Texas Workforce Investment Council

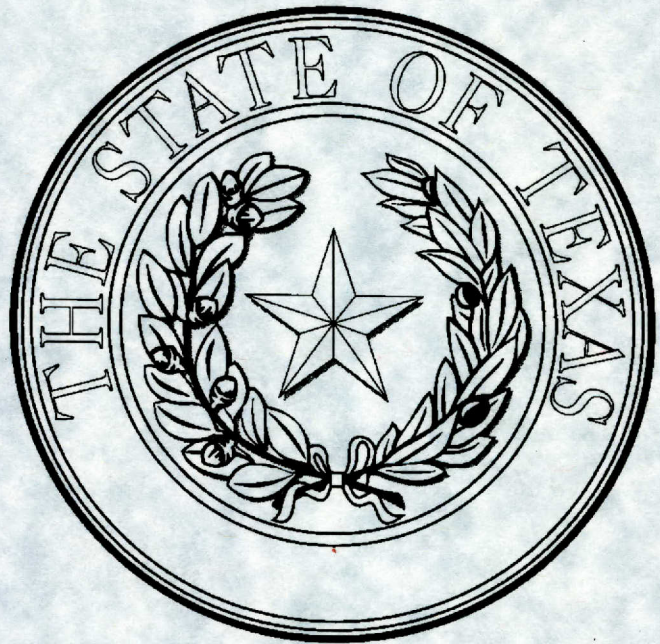**Rick Perry**
Governor

David Dewhurst
Lt. Governor

Joe Straus
Speaker

Wes Jurey
Chair

Lee Rector
Director

Briefing Materials
December 7, 2012
Teacher Retirement System Building
1000 Red River
5th Floor Board Room
Austin, Texas 78701

Texas Workforce Investment Council

Council Members

Business and Industry Representatives
Wes Jurey **(Chair)**
  Arlington Chamber of Commerce
Mark Dunn
  Dunn's Construction, LLC
Matthew Maxfield
  Seton Medical Center Harker Heights
Paul Mayer
  Garland Chamber of Commerce
Joyce Delores Taylor
  Js Dynamic Transformations

Community-Based Organization Representative
Sharla E. Hotchkiss **(Vice Chair)**
  Consultant and Trainer

Education Representatives
Blas Castañeda
  Laredo Community College
Carmen Olivas Graham
  Socorro ISD Central Office
Larry Jeffus
  Educational Consultant and Author

Labor Representatives
James Brookes
  Texas Carpenters &
  Millwrights Regional Council
Robert Cross
  Houston Area Plumbing JAC
Richard G. Hatfield
  Airline Pilots Association
Robert Hawkins
  United Association of Plumbers and Pipe Fitters
  Local No. 529
Danny Prosperie
  Beaumont Electrical Joint Apprenticeship and
  Training Committee

Ex Officio Members Representing State Agencies
Aaron Demerson
  Office of the Governor
  Economic Development and Tourism
Kyle Janek
  Health and Human Services Commission
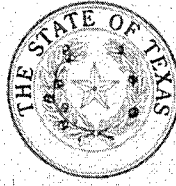Raymund Paredes
  Texas Higher Education Coordinating Board
Larry Temple
  Texas Workforce Commission
Michael Williams
  Texas Education Agency

OFFICE OF THE GOVERNOR

RICK PERRY
GOVERNOR

TEXAS WORKFORCE INVESTMENT COUNCIL

November 30, 2012

Dear Council Members:

Enclosed, please find the December 7, 2012 Council meeting briefing book.

The Texas Workforce Investment Council (Council) will meet on Friday, December 7, 2012 at 8:30 a.m. Council committees will meet on Thursday, December 6, 2012, the day before the full Council meeting. The System Integration Technical Advisory Committee (SITAC) will meet at 1:00 p.m. followed by the Executive Committee meeting at 3:00 p.m. All meetings will be held in the 5th floor boardroom of the Teacher Retirement System building located at 1000 Red River, Austin, Texas.

Overview of Council Meeting Agenda Items and Briefing Book Contents
The Council meeting will begin with committee reports from the Executive Committee and SITAC. These reports will be followed by two action items: 1) approval of meeting minutes from the September 7, 2012 meeting; and, 2) consideration of *Evaluation 2012: Accomplishments and Outcomes of the Texas Workforce System*. The memorandum and the draft evaluation report can be found on pages 7 and 11 in this briefing book. The next agenda item, found on page 81, will provide information regarding the *Advancing Texas* registered apprenticeship projects' progress to date. Also, and in anticipation of Council action in March, a briefing on the apprenticeship funding formula for programs funded under Chapter 133 of the Texas Education Code for fiscal year 2014 can be found on page 91. Other staff briefings will present information to the Council on the *2012 Council Annual Report*, a new demographic study highlighting the veteran population in Texas, an update to the action plan concerning career and technical education, and an overview of the process to review local workforce board plans to ensure alignment with *Advancing Texas*. These briefing items are found on pages 93, 103, 137 and 143 respectively.

The Council will conclude its meeting with two agency presentations which will focus on veterans in Texas. The Texas Veterans Commission will discuss efforts to enhance employment outcomes for veterans. The second presentation will be from the Texas Higher Education Coordinating Board and the Texas Workforce Commission on College Credit for Heroes, an initiative to enhance the transfer of military training and skill into college credit. Information on these presentations may be found on page 149 of the briefing book.

The Information and Updates section of your briefing book, which starts on page 155, includes the SITAC Quarterly Report, a demographic update on Texas, a summary of the recent meeting of the Rehabilitation Council of Texas, and the Council's quarterly expenditure budget report.

Upcoming Projects and Activities
In the upcoming months, we will work with our partner agencies on the continuing implementation of *Advancing Texas* and the Council's work plan for fiscal year 2013. We will distribute the *Evaluation 2012* report, the Council's *2012 Council Annual Report* and the *Texas Index 2012*. We will also be preparing for the upcoming legislative session that begins in January 2013.

I look forward to seeing you in December. In the meanwhile, I would be happy to answer any questions that you have about the meeting or the agenda. You may contact me by email at lrector@governor.state.tx.us or at (512) 936-8100.

Sincerely,

Lee Rector, Director
Texas Workforce Investment Council

AGENDA

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┌─────────────────────────────────────────────────────────────┐
│            TEXAS WORKFORCE INVESTMENT COUNCIL                 │
│                 Teacher Retirement System                     │
│                       1000 Red River                          │
│                    5th Floor Board Room                       │
│                     Austin, Texas 78701                       │
│                                                               │
│                    FULL COUNCIL MEETING                       │
│                      December 7, 2012                         │
│  Wes Jurey, Chair                                             │
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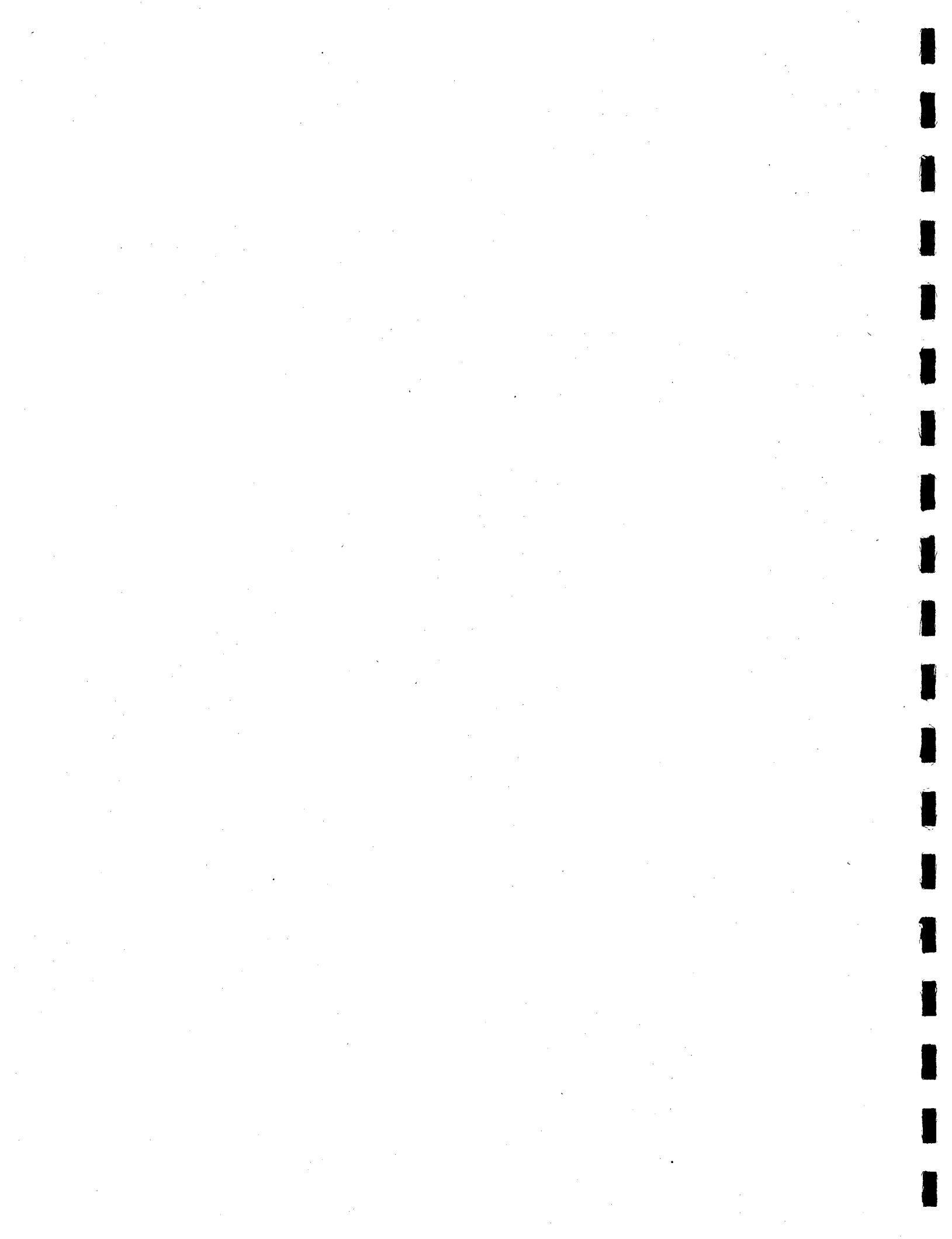
ORDER OF AGENDA AND TABLE OF CONTENTS

(8:30 A.M.)

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

TEXAS WORKFORCE INVESTMENT COUNCIL MEETING
Teacher Retirement System
1000 Red River
5th Floor Board Room
Austin, Texas 78701

Friday, September 7, 2012
MINUTES

MEMBERS PRESENT

Wes Jurey (Chair), James Brookes, Blas Castañeda, Robert Cross, Mark Dunn, Carmen Olivas Graham, Robert Hawkiss, Richard Hatfield, Sharla Hotchkiss (Vice Chair), Larry Jeffus, Matthew Maxfield, Paul Mayer, Joyce Delores Taylor, Reagan Miller [Representative for Larry Temple], MacGregor Stephenson [Designee for Raymund Paredes], and Debra Wanser [Designee for Kyle Janek].

MEMBERS ABSENT

Aaron Demerson, Kyle Janek, Paul Mayer, Raymund Paredes, Danny Prosperie, Larry Temple and Michael Williams

WELCOME AND ANNOUNCEMENTS

Chair Wes Jurey called the meeting to order at 8:30 a.m.

Chair Jurey welcomed Reagan Miller, Director of Workforce Development, Texas Workforce Commission, who attended on behalf of Larry Temple, Executive Director, Texas Workforce Commission (TWC).

Chair Jurey announced that Governor Perry appointed Joyce Delores Taylor to be the Council's representative on the Rehabilitation Council of Texas (RCT) in July. Chair Jurey reported that Ms. Taylor replaces Richard Hatfield who has served as the Council's liaison and the Vice Chair to RCT since November 2005. Chair Jurey thanked Mr. Hatfield for his service and congratulated Ms. Taylor. Chair Jurey then invited comments from Mr. Hatfield and Ms. Taylor.

PUBLIC COMMENT

No public comment.

APPROVAL OF MINUTES - ACTION

Chair Jurey asked if there were any changes to the June 15, 2012 minutes. Hearing none, he called for a motion. Robert Hawkins recommended approval of the minutes. Carmen Olivas Graham seconded the motion. The minutes were approved by unanimous voice vote.

REPORTS, ACTIONS AND BRIEFINGS

Report from the Executive Committee (Oral Report from the Chair)
Chair Jurey reported that the Executive Committee met the day before and was briefed on a number of items. Chair Jurey reported that all substantive elements and outcomes specified in the Council's last

work plan had been achieved. Chair Jurey reported that the committee endorsed, for the full Council's approval, the fiscal year (FY) 2013 work plan. He reported that the committee had provided Council staff with direction on a proposal to revise the *Advancing Texas* action plan related to the release of a RFP to promote a best practice model of career information and options related to career and technical education. Chair Jurey reported that he asked Council staff to brief the Council on the revised plan at the December meeting.

Report from the System Integration Technical Advisory Committee (SITAC) (Oral Report)
Chair Jurey reported that SITAC Chair, Paul Mayer, was unable to attend the Council meeting. Chair Jurey reminded members that the quarterly SITAC report, which Mr. Mayer usually refers to, is in the Council's briefing book. Chair Jurey then referred any questions about the report to Council Director, Lee Rector.

Report from the Apprenticeship and Training Advisory Committee (ATAC) (Oral Report)
Chair Jurey call on ATAC Chair, Jim Brookes, to give the Council the committee's report.

Mr. Brookes reported that 12 members were present at the committee meeting. He noted that the committee would meet again in March 2013.

Mr. Brookes stated that ATAC members heard reports from: Duane Hiller, Program Director of Career and Technical Education, Texas Higher Education Coordinating Board, on guidelines for instructional apprenticeship programs under Chapter 133 at community and technical colleges; Desi Holmes, Workforce Business Services, Texas Workforce Commission, on Chapter 133 apprenticeship training programs; and Dr. Phillip McEndree, Associate Professor of Education, Texas A&M, on apprenticeship instructor training funded by Chapter 133.

Mr. Brookes recognized the 75th anniversary of the signing of the National Apprenticeship Act of 1937 which established the National Registered Apprenticeship system. Mr. Brookes then reported that Council staff, David Mass, had given a briefing on Chapter 133 apprenticeship program contact hours, highlighting the effects of raising the maximum number of apprenticeship training classroom hours.

Consideration of the Strategic State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998, the Wagner-Peyser Act, and Wagner-Peyser Agricultural Outreach (Action Item)
Chair Jurey called on Ms. Rector to provide introductory remarks on the state plan.

Ms. Rector reminded members that the Council last approved a state plan for Title I of the Workforce Investment Act and the Wagner-Peyser Act in June 2009. She reported that in March 2012, the U.S. Department of Labor (DOL) issued guidance requiring that each state submit a new five-year state plan. She reported that the Texas Workforce Commission has developed a new plan, and following approval on September 4, 2012, the plan was formally transmitted to the Council for its consideration. Ms. Rector stated that upon the Council's endorsement of the new state plan, the Council would then recommend final approval by the Governor and the new plan would then be transmitted to the U.S. Secretary of Labor. Ms. Rector concluded by stating that after having reviewed the plan for compliance with DOL's planning guidelines and for alignment with *Advancing Texas* and the state's workforce priorities, Council staff recommended that the Council endorse the plan.

Chair Jurey then called on Debbie Carlson, Director of Workforce & UI Policy and Program Assistance, Texas Workforce Commission, to provide an overview of the new state plan. Ms. Carlson walked members through the structure and content of the plan, including the inclusion of the Senior Community Service Employment Program (SCSEP) plan.

Chair Jurey extended thanks to Ms. Carlson and to Reagan Miller, Director of Workforce Development, Texas Workforce Commission for providing Council staff with drafts of the plan sections as they were being developed, and allowing Council staff to provide feedback during the development process.

Chair Jurey called for a motion. Larry Jeffus moved that the Council endorse the State Workforce Investment Plan for Title I of the Workforce Investment Act of 1998, the Wagner-Peyser Act, and Wagner-Peyser Agricultural Outreach, and recommend final approval by the Governor and transmittal to the U.S. Secretary of Labor. Mr. Brookes seconded the motion. Chair Jurey called for discussion and hearing none, called for a vote. The motion was approved by a unanimous voice vote.

Briefing on the Fiscal Year 2012 Council Work Plan Achievements and Consideration of the Fiscal Year 2013 Council Work Plan (Action Item)
Chair Jurey reminded members that the work plan was considered by the Executive Committee and that the Executive Committee voted to recommend approval of the draft plan to the Council. Chair Jurey noted that the Council's work plan is used to guide the staff's work and ensure that the Council meets its statutory responsibilities for the new fiscal year from September 1, 2012 through August 31, 2013. Chair Jurey called on Ms. Rector to give an update on the completion of the FY 2012 Council work plan and an overview of the proposed plan for fiscal year 2013.

Ms. Rector stated that all major deliverables and strategies in the FY 2012 Council work plan were completed with the exception of one item – Profiles in Success, which was halted due to a staffing change. Ms. Rector reported that two key items of significance had been achieved which were different from the previous year, including the update to *Advancing Texas*, and the execution of the Council's Memorandum of Understanding for September 1, 2012 – August 31, 2014.

Ms. Rector then provided an overview of the proposed work plan for FY 2013, including the structure, annual products and differences for the coming year. Ms. Rector stated that the plan notes new strategies to build the scope of work of the Council's evaluation work, as well as products that will have greater utility for the Council's system partners, including demographic research to support partner agency program planning.

Chair Jurey called for a motion. Ms. Taylor moved that the Council approve the Fiscal Year 2013 Council Work Plan and if necessary, authorize the Chair to make final revisions. Mr. Brookes seconded the motion. Chair Jurey called for discussion and hearing none, called for a vote. The motion was approved by a unanimous voice vote.

Briefing on *Evaluation 2012: Accomplishments and Outcomes of the Texas Workforce System* (Briefing Item)
Chair Jurey reminded members that the Council is required by state law to prepare an annual report on the evaluation activities of the Council and the work by system partners to implement the system strategic plan. Chair Jurey called on Council staff, Laura Pittman, to provide an update on the report.

Ms. Pittman reported that the Council would be asked to consider the *Evaluation 2012* report at the December meeting and that this report would be the third evaluation for the *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)* strategic plan period. She reported that work is underway and noted that agency performance data are due at the end of September. Ms. Pittman provided an overview of the Council's evaluation requirements and reporting structure, including the four formal measures and six less formal measures that were approved by the Governor for reporting under *Advancing Texas*. Ms. Pittman told members that the final report would be finalized and distributed after Council review and action in December.

Briefing on the *Texas Index 2012* (Briefing Item)
Chair Jurey called on Council staff, David Mass, to brief members on the *Texas Index 2012*.

Mr. Mass provided an overview of the *Texas Index 2012,* including the background of the report. He stated that the report's domains and indicators are based on the important value proposition that skilled and educated people create innovations that result in products and services that are commercialized, which then generates wealth for the state and increases the standard of living for Texans. Mr. Mass stated that the report displays 92 charts and graphs with state and international comparative outputs, and shows a ten-year trend line from 2002-2011 for most indicators. Mr. Mass then discussed a number of the indicators and noted that Texas fared better that most states and that signs of an economy in slow recovery are prevalent in the data over the last reporting cycle.

Briefing on *Mature Workers in Texas: A Demographic Study* (Briefing Item)
Chair Jurey called on Council staff, Dr. Kurt Gore, to brief the Council on the study compiled as a follow up to the Council's March 2012 workshop on mature workers.

Dr. Gore provided highlights from the Council's most recent research report: *Mature Workers in Texas: A Demographic Study.* He stated that the research was undertaken as an outcome of the March 2012 Council workshop on mature workers with presentations by Goodwill Industries of Houston and the Council on Adult and Experiential Learning. Dr. Gore stated that the report provides detailed demographic information about mature workers in Texas and can be used as a primer to understand the issues related to mature workers, as well as a reference about this specific segment of the workforce. He described each section in the report and the content in each section. In closing, Dr. Gore stated that the information and characteristics detailed in the report are important for policy makers, employers and other workforce stakeholders to consider when developing strategies to attract, retain and retrain mature workers.

Briefing on *Advancing Texas*: Agency Strategic Plan Alignment (Briefing Item)
Chair Jurey reminded members that an analysis is done every two years to assure that agency strategic plans are in alignment with *Advancing Texas*. Chair Jurey called on Dr. Gore to brief the Council on the completed analysis.

Dr. Gore reported that instructions are issued by the Governor's Office of Budget, Planning and Policy and the Legislative Budget Board in the form of planning guidelines that must be addressed by all agencies. He reported that Council staff worked with the Governor's Office, as in previous years, to develop planning requirements to be included in the instructions which require each agency to demonstrate alignment of its agency strategic plan with the workforce system plan, *Advancing Texas*.
Dr. Gore reported that Council staff analyzed each partner agency's plan in July 2012, noting that each agency was required to describe the activities and programs that they are implementing. He reported that responses were to include a narrative description with specific examples of the agency's strategies. He noted that all agencies addressed this request in their plans. Dr. Gore stated that all applicable objectives were addressed by each agency with varying levels of detail but with the appropriate information.

PRESENTATION

***Advancing Texas* Increase Student Completion: Texas Education Agency and Dubiski Career High School (Presentation Item)**
Chair Jurey called on Ms. Rector to provide a brief background on the presentation.

Chair Jurey then called on Vangie Stice-Israel, State Director of Career and Technical Education, Texas Education Agency, and invited her to begin her presentation.

Ms. Stice-Israel provided an overview of the action plan to decrease high school dropout rates by implementing rigorous career and technical education. Following brief member discussion, Chair Jurey thanked Ms. Stice-Israel and called on the representatives from Dubiski Career High School to begin their presentation.

Representatives from Dubiski Career High School presented an overview of the career and technical education programs at their high school and in Grand Prairie ISD. Following the presentation, members asked a number of questions and Chair Jurey requested that Council staff follow up with the representatives. Chair Jurey then thanked the representatives for their presentation.

INFORMATION AND UPDATES

Chair Jurey announced that the next meeting would be held in Austin on Friday, December 7, 2012 and that the Executive Committee and SITAC would meet on Thursday, December 6.

Chair Jurey then announced that the 2013 meeting dates had been set and would be sent to members following the meeting. Chair Jurey asked members to check their calendars and let Council staff know if they have any conflicts with the new meeting dates for 2013 by the end of the month.

ADJOURN

Chair Jurey called for a motion to adjourn the meeting. Mr. Jeffus moved to adjourn. Mr. Brookes seconded the motion. The motion was approved by a unanimous voice vote. The meeting adjourned at 11:50 a.m.
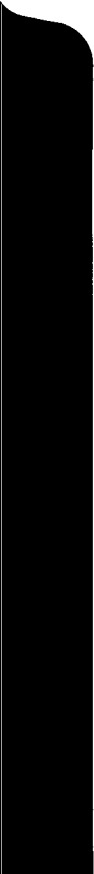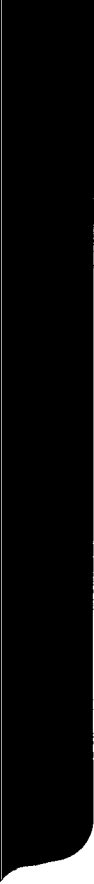
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REPORTS, ACTIONS
AND BRIEFINGS

TWIC ACTION ITEM
MEMORANDUM

TO   **Council Members**

SUBJECT   Consideration of *Evaluation 2012: Accomplishments and Outcomes of the Texas Workforce System*

Introduction

Each December, the Texas Workforce Investment Council (Council) considers for approval an annual evaluative report on Texas' workforce system. Statute specifies that this report is to inform the Governor and the Legislature on the implementation of the system strategic plan and on the programs and performance of the workforce system.

The 2012 report is the third evaluation for the *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)* strategic plan period.

Background

Texas Government Code, §2308.104, specifies that the Council will prepare an annual report on implementation of the strategic plan, including an analysis of system performance based upon the Formal and Less Formal performance measures approved by the Governor. The Council is also required to report on local workforce board and adult education activities, as well as workforce development programs that focus on welfare to work initiatives.

In conjunction with the system strategic plan, *Advancing Texas*, Formal and Less Formal measures were approved by the Governor on October 23, 2009. Formal measures are those that are essentially consistent across all workforce programs. Less Formal measures provide information essential to implementation of the workforce system strategic plan.

Council members received a detailed outline and timeline in September.

Attachment

1. *Evaluation 2012: Accomplishments and Outcomes of the Texas Workforce System*

Discussion

The 2012 evaluation report is the third evaluation of *Advancing Texas*. It includes analysis of program and system performance based upon the Formal and Less Formal performance measures approved by the Governor. It also provides updates on local workforce board and adult education activities, welfare to work program performance, and an overview of progress in implementing the six-year plan.

The 2012 report provides information on the five components that the Council is required by statute to address:

▶ Texas Government Code §2308.104(a) – requires the Council to report annually to the Governor and the Legislature on the implementation of the workforce system strategic plan, *Advancing Texas*. The plan, and the long term objectives (LTOs) contained within it, was developed by the Executive Committee in its capacity as the Council's strategic planning committee, and representatives from all system partners.

▶ Texas Government Code §2308.104(a) – also requires the Council to report annually on Formal and Less Formal measures. Statute specifies that Formal measures are those that are essentially consistent across all workforce programs, and that Less Formal measures provide information essential to implementation of the workforce system strategic plan. The measures and their associated targets, where applicable, were negotiated with partner agencies before approval by the Council and final approval by the Governor.

▶ Texas Government Code §2308.1016 – mandates that the Council facilitate the efficient delivery of integrated adult education services in Texas, in part by evaluating the adult education and literacy services administered by the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC).

▶ Texas Government Code §2308.304(b)(4) – specifies that local workforce board plans must include a strategic component that sets broad goals and objectives for local workforce programs that are consistent with statewide goals, objectives and performance standards.

▶ Texas Government Code §2308.101(14) – requires the Council to report annually on work development programs that focus on welfare to work initiatives.

This report is the Council's key strategy for fulfilling the statutory responsibilities outlined above. It does not duplicate reports that are required by the Legislative Budget Board or other federal or state agencies with funding or oversight responsibility for a given workforce system program(s).

Report Structure
The report's focal point is a series of report cards with outcome data for program and system performance attributable to the efforts and actions of partner agencies and the delivery arms of those agencies – local workforce boards and workforce centers, community and technical colleges, independent school districts, and local adult education providers.

The report is structured as outlined below:

▶ *Introduction* – This section sets the context for the report with regard to the Council and its reporting requirements. It also provides an overview of the report card series and structure, as well as data decisions, treatment, and related limitations.

▶ *Report Card Series* – This section includes the series of five report cards. The 'system' report card shows aggregate system performance. 'Performance measure' report cards are included for each of the four Formal measures and show program performance data for three key participant groups: adults, adults with barriers and youth. All cards include a one-year change rate and a cumulative rate that aggregates the rate of change from the applicable baseline to the current year. [Texas Government Code, §2308.104(a)]

▶ *Less Formal Measures and Benchmarks* – There are six Less Formal measures derived from the action plans (APs) contained in *Advancing Texas*. Most are tied to pilot projects, with data not being available until this or future reporting cycles. Qualitative information on the measures and AP implementation progress is included. [Texas Government Code, §2308.104(a)]

▶ *System Accomplishments* – The APs in *Advancing Texas* outline the action steps to be taken to accomplish the LTOs. This section provides a summary of how the APs have been implemented by system partners as monitored by the Council's System Integration Technical Advisory Committee (SITAC). It also includes a program highlight related to the apprenticeship initiative. [Texas Government Code, §2308.104(a) and Texas Government Code §2308.304(b)(4)]

▶ *Adult Education and Literacy* – SB 280 (78th Legislature) requires the Council to evaluate the adult education and literacy services administered by TEA and TWC. The two adult education-related APs being implemented under the direction of SITAC are addressed in the System Accomplishments section. This section provides an overview of the Council's other work related to adult education. [Texas Government Code §2308.1016]

▶ *Agency Strategic Plan Review* – The Council is required to develop a single strategic plan for Texas' workforce system that includes goals, objectives, and performance measures for the system and the state agencies that administer workforce programs. Agencies that administer a workforce program are required to use the system strategic plan in developing the agency's operational plan. This section provides an overview of the Council's biannual review of agency strategic plans. [Texas Government Code §2308.104]

▶ *Concluding Comments* – This section includes final report comments and, if applicable, notes issues that require action by system partners, SITAC or staff. [Texas Government Code §2308.1015(b)(1)]

▶ *Appendix: Data Addendum to Evaluation 2011* – In preparing the 2012 evaluation, three partner agencies identified a need to revise prior year data. The addendum is provided to publish and disseminate revised data for the Texas Juvenile Justice Department, the Texas Veterans Commission and TWC.

Typically, the annual evaluation report includes a section addressing local workforce board alignment with the system strategic plan. As noted in the System Accomplishments section, the state's Workforce Investment Act plan was extended by the U.S. Department of Labor in 2011 and again in 2012. In September 2012, the Council endorsed and the Governor approved the new state plan. TWC then extended the local board plans through March 2013 to allow time for plan development; therefore, local board plans were not considered for alignment in fiscal year 2012. Local board planning guidelines were issued in September 2012, with Council action anticipated in March 2013. [Texas Government Code §2308.304(b)(4)]

Recommendation

It is recommended that the Council approve the 2012 workforce system evaluation report for submission to the Governor and the Legislature. It is further recommended that the Council authorize the Chair to approve any final edits.
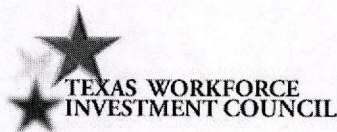
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Evaluation 2012

Accomplishments and Outcomes of the Texas Workforce System

TEXAS WORKFORCE
INVESTMENT COUNCIL

December 2012

TABLE OF CONTENTS

INTRODUCTION

The Council and Texas' Workforce System

The Texas Workforce Investment Council (Council) was created in 1993 by the 73rd Texas Legislature. The Council is charged with promoting the development of a highly skilled and well-educated workforce for Texas, and assisting the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce system. The 19-member Council includes representatives from business, labor, education and community-based organizations.

The workforce system is comprised of the workforce programs, services and initiatives administered by eight state agencies and 28 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 24 programs and services focused on education, workforce education and workforce training for three participant groups: adults, adults with barriers and youth. The Council collects and disseminates performance data and funding information on 20 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.

Working with system partners, the Council completed a yearlong planning process in September 2009. The result of that process was *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)*, which was approved by the Governor on October 23, 2009. The plan was devised on a six-year timeframe to align with the Texas Strategic Planning and Performance Budgeting System. It was reviewed and updated in 2012.

Advancing Texas

The workforce system strategy is to provide its customers – employers, current and future workers of Texas – with access to relevant and comprehensive workforce services that span a continuum from career planning and preparation, to career development and enhancement.

Vision

Our world-class workforce system enables Texas to compete successfully in the global market.

Mission

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

System Partners

★ Economic Development and Tourism
★ Texas Association of Workforce Boards
★ Texas Department of Criminal Justice – Windham School District
★ Texas Education Agency
★ Texas Health and Human Services Commission – Department of Assistive and Rehabilitative Services
★ Texas Higher Education Coordinating Board
★ Texas Juvenile Justice Department[1]
★ Texas Veterans Commission
★ Texas Workforce Commission

The system strategic plan – *Advancing Texas* – and other Council products referenced in this report are posted on the Council's website at:

http://governor.state.tx.us/twic/

Annual Evaluation

The Council is required by Texas Government Code Chapter 2308 to monitor the state's workforce system. As part of that responsibility, the Council annually reports to the Governor and the Legislature on the degree to which the system is achieving state and local workforce goals and objectives. This is the

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[1] Senate Bill 653 (82nd Legislature) abolished original system partner, the Texas Youth Commission (TYC), and the Texas Juvenile Probation Commission. Effective December 1, 2011, duties assigned to the two agencies were transferred to the newly created Texas Juvenile Justice Department (TJJD), which replaced TYC as a system partner agency.

third evaluation report for *Advancing Texas*, covering the period September 1, 2011 through August 31, 2012.

State statutes require that the Council evaluate five elements in the workforce system:

▸ Formal and Less Formal performance measures
▸ Implementation of the system strategic plan, *Advancing Texas*
▸ Adult education action and achievements
▸ Local workforce board activities and alignment
▸ Work development programs that focus on welfare to work initiatives

The Council utilizes a three-tier evaluation hierarchy that is one component of a comprehensive system performance framework, as illustrated in the graphic below. The framework depicts the inputs, outputs, and planning and evaluative components that form the cycle of planning, evaluation and implementation that the Council engages in with system partners.

The Implement and Measure box at the top right references the three evaluation tiers, which are comprised of metrics designed to evaluate system performance as well as progress toward achieving the long term objectives (LTOs) identified in the system strategic plan.

▸ Evaluation Tiers 1 and 2 consist of Formal and Less Formal measures, respectively, which are presented in the **Report Card Series** and **Less Formal Measures** sections of this report.

▸ The third tier consists of action plans (APs) and progress milestones toward the LTOs, as noted in the **System Accomplishments** section.

Key:
Grey	= delivery/yields
Green	= formal evaluative actions and course correction
Blue	= planning actions and impacts
LAR	= Legislative Appropriation Request
LBB	= Legislative Budget Board

Texas' Workforce System Performance Framework
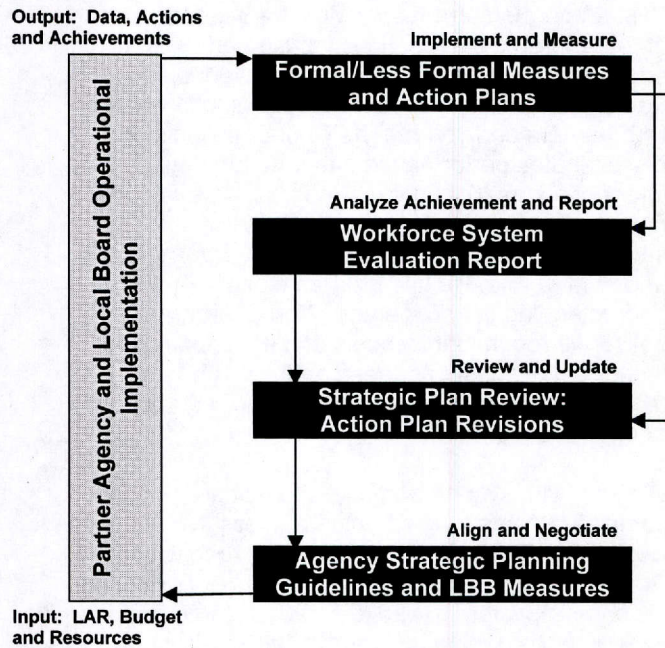
Issues Identification

System partners operate in a complex, changing economic environment as they strive to provide employers, current workers and future workers with services that are comprehensive, timely and relevant. There continues to be increased demand for middle-skills jobs, those that require more than a high school degree but less than a four-year degree. In Texas, future workers will be needed in traditional health care, energy and technology-based jobs, as well as in the growth industries of wind, biofuel and energy efficiency. In addition, the state's demographic composition is changing, with the workforce projected to include larger proportions of women, Hispanics and prime-age (i.e., 25-54 years of age) workers.

The Council is charged with facilitating the development of a systemic, integrated approach to the delivery of programs and services that meet the needs of employers and individuals. This is accomplished in part through identifying issues and working with system partners to achieve issue resolution. Over the

Advancing Texas plan period, issues directly related to the scope of this report as outlined above will be included in the annual evaluation report. In addition, the Council also identifies and works to address issues related to the state's workforce system through a variety of other mechanisms, including:

▶ *System Integration Technical Advisory Committee (SITAC)* – Established by the Council Chair in December 2003 to oversee implementation of the system strategic plan, SITAC members represent all partner agencies and the Texas Association of Workforce Boards.

▶ *Council Strategy Sessions* – Convened in addition to, or in conjunction with, regular Council meetings in order to identify and address systemic issues.

▶ *Issue Briefs and Reports* – Produced periodically to address specific workforce issues.

▶ *Stakeholder Roundtables or Surveys* – Conducted periodically to obtain feedback regarding system stakeholder needs and to assess workforce system usage and satisfaction levels.

Measures and Definitions

Three tiers of performance measures are included in *Advancing Texas*:

▶ **Tier 1 – Formal** – System measures are outcome oriented. They establish responsibility for end outcomes or outputs that are central to the system's success. Such measures are essentially consistent across workforce programs and consist of the Formal measures found in partner agencies' performance measures for state-based budgeting and reporting. Four Formal measures approved by the Governor in 2003 remain in effect and were incorporated into *Advancing Texas*:

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

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

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

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

▶ **Tier 2 – Less Formal** – Strategy-critical measures are also outcome oriented. These consist of the Less Formal measures that establish responsibility for end outcomes or outputs that are central to system partners' missions. There are six such measures for the current plan:

  – *Vocational ESL Graduates* – Number of vocational English as a Second Language (ESL) graduates (subset of ESL population).

  – *Vocational ESL Employment* – Percent of vocational ESL graduates who obtain employment (subset of ESL population).

  – *Workforce Literacy Graduates* – Number of workforce literacy graduates (subset of Adult Basic Education (ABE) population).

  – *Workforce Literacy Employment* – Percent of workforce literacy graduates who obtain employment (subset of ABE population).

- *CTE Concentrator Graduates* – Percent of Career Technical Education (CTE) concentrators (Code 2 and 3 CTE Participants) who graduate on the recommended or distinguished achievement high school program.

- *Employer Satisfaction* – Agency-specific measures and definitions are presented in the **Less Formal Measures** section.

▸ *Tier 3 – AP Specific* – Capacity-building measures are process oriented and establish responsibility for intermediate outcomes that identify and chart achievement of tasks and milestones. They are specific to a given AP and often require a high degree of collaboration between system partners.

In 2010, definitions and methodologies were negotiated with partner agencies, in consultation with the Governor's Office of Budget, Planning and Policy and the Legislative Budget Board (LBB). Only the Tier 1 Formal measures are included in agency Legislative Appropriation Requests, and may or may not be specified as key measures[2].

Data Treatment and Limitations

Data for all Formal measures except Customers Served are presented as both an absolute number and as a percentage. All data are from the most recent 12-month reporting period available.

▸ *Agency Negotiation* – During 2004 data definition and methodology negotiations, the Council requested that where federal common definitions were relevant, those definitions be used, as well as similar program periods. The intent was to lessen the differences between data sets, thereby achieving a higher degree of relatedness and relevance when aggregating data across multiple programs. Undertaken again in 2009 for *Advancing Texas*, there are definitions and program periods that differ slightly from those used during the previous strategic plan period.

- *Program-Level Reporting* – As required by statute, data are presented by program rather than by agency.

- *Unduplicated Data* – In most cases, data are unduplicated and conform to reporting definitions and methodologies agreed to by partner agencies. For example, Educational Achievement data may include duplicate data where a participant has outcomes for both education and training programs. Where known, these instances are footnoted on the applicable report card.

