

# Texas Workforce Investment Council

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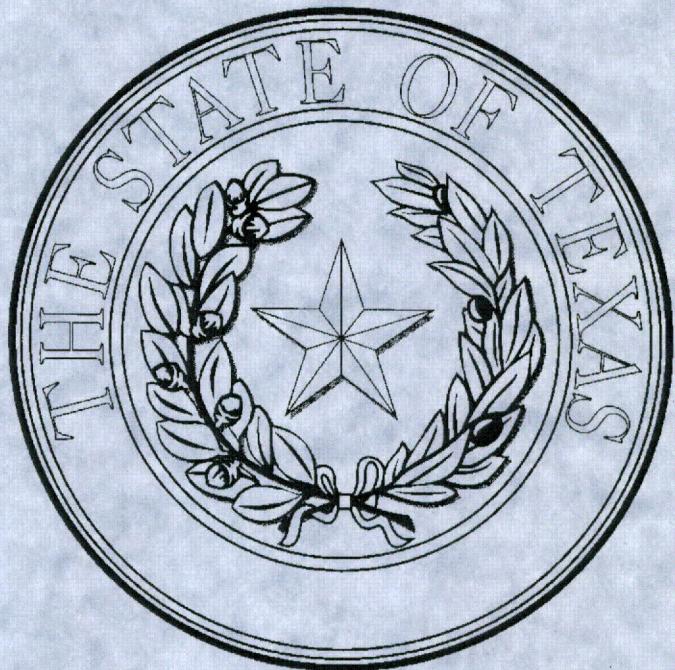
**Greg Abbott**  
Governor

**Dan Patrick**  
Lt. Governor

**Joe Straus**  
Speaker

**Wes Jurey**  
Chair

**Lee Rector**  
Director



Briefing Materials  
September 11, 2015  
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  
Raymund Paredes, Austin  
Larry Temple, Austin  
Chris Traylor, Austin  
Michael Williams, Austin

## Representing

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

## *Mission*

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





GOVERNOR GREG ABBOTT

TEXAS WORKFORCE INVESTMENT COUNCIL

September 1, 2015

Dear Council Members:

Enclosed please find the September 11, 2015, meeting briefing book.

The Texas Workforce Investment Council (Council) will meet on Friday, September 11, 2015 at 8:30 a.m. at the Austin Community College Highland Business Center located at 5930 Middle Fiskville Road, room 201, in Austin, Texas. On Thursday, September 10, 2015, the Apprenticeship and Training Advisory Committee will meet at 10:00 a.m., and will be followed by the System Integration Technical Advisory Committee at 1:00 p.m. at the Council's suite (room 1.109) in the State Insurance Building located at 1100 San Jacinto Boulevard. The Executive Committee meeting will meet at 3:00 p.m. at the Economic Development and Tourism conference room, which is located on the fourth floor at 221 East 11<sup>th</sup> Street.

Overview of Council Meeting Agenda Items and Briefing Book Contents

The Council meeting will begin with reports from the Executive Committee, the System Integration Technical Advisory Committee, and the Apprenticeship and Training Advisory Committee. These reports will be followed by the Council's consideration of the strategic plan for the Texas workforce system for fiscal years 2016-2023. This action item may be found in the briefing book on page 5. Members will also receive a briefing, found on page 65, on the achievements of the fiscal year 2015 work plan and will consider approval of the work plan for fiscal year 2016. The remaining agenda items will include briefings on several Council activities, projects, and reports. The first item, found on page 77, will provide members with a final report on workforce-related legislative activity resulting from the 84<sup>th</sup> legislative session. The next two items, found on pages 89 and 95 respectively, will provide members with a preview of the 2015 annual evaluation report and a summary of the Workforce Innovation and Opportunity Act requirement for infrastructure funding. Members will then receive a briefing on the status of a research project to define middle-skill STEM occupations in Texas, found on page 101. The next item, on page 107, provides an overview of the system, guidelines, and functions of skill standards in Texas. The Council meeting will conclude with a briefing, found on page 109, on the status of the 2015 survey of Texas employers.

Upcoming Projects and Activities

In the coming months, we will continue to work with our system partners to implement the first year of the new workforce system strategic plan, as well as finalize reporting on the final year of implementation of *Advancing Texas*. Work will also continue on several Council reports and projects, including the 2015 evaluation report, the Council annual report for fiscal year 2015, the research report on defining middle-skill STEM occupations in Texas, and the survey of Texas employers.

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

Sincerely,

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



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**TEXAS WORKFORCE INVESTMENT COUNCIL**

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

**COUNCIL MEETING**  
**September 11, 2015**

**Wes Jurey, Chair**

**ORDER OF AGENDA AND TABLE OF CONTENTS**

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

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

<b>I.</b>	<b><u>Introduction</u></b>	<b><u>Item</u></b>	<b><u>Page</u></b>
	Call to Order, Announcements, and Public Comment		
	Approval of Minutes – June 5, 2015	Action	1
<b>II.</b>	<b><u>Reports, Actions, and Briefings</u></b>		
	1. Report from the Executive Committee	Report	
	2. Report from the System Integration Technical Advisory Committee	Report	
	3. Report from the Apprenticeship and Training Advisory Committee	Report	
	4. Consideration of the Fiscal Years 2016-2023 Strategic Plan for the Texas Workforce System	Action	5
	5. Briefing on the Fiscal Year 2015 Council Work Plan Achievements and Consideration of the Fiscal Year 2016 Council Work Plan	Briefing	65
	6. Briefing on the Texas 84 <sup>th</sup> Legislative Session – Final Report	Briefing	77
	7. Briefing on <i>Evaluation 2015: Accomplishments and Outcomes of the Texas Workforce System</i>	Briefing	89
	8. Briefing on the Workforce Innovation and Opportunity Act - Requirement for Infrastructure Funding	Briefing	95
	9. Briefing on the Research Approach: Defining Middle-Skill STEM Occupations in Texas	Briefing	101
	10. Briefing on Skill Standards in Texas – An Overview of the System, Guidelines, and Functions	Briefing	107
	11. Briefing on the 2015 Survey of Texas Employers: Research Plan and Implementation Timeline	Briefing	109
<b>III.</b>	<b><u>Information and Updates</u></b>		
	1. System Integration Technical Advisory Committee Quarterly Report	Information	111
	2. Report on the July 20-21, 2015 Meeting of the Rehabilitation Council of Texas	Information	115
	3. Fiscal Year 2015 Expenditure Report	Information	117
<b>IV.</b>	<b><u>Adjourn</u></b>		

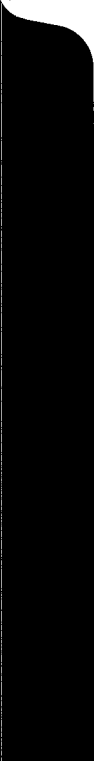


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**TEXAS WORKFORCE INVESTMENT COUNCIL MEETING**

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

**Friday, June 5, 2015**  
**MINUTES**

**MEMBERS PRESENT**

Mark Dunn (Acting Chair), Mark Barbérena, Robert Cross, Bryan Daniel, Carmen Olivas Graham, Thomas Halbouty, Richard Hatfield, Larry Jeffus, Paul Jones, Matthew Maxfield, Laurie Biscoe [designee for Larry Temple], Richard Rhodes, Joyce Delores Taylor, Garry Tomerlin [designee for Raymund Paredes], and Cheryl Fuller [designee for Kyle Janek]

**MEMBERS ABSENT**

Wes Jurey (Chair), Sharla Hotchkiss (Vice Chair), Robert Hawkins, Kyle Janek, Raymund Paredes, Larry Temple, and Michael Williams

**WELCOME AND ANNOUNCEMENTS**

Acting Chair Mark Dunn called the meeting to order at 8:32 a.m.

