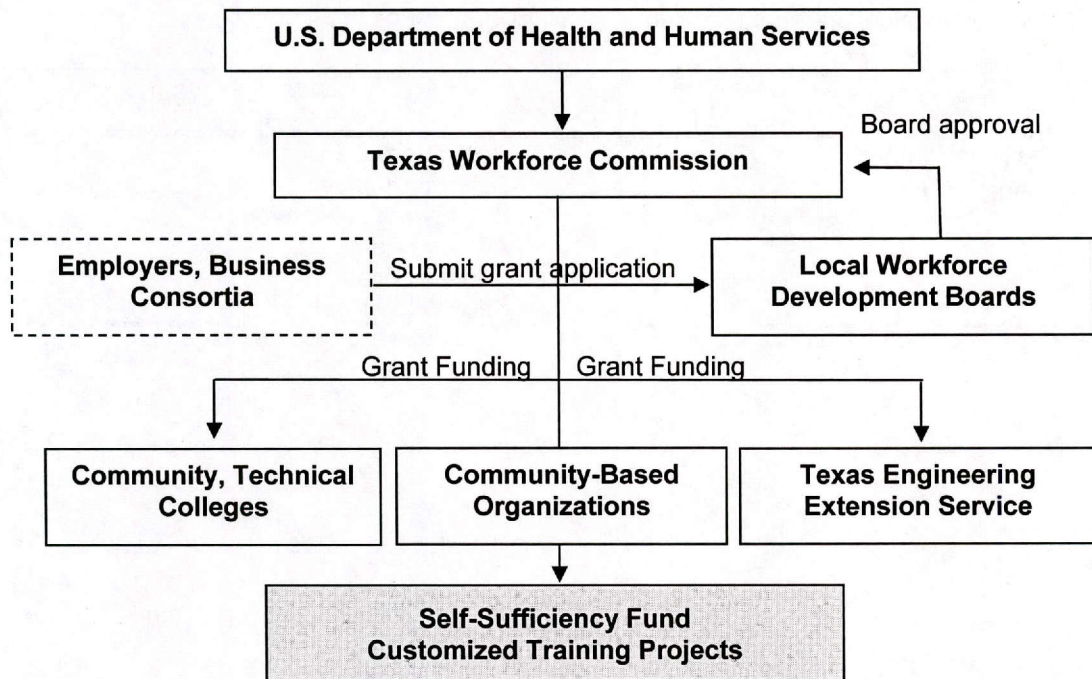
**Population Served**  
Recipients of Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Program (SNAP), or a parent, including a noncustodial parent, whose annual wages are at or below \$37,000.

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

**Statutory Authority**  
State: Texas Labor Code, Chapter 309

**Program Funding and Planning Cycle**  
Funding/Program Year: September 1- August 31  
Program Information: [www.twc.state.tx.us/svcs/funds/ssfintro.html](http://www.twc.state.tx.us/svcs/funds/ssfintro.html)

**Funding and Service Delivery**





# Self-Sufficiency Fund

Texas Workforce Commission  
 Workforce Business Services  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 463-2227  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

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

To ensure the eligibility of adults participating in the training program, grantees are encouraged to establish referral and eligibility procedures with local workforce board contractors and Workforce Solutions offices, or to have a clear methodology in place to ensure eligibility of participants. Participating employers agree to hire 85 percent or more of the graduates of the program. TWC provides technical assistance by helping with the development of quality projects and reviewing proposals prior to formal submission.

## Program History

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

## Measures

The following measures of Self-Sufficiency outcomes, efficiencies, and outputs are reported to state oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost per Customer Served	n/a
Entered Employment*	
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Texas Education Code, Chapter 19

## Program Funded

Secondary Academic Windham

## Purpose

The program provides academic secondary education for adults incarcerated in Texas prisons and state jails with the objective of obtaining a high school diploma or General Educational Development certificate (GED).

## Population Served

Incarcerated adults who do not have a high school diploma or the equivalent. Offenders less than 22 years of age have the highest priority for enrollment in academic classes, followed by offenders who are 22 to 34 years of age, particularly those with the lowest levels of educational achievement.

## Administering Agencies

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

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

## Statutory Authority

State: Texas Education Code, Chapter 19

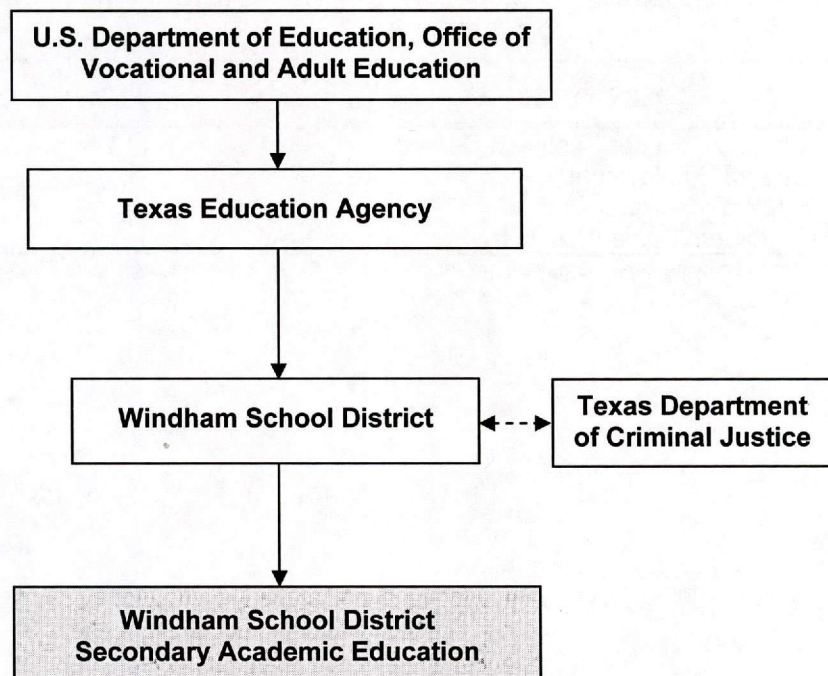
## Program Funding and Planning Cycle

Funding/Program Year: September 1 – August 31

Planning Document: Windham Strategic Plan 2010-2014:

[www.windhamschooldistrict.org/PDF/strategic\\_plan\\_2010\\_2014.pdf](http://www.windhamschooldistrict.org/PDF/strategic_plan_2010_2014.pdf)

## Funding and Service Delivery





# Secondary Academic Windham

Windham School District  
 P.O. Box 40  
 Huntsville, TX 77320  
 Telephone: (936) 291-5303  
[www.windhamschooldistrict.org](http://www.windhamschooldistrict.org)

## Program Description

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

## Program History

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

## Measures

The following measures of academic education incarcerated for adults outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on academic education performance are posted on Windham's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Number of Contact Hours Received by Inmates	n/a
Average Cost Per Contact Hour	
Number of Students Served in Academic Training	
Number and Percent of Students Passing GED Tests	
Percent of Students Who Complete the Level in Which They are Enrolled	
Percent of Eligible Inmates Served in the Past 5 Years	
Educational Achievement*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Carl D. Perkins Career and Technical Education Act of 2006

## Program Funded

Secondary Technical Windham

## Purpose

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

## Population Served

Incarcerated adults in state prisons and jails who do not have a consistent work history, marketable job skills or prospects for employment upon release. Offenders who are less than 35 years of age and within five years of their projected release date have the highest priority for enrollment in vocational classes.

## Administering Agencies

Federal: U.S. Department of Education provides Perkins funding through its Office of Vocational and Adult Education to the states.

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

## Statutory Authority

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

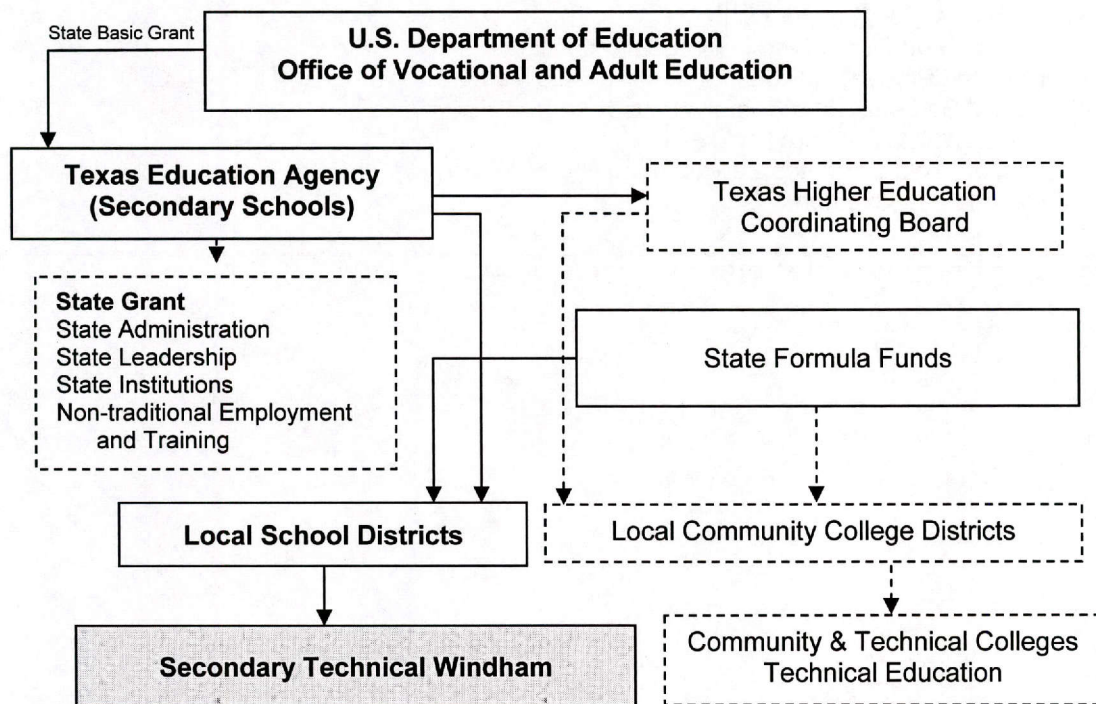
## Program Funding and Planning Cycle

Funding/Program Year: July 1- June 30

Five-Year Federal Plan: Texas State Plan for Career and Technology Education 2008-2013:

[ritter.tea.state.tx.us/Cate/perkins.html](http://ritter.tea.state.tx.us/Cate/perkins.html)

## Funding and Service Delivery





# Secondary Technical Windham

Windham School District  
 P.O. Box 40  
 Huntsville, TX 77320  
 Telephone: (936) 291-5303  
[www.windhamschooldistrict.org](http://www.windhamschooldistrict.org)

## Program Description

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

## Program History

The Windham School District was created in 1969 to provide academic and vocational programs for incarcerated offenders in state jails. The district was reauthorized by the legislature in 1995. The Texas Education Code requires that the district shall develop educational and vocational training programs specifically designed for eligible inmates. Federal legislation for career technical education (CTE) dates to the Smith-Hughes Act of 1917, which was the first major federal legislation to encourage vocational education at the secondary level. The Vocational Education Act of 1963 and its 1968 and 1976 amendments increased the amount of funds available and greatly expanded vocational education. The act defined vocational education more broadly as vocational or technical training or retraining given in schools or classes and conducted as a part of a program designed to fit individuals for gainful employment as semi-skilled workers or technicians in recognized occupations (including business and office occupations). The Carl D. Perkins Career and Technical Education Improvement Act was passed in 2006 and is the fourth version of the Perkins vocational legislation, originally enacted in 1984. The current law is enacted through fiscal year 2012 and allows more state flexibility and emphasizes career technical education programs, integrating academic and career technical education, technology use, teacher training, distance learning, and coursework that leads to industry certifications.

## Measures

The following measures of career technical education outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on CTE performance are posted on TEA's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Number of Contact Hours Received by Inmates	n/a
Average Cost Per Contact Hour	
Number of Students Served in Career and Technical Training	
Percent of Career and Technology Certificates	
Percent of Eligible Inmates Served in the Past 5 Years	
Educational Achievement*	
Customers Served*	

\* Workforce system measures that are reported to the Texas Workforce Investment Council and the Legislative Budget Board



# Food and Nutrition Act

## Program Funded

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

## Purpose

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

## Population Served

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

## Administering Agencies

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

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

## Statutory Authority

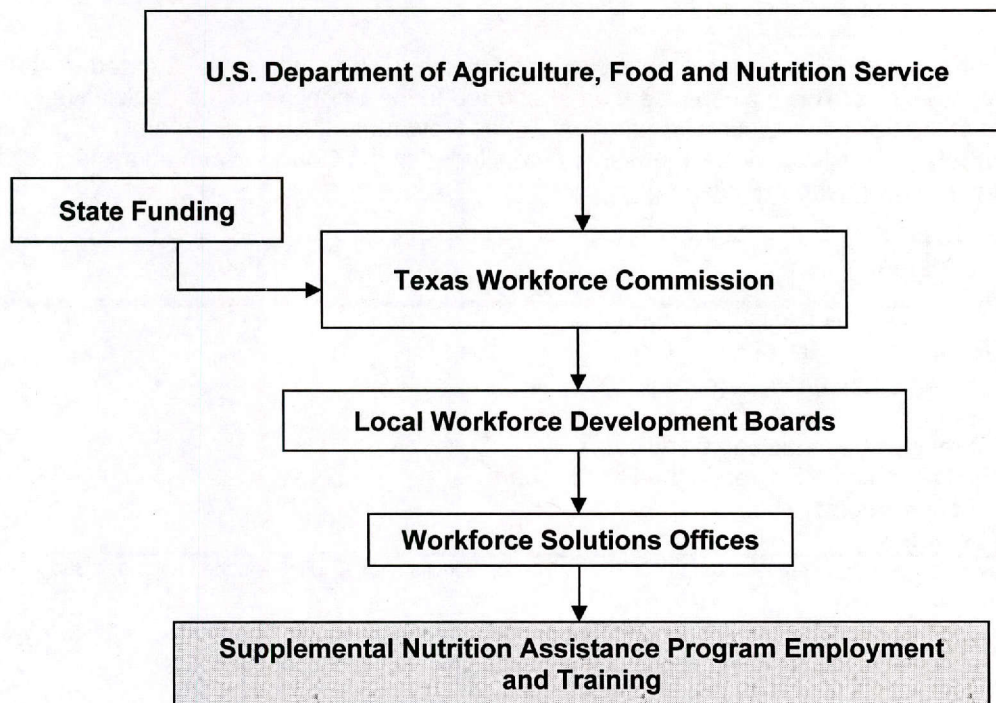
Federal: Food and Nutrition Act

## Program Funding and Planning Cycle

Funding/Program Year: September 1 – August 31

Planning Document: [www.twc.state.tx.us/welref/wrfset.html](http://www.twc.state.tx.us/welref/wrfset.html)

## Funding and Service Delivery





# Supplemental Nutrition Assistance Program Employment and Training

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

## Program Description

SNAP E&T services are provided to SNAP benefit recipients who are classified as either General Population (GP) or Able-Bodied Adults Without Dependents (ABAWD). GP recipients are individuals ages 16 to 59 who are not employed, or are employed fewer than 30 hours per week. ABAWD recipients are individuals at least 18 - but less than 50 - years of age, not employed, or are employed less than 20 hours per week. Both GP and ABAWD participants and exempt SNAP recipients must participate in assigned SNAP E&T activities for a minimum weekly average of at least 30 hours. Services include job search assistance, job readiness training, basic education, occupational training, work experience, and related support services. Payment for General Educational Development testing is also available.

## Program History

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

## Measures

The following measures of SNAP E&T outcomes, efficiencies, and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Average Cost per Customer Served	Number of New Work Registrants
Entered Employment*	Number of ABAWD Applicants and Recipients Participating in Qualifying Components
Employment Retention*	Number of all other Applicants and Recipients (including ABAWDs involved in non-qualifying activities) Participating in Components
Customers Served *	Number of ABAWD Case Months used under the State Agency's 15 percent Exemption Allowance
	Number of Individuals who Participated in Each Component Type (9 components)
	Customers Served

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Personal Responsibility and Work Opportunity Reconciliation Act

## Programs Funded

Temporary Assistance for Needy Families (TANF), Employment and Training (Choices)

## Purpose

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

## Population Served

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

## Administering Agencies

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

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

## Statutory Authority

Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA)

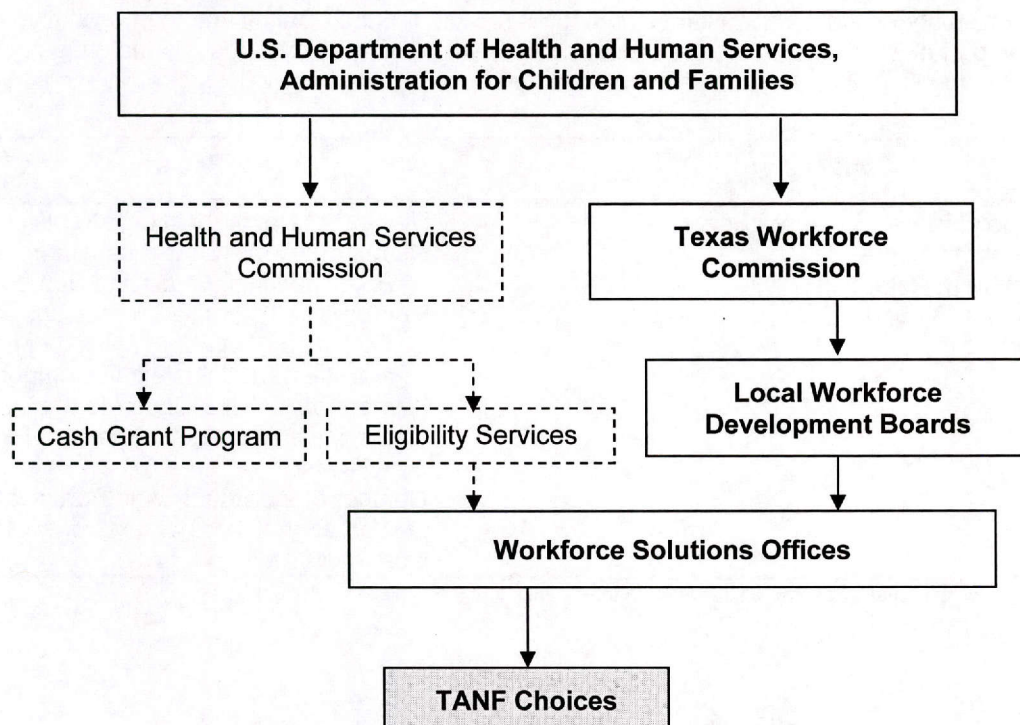
## Program Funding and Planning Cycle

Funding/Program Year: September 1 – August 31

Planning Documents: [www.twc.state.tx.us/welref/wrchoices.html](http://www.twc.state.tx.us/welref/wrchoices.html)

HHSC Website: [www.hhsc.state.tx.us/help/financial/temporary\\_assistance.html](http://www.hhsc.state.tx.us/help/financial/temporary_assistance.html)

## Funding and Service Delivery





# Temporary Assistance for Needy Families Choices

Texas Workforce Commission  
 Workforce Development Division  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 936-0697  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

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

## Program History

TANF was created as a part of PRWORA in 1996 (Public Law [P.L.] 104-193), replacing the public assistance programs known as Aid to Families with Dependent Children and the Job Opportunities and Basic Skills Training program. Texas was among the first states to implement the program, grandfathering in most of the provisions of Texas' welfare reform legislation from the previous year. On October 1, 2001, Texas created a TANF State-funded program specifically serving two-parent households. One or both adults in a two-parent household are responsible for meeting the family's mandatory work requirement. TANF was reauthorized in the Budget Reconciliation Act of 2005. TANF awaits reauthorization in Congress, originally scheduled for 2010. However, as of mid-2013 Congress has extended the program on a short-term basis.