▸ *Data Revisions* – This year, three agencies identified the need to submit corrected data for the prior reporting cycle(s). TJJD reported that there were significant changes to the methodology for one measure. The agency submitted revised data for 2010 and 2011; however, comparable revised data was not available for the 2009 baseline year. TJJD also submitted revised 2011 data for another measure to correct a programming error. The Texas Veterans Commission and Texas Workforce Commission (TWC) reported that revisions for 2011 were due to updates following further data entry by local workforce boards, as well as clarifications in federal and/or state reporting specifications. Percentage point differences published in the **Report Card Series** for Change 2011-2012 and all report narrative reflect the revised data, which are published in the **Data Addendum** to this report.

▸ *Change Rates* – Data are presented and tracked longitudinally. This year, each report card includes columns for two rates of change:

- *Change 2011-2012* – The one-year rate captures the change from the previous year to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2011 to 2012.

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[2] Key measures indicate the extent to which a state agency is achieving its goals or objectives and consist of the outcome, output, efficiency, and explanatory measures referenced in the General Appropriations Act for each agency. [LBB, *Performance Reporting – New Key Measures* (November 2011)]

- *Cumulative 2009-2012* – The cumulative rate aggregates the rate of change from 2009 (baseline year) to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2009 to 2012.

▸ *Explanation of Variance* –

- *Variance Range* – Instances where the value in the Change 2011-2012 column was more than 5%, either positive or negative, are addressed within the relevant report card section. This reporting is aligned to LBB performance measures reporting requirements. Agencies were asked to take special issues such as the economic recession and availability of federal stimulus funds into consideration again this year.

- *Base Values* – Significant changes in numerator and/or denominator values from 2011 to 2012, with no resulting significant rate change, were also reviewed where applicable. Such instances are addressed in the respective report card sections.

▸ *Rounding Convention* – A rounding convention has been applied to the Formal and Less Formal measures data: .001 to .004 has been rounded down to .00; .005 to .009 has been rounded up to the next highest hundredth. Rounding rules are applied after completion of all applicable mathematical operation(s) such as division or subtraction.

▸ *Data Ownership* – Some partner agencies process their own data, while others have interagency agreements with other partner agencies for data processing. Raw data are confidential records owned by the applicable agency.

▸ *Unemployment Insurance Records* –

- *Time Lag* – There is a significant delay in receiving and analyzing unemployment insurance (UI) wage records for measuring performance. For example, when looking at six-month employment retention, there is a six-month wait to establish the period of data collection, plus four to five months for employers to submit the data to TWC. This lag continues to pose significant challenges regarding timely performance measurement in other states, as well as Texas. This approximate one-year data lag is ongoing because of the UI records delay and the time necessary for agencies to process and report the data to the Council.

- *Coverage* – An unknown number of program exiters obtain jobs that are not covered by the Texas UI system. For example, the self-employed, those who relocate and become employed in another state, and those who live in Texas but are employed across state lines are not reported in the Texas UI database. This non-coverage results in lower levels of documented employment, reflecting negatively when education and training programs' outcomes are evaluated. Data sets that are more complete may be available in instances where the agency can utilize other databases, such as the Wage Record Interchange System, to identify employment with employers who do not file UI wages in Texas.

▸ *Project Re-Integration of Offenders (Project RIO)* – Project RIO was not funded for the fiscal year 2012-13 biennium. However, TWC will continue to submit available data for applicable measures. This year, employment and retention data were reported by TWC.

Report Cards

The Council believes that the report card series is a useful tool to present overall system performance. System evaluation is complex and, although the four Formal measures are appropriate to provide a system snapshot, they should not be viewed in isolation from other factors. Agencies and programs have different service populations with unique needs and characteristics, which has a large effect on

performance data. Additional limitations of specific significance to a single program are contained within the card footnotes or narrative.

System performance is presented in a series of five report cards that contain data reported by partner agencies for the Formal and Less Formal (Tiers 1 and 2) measures. Aggregate data are presented on the four Formal measures report cards and on the System report card. However, it is important to note that not all data definitions or methodologies are identical. The total should be viewed only as a good approximation of overall system performance. The graphic on page 8 illustrates the relationship of Formal and Less Formal measures to the report card series.

▸ *Programs in the Report Card Series* – The 25 programs included in the report card series along with the short titles used in this report, are:

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

▸ *System Report Card* – This report card contains aggregate data for the four Formal measures, with the data sets combined across programs. It also includes data for the Less Formal measures, where available. Since Less Formal measures are specific to a single program there is no data aggregation.

▸ *Formal Measure Report Cards* – Individual report cards with accompanying analysis are included for each of the four Formal measures, with outcome data by program organized into three categories: Adults, Adults with Barriers and Youth. Each program is assigned to one of the three categories in order to establish the greatest level of outcome equivalency and comparability.

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. Data for these programs addresses the Council's mandate to report on work development programs that focus on welfare to work initiatives.

Report Card Structure for Reporting and Evaluating Measures

★ *System Report Card (1)* – Aggregates and weights based on total participant population.
★ *Formal Measure Report Cards (4)* – Report by population segment, program and aggregate.

Formal Measures

- Educational Achievement
- Entered Employment
- Employment Retention
- Customers Served

Less Formal Measures

- Vocational ESL Graduates
- Vocational ESL Employment
- Workforce Literacy Graduates
- Workforce Literacy Employment
- CTE Concentrator Graduates
- Employer Satisfaction

Performance Measurement

System Report Card

Educational Achievement
Entered Employment
Employment Retention
Customers Served
Vocational ESL Graduates
Vocational ESL Employment
Workforce Literacy Graduates
Workforce Literacy Employment
CTE Concentrator Graduates
Employer Satisfaction

Educational Achievement Report Card

Adults
- Program
- Program

Adults with Barriers
- Program
- Program

Youth
- Program
- Program

Entered Employment Report Card

Adults
- Program
- Program

Adults with Barriers
- Program
- Program

Youth
- Program
- Program

Employment Retention Report Card

Adults
- Program
- Program

Adults with Barriers
- Program
- Program

Youth
- Program
- Program

Customers Served Report Card

Adults
- Program
- Program

Adults with Barriers
- Program
- Program

Youth
- Program
- Program

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REPORT CARD SERIES

The System report card shows the performance of Texas' workforce system and includes totals for each of the four Formal measures that have been aggregated and weighted by the number of program participants. The card also shows the number, percent where applicable, and rates of change for the Formal and Less Formal measures. In this report, the change columns reflect the increase or decrease between values in the 2011 report and those reported for 2012, and the cumulative change from 2009 to 2012.

Following the System report card, a report card for each Formal measure is presented and discussed. The next section of the report presents the Less Formal measures by goal, definition, benchmark and data sets.

The Council is required by statute to report program-level data and to provide an overall assessment of implementation of the workforce system strategic plan, *Advancing Texas*. As noted in the Data Treatment and Limitations section on page 4, the aggregate data presented in the report card series should be viewed as an approximation of overall system performance.

System

2012 Workforce System Report Card

Formal Measures	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
Educational Achievement[3]	488,697	79.46%	0.82%	4.39%
Entered Employment[4]	1,219,393	69.60%	1.84%	-9.66%
Employment Retention[5]	1,030,483	82.19%	1.36%	-1.20%
Customers Served[6]	5,093,090	N/A	-2.77%	-2.42%
Less Formal Measures[7]				
CTE Concentrator Graduates[A]	112,438	79.54%	-1.98%	0.11%
Vocational ESL Graduates[B]	8	N/A	N/A	N/A
Vocational ESL Employment[B]	1	12.50%	N/A	N/A
Workforce Literacy Graduates[B]	482	N/A	N/A	N/A
Workforce Literacy Employment[B]	not available	-	-	-
Employer Satisfaction[C]	Agency-specific data published in **Less Formal Measures** section.			

The report card series is a useful tool to present overall system performance, but the data presented should be taken in context. Most programs are designed to serve participants that meet specific eligibility criteria and that have unique needs. Accordingly, program objectives and desired outcomes vary, and approved data definitions and methodologies are program-specific. Additionally, integrated service delivery strategies may result in duplication of customer counts across programs. The System report card contains aggregate data for all agencies' applicable programs by measure as noted on the Formal measure report cards. Due to known duplicates that cannot be removed from program-level data, adjustments have been calculated at the System level, with unduplicated data footnoted as applicable.

[3] The aggregate Educational Achievement rate, adjusted to exclude duplicate Texas Workforce Commission (TWC) customers, is 79.37%. The Texas Juvenile Justice Department reported that there were significant changes to the methodology for Secondary Technical Corrections. Comparable revised data was not available for the 2009 baseline year; therefore, the revised 2010 data for this program was used when calculating the cumulative change rate.
[4] The aggregate Entered Employment rate, adjusted to exclude duplicate TWC customers, is 69.67%.
[5] The aggregate Employment Retention rate, adjusted to exclude duplicate TWC customers, is 82.45%.
[6] The aggregate Customers Served count, adjusted to exclude duplicate TWC customers, is 4,918,345. Project RIO was not funded for the fiscal year 2012-13 biennium. TWC will continue to submit available data for applicable measures; however, no Customers Served data was available this year.
[7] Five of the six Less Formal measures are tied to pilot projects, with data becoming available in different reporting cycles.
(A) 2010 baseline data was used to calculate the cumulative change rate.
(B) Reporting for the four Vocational ESL and Workforce Literacy measures began this year.
(C) Reporting for these agency-specific measures began this year, with data presented in the **Less Formal Measures** section.

Educational Achievement[8]

2012 Educational Achievement Report Card

Adults	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
CTC Academic	19,360	26.55%	-0.02%	0.28%
CTC Technical	8,965	22.75%	0.96%	-0.42%
Apprenticeship	3,277	78.51%	-0.41%	2.63%
Dislocated WIA I	3,880	93.40%	1.21%	-1.31%
Adults WIA I	5,144	91.73%	-0.84%	-1.90%
Adults Total	**40,626**	**32.18%**	**0.71%**	**0.61%**
Adults with Barriers				
Adult Education	4,602	47.96%	-30.20%	-40.61%
Postsecondary CTC Corrections	839	35.82%	3.03%	4.67%
Secondary Academic Windham	5,169	84.46%	0.91%	2.27%
Secondary Technical Windham	5,786	77.75%	1.19%	-2.28%
Adults with Barriers Total	**16,396**	**64.30%**	**-7.27%**	**-5.96%**
Youth				
Secondary CTE	134,537	96.39%	0.28%	7.86%
Secondary	294,319	92.09%	0.66%	4.09%
Youth WIA I	2,886	64.38%	1.47%	-12.75%
Secondary Academic Corrections	423	41.43%	2.71%	0.88%
Secondary Technical Corrections[9]	349	36.85%	21.96%	22.65%
Youth Total	**432,514**	**92.89%**	**0.74%**	**5.55%**
Total	**488,697**	**79.46%**	**0.82%**	**4.39%**

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[8]Educational achievement includes participant outcomes for both educational and training programs. Data subsets (duplicates) include Postsecondary CTC Corrections. The card total has been adjusted to provide an unduplicated count.
[9] Due to a definition and methodology change, the Texas Juvenile Justice Department submitted revised data for the 2010 and 2011 reporting cycles. Revised data was not available for 2009; therefore, 2010 data has been used to calculate the multi-year change rate for this measure.

Educational Achievement Analysis

Educational Achievement –
number and percent of all program participants who obtain a degree, other credential of completion, or complete the level enrolled in either a training or educational program.

The data sets in the Educational Achievement report card are from those system programs and services that have the acquisition of knowledge and skills as a significant, intended outcome for participants. Data limitations other than those general limitations, such as time lag of unemployment insurance wage matching, are contained within the card footnotes or narrative.

Data

Adults
The data range for Adults is from 22.75% for CTC Technical programs to 93.40% for Dislocated WIA I. Two of the five programs increased from 2011, with the largest change reported for Dislocated WIA I (1.21%). Three programs reported performance of greater than 78%, with a segment total of 32.18%. This represents an annual increase of 0.71%, and slight three-year increase (0.61%) for the group.

CTC Academic and Technical program data are based on a starting cohort and total awards earned within a six-year period. The data sets include certificates, associate and higher degrees. While this data reflects the success of a specific cohort across time, it does not indicate the educational success of students in a 12-month period as measured by the awarding of certificates or associate degrees. In academic year 2010-11, 81,314 CTC academic and technical credentials were awarded. This represents an increase of 9.60% from 2011 and a three-year increase of 37.26%. The number is more than double the completions, or graduation rate, reported this year under the longitudinal definition. For this reason, the Council continues to request 12-month credential data from the Texas Higher Education Coordinating Board (THECB) in order to provide a more complete representation of educational achievement in Texas' community and technical colleges.

Adults with Barriers
The data range for Adults with Barriers is from 35.82% for Postsecondary CTC Corrections, a program that deals with incarcerated adults, to 84.46% for Secondary Academic Windham. An overall decrease of 7.27% was noted for the group, with a three-year decline of 5.96%.

The declining change rates are primarily attributable to the Adult Education program. After rising slightly in 2010 (0.40%), Adult Education declined 10.81% last year and 30.20% this year, a three-year decrease of 40.61%. The Texas Education Agency (TEA) reported that a training issue, since corrected, contributed to the high change rate (-30.20%). The number of goals (denominator) reported for 2009-2011 ranged from 5,767 to 6,709 compared to 9,595 this year. However, many of the students who wanted a GED were actually functioning at a beginning literacy level or a beginning ESL level. Normally, these students list this goal as a long term goal attainable in the future. In addition, the number of participants completing a GED (numerator) fell this year to 4,602 compared to numbers in excess of 5,100 each of the prior three years.

Conversely, after a 2010 decrease (-3.64%), Postsecondary CTC Corrections rose 5.28% last year and 3.03% this year, resulting in a three-year gain of 4.67%. This program is operated by the Texas Department of Criminal Justice's Windham School District (Windham). Last year, the agency noted that due to budget uncertainties for the fiscal year 2012-13 biennium, enrollments for postsecondary courses were limited to students who could complete the entire course prior to August 31, 2011. This enrollment limitation significantly increased the completion rate, particularly in vocational programs. Windham received a 42% reduction in state funding for college programming, decreasing the number of offenders served and resulting educational outcomes. This year, 839 of 2,342 served were awarded a community or technical college postsecondary degree or certificate, down from 2,055 of 6,597 in 2009.

Youth
The Youth category includes five programs, with a data range of 36.85% for Secondary Technical Corrections to 96.39% for Secondary CTE. In the Youth segment, 432,514 individuals achieved educational outcomes, an increase of 0.74% from 2011 and 5.55% from 2009.

All five programs reported positive changes, including one increase that exceeded the 5% variance range. Secondary Technical Corrections rose 21.96%, representing a three-year gain of 22.65%. The Texas Juvenile Justice Department indicated that two instructors were trained in an additional certification area and the programs were added during the 2012 school year.

Also of note, Secondary CTE has increased 7.86% since 2009. This year, 134,537 participants achieved an educational outcome, compared to 118,330 in 2009 and 130,417 last year.

Total
The absolute number of individuals with an educational achievement outcome (numerator) increased from 445,091 in 2009 to 488,697 this year. Of the 14 programs, six had absolute increases this year, with a notable change reported for Secondary, up 7,155.

Of the 615,023 program participants, 488,697 (79.46%) achieved an educational outcome, up slightly from last year (0.82%) and three-year rise of 4.39%. Postsecondary CTC Corrections' completion numbers of 839 in the Adults with Barriers segment were subtracted from the aggregate of all programs to achieve the unduplicated performance total and percent.

Additional Data
The following data sets were provided by partner agencies so that a more comprehensive picture of educational achievement could be presented, thereby providing important contextual information.

▶ Career schools and colleges awarded 106,639 degrees and certificates, an increase of 5.91% from the prior year and 64.10% from 2009. This includes certificates reported by the Texas Workforce Commission (72,136, up 0.72% from 2011) as well as certificates and degrees reported by THECB. With more career schools and for-profit institutions reporting to THECB, the number of certificates and degrees increased from 9,994 in 2009 to 30,818 last year and 34,503 this year. This includes 23,454 certificates, 6,417 associate's degrees and 4,632 bachelor's degrees. THECB noted that the number of reporting institutions has increased significantly, rising to 156 this year. In addition, institutions that started by offering certificates now award associate's and bachelor's degrees.

▶ Of Secondary Windham enrollments, 42.05% completed the level enrolled, a slight increase (1.05%) from the previous year.

▶ Of the 459,160 enrollments in Secondary and Secondary CTE programs, 194,671 were in Tech Prep, a three-year increase of 9.45%.

▶ Adult Education students completed the level enrolled at a rate of 59.38%, up from 54.05% last year. The number of adults who (1) enrolled, (2) were assessed and (3) had the minimum of 12 hours class time required for inclusion in federal reporting fell from 106,592 last year to 105,576 (-0.95%). However, this represents a three-year increase of 5.31% due to a significant increase last year. TEA previously reported that the continuing practice of managed enrollment promotes a student cohort model, which is successful in keeping students enrolled for longer time periods. This year, the agency noted that several factors contributed to the higher completion rate: increased teacher training, higher levels of student persistence, emphasis on college and career readiness, and focus on program improvement and data-driven decision making.

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Entered Employment

2012 Entered Employment Report Card

Adults	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
CTC Academic	24,655	87.79%	-1.14%	-1.44%.
CTC Technical	29,059	84.17%	-0.40%	-2.50%
Skills Development	1,505	97.10%	0.66%	0.95%
Trade Adjustment	1,903	73.28%	-1.42%	-12.01%
Veterans E&T	33,147	65.87%	1.25%	-10.98%
Employment Services	921,753	68.89%	1.94%	-11.10%
Dislocated WIA I	6,484	80.17%	1.72%	-7.13%
Adults WIA I	9,963	75.62%	0.17%	-8.59%
Adults Total	**1,028,469**	**69.66%**	**1.96%**	**-10.61%**
Adults with Barriers				
Blind Services	1,396	69.56%	-4.04%	-0.60%
Rehabilitation Services	11,686	57.98%	-0.38%	1.06%
Adult Education	1,147	45.34%	-14.74%	-20.86%
SNAP E&T	26,287	87.32%	4.11%	2.94%
Project RIO	24,680	55.28%	2.06%	-17.92%
Self-Sufficiency	20	80.00%	6.67%	-4.16%
SCSEP	164	41.52%	1.44%	1.82%
TANF Choices	22,182	78.44%	0.33%	-6.35%
Adults with Barriers Total	**87,562**	**68.33%**	**2.86%**	**-7.00%**
Youth				
Secondary CTE	99,137	70.13%	-0.34%	-2.93%
Youth WIA I	4,225	69.43%	-0.42%	-4.16%
Youth Total	**103,362**	**70.10%**	**-0.33%**	**-2.99%**
Total	**1,219,393**	**69.60%**	**1.84%**	**-9.66%**

Entered Employment Analysis

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

The data sets in the Entered Employment report card are from those workforce system programs and services that have the acquisition of employment as a significant, intended outcome for participants. Data limitations other than those general limitations, such as time lag of unemployment (UI) wage matching, are contained within the card footnotes or narrative.

As noted in the **Introduction**, there is a delay in receiving and analyzing UI wage records for measuring performance such as entered employment. While the programs have different reporting cycles, most data reflect performance for mid to late 2011. The effects of the economic recovery are evidenced this year with that trend expected to continue in future reporting cycles.

Data

Adults
The data range for Adults is from 65.87% for Veterans E&T to 97.10% for Skills Development. Six of the eight programs reported performance of over 73%, and an annual increase of 1.96% was noted for the group following two years of declines. Compared to 2009, group performance was down 10.61%.

While all eight programs experienced declines in 2010, two reported increases last year and five this year. The largest gain reported was for Employment Services (1.94%). No programs posted significant changes this year; however, double-digit three-year declines were reported for Trade Adjustment (-12.01%), Employment Services (-11.10%) and Veterans E&T (-10.98%).

Adults with Barriers
The data range for this group is from 41.52% for SCSEP to 87.32% for SNAP E&T. Of the eight programs, three reported entered employment rates of 78% or higher. Overall performance was up from 2011 (2.86%), but down (-7.00%) from 2009.

Notably, five programs reported positive changes this year, with the largest increase by the Self-Sufficiency Program (6.67%). While this reflects performance for a very small number of individuals, the Texas Workforce Commission (TWC) noted that the efforts were made to engage new partners when the original partners were affected by area economic conditions. Grantees also made additional efforts to place participants.

After a slight increase in 2010, Adult Education declined 6.71% last year and 14.74% this year, a 20.86% decrease from 2009. Agency performance data are for the most recent standard reporting cycle for each program. Reporting for this program is for an earlier exit cohort (10/09-9/10) and, therefore, it was anticipated that the effects of the recession would be evidenced in data reported this year. The Texas Education Agency indicated that the economic downturn limited employment opportunities for undereducated adults who face greater challenges when seeking employment.

In addition, two programs also had significant three-year declines: Project RIO (-17.92%) and TANF Choices (-6.35%).

Youth
For the two programs, entered employment outcomes ranged from 69.43% for Youth WIA I to 70.13% for Secondary CTE. Overall performance decreased slightly (-0.33%) from 2011 and declined 2.99% from 2009.

After increasing significantly last year, performance for Youth WIA I fell slightly (-0.42%). In 2010, TWC reported that performance was unusually low due to the American Recovery and Reinvestment Act Summer Employment initiative, which increased the number of youth served who did not intend to remain

employed. This year, the number served (6,085) and entering employment (4,225) reflect more typical levels.

Total
Of the 1,751,906 program participants, 1,219,393 (69.60%) entered employment. This represents a decrease of 9.66% from 2009 but a one-year increase of 1.84%. Ten of 18 programs showed one-year percentage increases. Only Adult Education (-14.74%) posted a one-year double-digit percentage decrease while five programs had double-digit decreases for the three-year period.

After rising in 2010 and 2011, the absolute number of individuals served fell, while the number entering employment fell for the second year. The number of program participants (denominator) was 1,751,906, down from the 2011 high of 1,912,388. The number entering employment (numerator) decreased slightly from 1,295,947 last year to 1,219,393, with nine of 18 programs reporting absolute increases.

For most programs, data reported in 2010 reflected participants exiting during the recession. Performance declines were expected to continue in 2011 and possibly this year given the delay in UI wage reporting. However, gains were reported by many programs, a reflection of economic improvement.

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Employment Retention

2012 Employment Retention Report Card

Adults	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
CTC Academic	15,023	85.36%	-0.47%	-1.61%
CTC Technical	23,852	91.70%	0.19%	-0.34%
Skills Development	30,341	95.89%	0.08%	2.72%
Trade Adjustment	1,926	92.15%	0.88%	-0.57%
Veterans E&T	33,899	83.27%	1.07%	-3.64%
Employment Services	849,208	81.72%	1.20%	-1.71%
Dislocated WIA I	6,894	89.43%	0.72%	-0.74%
Adults WIA I	12,532	81.85%	-1.37%	-3.35%
Adults Total	**973,675**	**82.49%**	**1.19%**	**-1.61%**
Adults with Barriers				
Blind Services	645	87.64%	0.86%	0.93%
Rehabilitation Services	8,019	86.50%	1.23%	0.59%
Adult Education	3,473	66.85%	1.28%	-1.31%
SNAP E&T	14,414	89.17%	4.13%	12.97%
Project RIO	13,679	64.76%	1.74%	-0.52%
Self-Sufficiency	76	79.17%	1.79%	-3.91%
TANF Choices	13,790	80.22%	1.64%	5.01%
Adults with Barriers Total	**54,096**	**77.53%**	**3.29%**	**3.61%**
Youth				
Youth WIA I	2,712	73.56%	13.78%	-2.04%
Youth Total	**2,712**	**73.56%**	**13.78%**	**-2.04%**
Total	**1,030,483**	**82.19%**	**1.36%**	**-1.20%**

Employment Retention Analysis

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

As with Entered Employment, the data sets in the Employment Retention report card are from those workforce system programs and services that have the acquisition and maintenance of employment as a significant, intended outcome for participants. Data limitations other than those general limitations, such as time lag of unemployment insurance (UI) wage matching, are contained within the card footnotes or narrative.

There is a significant delay in receiving and analyzing UI wage records for measuring retention. The programs have different reporting cycles, with some of the reported measures reflecting the effects of the economic recession. Despite expectations of the recession being a more significant factor last year, improved outcomes were reported for a majority of the programs, a trend that continued this year.

Data

Adults
The data range for Adults is from 81.72% for Employment Services to 95.89% for Skills Development. Overall, this segment increased 1.19% from last year while posting a three-year decline of 1.61%.

Six of the eight programs reported increases this year, improving over the last two years. Only Adults WIA I (-1.37%) and CTC Academic (-0.47%) posted one-year decreases.

No programs reported an increase or decrease that exceeded the 5% variance range. The largest three-year increase was reported for Skills Development, up 2.72%, while Veterans E&T (-3.64%) and Adults WIA I (-3.35) declined over that period.

Adults with Barriers
The data range for Adults with Barriers is from 64.76% for Project RIO to 89.17% for SNAP E&T, with five of seven programs reporting retention of over 79%. Overall, performance increased 3.29% and 3.61% from 2011 and 2009, respectively. All seven programs posted positive changes from the prior year, with the greatest increase reported for SNAP E&T (4.13%).

Significant three-year increases were posted for SNAP E&T (12.97%) and TANF Choices (5.01%), while the greatest decrease was reported for Self-Sufficiency (-3.91%).

Youth
Youth data includes only one program. Performance for Youth WIA I rose 13.78%, with a three-year decline of 2.04%. The Texas Workforce Commission reported that prior year data included a large number of exiters who were primarily in summer employment while this year's data are based on a more traditional service mix. With the delay in receiving and analyzing UI wage records for measuring employment, last year's employment retention cohort (4/09-3/10) was the first comprised exclusively of individuals who exited during the recession.

Total
Of the 1,253,756 program participants who entered employment, 1,030,483 (82.19%) retained employment. This represents an increase of 1.36% from 2011 but a three-year decrease of 1.20%.

The absolute number of individuals entering employment fell this year, but the number retaining employment improved over last year. The number of individuals finding employment (denominator) was 1,253,756 compared to 1,264,906 in 2011. The number retaining employment (numerator) increased, rising from 1,022,407 to 1,030,483.

In 2010, data reported for most programs reflected individuals who exited during the recession. That accounted for the performance declines experienced by programs with positive trends during the last strategic plan period, which includes all programs in the Adults category. That trend was expected to continue in the 2011 and 2012 reporting cycles; however, outcomes across programs were positive as the economic recovery continued.

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Customers Served[10]

2012 Customers Served Report Card

Adults	Actual	Change 2011-2012	Cumulative 2009-2012
CTC Academic	473,297	2.95%	24.88%
CTC Technical	194,552	-3.88%	19.91%
Apprenticeship	3,855	-7.60%	-5.49%
Skills Development	16,946	-48.63%	-41.02%
Trade Adjustment	3,346	-35.32%	-48.28%
Veterans E&T	63,739	-6.48%	-30.93%
Employment Services	1,496,475	-9.34%	-16.55%
Dislocated WIA I	11,068	-20.18%	-34.54%
Adults WIA I	21,824	2.29%	-29.44%
Adults Total	**2,285,102**	**-7.06%**	**-9.10%**
Adults with Barriers			
Blind Services	10,486	0.58%	3.37%
Rehabilitation Services	72,463	-3.11%	0.75%
Adult Education	112,479	-1.26%	2.01%
SNAP E&T	49,579	-7.40%	81.37%
Self-Sufficiency	123	146.00%	-92.54%
SCSEP	927	-29.18%	-38.36%
TANF Choices	43,866	-8.26%	4.83%
Postsecondary CTC Corrections	2,342	-41.20%	-64.50%
Secondary Academic Windham	57,873	-16.43%	-21.89%
Secondary Technical Windham	10,074	-10.05%	-10.77%
Adults with Barriers Total	**360,212**	**-6.75%**	**1.00%**
Youth			
Secondary CTE	1,072,893	3.77%	5.94%
Secondary	1,362,047	1.09%	4.50%
Youth WIA I	11,536	-1.38%	-64.37%
Secondary Academic Corrections	2,159	-17.28%	-42.43%
Secondary Technical Corrections	1,483	-16.45%	-54.52%
Youth Total	**2,450,118**	**2.20%**	**4.02%**
Total	**5,093,090**	**-2.77%**	**-2.42%**

[10] Educational achievement includes participant outcomes for both educational and training programs. Data subsets (duplicates) include Postsecondary CTC Corrections. The card total has been adjusted to provide an unduplicated count. Project RIO was not funded for the fiscal year 2012-13 biennium. The Texas Workforce Commission will continue to submit available data for applicable Project RIO measures; however, no Customers Served data was available this year.

Customers Served Analysis

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

As with all other Formal measures, the data sets in the Customers Served report card are from Texas' workforce system programs and services. Data limitations other than those general limitations addressed in the **Introduction** are contained within the card footnotes or narrative.

While Customers Served is typically defined and treated as a lag measure, it was recommended for inclusion as a Formal measure for two reasons:

▶ Customers Served may be used as a lead measure for the purpose of system strategic planning given its tie to program infrastructure usage and capacity; and

▶ Total Customers Served indicates the number of individuals served by system programs and services. It should be noted that a given individual might receive services from one or more programs, either concurrently or at different points in time. Thus, the absolute number of individuals served is typically less than the total presented on the Customers Served report card as it represents aggregate, program-level participation counts. While known duplicates cannot be removed from program-level data, adjustments have been calculated at the System report card level, footnoted as a point of reference on page 11.

With the exception of Adult Education (7/10-6/11), program data submitted this year reflects participation from August/September 2011 through August 2012. The beginning effects of the recession were evidenced by several programs in *Evaluation 2009*, with that trend continuing in 2010 and to a lesser degree in 2011. In many cases, significant decreases in service levels reported last year were due to the expiration of supplemental funding such as that provided under the American Recovery and Reinvestment (ARRA) of 2009. While some decreases are attributable to reduced federal or state funding levels, in large part this year's results reflect the continued economic recovery. Notably, many reported decreases were for programs that typically have higher enrollment during adverse economic conditions.

Data

Adults
The data range for Adults is from 3,346 customers served by Trade Adjustment programs to 1,496,475 served by Employment Services through local boards' workforce centers and WorkInTexas.com. The nine programs in this segment reported serving 2,285,102 individuals, down 7.06% from last year and 9.10% from 2009.

Veterans E&T (-6.48%) declined again this year, with a three-year decrease of 30.93%. The Texas Veterans Commission (TVC) attributed the lower performance to the U.S. Department of Labor's (DOL) issuance of Priority of Service guidelines (June 2010) that transferred more basic employment service functions to non-TVC, workforce center staff. This allows TVC staff to provide more one-on-one intensive services to those most difficult to serve who are identified through a comprehensive assessment process. These veterans often receive assistance overcoming numerous, serious barriers to employment. TVC noted that this approach has resulted in a steady increase of intensive services to veterans.

Five Texas Workforce Commission (TWC) programs posted decreases that exceeded the 5% variance range:

▶ *Skills Development* – Performance for this state-funded program fell 48.63%, a three-year decline of 41.02%. This year's number served is 16,946, compared to the 2010 high of 33,797. TWC reported that 63% fewer grant dollars were awarded in fiscal year (FY) 2011 than the prior year, accounting for the large reduction in the number of trainees served. FY 2012 reporting was also affected, as many

customers who would have continued training and been counted were associated with grants signed in 2011. The agency significantly increased the number of projects awarded in FY 2012, with approximately 19,000 customers to be served under new contracts.

▶ *Trade Adjustment* – The number served decreased 35.32% and 48.28% from 2011 and 2009, respectively. For this program, the number served is based on qualifying layoffs affecting workers, and as noted by TWC, the number of trade-certified petitions decreased as the economy improved. Further, the Trade Adjustment Act Amendments of 2009 that expanded the types of layoffs eligible for trade certification expired February 14, 2011. Most of the expanded program provisions were reauthorized in late 2011; however, fewer layoffs were certified during the period of expiration. Thus, the number of new workers covered by certified trade petitions decreased significantly.

▶ *Dislocated WIA I* – The large increases reported for Adults WIA I and Dislocated WIA I in 2010 reflected the economic recession and the growing number of unemployed individuals. Both posted decreases of over 30% in 2011 and Dislocated WIA I fell again this year. Dislocated WIA I declined 20.18% and 34.54% from 2011 and 2009, respectively. In mid-2009, the local boards received ARRA funds totaling nearly $30 (Adults) and $32 (Dislocated) million for the WIA I programs. TWC reported that DOL's intent was that the majority of the ARRA funds be spent in the first year of availability. To ensure this was accomplished, TWC established a spending threshold of 80% by June 30, 2010, with 100% to be expended by December 31, 2010. As these funds were exhausted, the number served declined. Enrollments were also scaled back late in program year (PY) 2010 and early PY 2011 (7/1/11-6/30/12) due to funding uncertainties. TWC reported that enrollments increased when funding was finalized relatively late FY 2012; however, it was not possible to make up for the reduction in customers that existed earlier in the year.

▶ *Employment Services* – After increasing to a high of 1,825,060 in 2010, the number served declined, falling 9.34% from 2011 and 16.55% over the three-year period. TWC reported that the agency serves three types of job seekers: (1) mandatory – required to participate in programs such as TANF Choices or SNAP E&T; (2) involuntary – involuntary job loss, often unemployment insurance claimants; and (3) voluntary – employed but want to improve their employment situation. As the economy improved, the number of Health and Human Services Commission's (HHSC) caseloads declined and there were fewer layoffs, resulting in few mandatory and involuntary job seekers. In general, the number served through Employment Services tends to rise when economic conditions are very positive or negative, while tending to be lower during periods of improvement.

▶ *Apprenticeship* – The number served fell 7.60% this year and 5.49% from 2009. TWC indicated that economic conditions affected the total number of jobs available and the number of apprentices being hired and trained. The agency noted that the recession's impact took longer to affect Apprenticeship programs as, in some cases, contracts that were in progress or had been awarded have now completed.

Adults with Barriers
The data range for Adults with Barriers is 123 customers served by the Self-Sufficiency program to 112,479 customers served by Adult Education and literacy programs. The 10 programs in this segment reported serving 360,212 individuals, a decrease of 6.75% from last year and a slight increase (1.00%) from 2009.

Four TWC programs posted significant changes, including three decreases and one gain:

▶ *SCSEP* – The availability of ARRA and DOL bonus funding made available through the Consolidated Appropriations Act, 2010 allowed more low-income, older job seekers to receive paid, on-the-job training and employment services in 2010. Enrollments declined the last two years, falling 29.18% this year and 38.36% since 2009. Contributing factors included: (1) ARRA funding expired; (2) regular SCSEP grants were reduced 25% in FY 2012; and (3) TWC had a no-cost extension to spend down the remaining funds in the SCSEP Additional Funds grant in FY 2011. As a result, the state's number of allowable participants decreased over 42% from FY 2011 to FY 2012.

▶ *TANF Choices* – The Choices program assists applicants, recipients, nonrecipient parents, and former recipients of TANF cash assistance to transition from welfare to work through participation in work-related activities, including job search, job readiness classes, basic skills training, education, vocational training, and support services. Despite posting a three-year increase of 4.83%, the number served declined 8.26%. TWC reported that TANF caseloads are down over 6,500 cases per month from September 2011 and the proportion of the caseloads which are exempt from work requirements under either state or federal standards is up.

▶ *SNAP E&T* – After rising the last two years, the number of SNAP E&T participants fell (-7.40%), resulting in a three-year gain of 81.37%. SNAP assists participants in obtaining employment through participation in work programs and education and training activities. TWC attributed the 2010 and 2011 gains to the weaker economy that resulted in increased caseloads. This year, the number of new mandatory work registrants eligible for SNAP E&T and referred by HHSC declined. TWC noted the number referred during the third quarter of federal fiscal year (FFY) 2011 was 445,751, compared to 399,272 during the third quarter of FFY 2012. In addition, Able-Bodied Adults Without Dependents decreased by 28%; however, the local boards have continued to outreach and engage the General Population mandatory work registrants to maintain service levels.[11]

▶ *Self-Sufficiency* – This program assists businesses by designing, financing and implementing customized job training programs in partnership with public community and technical colleges, a higher education extension service, and community-based organizations for the creation of new jobs and/or the retraining of existing workforce. After serving 1,648 in 2009, the number served declined the last two years before rising to 123 this year. This is a 146.00% increase from last year, resulting in a three-year decrease of 92.54%. TWC noted that several new projects began in FY 2012, including two traditional Self-Sufficiency projects that involved additional collaboration with employers to improve customization of training and customer assessment before and during training. In addition, 14 grants were awarded to agencies that serve foster youth, a priority population that requires additional case management and life-training skills.

Operated by the Texas Department of Criminal Justice's Windham School District (Windham), the Postsecondary CTC Corrections program served 2,342 this year, down 41.20% from last year and 64.50% from 2009. Class offerings were reduced last year in response to the state's mandated 2.5% budget reduction for FY 2011 and budget uncertainties for the 2012-13 biennium. Workforce classes were reduced by over 70%, reducing participant numbers proportionately. Windham received a 42% reduction in state funding for college programming, decreasing the number of offenders served and resulting educational outcomes in FY 2012.

In addition, both Secondary Academic Windham (-16.43%) and Secondary Technical Windham (-10.05%) declined this year, resulting in three-year decreases of 21.89% and 10.77% respectively. The lower numbers were attributed to a 27% reduction in funding for FY 2012.

Youth
The data range for the Youth category is 1,483 customers served through Secondary Technical Corrections programs administered by the Texas Juvenile Justice Department (TJJD) to 1,362,047 customers served by Secondary programs. The five programs in this segment reported serving 2,450,118 individuals, up 2.20% from the prior year and 4.02% from 2009.

TJJD-administered programs served fewer individuals this year, with decreases reported for both. Secondary Academic Corrections fell 17.28% and Secondary Technical Corrections fell 16.45%. This represents three-year declines of 42.43% and 54.52%, respectively. With 860 youth newly committed in FY 2012, the average daily population was lower than budgeted, resulting in lower enrollments in TEA secondary courses.

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[11] SNAP recipients ages 16 to 59 who are not employed, or are employed fewer than 30 hours per week, are considered SNAP E&T General Population mandatory work registrants, and are required to participate in SNAP E&T. ABAWDs (i.e., SNAP recipients who are at least 18 but less than 50 years of age and are not employed or are employed less than 20 hours per week) are considered mandatory work registrants and are required to participate in SNAP E&T.

Total
Partners in Texas' workforce system served 5,093,090 individuals, representing decreases of 2.77% from last year and 2.42% from 2009. Of the 24 programs, service levels rose for six this year, compared to nine last year.

TWC reported that 90,754 employers received services, down 44.14% from 2011 and a three-year decrease of 39.34%. The agency noted that at the beginning of FY 2012, local boards were asked to focus on providing employers with more assistance related to hiring such as through job postings and job fairs. Prior to this year, the boards provided extensive labor market information (LMI) to employers, raising the question as to whether the employers were using the information. With the shift in focus, employers now obtain LMI assistance only upon request, thus reducing the number served but increasing the emphasis on hiring assistance.