Mr. Dunn welcomed the members and guests, and announced that he was chairing the meeting on behalf of Wes Jurey, who was called home for a family emergency. He noted the Chair's apologies for his absence.

**PUBLIC COMMENT**

No public comment.

**APPROVAL OF MINUTES – ACTION**

Mr. Dunn asked if there were any changes to the March 6, 2015, minutes. Hearing none, he called for a motion. Carmen Olivas Graham recommended approval of the minutes. Richard Rhodes seconded the motion. The minutes were approved by unanimous voice vote.

**REPORTS, ACTIONS, AND BRIEFINGS**

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

Mr. Dunn reported that the Executive Committee had met the previous afternoon and was briefed on a number of items. He stated that an update on the status of the Council's fiscal year (FY) 2015 Work Plan indicated that the work is progressing on schedule. The committee also voted to recommend to the Council approval of the draft strategic plan for the Texas workforce system for public comment and to extend the plan for another four years until 2023. Lee Rector, Council director, briefed the committee on the Sunset review of the Council and reported that Governor Abbott had signed the Council's Sunset bill authorizing it for another 12 years. She also reported that the Governor had sent a letter to the regional



office of the U.S. Department of Labor indicating that Texas would continue the Council's designation as the state workforce investment board under the alternative entity (or grandfather) clause of the Workforce Innovation and Opportunity Act (WIOA).

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

Mr. Dunn reported that the System Integration Technical Advisory Committee (SITAC) met yesterday and welcomed new member Diane Salazar, State Director for Career and Technical Education, representing the Texas Education Agency. The state agency partner members provided updates on their bills in the state legislative session, and Council staff briefed members on development of the new system strategic plan, and gave a final report on *Advancing Texas*. In addition, Mr. Dunn announced that SITAC would be transitioning to a broader, system-focused role under the new strategic plan, and that additional information would be provided at future meetings. The next meeting is scheduled for Thursday, September 10 at 1 p.m. in the Council's conference room.

**Consideration of the Draft Fiscal Years 2016-2019 Strategic Plan for the Texas Workforce System (Action Item)**

Mr. Dunn called on Ms. Rector to introduce the item. She reviewed the introduction to the strategic plan to provide context to the draft, including the plan structure and timeline. She stated that the system objectives had been elevated to a broader level with multiple agencies participating in the same action plan. She noted that the action plans had already been approved by the agencies. Ms. Rector then called on Lisa Sullivan, the strategic planning facilitator, to review the plan, including the goals, system objectives, and action plans.

After Ms. Sullivan's presentation, Ms. Rector initiated discussion of the plan's duration by reminding members of the reason that the time period had been reduced from six to four years: to coincide with the reauthorization of the WIOA. However, she stated that she believed four years would be too brief to implement the plan because the planning process would have to be initiated again in 24 months. Members then discussed whether eight years would be too long, and concluded that the duration would coincide with the broader level of the goals, objectives, and action plans. Mr. Dunn noted that the executive committee discussed this topic at length and concurred with the eight-year timeline.

Mr. Dunn then made a motion to approve the draft strategic plan for the workforce development system for the fiscal years 2016–2023 to be posted for public comment. Mr. Halbouty seconded the motion. The motion was approved by unanimous voice vote.

**Briefing on the Texas Workforce System Program Directory**

Mr. Dunn called on Council staff Laura Pittman to brief members. Ms. Pittman reported on the tenth edition of the program directory that provides information on the 19 workforce programs and five related academic programs administered by the Council's eight partner agencies. She briefed members on updates to the directory, including changes related to the WIOA, links to applicable federal and state planning information, and reworking of the performance information to focus on the state measures presented in the Council's annual evaluation report. Ms. Pittman noted the directory would be distributed to system partners and stakeholders and posted on the Council's website.

**Briefing on the Survey of Texas Employers Research Plan and Implementation Timeline**

Mr. Dunn called on Council staff Andy Rottas to brief Council members. Mr. Rottas began by reminding members of the Council's listening sessions that identified Texas employers' concerns about a skills gap in the state's labor market. Mr. Rottas then described the proposed employer survey to address the perceived problem. He noted the criteria for the representative employer sample and mentioned that the survey would be conducted via email through a contract with the Public Policy Research Institute at Texas A&M University. He then reviewed the proposed survey design, including focus, scope, and type

of key questions, and provided two examples of questions likely to appear on the survey. Finally, he presented the proposed timeline for the survey and for the report of the results.

After Mr. Rottas's presentation, discussion revolved around using the local workforce development areas as the geographic regions for the survey, and about any existing employer surveys conducted by the local workforce development boards. Mr. Dunn noted that the survey was intended as a high-level, broadly scoped investigation of this issue. Ms. Rector concurred that the intent of the survey was to test whether there were skills gaps within regions and then to give the information to the regions to explore the issue further. She stated that it was designed as an early first warning, and that the information would also be critical to community and technical colleges.

#### **Briefing on Workforce Innovation and Opportunity Act Requirement for Regional Planning**

Mr. Dunn called on Council staff Kristin McEntyre to brief members. Ms. McEntyre reported that the Workforce Innovation and Opportunity Act (WIOA), the new federal law for workforce program and service delivery, was enacted on July 22, 2014, and repeals the Workforce Investment Act. She noted that a new provision in the law requires states to design the workforce delivery system on a regional basis and to develop a regional plan that aligns workforce policies and services of the local workforce development areas with regional economies.

Ms. McEntyre also reported that a regional identification workgroup composed of Texas Workforce Commission (TWC) staff and workforce development area representatives developed a concept paper requesting the U.S. Department of Labor to allow states the flexibility to structure regional planning efforts, and thereby enable Texas to continue their successful collaborative operations as currently structured. She noted that the TWC commissioners would consider the concept paper in the context of developing the state WIOA plan, and that the Council would consider the draft state plan in February 2016.

After Ms. McEntyre's presentation, Laurie Biscoe, TWC representative, noted that the regional planning provision was a new concept with regional performance metrics and reporting against them. She explained that Texas' stance is that the state has already accounted for all the new provisions in its state plans and workforce development areas, and that local areas didn't want new requirements in the WIOA to limit how they interact and collaborate.

#### **Briefing on the Sunset Review of the Texas Workforce Investment Council**

Mr. Dunn called on Ms. Rector to update members on the Council's Sunset review. Ms. Rector reported that on Saturday, May 23, Governor Abbott signed HB 1606, the Council's Sunset legislation, authorizing the Council for another 12 years. She noted that the bill made two main changes to the Council: 1) aligned the Sunset review of the Council with that of the Texas Workforce Commission; and 2) abolished the Texas Skill Standards Board (TSSB) and transferred its powers and duties to the Council as of September 1, 2015.

Ms. Rector reported that staff is doing a lot of work this summer behind the scenes to ensure a successful transition. She referred members to the TSSB's website, [www.tssb.org](http://www.tssb.org), and stated that a duplicate site was being developed to strip references of TSSB throughout and replace them with the Council, and would be ready to launch on the implementation date. She noted that one reference to TSSB would be retained, in relation to recognized community and technical college programs. She stated that the acronym TSSB had become synonymous with the brand for that function, but that now it would be shorthand for Texas skill standards *based* recognized program.

Finally, Ms. Rector notified members of the timeline for the transfer. She stated that in September, they would receive a briefing on the TSSB's duties and functions, followed by action at the December meeting



to affirm the previous TSSB recognitions of skill standards and programs and to approve the established policies that the TSSB has been operating under for nearly 20 years.

