

Texas Workforce Investment Council

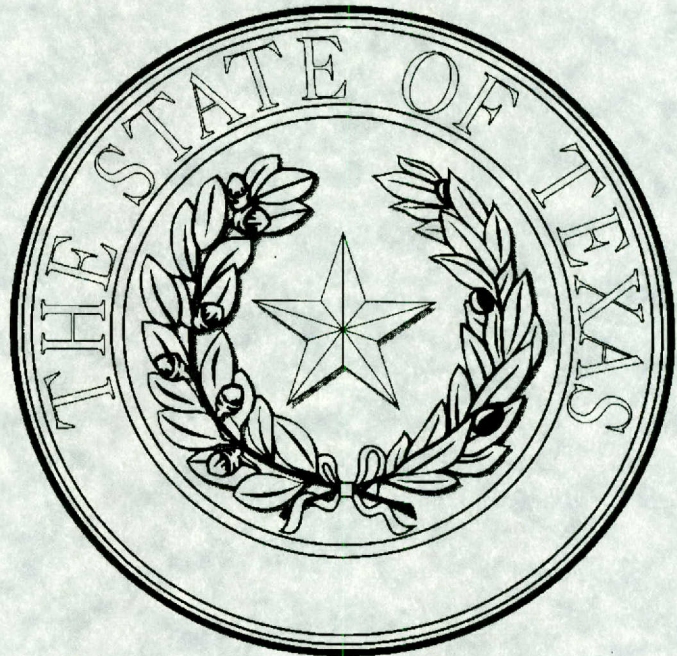
Greg Abbott
Governor

Dan Patrick
Lt. Governor

Joe Straus
Speaker

Wes Jurey
Chair

Lee Rector
Director



Briefing Materials
June 5, 2015
Austin Community College
Highland Business Center
5930 Middle Fiskville Road
Room 201
Austin, Texas 78752

Texas Workforce Investment Council

Council Members

Business and Industry Representatives

Wes Jurey (Chair)

Arlington Chamber of Commerce

Mark Dunn

Dunn Construction, LLC

Thomas Halbouty

Pioneer Natural Resources

Matthew Maxfield

Seton Medical Center Harker Heights

Joyce Delores Taylor

Js Dynamic Transformations

Community-Based Organization Representative

Sharla Hotchkiss (Vice Chair)

Consultant and Trainer

Education Representatives

Carmen Olivas Graham

Socorro ISD

Larry Jeffus

Educational Consultant and Author

Richard Rhodes

Austin Community College District

Labor Representatives

Mark Barberena

General Motors Arlington Assembly

Robert Cross

Houston Area Plumbing JAC

Richard Hatfield

Airline Pilots Association

Robert Hawkins

United Association of Plumbers and Pipe Fitters

Local No. 529 (Retired)

Paul Jones

Texas Carpenters and Millwrights Training

Trust Fund

Ex Officio Members Representing State

Agencies

Bryan Daniel

Office of the Governor

Economic Development and Tourism

Kyle Janek

Texas Health and Human Services Commission

Raymund Paredes

Texas Higher Education Coordinating Board

Larry Temple

Texas Workforce Commission

Michael Williams

Texas Education Agency



GOVERNOR GREG ABBOTT

TEXAS WORKFORCE INVESTMENT COUNCIL

May 27, 2015

Dear Council Members:

Enclosed please find the June 5, 2015, meeting briefing book.

The Texas Workforce Investment Council (Council) will meet on Friday, June 5, 2015 at 8:30 a.m. at Austin Community College's Highland Business Center located at 5930 Middle Fiskville Road, room 201, in Austin, Texas. On Thursday, June 4, 2015, the System Integration Technical Advisory Committee will meet at 1:00 p.m. at the Council's suite (room 1.109) within the State Insurance Building located at 1100 San Jacinto Boulevard. The Executive Committee meeting will meet at 3:00 p.m. at the Economic Development and Tourism conference room, which is located on the fourth floor at 221 East 11th Street.

Overview of Council Meeting Agenda Items and Briefing Book Contents

The Council meeting will begin with reports from the Executive and System Integration Technical Advisory Committees. These reports will be followed by the Council's consideration of the draft strategic plan for the Texas workforce system for fiscal years 2016-2019. This action item may be found in the briefing book on page 5. The remaining agenda items will include briefings on several Council activities, projects, and reports. The first item, found on page 63, will provide members with an update on the *Texas Workforce System Program Directory*. The next briefing item, found on page 123, will provide members with information on the research plan and implementation timeline for a survey of Texas employers. Members will also receive an update on the Workforce Innovation and Opportunity Act requirement for regional planning. This briefing item may be found in the briefing book on page 125. The final two briefing items, found on pages 131 and 135 respectively, will provide an update on the Sunset review process of the Council and will report on national practices used to capture information and data for industry-based certifications.

The remainder of the meeting will be devoted to a presentation on adult education and literacy program delivery in Texas. Information gained from this presentation will help to inform the implementation of the new workforce system strategic plan.

Upcoming Projects and Activities

In the coming months, we will continue to work with our system partners to implement the final year of *Advancing Texas*. In September, we also will continue efforts to finalize both the work plan for fiscal year 2015 and the workforce system strategic plan for formal consideration by the Council and recommendation to the Governor for his approval.

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Lee Rector".

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TEXAS WORKFORCE INVESTMENT COUNCIL

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

COUNCIL MEETING
June 5, 2015

Wes Jurey, Chair

ORDER OF AGENDA AND TABLE OF CONTENTS

(8:30 A.M.)

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

	<u>Item</u>	<u>Page</u>
I. <u>Introduction</u>		
Call to Order, Announcements, and Public Comment		
Approval of Minutes – March 6, 2015	Action	1
II. <u>Reports, Actions, and Briefings</u>		
1. Report from the Executive Committee	Report	
2. Report from the System Integration Technical Advisory Committee	Report	
3. Consideration for the Draft Fiscal Years 2016-2019 Strategic Plan for the Texas Workforce System	Action	5
4. Briefing on the <i>Texas Workforce System Program Directory</i>	Briefing	63
5. Briefing on the Survey of Texas Employers Research Plan and Implementation Timeline	Briefing	123
6. Briefing on the Workforce Innovation and Opportunity Act Requirement for Regional Planning	Briefing	125
7. Briefing on the Sunset Review of the Texas Workforce Investment Council	Briefing	131
8. Briefing on the Report of National Practices: Capturing Information and Data for Industry-based Certifications	Briefing	135
III. <u>Presentation</u>		
1. Adult Education and Literacy Program Delivery in Texas	Presentation	175
IV. <u>Information and Updates</u>		
1. Apprenticeship in Texas 2014-2015 Brochure	Information	177
2. System Integration Technical Advisory Committee Quarterly Report	Information	179
3. Report on the April 20-21, 2015 Meeting of the Rehabilitation Council of Texas	Information	181
4. Fiscal Year 2015 Expenditure Report	Information	183
V. <u>Adjourn</u>		

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TEXAS WORKFORCE INVESTMENT COUNCIL MEETING

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

**Friday, March 6, 2015
MINUTES**

MEMBERS PRESENT

Sharla Hotchkiss (Vice Chair), Robert Cross, Bryan Daniel, Mark Dunn, Carmen Olivas Graham, Thomas Halbouty, Richard Hatfield, Robert Hawkins, Larry Jeffus, Matthew Maxfield, Reagan Miller [Designee for Larry Temple], Richard Rhodes, Joyce Delores Taylor, Garry Tomerlin [Designee for Raymund Paredes], and Veronda Durden [Designee for Kyle Janek]

MEMBERS ABSENT

Wes Jurey (Chair), Mark Barberena, Paul Jones, Kyle Janek, Raymund Paredes, Larry Temple, and Michael Williams

WELCOME AND ANNOUNCEMENTS

Vice Chair Sharla Hotchkiss called the meeting to order at 9:03 a.m.

Ms. Hotchkiss extended a general welcome to members and guests, and thanked Dr. Rhodes for hosting the meeting. She invited him to comment.

Vice Chair Hotchkiss then conveyed the Chairman's apologies for his weather-related absence. She welcomed new member, Bryan Daniel, executive director of Economic Development and Tourism in the Office of the Governor. She also welcomed the members of the Council's System Integration Technical Advisory Committee (SITAC) who were in attendance to participate in the work session. Ms. Hotchkiss asked them to stand and introduce themselves.

Ms. Hotchkiss reminded members that the day's meeting would consist of a work session to continue development of the next strategic plan for the Texas workforce system. She announced that the business portion of the meeting would be held prior to the work session.

PUBLIC COMMENT

No public comment.

APPROVAL OF MINUTES—ACTION

Vice Chair Hotchkiss asked if there were any changes to the December 5, 2014, minutes. Hearing none, she called for a motion. Mr. Hawkins recommended approval of the minutes. Ms. Taylor seconded the motion. Dr. Graham abstained. The minutes were approved by unanimous voice vote.

REPORTS, ACTIONS, AND BRIEFINGS

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

Vice Chair Hotchkiss reported that the Executive Committee had not met the day before due to the bad weather. She noted, however, that since the Council's strategic planning workshop in September, the committee has met twice to consider, refine, and finalize the draft language for the vision and mission statements for which Council staff sought members' feedback. She further reported that the committee also categorized the cross-agency issues created by SITAC in June and September, which encompass all of the issues and opportunities noted by system partners during the listening sessions, and are now the goal areas—a key structural element of the plan. Ms. Hotchkiss told members that Ms. Rector would brief members on this work in her introduction to the day's strategic planning session.

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

Vice Chair Hotchkiss called on the Apprenticeship and Training Advisory Committee (ATAC) chairman, Robert Cross, to give his report on the ATAC meeting.

Mr. Cross reported that ATAC members received five presentations. Desi Holmes, program specialist at the Texas Workforce Commission, reported on Chapter 133 apprenticeship training programs. Duane Hiller, community and technical colleges program director at the Texas Higher Education Coordinating Board, updated members on the agency's recommendations to the legislature regarding the apprenticeship program. Dr. Phillip McEndree, associate professor of education at Texas A&M University and instructor training contractor, reported on Chapter 133 apprenticeship instructor training activities. Dudley Light, state director of the U.S. Department of Labor's Office of Apprenticeship, reported on federal apprenticeship initiatives. Mr. Cross noted that the committee would meet again on September 10, 2015, in Austin.

Mr. Cross said that members also discussed the FY 2016 formula funding for apprenticeship training programs under Chapter 133 of the Texas Education Code. Mr. Cross motioned that the Council approve the following FY 2016 formula funding:

1. The contact-hour rate for apprenticeship training programs for FY 2016 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 2015.
3. \$28,000 of the FY 2016 appropriation be set aside for apprenticeship instructor training.

Consideration of Fiscal Year 2016 Apprenticeship Funding Formula Recommendations (Action Item)

Vice Chair Hotchkiss restated Mr. Cross' motion to approve the FY 2016 funding formulas for apprenticeship training programs funded under Chapter 133 of the Texas Education Code. Mr. Hatfield seconded the motion. There was no further discussion. The motion was approved by unanimous voice vote.

Consideration of the Senior Community Service Employment Program State Plan (Program Years 2014–2017) as a Modification to the Strategic State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998 (Program Years 2012–2016) (Action Item)

Vice Chair Hotchkiss called on Ms. Rector to introduce the item, who then called on Courtney Arbour of the Texas Workforce Commission (TWC) to brief members on the modifications to the state plan that make Council reconsideration necessary.

Ms. Arbour explained that the main changes consist of updated demographic, labor market, equitable distribution, performance, and services data to minority-participant statistics. Maps were also made

accessible by adding that data in table formats. Some strategies, including employer outreach, were streamlined for increased efficiency.

Vice Chair Hotchkiss called for a motion to approve the Senior Community Service Employment Program State Plan (Program Years 2014–2017) as a Modification to the Strategic State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998 (Program Years 2012–2016). Mr. Jeffus so moved. Mr. Daniel seconded the motion. The motion was approved by a unanimous voice vote.

Briefing on the 84th Texas Legislative Session – Preliminary Report

Ms. Hotchkiss reminded members that the legislative session is under way and that it is of special interest to the Council as Governor Abbott has placed a priority on jobs, the economy, and education. In addition, the Council and several of its partner agencies are nearing the conclusion of their reviews by the Sunset Advisory Commission. She then called on Council staff, Kristin McEntyre, to brief members on recent legislative activity.

Ms. McEntyre reported that 3,028 bills had been filed as of the previous afternoon, and that Council staff is currently tracking 20. She referred members to the list of those bills in their briefing book and reported that the deadline for filing bills is March 13. Ms. McEntyre then highlighted three bills of interest and noted that Ms. Rector would be briefing members on House Bill 1606 and its companion bill, Senate Bill 209—the Council’s Sunset bills.

Briefing on Estimating the Return on Investment for Workforce Systems

Vice Chair Hotchkiss reminded members that this topic had been discussed at the last Council meeting. She called on Ms. Rector to introduce the item. Ms. Rector then called on Council staff, Andy Rottas, to brief Council members.

Mr. Rottas began with a refresher on what constitutes return on investment (ROI) and the special considerations that must be made when determining ROI for workforce programs and systems. He discussed six recent workforce policy ROI studies. He concluded by delineating seven points that should be considered when designing an ROI study, including: methodology; data; collaborative input; value of a system-level approach; context; use of longitudinal data; and strong state leadership.

Briefing on the Status of Sunset Review

Vice Chair Hotchkiss called on Ms. Rector to update members on the Council’s Sunset review. Ms. Rector gave a quick overview of the Sunset review process to date. On December 10, 2014, the Sunset Advisory Commission held a public hearing to receive Sunset staff recommendations, Council response, and invite public comment. It was recommended that the Council continue for 12 more years, and that the roles and functions of the Texas Skill Standards Board (TSSB) be transferred to the Council.

Council Chair, Wes Jurey, and TSSB Chair, Wayne Oswald, testified to the committee on their agreement with these recommendations. On January 14, 2015, the commission approved these recommendations to be forwarded to the legislature. On February 18, 2015, House Bill 1606—relating to the continuation and functions of the Texas Workforce Investment Council, including assumption of the duties of the Texas Skill Standards Board—was filed. Its companion bill, Senate Bill 209, was filed on February 25, 2015.

Briefing on Workforce Innovation and Opportunity Act Requirement for a State Unified Plan

Vice Chair Hotchkiss called on Ms. McEntyre to brief members. Ms. McEntyre reported that the Workforce Innovation and Opportunity Act (WIOA), the new federal law for workforce program and service delivery, was enacted on July 22, 2014, and repeals the Workforce Investment Act. She then noted the core programs that are required in the next federal strategic state plan. She explained that the WIOA requires submission of a unified or combined state plan—that at a minimum includes the core programs

that she had just outlined—to the U.S. Department of Labor (DOL) that outlines a four-year plan for the workforce investment system. The plan is due on March 1, 2016.

After Ms. McEntyre's presentation, Vice Chair Hotchkiss noted all the work being undertaken by the TWC to meet this planning requirement, as well as the TWC's discussions with the Department of Assistive and Rehabilitative Services (DARS) to include the vocational rehabilitation plan in the unified plan, and asked Ms. Miller and Commissioner Durden if they would like to comment.

At the end of the discussion, Ms. Rector stated that the Council's March 2016 meeting could be moved to February 5, 2016, to provide ample time for approval of the state plan, recommendation to the Governor for his approval, and submission to DOL by March 1, 2016. TWC and DARS representatives indicated their desire for this change and Council members agreed that the meeting be moved.

INFORMATION AND UPDATES

Vice Chair Hotchkiss reminded members to note the information in the back of the briefing book and called for a 10-minute break.

WORK SESSION

Vice Chair Hotchkiss announced the beginning of the day's work session on the development of the new workforce system strategic plan. She reported that members would hear from seven of the Council's eight agency partners on their proposed actions, timeline, and metrics for each of their strategies. Ms. Hotchkiss introduced Lisa Sullivan, of INFUSE Corporation in Austin, as the facilitator of the day's work session and called on Ms. Rector to walk members through the session schedule. After covering the work completed by the Executive Committee as the Council's strategic planning committee and brief comments on the workshop process, Ms. Rector yielded the floor to Ms. Sullivan who then began the work session.

ADJOURN

Vice Chair Hotchkiss called for final announcements and comments. She then called for a motion to adjourn the meeting. Mr. Hatfield moved to adjourn. Ms. Taylor seconded the motion. The motion was approved by a unanimous voice vote. The meeting adjourned at 1:52 p.m.



**TWIC ACTION ITEM
MEMORANDUM**

REF:LR.twic.II3.060515

TO Council Members

SUBJECT Draft Fiscal Years 2016-2019 Strategic Plan for the Texas Workforce System

Introduction

The Texas Workforce Investment Council (Council) will consider approval of the draft workforce system strategic plan for release for public review and comment. The draft strategic plan for the Texas workforce system will cover the fiscal years (FY) from September 1, 2015 to August 31, 2019. This plan is built on issues in the current and future workforce environment identified by the Council and its partner agencies. As with the current strategic plan, *Advancing Texas*, this system plan will contain agency action plans to enhance achievement of the system objectives identified in the plan.

Background

Chapter 2308.104 of the Texas Government Code mandates the Council to develop a "single strategic plan that establishes the framework for budgeting and operation of the workforce development system." The plan must include goals, objectives and performance measures for the workforce system that involve programs of all state agencies that administer workforce programs. Senate Bill 429, passed by the 77th Legislature, established the following state agencies as the workforce development system partners: Texas Workforce Commission, Texas Education Agency, Texas Higher Education Coordinating Board, Economic Development and Tourism, Texas Health and Human Services Commission - Department of Assistive and Rehabilitative Services, Texas Juvenile Justice Department, Texas Department of Criminal Justice - Windham School District, and Texas Veterans Commission.

State statute also directs the Council to "develop and implement immediate and long-range strategies to address problems identified within the workforce system." The Council is to assign responsibilities and timelines for completion to partner workforce agencies for each long-range strategy developed.

The FY 2016 to FY 2019 strategic plan for the Texas workforce system will fulfill these legislative mandates and will include actions and performance measures to guide accomplishment of the goals and objectives developed by the Council in collaboration with its workforce system partner agencies.

Attachment

1. The Texas Workforce System Strategic Plan FY 2016-FY 2019

Discussion

The FY 2016-FY 2019 Strategic Plan for the Texas Workforce System focuses on the vision of the current and future system, and the issues that must be addressed to strengthen that system, as articulated by the Council, its agency partners, and employers.

Process

The eight (8) partner agencies have been directly involved in the strategic planning activities in collaboration with the Council through representation on the Council, on the System Integration

Technical Advisory Committee (SITAC), and through listening sessions conducted over the past 20 months. The Council's commitment to developing an inclusive, systems-approach strategic plan that is built on the key issues and opportunities identified by partner agencies during the listening sessions, has resulted in the draft plan under consideration and was achieved through:

- Early involvement of all system partners.
- Continuous opportunities to obtain input from Council members and system partners.
- On-going communication regarding processes and outcomes to Council members and system partners.
- Developing a shared understanding and alignment of priorities, objectives, and desired outcomes.
- A common action and reporting framework for use across all system, program, and service components included in the plan.

Development Timeline

March 2013- June 2014	The Council conducts listening sessions to identify key issues and opportunities that must be addressed in the next five to eight years.
July 2014	Agency strategic plans under review as part of internal-external assessment and issue and opportunity validation.
September 2014	Chairman Jurey designates the Executive Committee as the Council's strategic planning committee.
September 2014	Council and SITAC draft preliminary vision and mission.
December 2014	Executive Committee reviews and amends language for vision, mission, and system goals; considers prioritized issues for the system.
January 2015	Vision, mission, and goal areas sent to Council members for review and comment.
March 2015	Executive Committee finalizes goals, system objectives, and agency strategies. Council considers goals, system objectives, and agency strategies, and hears the proposed actions, timelines, and performance measures for each strategy from each agency responsible for the strategy.
April 2015- May 2015	Discussions with each agency to refine its proposed actions, timelines, and performance measures.

While performance measurement specifics will not be negotiated and finalized with partner agencies until early in fiscal year 2016, proposed measures are included in the draft plan. These measures meet the statutory requirement for the Council to include "less formal" measures in the plan. These measures are those for which data must be collected to determine the success of the implementation of the strategic plan. Also included in the plan are the "formal" measures required by statute. These are those measures that are essentially consistent across all workforce programs and for which the Council is responsible for developing and maintaining a comprehensive system of data gathering and reporting. These formal measures include: educational achievement, entered employment, employment retention, and customers served. A brief discussion of the performance measurement for the plan is included in the plan itself.

Implementation

The implementation of the plan will be iterative in nature and will include: a review and update of the plan and progress on the agency strategies and system objectives. Updates of the plan will occur when changes are necessary due to changes in the environment, development of additional actions or objectives, or where performance targets have been achieved and must be reset.

Next Steps

Upon approval by the Executive Committee on June 4, 2015, recommendation to the Council by that committee, and approval by the Council on June 5, the draft plan will be published on the Council's website for a public review and comment period of two weeks. Following the public comment period, Council staff will summarize relevant feedback and provide that summary to the Chair and Executive Committee for final changes to the plan.

Over the summer, Council staff will continue to work with partner agency representatives to refine actions and timelines where necessary, and to begin to document the definitions and methodologies for both formal and less formal performance measures. The final plan will be presented at the September 11, 2015 Council meeting for consideration and approval. Following Council approval, the plan will be forwarded to the Governor for his consideration and final approval.

Recommendation

It is recommended that the Council approve the draft FY 2016-FY 2019 Strategic Plan for the Texas Workforce System for release for public review and comment.

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THE TEXAS WORKFORCE SYSTEM STRATEGIC PLAN FY 2016–FY 2019

Abstract

The strategic plan for the Texas workforce system was developed by the Texas Workforce Investment Council and its system partners over a nine-month period from September 2014 to June 2015. Texas Government Code, Section 2308.104 charges the Council with developing a single strategic plan for the state's workforce system. The plan is intended to guide system partners in implementing workforce programs, services, and initiatives designed to achieve the system strategies, objectives, and goals that are outlined in this document.

The Texas Workforce System Strategic Plan (Draft)
FY 2016–FY 2019

Executive Summary	TBD
Terminology	2
Preface	4
Statutory Charge for a Single Texas Workforce System Strategic Plan	6
The Workforce System Plan Architecture Focus and Intent Overarching Strategic Imperatives	8
Key Consultations in Developing the FY 2016–FY 2019 Strategic Plan	11
The Texas Workforce Environment: Key Issues	13
Cross-Partner Issues and Opportunities	18
Pulling the Plan Together System Goals, System Objectives, and Partner Strategies Partner Agency Action Planning Organization	19
Vision and Mission	20
Goal Area #1: Focus on Employers	21
Goal Area #2: Engage in Partnerships	31
Goal Area #3: Align System Elements	37
Goal Area #4: Improve and Integrate Programs	43
Measuring Performance—Plan Implementation and System Outcomes Formal Measures Less Formal Measures	48
Appendix A: Issues Identified in Pre-Planning Consultation Sessions	49
Appendix B: Strategic Plan Architecture Matrix	52

Terminology

Fiscal Year

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

Formal Measures

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

Less Formal Measures

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

Mission

A mission helps an organization to:

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

System Goal Narratives

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

System Goals

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

System Integration Technical Advisory Committee (SITAC)

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

System Measures

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

System Objectives

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

Texas Workforce Partner Action Plans

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

Texas Workforce System Partners

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

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

Texas Workforce System Partner Strategies

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

Vision

This vivid, idealized description should inspire, energize, and create a mental picture that:

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

Preface

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

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

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

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

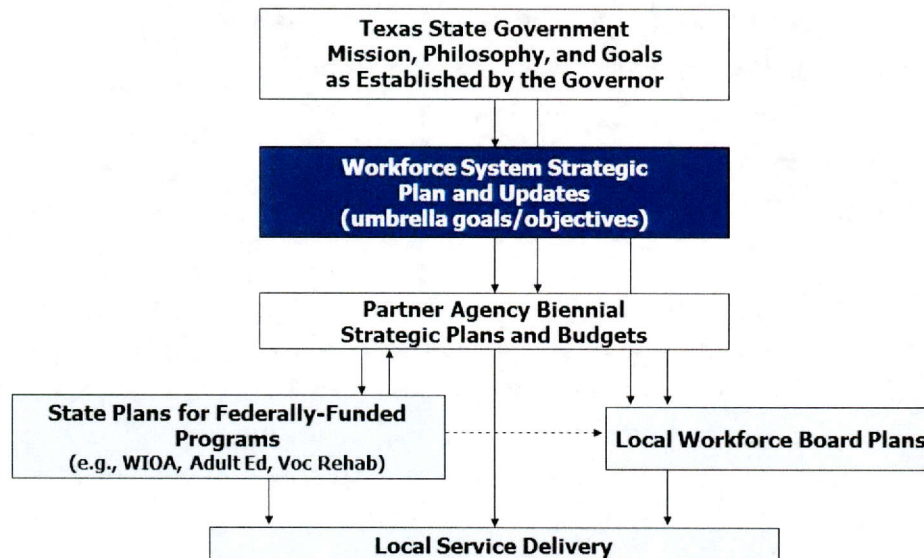
While the system strategic plan is intended to guide system partners in implementing workforce programs, services, and initiatives, it is not intended to duplicate partner

agency strategic plans. Rather, the system plan is strategic in nature and is focused on the *system*, and is designed to focus on the most critical outcomes that will make significant progress in achieving the system vision.

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

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

Linking Key Texas Workforce Plans



Statutory Charge for a Single Texas Workforce System Strategic Plan

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

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

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

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

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

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

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

Advancing Texas: Strategic Plan for the Texas Workforce System (FY 2010–FY 2015). The fourth system strategic plan targeted activities that would improve and enhance system performance, reduce redundancy, and assist workforce partners to work more cohesively toward the overall mission of the Texas workforce system. Currently in year six of the six-year implementation period, this plan will end on August 31, 2015.