In many cases, the higher participation rates reported in 2010 reflected service levels, and receipt of additional program funding, during the recession. This measure is not affected by the reporting delays inherent for post-program measures such as entered and retained employment. Therefore, the effects of the economic downturn that began prior to 2009 were most evident in the data reported in 2010 for this measure.

While some 2012 decreases are attributable to reduced federal or state funding levels, in large part this year's results are indicative of economic recovery. Programs associated with negative economic conditions and layoffs such as Dislocated WIA I that saw significant increases in 2010 fell to lower levels last year and again this year. Further, upward trends for some academic and skills-based programs indicate increased efforts to provide individuals qualified to meet the increased demand for middle-skills jobs or in preparation for shifting skill needs.

LESS FORMAL MEASURES AND BENCHMARKS

Action Plans

Approved by the Governor in October 2009, the six new Less Formal measures were derived from action plans (APs) contained in the three key performance areas (KPAs) of *Advancing Texas*. These strategy-critical measures establish responsibility for end outcomes or outputs that are central to system partners' missions and linked directly to programmatic long term objectives (LTOs).

Actions and Outcomes

Five of the six Less Formal measures are tied to pilot projects, with data becoming available in different reporting cycles. For each measure, the first year of data availability (baseline year) establishes the benchmark. The measures and related LTOs are presented below, grouped by KPA. Additional details on AP implementation are provided in the **System Accomplishments** section.

KPA: Systems, Operations Competencies and Integration

LTO – By 2013, Texas will decrease high school dropout rates by implementing rigorous career technical education (CTE) as a part of the recommended or advanced high school graduation program.

LTO Measure:

> *CTE Concentrator Graduates – Percent of CTE concentrators (Code 2 and 3 CTE Participants) who graduate on the recommended or distinguished achievement high school program.*
>
> *Benchmark (established by data submitted for 2010 report): 79.43%*
>
> *CTE Concentrator percentage: 79.54%*
>
> *Data: 112,438 graduates from a population of 141,362*
>
> *Change from data reported in 2011: -1.98%*
>
> *Cumulative change 2010-2012: 0.11%*

KPA: *Customer Outcomes*

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

Both Less Formal measures were defined in 2012 with reporting beginning this year.

LTO Measure 1:

> *Vocational ESL Graduates – Number of vocational English as a Second Language (ESL) graduates (subset of ESL population).*

> *Data / Benchmark (established by data submitted for 2012 report): 8*

> *Explanatory Information: Data represent the number of vocational ESL completers (subset of Adult Basic Education Innovation Grant (ABE-IG) participants). The Texas Higher Education Coordinating Board (THECB) reported that most ABE-IG programs did not start enrolling students until January 2012. It is possible for a student to earn more than one certificate (level 1, state, or national) during the reporting period; however, data reflect an unduplicated count.*

LTO Measure 2:

> *Vocational ESL Employment – Percent of vocational ESL graduates who obtain employment (subset of ESL population).*

> *Benchmark (established by data submitted for 2012 report): 12.50%*

> *Data: 1 counted as entering employment from a population of 8*

> *Explanatory Information: Data represent the percent of vocational ESL program completers in the ABE-IG program who obtain employment after exiting a program (subset of ABE-IG participants).*

LTO – *By 2013, design and implement targeted Adult Basic Education (ABE) programs to enhance employment outcomes for populations requiring workplace literacy skills.*

Both Less Formal measures were defined in 2012 with reporting beginning this year.

LTO Measure 1:

> *Workforce Literacy Graduates – Number of workforce literacy graduates (subset of ABE population).*

> *Data / Benchmark (established by data submitted for 2012 report): 482*

LTO Measure 2:

> *Workforce Literacy Employment – Percent of workforce literacy graduates who obtain employment (subset of ABE population).*

> *Explanatory Information: Initial data are expected to be reported next year.*

KPA: Programs, Products and Services

LTO – Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction.

Five system partners have projects that address measurement of employer satisfaction with system products and services. Two projects owned by THECB and the Texas Youth Commission were completed in 2011 and closed in conjunction with approval of the *2012 Update* to *Advancing Texas*. For the three active projects, agency-specific measures and definitions were developed during the *2012 Update* review process, with reporting beginning this year.

LTO Measure – Health and Human Services Commission-Department of Assistive and Rehabilitative Services (DARS):

> *Employer Satisfaction – Percent of Vocational Rehabilitation business partners satisfied with services provided.*
>
> *Benchmark (established by data submitted for 2012 report): 83.02%*
>
> *Data: 44 counted as satisfied from a population of 53 survey respondents*
>
> *Survey Response Rate: 25.24%*
>
> *Explanatory Information: DARS reported that no respondents expressed dissatisfaction with services provided by the agency. Of the 53 respondents, 44 were satisfied, five did not complete the question and four selected "neutral".*

LTO Measure – Texas Veterans Commission

> *Employer Satisfaction – Percent of Veterans Business Representative (VBR) employer customers satisfied with services provided.*
>
> *Benchmark (established by data submitted for 2012 report): 92.31%*
>
> *Data: 12 counted as satisfied from a population of 13 survey respondents*
>
> *Survey Response Rate: 42%*
>
> *Explanatory Information: A survey is scheduled to be conducted each quarter, targeting a 20% random sample of employers receiving services under the agency's VBR initiative.*

LTO Measure – Windham School District

> *Employer Satisfaction – Percent of employers satisfied with services provided.*
>
> *Benchmark (established by data submitted for 2012 report): 96.43%*
>
> *Data: 54 counted as satisfied from a population of 56 survey respondents*
>
> *Survey Response Rate: n/a*
>
> *Explanatory Information: Aggregate data were reported for three survey strategies: (1) Texas Department of Criminal Justice Parole Division/metro areas, (2) Windham staff-job fairs, and (3) Windham staff-employers that work closely with CTE instructors. A total of 63 surveys were completed; however, the response rate cannot be calculated as the base sample size is not known for each of the three survey strategies.*

SYSTEM ACCOMPLISHMENTS

Action Plans

Action plans (APs) are the high-level plans that identify the major tasks, milestones, timeframes and performance measures necessary for achieving the 14 long term objectives (LTOs) and/or system goals outlined in *Advancing Texas*. Typically, APs span multiple years and assign accountability to system partner(s) for each major task or milestone. They are driven by the plan's overall mission, strategy statements, LTOs and critical success factors.

Two types of APs are included in *Advancing Texas*:

▸ *System* – affect the system as a whole, include multiple partners at various times and are directly linked to the system LTOs.

▸ *Partner* – affect a specific partner and are usually linked to a programmatic LTO of a specific agency.

Key Outcomes

Outcomes for the 14 LTOs are presented below, grouped by the plan's three key performance areas (KPAs). During the development of *Advancing Texas*, the KPAs were determined by examining similarities between the critical business issues and by identifying where those issues affect the state's workforce system.

KPA: System Operations, Competencies and Integration

This KPA includes four APs that address system issues such as the need for current supply-demand information and several projects related to career technical education (CTE).

> *LTO – Produce each biennium, commencing in 2010, a report that documents an assessment of the number and type of postsecondary education and training credentials (certificate, level two certificate, associate, bachelor's and advanced degrees) required to match the demand for a skilled and educated workforce. The assessment will include the number of forecast net job openings by occupation at each level of postsecondary education and training and the number of credentials needed to match that forecast.*

... effectively integrating planning initiatives that require partner coordination to ensure alignment.

This LTO addresses an integrated planning initiative that requires partner coordination. Work is in progress by the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) to create a supply and demand database. Readily available supply-demand reports will provide data needed for education and training providers to plan and better align their programs to industry needs as customers can access local data and produce customized reports.

TWC's Strategic Workforce Assessment Project (SWAP) provides pre-defined occupational subsets for local workforce development area target occupations, AchieveTexas career clusters and science, technology, engineering and mathematics (STEM) occupations. New features, reports, data items and analytical tools are in continuous development, dependent on user needs and available funding.

Within SWAP, an occupations-to-programs crosswalk validated by TWC, utilizes the Standard Occupational Classification (SOC) system and the Classification of Instructional Programs (CIP). The agencies previously reported that a process for updating and validating the CIP-SOC crosswalk had been developed and ongoing data collection mechanisms had been identified for:

▸ *Supply* – THECB will provide annual enrollment and graduation data at the 4-/6-digit CIP code level. Program-level data will be used initially, with course-level data expected to be available in 2013.

▸ *Demand* – TWC provided employment and job opening projections, with 2018 projections now available.

In August 2011, TWC completed a draft *SWAP User's Guide* for use in introducing stakeholders to SWAP's analysis tools. Because the static document would require updates as tools and resources evolve, TWC opted to create an interactive format to better guide users in developing reports and allow for continued evolution of online tools.

This year, work continued to develop user scenarios that pose hypothetical education or workforce planning issues and demonstrate how SWAP can be used to provide appropriate data and analysis to address the issue. The scenarios are being re-edited, with priority on three that have the greatest applicablity for higher education users.

TWC plans to complete the three scenarios by the end of October 2012 and to develop a strategy for:

▸ engaging the local workforce boards to introduce the product and ensure their familiarity with SWAP and the scenarios;

▸ working through the boards' planning departments to introduce SWAP to their partners in the education community; and

▸ obtaining feedback on whether the project is meeting user needs.

LTO – By 2013, Texas will decrease high school dropout rates by implementing rigorous career technical education as a part of the recommended or advanced high school graduation program.

> *... college and career readiness will be achieved by the availability of both academic courses and rigorous career technical education courses.*

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

This LTO focuses on college and career readiness, with the intent of increasing the availability of both academic and rigorous CTE courses to support students through a range of choices including two- and four-year degrees, apprenticeship and the military. The

Texas Education Agency (TEA) continues to make progress on the AP's tasks, including:

▶ Over 190 new CTE courses have been developed and adopted by the State Board of Education (SBOE). These are organized around the 16 national career clusters, and include 18 courses that meet graduation requirements for fourth year science and fourth year math, as well as options for English, fine arts and speech.

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

As part of the effort to incorporate the new TEKS, TEA reviews corresponding TEKS courses in an effort to ensure secondary/postsecondary alignment. In addition, THECB reviews the *Workforce Education Course Manual* on a periodic schedule to ensure course currency.

▶ Professional development for teachers has been underway since 2010. Initially, training was scheduled and facilitated through the state's Education Service Centers. Work is in progress to make courses available online as a series. The three final content courses will be available in fall 2012 though Project Share – an Internet portal designed to provide professional development resources for teachers across the state and to build professional learning communities where educators can collaborate and participate in online learning opportunities.

▶ TEA is working with THECB to design, develop and coordinate policies and processes related to dual credit courses and credit transfer. Jobs for the Future is conducting a study for the two agencies that assesses the correlation between high school enrollment in dual credit and enrollment, persistence and completion of postsecondary education. The study is scheduled for completion in late October.

▶ TEA continues to develop and deploy early college high schools (ECHS). These innovative high schools are located on or in close proximity to a college campus to allow students in historically underrepresented college-going populations the opportunity to earn a high school diploma and an associate's degree or up to 60 hours college credits over four years. The designation process is required for all current ECHS, as well as applicants seeking designation. Schools may be provisionally designated, designated or denied and all first-time designations are provisional for at least two years. Nine new ECHSs were designated in fiscal year (FY) 2012 and as of August 2012, there were 62, including five Texas Science, Technology, Engineering and Math (T-STEM) academies.

▸ Criteria are being developed for the Campus Distinction Designations for the 21st Century Workforce Development program as required by House Bill (HB) 3 (81st Legislature). TEA staff previously drafted a list of stakeholders, a literature review, a list of possible measurement criteria/indicators, and a list of possible award methodologies. Staff are developing plans to request participation on the committee, and have asked TWC staff to recommend workforce stakeholders. Committee meetings are tentatively scheduled to begin this school year, with the intent of publishing standards and award criteria in summer or fall 2013.

▸ End of course (EOC) exams are being phased in beginning with 2011-12 ninth grade students, adding successive grades annually through 2014-15. EOC studies will begin in 2013 when applicable data are available.

LTO – By 2013, education and training partners will have the infrastructure necessary (policies, procedures, data processes, rules, and capabilities) to facilitate the effective and efficient transfer of academic and technical dual credit courses from high schools to community colleges and four-year institutions.

... clear and aligned educational policy and regulations for secondary and postsecondary transitions will improve the efficiency and effectiveness of educational outcomes.

More coordinated and integrated planning efforts are needed to improve programs and initiatives in an effort to ensure seamless education and career transitions. Work on this LTO focuses on the processes for transferring dual credit from high schools to postsecondary institutions. Dual credit enrollment has risen significantly since record keeping began in 1999, dipping slightly in 2010 before rising to an all time high of 94,550 in 2011 (6.4% of total fall enrollments).

TEA and THECB are working on multiple processes and initiatives related to dual credit transfer options. Key actions include:

▸ The partners continue to provide information to high school counselors about the differences between workforce and academic dual credit programs and transfer options for courses and programs. Last year: (1) a "Frequently Asked Questions" section on dual credit was added to TEA's website; (2) a contractor was hired to provide training modules through TEA's Project Share online platform; and (3) community colleges were provided with information outlining the various types of dual credit opportunities available to students.

▸ Related research and publications include:

  – *Research Study of Texas Dual Credit Programs and Courses* was published in March 2011. TEA, in collaboration with THECB, contracted with American Institutes for Research and Gibson Consulting Group, Inc. to conduct the study.

  – *Dual Credit Report* was published by THECB in March 2012. This report fulfills the requirements of Rider 33, HB 1 (82nd Legislature).

TEA also plans to fund a research study to assess utilizing dual credit as a substitute for EOC exams. As noted in the LTO report above, these are being phased in beginning with 2011-12 ninth grade students, adding successive grades annually through 2014-15. TEA reports that the study is scheduled to begin in 2013, coinciding with implemention of grades 11 and 12 EOC exams.

▸ Beginning fall 2011, THECB data systems allowed the tracking of students from dual credit into college level courses with associated course grades included. This provides significantly greater opportunities to evaluate the preparedness level of students who take courses as dual credit versus as a traditional college course in addition to the success that each group has in successive college courses. Data analysis will be limited to the number of cohorts included in the system, beginning with the FY 2012 cohort.

▸ THECB continues to work with community college and university faculty to develop explicit learning outcomes that will be consistent across academic courses taught statewide. The learning outcomes are distributed to all faculty in the discipline at the institutions for comment, with final recommendations made to the *Academic Course Guide Manual (ACGM)* committee for adoption.

Based on the semester credit hours generated by community colleges from academic courses in the *ACGM*, learning outcomes have been have developed for over 6.2 million of the almost 10.5 million semester credit hours (SCH) from the FY 2011 academic year. This represents 59% of the total SCH taken by students in academic disciplines. This collaborative process will continue, with the intent of having all academic dual credit courses required to meet the statewide learning outcomes.

▸ TEA continues to deploy ECHSs. As noted in the LTO report above, there are currently 62, including five T-STEM academies. The agency has implemented an application process for schools seeking initial or renewed ECHS designation.

▸ TEA also continues to work with public high schools to meet the Texas Education Code §28.009 mandate to offer all students at least 12 hours of college credit. School districts have local authority over which methods to use, with options including dual credit, advanced placement, international baccalaureate, and advanced technical credit courses, as well as locally articulated courses.

LTO – By 2013, design and implement a demonstration program targeted to improve perception of career options that career technical education (CTE) programs enable.

... career and technical education provides preparation for desirable career options.

This LTO focuses on increasing awareness of CTE as preparation for desirable career options. This is increasingly important as over the next 20 years many high skill, high wage jobs critical to Texas' economy will require some postsecondary education, but less than a four-year degree.

During *Advancing Texas'* development, the Council elected to be responsible for this AP, with the Executive Committee providing oversight. This is consistent with the Council's charge in Texas Government Code (TGC) §2308.101(8) to encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

To accomplish the AP's objective, the Council published *Research Findings: Raising Awareness of Career Technical Education in Texas Schools* (September 2010) and convened a workgroup to develop a Request for Applications (RFA) for schools interested in implementing a model of CTE outreach and awareness. Due to funding eligibility requirements an alternative method for packaging and distributing the model was developed this year.

Near the end of FY 2012, the Council's Executive Committee approved the revised plan, which requires an informational guide to be developed and distributed to schools interested in implementing a best practice model of career and technical education pathways, as well as career information and options. The guide will detail the model developed by a workgroup using the Council's 2010 research that identified best and promising practices of CTE awareness and career options in Texas schools. The guide includes:

▸ description of how the CTE outreach and awareness model was designed by a stakeholder team using the results from the Council's research study;

▸ program components and implementation standards; and

▸ a resource list of tools, and online sites that support activities in the guide.

Plans are to disseminate the guide to public high school principals, CTE directors/teachers, and counselors.

KPA: *Customer Outcomes*

To meet the growing and changing demands of Texas' employers, everyone must be part of the critical pool of potential employees. *Advancing Texas* identifies four target populations, addressed by the four LTOs outlined below.

LTO – By 2013, the blind and disabled populations will achieve additional employment outcomes.

> *... the blind and disabled with focused assistance can achieve enhanced employment outcomes.*

The Health and Human Service Commission's (HHSC) Department of Assistive and Rehabilitative Services (DARS) is responsible for developing system capabilities, including transition technologies, designed to ensure employment outcomes for workers with disabilities or who are blind or visually impaired.

For several years, DARS has been involved in successful, innovative models that have created and facilitated partnerships between business/industry and rehabilitation providers. To build on and replicate these models, a competitive request for proposals was issued, and in 2010, contracts were issued to 10 providers in multiple industries and with various job opportunities. DARS also utilizes an embedded training model when working with medium to large businesses in a variety of industries. This year, DARS continued to monitor the contracts and provide technical assistance while developing a template for fee-based embedded training. The template and accompanying policies went into effect on August 1, 2012. The cost reimbursement contracts have been completed and replaced with ongoing, fee-based arrangements with community rehabilitation providers and businesses.

Using American Recovery and Reinvestment Act (ARRA) of 2009 funds, this initiative was expanded to multiple businesses in the medical, hotel and grocery sectors. Ten of 13 ARRA vendors continued and eight new companies have been added. Of the 18 with activity in FY 2012, all but three have multiple training sites.

In 2012, The Texas Council for Development Disabilities (TCDD) awarded DARS Division for Rehabilitation Services (DRS) a five-year, $1.25 million grant. Project partners include South Texas College (STC), The University of Texas Pan American, Access Granted Technology Services, Communication Access Ability Group of South Texas, the local workforce board, DARS Division for Blind Services, and a 12-member Project Advisory Committee from the local disability, business, and education community.

The TCDD grant will assist 50 individuals with developmental disabilities in Hidalgo County who are 18 to 35 years old to attend STC with the intent of obtaining a continuing education certificate, vocational certificate or degree and, ultimately, finding employment. DRS will supplement its vocational rehabilitation program with wrap-around services that the program does not currently provide. This includes one-on-one assistance such as educational coaches, individual and family support, and both college and employment readiness. The grant will also support work with local businesses to mentor and support the students, including opportunities for job shadowing and on-the-job-training.

LTO – By 2013, the veteran population will achieve additional employment outcomes.

... veterans with a wide range of disabilities receive training, referral and placement services and return to the civilian workforce.

This LTO specifies that the Texas Veterans Commission (TVC) will work to ensure state and leveraged federal services provide veterans with the programs, products and services necessary to accommodate their needs and to enable them to enter the workforce successfully.

Although the entered employment rate declined during the recession, a slightly higher rate was reported this year and progress continued to be made for the AP's major tasks. In 2009, TVC launched a new statewide initiative by hiring a dedicated Business Outreach Coordinator to work more closely with employers and also with TWC and local workforce boards to leverage more training and placement services for veterans.

TVC expanded this successful initiative last year, and Veterans Business Representatives (VBRs) are now strategically located in central Texas, the Dallas/Ft. Worth area, San Antonio and Houston. At no cost, VBRs assist employers by providing personalized services – assessing employers' needs in order to match the skills, abilities and experiences of veteran job candidates. During the period August 2011 through August 2012, the VBRs conducted 492 outreach activities, including 440 initial employer contacts. These resulted in 588 veteran job opportunities with hired veterans earning an average annual salary of $44,000.

Senate Bill (SB) 1796 (82nd Legislature) established the Texas Coordinating Council for Veterans Services (TCCVS) to coordinate activities of state agencies that assist veterans, coordinate outreach efforts, and facilitate relationships among state, federal, and local agencies to identify and address issues affecting veterans. Chaired by TVC, the group has drafted a strategic plan that outlines specific tasks related to service provision for Texas' veterans. TCCVS' initial report to the Legislature, to be submitted by October 1, will include recommendations in six areas including employment and higher education.

Other ongoing actions include:

▶ *REALifelines (RLL)* – Working with the U.S. Department of Defense (DOD) and the Veterans Administration, TVC continues to provide individualized job training, counseling and re-employment services to assist severely injured veterans in returning to civilian life. RLL counselors are located at Brooke Army Medical Center, Fort Bliss and Fort Hood.

▶ *Transition Assistance Program (TAP)* – In coordination with the DOD, TVC facilitates multi-day TAP seminars to provide job search and related services to military personnel within 180 days of separation or retirement. The number of seminars and participants has continued to increase with the military draw down and enactment of the VOW to Hire Heroes Act of 2011, which makes TAP participation mandatory for most service members. Beginning in early 2013, the program will

be administered on a national basis and TVC will no longer be responsible for facilitating the seminars.

▸ *Local Services* – Veterans Employment Representatives are located at local workforce board offices in over 75 cities. They offer one-on-one assistance to veterans, focusing on recently separated veterans, and also establish and facilitate contact with employers. Of note, earlier this year TVC announced a new partnership with AT&T which committed to hire Texas veterans to fill more than 600 Premises Technicians positions for AT&T's new U-verse integrated digital TV, high speed Internet and voice service. In response to AT&T's request, TVC arranged for their business and employment representatives to work in conjunction with local workforce staff to fill positions with qualified veterans.

▸ *Employer Recognition* – TVC continues to look for ways to recognize employers that are committed to hiring veterans. An *Employer Spotlight* section has been added to their website and is updated quarterly. In addition, Employers of the Year are honored annually. This year, three recognitions were added: TWC Local Workforce Center, TWC Regional Board and Extra Mile Award.

▸ *Outreach* – Previously, TVC launched a series of public service announcements and the texas-veterans.com website that provides state and federal benefits information for veterans, active duty service members, spouses and dependents. Outreach to major corporations is ongoing through the VBR initiative.

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

> *... providing the growing population of English language learners with additional skills for workforce-related success.*

This LTO requires TEA and TWC to develop new and enhance existing methods, programs and processes for programs that address both language and occupation skill acquisition by the over 17 years of age English language learner (ELL) population. The ELL population is comprised of individuals who have a high school diploma or postsecondary credential in their native country but are typically underemployed or unemployed due to lack of English proficiency and occupational skills certification.

The Council collaborated with the state demographer, and in 2010 published the first companion paper to *A Primer on Adult Education in Texas* that included information on the nativity, education and working age of Texas' population. Data shows the current adult education service need is over 3.8 million individuals who qualify, with that number expected to double by 2040. Of that number, almost 1.7 million are in the ELL population, with over 500,000 of those in the target population for this AP.

A work group was formed in September 2010 to design and develop a pilot model to be executed through community and technical colleges (CTCs) and local boards. The group, assisting

with this LTO, as well as one focused on workplace literacy, included representatives from TEA, TWC, THECB, CTCs, local boards, adult education providers and Council staff.

To address the lack of available funding for pilot projects, THECB is supporting the effort under Riders 45 and 56, SB 1 (81st Legislature). THECB was added as a participant in conjunction with the *2012 Update* to *Advancing Texas*. An RFA was issued and later revised and reissued to allow the projects to be more flexible while still focusing on intended outcomes for the integrated basic education and skills training programs.

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

Performance reporting for the projects began this year, with data published in the **Less Formal Measures** section. Other preliminary data includes:

▸ Across the eight projects, 153 of 612 participants (25%) are in the target population.

▸ Students are enrolled in vocational English as a Second Language (36%), Certified Nurse Aide (31%), Supply Chain Assistant (11.4%), and Community Health Worker certificate (5.7%) programs.

▸ Of 153 students, 51 completed a program by July 1, 2012. Of the completers, 45 (88%) received a local, state, national, or college Level 1 certificate.

THECB staff conducts regular meetings and telephone conferences with program coordinators to identify issues, provide technical assistance and make applicable process modifications. Pilot evaluation, conducted by Texas State University, began in October 2011 and will continue through August 2013. The university's evaluation team held virtual meetings with each site in fall 2011 and conducted site visits in spring 2012. A draft interim report was to be submitted to THECB in October.

LTO – By 2013, design and implement targeted Adult Basic Education (ABE) programs to enhance employment outcomes for populations requiring workplace literacy skills.

... assisting those with low literacy levels through targeted literacy programs to gain or maintain employment.

This LTO specifies that TEA and TWC are responsible for developing new and enhancing existing methods, programs and processes for programs targeted at the over age 17 workforce literacy population that address workplace literacy acquisition. Workforce literacy skills are the basic and soft skills considered necessary to perform in entry-level occupations or the skills needed to adapt to technological advances in the workplace.

In late 2010, TWC completed an assessment that identified three local boards – Alamo, Capital Area and Gulf Coast – which have strong relationships with adult education providers as pilot program candidates. The work group described in the previous LTO report designed a model of program outreach and delivery that fits within existing adult education funding, program offerings and initiatives, and can be offered concurrently with adult education levels 4 through 6.

A nationally recognized career awareness curriculum, previously offered by some Texas sites with highly successful results, was selected. The pilots include a career exploration awareness component that focuses on workplace literacy skills designed to facilitate a smooth transition from adult education to workforce training.

TEA committed $400,000 in Adult Education State Leadership funds, and pilots were negotiated with multiple adult education providers in the three regions. The providers received technical assistance as well as the guidelines and timelines for launching the pilot initiatives in July 2011. Local workforce literacy resource teams (WLRTs) assisted with service delivery design, as well as identification of partner roles and responsibilities and obstacles to success. In addition, a cross-agency referral form was developed to track and document student/client activities in both the adult education and workforce systems.

Performance reporting for the projects began this year, with data published in the **Less Formal Measures** section. Other preliminary data includes:

▸ Fast track GED instruction integrated with career readiness was offered by seven adult education providers, with services available at 21 sites in 27 classes.

▸ As of June 2012, 483 students had been served with 123 obtaining their GED.

The pilots have been extended for an additional year and are currently scheduled to run through June 2013. WLRTs continue to meet quarterly and work is ongoing to develop tracking mechanisms that will assist with linkages between adult education and workforce partners. This may enable tracking of additional training and support services (e.g., transportation, uniform purchase) provided through the workforce centers. In addition, data collected from the initial pilot cohorts is being analyzed to determine if additional data elements/points will be collected, as well as to assist in documentation of best practices.

KPA: *Programs, Products and Services*

The six LTOs included in this KPA address issues ranging from the need for middle-skilled workers to increased employer satisfaction with system products and services.

LTO – Community and technical colleges will plan and execute education and training programs to address workforce skills gaps in their regions, as identified by local needs assessments or the biennial supply-demand report produced by the THECB and TWC.

> *... integrate and expand middle-skills training to meet current and future employer demand.*

Middle-skill jobs require education and/or training beyond high school, but less than a four-year degree. Such jobs currently account for nearly half the jobs in the U.S. and in Texas, with that number projected to grow over the next decade. However, given strong success in job creation, Texas is facing an increasing shortage of workers with appropriate middle skills.

Texas' CTCs serve a vital role in training individuals for middle-skill jobs. Better aligning customer needs with program development and delivery will help ensure the availability of a population with the skills needed to meet current and future employer needs.

The tasks outlined for this LTO are dependent on delivery of the new biennial supply-demand report required under another LTO. Last year, TWC and THECB proposed a modified approach for the supply-demand analysis that centered around development of a web-based tool to allow customers such as CTCs to access their own local data and produce customized reports.

TWC previously completed a draft user's guide and, this year, worked to develop user scenarios that pose hypothetical education or workforce planning issues – focusing on three that have the greatest applicablity for higher education users. TWC plans to complete the three scenarios by the end of October 2012, and to develop a strategy for working with local workforce boards to introduce SWAP to their partners in the education community. It is anticipated these new tools will be a key reference for determining how closely aligned CTC programs are to local workforce needs and identifying areas of significant skill gaps in order to adjust program offerings.

In addition, THECB partnered with the Council to survey CTCs to collect information on their strategies for determining employer satisfaction and using that information in institutional planning processes to improve program delivery. Blinn College and Lone Star College System were selected as models of promising practices and formally recognized by the Council in December 2011. Sharing and possible replication of promising practices should result in opportunities for institutions to improve workforce training and employer satisfaction.

LTO – By 2012, design, develop, and implement a pilot program to demonstrate flexibility of the 'earn while you learn' model of traditional apprenticeship programs. Where appropriate, expand and replicate into new occupational areas by 2015.

Under the Council's leadership, this LTO requires expansion of the earn while you learn model to address employer demand for skilled workers. Additional information is presented in **Featured Action Plan: Apprenticeship** at the end of this report section.

... expand the earn while you learn model for deployment into middle-skills areas.

The Council Chair assigned the Executive Committee the responsibility of overseeing implementation and reporting to the full Council. A project leadership team, including members from system partners THECB, TVC and TWC, was created in 2010 and charged with identifying and recommending potential projects.

The team selected projects in the following target industries: allied healthcare, health information technology, energy, aviation, and logistics and distribution. The team then recommended and the Executive Committee approved six projects, five of which had activity this year:

▶ *Pilots – defined as a partnership formed to develop a registered apprenticeship program in an occupational area that has not traditionally used apprenticeship as a means to train its workforce:*

  - Community Health Worker – Coastal Area Health Education Center
  - Health Information Technology – Dallas-Fort Worth Hospital Council Education and Research Foundation
  - Information Technology – New Horizons Computer Learning Centers [discontinued in May at the request of the project sponsor]

▶ *Demonstrations – defined as a partnership formed to adapt an existing registered apprenticeship program to meet emerging industry demand:*

  - Comprehensive-National Electrician Solar Training – Austin Electrical Joint Apprenticeship Training Committee, ImagineSolar and the Workforce Solutions – Capital Area local board [grant ended in July]
  - Pre-Apprenticeship, Distance Learning and Outreach to Underserved Populations – Independent Electrical Contractors of Texas

The Council worked with the U.S. Department of Labor (DOL) and pilot project staff to develop action plans with major tasks and timelines for development and implementation of the new programs. The leadership team continues to provide support and technical assistance, help identify funding and other resources, and monitor progress through quarterly written and verbal reports. Regular reports are now provided via conference call, and in March the team and Executive Committee met in a joint session and heard updates from all projects.

LTO – The Council will produce a data set whereby system stakeholders can ascertain Texas' position relative to key indicators of competitiveness.

... data are required to ensure that system initiatives will be developed and executed to strategically position Texas in the global marketplace.

Data are required to ensure that system initiatives will be developed and executed to strategically position Texas in the global marketplace. Data must be available to benchmark Texas against other states and countries in the most significant and strategic education, workforce and market outcomes. Since 2005, the Council has compiled data and published the *Texas Index*.

The *Texas Index 2012*, the seventh release of this research report, provides trend data for a series of 38 indicators across four domains or categories: Training and Education; Research and Development; Market Composition and Characteristics; and Participant Access and Contribution. Data in the four domains are based on the value proposition that skilled and educated people create innovations that result in commercialized products and services. These products are sold in the marketplace, generating economic activity that builds wealth for the state, and subsequently increases the standard of living for Texans.

The report includes a 10-year data trend line from 2002-2011 for most indicators. This is the first edition with a full decade of trend data, exhibited as a new standard. In a few cases, 10 consecutive years of data are not available for a variety of reasons, e.g., non-assessment year for testing; methodology change; or preferred source has fewer, more recent years of data available.

The report shows some continued effects of the recession as well as significant indications of recovery. Although Texas fared better than most states, signs of an economy in recovery are prevalent in the data over the last reporting cycle. Areas in training and education and market composition thrive, as the majority of indicators in these domains reflect a positive change. Conversely, research and development (R&D) and participant access indicators show little movement indicating that the economy is still recovering from the national recession.

The *Index* data show that Texas is doing comparatively well, and continues to build assets for the future. Texas proficiently attracts business and creates jobs. Although, the unemployment rate remained elevated due to natural growth in the workforce and the return of previously discouraged job seekers to those counted among the unemployed, the state's unemployment rate remains one percent lower than the U.S. average.

There is room for improvement in the areas of adult educational attainment, workforce educational achievement, and funding for academic R&D. Despite this, education in Texas continues to improve. The 2012 *Closing the Gaps* progress report showed that Texas added 47,000 students to higher education in fall 2011. The state had nearly 533,000 more students in 2011 than in 2000, shrinking the student gap needed to achieve the 2015 goal of 630,000 students to 16 percent. Additionally, 2011 National Assessment Educational Programs math and science test results

show that Texas' eighth grade students' scores were higher than New York, California, and Florida.

The *Texas Index 2012* is scheduled for publication this fall.

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

... local boards must understand and meet the needs of their local communities by offering relevant workforce programs and services.

As the system's front line partners, local boards must continue to enhance planning and collaborative efforts across various workforce system components in order to meet employer and community needs. This LTO addresses local planning requirements and their relationship to the Council and the system strategic plan.

Title 1, Section 118 of the federal Workforce Investment Act (WIA) requires that each local board develop and submit to the Governor a comprehensive five-year local plan. TGC §2308.304(b) also requires them to develop a local plan that must have goals and objectives that are consistent with statewide goals, objectives and performance standards.

Both state and federal law require the Council to review local plans and modifications and make recommendations to the Governor for approval. Planning guidelines issued by TWC typically include an appendix that specifies the Council's request for information and data that will demonstrate alignment with the system strategic plan. While boards develop new local plans approximately every five years, plan modifications are generally required annually to update information and implement new state and local initiatives.

Given the continued potential for reauthorization of WIA and the DOL Employment and Training Administration's (DOLETA) intention to revise State Planning Guidance, DOLETA extended the state plan in 2011 and again in 2012. Following the initial extension, TWC extended the local board plans for another program year. However, in July 2011 TWC received two board submissions with substantive changes that were determined to be modifications and, therefore, subject to review by the Council. *Evaluation 2011* includes review results for the two modifications and submission by all 28 boards of information related to the implementation of *Advancing Texas*.

In September, the Council endorsed and the Governor approved the new state plan. TWC then extended the local plans through March 2013 to allow time for plan development. Local board planning guidelines were issued in September, with Council action anticipated in March 2013.

LTO – Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction.

LTO – Partner agencies will use the employment data/outcomes of their programs to understand and improve those programs.

... assessing employer needs and satisfaction ...

... and using employment data and outcomes to assist with program improvement efforts.

The Council and system partners recognize employers as a primary customer of the state's workforce system. Data gaps regarding employers' needs and satisfaction hinder the ability to assess whether existing programs and services adequately meet customer requirements. To be effective, programs and services must address and adapt to changing employer needs. During the previous strategic plan period, several partner agencies increased their efforts to become more familiar with employers' awareness and perception of existing services and to gather information about projected hiring and training needs.

These two LTOs incorporated five and three agency projects, respectively, that were continued under *Advancing Texas*. Two agency projects associated with determining employer satisfaction – THECB and Texas Youth Commission (TYC) – were completed and closed in conjunction with approval of the *2012 Update* to *Advancing Texas*:

▸ *THECB* – After developing an online survey system, THECB worked with TWC to notify employers of its availability, also informing the Texas Association of Community Colleges and local workforce boards in an effort to increase awareness and participation. Survey responses were not sufficient to result in statistical analysis of the programs or employers' satisfaction.

THECB considered new options to meet the plan's intent, and in 2011 partnered with the Council to survey CTCs. A two-phase survey process was used to collect information on CTC strategies for determining employer satisfaction and using that information in institutional planning processes to improve program delivery. Blinn College and Lone Star College System were selected as models of promising practices and were formally recognized by the Council in December 2011.

▸ *Texas Juvenile Justice Department (TJJD) [formerly TYC]* – In prior years, TYC administered an annual survey during the state assessment process for Prison Industry Enhancement (PIE) programs, a process instituted under the previous system strategic plan. No data was collected last year as there were no PIE programs in operation.

An additional survey was developed and piloted for employers that work with youth on parole, with plans to implement on a larger scale and to shift from paper-based to electronic format. Due to an agency-wide reduction in force, implementation of this annual survey was deferred.

With all major tasks completed, the project was closed. As noted earlier, functions previously assigned to TYC have been

assumed by TJJD. The agency plans to conduct employer satisfaction surveys when budget and staff are available.

* * *

Agencies use employer data and information collected through web-based, telephone and in-person surveys to (1) measure satisfaction; (2) identify training and service needs; (3) identify modifications to current programs and services to better suit workforce requirements; and (4) serve as a resource for agency strategic plan development and in preparation for future legislative sessions. Tasks associated with the two LTOs complement and support each other.

Performance reporting for the three active projects which address both LTOs began this year, with data published in the **Less Formal Measures** section. Project updates for all active projects are presented below:

▸ *HHSC-DARS* – DARS continues to work on two employer-related projects. An online survey was developed to collect employer feedback upon service completion and/or after successful job placements. DARS' Division of Blind Services (DBS) and DRS use the data to assess employer satisfaction and to identify opportunities for program and service improvements.

Last year, DARS' Business Relations team launched and successfully completed five "SWAT immersions" with field units. The three-day sessions assist units with business relations strategy development and implementation, utilizing key data on businesses, labor demands, job ready consumers and market trends. During FY 2012, 10 immersions were completed within the field offices, helping them to establish local business contacts. Because of demand from business, one office requested a reverse session. In this instance, the office had more openings from business than individuals to fill the jobs. The team used the business outreach approach to help the office reach out to the community to generate referrals to fill jobs.

DARS is also implementing a customized cloud-based site. DARSforce is a data system for business relations and a mechanism to create a link between job-ready consumers and employers. Businesses will be able to view consumer's employment history, skills and educational levels. DARSforce is not a matching web site, but rather a tool to facilitate positive employment practices.

In addition, DARS received a grant from the University of Massachusetts to work on strategic planning related to vocational rehabilitation processes and services. The final work session for this process was scheduled for October 2012. This project is also assisting with ongoing work efforts related to the implementation of the cloud-based site. By early 2013, DARS plans to incorporate the employer survey within the

cloud-based system and will be working with business and workforce partners to help design the portal.

▶ *TVC* – In late 2009, TVC launched a statewide initiative focused on placing veterans into employment by hiring a dedicated Business Outreach Coordinator. The successful effort was expanded last year, with four VBRs now strategically located across the state. The coordinators work to establish partnerships with regional employers and to directly market TVC employment services. TVC has developed a tracking matrix, and strategic plans have been developed for each region based on employer needs and available skill sets.

