

# Texas Workforce Investment Council

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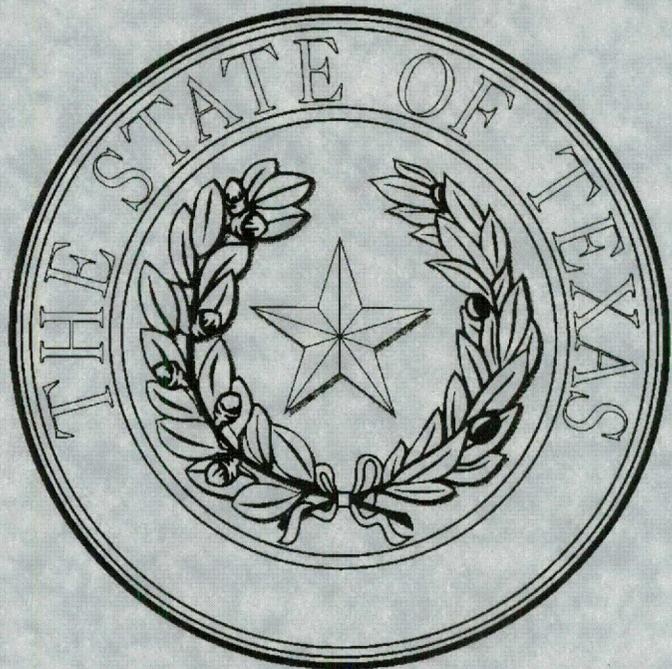
**Greg Abbott**  
Governor

**Dan Patrick**  
Lt. Governor

**Joe Straus**  
Speaker

**Wes Jurey**  
Chair

**Lee Rector**  
Director



Briefing Materials  
June 10, 2016  
Austin Community College  
Highland Business Center  
5930 Middle Fiskville Road  
Room 201  
Austin, Texas 78752

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# Texas Workforce Investment Council

## Members

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

## Representing

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

## *Mission of the Texas Workforce Investment Council*

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

[HTTP://WWW.GOV.TEXAS.GOV/TWIC](http://www.gov.texas.gov/twic)



GOVERNOR GREG ABBOTT

**TEXAS WORKFORCE INVESTMENT COUNCIL**

June 1, 2016

Dear Council Members:

Enclosed please find the June 10, 2016, meeting briefing book.

The Texas Workforce Investment Council (Council) will meet at 8:30 a.m. on Friday, June 10, 2016, at the Austin Community College Highland Business Center located at 5930 Middle Fiskville Road, room 201, in Austin, Texas. On Thursday, June 9, 2016, the Executive Committee will meet at 3:00 p.m. at the Economic Development and Tourism conference room, which is located on the fourth floor at 221 East 11<sup>th</sup> Street.

Overview of Council Meeting Agenda Items and Briefing Book Contents

The Council meeting will begin with a report from the Executive Committee and an update on Wagner-Peyser 7(b) grants. The Council will then consider three actions for approval. The first action considers approval of a modification to the Texas Combined State Plan under the Workforce Innovation and Opportunity Act. This action item may be found on page 5 of the briefing book. The next action, found on page 9, considers approval of the scope for an industry-based certification system initiative. The final action, found on page 35, considers approval of national skill standards for both manufacturing logistics and manufacturing production. The skill standards are available for review on the Texas Skill Standards website; the link to the materials is found on the action item on page 36.

The next several agenda items will include briefings on Council activities, projects, and reports. The first item, found on page 39, will provide information on a new evaluation framework for the Texas workforce system and the new system strategic plan. The next briefing item, found on page 53, will inform members on the approach to undertaking foundational research on work-based learning. The next item, found on page 59, previews an upcoming review of the Council's rules regarding local board designation and redesignation. The briefing on *People with Disabilities: A Texas Profile*, found on page 65, will provide information on an update to a report published by the Council in 2013. The final briefing item, found on page 155, will inform members on a research approach to identify promising practices in leveraging discretionary grant deliverables.

Upcoming Projects and Activities

In the coming months, we will continue to work with our system partners to finalize performance measures and implement agency reporting processes for the Council's annual system evaluation.

I look forward to seeing you in June. In the meantime, I would be happy to answer any questions that you have about the meeting or the agenda. Please do not hesitate to contact me by phone at (512) 936-8102 or by email at [lee.rector@gov.texas.gov](mailto:lee.rector@gov.texas.gov).

Sincerely,

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

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## TEXAS WORKFORCE INVESTMENT COUNCIL

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

### COUNCIL MEETING

June 10, 2016

Wes Jurey, Chair

### ORDER OF AGENDA AND TABLE OF CONTENTS

(8:30 A.M.)

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**TEXAS WORKFORCE INVESTMENT COUNCIL MEETING**

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

**Friday, February 5, 2016  
MINUTES**

**MEMBERS PRESENT**

Wes Jurey (Chair), Sharla Hotchkiss (Vice Chair), Mark Barberena, Michael Berry [designee for Mike Morath], Robert Cross, Bryan Daniel, Mark Dunn, Veronda Durden [designee for Chris Traylor], Thomas Halbouty, Richard Hatfield, Robert Hawkins, Larry Jeffus, Matthew Maxfield, Reagan Miller, Richard Rhodes, Joyce Taylor, and Garry Tomerlin [designee for Raymund Paredes]

**MEMBERS ABSENT**

Carmen Olivas Graham, Paul Jones, Raymund Paredes, Larry Temple, Chris Traylor and Mike Morath

**WELCOME AND ANNOUNCEMENTS**

Chair Wes Jurey called the meeting to order at 8:37 a.m.

Mr. Jurey welcomed the members and guests. He acknowledged several guests in the audience, including Jason Vaden, Interim Director for Workforce Policy at the Texas Workforce Commission (TWC); Dudley Light, Texas State Director, Office of Apprenticeship for the U.S. Department of Labor (DOL); Desi Holmes from the TWC's Workforce and Unemployment Insurance Policy and Program Assistance Division; Gail Hathaway, executive director of the Alamo Workforce Board; B.J. Wagner of Texas State of Mind; and Brian Owens, chief of staff for Ruth Hughs, TWC commissioner representing employers. Mr. Jurey also invited Veronda Durden to comment on the Rehabilitation Council of Texas annual report.

**PUBLIC COMMENT**

No public comment.

**APPROVAL OF MINUTES – ACTION**

Mr. Jurey asked if there were any changes to the December 5, 2015, minutes. Hearing none, he called for a motion. Robert Hawkins recommended approval of the minutes. Thomas Halbouty seconded the motion. The minutes were approved by unanimous voice vote.

**REPORTS, ACTIONS, AND BRIEFINGS**

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

Mr. Jurey reported that the executive committee had met the previous afternoon and was briefed on a number of items. He stated that the Wagner-Peyser 7(b) grants are currently in the final stages of contracting. He noted that Council staff are developing a comprehensive project management approach for workforce system initiatives to support the new system strategic plan with four specific goals. Mr.

Jurey stated that the committee also discussed workforce programs and services relative to un- and underserved populations.

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

Mr. Jurey called on Robert Cross to give his report. Mr. Cross reported that the committee heard updates on the following: the current status of Chapter 133 funding for apprenticeship training programs from Desi Holmes of the Texas Workforce Commission; the federal apprenticeship initiatives from Dudley Light of the U.S. DOL Office of Apprenticeship; the apprenticeship instructor training funded by Chapter 133 from Phillip McEndree of Texas A&M University; and the funding recommendations to the legislature from Duane Hiller of the Texas Higher Education Coordinating Board.

Mr. Cross said that the committee also voted to recommend to the Council approval of fiscal year (FY) 2017 funding formulas for apprenticeship training programs funded under Chapter 133 of the Texas Education Agency code. He stated the recommendation as a motion to the Council for approval.

**Consideration for Approval – Fiscal Year 2017 Apprenticeship Funding Formula Recommendations (Action Item)**

Mr. Jurey stated that Mr. Cross had made a motion that the Council approve the following:

- The contact hour rate for apprenticeship training programs for FY 2017 be set at a rate not to exceed \$4.00 per contact hour.
- Five percent of available funds be used to fund new or established apprenticeship programs that did not receive Chapter 133 funds in FY 2016.
- \$28,000 of the FY 2017 appropriation be set aside for apprenticeship instructor training.

Richard Hatfield seconded the motion. There was no discussion. The motion passed by unanimous voice vote.

**Wagner Peyser 7(b) Update (Oral Report)**

Mr. Jurey called on Ms. Rector to give the Council a brief update. Ms. Rector reminded members of the Council staff's role in coordinating the application and selection process for the Wagner-Peyser 7(b) grants on behalf of the Office of the Governor for recommendation to the Texas Workforce Commission (TWC). She provided a status report from TWC on the 14 approved grant applications, which were in various stages of finalization.

For 2016, Ms. Rector reported that grant funding of approximately \$3.5 million was expected in June or July, with the call for proposals to be released in late April or early May. She said that staff would be constructing a page on the Council's website to post information and the application for the grant.

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

Mr. Jurey called on Ms. Rector to introduce the item. Ms. Rector reminded the Council of the requirements for the combined state plan under the Workforce Innovation and Opportunity Act (WIOA). She also reminded members of the quarterly briefings that they had received over the previous 12 months, and then referred them to the WIOA compendium in the information section of the meeting briefing book. Mr. Jurey then invited Jason Vaden of the TWC to present the item.

Mr. Vaden spoke about the statutory requirements for the combined state plan and the six core programs under WIOA, as well as the two optional programs authorized by the WIOA. He reviewed the structure of the plan and noted that there would be a four-year strategy to implement the plan. Mr. Vaden reported on the public comment process conducted around the state that resulted in minor modifications to the plan.

Mr. Jurey then invited Reagan Miller of the TWC, the lead agency in developing the plan, to comment. Ms. Miller stated that Texas is very well positioned, ahead of the rest of the nation, with regard to the implementation of the plan. Veronda Durden commended TWC and Department of Assistive and Rehabilitative Services staff for their collaboration on the plan.

Mr. Jurey asked for a motion that the Council endorse the Texas Combined State Plan under the WIOA for the period September 1, 2015 through August 31, 2020 and recommend it to the Governor for approval. Sharla Hotchkiss so moved. Mr. Halbouty seconded the motion. There was no discussion. The motion passed unanimously by voice vote.

**Briefing on the Report: Middle-Skill STEM Occupations and Related Industry-Based Certifications (Briefing Item)**

Mr. Jurey called on Council staff Royce Wu to present the item. Mr. Wu began with a brief review of previous research reports to provide context and then explained the process used to identify a list of certifications for middle-skill STEM occupations in Texas. Mr. Wu stated that the process produced a total of just over 1,500 unique certifications. Ms. Rector then reported that the next step will be to cull the list of certifications to those that were appropriate for secondary and postsecondary education or training programs in Texas. She said Council staff would involve the partner agencies in the process to determine the most appropriate certifications.

**Briefing on a Project Management Approach for System Initiatives (Briefing Item)**

Mr. Jurey called on Council staff Kaki Leyens to brief members. Ms. Leyens presented a project management approach to be used to identify, launch, and execute strategic system initiatives during the new system strategic plan period. She reported that the project management approach includes a series of phases and task groups charged to implement an initiative that the Council has endorsed. Ms. Leyens noted that the approach also ensures consistency in the management and performance of initiatives that are in progress.

Mr. Jurey stressed that every member of the Council would be fully involved in providing input to the task groups. He stated that the task groups will be composed of other people with specific expertise and asked the Council to think about potential stakeholders across the state. He summarized each of the phases of the approach and discussed the importance of institutionalizing the work and outcomes of the initiatives.

**Briefing on a Proposed New Evaluation Framework (Briefing Item)**

Mr. Jurey called on Council staff Laura Pittman to present the item. Ms. Pittman began by reviewing the Council's statutory requirements to report on system strategic plan implementation, including an analysis of performance. She reported that the formal and less formal measures approved by the Council and Governor were in development. She reminded members of the four goal areas in the strategic plan and briefly noted the importance of each. Finally, she stated that the Council's annual evaluation report to the Governor and the legislature will be developed based on a balanced scorecard approach. Ms. Pittman noted that the framework for the Council's annual evaluation report to the Governor and the legislature will focus on these scorecards and will also contain additional information and data to address other reporting requirements for which the Council is responsible.

**Briefing on Texas Skill Standards Based Recognized Programs (Briefing Item)**

Mr. Jurey called on Council staff Anne Dorsey to present the item. Ms. Dorsey provided a status update on Texas skill standards based recognized programs, an initiative created to fulfill one of the Council's new statutory charges following the transfer of the duties of the (abolished) Texas Skill Standards Board by the 84<sup>th</sup> Texas Legislature. She described the requirements of community and technical colleges to

receive and renew Texas skill standards based recognition for their workforce education programs. She then gave a progress report on the 2015 applications for program recognition, and for initial renewal and subsequent renewal.

**Briefing on Registered Apprenticeship in Texas (Briefing Item)**

Mr. Jurey called on Ms. Rector to introduce the item. Ms. Rector set the presentation in context by mentioning that there has been a resurgence in apprenticeship recently and by noting the relevance of apprenticeship to the new system strategic initiative of industry-based certifications. Dudley Light of the Office of Apprenticeship, U.S. DOL, and Desi Holmes, TWC, then briefed the Council on the current state of registered apprenticeship in Texas, including its benefits, duration, and diversification into new industries. Discussion followed about the difference between DOL-registered apprenticeships and other job training programs using the same term, and the biggest barriers for employers to participate in registered apprenticeships.

**Amendment to the Approval of the Texas Combined State Plan under the Workforce Innovation and Opportunity Act (Action Item)**

Mr. Jurey announced that he was bringing agenda item II5 up for consideration again, as the motion had lacked sufficient detail to ensure that the action was complete. He then recognized Reagan Miller for a motion on the agenda item. She asked the Council to again consider action on the state plan. She then made a motion that the Council endorse the Texas Combined State Plan under the WIOA for the period September 1, 2015 through August 31, 2020 and recommend it to the Governor for approval, and allow the TWC to make non-substantive and technical edits to the plan if required during final approval.

Mr. Jurey called for a motion. Joyce Taylor so moved and Mr. Cross seconded the motion. There was no discussion. The motion passed unanimously by voice vote.

**ADJOURN**

Mr. Jurey called for a motion to adjourn the meeting. Ms. Taylor moved to adjourn. Larry Jeffus seconded the motion. The motion was approved by unanimous voice vote. The meeting adjourned at 10:20 a.m.



**TWIC ACTION ITEM  
MEMORANDUM**

REF: KM.twic.II3.061016

**TO** Council Members**SUBJECT** Texas Combined State Plan Modification under the Workforce Innovation and Opportunity Act

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**Introduction**

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

**Background**

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

In February 2016, the Council endorsed, and the Governor subsequently approved, the Texas Combined State Plan under WIOA. The plan was then submitted to the U.S. Departments of Labor and Education on April 1, 2016. This plan was based on the draft federal planning requirements issued in an Information Collection Request (ICR) on July 27, 2015.

**Attachment**

1. Changes to the Texas Combined State Plan under the Workforce Innovation and Opportunity Act

**Discussion**

The WIOA state plan modification, which requires the Governor's approval, incorporates required changes in the strategic and operational elements of the plan as well as the Agricultural Outreach Plan. These changes were issued in subsequent ICRs on February 18, 2016.

A summary of the plan's changes may be found in Attachment 1.

**The Planning Process & Requirements**

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

WIOA requires that the Governor submit state plan modifications to the U.S. Department of Labor so that the department may revisit plan strategies, reassess the plan's effectiveness and relevance, and, when needed, adjust strategies to respond to conditions of workforce needs.

The state plan modification is subject to the approval of both the secretary of labor and the secretary of education, after approval by the commissioner of the Rehabilitation Services Administration. The plan is considered to be approved at the end of the 90-day period beginning on the day the plan is submitted, unless the secretary of labor or the secretary of education makes a written determination that the plan is inconsistent with the statute provisions during the 90-day period.

TWC commissioners approved the draft WIOA state plan modification on April 5, 2016, and posted the plan for public comment. Following the 30-day public comment period, the draft plan was again considered by the commissioners for approval and transmittal to the Council. The modified plan can be viewed at <http://www.twc.state.tx.us/files/partners/wioa-combined-state-plan-modifications-twc.pdf> and <http://www.twc.state.tx.us/files/partners/wioa-combined-state-plan-appendix-4-ag-outreach-plan-twc.pdf>.

### **Recommendation**

It is recommended that the Council endorse the modification of the Texas Combined State Plan under WIOA and recommend final approval by the Governor and transmittal to the U.S. Secretary of Labor.

**Changes to the Texas Combined State Plan under the Workforce Innovation and Opportunity Act**

The following key changes were made to the plan:

- Added labor participation rates to the economic and workforce analysis
- Modified the section on assessment of core and one-stop partner programs to include:
  - statements indicating that these assessments would take into account local planning goals; and
  - information regarding how the state will conduct evaluations and research projects on activities under WIOA core programs
- Added content to address the accessibility of the one-stop delivery system for individuals with limited English proficiency
- Added a description of how the state will implement and monitor the service priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient
- Added a description of the state's criteria regarding local area transfer of funds between the adult and dislocated worker programs
- Added a description of the strategies the state will use to achieve improved outcomes for out-of-school youth
- Added an assessment of the agricultural activity in the state
- Added an assessment of the unique needs of farmworkers by summarizing Migrant and Seasonal Farmworker (MSFW) characteristics
- Added the state's proposed strategies for serving MSFWs and agricultural employers
- Added the description of collaborative agreements that TWC has with other MSFW service providers
- Added more material for review and public comment
- Added a data assessment that reviews the previous four-years of Wagner-Peyser data reports on performance

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**TWIC ACTION ITEM  
MEMORANDUM**

REF: KL.twic.II4.061016

**TO Council Members****SUBJECT Project Scope for an Industry-Based Certification System Initiative**

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**Introduction**

The Texas Workforce Investment Council (Council) will consider for approval a project scope for a strategic system initiative to identify and track third-party, industry-based certifications (certifications) in Texas. Upon approval of the initiative, the Council will receive a briefing on the task group that will lead the development and execution of the project work plan, and the Council will have the opportunity to discuss the primary objectives of the initiative with task group members who are present at the meeting.

**Background**

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

The strategic plan for the Texas workforce system covers the fiscal years from September 1, 2015, to August 31, 2023. To achieve the Council's vision of an innovative, world-class Texas workforce system, the Council identified three core competencies, or system imperatives, that must be strengthened across the system. At its February 2016 meeting, the Council endorsed a project management approach to manage a series of strategic system initiatives to support development of these core competencies.

The Council also considered research on two issues identified during development of the strategic plan: the changing demand for middle-skill workers and the increasing demand for industry-based certifications for Texas workers. Members have been informed about the processes by which middle-skill science, technology, engineering, and mathematics (STEM) occupations and third-party, industry-based certifications were identified for Texas in the research that has been conducted on this issue. The Council has previously been briefed on the following outputs from the issue research:

1. *Tracking Industry-Based Certifications: Promising Practices In Capturing Data On The Workforce Supply Of Industry-Certified Workers* (report, June 2015)
2. *Defining Middle-Skill STEM Occupations in Texas* (report, December 2015)
3. A Process Summary—Identifying Industry-Based Certifications for Middle-Skill STEM Occupations in Texas (February 2016)

**Attachments**

1. Project Scope for a Strategic System Initiative: Identifying and Tracking Third-Party, Industry-Based Certifications in Texas
2. Strategic System Initiative Task Group: Identifying and Tracking Third-Party, Industry-Based Certifications in Texas
3. Summary of Findings: Research Related to Third-Party, Industry-Based Certifications

#### 4. Presentation: Third-Party, Industry-Based Certifications for Middle-Skill Science, Technology, Engineering, and Mathematics (STEM) Occupations in Texas

##### **Discussion**

The Texas workforce system is defined by well-established partnerships; expertise in program integration; and a strong understanding of the needs of a diverse portfolio of regional capabilities, industries, and workers, particularly special populations of workers. The system comprises 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 a wide range of programs and services that provide education, workforce education, and workforce training.

The new workforce system strategic plan envisions an elevated level of system integration to advance three core competencies, or system imperatives, through strategic system-level initiatives. These core competencies include customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation, which must be embedded in all elements of the system to develop the workforce system capacity to respond to changing market conditions and the needs of workforce system customers.

The first strategic system initiative addresses all three core competencies. The initiative is aligned to the employer-related system strategy to use certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements in order to expand licensure and industry certification in the state.

##### Project Management Approach

The Council has endorsed a project management approach to manage a variety of strategic initiatives through a series of phases. This approach provides the Council with the flexibility to introduce new initiatives or adapt, merge, and scale promising practices into system initiatives over the course of the strategic plan period. It provides additional flexibility in the initiation, scheduling, and management within each phase of any system initiative based on partner agencies activities, resources, and other factors that could influence implementation. Furthermore, this approach brings the system integration functions directly under the purview of the Council. It is designed to allow the Council greater collaboration with system partners and guidance during implementation of the initiative.

The project management approach emphasizes preparation and planning from research-based concept development to collaborative implementation planning with agency partners to manage the execution of an initiative. It is structured around the following six phases in the life cycle of a system initiative:

- Research – an environmental system scan of workforce development research and promising practices followed by issue-based research, where necessary, to educate Council members and inform a preliminary concept document for a strategic system initiative
- Initiate and Launch – a task group is given the charge by the Council to lead the development and manage the execution of the initiative based upon the approved scope and objectives
- Proof of Concept – a gap analysis of agency partner resources and capabilities relative to the identified system requirements, this is a discovery phase for preparing to plan the implementation
- Plan – a detailed project work plan clearly defines the work requirements for each agency partner through specific deliverables that achieve the objectives of the initiative
- Execute and Monitor – management of the detailed work activity to ensure that project deliverables are on schedule and achieving the intended results supported by collaboration among the agency partners through the task group

- Institutionalize – integration and alignment of system requirements of the initiative into the activities of agency partners

### Strategic System Initiative Concept

Identified as Phase 0 in the Council's approach to managing strategic initiatives, the Council continually conducts an environmental system scan of workforce development research and promising practices. Issue-based research is conducted to validate relevant findings from the system scan and further explore opportunities for system improvement. During this phase, members of the Council are educated and informed about approaches to the research and key findings. Where appropriate, the Council may use the outcomes of research to inform the development of a concept for a system initiative.

The current workforce landscape in Texas points to the growing role that industry-based certifications can play in improving workforce outcomes. Projected job growth in middle-skill STEM occupations in Texas suggests that students who enter education and workforce training programs that result in a marketable credential, such as certification or licensure, may experience stronger employment and career outcomes. System partners will work in collaboration throughout this initiative, which is anticipated to proceed in two distinct project cycles: 1) identify the third-party, industry-based certifications that are most in demand in Texas and 2) develop a system to track the supply of workers with this credential.

Reports referenced in attachments 3 and 4 are definitional in nature. The reports define third-party, industry-based certifications; define and identify middle-skill STEM occupations; and link those occupations with associated certifications. Before work can begin to develop a tracking system for industry-based certifications, the state must identify those certifications that are of primary interest to employers in Texas. The list of some 1,500 certifications, identified in the research, must be refined and reduced through a validation process that will be developed by a task group.

### Task Groups

Task groups provide the strategic focus, operational insight, and leadership to develop a detailed, operational work plan to complete the deliverables required to effectively implement the initiative that the Council has endorsed. Composed of both agency and external members, the makeup of each task group can be tailored to the specific system initiative, and the group can receive feedback from the Council. System initiative task groups will make periodic presentations to the Council for discussion and feedback or for approval and leadership where appropriate. The task group that will develop a process to identify and track certifications has been determined to require the following critical competencies:

1. Process-orientation and process design
2. Data analysis and synthesis
3. Survey design and administration

Given the work that has been done to date and the current level of activity within the workforce system associated with certification, Council staff met with an interagency planning group in order to determine the most appropriate representatives that might bring these competencies to the task group. This interim step will allow the Council to advance the initiative into the planning phase. Representatives on the interagency planning group included the following:

- Clint Carpenter, Superintendent, Windham School District, Texas Department of Criminal Justice
- Amy Lopez, Division Director, Windham School District, Texas Department of Criminal Justice
- Connie Simon, Educational Reentry Programs and Support, Texas Juvenile Justice Department

- Rex Peebles, Deputy Commissioner, Academic Quality and Workforce, Texas Higher Education Coordinating Board
- Garry Tomerlin, Deputy Assistant Commissioner, Workforce, Texas Higher Education Coordinating Board
- Donna Carlin, Assistant Director, Workforce Quality, Texas Higher Education Coordinating Board
- Lizzette Reynolds, Special Projects, Texas Education Agency
- Monica Martinez, Associate Commissioner, Standards and Programs, Texas Education Agency
- Diane Salazar, State Director, Career and Technical Education, Texas Education Agency
- Stan Kurtz, Director, Veterans Employment Services, Texas Veterans Commission
- Tim Shatto, Operations Manager, Veterans Employment Services, Texas Veterans Commission
- Reagan Miller, Division Director, Workforce Development Division, Texas Workforce Commission
- Courtney Arbour, Deputy Division Director, Workforce Contracts, Texas Workforce Commission

Members of the planning group submitted recommendations for members to serve on the task group. Additionally, suggestions were sought from the commissioners for the Texas Workforce Commission and the Texas Education Agency. The nominations were considered by the Council chairman, and the selected members were invited to serve on the task group and attend the June 10 Council meeting. The task group membership can be found in Attachment 2. Upon approval of the project scope, the Council will charge the task group to develop and execute an operational work plan to achieve the objectives outlined in the scope document found in Attachment 1. The task group will brief the Council at the September meeting.

### **Recommendation**

It is recommended that the Council approve the project scope and primary objectives for a strategic system initiative to identify and track third-party, industry-based certifications in Texas.

## **Project Scope for a Strategic System Initiative**

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

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

**System Goal Area 1:** Focus on Employers

**System Objective:** Expand licensure and industry certification

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

#### **Rationale**

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

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

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

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

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

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

### **Scope of the System Initiative**

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

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

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

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

### **Primary Objectives of the System Initiative**

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

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

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

### **Current State**

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

### **Future State**

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

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

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## **Strategic System Initiative Task Group**

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

*This task group representing the Texas Workforce Investment Council will provide the strategic focus, operational insight, and leadership to develop a detailed work plan to achieve the deliverables required to effectively implement the initiative that the Council has endorsed.*

#### **Employer Representatives (2)**

Steve Boecking, Vice-President, Hillwood Properties

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

#### **External Stakeholder Representative (4)**

Pat Bubb, Coordinator of Strategic Partnerships  
Rio Grande Valley Linking Economic & Academic Development (RCV LEAD)  
[www.techpreprgv.com](http://www.techpreprgv.com)

Jacob Fraire, President and CEO  
Texas Association of Community Colleges (TACC)  
[www.tacc.org](http://www.tacc.org)

Robin Painovich, Executive Director  
Career and Technology Association of Texas (CTAT)  
[www.ctat.org](http://www.ctat.org)

Mike Sandroussi, President  
Craft Training Center of the Coastal Bend  
[www.ctccb.org](http://www.ctccb.org)

#### **Agency Representatives (6)**

- Clint Carpenter, Superintendent, Windham School District, Texas Department of Criminal Justice
- Doyle Fuchs, Director, Labor Market and Career Information, Texas Workforce Commission
- Lizzette Reynolds, Special Projects, Texas Education Agency
- Tim Shatto, Operations Manager, Veterans Employment Services, Texas Veterans Commission
- Connie Simon, Educational Reentry Programs and Support, Texas Juvenile Justice Department
- Garry Tomerlin, Deputy Assistant Commissioner, Workforce, Texas Higher Education Coordinating Board

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## Summary of Findings

### Research Related to Third-Party, Industry-Based Certifications

#### Introduction

The Texas Workforce Investment Council (Council) operates as the state workforce investment board required by the federal Workforce Innovation and Opportunity Act. The role of the Council is strategic; it provides research, information, and analysis that facilitates collaboration between system partners and relevant stakeholders. To that end, the Council determined a need to study industry-based certifications as a strategy to support a well-trained middle-skill workforce. Middle-skill jobs are primarily occupations that require postsecondary education or training beyond high school, but not a bachelor's degree.

Three outputs associated with this research include:

1. *Tracking Industry-Based Certifications: Promising Practices in Capturing Data on the Workforce Supply of Industry-Certified Workers* (June 2015)
2. *Defining Middle-Skill STEM Occupations in Texas* (December 2015)
3. A Process Summary – Identifying Industry-Based Certifications for STEM Occupations in Texas (February 2016)

#### ***Tracking Industry-Based Certifications: Promising Practices in Capturing Data on the Workforce Supply of Industry-Certified Workers*** (June 2015)

This report establishes a definition of third-party, industry-based certifications within the broader context of education and training credentials and provides national practices for information on national certification data-collection practices. Across the nation, the process for collecting and tracking certification data is either limited or in development; in Texas, a method to comprehensively track certification awards and related information is virtually nonexistent. The Council has therefore identified data tracking specific to certifications as a key component for the future development of the workforce system. Industry-based certifications – number and type – are included in *The Texas Workforce System Strategic Plan FY 2016—FY 2023* as a key performance measure. Highlights of this report include:

- A certification is a type of nontraditional award to an individual that demonstrates proficiency and knowledge, through examination, in a specific industry or trade.
- Obtaining a certification award is not dependent on any actual education or training program.
- Evaluating candidates for certification relies on independent, third-party professional and industry-based groups.
- Relevant proficiency standards are assessed and sanctioned by industry-approved examination facilities.

Highlights of the *Tracking Industry-Based Certifications* report (cont.):

- Certifications often have an expiration date, requiring individuals to participate in continuing education or reexamination in order to stay current.

***Defining Middle-Skill STEM Occupations in Texas*** (December 2015)

Middle-skill STEM occupations are growing and becoming increasingly important in Texas. As described in the new Texas workforce system strategic plan, middle-skill and STEM occupations require further research to understand their growth and to bolster the supply of qualified workers in the state.