### **Briefing on the Report of National Practices: Capturing Information and Data for Industry-Based Certifications**

Mr. Dunn called on Council staff Royce Wu to brief members. Mr. Wu provided the context for the report, followed by a summary of the report, which presents nationwide practices for tracking postsecondary data and information for awards other than two- and four-year degrees. He noted that the report focuses on third-party, industry-based certifications because they are identified as key credentials for a highly skilled future workforce and are the focus of a system objective in the new strategic plan of the Texas workforce system. He reviewed the findings of the report, including relevant definitions, national efforts, and selected case studies to aid in the achievement of the system objective.

### **PRESENTATION**

#### **Adult Education and Literacy Program Delivery in Texas**

Mr. Dunn called on Ms. Rector to introduce the item. Ms. Rector reminded members that part of the Council's role was to evaluate adult education and literacy. Given the transfer of this function from the Texas Education Agency to TWC, Anson Green, director of adult education and literacy at TWC, was invited to present about TWC's service delivery and to give members an opportunity to ask questions. Ms. Rector then introduced Mr. Green.

Mr. Green began his presentation with a brief history of the transition since the program transfer. He noted that the legislative intent of the transfer was to improve the integration and alignment of adult education and literacy services with public and higher education and workforce development. In addition, a legislative funding rider directs TWC, in consultation with the Council, to develop and report on the implementation and annual progress of a comprehensive statewide strategic plan. Mr. Green reviewed the goal and strategic objectives of that plan, which were adopted by the TWC Commissioners on November 25, 2014. He then reported on the next steps, including new rules, new grant contracts, and critical considerations.

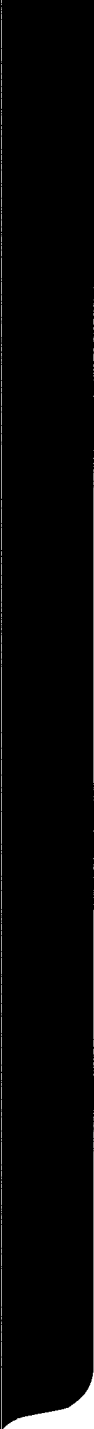
After Mr. Green's presentation, discussion centered on the problems serving the populations with the most barriers. In particular, members discussed the "ability to benefit" provision for students without a high school diploma and the fact that engagement in applied, career and technical education and training can provide motivation for students to learn basic skills.

### **ADJOURN**

Mr. Dunn called for a motion to adjourn the meeting. Mr. Hatfield moved to adjourn. Ms. Taylor seconded the motion. The motion was approved by unanimous voice vote. The meeting adjourned at 11:15 a.m.







**TWIC ACTION ITEM  
MEMORANDUM**

REF:LR.twic.II4.091115

**TO** Council Members**SUBJECT** Fiscal Years 2016–2023 Strategic Plan for the Texas Workforce System**Introduction**

The Texas Workforce Investment Council (Council) will consider approval of the draft workforce system strategic plan for recommendation to the governor. The strategic plan for the Texas workforce system will cover the fiscal years (FY) from September 1, 2015 to August 31, 2023. This plan is built on issues in the current and future workforce environment identified by the Council and its partner agencies. As with the current strategic plan, *Advancing Texas*, this system plan contains agency action plans to facilitate achievement of the system objectives identified in the plan.

**Background**

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

State statute also directs the Council to "develop and implement immediate and long-range strategies to address problems identified within the workforce system." The Council is to assign implementation responsibility and a timeline for completion for each long-range strategy developed.

The FY 2016 to FY 2023 strategic plan for the Texas workforce system fulfills these legislative mandates and includes actions and performance measures to guide accomplishment of the goals and objectives developed by the Council in collaboration with its workforce system partner agencies.

**Attachment**

1. The Texas Workforce System Strategic Plan FY 2016–FY 2023

**Discussion**

The FY 2016–FY 2023 strategic plan for the Texas workforce system focuses on the vision of the current and future system, and the issues that must be addressed to strengthen that system, as articulated by the Council, its agency partners, and employers.

**Process**

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



Committee (SITAC), and through listening sessions conducted over the past 24 months. The Council's commitment to developing an inclusive, systems-approach strategic plan that is built on the key issues and opportunities identified by partner agencies during the listening sessions, has resulted in the plan under consideration and was achieved through:

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

#### Development Timeline

March 2013- June 2014	The Council conducted listening sessions to identify key issues and opportunities that must be addressed in the next five to eight years.
July 2014	Agency strategic plans were reviewed as part of internal-external assessment and issue and opportunity validation.
September 2014	The Council Chairman designated the Executive Committee as the Council's strategic planning committee.
September 2014	The Council and SITAC drafted the preliminary vision and mission.
December 2014	The Executive Committee reviewed and amended language for vision, mission, and system goals; considered prioritized issues for the system.
January 2015	The vision, mission, and goal areas were sent to Council and SITAC members for review and comment.
March 2015	The Executive Committee finalized the goals, system objectives, and agency strategies. The Council considered goals, system objectives, and agency strategies, and heard the proposed actions, timelines, and performance measures for each strategy from each agency responsible for the strategy.
April-May 2015	Discussions were held with each partner agency to refine its proposed actions, timelines, and performance measures.
June 2015	The Executive Committee recommended and the Council approved the draft plan for posting for review and comment.
June-July 2015	The draft plan was posted on the Council's website. Notification of the posting was published in the Texas Register and a notification email was sent to system stakeholders and agency partners.
July 2015	Final discussions were held with each partner agency to finalize the Less Formal performance measures associated with the agency's action plans.
August 2015	Recommendations received during the public comment period were considered.

September 2015      The Executive Committee reviews the comments received on the draft plan, considers final changes to the plan, and approves its recommendation to the Council.

September 2015      Following approval and recommendation by the Council, the governor will consider approval of the workforce system strategic plan.

#### Performance Measures

Less Formal measures are those measures that must be collected to determine the success of the implementation of the strategic plan. Formal measures are those measures that are essentially consistent across all workforce programs.

Both Formal and Less Formal measures are included in the system strategic plan and 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 will be negotiated and finalized with partner agencies until early in fiscal year 2016.

#### Implementation

The implementation of the plan will include a review and update of the plan in the fourth year of implementation. This review and update will identify additional actions, with associated timelines, required to continue work on the long-term system objectives and strategies. It will also include a system scan to determine whether additional strategies should be included in the plan.

#### Next Step

Upon approval by the Council on September 11, 2015, the plan—including the Formal and Less Formal measures—will be forwarded to the governor for his consideration and approval.

#### **Recommendation**

It is recommended that the Council approve the FY 2016–FY 2023 strategic plan for the Texas workforce system, the Less Formal and Formal measures, and recommend the plan and the measures to the governor for approval.

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# THE TEXAS WORKFORCE SYSTEM STRATEGIC PLAN FY 2016–FY 2023

## Abstract

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



## The Texas Workforce System Strategic Plan FY 2016–FY 2023

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## **Terminology**

### **Fiscal Year**

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

### **Formal Measures**

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

### **Less Formal Measures**

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

### **Mission**

A mission helps an organization to:

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

### **System Goal Narratives**

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

### **System Goals**

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

### **System Integration Technical Advisory Committee (SITAC)**

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

### **System Measures**

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

### **System Objectives**

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

### **System Partner Action Plans**

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

### **System Partner Strategies**

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

### **Texas Workforce System Partners**

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

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

### **Vision**

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

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



## Preface

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

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

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

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

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



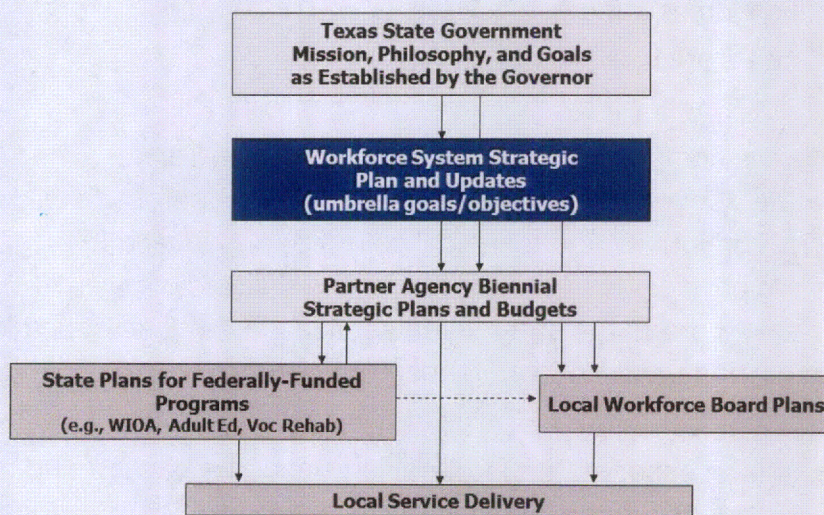
program, the receiving agency will be responsible for the related system partner strategies, action plans and associated timelines, and performance measures.