The agency uses a web-based survey to evaluate employer satisfaction. In addition, staff review data from monthly performance reports provided by TWC and conduct annual trend analyses in order to evaluate service delivery models and make adjustments where appropriate. This year, the trend analysis was used to assess staffing needs and to complete the annual Jobs for Veterans State Grant modification that was submitted to DOL's Veterans' Employment and Training Service (DOLVETS) for approval.

Data review and analysis also facilitates communication of best practices to state, regional and local staff and to other stakeholders. Best practices have been incorporated in TVC's annual training curriculum and are currently communicated, along with success stories, statewide to all Regional Managers and to DOLVETS each quarter.

Annual employer awards are presented at the agency's fall conference. In addition, employers are featured on the agency's website and in their *Journal* publication.

▶ *Texas Department of Criminal Justice (TDCJ) – Windham School District (Windham)* – In 2011, Windham administered an electronic survey but encountered low response rates and data issues such as: contact information derived from unemployment insurance wage data was used, with many contacts being unfamiliar with the program; and employers were unaware employees were ex-offenders, resulting in incomplete responses.

This year, Windham planned to conduct the survey in conjunction with TDCJ's Parole Division. This effort was targeted in the Dallas, Houston and San Antonio metro areas and supplemented by onsite surveying at job fairs and through direct employer contacts.

The process will be reassessed at the end of the current cycle. Annual surveys will continue, with data reviewed to determine employer satisfaction and for use in a variety of program planning and management initiatives.

Due to staff reductions, onsite visits to local workforce centers were not completed this year; however, Windham plans to make quarterly contacts with a sample of the local centers in order to evaluate training effectiveness and to obtain information on labor trends.

Employer survey data are also used to assess satisfaction with the job knowledge and skills of program participants. In addition, the Career and Technical Education Department developed a two-year training plan for instructors to work with businesses, trade organizations and industry to improve instruction and to identify job availability for offenders and plans to develop partnerships, modify training, and conduct employment studies.

Featured Action Plan: Apprenticeship

Background

To meet future need for skilled workers, strategies must be developed and deployed to increase the number of students in the education and training pipeline. One strategy is to expand the number of apprentices in traditional apprenticeship programs through the integration of competency-based design elements and technology, and to replicate the model in emerging or high demand occupational areas outside of the skilled trades.

> *"In occupations in which apprenticeship is the typical on-the-job training, employment is expected to grow by 22.5 percent, faster than for any other on-the-job training category."*
> - *Employment Projections – 2010-20*, U.S. DOL, Bureau of Labor Statistics (2/1/2012)

According to the Georgetown University Center on Education and the Workforce, 63% of all U.S. jobs and 56% of Texas jobs will require workers with at least some postsecondary education by 2018. Texas Workforce Commission projections indicate Texas will have an average of nearly 46,200 job openings annually through 2018 for occupations requiring an associate degree or postsecondary vocational award.

The 2010-20 employment projections, released in early 2012 by the DOL Bureau of Labor Statistics (BLS), note that among occupations in which a high school diploma or the equivalent is typically needed for entry, occupations that have apprenticeships as the typical kind of on-the-job training (OJT) are projected to be the fastest growing and have higher pay. Notably, of occupations that require OJT, median annual wages are higher for apprenticeship and longer-term training programs. The chart at right presents May 2010 median wage data from BLS Occupational Employment Statistics.[12]

Median Annual Wages

Training Category	Median Annual Wage
Internship-residency	$55,580
Apprenticeship	**$44,550**
Long-term (more than 1 year)	$45,370
Moderate-term (1-12 months)	$35,650
Short-term (1 month or less)	$22,810
None	$56,680
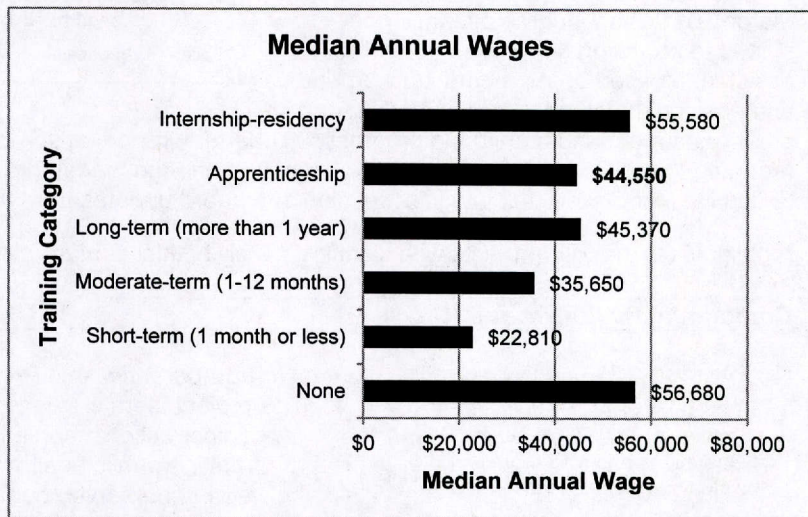
In 2008, the DOL approved revisions to the federal apprenticeship regulations that offer additional flexibility, enabling a wider variety of industries and occupations to use the registered apprenticeship model.[13] Under the revised regulations, an individual apprenticeship may be measured either through the completion of the industry standard for on-the-job learning time-based approach, the attainment of competency (competency-based approach), or a hybrid approach, blending the time-based and competency-based approaches. Program length depends on the complexity of the occupation and the type of program, ranging from one to six years with the majority being four years in length. For each year of the apprenticeship, the apprentice will receive normally 2,000 hours of OJT and a recommended minimum of 144 hours of related classroom instruction.

Advancing Texas' Action Plan

During the development of *Advancing Texas*, Council members identified the impending shortage of workers in middle-skill occupations as a priority issue for the workforce system. Middle-skill occupations are those that require more than a high school diploma but less than a four-year degree. One long term

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[12]Internship-residency includes highly paid medical practitioners as well as teaching and counseling occupations.
[13] Title 29, CFR Part 29.

objective in *Advancing Texas* focuses on registered apprenticeship as a strategy to address employer demand for skilled workers. The objective is to design, deploy, and implement a pilot program to demonstrate the flexibility of the earn while you learn model of traditional apprenticeship programs by 2012, and to expand and replicate as appropriate into new occupational areas by 2015.

The Council Chairman appointed an apprenticeship project leadership team to assist the Council. The leadership team identified and recommended projects for approval by the Council's Executive Committee, which is charged with overseeing action plan implementation. The Council worked with the DOL and pilot project staff to develop action plans with major tasks and timelines for development and implementation of the new programs. Of the six approved projects, two have been discontinued at the request of the project directors and the grant period for a third expired in July 2012.

When project selection was completed in March 2011, the leadership team's role shifted to providing support and technical assistance based on members' background and position, helping to identify funding and other resources, and monitoring progress. A quarterly reporting schedule was established, with regular reporting to the Council, the Executive Committee and the leadership team. In March, the team and Executive Committee met in a joint session and heard updates from all active projects.

Highlights for the four projects with significant activity this year are presented below:

Registered Apprenticeship Benefits

★ **For employers –**

- Skilled workers trained to industry/employer specifications to produce quality results
- Reduced turnover
- Pipeline for new skilled workers
- Reduced worker compensation costs due to an emphasis on safety training

★ **For apprentices & journeyworkers –**

- Jobs that usually pay higher wages
- Higher quality of life and skills versatility
- Portable credentials recognized nationally and often globally
- Opportunity for college credit and future degrees

★ **For the nation –**

- Highly skilled workforce
- Increased competitive edge in global economy
- System to contribute to and sustain economic growth
- Lessened need to import skilled workers

Source: U.S. Department of Labor.

Community Health Worker (CHW)

Key Partners:

▶ Texas Area Health Education Center (AHEC) Regional Operations and nine regions including Coastal (lead)

▶ Employers – Texas AHEC East Coastal Region, Matagorda Episcopal Health Outreach Program, South East Texas Health Access Network, National Heart, Lung and Blood Institute, Baptist Orange Hospital, and Orange County

... Texas AHEC East honored by DOL as a Registered Apprenticeship Innovator and Trailblazer for implementing a statewide CHW training and certification methodology.

Registered Apprenticeship Project Focus:

▶ The project team created a CHW training model for consistent, quality instruction, coupled with on-the-job learning. CHWs are frontline public health workers who serve as liaisons between underserved communities and healthcare and social service providers.

▶ Demand is projected to increase due to the healthcare provider shortage, as well as the need for cost containment and culturally appropriate personnel. There is the potential to increase the quality and quantity of CHWs in Texas and other states, thus playing a key role in meeting industry demand.

Stage of Development:

▶ Participants work in the field while in training and are classified as trainees until completing required curriculum and receiving certification. Based on Coastal Region's submission, DOL approved CHW as a recognized apprenticeable occupation in 2010.

▶ The hybrid model includes 2,000-2,200 hours of on-the-job learning and classroom instruction: 160 hours focusing on eight state-required core competencies and 140 hours of

differential training allowing movement into other healthcare fields or specialization (e.g., diabetes, geriatrics). College credit options are being pursued.

▸ One employer site has been registered with DOL and a second is in progress. Texas AHEC East also assisted multiple communities with a state grant application; Waller County received funding through Texas AHEC East Greater Houston who will be the registered employer and trainer for eight apprentices.

▸ On August 1, DOL held a summit to celebrate the 75th anniversary of the National Apprenticeship Act. Texas AHEC East was honored as a *Registered Apprenticeship Innovator and Trailblazer* for implementing a statewide CHW training and certification methodology.

Health Information Technology (HIT)

Key Partners:

▸ Dallas-Fort Worth Hospital Council Education and Research Foundation – North Texas Regional Extension Center (NTREC)

▸ Richland College and Texas State University (TSU)

▸ Employers – Vitera Healthcare Solutions, Sandlot, Private Practice Initiatives, Baylor Health Care System, Texas Health Resources and John Peter Smith Health System

> *... NTREC federal grant extended through 2014 to assist primary care providers to achieve "meaningful use" of electronic health records.*

Registered Apprenticeship Project Focus:

▸ The project facilitates time-based models using DOL-approved IT classifications: Project Manager and Generalist.

▸ With a two-year federal grant of almost $8.5 million, NTREC assists primary care providers to achieve "meaningful use" of electronic health records through HIT workforce development. The focus is to offset physician and provider implementation costs. Grant funds ($175,000) will finance the apprenticeship initiative, including an investment of $10,000 per apprentice. The federal grant was extended through 2014 for a four-year total of $9.4 million.

Stage of Development:

▸ Richland College adapted the nationally-developed curriculum to meet regional needs. After apprenticeship completion, participants can seek HIT certification by the American Health Information Management Association.

▸ The team worked with TSU to identify skill sets and implement an employer survey; needs assessment released in March 2012 and long-term education plan in July 2012. They plan to review and potentially use some educational resources identified through the work with TSU which also included the creation of a program inventory that lists associate, bachelor's, graduate, and continuing education training options.

▸ The first apprentice was scheduled to enroll this year; however, the employer reduced staff and can no longer participate. The team is working to reengage employers and making contacts with new employers including hospitals.

Comprehensive-National Electrician Solar Training (C-NEST)

Key Partners:

▶ Austin Electrical Joint Apprenticeship Training Committee (AEJATC)

▶ Workforce Solutions – Capital Area

▶ ImagineSolar

... C-NEST recognized by National Governor's Association as a promising practice ... Capital Area board wins 2012 Workforce Investment Board Grand Prize.

Registered Apprenticeship Project Focus:

▶ The project was funded by a DOL grant of over $4.8 million; grant ended in July. The National Governors Association recognized C-NEST as a promising practice and the local board was awarded the National Association of Workforce Boards' *2012 Workforce Investment Board Grand Prize,* in part for this project.

▶ C-NEST demonstrates regional collaboration and partnership: facilities and training (AEJATC), solar electrical training and industry expertise (ImagineSolar), and program and fiscal agent (local board).

Stage of Development:

▶ A hybrid model is used to train new/current electrical workers for residential, commercial and utility-scale solar photovoltaic (PV) construction projects. Training, expanded to a five-state area, includes onsite and online components, with online mentoring.

▶ Over 2,008 participants enrolled in training including 340 who exited but returned for additional training. Of 1,986 total exiters, 1,219 successfully completed. As of September 30, over 46% earned credentials.

▶ ImagineSolar has taken the lead in providing job development services, implementing an Employer Outreach Program that utilizes LinkedIn and Facebook social media.

▶ Partners participated in DOL-sponsored grant implementation evaluation; site visit reports will be published later this year.

Electrical

Key Partners:

▶ Independent Electrical Contractors (IEC) of Texas, 12 Texas chapters and IEC Atlanta Chapter

▶ Tarrant County and North Central Texas workforce boards

▶ School districts, community and veterans organizations

... distance learning option expands training availability and has initial year one graduates in 2012.

Registered Apprenticeship Project Focus:

▶ IEC of Texas sponsors four-year electrical training with classroom and distance learning options for 12 IEC chapters that reach all 254 counties in Texas. The goal is to implement training strategies throughout the state that result in a ready supply of a well-trained electrical workforce.

▶ The project incorporates strategies approved by DOL in the revised federal regulations, such as distance learning. Chapters may select one or more of the strategies that are compatible with available resources and goals.

Stage of Development:

▶ The Fort Worth/Tarrant County Chapter designed the distance learning option in partnership with the IEC Atlanta Chapter, launching the new delivery mode in fall 2011. The first year completed with two graduates (50%); second-fourth year classes to be added. Chapters are marketing to current and potential members for future classes.

▸ The 240 hour pre-apprenticeship curriculum has been finalized and distributed. The Fort Worth chapter, Tarrant County workforce board and Naval Air Station Joint Reserve Base are working on programs for veterans. Workforce board efforts to identify funding are ongoing.

▸ Outreach to youth and women is conducted through secondary schools, local boards, veterans and other community organizations. Local chapters sponsor and participate in high school career fairs. The San Antonio chapter sponsored a local Skills USA competition and is pursuing additional partnerships.

Honoring the Past ... Building for the Future

On August 1, DOL and the Secretary's Advisory Committee on Apprenticeship (ACA) held a summit to celebrate the 75th anniversary of the National Apprenticeship Act. Texas AHEC East was honored as a *Registered Apprenticeship Innovator and Trailblazer* for implementing a statewide CHW training and certification methodology, one of 71 projects from across the U.S. recognized at the event.

> "Today, the Registered Apprenticeship system embodies the dynamism of the 21st century by expanding into new fields like healthcare ... continuing to create innovative programs to meet the demands of employers competing in an increasingly global economy."
>
> - Barack Obama, President of the United States
> DOL Summit – 75th Anniversary of the National Apprenticeship Act (2012)

Apprenticeship continues to thrive in traditional fields such as construction and manufacturing, while expanding in new and evolving areas such as the Texas efforts in community health, HIT and solar technologies. Participants can learn valuable skills while earning a wage, and a Mathematica Policy Research study released during the summit found that those who complete a registered apprenticeship program earn over $240,000 dollars more over the course of their lifetime. Of note, non-completing participants earn almost $100,000 more.

To help grow programs and expand the network of apprenticeship/college partnerships, DOL announced the organization of the Registered Apprenticeship-Community College Consortium (RACC). In 2011, an ad hoc workgroup was convened to increase articulation agreements among postsecondary education institutions and registered apprenticeship program sponsors. At the September 2011 ACA meeting, a proposal was adopted unanimously to form the RACC, with RACC members agreeing to accept the registered apprenticeship completion certificate at the value assigned by a recognized third party evaluator for college credit, for purposes of facilitating the transfer of credit between consortium member colleges.

A web database is under development, with plans to expand and modify the *Pathways to Success* site that is currently housed on workforce3one.org. As of August 2012, the site listed articulation agreements with 1,660 colleges and registered apprenticeship programs as well as information on pre-apprenticeship programs nationwide.

Efforts such as this nationally-driven consortium, state-level pilots and innovative local partnerships will increase awareness of apprenticeship as a viable, future-oriented training option. The continued evolution of this key form of industry-based education and training is vital for established programs and those being developed for emerging occupations in order to enlarge the pool of individuals with high demand skills and competencies.

ADULT EDUCATION AND LITERACY

Mandate and Background

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

In fulfillment of this mandate, the Council published *A First Look at Critical Issues Surrounding Adult Education and Literacy in Texas* in 2003. Throughout 2004, the Council worked with TEA, TWC and the Texas Higher Education Coordinating Board (THECB) to develop detailed strategies to address the report's recommendations. In December 2004, the Council approved an adult education action plan for inclusion in the 2005 update to the previous system strategic plan, *Destination 2010*. Through the end of fiscal year (FY) 2009, the three agencies worked individually and collectively to make significant progress in areas such as collaborative planning, increased service options, employer access, development of industry approaches, and systems improvements.

The current system strategic plan, *Advancing Texas*, builds on the work begun under *Destination 2010*. Adult education is addressed by two long term objectives (LTOs) in *Advancing Texas*:

▸ LTO targets English language learners, individuals who may have a high school diploma or degree in their native country, but for whom English is not their first language.

▸ LTO focuses on individuals with low literacy skills who can be assisted through targeted literacy programs to gain or maintain employment.

In 2010, the first year of the implementation of *Advancing Texas*, the Council published three reports on adult education. *A Primer on Adult Education in Texas* (*Primer*) provided information about current adult education in Texas by detailing adult education legislation, funding, the service delivery system, estimates of current and future populations in need of adult education services, and program reporting and accountability. The Council worked with the Office of the State Demographer to publish the *Primer's* first companion paper, *Identifying the Current and Future Population in Need of Adult Education*, to provide a detailed demographic analysis. The second companion paper, *Adult Education Providers: Instructional Approaches and Service Delivery Methods*, presented comparative information about the instructional approaches and service delivery methods used by the different types of adult education providers in Texas.

In 2011, the Council continued to publish adult education research. In the third companion paper to the *Primer*, *Adult Education Regions and Local Collaboration*, the boundaries for the allocation of adult education funds are explored and possible entities such as local workforce boards, regional and local P-16 councils, GREAT (Getting Results Educating Adults in Texas) centers, and regional education service centers are considered in promoting the coordination of adult education services. Additionally, the Council supported the work of the Texas Interagency Literacy Council created by House Bill 4328 (81st Legislature) by presenting the findings from adult education research and reports for inclusion into the Texas Interagency Literacy Council's comprehensive statewide action plan for the improvement of literacy.

Key Outcomes

In 2012, the Council supported the implementation of the two adult education objectives in *Advancing Texas* and the work of the Texas Interagency Literacy Council through several activities:

▶ *Agency Strategic Plan Alignment* – TGC §2308.104 specifies that the Council will develop a single strategic plan for the workforce system that includes goals, objectives, and performance measures. TGC §2308.104 also states that the agencies administering a workforce program will use the system strategic plan in developing their operational plans. Council staff reviewed the alignment between the workforce system strategic plan and the strategic plans of partner agencies in the summer of 2012 and reported the results to the Council in September 2012. The three agencies (TEA, THECB, and TWC) accountable for the adult education English language and workforce skills training objective and the two agencies (TEA and TWC) accountable for the workplace literacy for adults with low literacy objective detailed the key actions and strategies that they will undertake and the anticipated outcomes to be achieved.

▶ *Adult Education Research* – In June 2012, the Council published a comprehensive research report regarding adult education and literacy providers in Texas, *Results of the 2012 Research and Survey of Adult Education Providers in Texas* (*Research and Survey*). This research project addresses an observation first presented in the second companion paper to the *Primer* stating that much is still unknown about who is providing adult education, to what degree, and to what outcomes. *Research and Survey* focuses on the development of a comprehensive list of adult education/literacy providers in Texas, the creation and administration of the adult education provider survey, the estimation of the delivery of programs to address the statewide need for adult education, and the estimation of demand for services.

In order to create a comprehensive list of adult education providers, the numerous adult education provider registries maintained by numerous literacy coalitions and councils throughout the state were identified and combined. Samples from the combined registry were then surveyed to identify any additional providers who were not listed in the registries. The provider information was reconciled and verified to ensure that multiple entries did not exist for the same provider and combined into a comprehensive list. Following the development of this comprehensive list, providers on the list were surveyed to gather additional information.

A task group was convened to develop the adult education and literacy provider survey. Before administering the survey, the Council sent letters to the literacy coalitions and councils that maintained provider directories informing them of the survey and asking them to encourage their providers to participate. The adult education providers in the comprehensive list were sent similar letters stressing the importance of the research and encouraging their participation. The response rate for the survey was 50 percent. Because of the high provider response rate, the survey's confidence interval for the complete sample was 3.83 percent, with a 95 percent confidence level.

The average provider characteristics identified by the survey were utilized to estimate the statewide number of adult education students who received services in 2011. The information contained in the comprehensive provider list was combined with the survey responses for each provider. The two groups of providers (TEA funded providers and providers not receiving TEA funding) were separated and analyzed independently to account for differences between the groups. Missing responses were replaced by the group specific mean values for the providers who did not answer the survey. Finally, all of the actual and imputed responses were totaled to estimate the statewide number of adult education students served in 2011. In the final section of the report, the numbers of students meeting the eligibility for adult education services under the federal definition in previously excluded programs (e.g., developmental education, Windham School District classes, "other" adult education programs) were also considered in order to provide a more comprehensive picture of the total effort toward adult education in Texas.

Next Steps

The Council, its member agencies and the Texas Interagency Literacy Council all have unique contributions to make as partners in the development and implementation of joint initiatives, the sharing of resources, and the development of strategies to promote collaboration. The Council will continue to monitor and report on adult education-related activities of partner agencies. Additionally, the Council will

continue to work with the Texas Interagency Literacy Council to assist it in fulfilling its mandated duties, including identifying the barriers to improving literacy and the evidence-based best practices for improving literacy.

AGENCY STRATEGIC PLAN REVIEW

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

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

The system strategic plan, *Advancing Texas*, serves as a guide for system partners who deliver workforce programs and services; however, it does not duplicate agency strategic plans. It identifies eight critical business issues for the workforce system that are the basis for 14 objectives that will be addressed by system partners over the plan period. *Advancing Texas* was developed for a six-year timeframe, in part to align with Texas' Strategic Planning and Performance Budgeting System. Under this system, state agencies are required to submit strategic plans to the Governor's Office of Budget, Planning and Policy (GOBPP) and the Legislative Budget Board (LBB) on a biennial basis.

As a part of the Office of the Governor, Economic Development and Tourism is not subject to this requirement. Seven of the Council's eight partner agencies are required to submit agency strategic plans, including:

▸ Health and Human Services Commission – Department of Assistive and Rehabilitative Services (HHSC-DARS)
▸ Texas Department of Criminal Justice – Windham School District (TDCJ-Windham)
▸ Texas Education Agency (TEA)
▸ Texas Higher Education Coordinating Board (THECB)
▸ Texas Juvenile Justice Department (TJJD)
▸ Texas Veterans Commission (TVC)
▸ Texas Workforce Commission (TWC)

Agency strategic planning instructions are issued by the GOBPP and LBB, typically in March of even-numbered years. Each biennium, Council staff develops an appendix for inclusion in the instructions, to be used by agencies as a template in documenting and submitting the requested information. Agency strategic plans were evaluated for alignment with system goals and objectives, as well as for the incorporation of action plan accountabilities. This year, three components were assessed, with key findings for each noted below:

▸ *LTO Accountability* – The Council's requirements included a matrix listing the *Advancing Texas* objectives for which one or more partner agencies are responsible. For each applicable objective, agencies were asked to outline key actions, strategies and anticipated outcomes for the strategic plan period. The level of detail provided by the agencies varied; however, all outlined the key actions, strategies, and the anticipated outcomes to be achieved during the plan period and addressed all of their required objectives. Review results are presented in Table 1. Complete LTO language and agency actions taken this year are presented in the **System Accomplishments** section.

Table 1: *Advancing Texas* – Long Term Objective Agency Accountability Matrix

No.	Long Term Objective	HHSC-DARS	TDCJ-Windham	TEA	THECB	TJJD	TVC	TWC
S1	Assess Workforce Supply / Demand				Yes			Yes
S2	Career Technical Education			Yes				
S3	Dual Credit Transfer			Yes	Yes			
C1	Blind / Disabled Employment	Yes						
C2	Veteran Employment						Yes	
C3	English Language Learner (ELL) Employment			Yes	Yes			Yes
C4	ABE / Low Literacy Level Employment			Yes				Yes
P5	Employer Needs / Satisfaction	Yes	Yes				Yes	
P6	Use of Employment Data for Program Improvement	Yes	Yes				Yes	

▸ *Formal Measures* – As previously noted, formal performance measures were negotiated with agencies and subsequently approved by the Governor for reporting to the Council each year. Measure definitions and methodologies are expected to mirror those agreed to by the Council and partner agencies, and submitted by the Council to the GOBPP and LBB. Review results are presented in Table 2 below.

Table 2: Partner Agency Strategic Plans – 2013-2017: Formal Measures by Agency

Program	Administrative Agency	Educational Achievement Rate	Entered Employment Rate	Employment Retention Rate	Customers Served
Blind Services	HHSC-DARS		Yes	Yes	Yes
Rehabilitation Services	HHSC-DARS		Yes	Yes	Yes
Postsecondary CTC Corrections	TDCJ-Windham	Yes			Yes
Secondary CTE	TEA	Yes	Yes		Yes
Secondary	TEA	Yes			Yes
Secondary Academic Windham	TEA	Yes			Yes
Secondary Technical Windham	TEA	Yes			Yes
Adult Education	TEA	Yes	Yes	Yes	Yes
CTC Academic	THECB	Yes	Yes	Yes	Yes
CTC Technical	THECB	Yes	Yes	Yes	Yes
Secondary Academic Corrections	TJJD	Yes			Yes
Secondary Technical Corrections	TJJD	Yes			Yes
Veterans E&T	TVC		Yes	Yes	Yes
Apprenticeship	TWC	Yes			Yes
SNAP E&T	TWC		Yes	Yes	Yes
Project RIO (Adult and Youth)	TWC		Yes	Yes	Yes
SCSEP	TWC		Yes		Yes
Self-Sufficiency	TWC		Yes	Yes	Yes
Skills Development	TWC		Yes	Yes	Yes
Trade Adjustment	TWC		Yes	Yes	Yes
TANF Choices	TWC		Yes	Yes	Yes
Employment Services	TWC		Yes	Yes	Yes
Adults WIA I	TWC	Yes	Yes	Yes	Yes
Dislocated WIA I	TWC	Yes	Yes	Yes	Yes
Youth WIA I	TWC	Yes	Yes	Yes	Yes

▸ *Coordination and Collaboration Efforts*– Finally, agencies were required to describe activities and programs they are implementing, or plan to implement, to coordinate and collaborate with other workforce system partners as related to workforce programs, services and initiatives designed to address the critical business issues outlined in *Advancing Texas*. Responses were to include a narrative description with specific examples of applicable strategies such as joint planning and implementation of projects, data sharing initiatives, or memoranda of understanding. All agencies addressed this request in their plans. Some examples focused on work related to *Advancing Texas'* objectives while some addressed other projects:

- *TEA* – TEA was awarded a grant from the U.S. Department of Education Office of Vocational and Adult Education (ED-OVAE) to participate in a national pilot of Policy to Performance. The Texas team consists of staff representatives from TEA, THECB and TWC. The pilot includes the commitment to work jointly to develop, adopt, and implement state policy through the stakeholder agencies that will enhance transitions of adult students through programs implemented by all three agencies. The end result will be establishment of a seamless, coordinated education system that wholly integrates basic skills and workforce training to support Texas business and industry for a vibrant, economically competitive, and educated workforce.

- *THECB* – THECB and TWC are collaborating to create a link between education/training and workforce, by connecting the demands in the labor market with educational credentials awarded by institutions in Texas. TWC provides the forecast of the job openings by occupation, level of education, and/or region, using the Standard Occupational Classification (SOC) system. THECB provides the data regarding number of graduates from both two- and four-year institutions, based on the Classification of Instructional Programs (CIP). As THECB has access to TEA data, students can be followed through the high school, postsecondary education, and workforce pipeline using Social Security Numbers as the common identifier. The CIP-to-SOC crosswalk table provided to the states by ED-OVAE links education majors with potential occupations for employment. The results of this match will be made available through a system developed by the two agencies. Input from institutional researchers at secondary and postsecondary institutions as well as career center professionals at public and independent institutions will be used to improve the report and the reporting schedule.

- *TWC* – The College Credit for Heroes Initiative is a fiscal year 2011-2012 developmental pilot project aligned with Senate Bill 1736 (82nd Legislature). Its purpose is to facilitate the recognition of U.S. veterans and military members' military training and experience by Texas' higher education institutions, resulting in college credit awarded for the training and experience. Seven Texas community colleges are participating in this initiative.

CONCLUDING COMMENTS

This report is the third evaluation for the six-year strategic plan, *Advancing Texas*. This year, progress was made in many areas due to the efforts of partner agencies, the Council and its System Integration Technical Advisory Committee (SITAC). SITAC plays a vital leadership role as partner representatives work individually and collectively to increase collaborative efforts on ongoing projects and new initiatives.

Data reported for all Formal measures have now shown the effects of the economic recession and ongoing recovery. This was true to some degree in *Evaluation 2009* for the Customers Served measure, and began to be evidenced in 2010 for the Entered Employment and Employment Retention measures due to the delay in receiving and analyzing unemployment insurance wage records for measuring performance.

The system served fewer individuals in 2011 and this year, largely due to the phasing out of federal recovery relief funding and improved economic conditions. In addition, funding levels were decreased for several programs. The percentage of participants entering and retaining employment increased and the attainment of educational outcomes continued to rise.

This year, pilots that address critical areas such as apprenticeship training, as well as programs designed to meet the needs of English language learners and those with low literacy levels, began or continued their implementation phases. Performance measures and definitions were developed and initial reporting is underway.

The year brought significant changes to the state's workforce system, including:

▸ *System Partners* – Senate Bill 653 (82nd Legislature) abolished a system partner agency, the Texas Youth Commission (TYC). Effective December 1, 2011, TYC duties were assigned to the newly created Texas Juvenile Justice Department and to the functions of the independent ombudsman that serves the department.

▸ *Federal Funding* – Available federal funds received under the American Recovery and Reinvestment Act of 2009 and other one-time supplemental appropriations continued to phase out. In addition, Tech Prep education state grants were defunded in federal fiscal year (FFY) 2011. Data tracking continues and this year 194,671 students were enrolled in this comprehensive, articulated program that offers the opportunity to study in a career program in high school and either gain credit or experience which will assist them in their transition to higher education.

▸ *State Funding* – At the state level, Project RIO was not funded for the FY 2012-13 biennium. Previously operated by the Texas Department of Criminal Justice, the Texas Workforce Commission and TYC, Project RIO provided the link between pre- and post-release education, training, and employment. While the loss of funding eliminated Project RIO-specific services, ex-offenders continue to be served as universal customers and, if appropriate, enrolled in SNAP E&T, WIA I-funded or other applicable programs. In addition, state funding was reduced for secondary and postsecondary education programs provided to offenders through the Windham School District.

This year, the Council formally recognized Blinn College and Lone Star College System for their strategies used to determine employer satisfaction and to use that information in institutional planning processes to improve program delivery. Efforts will continue to identify and document best practices from pilots and ongoing programs. Sharing and possible replication of promising practices should result in opportunities for institutions to improve participant training and services, as well as employer satisfaction.

In the coming year, work will continue to improve the perception and awareness of career technical education (CTE) programs. A model informational guide is being developed for distribution to schools throughout Texas.

Timely, effective service delivery remains critical as the state's economic recovery progresses. System partners must continue to adapt to these and other changes. The first review and update to *Advancing Texas* was completed in 2012. All action plans and agency projects associated with Employer Needs/Satisfaction and Use of Employment Data for Program Improvement were reviewed with the applicable system partner(s), with two projects being completed and closed.

The *2012 Update* to *Advancing Texas* was approved by the Council in March and signed by the Governor on May 24, 2012. The update now serves as the foundation of system partner actions and will continue to guide implementation of *Advancing Texas*. Work underway and planned by partners should facilitate essential program and process changes, as well as implementation of new strategies designed to ensure the availability of a skilled workforce for Texas' changing economy.

DATA ADDENDUM TO *EVALUATION 2011*

This year, three agencies identified the need to submit corrected data for the prior reporting cycle(s): Texas Juvenile Justice Department (TJJD), Texas Veterans Commission (TVC) and Texas Workforce Commission (TWC). Percentage point differences published in the **Report Card Series** for Change 2011-2012 and all report narrative reflects the revised data submitted by the agencies.

Texas Juvenile Justice Department Revised Data

TJJD reported that there were significant changes to the methodology for one measure. The agency submitted revised data for the 2010 and 2011 reporting cycles; however, comparable revised data was not available for the 2009 baseline year. Revised 2011 data was submitted for another measure to correct a programming error.

Revised Formal measure data for the *Evaluation 2010* reporting cycle:

Program	Education Achieved	Rate
Secondary Technical Corrections	413	14.21%

Revised Formal measure data for the *Evaluation 2011* reporting cycle:

Program	Education Achieved	Rate
Secondary Academic Corrections	496	38.72%
Secondary Technical Corrections	193	14.89%

Texas Veterans Commission Revised Data

TVC reported that revisions were due to data updates following further data entry by local workforce boards and/or clarifications in federal/state reporting specifications.

Revised Formal measures data for the *Evaluation 2011* reporting cycle:

Program	Number Employed	Rate	Retained Employment	Rate	Number Served
Veterans E&T	37,685	64.62%	36,651	82.21%	68,152

Texas Workforce Commission Revised Data

TWC reported that revisions were due to data updates following further data entry by local boards and/or clarifications in federal/state reporting specifications.

Revised Formal measures data for the *Evaluation 2011* reporting cycle:

Program	Education Achieved	Rate	Number Employed	Rate	Retained Employment	Rate	Number Served
Adults WIA I	5,417	92.57%	11,955	75.45%	12,323	83.22%	21,335
Dislocated WIA I	3,388	92.19%	7,246	78.45%	-	-	13,867
Employment Services	-	-	1,008,903	66.95%	854,789	80.51%	1,650,733
Project RIO	-	-	25,226	53.21%	13,119	63.02%	-
SCSEP	-	-	200	40.08%	-	-	1,309
Self-Sufficiency	-	-	121	73.33%	212	77.37%	-
Skills Development	-	-	1,408	96.44%	25,838	95.81%	32,991
SNAP E&T	-	-	18,039	83.21%	-	-	53,542
TANF Choices	-	-	21,023	78.11%	11,525	78.58%	47,816
Trade Adjustment	-	-	2,025	74.70%	2,030	91.28%	5,173
Youth WIA I	3,071	62.90%	5,272	69.86%	5,024	59.77%	11,698

Revised data for the *Evaluation 2011* reporting cycle was also submitted for Employer Customers Served (162,469).

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TWIC BRIEFING ITEM
MEMORANDUM

TO   **Council Members**

SUBJECT   **Briefing on** *Advancing Texas* **Registered Apprenticeship: Projects' Progress**

Introduction

Advancing Texas: Strategic Plan for the Texas Workforce System FY2010-FY2015 (Advancing Texas) contains a long term objective (LTO) focused on registered apprenticeship as one strategy to address employer demand for skilled workers. The Texas Workforce Investment Council (Council) assumed responsibility for leading implementation of the action plan for this LTO and the Chairman assigned the Executive Committee the responsibility for overseeing implementation and reporting to the Council. This briefing item provides members with an implementation update.

Background

Development of a strategic plan for the workforce system is one of the Council's chief responsibilities in state law. The current system strategic plan, *Advancing Texas*, was approved by the Council on September 3, 2009 and by the Governor on October 23, 2009. The first update to the plan was approved by the Council on March 8, 2012 and by the Governor on May 24, 2012.

The Council is responsible for implementing the approved action plans for three of the 14 long term LTOs in *Advancing Texas*. Two of the three, one related to career and technical education and one regarding registered apprenticeship, call for the development of pilot projects or models that can be evaluated and potentially replicated as strategies to meet employer demand for an educated and skilled workforce. This work is consistent with the Council's charge in Texas Government Code §2308.101(8) to encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

Attachments

1. *Apprenticeship Innovator and Trailblazer – Texas Area Health Education Center East Coastal Regional Community Health Worker*
2. *Quarterly Update – September 2012: Registered Apprenticeship as a Strategy to Meet Employer Demand for Skilled Workers*

Discussion

Leadership Team
In January 2010, Council Chairman Wes Jurey appointed an apprenticeship project leadership team (leadership team) to assist the Council with implementation of the action plan. The leadership team reports to the Executive Committee, was responsible for identifying and recommending pilot projects, and is now monitoring implementation of the LTO.

The leadership team selected the following industries in which to seek potential projects: allied health, health information technology, energy, aviation, and logistics and distribution. The team also defined two types of projects to be considered under the LTO:

▶ *Pilot project* – one in which a partnership has formed to develop a registered apprenticeship program in an occupational area that has not traditionally used apprenticeship as a means to train its workforce; and

▶ *Demonstration project* – one in which a partnership has formed to adapt an existing registered apprenticeship program to meet emerging industry demand.

Based on recommendations from the leadership team, the Executive Committee has approved four pilot and two demonstration projects. Projects reporting for the last quarter include:

▶ *Pilot 1:* Community Health Worker, Coastal Area Health Education Center
▶ *Pilot 2:* Health Information Technology, Dallas-Fort Worth Hospital Council Education and Research Foundation
▶ *Demonstration 1:* Comprehensive-National Electrician Solar Training (C-NEST) [grant ended July 14, 2012; final report submitted this quarter]
▶ *Demonstration 2:* Independent Electrical Contractors of Texas

Of note, the Community Health Worker project was recognized at the Department of Labor's Apprenticeship Summit on August 1, 2012. The associated fact sheet is provided as Attachment 1.

An implementation update is provided for the Council's information as Attachment 2.

Project Reporting and Monitoring
With all projects approved and in progress, the role of the leadership team has shifted to provision of support and technical assistance based on member's background and position; assistance in identifying funding and other resources; and monitoring project progress.

A reporting process provides for:

▶ quarterly submission of written reports by all projects;
▶ compilation of a *Quarterly Update* for use at Council, Executive Committee and leadership team meetings; and
▶ periodic leadership team conference calls with verbal updates from project representatives.

The leadership team last met by conference call on November 26, 2012 to receive project updates. The team will continue to meet by conference call in 2012. The Executive Committee will be briefed on action plan implementation in March 2013, with the next Council briefing in June 2013.

Recommendation

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

Texas Area Health Education Center

TEXAS AHEC EAST COASTAL REGION

WHAT IS THE INNOVATION? Program implements a statewide training and certification methodology for Community Health Workers available to state's with and without current CHW certification laws in place.

21st Century Registered Apprenticeship

PROGRAM DESCRIPTION:

The Texas Area Health Education Center (AHEC) East Coastal Region Community Health Worker (CHW) Apprenticeship program embodies the 21st Century Vision for Registered Apprenticeship. As the healthcare industry continues to advance, the CHW will play a growing role in providing culturally appropriate, community-based care, allowing the system to increase the quality of care patients receive, while decreasing the cost. The CHW apprenticeship is currently being evaluated for implementation in multiple sites nationally.