The Workforce System Plan Architecture

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

The primary audience for the system strategic plan is the Council's partner agencies with workforce programs and services. Covering the period of September 1, 2016–August 31, 2019, the system strategic plan has been devised on a four-year timeframe to align with new federal workforce legislation, which requires each state to submit a state strategic plan to the U.S. Department of Labor by March 1, 2016.

Focus and Intent

In developing the Texas workforce system strategic plan for FY 2016–FY 2019, the Council and its system partners built upon *Advancing Texas FY 2010–FY 2015*. Using a modified planning framework, plan development efforts focused on identifying critical issues and opportunities, which in turn were recast as system objectives. These system-level objectives require collaboration or alignment of programs, initiatives, and outcomes to achieve the stated objective. Structured to avoid duplication with partner agency strategic plans, the system strategic plan identifies and magnifies those key future achievements that are critical to the success of the Texas workforce system in serving its customers.

Overarching Strategic Imperatives

As part of this process, several strategic imperatives became apparent as key characteristics that serve as foundational or core elements that represent a best-in-class workforce system. These three imperatives serve as cornerstones upon which the capacity of the Texas workforce system should be built in order to successfully identify and respond to changing market conditions and needs of the workforce system customers. These overarching strategic imperatives are core competencies that must be embedded in all system elements to achieve this plan's vision and mission. Therefore, it is a key tenet of this plan that all workforce system partners have core competencies in and a commitment to:

- Customer Service and Satisfaction

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

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

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

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

- Data-Driven Program Improvement

Program and other data from across the workforce system are critical in evaluating the extent to which workforce system programs, services, and products are meeting the needs of customers and stakeholders. The collection of key data, as well as the reporting and analysis of that data—in a consistent and useful manner—are essential to demonstrate outcomes, determine if changes are required or desired, and to establish benchmarks for future performance. To achieve these data-related organizational competencies relative to the performance measures noted in this

plan, it is recognized that partner agencies may need to build or modify their existing data systems. By doing so, the Texas workforce system can measure what matters most and build the collection and analysis capabilities that are missing.

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

- Continuous Improvement and Innovation

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

- Research and assess best-in-class practices throughout industry and workforce systems nationally and internationally.
- Incorporate promising practices from outside the Texas workforce system.
- Analyze program and system performance and move quickly to correct the course, when appropriate, as indicated by empirical data and information.
- Streamline data, information, communications, and decision-making capabilities to ensure improvement and innovation become embedded into all system elements by ensuring core competencies are developed and nurtured throughout the system.

Key Consultations in Developing the FY 2016–FY 2019 Strategic Plan

In early 2013, the Council, in collaboration with its system partners, embarked on a collaborative process to develop the FY 2016–FY 2019 Texas workforce system strategic plan. Utilizing the framework and outcomes of its previous plan, *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010–FY 2015*, the Council developed a process to build off of an initial phase that involved several activities to gather information on issues and opportunities that are of strategic significance over the next five to eight years.

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

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

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

The Texas Workforce Environment: Key Issues

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

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

- Educational Programs of Study
- Adult Education
- Changing Demand for Middle-Skill Workers
- Increasing Demand for Industry Certifications for Texas Workers
- Demand-Driven Programs and Services
- Education System Coordination and Alignment

Educational Programs of Study

In Texas, career and technical education and programs of study are guided by federal and state law and require consistent and ongoing collaboration by the Texas Education Agency and the Texas Higher Education Coordinating Board. Administered through these two partner agencies, these efforts are designed to ensure that the critical linkages between secondary and postsecondary career pathways and dual credit are providing seamless transitions and transfer options. The goal of these efforts is a higher completion and graduation rate, thereby increasing the number of individuals with a diploma or degree, as well as nontraditional credentials that are in high demand in both today's job market and the future.

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

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

Adult Education

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

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

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

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

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

Changing Demand for Middle-Skill Workers

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

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

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

Increasing Demand for Industry Certifications for Texas Workers

Over recent years, the role, purpose, and value of industry certifications has changed dramatically. While a number of licensure, certificate, and certifications are all under the larger umbrella of workforce credentials, the current workforce landscape in Texas points to the growing role industry certifications particularly play for improving workforce outcomes.

The distinction between licenses, certificates, and certifications is important because each play a vital role in workforce development. As defined by the National Organization for Competency Assurance standard 100, licenses and certificates are

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

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

Demand-Driven Programs and Services

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

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

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

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

Education System Coordination and Alignment

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

Cross-Partner Issues and Opportunities

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

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

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

Pulling the Plan Together

On the following pages, the workforce system strategic plan is organized and presented by goal area. Following the vision and mission, each goal area is presented and includes the associated system objectives, the agency responsible for implementing the specified partner strategy, the action that must be carried out to achieve the partner strategy and to contribute to achievement of the system objective, and performance measures.

System Goals, System Objectives, and Partner Strategies

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

Partner Agency Action Planning

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

Organization

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

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

VISION

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

MISSION

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

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

Goal Area #1: Focus on Employers

By improving access to critical education and labor data sets, employers can better find and plan for skilled workers to meet their needs in both the immediate timeframe and the future. Through greater engagement with employers, education and training providers can better design career and technical education content and delivery options that are more aligned with industry needs. Providers can make adjustments in program content to benefit employers and students, as well as address both state and regional economic needs. Enhanced outreach can attract potential workers from under-represented groups such as veterans and people with disabilities.

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

System Objective

Increase business and industry involvement.

Strategy

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

Agency Partner

Texas Veterans Commission

Action	Start Date	End Date
Integrate with Texas Workforce Commission business service units across the state.	Ongoing	FY 2019
Partner with employers and veteran service organizations on hiring events.	Ongoing	FY 2019
Participate in corporate events, panel discussions, and presentations.	Ongoing	FY 2019
Partner with employer organizations, the Society for Human Resource Management, and chambers of commerce.	Ongoing	FY 2019
Conduct employer satisfaction survey, analyze survey data, and evaluate ways to improve outreach programs to employers.	Ongoing (semi-annual)	FY 2019 (semi-annual)

Performance Measure

- Employer rate of satisfaction

System Objective

Increase business and industry involvement.

Strategy

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

Agency Partner

Texas Education Agency

Action	Start Date	End Date
Involve business and industry representatives on committees for the review and revision of the Texas Essential Knowledge and Skills for career and technical education.	Initiate next review cycle	Date set by the State Board of Education
Solicit informal feedback and public comment on drafts of Texas Essential Knowledge and Skills for career and technical education from specific business and industry representatives.	Initiate next review cycle	Date set by the State Board of Education
Identify and review relevant industry-based certifications, and incorporate examples into the revision of programs of study content.	Ongoing	FY 2019
Request assistance from the Texas Workforce Commission in soliciting business and industry input on revised programs of study.	Ongoing	FY 2019

Performance Measures

- Percent of committee members represented by business and industry
- Percent of revised programs of study reviewed by business and industry

System Objective

Expand licensure and industry certification.

Strategy

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

Partner Agency

Texas Workforce Commission

Action

Start Date End Date

Expand training strategies and options to increase industry-based certifications offered in response to employer-defined needs by working through local workforce boards to identify certifications that support local employers and building capacity to provide those certifications.

FY 2016

FY 2017

Performance Measure

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

System Objective

Expand licensure and industry certification.

Strategy

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

Agency Partner

Texas Education Agency

Action**Start Date End Date**

Collect third-party industry-based certification information on the Perkins performance evaluation report.	Ongoing- annual analysis	FY 2019- annual analysis
Identify and include third-party industry-based certifications, as relevant, as examples in revised programs of study.	Ongoing	FY 2019

Performance Measures

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

System Objective

Expand licensure and industry certification.

Strategy

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

Agency Partner

Texas Higher Education Coordinating Board

Action	Start Date	End Date
Identify and incorporate industry-based certifications as milestones in programs of study.	FY 2016	FY 2019
Consider industry-based certifications as potential success points in formula/performance funding.	FY 2019	FY 2019
Revise existing Workforce Education Course Manual course review process to include discipline-specific professional development to encourage statewide adoption and use of industry-based certifications.	FY 2016	FY 2019

Performance Measures

- The number of career and technical education completers receiving a third-party industry-based certification
- Type and number of third-party, industry-based certifications successfully completed by program participants

System Objective

Expand licensure and industry certification.

Strategy

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

Agency Partner

Texas Veterans Commission

Action	Start Date	End Date
Work with regulatory agencies to use the Texas Department of Licensure and Regulation’s primer for developing service credit for occupational licensing as a guide for accurately evaluating military service credit by developing standardized training for other regulatory agencies to adopt and tailor for their specific agency.	Ongoing	FY 2019
Work with regulatory agencies to establish a process for a military service member or veteran to submit an application for a license or apprenticeship and to obtain credit for verified military experience, service, training, or education.	Ongoing	FY 2019
The agency will work with regulatory agencies to post those Military Occupational Standard classifications or designators that correspond to licensed occupations to establish a clear support system to ensure as many veterans as possible are aware of job options.	Ongoing	FY 2019

Performance Measure

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

System Objective

Expand licensure and industry certification.

Strategy

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

Agency Partner

Windham School District (Texas Department of Criminal Justice)

Action	Start Date	End Date
Continue to develop and maintain partnerships between industry and the Windham School District in order to provide certifications to students that will fulfill job requirements in the current workforce market.	FY 2016	FY 2016
Expand the number of career and technical education classes providing industry standard certifications.	FY 2016	FY 2019
Expand the career and technical education programs offered by Windham School District, and evaluate program effectiveness.	FY 2016	FY 2019

Performance Measures

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

System Objective

Expand licensure and industry certification.

Strategy

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

Agency Partner

Texas Education Agency

Action	Start Date	End Date
Align Texas Essential Knowledge and Skills to industry-based certifications, where relevant.	Ongoing	FY 2019
Include industry certifications as examples in programs of study and college and career planning guides.	Ongoing	FY 2019
Identify industry certifications offered by Early College High Schools.	Ongoing	FY 2019
Design processes for career and technical education programs of study that identify relevant industry certifications and licenses and incorporate related career and skill information into program content where appropriate.	Ongoing	FY 2019

Performance Measure

Not applicable—qualitative

System Objective

Expand licensure and industry certification.

Strategy

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

Agency Partner

Texas Higher Education Coordinating Board

Action	Start Date	End Date
Develop discipline specific statewide advisory groups to provide input concerning skills, certifications, and licenses required by business and industry.	Varies by program disciplines	FY 2019
Construct processes to develop and revise programs of study that identify relevant industry-based certifications and licenses, as well as the occupational information that can be incorporated into those programs.	FY 2016	FY 2019
Provide statewide professional development workshops by discipline to share best practices and improve student outcomes.	FY 2018	FY 2019

Performance Measure

Not applicable—qualitative

Goal Area #2: Engage in Partnerships

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

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

System Objective

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

Strategy

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

Agency Partner

Department of Assistive and Rehabilitative Services (Health and Human Services Commission)

Action	Start Date	End Date
Develop and expand partnerships with system partners, including independent school districts, educational service centers, community and technical colleges, stakeholders, and employers to increase the availability and coordination of work-based learning opportunities such as work experience, pre-apprenticeship, apprenticeship, internship, job shadowing, and on-the-job training.	FY 2016	FY 2018
Develop and implement a coordinated approach to serving employers through collaboration with local workforce boards and workforce centers.	FY 2016	FY 2019
Expand collaboration with state and federal partners to increase engagement of employers, including federal contractors, to promote awareness, recruitment, hiring, and retention of qualified individuals with disabilities.	FY 2016	FY 2017
Expand partnerships with federal, state, and local partners, such as the Veterans Administration and community mental health service providers, to enhance collaboration and coordination of services for veterans with disabilities.	FY 2016	FY 2019

Performance Measures

- Number of consumers participating in work-based learning activities
- Number of employers that are federal contractors that hire vocational rehabilitation consumers

System Objective

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

Strategy

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

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
Conduct regional identification and planning in cooperation with local workforce boards and in accordance with the Workforce Innovation and Opportunity Act.	FY 2016	FY 2017
Conduct planning in cooperation with vocational rehabilitation services, in accordance with the Workforce Innovation and Opportunity Act.	FY 2016	FY 2016
Increase collaborations with the Texas Higher Education Coordinating Board and the Texas Education Agency to increase access to consumer information and to develop, implement, and support effective education and training models.	FY 2016	FY 2019

Performance Measures

- Percent of individuals co-enrolled in vocational rehabilitation and workforce programs who enter employment
- Number of education and training initiatives launched through partnerships between the Texas Workforce Commission, the Texas Education Agency, and the Texas Higher Education Coordinating Board

System Objective

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

Strategy

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

Agency Partner

Texas Workforce Commission

Action	Start Date	End Date
Enhance collaboration between federally funded adult education and literacy grantees and local workforce boards.	FY 2016	FY 2019
Improve the capacity of community-based providers not receiving adult education and literacy funds to provide adult education and literacy services and to effectively coordinate services with federally funded adult education and literacy grantees.	FY 2016	FY 2017
Develop and implement a student referral system between federally funded adult education and literacy providers and community and technical colleges to assist individuals seeking adult education services find a program responsive to their needs. If deemed appropriate, consider integration of community-based providers into the referral system.	FY 2016	FY 2019

Performance Measures

- Number of training opportunities provided to community-based organizations
- Number of attendees at trainings

System Objective

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

Strategy

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

Agency Partner

Texas Higher Education Coordinating Board

Action	Start Date	End Date
Increase the number of community and technical colleges providing targeted adult education services that transition students into higher education.	FY 2016	FY 2019
Provide statewide program support and professional development to improve targeted adult education services provided through community and technical colleges.	FY 2016	FY 2019
Increase the number of community and technical colleges partnering with local adult education and literacy providers to support the transition of students into and through higher education.	FY 2016	FY 2019
Develop and implement a student referral system between federally funded adult education and literacy providers and community and technical colleges to assist individuals seeking adult education services find a program responsive to their needs. If deemed appropriate, consider integration of community-based providers into the referral system.	FY 2016	FY 2019

Performance Measures

- Educational attainment rate of students successfully completing Accelerate TEXAS programs at community and technical colleges
- Entered employment rate of students successfully completing Accelerate TEXAS programs at community and technical colleges
- Number of students successfully completing non-course-based options (NCBOs) at community and technical colleges

System Objective

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

Strategy

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

Agency Partner

Windham School District (Texas Department of Criminal Justice)

Action	Start Date	End Date
Develop partnerships with employers and implement pre-employment career and technical education programs to meet needs of employers for potential student employment.	FY 2016	FY 2019
Expand opportunities for offenders, pre- and post-release, through career expos and reentry job fairs to access service providers and employment in order to reenter society successfully.	FY 2016	FY 2018
Continue to provide access and develop awareness of employment opportunities, service providers, and employer surveys on the Windham School District website.	FY 2016	FY 2019
Establish employer survey on pre-employment career and technical education activities and hiring experiences.	FY 2016	FY 2019 (semi-annually)

Performance Measure

- Rate of employer satisfaction

Goal Area #3: Align System Elements

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

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

System Objective

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

Strategy

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

Agency Partner

Texas Education Agency

Actions**Start Date End Date**

Collaborate with the Texas Higher Education Coordinating Board to develop and implement programs of study to facilitate secondary to postsecondary student transition.	Ongoing	FY 2019
Align secondary and postsecondary programs of study systems by working with the Texas Higher Education Coordinating Board.	Ongoing	FY 2019
Collaborate with the Texas Higher Education Coordinating Board to develop and adopt policies and procedures that facilitate consistent credit transfer from secondary- to postsecondary-based programs of study.	Ongoing	FY 2019
Enhance programs of study by including statewide-articulated, Advanced Technical Credit, and Workforce Education Course Manual courses.	Ongoing	FY 2019
Provide training to secondary administrators, counselors, and teachers in the proper use of programs of study.	Ongoing	FY 2019
Collaborate with relevant state agencies to align policies related to workforce education.	Ongoing	FY 2019

Performance Measure

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

System Objective:

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

Strategy

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

Partner Agency

Texas Higher Education Coordinating Board

Action	Start Date	End Date
Develop and adopt programs of study that provide a coordinated non-duplicative sequence of secondary and postsecondary academic and career and technical education courses designed to help students transition seamlessly from high school to a public community or technical college.	FY 2016	FY 2019
Expand and support program of study initiatives and the adoption of a common group of Workforce Education Course Manual courses per discipline through a single Perkins Leadership project and relevant advisory committees.	FY 2017	FY 2017
Align secondary and postsecondary programs of study systems by working with the Texas Education Agency.	FY 2018	FY 2019
Facilitate consistent credit transfer from secondary to postsecondary based on programs of study by working with the Texas Education Agency to develop and adopt relevant policies, procedures, and rules.	Ongoing	FY 2019

Performance Measures

- Career and technical education time to degree
- Programs of study adoption rate by community and technical colleges

System Objective

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

Strategy

Enhance transition services for students and youth with disabilities to employment or postsecondary education and training then employment.

Agency Partner

Department of Assistive and Rehabilitative Services (Health and Human Services Commission)

Action	Start Date	End Date
Evaluate, identify, and implement revisions to vocational rehabilitation program policy, procedures, and staffing strategies to improve consistency and effectiveness in the delivery of transition services for students and youth with disabilities.	FY 2016	FY 2016
Develop and deploy a core group of subject matter experts to assist in implementation of program improvements in transition services, including the development and coordination of training and guidance to increase staff capacity to assist students and youth with disabilities.	FY 2016	FY 2017
Collaborate with other states, providers, and system partners to develop policy, curriculum, resources, and staff capacity to enhance provision of transition services for students and youth with disabilities. Transition services include but are not limited to career exploration, work-based learning experiences, counseling on opportunities for postsecondary education and training, job readiness skills training, and self-advocacy instruction.	FY 2016	FY 2019

Performance Measures

- Number of students and youth with disabilities participating in transition services
- Percent of students and youth with disabilities who participated in transition services and subsequently enrolled in postsecondary education and training
- Percent of students and youth with disabilities who participated in transition services and subsequently entered employment

System Objective

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

Strategy

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

Partner Agency

Texas Higher Education Coordinating Board

Action	Start Date	End Date
Solicit input from business and industry in the identification of essential knowledge, skills, and abilities required for each program of study.	Ongoing	FY 2019
Conduct discipline-specific workshops with faculty to identify common program-level learning outcomes and common sequences of courses.	FY 2016	FY 2019
Publish statewide programs of study on the Texas Higher Education Coordinating Board's websites, distribute widely to other state agencies, and link to other career and technical education and workforce activities.	FY 2016	FY 2019
Revise existing rules, policies, and protocols to include adoption of programs of study.	FY 2016	FY 2016
Reduce number of Workforce Education Course Manual courses offered at only one or two colleges.	FY 2018	FY 2019

Performance Measure

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

System Objective

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

Strategy

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

Partner Agency

Texas Juvenile Justice Department

Action**Start Date End Date**

Contact local community colleges and technical schools to broker working relationships and begin discussions regarding dual credit opportunities.

FY 2016 FY 2016

Meet with community college and technical school representatives to outline requirements needed to assess dual credit opportunities.

FY 2016 FY 2016

Gather and provide teacher credential and other information and material request.

FY 2016 FY 2016

Coordinate and host meetings between instructors of eligible career and technical education programs and college or technical school representatives to address curriculum and data reporting.

FY2016 FY 2016

Implement dual credit courses for eligible students.

Timeline: upon completion of instructor accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools.

Performance Measures

- Number of career and technical education programs and instructors approved for dual credit offerings
- Number of students successfully completing dual credit career and technical education courses

Goal Area #4: Improve and Integrate Programs

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

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

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

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

Partner Agency

Texas Juvenile Justice Department

Action	Start Date	End Date
Identify and implement a web design course that can be taught within a correctional infrastructure.	Ongoing	FY 2016
Implement a blended learning environment with a secure student wireless network driven by Google Apps for education and mobile devices.	Ongoing	FY 2016

Performance Measures:

- Number of additional career and technical education programs
- Number of students enrolled and using technology for course content delivery
- Number of mobile devices deployed

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

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

Partner Agency

Texas Workforce Commission

Action	Start Date	End Date
Expand self-service and distance learning options for the delivery of workforce services, including adult education and literacy services and professional development for child care providers and adult education and literacy service providers.	FY 2016	FY 2019
Enhance ease of access to and use of labor market information tools to address the needs of multiple audiences, including job seekers, employers, students, researchers, and other workforce stakeholders.	FY 2016	FY 2017

Performance Measures

- Number of labor market information products produced or enhanced
- Utilization rate of labor market information products produced or enhanced
- Utilization rate of self-service options
- Percentage of adult education and literacy services grantees and sub-grantees with program employees who complete online professional development
- Percentage of childcare providers with employees who complete online professional development

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

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

Agency Partner

Department of Assistive and Rehabilitative Services (Health and Human Services Commission)

Action	Start Date	End Date
Conduct research and collaborate with stakeholders, providers, and partners to identify best and promising practices in the provision of vocational rehabilitation services to underserved populations, including those with autism, intellectual and developmental disabilities, mental health conditions, and individuals who are deaf-blind.	FY 2016	FY 2018
Develop, pilot, and implement new or revised services and/or service delivery methods to increase employment outcomes for underserved populations.	FY 2017	FY 2019
Build staff and provider capacity to effectively serve underserved populations through development and implementation of policy, standards, guidance, and training.	FY 2018	FY 2019
Collaborate with stakeholders and research best practices to identify and implement improvements in the coordination of information and services to veterans with disabilities.	FY 2016	FY 2019

Performance Measures

- Number of consumers served who have identified as veterans with disabilities
- Total number and percentage of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness who subsequently enter employment
- Number of consumers served, by primary and secondary type of disability

System Objective

Employ enhanced or alternative program and service delivery methods.

Strategy

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

Partner Agency

Texas Workforce Commission

Action**Start Date End Date**

Increase the number of child care providers certified as meeting the Texas Rising Star or other recognized quality rating system standards in the subsidized child care system.

FY 2016 FY 2019

Facilitate the employment outcomes of parents through access to subsidized child care.

FY 2016 FY 2019

Performance Measures

- Percent of child care providers in the subsidized system who are certified as Texas Rising Star provider
- Entered employment rate of parents receiving subsidized child care
- Employment retention rate of parents receiving subsidized child care

Measuring Performance—Plan Implementation and System Outcomes

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

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

Formal Measures

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

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

These include:

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

Less Formal Measures

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

The less formal measures for the FY 2016–FY 2019 strategic plan implementation period include all performance measures noted in the agency action plans, found on pages 21–47, in the goal sections of this strategic plan.

Appendix A

Issues Identified In Pre-Planning Consultation Sessions

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

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

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

Appendix B

Strategic Plan Architecture Matrix

System Goal	System Objectives	Accountable Agency Partners	Partner Strategies
Focus on Employers	Increase business and industry involvement.	TVC	Expand outreach programs to employers to assist veterans to find quality employment.
		TEA	Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.
	Expand licensure and industry certification.	TWC TEA THECB TVC TDCJ	Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.
		TEA THECB	Align career and technical education program content and outcomes with third-party, industry-based certifications.
Engage in Partnerships	Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.	DARS	Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers.
		TWC	Create greater access and effective services by promoting collaboration and regional planning.
		TWC THECB	Increase access to, referral between, and outcomes of adult education programs and services.
		TDCJ	Establish and leverage regional employer partnerships to benefit students pre- and post-release.
Align System Elements	Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	TEA THECB	Develop and implement programs of study in community and technical colleges and align with secondary programs of study.
		DARS	Enhance transition services for students and youth with disabilities to employment or postsecondary education and training then employment.

	Develop and implement policies and processes to ensure portable and transferrable credit and credentials.	THECB	Ensure consistent credit transfer based on programs of study and common technical core curriculum.
		TJJD	Expand career and technical education courses to provide additional opportunities for dual credit.
Improve and Integrate Programs	Employ enhanced or alternative program and service delivery methods.	TJJD TWC	Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.
		DARS	Increase employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.
		TWC	Enhance quality of and increase access to quality subsidized child care to support parents in obtaining and retaining employment.

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: LLP.twic.II4.060515

TO Council Members

SUBJECT *Texas Workforce System Program Directory*

Introduction

The *Texas Workforce System Program Directory (Directory)* is a product of the Texas Workforce Investment Council (Council), which is designed as a tool to 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 tenth edition.

Background

The *Directory* identifies and describes programs administered by the workforce system partner agencies. The Council collects and disseminates funding source information and performance data for 19 workforce programs, as well as five related academic education programs at the secondary and postsecondary levels. The *Directory* serves as a companion document to the workforce system strategic plan and the Council's annual evaluation report to the Governor and the legislature on how well the system is accomplishing state and local workforce goals and objectives.

Partner agencies deliver programs and/or services focused on workforce, education, and training. These programs provide the foundation for much of the Council's work related to system planning, evaluation, and performance measurement. The *Directory* is a reference tool for the Council, system partners, and stakeholders across the state. It is designed to assist the reader 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.

Attachment

1. *Texas Workforce System Program Directory*

Discussion

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

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

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

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

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

Recommendation

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

Texas Workforce System Program Directory

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



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Table of Contents

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

Table of Contents, continued

Secondary Technical Education Windham 38

Supplemental Nutrition Assistance Program Employment and Training 40

Temporary Assistance for Needy Families Choices 42

Section 3: Programs for Youth 45

Secondary Education and Secondary Academic Education Corrections 46

Secondary Career Technical Education and Secondary Technical Education Corrections 48

Youth – Workforce Innovation and Opportunity Act, Title I 52

INTRODUCTION

The Texas Workforce System

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

The Texas Workforce Investment Council (Council) collects and disseminates funding information and performance data on 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, the Texas Department of Criminal Justice, the Texas Education Agency, the Texas Health and Human Services Commission, the Texas Higher Education Coordinating Board, the Texas Juvenile Justice Department, the Texas Veterans Commission, and the Texas Workforce Commission.