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

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

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

## Linking Key Texas Workforce Plans





## Statutory Charge for a Single Texas Workforce System Strategic Plan

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

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

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

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

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

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

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

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

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

## The Workforce System Plan Architecture

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

The primary audience for the system strategic plan is the Council's partner agencies with workforce programs and services. Covering the period of September 1, 2015–August 31, 2023, the system strategic plan has been devised on an eight-year timeframe to align with the new federal workforce requirements under the Workforce Innovation and Opportunity Act, which requires each state to submit its first four-year unified state strategic plan to the U.S. Department of Labor by March 1, 2016.

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

### Focus and Intent

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

Given the strategic nature of the plan's goals and strategic imperatives, and the need for system partners to build programs, initiatives, and systems to achieve the system objectives, the plan implementation period is eight years. During the fourth year of implementation, the Council will undertake an update of the plan's strategies, action plans, and performance measures, as well as an analysis of the workforce system. This will ensure the continued currency of the plan and will also determine if there are



additional issues that should be included in the plan for years five to eight of the implementation period.

### **Overarching Imperatives – Strategic Pillars to Support System Improvement**

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

- Customer Service and Satisfaction

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

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

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

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

- Data-Driven Program Improvement

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

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

- Continuous Improvement and Innovation

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

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

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

## Key Consultations in Developing the FY 2016–FY 2023 Strategic Plan

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

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

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



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

## The Texas Workforce Environment: Key Issues

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

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

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

### *Educational Programs of Study*

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

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

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

### *Adult Education*

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

In September 2013, mandated by Senate Bill 307 (83<sup>rd</sup> Texas Legislature), adult education programs and services transitioned from the Texas Education Agency to the Texas Workforce Commission. Through its contracts, the Texas Workforce Commission requires enhancements to service delivery models supporting innovation and increased outcomes, including incentives for enrollment, integration with workforce programs, and models focused on transitions to work or postsecondary education. This approach allows continuity of services as programs build capacity and enhance service delivery and curricula, while steadily supporting an upward trajectory in the program's overall direction toward increased employment and training outcomes consistent with the requirements in Senate Bill 307.<sup>1</sup>

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

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

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

### *Changing Demand for Middle-Skill Workers*

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

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

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

### *Increasing Demand for Industry-based Certifications for Texas Workers*

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

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

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

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

#### *Demand-Driven Programs and Services*

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

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

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

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



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

### *Education System Coordination and Alignment*

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

## Cross-Partner Issues and Opportunities

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

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

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

## **Pulling the Plan Together**

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

### **System Goals, System Objectives, and Partner Agencies Strategies**

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

### **Partner Agency Action Planning**

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

### **Organization**

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

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



## **VISION**

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

## **MISSION**

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

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



### Goal Area 1: Focus on Employers

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

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



**System Objective**

Increase business and industry involvement.

**Strategy**

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

**Partner Agency**

Texas Veterans Commission

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

**Performance Measure**

- Rate of employer satisfaction



**System Objective**

Increase business and industry involvement.

**Strategy**

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

**Partner Agency**

Texas Education Agency

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

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

Initiate next review cycle

Date set by the State Board of Education

Solicit informal feedback and public comment on drafts of TEKS for career and technical education from specific business and industry representatives.

Initiate next review cycle

Date set by the State Board of Education  
FY 2019

Identify and review relevant industry-based certifications, and incorporate examples into the revision of programs of study content.

Ongoing

Request assistance from the Texas Workforce Commission in soliciting business and industry input on revised programs of study.

Ongoing

FY 2019

**Performance Measures**

- Percentage of revised CTE programs of study reviewed by business and industry



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Workforce Commission

**Action**

**Start Date    End Date**

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

FY 2016    FY 2017

**Performance Measure**

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



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Education Agency

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

**Performance Measures**

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



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Higher Education Coordinating Board

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

**Performance Measures**

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



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Veterans Commission

<b>Action</b>	<b>Start Date</b>	<b>End Date</b>
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



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Windham School District (Texas Department of Criminal Justice)

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

**Performance Measures**

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



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Education Agency

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

**Performance Measure**

Not applicable—qualitative



**System Objective**

Expand licensure and industry certification.

**Strategy**

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

**Partner Agency**

Texas Higher Education Coordinating Board

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

**Performance Measure**

Not applicable—qualitative



## Goal Area 2: Engage in Partnerships

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

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

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

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

**Performance Measures**

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Texas Workforce Commission

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

**Performance Measures**

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Texas Workforce Commission

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

**Performance Measures**

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Texas Higher Education Coordinating Board

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

**Performance Measures**

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Windham School District (Texas Department of Criminal Justice)

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

**Performance Measure**

- Rate of employer satisfaction



### Goal Area 3: Align System Elements

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

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Texas Education Agency

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

**Performance Measure**

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



**System Objective:**

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

**Strategy**

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

**Partner Agency**

Texas Higher Education Coordinating Board

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

Develop and adopt programs of study that provide a coordinated non-duplicative sequence of secondary and postsecondary academic and career and technical education courses designed to help students transition seamlessly from high school to a public community or technical college.

FY 2016 FY 2019

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

FY 2017 FY 2017

Align secondary and postsecondary programs of study systems by working with the Texas Education Agency.

FY 2018 FY 2019

Facilitate consistent credit transfer from secondary to postsecondary based on programs of study by working with the Texas Education Agency to develop and adopt relevant policies, procedures, and rules.

Ongoing FY 2019

**Performance Measures**

- Career and technical education time to degree by semester credit hours



**System Objective**

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

**Strategy**

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

**Partner Agency**

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

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

**Performance Measures**

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Texas Higher Education Coordinating Board

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

**Performance Measure**

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



**System Objective**

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

**Strategy**

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

**Partner Agency**

Texas Juvenile Justice Department

Action	Start Date	End Date
Contact local community colleges and technical schools to broker working relationships and begin discussions regarding dual credit opportunities.	FY 2016	FY 2016
Meet with community college and technical school representatives to outline requirements needed to assess dual credit opportunities.	FY 2016	FY 2016
Gather and provide teacher credential and other information and material request.	FY 2016	FY 2016
Coordinate and host meetings between instructors of eligible career and technical education programs and college or technical school representatives to address curriculum and data reporting.	FY2016	FY 2016
Implement dual credit courses for eligible students.	Timeline: upon completion of instructor accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools.	

**Performance Measures**

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



### Goal Area 4: Improve and Integrate Programs

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

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



**System Objective**

Employ enhanced or alternative program and service delivery methods.

**Strategy**

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

**Partner Agency**

Texas Juvenile Justice Department

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

Identify and implement a web design course that can be taught within a correctional infrastructure.