CHW's are frontline public health workers who are trusted members in, and have a close understanding of, the community they serve. This trust enables CHW's to serve as a liaison between health & social service providers and the community, to increase access to services and improve the quality and cultural competence of service delivery. CHW's also build a community's capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, counseling, and advocacy.

The CHW occupation was approved by the Office of Apprenticeship as an apprenticeable occupation in July 2010. The CHW is a 1 year hybrid program with 200 hours of didactic training and an additional 2000-2200 hours of on-the-job learning. The training focuses on familiarization with the medical and social services community pertinent to the employer and region.

The CHW Registered Apprenticeship program also addresses goals related to creating rewarding career pathways for diverse populations. The CHW model is traditionally utilized most frequently within underserved populations. CHW apprentices are sought from the target areas and valued for their community ties. The CHW provides a connection to the community for programming while the apprenticeship training provides them with the skills to do so more effectively. The curriculum and experience is designed to prepare apprentices to work as CHW's, but also empowers them to seek other careers if they so choose. The outcome is a trained and empowered workforce helping to change the face of the healthcare system and community.

Populations Served:

- Women
- Veterans
- Dislocated Workers
- Under Employed
- Minorities

Industries Served:

- Healthcare

Key Partners:

- Coastal Area Health Education Center and Participating Service Providers

HIGHLIGHTS

Outcomes:

- CHW predicted to change the face of healthcare at the community level
- Newly approved hybrid occupation has expected growth of 100 new apprentices next year
- Improved quality and cultural healthcare access to rural communities

Fast Facts:

- Texas was the first state to certify CHW's as well as CHW instructors and training sites
- CHW's are frontline public health workers who are trusted members of the communities they serve
- CHW's serve as a liaison between health & social services providers and the community

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Quarterly Update September 2012	Registered Apprenticeship as a Strategy to Meet Employer Demand for Skilled Workers
	Texas Workforce Investment Council

Background

One of the Council's chief responsibilities in state law is the development of a strategic plan for the Texas workforce system. The current system strategic plan, *Advancing Texas*, was first approved by the Council on September 3, 2009 and by Governor Rick Perry on October 23, 2009. During the development of *Advancing Texas*, Council members identified the impending shortage of workers in middle-skill occupations as a priority issue for the workforce system. Middle-skill occupations are those that require more than a high school diploma but less than a four-year degree. Long term objective (LTO) P2 focuses on registered apprenticeship as one strategy to address employer demand for skilled workers. The objective is to design, deploy, and implement a pilot program to demonstrate the flexibility of the earn while you learn model of traditional apprenticeship programs by 2012, and to expand and replicate, as appropriate, into new occupational areas by 2015.

> "In occupations in which apprenticeship is the typical on-the-job training, employment is projected to **grow by 22.5 percent**, faster than for any other on-the-job training category."
>
> - *Employment Projections – 2010-20*, U.S. DOL, Bureau of Labor Statistics (2/1/2012)

Tasks and Due Dates

Phase 1: Form a Statewide Leadership Team/Steering Committee (November 2009 – January 2010)

Description: Form an apprenticeship project leadership team to assist the Council with implementation of the action plan. The leadership team will report to the Council's Executive Committee, which is charged with overseeing implementation of LTO P2. The leadership team will assist in the identification of pilot projects and work with pilot project sites, as needed, to identify and engage regional partners, understand the guidelines and process to develop a registered apprenticeship program, and address regulatory barriers by liaising with other state and federal partners.

Progress Report: The Council Chairman appointed the leadership team in January 2010 and the team held its organizational meeting on January 29, 2010. The Chairman added a representative from the Texas Veterans Commission in March 2010 and a representative from the Texas Department of State Health Services in December 2010.

The leadership team selected the following industries in which to seek potential projects: allied health, health information technology, energy, aviation, and logistics and distribution. The team also defined two types of projects that would be considered under LTO P2:

▶ A *pilot project* is one in which a partnership has formed to develop a registered apprenticeship program in an occupational area that has not traditionally used apprenticeship as a means to train its workforce.
▶ A *demonstration project* is one in which a partnership has formed to adapt an existing registered apprenticeship program to meet emerging industry demand.

The team met four times in 2010 and again in February 2011 to hear presentations from proposed projects and to make recommendations to the Council's Executive Committee.

Phase 2: Identify Pilot Projects (February 2010 – September 2010)

Description: Identify up to three potential projects to address employer demand for skilled workers through registered apprenticeship training. Employers must be active partners in the design and implementation of each project. Eligible projects will be (1) engaged in the modification of an existing registered apprenticeship program to incorporate the increased flexibility afforded by revised regulations or (2) developing a new registered apprenticeship program in an occupation that is part of one or more of the Governor's six target industry clusters. As appropriate, selected pilots will incorporate a pre-apprenticeship component for high school students who are interested in pursuing an apprenticeship program after graduation and/or for adults who are interested in registered apprenticeship but not prepared for successful completion of the classroom instruction component.

Progress Report: The leadership team recommended six projects for approval by the Executive Committee. The Executive Committee approved four projects in September 2010, a fifth project in December 2010, and the sixth and final in March 2011.

Council staff, in consultation with U.S. Department of Labor's (DOL) Office of Apprenticeship, worked with each pilot to develop project action plans and implement a quarterly reporting schedule. Demonstration projects have also agreed to report quarterly to the Council on their progress to implement the enhancements to their current registered apprenticeship programs.

The leadership team, the Executive Committee and the full Council have been briefed on the status of the action plans and the establishment of a quarterly reporting schedule. The schedule provides for regular written and verbal updates to all three groups.

Profiles for four projects with activity this quarter are provided in this LTO progress report:

1. Community Health Worker, Coastal Area Health Education Center [pilot]
2. Comprehensive-National Electrician Solar Training, Austin Electrical Joint Apprenticeship Training Committee, ImagineSolar and the Capital Area Workforce Board [demonstration; grant ended July 14, 2012]
3. Health Information Technology, Dallas-Fort Worth Hospital Council Education and Research Foundation [pilot]
4. Pre-Apprenticeship, Distance Learning and Outreach to Underserved Populations, Independent Electrical Contractors of Texas [demonstration]

Phase 3: Seek Funding to Support Pilot Projects (April 2010 – ongoing)

Description: Pilot projects will seek federal, state and private funding to support their projects and will submit proposals for funding as opportunities arise.

Progress Report: Staff continues to monitor announcements from state and federal partner agencies regarding availability of funds for expansion or creation of registered apprenticeship projects. The leadership team will assist selected pilots in identifying and pursuing opportunities for the funding they need to develop and implement their programs.

Phase 4: Implement and Evaluate Pilot Project (September 2010 – December 2012)

Description: Pilot projects are working with the DOL Office of Apprenticeship to complete the registration process for the new or modified apprenticeship program in order to enroll and train apprentices. As required by federal regulations, new programs that meet required standards for registration are given provisional approval for a one-year period. At the end of the initial year, the DOL Office of Apprenticeship reviews the programs after which program approval may be made permanent, continued as provisional or the program may be recommended for deregistration. Pilot projects are asked to report on the review outcome as part of their quarterly reporting to the Council. The leadership team will prepare recommendations to the Executive Committee regarding replication of successful pilots.

Progress Report: With project selection complete, the leadership team's role has shifted to (1) providing support and technical assistance based on members' background and position, (2) helping to identify funding and other resources, and (3) monitoring progress. A quarterly reporting schedule has been established, with reports due to the Council in February, May, August and November.

Phase 5: Replicate Successful Projects (2013-2015)

Description: The Council will publish a report on the pilot projects and recommendations for successful replication. The Council and pilot projects will participate in presentations and other avenues of communication to discuss lessons learned and promote replication.

Project Type Descriptions

In 2008, DOL approved revisions to the federal apprenticeship rules to offer additional flexibility to enable a wider variety of industries and occupations to use the registered apprenticeship model:

The term apprenticeship, which for an individual apprenticeship may be measured either through the completion of the industry standard for on-the-job learning (at least 2,000 hours) (time-based approach), the attainment of competency (competency-based approach), or a blend of the time-based and competency-based approaches (hybrid approach).

(i) The *time-based* approach measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.

(ii) The *competency-based* approach measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies.

(iii) The *hybrid* approach measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.

SOURCE: *Federal Register*, Vol. 73, No. 210, Wednesday, October 29, 2008, p. 64428: §29.5(b)(2).

Pilot

Community Health Worker, Coastal Area Health Education Center

Occupation / Project Lead	Community Health Worker (CHW) – Coastal Area Health Education Center (AHEC) serves as the lead agency and is also a training partner and initial apprenticeship site.
Implementation Area:	Texas AHEC East Coastal Region – 111 counties
Project Type:	Hybrid

Key Partners:
- Potential Apprenticeship Sites: Texas AHEC East Coastal Region; Matagorda Episcopal Health Outreach Program; South East Texas Health Access Network; National Heart, Lung and Blood Institute; Baptist Orange Hospital; and Orange County
- Training Partner/Employer Support – Texas AHEC East Regional Operations and regions: Capital, Coastal, DFW, Greater Houston, North Central, Northeast, Piney Woods, Victoria, and Waco

Quarterly Synopsis: As of August 2012:
- On August 1, DOL held a summit to celebrate the 75th anniversary of the National Apprenticeship Act. Texas AHEC East was honored as a *Registered Apprenticeship Innovator and Trailblazer* for implementing a statewide CHW training and certification methodology.
- Texas AHEC East assisted multiple communities with state grant application; Waller County received funding through Texas AHEC East Greater Houston who will be the registered employer and trainer for eight apprentices.
- Initial employer site previously registered with DOL and a second is in progress.
- Project director continues to present at national and state events. DOL and Health and Human Services planning webinars to help the AHEC system better understand apprenticeship option.

Background:

Executive Committee Approval: September 10, 2010

CHWs are frontline public health workers who serve as liaisons between underserved communities and health care and social service providers. They work in both urban and rural environments and usually share ethnicity, language, socioeconomic status, and life experiences with the community members they serve. Demand for these allied health workers is projected to increase due to healthcare provider shortages, increased demand on the healthcare system, need for cost containment, need for culturally appropriate healthcare personnel, and their documented success in improving health outcomes.

As of 2010, only Texas and Ohio have statewide certification requirements for CHWs. The Texas AHEC East Coastal Region, a widely recognized provider of CHW training is implementing registered apprenticeship as a means of creating a replicable training model for consistent, quality instruction to CHWs, coupled with on-the-job learning. It has the potential to increase the quality and quantity of CHWs in Texas and other states, thereby playing an important role in meeting growing demand.

This AHEC serves as the lead for the CHW initiative and is certified by the Texas Department of State Health Services as a training institution. The center provides the required 160 hour curriculum for CHWs and continuing education for both CHWs and instructors. Participants work in the field while in training, and are classified as "trainees" until completing the required curriculum and receiving their certification. CHWs typically receive benefits and earn $10.50-15.00 per hour.

Based on the Coastal Region's submission, DOL approved the CHW as an apprenticeable occupation in July 2010. The apprenticeship program includes 2,000-2,200 hours of on-the-job learning and up to 300 hours of classroom instruction, including 160 hours focusing on state-required eight core competencies and 140 hours of supplemental training that allows for movement into other healthcare fields or additional specialization (e.g., diabetes, asthma).

The AHEC has presented the apprenticeship model at events sponsored by DOL and multiple states and is pursuing college credit options for the CHW certification course.

Resource Needs: *Profession / Project Recognition:* Council assistance with (1) educating individuals regarding the CHW field; (2) facilitating introductions of project staff to workforce system program staff to increase collaborative efforts where applicable; and (3) alerting project staff of CHW related announcements.

Funding: Council (1) support when seeking funding for CHW efforts; (2) inform project staff of possible funding opportunities; (3) assistance in obtaining workforce training funds to offset the cost of training to employers; (4) assistance locating funds to undertake a statewide media campaign to increase the general populations' knowledge regarding the CHW profession; (5) assistance locating funds to support the development of a statewide CHW network; and (6) assistance / support locating funds to develop additional differential coursework as well as continuing education opportunities.

Outcome Measures:
- Number of employers registered as apprenticeship sites
- Number of CHW Apprentices beginning the program
- Number of CHW Apprentices completing the program
- Number of CHW Apprenticeship completers who retain or gain employment
- Percent of employers rating the didactic training as helpful or very helpful
- Percent of CHW Apprentices that rate the didactic training as helpful or very helpful

Pilot

Health Information Technology, Dallas-Fort Worth Hospital Council Education and Research Foundation

Occupation / Project Lead
IT Project Manager and IT Generalist – DFW Hospital Council Education and Research Foundation / North Texas Regional Extension Center (NTREC) serves as the program sponsor with management and oversight responsibility

Implementation Area:
42 counties located in the Northeast Texas region

Project Type:
Time-based

Key Partners:
Advisory Committee:
- Educational partner – Richland College of the Dallas County Community College District
- Employers – Vitera Healthcare Solutions (Sage), Sandlot, Private Practice Initiatives, Baylor Health Care System, Texas Health Resources and John Peter Smith Health System

Quarterly Synopsis:
As of August 2012:
- Richland College and four employers serve on the advisory committee that is assisting with development of the work plan and apprenticeship standards.
- Richland College has adapted the nationally-developed curriculum to meet regional needs.
- NTREC has been working with Texas State University (TSU) to identify skill sets and to implement an employer survey. A needs assessment was released in March 2012 and a long term educational plan in July 2012.
- Project team plans to review and consider using some of the educational resources identified through its work with TSU. An inventory of programs has been completed, which identifies associate, bachelor's and graduate degree programs, and continuing education courses.
- NTREC is working to reengage employers and contact potential new partners, with plans to establish separate apprenticeships for each.

Background:

Executive Committee Approval:

September 10, 2010

On April 6, 2010, the U.S. Department of Health and Human Services (HHS) announced $267 million in grant awards to 28 additional non-profit organizations to establish Health Information Technology (HIT) Regional Extension Centers (RECs). Funded by the American Recovery and Reinvestment Act of 2009, the grants are intended to support the growing HIT industry which is expected to employ thousands of workers in occupations ranging from nurses and pharmacy technicians to Information Technology (IT) technicians and trainers. HHS designated the Dallas-Fort Worth Hospital Council Education and Research Foundation (Foundation) as the North Texas Regional Extension Center (NTREC).

As one of four Texas RECs, the Foundation received a grant of almost $8.5 million to help grow the emerging HIT industry for a multi-county region centered on the Dallas-Fort Worth metroplex. During the two-year grant period, NTREC will assist at least 1,498 of the region's 8,528 primary care providers to achieve "meaningful use" of electronic health records by supporting development of the necessary HIT workforce. The demand for skilled workers is being driven by the timetable established by HHS for implementation of the Health Information Technology for Economic and Clinical Health Act of 2009.

The federal grant has been extended through 2014 for a four-year total of $9.4 million. The primary focus of the Foundation's grant is not workforce development, but rather to offset physician and provider (e.g., pharmacies, hospitals, labs) costs associated with electronic health record implementation. However, grant funds are being used by NTREC to finance the apprenticeship initiative for two years: $175,000 total, including an investment of $10,000 per apprentice.

The NTREC plans to facilitate registered apprenticeships with participating entities, utilizing IT classifications that have existing approval from DOL. Training will be developed for the occupations of IT Project Manager and Generalist. Employers and educational institutions will be involved in the development and implementation of a work process that includes on-the-job training, classroom instruction and mentoring. Following successful completion of training, participants can seek HIT certification by the American Health Information Management Association.

Resource Needs:
- Staff and organizational support of program sponsors
- Educational training expenses including tuition, fees, books, and supplies
- Employer partner support for onsite job mentors and apprenticeship wages
- Program outreach to potential participants
- Program outreach and development to implement in other regions across the state as needed

Outcome Measures:
- Number of employers participating by completion of the pilot project
- Number of apprentices trained by completion of the pilot project

Demonstration

Comprehensive-National Electrician Solar Training

Occupation / Project Lead	Electrician Solar Training – Austin Electrical Joint Apprenticeship Training Committee (AEJATC), Capital Area Workforce Board and ImagineSolar

Implementation Area:

▸ *Original grant* – 17 counties in Central Texas, including a train-the-trainer model for up to 50 participants (JATC trainers) from other JATCs in International Brotherhood of Electrical Workers (IBEW) 7th District

▸ *Grant modifications* – extended (1) training to any IBEW incumbent electrician in the 7th District and (2) grant period to mid-July 2012

Project Type: Hybrid

Key Partners:

▸ AEJATC, the DOL grantee, provides program facilities and electrical training
▸ ImagineSolar provides solar electrical training and solar industry expertise
▸ Capital Area board serves as program and fiscal agent for the grant
▸ All three collaborate to identify immediate employment opportunities for trainees
▸ Outreach through local board one-stop centers, community based organizations, veterans representatives, IBEW and the National Electrical Contractors Association

Quarterly Synopsis:

Grant ended July 14, 2012

As of the quarter ending June 30, 2012:

▸ 2,006 participants have been enrolled in training – of which approximately 340 exited but returned to participate in additional training. Of 1,810 exiters, 1,199 successfully completed training, with over 45 percent earning credentials to-date (i.e., North American Board of Certified Energy Practitioners Entry Level and Photovoltaic (PV) Installer exams, OSHA 10 certification). Detailed completion, certification, employment and retention data is available.

▸ Program has been recognized by the National Governors Association as a promising practice. Local board received the National Association of Workforce Boards' *2012 Workforce Investment Board Grand Prize*, in part for their efforts with this project.

▸ Training was available for a five-state area using onsite, online and online mentored components.

▸ Solar Technical Sales course has been added to enhance participants' skill sets and employability.

▸ ImagineSolar has taken the lead in providing job development services, implementing an Employer Outreach Program that utilizes LinkedIn and Facebook social media.

▸ Partners participated in DOL-sponsored grant implementation evaluation; site visit reports will be published later this year.

Background:

Executive Committee Approval:

September 10, 2010

In 2009, DOL announced plans to distribute approximately $100 million in green jobs training grants through the American Recovery and Reinvestment Act. In January 2010, the AEJATC, working in partnership with the Capital Area workforce board and ImagineSolar, was awarded over $4.8 million for its project.

The Comprehensive-National Electrician Solar Training (C-NEST) initiative was the only Texas-based grant recipient out of the 25 projects chosen nationally. C-NEST views itself as a demonstration of regional collaboration and partnership in conducting residential, commercial and utility solar electrical training on a large scale.

C-NEST is designed to provide training to new and current electrical workers for residential, commercial and utility-scale solar PV technology construction projects. PV refers to technology using solar panels to convert sunlight to electricity.

C-NEST will train approximately 1,000 electrical workers for the growing solar renewable energy sector in Central Texas, including Construction Wiremen/Construction Electricians, Apprentices and Journeyworker Electricians. Train-the-trainer sessions were planned for the five-state area covering Arizona, Kansas, New Mexico, Oklahoma and Texas; however, DOL approved a grant modification allowing on-site training by certified instructors and participant access to equipment for hands-on activities.

Planned Outcomes:

Participants	Electrical Workers	NJATC Trainers
Trained	950	50
Completing training (95%)	902	48
Passing entry level exam (85%)	677	41
Retain employment	504	n/a
Placed in training related employment	168	n/a

Demonstration

Independent Electrical Contractors of Texas

Occupation / Project Lead	Electrical – Independent Electrical Contractors (IEC) of Texas
Implementation Area:	Statewide – 12 IEC chapters reach all 254 counties
Project Type:	Multiple strategies to enhance registered apprenticeship
Key Partners:	▸ IEC of Texas, local Texas chapters and IEC Atlanta Chapter ▸ Tarrant County and North Central Texas workforce boards ▸ School districts ▸ Community organizations ▸ Veterans organizations

Quarterly Synopsis: As of August 2012, progress had been made for the three demonstration strategies:

▸ *Distance Learning* – The Fort Worth/Tarrant County Chapter completed the first year curriculum which includes interactive online work and hands-on lab time; two participants (50%) graduated. Chapters are marketing to members and potential members for the fall program. Second year through fourth year classes will be added as students progress through the program and opt to continue via distance learning.

▸ *Pre-apprenticeship* – The 240 hour curriculum has been finalized and distributed to IEC chapters. The Fort Worth chapter is working with the Tarrant County workforce board and the Naval Air Station Joint Reserve Base in Fort Worth to present a pre-apprenticeship program for veterans. Workforce board efforts to identify funding are ongoing.

▸ *Outreach to Youth and Women* – Letters to high school counselors were sent this spring, with additional contacts planned for fall. IEC has been actively involved as a sponsor or participant in multiple high school career fairs. The San Antonio chapter sponsored a Skills USA competition and is pursuing partnerships.

Background: IEC of Texas is a trade organization that sponsors a four-year electrical apprenticeship training program registered with DOL. Four hundred fifty electrical contractors participate and as of fall 2010, 1,650 registered apprentices were in IEC programs.

Executive Committee Approval:

December 2, 2010

The ultimate goal is to implement training strategies throughout the state that result in a ready supply of a well-trained electrical workforce. The Bureau of Labor Statistics projects that by 2014, the need for electrical workers nationwide will increase to 734,000, an increase of 78,000.

The IEC project incorporates three strategies to enhance registered apprenticeship that were approved by DOL in the 2008 revisions to federal apprenticeship regulations. Chapters are able to select one or more strategies that are compatible with their available resources and goals. Options include:

▸ *Distance Learning* – This component has been designed in partnership with the IEC Atlanta Chapter, based on the successful online apprenticeship training program developed for IEC apprentices in Georgia. It enables apprentices in remote areas to receive real time classroom instruction through use of computers and webcams. IEC created an Apprenticeship and Training Committee to develop each strategy. The project was launched in fall 2011.

▸ *Pre-apprenticeship* – The pre-apprenticeship program builds on the program previously developed and implemented by the IEC Fort Worth/Tarrant County chapter in partnership with the Tarrant County workforce board. It includes topics such as employability skills, OSHA requirements, and math in order to facilitate participants' transition into IEC Registered Apprenticeship programs. A green job training component may be added, expanding the modular curriculum to up to 320 hours. IEC chapters will partner with their local boards to identify pre-apprenticeship candidates.

▸ *Outreach to Youth and Women* – Outreach will be conducted in secondary schools and with numerous community organizations. IEC Fort Worth/Tarrant County has partnered with an area school district to offer some of its courses in high school beginning in the fall of 2011. These courses are already available in some schools in the Austin and San Antonio areas. Outreach and recruitment of women will include work with veterans organizations, local workforce boards, and other community organizations.

Planned Outcomes:
▸ Pre-apprenticeship program revised and implemented fall 2011
▸ Outreach and recruitment of youth expanded fall 2011
▸ Outreach and recruitment of women developed and implemented fall 2011
▸ Distance learning design completed and available fall 2011

TWIC BRIEFING ITEM
MEMORANDUM

TO   Council Members

SUBJECT   Briefing on the Apprenticeship Funding Formulas for Programs
            Funded Under Chapter 133 of the Texas Education Code for Fiscal Year 2014

Introduction

At its March 2013 meeting, the Texas Workforce Investment Council (Council) will consider endorsement of the recommendations from the Apprenticeship and Training Advisory Committee (ATAC) regarding fiscal year 2014 funding formulas for apprenticeship training programs funded under Chapter 133 of the Texas Education Code.

Background

Texas Government Code charges the Council with the responsibility of carrying out the federal and state responsibilities of advisory councils under applicable federal and state workforce development statutes. In so doing, the Council is charged with recommending formulas and administrative procedures for requesting appropriations of state funds for the apprenticeship programs funded under Chapter 133. In order to fulfill this statutory function, the Council Chair has appointed ATAC as a technical advisory committee to advise the Council on apprenticeship matters.

Each year, following approval by ATAC, the Council considers and approves recommendations for funding in the next fiscal year. Council recommendations are then forwarded to the Texas Workforce Commission (TWC) for action. TWC is statutorily required under Texas Education Code §133.006 to adopt formulas for the distribution of available funds to apprenticeship training programs based on the annual recommendations of the Council.

Discussion

ATAC will submit recommendations to the Council at its March 2013 meeting regarding the:

- Contact-hour rate (the method for distribution) for apprenticeship training programs funded under Chapter 133 of the Code;
- Percent of available funds for apprenticeship programs; and
- Amount of funding for apprenticeship instruction training.

The Council will consider the recommendations of ATAC and then make recommendations to TWC regarding the formulas for the distribution of available funds to apprenticeship training programs funded under Chapter 133.

Recommendations

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

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TWIC BRIEFING ITEM
**MEMORANDUM**

TO   **Council Members**

SUBJECT   **Briefing on the Council Annual Report for Fiscal Year 2012**

Introduction

The *Fiscal Year 2012 Council Annual Report* (*Annual Report*) summarizes the Texas Workforce Investment Council's (Council) activities and products from September 1, 2011 to August 31, 2012.

Background

The Council approves a work plan each September for the coming fiscal year (FY). The FY 2012 work plan was approved by the Council in September of 2011, and is the basis for Council and staff activities described in this annual report. This is the seventh year the Council has produced its *Annual Report*. State Law charges the Council with reporting annually to the Governor and the Legislature on the implementation of the workforce system strategic plan and the status of welfare to work programs in Texas.

Attachment

1. *Fiscal Year 2012 Council Annual Report*

Discussion

The *Annual Report* provides a concise visual presentation of some of the major pieces of the Council's work during FY 2012. This year's report remains in the tri-fold ledger-sized format that was introduced in 2009. It discusses ongoing implementation of *Advancing Texas* and details the Council's activities to date on a number of the plan's long term objectives. The *Annual Report* spotlights the Council's work with regard to its objective of addressing adult education, specifically targeting rapidly growing populations that require additional skills for workforce-related success, namely: English language learners and those populations requiring workplace literacy skills. This year's report also includes highlights from *Evaluation 2011*, the second report on the Texas workforce system and its performance under the Council's current strategic plan, *Advancing Texas*.

In addition, the *Annual Report* gives short descriptions of several of the Council's research publications, including the *Results of the 2012 Research and Survey of Adult Education Providers in Texas (June 2012)*, *Apprenticeship in Texas for the 21ˢᵗ Century*, *Texas Index 2012*, *SITAC Quarterly Report(s)*, *Policy News Highlights*, *Legislative Updates*, and the Council's *Texas Workforce System Program Directory 2012*. The *Annual Report's* front and back panels give a brief description of the Texas workforce system and the partners and programs that deliver workforce services to Texas' citizens and businesses, respectively.

Recommendation

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

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Texas Workforce Investment Council

Annual Report
Fiscal Year 2012
September 1, 2011 - August 31, 2012

About the Council's Role in the Texas Workforce System   [Photo placeholder only]
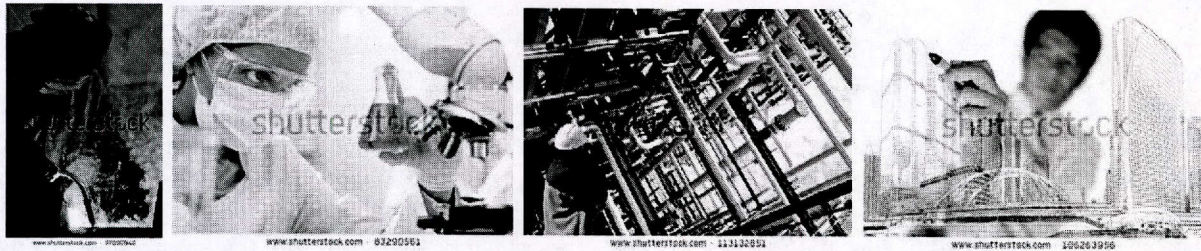
The Texas Workforce Investment Council (Council) was created in 1993 by the Governor and the Texas Legislature to promote the development of a well-educated and highly-skilled workforce in Texas. The Council assists the Governor and the Legislature with strategic planning, research and evaluation to support continuous improvement of the Texas workforce system. In addition to its responsibilities in state law, the Council functions as the State Workforce Investment Board under the federal Workforce Investment Act of 1998. The Council does not operate programs but works to foster collaboration and a systems perspective among its partners and their programs.

The Texas workforce system delivers programs, services and initiatives administered by eight agencies, local workforce development boards, school districts, community and technical colleges (CTCs), and local adult education providers. The Council's eight partner agencies are: Economic Development and Tourism within the Office of the Governor, Texas Department of Criminal Justice, Texas Education Agency (TEA), Texas Health and Human Services Commission and its Department of Rehabilitative Services (HHSC-DARS), Texas Higher Education Coordinating Board (THECB), Texas Juvenile Justice Department, Texas Veterans Commission (TVC), and Texas Workforce Commission (TWC).

There are 19 members on the Council. The Governor appoints 14 members representing business, organized labor, education, and community-based organizations. The remaining five members are ex officio representatives of the Council's member state agencies.

One of the Council's chief responsibilities is the development of a strategic plan for the Texas workforce system. The current plan, *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 - FY2015) (Advancing Texas)*, was approved by the Council on September 3, 2009 and by the Governor on October 23, 2009. The first update to the plan, incorporating input from all partner agencies, was approved by the Council on March 9, 2012 and by the Governor on May 24, 2012.

Each year, the Council conducts a comprehensive annual system evaluation, and also produces the *Texas Index*, research publications, a system program directory, quarterly newsletters, periodic briefs on successful programs and participants, and various papers and reports on critical and emerging issues.

The Council also produces this annual report, which offers highlights of the Council's work during the past fiscal year (FY).

FY 2012 Activities   For more information see: http://governor.state.tx.us/twic.

Supporting and Facilitating System Improvement under *Advancing Texas*

The strategic planning, research and evaluation functions of the Council have proven instrumental in system improvement throughout the implementation of *Advancing Texas*. Increased collaboration among system partners is a hallmark achievement of the Council. Its impact is demonstrated through initiatives that improve outcomes for workforce customers – employers and the current and future workers of Texas – every one of whom are critical to Texas' economic success. In FY 2012, the Council's work on adult education in Texas exemplifies how collaboration can facilitate system improvement.

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

Data show the current adult education service need is approximately 4 million, with that number expected to double by 2040. Building on work begun under the previous system strategic plan, *Advancing Texas* addresses adult education in two long term objectives that target rapidly growing populations requiring additional skills for workforce-related success: the English language learner population and populations requiring workplace literacy skills for entry-level occupations. System representatives from TEA, TWC, THECB, CTCs, local workforce boards, adult education providers and Council staff collaborated to develop pilot models to implement integrated workforce training.

Since 2010, the Council has produced a series of publications to support these collaborations. In June 2012, the Council published a comprehensive research report regarding adult education and literacy providers in Texas, *Results of the 2012 Research and Survey of Adult Education Providers in Texas*. This report provided a comprehensive list of adult education and literacy providers in Texas from which to estimate the demand for services. In developing the report and surveying providers, the Council collaborated with the state demographer, literacy coalitions and councils. The survey asked providers to respond to questions concerning: types of services offered; numbers served; average student hours completed; locations; and number on waiting list. Surveys were sent to TEA-funded and community based providers; the 50 percent response rate ensured that results were representative of all providers.

Statewide estimates for 2011 surfaced critical facts about adult education programs delivered by TEA-funded and community-based organizations not receiving TEA funding, including:
- 208,930 to 224,689 individuals enrolled or attempted to enroll in adult education.
- 182,384 adult and English language students enrolled in a program.
- 26,546 to 42,305 individuals were on a wait list.
- More than half of TEA funded providers and almost one-third of other providers had a wait list.
- 2,336 sites throughout the state offered adult education, literacy and language programs.

This research was designed to inform system partners, stakeholders, and policy makers with information about who is providing adult education in Texas, to estimate the eligible population as differentiated from the demand for services, and to bring insight into the next round of competitive funding.

The Council, its member agencies and partners, each make unique contributions as partners in the development and implementation of joint initiatives, the sharing of resources, and the development of strategies to promote collaboration. The Council will continue to monitor adult education activities.

Implementing *Advancing Texas*   **FY 2012 Activities**

FY 2012 was the third year of the six-year plan period for *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2011 – FY2012) (Advancing Texas)*. The plan outlines 14 long term objectives and a series of action plans for workforce system partners to ensure effective implementation and outcomes. *Advancing Texas* is available at http://governor.state.tx.us/files/twic/Advancing_Texas.pdf.

The Council's System Integration Technical Advisory Committee (SITAC) fosters collaboration and engages executive-level representatives from the eight partner agencies, a member of the Texas Association of Workforce Boards and a member of the Council's Executive Committee in developing, monitoring and implementing the action plans and reporting to the Council. FY 2012 progress on the action plans highlights the effectiveness of interagency collaboration through SITAC.

Action Plan S2

TEA will decrease high school dropout rates by implementing rigorous Career and Technical Education (CTE) as part of the recommended or advanced high school graduation program. CTE programs demonstrate positive impact toward reducing the dropout rate and increasing the number of career and college ready high school graduates by providing valuable skills training. Texas needs effective integration of academic and CTE options to accelerate such outcomes and support student transition to further education or into the workforce. TEA leads progress on this action plan, with achievements that include:

- Almost 200 rigorous CTE courses, including 18 that meet the graduation requirements for fourth year math and science, have been adopted by the State Board of Education (SBOE).
- Access to professional development for the new Texas Essential Knowledge and Skills (TEKS) is being expanded through Project Share – an online community for secondary educators.
- Policy and process development for dual credit and credit transfer is in progress, including an independent study of the correlation between dual credit and enrollment, persistence and completion of postsecondary education.
- Nine new Early College High Schools were designated in FY 2012, and a total of 62 innovative high schools currently assist historically underrepresented college-going populations achieve a high school diploma and associate's degree or up to 60 hours college credit over four years.

Action Plan C2

TVC will increase employment outcomes for the veteran population. Veterans are a part of the critical pool of potential employees required by Texas employers. Veterans, who possess a wide range of abilities, can contribute significantly to the civilian workforce, with assistance through training, referral and placement services. TVC leads progress on this action plan with achievements that include:

- Regional Veterans Business Representatives were hired to increase awareness and use of TVC employment services, and annual employer awards were implemented to highlight regional partnerships.
- Processes were developed to review and conduct annual trend analyses to evaluate and improve the service delivery model and facilitate the dissemination of best practices to state, regional, and local staff.

Action Plan P5.2

Agency partners will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction. THECB developed an online employer survey system and worked with partners to increase participation. When insufficient survey responses posed a data gap that hindered

the ability to assess whether programs and services adequately meet employer needs, THECB worked with the Council to survey CTCs. Surveys collected information on strategies for determining employer satisfaction and the use of that information in institutional planning processes to improve program delivery. Blinn College and Lone Star College System were selected as models of promising practices and formally recognized by the Council.

FY 2012 Activities	For more information see: http://governor.state.tx.us/twic.

The Council closely monitors progress by system partners and, each year, reports on system achievements and the performance outcomes of Texas' workforce system strategic plan, *Advancing Texas*. Published in December 2011, *Evaluation 2011* was the second comprehensive workforce system report under this strategic plan. It includes performance data for 20 workforce programs, as well as five secondary and postsecondary academic education programs. It documented significant accomplishments of system partners during the year, including progress on the strategic plan's long term objectives. In addition, *Evaluation 2011* provides information on local workforce board and adult education activities, and workforce development programs that focus on welfare to work initiatives.

Evaluation 2012 has been in development since summer 2012. Third year highlights include:

Agency Strategic Plan Alignment – Texas agencies administering workforce programs use the system strategic plan, *Advancing Texas*, when developing their operational plans. Agency plans are required to align with the system plan's long term objectives, included formal performance measures, and demonstrate efforts toward coordination and collaboration. The strategic plans, submitted in June and July, were evaluated and results were reported to the Council. The level of detail provided by the agencies varied; however, all outlined the key actions, strategies, and anticipated outcomes to be achieved during the plan period and addressed all of their required objectives.

Enhancing employment opportunities for English language learners and those populations requiring workplace literacy skills – TEA, THECB and TWC demonstrated increased effectiveness in training these populations by integrating language/literacy with occupational skills acquisition and implementing pilot models that fit within existing funding, program offerings and types of initiatives and that document student/client activities in both the adult education and workforce systems. Pilot results are preliminary, yet promising. The adult education pilots have been extended for an additional year.

Education and training programs to ensure regional workforce skills supply – CTCs are a primary source for training the workforce supply for middle-skill jobs. To ensure Texas programs meet the skill expectations of employers, TWC and THECB are developing a web-based tool that allows regional system partners to assess workforce supply and demand and align education and training programs with occupational skill requirements.

Apprenticeship – The Council's Apprenticeship Project Leadership Team assisted with the implementation of an action plan to demonstrate flexibility and expand the earn while you learn model of traditional apprenticeship programs to address employer demand for skilled workers in middle-skill occupations. The five project partners included representatives from the allied healthcare, information technology, electrical construction, and energy industries. The Comprehensive-National Electrician Solar Training demonstration project partner, Workforce Solutions Capital Area, was awarded the 2012 Workforce Investment Board Excellence Grand Prize at the National Association of Workforce Board's Forum 2012 in part for its work on this project.

Use of Employment Data for Program Improvement – Partner agencies continue efforts to ensure employer satisfaction with system programs and services, as well as to use data to improve services. HHSC-DARS is implementing a custom cloud-based data system, DARSforce, to facilitate positive employment placement practices and improve services. It will incorporate the department's employer survey.

The Council supports system planning and evaluation functions and communicates with system partners through a suite of research products and news updates that are distributed to members, system partners, workforce stakeholders, and are publically available on the website.

Results of the 2012 Research and Survey of Adult Education Providers in Texas report follows *A Primer on Adult Education in Texas* (2010) and the subsequent companion papers. The research contained in this report focuses on the development of a comprehensive list of adult education/literacy providers in Texas and the estimation of the delivery of programs to address the statewide need for adult education. This report supported the work of the Texas Interagency Literacy Council.

Apprenticeship in Texas for the 21st Century is an informational brochure that provides Texas apprenticeship information and resources for those interested in registered apprenticeship. Published biennially by the Council's Apprenticeship and Training Advisory Committee, the brochure promotes the value of a registered apprenticeship program and its four components: on-the-job learning, related instruction, mentoring, and incremental wage increases. It also highlights the number of active apprentices and apprenticeship programs in the state, as well as funding, the number served and trained, and the average wage for the Texas Education Code Chapter 133 programs administered by TWC.

Texas Index is an annual report that provides trend data for a series of indicators that show the state's general workforce, education and economic health. The *Texas Index* is organized in four domains: Training and Education, Research and Development, Market Composition and Characteristics, and Participant Access and Contribution. Thirty-eight indicators illustrate advances and challenges facing the Texas workforce system.

The Council's primary products include the strategic plan for the workforce system, evaluation reports and resource publications, reports on critical emerging issues, and recommendations to the Governor. In addition a series of communication pieces that support the work of workforce system partners are published quarterly.

- *SITAC Quarterly Report* details recent implementation updates and activities by system partners for the Council's SITAC, which oversees implementation of the workforce system strategic plan.