The Texas Workforce Investment Council

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

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

Directory Design and Structure

The *Texas Workforce System Program Directory (Directory)* is a tool designed to assist system stakeholders to understand the 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 an overview of services provided, performance measures, and funding flows. As such, the *Directory* serves as a companion document to the system strategic plan and the Council's annual evaluation report to the Governor and the legislature on how well the system is accomplishing state and local workforce goals and objectives.

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

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

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

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

System Measures

Partner agencies submit performance data for applicable Council system measures. These Formal measures are part of the Council's evaluation architecture for the workforce system, and are 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 receive system services, including program participation.

Workforce, Education, and Training Programs

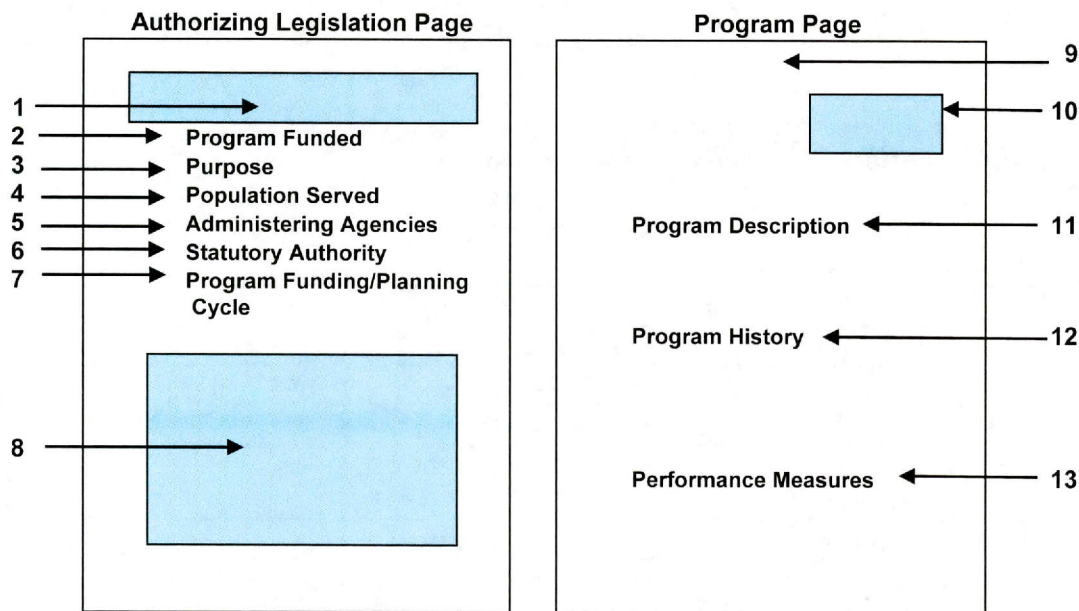
The 19 programs of the Texas workforce system, and the five academic education programs that the Council gathers data on, deliver services to three participant groups with diverse needs: *Adults*, *Adults with Barriers*, and *Youth*. These 24 programs are constituted by federal and state statute and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

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

An Employer-Focused System

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

Directory Layout and Legend



Legend

Authorizing Legislation Page

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

Program Page

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

SECTION 1: PROGRAMS FOR ADULTS

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

Workforce Innovation and Opportunity Act, Title I

Program Funded

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

Purpose

The WIOA provides employment and training services for adults.

Population Served

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

Administering Agencies

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

Statutory Authority

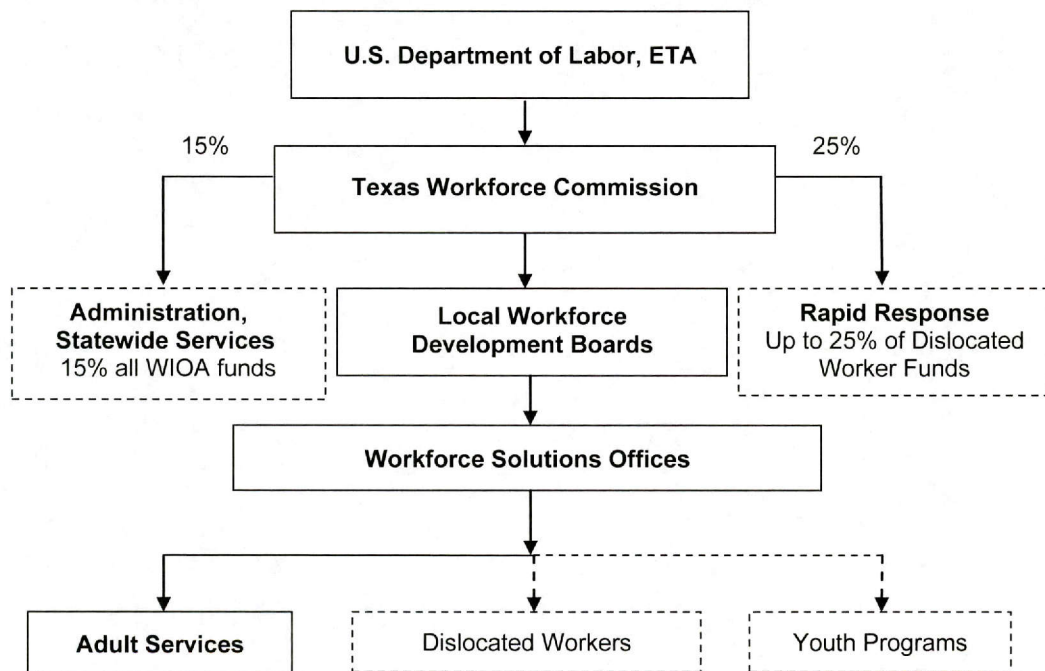
Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title I

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Four-Year Federal Plan: The initial WIOA state plan is to be submitted to the secretary of labor by March 3, 2016.

Funding and Service Delivery



Adults – Workforce Innovation and Opportunity Act, Title I

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

Program Description

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

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

Program History

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

Performance Measures

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

Texas Education Code, Chapter 133

Program Funded

Apprenticeship Chapter 133

Purpose

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

Population Served

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

Administering Agencies

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

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

Statutory Authority

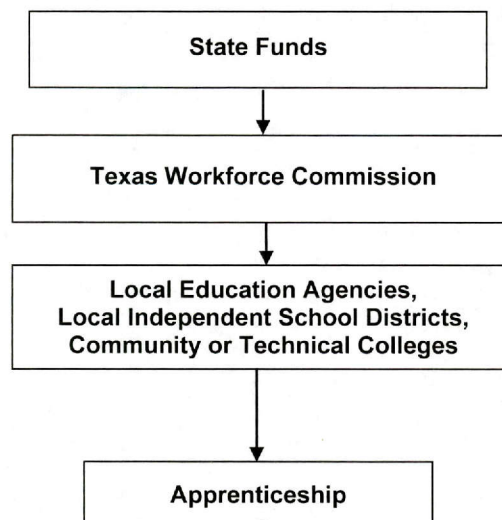
State: Texas Education Code, Chapter 133

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

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

Funding and Service Delivery



Apprenticeship Chapter 133

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

Program Description

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

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

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

Program History

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

Performance Measures

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

Texas Education Code, Chapter 130

Program Funded

Community and Technical College (CTC) Academic Education

Purpose

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

Population Served

Students with a high school diploma or the equivalent.

Administering Agencies

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

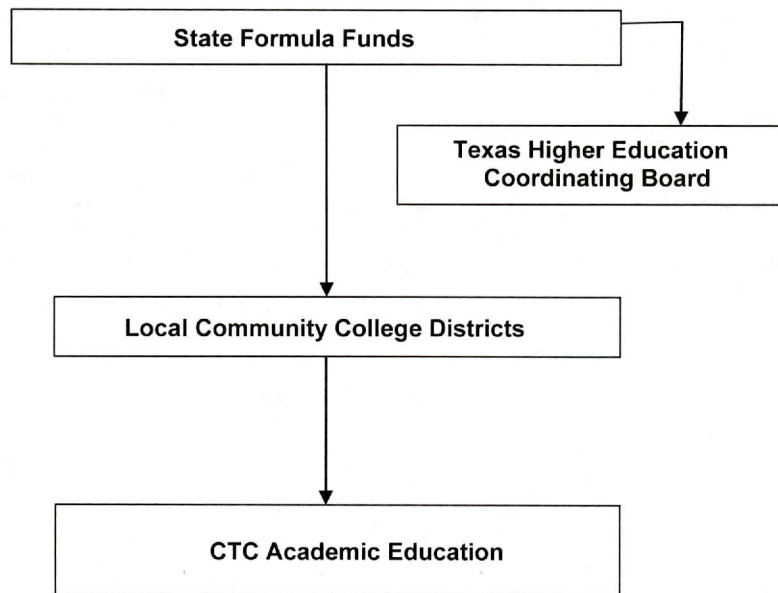
Statutory Authority

State: Texas Education Code, Chapter 130

Program Funding and Planning Cycle

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

Funding and Service Delivery



Community and Technical College Academic Education

Texas Higher Education
Coordinating Board
Academic Programs
1200 E. Anderson Lane
Austin, Texas 78752
Telephone: (512) 427-6431
www.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 or Associate of Science. These degrees can be terminal or provide students the opportunity to transfer to a four-year college or university.

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

Program History

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

Performance Measures

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

Carl D. Perkins Career and Technical Education Act of 2006

Program Funded

Community and Technical College (CTC) Technical Education

Purpose

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

Population Served

Students with a high school diploma or the equivalent.

Administering Agencies

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

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

Statute Authority

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

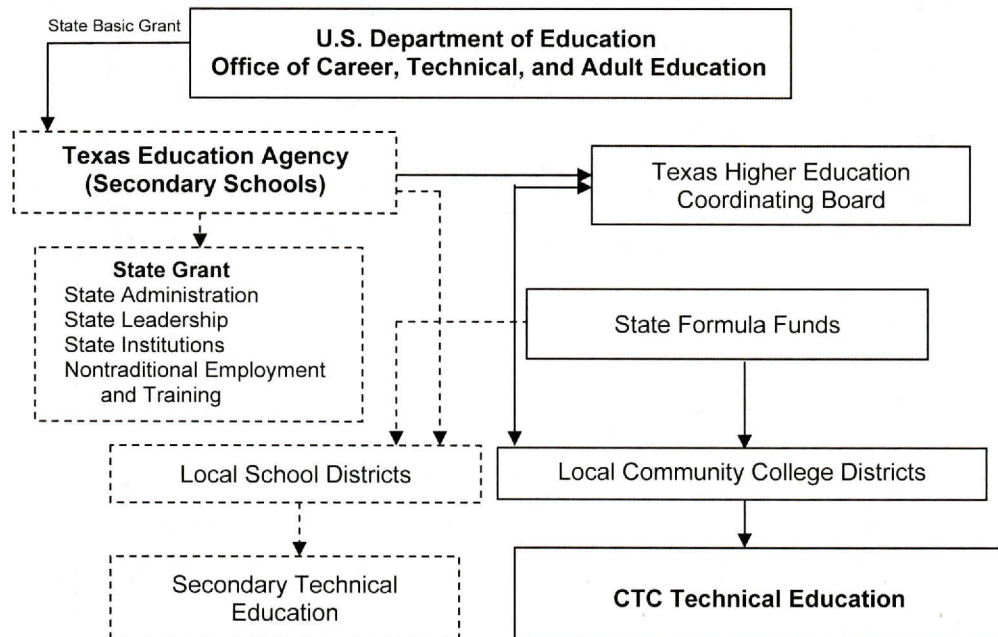
Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

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

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

Funding and Service Delivery



Community and Technical College Technical Education

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

Program Description

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

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

Program History

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

Performance Measures

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

Workforce Innovation and Opportunity Act, Title I

Program Funded

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

Purpose

The WIOA provides employment and training services for dislocated workers.

Population Served

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

Administering Agencies

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

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

Statutory Authority

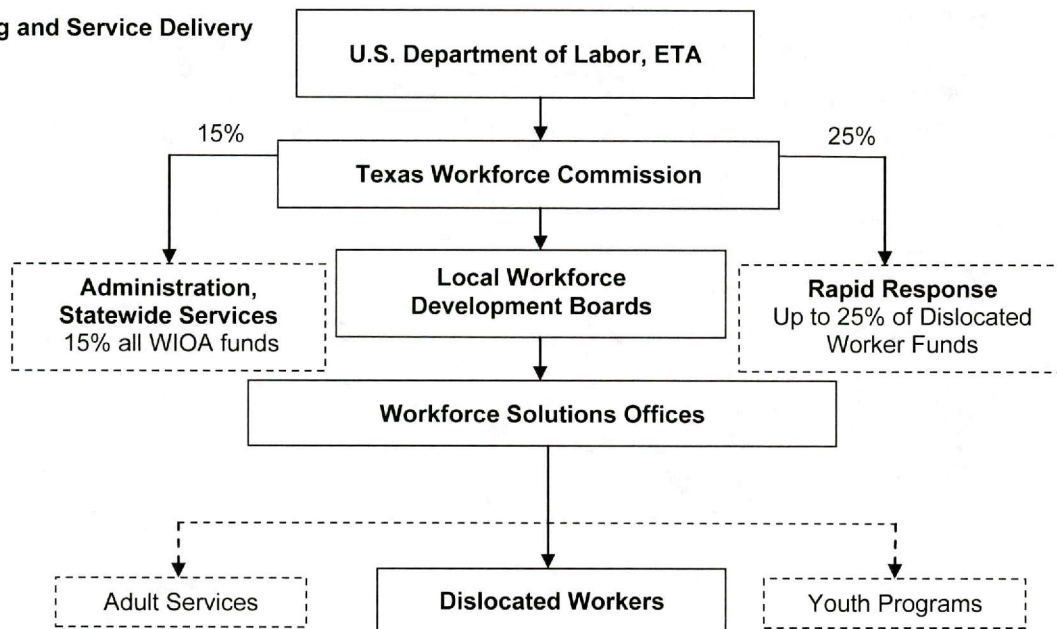
Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title I

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Four-Year Federal Plan: The initial WIOA state plan is to be submitted to the secretary of labor by March 3, 2016.

Funding and Service Delivery



Dislocated Workers – Workforce Innovation and Opportunity Act, Title I

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

Program Description

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

Program History

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

Performance Measures

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

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

Program Funded

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

Purpose

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

Population Served

All applicants looking for work and all employers seeking employees.

Administering Agencies

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

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

Statutory Authority

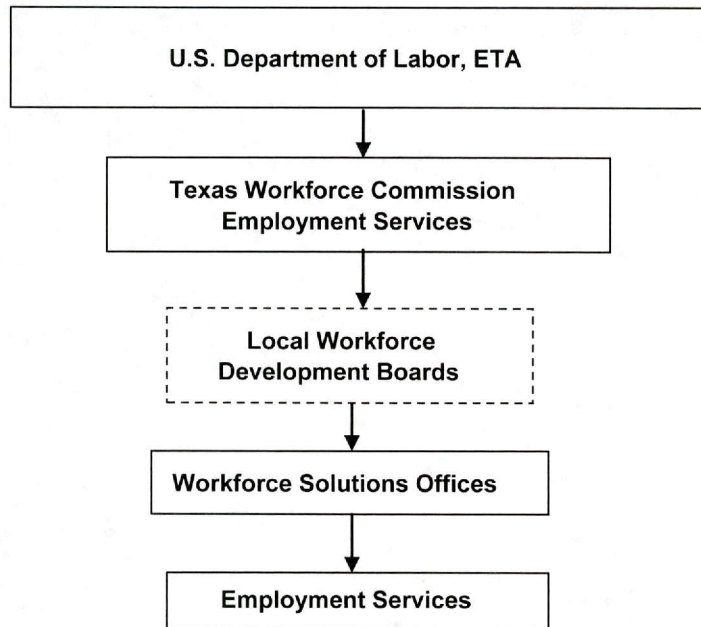
Federal: Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128), Title III

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Four-Year Federal Plan: The initial WIOA state plan is to be submitted to the secretary of labor by March 3, 2016.

Funding and Service Delivery



Employment Services – Wagner-Peyser

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

Program Description

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

Program History

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

Performance Measures

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

Texas Labor Code, Chapter 303

Program Funded

Skills Development Fund

Purpose

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

Population Served

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

Administering Agency

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

Statutory Authority

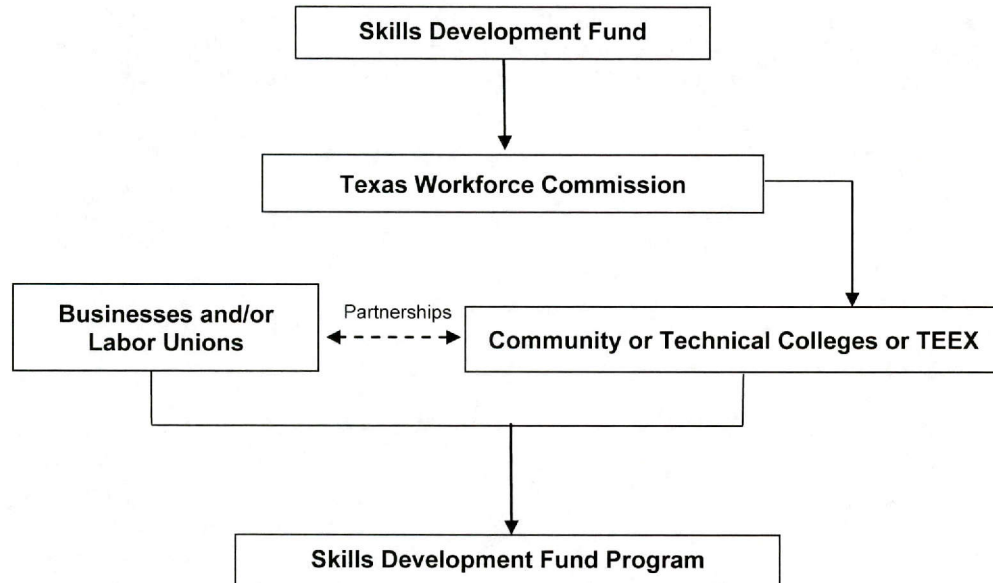
State: Texas Labor Code, Chapter 303

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

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

Funding and Service Delivery



Skills Development Fund

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

Program Description

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

Program History

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

Performance Measures

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

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

Program Funded
Trade Adjustment Assistance

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

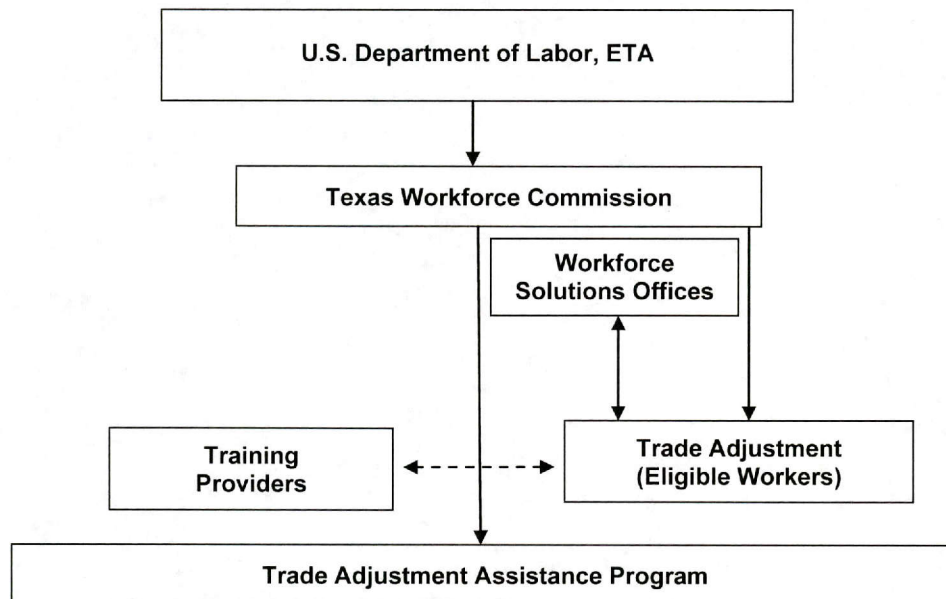
Population Served
Workers whose employment is adversely affected by trade as certified by the U.S. Department of Labor (DOL).

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

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

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

Funding and Service Delivery



Trade Adjustment Assistance

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

Program Description

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

Program History

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

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

Performance Measures

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

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

Program Funded

Veterans Employment and Training (E&T)

Purpose

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

Population Served

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

Administering Agencies

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

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

Statutory Authority

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

Program Funding and Planning Cycle

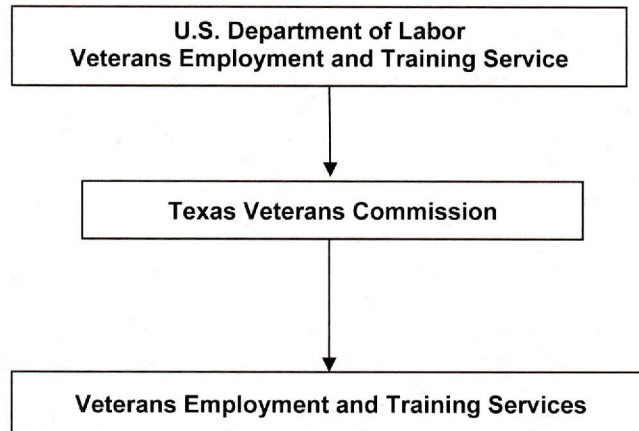
Funding/Program Year: July 1–June 30

Planning Documents:

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

State: www.tvc.state.tx.us/documents/TVC_Strategic%20Plan_2014.pdf/

Funding and Service Delivery



Veterans Employment and Training

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

Program Description

The Texas Veterans Commission (TVC) employment representatives provide a full range of employment services. Veterans Employment and Training (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.

The 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 assists 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, effective April 2006.

Performance Measures

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

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SECTION 2: PROGRAMS FOR ADULTS WITH BARRIERS

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

Adult Education and Family Literacy Act

Program Funded

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

Purpose

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

State: The Texas Workforce Commission awards funds to local, eligible providers through a competitive grant process. Previously, the Texas Education Agency disbursed funding to 55 fiscal agents for adult education cooperatives that offered an array of adult education services, and also funded additional providers who served immigrants with English literacy and civics education. Additional organizations provided services as affiliates of one of the cooperatives.

Statutory Authority

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

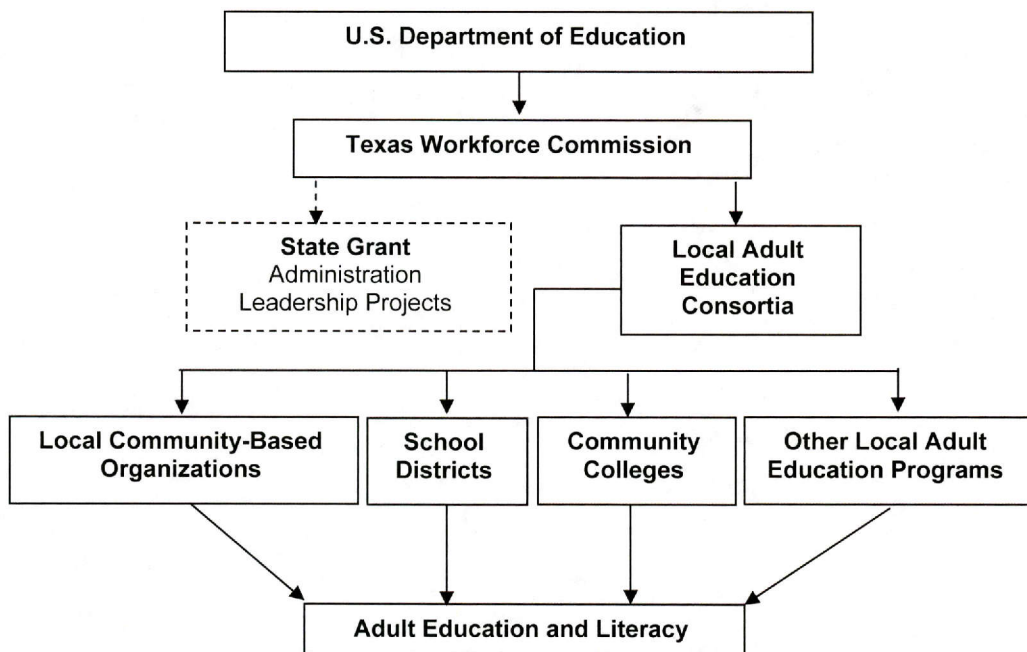
State: Texas Labor Code, Chapter 315

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Four-Year Federal Plan: The initial WIOA state plan is to be submitted to the secretary of labor by March 3, 2016.

Funding and Service Delivery



Adult Education – Workforce Innovation and Opportunity Act, Title II

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

Program Description

Adult education and basic literacy services include assisting adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; obtain the skills necessary to become full partners in the educational development of their children; and complete secondary education. Adult basic education (ABE) programs provide basic instruction in reading, writing, and math, including employee basic skills and work readiness skills, English as a second language (ESL), and 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.

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

Program History

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

Performance Measures

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

Workforce Innovation and Opportunity Act, Title IV

Programs Funded

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

Purpose

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

Population Served

Adults with disabilities or who are blind or visually impaired.