## Measures

The following measures of TANF outcomes, efficiencies, and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Participation Rates: Two-Parent & Single-Parent Families	Single Parent Participation Rate
Average Cost Per Customer Served	
Entered Employment*	
Employment Retention*	
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board

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**SECTION 3: PROGRAMS FOR YOUTH**

<b>Program</b>	<b>Federal Funding Agency</b>	<b>State Agency That Funds Flow To or Through</b>
Secondary Education	U.S. Department of Education	Texas Education Agency
Secondary Academic Corrections	U.S. Department of Education	Texas Education Agency
Perkins Secondary Career Technical Education	U.S. Department of Education	Texas Education Agency
Secondary Technical Education Corrections	U.S. Department of Education	Texas Education Agency
Youth Workforce Investment Act Title I	U.S. Department of Labor	Texas Workforce Commission



# Texas Education Code, Chapter 4

**Programs Funded**

Secondary Education and Secondary Academic Education Corrections

**Purpose**

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

**Population Served**

Secondary students, under the age of 21.

**Administering Agencies**

Federal: U.S. Department of Education provides funding for academic education to the states.

State: Texas Education Agency (TEA) oversees the state funding that is distributed to the local independent school districts throughout the state.

**Statutory Authority**

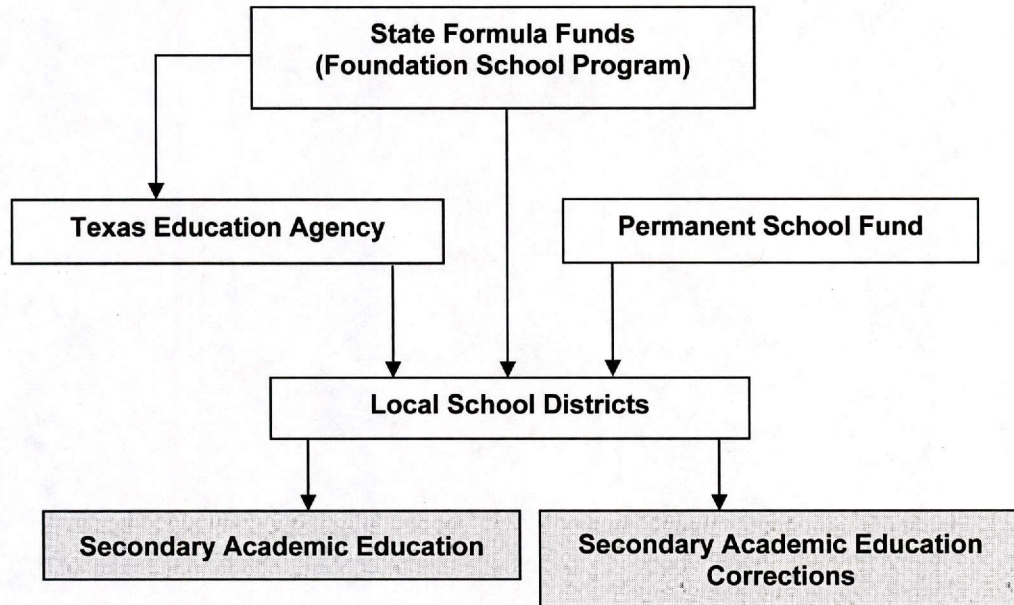
State: Texas Education Code, Chapter 4

**Program Funding and Planning Cycle**

Funding/Program Year: September 1 – August 31

Planning Entity: P-16 Council: [www.tea.state.tx.us/index3.aspx?id=4693&menu\\_id3=814](http://www.tea.state.tx.us/index3.aspx?id=4693&menu_id3=814)

**Funding and Service Delivery**





# Secondary Education and Secondary Academic Education Corrections

Texas Juvenile Justice  
Department  
11209 Metric Boulevard  
Austin, TX 78758  
Telephone: (512) 424-6700  
[www.tjjd.texas.gov](http://www.tjjd.texas.gov)

## Program Description

Secondary education is provided through the 1,270 independent school districts throughout the state. The Texas Juvenile Justice Department (TJJJ) contracts secondary academic services from TEA for incarcerated youth. These services are provided by local school districts in which TJJJ facilities are located.

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

Recent policy and legislative initiatives include mandating that every student take four years of math and science and four years of social studies, requiring end of course exams, and identifying, defining, and implementing college and career readiness educational standards.

## Program History

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

## Measures

The following measures of academic education outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on academic performance are posted on TEA's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Number of Students	Proficiency Standards
Educational Achievement*	Dropout Rate
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Carl D. Perkins Career and Technical Education Act of 2006

**Programs Funded**

Secondary Career Technical Education and Secondary Technical Education Corrections

**Purpose**

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

**Population Served**

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

**Administering Agencies**

Federal: The U.S. Department of Education’s Office of Vocational and Adult Education provides Perkins funding to the states.

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

**Statutory Authority**

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

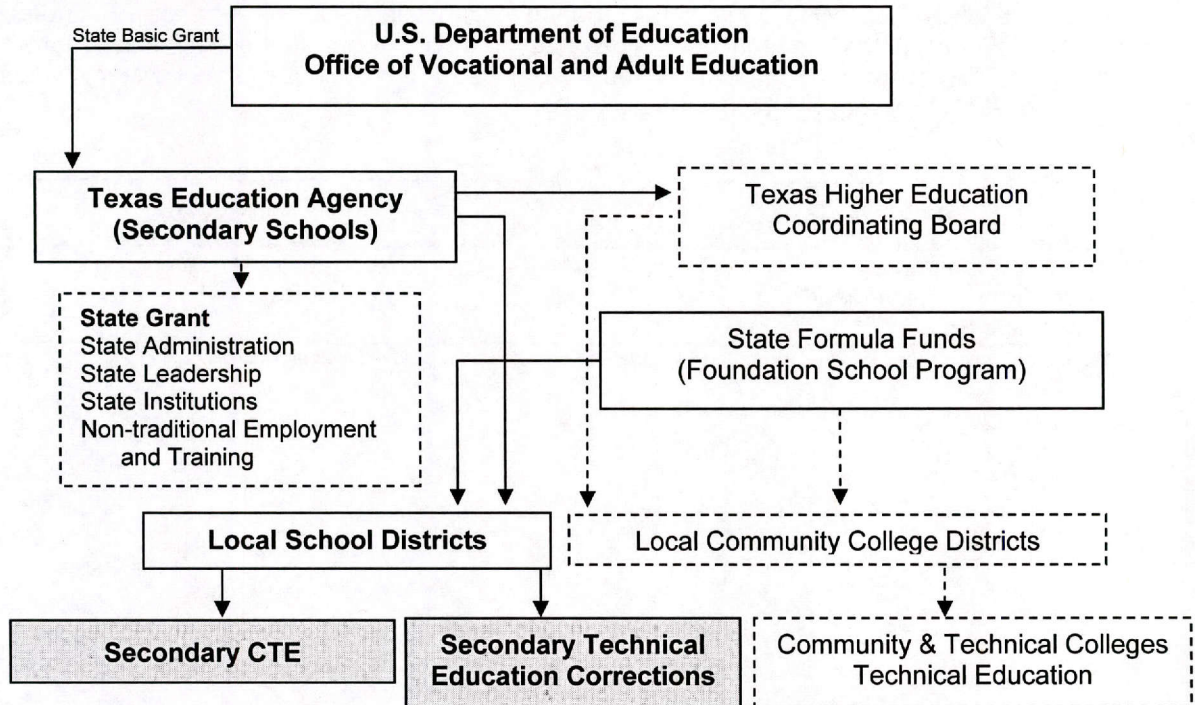
**Program Funding and Planning Cycle**

Funding/Program Year: July 1 – June 30

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

[www.tea.state.tx.us/index2.aspx?id=4881&menu\\_id=7203367](http://www.tea.state.tx.us/index2.aspx?id=4881&menu_id=7203367)

**Funding and Service Delivery**





# Secondary Career Technical Education

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

### Program Description

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

### Program History

The Carl D. Perkins Career and Technical Education Improvement Act was passed in 2006 and is the fourth version of the Perkins vocational legislation initially passed in 1984. The current law is enacted through fiscal year 2012. It allows more state flexibility and emphasizes CTE programs, integrating academic and career technical education, technology use, teacher training, distance learning, and coursework that leads to industry certifications.