- *Policy News Highlights* offers a quarterly review of selected reports relevant to the policy and research functions of the Council. Through abbreviated summaries of recent publications, the newsletter provides a quick overview of current topics, trends and issues affecting the workforce and the workforce system.

- *Legislative Updates* informs readers about emerging federal legislation and policy related to the Texas workforce system and the Council's partner agencies.

Texas workforce system partners collaborate to better align, leverage and integrate system services to develop a world-class workforce and ensure a higher quality of life for all Texans through educational, employment and economic success. Eight state agencies, local workforce development boards, community and technical colleges, local adult education providers and independent school districts actively contribute to statewide programs and those highlighted in this report.

The Council recognizes the critical and dedicated service of our system partners in delivering programs that prepare Texas' current and future workers to secure competitive and sustainable employment. The table below shows the state agency partners and primary supporting programs that make up the Texas workforce system.

Texas Workforce System - Partners and Programs	

Texas Department of Criminal Justice
• Postsecondary Academic and Technical Education
• Windham School District
  –Secondary Academic Education
  –Secondary Technical Education
 	
Texas Education Agency
• Adult Basic Education and Literacy
• Secondary Schools
  –Academic Education
  –Career and Technical Education
 	
Texas Health and Human Services Commission, Department of Assistive and Rehabilitative Services
• Temporary Assistance for Needy Families
• Rehabilitative Services
• Services for the Blind or Visually Impaired
 	
Texas Higher Education Coordinating Board
• Community and Technical Colleges
  –Academic Education
  –Technical Education
	Texas Juvenile Justice Department
	• Secondary Academic Education
	• Secondary Technical Education
	
	Texas Veterans Commission
	• Veterans Employment and Training
	
	Texas Workforce Commission
	• Apprenticeship Training, Chapter 133
	• Choices Program for TANF Adults
	• Employment Services (Job Matching)
	• Self-Sufficiency Fund
	• Senior Community Service Employment Program
	• Skills Development Fund
	• Supplemental Nutrition Assistance Program Employment and Training
	• Trade Adjustment Assistance/NAFTA
	• Workforce Investment Act, Title I-B, employment and training services
	  –Adult
	  –Dislocated Workers
	  –Youth

The *Program Directory 2012: A Guide to Funding and Programs Related to the Texas Workforce Development System (2012 Directory)* catalogues the many programs comprising the Texas workforce system in one publication. A companion document to the system strategic plan and the annual evaluation report, it details workforce development programs and related academic programs administered by the state's workforce system partner agencies. A concise reference for policymakers and stakeholders, the *Directory 2012* is distributed to system partners and stakeholders, and posted on the Council's website.

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TWIC BRIEFING ITEM
MEMORANDUM

REF: KG.twic.II7.120712

TO   **Council Members**

SUBJECT   Briefing on *Veterans in Texas – A Demographic Study*

Introduction

This memorandum provides highlights from the Council's most recent research report, *Veterans in Texas – A Demographic Study*. This report details the demographic characteristics of the veteran population in Texas. The research can be utilized as a primer to understand the significant issues related to veterans and as a general reference for data about this specific segment of the population.

Background

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

The development of an integrated strategic plan for the workforce system is one of the Council's primary responsibilities. *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*) specifies four target populations that will achieve additional employment outcomes since everyone must be part of the critical pool of potential employees that is and will be required by Texas employers. Veterans are identified as a target population. Through training, referral and placement services, veterans can be reintegrated into the civilian workforce.

Attachment

1. *Veterans in Texas: A Demographic Study*

Discussion

Every year, thousands of service members separate from the military and join the population of civilian veterans. Estimates indicate that 224,450 individuals separated from the military in fiscal year (FY) 2011. Some of the individuals who separated in FY 2011 served long enough to qualify for sufficient military retirement benefits and will not enter the civilian labor force. Other military retirees will begin a second career in the civilian labor force either to supplement their retirement or because they want to continue working. But considering that approximately 80 percent of the service members (178,957 individuals) separating in FY 2011 were 34 years old or younger, a large percentage do not qualify for retirement benefits and will have to seek civilian employment.

The veteran population is a valuable resource for Texas employers and the Texas economy. The data provided in the demographic study is presented to assist policy makers and program planners in the design, and implementation of relevant programs and services.

Veterans in the U.S.

According to estimates from the American Community Survey (ACS), 9.1 percent of the U.S. civilian population 18 years and older (21,458,427 individuals) were veterans in 2011. Veterans also accounted for 7.5 percent of the 18 and older civilian labor force in 2011. Analysis of U.S. data indicates that:

- The veteran population in the U.S. has been declining as the older veterans who served in World War I, World War II, and Korea have died.
- The veteran population is not evenly distributed across the nation. ACS summary data indicate that the South had the largest number of veterans in 2011 and, generally, states with the largest populations also had the largest numbers of veterans.
- In 2011, approximately 55 percent of the veteran population served during the Vietnam, Korean or World War II eras. Approximately 12 percent of veterans served during the Gulf War Era II (September 2001 and later) and 16.5 percent served during the Gulf War Era I (August 1990 through August 2001).

Recent national labor force trends indicate that the unemployment rate for veterans was lower than for nonveterans from 2006 to 2011. However, unemployment rates are generally lower for older individuals and the veteran population is older than the nonveteran population, on average. Unemployment rates are higher for younger veterans. In 2011, the annual unadjusted unemployment rate for Gulf War Era II veterans was 12.1 percent compared to 8.7 percent for nonveterans.

Veterans in Texas

In Texas, 8.5 percent of the civilian population 18 years and older (1,590,364 individuals) were veterans in 2011. In FY 2011, an estimated 19,326 Texas residents separated from the military and approximately half of these separating veterans were 24 years old or younger. Analysis of Texas data indicates several key demographic characteristics of the state's veteran population:

- Similar to the national findings, counties with large populations generally have the largest numbers of veterans. Harris County, the most populous county in the state, is home to 185,793 veterans. The counties with the largest numbers of veterans in 2011 were Harris, Bexar, Tarrant, Dallas, Travis, El Paso, Collin, Denton, Bell, and Williamson.
- Compared to nonveterans, the veteran population tends to be older, more educated, white, and male. However, state data indicate that Texas female veterans comprise a greater percentage of the veteran population for later periods of service.
- The median age of a Texas veteran is 60 years old and the largest number of Texas veterans served during Vietnam.

The prevalence of disabilities is greater among veterans since the veteran population is older than the nonveteran population and the likelihood of developing a disability increases with age. Approximately 27 percent of Texas veterans (430,988 individuals) report having some type of disability compared to 14 percent of the 18 and older nonveteran population. Ambulatory difficulty was the disability most frequently reported by 15.4 percent of the veteran population. Hearing and independent living difficulties were the second and third most frequently reported disabilities. Approximately 19 percent of Texas veterans (309,299 individuals) have a service connected disability rating.

Approximately 55 percent of Texas veterans (878,080 individuals) were labor force participants in 2011 and accounted for 7.1 percent of the state's total workforce. In June 2011, the unemployment rate for Texas was 8.1 percent and 7.2 percent for Texas veterans. However, differences in unemployment exist

within the veteran population. Gulf War Era II Texas veterans had a 13.5 percent unemployment rate in 2011. Analysis of Texas veteran labor force participants indicates that:

- Approximately 59 percent of veteran labor force participants in Texas were employees of private, for-profit companies in 2011.
- The industry that employed the greatest percentages of veteran labor force participants was construction. Approximately seven percent of Texas veteran labor force participants worked in the national security and international affairs industry in 2011. The third largest employer of veterans was the justice, public order, and safety industry.
- Even though salary differences exist within the veteran population based on numerous demographic factors, Texas veteran labor force participants earned an average salary of $52,303 in 2011.

Recommendation

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

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VETERANS IN TEXAS: A DEMOGRAPHIC STUDY

Texas Workforce Investment Council
December 2012

The Mission of the Texas Workforce Investment Council

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

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Introduction

Thousands of service members separate from the military every year and join the population of civilian veterans. Estimates indicate that 224,450 individuals separated from the military in fiscal year (FY) 2011, including 19,326 residents of Texas (U.S. Department of Veterans Affairs, 2010). Since service members generally must serve at least 20 years to qualify for military retirement benefits, some of the individuals who separated in FY2011 will receive sufficient benefits and will not enter the civilian labor force. Other military retirees will begin a second career in the civilian labor force either to supplement their retirement or because they want to continue working. Considering that approximately 80 percent of the service members (178,957 individuals) separating in FY2011 were 34 years old or younger, a large percentage have not served long enough to qualify for retirement benefits and will have to seek civilian employment.

Although veterans are a heterogeneous group and individual characteristics vary within the veteran population, many veterans have received extensive training in the military and possess valuable technical skills, leadership abilities, and the numerous soft skills (such as time management, a team orientation, a strong work ethic, self confidence, and bearing) that are in high demand by employers. These attributes make the veteran population a valuable resource for Texas employers and the Texas economy. The Texas workforce system must ensure that veterans are prepared for employment following their military service and that employers have access to every available skilled worker.

The Texas Workforce Investment Council

The Texas Workforce Investment Council was created in 1993 by the 73rd Texas Legislature. As an advisory body to the Governor and the Legislature, the Council assists with strategic planning for and evaluation of Texas' workforce system. The Council promotes the development of a well-educated, highly skilled workforce for Texas and advocates for a workforce system that provides quality workforce education and training opportunities. The 19-member Council includes representatives from business, labor, education, community-based organizations and the Council's five member state agencies.

Statutory Directive

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

The State Strategic Plan

The development of an integrated strategic plan for the workforce system is one of the Council's primary responsibilities. *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*) specifies four target populations that will achieve increased employment outcomes because everyone must be part of the critical pool of potential employees that is and will be

required by Texas employers. Veterans are identified as a target population. Through training, referral and placement services, veterans can be reintegrated into the civilian workforce.

Scope of Report

Following consultations with the Texas Veterans Commission, the Council prepared this report to detail the demographic characteristics of the veteran population in Texas. This research can be utilized as a primer to understand the significant workforce issues related to veterans and as a general reference for data about this specific segment of the population. In the following section, data issues and limitations are discussed and important concepts are defined. The third section includes national data to provide a general overview of the veteran population in the U.S. and to discuss recent national labor force trends for veterans. The fourth section describes the veteran population in Texas with a focus on disabilities and the characteristics of veteran labor force participants. Finally, major findings are summarized and concluding comments are offered.

Data Limitations, Issues, and Concepts

This study analyzes multiple aspects of the veteran population at both the national and state levels using several data sources. As with all research, the limitations associated with the data sources determine the specific types of analyses that can be conducted. Additionally, this study references and utilizes several technical concepts with specific definitions. This section details the data sources, data issues, and the key concepts related to this research.

Data Sources

The three main data sources used for this research are the 2011 American Community Survey (ACS), the Department of Veterans Affairs Vetpop2007 model, and labor force data from the Bureau of Labor Statistics (BLS). The 2011 ACS is an ongoing, yearly survey that samples a small percentage of the population. The sample respondents are weighted to approximate the demographic characteristics of the entire population. ACS data are available as summary tables (also referred to as pretabulated data) and Public Use Microdata Sample (PUMS) files. The microdata files utilize a smaller sample than the summary tables, but can be used to calculate custom estimates. In this report, summary table data are used for analyses at the national level and microdata are used for analyses at the state level. Minor differences exist between estimates derived from the summary tables and microdata because of the previously discussed sampling differences, and will be noted as necessary.

Vetpop2007 is a model that uses data from the Census, ACS, Defense Manpower Data Center, and the Department of Defense to produce official estimates and projections of the veteran population. For 2000 to 2036, VetPop2007 produces the number of veterans at the state and national levels by age, gender, race, period of service, branch of service, and rank. Estimates and projections are produced at the county level by age and gender.

BLS derives annual and monthly labor force statistics from the Current Population Survey (CPS). The CPS is an ongoing monthly survey administered to a sample of households. CPS data are utilized for various economic statistics such as the national unemployment rate and measures related to employment and income.

Data Issues and Limitations

The specific analyses that can be conducted are limited to the variables that are included in the datasets. Analyses are also limited because estimates are not always available for certain geographies. For example, even though the ACS microdata provide rich demographic data with variables assessing various individual characteristics, data are not available at the county level. Therefore, analyses cannot be conducted for counties. Alternatively, the number of veterans in each county is available through VetPop2007, but no other additional demographic information is provided such as age, sex, or education level.

Unlike the decennial census which is administered to the total population in order to determine accurate counts, the ACS and CPS are based on samples and produce estimates. Vetpop2007 is a mathematical model that utilizes data inputs to produce estimates. Since the three data sources utilize different samples and methodologies, the estimates from each source will be similar but will not exactly match. For example, the number of U.S. veterans in 2011 is estimated to be 21,458,427 by ACS summary tables; 22,234,242 by Vetpop2007; and 21,613,000 by BLS using the CPS. When possible, the ACS estimates will be referenced since a majority of the analyses in this report are based on that dataset.

Concepts

Several important concepts are utilized throughout this report and serve as the basis for many of the analyses. The concepts are conventional and frequently used by BLS and Census. For the sake of clarity and so that the analyses can be replicated, the important concepts referenced in this report are discussed and defined in this section.

In this report, the definition of "veteran" is based on the concept of a civilian veteran utilized by the Census Bureau. A veteran is defined as an individual who once served on active duty in the U.S. armed forces or who was in the Reserves or National Guard and was activated into federal status (for example, during the Persian Gulf War). Individuals currently on active duty are not considered veterans and are not included in these analyses.

Some analyses in this report reference the civilian noninstitutional population. The civilian noninstitutional population is comprised of all individuals 16 years of age and older in the U.S. who are not on active duty in the military and who are not inmates of institutions such as prisons, mental health facilities, or homes for the aged. Several analyses present veterans as a percentage of the population. Because of census data differences and limitations, veterans are presented as a percentage of the 16 and older civilian population in 1980 and 1990 and as a percentage of the 18 and older civilian population in 2000 and 2010. For the purpose of approximating the percentage of the population who are veterans, the results are comparable.

To remain consistent with accepted terminology and measures related to the labor force (such as the unemployment rate), several analyses in this report depend upon or reference the civilian labor force. The civilian labor force is comprised of all noninstitutionalized individuals 16 years old and older who are either employed or unemployed and are not members of the armed forces, students in school, homemakers, retirees, people who cannot work because of health problems, or discouraged job seekers (individuals who want jobs and looked for work in the past year, but abandoned their search believing that no suitable jobs are available). In this report, the individuals who comprise the civilian labor force are also referred to as labor force participants. Several analyses will also reference the 18 and older civilian labor force.

Veterans in the U.S.

According to ACS summary table estimates, 9.1 percent of the U.S. civilian population 18 years and older (21,458,427 individuals) were veterans in 2011. Veterans also accounted for 7.5 percent of the 18 and older civilian labor force in 2011. In this section, a general demographic description of the U.S. veteran population will be provided as a context for a discussion of the veteran population in Texas in the following section.

U.S. Veteran Population Trends

The veteran population in the U.S. has been declining as the older veterans who served in World War I, World War II, and Korea have died. Figure 1 illustrates the number of veterans in the U.S. and the percentage of veterans in the population from 1980 to 2010. In 1980, approximately 17 percent of the 16 and older U.S. population (28,514,544 individuals) were veterans. By 2010, nine percent of the 18 and older population (21,798,077 individuals) were veterans.

Figure 1: Number of U.S. Veterans and Percentage of Population, 1980-2010
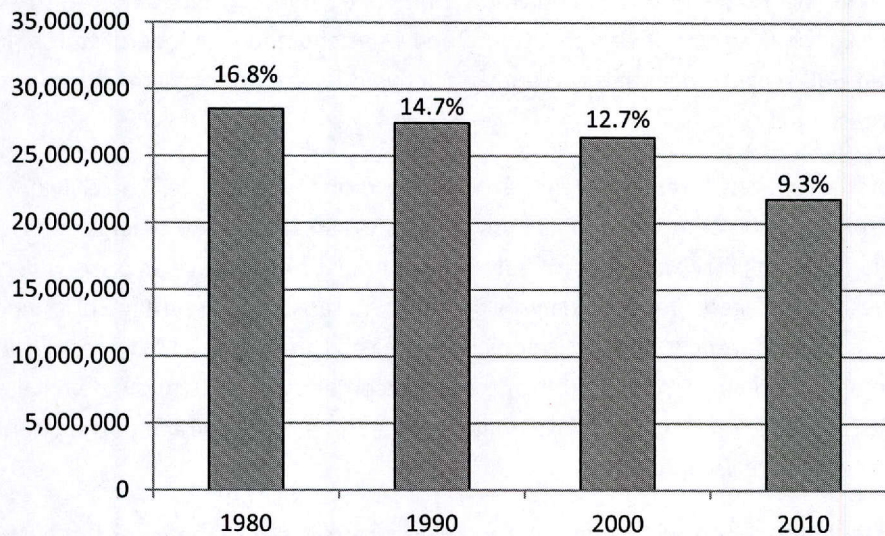
Figure notes: 1980 through 2000 data are from Census, 2010 data are from ACS summary tables as Census data is not available. 1980 and 1990 percentages represent the portion of the 16 and older civilian population that are veterans. 2000 and 2010 percentages represent the portion of the 18 and older civilian population that are veterans.

Regional Patterns

The veteran population is not evenly distributed across the nation. ACS summary data indicate that the South had the largest number of veterans in 2011. The region with the second largest number of veterans was the West followed by the Midwest. The Northeast had the smallest number of veterans.

The regional distribution of veterans can be examined in even more detail by reviewing the veteran population of each state.

Appendix A contains a thematic map that illustrates the veteran population in each state. Table 1 utilizes the same data presented by the map in Appendix A to illustrate the ten states with the largest veteran populations in 2011. Generally, states with the largest populations also had the largest numbers of veterans. States with the smallest populations had the smallest numbers of veterans. Texas had the second largest veteran population of all the states. The states with the fewest numbers of veterans were Vermont, Wyoming, and North Dakota.

Table 1: The Ten States with the Largest Veteran Populations, 2011

State	Veterans	Civilian Population Age 18 and Older	Percentage of Veterans in 18 and Older Population
California	1,910,994	28,292,703	6.8%
Texas	1,593,072	18,617,868	8.6%
Florida	1,571,482	15,012,091	10.5%
Pennsylvania	954,659	9,976,032	9.6%
New York	917,741	15,160,932	6.1%
Ohio	876,163	8,842,889	9.9%
North Carolina	740,470	7,285,172	10.2%
Virginia	734,757	6,137,315	12.0%
Illinois	719,528	9,752,324	7.4%
Georgia	686,591	7,279,776	9.4%

Table notes: 2011 ACS summary table data.

The veteran population can also be expressed as a percentage of the total population of everyone 18 and older to provide an idea of the concentration of veterans in each state. Alaska had the largest percentage of veterans (14 percent) in the 18 and older population, followed by Montana, Maine, and Wyoming (all at 12 percent). New York (six percent), New Jersey (seven percent), and California (seven percent) had the smallest percentage of veterans in the 18 and older population.

Demographic Characteristics of the U.S. Veteran Population

The veteran population of the U.S. differs from the nonveteran population in several demographic characteristics. A greater percentage of veterans were non-Hispanic whites (80.4 percent) compared to nonveterans (65 percent). Gender differences between the veteran and nonveteran populations are also pronounced. Approximately 93 percent of veterans were men in 2011 compared to 44 percent of nonveterans.

The veteran and nonveteran populations also differ regarding educational attainment. Table 2 illustrates that in 2011 a greater percentage of nonveterans 25 and older had less than a high school

diploma or equivalency compared to veterans. Approximately 36 percent of veterans 25 and older had some college or an associate's degree compared to 28 percent of nonveterans.

Table 2: Percentages of U.S. Veterans and Nonveterans 25 and Older by Education Level, 2011

Education Level	Veterans	Nonveterans
Less than high school graduate	7.6%	14.9%
High school graduate (includes equivalency)	29.7%	28.3%
Some college or associate's degree	36.3%	28.1%
Bachelor's degree or higher	26.3%	28.8%
Civilian population 25 years and older	21,128,562	184,719,627

Table notes: 2011 ACS summary table data.

Additionally, the veteran population tends to be older that the nonveteran population. Table 3 illustrates that approximately 67 percent of veterans were 55 and older compared to 30 percent of nonveterans. Only eight percent of veterans were between the ages of 18 and 34 in 2011.

Table 3: Percentages of U.S. Veterans and Nonveterans by Age Categories, 2011

Age Categories	Veterans	Nonveterans
18 to 34 years	8.2%	32.6%
35 to 54 years	25.1%	37.1%
55 to 64 years	23.7%	15.3%
65 to 74 years	20.6%	8.4%
75 years and over	22.4%	6.6%
Total	21,458,427	215,207,347

Table notes: 2011 ACS summary table data.

The age difference between veterans and nonveterans can partially be explained by the time period in which a majority of veterans served in the military. In 2011, approximately 55 percent of the veteran population served during the Vietnam, Korean or World War II eras. Approximately 17 percent served during the Gulf War Era I (August 1990 through August 2001) and 11.6 percent of veterans served during the Gulf War Era II (September 2001 and later). Figure 2, on the following page, illustrates the percentages of veterans that served in each era.

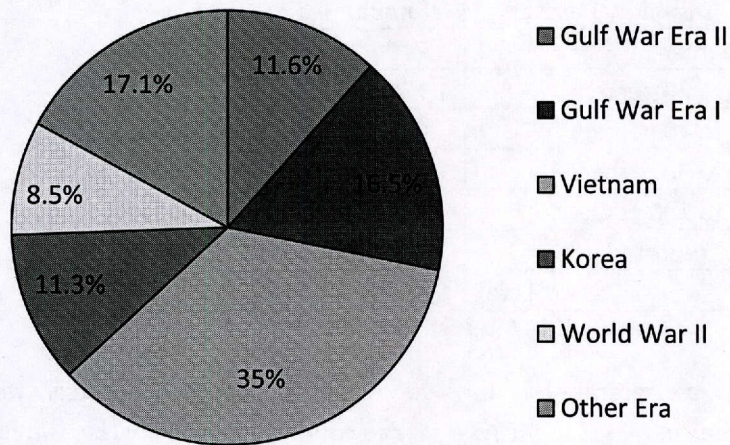**Figure 2: U.S. Veterans' Period of Service, 2011**

Figure notes: 2011 ACS summary table data. Period of service is determined by the most recent era served. Gulf War Era I is from August 1990 to August 2001. Gulf War Era II is from September 2001 to the present.

U.S. Veterans and Disabilities

The issue of disabilities is particularly relevant for the veteran population. On average, the veteran population is older than the nonveteran population and the likelihood of developing a disability increases with age (Texas Workforce Investment Council, 2012). Additionally, because of the rigors associated with military service, numerous veterans have service connected disabilities. Veterans with a service connected injury or illness incurred or aggravated during active military service are assessed and assigned a disability rating. Depending on the severity of the disability rating, veterans may receive disability benefits in the form of monthly compensation.

Of the 21,458,427 veterans in the U.S., 16 percent (3,464,672 individuals) have a service connected disability rating. Approximately 3.8 percent of veterans have a service connected disability rating of 70 percent or higher. Table 4 illustrates the percentages of veterans within the different ranges of disability ratings. Approximately six percent of veterans have a zero percent disability rating. A zero percent disability rating indicates a service related injury that does not impair the veteran, such as a superficial scar. The majority of veterans with a service connected rating (33.4 percent) have a disability rating of 10 or 20 percent. Approximately 23 percent of veterans with a rating have a disability rating of 70 or higher.

Table 4: Percentages of U.S. Veterans with Service Connected Disability Ratings, 2011

Service Connected Disability Rating	Number	Percent
0 percent	218,482	6.3%
10 to 20 percent	1,156,848	33.4%
30 to 40 percent	621,256	17.9%
50 to 60 percent	386,231	11.1%
70 to 100 percent	810,245	23.4%
Not reported	271,610	7.8%
Total	3,464,672	

Table notes: 2011 ACS summary table data.

Twenty-six percent of Gulf War Era II veterans had a service connected disability. Approximately 20 percent (586,000) of Gulf War Era I veterans reported a service connected disability (Bureau of Labor Statistics, 2012). Disabilities will be discussed in more detail in the next session, which focuses on Texas veterans.

Recent National Labor Force Trends for Veterans

Figure 3 illustrates that the unemployment rate for veterans was lower than for nonveterans from 2006 to 2011. However, unemployment rates are generally lower for older individuals and the veteran population is older than the nonveteran population, on average. BLS data indicate that in the first quarter of 2011, the unadjusted unemployment rate was 8.2 percent for individuals 25 years and older and 18.1 percent for individuals age 16 to 24.

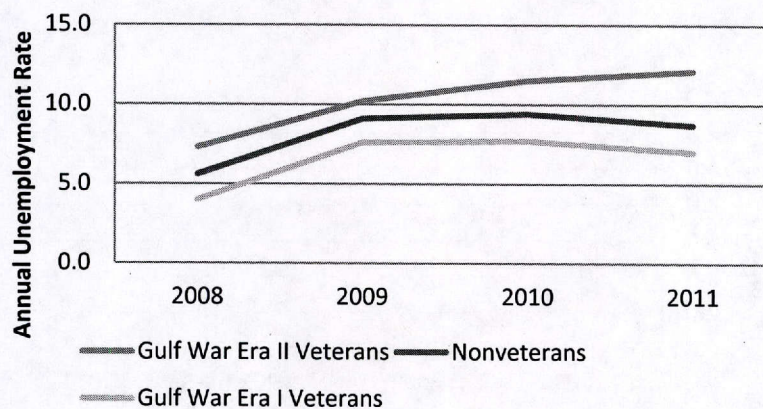**Figure 3: National Unemployment Rates for U.S. Veterans and Nonveterans, 2006-2011**
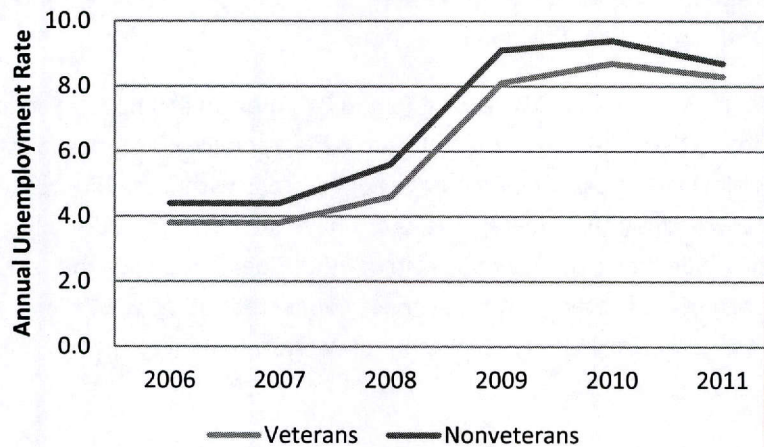
Figure notes: Annual unemployment rates are not seasonally adjusted. The rates are for veterans and nonveterans 18 years and older. Data are from BLS.

Because unemployment differs by age, a closer examination of unemployment rates within the veteran population by age group is warranted. Figure 4 compares the unemployment rates of nonveterans with veterans who served during Gulf War Era II (from September 2001 to the present) and Gulf War Era I (from August 1990 to August 2001). From 2008 to 2011, the unemployment rates of Gulf War Era II veterans have been greater than for nonveterans. This difference between the rates of Gulf War Era II veterans and nonveterans increased from 2009 to 2011. In 2011, the annual unadjusted unemployment rate for Gulf War Era II veterans was 12.1 percent. By August 2012, Gulf War Era II veteran unemployment was 9.8 percent and nonveteran unemployment was 8.9 percent. The unemployment rates of Gulf War Era I veterans have paralleled the rates of nonveterans, but have been lower. In August 2012, Gulf War Era I veteran unemployment was 5.8 percent.

Figure 4: National Unemployment Rates for Gulf War Era I Veterans, Gulf War Era II Veterans and Nonveterans, 2006-2011

Figure notes: Annual unemployment rates are not seasonally adjusted. The rates are for veterans and nonveterans 18 years and older. Gulf War Era I is from August 1990 to August 2001. Gulf War Era II is from September 2001 to the present. Data are from BLS.

Differences in unemployment also exist between genders. On the following page, Figure 5 illustrates that between 2008 and 2011, nonveteran men had higher unemployment rates than nonveteran women. Gulf War Era I female veteran unemployment rates were higher than Gulf War Era I male veteran rates in 2008, but have fallen between 2009 and 2011. Gulf War Era II female veterans had greater unemployment rates than Gulf War Era II male veterans. However, the differences between the male and female Gulf War Era II veteran unemployment rates have been declining since 2009.

Texas Workforce Investment Council

Figure 5: National Unemployment Rates for Men and Women: Nonveterans, Gulf War Era II Veterans, and Gulf War Era I Veterans 2008-2011
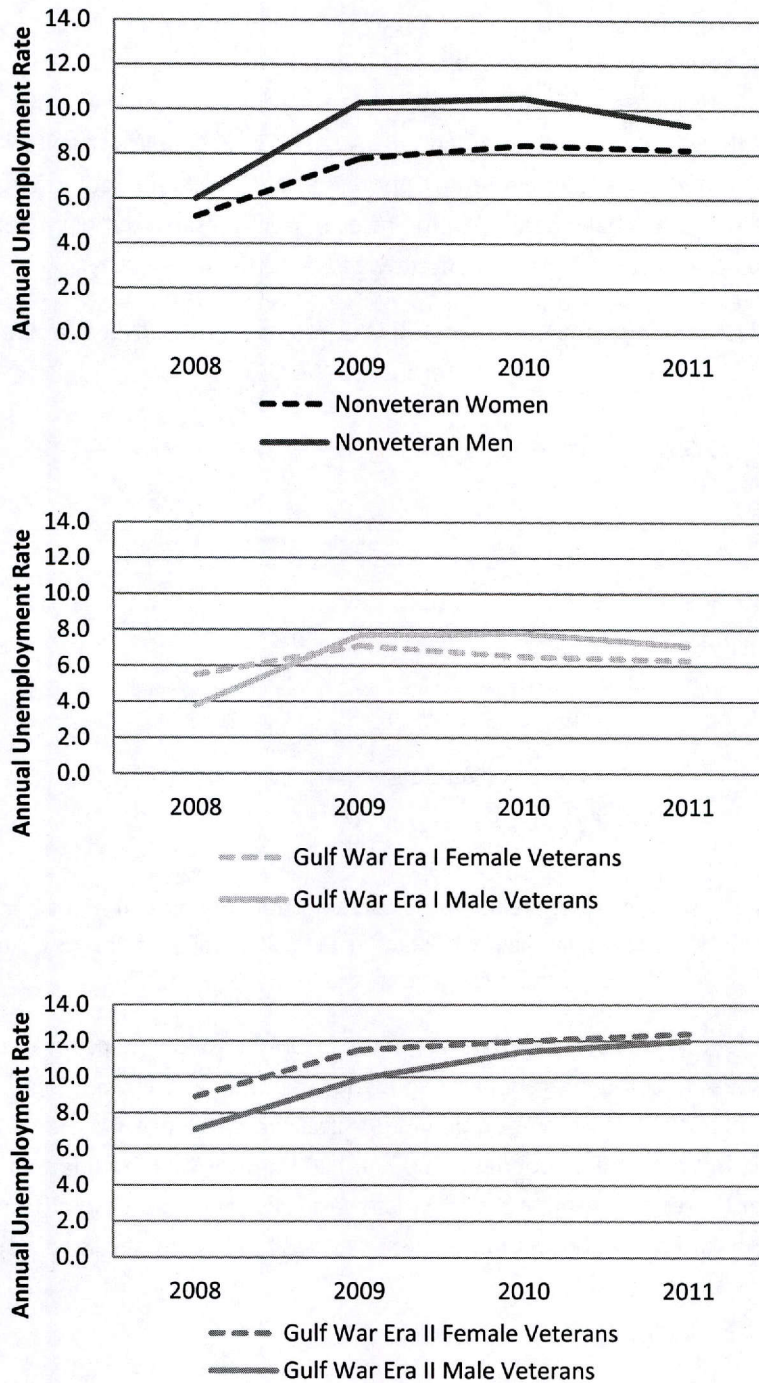

Figure notes: Annual unemployment rates are not seasonally adjusted. The rates are for veterans 18 years and older. Gulf War Era I is from August 1990 to August 2001. Gulf War Era II is from September 2001 to the present. Data are from BLS.

Veterans in Texas

According to ACS microdata estimates, 8.5 percent of the civilian population 18 years and older (1,590,364 individuals)[1] in Texas were veterans in 2011. In FY2011, an estimated 19,326 Texas residents separated from the military and approximately half of these separating veterans were 24 years old or younger (U.S. Department of Veterans Affairs, 2010). In this section, a description of the veteran population in Texas will be provided with a focus on regional distribution, demographic characteristics, prevalence of disabilities, and labor force characteristics.

Texas Veteran Population Trends and Regional Patterns

Figure 6 illustrates the number of veterans in Texas and the percentage of veterans in the population from 1980 to 2010. The number of Texas veterans increased from 1980 to 2000 and then declined in 2010. In 1980, 16.6 percent of the 16 and older population in Texas (1,715,857 individuals) were veterans. The number of veterans in Texas increased from 1990 to 2000. However, because the population of Texas grew rapidly[2], veterans have accounted for a smaller percentage of the population. By 2010, 8.8 percent of the 18 and older population in Texas (1,609,732 individuals) were veterans.

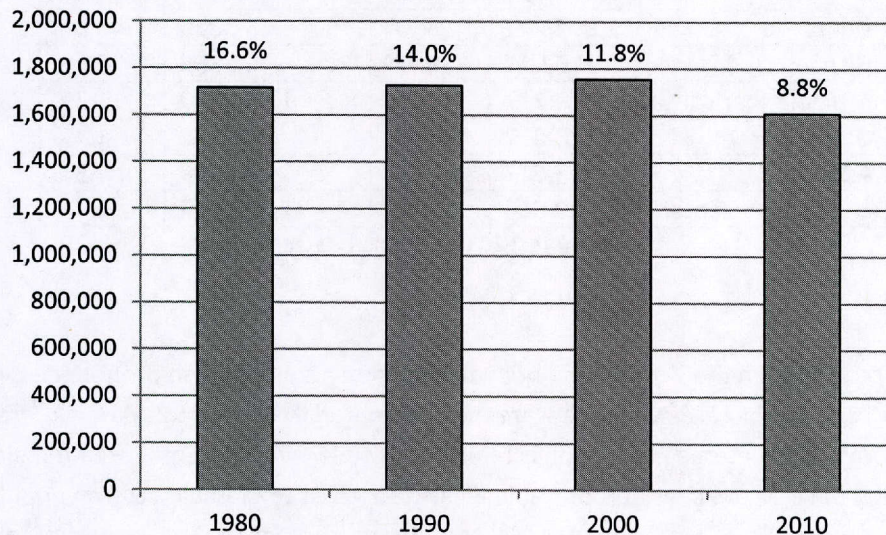**Figure 6: Number of Texas Veterans and Percentage of Population, 1980-2010**

Figure notes: 1980 through 2000 data are from Census and 2010 data are from ACS summary data. 1980 and 1990 percentages represent the portion of the 16 and older civilian population that are veterans. 2000 and 2010 percentages represent the portion of the 18 and older civilian population that are veterans.

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[1] Estimates derived from ACS microdata differ slightly from the estimates presented earlier based on ACS summary tables. Most of the analyses in this section on veterans in Texas are based on ACS microdata.
[2] In 1990 the size of the 16 and older civilian population was 12.3 million and in 2000 the size of the 18 and older civilian population was approximately 14.9 million.

The veteran population of Texas is not evenly distributed across the state. Appendix B contains a thematic map that utilizes VetPop2007 estimates to illustrate the veteran population in each county. Similar to the findings at the national level, counties with large populations generally have the largest numbers of veterans. Harris County, the most populous county in the state, is home to 185,793 veterans. The counties with the largest numbers of veterans in 2011 were Harris, Bexar, Tarrant, Dallas, Travis, El Paso, Collin, Denton, Bell, and Williamson. Over half (51 percent) of the state's veteran population resided in these 10 counties.

Demographic Characteristics of the Texas Veteran Population

The Texas veteran population differs from the nonveteran population of the state in several demographic characteristics. As illustrated in Table 5, a greater percentage of Texas veterans were non-Hispanic whites (68.7 percent) compared to nonveterans (46.8 percent). A greater percentage of Texas veterans were also African American (12.6 percent) compared to nonveterans (11.3 percent). Approximately 16 percent of the Texas veteran population was Hispanic in 2011.

Table 5: Race and Ethnicity of Texas Veterans and Nonveterans, 2011

Race / Ethnicity	Veterans		Nonveterans (18+)	
	Number	Percent	Number	Percent
White	1,092,241	68.7%	8,151,319	46.8%
Hispanic	256,517	16.1%	6,301,569	36.2%
African American	199,777	12.6%	1,961,750	11.3%
Other	28,212	1.8%	248,360	1.4%
Asian	13,617	0.9%	744,969	4.3%
Total	1,590,364		17,407,967	

Table notes: 2011 ACS microdata.

Gender differences between the veteran and nonveteran populations are also pronounced. In 2011, approximately 91 percent of Texas veterans were men compared to 45 percent of nonveterans. Nine percent of the total Texas veteran population is female. However, the percentages of female veterans differ when period of service is considered. Table 6 illustrates that the female veteran population has grown considerably over time. Females comprise a greater percentage of the Texas veteran population for later periods of service, such as Gulf War Era II. Only 3.5 percent of World War II era veterans and 3.7 percent of Vietnam era veterans were female. However, 16.7 percent of Gulf War Era I veterans and 19.6 percent of Gulf War Era II veterans were female in Texas.

Table 6: Percentage of Male and Female Texas Veterans by Period of Service, 2011

Period of Service	Male		Female		Total
	Number	Percent	Number	Percent	Number
Gulf War Era II	194,390	80.4%	47,245	19.6%	241,635
Gulf War Era I	206,495	83.3%	41,383	16.7%	247,878
Vietnam	507,449	96.3%	19,362	3.7%	526,811
Korea	121,110	97.5%	3,066	2.5%	124,176
World War II	87,411	96.5%	3,145	3.5%	90,556
Other	330,776	92.1%	28,532	7.9%	359,308
Total	1,447,631	91.0%	142,733	9.0%	1,590,364

Table notes: 2011 ACS microdata.

The veteran and nonveteran populations in Texas also differ according to education level. Table 7 illustrates that a greater percentage of nonveterans 25 and older had less than a high school diploma compared to veterans in 2011. Approximately 39 percent of veterans 25 and older had some college or an associate's degree compared to 28 percent nonveterans in Texas. A greater percentage of veterans also had a bachelor's degree or higher compared to nonveterans in Texas.