This research approach offers a framework for researching middle-skill STEM occupations by first establishing a definition of middle-skill occupations and STEM occupations. No single national definition of STEM occupations exists. A cursory examination of employment statistics illustrates the difficult task of classifying and thus quantifying STEM occupations. Generally, STEM jobs have been identified as occupations in the fields of science, technology, engineering, and mathematics that require a four-year degree or higher. These high-skill jobs usually include industries ranging from advanced technology to research-oriented professions. However, as industries evolve, many occupations once considered non-STEM now require STEM-oriented skills and knowledge. The lack of a consensus definition of STEM has been problematic and created workforce analyses that vary considerably. This report also provides relevant background information, describes classification principles, analyzes selected critical occupations, and details the following process for developing a list of middle-skill STEM occupations important to the Texas economy:

1. Based on detailed standard occupational classification (SOC) codes, STEM-classified occupations were determined from 11 different sources from nine federal, state, and institutional organizations. Each source considered a different number of occupations as STEM. In all, 257 out of 840 detailed SOC occupations were identified as STEM by at least one of the 11 sources. Of the 257 identified STEM occupations, 42 were considered STEM by all 11 sources.
2. Based on the identified STEM occupations, a list of middle-skill STEM occupations was constructed. Federal designations regarding typical education and training levels for entry were added to the 257 STEM occupations. From the list of occupations identified as STEM, 85 were identified as middle-skill STEM occupations. Of the 42 STEM occupations matched across all 11 sources, only five were considered middle-skill STEM by every source.
3. The final step in this research generated a list of middle-skill STEM occupations important to the Texas economy. In addition to the list of 85 middle-skill STEM occupations, an additional 12 middle-skill classified jobs were identified and incorporated. While these additional occupations are not considered STEM by any of the original 11 sources, they require substantial STEM-related skills and knowledge. Thus, a total of 97 middle-skill STEM occupations were identified.

***A Process Summary – Identifying Industry-Based Certifications for Middle-Skill STEM Occupations in Texas*** (Council briefing, February 2016)

This summary complements previous Council research and describes the research and process that connects the list of 97 middle-skill STEM occupations (output) from the *Defining Middle-Skill STEM Occupations* report to the those industry-based certifications found in the U.S. Department of Labor's

(DOL) national Certification Finder and O\*NET labor market information database. After the initial process produced a list of nearly 2,400 certifications from over 400 specific certifying organizations, the following process determined a final list for consideration in the proposed strategic system initiative:

- Initially, every certification for every organization was identified, and the information was filtered and organized to remove duplicates.
- Each certification and associated certifying organization was examined to ensure alignment with the definition of certifications established in the *Tracking Industry-Based Certifications* report.
- Overlapping certifications between each middle-skill STEM occupation were removed, leaving 1,500 unique certifications.
- Each middle-skill STEM occupation was analyzed to identify additional certifications excluded in the DOL certification database, adding over 80 certifications from three certifying organizations.

The resulting list of 1,500 certifications from almost 350 certifying organizations were matched to the 97 middle-skill STEM occupations identified for Texas and will support the development of a report, which will summarize the research and present a final list of certifications relevant to middle-skill STEM occupations in Texas in June 2016.

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## TEXAS WORKFORCE INVESTMENT COUNCIL

### **Third-Party, Industry-Based Certifications for Middle-Skill Science, Technology, Engineering, and Mathematics (STEM) Occupations in Texas**

#### **Research Components**

- Part 1:  
Defining Middle-Skill STEM Occupations in Texas
- Part 2:  
Defining and Capturing Information and Data for Industry-  
Based Certifications
- Part 3:  
Middle-Skill STEM Occupations and Related Industry-Based  
Certifications

**Part I:**

**Defining Middle-Skill STEM Occupations in Texas**

**Part I: Research Rationale**

- In 2020, 65 percent of U.S. jobs will require some form of postsecondary education or training.
  - 11 percent – Master’s degree or better
  - 24 percent – Bachelor’s degree
  - 30 percent – Associate’s degree (12 percent) or Some college/no degree (18 percent)
- Middle-skill – education and training beyond high school, but less than a four-year degree
- Growing sphere of jobs requiring STEM-related skills

## Part I: Overview

- Classifying workers and STEM occupations
- Determining middle-skill STEM occupations
- Identifying middle-skill STEM occupations in Texas

## Part I: Classifying Workers

Bureau of Labor Statistics (BLS)  
Standard Occupational Classification (SOC) system

- 23 major groups, 97 minor groups, 461 broad occupations
- 840 total detailed occupations

## Part I: Classifying STEM Occupations

### 9 Organizations, 11 STEM Defining Sources

1. Bureau of Labor Statistics (100)
  2. Census Bureau (163)
  3. Department of Commerce (85)
  4. National Science Foundation (116)
  5. O\*Net STEM Career Cluster (103) and STEM Discipline (126)
  6. SOC Policy Committee (184)
  7. Texas Workforce Commission (134)
  8. Florida Department of Economic Opportunity (156)
  9. Center on Education and Workforce 2010 (96) and 2011 (85)
- 257 total identified STEM occupations of 840 total occupations

## Part I: Analysis of STEM Occupations

### 257 STEM Occupations

- STEM occupations are concentrated around 6 major groups
- Only 42 STEM occupations are matched across all 11 sources

## **Part I: Determining Middle-Skill STEM Occupations**

### 85 Middle-Skill STEM Occupations

- 257 STEM occupations + BLS education/training assignments
- Only 5 middle-skill STEM occupations matched across all 11 sources

## **Part I: Identifying Middle-Skill STEM Occupations in Texas**

### 97 Texas Middle-Skill STEM Occupations

- 85 middle-skill STEM + 12 additional middle-skill occupations
- Additional middle-skill occupations are relevant to Texas
- Additional occupations are NOT considered STEM by any of the 11 sources, but further evaluation concluded that they require considerable STEM skills and knowledge

## Part I: Evaluation of Middle-Skill STEM Occupations

- 97 middle-skill STEM occupations + Texas labor market and career data
- Total employment by 2022:  $\approx$  1.5 million
- Total change between 2012-2022:  $\approx$  300,000
- Annual mean wage:  $\approx$  \$50,000

## Part I: Evaluation of Middle-Skill STEM Occupations

### SOC Major Groups

1. Healthcare Practitioners and Technical Occupations
2. Healthcare Support Occupations
3. Construction and Extraction Occupations
4. Production Occupations

### SOC Detailed Occupations

1. Computer User Support Specialists
2. Registered Nurses
3. Licensed Practical and Vocational Nurses
4. Medical Assistants
5. Electricians
6. Automotive Service Technicians and Mechanics
7. Welders, Cutters, Solderers, and Brazers

**Part 2:**

**Defining and Capturing Information and Data for Industry-Based Certifications**

**Part 2: Overview**

- Definitions
- Findings from the research
- Certification related efforts in Texas

## Part 2: Definitions

Credentials – overarching term used to describe any traditional or other postsecondary award earned by an individual

- Bachelor's degree (or higher) – four-year (or more) degree awarded by a university
- Associate's degree – two-year degree awarded by a community college, technical college, or similar
- Certificates – less than a two-year degree, awarded by a community college, technical college, or similar
- Licenses – awarded by regulatory entities and generally require an exam
- **Certifications – awards based on national industry standards and assessed by third-party providers**

## Part 2: Industry-based Certification Formal Definition

An industry-based certification is the result of a voluntary process, through which an individual is assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in a time-limited award that is nationally recognized and applicable to a specific occupation.

## Part 2: Research Outcomes

### National Data Practices

- NCES, IPEDS, National Student Clearinghouse, and many more
- Currently, a comprehensive certification data tracking system does not exist.

### State Case Studies

- Virginia – high school certification integration
- Maryland – certification to address middle-skill job shortages
- Illinois – certification data collection, matching, and integration through multi-level stakeholder collaboration
- Florida – secondary and postsecondary certification to address employer supply and demand needs

## Part 2: Certification Related Efforts in Texas

- Texas has a history of and dedication to supporting multiple educational and training pathways and their associated data systems.
- Industry-recognized skills certification initiative
- Industry-based certifications as an objective in the new system strategic plan

**Part 3:**

**Middle-Skill STEM Occupations and Related  
Industry-Based Certifications**

**Part 3: Certifications for Middle-Skill STEM Occupations**

- Identify certifications for middle-skill STEM occupations
- U.S. Department of Labor certification databases
- Almost 2,400 certifications were identified for the 97 middle-skill STEM occupations in Texas
- Identified certifications were analyzed and filtered based on established definitions and parameters

### Part 3: Results

- About 1,500 unique certifications from over 300 national certifying organizations identified for the 97 middle-skill STEM occupations
- List of certifications require further reduction to identify key third-party, industry-based certifications
- Collaborative effort by system partners to carry out the reduction process

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**TWIC ACTION ITEM  
MEMORANDUM**

REF: AMD.twic.II5.061016

**TO** Council Members

**SUBJECT** Skill Standards for Manufacturing Logistics and Manufacturing Production  
(National Update)

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**Introduction**

The Texas Workforce Investment Council (Council) will consider recognition of the updated 2015 Manufacturing Logistics and Manufacturing Production skill standards developed and endorsed by the Manufacturing Skill Standards Council (MSSC).

**Background**

Under House Bill 1606, the 84<sup>th</sup> Texas Legislature transferred the powers and duties of the Texas Skill Standards Board (TSSB) to the Texas Workforce Investment Council. Those statutory charges were codified in Section 2308.109 of Texas Government Code, effective September 1, 2015. This item pertains to the Council's skill standards mandate to validate and recognize nationally established skill standards. This mandate falls under the conditional recognition policy as specified in the *Guidelines for the Development, Recognition, and Usage of Skill Standards (Guidelines)*, which the Council approved at its December 4, 2015, meeting.

**Attachment**

1. Letter from Leo Reddy, Chairman and CEO of MSSC, requesting recognition of the updated manufacturing skill standards

**Discussion**

According to the *Guidelines*, the category of conditional recognition is awarded to skill standards submitted by an industry or stakeholder group that provides evidence of a rigorous development and validation process that took place somewhere other than the state of Texas. Among the industry or stakeholder groups that may submit standards for Council recognition is a "national industry group which is recognized by its constituent industry/business base." MSSC is an industry-led training, assessment, and certification entity that focuses on the core skills and knowledge needed by the nation's front-line production and material handling workers. As such, MSSC falls within the category of groups that may submit standards.

The skill standards were originally published as six manufacturing concentrations in 2001, after undergoing a rigorous national development process that included the collaboration of 234 leading corporations and trade associations, 378 career and technical education schools, and the leading industrial unions. The standards were then validated nationwide by an additional 500 companies and 4,000 front-line workers. In July 2001, the standards were recognized by TSSB. In 2009, MSSC became a founding partner of the Skills Certification System endorsed by the National Association of Manufacturers, which includes many Texas companies.

In 2011, MSSC conducted an extensive review and update of all its skill standards concentrations. The review resulted in a consolidation of the concentrations into two skill standards, Manufacturing Logistics and Manufacturing Production, which were recognized by TSSB in 2012 and 2011, respectively. The standards provide the basis for MSSC's industry-recognized, nationally portable Certified Logistics Technician and Certified Production Technician credentials, and its related system of training and assessments.

As indicated in the attached letter from Leo Reddy, MSSC facilitates an annual review of the standards to ensure that they are updated to current industry practices and new technology. The standards are reviewed by MSSC-facilitated national expert panels for logistics and manufacturing production, which include subject matter experts representing all members of the logistics industry and all sectors of manufacturing, educators, and a broad cross-section of national and international companies.

The national panels' most recent review in 2015 resulted in some updates to the standards. Staff has reviewed the 2015 Manufacturing Logistics and Manufacturing Production skill standards and verified that they meet the recognition criteria and documentation requirements for conditional recognition as established in the *Guidelines*. If recognized by the Council, the updated standards will be posted in the public domain on the Texas skill standards website per policy in the *Guidelines*, replacing the previous versions.

The Manufacturing Logistics and Manufacturing Production skill standards will be available online for Council members' review and reference prior to the meeting at the following address: <http://tssb.org/meeting-review-materials>.

### **Recommendation**

It is recommended that Council members recognize the updated 2015 MSSC Skill Standards for Manufacturing Logistics and Manufacturing Production.



April 28, 2016

Mr. Wes Jurey  
Chair  
Texas Workforce Investment Council  
1100 San Jacinto Blvd. Suite 100  
Austin, TX 78701

Dear Mr. Jurey:

I would like to request that the Texas Workforce Investment Council (TWIC) take into consideration the revised skill standards for our Certified Logistics Technician (CLT) and Certified Production Technician (CPT) programs. MSSC's Logistics and Production standards were previously recognized by the Texas Skill Standards Board in 2012 and 2011 respectively, and we are seeking further recognition of the updated standards.

MSSC employs volunteer National Experts Panels (NEPs) for logistics and manufacturing production. The NEPs include subject matter experts representing all members of the logistics industry and all sectors of manufacturing, educators and a broad cross-section of national and international companies. The panels review their respective standards annually to ensure that they are up-to-date with current industry practices and new technology. The most recent update of the standards occurred last year.

These standards provide the framework for MSSC's industry-recognized, nationally portable CLT and CPT credentials. MSSC has developed a full system of training, assessments and certification, which is rooted in these standards that address the core competencies of front-line workers in logistics and production. The 2015 Edition and related credentialing system are publicly available at [www.msscusa.org](http://www.msscusa.org).

I appreciate your consideration of these standards. If you have any questions, please feel free to contact Rebekah Hutton at (703) 739-9000 x227 or [rhutton@msscusa.org](mailto:rhutton@msscusa.org).

Sincerely,

A handwritten signature in black ink that reads "Leo Reddy". The signature is written in a cursive, flowing style.

Leo Reddy Chairman & CEO

**1410 King Street, Alexandria, VA 22314, T: 703-739-9000 F: 703-739-9008**

**[www.msscusa.org](http://www.msscusa.org)**

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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: LLP.twic.II6.061016

**TO** Council Members

**SUBJECT** Evaluation Framework

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**Introduction**

Each December, the Texas Workforce Investment Council (Council) considers for approval an annual evaluative report on the Texas workforce system. Statute specifies that this report 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 annual evaluation report is a key part of the Council's overall evaluation framework, which is designed to address multiple statutory requirements outlined in Texas Government Code.

**Background**

Texas Government Code 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 annually on adult education activities and work development programs that focus on welfare to work initiatives, and to provide periodic recommendations to the Governor related to the Council's areas of responsibility.

Following Council action in September 2015, the Governor approved *The Texas Workforce System Strategic Plan FY 2016–FY 2023*, and also approved the Formal and Less Formal performance measures. The new plan demonstrates the strategic linkages between the system's preferred future state—as articulated in the vision and mission—and the objectives and actions required to be successful. The plan focuses on strategic system objectives that require collaboration or alignment of programs, initiatives, and outcomes.

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

**Attachments**

1. System Evaluation Framework
2. Balanced Scorecard – Formal Measures (sample)
3. Balanced Scorecard – Goal Areas and Less Formal Measures (samples)
4. *The Texas Workforce System Strategic Plan FY 2016–FY 2023*: Partner Agency Action Plan (sample)

**Discussion**Evaluation Framework: Statutory Requirements

Under the previous workforce system strategic plan, *Advancing Texas*, five statutory requirements were addressed in a combined annual evaluation report. A sixth statutory requirement, addressing agency

strategic plan alignment (even years), was also included during the six-year plan period. Those statutory requirements include:

- ▶ Texas Government Code, Section 2308.104(a), requires the Council to report annually to the Governor and the legislature on the implementation of the workforce system strategic plan.
- ▶ Texas Government Code, Section 2308.104, 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.
- ▶ Texas Government Code, Section 2308.101(a)(14), requires the Council to report annually on work development programs that focus on welfare to work initiatives.
- ▶ Texas Government Code, Section 2308.1016, mandates that the Council facilitate the efficient delivery of integrated adult education services in Texas, in part by evaluating the adult education and literacy services administered by the Texas Workforce Commission.
- ▶ Texas Government Code, Section 2308.304(b)(4), specifies that local 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, Section 2308.104(g), specifies that each agency administering a workforce program use the system strategic plan in developing the agency's operational plan.

An overview of the new evaluation framework is provided in Attachment 1. The document includes:

- ▶ *Element* – Framework component descriptor (e.g., system strategic plan implementation, local workforce board plan alignment)
- ▶ *Texas Government Code* – Citation and short description of the related statutory requirement
- ▶ *Frequency / Method* – Required timeframe (e.g., annual, periodic) and plan for addressing the applicable statutory requirement

The framework also addresses the Texas Government Code, Section 2308.201, requirement that the Council periodically develop recommendations for submission to the Governor. During the FY 2016–FY 2023 strategic plan period, several of the statutory requirements outlined above will continue to be addressed through the Council's annual evaluation report, while others (i.e., local board and agency plan alignment, recommendations to the Governor) will be addressed through new methods.

#### System Strategic Plan: Structure and Reporting

The new system strategic plan further elevates the system-level approach utilized for the previous two system plans. Developed collaboratively by the Council and its system partners, the plan focuses on high-level, system objectives—many of which require multi-partner collaboration or alignment of programs, initiatives, and outcomes. The plan is structured around four goal areas that address cross-agency, high-priority issues:

- ▶ focus on employers,
- ▶ engage in partnerships
- ▶ align system elements, and
- ▶ improve and integrate programs.

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

By design, a balanced scorecard provides an organizational framework for implementing and managing strategy by linking objectives, measures, and initiatives to the strategy. With a balanced scorecard, objectives address what is needed for strategies to be successful, while performance indicators address the measuring and controlling of progress to ensure that everything stays on track to deliver the desired outcomes.

The traditional balanced scorecard structure—developed by Robert Kaplan and David Norton—considers four focus areas or perspectives that create long-term economic value in an organization: financial, customer, internal business process, and learning and growth. For a public sector organization or system—such as Texas' workforce system—the areas contributing to success typically vary. The structure of the new system strategic plan readily aligns with a balanced scorecard—focusing on the four goal areas and the Formal measures.

*Annual Evaluation Report:* The annual evaluation report is the Council's key strategy for fulfilling several statutory responsibilities. It does not duplicate reports that are required by the Legislative Budget Board or other federal or state agencies with funding or oversight responsibility for a given workforce system program(s).

The 2016 evaluation report will be the initial evaluation report for *The Texas Workforce System Strategic Plan FY 2016–FY 2023* strategic plan period. It will be developed based on the new evaluation framework. In developing the overall evaluation framework and the plan for the annual evaluation report, the following criteria were taken into consideration:

- ▶ elevate and improve the Council's reports, in part by telling the story rather than the requirement;
- ▶ provide transparent assessment of progress and outcomes to internal and external customers;
- ▶ include more graphical representations with accompanying narrative; and
- ▶ limit agency reporting and, where possible, avoid duplication of agency-required reporting to other parties (e.g., federal agency, Governor, legislature, grant sources).

*Balanced Scorecard:* The balanced scorecard—aligned with the system strategic plan structure—will support Council and system partner efforts to continuously improve the workforce system's efficiency and effectiveness. In keeping with the intent to elevate and further improve Council reports, the components are designed to incorporate focused narrative along with more graphical representations that illustrate the story. A more visual presentation may also support communication between the Council and partner agencies (internal customers) and provide transparent assessment of progress/outcomes to internal and external customers—including the Governor, legislature, and other system stakeholders.

The balanced scorecard includes five components, outlined below and presented in Attachments 2-3.

- ▶ *Workforce System Performance Outcomes (scorecard 1, Formal performance measures):* Performance accountability will remain a key element under the new plan, and reporting will continue for four Formal measures (e.g., Educational Achievement, Entered Employment, Employment Retention, and Customers Served).

Performance trend data and high-level explanatory information will be presented, replacing the series of four performance measure report cards that served as a focal point under the last two system strategic plans. Program-level data will not be presented; however, partner agency aggregate data will be included for each Formal measure. Data are currently available for 2004–2015 and will continue to be submitted to the Council by six partner agencies for 24 programs and services focused on education, workforce, and workforce training services.

- ▶ ***Implementation of System Goals (scorecards 2-5, Less Formal measures)***: Four scorecards are based on the plan's goal areas, incorporating the goal titles as headers. These components will focus on the key performance indicators for partner strategies associated with the applicable goal area. The indicators link directly to a partner strategy that is considered critical to achievement of the system goal.

The scorecards will graphically display objectives/indicators and current progress. The focus will be on quantitative data to illustrate progress toward achieving the goal's intent as outlined in the associated strategies. If performance targets are added at a future date, the design may be modified to illustrate progress against a numeric standard.

To further elevate reporting, all five scorecards will include only high-level technical details such as a data table for trend lines. Mid-level details such as general data treatment and known limitations will be included in a separate report section or appendix. Granular details may be available by request or published in a separate, technical companion document (e.g., detailed subset data such as types of third-party, industry-based certifications; treatment of partial year data; revised prior-year data; program levers; new federal/state legislative requirements; alignment efforts).

Beginning in 2017—year two of the eight-year plan period—a *Summary Scorecard* may be included to present high-level information for both the Formal and Less Formal measures. Elements under consideration include: (1) trend indicator, (2) measure name, (3) current year data point, and (4) percent change from the prior year.

*Partner Action Plan Updates*: Each goal area includes multiple system partner action plans that outline the partner strategy, activities, timelines, and performance measures tied to the plan's system objectives—the high-priority outcomes and actions necessary at the system level to achieve system goals. [see sample, Attachment 4] Qualitative information such as status of actions not started or in progress will be addressed through action plan reporting, not in the scorecards. Less Formal data may also be included—perhaps as a pull-out or text box element—to help tell the story. Similarly, subset data might be included as contextual information for action plan reporting rather than in the higher-level scorecard format.

#### Measures Review and Development

Both Formal and Less Formal performance measures are included in the system strategic plan. The measures meet the statutory requirement for the Council to conduct performance measurement by developing and maintaining a comprehensive system of data gathering and reporting.

Performance measure definitions and methodologies for both types of measures are being negotiated with partner agencies, with initial data to be submitted to the Council in September 2016. Less Formal measures data will become available in different years for several reasons, e.g.: (1) partner agencies need to build or modify data collection and reporting mechanisms, (2) measure definition and methodology will be beta-tested during a pilot period, or (3) measure will be developed later in the plan period.

#### **Recommendation**

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

## System Evaluation Framework

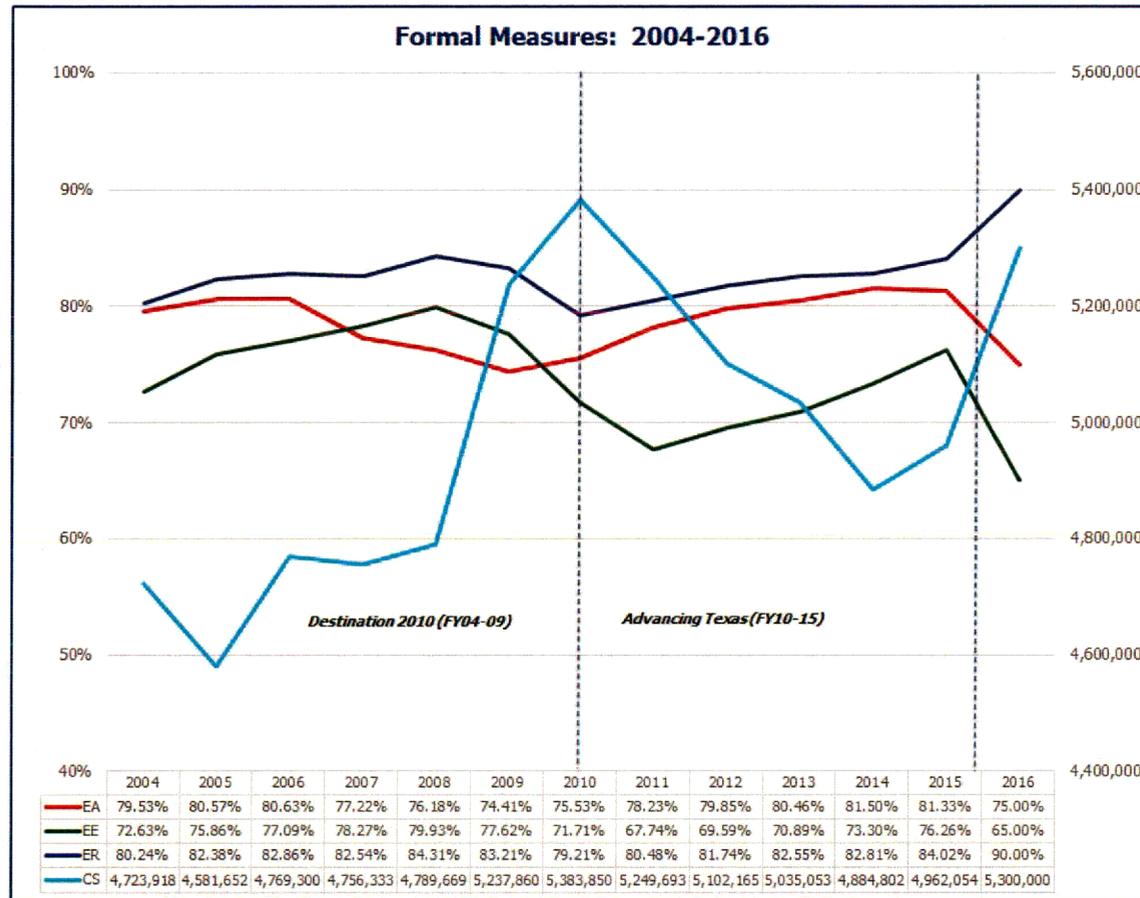
Element	Texas Government Code	Frequency / Method
System Strategic Plan Implementation	<p>Section 2308.104(a) requires the Council to report annually to the Governor and the legislature on the implementation of the workforce system strategic plan, <i>The Texas Workforce System Strategic Plan FY 2016–FY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

Element	Texas Government Code	Frequency / Method
Local Workforce Board Plan Alignment	Section 2308.304(b)(4) specifies that local 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.	<p><b>Frequency:</b> Periodic (i.e., when plans or plan modifications are required (n/a for 2016))</p> <p><b>Method:</b> Council briefing – Local workforce board plans, or modifications, will continue to be reviewed against the Council’s requirements for documenting alignment with the workforce system strategic plan.</p> <ul style="list-style-type: none"> <li>▶ Although part of the system evaluation framework, this element will not be included in the annual evaluation report.</li> <li>▶ A briefing item will be prepared for presentation to the Council and for public record documentation.</li> <li>▶ Local board representatives may be invited to present to the Council.</li> <li>▶ Information from the board plan review may assist when identifying issues/observations for Council consideration for submission to the Office of the Governor’s (OOG) Policy / Governor.</li> </ul>
Agency Strategic Plan Alignment	Section 2308.104(g) also specifies that each agency administering a workforce program use the system strategic plan in developing the agency’s operational plan.	<p><b>Frequency:</b> Biannual (even-numbered years; therefore, applicable for 2016)</p> <p><b>Method:</b> Council briefing – Agency plans submitted in even-numbered years will continue to be reviewed against the Council’s requirements for documenting alignment with the workforce system strategic plan.</p> <ul style="list-style-type: none"> <li>▶ Although part of the system evaluation framework, this element will not be included in the annual evaluation report.</li> <li>▶ A briefing item will be prepared for presentation to the Council and for public record documentation.</li> <li>▶ Partner agency representatives may be invited to present to the Council.</li> <li>▶ Information from the agency plan review may assist when identifying issues/observations for Council consideration for submission to the OOG Policy / Governor.</li> </ul>
Recommendations to the Governor	Section 2308.201 specifies that the Council shall develop recommendations periodically in each of the Council’s areas of responsibility and shall submit the recommendations to the Governor.	<p><b>Frequency:</b> Periodic</p> <p><b>Method:</b> Although part of the system evaluation framework, this element will not be included in the annual evaluation report but will occur on a periodic basis. The process under consideration:</p> <ul style="list-style-type: none"> <li>▶ Issues, gaps, or duplications may be identified through information from (1) board plan review, (2) agency plan review, (3) system strategic plan update / system scan, (4) federal/state legislative changes, or (5) other means.</li> <li>▶ An issues document will be prepared for Council consideration.</li> <li>▶ If the Council endorses the issues and associated recommendations, the Council Chair will sign on behalf of the full Council.</li> <li>▶ The Council director will work with the OOG Policy director/staff to communicate the issues and recommendations.</li> </ul>

**SAMPLE: Data are for illustrative purposes only.**

Balanced Scorecard – Formal Measures

### Workforce System Performance Outcomes



*Trend descriptor to be added*

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### Fiscal Year 2016 Outcomes

**504,073** (81.33 percent) individuals completed a degree, certificate, or other measures of educational achievement<sup>1,2</sup>

**1,024,057** (76.26 percent) individuals entered employment<sup>2</sup>

**929,206** (84.02 percent) individuals retained employment<sup>2</sup>

**4,962,054** individuals received services through Texas workforce system<sup>1,2</sup>

	System Partner	Educational Achievement (EA)	Entered Employment (EE)	Employment Retention (ER)	Customers Served (CS)	
2016	Criminal Justice		1,330	n/a	3,306	
	Education		458,524	104,778	2,724,980	
	Higher Education		29,081	65,995	633,764	
	Juvenile Justice		501	n/a	3,098	
	Veterans		n/a	27,034	29,863	
	Workforce		15,967	826,250	1,570,349	
	<b>Total</b>		<b>504,073<sup>1,2</sup></b>	<b>1,024,057<sup>2</sup></b>	<b>929,206<sup>2</sup></b>	<b>4,962,054<sup>1,2</sup></b>
	<b>Percent</b>		<b>81.33%</b>	<b>76.26%</b>	<b>84.02%</b>	<b>n/a</b>

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

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**SAMPLE: Data are for illustrative purposes only.**

Balanced Scorecard – Goal 1 and Less Formal Measures

## Focus on Employers

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

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

**SAMPLE: Data are for illustrative purposes only.**

Balanced Scorecard – Goal 2 and Less Formal Measures

## Engage in Partnerships

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

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

**SAMPLE: Data are for illustrative purposes only.**

Balanced Scorecard – Goal 3 and Less Formal Measures

## Align System Elements

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

<i>What are our objectives?</i>	<i>How are we addressing them?</i>	<i>How did we do this year?</i>
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	TEA and THECB are developing and implementing programs of study in community and technical colleges and aligning them with secondary programs of study.	<b>75.00 percent</b> of grade 12 secondary students who received career and technical education dual credit enrolled in and received credit at a two-year institution (TEA)
	TWC is enhancing transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment.	<b>9 excess semester credit hours</b> for career and technical education time to degree (THECB)  Of students and youth with disabilities who participated in transition services: ★ <b>75.00 percent</b> subsequently enrolled in postsecondary education and training ★ <b>75.00 percent</b> subsequently entered competitive integrated employment
Develop and implement policies and processes to ensure portable and transferrable credit and credentials.	THECB is working to ensure consistent credit transfer based on programs of study and common technical core curriculum.	<b>75.00 percent</b> of community and technical college students who received program-of-study-based course credit transferred to another two-year institution and had that credit recognized
	TJJD is expanding career and technical education courses to provide additional opportunities for dual credit.	<b>75.00 percent</b> of career and technical education programs were approved for dual credit <b>75.00 percent</b> of students successfully completed dual credit career and technical education courses

SAMPLE: Data are for illustrative purposes only.