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

### Measures

The following measures of CTE outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on CTE performance are posted on TEA's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Number of Students in CTE	Academic Attainment
Percent of CTE Students placed on the Job or in a Postsecondary Program	Technical Skill Attainment Completion
CTE Technical Skill Attainment	Diploma/Credential
Number of Students in Tech Prep Programs	Placement
Educational Achievement*	Nontraditional Participation
Entered Employment*	Nontraditional Completion
Customers Served*	

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



# Secondary Technical Education Corrections

Texas Juvenile Justice  
 Department  
 11209 Metric Boulevard  
 Austin, TX 78758  
 Telephone: (512) 424-6700  
[www.tjjd.texas.gov](http://www.tjjd.texas.gov)

**Program Description**

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

**Program History**

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

**Measures**

The following measures of CTE outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on CTE performance are posted on TEA's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Educational Achievement* Customers Served*	Academic Attainment Skill Proficiencies Completion Diploma/Credential Placement Nontraditional Participation Nontraditional Completion

\* Workforce system measures that are reported to the Texas Workforce Investment Council and the Legislative Budget Board



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# Workforce Investment Act (WIA) of 1998, Title I

**Program Funded**

Youth Workforce Investment Act (WIA) Title I

**Purpose**

The WIA Youth program provides employment and training services for youth.

**Population Served**

Youth who are between 14 and 21 years of age, a citizen or noncitizen authorized to work in the U.S., meet Military Selective Service registration requirements (males only), and face barriers to school completion or employment.

**Administering Agencies**

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

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

**Statutory Authority**

Federal: Workforce Investment Act of 1998, Title I (Public Law 105-220)

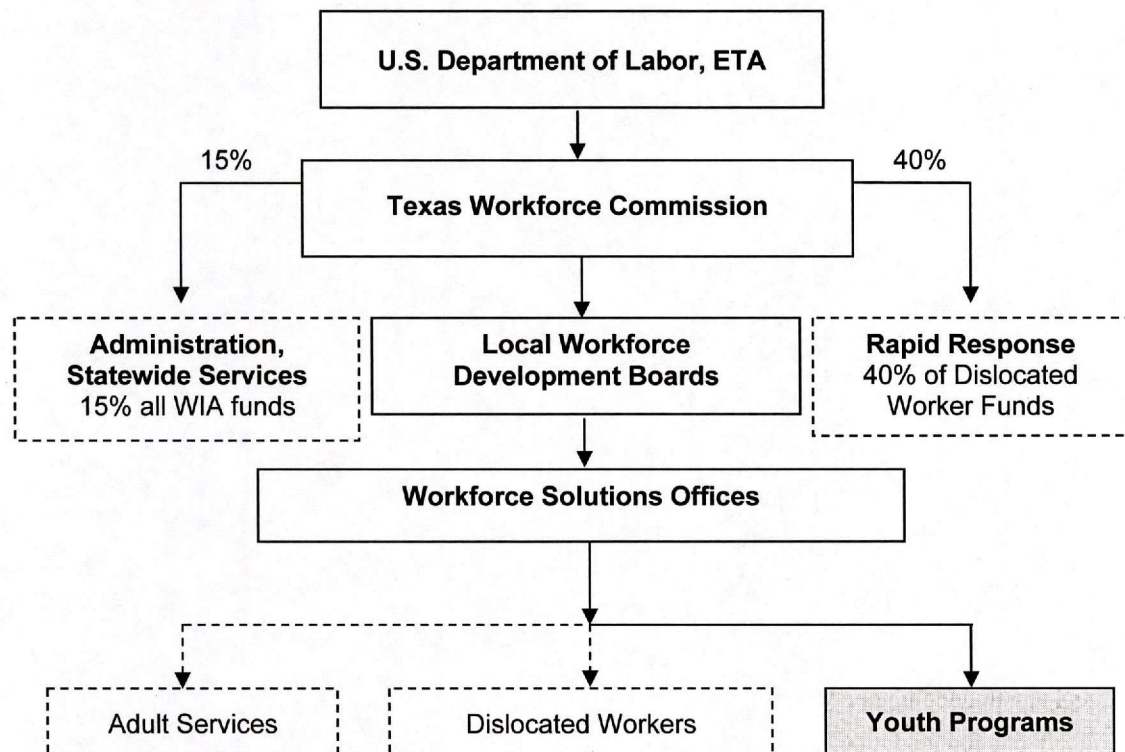
**Program Funding and Planning Cycle**

Funding/Program Year: July 1 – June 30

Federal Plan: State Workforce Investment Plan:

[www.twc.state.tx.us/boards/wia/state\\_plan/state\\_plan.html](http://www.twc.state.tx.us/boards/wia/state_plan/state_plan.html)

**Funding and Service Delivery**





# Youth Workforce Investment Act Title I

Texas Workforce Commission  
 Workforce Development  
 Division  
 101 East 15th Street  
 Austin, TX 78778  
 Telephone: (512) 936-0697  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

## Program Description

Youth WIA services are available through Workforce Solution offices, which are overseen by the State's 28 local workforce development boards. Youth participating in WIA programs receive preparation for postsecondary educational opportunities or employment, including individual skills and service needs assessment, access to skills training, and work experience. Youth services also include guidance and counseling.

WIA seeks to avoid one-time and short-term interventions by offering a system of services that includes mentoring, community service, leadership development, peer-centered activities, and long-term follow-up. Under WIA, 95 percent of federal allocated monies must serve low-income youth while five percent may go to youth who do not meet the income requirements but who do face barriers, are a grade level behind, or who have a disability. Barriers under WIA are defined as being a dropout, deficient in basic literacy skills, homeless, a runaway, a foster child, an offender, being pregnant or being a parent, or needing help to either complete an education program, or needing help to get and keep a job.

## Program History

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

WIA authorizes and funds employment and training programs for adults, dislocated workers, and youth. While summer youth programs were standard practice under JTPA, WIA currently focuses more on year-round programs, with an emphasis on out-of-school youth, and does not authorize separating funding for summer youth programs.

## Measures

The following measures of WIA outcomes and outputs are reported to state and federal oversight entities. This includes measures reported to the Council and the Legislative Budget Board as part of the Formal measures required by Texas Government Code. Data on WIA performance are included in TWC's WIA Annual Report to the Secretary of Labor, which is posted on TWC's website. Formal measures are included in the Council's annual system evaluation report, located at [www.governor.state.tx.us/twic/work](http://www.governor.state.tx.us/twic/work).

State	Federal
Educational Achievement*	Placement in Employment/Education
Entered Employment*	Attainment of Degree/Certificate
Customers Served*	Literacy/Numeracy Gains

\* Workforce system measures that are reported to the Council and the Legislative Budget Board



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## 2012 Summary of Texas Workforce System Funding

<b>Texas Workforce Commission</b>	<b>Federal</b>	<b>State</b>
Adults Workforce Investment Act Title I	\$52,044,000	-
Apprenticeship Chapter 133	-	\$1,676,000
Dislocated Workers Workforce Investment Act Title I	\$62,939,000	-
Employment Services – Wagner Peyser	\$58,183,000	-
Skills Development Fund	-	\$28,880,000
Trade Adjustment Assistance	\$10,452,000	-
Senior Community Service Employment Program	\$4,921,000	-
Self-Sufficiency Fund	\$1,480,000	-
Supplemental Nutrition Assistance Program Employment & Training	\$19,099,000	\$4,425,000
Temporary Assistance for Needy Families Choices	\$90,085,000	\$6,829,000
Youth Workforce Investment Act Title I	\$56,837,000	-
<b>Agency Total</b>	<b>\$356,040,000</b>	<b>\$41,810,000</b>
<b>Texas Education Agency</b>		
Adult Education Workforce Investment Act Title II	\$58,278,000	\$9,386,000
Secondary Academic Windham	\$1,635,000	\$47,500,000
Secondary Technical Windham	\$691,000	-
Secondary Education *	-	-
Secondary Academic Education Corrections	\$3,575,000	\$4,617,000
Secondary Career Technical Education	\$61,892,000	\$1,424,162,000
Secondary Technical Education Corrections	\$206,000	-
<b>Agency Total</b>	<b>\$126,277,000</b>	<b>\$1,485,665,000</b>
<b>Texas Higher Education Coordinating Board</b>		
Community and Technical College Academic Education	-	\$588,978,000
Community and Technical College Technical Education	\$29,150,000	\$316,760,000
<b>Agency Total</b>	<b>\$29,150,000</b>	<b>\$588,978,025</b>
<b>Texas Health and Human Services Commission</b>		
Blind Services	\$41,752,000	\$9,643,000
Rehabilitation Services	\$180,468,000	\$44,704,000
<b>Agency Total</b>	<b>\$222,220,000</b>	<b>\$54,347,000</b>
<b>Texas Veterans Commission</b>		
Veterans Employment and Training	\$11,853,000	-
<b>Agency Total</b>	<b>\$11,853,000</b>	-
<b>Texas Department of Criminal Justice</b>		
Postsecondary Community and Technical Colleges Corrections	\$1,957,000	\$1,913,000
<b>Agency Total</b>	<b>\$1,957,000</b>	<b>\$1,913,000</b>
<b>State Total</b>	<b>\$747,497,000</b>	<b>\$2,172,713,025</b>

\*Funding for this programmatic area is not shown. TEA does not allocate the funding by primary and secondary education. The agency distributes all funding to local school districts to support both primary and secondary education.