Table 7: Percentages of Texas Veterans and Nonveterans 25 and Older by Education Level, 2011

Education Level	Veterans	Nonveterans
Less than high school graduate	6.7%	20.3%
High school graduate (includes equivalency)	24.6%	25.7%
Some college or associate's degree	39.4%	27.9%
Bachelor's degree or higher	29.3%	26.2%
Civilian population 25 years and over	1,554,126	14,452,375

Table notes: 2011 ACS microdata.

While the Texas veteran population is younger than the U.S. veteran population, it is older than the nonveteran population in the state. The median age of a veteran in Texas is 60 whereas the median age of a nonveteran is 41. Table 8 illustrates that approximately 60 percent of veterans were 55 and older compared to 25.7 percent of nonveterans. Approximately 12 percent of Texas veterans were between the ages of 18 and 34 compared to 35 percent of nonveterans in 2011.

Table 8: Percentages of Texas Veterans and Nonveterans by Age Categories, 2011

Age Categories	Veterans	Nonveterans
18 to 34 years	11.7%	34.8%
35 to 54 years	27.7%	37.3%
55 to 64 years	23.1%	13.6%
65 to 74 years	19.1%	7.1%
75 years and over	18.4%	5.0%
Total	1,590,364	17,407,967

Table notes: 2011 ACS microdata.

An analysis of the time period in which a majority of Texas veterans served in the military partially explains the age difference between veterans and nonveterans. Figure 7 illustrates the percentages of veterans that served in each era. The greater number of Texas veterans from earlier periods of service inflates the average age of the veteran population. In 2011, approximately 47 percent of the veterans in Texas served during the Vietnam, Korean or World War II eras. Approximately 16 percent of Texas veterans served during the Gulf War Era I (August 1990 through August 2001) and 15 percent of Texas veterans served during the Gulf War Era II (September 2001 and later).

Figure 7: Texas Veterans' Period of Service, 2011
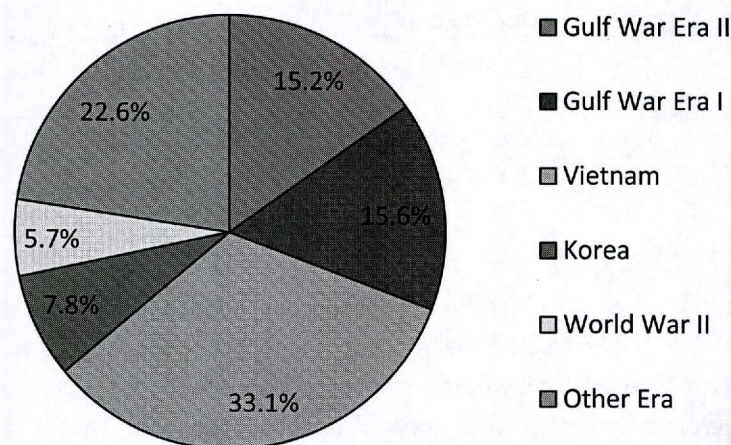
Figure notes: 2011 ACS microdata. Period of service is determined by the most recent era served.

Age differences can also be observed within the veteran population when each period of service is analyzed separately in Table 9. The median ages of Gulf War Era II and Gulf War Era I veterans in Texas are 31 and 41, respectively. The median age of a Vietnam veteran is 64. Texas veterans who served during World War II have a median age of 86: the oldest median age of all service periods.

Table 9: Median Age of Texas Veterans by Period of Service, 2011

Period of Service	Median Age	Total in Each Service Period
Gulf War Era II	31	241,635
Gulf War Era I	41	247,878
Vietnam	64	526,811
Korea	79	124,176
World War II	86	90,556
Other	55	359,308
Total	60	1,590,364

Table notes: 2011 ACS microdata.

Texas Veterans and Disabilities

The prevalence of disabilities within the veteran population is particularly relevant since the veteran population is older than the nonveteran population on average and the likelihood of developing a disability increases with age. Approximately 27 percent of Texas veterans (430,988 individuals) report having some type of disability compared to 14 percent of the 18 and older nonveteran population (2,371,394 individuals). Table 10 details the specific types of disabilities reported by the veteran and nonveteran populations in Texas. The reported disability categories are not mutually exclusive and one individual may be counted in multiple disability categories. Additionally, the disability may not necessarily be the consequence of military service. Ambulatory difficulty was the disability most frequently reported by 15.4 percent of the veteran population. Hearing and independent living difficulties were the second and third most frequently reported disabilities. Cognitive, self-care, and vision difficulties were the fourth, fifth, and sixth most frequently reported. These data underscore the need for any services that address the needs of veterans to include support for disabilities.

Table 10: Percent of Veterans and Nonveterans (18 and Older) Reporting a Disability in Texas, 2011

Reported Disability	Veterans Number	Percent	Nonveterans (18+) Number	Percent
Ambulatory difficulty	244,320	15.4%	1,393,089	8.2%
Hearing difficulty	216,235	13.6%	623,579	3.7%
Independent living difficulty	128,672	8.1%	953,354	5.6%
Cognitive difficulty	121,773	7.7%	874,043	5.1%
Self-care difficulty	82,569	5.2%	570,663	3.4%
Vision difficulty	72,401	4.6%	526,086	3.1%
Total Population	1,590,364		17,034,363	

Table notes: 2011 ACS microdata. Reported disability categories are not mutually exclusive and one individual can report having several disabilities.

Considering that disabilities are associated with increased age and that the median age of veterans differs by period of service, the prevalence of disabilities within the veteran population may vary according to period of service. Table 11 illustrates the reported disabilities of veterans in each period of service. Generally, the percentages of reported disabilities are greater for the earlier periods of service. Almost half of World War II veterans report ambulatory difficulties and 40 percent report hearing difficulty. In comparison, 4.6 percent of Gulf War Era II veterans report ambulatory difficulties and 4.5 percent report hearing difficulty. The biggest exception to this general trend is cognitive difficulty. Cognitive difficulties are reported by a larger percentage of Gulf War Era II veterans than Gulf War Era I veterans even though the median age of the Gulf War Era I group is 10 years older. The difference in reported cognitive difficulties between these two groups is statistically significant indicating that the difference cannot be explained by chance alone.

Table 11: Percent of Veterans Reporting a Disability in Texas by Period of Service, 2011

Reported Disability	Period of Service					
	Gulf War Era II	Gulf War Era I	Vietnam	Korea	World War II	Other
Ambulatory difficulty	4.6%	5.8%	17.1%	28.5%	45.9%	14.3%
Hearing difficulty	4.5%	4.4%	15.2%	26.8%	40.0%	12.4%
Independent living difficulty	2.2%	2.2%	7.6%	17.2%	34.2%	7.1%
Cognitive difficulty	4.5%	3.7%	8.1%	12.1%	21.8%	6.8%
Self-care difficulty	1.1%	1.2%	5.4%	10.9%	20.9%	4.5%
Vision difficulty	1.3%	1.3%	4.7%	9.8%	16.0%	4.1%
Total Veterans	241,635	247,878	526,811	124,176	90,556	359,308

Table notes: 2011 ACS microdata. Reported disability categories are not mutually exclusive and one individual can report having several disabilities.

The greater prevalence of disabilities within the Texas veteran population is an important demographic characteristic of the group. However, the previously presented disability data cannot be directly attributed to military service since the survey question asked respondents to report their current disabilities. A better indicator of disabilities related to military service is the service connected disability rating reported in the ACS microdata. Approximately 19 percent of Texas veterans (309,299 individuals) have a service connected disability rating. Table 12 illustrates the percentage of Texas veterans within the different ranges of disability ratings. Approximately five percent of Texas veterans have a zero percent disability rating. The majority of veterans with a service connected rating (33.2 percent) have a disability rating of 10 or 20 percent. Approximately 25 percent of Texas veterans with a rating have a disability rating of 70 or higher.

Table 12: Percentages of Texas Veterans with Service Connected Disability Ratings, 2011

Service Connected Disability Rating	Number	Percent
0 percent	14,085	4.6%
10 or 20 percent	102,796	33.2%
30 or 40 percent	59,147	19.1%
50 or 60 percent	37,460	12.1%
70 to 100 percent	77,733	25.1%
Not reported	18,078	5.8%
Total	309,299	

Table notes: 2011 ACS microdata.

Service connected disability ratings can also be analyzed by period of service. Table 13 illustrates the percentage of Texas veterans within the different ranges of disability ratings for each period of service. The period of service with the largest number of Texas veterans with any service connected disability rating was Vietnam. The Vietnam era also had the greatest percentage of veterans with service connected disability ratings of 70 percent or higher. Approximately 25 percent of both World War II and Gulf War II era veterans had service connected disability ratings of 70 percent or higher in 2011.

Table 13: Percentages of Texas Veterans with Service Connected Disability Ratings by Period of Service, 2011

Service Connected Disability Rating	Period of Service					
	Gulf War Era II	Gulf War Era I	Vietnam	Korea	World War II	Other
0 percent	3.2%	3.3%	5.0%	7.4%	4.8%	6.9%
10 or 20 percent	24.6%	39.9%	30.1%	42.0%	34.6%	44.5%
30 or 40 percent	23.9%	23.8%	16.8%	14.1%	15.8%	12.1%
50 or 60 percent	18.6%	11.0%	10.8%	7.7%	5.6%	10.1%
70 to 100 percent	25.0%	18.3%	31.5%	21.9%	25.4%	17.1%
Not reported	4.7%	3.7%	5.7%	6.8%	13.9%	9.3%
Total	66,162	64,776	119,299	12,629	11,949	34,484

Table notes: 2011 ACS microdata.

Characteristics of the Veteran Labor Force in Texas

The demographic analyses presented in this subsection focus on Texas veteran labor force participants. Approximately 55 percent of Texas veterans (878,080 individuals) were labor force participants in 2011. These veterans accounted for 7.1 percent of the state's total workforce. Since unemployment rates are

generally lower for older individuals, the unemployment rate for veterans is lower than the state average since the Texas veteran population is older than the nonveteran population in the state. In June 2011, the unemployment rate for Texas was 8.1 percent and 7.2 percent for Texas veterans. However, differences in unemployment do exist within the veteran population. Gulf War Era II Texas veterans had a 13.5 percent unemployment rate in 2011 (U.S. Congress Joint Economic Committee, 2012).

In 2011, the average age of a veteran labor force participant in Texas was 49. As illustrated in Table 14, approximately 43 percent of veteran labor force participants were between the ages of 35 to 54 and 26 percent were between the ages of 55 to 64. Approximately 14 percent of the veteran labor force participants in Texas were 65 or older.

Table 14: Texas Veteran Labor Force Participants by Age Group, 2011

Age Group	Number	Percent
18 to 34 years	154,463	17.6%
35 to 54 years	376,131	42.8%
55 to 64 years	227,878	26.0%
65 to 74 years	93,610	10.7%
75 years and over	25,998	3.0%
Total	878,080	

Table notes: 2011 ACS microdata.

Veteran labor force participants held various jobs in numerous industries throughout Texas. Table 15 illustrates the percentages of veteran labor force participants by general category of work, also referred to as class of worker. Approximately 59 percent of veteran labor force participants in Texas were employees of private, for-profit companies in 2011. Approximately 25 percent were federal, state, or local government employees and 10 percent were self-employed.

Table 15: Class of Worker for Texas Veteran Labor Force Participants, 2011

Class of Worker	Number	Percent
Employee of a private for-profit company	521,339	59.4%
Employee of federal, state, or local government	223,192	25.4%
Self-employed in own business, professional practice, or farm	90,208	10.3%
Employee of a private not-for-profit organization	38,404	4.4%
Unemployed or never worked	4,190	0.5%
Working without pay in family business or farm	747	0.1%
Total	878,080	

Table notes: 2011 ACS microdata.

Table 16 illustrates the 20 Texas industries in which the highest percentages of veteran labor force participants were employed in 2011. These 20 industries employed 50 percent of the veteran labor

force in the state. The industry that employed the greatest percentages of veteran labor force participants was construction. Approximately seven percent of Texas veteran labor force participants worked in the national security and international affairs industry in 2011. The third largest employer of veterans was the justice, public order, and safety industry.

Table 16: Top 20 Industries Employing Texas Veterans, 2011

Industry	Number	Percent
Construction	63,286	7.2%
National security and international affairs	57,524	6.6%
Justice, public order, and safety activities	38,212	4.4%
Elementary and secondary schools	33,662	3.8%
Hospitals	31,973	3.6%
Truck transportation	20,439	2.3%
Architectural, engineering, and related services	19,192	2.2%
Support activities for mining	17,947	2.0%
Colleges and universities, including junior colleges	17,121	1.9%
Computer systems design and related services	16,748	1.9%
Restaurants and other food services	15,173	1.7%
Insurance carriers and related activities	14,540	1.7%
Postal service	14,043	1.6%
Investigation and security services	14,014	1.6%
Department and discount stores	12,529	1.4%
Air transportation	11,516	1.3%
Management, scientific, and technical consulting services	10,949	1.2%
Real estate	10,922	1.2%
Services incidental to transportation	10,545	1.2%
Automobile dealers	9,187	1.0%
Table total	439,522	50.1%

Table notes: Data are from 2011 ACS microdata. Only the top 20 industries are included in this table. The total number of Texas veteran labor force participants was 878,080 in 2011.

Average Salaries of Texas Veteran Labor Force Participants

In 2011, Texas veteran labor force participants earned an average salary of $52,303 (inflation adjusted for 2011). However, salary differences exist within the veteran population based on numerous demographic factors. On average, male veteran labor force participants earned $53,433 whereas females earned $42,810. Salaries also vary depending on level of educational attainment. Table 17 illustrates that veteran labor force participants with a high school diploma or equivalent earned an average yearly salary of $37,766. Average salary generally increases with higher levels of educational

attainment. The highest average yearly salary was earned by veteran labor force participants with a master's degree or higher. Veterans with an educational attainment level below the ninth grade are an unusual group. Since lower salaries tend to be associated with lower levels of educational attainment, the average salary for this group would be expected to be lower. However, the average age of this group is 56 and it is possible that these individuals may be in the top earning ranges of their careers. Additionally, since a very small percentage of veteran labor force participants are in this group, the average yearly salary can be inflated by a relatively small number of large salaries.

Table 17: Average Yearly Salary for Texas Total Veteran Labor Force Participants by Educational Attainment, 2011

Educational Attainment	Percent of Texas Veteran Labor Force Participants	Average Yearly Salary
Less than 9th Grade	0.8%	$36,286
Grade 9 through 12 no diploma	2.0%	$27,299
High school graduate (includes equivalency)	22.9%	$37,766
Some college no degree	33.0%	$42,130
Associates degree	10.3%	$46,885
Bachelors degree	19.7%	$69,876
Masters degree and higher	11.3%	$91,072

Table notes: 2011 ACS microdata.

Concluding Comments

This study has provided a demographic overview of veterans for both the U.S. and Texas. A demographic description of the U.S. veteran population was first presented to provide context for the analysis of Texas veterans. The Texas veteran population was then detailed using ACS microdata with a focus on disabilities and the characteristics of veteran labor force participants.

National data illustrate the decline in the veteran population due to the mortality of older veterans who served in the earlier periods of World War I, World War II, and Korea. Veterans are not evenly distributed throughout the country and states with the largest populations generally have the largest number of veterans. Compared to nonveterans, the veteran population tends to be older, more educated, white, and male. Data also indicate that female veterans, including those in Texas, comprise a greater percentage of the veteran population for later periods of service.

The median age of a Texas veteran is 60 years old and the largest number of Texas veterans served during Vietnam. The prevalence of disabilities is greater among veterans since the veteran population is older than the nonveteran population and the likelihood of developing a disability increases with age. Generally, the unemployment rate for veterans is lower than the state's average; however, age variations exist and the unemployment rate for Gulf War Era II Texas veterans was 13.5 percent in 2011.

Overall, the analyses presented in this study illustrate the diversity of the veteran population according to age, educational attainment, and reported disabilities. As a result, the needs of the 86 year old male World War II veteran who separated from active duty in the late 1940s are different from the needs of the 22 year old female Gulf War Era II veteran who separated this year and going to school for career training.

The veteran population is a valuable resource for Texas employers and the Texas economy. The data provided in the demographic study is presented to assist policy makers and program planners in the design, and implementation of relevant programs and services.

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Bureau of Labor Statistics. (2012). *Employment situation of veterans-2011.* Retrieved October 17, 2012, from http://www.bls.gov/news.release/pdf/vet.pdf

Texas Workforce Investment Council. (2012). *Mature workers in Texas: A demographic study.* Retrieved October 8, 2012, from http://governor.state.tx.us/files/twic/Mature_Workers.pdf

U.S. Congress Joint Economic Committee. (2012). *Economic overview and outlook: Texas.* Retrieved October 31, 2012, from http://www.jec.senate.gov/public//index.cfm?a=Files.Serve&File_id=b3ff1f6e-e4ad-432e-a95f-f3e9a28b004d

U.S. Department of Veterans Affairs. (2010). *Demographics: Veteran population 2007 national and state tables.* Retrieved October 8, 2012, from http://www.va.gov/VETDATA/Demographics/Demographics.asp

Appendix A: Veterans in U.S. by State, 2011

Legend

	29,719 - 128,940
	128,941 - 238,790
	238,791 - 533,608
	533,609 - 954,659
	954,660 - 1,910,994
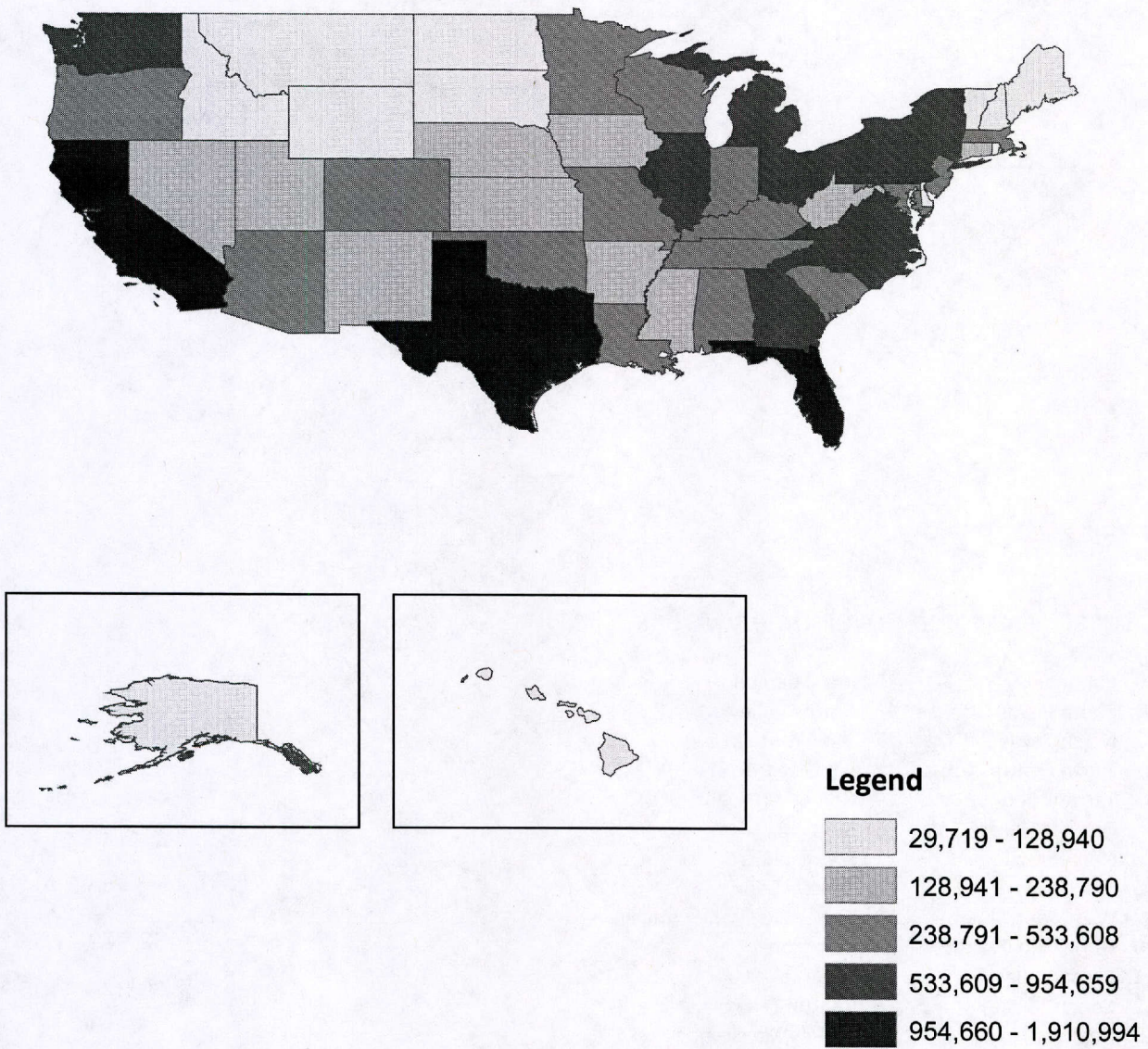
Notes: U.S. Veterans Affairs VetPop2007 projections.

Notes: 2011 ACS summary table data.

Appendix B: Veterans in Texas by County, 2011
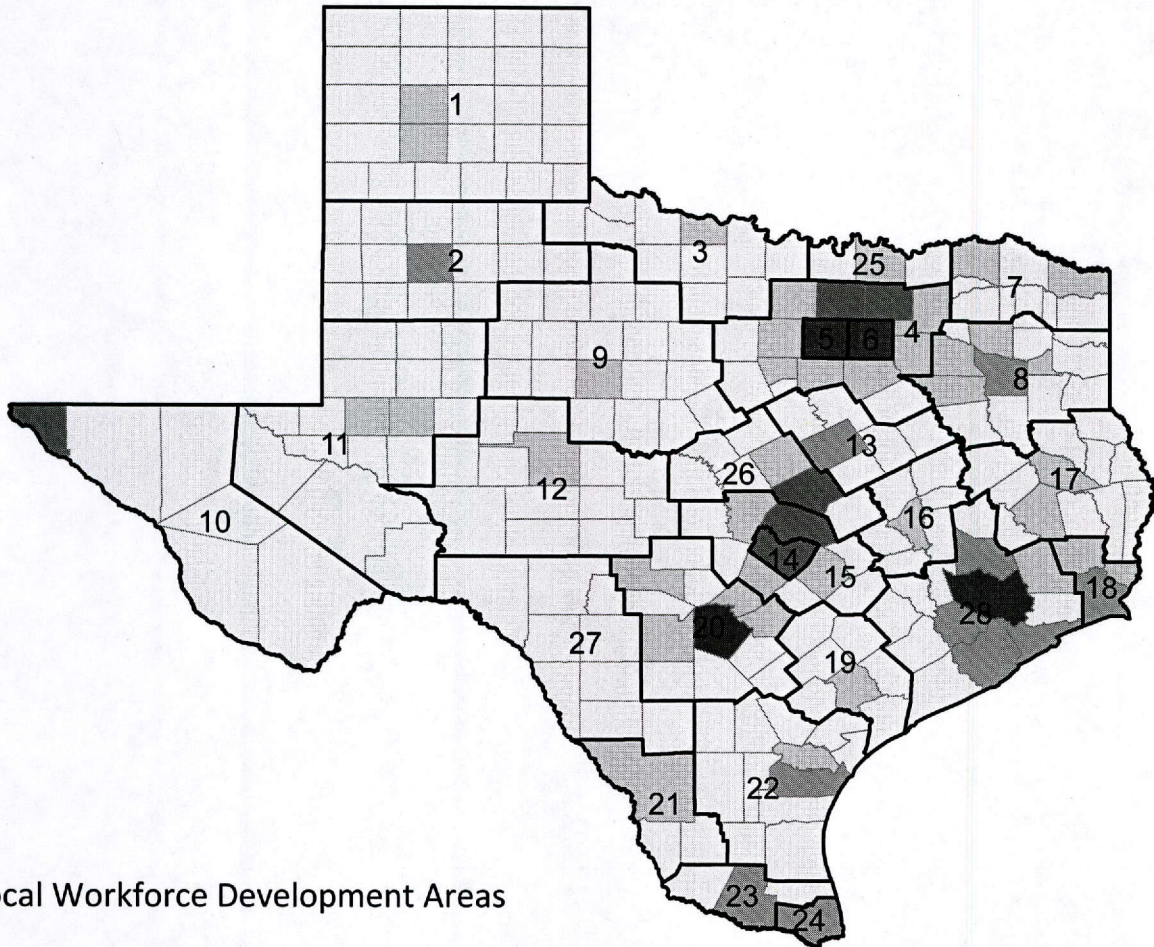
Local Workforce Development Areas

1. Panhandle
2. South Plains
3. North Texas
4. North Central Texas
5. Tarrant County
6. Greater Dallas
7. Northeast Texas
8. East Texas
9. West Central Texas
10. Upper Rio Grande
11. Permian Basin
12. Concho Valley
13. Heart of Texas
14. Capital Area
15. Rural Capital
16. Brazos Valley
17. Deep East Texas
18. Southeast Texas
19. Golden Crescent
20. Alamo
21. South Texas
22. Coastal Bend
23. Lower Rio Grande Valley
24. Cameron
25. Texoma
26. Central Texas
27. Middle Rio Grande
28. Gulf Coast

Legend

- 28 - 4,714
- 4,715 - 14,389
- 14,390 - 32,978
- 32,979 - 60,324
- 60,325 - 185,793
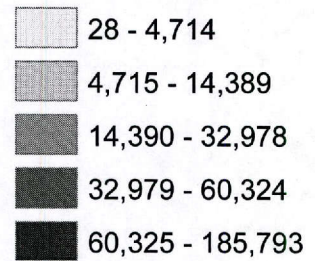
Notes: U.S. Veterans Affairs VetPop2007 projections.

TWIC BRIEFING ITEM
MEMORANDUM

TO   Council Members

SUBJECT .   Briefing on *Advancing Texas*: Career and Technical Education Action Plan
            (Revised)

Introduction

The Texas Workforce Investment Council (Council) approved, and the Governor signed, *Advancing Texas, Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)* in fall 2009. The system plan contains an objective that focuses on the development and dissemination of a best practice model for the provision of information related to career and technical education pathways, as well as career options. This memorandum provides details about an informational guide that describes the best practice model and how the guide will be distributed to schools in Texas.

Background

The Council assumed responsibility for implementing the approved action plans for three of the 14 long term objectives in *Advancing Texas* and delegated responsibility for overseeing two of the three to the Executive Committee. The two objectives related to career and technical education (CTE) and registered apprenticeship call for the development of pilot projects, or models, that can be evaluated and potentially replicated as strategies to meet employer demand for an educated and skilled workforce. This work is consistent with the Council's charge in Texas Government Code §2308.101(8) to encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

Attachments

1. Action Plan S4 (Revised)
2. Outline of CTE Awareness Model Informational Guide

Discussion

To accomplish the CTE objective, the Council prepared the research report, *Research Findings: Raising Awareness of Career Technical Education in Texas Schools* (presented in September 2010), and convened a workgroup to develop a request for applications (RFA) for schools interested in implementing a model of CTE outreach and awareness. The Executive Committee was informed at the June 2012 meeting that, because of funding stream eligibility requirements, staff recommended that the RFA strategy be revised. The Executive Committee directed Council staff to develop an alternative method for packaging and distributing the model. At the September 2012 meeting, the Executive Committee was briefed on the plan to develop an informational guide for dissemination to Texas high schools.

The original CTE objective details the development of a pilot project or model and the release of an RFA. The revised plan for packaging and distributing the best practice model endorsed by the Executive Committee is noted in Attachment 1. The proposed course of action involves the preparation and distribution of an informational guide for schools interested in implementing a best practice model of career and technical education pathways, as well as career information and options. Instead of using the

intended funding to issue an RFA to four schools, the four to six page informational guide will be developed, offered to every public secondary school in Texas, and distributed to interested schools.

The model of CTE awareness and the provision of career information will help students identify their interests and abilities, and clearly define pathways toward achieving long-term goals. The informational guide will also support the implementation of programs of study through *Achieve Texas* and advance career and college readiness aligned to post-secondary attainment and occupational demand in the state.

The guide will include a description of how the model of CTE outreach and awareness was designed by the workgroup using Council research, the program components and implementation standards, and resources that support the activities. A more thorough description of the informational guide is outlined in Attachment 2.

Principals, CTE directors/teachers, and counselors at public high schools in Texas will be contacted through email and informed about the guide. Interested schools will be able to download the guide from the internet. The key steps in disseminating the plan include:

- Sending a message describing the guide, with a link to a webpage, to all public secondary school principals in Texas.

- Sending a message describing the guide, with a link to a webpage, to CTE directors/teachers and school counselors through list serves or message boards maintained by the Texas Education Agency (TEA), the Texas Counseling Association, and the Career and Technical Association of Texas.

- Making the guide available for download by interested schools.

- Sending a follow-up message to principals, CTE directors/teachers, and school counselors encouraging them to consider implementing the model presented in the guide.

- Asking participating schools to provide the Council with feedback regarding implementation and any successes or lessons learned, and to be highlighted in future studies or reports.

Recommendation

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

Action Plan ID: S4	Action Plan Owner: Council	Action Plan – 2012 Update		Updated: 3/8/12	Rev: 1
Action Plan Status: Active	**Long Term Objective**				**Plan Type:**
Key Performance Area: Systems, Operations, Competencies and Integration	By 2013, design and implement a demonstration program targeted to improve perception of career options that career technical education (CTE) programs enable.				
Accountable Participants: Council					**System**
Critical Business Issue: Career and technical education is perceived by many as a less desirable career option.	**Key Performance Measures**				
	• Measures incorporated in Request for Applications, including Customers Served and Graduation Rate.				

Status	No.	Major Tasks/Milestones	Schedule		Dependencies	Tracking Measures, Interim Outputs & Recommended Reporting Schedule
			Start (mm/yy)	Completion (mm/yy)		
✓	1	Design and execute a research study to identify models of best and promising practices for Texas high schools.	12/2009	07/2010		Completed
✓	2	From the study results, determine: • common characteristics that the models share, • elements for replication, • linkages to middle school, and • measures of success (metrics).	08/2010	09/2010		Completed
✓	3	Convene a team to design a model of CTE outreach and awareness that incorporates those characteristics, elements, middle school linkages and metrics (step # 2).	09/2010	12/2010		Completed
	4	**Note: Change of methodology from RFA to informational guide starting at this step.** Publish and distribute an informational guide supporting demonstration of the model of CTE outreach and awareness (Step 3).	09/2012	05/2013		
	5	Reconvene the team for guidance on critical content of informational guide and possible incentives.	09/2012	01/2013		
	6	Identify and collect existing career exploration and detailed career information resources, tools, videos, events, and online sites that support activities in the informational guide.	09/2012	01/2013		
	7	Develop an informational guide for counselors and school administrators and CTE directors/teachers.	09/2012	01/2013		
	8	Develop support materials for implementation of the model.	09/2012	04/2013		
	9	Distribute the informational guide to interested public high schools in Texas.	04/2013	05/2013		
	10	Request feedback from schools regarding implementation, outcomes, and any success stories or lessons learned.	TBD			
	11	Request data from TEA for participating schools to gauge or explore possible outcomes associated with implementing the informational guide.	TBD			

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Outline of CTE Awareness Model Informational Guide

I. Introduction

The Council recognizes the significant role that CTE performs in promoting the development of a well educated, highly skilled workforce in Texas. This guide details a model to implement identified best practices related to the provision of information and support in decision making that enable counselors, students, and parents to understand and value the career options and pathways offered by CTE programs.

II. Creation of the Model of CTE Outreach and Awareness

Using the research study conducted by the Council, *Research Findings: Raising Awareness of Career Technical Education in Texas Schools*, a stakeholder team developed a model of CTE outreach and awareness that incorporates the promising practices identified in the report.

III. Description of the Model

The best practices model provides CTE administrators and educators with a method for bringing promotional materials, interest inventories, parental support, and career counseling together to effectively assist students in discerning their career goals while actively developing their knowledge and skills through secondary CTE programs. The model is a sequential (three year), cohort-based approach to improve the perception of CTE.

IV. The Program Components and Implementation Standards

A. Year One: Introduce students and parents to the options for CTE courses and Programs of Study (POS) offered through their high school.

B. Year Two: Support student decision making and encourage parents to be involved in their student's career goals and decision making that leads to further refinement of the POS and career pathway in support of their career goals.

C. Year Three: Provide a bridge, illustrated for parents, from the POS courses in ninth through eleventh grade to diploma completion in grade 12 – and to complement parental support for the transition into postsecondary education.

V. Resources, Tools, and Online Sites that Support Activities in the Informational Guide

Recommended resources will be listed by year of implementation and separately for students and parents.

IV. Support Materials

Additional resources will be listed with posters, presentations, and handouts that support implementation of the model.

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TWIC BRIEFING ITEM
MEMORANDUM

REF: LLP.twic.II9.120712

TO   Council Members

SUBJECT   Briefing on Local Workforce Development Board Plan Review – Alignment with *Advancing Texas*

Introduction

At its quarterly meeting in March 2013, the Texas Workforce Investment Council (Council) will consider the local workforce development board plans for fiscal years (FY) 2013-2018. This memorandum outlines the process and requirements for approval of the plans.

Background

The Council is charged in both state and federal law with recommending to the Governor approval of local board plans for FY 2013-2018 as required under Title I of the Workforce Investment Act (WIA) of 1998, the Wagner-Peyser Act and other applicable statutes. WIA Title 1, Section 118 requires that each local board develop and submit to the Governor a comprehensive five-year local plan consistent with the WIA state plan. Texas Government Code §2308.304(b) also requires them to develop a local plan that must have goals and objectives that are consistent with statewide goals, objectives and performance standards, which are documented in *Advancing Texas: Strategic Plan for Texas Workforce System (FY2010-FY2015) (Advancing Texas)*.

Per WIA, Section 111, the State Workforce Investment Board (Council) shall assist the Governor in review of local board plans. Under state statute, Texas Government Code, 2308.101(5), the Council is required to review the plans and make recommendations to the Governor for approval.

Board plan modifications are generally required on an annual basis to update information and implement new state and local directions. Modifications for all local boards were last approved in 2009, and in other years alignment with the workforce system strategic plan has been documented through the submission and review of requested information.

Earlier this year, the U.S. Department of Labor (DOL) issued final planning guidance to states, which required the Texas Workforce Commission (TWC) to develop a new WIA Title I state plan. In September, the Council endorsed and the Governor approved the new state plan.

Attachments

1. *WD Letter 25-12, Attachment 1 – Texas Workforce Development Board Planning Guidelines for Fiscal Years 2013-2018 (excerpt)*
2. *WD Letter 25-12, Attachment 2 – Texas Workforce Investment Council Requirements for Board Plans*

Discussion

Planning Process and Timelines

Both state and federal law require the Council to review local board plans and modifications, and make recommendations to the Governor for approval. Planning guidelines issued by TWC outline the requirements that local boards must follow in developing their plans. The guidelines typically include an appendix that specifies the Council's request for information and data, which boards include in their plans to demonstrate alignment with *Advancing Texas*.

Given the continued intent to reauthorize WIA and the DOL's Employment and Training Administration's (DOLETA) revisions to state planning guidance, DOLETA extended all WIA Title I state plans in 2011 and in 2012. In early 2012, DOLETA issued the final planning guidance to states, which required TWC to develop a new WIA Title I state plan for submission to DOLETA by September 17, 2012. In September, the Council endorsed and the Governor approved the new state plan. TWC then extended the local plans through March 2013 to allow time for boards to develop new five-year plans.

The new local board plans will cover the five-year period FY 2013-2018. In September 2012, TWC initiated the planning process with the release of *Texas Workforce Development Board Planning Guidelines for Fiscal Years 2013-2018 (Guidelines)* [WD Letter 25-12, September 7, 2012]. The *Guidelines* provide instruction on the content to be included in the plan, including documentation of alignment with local goals and objectives and the relevant statewide goals and objectives in *Advancing Texas [Attachment 1]*. Attachment 2, prepared by Council staff, outlines the Council's request for information and data to demonstrate alignment. Specifically, the request asks local boards to provide information on:

▸ plan strategies and related performance measures/targets, if applicable, designed to meet the needs and facilitate workforce entry of veterans, Texans with low literacy or poor English language proficiency, and blind or disabled Texans; and

▸ an innovative strategy contained in the plan that includes collaboration with two or more system partners.

Approval Process

As with previous local board plan approvals, a two-step process will be followed by TWC and the Council. Local board plans must be approved as satisfactory by TWC prior to approval by the Council.

▸ TWC (step one) will review local plans for compliance with planning guidelines and requirements.

▸ Council staff (step two) will review each plan to ensure that the local goals and objectives are consistent with the relevant long term objectives in the current state strategic plan, *Advancing Texas*.

Upon approval, the Council will recommend the plans to the Governor for approval.

Recommendation

It is recommended that the Council note the information contained in this memorandum in anticipation of Council consideration at its March 2013 meeting.

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

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

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

Part I – Board's Vision
Board Plans must identify the key issues, challenges, and opportunities that will arise in the next five years and have an impact on the workforce system. In part I, identify the goals and objectives for the workforce area. The plan must specifically address the following:
• Aligning efforts among workforce development partners to achieve accessible, seamless, integrated, and comprehensive service: and
• How programs and activities described in the plan will support *Advancing Texas* and the employment and training needs of youth and adults in the state.

Part II – Economic and Workforce Analysis
In part II, include the following:
• An identification of the workforce needs of businesses, job seekers, and workers in the workforce area and how the local workforce system will address these needs; and
• The identified targeted industries and occupations and those related to the governor's clusters, with the strategies and initiatives the Board will undertake to support them.

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TEXAS WORKFORCE INVESTMENT COUNCIL
REQUIREMENTS FOR BOARD PLANS

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

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

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

PART I
Provide detailed information on plan strategies that are specifically designed to meet the needs of each of the following populations, and to facilitate their entry into the workforce:
- Veterans
- Texans with low literacy or poor English language fluency
- Blind or disabled Texans

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

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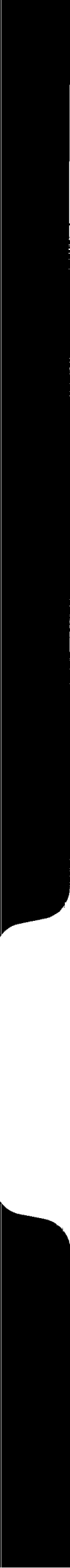
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TWIC PRESENTATION ITEM
MEMORANDUM

TO   **Council Members**

SUBJECT   *Advancing Texas* **Increase Veteran Employment: Texas Veterans Commission and College Credit for Heroes: Texas Higher Education Coordinating Board and Texas Workforce Commission**

Introduction

During the development of *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)*, members and partner agency representatives identified, as a priority, the need for enhanced and more effective programs and services to increase the success of veterans entry into the workforce.

Background

Development of a strategic plan for the workforce system is one of the Council's chief responsibilities. Texas Government Code mandates that the Council develop a single strategic plan to guide partner agencies in their workforce programs and services. Specifically, Texas Government Code §2308.104(f) specifies that "the Council shall include in the strategic plan goals, objectives, and performance measures for the workforce development system that involve programs of all state agencies that administer workforce programs."