Balanced Scorecard – Goal 4 and Less Formal Measures

## Improve and Integrate Programs

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

<i>What is our objective?</i>	<i>How are we addressing it?</i>	<i>How did we do this year?</i>
	TJJD and TWC are identifying and implementing new, relevant technology and service delivery options to expand program and service outcomes.	<b>25.00 percent</b> of students used technology for course content delivery (TJJD) <b>8,000</b> utilized labor market information products (TWC) <b>10,000</b> utilized self-service options (TWC) <b>500</b> utilized online professional development courses (TWC)
Employ enhanced or alternative program and service delivery methods.	TWC is increasing competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.	<b>20.00 percent</b> of consumers served identified as veterans with disabilities <b>45.00 percent</b> of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness subsequently entered competitive integrated employment
	TWC is enhancing the quality of and increasing access to quality child care to support parents in obtaining and retaining employment.	<b>60.00 percent</b> of child care providers were certified as Texas Rising Star providers Of parents receiving child care: ★ <b>40.00 percent</b> entered employment ★ <b>35.00 percent</b> retained employment

**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Veterans Commission

**Action**

**Start Date**

**End Date**

Work with regulatory agencies to use the Texas Department of Licensure and Regulation’s primer for developing service credit for occupational licensing as a guide for accurately evaluating military service credit by developing standardized training for other regulatory agencies to adopt and tailor for their specific agency.

Ongoing

FY 2019

Work with regulatory agencies to establish a process for a military service member or veteran to submit an application for a license or apprenticeship and to obtain credit for verified military experience, service, training, or education.

Ongoing

FY 2019

Work with regulatory agencies to post those Military Occupational Standard classifications or designators that correspond to licensed occupations to establish a clear support system to ensure as many veterans as possible are aware of job options.

Ongoing

FY 2019

**Performance Measure**

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

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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: RW.twic.II7.061016

**TO** Council Members

**SUBJECT** Research Approach to Work-Based Learning

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**Introduction**

The Texas Workforce Investment Council (Council) operates as the state workforce board required by the federal Workforce Innovation and Opportunity Act of 2014. The role of the Council is strategic; it provides research, information, and analysis that facilitates collaboration between system partners and relevant stakeholders, and alignment between elements of the Texas workforce system. To that end, the Council determined a need to explore several issues identified in the new system strategic plan, including third-party, industry-based certifications and middle-skill science, technology, engineering, and mathematics (STEM) occupations.

As part of the Council's continuing research on these issues, work-based learning has been identified as an important education and training strategy that can result in industry-based certifications for critical middle-skill STEM jobs in Texas. Work-based learning programs complement more traditional, classroom-based instruction and can result in a variety of valuable postsecondary credentials. In order to effectively leverage work-based learning strategies, further research is necessary to understand key work-and-learn principles and concepts. This item will brief members on the proposed research approach to define and examine work-based learning. It will establish the environment within which work-based learning operates and the various work-based strategies and programs utilized around the nation.

**Background**

Work-based learning strategies and programs offer participants a pathway to earn a variety of key postsecondary credentials for in-demand occupations around the nation. These programs allow students to apply academic learning to real-world experiences to enhance skills and knowledge. Work-and-learn strategies offer states and industries a method to address current and future workforce needs. Yet, further research is necessary to understand the intricacies of work-based strategies available for states, industries, and students to pursue. A broad examination of concepts and practices will help inform system partners and stakeholders on work-based pathways that result in critical certifications for growing middle-skill STEM jobs in Texas.

**Attachment**

1. Approach to Researching Work-Based Learning

**Discussion**

This memorandum will broadly outline the components of the attached research approach. The item will introduce work-and-learn strategies by establishing a widely accepted definition of work-based learning. Next, it will describe the various categories of the work-based learning continuum. Finally, nationwide best practices will be previewed.

While exact definitions of work-based learning differ nationwide, work-based education and training programs involve similar foundational concepts. Generally, work-based learning refers to a variety of activities or experiences that allow participants to apply classroom-based learning to real scenarios in order to enhance relevant skills and knowledge.

Work-based learning concepts are often organized and explained in literature as a continuum of events and experiences with similar but distinct outcomes. The work-based learning continuum is generally divided into several categories that are sequenced and coordinated. The research will identify and distinguish between four categories in the continuum: career awareness, career exploration, career preparation, and career training and education. Each category includes a broad range of experiences that are tied to varying outcomes. The individual aspects of each category are not exclusive to one another, and participants may enter at any point along the continuum during their education or professional careers. The continuum of work-based learning serves as a broad characterization of the process through which an individual learns about and trains for available education and career pathways.

Around the nation, various states have utilized work-based learning strategies in different ways to address specific workforce and economic related issues. This research will broadly identify a nationwide sample of states and profile the various work-based learning strategies and programs that have been utilized in those states. Through a variety of legislative and policy actions, states have integrated work-based strategies to fit specific needs. For instance, many state work-based learning programs have been used to increase access to career pathways that strengthen the skills of workers and address the needs of major industries and employers. The states that will be profiled are California, Colorado, Florida, Georgia, Massachusetts, Michigan, New York, Oklahoma, Tennessee, Texas, Vermont, Virginia, Washington, and West Virginia.

In order to address the increasing demand for skilled workers in Texas, statewide focus has turned to identifying specific education and training pathways that fit the needs of the workforce system. This research will develop a framework to explore various work-and-learn strategies by defining work-based learning and explaining the wide range of features along the work-based continuum. A representative sample of states will also be examined to illustrate nationwide best practices. This research will establish a foundation for system partners and stakeholders to better evaluate available pathways for students and workers to earn valuable credentials, such as third-party industry-based certifications, for the many growing middle-skill STEM occupations in Texas.

### **Recommendation**

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

## Approach to Researching Work-Based Learning

As directed in Texas Government Code 2308.104, the Texas Workforce Investment Council (Council) is charged with strategic planning for and evaluation of the Texas workforce system. As part of the Council's continuing analysis of issues identified in the strategic plan, further research is necessary to better understand pathways available for participants to earn important credentials needed in the workforce. Nationally, education and training equal to or greater than a four-year degree are commonly associated with the most successful workforce outcomes. The emphasis on obtaining a traditional postsecondary degree has fostered curriculum and policies at the secondary level that are geared towards college preparation.

While research indicates that two-thirds of jobs projected over the next decade will require education beyond high school, nearly half are expected to be in middle-skill occupations—those requiring workers with education and training beyond high school but less than a four-year degree. This can include subbaccalaureate credentials such as industry-based certifications, associate degrees, and more. Many of the fastest growing occupations around the nation include jobs classified as middle-skill, especially jobs that require science, technology, engineering, and math (STEM) skills and knowledge. Statistics also indicate that many middle-skill STEM occupations can provide workers with employment that pays above average wages.

Work-based learning involves practical, hands-on opportunities that connect the classroom to the workplace. A wide range of options are available along the work-based learning continuum for students to explore and pursue. In order to better understand work-based learning strategies and their importance to the Texas workforce system, a broad identification of work-and-learn concepts and practices is fundamental. This need to establish a framework for researching work-based learning as it relates to industry-based certifications is critical for many middle-skill STEM jobs around the state. This overview approach will establish research parameters to examine work-based learning and introduce features of the work-based learning continuum. Nationwide profiles of work-based learning practices will also be presented and explained.

The following overview outlines the research approach that will be used to examine work-based learning, as well as the final report structure. This process will examine and document key features of each segment of the overall research endeavor. The information will be presented as follows:

- I. Research Scope
- II. Defining Work-Based Learning
- III. The Work-Based Learning Continuum
- IV. Work-Based Learning State Profiles
- V. Next Steps

### I. Research Scope

Work-based learning strategies and programs are integral components of education and workforce systems. They are often coordinated with more traditional, theoretical learning that occurs in a classroom to provide an experiential approach to learning. This approach to learning can provide benefits that include cognitive and social development through the engagement of ideas and interactions with others.

Due to the expansive nature of the work-based learning environment, the proposed research will analyze various concepts, strategies, and programs broadly. Nationwide, work-based learning strategies are most commonly discussed and applied to the secondary and postsecondary levels. However, participation in work-based learning activities is not exclusive to secondary or higher education students. Work-based learning programs can be utilized by students in high school seeking to prepare for college or careers, or incumbent workers as part of an integrated adult education and literacy program to build on established skills and knowledge. A broad approach allows the research to examine a wide range of concepts and strategies associated with work-based learning. The research

will first define and classify important features of work-based learning. Next, key principles and concepts of work-based learning will be applied to a continuum of education and training activities. Finally, a sample of states will be broadly examined and profiled to identify relevant work-based learning practices that have been employed around the nation.

## II. Defining Work-Based Learning

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

A skilled workforce is necessary to advance economic development priorities around the nation. Thus, stakeholders and policy makers have intensified efforts to align education and workforce systems with the needs of the economy. This research identifies work-based learning as a key method to achieve that alignment by integrating a combination of work experience and applied learning as part of traditional classroom education to increase technical skills and employability. This characterization follows similar descriptions of work-based learning from states and independent entities such as the National Governors Association and Jobs for the Future.

## III. The Work-Based Learning Continuum

As work-based learning strategies continue to develop, many concepts and programs have expanded and now permeate numerous education and training levels. Thus, the multi-layered nature of work-based learning can best be understood as a continuum of programs and pathways that offer participants educational and work-related experiences that advance towards postsecondary education or professional careers. More specifically, the work-based learning continuum creates a framework of education and training based on a sequenced and coordinated set of experiences by which participants receive increasing exposure to the workplace. Generally, the structure of the work-based learning continuum includes four phases: career awareness, career exploration, career preparation, and career training and education.

- Career Awareness – The broadest of the phases, this stage of the continuum allows students to become aware of potential careers and available education options. By gaining exposure to a variety of options, students can identify potential pathways towards specific fields or industries. Experiences such as guest speaker events and career fairs are included in this phase.
- Career Exploration – Similar to career awareness, students learn about work during career exploration. This stage adds information that informs the student’s decision making process about education and work. Students begin to match individual skills and interests to specific careers. Experiences may include job shadowing and jobsite tours as learning options.
- Career Preparation – This phase of the continuum allows students to learn through work. Students begin to actively interact with colleagues or mentors to simulate and enhance skills. Classroom learning is applied to practical experiences. Examples of experiences can include career-related competitions or interview training.
- Career Training and Education – In the final phase of the continuum, students begin learning for actual work. At this stage, students are training for employment or preparing for postsecondary education.

Among other things, students are able to demonstrate skills and knowledge specific to employment in a given career field. Potential experiences may include apprenticeships, internships, and more.

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

#### **IV. Work-Based Learning State Profiles**

A major component of the research agenda is to explore nationwide best practices for work-based learning. Over the last few decades many states have attempted to address various training and labor-related needs through a variety of workforce investments. Numerous states have enacted legislation to address the needs of employers and workers by increasing access and support to career pathways and job-driven training. State policies have focused on career pathways that link education and training, career counseling, and other support services. These efforts have helped workers learn skills and earn valuable credentials that are aligned with industry needs and that provide access to critical middle-skill jobs.

In order to explore nationwide best practices, work-based learning strategies will be identified from 14 states. These state profiles will identify various legislative actions related to different phases of the work-based continuum and provide examples of state strategies and tools. The states that will be profiled are California, Colorado, Florida, Georgia, Massachusetts, Michigan, New York, Oklahoma, Tennessee, Texas, Vermont, Virginia, Washington, and West Virginia.

#### **V. Next Steps**

The proposed research project aims to develop a foundation for understanding work-based learning strategies and programs. It will provide an explanation of work-based learning principles and concepts, as well as a detailed description of the work-based continuum that features the breadth of strategies and features. Many states fund a variety of work-based programs that prepare participants with skills and work experience. Work-based learning strategies have important implications for Texas, and for career and technical education programs in particular.

Information gained during the research phase and observations made during the analysis phase will inform concluding comments and next steps.

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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: LR.twic.II8.061016

**TO** Council Members

**SUBJECT** Review of Texas Workforce Investment Council Rules Regarding Local Board Designation and Redesignation

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**Introduction**

Texas Government Code requires state agencies to review and consider for reoption each of their rules every four years. Following its June quarterly meeting, the Texas Workforce Investment Council (Council) will submit a Rule Review Plan to the Secretary of State regarding the timeframe for review of the Council's rules in Texas Administrative Code in accordance with Texas Government Code, Section 2001.039. Members will take action on the outcome of the review at the September 2016 Council meeting.

**Background**

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

The Council has two rules in Title 40, Part 22, Chapter 901 of the Texas Administrative Code. The rules describe the process whereby the Council considers designation and redesignation of local workforce development areas and the process the Council will follow in reviewing an appeal of a redesignation. The rules were originally adopted by the Council in December 1999 in response to a request by the U.S. Department of Labor that information be included in the State Plan for Title I of the (then) Workforce Investment Act on the Council's procedures for both recommending redesignation of local workforce areas and for considering an appeal. The Council last reviewed these rules in 2012 and found that no changes were required.

**Attachment**

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

**Discussion**Rule Review Process

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

1. file a Notice of Proposed Review (intention to review) with the Secretary of State for publication in the *Texas Register* that announces a 30-day public comment period, during which time the agency invites comments on whether the reason for adopting or readopting the rules continues to exist;

2. consider the comments received and conduct an assessment to determine if the need for the rule continues to exist;
3. adopt the rule review;
4. file a Notice of Adopted Review (Readoption) with the Secretary of State for publication in the *Texas Register* that summarizes the public comments received in response to the notice of proposed review and provides an agency response to each comment; and
5. if the agency determines that changes to the rule are necessary, the agency will initiate the rulemaking process by filing a Notice of Proposed Rules with the Secretary of State for publication in the *Texas Register*.

#### Previous Rule Review

The Council last reviewed its two rules in 2012 and determined that the original justification for the rules continued to exist due to the Council's responsibility in both state and federal law to recommend to the Governor designation and redesignation of local workforce areas. In addition, the Council determined that the rules were useful because they provided a transparent and specific process that was easily accessible to the public. The last change to the rules was in 2004, when the Council adopted a change to rule 901.1 to update the name of the Council from the Texas Council on Workforce and Economic Competitiveness to the Texas Workforce Investment Council.

#### Next Steps

Council staff will begin the review of Chapter 901 in June 2016 by posting notice of the Council's intention to review the rules in the *Texas Register*. Following the 30 day public comment period, staff will compile the comments and conduct the assessment of whether the original purpose for the rules continues to exist. At its September 2016 meeting, the Council will be briefed on the results of the review, including a summary of public comments received, following which the Council will consider adoption of the rule review.

#### **Recommendation**

It is recommended that the Council note the information contained in this briefing pending the outcome of the rule review and in anticipation of action at the September 2016 Council meeting.

# Texas Administrative Code

**TITLE 40**

SOCIAL SERVICES AND ASSISTANCE

**PART 22**

TEXAS WORKFORCE INVESTMENT COUNCIL

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

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

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

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

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

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

(3) Contents of Written Request.

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

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

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

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

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

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

(vi) the total population of the proposed area;

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

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

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

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

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

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

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

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

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

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

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

# Texas Administrative Code

**TITLE 40**

SOCIAL SERVICES AND ASSISTANCE

**PART 22**

TEXAS WORKFORCE INVESTMENT COUNCIL

**CHAPTER 901**

DESIGNATION AND REDESIGNATION OF  
LOCAL WORKFORCE DEVELOPMENT AREAS

**RULE §901.2**

**Appeal of Decision on Designation or  
Redesignation**

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

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

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

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

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

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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: DM.twic.II9.061016

**TO** Council Members**SUBJECT** *People with Disabilities: A Texas Profile – 2016 Update***Introduction**

This memorandum provides highlights from the Texas Workforce Investment Council's (Council) research report update, *People with Disabilities: A Texas Profile*. This report details the demographic characteristics of the population of individuals with disabilities in Texas. The research can be utilized as a primer to understand the issues related to individuals with disabilities and as a general reference for data about this specific segment of the population. This report presents updated data sets from the initial demographic report published in April 2013.

**Background**

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

To sustain and increase economic growth, a well-trained labor supply must be available for employers seeking to establish, conduct, or expand business operations in Texas. The mission of *The Texas Workforce System Strategic Plan FY 2016–FY 2023* is to position Texas as a global economic leader by growing and sustaining a competitive workforce. All Texans are part of the critical pool of potential employees that is and will be required by Texas employers. This includes Texans with visual impairments or physical disabilities.

**Attachment**

1. *People with Disabilities: A Texas Profile – 2016 Update*

**Discussion**

Individuals with disabilities experience numerous challenges associated with participation in the labor force. The unemployment rate for individuals with disabilities is higher than for individuals without disabilities. Additionally, individuals with disabilities are more likely to work part time and, on average, earn less than individuals without disabilities at every level of educational attainment. Individuals with disabilities strengthen the Texas labor market as a valuable resource for Texas employers. Sources for the data in the report include the U.S. Census Bureau's American Community Survey (ACS) summary file data, Public Use Microdata Sample data, and the U.S. Department of Labor's Bureau of Labor Statistics. All estimates reflect 2014 data unless otherwise indicated.

**Individuals with Disabilities in the U.S.**

According to the 2014 ACS summary file data, 12.64 percent of the U.S. civilian noninstitutionalized population (39,674,679 individuals) had a disability. Individuals with disabilities accounted for 6.11

percent of the civilian labor force 16 years of age and older (9,526,834). Analysis of U.S. data indicates that:

- From 2011 to 2014, the numbers of individuals with disabilities have been increasing even though the percentages of individuals with disabilities have consistently comprised approximately 12 percent of the population.
- Individuals with disabilities are not evenly distributed across the nation. The South had the largest number of individuals with disabilities. The region with the second largest number of individuals with disabilities was the Midwest, followed by the West. The Northeast had the smallest number. Generally, states with the largest populations also had the largest numbers of individuals with disabilities.

Recent national labor force trends for individuals with disabilities can be illustrated through unemployment, labor force participation, and employment rates:

- The average annual unemployment rate was 12.5 percent for individuals with a disability compared to 5.9 percent for individuals without a disability.
- Individuals with a disability have a lower labor force participation rate than individuals without a disability. Approximately 73.7 percent of all individuals with disabilities were not participating in the labor force compared to 29.2 percent of individuals without disabilities.
- Only 17.1 percent of individuals with a disability were employed compared to 64.6 percent of individuals without a disability. Of those employed, 32.8 percent of workers with disabilities reported working part time compared to 18.4 percent of workers without disabilities.

#### Individuals with Disabilities in Texas

According to 2014 ACS microdata estimates, 11.7 percent of the noninstitutionalized population in Texas (3,101,039 individuals) had a disability. Additionally, individuals with disabilities accounted for 6.2 percent of the civilian labor force 16 years of age and older (820,564 individuals). Analysis of Texas data indicates several key demographic characteristics of the state's population of individuals with disabilities:

- Similar to the national findings, counties with large populations generally have the largest numbers of individuals with disabilities. Harris County, the most populous county in the state, is home to 403,536 individuals with disabilities. The counties with the largest numbers of individuals with disabilities were Harris, Dallas, Tarrant, Bexar, Travis, Hidalgo, El Paso, Cameron, Montgomery, and Fort Bend. Almost half (48.2 percent) of the state's population of individuals with disabilities resided in these 10 counties.
- On average, the population of individuals with disabilities in Texas is older than the population of individuals without disabilities, and the prevalence of disability increases as age increases. Less than one percent of Texans under the age of five had a disability. Just under six percent of individuals between the ages of 16 and 24 had a disability. For Texans 75 and older, 55.4 percent had a disability.
- More females reported having disabilities than males; however, gender differences exist between age categories. Greater percentages of males have disabilities in the 5- to 15- and 16- to 24-year-old age categories. Percentages are roughly similar for both the 25- to 64- and 65- to 74-year-old

age categories. A larger percentage of females in the 75-year-old and over category reported having a disability.

- A greater percentage of individuals with disabilities in Texas are African American (13.5 percent) and White (12 percent) compared to Hispanics and Asians at 9.5 percent and 5.6 percent, respectively.
- Of the 3,101,039 individuals in Texas reporting a disability, approximately 51.9 percent reported having an ambulatory difficulty. Approximately 37 percent of the population reported cognitive difficulties, and 33.6 percent reported independent living difficulties. Hearing, self-care, and vision difficulties were the fourth, fifth, and sixth most frequently reported disabilities. However, there were differences in reported disabilities between age categories.
- Approximately 29.3 percent of Texans with disabilities age 16 and older (820,564 individuals) were labor force participants. These individuals accounted for 6.2 percent of the total labor force population in Texas.
- Approximately 65 percent of labor force participants with disabilities in Texas were employees of private, for-profit companies. The industry that employed the largest number of individuals with disabilities (64,632) was construction. Approximately six percent (49,209 individuals) worked in elementary and secondary schools. The third largest employer of labor force participants with disabilities (48,669 individuals) was the restaurants and other food services industry.
- Texas labor force participants with disabilities earned an average annual salary of \$35,922 (inflation adjusted for 2014). This is lower than the average annual of \$45,396 earned by those without disabilities. Labor force participants with a disability who worked full time earned an average salary of \$48,414, while part-time workers with a disability earned \$10,946 in average annual wages.

### **Recommendation**

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

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# **PEOPLE WITH DISABILITIES: A TEXAS PROFILE**

Texas Workforce Investment Council  
June 2016 Update

The Texas Workforce Investment Council would like to acknowledge and thank Texas State Demographer Dr. Lloyd Potter and his research staff Dr. Helen You at the Institute for Demographic and Socioeconomic Research (IDSER) Texas State Data Center (TSDC) at the University of Texas at San Antonio for their review and input into the methodology behind the data analysis in this report. The Council would also like to acknowledge and thank Mathematical Statistician Dale Garrett at the ACS Variance Estimation and Statistical Support Branch, Decennial Statistical Studies Division of the U.S. Census Bureau for his assistance with the ACS microdata analysis.

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## Introduction

Individuals with disabilities experience numerous challenges associated with participation in the labor force. The unemployment rate for individuals with disabilities is higher than for individuals without disabilities. Additionally, individuals with disabilities are more likely to work part time and, on average, earn less than individuals without disabilities at every level of educational attainment.

Individuals with disabilities enhance workforce diversity and can offer employers unique skill sets and perspectives. People with disabilities must think creatively about how to solve problems and accomplish daily tasks. This resourcefulness can translate into innovative thinking, new ideas, and alternative approaches to dealing with business challenges (U.S. Department of Labor Office of Disability Employment Policy, 2012). Because people with these attributes have the potential to strengthen the Texas labor market, individuals with disabilities are a valuable resource for Texas employers and the Texas economy. The Texas workforce system must support employment opportunities for people with disabilities in the public and private sectors and ensure that employers have access to every available skilled worker to maintain economic growth.

### The Texas Workforce Investment Council

The Texas Workforce Investment Council (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 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 for Texas and advocating the development of an integrated workforce system to provide quality workforce education and training to address the needs of employers and current and future 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. To sustain and increase economic growth, a well-trained labor supply must be available for employers seeking to establish, conduct, or expand business operations in Texas. The mission of *The Texas Workforce System Strategic Plan (FY 2016–FY 2023)* is to position Texas as a global economic leader by growing and sustaining a competitive workforce. All Texans are part of the critical pool of potential employees that is and will be required by Texas employers. This includes Texans with visual impairments or physical disabilities.

## Scope of Report

The Council prepared this report to detail the demographic characteristics of individuals with disabilities in Texas. This research can be used as a general reference for data about this specific segment of the population and as a primer to understand the significant workforce issues related to individuals with disabilities. In the following sections, data issues and limitations are discussed and important concepts are defined. National data are used to provide an overview of individuals with disabilities in the U.S. and to discuss recent national labor force trends. The population of individuals with disabilities in Texas is described both generally and with a focus on the characteristics of individuals with disabilities who participate in the labor force. Finally, major findings are summarized and concluding comments offered. This report presents updated data sets from the initial demographic report published in 2013.

## Concepts, Data Limitations, and Issues

This study analyzes multiple aspects of the population of individuals with disabilities 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 uses several technical concepts with specific definitions. In this section, the key concepts, data sources, and the data limitations related to this research are detailed.

### Concepts

Several important concepts and categories are used throughout this report and serve as the basis for many of the analyses. The specific ways in which these concepts and categories are defined determine the number of individuals in these categories and the description of their characteristics. The concepts are conventional and frequently used by the Bureau of Labor Statistics (BLS) and the Census Bureau. For the sake of clarity and replication of the analyses, the important concepts and categories referenced in this report are discussed in this section.

#### *Disability*

Disability is a complex and multidimensional concept. A single, universally accepted definition of “disability” does not exist. The World Health Organization (2013) considers disability to be an umbrella term, covering impairments, activity limitations, and participation restrictions. Rather than representing a dichotomous category in which an individual either has or does not have a disability, degrees of disability exist, ranging from minor to severe. Additionally, different individuals with the same degree of disability may function at different levels because of personal and environmental factors.

In this report, individuals are considered to have a disability if they report having serious self-care, hearing, vision, independent living, ambulatory, or cognitive difficulties on the 2014 American Community Survey (ACS). Difficulty and disability are therefore used interchangeably. Since the questions asked on the ACS do not directly address disabilities resulting from mental disorders, the estimates presented in this report may not include those individuals with psychiatric disabilities. Estimates from the 2013-2014 National Survey on Drug Use and Health (NSDUH) indicate that 3.8 percent of individuals 18 or older in Texas had serious mental illness in the past year, compared to 4.2 percent for the nation (Substance Abuse and Mental Health Services Administration, 2015). However, the number of individuals with serious mental illness identified by the NSDUH cannot simply be added to the ACS disability data since an unknown number of these individuals may also have a disability and therefore could be counted twice.

#### *Noninstitutionalized Population*

Some analyses in this report also reference the noninstitutionalized population. The noninstitutionalized population is composed of all individuals 16 years of age and older (including members of the armed forces), who are not inmates of institutions such as prisons, mental health facilities, or homes for the aged.

### *Civilian Noninstitutionalized Population*

The noninstitutionalized civilian population includes all individuals, 16 years of age and older, who are not on active duty in the military and who are not inmates of institutions.

### *Civilian Labor Force*

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 comprises all noninstitutionalized individuals, 16 years of age and older, who are either employed or unemployed and are not members of the armed forces. In this report, the individuals who constitute the civilian labor force are also referred to as labor force participants. Examples of individuals who are not in the labor force include students in school, homemakers, retirees, people who cannot work because of health problems, and 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).

### *Unemployment*

Individuals are considered unemployed if they do not have a job, have actively looked for work in the previous four weeks, and are currently available for work.

## Data Sources

The main data sources used for this research are the U.S. Census 2014 American Community Survey and labor force data from the Bureau of Labor Statistics (BLS). The ACS is an ongoing, yearly survey that samples a small percentage of the population including noninstitutionalized individuals living in group quarters such as college dormitories, residential treatment centers, and nursing facilities. The sample responses are weighted to approximate the demographic characteristics of the entire population. ACS data are available as summary tables and Public Use Microdata Sample (PUMS) files. The microdata files use a smaller sample than the summary tables, but can be used for custom analyses. 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 the information derived from the summary tables and microdata because of sampling differences. These differences are noted when relevant.

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 used for various economic statistics such as the national unemployment rate and measures related to employment and income.

Disability estimates were calculated by multiplying the population of each county by the county-specific rates of disability. The baseline population for each county was calculated from the 2014 ACS one-year estimates, and the county-specific rates for each type of disability were extracted from the 2011-2013 ACS three-year estimates, which are generally used for analyzing smaller populations and geographies. For the counties not represented on the survey, allocation factors developed by the Missouri Census

Data Center (2014) were used to align the respondents in the ACS geographic segments (called public use microdata areas) with Texas counties.

### 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 data are not always available for certain geographical boundaries. 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 using only the ACS microdata.

Unlike the decennial census, administered to the total population in order to determine accurate counts, the ACS and CPS are based on samples and produce data that approximate the size of the population. Since the surveys use different samples and methodologies, the data from each source is similar but does not exactly match. When possible, ACS data are referenced since a majority of the analyses in this report are based on that dataset.

The analyses presented in this paper are based on dissimilar populations. The section discussing disabilities in the U.S. uses ACS summary tables based on the civilian noninstitutionalized population. The subsection focusing on the total population of individuals with disabilities in Texas uses ACS microdata based on the noninstitutional population in order to be comparable to the 2012 Texas disability status report published by Cornell University (Erickson, Lee, & Von Schrader, 2012). Of note, data presented in this report do not exactly match the numbers in the Cornell disability status report because the authors of that report rounded estimates to the nearest hundred. Finally, the subsection focusing on the labor force participants in Texas with disabilities uses ACS microdata based on the noninstitutional civilian population. Any age differences in the groups used for each analysis are noted where applicable.

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## Individuals with Disabilities in the U.S.

According to ACS summary table data used in this section, 12.64 percent of the U.S. civilian noninstitutionalized population (39,674,679 individuals) had a disability in 2014. Individuals with disabilities accounted for 6.11 percent of the civilian labor force 16 years of age and older in 2014. In this section, a general demographic description of the population of individuals with disabilities in the U.S. is provided as a context for a discussion of the population of individuals with disabilities in Texas in the following section.