Ongoing

FY 2016

Implement a blended learning environment with a secure student wireless network driven by Google Apps for education and mobile devices.

Ongoing

FY 2016

**Performance Measures:**

- Percentage of students using technology for course content delivery



**System Objective**

Employ enhanced or alternative program and service delivery methods.

**Strategy**

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

**Partner Agency**

Texas Workforce Commission

**Action**

**Start Date**

**End Date**

Expand self-service and distance learning options for the delivery of workforce services, including adult education and literacy services and professional development for child care providers and adult education and literacy service providers.

FY 2016

FY 2019

Enhance ease of access to and use of labor market information tools to address the needs of multiple audiences, including job seekers, employers, students, researchers, and other workforce stakeholders.

FY 2016

FY 2017

**Performance Measures**

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



**System Objective**

Employ enhanced or alternative program and service delivery methods.

**Strategy**

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

**Partner Agency**

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

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

**Performance Measures**

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



**System Objective**

Employ enhanced or alternative program and service delivery methods.

**Strategy**

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

**Partner Agency**

Texas Workforce Commission

**Action**

**Start Date    End Date**

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

FY 2016    FY 2019

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

FY 2016    FY 2019

**Performance Measures**

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



## Measuring Performance—Plan Implementation and System Outcomes

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

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

### Formal Measures

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

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

These measures include:

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

### Less Formal Measures

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

The less formal measures for the FY 2016–FY 2023 strategic plan implementation period include all performance measures noted in the agency action plans, found on pages 22–48, in the goal sections of this strategic plan.



## Appendix A

### **Issues Identified In Pre-planning Consultation Sessions**

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



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



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



Appendix B  
**Strategic Plan Architecture Matrix**

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



<b>Improve and Integrate Programs</b>	Employ enhanced or alternative program and service delivery methods.	TJJD TWC	Identify and implement new, relevant technology and service delivery options to expand program and service outcomes.
		DARS	Increase integrated, competitive employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.
		TWC	Enhance quality of and increase access to quality subsidized child care to support parents in obtaining and retaining employment.



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**TWIC ACTION ITEM  
MEMORANDUM**

REF: LR.twic.H5.091115

**TO** Council Members**SUBJECT** Fiscal Year 2015 Council Work Plan Achievements and Consideration of the Fiscal Year 2016 Council Work Plan

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**Introduction**

Each September, the Texas Workforce Investment Council (Council) considers and approves a fiscal year (FY) work plan to guide activities of staff work for the upcoming fiscal year. This memorandum includes a progress report on implementation of the FY 2015 work plan and an overview of the proposed work plan for FY 2016.

**Background**

The annual work plan organizes the Council's work for the 12-month period from September 1 through August 31. The work plan is based on the duties and responsibilities assigned to the Council by state and federal law. The Council's responsibilities in federal law are contained in Title I of the Workforce Innovation and Opportunity Act; the Council's state statutes are codified in Chapter 2308 of Texas Government Code.

The work plan is structured according to the Council's five primary roles in the Texas workforce system, as well as an additional section for internal administration:

- Strategic Planning and Capacity Building
- Evaluation and Performance Measurement
- Research and Continuous Improvement
- Review
- Skill Standards
- Internal Administration

Each role is further organized by critical function and by strategy. A critical function is a summary of statutes that assign the Council a specific duty or responsibility. A strategy is the action that the Council will take during the fiscal year to fulfill that responsibility. The last role, Internal Administration, identifies the projects and responsibilities associated with the ongoing administration and continuous improvement of internal operations that support Council activities.

The resources to support this work plan are specified in a Memorandum of Understanding (MOU) between the Office of the Governor, the Texas Workforce Commission, the Texas Education Agency, the Texas Health and Human Services Commission, and the Texas Higher Education Coordinating Board. The statutory basis of the MOU is Texas Government Code, Section 2308.065, and the Council funding formula approved by the Council and the governor in March 2004.

**Attachment**

1. Draft Work Plan for Fiscal Year 2016



## Discussion

### FY 2015 Council Work Plan Progress Report

The Council approved the FY 2015 work plan in December 2014 to guide the activities of the Council and staff from September 1, 2014, to August 31, 2015. Normally approved at the Council's September quarterly meeting, approval was delayed until the December meeting due to the strategic planning workshop held in September. Deliverables in the work plan are complete or did not require action from the Council or staff during the fiscal year.

The primary focus of the Council's work in FY 2015 was to continue implementation during the final year of the system strategic plan for fiscal years 2010–2015. *Advancing Texas: Strategic Plan for the Texas Workforce System (Advancing Texas)* was approved by the Council in September 2009 and by the governor in October 2009. Also in FY 2015, the Council focused on developing a new workforce system strategic plan. As part of the development process, the Council continued its consultations with partner agencies and devoted the March and June quarterly meetings to presentations on the actions, timelines, and measures proposed by the agencies to achieve the long-term system objectives and strategies articulated in the plan.

During FY 2015, the Council approved the fifth system evaluation report for *Advancing Texas*. The Council's System Integration Technical Advisory Committee and agency partners continued to execute tasks to further implement action plans for which they were responsible and to report progress on implementation of those action plans.

The FY 2015 work plan also included the following activities, which were completed during the fiscal year:

- Texas Workforce Investment Council Annual Report for FY 2014
- Texas Workforce System Program Directory (update)
- Policy News Highlights (quarterly)
- Research on promising practices of the third-party, industry-based certification data collection and reporting systems
- Research on promising practices calculating the return on investment for workforce systems
- Stakeholder meetings on best practices in determining labor demand and educational supply
- Research to support strategic planning
- Family Income and Assistance Model (update for the Texas Workforce Commission)
- Apprenticeship funding formula recommendations for Chapter 133 programs
- Legislative tracking and reporting on the 84<sup>th</sup> session of the Texas Legislature
- Review by the Sunset Advisory Commission, including testimony to the commission and legislative committees, and assistance with bill drafting and analysis.

Other briefs and publications such as the federal and state legislative updates were published and distributed electronically.

### FY 2016 Council Work Plan

The attached work plan represents those key activities that the Council and staff will engage in during FY 2016. The Council has over forty-five duties identified in Chapter 2308 of Texas Government Code and the Workforce Innovation and Opportunity Act of 2014. Sixteen critical functions form the structure of the plan; each function has one or more associated strategies that will ensure that the Council fulfills that function during FY 2016. A primary focus of the Council in FY 2016 will be the first year of implementation of the new workforce system strategic plan and the development of a balanced scorecard approach to system evaluation.



Work will continue on studies and reports to support the implementation of the system strategic plan and to design and launch system projects to strengthen the three strategic pillars that form the foundation of the strategic plan: customer services and satisfaction, data-driven program improvement, and continuous improvement and innovation. In addition, a number of publications are scheduled for FY 2016, including the sixth and final evaluation report of system performance under *Advancing Texas*.

**Recommendation**

It is recommended that the Council approve the FY 2016 Council work plan.

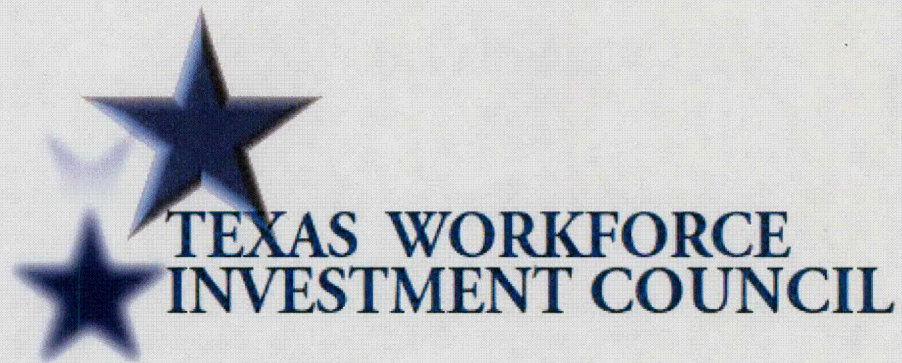


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**Draft Work Plan for Fiscal Year 2016**  
September 1, 2015 – August 31, 2016



## Council Work Plan

Each September, the Council approves a work plan to guide the activities of the Council and staff for the upcoming fiscal year.