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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: KG.twic.II5.060713

**TO** Council Members

**SUBJECT** Briefing on *Advancing Texas: Adult Education Pilots' Evaluations (Plans)*

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**Introduction**

This memorandum provides highlights from the Council's activities related to developing evaluation plans for the adult education pilots conducted under two long term objectives in *Advancing Texas*.

**Background**

Under Title 10 Texas Government Code (TGC) § 2308.1016, the Texas Workforce Investment Council (Council) is responsible for facilitating the efficient delivery of integrated adult education and literacy services in Texas. The Council is charged with evaluating the adult education and literacy programs administered by the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC) to identify duplication of planning, lack of adequate client information sharing, and any other problems that adversely affect the delivery of adult education and literacy programs.

The development of an integrated strategic plan for the workforce system is one of the Council's primary responsibilities. *Advancing Texas: Strategic Plan for the Texas Workforce System FY2010–FY2015* (*Advancing Texas*) contains two long term objectives (LTOs) that focus on improving integration of programs and services, and increasing outcomes for individuals in adult education programs:

- By 2013, design and implement integrated adult basic education and workforce skills training programs to enhance employment outcomes for the English language learner (ELL) population.
- By 2013, design and implement targeted adult basic education (ABE) programs to enhance employment outcomes for populations requiring workplace literacy skills.

**Attachments**

1. Logic Model for LTO Focused on ELL Population Requiring Workplace Literacy Skills
2. Logic Model for LTO Focused on Adult Basic Education Population Requiring Workplace Literacy Skills
3. Evaluation Plan for LTO Focused on ELL Population Requiring Workplace Literacy Skills
4. Evaluation Plan for LTO Focused on Adult Basic Education Population Requiring Workplace Literacy Skills

**Discussion**

Program evaluation is the systematic data-based inquiry of programs, pilots and projects to determine the merit, worth, and significance of something using criteria against a set of standards. This requires quality data collection, including a defensible choice of indicators, which lends credibility to findings that are demonstrably evidence based, reliable and valid. In action plans for the two LTOs noted above, the Council is responsible for evaluating each adult education pilot.

The first and second steps of the evaluation process are to describe the program, context and intended outcomes and to identify stakeholders and their needs. These two steps have been accomplished in *Advancing Texas* and *Evaluation 2012*. *Advancing Texas* details the LTOs in the context of all Texans being part of the critical pool of potential employees that is and will be required by Texas employers.

The third step of the evaluation process is to create a logic model. A logic model details how a program produces its intended results. It illustrates all components of the program, how they are interrelated, and how the components are aligned, including inputs, outputs, and intended short and long term outcomes. A logic model enables the evaluator to graphically depict the linkages of a program, thereby illustrating how it will achieve its goals and intended outcomes (sometimes referred to as the program theory of change). Logic models were developed for the pilots and are included as attachments 1 and 2.

The fourth step of the evaluation process is determining the purpose of the evaluation. The purpose describes the reason why the program is being evaluated and the type of evaluation that will be conducted. The evaluation of the pilots under the two LTOs is an outcome evaluation and is focused on the employment and educational outcomes of the students in the pilots. The purpose of the evaluations is to measure changes in student outcomes associated with the activities implemented by the pilots.

The fifth step of the evaluation process is to develop research questions. The purpose of research questions can be to gain insight, change practices, or measure effects. However, the questions must correspond to the purpose of the evaluation, stakeholder needs, and the logic model of the program (including the intended outcomes).

Two research questions were developed for the pilots focused on the ELL population requiring workplace literacy skills:

1. What was the level of success in employment achieved by the ELL population receiving the adult education and workplace classes? Was there a difference in employment success between ELL students with high school equivalencies in their native language compared to ELL students without high school equivalencies?
2. What was the level of success in further education achieved by the ELL population receiving the adult education and workplace classes? Was there a difference in further education success between ELL students with high school equivalencies in their native language compared to ELL students without high school equivalencies?

Three research questions were developed for the pilots focused on the adult basic education population requiring workplace literacy skills:

1. What was the level of success in employment achieved by the ABE population receiving the adult education and workplace literacy classes in the pilots? Was there a difference in employment success between students at the different pilot locations?
2. What was the level of success in additional job training achieved by the ABE population receiving the adult education and workplace literacy classes in the pilots? Was there a difference in job training success between students at the different pilot locations?
3. As a result of the pilots, did the local boards and ABE providers develop robust relationships and processes that assisted in the successful referral of ABE students?

The sixth step of the evaluation process is to choose evaluation methods and develop an evaluation plan. The evaluation plan is a detailed document noting how the research will be implemented to answer the research questions. Evaluation plans were developed for the pilots and are included as attachments.



The final steps in the evaluation process are developing instruments/tools, gathering data, analyzing data, drawing conclusions and reporting results, and identifying how evaluation results will be used. These steps will be conducted as the evaluation plans are implemented.

**Recommendation**

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

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**Logic Model for LTO Focused on ELL Population Requiring Workplace Literacy Skills**

<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>SHORT-TERM OUTCOMES</b>	<b>MID-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
ELLs with high school equivalencies in their native language	Adult education classes	Successful completion of adult education classes	Entered employment (or)	Retained employment	Advanced employment
	Workplace classes	Successful completion of workplace classes	Further education	Entered employment	Wage growth
	Support classes (offered in some programs) as a bridge between the classes				Employers have the qualified individuals that they need.

The action plan for the LTO focused on the ELL population requiring workplace literacy skills states that everyone must be part of the critical pool of potential employees that is and will be required by Texas employers especially target populations. Target populations include English language learners, who constitute a growing population requiring additional skills for workforce related success. Implementation of the pilots began in fall 2011 at Alamo Community College District, Amarillo Community College, El Centro College, Hill College, South Texas College, Tyler Junior College and Wharton County Junior College. A previously funded program at El Paso Community College is also being monitored as a pilot. These students received adult education, workplace, and support classes (at some of the locations). The outputs of these activities were successful completion of adult education classes and successful completion of workplace classes.



**Logic Model for LTO Focused on Adult Basic Education Population Requiring Workplace Literacy Skills**

INPUT	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
Individuals at ABE levels 4-6	Adult education classes at levels 4-6	ABE program retention (to next level)	Entered employment (or)	Retained employment (or)	Advanced employment
	Workplace literacy classes	Successful completion of ABE level	Further education or job training leading to qualification	Entered employment	Wage growth
		Enhanced workplace literacy			Employers have the qualified individuals they need
		Earning a GED (not required)			

The action plan for the LTO focused on the adult basic education population requiring workplace literacy skills states that everyone must be part of the critical pool of potential employees that is and will be required by Texas employers especially target populations. Target populations include those with low literacy levels who can be assisted through targeted literacy programs to gain or maintain employment. The pilots recruited cohorts of adult learners in three regions: Houston, Austin/Central Texas, and San Antonio. These students received adult education and workplace literacy classes. The outputs of these activities were retention in the ABE program (to next level), successful completion of ABE level, enhanced workplace literacy, and attainment of a GED (not required).



**Evaluation Plan for LTO Focused on ELL Population Requiring Workplace Literacy Skills**

<b>ACTIVITIES</b>	<b>INDICATORS</b>	<b>DATA AND COLLECTION METHOD</b>	<b>DATA SOURCE</b>	<b>TIMELINE</b>
Adult education classes	ABE program retention (to next level)	Student enrollment data requested from ABE providers	ABE providers	
Workplace classes	Successful completion of ABE level	Student academic data requested from ABE providers	ABE providers	
Support classes (offered in some programs) as a bridge between the classes	Enhanced workplace literacy	Student academic data requested from ABE (workplace classes) providers	ABE providers	
	Entered employment (or)	Student data requested from ABE providers- or from student survey if ABE providers do not have it	ABE providers or students	
	Further education	Student data requested from ABE providers- or from student survey if ABE providers do not have it	ABE providers or students	
	Retained employment	Student survey administered through email or phone interview	Students	
	Advanced employment	Student survey administered through email or phone interview	Students	
	Wage growth	Student survey administered through email or phone interview	Students	



**Evaluation Plan for LTO Focused on Adult Basic Education Population Requiring Workplace Literacy Skills**

ACTIVITIES	INDICATORS	DATA AND COLLECTION METHOD	DATA SOURCE	TIMELINE
Adult education classes at levels 4-6	ABE program retention (to next level)	Student enrollment data requested from ABE providers	ABE providers	
Workplace literacy classes	Successful completion of ABE level	Student academic data requested from ABE providers	ABE providers	
	Enhanced workplace literacy	Student academic data requested from ABE (workplace literacy classes) providers	ABE providers	
	Earning a GED (not required)	Student completion data requested from ABE providers- or from student survey if ABE providers do not have it	ABE providers or students	
	Entered employment (or)	Student data requested from ABE providers- or from student survey if ABE providers do not have it	ABE providers or students	
	Further education or job training leading to qualification	Student data requested from ABE providers- or from student survey if ABE providers do not have it	ABE providers or students	
	Retained employment	Student survey administered through email or phone interview	Students	
	Advanced employment	Student survey administered through email or phone interview	Students	
	Wage growth	Student survey administered through email or phone interview	Students	
	Development of relationships and processes between local boards and providers	Local boards and providers surveys administered through email or phone interview	Local boards and providers	



**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: KG.twic.H6.060713

**TO** Council Members

**SUBJECT** Briefing on Comparative Research on States' Customized Training Programs

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**Introduction**

This memorandum provides information on research being conducted for a future publication on customized training. This research report will detail the state-financed, customized training programs throughout the U.S. The findings will be used to inform customized training in Texas.