### Population Trends for Individuals with Disabilities in the U.S.

Illustrating change over time in the number of individuals with disabilities in the U.S. is difficult. Because surveys use dissimilar questions to define disabilities, comparing the numbers of individuals with disabilities between different surveys would be misleading. Even comparing the results of the same survey at two different time periods is complicated since some surveys have revised their disability questions and administered the questions to different age groups. For example, the 1990 census asked individuals between the ages of 16 and 64 about work disabilities, mobility limitations, and self-care limitations, whereas the 2000 census asked individuals age five and older about work disabilities and sensory, physical, mental, self-care, and ambulatory difficulties. Additionally, no questions about disabilities were asked on the 2010 census since the long form was replaced by the ACS. Results from the 2011 to 2014 ACS presented in Figure 1 indicate that while the numbers of individuals with disabilities have been increasing since 2011, the percentages of individuals with disabilities have consistently comprised approximately 12 percent of the total civilian noninstitutionalized population.

**Figure 1: Number of Individuals with Disabilities in U.S. and Percentage of Population, 2011–2014**

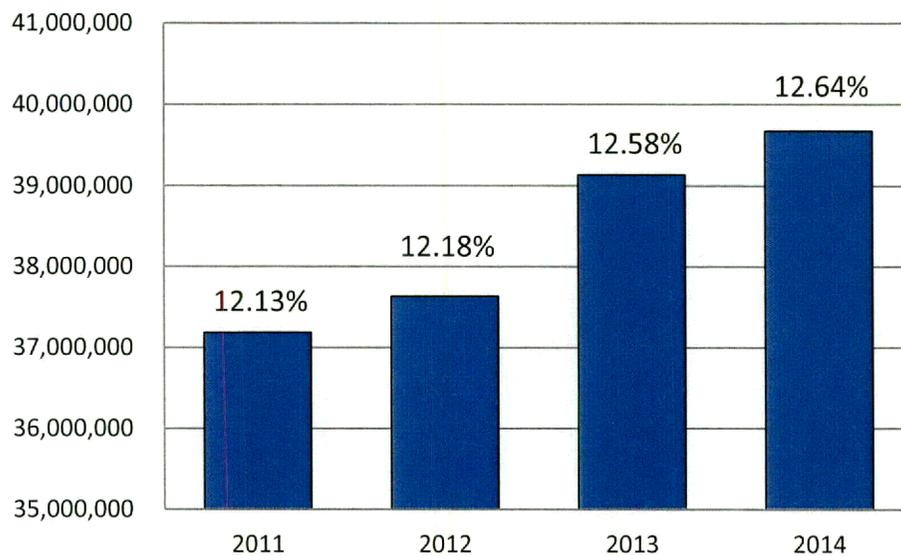


Figure notes: Data are from ACS summary tables. Percentages represent the portion of the total civilian noninstitutionalized population with disabilities.

## Regional Patterns

Individuals with disabilities are not evenly distributed across the nation. The ACS summary data indicate that the South had the largest number of individuals with disabilities in 2014. The region with the second largest number of individuals with disabilities was the Midwest, followed by the West. The Northeast had the smallest number. The regional distribution of individuals with disabilities can be examined in more detail by reviewing the population of individuals with disabilities for each state.

Appendix A contains a thematic map that illustrates the population of individuals with disabilities in each state. Table 1 uses the same data presented by the map in Appendix A to illustrate the ten states with the largest populations of individuals with disabilities in 2014. Generally, states with the largest populations also had the largest numbers of individuals with disabilities. States with the smallest populations had the smallest numbers of individuals with disabilities. Texas had the second largest number of individuals with disabilities of all the states. North Dakota, District of Columbia, and Wyoming had the fewest numbers of individuals with disabilities.

**Table 1: The Ten States with the Largest Populations of Individuals with Disabilities, 2014**

State	Individuals with Disabilities	Percent of Total Population
California	4,050,631	10.6%
Texas	3,422,764	12.9%
Florida	3,113,460	15.9%
New York	2,620,563	13.4%
Pennsylvania	1,996,534	15.9%
Ohio	1,801,638	15.8%
Illinois	1,613,897	12.7%
Michigan	1,595,884	16.3%
North Carolina	1,510,717	15.5%
Georgia	1,369,758	13.8%

Table notes: 2014 ACS summary table data. Percentages represent the portion of the total civilian noninstitutionalized population with a disability in each state.

## Demographic Characteristics of the U.S. Population of Individuals with Disabilities

The population of individuals with disabilities in the U.S. can be better understood through an analysis of several key demographic variables. Generally, women are more likely to have a disability than men. The longer life expectancy of women may be a partial explanation of this association. Figure 2 illustrates that 12.8 percent of women in the U.S. had a disability in 2014 compared to 12.5 percent of men.

**Figure 2: Number and Percentage of Individuals with Disabilities in the U.S. by Gender, 2014**

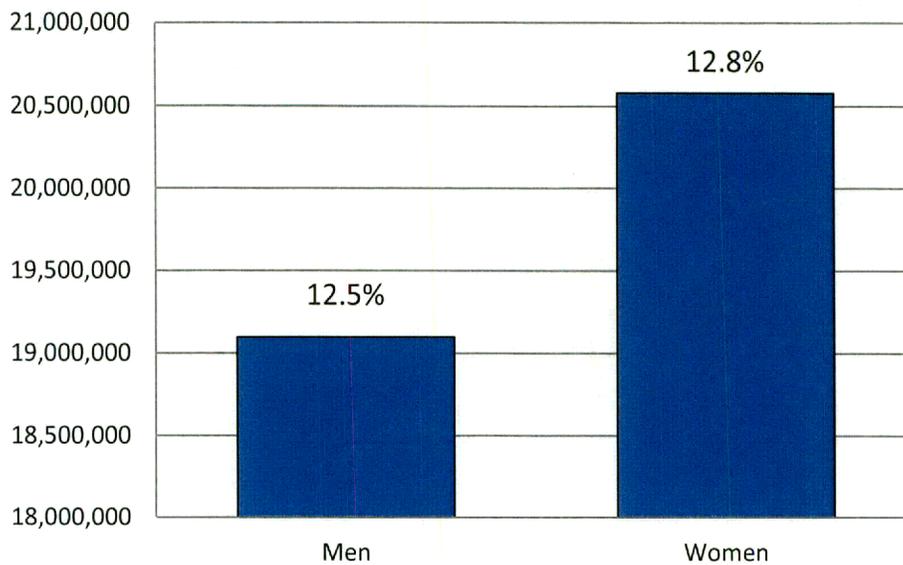


Table notes: 2014 ACS summary table data.

Racial and ethnic differences also exist. A greater percentage of Native Americans and Alaska Natives (16.7 percent) have a disability compared to African Americans (14 percent), non-Hispanic whites (13.9 percent), Hispanics of any race (8.8 percent), and Asians (6.9 percent). Because of data limitations, the Hispanic category is not mutually exclusive and these individuals are also represented in their respective race categories.

Several demographic characteristics of the U.S. population of individuals with disabilities differ from the population of individuals without disabilities. On average, the population of individuals with disabilities is older than the population without disabilities. Table 2 illustrates the percentage of the U.S. civilian noninstitutionalized population by age that reported having a disability. The percentage of individuals with a disability increases significantly at 65 years and again at 75 years. Slightly over 50 percent of individuals age 75 and older have a disability, which is essentially equivalent to the percentage of those without a disability.

**Table 2: Percentages of U.S. Population with and without Disabilities by Age Categories, 2014**

Age Categories	Total in Age Category	With a Disability		Without a Disability	
		Number	Percent	Number	Percent
Under 5 years	19,771,799	153,635	0.8%	19,618,164	99.2%
5 to 17 years	53,668,474	2,900,395	5.4%	50,768,079	94.6%
18 to 34 years	72,972,102	4,383,095	6.0%	68,589,007	94.0%
35 to 64 years	122,565,111	16,077,041	13.1%	106,488,070	86.9%
65 to 74 years	26,123,154	6,701,559	25.7%	19,421,595	74.3%
75 years and over	18,789,782	9,458,954	50.3%	9,330,828	49.7%
Total	313,890,422	39,674,679	12.6%	274,215,743	87.4%

Table notes: 2014 ACS summary table data.

Disabilities can occur at any age and may result from numerous factors including accidents, disease, developmental difficulties, occupational hazards, and military service. However, Table 2 illustrates that the prevalence of disability increases as age increases. Age is an important covariate of disability. Because of the numerous scientific and social advances made during the 20th century, life expectancies in the U.S. have increased. Individuals in the U.S. now live long enough to experience chronic and degenerative diseases instead of experiencing mortality at younger ages from infectious disease. These degenerative diseases can be associated with many reported disabilities, especially for individuals in the older age categories.

Differences also exist regarding educational attainment. Table 3 illustrates that in 2014 a greater percentage of individuals 25 years of age and older with a disability had less than a high school diploma or equivalency compared to individuals 25 years of age and older without a disability. A greater percentage of individuals with a disability are high school graduates (or equivalency) than individuals without a disability. Only 15.6 percent of individuals with a disability have a bachelor degree or higher compared to 33.4 percent of individuals without a disability. This is an increase from the 2011 data reflecting 13.9 percent and 31.7 percent, respectively.

**Table 3: Percentages of U.S. Population 25 Years of Age and Older with and without Disabilities by Education Level, 2014**

<b>Education Level</b>	<b>With a Disability</b>	<b>Without a Disability</b>
Less than high school graduate	23.0%	10.8%
High school graduate (includes equivalency)	34.1%	26.2%
Some college or associate degree	27.2%	29.6%
Bachelor degree or higher	15.6%	33.4%
Civilian population 25 years and older	34,818,755	174,865,447

Table notes: 2014 ACS summary table data.

On page 11, Table 4 details the specific types of disabilities reported by individuals in 2014. The reported disability categories are not mutually exclusive and the same individual may report multiple disabilities. Approximately 21 million individuals, 52.7 percent of the civilian noninstitutionalized population of individuals with disabilities, reported having an ambulatory difficulty. Approximately 38 percent of the population of individuals with disabilities reported cognitive difficulties and 35.5 percent reported independent living difficulties. Hearing, self-care, and vision difficulties were the fourth, fifth, and sixth most frequently reported, representing 28.3, 20, and 18.5 percent, respectively.

**Table 4: Number of Individuals in U.S. Reporting Each Type of Disability, 2014**

<b>Difficulty</b>	<b>Number</b>	<b>Percent of Population with Disabilities Reporting Difficulty</b>
Ambulatory difficulty	20,917,459	52.7%
Cognitive difficulty	14,984,990	37.8%
Independent living difficulty	14,073,433	35.5%
Hearing difficulty	11,237,790	28.3%
Self-care difficulty	7,942,869	20.0%
Vision difficulty	7,346,293	18.5%
<b>Total with a disability</b>	<b>39,674,679</b>	

Table notes: 2014 ACS summary table data. Reported disability categories are not mutually exclusive and one individual can report having several disabilities. Survey participants were asked to report serious difficulties. Percentages represent the portion of the population of individuals with disabilities reporting each difficulty.

The specific types of reported disabilities are presented on the following page in Table 5 by age categories. Not all disability questions were asked of each age category. Only hearing and vision difficulties are reported for individuals under the age of five. Additionally, independent living difficulties are only reported for individuals 18 years of age and older. The increased prevalence of disabilities can again be observed for individuals in the older age categories. Less than one percent of the civilian noninstitutionalized population under five years old is reported as having a disability. The most frequently reported disability of the population between the ages of five and 17 is cognitive difficulty. Ambulatory, cognitive, and independent living difficulties are the most-reported disabilities of individuals between the ages of 18 and 64. Greater percentages of individuals 65 years of age and older report ambulatory, independent living, and hearing difficulties. For convenience, similar national and state data have been combined in Appendix B.

**Table 5: Number of Individuals in U.S. by Age Category and Disability Type, 2014**

<b>Age Category and Disability</b>	<b>Total Number of Individuals in U.S. by Age Category</b>	<b>Total Number of Individuals with Disability</b>	<b>Percentage with Disability in Age Category</b>
<b>Population under 5 years of age</b>	19,771,799	153,635	0.8%
With a hearing difficulty		104,918	0.5%
With a vision difficulty		89,062	0.5%
<b>Population 5 to 17 years of age</b>	53,668,474	2,900,395	5.4%
With a hearing difficulty		333,416	0.6%
With a vision difficulty		454,831	0.8%
With a cognitive difficulty		2,215,470	4.1%
With an ambulatory difficulty		341,194	0.6%
With a self-care difficulty		512,377	1.0%
<b>Population 18 to 64 years of age</b>	195,537,213	20,460,136	10.5%
With a hearing difficulty		4,057,664	2.1%
With a vision difficulty		3,802,921	1.9%
With a cognitive difficulty		8,669,210	4.4%
With an ambulatory difficulty		10,225,155	5.2%
With a self-care difficulty		3,645,109	1.9%
With an independent living difficulty		7,224,420	3.7%
<b>Population 65 years of age and over</b>	44,912,936	16,160,513	36.0%
With a hearing difficulty		6,741,792	15.0%
With a vision difficulty		2,999,479	6.7%
With a cognitive difficulty		4,100,310	9.1%
With an ambulatory difficulty		10,351,110	23.0%
With a self-care difficulty		3,785,383	8.4%
With an independent living difficulty		6,849,013	15.2%

Table notes: 2014 ACS summary table data. Not all disability questions were asked to the individuals in each age category. Survey participants were asked to report serious difficulties and could report having several disabilities.

### Recent National Labor Force Trends for Individuals with Disabilities

Labor force trends can be illustrated through unemployment, labor force participation, and employment rates. The unemployment rate for individuals with disabilities is higher than for individuals without disabilities. In 2015, the average annual unemployment rate for individuals without a disability was 7.9 percent compared to 10.7 percent for individuals with a disability. Figure 3 illustrates that the annual unemployment rate for individuals with disabilities was higher than for individuals without disabilities from 2012–2015. Because data for earlier years are not available, the effects of the 2007 to 2009 recession on the unemployment rates for individuals with and without disabilities presented in Figure 3 are unknown.

**Figure 3: National Unemployment Rates for Individuals with and without Disabilities, 2012–2015**

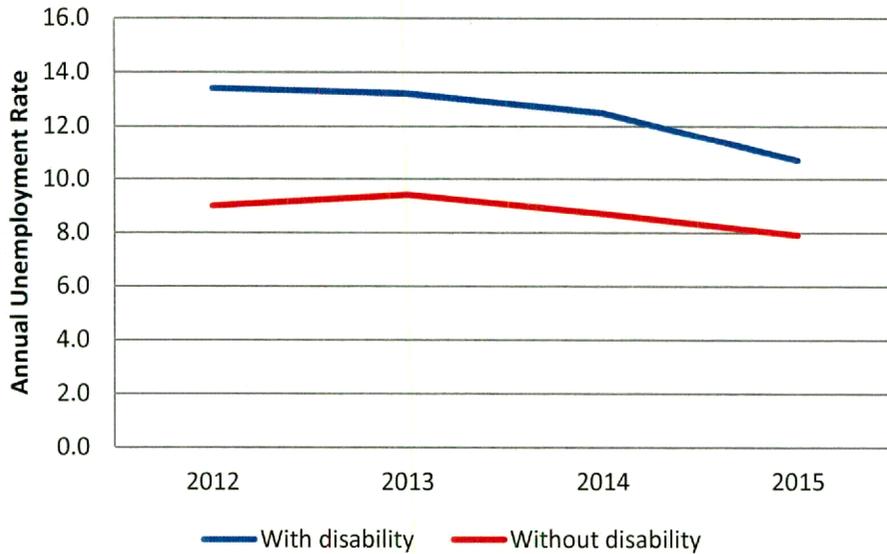


Figure notes: Annual unemployment rates are not seasonally adjusted. The rates are for individuals with and without disabilities who are 16 years of age and older. Data are from BLS.

Differences in unemployment also exist between genders. Figure 4 illustrates the unemployment rates for both men and women between the ages of 16 and 64 with and without disabilities. Between 2012 and 2015, men without disabilities generally had the highest unemployment rates. The lowest unemployment rate was for women without disabilities.

**Figure 4: National Unemployment Rates for Men and Women between the Ages of 16 and 64 with and without Disabilities, 2012–2015**

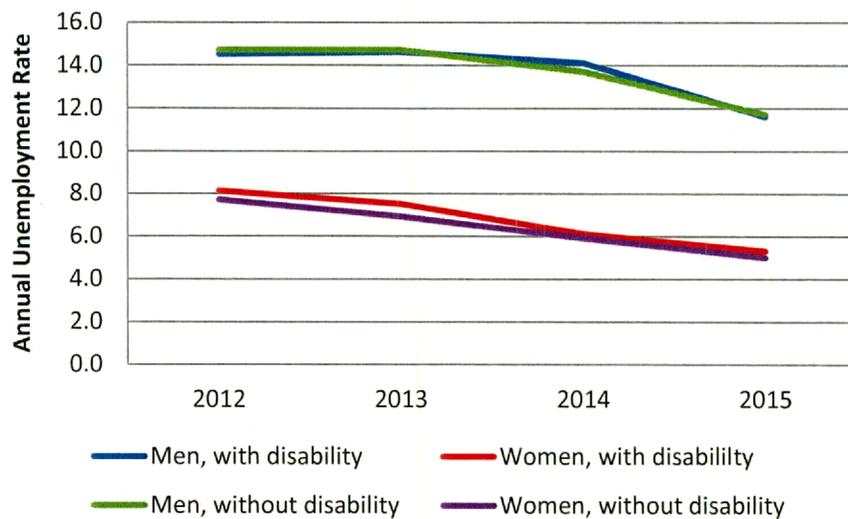


Figure notes: Annual unemployment rates are not seasonally adjusted. The rates are for individuals with and without disabilities who are 16 to 64 years old. Data are from BLS.

Individuals with a disability have a lower labor force participation rate than individuals without disabilities. Individuals are considered to be labor force participants if they are either employed or unemployed and seeking work. Specific examples of people who are not labor force participants include retired people, students, individuals taking care of children or other family members, and discouraged job seekers. In 2014, 80.5 percent of all individuals with disabilities were not participating in the labor force compared to 31.3 percent of individuals without disabilities (Bureau of Labor Statistics, 2014). However, many individuals with disabilities are over age 65 and may be retired or not seeking work.

To better understand labor participation rates, Figure 5 illustrates the 2014 labor force participation rates for men and women over the age of 16 with and without disabilities. Both the numbers of unemployed and employed individuals are illustrated. Men with disabilities had a 33 percent labor force participation rate compared to the 82.2 percent rate of men without disabilities. Women with disabilities had a 28.1 percent labor force participation rate compared to the 70.2 percent rate of women without disabilities. Because Figure 5 illustrates labor force participation rates, the remainder of each group can be interpreted as the portion not participating in the labor force (for instance, because 33 percent of men with disabilities were labor force participants, 67 percent were not participants).

**Figure 5: National Labor Force Participation Rates for Men and Women over the Age of 16 with and without Disabilities, 2014**

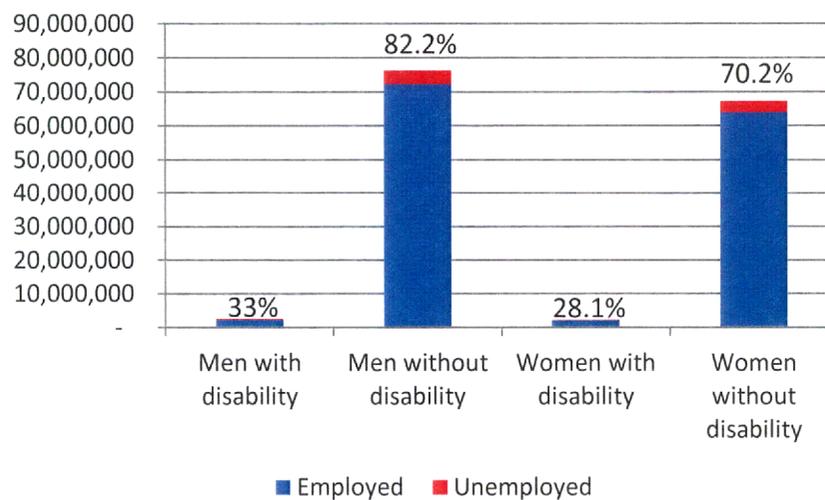


Figure notes: Percentages indicate the 2014 annual labor force participation rate for each group. The rates are for individuals who are 16 and over. Rates are specific to each group and cannot be added to produce gender specific rates. Data are from BLS.

In 2014, 17.1 percent of persons with a disability were employed compared to 64.6 percent of individuals without disabilities. Workers with a disability were more likely to be employed part time than those with no disability. Among those with a disability, approximately 33 percent usually worked part time in 2014, compared with 18 percent of workers without a disability. (Bureau of Labor Statistics, 2014).

## Individuals with Disabilities in Texas

According to the ACS microdata estimates used in this section, 11.7 percent of the noninstitutionalized population in Texas (3,101,039 individuals)<sup>1</sup> had a disability in 2014. Additionally, individuals with disabilities accounted for 6.2 percent of the civilian labor force 16 years of age and older in 2014 (820,564 individuals). In this section, a description of the population with disabilities in Texas focuses on population trends, demographic characteristics, labor force characteristics, and regional distribution.

### Population Trends of Individuals with Disabilities in Texas

Figure 6 illustrates the number of individuals with disabilities in Texas and the percentage of individuals with disabilities in the entire population of Texas between 2011 and 2014. The number of Texans with disabilities increased from 2011 to 2014. In 2011, 11.5 percent of the noninstitutionalized population in Texas (2,906,416 individuals) had disabilities. The number of individuals with disabilities in Texas increased to 3,101,039 individuals in 2014. However, because the population of Texas grew rapidly over the same period of time, individuals with disabilities accounted for a similar percentage of the population for all four years.

**Figure 6: Number of Individuals with Disabilities in Texas and Percentage of Population, 2011–2014**

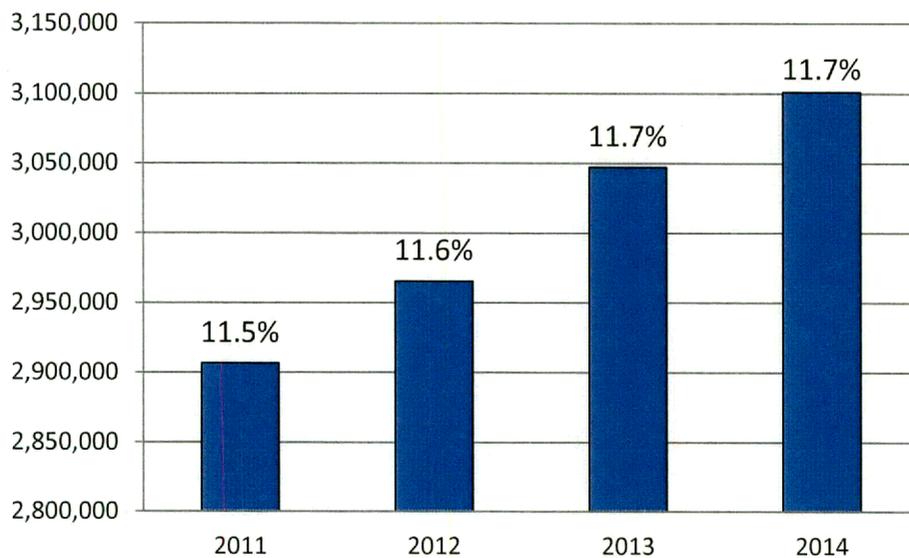


Figure notes: The 2011 to 2014 data are from ACS microdata. Percentages represent the portion of the total noninstitutionalized population with disabilities.

<sup>1</sup> The number derived from ACS microdata differs slightly from the number based on ACS summary tables. The number reported in this study omits the institutionalized group quarters population surveyed by the ACS because of small sample sizes at the state level. If the institutionalized group quarters population was included, the number of Texans with disabilities is estimated to be 3,266,274.

## Regional Distribution

The population of individuals with disabilities in Texas is not evenly distributed across the state. Appendix C contains a thematic map that illustrates the population of individuals with disabilities in each local workforce development area. Appendix D contains tables for each local workforce development area that detail the number of individuals with self-care, hearing, vision, independent living, ambulatory, and cognitive difficulties in each local workforce area's counties.

The map and tables in Appendixes C and D use disability estimates from the ACS. The 2014 population estimates used as the baseline population for each county were also from the ACS. The county-specific rates for each type of disability reported were extracted from the 2011 to 2013 ACS three-year microdata. For counties not included in the three-year ACS data, allocation factors produced by the Missouri Census Data Center were used to align the respondents in the ACS geographic segments (called public use microdata areas) with the missing Texas counties.

Similar to the disabilities data at the national level, local workforce development areas with large populations generally have the largest numbers of individuals with disabilities. The Gulf Coast Local Workforce Development Area, consisting of 13 counties around the Houston area, has the most individuals with disabilities in the state: 654,929. The next largest population of individuals with disabilities (262,027) is in the Alamo Local Workforce Development Area. The Greater Dallas and Tarrant County areas contain the third and fourth largest populations with 239,866 and 203,041, respectively.

Harris County, the most populous county in the state, is home to 403,536 individuals with disabilities. The counties with the largest numbers of individuals with disabilities in 2014 were Harris, Dallas, Tarrant, Bexar, Travis, Hidalgo, El Paso, Cameron, Montgomery, and Fort Bend. Almost half (48.6 percent) of the state's population of individuals with disabilities resided in these 10 counties.

## Demographic Characteristics of Individuals with Disabilities in Texas

The population of individuals with disabilities in Texas can be described by analyzing key demographic variables. More females reported having disabilities than males. Figure 7 indicates that in 2014, 11.9 percent of females (1,603,277 individuals) and 11.5 percent of males (1,497,762 individuals) had a disability.

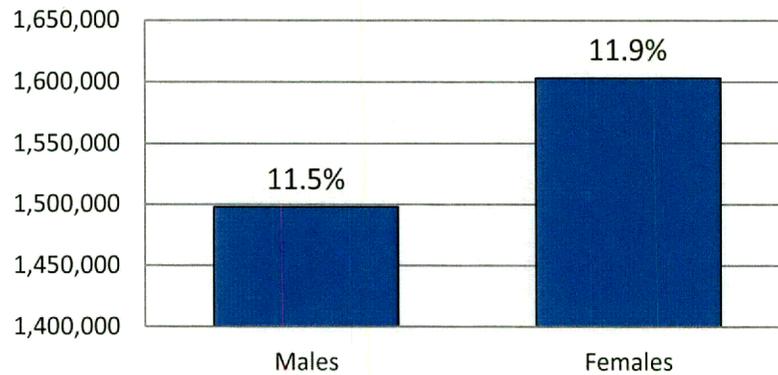
**Figure 7: Number and Percentage of Individuals with Disabilities in Texas by Gender, 2014**

Figure notes: 2014 ACS microdata.

Table 6 illustrates the percentages of individuals with and without disabilities by race and ethnicity. Over 13 percent of African Americans have a disability. Twelve percent of whites, 9.5 percent of Hispanics, nine percent of individuals in the 'Other' race/ethnicity category, and 5.6 percent of Asians have a disability.

**Table 6: Race and Ethnicity of Texans with and without Disabilities, 2014**

Race / Ethnicity	Total in each Race / Ethnicity Category	With a Disability		Without a Disability	
		Number	Percent	Number	Percent
African American	3,125,453	422,849	13.5%	2,702,604	86.5%
White	19,949,166	2,392,261	12.0%	17,556,905	88.0%
Hispanic	10,264,753	978,202	9.5%	9,286,551	90.5%
Other	1,468,522	131,875	9.0%	1,336,647	91.0%
Asian	1,155,999	64,338	5.6%	1,091,661	94.4%
Total	26,485,838	3,101,039	11.7%	23,384,799	88.3%

Table notes: 2014 ACS microdata. Percentages indicate the portion of each race/ethnicity category with and without disabilities. The race and ethnicity categories are mutually exclusive and include: Hispanics of one or more races, Whites (exclusive), African Americans (exclusive), Asians (exclusive), and other (more than one race not including Hispanic).

On average, the population of individuals with disabilities in Texas is older than the population of individuals without disabilities. Table 7 on the following page illustrates the percentages of the noninstitutionalized population with and without a disability in each age category. Less than one percent of Texans under the age of five had a disability. Under six percent of individuals between the ages of 16 and 24 had a disability. The prevalence of disability increases as age increases. For Texans 75 and older, approximately 55 percent had a disability.

**Table 7: Percentages of Texas Population with and without Disabilities by Age Categories, 2014**

Age Categories	Total	With a Disability		Without a Disability	
		Number	Percent	Number	Percent
Under 5	1,945,864	16,975	0.8%	1,928,889	99.2%
5 to 15 years	5,160,863	280,764	5.1%	4,880,099	94.9%
16 to 24 years	6,457,909	364,066	5.5%	6,093,843	94.5%
25 to 64 years	9,909,085	1,252,157	10.9%	8,656,928	89.1%
65 to 74 years	1,810,564	537,171	30.1%	1,273,393	69.9%
75 years and over	1,201,553	649,906	55.4%	551,647	44.6%
Total	26,485,838	3,101,039	11.7%	23,384,799	88.3%

Table notes: 2014 ACS microdata.

Differences in the prevalence of disability by age can also be observed when considering gender. Figure 8 illustrates the percentages of males and females with disabilities in each age category. Greater percentages of males have disabilities in the 5- to 17- and 18- to 34-year-old age categories. Approximately six and a half percent of males between the ages of five and 17 reported having a disability compared to approximately four percent of females in the same age category. Percentages are roughly similar for both the 35- to 64- and 65- to 74-year-old age categories. A larger percentage of females in the 75-year-old and over category reported having a disability.