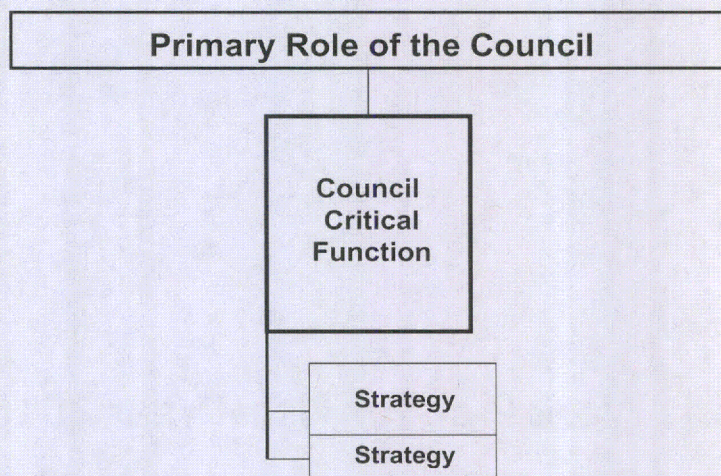
The work plan is based on the duties and responsibilities assigned to the Council by state and federal law. The Council's responsibilities in federal law are contained in Title I of the Workforce Innovation and Opportunity Act; the Council's state statutes are codified in Chapter 2308 of Texas Government Code.

The work plan is structured according to the six **primary roles** of the Council in the Texas workforce system:

1. strategic planning and capacity building
2. evaluation and performance measurement
3. research and continuous improvement
4. review
5. skill standards (development and facilitation of use)
6. internal administration

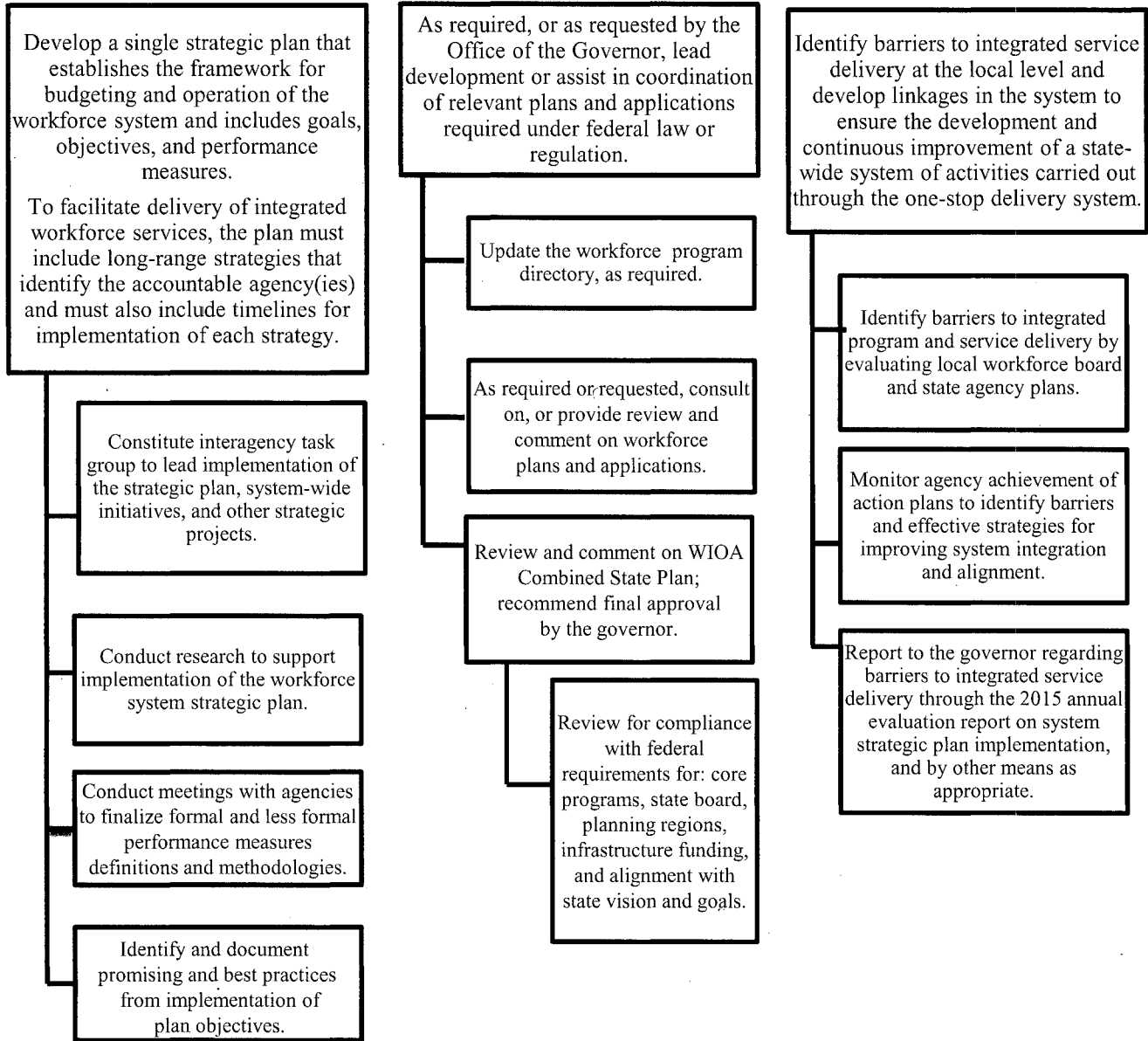
Each role is further organized by critical function and by strategy. A **critical function** is a summary of statutes that assign the Council a specific duty or responsibility. A **strategy** is the action that the Council will take during the fiscal year to fulfill that responsibility.

The layout of each page in the work plan is as follows:





# System Strategic Planning and Capacity Building





## System Evaluation and Performance Measurement

Develop, implement, and continuously improve a comprehensive system of performance measures.

Evaluate the effectiveness of the workforce development system, including the degree to which the system is effective in achieving state and local goals and objectives.

Evaluate programs to identify any gaps or duplications in planning or service delivery, and any other problems that adversely affect the seamless delivery of services.

Monitor the implementation of workforce programs and services to identify gaps and duplication or delivery issues, and work with partner agencies to facilitate resolution.

Collect, analyze, and report on system, formal, and less formal performance measures in the annual workforce system evaluation report.

Finalize performance measures definitions and methodologies for reporting FY2016-FY2023

Design evaluation architecture for new system strategic plan - for implementation FY2017

Provide annual evaluation reports to the governor and the legislature, including a report on the implementation of the Workforce System Strategic Plan and a report on the status of Welfare to Work Initiatives in Texas.

Include in the annual report on Strategic Plan implementation problems identified by the Council, those to be addressed in the coming year, and the results of measures taken by the Council to address those problems.

Implement research to evaluate program, service, or planning gaps in Texas' workforce system.

Report on the status of welfare to work programs in the Council's annual system evaluation report.

Publish research on emergent issues as relevant to assist system partners.

Publish and disseminate the 2015 workforce system evaluation report that provides a final, summative evaluation of system performance under *Advancing Texas*.

Develop a system to monitor and evaluate employment-related outcomes of adult education and literacy programs. Evaluate programs to identify any lack of adequate client information-sharing and any other problems that adversely affect the seamless delivery of those services.