**Background**

Under Title 10 Texas Government Code (TGC) §2308.101, the Texas Workforce Investment Council (Council) is responsible for promoting the development of a well-educated, highly skilled workforce and advocating the development of an integrated workforce development system to provide quality services addressing the needs of business and workers in Texas. The Council is further required to encourage, support or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

In September 2000, the Council published *Determining the Future of Smart Jobs: Critical Issues and Questions Surrounding Focus, Funding and Evaluation*. The report reviewed critical issues related to the state's customized training programs conducted from 1993 to 2000. In the report, the Council used the results of a national survey administered by the National Governor's Association Center for Best Practices for comparative purposes.

**Attachment**

1. Annotated Report Outline

**Discussion**

This report will focus on state-financed, customized training programs. Customized training programs are employer focused with the employers having a great deal of flexibility in choosing the training that their employees will receive. A customized training program can be designed to provide newly locating firms with appropriately trained new hires. Alternatively, these training programs can also be used to assist existing firms in upgrading the skills of their current workers. The training programs focused on existing industries and are also referred to as "employed" or "incumbent worker" programs.

On April 25, 2013, a 40 question survey was sent to all state workforce board directors. A reminder was sent to the directors on May 9, 2013. The topics addressed by questions in the survey include:

- the general structure of the program,
- information on how it benefits employers,
- how training is provided
- eligible expenditures,
- program accountability,

- metrics and evaluation, and
- anticipated future changes to the program.

The directors were asked to complete the survey by May 31, 2013. The results will be analyzed and presented in a report to be delivered to the Council later this year. An annotated outline illustrating the structure of the report is included as an attachment.

The report will include Texas' two employer-driven customized training programs: the Skills Development Fund and the Self-Sufficiency Fund. The strategic vision for customized training programs in Texas will be presented, and the importance of maintaining a customer focus will be discussed. Findings from the survey will be presented. Appendixes will be included that detail:

- the Texas legislative history of customized training programs,
- Texas studies of customized training programs,
- 2013 survey results,
- 2000 and 2012 funding comparisons,
- notable state practices in customized training,
- average funding allocations for customized training programs, and
- administrative structure/responsibility for customized training programs in other states.

#### **Recommendation**

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



### **Annotated Report Outline**

- I. Executive Summary
- II. Introduction
- III. Texas Programs
- IV. Strategic Vision and Future Focus
- V. Maintaining a Customer Focus
- VI. Towards Sustainable Funding
- VII. The Need for Evaluation
- VIII. Recommendations
- IX. References and Resources

#### Appendixes:

- A. Texas Legislative History
- B. Texas (and possibly national) Studies of Customized Training Programs
- C. State Director Survey Results
- D. 2000 and 2012 Funding Comparison
- E. Notable State Practices in Customized Training
- F. Average Funding Allocations for Customized Training Programs
- G. Administrative Responsibility for Customized Training Programs in Other States (List of all National Programs)

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**TWIC LISTENING SESSION  
MEMORANDUM**

REF: LR.twic.III1.060713

**TO** Council Members

**SUBJECT** Listening Session – Texas Higher Education Coordinating Board

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**Introduction**

The Texas Workforce Investment Council (Council) is charged with promoting a highly skilled and educated workforce for Texas. In carrying out that charge, the Council works with its eight partner state agencies to develop a workforce system strategic plan to address system issues and alignment.

At its December 2012 meeting, the Council determined that it would devote several quarterly meetings to hear from its partner agencies. In particular, members deemed it important that the Council hear from the executive head of each of its partner agencies. The intent of each listening session is to assist Council members to better understand agency issues, challenges and aspirations – so that as the Council begins to develop its next workforce system strategic plan in 2014, the foundation of that plan can be based on direct agency input.

**Listening Session**

During each listening session, the Council will hear from a panel of experts. The goal of each session is for the agency panel member(s) to provide an overview of the agency and relevant programs, and to communicate to the Council those issues related to workforce programs and services that will be of critical significance in the next five to eight years. Program service and delivery representatives from local areas will also participate, as well as Texas employers.

The listening session in June 2013 will focus on the Texas Higher Education Coordinating Board (THECB), the state's community and technical colleges, the provision of education and training programs, and the role of colleges in meeting the needs of employers for a skilled workforce. The Council will hear from a panel of the following experts:

- Commissioner, THECB,
- Deputy Assistant Commissioner for Community and Technical Colleges, THECB,
- Community and technical college representatives, and
- Texas employer representatives

The listening session will be allocated two hours, following a one-hour Council business meeting. The session format includes:

- Setting the scene: opening and introductions – Council Chairman
- Introduction to the agency and its programs – Commissioner/Deputy Assistant Commissioner
- Presentation of future-focused issues – Commissioner/Deputy Assistant Commissioner
- Sharing the local perspective – community and technical college representative(s)
- Sharing strategic significance – employer representative(s)
- Discussion: Council member question and answer

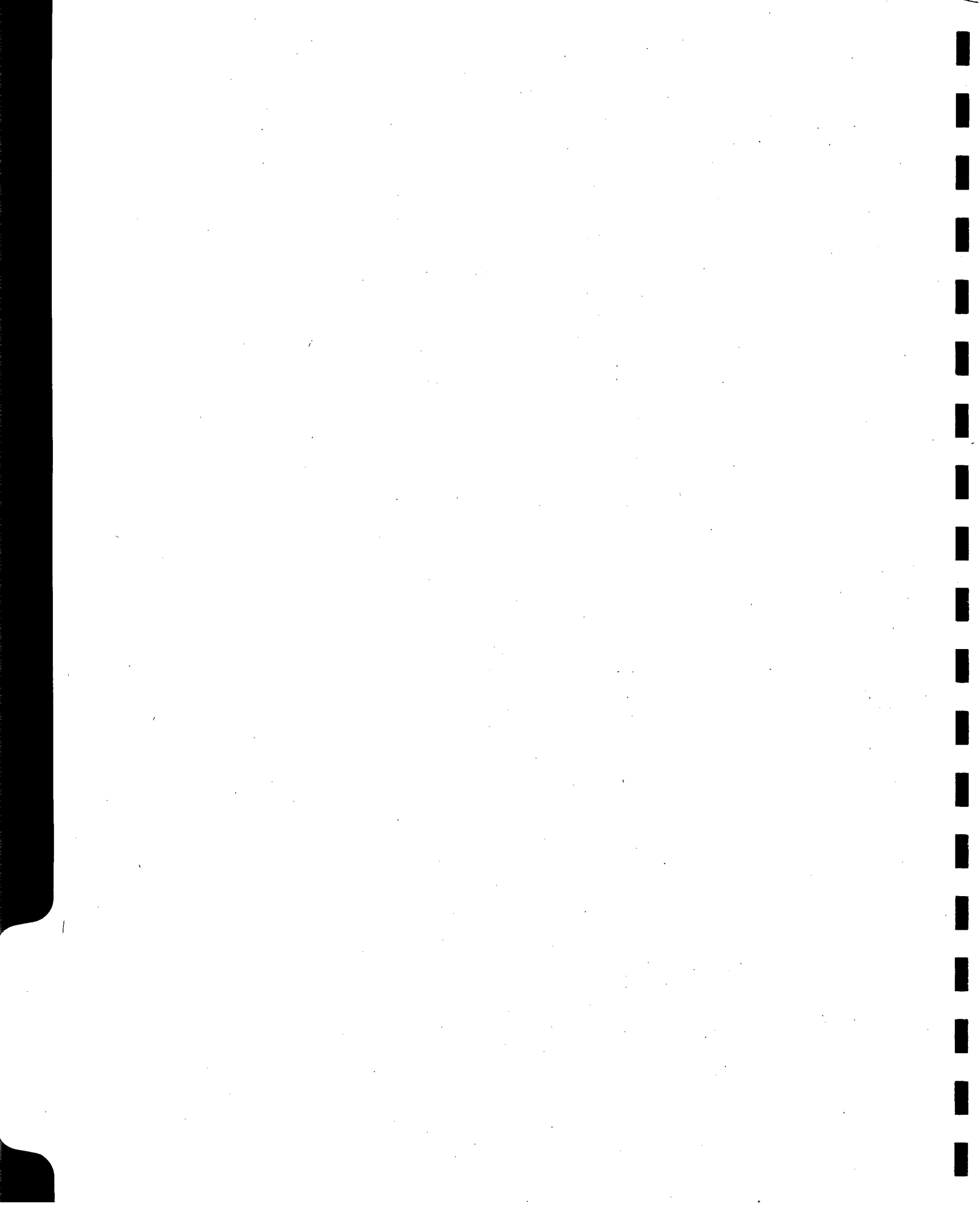
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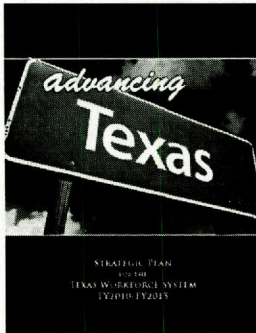
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# SITAC Quarterly Report

*System Integration Technical Advisory Committee  
Texas Workforce Investment Council  
Quarter Ending March 2013*

## System Integration Technical Advisory Committee

The System Integration Technical Advisory Committee (SITAC) is constituted as a technical advisory committee to the Texas Workforce Investment Council (Council). Chaired by a member of the Council's Executive Committee, SITAC includes executive-level representatives from the Council's partner agencies, as well as from the Texas Association of Workforce Boards. SITAC's key responsibility is the implementation of the workforce system strategic plan.