Administering Agencies

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

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

Statutory Authority

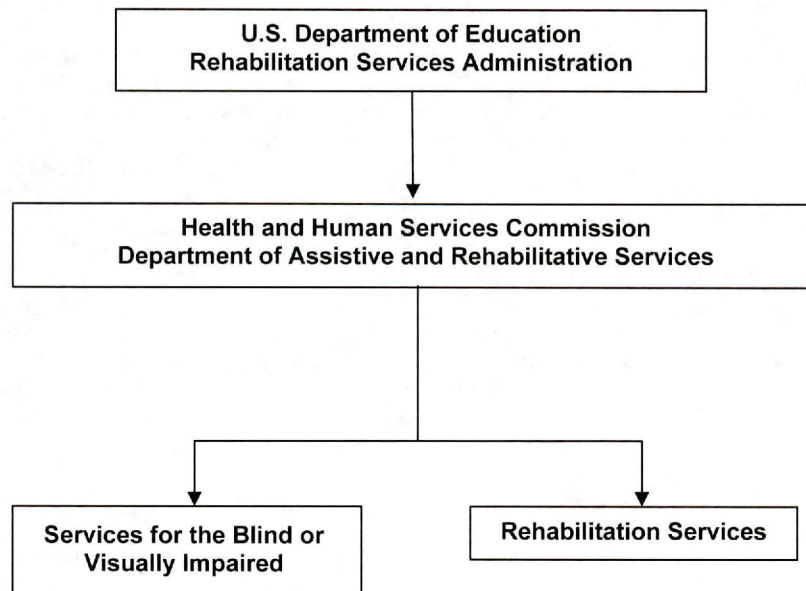
Federal: Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128), Title IV

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Four-Year Federal Plan: The initial WIOA state plan is to be submitted to the secretary of labor by March 3, 2016.

Funding and Service Delivery



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

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

Program Description

Blind Services -- The Department of Assistive and Rehabilitative Services (DARS) operates services for the blind or visually impaired. DARS' Division for Blind Services (DBS) assists blind or visually impaired people and their families. The 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, the DBS offers customized services including assessment, counseling, vocational training for job skills, and job search and placement services.

Rehabilitation Services -- 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, reenacted by Congress in 1998 as part of the Workforce Investment Act, and amended in 2014 as part of the Workforce Innovation and Opportunity Act.

Performance Measures

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

Higher Education Act, Title VIII, Part D

Program Funded

Postsecondary Community and Technical College Corrections

Purpose

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

Population Served

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

Administering Agencies

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

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

Statutory Authority

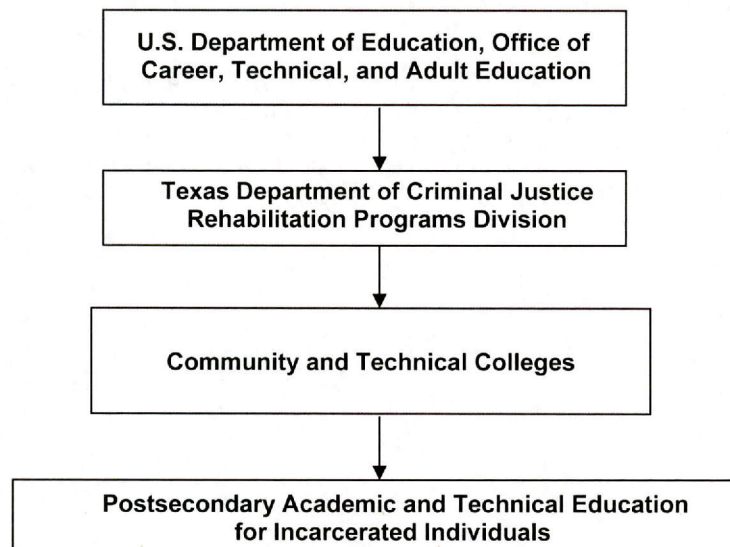
Federal: Higher Education Act of 1965, Title VIII, Part D, Section 821 as amended in 1998

Program Funding and Planning Cycle

Funding/Program Year: October 1–September 30

Planning Document: Texas Department of Justice Strategic Plan 2015-2019:
www.tdcj.state.tx.us/documents/finance/Agency_Strategic_Plan_FY2015-19.pdf

Funding and Service Delivery



Postsecondary Community and Technical College Corrections

Texas Department of Criminal Justice
Rehabilitation Programs Division
P.O. Box 99
Huntsville, Texas 77340
Telephone: (936) 437-2180
www.tdcj.state.tx.us

Program Description

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

Program History

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

Performance Measures

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

Older Americans Act, Title V

Program Funded

Senior Community Service Employment Program (SCSEP)

Purpose

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

Population Served

Low-income adults age 55 or older.

Administering Agencies

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

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

Statutory Authority

Federal: Older Americans Act, Title V

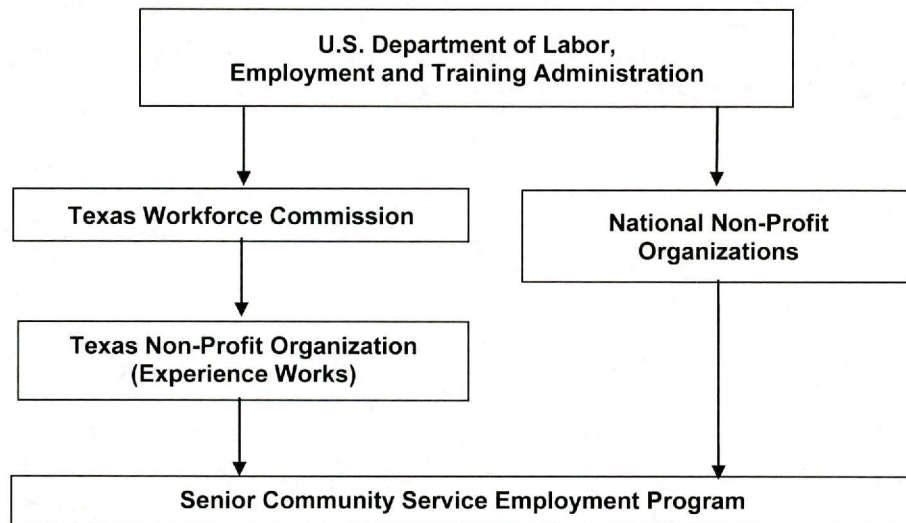
Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Planning Document: Senior Community Service Employment Program State Plan:

www.twc.state.tx.us/programs/senior-community-service-employment-program-program-overview/

Funding and Service Delivery



Senior Community Service Employment Program

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

Program Description

The purpose of the Senior Community Service Employment Program (SCSEP) is to provide low-income senior Texans with on-the-job training in community service assignments and support services to enable them to obtain unsubsidized employment. The Texas Workforce Commission (TWC) administers the state's portion of the program, primarily in rural communities, and contracts with a national organization, Experience Works, to manage the day-to-day program operations. The 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. The DOL also contracts with five national organizations to provide training and employment services to older Texans in the remaining counties.

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

Program History

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

Performance Measures

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

Texas Labor Code, Chapter 309

Program Funded
Self-Sufficiency Fund

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

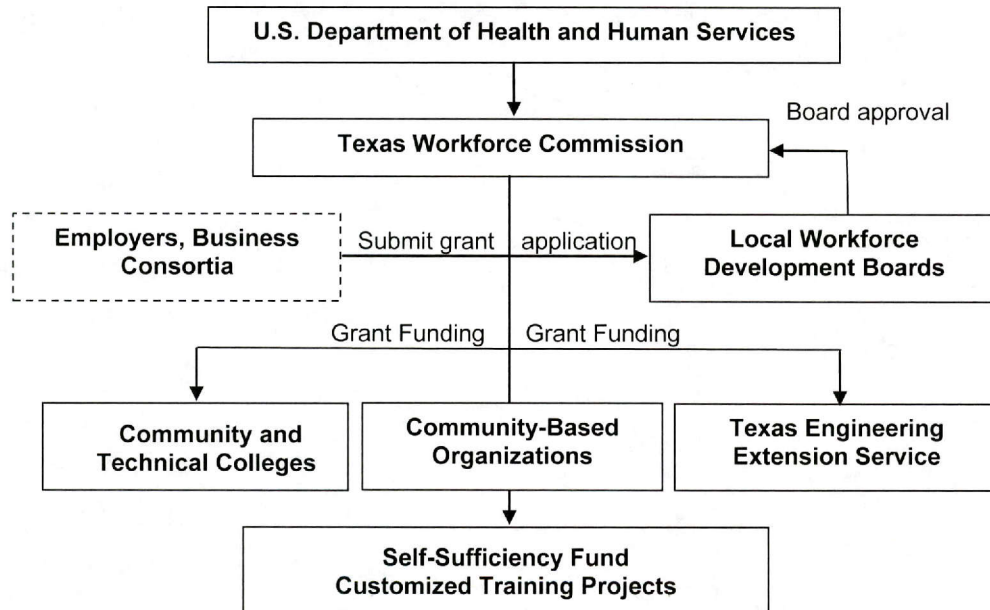
Population Served
Recipients of Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Program (SNAP), or a parent, including a noncustodial parent, whose annual wages are at or below \$37,000.

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

Statutory Authority
State: Texas Labor Code, Chapter 309

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

Funding and Service Delivery



Self-Sufficiency Fund

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

Program Description

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

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

Program History

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

Performance Measures

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

Texas Education Code, Chapter 19

Program Funded

Secondary Academic Education Windham

Purpose

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

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 Career, Technical, and Adult Education.

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

Statutory Authority

State: Texas Education Code, Chapter 19

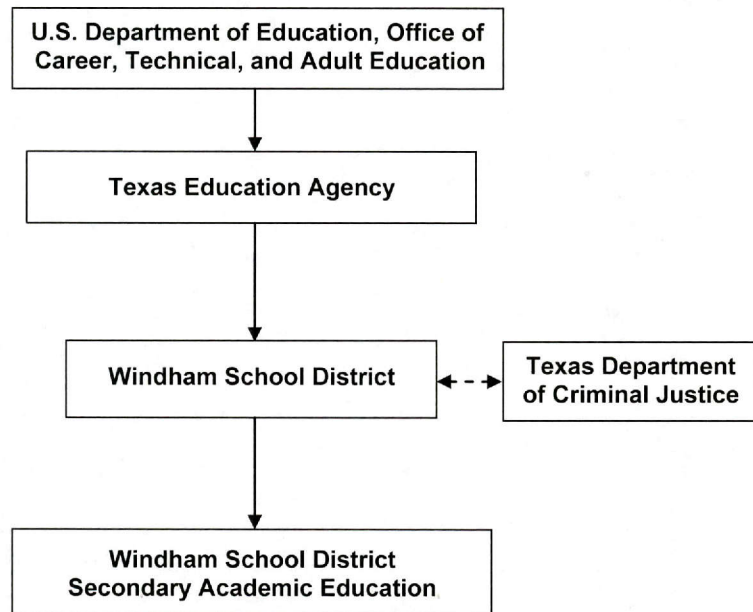
Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Document: Windham Strategic Plan 2015–2019:

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

Funding and Service Delivery



Secondary Academic Education Windham

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

Program Description

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

Program History

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

Performance Measures

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

Carl D. Perkins Career and Technical Education Act of 2006

Program Funded

Secondary Technical Education Windham

Purpose

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

Population Served

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

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

Statutory Authority

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

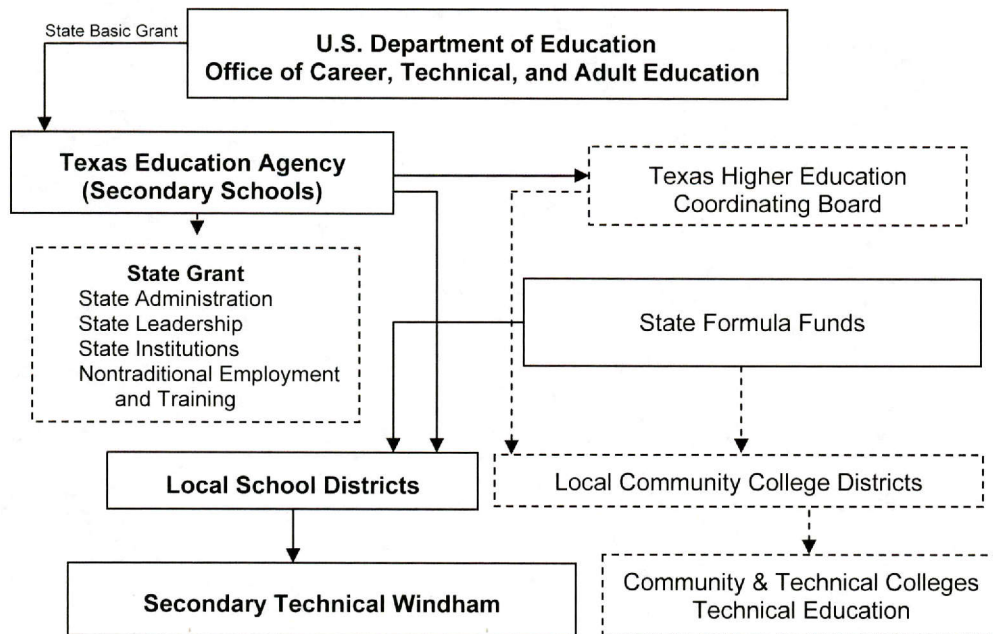
Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

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

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

Funding and Service Delivery



Secondary Technical Education Windham

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

Program Description

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

Program History

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

Performance Measures

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

Food and Nutrition Act

Program Funded

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

Purpose

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

Population Served

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

Administering Agencies

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

State: The Texas Workforce Commission (TWC) disburses both state and federal funding to the local workforce boards for this program. 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

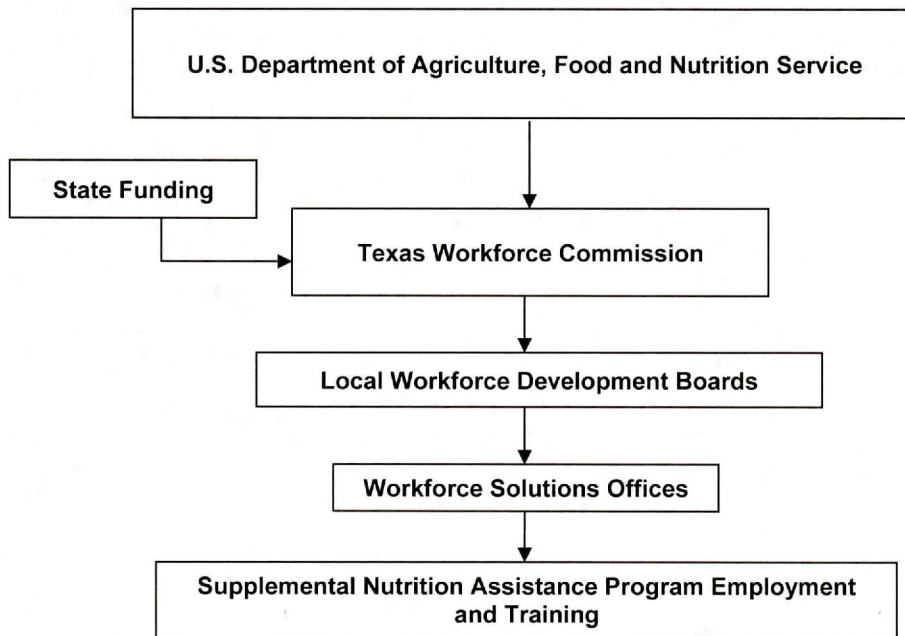
Federal: Food and Nutrition Act

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

Planning Document: www.twc.state.tx.us/programs/supplemental-nutrition-assistance-program-employment-training-program-overview/

Funding and Service Delivery



Supplemental Nutrition Assistance Program Employment and Training

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

Program Description

Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) services are provided to SNAP benefit recipients who are classified as either general population (GP) or able-bodied adults without dependents (ABAWD). GP recipients are individuals ages 16 to 59 who are not employed, or are employed fewer than 30 hours per week. ABAWD recipients are individuals at least 18 years of age, but less than 50, not employed, or are employed less than 20 hours per week. Both GP and ABAWD participants and exempt SNAP recipients must participate in assigned SNAP E&T activities for a minimum weekly average of at least 30 hours. Services include job search assistance, job readiness training, basic education, occupational training, work experience, and related support services. Payment for 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 88-525) created the Food Stamp program to allow families in need to have a nutritionally adequate diet using government-issued coupon allotments. Congress amended the Food Stamp Act in 1971 (Public Law 91-671), establishing certain work search requirements for food stamp recipients. The Food Security Act of 1985 (Public Law 99-198) created the Food Stamp Employment and Training program. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193) and the Balanced Budget Act of 1997 included a new work requirement on food stamp recipients between the ages of 18 and 50 who have no dependents. The Food, Conservation, and Energy Act of 2008 changed the name of the Food Stamp program to SNAP.

Performance Measures

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

Personal Responsibility and Work Opportunity Reconciliation Act

Programs Funded

Temporary Assistance for Needy Families Choices (TANF Choices)

Purpose

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

Population Served

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

Administering Agencies

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

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

Statutory Authority

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

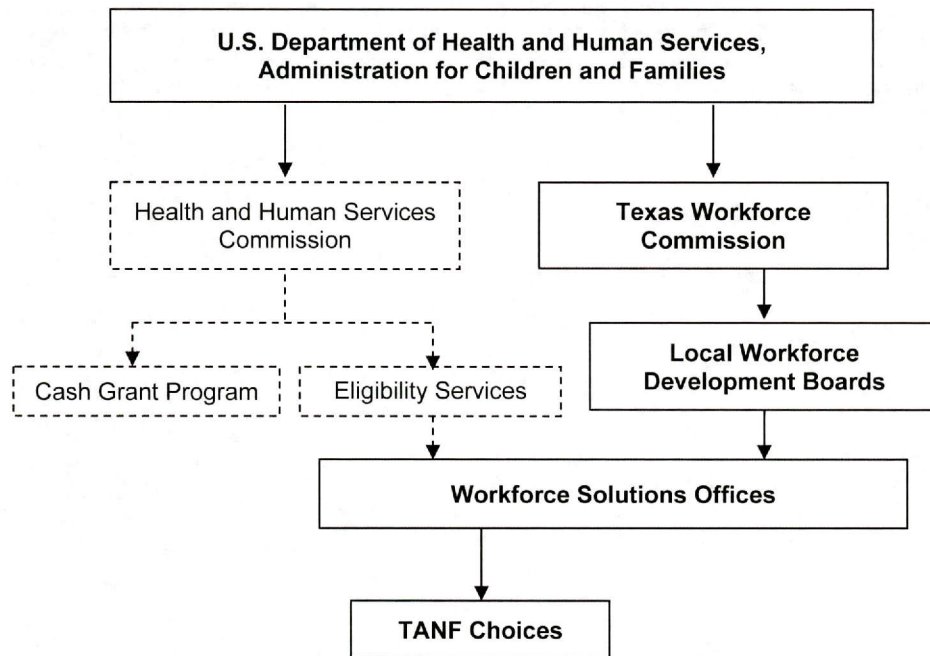
Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

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

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

Funding and Service Delivery



Temporary Assistance for Needy Families Choices

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

Program Description

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

Program History

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

Performance Measures

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

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SECTION 3: PROGRAMS FOR YOUTH

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

Texas Education Code, Chapter 4

Programs Funded

Secondary Education and Secondary Academic Education Corrections

Purpose

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

Population Served

Secondary students, under the age of 21.

Administering Agencies

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

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

Statutory Authority

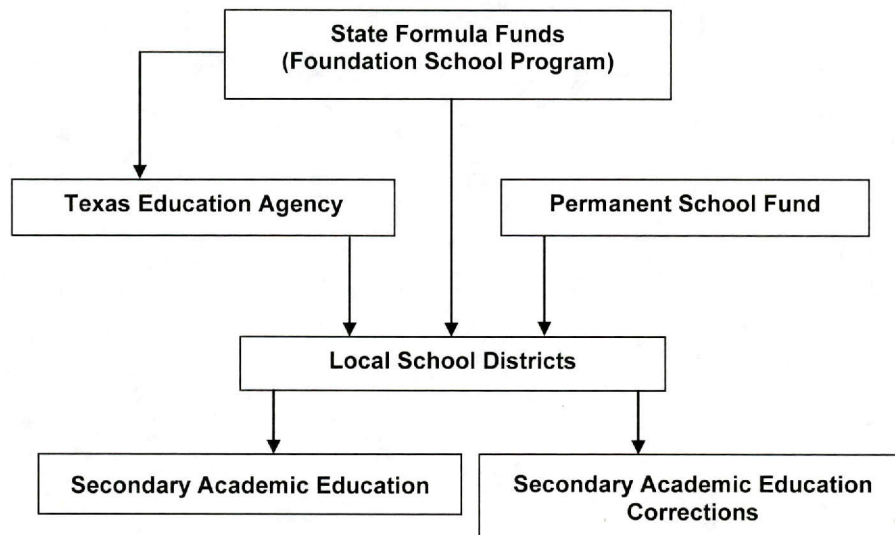
State: Texas Education Code, Chapter 4

Program Funding and Planning Cycle

Funding/Program Year: September 1–August 31

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

Funding and Service Delivery



Secondary Education and Secondary Academic Education Corrections

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

Program Description

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

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

Program History

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

Performance Measures

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

Carl D. Perkins Career and Technical Education Act of 2006

Programs Funded

Secondary Career Technical Education and Secondary Technical Education Corrections

Purpose

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

Population Served

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

Administering Agencies

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

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

Statutory Authority

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

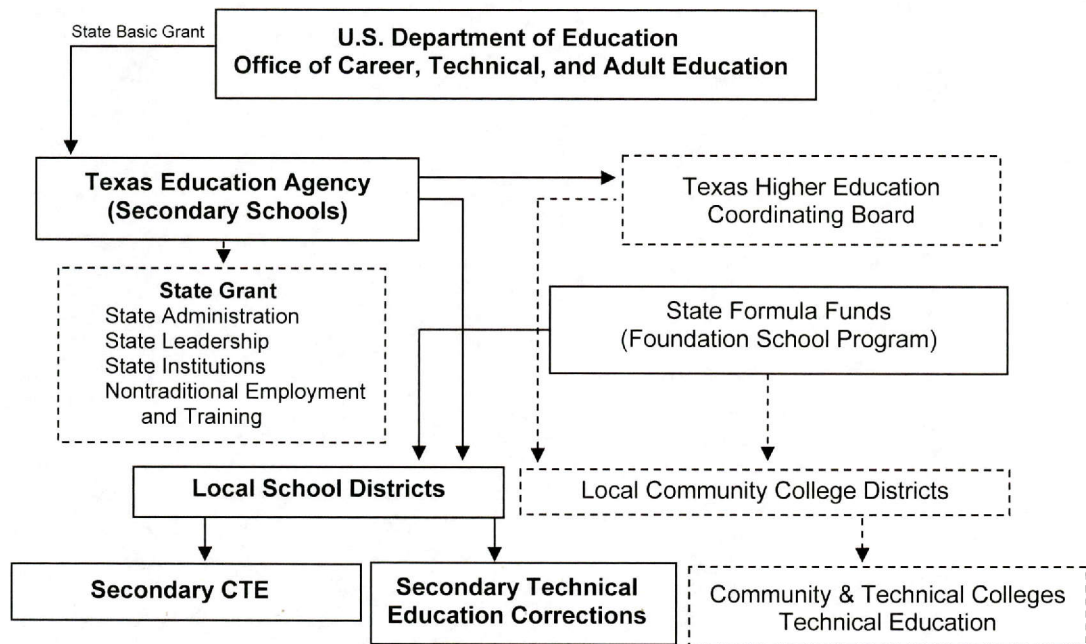
Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

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

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

Funding and Service Delivery



Secondary Career Technical Education

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

Program Description

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

Program History

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

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

Performance Measures

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

Secondary Technical Education Corrections

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

Program Description

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

Program History

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

Performance Measures

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

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Workforce Innovation and Opportunity Act, Title I

Program Funded

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

Purpose

The WIOA program provides employment and training services for youth.

Population Served

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

Administering Agencies

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

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

Statutory Authority

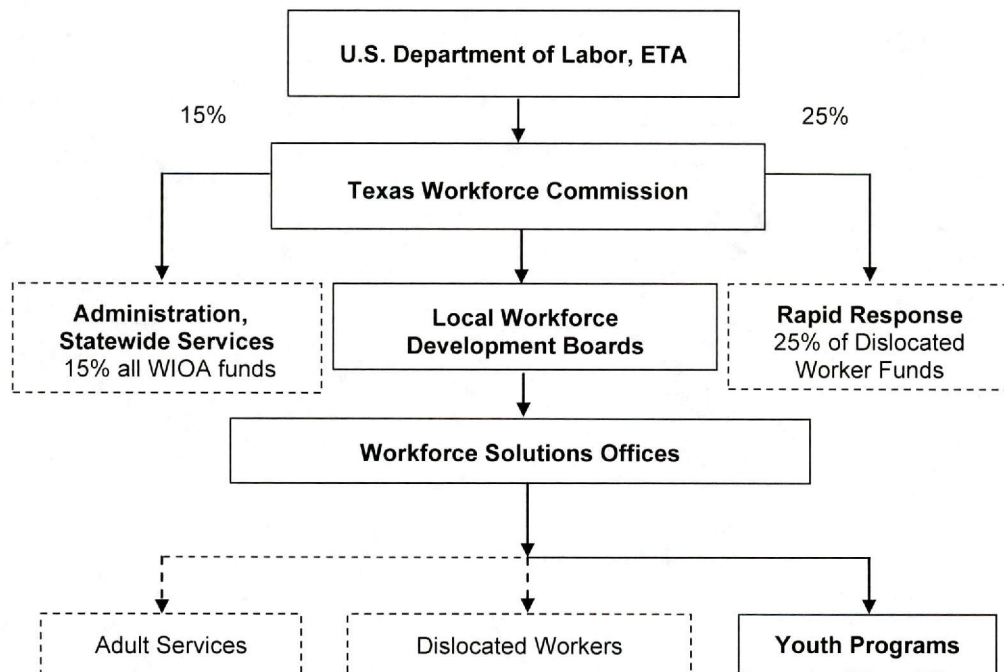
Federal: Workforce Innovation and Opportunity Act (Public Law 113-128), Title I

Program Funding and Planning Cycle

Funding/Program Year: July 1–June 30

Four-Year Federal Plan: The initial WIOA state plan is to be submitted to the secretary of labor by March 3, 2016.