**Figure 8: Percent of Individuals with Disabilities by Age and Gender in Texas, 2014**

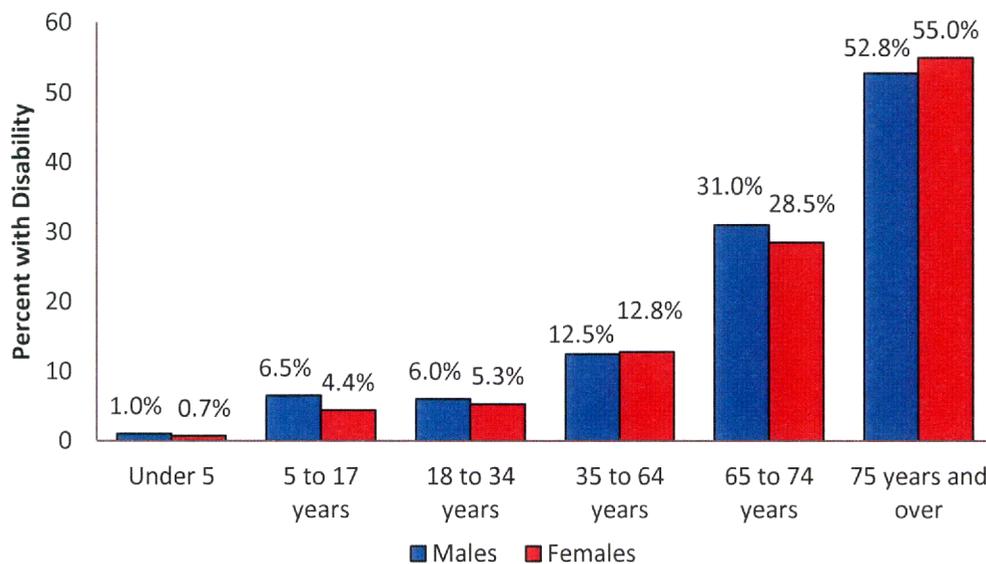


Table notes: 2014 ACS microdata. Percentages indicate the portion of men and women in each age category reporting a disability.

Differences between individuals with and without disabilities can also be observed by level of educational attainment. Table 8 illustrates that in 2014, approximately 25 percent of individuals 25 years of age and older with less than a high school diploma or equivalency had a disability. Nearly nine percent of individuals with a bachelor degree or higher had a disability.

**Table 8: Percentages of Texans with and without Disabilities by Education Level, 2014**

Education Level	Total Number of Individuals Age 25 and Over in Each Education Category	With a Disability		Without a Disability	
		Number	Percent	Number	Percent
Less than high school graduate	3,034,479	762,206	25.1%	2,272,273	74.9%
High school graduate (includes equivalency)	4,289,678	849,587	19.8%	3,440,091	80.2%
Some college or associate degree	5,008,165	777,212	15.5%	4,230,953	84.5%
Bachelor degree or higher	4,766,990	422,486	8.9%	4,344,504	91.1%
Noninstitutionalized population 25 years of age and over	17,099,312	2,811,491	16.4%	14,287,821	83.6%

Table notes: 2014 ACS microdata. Percentages represent the portion of the 25-years-old and older population with and without disabilities at each education level.

Table 9 illustrates the specific types of disabilities reported by Texans in 2014. The reported disability categories are not mutually exclusive, and the same individual could report multiple disabilities. Approximately 1.6 million individuals, 51.9 percent of the population of individuals with disabilities, reported having an ambulatory difficulty. Approximately 37 percent of the population of individuals with disabilities reported cognitive difficulties, and 33.6 percent reported independent living difficulties. Hearing, self-care, and vision difficulties were the fourth, fifth, and sixth most frequently reported.

**Table 9: Number of Individuals in Texas Reporting Each Type of Disability, 2014**

Disability	Number	Percent
Ambulatory difficulty	1,610,838	51.9%
Cognitive difficulty	1,144,453	36.9%
Independent living difficulty	1,042,009	33.6%
Hearing difficulty	895,108	28.9%
Self-care difficulty	612,927	19.8%
Vision difficulty	662,002	21.3%
Total with a disability	3,101,039	

Table notes: 2014 ACS microdata. Reported disability categories are not mutually exclusive and one individual could report having several disabilities. Percentages represent the portion of the population of individuals with disabilities reporting each difficulty.

The specific types of reported disabilities are presented in Table 10 by age categories. As previously noted, not all disability questions were asked of each age category. The increased prevalence of disabilities can again be observed for individuals in the older age categories. Less than one percent of the population under five years old is reported as having a disability. The most frequently reported disability of the population between the ages of five and 15 was cognitive difficulty, followed by self-care and vision difficulties. For individuals between the ages of 16 and 24, cognitive difficulties were also the most frequently reported, followed by independent living, vision, and ambulatory difficulties. For all age categories over the age of 25, the most frequently reported difficulty was ambulatory. For

individuals between the ages of 25 and 64, the second and third most frequently mentioned difficulties were cognitive and independent living, respectively. Hearing and independent living difficulties were the second and third most frequently mentioned for individuals in the 65- to 74-year-old age category. For individuals over 75, the second most reported difficulty was independent living and the third most reported was hearing. For convenience, similar national and state data have been combined in Appendix B.

Table 10: Number of Individuals in Texas by Age Category and Disability Type, 2014

Age Category and Disability	Total Number in Texas by Age Category	Number with Disability	Percent with Disability
<b>Population under 5 years of age</b>	1,940,901	15,661	0.8%
With a hearing difficulty		11,958	0.6%
With a vision difficulty		7,490	0.4%
<b>Population 5 to 15 years of age</b>	4,016,587	214,770	5.3%
With a hearing difficulty		26,000	0.6%
With a vision difficulty		36,351	0.9%
With a cognitive difficulty		165,689	4.1%
With an ambulatory difficulty		25,335	0.6%
With a self-care difficulty		36,451	0.9%
With an independent living difficulty		7,910	0.2%
<b>Population 16 to 24 years of age</b>	3,908,759	230,733	5.9%
With a hearing difficulty		32,350	0.8%
With a vision difficulty		48,108	1.2%
With a cognitive difficulty		144,368	3.7%
With an ambulatory difficulty		36,351	0.9%
With a self-care difficulty		28,282	0.7%
With an independent living difficulty		70,011	1.8%
<b>Population 25 to 64 years of age</b>	13,963,704	1,553,286	11.1%
With a hearing difficulty		357,666	2.6%
With a vision difficulty		343,209	2.5%
With a cognitive difficulty		586,143	4.2%
With an ambulatory difficulty		821,677	5.9%
With a self-care difficulty		278,355	2.0%
With an independent living difficulty		504,519	3.6%
<b>Population 65 to 74 years of age</b>	1,833,073	557,459	30.4%
With a hearing difficulty		208,847	11.4%
With a vision difficulty		113,001	6.2%
With a cognitive difficulty		125,760	6.9%
With an ambulatory difficulty		359,742	19.6%
With a self-care difficulty		115,547	6.3%
With an independent living difficulty		183,814	10.0%
<b>Population 75 years and over</b>	1,266,977	700,746	55.3%
With a hearing difficulty		315,348	24.9%
With a vision difficulty		158,593	12.5%
With a cognitive difficulty		228,210	18.0%
With an ambulatory difficulty		487,434	38.5%
With a self-care difficulty		229,556	18.1%
With an independent living difficulty		387,154	30.6%

Table notes: 2014 ACS microdata. One individual could report having several disabilities

## Labor Force Characteristics of Individuals with Disabilities in Texas

The demographic analyses presented in this subsection focus on individuals with disabilities in Texas who are in the civilian labor force, either employed or unemployed and seeking work. Individuals with disabilities in Texas who are on active duty with the military are not included in the analyses presented in this subsection. Approximately 29.3 percent of Texans with disabilities age 16 and older (820,564 individuals) were labor force participants in 2014 and accounted for 6.2 percent of labor force participants age 16 and older in Texas. The estimated numbers of labor force participants with disabilities by each county in the local workforce development areas are illustrated in Appendix E.

In 2014, 13,220,312 individuals in Texas were labor force participants. Over 820,000 labor force participants had a disability. Approximately 55 percent of labor force participants with disabilities in Texas (447,269 individuals) were male and approximately 45 percent (373,295) were female. Table 11 illustrates the race and ethnicity of labor force participants with and without disabilities. Approximately seven percent of labor force participants in the 'White' race/ethnicity category had a disability. Approximately six percent of both African American and Other category labor force participants had a disability. Five and a half percent of Hispanic labor force participants had a disability, and 2.7 percent of Asian labor force participants had a disability.

**Table 11: Race and Ethnicity of Texas Labor Force Participants with and without Disabilities, 2014**

Race/Ethnicity	Total Labor Force Participants in each Race/Ethnicity Category	Labor Force Participants With a Disability		Labor Force Participants Without a Disability	
		Number	Percent	Number	Percent
White	5,160,952	375,549	7.3%	4,785,403	92.7%
African American	1,595,998	100,887	6.3%	1,495,111	93.7%
Other	1,064,159	66,850	6.3%	997,309	93.7%
Hispanic	4,785,096	260,884	5.5%	4,524,212	94.5%
Asian	614,107	16,394	2.7%	597,713	97.3%
Total	13,220,312	820,564	6.2%	12,399,748	93.8%

Table notes: 2014 ACS microdata. The race and ethnicity categories are mutually exclusive and include: Hispanics of one or more races, Whites (exclusive), African Americans (exclusive), Asians (exclusive), and other (more than one race not including Hispanic).

In 2014, the average age of a labor force participant with a disability in Texas was 50.4 years old. Table 12 on the following page illustrates that 79,910 individuals with disabilities between the ages of 16 and 24 were labor force participants in 2014 and accounted for 4.1 percent of the age-specific labor force. The largest number of labor force participants with disabilities were between the ages of 25 to 64 and comprise 5.9 percent of labor force participants in that age range. Between the ages of 65 to 74, labor force participants with disabilities accounted for 17.2 percent of the age-specific labor force.

**Table 12: Texas Labor Force Participants with and without Disabilities by Age Category, 2014**

Age Categories	Total Number Of Labor Force Participants in Each Age Category	Labor Force Participants with a Disability		Labor Force Participants without a Disability	
		Number	Percent	Number	Percent
16 to 24 years	1,965,780	79,910	4.1%	1,885,870	95.9%
25 to 64 years	10,673,572	629,579	5.9%	10,043,993	94.1%
65 to 74 years	492,272	84,595	17.2%	407,677	82.8%
75 years and over	88,688	26,480	29.9%	62,208	70.1%
Total	13,220,312	820,564	6.2%	12,399,748	93.8%

Table notes: 2014 ACS microdata.

Table 13 represents the types of disabilities reported by individuals according to labor force participation status. Approximately 38 percent of individuals with disabilities who worked full time reported ambulatory difficulties, and 32 percent reported hearing difficulties. The most frequently reported difficulties for part-time workers were ambulatory (50.3 percent), cognitive (34.6 percent), and hearing (28.1 percent). Individuals who were not in the labor force reported ambulatory (65.4 percent), independent living (48.1 percent), and cognitive (39.5 percent) difficulties.

**Table 13: Types of Disabilities Reported by Individuals Age 16 and over by Labor Force Participation, 2014**

Disability	Full-Time Workers		Part-Time Workers		Not in Labor Force	
	Number	Percent	Number	Percent	Number	Percent
Ambulatory difficulty	227,202	37.7%	109,985	50.3%	1,398,536	65.4%
Independent living difficulty	62,451	10.4%	41,301	18.9%	1,028,168	48.1%
Cognitive difficulty	124,718	20.7%	75,600	34.6%	845,129	39.5%
Hearing difficulty	192,680	32.0%	61,392	28.1%	637,812	29.8%
Self-care difficulty	32,722	5.4%	17,610	8.1%	595,168	27.8%
Vision difficulty	136,394	22.7%	45,901	21.0%	467,294	21.9%

Table notes: 2014 ACS microdata. The same individual may report multiple disabilities.

Labor force participants with disabilities held various jobs in numerous industries throughout Texas in 2014. Table 14 on page 24 illustrates the percentages of labor force participants with and without disabilities by general category of work, also referred to as "class of worker." Approximately six percent of the employees of private, for-profit companies had disabilities in 2014. Approximately seven percent of federal, state, or local government employees had a disability. The total number of Texas labor force participants with disabilities was 820,564 (employed full-, part-time, and unemployed) in 2014. The total number of Texas labor force participants without disabilities was 12,399,748.

**Table 14: Class of Worker for Texas Labor Force Participants with and without Disabilities, 2014**

Class of Worker	Total Number of Labor Force Participants in Each Class of Worker	Labor Force Participants with a Disability		Labor Force Participants without a Disability	
		Number	Percent	Number	Percent
Employee of a private for-profit company	9,375,099	533,049	5.7%	8,842,050	94.3%
Employee of federal, state, or local government	1,711,212	114,768	6.7%	1,596,444	93.3%
Self-employed in own business, professional practice, or farm	1,218,170	95,166	7.8%	1,123,004	92.2%
Employee of a private not-for-profit organization	733,688	55,521	7.6%	678,167	92.4%
Unemployed or never worked	158,395	18,865	11.9%	139,530	88.1%
Working without pay in family business or farm	23,748	3,195	13.5%	20,553	86.5%
Texas Labor Force Total	13,220,312	820,564	6.0%	12,399,748	93.8%

Table notes: 2014 ACS microdata.

Table 15 on the following page illustrates the 20 Texas industries in which the highest percentages of labor force participants with disabilities were employed in 2014. These 20 industries employed 48.5 percent of labor force participants with disabilities in the state. The industry that employed the largest number of labor force participants with disabilities (64,632) was construction. The data in table 15 are presented differently from the other tables presented in this report. The percentages indicate the portion of Texas civilian labor force participants with and without disabilities employed in each industry. For example, 7.9 percent of Texas labor force participants with disabilities were employed by the construction industry in 2014. Approximately six percent of Texas labor force participants with disabilities (49,209 individuals) worked in elementary and secondary schools in 2014. The third largest employer of labor force participants with disabilities (48,669 individuals) was the restaurants and other food services industry.

**Table 15: Top 20 Industries Employing Individuals with and without Disabilities in Texas, 2014**

Industry	Labor Force Participants with a Disability		Labor Force Participants without a Disability	
	Number	Percent	Number	Percent
Construction	64,632	7.9%	978,473	7.9%
Elementary and secondary schools	49,209	6.0%	819,060	6.6%
Restaurants and other food services	48,669	5.9%	855,126	6.9%
Hospitals	25,797	3.1%	473,912	3.8%
Home health care services	21,874	2.7%	160,869	1.3%
Department and discount stores	19,325	2.4%	203,384	1.6%
Grocery stores	17,616	2.1%	230,820	1.9%
Support activities for mining	17,142	2.1%	269,757	2.2%
Real estate	15,515	1.9%	204,127	1.6%
Justice, public order, and safety activities	14,002	1.7%	224,835	1.8%
Colleges, universities, including junior	13,356	1.6%	281,895	2.3%
Nursing care facilities	12,285	1.5%	102,460	0.8%
Truck transportation	11,636	1.4%	173,625	1.4%
Insurance carriers and related activities	11,401	1.4%	205,536	1.7%
Services to buildings and dwellings	10,175	1.2%	123,220	1.0%
Amusement, gambling, and recreation	10,004	1.2%	113,390	0.9%
Religious organizations	9,175	1.1%	102,177	0.8%
Building material and supplies dealers	8,732	1.1%	78,738	0.6%
Automotive repair and maintenance	8,717	1.1%	123,191	1.0%
Business support services	8,679	1.1%	80,372	0.6%
Table Total	397,941	48.5%	5,804,967	46.8%

Table notes: Data are from 2014 ACS microdata. Only the top 20 industries are included in this table. Percentages indicate the portion of Texas civilian labor force participants with and without disabilities in the top 20 industries.

### Average Salaries of Texas Labor Force Participants with Disabilities

In 2014, Texas labor force participants with disabilities earned an average salary of \$32,620 (inflation adjusted for 2014) compared to \$45,623 for labor force participants without disabilities. Salary differences exist within the population of labor force participants with disabilities based on numerous demographic factors. On average, male labor force participants with disabilities earned \$39,426, whereas females earned \$23,952. Additionally, salaries varied depending on level of educational attainment. At every educational level, the average salaries of individuals with disabilities were lower than the salaries for individuals without disabilities, and the differences between salaries were larger as educational levels increased. Table 16 illustrates that labor force participants with disabilities who had less than a high school diploma earned an average yearly salary of \$17,997 compared to the average

salary of \$22,106 for labor force participants without disabilities. The average yearly salary earned by labor force participants with disabilities who had a bachelor degree or higher was \$69,329 compared to \$80,398 for labor force participants without disabilities.

**Table 16: Average Yearly Salary for Labor Force Participants with and without Disabilities by Educational Attainment, 2014**

Educational Attainment	Labor Force Participants with Disabilities		Labor Force Participants without Disabilities	
	Percent at Education Level	Average Yearly Salary	Percent at Education Level	Average Yearly Salary
Less than high school graduate	17.9%	\$17,997	12.9%	\$22,106
High school graduate (includes equivalency)	27.6%	\$23,675	22.2%	\$27,887
Some college or associate degree	35.3%	\$32,688	28.8%	\$33,749
Bachelor degree or higher	19.3%	\$69,329	35.0%	\$80,398
Labor Force Participants age 25 and over	740,654		10,513,878	

Table notes: 2014 ACS microdata. Salaries are inflation-adjusted for 2014.

Because individuals can report having multiple disabilities, analyzing any possible associations between income and specific disability is difficult. Table 17 illustrates the disabilities reported by Texas labor force participants in three different salary groups. The salary groups were constructed to contain an approximately equal number of individuals. The salary group with the lower income range consists of individuals earning \$0 to \$8,400 in a year. The middle salary range is from \$8,401 to \$30,000 and the higher income range is \$30,001 and higher. The largest percentages of labor force participants in the lower salary range reported ambulatory and cognitive difficulties. More individuals in the middle salary range reported ambulatory and hearing difficulties. Greater percentages of individuals in the higher salary range reported ambulatory and hearing difficulties. Looking at differences between the salary groups, similar percentages of individuals reported many of the difficulties. However, more than twice the number of individuals in the lower salary group reported cognitive difficulties compared to the higher salary group.

**Table 17: Disabilities Reported by Texas Labor Force Participants by Salary Range, 2014**

Disability	Lower Salary Range		Middle Salary Range		Higher Salary Range	
	Number	Percent	Number	Percent	Number	Percent
Self-care difficulty	19,282	7.5%	17,942	6.2%	19,003	6.2%
Hearing difficulty	68,697	26.8%	82,873	28.9%	122,402	40.0%
Vision difficulty	57,394	22.4%	74,652	26.0%	67,358	22.0%
Independent living difficulty	50,201	19.6%	37,941	13.2%	31,741	10.4%
Ambulatory difficulty	96,346	37.6%	108,411	37.7%	110,821	36.2%
Cognitive difficulty	98,731	38.5%	76,578	26.7%	54,605	17.8%
Total in Salary Range	256,126		287,218		306,316	

Table notes: 2014 ACS microdata. Salaries are inflation-adjusted for 2014. Individuals may report more than one disability. The lower income range is from \$0 to \$8,400; the middle range is from \$8,401 to \$30,000; and the higher income range is \$30,001 and higher.

### Supplemental Security Income

Supplemental security income (SSI) provides cash to meet basic needs for food, clothing, and shelter for the blind, aged, and individuals with disabilities who have little or no income. In Texas, 399,330 individuals age 16 and older with a disability received SSI in 2014. The average yearly SSI payment for individuals age 16 and over with disabilities was \$8,613 (inflation adjusted for 2014). Many of the individuals who received SSI were not labor force participants.

Out of the 820,564 labor force participants with disabilities, 28,210 (3.4 percent) received SSI in 2014. Out of the 2,193,728 individuals with disabilities who did not participate in the labor force, 371,120 (16.9 percent) received SSI in 2014. Figure 9 indicates the percentages of Texas civilian labor force participants and nonparticipants who received SSI in 2014 by disability type. Greater percentages of individuals with disabilities who did not participate in the labor force received SSI in 2014. Out of the labor force participants with a disability who received SSI, 12.6 percent (28,210 individuals) reported having a cognitive difficulty. Approximately seven percent of labor force participants with self-care difficulties (3,685 individuals) received SSI. Nearly four percent (10,254 individuals) of labor force participants with independent living difficulties received SSI in 2014. The smallest percentage of individuals receiving SSI (5,604 individuals) had hearing difficulties.

**Figure 9: Texas Labor Force Participants and Nonparticipants with Disabilities Receiving SSI by Disability Type, 2014**

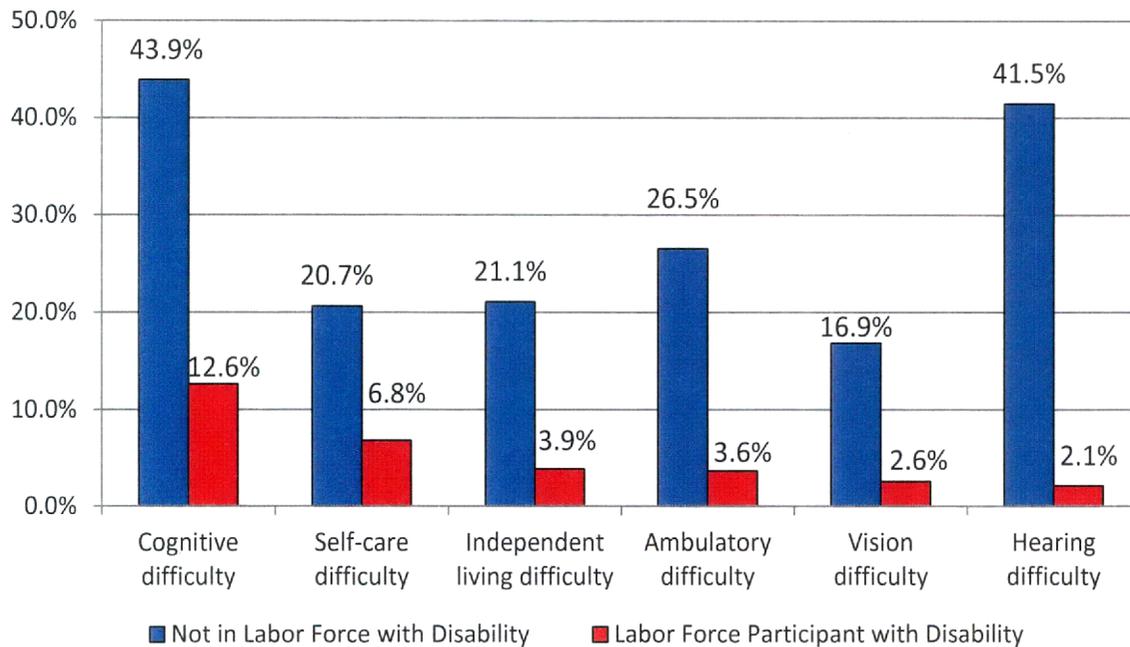


Table notes: 2014 ACS microdata. Percentages represent the portion of labor force participants with each difficulty who received SSI in 2014. Data excludes individuals reporting \$0 SSI.

## Texas 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. Additionally, because of the rigors associated with military service, numerous veterans have service-connected disabilities. A more thorough analysis of the Texas veteran population is available in *Veterans in Texas: A Demographic Study* (Texas Workforce Investment Council, 2012).

ACS data indicate that in 2014 approximately 20.5 percent of all Texas veterans (374,036 individuals) report having some type of disability compared to 14.9 percent of the age 18 and older nonveteran population (2,976,331 individuals). These reported disabilities may not necessarily be the consequence of military service. 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.

Table 18 illustrates the percentage of Texas veterans within the different ranges of disability ratings. Approximately three percent of Texas veterans have a zero percent disability rating, indicating that the service-related injury does not impair the veteran. Approximately 21 percent of Texas veterans with a rating have a disability rating of 10 or 20 percent. The majority of veterans with a service-connected rating (42.6 percent) have a disability rating of 70 to 100 percent.

**Table 18: Percentages of All Texas Veterans with Service-Connected Disability Ratings, 2014**

<b>Service Connected Disability Rating</b>	<b>Number</b>	<b>Percent</b>
0 percent	5,116	3.14%
10 or 20 percent	34,256	21.01%
30 or 40 percent	22,810	13.99%
50 or 60 percent	22,751	13.95%
70 to 100 percent	69,472	42.60%
Not reported	8,663	5.31%
<b>Total</b>	<b>163,068</b>	

Table notes: 2014 ACS microdata.

### Texas Youth with Disabilities

This subsection focuses on Texas youth—ages 16 to 24—with disabilities. Data on these youth are from ACS microdata for the civilian noninstitutionalized population. Generally, the transition to adulthood for youth with disabilities is challenging (Stewart et al., 2008). Transitions into careers and postsecondary education for youth with disabilities can be particularly difficult. Some youth may feel that their career choices are limited because of the accommodations that they require, while others may be discouraged from pursuing further postsecondary education, thus limiting career opportunities.

The most accurate method of illustrating the transition into postsecondary education or into a career from high school or college requires a longitudinal dataset in which the same individuals are followed over numerous years. However, the ACS dataset used in this report does not include longitudinal data. Therefore, comparison of youth with and without disabilities is limited to a specific point in time. Of the 3,504,421 Texas youth, 209,417 (6 percent) reported having a disability in 2014. Table 19 illustrates that six percent of youth attending secondary school in 2014 had a disability. However, secondary school attendance is normally compulsory until age 18 in Texas. Of the Texas youth attending college (including undergraduate and graduate education), 3.4 percent had disabilities in 2014.

**Table 19: School Attendance of Texas Youth with and without Disabilities, 2014**

School Attendance	Total Number of Youth between Ages 16 and 24 in Each Attendance Category	Youth with Disabilities		Youth without Disabilities	
		Number	Percent	Number	Percent
Currently Attending Secondary School	969,717	64,213	6.0%	905,504	94.0%
Currently Attending College	1,038,045	38,563	3.4%	999,482	96.6%
Not Currently Attending School	1,496,659	106,641	6.8%	1,390,018	93.2%
Total	3,504,421	209,417	6.0%	3,295,004	94.0%

Table notes: 2014 ACS microdata. Percentages represent the portion of youth with and without disabilities between the ages of 16 and 24 attending secondary school and college (including undergraduate or graduate).

Many youth between the ages of 16 and 24 are not included in labor force participation data because they are still in school. Table 20 indicates that 4.1 percent of labor force participants between the ages of 16 and 24 had a disability in 2014. Among the Texas youth not participating in the labor force in 2014, 8.4 percent had a disability. The average salary for youth labor force participants with disabilities was \$6,745 compared to \$18,787 for youth labor force participants without disabilities.

**Table 20: Labor Force Participation of Texas Youth with and without Disabilities, 2014**

Labor Force Participation	Total Number of Youth between Ages of 16 and 24	Youth with Disabilities		Youth without Disabilities	
		Number	Percent	Number	Percent
In Labor Force	1,965,780	79,910	4.1%	1,885,870	95.9%
Not in Labor Force	1,509,362	127,445	8.4%	1,381,917	91.6%
Total	3,475,142	207,355	6.0%	3,267,787	94.0%

Table notes: 2014 ACS microdata.

Even though youth with disabilities report similar aspirations for the future as youth without disabilities, youth with disabilities often have limited opportunities to participate in educational and career planning services (Hitchings et al., 2001). Transition planning and services for youth with disabilities are necessary early in high school to maximize cost-effectiveness and accessibility (Izzo & Lamb, as cited in Stewart et al., 2008). These services will enhance the chance for a successful transition into postsecondary education and a career.

Table 21 illustrates school enrollment and employment status for youth with and without disabilities. As seen in Column C, greater percentages of youth without disabilities are enrolled in secondary or postsecondary education for every year of age. Column E indicates that greater percentages of youth without disabilities are also employed full time compared to youth with disabilities. Additionally, greater percentages of youth without disabilities who are employed full time are also enrolled in secondary or postsecondary education (Column G). Column I illustrates that greater percentages of youth without disabilities are also employed part time compared to youth with disabilities. Greater percentages of youth without disabilities who are employed part time are also enrolled in secondary or postsecondary education (Column K).

**Table 21: School Enrollment and Employment Status of Texas Youth 16 to 24 Years of Age with and without Disabilities, 2014**

Youth with Disabilities											
Year of Age	Total Count	School Enrollment (Secondary or Post-Secondary)		Full Time Employment		Full Time Employed in School		Part Time Employment		Part Time Employed in School	
		Number	%	Number	%	Number	%	Number	%	Number	%
16	23,022	20,855	90.6	144	0.6	144	0.6	1,613	7.0	1,531	6.7
17	22,508	20,678	91.9	364	1.6	188	0.8	3,847	17.1	3,712	16.5
18	24,940	18,672	74.9	2,260	9.1	1,228	4.9	6,921	27.8	5,156	20.7
19	23,666	12,956	54.7	3,156	13.3	1,033	4.4	7,932	33.5	5,104	21.6
20	21,839	8,508	39.0	4,118	18.9	477	2.2	5,923	27.1	2,979	13.6
21	23,709	8,091	34.1	7,440	31.4	1,464	6.2	5,260	22.2	2,013	8.5
22	22,518	4,520	20.1	7,654	34.0	1,059	4.7	4,536	20.1	1,643	7.3
23	24,949	5,585	22.4	7,432	29.8	924	3.7	5,957	23.9	1,529	6.1
24	23,219	2,911	12.5	8,012	34.5	387	1.7	4,509	19.4	1,548	6.7
<b>Total</b>	<b>210,370</b>	<b>102,776</b>	<b>48.9</b>	<b>40,580</b>	<b>19.3</b>	<b>6,904</b>	<b>3.3</b>	<b>46,498</b>	<b>22.1</b>	<b>25,215</b>	<b>12.0</b>
Youth without Disabilities											
Year of Age	Total Count	School Enrollment (Secondary or Post-Secondary)		Full Time Employment		Full Time Employed in School		Part Time Employment		Part Time Employed in School	
		Number	%	Number	%	Number	%	Number	%	Number	%
16	352,262	340,599	96.7	4,464	1.3	4,122	1.2	56,299	16.0	53,166	15.1
17	363,815	342,113	94.0	16,265	4.5	12,068	3.3	109,020	30.0	100,263	27.6
18	370,889	292,397	78.8	47,251	12.7	21,408	5.8	144,408	38.9	113,835	30.7
19	345,578	209,002	60.5	96,143	27.8	32,152	9.3	144,694	41.9	96,521	27.9
20	384,490	206,114	53.6	140,102	36.4	41,043	10.7	155,979	40.6	105,681	27.5
21	384,853	180,293	46.8	170,164	44.2	43,595	11.3	137,905	35.8	87,186	22.7
22	374,548	148,167	39.6	181,895	48.6	37,201	9.9	122,327	32.7	68,490	18.3
23	368,291	106,984	29.0	217,955	59.2	42,622	11.6	93,003	25.3	37,025	10.1
24	355,329	79,317	22.3	227,437	64.0	30,213	8.5	76,296	21.5	28,506	8.0
<b>Total</b>	<b>3,300,055</b>	<b>1,904,986</b>	<b>57.7</b>	<b>1,101,676</b>	<b>33.4</b>	<b>264,424</b>	<b>8.0</b>	<b>1,039,931</b>	<b>31.5</b>	<b>690,673</b>	<b>20.9</b>
<b>Column</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>

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## Concluding Comments

This study provided a demographic overview of individuals with disabilities for both the U.S. and Texas. A demographic description of the U.S. population of individuals with disabilities was first presented to provide both a general overview and a context for the analysis of the Texas population. The Texas population of individuals with disabilities was then detailed using 2014 ACS microdata with a focus on the characteristics of civilian labor force participants with disabilities.