### **Next Meeting**

Thursday, June 6, 2013 – 1:00 p.m.  
Teacher Retirement System, Austin

The current plan, *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*) was first approved by Governor Rick Perry on October 23, 2009. It outlines 14 long term objectives, grouped by the three key performance areas, that address the critical business issues identified during a yearlong collaborative planning process. The first update to the plan, incorporating

input from all partner agencies, was approved by the Council on March 9, 2012, and by the Governor on May 24, 2012.

SITAC members typically meet quarterly, providing status reports on action plans for which their organization is solely or jointly responsible. The committee is authorized to create and deploy cross-agency teams in order to devise and execute collaborative solutions to issues associated with the system strategic plan's objectives.

## Implementation Update: March 2013

Reports for three of *Advancing Texas*' action plans were presented at the March 2013 SITAC meeting. Summaries are provided below.

### Local Board Plan Alignment

As the system's frontline partners, local workforce boards must understand and meet the needs of their local communities by providing relevant workforce programs and services. One plan objective addresses the statutory requirement that local board plans align with the system strategic plan, *Advancing Texas*.

The Council is charged in federal and state law with recommending to the Governor approval of local board plans or plan modifications as required under the Workforce Investment Act (WIA) of 1998, the Wagner-Peyser Act, and other applicable statutes. WIA requires that each board develop and submit to the Governor a comprehensive local plan consistent with the WIA State Plan, and that the Council, as the designated State Workforce Investment Board, assist the Governor in review of the board plans.

Texas Government Code specifies that local plans must include a strategic component that sets broad goals and objectives for local workforce programs, and that outcomes must be consistent with statewide goals, objectives, and performance standards. *Advancing Texas* established these statewide goals and objectives.

### **Message from the Chair**

In March, we welcomed our new members from the Texas Higher Education Coordinating Board and the Windham School District, as well as several Council members.

With the fourth year of *Advancing Texas*' implementation under way, progress continues to be made by our system partners. This issue of the quarterly report includes updates for career technical education and English language learner initiatives. In addition, it provides information about the upcoming review of local workforce board plans.

Partners are actively participating in the current legislative session, and will be reporting on outcomes in future committee meetings. Throughout this busy time, collaborative projects continue as we all strive to improve the state's workforce system and opportunities for current and future workers.

On behalf of the Council, my thanks to all partners for their creativity, enthusiasm, and hard work!

**Paul Mayer**

*Advancing Texas* and implementation updates available at:  
[http://governor.state.tx.us/twic/workforce\\_system/](http://governor.state.tx.us/twic/workforce_system/)



Last year, the Texas Workforce Commission (TWC) convened a workgroup with local board representatives to seek input during development of local board planning guidelines. The guidelines outline the requirements that local boards must follow in developing their strategic plans. The guidelines include an appendix that specifies the Council's request for information and data, which boards include in their plans to demonstrate alignment with *Advancing Texas*.

**Local Board Plan Alignment [P4]** – Local boards will align with and support the workforce system strategic plan through their planning processes and related initiatives. This will be documented in board plans and plan modifications, which are submitted to the Council for approval.

**Owner/Participant: Local boards**

Given the intent to reauthorize WIA and the U.S. Department of Labor's (DOL) revisions to state planning guidance, DOL extended all WIA Title I state plans in 2011 and in 2012. In early 2012, DOL issued guidance requiring states to submit a new five-year state plan for WIA Title I and the Wagner-Peyser Act.

TWC developed a new plan for program years (PY) 2012-2016. In September 2012, the plan was endorsed by the Council and approved by the Governor for submission to the U.S. Secretary of Labor. TWC then extended the local plans through March 2013 to allow boards time to develop new five-year plans. DOL approved the state plan on December 11, 2012. TWC further extended the local plans through June 2013, enabling boards to utilize the most recent labor market information data to determine target occupations and industries, and to provide time for public comment.

TWC issued PY 2013-2018 planning requirements for local boards, including instructions for documenting alignment with *Advancing Texas* in December 2012. Boards are to document strategies designed to meet the needs of three populations, and to facilitate their entry into the workforce: (1) veterans, (2) the blind or disabled, and (3) those with low literacy or English language skills. Plans also should describe an innovative strategy that includes collaboration with two or more system partners.

Local plans are due to TWC by April 1, and will be jointly reviewed by agency and Council staff. Satisfactory plans will be presented at a TWC docket for Commissioner approval and transmitted to the Council for endorsement at its June meeting. Upon endorsement, the Council will recommend the plans to the Governor for final approval.

At the March meeting, workforce board representative David Setzer provided examples of plan strategies as outlined below:

### Collaboration in Action – Walgreens

*"Walgreens Distribution Center has made a conscious effort to build an inclusive and skilled workforce ... resulted in reduced turnover and increased employee loyalty ... made them an intricate part of the business community."*

*David Setzer, Executive Director – Workforce Solutions for North Central Texas (November 20, 2012)*

In November 2012, the Walgreens Distribution Center, located in Waxahachie, was honored as Employer of the Year at the 16th Annual Workforce Solutions for North Central Texas Excellence Awards. The award honors an employer that is actively involved with Texas Workforce Solutions and has made a positive impact on employers, workers, and the community. Texas Workforce Solutions is the local and statewide network comprised of TWC, the 28 local boards, and their contracted service providers and community partners. The network gives customers access to workforce services at local offices across the state. The center was also recognized as an exemplary finalist for Texas Workforce Solutions Employer of the Year at TWC's 2012 annual state conference.



Successful ventures with Walgreens provide examples of collaboration by workforce system partners. In partnership with the Department of Assistive and Rehabilitative Services (DARS), the distribution center implemented training programs, installed devices to accommodate the hearing-impaired, and created a culture of inclusion. Utilizing job coaches, interpreters, and specialized equipment such as UbiDuo's, Walgreens created a model program that has been replicated throughout the state and country. Walgreens hired 115 individuals, 10 percent of its workforce, primarily from the deaf and hard-of-hearing population. They also reduced the employee turnover rate from 48 percent to 27.6 percent and have one of the country's highest Occupational Safety and Health Administration rankings.

The distribution center played a key role in getting Texans back to work through its support of TWC's Texas Back to Work Initiative that ended in September 2012. The goal of building a qualified workforce led to a partnership with the North Central Texas local board and Navarro College. Funded by the board's DOL grant, the project enabled employees to upgrade their skills and complete Certified Logistics Associate or Certified Logistics Technician training.



Population-specific strategy examples include:

- ★ *Veterans* – Local boards worked with TWC to host a statewide job fair in November 2012. In partnership with the Texas Veterans Commission, the Texas Medical Center, and over 1,400 employers, fairs were held at 27 sites across the state. In the Dallas-Fort Worth region, the North Central Texas, Tarrant County, and Dallas boards joined forces to host a regional job fair at the Rangers Ballpark in Arlington.
- ★ *Blind or Disabled* – Texoma staff work with organizations such as DARS and the Commission for the Blind to ensure the disabled population is served. DARS has offices in Texoma's workforce centers, and the centers are equipped with adaptive tools. Other partners include adult education providers, secondary and postsecondary educational institutions, local employer groups, substance abuse recovery programs, the United Way, and youth clubs.
- ★ *Low Literacy or English Language Skills* – The North Texas board is served by the Wichita Adult Literacy Council. The Literacy Council is housed in the same building as the workforce center, thus facilitating cross referral of clients. The board's executive director is a member of the Literacy Council, and also serves as a volunteer trainer, tutor, and coordination liaison.

North Texas is also a partner in a North Texas Area United Way grant to provide adult education classes in the same building. This is the third year that a grant has funded adult education classes in the building and provided for a Council employee to conduct literacy classes within the center.

★ ★ ★

### Career Technical Education – Increase Student Completion

Career technical education (CTE) programs provide valuable skills training, and often lessen the risk of students dropping out. Texas needs enhanced and more effective integration of academic and CTE options at both the secondary and postsecondary levels in order to increase graduation rates and assist with the transition to further education or the workforce.

Two of *Advancing Texas'* objectives focus on this critical issue, including one that addresses college and career readiness. The intent is to recognize that both academic and rigorous CTE courses must support students through a range of choices including two- and four-year degrees, apprenticeship and the military.

The Texas Education Agency (TEA) continues to make progress on the action plan's tasks, including the design, development, and adoption of CTE courses to meet recommended or advanced high school program graduation requirements. Over 190 new CTE courses have been developed and

adopted by the State Board of Education (SBOE). These are organized around the 16 national career clusters, and include 17 courses that meet graduation requirements for fourth-year science and fourth-year math, as well as options for English, fine arts, and speech.



Required professional development for CTE teachers has been under way since 2010. In fall 2012, courses became available through Project Share, an Internet portal designed to provide professional development resources for teachers across the state and to build professional learning communities where educators can collaborate and participate in online learning opportunities.

CTE Texas Essential Knowledge and Skills (TEKS), incorporating the College and Career Readiness Standards, were adopted by the SBOE and became effective as of August 2010. School districts implemented the new courses in 2010–2011 and have completed two instructional years. The SBOE has scheduled the next CTE TEKS revision cycle to begin in 2013.