Funding and Service Delivery



Youth – Workforce Innovation and Opportunity Act, Title I

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

Program Description

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

Program History

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

Performance Measures

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

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**TWIC BRIEFING ITEM
MEMORANDUM**

REF: AR.twic.II5.060515

TO Council Members

SUBJECT Survey of Texas Employers Research Plan and Implementation Timeline

Introduction

In its listening session at the December 2013 Council meeting, the U.S. Chamber of Commerce offered a presentation about employer needs regarding a skilled workforce. A key theme of the presentation was that employers are having a difficult time finding certain types of employees and that, as a result, sometimes job listings can go unfilled for long periods of time. This message was echoed by a majority of the employers presenting at the Texas employers' listening session at the June 2014 Council meeting.

There are currently a number of conflicting studies and sources of data that draw different conclusions about this perceived issue. The Council has consistently heard from its constituent employers about concerns about skills and qualifications missing in the Texas labor market. The next step in addressing those concerns is to attempt to quantify them at the regional level, to determine if and where they exist, and what consequences these issues may have for employers.

Background

The Council previously has conducted employer surveys far more frequently than in recent years. Previous survey projects were undertaken in 2001, 2002, 2004, 2006, and 2008. These earlier survey projects focused primarily on gauging employer interactions with specific programs within the Texas workforce system, a need addressed by previous strategic plans. However, as partner agencies became much more effective at conducting that type of analysis on their own, the Council decided to align its next survey project with the beginning of the next strategic plan. In order to meet this direction, the survey will be timed to coincide with the Council considering the draft of the new strategic plan. The Council also directed that this survey was to be elevated—moving beyond employer interactions with specific programs and instead considering issues from a workforce system level.

Discussion

Texas Government Code (TGC) 2308.101(a)(6) directs the Council to evaluate the effectiveness of the workforce development system. In TGC 2308.101(a)(7), the Council is authorized to use administrative records of the state's unemployment compensation program and other sources as appropriate in evaluating the workforce development system. In TGC 2308.101(a)(9) the Council is tasked with recommending measures to ensure that occupational skills training is directed toward both locally in-demand, and high-skill, high-wage jobs. In TGC 2308.1015(a)(1) the Council is charged with evaluating programs administered by agencies represented on the Council. Specifically, the Council must identify any duplication of or gaps in the service provided by those programs and any other problems that adversely affect the seamless delivery of those services. Finally, in TGC 2309.1015(a)(2), the Council is directed to develop and implement immediate and long-range strategies to address the problems identified by the Council under subdivision (1).

To meet these mandates, the Council will develop a survey to be sent via email to Texas employers based on a sample of employers drawn from the Unemployment Insurance (UI) database. The entity

administering the survey will draw a randomized, representative sample from the population of employers in the UI database and take responsibility for conducting the survey. The goal is to receive 2,500 completed survey responses from Texas employers. This will ensure that the responses include sufficient variation across employer size, industry, and location to give an accurate accounting of the opinions of Texas employers.

The plan for this survey is inspired by two existing surveys. The first is a survey on skilled worker shortages in U.S. manufacturing conducted by Deloitte and The Manufacturing Institute of the National Association of Manufacturers. The second is a 2014 survey on employer needs conducted by the North Carolina Association of Workforce Development Boards. The purpose of these surveys was to hone in on difficulties finding workers with critical skills, as perceived by employers. Both surveys, in essence, identified supply/demand discrepancies in the labor market. The survey results included the location (city, county, state, etc.), types of skills that were missing, and the extent to which the existence of such discrepancies had a negative effect on the employers specifically, as well as on the economy more broadly.

The Council's survey design will be tightly scoped. It will include fewer than 30 questions, including demographic information, for each employer. The focus will be on the employers' perceptions of gaps in the labor market. The objective will be to analyze what types of workers are needed, what qualifications and skills are required, and what types of job openings are difficult to fill. These issues will be determined by examining how the employers perceive the availability of a variety of worker characteristics against the requirements of existing openings, including:

- Technical skills
- Soft skills
- Credentials, qualifications, or certifications

The results then will be analyzed at relevant geographic levels that would provide specific and useful information for community and technical colleges. Local workforce development boards also may find the results useful.

The survey will be conducted over the summer of 2015, and the draft report will be completed by late summer 2015. The initial report of survey results, along with a presentation of those results, will be scheduled for the Council meeting on September 11, 2015.

Recommendation

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

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: KM.twic.II6.060515

TO Council Members**SUBJECT Workforce Innovation and Opportunity Act Requirement for Regional Planning**

Introduction

The Texas Workforce Investment Council (Council) is the state workforce investment board under federal workforce law. As the state board, the Council has operated under the Workforce Investment Act (WIA) of 1998 since Texas was an early implementation state in 1999. At its March meeting, the Council was provided information on the new Workforce Innovation and Opportunity Act requirement for a state unified plan. This memorandum provides members with a brief synopsis of the requirement for regional planning under this new law.

Background

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

Attachment

1. Workforce Innovation and Opportunity Act Requirement for Regional Planning

DiscussionIntroduction

The WIOA's legislative provisions are designed to help job seekers access employment, education, and support services. Enhancements include program coordination, streamlined service delivery, and alignment of programs across common goals with increased accountability and transparency.

While emphasizing integrated services and seamless pathways for job seekers, the new law is also designed to improve services to employers by emphasizing the use of career pathways and promoting work-based training and employment focused on in-demand occupations. This emphasis helps to strengthen connections with employers, identify the skills employers need most, assist workers in acquiring those skills, and match employers with the skilled workers.

Regional Planning Requirements

The new legislation charges the workforce development boards and chief executive officers to design the system regionally, aligning workforce policies and services with regional economies that support the service delivery strategies and needs. States are required to establish regions to ensure that the training and employment services support economic growth and the employment opportunities meet the skill competency requirements of the regions.

The coordination required for regional planning allows for the workforce development areas to identify areas of efficiency, coordinate effective practices, and streamline service delivery. Although regional planning is a new requirement in the federal workforce act, Texas workforce areas have engaged in

regional planning since their inception. Workforce development areas in Texas have a demonstrated history of promoting to and collaborating with stakeholders, leveraging resources, and ensuring that services are delivered efficiently and effectively to job seekers and employers beyond the designated workforce areas. The 28 workforce boards and the Texas Workforce Commission are working together to determine how the requirements of the act will be implemented in Texas.

Recommendation

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

Workforce Innovation and Opportunity Act Requirement for Regional Planning

Background

The Texas Workforce and Economic Competitiveness Act, adopted in 1993, established a Human Resource Investment Council as authorized under the Job Training Partnership Reform Amendments of 1992. The Texas Workforce Investment Council (Council) began operations in September 1993 as the state's Human Resource Investment Council.

The federal Workforce Investment Act of 1998 (WIA) replaced the Job Training Partnership Act and required the governor of each state to establish a state workforce investment board. The WIA provided for a number of grandfather provisions. As the Human Resources Investment Council was in existence prior to the enactment of the WIA, the legislation allowed Texas to retain its workforce system as established under prior consistent state law. These grandfather provisions included a statutory requirement specific to the designation or redesignation of workforce development areas for the local planning and delivery of workforce development, as well as retention of the Council as the state workforce investment board.

New Legislation

The Workforce Innovation and Opportunity Act of 2014 (WIOA, Public Law 113-128) was enacted on July 22, 2014 and becomes effective July 1, 2015. This legislation passed Congress with a bipartisan majority. It repeals the WIA and is the new federal law for workforce program and service delivery.

Most provisions of the WIOA take effect July 1, 2015—the first full program year after enactment. The WIOA state unified and local plans and the WIOA performance and accountability provisions take effect on July 1, 2016.

The new legislative provisions are designed to help job seekers access employment, education, and support services. Additionally, they are designed to further enhance program coordination, streamline service delivery, align programs across common goals, and increase accountability and transparency.

While emphasizing seamless pathways for job seekers, the new law is also designed to improve services to employers through career pathways, work-based training, and employment services focused on in-demand occupations. These enhanced service requirements will help strengthen connections with employers, enabling providers to better identify the skills employers need most, assist workers in acquiring those skills, and match employers with skilled workers.

The WIOA envisions a workforce development system that is customer focused for the job seeker and employer and is able to anticipate and respond to the needs of regional economies. The new legislation charges the workforce development areas and chief elected officials to design the system regionally, aligning workforce policies and services with regional economies that support the service delivery strategies and needs.

States are required to establish regions to ensure that training and employment services support economic growth and that employment opportunities are meeting the skill competency requirements of the regions. Regional partnerships help facilitate the alignment of workforce development activities with regional economic development activities, and better support the execution and implementation of sector strategies and career pathways. Cooperation between regions also can lower costs and increase the effectiveness of service delivery to businesses and job-seekers through the coordination of shared services, processes, and operations.

Expectations of the Regional Plan

The regional plan is the primary vehicle for communicating the collective vision of a region and its workforce development area. The plan provides the service delivery model for that area and ensures that the workforce system is job-driven and matches employers with skilled individuals.

The WIOA outlines the activities for the development of a regional plan. Initial designation is effective for two years. Local plans within regions must be incorporated in the regional plan and the regional plan must include a description of all coordinated activities.

Under the WIOA, regional planning requires local elected officials and workforce development areas to engage in a regional planning process resulting in:

- (A) the preparation of a regional plan, which includes local plans for each workforce development area in the planning region;
- (B) the establishment of regional service strategies, including cooperative service delivery agreements;
- (C) the development and implementation of sector initiatives for in-demand industry sectors or occupations for the region;
- (D) the collection and analysis of regional labor market data;
- (E) the establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate, for the region;
- (F) the coordination of transportation and other supportive services, as appropriate, for the region;
- (G) the coordination of services with regional economic development services and providers; and
- (H) the establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the governor on local levels of performance, as well as report on the performance accountability measures for the workforce development area or the planning region.

Coordination of the Regional Plan

The coordination required for regional planning allows for the workforce development areas to identify areas of efficiency, coordinate effective practices, and streamline service delivery. The workforce development area must submit the regional plan to the governor for approval.

The workforce development area must review the regional plan every two years and submit a modification based on significant changes in labor market and economic conditions. This requirement will help ensure that planning regions use their plans to drive economic development and customer-focused service delivery strategies.

Texas' workforce development areas have collaborated and developed strong partnerships long before the WIOA statutory requirement. Examples include:

- meeting the needs of industries through the collaboration of businesses;
- supporting the needs of the oil and gas industry;
- participating in a multi-state grant-funded consortium that helps low-income, low-skill job seekers earn the skills and credentials needed to obtain in-demand occupations;
- establishing a multiregional coordinated strategy to recruit and train for the needs of businesses; and
- meeting the needs of employers and job seekers through skills training and the creation and credentialing of a work-ready workforce.

Texas is requesting that the U.S. Department of Labor allow states the flexibility to structure regional planning efforts. This will allow for the workforce development areas to maintain their operations as currently structured so that they may continue promoting, collaborating, leveraging, and ensuring that services are delivered efficiently and effectively to job seekers and employers. This is critical to the success of a workforce system.

In the spring of 2015, a regional identification workgroup composed of staff from the Texas Workforce Commission (TWC) and representatives from workforce development areas, met several times. The group provided feedback and recommendations on planning strategies and regional identification to TWC staff. Those comments and recommendations became the basis for a concept paper that articulates the rationale for determining regions in Texas. The concept paper will be considered by the TWC commissioners as the agency begins the implementation of the WIOA.

Regions must be identified in the WIOA state plan, which is being developed by the TWC. This plan will be considered by the Council in February 2016. Following approval by the governor, the state plan must be submitted to the U.S. Department of Labor no later than March 1, 2016.

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**TWIC BRIEFING ITEM
MEMORANDUM**

REF: LR.twic.II7.060515

TO Council Members

SUBJECT Sunset Review of the Texas Workforce Investment Council

Introduction

The Texas Workforce Investment Council (Council) has undergone a review by the Sunset Advisory Commission. This review culminated during the 84th Session of the Texas Legislature with action to reauthorize the Council's statutes and make other changes recommended by Sunset staff. Council members have received briefings over the last 20 months on the status of the Sunset review process, including an overview of the Sunset process, the Council's Self Evaluation Report, meetings with Sunset staff, and information and data provided for the review. This memorandum provides information regarding the recently passed legislation that will continue the Council for 12 years.

Background

The Texas Workforce Investment Council is subject to Texas Government Code, Chapter 325 (Texas Sunset Act). Unless continued in existence as provided by that chapter, the Council is abolished September 1, 2015. Sunset is the regular assessment of the need for a state agency (or committee) to continue to exist. A 10-member body appointed by the lieutenant governor and the speaker of the House of Representatives guides the Sunset process. Assisting this advisory commission is a staff whose report provides an assessment of a committee's programs, giving the legislature information needed to draw conclusions about performance, efficiency, management, and recommended statutory changes.

Attachment

1. House Bill 1606 by C. Burkett

Discussion**Sunset Staff Report and Recommendations**

Following the submission of a self-evaluation report in August 2013, the formal staff review of the Council began in May 2014, and lasted through late October 2014. The review consisted of a series of meetings and responses to requests for information and data. On October 17, 2014, the Council received the draft staff report, which included recommendations for statutory changes. On October 24, 2014, the Council director attended an exit interview at the commission's offices. The purpose of the meeting was to discuss the draft findings and recommendations in the report and, where appropriate, to suggest technical corrections. The final staff report was released to the public on November 7, 2014.

A letter from the Council Chair indicating the Council's support of the recommendations in the Sunset staff report was forwarded to the Sunset Advisory Commission following release of the staff report. The recommendations included in the staff report included:

1. Continue the Texas Workforce Investment Council for 12 more years and align its Sunset review with that of the Texas Workforce Commission.

2. Abolish the Texas Skill Standards Board (TSSB) and transfer its functions to the Texas Workforce Investment Council.

The Sunset Advisory Commission held a public hearing on December 10, 2014, when the members of the commission considered Sunset staff recommendations on the Council, as well as those on a number of other agencies under review. The Council Chair and director, and the TSSB Chair, attended the meeting and provided testimony on the report and recommendations.

At its decision meeting on January 14, 2015, the Sunset Advisory Commission approved the recommendations in the staff report. The recommendations were drafted into two bills [House Bill (HB) 1606 and Senate Bill (SB) 209] and filed for legislative action during the 84th Session of the Texas Legislature, which convened on January 13, 2015. That session recently concluded; during that session the Council's sunset bill passed both Chambers of the Legislature and will become effective on September 1, 2015.

Sunset Review Status Report

- ✓ **June 2013** – Orientation meeting for agencies and committees under sunset review.
- ✓ **August 2013** – Preparation and submission of the Council's Self-Evaluation Report.
- ✓ **Fall 2013** – Sunset Advisory Commission issues review schedule for entities under review in 2015.
- ✓ **May 2014-November 2014** – Sunset staff meets with interest groups, affected agencies, and other interested persons. Sunset staff evaluates the Council, develops recommendations, and develops staff report.
- ✓ **November 2014** – Sunset staff report issued.
- ✓ **December 2014** - Sunset Advisory Commission public hearing to receive staff recommendations, hear Council response, and invite public comment.
- ✓ **January 2015** - Sunset Advisory Commission meeting on recommendations regarding the Council.
- ✓ **Spring 2015** - Sunset Advisory Commission decisions reported to the legislature
- ✓ **March 9, 2015** – SB 209 heard on and reported favorably from the Senate Natural Resources and Economic Development Committee.
- ✓ **March 19, 2015** – HB 1606 heard in the House Economic and Small Business Development Committee; reported favorably to the House on March, 26, 2015.
- ✓ **April 9, 2015** – HB 1606 was voted favorably from the House and referred to the Senate.
- ✓ **May 5, 2015** – HB 1606 was reported favorably from the Senate Natural Resources and Economic Development Committee and referred to the Senate's local calendar.
- ✓ **May 12, 2015** – HB 1606 was passed by the Senate on the local calendar.
- ✓ **May 14, 2015** – HB 1606 was forwarded to the Governor for his signature.
- ✓ **TBD, 2015** – HB 1606 was signed by the Governor and became law, thereby amending Texas Government Code, Chapter 2308.

Recommendation

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

By: Burkett

H.B. No. 1606

A BILL TO BE ENTITLED

1 AN ACT

2 relating to the continuation and functions of the Texas Workforce
3 Investment Council, including assumption of the duties of the Texas
4 Skill Standards Board.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

6 SECTION 1. Section 2308.005, Government Code, is amended to
7 read as follows:

8 Sec. 2308.005. APPLICATION OF SUNSET ACT. The Texas
9 Workforce Investment Council is subject to Chapter 325 (Texas
10 Sunset Act). Unless continued in existence as provided by that
11 chapter, the council is abolished September 1, 2027 [~~2015~~]. The
12 council shall be reviewed during the period in which the Texas
13 Workforce Commission is reviewed.

14 SECTION 2. Subchapter C, Chapter 2308, Government Code, is
15 amended by adding Section 2308.109 to read as follows:

16 Sec. 2308.109. DUTY TO DEVELOP SKILL STANDARDS. (a) The
17 council shall provide advice to the governor and the legislature on
18 the development of a statewide system of industry-defined and
19 industry-recognized skill standards and credentials for all major
20 skilled occupations that:

21 (1) provide strong employment and earnings
22 opportunities in this state; and

23 (2) require less than a baccalaureate degree.

24 (b) The council shall:

H.B. No. 1606

1 (1) validate and recognize nationally established
2 skill standards to guide curriculum development, training,
3 assessment, and certification of workforce skills;

4 (2) convene industry groups to develop skill standards
5 and certification procedures for industries and occupations in
6 which standards have not been established or adopted and recognize
7 the skill standards and certification procedures;

8 (3) review the standards developed by other states and
9 foreign countries and enter into agreements for mutual recognition
10 of standards and credentials to enhance portability of skills; and

11 (4) promote the use of standards and credentials among
12 employers.

13 (c) The council shall:

14 (1) report on the council's duties under this section
15 to the governor; and

16 (2) provide annual reports on the council's duties
17 under this section to the governor, the division, and the
18 legislature.

19 SECTION 3. Subchapter H, Chapter 2308, Government Code, is
20 repealed.

21 SECTION 4. The Texas Skill Standards Board is abolished.
22 All powers and duties of the Texas Skill Standards Board are
23 transferred to the Texas Workforce Investment Council.

24 SECTION 5. This Act takes effect September 1, 2015.

**TWIC BRIEFING ITEM
MEMORANDUM**

REF: RW.TWIC.II8.060515

TO Council Members

SUBJECT Report of National Practices: Capturing Information and Data for Industry-Based Certifications

Introduction

The Texas Workforce Investment Council (Council) operates as the state workforce investment board required by the federal Workforce Investment Act of 1998. The role of the Council is strategic; it provides research, information, and analysis that facilitates collaboration between system partners and relevant stakeholders. To that end, the Council determined a need to study industry-based certifications (certification) as an award to support a skilled workforce. The primary objective of this report is to provide information on national certification data-collection practices. The report contributes directly to the Council's strategic plan efforts. This memorandum offers a brief summary and other relevant findings for members to consider.

Background

Across the nation, the process for collecting and tracking certification data is either limited or in development; in Texas, a method to comprehensively track certification awards and related information is virtually nonexistent. The Council has therefore identified data tracking specific to certifications as a key component for the future development of the workforce system.

Without a method to track certification data, important and relevant information is left out. Determining how certifications operate in and benefit the overall workforce system becomes difficult. Thus, the question is whether or not a reliable model exists to capture the necessary information to determine the workforce supply of industry-certified workers for demand occupations.

Attachment

1. Tracking Industry-Based Certifications: Promising Practices in Capturing Data on the Workforce Supply of Industry-Certified Workers

DiscussionIntroduction

As the workforce environment continues to evolve, more workers are taking advantage of nontraditional credentials, such as certifications. Three of the more commonly awarded nontraditional credentials within the workforce environment, which are related to the middle-skill occupations within the Council's statutory scope, are: licenses, certificates, and certifications. While all three credentials provide similar outcomes, the distinctions between each are important.

- License – Awarded by government-regulated agencies, a license is required for certain professions before employment begins. Depending on guidelines, relicensing can be required.
- Certificate – A certificate is awarded by an educational institution or training provider associated with specific programs of study. Providers create and administer programs that teach skills related to

specific occupations. Students are awarded certificates after successfully completing instruction and demonstrating mastery of knowledge through provider-administered exams.

- Certification – A certification is obtained by passing an exam to demonstrate proficiency in a specific trade. Certification standards are developed by national industry organizations with no affiliation to educational institutions. Awards are assessed through independent third-party centers that are sanctioned by national industry organizations, without influence from training programs.

Moreover, certifications provide an efficient method to address several issues in the workforce system:

- Certifications are portable credentials that indicate job-specific qualifications that workers can transfer across state lines or between companies in the same industry.
- Certifications offer a standardized and uniform rubric by which employers can quickly assess whether an individual possesses the necessary job qualifications.
- Certifications signify skills that are consistently updated and applicable to the latest trends or innovations within an industry.

Based on its parameters and specificity, a working definition of certification for the report (attached) emulates the State of Florida's Education Code statute:

A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation [that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging, or addresses a local need].

Key Certification-Specific Practices and Tracking Systems

- Skills Certification System –The manufacturing industry developed this system of certifications designed, utilized, and endorsed by those within the field. Certifications are aligned with current industry needs and standards in an effort to address issues such as skill shortages.
- Certification Data Exchange Program – Various partnerships created this program to improve certification tracking and data sharing between states and national industry-certifying organizations. The program has increased certification awareness, improved stakeholder decision making, strengthened partnerships, and successfully addressed privacy concerns.

Selected State Case Studies

Four states are examined based on their efforts to develop a certification-oriented data collecting and tracking system to improve educational and workforce information:

- Virginia created a program to bolster secondary dual credit participation. The program improves career and technical education outcomes and emphasizes certification integration into the general curriculum so that students may earn a diploma and certification concurrently.
- Maryland developed an initiative designed to increase the skill level of workers up to at least two years of postsecondary education or training. By combining disparate data systems and creating a system of accountability, the state improved its nontraditional credential data tracking system.
- The Illinois Industry Certification Data Sharing Pilot was a collaboration to improve statewide data collecting, matching, and integration. By pooling data, the pilot demonstrated the successful pairing of certification data and student information.

- Florida instituted the Career and Professional Education (CAPE) Act to improve certification attainment and address local industry demands. Among other results, CAPE increased certification activity from middle schools through postsecondary education.

Recommendation

It is recommended that the Council note the information contained in this briefing item and its associated attachment.

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Tracking Industry-Based Certifications:

**PROMISING PRACTICES IN CAPTURING DATA ON THE WORKFORCE
SUPPLY OF INDUSTRY-CERTIFIED WORKERS**

FINAL REPORT

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TABLE OF CONTENTS

LIST OF FIGURES.....	ii
LIST OF TABLES.....	ii
EXECUTIVE SUMMARY	iii
SECTION 1: INTRODUCTION.....	1
Research Scope	1
Understanding Workforce Credentials: Distinguishing the Differences.....	1
Certifications in the Workforce System: Addressing Industry Needs and Related Issues.....	2
SECTION 2: GENERAL DATA TRACKING PRACTICES	5
Why Collect and Track Data?	5
Current Data Tracking System Issues and Limitations	5
SECTION 3: KEY NATIONAL AND STATE-LEVEL CERTIFICATION PRACTICES AND TRACKING SYSTEMS	8
National Industry-Recognized Certifications	8
Multistate Collaborations	8
Statewide Longitudinal Data Systems (Statewide Systems).....	9
Certification Data Exchange Program	10
SECTION 4: SELECTED STATE CASE STUDIES	12
Credential Tracking and Industry-Based Certifications in Practice.....	12
Virginia	13
The Path to Industry Certification.....	13
Performance Tracking in Virginia.....	14
Certification Supply and Demand	15
Maryland.....	15
The Skills2Compete (S2C) Initiative	15
Skills2Compete Assessment.....	15
Skills2Compete Update.....	16
Illinois	17
The Need to Address Quality and Reliability Issues.....	17
The Illinois Industry Certification Data Sharing Pilot	17
Challenges and the Future of Certifications in Illinois	18
Florida	19
The Career and Professional Education (CAPE) Act.....	19
Career and Professional Education Act of 2013	19
Career and Professional Education Act Outcomes	20
SECTION 5: CONCLUDING COMMENTS	22
Concluding Comments.....	22
REFERENCES.....	23

LIST OF FIGURES

Figure 1: Total Number of Certifications Awarded in Virginia.....	14
Figure 2: Total Number of Exams Attempted and Passed, All Credentials (% Pass Rate) in Virginia	14
Figure 3: Continuing Education Enrollment that Led to a Government or Industry-Required Certification or License in Maryland.....	16
Figure 4: CTE Concentrators Who Exit Programs Aligned to an Industry Certification and CTE Graduates with College Credit (CC), Credential (C), or License (L) in Maryland.....	16
Figure 5: Illinois Certification Exam Participation Outcomes	18

LIST OF TABLES

Table 1: Florida Middle School (MS) & High School (HS) Participation and Certification Summary	20
Table 2: Florida CAPE Academy Performance Report, Grades 9–12, 2013–2014	20

EXECUTIVE SUMMARY

As the number of jobs that require at least a high school diploma decrease, more students are turning to alternative postsecondary education and training pathways to improve employability and overall outcomes. By 2020, about 65 percent of job openings will require some form of postsecondary education or training.¹ While the traditional baccalaureate degree is still viewed as the primary pathway to postsecondary success, interest in middle-skill jobs has increased the desire and need for other avenues of education. Middle-skill jobs are primarily occupations that require education or training beyond high school, but not necessarily a bachelor's degree.