Establish, with the approval of the governor, a funding formula for the follow-up and evaluation system.

Monitor implementation of the adult education strategies and action plans in the system strategic plan.

Employment-related outcomes for adult education are included in the Council's system measures and reported in the annual workforce system evaluation report.

Monitor and report on integrated delivery models for adult education and literacy.

Apply funding formula for the follow-up and evaluation system.



# System Research and Continuous Improvement

The Council shall promote the development of a well-educated, highly skilled workforce, and shall advocate the development of an integrated workforce system.

Periodically, develop recommendations to the governor in the Council's areas of responsibility.

Report to the governor and the legislature.

Publish briefs on emerging issues in the workforce system or in the workforce.

Develop periodic recommendations to the governor through the annual evaluation report, research reports, issues briefs, and the Council Chair.

Research and publish reports and studies to support program planning and improvement.

The Council shall carry out the federal and state duties and responsibilities of advisory councils under applicable federal and state workforce development laws or regulations.

Monitor implementation of the Workforce Innovation and Opportunity Act.

Monitor implementation of workforce system-related legislation passed during the 84th Texas Legislative Session.

Recommend funding formulas for apprenticeship programs funded under Chapter 133 of the Texas Education Code.

Publish the FY 2015 Council annual report.

Encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

Maintain an electronic repository of published reports on critical and emerging issues and state and national promising practices.

Publish a quarterly newsletter highlighting reports released in the previous quarter.

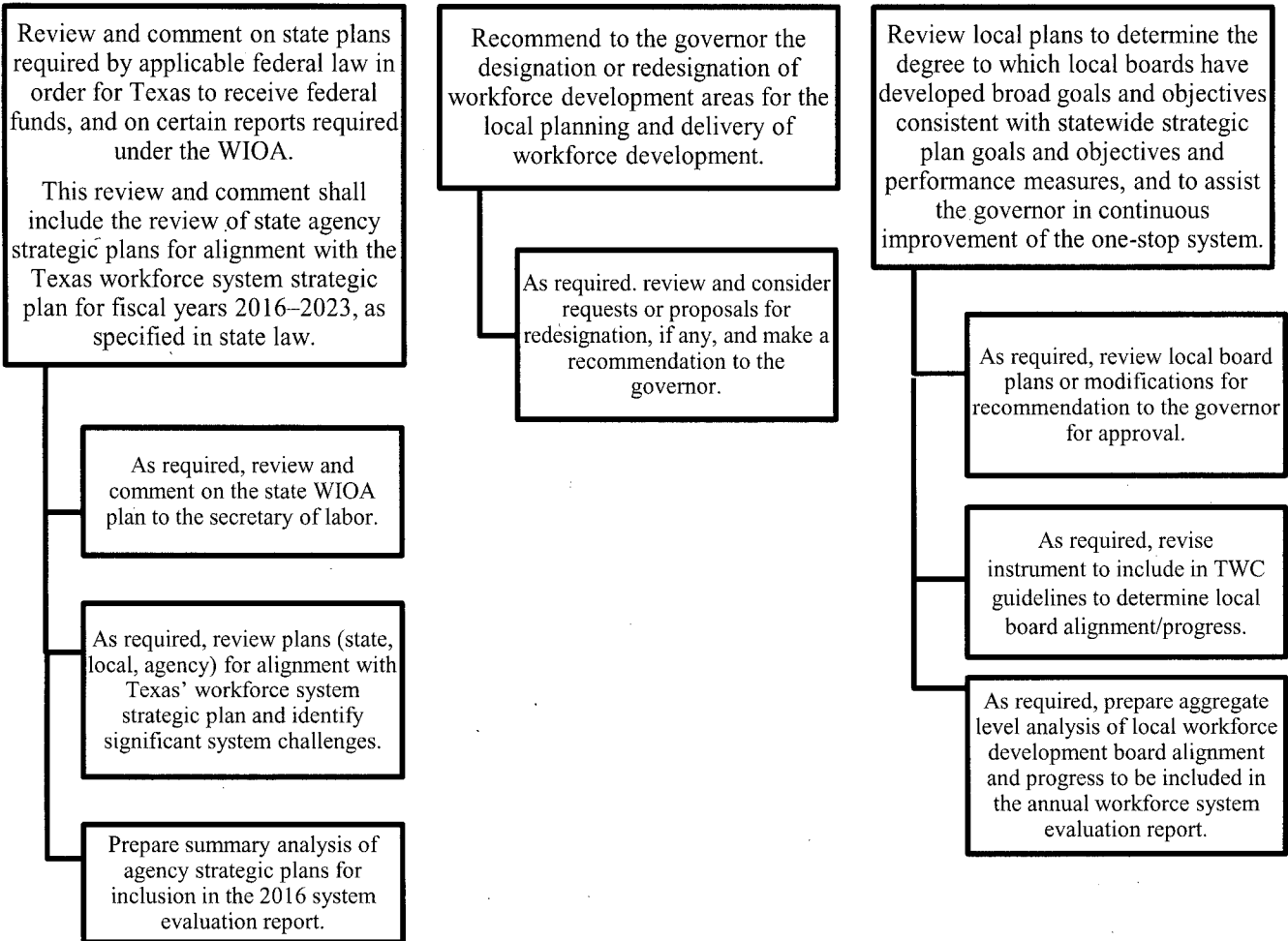
Maintain the Family Income and Assistance Model and develop other research tools and projects as necessary and feasible.

Where feasible, participate in relevant state and national projects.

Design and develop projects to strengthen the strategic pillars of the workforce system and strategic plan.