TEA is working with the Texas Higher Education Coordinating Board (THECB) to design, develop, and coordinate policies and processes related to dual credit courses and credit transfer. A study conducted for the two agencies assessed the correlation between high school enrollment in dual-credit courses and enrollment, persistence, and completion of postsecondary education. (Jobs for the Future, November 2012)

The agency continues to develop and deploy early college high schools (ECHS). These innovative high schools are located on or in close proximity to a college campus to allow students in historically underrepresented college-going populations the opportunity to earn a high school diploma and an associate's degree or up to 60 college credits over four years. Nine new ECHSs were designated in fiscal year (FY) 2012 and as of August 2012, there were 62 in Texas, including five Texas Science, Technology, Engineering, and Math (T-STEM) academies.

**Career Technical Education – Increase Student Completion [S2]** – By 2013, Texas will decrease high school dropout rates by implementing rigorous Career and Technical Education (CTE) as a part of the recommended or advanced high school graduation program.  
**Owner/Participant: TEA**



Finally, criteria are being developed for the Campus Distinction Designations for the 21<sup>st</sup> Century Workforce Development program as required by House Bill 3 (81<sup>st</sup> Legislature). TEA staff previously compiled a list of stakeholders, and drafted a literature review, a list of possible measurement criteria/indicators, and a list of possible award methodologies. Committee meetings are under way, with the intent of publishing standards and award criteria in summer or fall 2013. However, the Sunset Advisory Commission recommended a statutory change that would eliminate the distinction designations and committees charged with their development. (Sunset Advisory Commission, February 2013)

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### English Language Learner (ELL) Employment

To meet the changing demands of Texas' employers, everyone must be part of the critical pool of potential employees. *Advancing Texas* specifies several target populations that can benefit from employment and training services, including English language learners. This rapidly growing population requires additional skills for workforce-related success.

#### English Language Learner (ELL) Employment

**[C3]** – By 2013, design and implement integrated Adult Basic Education and workforce skills training programs to enhance employment outcomes for the English language learner population.

**Owner:** SITAC

**Participants:** TEA, THECB, TWC

The action plan for one objective requires TEA and TWC to develop new and enhance existing methods, programs, and processes for programs targeted at the over 17 ELL population that address both language and occupation skill acquisition. The ELL population is made up of individuals who have a high school diploma or degree in their native country, but for whom English is not their first language.

THECB is supporting the effort under Riders 45 and 56, Senate Bill 1 (81st Legislature). THECB was added as a participant on this action plan in conjunction with the *2012 Update to Advancing Texas*. A Request for Applications was issued and later revised and reissued to allow the projects to be more flexible while still focusing on intended outcomes for the integrated basic education and skills training programs.

Pilot implementation began in fall 2011 at Alamo Community College District, Amarillo Community College, El Centro College, Hill College, South Texas College, Tyler Junior College and Wharton County Junior College. A previously funded program at El Paso Community College is also being monitored as a pilot.

Performance reporting for the projects began last year, with data published in the Council's *Evaluation 2012* report. Results from the workforce and higher education data match are expected in mid-March 2013. Other preliminary data (through December 2012) include:

- ★ Of the 946 students served in 2012, 259 (27 percent) were ELLs.
- ★ Of the 259 ELLs served, 150 have received a workforce training certificate.
- ★ Certificates received included local, industry-recognized certificates (81 percent), state certificates (six percent), national certificates (seven percent), and Level 1 certificates (six percent). Level 1 certificate programs consist of at least 15, but no more than 42, semester credit hours and are designed to be completed in one year or less.

Pilot evaluation, conducted by Texas State University, began in October 2011 and will continue through August 2013.

#### SITAC Members

##### Chair

Paul Mayer, Executive Committee Member, Texas Workforce Investment Council

##### Economic Development and Tourism Division

Keith Graf, Director, Aerospace and Aviation

##### Texas Association of Workforce Boards

David K. Setzer, Executive Director, Workforce Solutions North Central Texas

##### Texas Department of Criminal Justice

Veronica Casanova, Interim Superintendent, Windham School District

##### Texas Education Agency

Vangie Stice-Israel, State Director for Career Technical Education

##### Texas Health and Human Services Commission

Jim Hanophy, Assistant Commissioner, Division for Rehabilitative Services

##### Texas Higher Education Coordinating Board

Dr. Garry Tomerlin, Deputy Assistant Commissioner for Community and Technical Colleges

##### Texas Juvenile Justice Department

Amy Lopez, Senior Director of Education Services

##### Texas Veterans Commission

Stan Kurtz, Operations Manager, Veterans Employment Services

##### Texas Workforce Commission

Luis Macias, Chief of Staff



**TWIC INFORMATION ITEM  
MEMORANDUM**

REF: RO.twic.IV2.060713

**TO** Council Members

**SUBJECT** Report on the April 15-16, 2013 Meeting of the Rehabilitation Council of Texas

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**Introduction**

This memorandum outlines the major points of discussion at the Rehabilitation Council of Texas (RCT) meeting on April 15-16, 2013.

**Background**

The RCT is federally mandated by the Rehabilitation Act of 1973, as amended in 1992 and 1998. The 1998 amendments to the Rehabilitation Act require a partnership between RCT and the Division for Rehabilitation Services (DRS) within the Department of Assistive and Rehabilitative Services (DARS). In 2004, the DARS Division for Blind Services (DBS) also began a partnership with RCT. RCT reviews, analyzes, and advises DRS and DBS on policy, scope, and effectiveness of vocational rehabilitation (VR) services and eligibility requirements. RCT works in partnership with those divisions to develop, agree to, and review state goals and priorities. RCT also contributes to the preparation of the state plan for VR.

Statutory membership requirements for a State Rehabilitation Council, as specified in 34 CFR 361.17, include the appointment by the Governor of a minimum of 15 members, with at least one member representing the State Workforce Investment Board (SWIB). The Texas Workforce Investment Council (Council) serves as the SWIB in Texas. Council member, Joyce Delores Taylor, serves on the RCT as the Council's representative.

**Highlights from the April 2013 RCT Meeting**

**DRS Update** – Jim Hanophy, DRS Assistant Commissioner, provided information on an in-house training opportunity that provides support staff with general knowledge pertaining to management tools to help increase performance capability in the field. The training is scheduled to take place in Austin during the latter part of May 2013. Mr. Hanophy also provided additional information on several initiatives focused on transition services. DRS wants to continue to capitalize on building its partnerships with businesses located throughout the state to create opportunities for its consumers through skill development and employment placement.

**DBS Update** – Barbara Madrigal, DBS Assistant Commissioner, provided a legislative update for DARS, noting how the bills might impact DARS' consumer services. In addition, Ms. Madrigal provided a budgetary update indicating that the federal sequestration would have minimal impact on the agency. She noted that DBS in particular will have sufficient state general revenue funds appropriated to match federal funds for fiscal year 2014 and 2015. Finally, she discussed an initiative called Work Matters in which DBS staff will work with consumers to ensure that they gain relevant skill sets. The goal is to align consumers' training with workforce needs so that there are better employment and career opportunities.

The following committees presented information to the full RCT: Policy, Procedures and Personnel; Planning and Review; Advocacy and Education; and Consumer Satisfaction and Needs Assessment.

The next RCT meeting is scheduled for June 15-16, 2013, in Austin, Texas.

**Recommendation**

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



**TEXAS WORKFORCE INVESTMENT COUNCIL**

**Fiscal Year 2013 Expenditure Report**

As of May 17, 2013

<b>Description</b>	<b>Budgeted Amount</b>	<b>Expended</b>	<b>Remaining Budget Balance</b>	<b>Percent Expended</b>
Salaries	\$ 809,410.36	\$ 468,042.57	\$ 341,367.79	58%
Professional Fees & Services	4,700.00	3,500.00	1,200.00	74%
Supplies	4,000.00	1,716.50	2,283.50	43%
Rent - Machine & Other	7,510.56	7,510.56	-	100%
Rental of Space	7,800.00	7,800.00	-	100%
Travel - Out of State	7,600.00	-	7,600.00	0%
Travel - In State	34,000.00	16,740.93	17,259.07	49%
Operating Costs	182,768.08	20,505.16	162,262.92	11%
<b>Total</b>	<b>\$ 1,057,789.00</b>	<b>\$ 525,815.72</b>	<b>\$ 531,973.28</b>	<b>50%</b>

Note: Budget reflects reconciliation through TWC as of February 2013 (most recent report provided by agency).

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**Texas Workforce Investment Council  
1100 San Jacinto, Suite 1.100 (78701)  
Post Office Box 2241  
Austin, Texas 78768-2241**

**Voice: 512/936-8100  
Fax: 512/936-8118**

**Staff Roster**

Lee Rector	Director	<i>lrector@governor.state.tx.us</i>
Amy Parker	Meeting Coordinator	<i>amy.parker@governor.state.tx.us</i>
Anne Dorsey	TSSB Program Administrator	<i>adorsey@governor.state.tx.us</i>
David Mass	Economist & Policy Analyst	<i>david.mass@governor.state.tx.us</i>
Debra Packard	Editor & Communications Specialist	<i>debra.packard@governor.state.tx.us</i>
Edward Check	Planner	<i>edward.check@governor.state.tx.us</i>
Kaki Leyens	Program Supervisor	<i>kaki.leyens@governor.state.tx.us</i>
Kurt Gore	Planner	<i>kurt.gore@governor.state.tx.us</i>
Laura Pittman	Planner	<i>lpittman@governor.state.tx.us</i>
Mary LaRue	Office Manager	<i>mlarue@governor.state.tx.us</i>
Raul Ortiz	Administrative Officer	<i>raul.ortiz@governor.state.tx.us</i>

***Mission***

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