This report will focus on industry-based certifications and national promising practices for capturing relevant certification information and data. Across the nation, the process for collecting data on industry-based certifications is either limited or in development. Without a method to track industry-based certifications, it becomes difficult to determine how industry-based certifications fit into and benefit the overall workforce system. Thus, the question is: Does a reliable model exist to capture the information necessary to determine the workforce supply of industry-certified workers?

This report will first provide the necessary background definitions followed by a review of existing national industry-based certification data systems and programs. Next, selected state case studies of promising practices from Virginia, Maryland, Illinois, and Florida are described. Finally, concluding comments are offered. In order for policy makers and stakeholders to make informed decisions on the performance and direction of workforce development, accurate and timely tracking of statewide industry-based certifications is necessary to complement other educational and training data that are currently being collected.

¹ Carnevale, et al. (June 2013).

SECTION 1: INTRODUCTION

Research Scope

The purpose of this research is to report on promising practices used to capture information and data on industry-based certifications to examine models that may assist in providing insight into the workforce supply of industry-certified workers for demand occupations. This report will present national methods that may be replicated or used as the basis for capturing industry-based certifications in Texas. It will communicate to stakeholders a better understanding of industry-based certifications,² the role of certifications in the workforce system, and the steps required to produce a high-quality tracking system.

Many regions in the United States are currently experiencing a skills shortage. Contributing to the issue is the lack of a coherent and comprehensive system for earning and reporting nontraditional, postsecondary credentials. The voluminous number of educational and training credentials that exist may also dilute the value of earned awards. Traditional four-year degrees only scratch the surface of the available awards an individual may earn. Nontraditional credentials vary from industry to industry and state to state. Additionally, the paths by which various nontraditional credentials are earned can be numerous. As the number of nontraditional credentials increase, distinguishing the differences between various types of credentials can become difficult and blurred. Options may create confusion among students, educators, industry employers, and state policy makers. This confusion therefore creates questions regarding the necessity and value of nontraditional credentials in the labor market.

Understanding Workforce Credentials: Distinguishing the Differences

The process of analyzing postsecondary educational and workforce-related credentials can be a daunting task given the sheer breadth of credentials that currently exists. Added to that are the sometimes fractured and inconsistent pathways by which individuals can earn a valid credential. Various public and private institutions, trade schools, and professional organizations offer competing training programs or examinations that provide value that students may not be aware of.

A key step to addressing the aforementioned challenges is to distinguish between various types of postsecondary awards. First, traditional and nontraditional postsecondary awards can all broadly be classified as types of educational or training credentials. Within postsecondary credentials, the distinction between traditional four- and two-year degrees and nontraditional awards is relatively clear. However, within nontraditional credentials, the defining lines are often distorted by varying perspectives, standards, and interested parties. More specifically, nontraditional credential awards encompass numerous forms, such as certificates, licenses, certifications, apprenticeship certificates, non-secondary diplomas, and more. As three of the more commonly awarded nontraditional credentials operating within the workforce environment, certificates, licenses, and certifications require further clarification. These credentials are sometimes incorrectly combined or used interchangeably. While all three are similar in principal and offer the recipient a valuable award, important distinctions will be addressed for this report. The descriptions illustrate the most widely accepted features and characteristics that distinguish each type of credential.³

² For concision and consistency the term “certification” will be used throughout the remainder of this report as a synonym for industry-based certification. For this report, certifications will represent an award or document given to an individual that demonstrates, through assessment only, competency and proficiency in a given field or industry where the examination of knowledge is administered by an independent, third-party testing center. Testing centers are nationally accredited or recognized by industries or professional organizations. In this report, certifications will represent other similar vocabulary commonly used such as industry-recognized certification, industry-ready certification, third-party/independent certification, industry credential(s)(ing), and skills certification(s).

³ Browning, et al. (1996); Downing (1998); Durley (2005); Andrews (2008), (2009); AHA (2009); Knapp and Kendzel (2009).

- *Credential.* A credential is the all-encompassing term used to describe any type of traditional and nontraditional award within the context of education, training, workforce, and employment development. Credentials are awarded by third-party entities, who have relevant authority to issue such credentials, after individuals demonstrate proficiency or competency in a given occupation or field. Credential awards can be earned from a variety of sources, including, but not limited to, educational institutions, industry associations, or government agencies.⁴
- *Certificate.* A certificate may be awarded by either an educational institution or independent education and training provider associated with specific programs of study. Educational and training programs teach students skills related to specific occupations. Certificate programs are generally created, taught, and assessed directly by the provider of a program. Students are awarded certificates after successfully completing instruction and demonstrating proficiency through provider-administered exams. Obtaining a certificate generally signifies the end of the instructional program.
- *License.* A license is a type of nontraditional credential that is generally awarded by a government-regulated agency. This award may be granted by a federal entity, but usually comes from the state level. Of the three types of credentials, a license is the most heavily regulated and restrictive due to its governmental association. Like the two other credentials, a license signals that an individual has completed or achieved certain standards. Unlike the two other credentials a license is required before an individual may work in specific professions. Occupations such as doctors or teachers require individuals to have a valid license. Additionally, if an individual migrates to a different state they may be required to relicense before resuming practice.
- *Certification.* A certification is a type of nontraditional award to an individual that demonstrates proficiency and knowledge, through examination, in a specific industry or trade. As opposed to a certificate, obtaining a certification award is not dependent on any actual education or training program. Instead, evaluating candidates for certification relies on independent, third-party professional and industry-based groups. These national organizations develop and maintain relevant proficiency standards that are assessed and sanctioned by industry-approved examination facilities, independent of any educational institution or training program. Furthermore, certifications often have an expiration date, requiring individuals to participate in continuing education or reexamination in order to stay current. This characterization of certification awards have been accepted and endorsed by national entities, such as the National Association of Manufacturers (NAM) and the American Association of Community Colleges.⁵

The distinction between certificates, licenses, and certifications is important for this report, which exclusively examines practices for capturing data on industry-recognized certifications awarded through independent third-party organizations. Based on the characteristics of certifications, it is clear that they present an important value for students, employers, policy makers, and other related stakeholders.

Certifications in the Workforce System: Addressing Industry Needs and Related Issues

Traditionally, state and federal agencies collect detailed data on demographics and attainment figures only for bachelor's, associate's, and some certificates granted by colleges or universities. Yet, anecdotally, it is apparent that businesses also value other types of credentials, as indicated by industry efforts to promote certification education and training.⁶ Manufacturing groups, such as NAM, have long advocated for a

⁴ U.S. DOL, p. 1 (15 December 2010).

⁵ Manufacturing Institute (2015a)

⁶ Wolters Kluwer Law and Business (27 June 2010); Manufacturing Institute (2011); Hall (2 July 2014).

...system of industry-recognized skills credentials...to reform education and training for twenty-first century manufacturing by providing skills assessments, standardized curriculum requirements and nationally portable credentials that validate the attainment of critical competencies required by industry.⁷

In order to address a growing interest in certifications and industry concerns regarding the lack of qualified workers, it is important to first examine the issues that certification awards can resolve. The most common preparation method for certification exams is through occupational programs offered by postsecondary institutions. More importantly, certifications provide an optimal solution to several problems associated with postsecondary credentials, such as portability, uniformity, and applicability.⁸

- *Portability.* Validation by an impartial third party helps to authenticate certifications. This affords individuals who obtain a certification award job or career portability because the value and features of a certification are not bound to any particular region of the country or company-defined measure of proficiency.⁹ Certification completers are able to transfer acquired knowledge across state lines and businesses more easily because third-party validation addresses specific standards and requirements within industries. By addressing definite proficiencies, employers have an easier time identifying value and qualified workers.
- *Uniformity.* Variations in grading standards among postsecondary institutions diminish uniformity. This makes it difficult for employers to judge the meaning of credits, grades, and overall grade point averages from the myriad of two- and four-year institutions, for-profit schools, and other institutions across the nation. On the other hand, the characteristics of a certification award are specifically defined. Without having to decipher the value of college classes and credits, employers can immediately identify whether an applicant has the definite and concrete skills required. Moreover, certification exams and results are standardized and help validate skills and knowledge consistently within an industry.
- *Applicability.* Since high-demand and high-skill occupations are constantly changing, certification awards provide a level of flexibility over traditional degrees. Industry activity keeps certification-oriented programs and assessments up to date with the latest industry standards and required proficiencies. Besides evaluating job candidates quickly, the up-to-date standards that certification awards demonstrate can help businesses determine where to start or expand operations to find the most talented workers.

As the proliferation of and confusion about nontraditional credentials increase, the benefits of earning a certification become more apparent. Given the increasing demand for qualified personnel, especially in middle-skill occupations, certification awards have increased in value as an indicator of trained and skilled workers. More consistent language and reporting, and a comprehensive directory would allow stakeholders to more accurately evaluate certification awards to determine their value in the labor market.

While the U.S. Department of Labor (DOL) has an extensive definition that outlines educational and workforce credentials, including both traditional and nontraditional, it is confusing in its reference to postsecondary career-enhancing credentials. Specifically, DOL introduces new language to describe what is otherwise referred to as industry-recognized certifications.

⁷ NAM (2012).

⁸ Carnevale, et al. (September 2012).

⁹ Barnhart (28 January 1997).

...developed and offered by, or endorsed by, a nationally recognized industry association or organization representing a sizable portion of the industry sector, or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products.¹⁰

This report exclusively examines practices for capturing third-party, industry-recognized certification data and information at the national and state levels. Therefore, based on specific characteristics and parameters, the working definition of certifications for this report emulates the State of Florida's Education Code statute due to the statute's specificity. As one of the pioneers in the use of certification data, the State of Florida, through its Department of Economic Opportunity, defines certification as:

A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential [sic] that is nationally recognized and applicable to an occupation [that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging, or addresses a local need].¹¹

Nationally, nearly \$1.5 trillion is spent each year on the development of human capital. Of that figure, approximately \$25 billion is spent on certifications.¹² Certifications are outcomes that can be associated with career and technical education (CTE) program participation. The Carl D. Perkins Career and Technical Education Act of 2006, a reauthorization of Perkins 1998, requires states to update CTE programs to ensure programs were current and relevant to industry demands. Also, CTE programs receiving federal funds are required to report on core performance indicators, including secondary and postsecondary state or industry-recognized certifications.¹³ Several years later, legislative action indicated an increasing awareness among national policy makers regarding the benefits of certifications in the workforce system. A bill was introduced to Congress in 2009 requiring the development of a one-stop delivery system that prioritized services and programs culminating in a portable, high-demand certification.¹⁴ The bill was later updated and reintroduced in 2013.¹⁵ The increase in demand for nontraditional credentials by various stakeholders in the workforce system has helped to shed light on certifications. Policy makers are discovering the value certifications can provide at various levels of the workforce.

The remainder of this report will investigate in more detail promising practices in capturing certification data and related information. The next section provides background on the development of data tracking, broadly, and certifications, specifically. Next, current multistate collaborations and an overview of the Certification Data Exchange Program, a multistate and industry collaboration to track and share certification data, are presented. Then, state-specific case studies from Virginia, Maryland, Illinois, and Florida are examined. Each of these states has embarked on systems and methodologies to better capture certifications, and credentials in general, that could provide a starting point for Texas. Finally, concluding comments are noted.

¹⁰ U.S. DOL, p. 6 (15 December 2010).

¹¹ Florida State Senate (2014); FLDOE (2015b). The definition was originally created by the Agency for Workforce Innovation. In 2011, the Agency for Workforce Innovation was merged into the Florida Department of Economic Opportunity by the state legislature.

¹² Calculations based on data from the U.S. Department of Education's IPEDS, the DOL's Employment and Training Administration, the American Association of Community Colleges, the U.S. Department of Education's Office of Vocational and Adult Education, Survey of Employer Provided Training, and Bureau of Labor Statistics from Carnevale et al. (September 2012).

¹³ 109th Congress of the United States Second Session (2006).

¹⁴ 111th Congress of the United States (2009). The bill passed the House in 2010, but not the Senate.

¹⁵ 113th Congress of the United States (2013). Last action on April 23, 2013, when it was referred to the Subcommittee on Higher Education and Workforce Training.

SECTION 2: GENERAL DATA TRACKING PRACTICES

Why Collect and Track Data?

As a matter of state policy, collecting and tracking a variety of data have become integral functions of states' performance measurement systems. States across the nation are seeking ways to improve their data and tracking systems to better serve educational and workforce groups. Tracking allows states to focus limited resources more effectively and improve decision making. In order for stakeholders to evaluate the effectiveness of various programs it is necessary to track and identify key outcomes such as participation and completion rates. Tracking outcomes is critical since the diverse population of potential workers often enters the educational and training system under varying circumstances. Moreover, state and local stakeholders need to know where qualified talent exists within their regions or where talent development needs to be bolstered. Stakeholders will then be able to advise businesses and employers where skilled and experienced talent exists to influence expansion or relocation decisions. Tracking participants' certification outcomes is an important tool for understanding performance.

Current Data Tracking System Issues and Limitations

One issue states encounter when creating and implementing data systems is the metrics to be used. While detailed tracking of educational outcomes in the U.S. is improving, completion records of postsecondary awards below an associate's degree are inconsistent, sparse, or completely missing. Likewise, scope and definition variations can further complicate matters. The lack of detailed tracking afforded to nontraditional postsecondary awards, such as certifications, results in an incomplete picture of workforce supply figures that, if complete, could prove invaluable to industries and states. The data programs and associated issues described below broadly represent national, state, and institutional collecting tools.¹⁶

In the 1980s, a few states developed student unit record systems in order to better evaluate and analyze programs. Since then, numerous governmental and nongovernmental entities have designed unit record systems for their own purposes. But, many early designs had problems gathering data on private schools, cross-state transfers, dropouts, and other variables.¹⁷ The National Center for Education Statistics (NCES)¹⁸ operates several databases that gather and report on educational statistics and issues. One such report is the Integrated Postsecondary Education Data System (IPEDS), which gathers data from every postsecondary educational, technical, and vocational institution in the nation that participates in any federal student aid program. By law, institutions are required to participate. Thus, IPEDS collects a wide range of data on information such as enrollment, financial aid, and graduation rates.¹⁹

However, aggregate data present certain restrictions. Due to its expansive nature, IPEDS has difficulty disaggregating and collecting data used to track evolving trends because the framework cannot

*accurately capture changing enrollment and completion patterns in the postsecondary education sector, especially given increasing numbers of nontraditional students.*²⁰

In an effort to address the above-mentioned issues associated with data collection, an independent and nonprofit national organization started tracking postsecondary information. Due to a federal prohibition on collecting student unit-level data, as well as inconsistent reporting procedures by individual states, the

¹⁶ The descriptions are by no means comprehensive, but instead present a relevant timeline on major available resources and the issues most commonly associated with gathering data.

¹⁷ Cunningham, et al. (March 2005).

¹⁸ The NCES is attached to the U.S. Department of Education and gathers information from institutions across the country.

¹⁹ U.S. ED (2015a).

²⁰ Cunningham, et al., p. iv (March 2005).

National Student Clearinghouse (NSC) has become an important resource for educational reporting and research. Originally connected to the student loan industry, the NSC collected student enrollment information to verify loan eligibility and graduation status. Increased utilization of the NSC has been aided by reporting standards instituted by the national government for states receiving federal funding.²¹

While the NSC provides invaluable student data on enrollment, intensity, and graduation, the system has several limitations.²² One issue is the reliability of enrollment data collected by the NSC; participation is voluntary and reporting levels may vary by member schools. Additionally, the NSC's coverage of postsecondary institutions and the formula for calculating student enrollment may influence reliability.²³ Matching errors associated with the NSC's large data set present another issue. Errors may occur because records are primarily matched by a student's name or date of birth. Variations in either category within individual data may create duplicate or missing information. Moreover, postsecondary data acquired by the NSC are from degree-awarding institutions. Thus, awards below an associate's degree are not captured in the data system. Finally, the Family Educational Rights and Privacy Act (FERPA)²⁴ presents an important challenge to assembling any student-oriented database because the law protects the privacy of educational records. Institutions receiving federal funds must comply with FERPA and students or institutions can elect not to disclose any data at all.

In order to innovate and address deficiencies in the system, the NCES recommended that IPEDS be retooled into a national student unit-record system to gather data and track students over time. However, Congress prohibited the creation of a national unit-record database in the Higher Education Opportunity Act of 2008.²⁵ Despite the national prohibition, language in the Higher Education Opportunity Act stipulates that states are not prohibited from developing, implementing, or maintaining their own student-tracking systems. Since then, states have developed and refined their longitudinal data tracking systems.²⁶

In 2012, a report conducted by the State Higher Education Executive Officers Association examined the degree to which postsecondary data systems were being developed and shared across states.²⁷ The report found that 19 states operated their own statewide early education, K–12, higher education, and workforce (P–20W)²⁸ data warehouses or federated data models and 20 more states were developing independent systems. In 45 states, 56 postsecondary entities were participating in data-sharing agreements across state lines. Unlike national surveys, individual state databases are generally more accurate. State-specific databases also provide better context for state stakeholders. However, from state to state the scope, framework, and implementation of database systems may vary. Additionally, data from private schools, for-profit institutions, and cross-state migration variables are usually unaccounted for.

Moreover, every state operates, in some form, a labor market informational database.²⁹ These databases provide state statistics designed to support stakeholders with information on the labor market, occupational areas, and even educational statistics. Labor market data offer several benefits—from employment figures for states, to information that helps in site selection for businesses. While state labor market information is valuable, it does not provide the best projection of state workforce needs because

²¹ U.S. ED (7 March 2009). The State Fiscal Stabilization Fund requires states receiving funding to report various statistics, including enrollment and persistence data. U.S. ED (April 2009).

²² Dynarski (October 2013).

²³ States use a federal formula in conjunction with the NSC that calculates college enrollment based on weeks attended. Four-year, public institutions are the most represented and for-profit institutions are the least represented.

²⁴ FERPA (20 March 2015). FERPA deals with educational records related to students or educational data maintained by educational agencies or institutions. Personally identifiable educational records include student names, mother's maiden names, addresses, dates of birth, social security numbers, and parent's names. Moreover, FERPA prohibits the redisclosure of individual and identifiable student record data.

²⁵ U.S. ED (August 2008).

²⁶ For instance, the Statewide Longitudinal Data System grant has funded efforts by states to create and improve their data systems.

²⁷ Garcia and L'Orange (November 2012).

²⁸ P–20W contains Preschool, Grade 20 or higher education, and workforce information.

²⁹ BLS (16 April 2015). Directs users to state-level labor market data.

issues with data integration, coverage, and overall usability present important challenges.³⁰ These limitations can impact estimations of workforce supply and demand figures, as they have in the manufacturing industry. In order for states to more effectively forecast growth, it has become necessary to increase alignment with industries and employers. The Manufacturing Institute reported that

*many states found that their state-level data weren't classified in a way that matches actual manufacturing conditions. Department of Labor Statistics did not fully reflect potential growth in manufacturing that surveys conducted by employer associations were showing.*³¹

By most standards, the current national education, training, and workforce data-collecting systems are invaluable tools for stakeholders at any level. At minimum, they provide important baseline figures and statistics that researchers use at the start of any national or state-level project. Nevertheless, because of the nature of the data and the size of the systems, limitations exist within the various national systems. Thus, to improve nontraditional credential information and data gathering, many states and national industries have embarked on creating data-collecting and reporting protocols to suit specific issues or demands.

³⁰ Wright (16 July 2008).

³¹ Manufacturing Institute, p. 29 (October 2013).

SECTION 3: KEY NATIONAL AND STATE-LEVEL CERTIFICATION PRACTICES AND TRACKING SYSTEMS

National Industry-Recognized Certifications

Available educational databases can provide invaluable information for stakeholders. But individual educational databases do not currently have the ability to comprehensively track all postsecondary credentials. One reason is the focus on tracking traditional educational pathways—an associate's degree or higher. As the demand for and usage of certifications has increased, many national industry associations have developed and implemented certification systems to validate the skills certain occupations demand. Not only can national certification systems dictate the necessary qualifications candidates need, they also administer exams or certify independent testing centers.

There are a myriad of certification and certifying groups in the nation. Often times, stakeholders and associated entities organize occupations into broad industry initiatives. One such nationally recognized entity is the Skills Certification System (System), developed by the Manufacturing Institute and endorsed by the National Association of Manufacturers (NAM).³² The goal was to develop a system of certifications designed, utilized, and endorsed by the manufacturing industry. From that point educators would be able to more accurately design programs aligned with current industry needs and standards. Thus, the cyclical nature of the process serves to strengthen and support the future of workforce development in the field. By aligning standards to address the skill shortages in the manufacturing industry, the System has effectively increased the number of certifications and skilled workers. Certifications sanctioned by the System are nationally portable and applicable to nearly all areas of the manufacturing sector. Industry partners are able to validate and understand the meaning of certifications. Furthermore, since the System has been embedded into various levels of postsecondary education, individual schools are able to track what certifications students are earning and the types of employers that are hiring those students.³³ As of 2014, the System has awarded nearly 418,000 certifications.³⁴

Moreover, other national and occupation-specific certification reporting systems provide their own benefits. Many information technology-related certifiers are able to track demographics, exam results, and the relevant history of certification candidates.³⁵ Along with traditional postsecondary tracking, the National Student Clearinghouse (NSC) has recently started offering certification verification services to businesses and organizations.³⁶ The NSC contracts with national certification providers to facilitate industry efficiency in hiring, promoting, and validating employee skills.

Multistate Collaborations

Improved multistate collaborations have also played an important role. As a regional, interstate agency, the Western Interstate Commission for Higher Education was established to improve the transmission of educational data among member states. In an effort to strengthen their own longitudinal data systems, Hawaii, Idaho, Oregon, and Washington were the first states to participate. The Western Interstate Commission emphasizes collaboration and cooperation not only between member states but also between postsecondary educational and training institutions.³⁷ In 2009, the Multistate Longitudinal Data Exchange Pilot Project (Multistate Exchange) was launched by the Western Interstate Commission to capture

³² In 1995, NAM, the largest manufacturing association in the U.S., established the Manufacturing Institute as a research and educational entity.

³³ Manufacturing Institute (2015a).

³⁴ Manufacturing Institute (2014).

³⁵ ProTraxx (2014); TeraData (2015).

³⁶ NSC (2015).

³⁷ Sixteen member states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands.

educational and workforce data outcomes by connecting individual state system projects to track individual-level data across states.

Several outcomes resulted from the Multistate Exchange. First, by satisfying the Family Educational Rights and Privacy Act (FERPA), the project successfully analyzed confidential student data across agencies and borders. Next, the project addressed gaps and generated a more comprehensive picture of workforce data and outcomes, which represented a greater spectrum of education and labor sectors. The Multistate Exchange increased insight into local workforce demands and state investments in education. Finally, it demonstrated the viability of a longitudinal information-sharing exchange that tracks and analyzes outcome data between agencies, institutions, and states. As individuals move within and between states, policy makers are better equipped to address educational and workforce planning.³⁸

Statewide Longitudinal Data Systems (Statewide Systems)

In January 2002 the Education Sciences Reform Act was passed creating several new entities, including the Institute of Education Sciences and the National Center for Education Statistics.³⁹ Also authorized by the act was the Statewide Systems, which awards grants to states for the development and application of longitudinal data systems that track students from early learning into the workforce.⁴⁰ Longitudinal data systems are intended to facilitate efficiency and accuracy of educational data within states so that stakeholders can make informed decisions on the direction of student learning and outcomes. Grantees are required to submit annual reports, and since 2005, 47 states have received at least one round of funding.

Thus far the act has provided five separate rounds of funding from 2005 through 2012. States that received grants are in various stages of building and implementing longitudinal data systems. To foster collaboration and expansion within and among states participating in the longitudinal data system, the Common Education Data Standards (Common Standards) tool was created. The Common Standards has become an important tool for states to exchange, compare, and understand educational data across various institutional levels and sectors by standardizing and increasing the value of educational data.⁴¹ Since integrating the Common Standards, several individual states have improved their systems.

As a grantee, North Carolina instituted the Common Education Data Analysis and Reporting System. The reporting system functions as a centralized repository and analysis tool for state educational data. From early childhood education through one year after high school, the state uses data acquired from different educational levels over time to develop more accurate policy. Components of the state's analysis include student performance and educational attainment, which encompass nontraditional credentials like certifications. A key component of the reporting structure was the creation of a Unique Identifiers system. The Unique Identifiers system tracks students to follow long-term employment outcomes. The system has enabled North Carolina to align standards across educational sectors into the workforce and identify gaps in data or inconsistent definitions between agencies within the system. Moreover, by participating with other states to create a longitudinal data system, North Carolina is now able to share and transmit data across state lines. Through the State Exchange of Education Data, North Carolina joined with seven other states to follow the Common Standards protocol in order to streamline data for students transferring from one member state to another and for member states to more accurately account for graduates and dropouts.⁴²

³⁸ Bransberger (July 2014); Prescott (July 2014).

³⁹ 107th Congress of the United States, Second Session (2002).

⁴⁰ U.S. ED (2015b).

⁴¹ NCEES (2015).

⁴² North Carolina Department of Public Instruction (2015); Public Schools of North Carolina (17 May 2010); Public Schools of North Carolina (2015). State Exchange of Education Data charter participants: Alabama, Colorado, Florida, Georgia, Kentucky, North Carolina, Oklahoma, and South Carolina.

Another grantee, Kansas, encountered classification and language issues that stemmed from existing data spread over various state agencies, organizations, and interest groups. The Common Standards were used to create a common language system and to restructure early childhood data. The tool facilitated the integration of existing early childhood data into a new system. The state was also able to more effectively track students through secondary education by issuing student identification variables. This action produced several different data repositories that served stakeholders at different levels.⁴³ By instituting a Statewide System initiative, North Carolina and Kansas were able to use the Common Standards component as an efficient and effective tool to unify and integrate data systems to update definitions, identify gaps, and connect data elements to better address policy issues.