National data indicate the numbers of individuals with disabilities have been increasing since 2011; however, the percentages of individuals with disabilities have consistently made up approximately 12 percent of the total civilian noninstitutionalized population. Women are more likely to have a disability than men and the average age of the population of individuals with disabilities is older than the average age of the population without disabilities. Individuals with disabilities most frequently reported having ambulatory difficulties. The unemployment rate for individuals with disabilities is higher than for individuals without disabilities and the average yearly income for individuals with disabilities is less than for individuals without disabilities at every educational attainment level.

In Texas, the average age of a labor force participant with a disability was 50.4 in 2014. Approximately 29.3 percent of Texans age 16 and older with disabilities (820,564 individuals) were labor force participants in 2014. Individuals with disabilities accounted for 6.2 percent of civilian labor force participants age 16 and older in Texas. The three industries that employed the largest numbers of labor force participants with disabilities in Texas were construction, elementary and secondary schools, and restaurants and other food services. Labor force participants with disabilities who worked full time earned an average salary of \$32,620, whereas part-time workers earned \$10,855.

The demographic overview of individuals with disabilities presented in this report is meant to assist policy makers and program planners in the design and implementation of relevant programs and services. This study supports policy recommendations made by the Committee on People with Disabilities (2015) to the 84th Texas Legislature regarding individuals with disabilities in the labor force. In order to support full employment opportunities for individuals with disabilities, the Committee's labor force recommendations concern educating employers about legal requirements, supporting an inclusive business climate, promoting accessible workplace technology, enhancing existing state services and encouraging an integrated approach to service delivery, and responding quickly to emerging trends, including the aging of the workforce.

Individuals with disabilities can enhance workforce diversity and offer employers the skills, knowledge and experience that Texas businesses need to thrive. These individuals can strengthen the current and future Texas economy and are a valuable resource for Texas employers. The Texas workforce system must ensure that employers have access to every potential skilled worker.

No Texan can be left behind. Private and public sector workplaces that support integrated employment opportunities as well as a greater use of assistive technologies in the workplace can provide individuals with disabilities the opportunity to gain and maintain employment.

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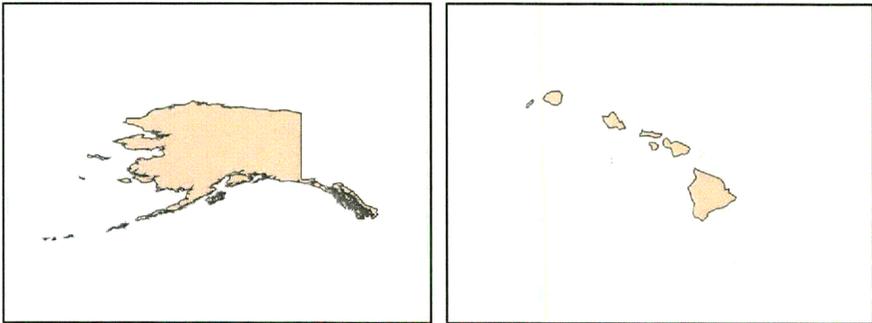
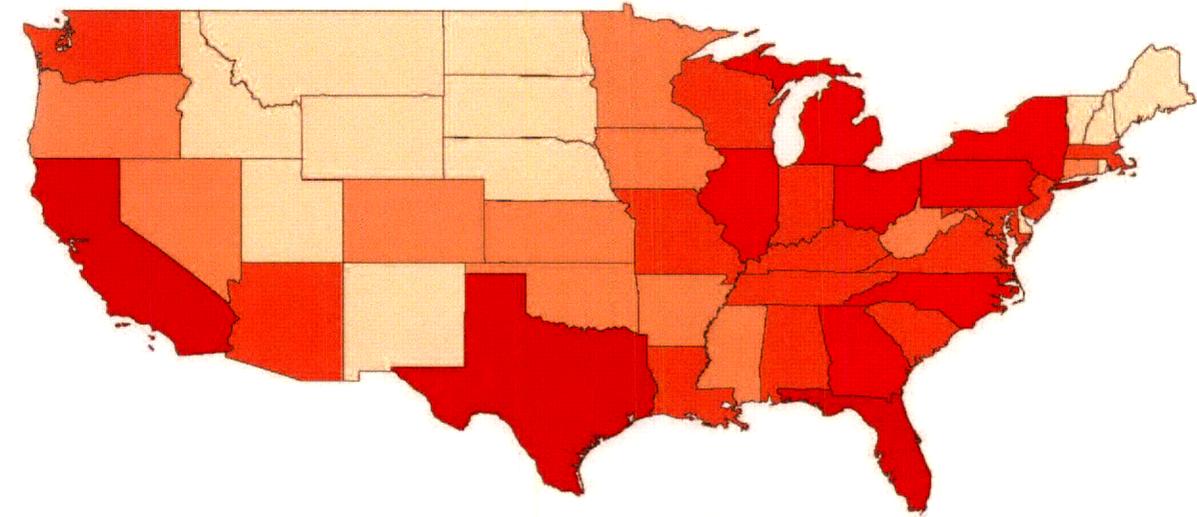
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# Appendix A: Number of Individuals with Disabilities in the U.S. by State, 2014



### Legend

Lightest Orange	80,725 - 340,000
Light Orange	340,001 - 738,000
Orange	738,001 - 1,369,000
Dark Orange	1,369,001 - 3,113,000
Dark Red	3,113,001 - 4,050,631

Notes: 2014 ACS summary table data.

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## Appendix B: U.S. and Texas Disability Data for Comparison

National and state data displayed side-by-side in Table 22 and 23 in this appendix are for reader clarity only. The percentages may or may not be comparable due to the use of different data sources for national data (ACS summary file data) and Texas data (ACS microdata) and the methodologies used to generate the estimates. The analyses in this report do not include t-tests to determine if the differences are statistically significant.

**Table 22: Individuals with Disabilities in U.S. and Texas**

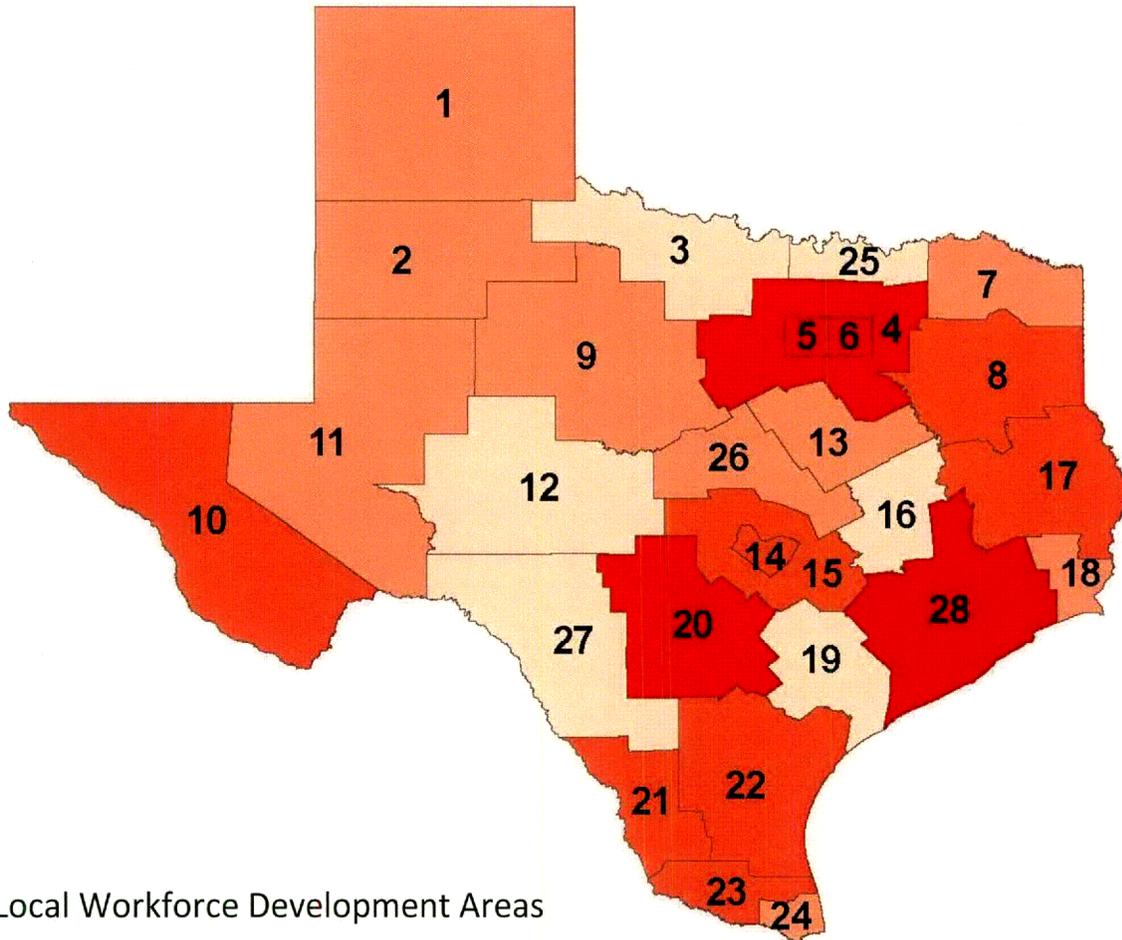
Individuals with Disabilities	U.S.		Texas	
	Number	Percent	Number	Percent
Males with Disabilities	20,577,831	12.5%	1,819,487	14.0%
Females with Disabilities	19,096,848	12.8%	1,603,277	11.9%
Total	39,674,679	12.6%	3,422,764	12.9%

Table notes: U.S. data are from 2014 ACS summary tables. Texas data are from 2014 ACS microdata.

Table 23: Number of Individuals by Age Category and Disability Type in U.S. and Texas, 2014

Age Category and Disability	Total Number in U.S. by Age Category	Number of Individuals with Disability in U.S.	Percent with Disability in Age Category (U.S.)	Total Number in Texas by Age Category	Number of Individuals with Disability in Texas	Percent with Disability in Age Category (Texas)
<b>Population under 5 years of age</b>	19,771,799	153,635	0.8%	1,945,864	16,975	0.9%
With a hearing difficulty		104,918	0.5%		12,948	0.7%
With a vision difficulty		89,062	0.5%		8,839	0.5%
<b>Population 5 to 17 years of age</b>	53,668,474	2,900,395	5.4%	5,160,863	280,764	5.4%
With a hearing difficulty		333,416	0.6%		33,621	0.7%
With a vision difficulty		454,831	0.8%		46,666	0.9%
With a cognitive difficulty		2,215,470	4.1%		205,728	4.0%
With an ambulatory difficulty		341,194	0.6%		31,639	0.6%
With a self-care difficulty		512,377	1.0%		47,072	0.9%
<b>Population 18 to 64 years of age</b>	195,537,213	20,460,136	10.5%	16,366,994	1,616,223	9.9%
With a hearing difficulty		4,057,664	2.1%		359,754	2.2%
With a vision difficulty		3,802,921	1.9%		355,706	2.2%
With a cognitive difficulty		8,669,210	4.4%		635,726	3.9%
With an ambulatory difficulty		10,225,155	5.2%		801,405	4.9%
With a self-care difficulty		3,645,109	1.9%		279,320	1.7%
With an independent living difficulty		7,224,420	3.7%		533,618	3.3%
<b>Population 65 years of age and over</b>	44,912,936	16,160,513	36.0%	3,012,117	1,187,077	39.4%
With a hearing difficulty		6,741,792	15.0%		488,785	16.2%
With a vision difficulty		2,999,479	6.7%		250,791	8.3%
With a cognitive difficulty		4,100,310	9.1%		302,999	10.1%
With an ambulatory difficulty		10,351,110	23.0%		777,794	25.8%
With a self-care difficulty		3,785,383	8.4%		286,535	9.5%
With an independent living difficulty		6,849,013	15.2%		508,391	16.9%

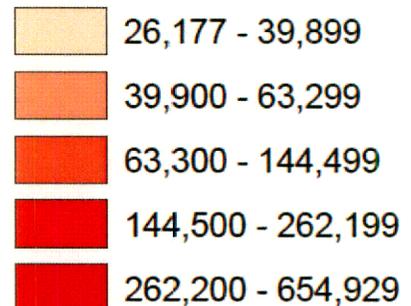
## Appendix C: Number of Individuals with Disabilities in Texas by LWDA, 2014



### Local Workforce Development Areas

- |                        |                             |
|------------------------|-----------------------------|
| 1. Panhandle           | 15. Rural Capital Area      |
| 2. South Plains        | 16. Brazos Valley           |
| 3. North Texas         | 17. Deep East Texas         |
| 4. North Central Texas | 18. South East Texas        |
| 5. Tarrant County      | 19. Golden Crescent         |
| 6. Greater Dallas      | 20. Alamo                   |
| 7. Northeast Texas     | 21. South Texas             |
| 8. East Texas          | 22. Coastal Bend            |
| 9. West Central Texas  | 23. Lower Rio Grande Valley |
| 10. Borderplex         | 24. Cameron County          |
| 11. Permian Basin      | 25. Texoma                  |
| 12. Concho Valley      | 26. Central Texas           |
| 13. Heart of Texas     | 27. Middle Rio Grande       |
| 14. Capital Area       | 28. Gulf Coast              |

### Legend



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## **Appendix D: Number of Individuals with Disabilities in Texas by County in Each LWDA**

This appendix illustrates the numbers of individuals with disabilities by each county in the local workforce development areas. The total population of the county is presented with the number of individuals with any disability. The numbers of individuals with self-care, hearing, vision, independent living, ambulatory, and cognitive difficulties are also provided. Since the reported disability categories are not mutually exclusive and the same individual may report multiple disabilities, adding the different types of disabilities does not equal the number of individuals with any disability. The tables are based on disability estimates from the 2011 to 2013 ACS three-year microdata and 2014 ACS one-year population estimates. For counties not included in the three-year ACS data, allocation factors produced by the Missouri Census Data Center were used to align the respondents in the ACS geographic segments (called public use microdata areas) with the missing Texas counties.

## LWDA 1: Panhandle

Table 24: LWDA 1 Panhandle—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Armstrong	1,955	253	56	85	127	78	46	82	
Briscoe	1,536	228	51	77	114	70	42	74	
Carson	6,013	836	186	282	419	258	153	271	
Castro	7,781	1,089	242	367	546	336	200	353	
Childress	7,089	962	214	324	483	297	176	312	
Collingsworth	3,017	405	90	137	203	125	74	131	
Dallam	7,135	912	203	307	457	281	167	295	
Deaf Smith	19,195	2,633	586	888	1,321	813	483	854	
Donley	3,543	506	113	171	254	156	93	164	
Gray	23,044	3,064	681	1,033	1,536	945	562	993	
Hall	3,147	456	101	154	229	141	84	148	
Hansford	5,509	760	169	256	381	234	139	246	
Hartley	6,089	836	186	282	419	258	153	271	
Hemphill	4,180	506	113	171	254	156	93	164	
Hutchinson	21,773	3,013	670	1,016	1,511	930	553	977	
Lipscomb	3,553	456	101	154	229	141	84	148	
Moore	22,148	2,988	664	1,007	1,498	922	548	968	
Ochiltree	10,758	1,393	310	470	698	430	255	451	
Oldham	2,070	279	62	94	140	86	51	90	
Parmer	9,908	1,393	310	470	698	430	255	451	
Potter	121,627	15,882	3,496	5,138	9,078	5,404	3,257	6,222	
Randall	128,220	14,056	2,583	5,167	7,562	4,423	2,504	4,554	
Roberts	928	127	28	43	63	39	23	41	
Sherman	3,084	405	90	137	203	125	74	131	
Swisher	7,581	1,063	236	359	533	328	195	345	
Wheeler	5,714	734	163	248	368	227	135	238	
<b>Panhandle Total</b>	<b>436,597</b>	<b>55,233</b>	<b>11,703</b>	<b>18,834</b>	<b>29,325</b>	<b>17,633</b>	<b>10,399</b>	<b>18,975</b>	

## LWDA 2: South Plains

Table 25: LWDA 2 South Plains—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Bailey	6,910	1,041	216	339	628	328	251	323	
Cochran	2,935	463	96	151	279	146	111	144	
Crosby	5,899	887	184	289	535	279	213	275	
Dickens	2,218	347	72	113	209	109	84	108	
Floyd	5,949	935	194	304	564	294	225	290	
Garza	6,435	937	194	305	565	295	226	291	
Hale	34,720	5,263	1,091	1,714	3,174	1,657	1,267	1,634	
Hockley	23,577	3,335	691	1,086	2,011	1,050	803	1,036	
King	262	39	8	13	23	12	9	12	
Lamb	13,574	2,024	419	659	1,221	637	487	629	
Lubbock	293,974	42,532	10,412	12,245	20,485	16,240	7,919	12,591	
Lynn	5,771	867	180	282	523	273	209	269	
Motley	1,153	173	36	56	105	55	42	54	
Terry	12,739	1,831	380	596	1,104	577	441	569	
Yoakum	8,286	1,137	236	370	686	358	274	353	
<b>South Plains Total</b>	<b>424,402</b>	<b>61,811</b>	<b>14,407</b>	<b>18,523</b>	<b>32,112</b>	<b>22,312</b>	<b>12,559</b>	<b>18,578</b>	

## LWDA 3: North Texas

Table 26: LWDA 3 North Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Archer	8,811	1,635	282	487	961	606	325	558	
Baylor	3,592	681	118	203	400	253	135	233	
Clay	10,370	1,935	334	577	1,137	718	384	660	
Cottle	1,415	273	47	81	160	101	54	93	
Foard	1,275	245	42	73	144	91	49	84	
Hardeman	3,928	763	132	227	448	283	152	260	
Jack	8,855	1,635	282	487	961	606	325	558	
Montague	19,416	3,570	616	1,064	2,098	1,324	709	1,219	
Wichita	132,355	19,581	3,329	5,564	10,589	9,282	4,469	6,896	
Wilbarger	12,973	2,453	423	731	1,441	910	487	837	
Young	18,350	3,352	578	999	1,970	1,243	666	1,144	
<b>North Texas Total</b>	<b>221,340</b>	<b>36,124</b>	<b>6,183</b>	<b>10,493</b>	<b>20,309</b>	<b>15,416</b>	<b>7,754</b>	<b>12,542</b>	

## LWDA 4: North Central

Table 27: LWDA 4 North Central—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Collin	885,241	35,870	5,653	11,069	17,701	13,380	9,027	13,287	
Denton	753,363	40,543	7,137	10,336	19,829	17,242	8,363	14,290	
Ellis	159,317	19,009	2,853	4,950	9,694	7,541	4,231	6,335	
Erath	40,147	644	668	1,307	2,207	1,308	818	1,134	
Hood	53,921	871	904	1,767	2,984	1,768	1,106	1,533	
Hunt	88,493	11,018	2,125	3,178	6,029	4,040	2,169	4,131	
Johnson	157,456	17,701	3,198	5,972	9,330	5,641	3,596	5,761	
Kaufman	111,236	18,685	4,400	5,155	10,529	7,430	3,834	6,921	
Navarro	48,195	6,321	1,258	1,631	3,790	2,443	1,343	2,351	
Palo	28,096	479	497	973	1,642	973	609	844	
Parker	123,164	14,923	2,514	1,198	7,569	5,881	2,461	4,889	
Rockwall	87,809	10,009	1,930	2,887	5,477	3,669	1,970	3,753	
Somervell	8,694	146	151	295	499	295	185	256	
Wise	61,638	10,711	1,847	3,191	6,293	3,972	2,127	3,656	
<b>North Central Total</b>	<b>2,606,770</b>	<b>186,930</b>	<b>35,135</b>	<b>53,909</b>	<b>103,572</b>	<b>75,584</b>	<b>41,838</b>	<b>69,140</b>	

## LWDA 5: Tarrant County

Table 28: LWDA 5 Tarrant County—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Tarrant	1,945,360	203,041	38,527	54,802	104,150	80,866	40,806	66,803	
<b>Tarrant County Total</b>	<b>1,945,360</b>	<b>203,041</b>	<b>38,527</b>	<b>54,802</b>	<b>104,150</b>	<b>80,866</b>	<b>40,806</b>	<b>66,803</b>	

## LWDA 6: Dallas

Table 29: LWDA 6 Dallas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Dallas	2,518,638	239,866	50,490	63,038	130,426	91,619	58,257	93,553
<b>Dallas Total</b>	<b>2,518,638</b>	<b>239,866</b>	<b>50,490</b>	<b>63,038</b>	<b>130,426</b>	<b>91,619</b>	<b>58,257</b>	<b>93,553</b>

## LWDA 7: North East

Table 30: LWDA 7 North East—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Bowie	93,275	15,829	2,725	4,019	9,256	6,629	3,793	5,956
Cass	30,261	5,220	899	1,326	3,053	2,186	1,251	1,964
Delta	5,238	1,031	219	327	592	405	227	372
Franklin	10,600	2,093	445	664	1,202	821	461	755
Hopkins	35,921	6,903	1,468	2,191	3,965	2,709	1,521	2,490
Lamar	49,523	9,777	2,080	3,103	5,616	3,837	2,154	3,527
Morris	12,743	2,542	541	807	1,460	998	560	917
Red	12,446	2,528	538	802	1,452	992	557	912
Titus	32,506	6,341	1,349	2,013	3,642	2,489	1,397	2,288
<b>North East Total</b>	<b>282,513</b>	<b>52,262</b>	<b>10,263</b>	<b>15,252</b>	<b>30,239</b>	<b>21,067</b>	<b>11,922</b>	<b>19,181</b>

## LWDA 8: East Texas

Table 31: LWDA 8 East Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self- Care	Ind. Living
Anderson	57,627	12,240	2,559	3,173	7,327	4,279	1,962	3,790
Camp	12,621	2,624	484	917	1,573	885	663	1,021
Cherokee	50,902	9,143	1,678	2,587	5,386	3,236	2,003	3,291
Gregg	123,204	23,370	3,987	6,085	11,751	7,440	4,822	7,485
Harrison	67,336	14,545	3,181	4,622	8,400	5,260	3,184	5,509
Henderson	79,290	16,426	3,433	4,257	9,833	5,741	2,633	5,087
Marion	10,149	2,330	510	740	1,346	843	510	883
Panola	23,769	4,284	786	1,212	2,523	1,516	939	1,542
Rains	11,032	2,324	429	812	1,393	784	588	905
Rusk	53,923	9,604	1,763	2,717	5,657	3,399	2,104	3,457
Smith	218,842	18,946	3,618	5,539	9,994	6,935	3,932	5,984
Upshur	40,354	8,707	1,904	2,767	5,028	3,149	1,906	3,298
Van Zandt	52,910	11,146	2,057	3,894	6,681	3,761	2,818	4,338
Wood	42,852	8,897	1,642	3,108	5,333	3,002	2,250	3,463
<b>East Texas Total</b>	<b>844,811</b>	<b>144,585</b>	<b>28,029</b>	<b>42,430</b>	<b>82,224</b>	<b>50,231</b>	<b>30,314</b>	<b>50,051</b>

## LWDA 9: West Central

Table 32: LWDA 9 West Central—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Brown	37,653	5,768	1,198	1,763	3,519	2,100	1,397	2,095
Callahan	13,513	2,041	424	624	1,245	743	494	741
Coleman	8,430	1,331	276	407	812	485	322	483
Comanche	13,550	2,100	436	642	1,281	765	509	763
Eastland	18,176	2,810	584	859	1,714	1,023	681	1,021
Fisher	3,831	592	123	181	361	215	143	215
Haskell	5,769	887	184	271	541	323	215	322
Jones	19,936	3,047	633	931	1,859	1,109	738	1,107
Kent	785	118	25	36	72	43	29	43
Knox	3,858	562	117	172	343	205	136	204
Mitchell	9,076	1,420	295	434	866	517	344	516
Nolan	15,093	2,307	479	705	1,408	840	559	838
Runnels	10,416	1,597	332	488	974	582	387	580
Scurry	17,328	2,544	528	777	1,552	926	616	924
Shackelford	3,343	503	104	154	307	183	122	183
Stephens	9,405	1,449	301	443	884	528	351	526
Stonewall	1,403	237	49	72	144	86	57	86
Taylor	135,143	24,437	4,782	9,044	12,310	8,901	5,179	8,455
Throckmorton	1,608	237	49	72	144	86	57	86
<b>West Central Total</b>	<b>328,316</b>	<b>53,985</b>	<b>10,920</b>	<b>18,075</b>	<b>30,337</b>	<b>19,659</b>	<b>12,338</b>	<b>19,187</b>

## LWDA 10: Borderplex

Table 33: LWDA 10 Borderplex—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Brewster	9,173	1,609	451	564	855	633	250	550
Culberson	2,266	421	118	148	224	166	65	144
El Paso	833,487	72,926	19,268	21,498	41,463	26,712	16,193	26,488
Hudspeth	3,211	613	172	215	326	241	95	210
Jeff Davis	2,204	402	113	141	214	158	62	138
Presidio	6,976	1,360	381	476	722	535	211	465
<b>Borderplex Total</b>	<b>857,317</b>	<b>77,332</b>	<b>20,502</b>	<b>23,041</b>	<b>43,803</b>	<b>28,446</b>	<b>16,877</b>	<b>27,995</b>

## LWDA 11: Permian Basin

Table 34: LWDA 11 Permian Basin—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Andrews	17,477	2,567	719	899	1,363	1,010	399	878
Borden	652	127	29	39	70	47	22	38
Crane	4,950	766	215	268	407	302	119	262
Dawson	13,372	2,862	650	880	1,581	1,067	497	864
Ector	153,904	18,874	4,155	5,740	9,824	6,558	3,572	5,813
Gaines	19,425	3,046	853	1,067	1,618	1,199	473	1,042
Glasscock	1,291	254	58	78	140	95	44	77
Howard	36,651	7,209	1,636	2,217	3,981	2,688	1,251	2,177
Loving	86	19	5	7	10	8	3	7
Martin	5,460	997	390	528	948	640	298	519
Midland	155,830	17,548	4,093	4,949	8,702	6,422	3,160	5,463
Pecos	15,893	2,701	756	946	1,435	1,063	419	924
Reeves	14,349	2,395	671	839	1,272	942	372	819
Terrell	927	172	48	60	92	68	27	59
Upton	3,454	700	159	215	386	261	121	211
Ward	11,625	1,858	520	651	987	731	289	635
Winkler	7,821	1,245	349	436	661	490	193	426
<b>Permian Basin Total</b>	<b>463,167</b>	<b>63,341</b>	<b>15,305</b>	<b>19,821</b>	<b>33,477</b>	<b>23,591</b>	<b>11,258</b>	<b>20,213</b>

## LWDA 12: Concho Valley

Table 35: LWDA 12 Concho Valley—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Coke	3,254	678	154	209	375	253	118	205	
Concho	4,050	848	192	261	468	316	147	256	
Crockett	3,812	763	173	235	421	285	132	231	
Irion	1,574	339	77	104	187	126	59	102	
Kimble	4,438	954	217	293	527	356	166	288	
Mason	4,071	827	226	307	550	372	173	301	
McCulloch	8,199	1,717	188	254	457	308	143	250	
Menard	2,147	466	106	143	258	174	81	141	
Reagan	3,755	700	159	215	386	261	121	211	
Schleicher	3,162	721	164	222	398	269	125	218	
Sterling	1,339	233	53	72	129	87	40	70	
Sutton	3,972	848	192	261	468	316	147	256	
Tom	116,608	17,563	4,812	5,187	10,953	6,394	3,023	6,357	
<b>Concho Valley Total</b>	<b>160,381</b>	<b>26,659</b>	<b>6,713</b>	<b>7,763</b>	<b>15,578</b>	<b>9,517</b>	<b>4,476</b>	<b>8,886</b>	

## LWDA 13: Heart of Texas

Table 36: LWDA 13 Heart of Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Bosque	17,780	2,408	479	621	1,444	931	512	896	
Falls	16,989	2,365	471	610	1,418	914	502	880	
Freestone	19,762	2,623	522	677	1,573	1,014	557	976	
Hill	34,848	4,644	924	1,198	2,784	1,795	986	1,728	
Limestone	23,524	3,096	616	799	1,856	1,197	658	1,152	
McLennan	243,441	42,202	6,377	9,565	18,227	12,297	8,012	12,613	
<b>Heart of Texas Total</b>	<b>356,344</b>	<b>57,339</b>	<b>9,389</b>	<b>13,469</b>	<b>27,302</b>	<b>18,147</b>	<b>11,227</b>	<b>18,244</b>	

## LWDA 14: Capital Area

Table 37: LWDA 14 Capital Area—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Travis	1,151,145	90,991	16,586	24,387	42,882	38,940	18,257	30,406	
<b>Capital Area Total</b>	<b>1,151,145</b>	<b>90,991</b>	<b>16,586</b>	<b>24,387</b>	<b>42,882</b>	<b>38,940</b>	<b>18,257</b>	<b>30,406</b>	