Statute requires that the system strategic plan also include an action plan for each objective that identifies responsible entities, tasks and timelines. The current system strategic plan, *Advancing Texas*, was first approved by the Council on September 3, 2009 and by the Governor on October 23, 2009. The 2012 update to the plan was approved by the Council in March 2012 and signed by the Governor on May 24, 2012.

Attachments

1. Increase Veteran Employment Action Plan
2. College Credit for Heroes Brochure

Discussion

Increase Veteran Employment
During development of *Advancing Texas*, it was recognized that everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially veterans. The number of veterans is growing. Those returning from active duty have valuable skill sets but may need assistance transitioning to civilian life. Because the Texas economy has been growing so rapidly, employers need access to every available skilled worker. Therefore, the Texas workforce system must ensure that all potential workforce populations have the skills necessary to be successful in the Texas economy.

The Texas Veterans Commission (TVC) will brief members on the agency's achievements related to the Increase Veteran Employment objective and action plan's major tasks and milestones. As a partner in the Texas workforce system, TVC has two key programs for veterans related to education and employment. Veterans Employment Services (VES) provides superior assistance in matching veterans with civilian careers. TVC partners with the Texas Workforce Commission (TWC) and the network of 28 local workforce development boards to reach the veteran population and assist them through the WorkInTexas.com website. VES consists of Disabled Veterans' Outreach Program, Local Veterans' Employment Representative and Transition Assistance Program personnel.

College Credit for Heroes

The College Credit for Heroes (CCH) program was established in June 2011 by the State of Texas. Senate Bill 1736, authored by Sen. Leticia Van de Putte during the 82nd Texas legislative session, seeks to maximize academic credit awarded by higher education institutions to veterans and military service members. The initiative is supported by Council member agencies – the Texas Workforce Commission and the Texas Higher Education Coordinating Board (THECB). The goal of the initiative is to expedite the entry of veterans and military service members into the workforce through evaluating their experience, education and training obtained during military service for college credit.

Seven community colleges were selected to participate in the College Credit for Heroes program, and formed the Texas Inter-College Council. There is a focus on allied health careers, and the initiative will partner with the Military Education Training Center (METC) in San Antonio to provide current active duty service members with an accelerated degree plan. The colleges include:

- Alamo Colleges, San Antonio - to partner with METC to develop an Associate in Applied Sciences degree in health professions and a Career Mobility Registered Nursing program to enable veterans and service members who were combat medics or corpsmen to become qualified as registered nurses.
- Central Texas College, Killeen - to develop a web-based application and database for veterans and service members to receive additional college credit hours. The initiative will standardize evaluations of military training and experience to ensure that maximum credit hours are awarded across Texas institutions attended.
- Lone Star College System , Greater Houston area - to convene and organize the Texas Inter-College Council on Veterans and to support, test and evaluate the College Credit for Heroes website to ensure the appropriate functioning and award of college credit for service members and veterans.
- Lee College, Baytown - to identify, develop and support methods to maximize college credit and expedite entry into the Texas workforce for veterans and service members using prior learning assessment and credit by examination.
- San Jacinto College, Houston - to develop a comprehensive analysis of allied health offerings at all Texas community colleges, geographical analysis of training gaps, existing and needed transfer credit opportunities, barriers to awarding credit for military training and experience, and external barriers such as certification, licensing or accreditation processes.
- Houston Community College, Houston - to develop and implement an accelerated alternate program for veterans who were trained as surgical technologists but who are not able take the national accrediting exam because they were not trained at an accredited program.
- Temple College, Temple - to develop and implement an accelerated program in emergency medical services for veterans and service members with military medical experience.

Recommendation

It is recommended that the Council note the information contained in this memorandum in anticipation of presentations by TVC, TWC and THECB.

Action Plan ID: C2		Action Plan Owner: TVC		Action Plan – 2012 Update	Updated: 3/8/12	Rev: 1
Action Plan Status: Active		**Long Term Objective**			**Plan Type:**	
Key Performance Area: Customer Outcomes		By 2013, the veteran population will achieve additional employment outcomes.			Partner	
Accountable Participants: TVC						
Critical Business Issue: Everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially target populations. Target populations include veterans. While they often have a wide range of disabilities, with training, referral and placement services they can return to the civilian workforce.		**Key Performance Measures** • Achieve a minimum target for employment rate as approved by LBB. • Achieve a minimum target for employment retention rate as approved by LBB.				

| Status	No.	Major Tasks/Milestones	Schedule		Dependencies	Tracking Measures, Interim Outputs & Recommended Reporting Schedule
			Start (mm/yy)	Completion (mm/yy)		
✓	1	Coordinate with Family Support Centers & ACAP on military installations to provide increased seminars and schedule outgoing military personnel to attend.	08/2009	ongoing	ACAP facilities, Family Support Centers, DOL.	In Progress ▸ Increase number of TAP seminars by a percentage relevant to the exiting number of military personnel. ▸ Review of monthly TAP reports, report outcomes on semi-annual basis.
✓	2	Coordinate with VA and DOD to identify exiting personnel that could benefit from Real Lifelines.	08/2009	ongoing	DOD, DOL, VA.	In Progress ▸ Increase participation in Real Lifelines program. ▸ Reported at the end of 4th quarter.
✓	3	Outreach major corporations to inform them of the benefits of hiring veterans.	08/2009	ongoing	TWC, DOL, LWDBs.	In Progress ▸ Increase employment and training opportunities within the Texas workforce development system. ▸ WISPR, quarterly. ▸ Statewide Business Outreach Coordinator. [November 2009] ▸ Veterans Business Representatives initiative. [July 2011]
✓	4	Make a special benefits website, launch a public service announcement campaign through radio and TVC and perform direct mail outs.	08/2009	09/2010	TVC, TWC, DOL.	Completed ▸ Raise public awareness of the Texas Veterans Commission. ▸ Total number of participants reported quarterly via WISPR.

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COLLEGE CREDIT FOR HEROES
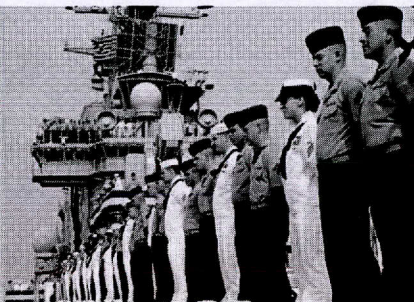
MISSION

The College Credit for Heroes initiative seeks to maximize college credits awarded to veterans and service members for their military experience in order to expedite each individual's transition into the Texas workforce.

The Texas Workforce Commission is committed to honoring veterans and service members by helping them enter the Texas workforce with the recognition of the skills they earned while honorably serving their country.

To help veterans translate their military service skills into college credits and certifications, seven Texas colleges are creating standards for assessing military training that can then be used by any college in the state.

FOR MORE INFORMATION

Contact your
College Credit for Heroes Representative
Phone: 877-463-1777
Email: CollegeCreditHeroes@twc.state.tx.us
www.collegecreditforheroes.org
www.texasworkforce.org/ccfh

TEXAS WORKFORCE COMMISSION
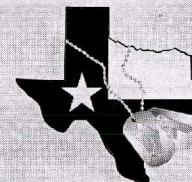
COLLEGE CREDIT FOR HEROES

Helping veterans and service members move from the military to the workforce

# BACKGROUND

Administered by the Texas Workforce Commission (TWC), this workforce development initiative is designed to recognize the exceptional knowledge and skills gained by veterans and service members, award these individuals college credits for their military experience, and accelerate degree, workforce certificate, and licensing programs, allowing them to more easily re-enter the workforce.

"The College Credit for Heroes program will maximize the college credit that can be granted to these heroes for their military training and occupational experience."

– Texas Workforce Commission Chairman
Andres Alcantar

"College Credit for Heroes will ultimately give our returning veterans faster employment opportunities and help meet the workforce needs of Texas."

– Texas Workforce Commissioner Representing Labor Ronny Congleton
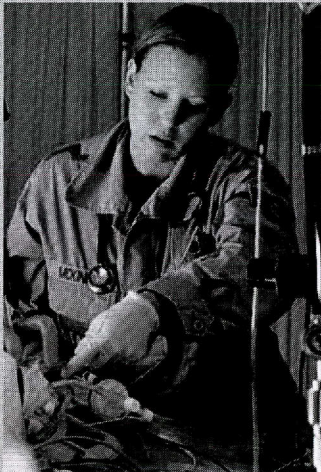
Seven community colleges were selected to participate in the College Credit for Heroes (CCH) program. The colleges are developing models for awarding college credit by evaluating military training, including testing and prior learning assessments, with the goal of implementing a statewide assessment system for other colleges and training providers. There will be an initial focus on allied health careers, and the program will partner with the Military Education and Training Campus in San Antonio to provide current active duty service members with an accelerated degree plan.

IDENTIFY YOUR COLLEGE CREDITS WITH OUR EVALUATION TOOL
WWW.COLLEGECREDITFORHEROES.ORG

You can use the system to:

- Search for recommended college credits that may be awarded for military occupations, military courses, Community College of the Air Force (CCAF) courses and designated nationally recognized examinations (CLEP, DANTES and Excelsior).

- Request an official evaluation of your military experience and training through CCH.

- Request a transcript of awarded credits be sent to a participating Texas college of your choice. The receiving college will review the transcript and determine which credits can be applied to the degree or certificate you wish to pursue. If you attended other colleges, you may be asked to provide official transcripts.

- Communicate with CCH staff; check the status of your evaluation and/or your transcript request; and upload, view and download military evaluation results and related documents.

"These young men and women have answered our country's call under very difficult circumstances and they deserve the best support we can provide to help them make a successful transition to the civilian world."

– Texas Workforce Commissioner Representing Employers Tom Pauken

FOLLOW THESE SIMPLE STEPS TO GET STARTED:

1. Register as a guest for limited access to the CCH portal or register as a user for full access. Use CCH's powerful search functions to receive an immediate estimate of credits based on your military occupation and the service schools you attended.

2. Request an evaluation of military educational experiences. Log in to your account at any time to check the status of your requests.

3. Request an official transcript to be sent to a participating Texas college or another Texas college. Contact your participating college to determine what credits will be accepted toward your program of study.
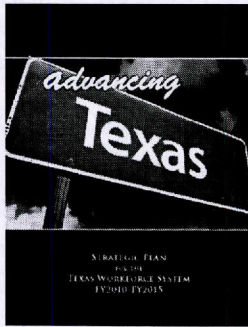
SITAC Quarterly Report

System Integration Technical Advisory Committee
Texas Workforce Investment Council
Quarter Ending September 2012

System Integration Technical Advisory Committee

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

Next Meeting
Thursday, December 6, 2012 – 1:00 p.m.
Teacher Retirement System, Austin

The current plan, *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)* was first approved by Governor Rick Perry on October 23, 2009. It outlines 14 long term objectives (LTOs), grouped by the three key performance areas that address the critical business issues identified during a yearlong collaborative planning process. The first update to the plan, incorporating input from all partner agencies, was approved by the Council on March 9, 2012 and by the Governor on May 24, 2012.

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

Featured Action Plan: Career Technical Education – Increase Student Completion [S2]

Career technical education (CTE) programs provide valuable skills training, and often lessen the risk of students dropping out. Texas needs enhanced and more effective integration of academic and CTE options at both the secondary and postsecondary levels in order to increase graduation rates and assist with the transition to further education or the workforce. Two LTOs focus on this critical issue including **LTO S2** that addresses college and career readiness. The intent is to increase the availability of both academic and rigorous CTE courses to support all students through a range of choices including two- and four-year degrees, apprenticeship and the military.

The Texas Education Agency (TEA) continues to make progress on the action plan's (AP) tasks, including the design, development and adoption of CTE courses to meet recommended or advanced high school program graduation requirements. Over 190 new CTE courses have been developed and adopted by the State Board of Education (SBOE). These are organized around the 16 national career clusters, and include 18 courses that meet graduation requirements for fourth year science and fourth year math, as well as options for English, fine arts and speech.

Message from the Chair

In September, we welcomed our new member from the Texas Veterans Commission, as well as several Council members.

Status reports for several action plans and partner agency initiatives were discussed, and Council staff provided an overview of the 2012 edition of the *Texas Index*.

The Texas Education Agency presented on efforts to increase career technical education courses designed to improve student success in a variety of education and career choices. Overviews of all project updates are included in this issue of the *SITAC Quarterly Report*.

Staff is working closely with system partners on the Council's annual evaluation report. The report will be considered by the Council in December, and will document program performance outcomes as well as partner efforts and progress made toward improving Texas' workforce system this year. Our next SITAC report will include implementation highlights for fiscal year 2012 – the third year of *Advancing Texas'* six-year plan cycle.

Paul Mayer

Advancing Texas and implementation updates available at:
http://governor.state.tx.us/twic/workforce_system/

Required professional development for CTE teachers has been underway since 2010. Initially, training was scheduled and facilitated through the state's Education Service Centers. Work is in progress to make courses available online as a series. The three final content courses will be available in fall 2012 though Project Share – an Internet portal designed to provide professional development resources for teachers across the state and to build professional learning communities where educators can collaborate and participate in online learning opportunities.

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

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

Learning that works for America
CTE
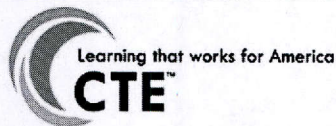
★ *CTE works for higher graduation rates* – The average high school **graduation rate** for students concentrating in **CTE programs is 90.18%** compared to a national graduation rate of 74.9%.

★ *CTE works for America's jobs of tomorrow* – Experts project **47 million job openings** in the decade ending 2018 ... nearly all will require real-world skills that can be mastered through CTE.

★ *CTE works to reduce high school dropout rates* – High-risk students are **8 to 10 times less likely to drop out** in 11th or 12th grades if they are enrolled in a CTE program compared to general education.

★ *CTE works for postsecondary placement* – **70%** of students concentrating in CTE areas **stayed in postsecondary education or transferred** to a four-year degree program ... compared to an overall average state target of 58%.

- National Association of State Directors of Career Technical Education Consortium (www.careertech.org)

TEA is working with the Texas Higher Education Coordinating Board (THECB) to design, develop and coordinate policies and processes related to dual credit courses and credit transfer. Jobs for the Future is conducting a study for the two agencies that assesses the correlation between high school enrollment in dual credit and enrollment, persistence and completion of postsecondary education. The study is scheduled for completion in late October.

The agency continues to develop and deploy early college high schools (ECHS). These innovative high schools are located on or in close proximity to a college campus to allow students in historically underrepresented college-going populations the opportunity to earn a high school diploma and an associate's degree or up to 60 college credits over four years. The designation process is required for all current ECHS, as well as applicants seeking designation. Schools may be provisionally designated, designated or denied and all first-time designations are provisional for at least two years. Nine new ECHSs were designated in fiscal year (FY) 2012 and as of August 2012, there were 62, including five Texas Science, Technology, Engineering and Math (T-STEM) academies.
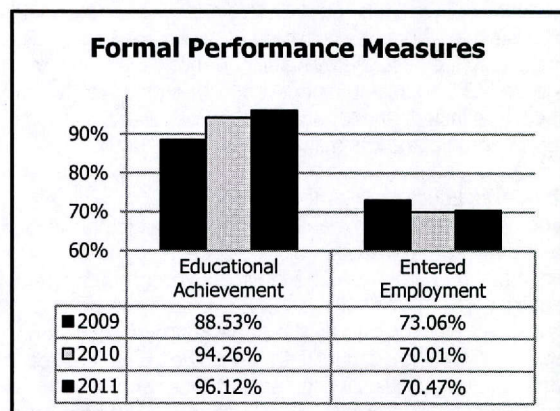
Finally, criteria are being developed for the Campus Distinction Designations for the 21st Century Workforce Development program as required by House Bill 3 (81st Legislature). TEA staff previously drafted a list of stakeholders, a literature review, a list of possible measurement criteria/indicators, and a list of possible award methodologies. Staff are developing plans to request participation on the committee, and have asked Texas Workforce Commission (TWC) staff to recommend workforce stakeholders. Committee meetings are tentatively scheduled to begin this school year, with the intent of publishing standards and award criteria in summer or fall 2013.

Based on TEA data reported in 2011:

★ *Educational Achievement* – Of 135,688 CTE program participants, 130,417 (96.12%) achieved an educational outcome, an increase of 1.86% from 2010 and 7.58% from 2009.

★ *Entered Employment* – Of 135,813 CTE participants, 95,708 (70.47%) entered employment – up slightly (0.46%) from 2010, but down 2.59% from 2009.

★ *Customers Served* – The total number served by Secondary CTE programs rose from 1,012,774 in 2009 to 1,033,875 in 2011, a two-year increase of 2.08%.

Additional TEA data indicates that CTE students who take two or more CTE classes stay in school at a higher rate and outperform the general population on the reading/language arts and math Texas Assessment of Knowledge and Skills (TAKS™). In addition, they graduate at a significantly higher rate than the general population.

Formal Performance Measures

	Educational Achievement	Entered Employment
■2009	88.53%	73.06%
☐2010	94.26%	70.01%
■2011	96.12%	70.47%

Implementation Update: September 2012

Reports for five additional *Advancing Texas'* APs were presented at the September 6, 2012 SITAC meeting. Summaries for each are provided below.

Blind / Disabled Employment

The Health and Human Service Commission's Department of Assistive and Rehabilitative Services (HHSC-DARS) works in partnership with disabled Texans to improve the quality of their lives and to enable their full participation in society. DARS' Division of Blind Services (DBS) and Division of Rehabilitation Services (DRS) have a dual customer focus – striving to meet the needs of employers and individual consumers.

> **Blind / Disabled Employment [C1]** – By 2013, the blind and disabled populations will achieve additional employment outcomes.
> **Owner / Participant: HHSC-DARS**

The blind and disabled, who with focused assistance can achieve enhanced employment outcomes, are one of four populations targeted by *Advancing Texas*. **LTO C1** specifies that DARS will develop system capabilities, including assistance with technologies and services, designed to ensure employment outcomes for workers with disabilities or who are blind or visually impaired.

The Vocational Rehabilitation (VR) program assists the blind and visually impaired, as well as individuals with physical disabilities, prepare for, find and keep jobs. Individualized rehabilitation services may include counseling, training, medical services, assistive devices, job placement assistance and other services. The VR program also partners with businesses to help workers with disabilities keep their jobs and to cultivate new employment opportunities for VR consumers. As part of that effort, the agency offers job placement services and assistance with employment accommodations.

For several years, DARS has been involved in successful, innovative models that have created and facilitated partnerships between business/industry and rehabilitation providers. To build on and replicate these models, a competitive request for proposals was issued, and in 2010, contracts were issued to 10 providers in multiple industries and with various job opportunities. DARS also utilizes an embedded training model when working with medium to large businesses in a variety of industries. This year, DARS continued to monitor the contracts and provide technical assistance while developing a template for fee-based embedded training. The template and accompanying policies went into effect on August 1, 2012. The cost reimbursement contracts have been completed and replaced with ongoing, fee-based arrangements.

Using American Recovery and Reinvestment Act (ARRA) of 2009 funds, the VR initiative was expanded to multiple businesses in the medical, hotel and grocery sectors. Ten of 13 ARRA vendors continued and eight new companies have been added. Of the 18 with activity in FY 2012, all but three have multiple training sites.

The Texas Council for Development Disabilities (TCDD) awarded DRS a five-year, $1.25 million grant (January 2012-December 2016; 10% match requirement). Project partners include South Texas College (STC), The University of Texas Pan American, Workforce Solutions, Access Granted Technology Services, Communication Access Ability Group of South Texas, DBS, and a 12-member Project Advisory Committee from the local disability, business, and education community.

The TCDD grant will assist 50 individuals with severe developmental disabilities in Hidalgo County who are 18 to 35 years old to attend STC with the intent of obtaining a continuing education certificate, vocational certificate or degree and, ultimately, finding employment.   DRS will supplement its VR program with wrap-around services that VR does not currently provide. This includes focused, one-on-one assistance such as educational coaches, individual and family support, and both college and employment readiness. The grant will also support work with local businesses to mentor and support the students, including opportunities for job shadowing and on-the-job-training.

★ ★ ★

English Language Learner (ELL) Employment

To meet the changing demands of Texas' employers, everyone must be part of the critical pool of potential employees. *Advancing Texas* specifies four target populations, including *English language learners*, who constitute a rapidly growing population requiring additional skills for workforce-related success.

LTO C3 requires TEA and TWC to develop new and enhance existing methods, programs and processes for programs targeted at the over 17 ELL population that address both language and occupation skill acquisition. The ELL population is comprised of individuals who have a high school diploma or degree in their native country, but for whom English is not their first language.

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

> **English Language Learner (ELL) Employment [C3]** –
> By 2013, design and implement integrated Adult Basic Education and workforce skills training programs to enhance employment outcomes for the English language learner population.
> **Owner: SITAC**
> **Participants: TEA, THECB, TWC**

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

Performance reporting for the projects began this year, with data to be published in the *Evaluation 2012* report. Other preliminary data includes:

▸ Across the eight projects, 153 of 612 participants (25%) are in the targeted population.

▸ Students are enrolled in vocational English as a Second Language (36%), Certified Nurse Aide (31%), Supply Chain Assistant (11.4%), and Community Health Worker certificate (5.7%) programs.

▸ Of 153 students, 51 completed a program by July 1, 2012. Forty-five graduates (88%) received a local, state, national, or Level 1 certificate.

THECB staff conducts regular meetings and telephone conferences with program coordinators to identify, provide technical assistance and make applicable process modifications. Pilot evaluation, conducted by Texas State University, began in October 2011 and will continue through August 2013. A draft interim report is to be submitted to THECB in October.

★ ★ ★

Competitive Data

Data is required to ensure that system initiatives will be developed and executed to strategically position Texas in the global marketplace. Data must be available to benchmark Texas against other states and countries in the most significant and strategic education, workforce and market outcomes. **LTO P3** calls for continuation of the Council's efforts to produce a data set that allows system stakeholders to ascertain Texas' position relative to key indicators of competitiveness.

Since 2005, the Council has compiled data and published the *Texas Index*. The *Texas Index 2012*, the seventh release of this research report, will be distributed this fall. The report will provide trend data for a series of 38 indicators across four domains or categories: Training and Education; Research and Development; Market Composition and Characteristics; and Participant Access and Contribution. Data in the four domains are based on the important value proposition that skilled and educated people create innovations that result in commercialized products and services. These products are sold in the marketplace, generating economic activity that builds wealth for the state, and subsequently increases the standard of living for Texans.

> **Data Set *(Texas Index)* [P3]** – The Council will produce a data set whereby system stakeholders can ascertain Texas' position relative to key indicators of competitiveness.
> **Owner / Participant: Council**

The report will show a ten-year data trend line from 2002-2011 for most indicators. This will be the first *Index* edition with a full decade of trend data, exhibited as a new standard. In a few cases, ten consecutive years of data are not available for a variety of reasons, e.g.: non-assessment year for testing; methodology change; or preferred source has fewer, more recent years of data available.

Based on data verification and analysis, the *Texas Index 2012* shows some continued effects of the recession as well as indications of recovery. Although Texas fared better than most states, signs of an economy in slow recovery are prevalent in the data over the last reporting cycle. Areas in training and education and market composition thrive, as the majority of indicators in these domains reflect a positive change. Conversely, research and development (R&D) and participant access indicators show little movement indicating that the economy is still recovering from the national recession.

The *Index* data show that Texas is doing comparatively well, and continues to build assets for the future. Texas proficiently attracts business and creates jobs. Although the unemployment rate remained elevated due to natural growth in the workforce and the return of previously discouraged job seekers to those counted among the unemployed, the state's unemployment rate is still one percent lower than the U.S. average.

There is room for improvement in the areas of adult educational attainment, workforce educational achievement, and funding for academic R&D. Despite this, education in Texas continues to improve. The 2012 *Closing the Gaps* progress report showed that Texas added 47,000 students to higher education in fall 2011. The state had nearly 533,000 more students in 2011 than in 2000, shrinking the student gap needed to achieve the 2015 goal of 630,000 students to 16 percent. Additionally, 2011 National Assessment Educational Programs math and science test results show that Texas' eighth grade students' scores were higher than New York, California, and Florida.

★ ★ ★

Employer Satisfaction and Use of Employment Data

Data gaps regarding employers' needs and customer satisfaction hinder the ability to assess whether existing programs and services adequately meet customer requirements. During the previous strategic plan period, several partner agencies increased their efforts to become more familiar with employers' perception of agency services, and to gather information about projected hiring and training needs.

LTOs P5 and P6 incorporated five and three agency projects, respectively, that were continued under *Advancing Texas*. Two agency projects associated with LTO P5 – THECB and Texas Youth Commission – were completed and closed in conjunction with approval of the *2012 Update* to *Advancing Texas*. Performance reporting for the three active projects will begin this year, with data to be published in the *Evaluation 2012* report.

Updates for all active projects were presented at the September meeting.

★ *HHSC-DARS [P5.1, P6.1]* – DARS is working on two employer-related projects under LTOs P5 and P6. An online survey was developed to collect employer feedback for each service or interaction. DRS and DBS use the data to assess employer satisfaction and to identify opportunities for program and service improvements.

> **Employer Needs / Satisfaction [P5]** – Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction.
> **Owner: SITAC**
> **Participants: HHSC-DARS, TVC, TDCJ-Windham**

DARS is also implementing a customized cloud-based site. DARSforce is a data system for business relations and a mechanism to create a link between job-ready consumers and employers. Businesses will be able to view consumer's employment history, skills and educational levels. DARSforce is not a matching web site, but rather a tool to facilitate positive employment practices.

In addition, DARS received a grant from the University of Massachusetts to work on strategic planning related to VR processes and services. The project will assist in ongoing work efforts related to the implementation of the cloud-based site. By next year, DARS plans to incorporate the employer survey within the cloud-based system and will be working with business and workforce partners to help design the portal.

★ *Texas Veterans Commission (TVC) [P5.3, P6.2]* – In late 2009, TVC launched a statewide initiative focused on placing veterans into employment by hiring a dedicated Business Outreach Coordinator. The successful effort was expanded last year, with four Veterans Business Representatives (VBR) strategically located across the state. The VBRs work to establish partnerships with regional employers and to directly market TVC employment services. TVC has developed a tracking matrix, and strategic plans have been developed for each region based on employer needs and available skill sets.

> **Use of Employment Data for Program Improvement [P6]** – Partner agencies will use the employment data/outcomes of their programs to understand and improve those programs.
> **Owner: SITAC**
> **Participants: HHSC-DARS, TVC, TDCJ-Windham**

The agency uses a web-based survey to evaluate employer satisfaction. In addition, staff review data from monthly performance reports provided by TWC and conduct annual trend analyses in order to evaluate service delivery models and make adjustments where appropriate. This year, the trend analysis was used to assess staffing needs and to complete the annual Jobs for Veterans State Grant modification that was submitted to DOL's Veterans' Employment and Training Service for approval. The review and analysis also facilitates communication of best practices to state, regional and local staff and to other stakeholders.

Annual employer awards will be presented at the fall conference. In addition, employers are featured on the agency's website and in their *Journal* publication.

★ *Texas Department of Criminal Justice (TDCJ) – Windham School District (Windham) [P5.5, P6.3]* – In 2011, Windham administered an electronic survey but encountered low response rates and data. This year, Windham planned to conduct the survey in conjunction with TDCJ's Parole Division. This effort was targeted in the Dallas, Houston and San Antonio metro areas and supplemented by onsite surveying at job fairs and through direct employer contacts.

The process will be reassessed at the end of the current cycle. Annual surveys will continue, with data reviewed to determine employer satisfaction and for use in a variety of program planning and management initiatives.

Due to staff reductions, onsite visits to local workforce centers were not completed this year; however, Windham plans to make quarterly contacts with a sample of the local centers in order to evaluate training effectiveness and to obtain information on labor trends. Employer survey data is also used to assess satisfaction with the job knowledge and skills of program participants. In addition, the Career and Technical Education Department developed a two-year training plan for instructors to work with businesses, trade organizations and industry to improve instruction and plans to develop partnerships, modify training, and conduct employment studies.

| **SITAC Members** |
| --- |
| *Chair* |
| Paul Mayer, Executive Committee Member, Texas Workforce Investment Council |
| *Economic Development and Tourism Division* |
| Keith Graf, Director, Aerospace and Aviation |
| *Texas Association of Workforce Boards* |
| David K. Setzer, Executive Director, Workforce Solutions North Central Texas |
| *Texas Department of Criminal Justice* |
| Debbie Roberts, Superintendent, Windham School District |
| *Texas Education Agency* |
| Vangie Stice-Israel, State Director for Career Technical Education |
| *Texas Health and Human Services Commission* |
| Jim Hanophy, Assistant Commissioner, Division for Rehabilitative Services |
| *Texas Higher Education Coordinating Board* |
| Dr. MacGregor Stephenson, Assistant Commissioner for Academic Affairs and Research |
| *Texas Juvenile Justice Department* |
| Amy Lopez, Senior Director of Education Services |
| *Texas Veterans Commission* |
| Stan Kurtz, Operations Manager, Veterans Employment Services |
| *Texas Workforce Commission* |
| Luis Macias, Chief of Staff |

Texas Demographics

The Texas Workforce Investment Council (Council) assists the Governor and the Legislature with strategic planning, research, and evaluation for the Texas workforce system. Understanding the composition of the Texas workforce is an important component of planning and policy development. The Texas workforce is young, growing, and diverse: important advantages in the global market. The following selected data from the 2011 American Community Survey (ACS), U.S. Census Bureau, and the Texas State Data Center illustrate current and projected demographic characteristics of the state.

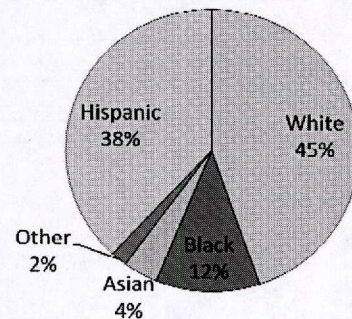## Texas Population Characteristics

According to the 2011 ACS:

- The population of Texas is 25,674,681. Approximately 84 percent of the population is native born and 16 percent is foreign born.
- Texas has a civilian labor force of 12,520,343, the second largest of all the states.
- 49.6 percent of the Texas population (12,741,162) is male and 50.4 percent (12,933,519) is female.
- The median age in Texas is 34 compared to 37, nationally.

Texas Population Pyramid
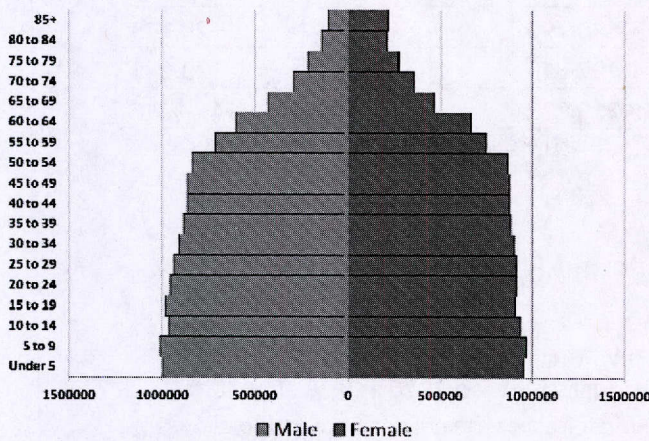
Source: 2011 ACS.

Racial and Ethnic Composition of Texas

Source: 2011 ACS. Rounding affects totals.

Educational Characteristics

- Approximately 81 percent of the population over age 25 in Texas (13,032,164) has at least a high school diploma.
- Approximately eight percent of the population over age five in Texas (1,949,085) speaks English "not well" or "not at all."

Educational Attainment Age 25+
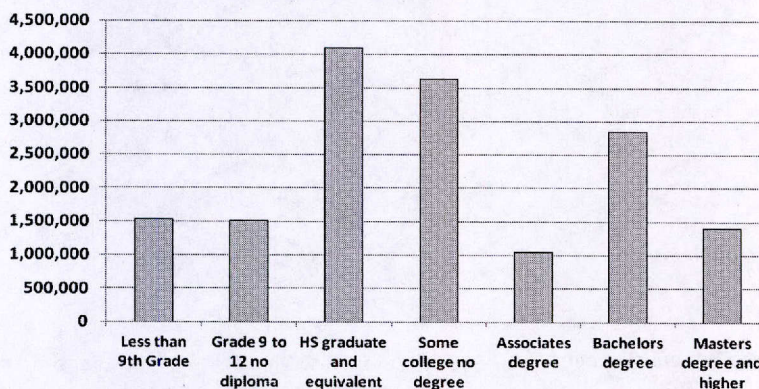
Source: 2011 ACS.

Languages Spoken at Home in Texas and English Speaking Ability (Age Five+)
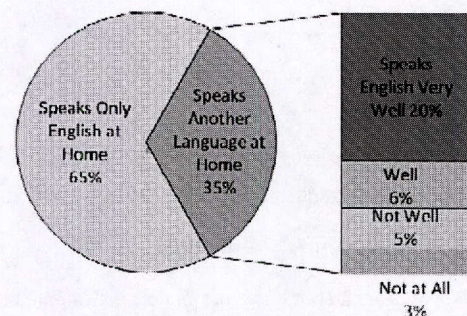
Source: 2011 ACS. Rounding affects totals.

Regional Population Distribution

- During the past decade, urbanized metropolitan areas in Texas have been growing dramatically while many rural counties are experiencing slow growth or are losing population.
- According to U.S. Census Bureau estimates, approximately 71 percent of the state's population lives in the six largest metropolitan statistical areas (MSAs).
- The 10 largest counties in Texas (Harris, Dallas, Tarrant, Bexar, Travis, El Paso, Collin, Hidalgo, Denton, and Fort Bend) contain 58 percent of the state's population.

The Six Largest MSAs in Texas

| MSA Name	2011 Population Estimate	Percent of State's Population	Change from 2010 to 2011
Dallas-Fort Worth-Arlington	6,526,548	25.42%	+154,775
Houston-Sugar Land-Baytown	6,086,538	23.71%	+139,738
San Antonio-New Braunfels	2,194,927	8.55%	+52,419
Austin-Round Rock-San Marcos	1,783,519	6.95%	+67,230
El Paso	820,790	3.20%	+20,143
McAllen-Edinburg-Mission	797,810	3.11%	+23,041
Total	18,210,132	70.94%	+457,346

Source: U.S. Census estimates. The Texas population is 25,674,681. These six MSAs are composed of 37 counties.

Texas Population Trends and Projections

According to the Texas State Data Center:
- Between 2000 and 2010, Texas added more people than any other state: 4,293,741. This is a 20.6 percent increase. The Texas population increased by 529,120 individuals between 2010 and 2011.
- In recent years, in-migration to Texas has accounted for almost half of the state's population growth.
- The projected population in 2040 will be 35,761,165.
- The Hispanic population is projected to grow faster than any other racial / ethnic group in Texas and account for a larger percentage of the overall population in 2040.

Projected Population Growth in Texas by Race / Ethnicity, 2000-2040
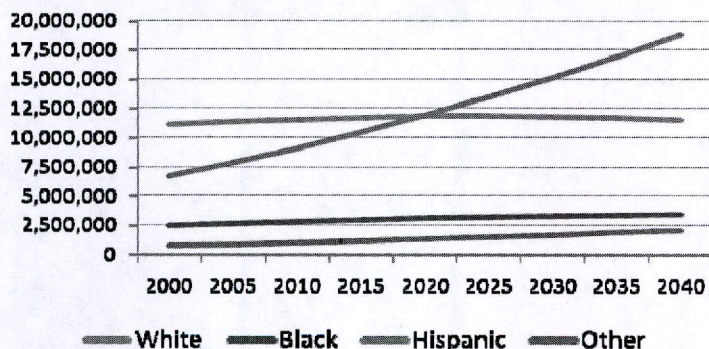
Source: Texas State Data Center projections assuming net migration rates equal to one-half of those of the 1990s (0.5 scenario).

Composition of Texas Population in 2040

Other 6%
White 32%
Hispanic 53%
Black 9%
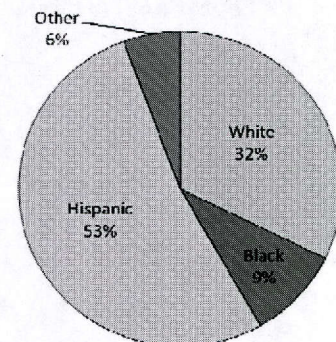
Source: Texas State Data Center. Projections assume 0.5 net migration scenario.

TWIC INFORMATION ITEM
MEMORANDUM

TO   **Council Members**

SUBJECT   **Report on the October 15-16, 2012 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 October 15-16, 2012.

Background

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

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

Highlights from the October 2012 RCT Meeting

RCT Chair, Lori Henning began the meeting with a discussion regarding various priority areas that the RCT will focus on in the coming year. Those priorities included: 1) rural placement services; 2) public perception and marketing efforts; 3) transportation issues for the disabled community; 4) partnerships with workforce entities; 5) training for Certified Rehabilitation Professionals; and 6) transition services.

DRS Update – Jim Hanophy, DRS Assistant Commissioner, provided an update on recent activity. In his update he offered to have a staff member available to provide training to new leadership and members of the RCT at a future meeting. In addition, he noted that DRS is still conducting a self-discovery analysis that is focused on identifying those processes that DRS consistently performs above average. Following that analysis, those processes and procedures will be broken down to see if the agency can identify efficiencies to replicate across the department. He briefly discussed DRS' goal to increase external partner relationships to gain additional program participant outcomes. For example, he expressed a desire to more effectively assist the disabled veteran population and transition services.

DBS Update – Barbara Madrigal, DBS Assistant Commissioner, provided an update on the agency's deaf and blind program. She provided a brief summary of the division, and noted that there had been an increase in the number of customers served and cases closed during the past fiscal year. She then provided a brief legislative appropriations request update in anticipation of the upcoming legislative session. Mike Hooks, Director of the Business Enterprises of Texas, was introduced by Ms. Madrigal to

provide an overview of the Randolph Sheppard program, which assists blind persons to participate in vendor operations.

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

The next RCT meeting is scheduled for January 28-29, 2013 in Austin, Texas.

Recommendation

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

TEXAS WORKFORCE INVESTMENT COUNCIL

Fiscal Year 2013 Expenditure Report
As of November 14, 2012

Description	Budgeted Amount	Expended	Remaining Budget Balance	Percent Expended
Salaries	$ 809,410.36	$ 109,259.86	$ 700,150.50	13%
Professional Fees & Services	4,700.00	-	4,700.00	0%
Supplies	4,000.00	157.45	3,842.55	4%
Rent - Machine & Other	7,510.56	7,510.56	-	100%
Rental of Space	7,800.00	7,800.00	-	100%
Travel - Out of State	7,600.00	-	7,600.00	0%
Travel - In State	34,000.00	4,256.35	29,743.65	13%
Operating Costs	182,768.08	3,302.99	179,465.09	2%
Total	**$ 1,057,789.00**	**$ 132,287.21**	**$ 925,501.79**	**13%**

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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.