Certification Data Exchange Program

According to Perkins Career and Technical Education (CTE) Act of 2006, states are required to track and collect data on certifications, certificates, or degrees.⁴⁴ At the end of the year, states submit progress and performance data on core indicators in a Consolidated Annual Report. Nevertheless, certifications remain one of the more difficult credentials to track since many certifications are obtained post-coursework.

Based on a pilot project conducted by Illinois and the Computing Technology Industry Association (CompTIA), the Association for Career and Technical Education and other partners developed the Certification Data Exchange Program to improve certification tracking and sharing between state and national certifying organizations.⁴⁵ Created as a multi-year project, the program generated a database that states, educational institutions, and interested stakeholders could access to obtain relevant data on students and certifications. The program was developed by selecting eligible states, organized into first and second rounds, to work together with national industries.⁴⁶ States were required to comply with the specific objectives, deliverables, and timelines prior to their initial involvement.⁴⁷ The resulting database helped states and various industry stakeholders raise awareness on the benefits of an improved certification data repository for educational and workforce development. The program also demonstrated the feasibility of developing a national data system.

This program relied on the cooperation between states and national industry representatives. The Certification Data Exchange Program began with CompTIA and the Manufacturing Institute as the primary industry partners representing information technology and various manufacturing consortiums.⁴⁸ As of December 2014, CompTIA completed its original pilot project with Illinois and is currently working with other states as part of the next round in the exchange program. Utilizing the NAM-endorsed Skills Certification System, the Manufacturing Institute has followed the path of CompTIA by leveraging its association with 17 manufacturing certification organizations to work with eligible states to improve certification tracking and matching. Potential participating states and major industry representatives are in the process of creating a pilot that is mutually beneficial for all stakeholders.⁴⁹

With the Certification Data Exchange Program well under way, several important issues have been addressed:

⁴³ Kansas State Department of Education (September 2011); U.S. ED (30 June 2014).

⁴⁴ 109th Congress of the United States, Second Session (2006).

⁴⁵ ACTE (2015).

⁴⁶ This project has drawn interest from the U.S. Department of Education as a solution to address the issues surrounding the collection of data by individual states. Selected first round pilot states: California, Kansas, Maryland, North Carolina, Ohio, and Oklahoma. Selected second round states: District of Columbia, Iowa, Kentucky, Washington, and Florida. ACTE (2013). States that signed the CompTIA data-sharing agreement by October 2014 for live and online meetings: California, Iowa, Oklahoma, North Carolina, and Florida.

⁴⁷ ACTE (2013).

⁴⁸ CompTIA (2015); Manufacturing Institute (2015b).

⁴⁹ Koch (17 December 2014); Latto (17 December 2014); Hale (December 2014).

- Awareness of the need for a national database that focuses on certifications has increased.
- A long-term investment in data tracking has facilitated better decision making and an improved understanding of student performance. Improved data coherency and reporting practices have helped to further those goals.
- Increased emphasis on CTE initiatives has strengthened the link to certifications.⁵⁰
- State and industry connections have increased. Collaborative partnerships have addressed critical issues, needs, and objectives more effectively.
- Because of FERPA, where data originates and how it is transferred between entities was important for states and industries to understand in order to successfully gather and share student information.⁵¹ Therefore, as the initial participant of the pilot project, Illinois agreed to and signed an indemnification agreement.⁵² California has since become the second state to successfully negotiate an agreement.⁵³

As this section has illustrated, numerous states and national industries have recognized the importance of tracking certifications, as well as other nontraditional credentials. Whether the goal is to bolster industry-relevant skills or to improve statewide data systems to support policy makers, the move toward accurately gathering certification data to incorporate that data with other credential data in tracking systems to produce a more comprehensive education and training dataset is well under way across the nation.

⁵⁰ Folkers (31 October 2012).

⁵¹ King (8 May 2014).

⁵² An indemnification agreement is a mechanism for transferring risk, liability, or responsibility from one party to another. In this case, agreements between participating states and industry partners are related to the transmission of student data.

⁵³ Due to various legal situations in which an indemnification agreement could not be signed, states selected for the first round did not all participate concurrently with California. Both Illinois and California worked with CompTIA as their industry partner. Clarification from the Department of Education later noted that FERPA did not apply to the Certification Data Sharing Project. Instead, future collaborations with CompTIA required only a data-sharing agreement to be signed by participating parties. Koch (17 December 2014).

SECTION 4: SELECTED STATE CASE STUDIES

Credential Tracking and Industry-Based Certifications in Practice

While no comprehensive certification data gathering model exists nationally, many states are becoming more involved with integrating certifications into their workforce system information. State investments in educational and training information have led to more comprehensive records and data gathering systems, along with increased collaboration between associated agencies.⁵⁴ Besides increasing agency collaboration, partnerships and data sharing techniques between states, institutions, and industries have improved.

For instance, by improving career and technical education (CTE) pathways, some states are able to provide students who plan to enter the workforce immediately after high school the opportunity to obtain a certification preparing them for demand occupations.⁵⁵ From this, some states are able to create and endorse a list of certifications based on specific economic needs. States are also structuring their strategic plans to explicitly address the need to improve their data collecting and reporting systems to better assess the value and impact certifications have on their workforce systems.⁵⁶ By aligning related agencies and creating detailed timelines, these states are improving accountability to produce meaningful results.

With one of the strongest state economies in the nation, Texas has long promoted multiple educational and training pathways. Like other states, Texas has developed and instituted robust educational and training data systems. Windham School District offers annual performance reports that track and detail the number of CTE participants, percentage of CTE completions, and overall certifications earned. Certification performance data allows Windham to improve the effectiveness of their programs and client services.⁵⁷ The Texas Education Agency (TEA) also collects data on certifications awarded to senior high school students.⁵⁸

As part of the guidelines, state agencies and institutions that participate in the Perkins grant are required to assess their federal core indicator performance compared to state targets and outline strategies for improvement. TEA helps develop and improve academic and CTE oriented programs for secondary students. Through the Program Effectiveness Report (PER), TEA reports student success at completing certifications and licenses, and operates as a CTE certification guide, though it does not officially operate a list of approved or recognized certifications.⁵⁹

Similarly, the Texas Higher Education Coordinating Board collects data on various postsecondary- and program-level data from community and technical colleges in the state. Texas provides core indicator data through the national Consolidated Annual Report (CAR), whereby each applicant is required to meet state targets within 90 percent for each core indicator. As one of the core indicators, credentials, certificates, and degrees (2P1) are reported on. Texas is able to track annual statistics from institutions across the state by campus. Information is further broken down into programs of study and credit hours.⁶⁰ However, statistics are aggregated with no distinction between each type of credential earned. Additionally, reported figures focus on credentials awarded by educational institutions. The reports do not account for certifications as defined by this report since certifications are awarded through independent third-party

⁵⁴ Massie (April 2014).

⁵⁵ Louisiana Workforce Investment Council (20 April 2010); Louisiana Workforce Investment Council (December 2013); Louisiana Department of Education (26 February 2014); Louisiana Department of Education (2015).

⁵⁶ North Carolina Works Commission, p. 63 (2 March 2015)

⁵⁷ Windham School District (2013–2014).

⁵⁸ TEA (2015).

⁵⁹ TEA (2007); TEA (December 2013); TEA (29 August 2014).

⁶⁰ THECB (2011); THECB (2015a); THECB (2015b).

entities, outside of educational programs and institutions. Nevertheless, standards required by Perkins provides an opportunity to improve certification information and data tracking.

In March 2015, the Texas Workforce Commission (TWC) reported on the Industry-Recognized Skills Certification Initiative for discussion, consideration, and possible action regarding development and funding. One position shared by policy makers and industry leaders is a lack of qualified workers to fill available jobs around the state. TWC identified statewide local workforce development boards as key stakeholders and important for their unique perspective regarding the types of relevant certifications for in-demand occupations in their area. Thus, TWC recommended a certification initiative to increase the number of workers with certifications to support in-demand jobs. The certification initiative includes \$2.8 million in federal workforce funding for two years. The certification initiative requires that local boards and local employers collaborate to identify critical certifications for their workforce areas. Moreover, several foci were emphasized, including: (1) manufacturing, information technology, health care, and construction industries; (2) low-, middle-, and high-skill occupations; and (3) nationally or regionally recognized, portable certifications. Finally, it was recommended that local boards expand or create new skill certification centers and provide annual performance reports regarding relevant certification figures and statistics.⁶¹ However, the program does not detail a method for creating a system or model to capture certification data to inform supply figures.

The following state case studies illuminate promising practices from Virginia, Maryland, Illinois, and Florida regarding models or methods that may be replicated to bolster existing educational and training databases by including certification data.

Virginia

The Path to Industry Certification

A few states have incorporated strategies to increase certifications into their education and workforce planning to advance skills and credentials among students. Like many states, Virginia has emphasized dual credit participation for high school students. However, instead of focusing solely on credit primarily for transfer to postsecondary education, Virginia has integrated certifications into the general curriculum so students may earn a certification and diploma concurrently. The focus on certification-oriented dual credit later evolved into the High School Industry Credentialing Program. In 2012, Virginia passed legislation intended to enrich education and workforce development, stipulating that:

Beginning with first-time ninth-grade students in the 2013–2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential...that could include, but not be limited to, the successful completion of an industry certification. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained...Numbers shall be reported as separate categories on the School Performance Report Card.⁶²

Under the law, the state reviews and approves the various professional or industry-related competencies and exams. This process distinguishes the type of certifications a student may earn in order to qualify and meet graduation requirements.⁶³ Virginia's certification efforts at the secondary level have allowed students to earn qualifying CTE credit approved by the state board of education. The Industry

⁶¹ TWC (29 March 2015).

⁶² Virginia General Assembly 2012 Session (30 March 2012).

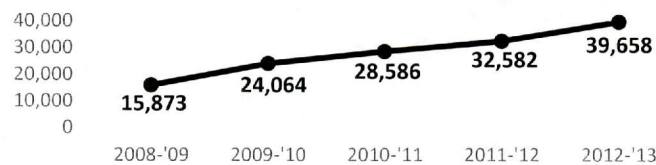
⁶³ VDOE (13 January 2011).

Credentialing Program allows high school students that are scheduled to graduate — but have no immediate plan to pursue postsecondary education and have not finished a CTE sequence of courses — a pathway to earn a diploma while receiving technical training in preparation for a certification exam. This program has grown, in part, because it provides a competitive edge for immediate entry into the workforce.⁶⁴

Performance Tracking in Virginia

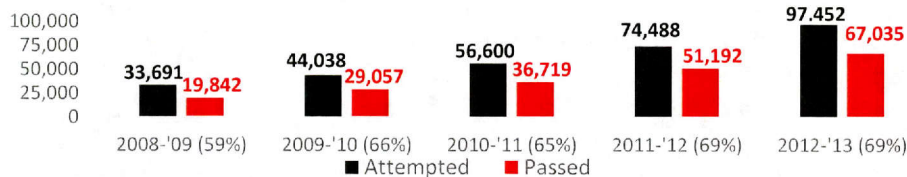
Recognizing the importance of certifications, Virginia began examining certifications in the early 2000s. By instituting a quality tracking system, Virginia has been able to isolate and analyze information and data on certification attainment. In a study conducted by the state in 2002, only 22 percent of students were enrolled on a path that would result in a certification. In order to address the changing workforce landscape and track certifications, the state moved to expand secondary school exposure to certifications. By 2008, nearly all CTE-related programs in the state had an avenue for earning a certification. As a result, more than 13,000 students earned a certification in some form from 2006 to 2007. As Figure 1 demonstrates, since 2008, Virginia has seen a steady increase in secondary school certification attainment. To keep pace with the number of students earning certifications, Virginia has worked to increase the number of teachers that are certification-trained in demand industries. Over 70 percent of CTE teachers in the state are certified in at least one certification-granting field of study.⁶⁵

Figure 1: Total Number of Certifications Awarded in Virginia⁶⁶



Improved tracking has allowed Virginia to more accurately plot the increasing trend of students earning not only certifications, but also state licenses and other assessments.⁶⁷ Figure 2 highlights the total number of exams attempted and passed for all nontraditional credentials tracked in Virginia. As indicated, the trend of students attempting and passing a credential exam has increased. These data provide important statistics for stakeholders to judge the performance and growth of various credentials in the state.

Figure 2: Total Number of Exams Attempted and Passed, All Credentials (% Pass Rate) in Virginia⁶⁸



⁶⁴ Additional sources: NGA (31 January 2005); Education Commission of the States (September 2006); Strayer (2011); VDOE (2012); Wharff (15 November 2012); Career and Technical Education and Adult Education Services (2015).

⁶⁵ VDOE (19 February 2008).

⁶⁶ VDOE (March 2014).

⁶⁷ VDOE (February 2013).

⁶⁸ VDOE (March 2014). "All credentials" are earned by students, reported by secondary schools, and consist of certifications, National Occupational Competency Testing Institute Assessments, State Licensures, and Workplace Readiness programs.

Certification Supply and Demand

In 2014, Virginia applied for and received a national grant to further support education and workforce system development. As part of the grant requirements, Virginia is developing an online supply and demand database of available regional and state-level middle-skill jobs to better identify skill gaps. The database will focus primarily on nontraditional credentials that are tracked throughout the state.⁶⁹ This action was integrated by executive order into the state's New Virginia Economy Workforce Initiative. The order stipulates an increase in the number of certifications aligned with employer demands. It also calls for an improved tracking system of the state's available supply of workforce credentials for demand occupations.⁷⁰ Moreover, the Virginia Community College System conducted a report to better understand the data-tracking process more effectively. The results have been incorporated into the current certification discussion among schools in order to identify and address the barriers institutions encounter when attempting to track students from educational programs through the certification process.⁷¹

Maryland

The Skills2Compete (S2C) Initiative

Like other states, Maryland has experienced a shortage of skilled workers to meet new demands. Maryland has determined that its future labor market will be dominated by middle-skill jobs. In fact, middle-skill occupations will represent the largest share of all future job openings in the state.⁷² In an effort to address the shortage of skilled workers and the increase in demand, Maryland developed its S2C initiative in 2010.⁷³ This statewide initiative was designed to bolster the skill level of the state's workforce up to the equivalent of at least two years of postsecondary education or training. The ultimate aim of S2C was to increase the number of individuals receiving skills training by up to 20 percent by 2012, and to expand the state's credential tracking system.⁷⁴

The initiative served as a starting point for Maryland to improve the preparedness of its workforce and increase its competitiveness as an economic and educational leader. Nontraditional credentials have continued to garner interest from policy makers due to demands for qualified and competent workers. In order to evaluate outcomes, a key component of Maryland's initiative is to develop a "means for tracking success toward the governor's goal, an innovative approach to counting Marylanders' degree, credential, and basic skills attainment across a broad array of public programs".⁷⁵

Skills2Compete Assessment

Bringing numerous agencies to the table to align data-collecting efforts and determine performance outcomes for funding was one important hurdle. Addressing this issue helped broaden data-collection efforts to enable improved evaluations on investments in nontraditional pathways and highlight certifications as an important nontraditional credential. The initiative created a process for stakeholders to tangibly measure acquired information to make data-driven decisions. During an evaluation of the existing system, agency representatives identified numerous gaps in data created by a cumbersome, often confusing, array of state and federal mandates with different data-collection procedures. Government and

⁶⁹ Virginia Board of Workforce Development (22 July 2014); Virginia Office of the Governor (29 August 2014).

⁷⁰ Virginia Office of the Governor (13 August 2014); Zinn (14 August 2014).

⁷¹ Massie (19 December 2014).

⁷² National Skills Coalition (March 2010). Between 2010–2016 an estimated 42 percent of all jobs in Maryland will be middle-skill, compared to low- and high-skill.

⁷³ Maryland Association of Community Colleges (2 March 2010).

⁷⁴ Maryland Office of the Governor (2 March 2010); Woolsey Group (June 2011).

⁷⁵ Unruh and Seleznow, p. 1 (August 2011).

independent stakeholders collaboratively worked on strategies, analyzed information, and tracked performance outcomes.

The initiative resulted in an annual accountability report that detailed and tracked various outcomes on state policy priorities. Maryland examined the total number of individuals that enrolled and completed programs to gauge progress and success. Annual figures were then compared against the established baseline. Across all state agencies, the baseline figure was created by the state to encompass all individuals enrolled in any type of postsecondary educational or training program. Once the baseline number was established for 2009, performance reports were produced for subsequent years to determine the progress of S2C. Figures 3 and 4 illustrate that Maryland was able to successfully count and track certification and license data on enrollment, graduation, and even on students who started but later exited the program. Moreover, S2C has supplemented the state's efforts to strengthen its longitudinal database.

Figure 3: Continuing Education Enrollment that Led to a Government or Industry-Required Certification or License in Maryland⁷⁶

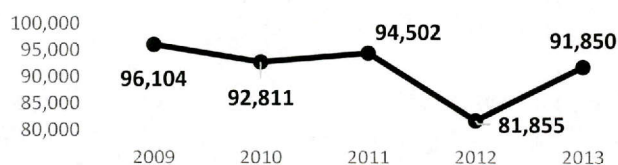
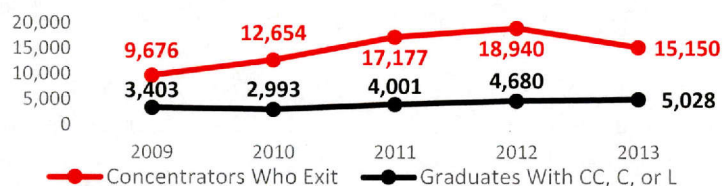


Figure 4: CTE Concentrators Who Exit Programs Aligned to an Industry Certification and CTE Graduates with College Credit (CC), Credential (C), or License (L) in Maryland⁷⁷



Skills2Compete Update

Utilizing S2C, Maryland upgraded its educational and training system and increased the state's commitment to its data-tracking and exchange system. By reorganizing the state's data and assessment tools, Maryland has been able to track and compile more accurate annual data to document the progress of various cross-agency initiatives.⁷⁸ By alleviating issues like ineffective agency communication and disparate tracking methods, Maryland has made significant progress toward its educational and workforce goals. More importantly, stakeholders were able to define and find value in reinforcing nontraditional pathways, such as certifications.⁷⁹

As a resource for tracking performance outcomes, Maryland has also increased and improved accountability and alignment between education and industry stakeholders. Maryland was able to make

⁷⁶ Maryland Department of Information Technology (4 December 2014). Enrollment figures that led to a government or industry certification or license are counted and calculated as part of the Total Annual Entries. The state's Total Annual Entries over the same time period are 282,150 (2009), 301,186 (2010), 312,475 (2011), 301,592 (2012), and 303,811 (2013).

⁷⁷ Maryland Department of Information Technology (4 December 2014). The CTE Graduate figures are counted and calculated as part of the Total Annual Completions. The state's Total Annual Completions over the same time period are 36,513 (2009), 41,464 (2010), 41,350 (2011), 42,571 (2012), and 42,099 (2013). The CTE Concentrators who exit are counted and calculated as part of the Total Annual Entries. The state's Total Annual Entries over the same time period are 282,150 (2009), 301,186 (2010), 312,475 (2011), 301,592 (2012), and 303,811 (2013).

⁷⁸ Unruh and Seleznow, p. 13 (August 2011); Maryland Governor's Delivery Unit (4 December 2014).

⁷⁹ Unruh and Seleznow (August 2011).

significant investments in its databases and leverage the system efficiently and cost effectively. As of 2013, the state's workforce board reports progress toward its goal of having 20 percent of the workforce population obtain at least two years of postsecondary education or training. Through additional multilateral partnerships, the state anticipates achieving this goal by 2018.⁸⁰ Other states are employing similar strategies and initiatives to address their own challenges.⁸¹

Illinois

The Need to Address Quality and Reliability Issues

With the proliferation of nontraditional credentials, one reoccurring issue for stakeholders has been the level of quality and reliability of certification awards. Due to the awards' detachment from educational institutions and a rise in the number of associated programs and certifiers, students, schools, employers, and policy makers have difficulty discerning certification quality and reliability. In order to address these challenges, the American National Standards Institute (Institute) took on the responsibility of verifying national accrediting services. Recognized internationally as America's primary accreditor of voluntary standards in developing organizations, the Institute has worked to develop the American National Standards that signify the credibility of an organization's accreditation process.⁸² But, the issue faced by many national certifying organizations is that the Institute's standards are cumbersome and expensive. While a few large industry organizations have some certifications that are Institute sanctioned, the majority of industries do not.⁸³

In an effort to increase awareness, assure relevancy, and build confidence in certifications, major industry certifiers have gone to great lengths to design certification programs. Efforts by organizations such as the Computing Technology Industry Association (CompTIA) and the National Association of Manufacturers to secure credibility and standing within their sectors has resulted in certifications that are current for industries, relevant for students to earn, and beneficial for states to support. Illinois addressed its own issues by cooperating with multiple stakeholders at various points of the certification development process to improve quality and reliability. The partnerships have helped to combat the proliferation of substandard certifications that may jeopardize the integrity of the entire system.

The Illinois Industry Certification Data Sharing Pilot

As referenced earlier, the Certification Data Exchange Program was an extension of the collaboration between Illinois and CompTIA. In 2012, both sides partnered to pilot a project to improve data collection, matching, and integration. As a major source of information technology certifications, CompTIA started developing independent and vendor-neutral certifications in the early 1990s. The Illinois Industry Certification Data Sharing Pilot began with the premise that certification validation, legitimacy, and tracking are critical to measuring performance and efficiency.

The partnership began with CompTIA and the Illinois Community College Board supplying and matching both student unit-record certifications and various student demographics, respectively. That dataset was then incorporated with employment information from the Illinois Department of Employment Security by way of the Center for Governmental Studies at Northern Illinois University. CompTIA and the College

⁸⁰ Governor's Workforce Investment Board (2013).

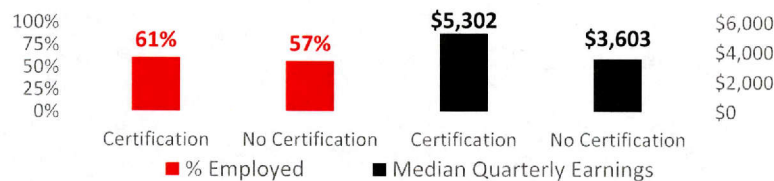
⁸¹ State of Maryland (2015). Other state endeavors include Skills2Compete Campaign - Illinois, Michigan, Mississippi, New Mexico, Oregon, Rhode Island, Washington, Wisconsin, California EDGE Campaign, Campaign for a Working Connecticut, Iowa Works Campaign, North Carolina Alliance for Workforce Competitiveness, Ohio Workforce Coalition, Rhode Island Workforce Alliance, and Vermont Coalition for Workforce Solutions.

⁸² ISO (1 September 2004).

⁸³ A recent account finds that less than 10 percent of certifications are accredited by any organization and fewer than two percent come from the American National Standards Institute. Jacoby (2 December 2014).

Board were able to produce a large volume of records from 2006 to 2010 to generate the sample period. The combined database produced demographic variables based on whether students passed a certification exam. Upon completion, the pilot had an almost 80 percent successful matching rate. Additionally, students that passed exams had better employment rates and higher initial earnings (Figure 5).⁸⁴

Figure 5: Illinois Certification Exam Participation Outcomes⁸⁵



The Illinois pilot demonstrated the successful merging of information on certification exam participation rates, passage rates, and individual data records. This pilot identified methods by which data matching could be achieved across public and private organizations. Moreover, it provided a blueprint to address privacy and legal concerns when sharing sensitive information. The collaboration between the Illinois Community College Board, CompTIA, and the State of Illinois demonstrated a feasible template for other states and groups to emulate to increase the quality and comprehensiveness of student performance data.⁸⁶

Challenges and the Future of Certifications in Illinois

While developing the database, stakeholders associated with the Illinois pilot encountered several challenges that will need to be addressed in future projects. The first issue was the limited amount of certification data available for matching. While CompTIA and state community college records were available, the amount of data was limited. Over the entire pilot, CompTIA had about 3,500 records. Conversely, the state community college board had over half a million records each year from all of its locations across the state. The discrepancy in the volume of state community college records and the limited data points CompTIA collected made initial matching a challenge.

Another issue was the legality of sharing the performance data of certification exam participants. Student privacy concerns created the need for CompTIA to sign an indemnification agreement with Illinois to release itself from any data liability. This agreement relied on the notion that states would then be held culpable if shared data were misused. Additionally, state-specific laws and jurisdictions did not apply to other states should privacy laws be violated. Thus, many states hesitated to sign agreements with CompTIA for an expanded project due to the uncertainty of protecting privacy across state lines.⁸⁷

Despite challenges, Illinois and CompTIA provided an outline for future data-tracking endeavors and projects. Groundwork by Illinois spawned the industry and multistate Certification Data Exchange Program. Along with a workable solution to data-sharing issues and privacy laws, an improved profile of individuals participating in and receiving certifications was formulated.

As the Illinois pilot moves forward, an expanded timeframe will be necessary to understand long-term trends. Continued collaboration between stakeholders will be necessary to enhance certification data and student-performance matching rates. Expanding the project also means incorporating more identification

⁸⁴ Koch and Parke (December 2014). Student-identifying information included first name, last name, and zip code. Demographic information included age, gender, ethnicity, language, disability status, economic/academic disadvantage status, household makeup, occupation of certification, employment status, and earnings.

⁸⁵ Massie (April 2014) from Koch and Parke (December 2014).

⁸⁶ Massie (April 2014).

⁸⁷ Massie (April 2014), (3 June 2014); Koch (17 December 2014). Thus far, only Illinois and California have signed indemnification agreements.

variables and states, as well as national third-party certifiers, which are needed to ensure a comprehensive database of records. While more certifiers would require additional legal agreements to share information, the potential benefits could include greater data points and coding variables. Aiding this process was a recent U.S. Department of Education reexamination of the Family Educational Rights and Privacy Act (FERPA). Specifically, the department clarified that FERPA does not apply to data-sharing projects such as the Illinois certification program.⁸⁸ Since then states and industry certifiers have reviewed the need for indemnification agreements and have moved toward signing independent data-sharing agreements. In 2014, several newly identified participating states and third-party industry stakeholders agreed on terms and are in various stages of a multistate certification expansion of data collecting and sharing.