## LWDA 15: Rural Capital Area

Table 38: LWDA 15 Rural Capital Area—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Bastrop	78,069	12,242	1,764	4,106	6,400	4,685	2,833	4,755	
Blanco	10,812	2,294	602	721	1,239	934	505	831	
Burnet	44,943	7,099	1,219	2,176	3,720	2,837	1,256	2,089	
Caldwell	39,810	6,273	904	2,104	3,280	2,400	1,452	2,437	
Fayette	24,833	4,047	583	1,357	2,116	1,549	936	1,572	
Hays	185,025	11,640	1,766	3,621	5,613	4,768	2,092	3,447	
Lee	16,742	2,732	394	916	1,428	1,045	632	1,061	
Llano	19,510	3,198	549	980	1,675	1,278	566	941	
Williamson	489,250	20,922	7,448	12,441	20,079	17,943	9,916	15,848	
<b>Rural Capital Area Total</b>	<b>908,994</b>	<b>70,446</b>	<b>15,227</b>	<b>28,422</b>	<b>45,550</b>	<b>37,439</b>	<b>20,188</b>	<b>32,980</b>	

## LWDA 16: Brazos Valley

Table 39: LWDA 16 Brazos Valley—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Brazos	209,152	12,679	2,536	4,066	6,122	5,397	2,141	3,947	
Burleson	17,253	2,002	349	620	1,253	765	497	760	
Grimes	27,172	3,098	541	959	1,939	1,183	770	1,176	
Leon	16,861	1,949	340	603	1,220	745	484	740	
Madison	13,861	1,584	276	490	991	605	394	601	
Robertson	16,500	1,932	337	598	1,209	738	480	733	
Washington	34,438	3,934	687	1,218	2,462	1,502	977	1,493	
<b>Brazos Valley Total</b>	<b>335,237</b>	<b>27,178</b>	<b>5,067</b>	<b>8,554</b>	<b>15,195</b>	<b>10,935</b>	<b>5,744</b>	<b>9,451</b>	

## LWDA 17: Deep East Texas

Table 40: LWDA 17 Deep East Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Angelina	87,750	13,872	3,060	4,304	7,148	5,808	2,863	4,564	
Houston	22,741	9,738	488	1,306	2,404	1,445	912	1,359	
Jasper	35,552	7,556	1,323	2,667	4,634	2,934	1,265	2,327	
Nacogdoches	65,301	10,296	2,271	3,194	5,305	4,311	2,125	3,388	
Newton	14,138	3,047	533	1,076	1,869	1,183	510	938	
Polk	46,079	18,670	935	2,503	4,608	2,771	1,749	2,605	
Sabine	10,350	2,304	403	813	1,413	895	386	709	
San	8,610	1,883	330	665	1,155	731	315	580	
San Jacinto	27,099	10,836	543	1,453	2,675	1,608	1,015	1,512	
Shelby	25,515	5,376	941	1,898	3,297	2,088	900	1,655	
Trinity	14,224	6,004	301	805	1,482	891	562	838	
Tyler	21,418	4,608	807	1,627	2,826	1,790	771	1,419	
<b>Deep East Texas Total</b>	<b>378,777</b>	<b>94,190</b>	<b>11,934</b>	<b>22,310</b>	<b>38,815</b>	<b>26,455</b>	<b>13,372</b>	<b>21,893</b>	

## LWDA 18: South East Texas

Table 41: LWDA 18 South East Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Hardin	55,621	9,627	2,151	3,338	5,469	3,862	2,139	3,371	
Jefferson	252,235	24,528	5,006	7,010	14,486	8,670	5,391	8,301	
Orange	83,433	14,440	3,226	5,008	8,203	5,794	3,208	5,057	
<b>South East Texas Total</b>	<b>391,289</b>	<b>48,595</b>	<b>10,383</b>	<b>15,356</b>	<b>28,158</b>	<b>18,326</b>	<b>10,738</b>	<b>16,729</b>	

## LWDA 19: Golden Crescent

Table 42: LWDA 19 Golden Crescent—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Calhoun	21,797	2,397	547	1,730	3,060	843	628	890	
De Witt	20,684	4,208	911	1,267	2,241	1,519	935	1,765	
Goliad	7,549	1,509	327	454	804	545	335	633	
Gonzales	20,462	4,150	898	1,250	2,210	1,498	922	1,740	
Jackson	14,739	2,960	641	891	1,577	1,068	658	1,241	
Lavaca	19,721	4,034	873	1,215	2,149	1,456	896	1,692	
Victoria	91,081	9,707	2,217	7,009	12,397	3,417	2,546	3,606	
<b>Golden Crescent Total</b>	<b>196,033</b>	<b>28,967</b>	<b>6,414</b>	<b>13,816</b>	<b>24,438</b>	<b>10,345</b>	<b>6,920</b>	<b>11,567</b>	

## LWDA 20: Alamo

Table 43: LWDA 20 Alamo—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Atascosa	47,774	8,089	1,930	2,631	4,042	3,354	1,638	2,834
Bandera	20,892	3,685	879	1,199	1,841	1,528	746	1,291
Bexar	1,855,866	159,979	31,365	45,388	85,561	63,020	37,716	61,147
Comal	123,694	22,891	5,109	8,563	12,621	7,056	5,206	7,212
Frio	18,531	3,106	741	1,010	1,552	1,288	629	1,088
Gillespie	25,520	5,414	1,419	1,700	2,924	2,205	1,192	1,960
Guadalupe	147,250	20,363	4,275	2,656	10,713	7,099	4,147	7,414
Karnes	14,906	3,106	672	935	1,654	1,121	690	1,302
Kendall	38,880	7,270	1,906	2,283	3,927	2,961	1,601	2,632
Kerr	50,562	10,801	2,832	3,392	5,835	4,399	2,379	3,911
Medina	47,894	8,297	1,980	2,699	4,146	3,440	1,680	2,907
Wilson	46,402	9,026	1,954	2,718	4,807	3,257	2,005	3,785
<b>Alamo Total</b>	<b>2,438,171</b>	<b>262,027</b>	<b>55,063</b>	<b>75,173</b>	<b>139,623</b>	<b>100,727</b>	<b>59,629</b>	<b>97,483</b>

## LWDA 21: South Texas

Table 44: LWDA 21 South Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					
			Vision	Hearing	Ambulatory	Cognitive	Self-Care	Ind. Living
Jim Hogg	5,255	1,022	319	338	545	371	317	344
Webb	266,673	36,292	8,825	11,162	19,585	14,792	9,405	13,556
Zapata	14,319	2,684	838	889	1,431	975	832	905
<b>South Texas Total</b>	<b>286,247</b>	<b>39,998</b>	<b>9,981</b>	<b>12,389</b>	<b>21,561</b>	<b>16,138</b>	<b>10,553</b>	<b>14,805</b>

## LWDA 22: Coastal Bend

Table 45: LWDA 22 Coastal Bend—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Aransas	24,972	4,612	1,295	1,425	2,707	1,894	1,130	1,466	
Bee	32,863	6,336	1,779	1,957	3,718	2,602	1,532	2,014	
Brooks	7,194	1,517	370	490	823	588	433	633	
Duval	11,533	2,264	706	750	1,207	822	701	763	
Jim Wells	41,353	8,627	2,105	2,784	4,677	3,342	2,461	3,598	
Kenedy	400	87	21	28	47	34	25	36	
Kleberg	32,190	6,763	1,650	2,182	3,667	2,620	1,929	2,820	
Live Oak	12,091	2,223	694	736	1,186	808	689	750	
McMullen	805	140	44	46	75	51	43	47	
Nueces	356,221	32,777	7,344	10,130	19,421	13,052	7,656	12,391	
Refugio	7,302	1,470	413	454	863	604	355	467	
San Patricio	66,915	12,899	3,622	3,984	7,569	5,298	3,120	4,100	
<b>Coastal Bend Total</b>	<b>593,839</b>	<b>79,716</b>	<b>20,043</b>	<b>24,967</b>	<b>45,958</b>	<b>31,715</b>	<b>20,074</b>	<b>29,085</b>	

## LWDA 23: Lower Rio Grande Valley

Table 46: LWDA 23 Lower Rio Grande Valley—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Hidalgo	831,073	76,593	26,360	21,183	35,662	26,240	21,264	21,906	
Starr	62,955	11,718	3,656	3,881	6,249	4,257	3,631	3,951	
Willacy	21,903	4,682	1,143	1,511	2,538	1,814	1,336	1,952	
<b>Lower Rio Total</b>	<b>915,931</b>	<b>92,993</b>	<b>31,159</b>	<b>26,575</b>	<b>44,449</b>	<b>32,311</b>	<b>26,231</b>	<b>27,810</b>	

## LWDA 24: Cameron County

Table 47: LWDA 24 Cameron County—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Cameron	420,392	61,930	17,387	18,471	34,706	20,840	17,925	21,482	
<b>Cameron County Total</b>	<b>420,392</b>	<b>61,930</b>	<b>17,387</b>	<b>18,471</b>	<b>34,706</b>	<b>20,840</b>	<b>17,925</b>	<b>21,482</b>	

## LWDA 25: Texoma

Table 48: LWDA 25 Texoma—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Cooke	38,761	6,163	1,127	1,947	3,560	2,402	1,442	2,368	
Fannin	33,752	5,451	997	1,722	3,148	2,124	1,275	2,094	
Grayson	123,534	19,387	3,546	6,125	11,197	7,556	4,535	7,448	
<b>Texoma Total</b>	<b>196,047</b>	<b>31,001</b>	<b>5,671</b>	<b>9,794</b>	<b>17,905</b>	<b>12,083</b>	<b>7,251</b>	<b>11,909</b>	

## LWDA 26: Central Texas

Table 49: LWDA 26 Central Texas—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Bell	329,140	38,896	3,155	10,904	21,074	15,608	7,643	12,840	
Coryell	75,562	12,526	3,496	3,840	6,563	5,005	2,216	3,685	
Hamilton	8,199	1,408	2,150	432	738	563	249	414	
Lampasas	20,156	3,256	242	998	1,706	1,301	576	958	
Milam	24,256	2,889	559	894	1,808	1,104	718	1,097	
Mills	4,870	821	504	252	430	328	145	242	
San Saba	5,622	1,027	141	315	538	410	182	302	
<b>Central Texas Total</b>	<b>467,805</b>	<b>60,824</b>	<b>10,247</b>	<b>17,635</b>	<b>32,857</b>	<b>24,319</b>	<b>11,729</b>	<b>19,538</b>	

## LWDA 27: Middle Rio Grande

Table 50: LWDA 27 Middle Rio Grande—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Dimmit	11,089	1,569	176	495	819	614	377	561	
Edwards	1,879	314	382	99	164	123	75	112	
Kinney	3,526	575	76	182	300	225	138	206	
La Salle	7,474	1,072	140	338	559	420	257	383	
Maverick	57,023	8,499	261	2,682	4,435	3,327	2,040	3,038	
Real	3,371	523	2,069	165	273	205	126	187	
Uvalde	27,117	4,132	127	1,304	2,156	1,617	992	1,477	
Val Verde	48,974	7,662	1,006	2,418	3,998	2,999	1,839	2,739	
Zavala	12,267	1,831	1,865	578	955	717	439	654	
<b>Middle Rio Total</b>	<b>172,720</b>	<b>26,177</b>	<b>6,103</b>	<b>8,260</b>	<b>13,660</b>	<b>10,247</b>	<b>6,283</b>	<b>9,357</b>	

## LWDA 28: Gulf Coast

Table 51: LWDA 28 Gulf Coast—Individuals with Disabilities by County, 2014

County	Population 2014	Individuals with Disabilities	Disabilities					Self-Care	Ind. Living
			Vision	Hearing	Ambulatory	Cognitive			
Austin	29,114	3,803	446	1,133	1,985	1,251	724	1,460	
Brazoria	338,124	35,174	7,076	10,752	20,076	13,361	8,015	12,693	
Chambers	38,145	6,287	1,944	2,108	3,187	2,105	1,232	2,087	
Colorado	20,719	2,778	596	827	1,450	914	529	1,066	
Fort Bend	685,345	45,516	8,982	10,469	21,904	16,165	8,944	19,130	
Galveston	314,198	41,845	8,151	11,964	22,159	16,246	8,477	15,247	
Harris	4,441,370	403,536	86,886	105,220	212,734	157,001	93,797	146,112	
Liberty	78,117	13,546	4,190	4,543	6,866	4,535	2,656	4,496	
Matagorda	36,519	4,896	1,050	1,458	2,556	1,611	932	1,879	
Montgomery	518,947	58,382	9,941	15,550	31,466	21,364	11,750	21,551	
Walker	69,789	27,895	1,397	3,740	6,885	4,140	2,613	3,892	
Waller	46,820	5,761	1,235	1,716	3,007	1,895	1,097	2,211	
Wharton	41,168	5,511	1,182	1,641	2,877	1,813	1,049	2,115	
<b>Gulf Coast Total</b>	<b>6,658,375</b>	<b>654,929</b>	<b>133,075</b>	<b>171,121</b>	<b>337,153</b>	<b>242,401</b>	<b>141,814</b>	<b>233,940</b>	

## **Appendix E: Labor Force Participants with Disabilities in Texas by County in Each LWDA**

This appendix illustrates the numbers of labor force participants with disabilities by each county in the local workforce development areas. The county estimates are calculated by applying allocation factors from the Missouri Census Data Center to the 2014 ACS data. The estimates indicate civilian, noninstitutionalized labor force participants 16 and older.

## LWDA 1: Panhandle

Table 52: LWDA 1 Panhandle–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Armstrong	79
Briscoe	71
Carson	260
Castro	339
Childress	300
Collingsworth	126
Dallam	284
Deaf Smith	821
Donley	158
Gray	955
Hall	142
Hansford	237
Hartley	260
Hemphill	158
Hutchinson	939
Lipscomb	142
Moore	931
Ochiltree	434
Oldham	87
Parmer	434
Potter	4,253
Randall	3,835
Roberts	39
Sherman	126
Swisher	331
Wheeler	229
<b>Panhandle Total</b>	<b>15,971</b>

## LWDA 2: South Plains

Table 53: LWDA 2 South Plains–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Bailey	252
Cochran	112
Crosby	215
Dickens	84
Floyd	226
Garza	227
Hale	1,274
Hockley	808
King	9
Lamb	490
Lubbock	12,897
Lynn	210
Motley	42
Terry	443
Yoakum	275
<b>South Plains Total</b>	<b>17,565</b>

## LWDA 3: North Texas

Table 54: LWDA 3 North Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Archer	408
Baylor	170
Clay	482
Cottle	68
Foard	61
Hardeman	190
Jack	408
Montague	890
Wichita	611
Wilbarger	2,669
Young	835
<b>North Texas Total</b>	<b>6,792</b>

## LWDA 4: North Central

Table 55: LWDA 4 North Central–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Collin	18,737
Denton	17,163
Ellis	3,521
Erath	948
Hood	1,282
Hunt	2,851
Johnson	3,550
Kaufman	3,631
Navarro	2,027
Palo Pinto	706
Parker	4,663
Rockwall	2,589
Somervell	214
Wise	2,669
<b>North Central Total</b>	<b>64,553</b>

## LWDA 5: Tarrant County

Table 56: LWDA 5 Tarrant County–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Tarrant	57,363
<b>Tarrant County Total</b>	<b>57,363</b>

## LWDA 6: Dallas

Table 57: LWDA 6 Dallas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Dallas	66,283
<b>Dallas Total</b>	<b>66,283</b>

## LWDA 7: North East

Table 58: LWDA 7 North East–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Bowie	2,494
Cass	822
Delta	183
Franklin	371
Hopkins	1,222
Lamar	1,731
Morris	450
Red River	448
Titus	1,123
<b>North East Total</b>	<b>8,843</b>

## LWDA 8: East Texas

Table 59: LWDA 8 East Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Anderson	1,444
Camp	499
Cherokee	1,777
Gregg	2,587
Harrison	1,705
Henderson	1,937
Marion	273
Panola	833
Rains	442
Rusk	1,867
Smith	7,794
Upshur	1,020
Van Zandt	2,122
Wood	1,693
<b>East Texas Total</b>	<b>25,994</b>

## LWDA 9: West Central

Table 60: LWDA 9 West Central–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Brown	1,454
Callahan	514
Coleman	335
Comanche	529
Eastland	708
Fisher	149
Haskell	224
Jones	768
Kent	30
Knox	142
Mitchell	358
Nolan	581
Runnels	403
Scurry	641
Shackelford	127
Stephens	365
Stonewall	60
Taylor	6,452
Throckmorton	60
<b>West Central Total</b>	<b>13,899</b>

## LWDA 10: Borderplex

Table 61: LWDA 10 Borderplex–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Brewster	266
Culberson	70
El Paso	29,814
Hudspeth	101
Jeff Davis	66
Presidio	225
<b>Borderplex Total</b>	<b>30,541</b>

## LWDA 11: Permian Basin

Table 62: LWDA 11 Permian Basin–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Andrews	424
Borden	25
Crane	127
Dawson	560
Ector	6,069
Gaines	503
Glasscock	50
Howard	1,409
Loving	3
Martin	195
Midland	7,018
Pecos	446
Reeves	395
Terrell	28
Upton	137
Ward	307
Winkler	206
<b>Permian Basin Total</b>	<b>17,901</b>

## LWDA 12: Concho Valley

Table 63: LWDA 12 Concho Valley–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Coke	133
Concho	166
Crockett	149
Irion	66
Kimble	187
Mason	162
McCulloch	336
Menard	91
Reagan	137
Schleicher	141
Sterling	46
Sutton	166
Tom Green	5,735
<b>Concho Valley Total</b>	<b>7,513</b>

## LWDA 13: Heart of Texas

Table 64: LWDA 13 Heart of Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Bosque	772
Falls	759
Freestone	841
Hill	1,490
Limestone	993
McLennan	6,915
<b>Heart of Texas Total</b>	<b>11,770</b>

## LWDA 14: Capital Area

Table 65: LWDA 14 Capital Area–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Travis	30,238
<b>Capital Area Total</b>	<b>30,238</b>

## LWDA 15: Rural Capital Area

Table 66: LWDA 15 Rural Capital Area–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Bastrop	3,245
Blanco	653
Burnet	2,250
Caldwell	1,663
Fayette	1,073
Hays	5,696
Lee	724
Llano	1,013
Williamson	12,067
<b>Rural Capital Area Total</b>	<b>28,385</b>

## LWDA 16: Brazos Valley

Table 67: LWDA 16 Brazos Valley–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Brazos	5,019
Burleson	406
Grimes	628
Leon	395
Madison	321
Robertson	392
Washington	798
<b>Brazos Valley Total</b>	<b>7,959</b>

## LWDA 17: Deep East Texas

Table 68: LWDA 17 Deep East Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Angelina	4,232
Houston	1,073
Jasper	983
Nacogdoches	3,141
Newton	396
Polk	2,056
Sabine	300
San Augustine	245
San Jacinto	1,193
Shelby	699
Trinity	661
Tyler	599
<b>Deep East Texas Total</b>	<b>15,579</b>

## LWDA 18: South East Texas

Table 69: LWDA 18 South East Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Hardin	3,023
Jefferson	8,583
Orange	4,534
<b>South East Texas Total</b>	<b>16,140</b>

## LWDA 19: Golden Crescent

Table 70: LWDA 19 Golden Crescent–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Calhoun	1,109
DeWitt	743
Goliad	375
Gonzales	1,031
Jackson	735
Lavaca	1,002
Victoria	4,493
<b>Golden Crescent Total</b>	<b>9,488</b>

## LWDA 20: Alamo

Table 71: LWDA 20 Alamo–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Atascosa	1,783
Bandera	812
Bexar	66,008
Comal	4,262
Frio	685
Gillespie	1,542
Guadalupe	5,456
Karnes	771
Kendall	2,070
Kerr	3,076
Medina	1,829
Wilson	2,242
<b>Alamo Total</b>	<b>90,536</b>

## LWDA 21: South Texas

Table 72: LWDA 21 South Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Jim Hogg	161
Webb	8,517
Zapata	422
<b>South Texas Total</b>	<b>9,100</b>

## LWDA 22: Coastal Bend

Table 73: LWDA 22 Coastal Bend–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Aransas	1,134
Bee	1,557
Brooks	229
Duval	356
Jim Wells	1,304
Kenedy	13
Kleberg	1,022
Live Oak	350
McMullen	22
Nueces	14,269
Refugio	361
San Patricio	3,171
<b>Coastal Bend Total</b>	<b>23,788</b>

## LWDA 23: Lower Rio Grande Valley

Table 74: LWDA 23 Lower Rio Grande Valley–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Hidalgo	18,032
Starr	1,842
Willacy	708
<b>Lower Rio Grande Total</b>	<b>20,582</b>

## LWDA 24: Cameron County

Table 75: LWDA 24 Cameron County–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Cameron	10,070
<b>Cameron County Total</b>	<b>10,070</b>

## LWDA 25: Texoma

Table 76: LWDA 25 Texoma–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Cooke	1,781
Fannin	1,575
Grayson	5,601
<b>Texoma Total</b>	<b>8,957</b>

## LWDA 26: Central Texas

Table 77: LWDA 26 Central Texas–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Bell	15,525
Coryell	3,970
Hamilton	446
Lampasas	1,032
Milam	586
Mills	260
San Saba	325
<b>Central Texas Total</b>	<b>22,145</b>

## LWDA 27: Middle Rio Grande

Table 78: LWDA 27 Middle Rio Grande–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Dimmit	384
Edwards	77
Kinney	141
LaSalle	263
Maverick	2,081
Real	128
Uvalde	1,012
Val Verde	1,876
Zavala	448
<b>Middle Rio Grande Total</b>	<b>6,409</b>

## LWDA 28: Gulf Coast

Table 79: LWDA 28 Gulf Coast–Labor Force Participants with Disabilities by County, 2014

County	Estimated Labor Force Participants with Disabilities
Austin	897
Brazoria	7,463
Chambers	1,009
Colorado	656
Fort Bend	14,657
Galveston	12,698
Harris	113,274
Liberty	2,174
Matagorda	1,155
Montgomery	18,063
Walker	3,072
Waller	1,359
Wharton	1,300
<b>Gulf Coast Total</b>	<b>177,778</b>

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## Texas Workforce Investment Council

### System Partners

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

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

### Members

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

Mike Morath, Austin  
Raymund Paredes, Austin  
Charles Smith, Austin  
Larry Temple, Austin

### Representing

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

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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: DM.twic.II10.061016

**TO** Council Members

**SUBJECT** Research Approach to Promising Practices in Leveraging Discretionary Grant Deliverables

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**Introduction**

The Texas Workforce Investment Council (Council) operates as the state workforce board required by the federal Workforce Innovation and Opportunity Act of 2014. The role of the Council is strategic; it provides research, information, and analysis that facilitates collaboration between system partners and relevant stakeholders, and alignment between elements of the Texas workforce system. Within the purview of the Council, federal discretionary grants provide training and education funding for secondary, post-secondary, and special needs groups such as veterans and people with disabilities. The new workforce strategic plan provides a commitment to continuous improvement in research and innovation as well as to incorporating promising practices from outside the Texas workforce system that can be applied to improving efficiency for the state's workforce programs.

This item will brief members on the proposed research approach to identify promising practices from other states with regard to federal discretionary grants. Research into these promising practices will be a precursor to additional discovery research of the Council.

**Background**

Relevant Texas Government Code:

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

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

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

**Attachment**

1. Approach to Research for Capturing Promising Practices from Federal Discretionary Funds

**Discussion**

Preliminary research conducted to date indicates that across the nation, state agencies spend millions of dollars of discretionary funds for projects. Yet, little to none of the information and outputs developed for these funds are captured or stored for use by another entity that is experiencing a similar problem, issue,

challenge, or concern. Despite the fact that states, including Texas, own the outputs (data, methodology, curricula, tools, checklists, reports etc.) produced by grant projects funded with these discretionary funds, states may pay for the sunk costs associated with each project.

Helping policy makers and stakeholders to more efficiently utilize discretionary grant funding is the basis for the exploration of these national best practices that can benefit the Texas workforce system. Moreover, the results of this proposed research can offer both policy makers and workforce system stakeholders information that may be used to address relevant issues, including the following:

- How can Texas capture/catalogue grant deliverables so that they can be leveraged to jump-start future grants?
- What are possible mechanisms to capture and store information and models?
- Can grant applications and contracting processes be changed to require federally funded grantees to provide copies of grant deliverables at the end of the grant so that those copies can be stored and disseminated?
- Can grant applications and selection scoring instruments be amended to provide bonus points to entities that will use previous grant item(s) from a deliverables repository, thereby leveraging previous grant deliverable(s) and decreasing ramp-up time and cost for future grant applicant/grantees to achieve similar outcomes?

This research will be completed in advance of the Council's September 2016 quarterly meeting, when a more comprehensive briefing on the report methodology and findings will be presented.

#### **Recommendation**

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

## Approach to Research for Capturing Promising Practices from Federal Discretionary Funds

### The Workforce System Strategic Plan and Federal Discretionary Grant Funds

Texas Government Code, Section 2308.104, charges the Texas Workforce Investment Council (Council) with strategic planning for and evaluation of the Texas workforce system. The Council's new FY 2016—FY 2023 strategic plan<sup>1</sup> recognizes that the Texas workforce system is part of a dynamic, competitive, and global marketplace. In order to achieve the vision and mission of the strategic plan, a commitment to continuous improvement and innovation is essential to ensure an adaptive and best practice-oriented workforce system.

Actions that are essential to continuous improvement and innovation include the following:

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

The Texas workforce system strategic plan calls attention to issues and opportunities that have cross-partner implications and that hold significant value to the overall success of the system's ability to meet its vision and mission. There were 12 cross-partner issues and opportunities derived from the 39 planning issues and opportunities previously identified by the Council and its system partners.

The purpose of capturing methodologies and practices from federal discretionary funds is to promulgate promising practices and reduce duplication. This would involve capturing, storing, and disseminating promising practices from federal discretionary grants, thereby leveraging those practices, curricula, tools, and products to kick-start or accelerate additional projects, to achieve outcomes more quickly, and to save money by not paying for the same or similar thing to be developed more than once. The promising practices resulting from this research have the potential to both uncover inefficiencies and maximize the return on investment for these federal discretionary funds.

### Focused Funding

In July 2014, two significant federal workforce related events with broad significance for the Texas workforce development system occurred: (1) the Workforce Investment Act of 1998 was reauthorized with the enactment of the Workforce Investment and Opportunity Act (WIOA)<sup>2</sup>; and (2) the release of a government-wide review examining the efficacy of federal workforce and training programs, including a

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<sup>1</sup> [http://gov.texas.gov/files/twic/Texas Workforce System Strategic Plan \(FY2016-FY2023\).pdf](http://gov.texas.gov/files/twic/Texas_Workforce_System_Strategic_Plan_(FY2016-FY2023).pdf)

<sup>2</sup> <https://www.doleta.gov/wioa/>

synopsis of evidence-based programs within the Departments of Education, Commerce, Labor, and Health and Human Services.<sup>3</sup>

There are three workforce education and training discretionary grant programs to which a governor may delegate administrative authority: the WIOA state-wide activity funds, commonly known as the governor's reserve; the Wagner-Peyser 7(b) grants; and the Carl D. Perkins statewide leadership grants. The Texas Workforce Investment Council staff coordinates the application and selection processes of Wagner-Peyser 7(b) grants on behalf of the governor's office. The 7(b) grants, along with the WIOA governor's reserve grants, are administered by the Texas Workforce Commission. Perkins grants are administered by the Texas Higher Education Coordinating Board.

For this research, the outlined approach will focus on only the Wagner-Peyser 7(b)<sup>4</sup> grant funds. The Wagner-Peyser 7(b) grant program permits states to reserve up to 10 percent of available grant funds for special needs groups, such as veterans and people with disabilities, as well as for exemplary workforce models and performance incentives for local workforce investment areas.

### State Issues

Each year state agencies spend millions of dollars of discretionary funds for projects, yet none of the processes developed for these grants are captured. Relevant issues to address include the following:

- How can Texas capture/catalogue grant deliverables so that they can be leveraged to jump-start future grants?
- What are possible mechanisms to capture and store information and models?
- Can grant applications and contracting processes be changed to require federally funded grantees to provide copies of grant deliverables at the end of the grant so that those copies can be stored and disseminated?
- Can grant applications and selection scoring instruments be amended to provide bonus points to entities that will use previous grant item(s) from a deliverables repository, thereby leveraging previous grant deliverable(s) and decreasing ramp-up time and cost for future grant applicant/grantees to achieve similar outcomes?

### Federal Resources

Federal programs collect enormous amounts of data on the programs they fund and administer, but it is unclear to what extent those data inform practitioners and policy makers about efficiency, product storage, and dissemination. Preliminary research at the federal level included an examination of the U.S. Department of Labor's three identified clearinghouses on employment and training. The more robust site, Clearinghouse for Evaluation and Research (CLEAR),<sup>5</sup> appears to be modeled after the Department of Education's What Works Clearinghouse. CLEAR appears to be updated daily; new entries were added on the day the site was reviewed. Because so few efficacy studies have been completed, the site is not well populated at this time. This prompted additional research into clearinghouses or processes in other states.

<sup>3</sup> <http://www.dol.gov/asp/evaluation/jdt/jdt.pdf>

<sup>4</sup> <https://www.doleta.gov/reg/statutes/wag-peys.cfm>

<sup>5</sup> <http://clear.dol.gov/>

### **State Resources**

Inquiries to other state workforce investment boards yielded few results. No state board that was contacted (15 states) indicated that it had created a clearinghouse of products or that it had or was trying to leverage federal discretionary grant products to kick-start future projects.

### **National Resources**

Numerous regional and national foundations have launched workforce development initiatives in the recent past, which provides an opportunity to identify promising programs and best practices. However, these initiatives are still in their infancy, and their focus is more on the evaluation of programs versus product/output identification and storage for dissemination.

### **Next Steps in Research**

- Report on promising practices – findings from a national scan across the U.S. – September 2016
- Additional research if required – December 2016
- Proposed actions for the Council to approve moving forward with potential project – March 2017

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## Texas' Chapter 133 Programs

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

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

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

- served 60 apprenticeship programs partnering with 1,014 employers
- trained 4,629 apprentices in 24 occupations

Texas Chapter 133 apprentices earn an average starting wage of \$12.84 an hour. Fourth-year apprentices earn an average wage of \$19.92 an hour, while fifth-year apprentices earn on average \$22.45 an hour.