Florida

The Career and Professional Education (CAPE) Act

In June of 2007 the CAPE Act was signed into law in Florida.⁸⁹ The act was designed to provide individuals with a certification, and businesses with a standard to quickly and efficiently address employer supply and demand needs. The goal of the partnership between education and industry was to increase the number and quality of certifications to support workforce development across the state. To achieve this goal, CAPE 2007 focused on secondary education as the starting point. The act instituted additional rigorous and career-oriented courses in secondary schools that lead participating students to a certification. To accelerate the integration and compliance of CAPE into the school system, Florida required that all school districts register at least one school under their jurisdiction as a career academy by 2009. Thus, approved CAPE academies were created and quickly emerged across the state. Besides the benefit of bolstering their certification programs, school districts received added incentive to organize and integrate career academies. Registered academies that are approved by the state are eligible to receive additional school funding provided by the Florida Education Finance Program. The program follows an explicit formula that assigns varying weights to eligible certification programs.⁹⁰ Furthermore, the state features an approved comprehensive industry certification list to provide guidance on in-demand certifications and required training.⁹¹ The certification list also helps academies design and tailor programs to the specific needs of individual districts, regions, or industries.

Career and Professional Education Act of 2013

Six years after CAPE was enacted the state updated and reauthorized the act in 2013.⁹² The updated act was intended to continue improving the state's pipeline of industry-qualified employees and identify the supply of CAPE certifications. Also, CAPE 2013 bolstered the alignment between secondary and postsecondary certification programs by adding academic and career courses, third-party assessment entities, and an enhanced ability to track and record individuals that earn certifications.⁹³ At schools across the state, districts collect and send performance reports to the Florida Department of Education. Along with other information, variables such as the school year, region, field of certification, and exam outcome are reported.⁹⁴ Moreover, districts are required to report on individuals that earn a certification outside of their cohort year and all individuals that attempt a certification exam but do not earn a

⁸⁸ FERPA (December 2008); U.S. ED (2011); DQC (March 2013). Data and information owned by third-party groups, which are not considered educational institutions, are not subject to FERPA. Therefore, third-party certifiers are not subject to liability should any data misuse occur. States and educational institutions must still comply with FERPA by not releasing student-level data, only information in the aggregate.

⁸⁹ CAPE Act of 2007 (26 June 2007a/b); Bradenton Times (2012); Florida Office of the Governor (22 April 2013).

⁹⁰ FLDOE (2015a). Florida academy eligibility is based on student enrollment, certification completion, and receipt of a high school diploma.

⁹¹ CareerSource Florida (2015). Additional sources: FLDOE (2015c). Florida Department of Economic Opportunity and CareerSource Florida created the industry certification list.

⁹² CAPE Act Bill Text Enrolled (22 April 2013); Florida CAPE Act (2014).

⁹³ Goodman (13 November 2013), (November 2014). Additional changes include the industry certification calculating methodology, funding requirements, addition of teacher bonuses, and the removal of graduation requirements.

⁹⁴ FLDOE (1 July 2013). Additional identifiers can be found at the Florida Department of Education website.

certification.⁹⁵ The Florida Division of Career and Adult Education was authorized to provide a summary of enrollment figures and certification awards to ensure individual academy and district accountability.⁹⁶

Career and Professional Education Act Outcomes

The development of CAPE helped to integrate CTE certification awards into Florida's secondary and postsecondary school systems. This collaboration between education and industry fostered similar initiatives at the elementary- and middle-school levels with grade-level-specific curriculum. As illustrated in Table 1, the integration of career-oriented education and training into secondary schools has increased certification-related activity.

Table 1: Florida Middle School (MS) & High School (HS) Participation and Certification Summary⁹⁷

	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12
# of Individually Registered CAPE HS Academies	246	490	838	1,298	1,511
# of Individually Registered CAPE MS Academies	NA	NA	NA	NA	56
Total	246	490	838	1,298	1,567
# of School Districts with Registered HS Academies	38	66	68	68	68
# of School Districts with Registered MS Academies	NA	NA	NA	NA	9
# of Certifications Attempted	1,112	3,592	29,906	49,383	NA
# of Certifications Earned	954	2,732	16,408	33,189	NA
Pass Rate	85.8%	76.1%	54.9%	67.2%	NA

From 2007 to 2008, one independent study found that secondary students who participated in at least one technology class and one certification exam had improved attendance and higher grade-point averages than students with similar demographics and no certification participation. While the study focused on technology courses, the findings indicated that—at a minimum—there existed a positive relationship between CAPE and educational improvement. The study also indicated, on average, an attendance increase of 17 days and a grade-point average increase from 2.55 to 2.92. Additionally, during the reported 2011 school year, approximately 18 percent of high school students were enrolled in a CAPE academy compared to 2.2 percent in 2007. The percentages represent an increase in the total number of students enrolled in an academy from under 20,000 to over 150,000 students between 2007 and 2011.⁹⁸ Table 2 provides current data on the relationship between certifications and CTE-related courses reported by Florida from 2013 to 2014.

Table 2: Florida CAPE Academy Performance Report, Grades 9–12, 2013–2014⁹⁹

Performance Indicator	Non-CAPE, No Certification	CAPE, No Certification	Non-CAPE + Certification	CAPE + Certification
Average GPA	2.66	2.71	2.87	2.99
Chronically Absent	18.1%	16.7%	17.1%	11.2%
At Least 1 Disciplinary Action	14.6%	17.2%	10.0%	9.4%
Dropout Rate	2.8%	1.1%	0.3%	0.3%
At Least 1 Accelerated Course	30.6%	30.4%	45.5%	43.6%
12 th Graders Earning Standard Diploma	67.5%	81.9%	88.7%	94.2%

⁹⁵ Duckworth (April 2015).

⁹⁶ Goodman and McLarnon (2013).

⁹⁷ UNC Greensboro (2012); Grunwald Associates LLC (2012). In 2011, the Florida Department of Education listed the number of registered high school CAPE academies at 1,298. Organized by career cluster in descending order: Information Technology (218); Health Sciences (180); Hospitality & Tourism (161); Arts, Audio/Visual Technology & Communications (126); Business Management & Administration (106); Architecture & Construction (102); STEM (95); Agriculture, Food & Natural Resources (82); Transportation, Distribution & Logistics (67); Education & Training (56); Marketing, Sales & Service (53); Finance (29); Law, Public Safety & Security (11); Manufacturing (8); Human Services (2); Other (2).

⁹⁸ Grunwald Associates LLC (2012).

⁹⁹ FLDOE (December 2014)

Similar to many states, Florida has a wide range of available jobs in major industries such as manufacturing and engineering, but not enough skilled workers to fill those positions. Coupled with an aging workforce, demand for a new generation of well-trained workers has intensified. Many workers currently lack basic, industry-oriented skills, knowledge, and qualifications that a diploma or degree may not necessarily indicate, but a certification can. Unlike previous attempts to reform the state's education system,

CAPE academies offer curricula designed by industry, taught by industry-certified instructors. Industry tests students' skills and industry awards certifications that are nationally recognized currency in the job market. Most importantly, industry then competes to hire the graduates.¹⁰⁰

¹⁰⁰ Gaetz and Weatherford (11 June 2013). Special column to the Tampa Bay Times by Florida Senator Don Gaetz and Representative Will Weatherford.

SECTION 5: CONCLUDING COMMENTS

Concluding Comments

Throughout the nation, states recognize the impact that traditional and nontraditional credentials will play in their future economies and workforce systems. As the need for qualified and skilled workers increases, individuals seeking to obtain a variety of workplace credentials, in addition to traditional degrees, will also increase because nontraditional credentials provide numerous benefits to students, employers, and the overall workforce system. The move to collect and report traditional and nontraditional credential data indicates a shift in the way stakeholders view the value of education and credentials in the workforce system.

The role traditional credentials play in creating a strong workforce cannot be understated. But more than ever, stakeholders are turning to nontraditional credentials, especially certifications, to complement their existing education and training efforts. Effective data tracking and collaboration between participants are key in understanding the contribution of different credentials to the overall performance of a state and the total supply of potential employees.

As an alternative, or supplement, to traditional credentials, certifications provide important workplace-related benefits and address several industry-related issues such as portability, uniformity, and applicability. Moreover, certification tracking provides invaluable data, such as total certification attainment and demographics, to policy makers that may influence a state's economic development or future workforce.

Certifications will continue to grow and garner interest as an important component of the workforce system. However, as the application of certifications expands, challenges will need to be addressed and solutions tailored to individual states. While the practice of comprehensively tracking and collecting certification data has been limited, states and industries have started to build systems to integrate this data into existing state databases. Numerous states have demonstrated the feasibility of creating a multilevel or cross-state model to capture a variety of information important to their workforce and economy. In particular, Virginia, Maryland, Illinois, and Florida have focused their efforts to improve certification tracking at the secondary and postsecondary level. The results they have obtained not only help guide the direction of future state policy, but have allowed them to address challenges ranging from student performance issues to industry-specific demands.

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**TWIC PRESENTATION ITEM
MEMORANDUM**

REF: LLP.twic.III1.060515

TO Council Members

SUBJECT Adult Education and Literacy Program Delivery in Texas

Introduction

The Texas Workforce Investment Council (Council) is charged with promoting a highly skilled and educated workforce for Texas. Under Texas Government Code (TGC), Section 2308.1016, the Council is responsible for facilitating the efficient delivery of integrated adult education and literacy services in Texas. The Council's role is to identify duplicative planning efforts, lack of adequate client information sharing, or other challenges that adversely affect program delivery.

Background

TGC, Section 2308.1016, specifies that the Council is responsible for facilitating the efficient delivery of integrated adult education and literacy. The Council is also charged with evaluating the adult education and literacy programs formerly administered by the Texas Education Agency (TEA). During the 2013 Texas 83rd legislative session, Senate Bill 307 transferred the adult education and literacy program from the TEA to the Texas Workforce Commission (TWC).

Discussion

Individuals who are eligible for adult education and literacy services include those 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. Adult education and basic literacy services include assisting adults to: become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; obtain the skills necessary to become full partners in the educational development of their children; and complete secondary education. Adult basic education programs provide basic instruction in reading, writing, and math, as well as instruction in work readiness skills, English as a second language, and General Educational Development preparation to out-of-school youth and adults functioning at less than a secondary education completion level.

The adult education and literacy program in Texas was transferred from the TEA to the TWC effective September 1, 2013. The TWC completed essential rulemaking in winter 2013 and procured not only the local provider system in spring and summer 2014, but also state support and professional development services that deliver teacher training and program support and innovation. The TWC's adult education and literacy rules establish annual performance benchmarks for the use of adult education and literacy funds in serving specific student populations, including students obtaining career and higher education outcomes.

The TWC's initial request for proposals (April 2014) incorporated key elements of the model required under one *Advancing Texas* action plan by requiring service providers to implement career pathways programs. The commission's goal is to incrementally increase the proportion of students who exit workforce services ready for work, or who are enrolled in either college or career training, or both. This

model will provide opportunities for literacy and basic educational development and ensure these services link students at all academic and English levels with employment, training, and college opportunities.

Through these contracts, the TWC is requiring enhancements to service delivery models supporting innovation and increased outcomes, including incentives for enrollment, integration with workforce programs, and models focused on transitions to work or postsecondary education. The agency believes that this approach allows continuity of services as programs build capacity and enhance service delivery and curricula, while steadily supporting improvements in the program's overall direction toward increased employment and training outcomes. The close partnership between adult education and literacy and other workforce education and training programs positions Texas to achieve strong performance in the integrated workforce and adult education service delivery system required under the new Workforce Innovation and Opportunity Act of 2014.

Recommendation

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



Texas' Chapter 133 Programs

The Texas Workforce Commission (TWC) plays an active role in administering registered apprenticeship through its program under Chapter 133 of the Texas Education Code.

The TWC's program helps pay the costs of related classroom instruction for apprenticeship programs that partner with local education agencies in Texas.

In fiscal year (FY) 2015, the TWC awarded \$2,868,472 million to 22 local education agency contractors. In FY 2014, funding:

- served 62 apprenticeship programs partnering with 1,015 employers
- trained 4,291 apprentices in 29 occupations

Texas Chapter 133 apprentices earn an average starting wage of \$17.50 an hour. Fourth-year apprentices earn an average wage of \$18.91 an hour, while fifth-year apprentices earn \$22.83 an hour.

To be eligible applicants must:

- have a high school diploma or GED
- be U.S. citizens/legal residents

The completion rate for apprentices in these programs is approximately 80.94 percent.

Learn more at:

www.twc.state.tx.us/programs/apprenticeship-program-overview

Apprenticeship leaders say:

"Apprenticeship leads to good jobs, high wages, and a career that can't be outsourced."

Ronald G. Congleton, commissioner representing labor
Texas Workforce Commission

"Apprenticeship provides an earn-while-you-learn opportunity to acquire the skills necessary for a successful career."

Wes Jurey, Chair
Texas Workforce Investment Council

"Apprenticeship is a highly effective strategy for preparing people for work."

Robert Cross, Chair
Apprenticeship and Training Advisory Committee



Apprenticeship can build on military experience. Visit:

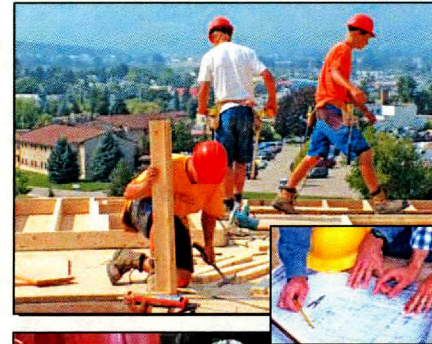
Texas Veterans Commission
www.tvc.state.tx.us
1-877-898-3833

For more information, visit:

DOL at www.dol.gov/apprenticeship
TWC at www.twc.state.tx.us
THECB at www.thecb.state.tx.us

Apprenticeship in Texas

for the 21st Century



Apprenticeship Training and Advisory Committee

of the

Texas Workforce Investment Council

2014-2015 Brochure

Apprenticeship in Texas

Texas has registered numerous new apprenticeship programs spanning the following industries:

- advanced manufacturing
- automotive
- homeland security
- healthcare
- construction
- social services
- engineering services

By the numbers—Texas now has:

- 11,951 active apprentices
- 356 active programs

Registered apprenticeships vary in length according to industry standards—but training usually lasts three to five years.

Registered apprenticeship is driven by industry needs, so an apprentice is acquiring high-value skills that are current and in demand.



REGISTERED APPRENTICESHIP



Registered Apprenticeship is a formal system of learning that combines supervised on-the-job learning with related instruction.

Registered Apprentices are employees looking to start, change, or advance their careers. Most programs require apprentices to be at least 18 years old, have a high school diploma or GED certificate, and to be able to perform the work and pass an aptitude test.

What else is Registered Apprenticeship?

It's a job: Apprentices start working for pay from the outset, and acquire incremental wage increases as they progress.

It's on-the-job learning and education: Registered Apprenticeship means learning at work and receiving technical training at apprenticeship training centers, technical schools, community colleges, and by distance- and computer-based-learning systems.

It's a credential: A nationally recognized credential is awarded to all apprentices who complete a Registered Apprenticeship program.

THE VALUE OF REGISTERED APPRENTICESHIP

Learning relevant 21st century skills and earning sustainable 21st century wages

Apprenticeship is time-honored and proven—

Apprenticeship is one of the oldest formal systems of training in the world and it has a long history in the state of Texas, as well. Current and expected economic growth in Texas is driving demand for a variety of skilled workers who can acquire their training through apprenticeship programs. Examples of traditional Registered Apprenticeships in Texas are electricians, plumbers, pipefitters, millwrights, carpenters, operating engineers, sheet metal workers, and ironworkers.

Apprenticeship is training workers for the 21st century—

Twenty-first century apprenticeship is moving to non-traditional industries such as the biomedical, information technology, and energy sectors. Demand is growing in Texas for workers with middle skills to work in jobs that require training beyond high school but less than a four-year college degree. Apprenticeship offers a direct path to these careers.

Apprenticeship benefits employers and employees alike—

Registered Apprenticeship benefits employers by training highly skilled workers for in-demand occupations. It benefits employees because as apprentices, employees can “earn while they learn.” Apprenticeship skills are recognized nationally and transferrable within industries. Apprenticeship courses can offer college credit and open the door to higher education. Finally, since apprenticeship programs are sponsored by employers, apprentices can complete their education and training without going into debt.

All apprentices and Registered Apprenticeship programs in Texas are registered with the U.S. Department of Labor (DOL). Updated and revised DOL regulations now offer more choices and flexibility for apprenticeship. Apprenticeship programs can be structured as follows:

- (1) Traditional time-based programs that require the apprentice to earn at least 2000 hours of on-the-job learning along with a minimum of 144 hours each year of related technical instruction.
 - (2) Competency-based programs that credit apprentices when they demonstrate mastery of a subject area.
 - (3) Hybrid programs that combine time and competency.
- Interim credentials are now offered by some sponsors to apprentices who achieve important milestones during the course of their apprenticeship.

Learn more at: www.doleta.gov/oa/regulations.cfm

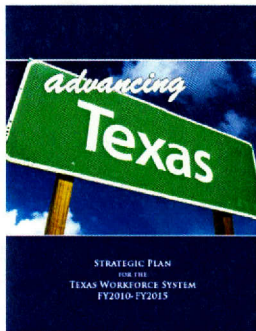
REGISTERED APPRENTICESHIP

Registered Apprenticeship has four major components:

- 1. On-the-job Learning:** Apprentices benefit from real-world application of theory-based instruction as they work in their own job setting.
- 2. Related Instruction:** Apprentices receive technical training in highly skilled occupations, often at local community colleges or through distance learning.
- 3. Mentoring:** Apprentices work and learn under the direction of qualified personnel, or mentors, who are experienced in their field. Apprentices achieve mentor-level or journey-worker status when they complete program requirements.
- 4. Incremental Wage Increases:** Registered Apprenticeship provides for incremental wage increases. As an apprentice becomes more proficient, he or she gets higher wages.



**Registered Apprenticeship
Earn. Learn. Succeed.**



SITAC Quarterly Report

System Integration Technical Advisory Committee
Texas Workforce Investment Council
Quarter Ending March 2015

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 fosters collaboration among 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 SITAC Meeting

Thursday, June 4, 2015 – 1:00 p.m.
Texas Workforce Investment Council
1100 San Jacinto, Room 1.109

Fiscal year (FY) 2015 is the final year for *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)*. The plan was first approved by the Governor on October 23, 2009 and updated in 2012. It outlined 14 long term objectives and associated action plans that have guided system partners during the six-year implementation period.

SITAC members typically meet quarterly to provide 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. The committee is now assisting the Council with development of the next workforce system strategic plan. Members will continue to facilitate reporting of performance data and action plan outcomes for inclusion in the Council's *Evaluation 2015* report, the final report for *Advancing Texas*.

System Strategic Plan Development

The Council is required by statute to include long-range strategies developed by the Council and its partner agencies to facilitate the efficient and integrated delivery of workforce programs and services in the state workforce system strategic plan (Texas Government Code, Section 2308.104). In September 2014, the Council formally launched the development process for the next workforce system strategic plan. SITAC has been an active planning participant, with multiple opportunities to provide information and feedback in support of the Council's plan development process.

Proposed Goal Areas

As required by Texas Government Code, the new workforce system strategic plan will include goals, objectives, timelines for actions, performance measures, and the agency responsible for implementing each strategy. Over the new plan's four-year implementation period, system partners will continue to work together to ensure that services and products meet the evolving needs of employers and individuals. Four major

Message from the Chair

At Council Chair Jurey's invitation, SITAC participated in the Council's March 6 strategic planning work session. It was exciting and informative to hear from our partners as each agency outlined its proposed actions, timelines, and performance measures to achieve the agency's designated strategies.

On behalf of the Council, my thanks go to our SITAC and agency partners for their work in preparing and presenting their proposals. As the Council moves forward with its work to align agencies' strategies, the information presented at the March 6 meeting will be the basis for additional discussion and refinement in the coming quarter. This alignment will be critical in ensuring that all efforts are clearly focused on achieving the workforce system objectives during the implementation of the system strategic plan.

I look forward to reconvening SITAC in June as we welcome new members to the committee.

Mark Dunn

Advancing Texas and implementation updates available at:
http://gov.texas.gov/twic/workforce_system/

goal areas and seven system objectives have been developed, providing a framework for system partner strategies that are designed to further improve the Texas workforce system. The goal areas include:

- ★ Employers
- ★ Partnerships
- ★ System elements
- ★ Programs

SITAC's Role

At 2014 SITAC planning sessions, strategic priorities identified by system partners were presented by committee members. Through facilitated discussions, SITAC explored potential strategies for addressing each priority, possible constraints, and opportunities for collaboration. Members then proposed cross-agency objectives for a system-level perspective and rank-ordered those for consideration during development of the plan.

SITAC has also been invited to participate in joint planning sessions with the Council:

- ★ *September 2014* – Members assisted the Council with the development of proposed mission and vision statements, and later had the opportunity to comment after those plan elements were revised by the Council's Executive Committee, which was designated by the Chair as the strategic planning committee.
- ★ *March 2015* – Agency partners presented their agency's proposals for accomplishing strategies that support the system objectives that have been identified for the new workforce system strategic plan. Information provided to the Council and SITAC included:
 - actions the agency will undertake to achieve each strategy for which it is responsible,
 - timelines for actions to achieve the specific strategy, and
 - one or more performance measures that would quantify the successful outcome(s) of the strategy's contribution to the related system objective.

Next Steps

Prior to the Council's June 2015 meeting, staff will work closely with agency representatives to refine proposed actions and timelines, and to establish associated performance measures. Following consideration by the Executive Committee and the full Council in June, the draft plan will be posted for a 30-day public comment period. The new plan will be considered by the Council in September 2015, and subsequently submitted to Governor Greg Abbott for approval.

Effective collaboration among system partners has been facilitated, in part, by SITAC since it was convened in 2003. The new plan will reflect multiple common objectives for the state's workforce system, many of which will be implemented by several partners. The new plan is expected to provide the system partners with a high degree of latitude for innovative approaches designed to address the jointly identified goals and objectives.

SITAC Members
<i>Chair</i> – Mark Dunn, Executive Committee Member, Texas Workforce Investment Council
<i>Economic Development and Tourism Division</i> – Keith Graf, Director, Office of Aerospace, Aviation, and Defense
<i>Texas Association of Workforce Boards</i> – David K. Setzer, Executive Director, Workforce Solutions for North Central Texas
<i>Texas Department of Criminal Justice/Windham School District</i> – Dr. Clint Carpenter, Superintendent
<i>Texas Education Agency</i> – Appointment pending
<i>Texas Health and Human Services Commission</i> – Appointment pending
<i>Texas Higher Education Coordinating Board</i> – Dr. Garry Tomerlin, Deputy Assistant Commissioner for Workforce
<i>Texas Juvenile Justice Department</i> – Amy Lopez, Senior Director of Education Services
<i>Texas Veterans Commission</i> – Stan Kurtz, Operations Manager, Veterans Employment Services
<i>Texas Workforce Commission</i> – Reagan Miller, Director, Workforce Development Division

**TWIC INFORMATION ITEM
MEMORANDUM**

REF: RO.twic.IV3.060515

TO Council Members

SUBJECT April 20-21, 2015 Meeting of the Rehabilitation Council of Texas

Introduction

This memorandum outlines the major points of discussion at the Rehabilitation Council of Texas (RCT) meeting on April 20-21, 2015.

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

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. Joyce Delores Taylor, Council member, serves on the RCT.

Highlights from the April 2015 RCT Meeting

DARS Commissioner Update – DARS commissioner, Veronda Durden, updated the RCT on the status of the agency's Sunset review process. The Sunset Commission recommended that VR programs be transferred from DARS to the Texas Workforce Commission (TWC). If approved by the legislature, the transfer would take effect by September 1, 2016. At the time of the RCT meeting, the Sunset legislation supporting the transfer was last heard in legislative committees of both the House and the Senate. Both versions of the bill are currently pending.

Assistant Commissioner Updates (DRS and DBS)

Cheryl Fuller, DRS assistant commissioner, and Cecilia Barrios, for DBS, provided information on agency activities to date. They reported on the agency's planning process for the state plan required under the recently enacted Workforce Innovation and Opportunity Act. Development of this plan by the TWC requires cross-agency collaboration between TWC and DARS. Other agency activities include working with federal partners to identify legislative intent regarding pre-employment transition services and developing business community outreach efforts to align with Sunset Commission's recommendations.

The next RCT meeting is scheduled for July 20–21, 2015 in Austin, Texas.

Recommendation

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

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TEXAS WORKFORCE INVESTMENT COUNCIL

Fiscal Year 2015 Expenditure Report

As of May 7, 2015

Description	Budgeted Amount	Expended	Remaining Budget Balance	Percent Expended
Salaries	\$ 777,775.10	\$ 497,210.10	\$ 462,538.73	64%
Professional Fees & Services	5,700.00	5,224.00	1,200.00	92%
Supplies	4,000.00	967.44	3,540.49	24%
Rent - Machine & Other	7,767.36	7,767.36	0.04	100%
Rental of Space	9,600.00	5,600.00	4,000.00	58%
Travel - Out of State	7,600.00	-	7,600.00	0%
Travel - In State	34,000.00	18,996.63	15,003.37	56%
Operating Costs	211,345.54	44,636.75	166,708.79	21%
Total	\$ 1,057,788.00	\$ 580,402.28	\$ 477,385.72	55%

Note: Budget reflects reconciliation through the TWC as of March 2015 (most recent report provided by agency).

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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.