To be eligible, applicants must:

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

The completion rate for apprentices in these programs is approximately 81.08 percent.

Learn more at:

[www.twc.state.tx.us/programs/apprenticeship-program-overview](http://www.twc.state.tx.us/programs/apprenticeship-program-overview)

## Apprenticeship leaders say:

*"Apprenticeship programs prepare our workforce for 21st century jobs requiring a highly specialized skill set."*

Julian Alvarez, commissioner representing labor  
Texas Workforce Commission

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

Wes Jurey, Chair  
Texas Workforce Investment Council

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

Robert Cross, Chair  
Apprenticeship and Training Advisory Committee



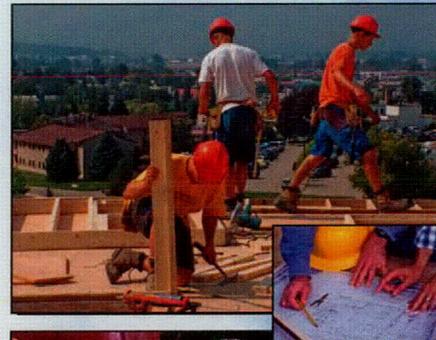
**Apprenticeship can build on military experience. Visit:**

Texas Veterans Commission  
[www.tvc.state.tx.us](http://www.tvc.state.tx.us)  
1-877-898-3833

**For more information, visit:**  
DOL at [www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship)  
TWC at [www.twc.state.tx.us](http://www.twc.state.tx.us)  
THECB at [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

## Apprenticeship in Texas

### for the 21st Century



## Apprenticeship Training and Advisory Committee

of the

## Texas Workforce Investment Council

2016 Brochure

## Apprenticeship in Texas

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

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

By the numbers—Texas now has:

- 13,300 active apprentices
- 380 active programs

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

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



## REGISTERED APPRENTICESHIP



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

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

### **What else is Registered Apprenticeship?**

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

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

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

## THE VALUE OF REGISTERED APPRENTICESHIP

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

### **Apprenticeship is time-honored and proven—**

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

### **Apprenticeship is training workers for the 21st century—**

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

### **Apprenticeship benefits employers and employees alike—**

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

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

- (1) Traditional time-based programs that require the apprentice to earn at least 2,000 hours of on-the-job learning along with a minimum of 144 hours each year of related technical instruction.
  - (2) Competency-based programs that credit apprentices when they demonstrate mastery of a subject area.
  - (3) Hybrid programs that combine time and competency.
- Interim credentials are now offered by some sponsors to apprentices who achieve important milestones during the course of their apprenticeship.

**Learn more at:** [www.dol.gov/general/topic/training/apprenticeship#lawsregs](http://www.dol.gov/general/topic/training/apprenticeship#lawsregs)

## REGISTERED APPRENTICESHIP

**Registered Apprenticeship has four major components:**

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



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



## Texas Workforce Investment Council

# *Policy News Highlights*

Issue 33, Quarter 1, March 2016

*Policy News Highlights* is a quarterly review of selected reports relevant to the policy and research functions of the Texas Workforce Investment Council (Council). Federal and state agency websites, in addition to numerous public policy and educational databases, are scanned monthly for relevant and emerging issues. Reports are catalogued and stored electronically in the Council's Information Repository (IR).

The IR is divided into 10 topic areas that correspond to priority issues supporting the Council's current strategic plan. They are: adult education, apprenticeship, career and college readiness, career and technical education, clusters and sector strategies, competitiveness, data, disabilities, supply-demand, and training. Not every topic area is addressed each quarter.

*Policy News Highlights* is organized as an annotated bibliography with short summaries of recent articles grouped according to their topic area.

### Adult Education

***Expanding Competency-Based Education for All Learners***, Jobs for the Future, February 2016

Competency-based education is becoming a useful tool among educators, employers, and students. Designed to meet students' needs on their individual path to a postsecondary credential, competency-based education allows students to advance at their own pace, based on their ability to master skills and competencies, rather than on time spent in class. Competency-based education practices may lead to quicker attainment of credentials, job placement, and career success. This brief highlights specific competency-based education practices for underprepared adult learners. Underprepared adult learners typically are adults age 25 years or older, characterized as low-income and low-skilled, and academically test into remedial education in at least one area. Primary components of a competency-based education model recommended to support the success of underprepared adult learners include intake, placement, and orientation; curricula and competency development; instructional delivery and pacing; student experience and supports; career connections; and credentials.

[www.jff.org/sites/default/files/publications/materials/Postsecondary-CBE-020316.pdf](http://www.jff.org/sites/default/files/publications/materials/Postsecondary-CBE-020316.pdf)

***Supporting Parents Who Work and Go to School***, Urban Institute, January 2016

Promising practices that improve the completion rates of students attending community colleges and four-year schools currently have the focus of policymakers. This paper examines the challenges and implications of low-income and working students in order to inform policymakers. The study finds that the majority of low-income, working students are female and older than 25 years of age. Most have completed some college; however, a quarter have attained a high school diploma or less. A large portion

of these students have more than one child and work full-time. The majority are enrolled in college programs, attend full-time, and work full-time. Key challenges that low-income working students face include managing complex schedules with limited child care and varying work shifts, and a lack of social benefits that support completion.

[www.urban.org/sites/default/files/alfresco/publication-pdfs/2000575-Supporting-Parents-Who-Work-and-Go-to-School-A-Portrait-of-Low-Income-Students-Who-Are-Employed.pdf](http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000575-Supporting-Parents-Who-Work-and-Go-to-School-A-Portrait-of-Low-Income-Students-Who-Are-Employed.pdf)

***Engaging Disconnected Young People in Education and Work***, Manpower Demonstration Research Corporation, October 2015

According to this report, 6.7 million young people between the ages of 16 to 24 are not attending school or working. Referred to as disconnected youth, 1.6 million of these young adults lack either a high school diploma or equivalent. This report provides an overview of Project Rise, a program that served 18-to 24-year-olds who lacked a high school diploma or equivalent and had been out of work for at least six months. The program involved cohorts of 25 to 30 participants. For 12 months, the participants engaged in a sequence of activities that integrated case management support with preparation for a high school equivalency certificate, and a part-time internship supporting transition into the workforce. Findings demonstrate that participants were more attached to the education component than to the work-focused internship component and that more than 91 percent of participants attended some high school equivalency preparation. While instability in participants' lives produced challenges, 25 percent of participants earned a high school equivalency credential within 12 months of enrolling in the program.

[www.mdrc.org/publication/engaging-disconnected-young-people-education-and-work/file-full](http://www.mdrc.org/publication/engaging-disconnected-young-people-education-and-work/file-full)

## Apprenticeship

***How States Are Expanding Apprenticeship***, Center for American Progress, February 2016

Recently, the U.S. Department of Labor announced \$175 million in American Apprenticeship Grants to 46 applicants for the expansion and hiring of new apprentices across a range of industries. The goal of the initiative is to double and diversify the number of apprentices by 2019. Additionally, the initiative requires engagement from employers, labor unions, and public sector representatives to work collaboratively with community colleges, training providers, members of workforce investment systems, and state apprenticeship agencies to expand and develop new apprenticeship programs. Apprenticeship training is a sequence of classroom instruction and on-the-job training where workers learn academic aspects of an occupation. Apprentices are full-time, paid employees who earn while they learn. The average wage for an apprentice who has completed a program is \$50,000. In this report, strategies on expanding apprenticeship programs include: 1) develop a talent pipeline through pre-apprentice and youth apprentice programs; 2) organize partnerships to develop high-quality, effective programs that address workforce needs; 3) institute a comprehensive plan to combine apprenticeship as part of a state's workforce strategy; and 4) direct state funds to develop new and expanding existing programs.

[www.luminafoundation.org/files/resources/how-states-are-expanding-apprenticeship.pdf](http://www.luminafoundation.org/files/resources/how-states-are-expanding-apprenticeship.pdf)

***Recasting American Apprenticeship: A Summary of the Barriers to Apprenticeship Expansion Research Project***, The Aspen Institute Skills for America's Future, November 2015

Recommendations that address barriers when expanding an apprenticeship program are provided in this report to support grantee organizations in the U.S. Department of Labor's \$175 million American Apprenticeship Grants program. The program will create opportunities for more than 34,000 new apprentices over the next five years. Apprenticeship programs operate within traditional industries, such

as construction trades, but have expanded into new fields such as, information technology, advanced manufacturing, and healthcare. This type of postsecondary training produces highly skilled workers with experience in employer-specific processes and culture. Recommendations for expanding an apprenticeship program include exposing businesses to the value of apprenticeship, using the program as an opportunity to re-train incumbent workers, and considering ways to support apprentices with stipends during classroom instruction. Businesses should also utilize the pre-apprenticeship program to enlarge their pipeline of worker talent. The authors present the apprenticeship program as the premier education and training option to attract a diverse group of workers, including underrepresented populations.

[www.aspeninstitute.org/sites/default/files/content/docs/pubs/RecastingApprenticeshipV2.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/RecastingApprenticeshipV2.pdf)

## Career and College Readiness

***Seizing the Moment: Community Colleges Collaborating with K-12 to Improve Student Success***, American Association of Community Colleges, Association of Community College Trustees, and Higher Ed for Higher Standards, February 2016

To close the preparation gap, the community college sector has an opportunity to collaborate with K-12 education to increase student success by improving college readiness. High schools are utilizing new standards to help students who are ready for college-level course work. This report recommends that community colleges should partner with K-12 and develop additional college readiness supports; revise institutional placement practices; and provide first-year students with co-requisite opportunities. Collaboration between system leaders and policymakers will help identify, revise, and provide college readiness measures. Actions focus on three areas of policy and practice directly affecting the success of students prior to leaving high school. These include precollege interventions, revised placement policies for incoming students, and redesigned first-year experiences to support retention.

[www.aacc.nche.edu/newsevents/pressreleases/Documents/HEfHS-CommunityCollege-Paper-Final-web.pdf](http://www.aacc.nche.edu/newsevents/pressreleases/Documents/HEfHS-CommunityCollege-Paper-Final-web.pdf)

***Co-requisite Remediation: Spanning the Completion Divide: Breakthrough Results Fulfilling the Promise of College Access for Underprepared Students***, Complete College America, January 2016

More than one million students begin college in remediation or prerequisite classes. This summary introduces co-requisite remediation in which students enroll into college-level courses and receive any required remediation support to complement their regular classes. Several states are highlighted throughout the summary that have demonstrated successful models for transforming traditional remediation models. For example, Tennessee established co-requisite remediation models and found that student success rates in remediation classes have increased dramatically in two years, and West Virginia adopted a co-requisite reform model and found that success rates have climbed sharply.

[www.luminafoundation.org/files/resources/corequisite-remediation.pdf](http://www.luminafoundation.org/files/resources/corequisite-remediation.pdf)

***What We Know About Transition Courses***, Community College Research Center, January 2016

Close to two-thirds of students entering community colleges and forty percent of students entering four-year institutions are enrolled in remedial education. Transition courses that address deficiencies in student learning in high school are aimed toward seniors whose eleventh grade assessment results indicate that they are not college-ready. In most cases, students successfully completing the transition courses are college ready and no longer in need of remedial education. This report provides guidance on the design and implementation of transition courses to ensure that all students who graduate from high school are ready for college. The report suggests that the eleventh grade state tests should provide

evidence of students' progress toward college readiness. The K-12 and higher education sectors should share responsibility and promote and collaborate together in the design and implementation of the transition courses. Program improvements should be based on evidence of program effectiveness.

[ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-transition-courses.pdf](http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-transition-courses.pdf)

***Using Dual Enrollment to Improve the Educational Outcomes of High School Students***, National ACT, December 2015

Dual enrollment allows high school students the opportunity to earn college credit by taking college courses at their high school, at a postsecondary institution, or online. The National ACT research illustrates that high school graduates entering college with dual enrollment credits are more likely to succeed in college than students who enter college without such credits. The report poses the following recommendations targeted at increasing the participation in dual enrollment programs: 1) develop funding processes to encourage participation in dual enrollment programs; 2) provide incentives for high school teachers to teach dual enrollment programs; 3) ensure students are prepared to meet the challenge of dual enrollment coursework; and 4) ensure access to dual enrollment programs is available in places where a postsecondary institution is not conveniently located.

[www.act.org/content/dam/act/unsecured/documents/UsingDualEnrollment\\_2015.pdf](http://www.act.org/content/dam/act/unsecured/documents/UsingDualEnrollment_2015.pdf)

## Career and Technical Education

***Preparing a Globally Competent Workforce through High-Quality Career and Technical Education***, Association for Career and Technical Education, Longview Foundation, Association for Career and Technical Education, January 2016

As communities grow more diverse, this paper examines the role of career technical education instruction in preparing students for the global workforce and integrating curriculum to develop global competencies in career technical education. Our globe has become interconnected due to rapid economic, technological, and social changes. The education system is facing a new imperative—preparing students for a global work environment. Success will increasingly require the ability to compete, connect, and cooperate on an international scale, and students can learn these global competencies through career technical education. Globally-minded career technical education programs provide the rigorous and authentic setting necessary to prepare students for the competitive world economy, while offering engaging, motivating, and relevant education.

[www.careertech.org/sites/default/files/GlobalCompetencyCTE-FINAL.pdf](http://www.careertech.org/sites/default/files/GlobalCompetencyCTE-FINAL.pdf)

## Clusters and Sector Strategies

***Optimizing Talent: The Promise and the Perils of Adopting Sectoral Strategies for Young Workers***, The Aspen Institute, February 2016

The unemployment rate for young adults, age 16 to 24, with less than a high school diploma, is 35.5 percent. Young adults have multiple options to access postsecondary education and training; however, other support is needed to help them gain skills that will lead them to self-sufficiency.

This report examines the effectiveness of sector strategies from New York City's Young Adult Sectoral Employment Project JobsFirst program. It also provides best practices from several sector-based employment programs developed for young adults. The report shares a best practice method by which policymakers can expand and deepen access for young adults to sectoral employment initiatives by

improving job stability and advancement pathways. Also listed as best practices are collaboration of community-based organizations with financial incentives that support current and future partnerships, and developing sectoral strategies that move beyond job placements.

[www.aspenwsi.org/wordpress/wp-content/uploads/Optimizing\\_Talent.pdf](http://www.aspenwsi.org/wordpress/wp-content/uploads/Optimizing_Talent.pdf)

***Greenprint: A Plan to Prepare Community College Students for Careers in the Clean Economy***, Jobs for the Future, December 2015

The clean economy industry emphasizes manufacturing, natural resource conservation, environmental management, recycling, and renewable energy. This report illustrates programs that are being implemented in community colleges to provide graduates with skills for working in clean economy middle-skill jobs. These jobs require a high school credential with additional on-the-job training, postsecondary credentials, or a two-year degree. Policy and system changes are proposed in order to expand the clean economy industry. These proposed policies include strengthening the training for middle-skill careers and preparing for growth in clean economy careers and business; closing the achievement gap and increasing educational achievement; and addressing climate change and incorporating federal, state, and local efforts.

[www.jff.org/sites/default/files/publications/materials/Greenprint-121515.pdf](http://www.jff.org/sites/default/files/publications/materials/Greenprint-121515.pdf)

***Closing Skill Gaps***, The Council of State Governments, October 2015

This paper examines strategies to close skill gaps in order to meet employer needs. Recently, policymakers have been hearing that employers are unable to find skilled workers for their middle-skill job openings. Middle-skill jobs account for the largest slice of the labor market, and yet most states don't have enough workers with these skills. These middle-skill positions require some postsecondary education but not a bachelor's degree. There is great opportunity to move state workforce development systems forward using proven polices to close skill gaps. Several states have aligned middle-skill programs with employer needs through proven strategies, such as sector partnerships, career pathways, job-drive investments, and cross-agency data and measurement. Sector partnerships bring together multiple employers and stakeholders to align training with the skills needed through career pathways that align and integrate education and job training with counseling and other support services. Job-driven investment uses labor market information to guide direct training toward jobs that are in demand. Cross-agency data and measurement provide information on alignment of workforce and education from a workforce system perspective.

<http://knowledgecenter.csg.org/kc/system/files/Wilson%202015.pdf>

## Competitiveness

***What Works for Disconnected Young People a Scan of the Evidence***, Manpower Demonstration Research Corporation, February 2016

This paper reviews policies and programs designed to help disconnected young adults, ages 16 to 24. A scan of policies, programs, websites, and interviews of experts in the field was completed in order to learn about the programs designed for disconnected young adults. Findings of the review show that policies affecting young adults range greatly across public schools, adult basic and secondary education, foster care, and mental health systems. Some programs share mutual characteristics including education, training, support services, and follow-up services. Challenges that must be addressed among the programs include keeping the young adults engaged, addressing barriers, transportation issues, child care, and staff turnover.

[www.mdrc.org/publication/what-works-disconnected-young-people/file-full](http://www.mdrc.org/publication/what-works-disconnected-young-people/file-full)

***Connecting Young Adults to Employment: Results from a National Survey of Service Providers,***  
Workforce Strategies Initiative at the Aspen Institute, January 2016

The unemployment rate for young adults was 12.2 percent in July 2015, close to double the national unemployment rate of 5.3 percent. This report presents results from a survey completed by organizations that provide a comprehensive range of employment services to young adults ages 18-29. Job search and placement services, job-skills and prerequisites training, occupational training and higher education services, and support services are highlighted. The providers worked with industries with adequate paid entry-level job openings and demand for young adults, such as construction, transportation or warehousing, manufacturing, healthcare, retail, and restaurant and food service.  
[www.aspenwsi.org/wordpress/wp-content/uploads/YAemploy.pdf](http://www.aspenwsi.org/wordpress/wp-content/uploads/YAemploy.pdf)

***Work: Thriving in a Turbulent, Technological and Transformed Global Economy,*** Council on Competitiveness, January 2016

Reviewing trends that affect the U.S. labor market and the opportunities and challenges presented for U.S. workers, this report provides a roadmap to align education and training, supply employers with the talent needed to compete in a global pool of skilled workers, and help workers be productive and prosperous. The workforce has experienced significant change, such as demand for higher skills, labor market polarization, the digital revolution and rapid technological change. Additionally, a premium on workers who possess high skills and the knowledge to perform the complex non-routine tasks that drive service and product innovation is attracting competition from educated and skilled workers from emerging economies for knowledge-intensive jobs. A national skills agenda is needed to develop a diversely skilled and adaptable workforce that will build foundations for success in a high-skill and technology-driven global economy.  
[www.compete.org/storage/WORK\\_Full\\_Report.pdf](http://www.compete.org/storage/WORK_Full_Report.pdf)

## Supply Demand

***Six Million Missing Jobs: The Lingering Pain of the Great Recession,*** Georgetown Center on Education and the Workforce, December 2015

Six years into the economic recovery after the recession, jobs are steadily growing. While employers have been adding 234,000 jobs per month on average per quarter since 2014, the impact on the labor market is still felt. The economy is still missing 6.4 million jobs that would have been created during that recession period had the economy been healthy. Approximately 8 million jobs were lost between 2007 and 2010. The jobs recovery began in 2010 and created 10.6 million jobs, giving us 2.6 million more jobs in the economy than there were before the recession. If the recession had never transpired and job creation continued at the same rate, the economy would have created 9 million jobs, providing 155.3 million jobs by the end of 2015. The report states that wages remain stagnant. A large number of workers remain unemployed or underemployed, and the unemployment rate does not take into account the discouraged workers who have stopped seeking a job but still want to work. If the economy is to close the jobs gap by 2020, it is estimated that employers will need to add 205,000 jobs a month over the next four years. By doing so, all the missing jobs will be recovered by 2020, if the economy keeps adding jobs at the current pace.

[www.luminafoundation.org/files/resources/six-million-missing-jobs.pdf](http://www.luminafoundation.org/files/resources/six-million-missing-jobs.pdf)

**TWIC INFORMATION ITEM  
MEMORANDUM**

REF: KL.twic.IV3.061016

**TO Council Members****SUBJECT Meetings of the Rehabilitation Council of Texas**

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**Introduction**

Since the Council last met on February 5, 2016, this memorandum provides the major points of discussion at the Rehabilitation Council of Texas (RCT) quarterly meeting on January 25, 2016, the joint meeting with the State Independent Living Council (SILC) on January 26, 2016, and the quarterly meeting on April 25–26, 2016.

**Background**

The RCT is federally mandated by the Rehabilitation Act of 1973, as amended in 1992 and 1998, and in the Workforce Innovation and Opportunity Act of 2014 (WIOA). The 1998 amendments to the Rehabilitation Act require a partnership between the RCT and the Division for Rehabilitation Services (DRS) within the Department of Assistive and Rehabilitative Services (DARS). In 2004, the DARS Division for Blind Services (DBS) also began a partnership with the RCT. The RCT reviews, analyzes, and advises the DRS and the DBS on policy, scope, and effectiveness of vocational rehabilitation (VR) services and eligibility requirements. The RCT works in partnership with those divisions to develop, agree to, and review state goals and priorities. The RCT also contributes to the preparation of the state plan for VR.

Statutory membership requirements for a state rehabilitation council, as specified in 34 CFR 361.17, include the appointment by the Governor of a minimum of 15 members, with at least one member representing the state workforce investment board (state board). The Texas Workforce Investment Council (Council) serves as the state board in Texas. Council member, Joyce Delores Taylor, currently serves as vice-chair of the RCT.

**Highlights from the January 25, 2016, RCT Meeting**

**DARS Commissioner Update** – DARS commissioner, Veronda Durden, updated RCT on the transfer of the VR programs, general and blind, from DARS to the Texas Workforce Commission (TWC) effective September 1, 2016, and consolidation of the VR general and blind programs, effective September 1, 2017. She walked members through the process that is being followed to ensure that there will be no disruption in services to clients, including the establishment of the oversight committee and 18 work groups that were formed to plan and coordinate actions between the two agencies. Once the program has transferred, TWC will begin the process of fully integrating general and blind VR services. She provided members with information on submission of the Combined State Plan for WIOA to the Council for approval and recommendation to the Governor for approval on February 5, 2016.

**36<sup>th</sup> Institute on Rehabilitation Issues (IRI) Chapter Review** – Mark Schroeder, RCT industry representative, reviewed the 36<sup>th</sup> IRI to inform members of the importance of State Rehabilitation Councils, how they evolved, and their relationship to the public vocational rehabilitation program. He included a review of the legislative history that created and expanded the State Rehabilitation Councils and major legislation that improved the VR programs.

**Assistant Commissioner Updates (DRS and DBS)** – Carline Geiger and Jeff Kauffman represented Cheryl Fuller, DRS assistant commissioner, and Scott Bowman, DBS interim assistant commissioner, who joined RCT chair, Martha Garber, TWC, the Council and others in Washington DC for a convening on WIOA. Ms. Geiger and Mr. Kauffman provided updates on agency activities to date. Annual performance as of December 31, 2015, was reported, based on goals to provide vocational rehabilitation services and support quality employment outcomes. An update on the transition of VR programs from DARS to TWC and the timeline for developing and submitting the Combined State Plan, as required under WIOA, were discussed. Following approval by the Governor and the relevant federal agencies, the plan will go into effect on July 1, 2016. The plan must show DARS as the operating entity for VR programs since the transfer to TWC will not occur until September 1, 2016. A modification of the plan will be required to document that TWC will be the agency responsible for the VR program. A second modification will be required in 2017 to realign service delivery areas from DARS regional areas to local workforce development board areas. Pre-employment transition was also discussed in regards to alignment of the ages served in different programs: DBS (10-22), WIOA (16-22), PTI (13-26), and DRS (14-22).

### **Highlights from the January 26, 2016, Joint Meeting of RCT and SILC**

**RCT/SILC Relationship Moving Forward** – Joyce Dolores Taylor, vice-chair of RCT, opened a discussion on the future of the collaborative relationship between RCT and SILC. It was noted that SILC remains attached to HHSC while RCT will transition to TWC. It was also noted that independent living remains an important part of the WIOA Combined State Plan with new services focused on youth. The benefits of having an active member on both councils were discussed. Benefits include increased collaboration on student transitions, VR services in SILC service areas, and the needs assessment and capacity study.

**State Plan for Independent Living** – Jim Brocato, SILC chair, reviewed information about the Centers for Independent Living in the state of Texas and provided a report of quarterly activity. He invited Regina Blye to discuss the state plan that is to be submitted on July 1.

### **Highlights from the April 25–26, 2016, RCT Meeting**

**DARS Commissioner Update** – DARS commissioner, Veronda Durden, updated RCT on the transfer of the VR programs, general and blind, from DARS to TWC, effective September 1, 2016; the consolidation of the VR general and blind programs, effective September 1, 2017; and the transfer of independent living to HHSC. She updated members on the status of the Combined State Plan and discussed the key changes in Texas relative to WIOA, particularly its emphasis on pre-employment and transition services for students with disabilities. Commissioner Durden reminded members of the process being followed to ensure that there will be no disruption in services to clients. She listed the programs that will transfer to HHSC, including independent living, and provided detail on the mission and core values under which the HHSC will guide the programs. She also discussed the use of the VR funding set-aside to support IT and infrastructure needs to accomplish the program transfer.

**Student and Youth Transition** – A panel briefed members on federal and state requirements for transition services, current youth programs, and the 2014–2015 Comprehensive Statewide Needs Assessment, *Cultivating Successful Transition*. Members were informed about six core programs under WIOA, which include VR, and six primary performance indicators established in the Act. These performance indicators replace the VR Standards and Indicators, provide a definition of competitive integrated employment for individuals with disabilities, and emphasize serving students and youth with disabilities. Pre-Employment Transition Services (Pre-ETS) account for 15 percent of a state's VR spending, which totals approximately \$36 million in Texas, or \$29 million for DRS and \$7 million for

DBS. Five core Pre-ETS services include job exploration counseling, work-based learning experiences, post-secondary education counseling, workplace readiness training, and training on self-advocacy. Panelists also covered state requirements in Senate Bill 208, 84<sup>th</sup> Legislative Session, that emphasize rehabilitation services focused on preparation for employment and transition. TWC and the Texas Education Agency are specifically directed to provide uniform policies and services, including specialists and counselors that are trained to support transition. Members were then briefed on promising strategies for creating career pathways and highlights from the needs assessment of youth and students with disabilities in Texas, published in April 2016, which included recommendations to increase collaboration, family engagement, and specialized services; improve outreach to the community; and provide sufficient resources in rural areas. RCT member discussion focused on self-advocacy training, peer mentor support, and an effort to increase partnerships between service providers. Members emphasized that one-size will not fit all in the provision of services for individuals with disabilities.

**TWC, Director Update** – Reagan Miller, TWC director of Workforce Development, provided members with an update on the transfer of the VR programs, general and blind, and consolidation of the VR general and blind programs from DARS to TWC. The transfer impacts some 1,900 full-time employees primarily in positions that include IT, finance, and contract management; processes to manage some 1,200 consumer purchases made per day; and alignment for the provision of services within the 28 workforce development areas in the state. She reminded members that the legislature established an oversight committee. Twenty-five work groups plan and coordinate all actions between the two agencies. Members were notified that local entities will be branded as Workforce Solutions Vocational Rehabilitation Services and that TWC has completed 10 of 12 regional meetings with staff to discuss the transfer and answer questions. Information from the sessions is being shared statewide with all regional staff. Ms. Miller also discussed planning for the consolidation of DRS and DBS on September 1, 2017, one-year following the initial VR transfer. Initial planning is focused on aligning area managers to mirror the local workforce development areas. Ms. Miller responded to RCT member concerns that included the accessibility of leased facilities via public transportation and of equipment for people with disabilities; time allowances on the equipment, given an understanding that people with disabilities require much more time on a computer; and IT support to ensure that the equipment works. Members also discussed the need for the Centers for Independent Living (CILs) to have information about the transition sooner than July 1 for a September 1 transition and the need for a liaison position to foster relationships and understanding between TWC and the CILs and their independent living services.

**Assistant Commissioner Updates (DRS and DBS)** – Cheryl Fuller, DRS assistant commissioner, and Scott Bowman, DBS interim assistant commissioner, provided updates on annual performance as of March 31, 2016, based on goals to provide vocational rehabilitation services and to support quality employment outcomes. An update on the transition of VR programs from DARS to TWC was provided. The state plan submitted to the U.S. Department of Labor for approval by the relevant federal agencies will go into effect on July 1, 2016. The plan must show DARS as the operating entity for VR programs since the transfer to TWC will not occur until September 1, 2016. A modification of the plan will be required to document that TWC is the agency responsible for the VR programs. When the transition has been finalized, a second modification will be required in 2017 to realign service delivery areas (DARS regional areas to local workforce development board areas).

The next RCT meeting is scheduled for July 18–19, 2016, in Austin, Texas.

### **Recommendation**

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

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**TEXAS WORKFORCE INVESTMENT COUNCIL**

**Fiscal Year 2016 Expenditure Report**

As of May 5, 2016

<b>Description</b>	<b>Budgeted Amount</b>	<b>Expended</b>	<b>Remaining Budget Balance</b>	<b>Percent Expended</b>
Salaries	\$ 793,038.67	\$ 483,972.62	\$ 309,066.05	61%
Professional Fees & Services	6,900.00	\$5,641.60	\$ 1,258.40	82%
Supplies	2,566.00	1,287.68	\$ 1,278.32	50%
Rent - Machine & Other	8,315.37	8,315.37	\$ -	100%
Rental of Space	9,600.00	\$5,600.00	\$ 4,000.00	58%
Travel - Out of State	8,600.00	\$4,653.55	\$ 3,946.45	54%
Travel - In State	33,000.00	15,346.93	\$ 17,653.07	47%
Operating Costs	195,767.95	38,230.01	\$ 157,537.94	20%
<b>Total</b>	<b>\$ 1,057,787.99</b>	<b>\$ 563,047.76</b>	<b>\$ 494,740.23</b>	<b>53%</b>

Note: Budget reflects reconciliation through TWC as of March 2016 (most recent report provided by agency).

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