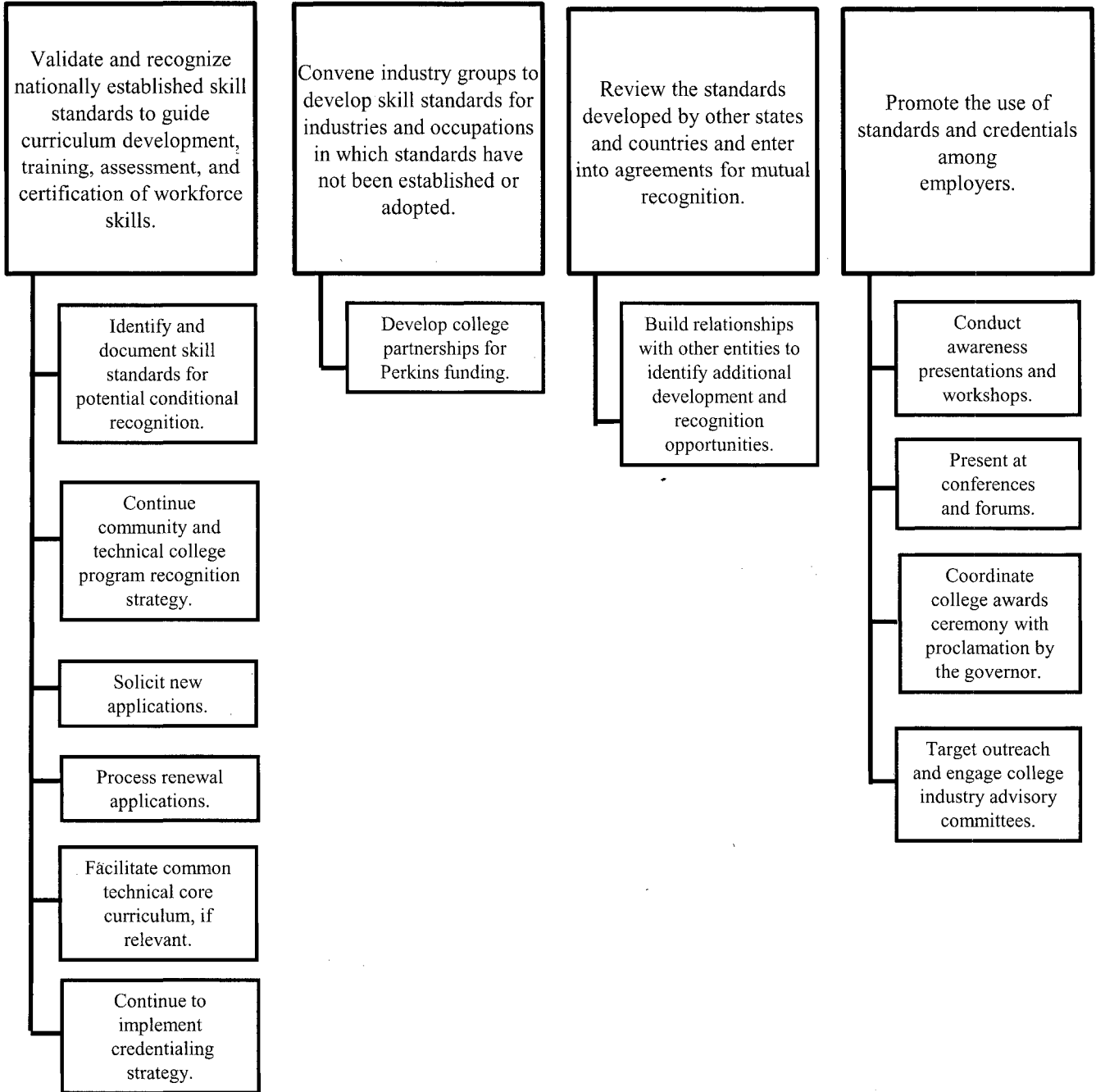


# System Review



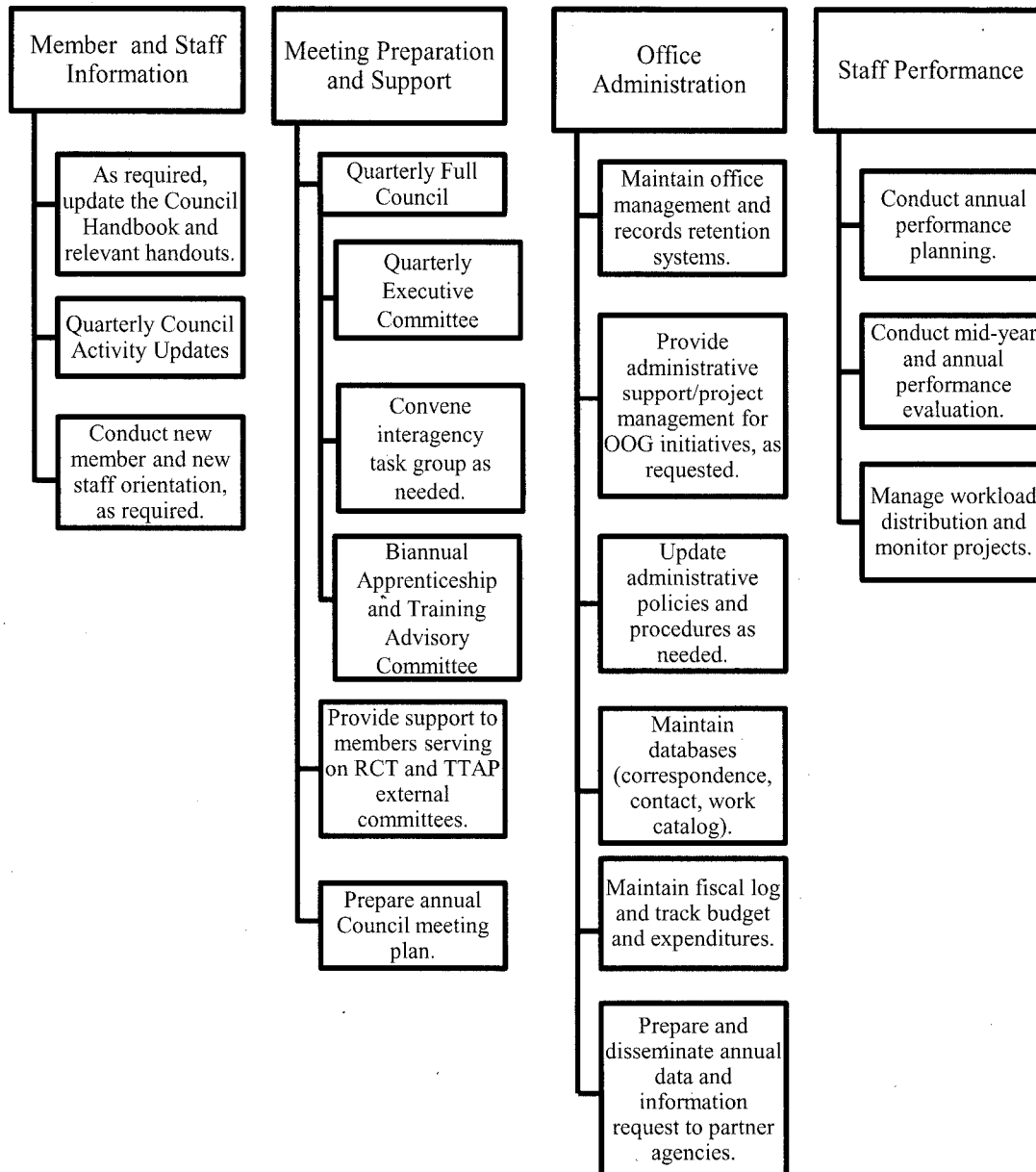


# Skill Standards





# Internal Administration





**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: KM.twic.II6.091115

**TO** Council Members

**SUBJECT** Texas 84<sup>th</sup> Legislative Session – Final Report

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**Introduction**

As in previous legislative sessions, the Texas Workforce Investment Council (Council) staff monitored activity of the 84th Regular Session of the Texas Legislature in order to inform the Chair and Council members about bills of particular importance to the Council, its partner agencies, and other stakeholders in Texas' workforce system. This briefing provides an update on that activity.

**Background**

In accordance with the Texas Constitution, the legislature meets in a regular legislative session in Austin every two years commencing on the second Tuesday in January of every odd-numbered year. A legislative session lasts 140 days. The 84th Regular Session convened on January 13, 2015 and adjourned on June 1, 2015.

Council staff reviewed and analyzed bills for potential impact on:

- the overall workforce system in Texas;
- state and federal programs that are part of the workforce system;
- workforce system partner agencies; and
- the Council.

**Attachment**

1. State Legislative Update

**Discussion**

A legislative tracking report of relevant bills is attached to this briefing. Staff generated the report using Telicon, a subscription online tracking service. Bills are listed numerically within each of the three categories noted below, with House bills appearing first. The report provides a brief description and bill history of select bills.

**84th Regular Session**

As of June 1, 2015, legislators filed 6,276 bills. More bills were filed in this regular session than were filed during the 83rd Regular Legislative Session.

The following are some of the bills on the Council's legislative track; for the complete list of tracked bills, please refer to the attached report.



HB 1606 by Burkett, continues the functions of the Council based on Sunset recommendations. The bill aligns future sunset reviews with those of the Texas Workforce Commission. The bill also abolished the Texas Skill Standards Board and transferred its functions to the Council. Signed by the governor.

HB 2628 by Clardy, requires the Texas Higher Education Coordinating Board to periodically review each field of study curriculum to ensure alignment with academic and industry needs. The bill mandates alignment between the college and career readiness standards and the knowledge, skills, and abilities students are expected to demonstrate in career and technical education. The Texas Higher Education Coordinating Board, with the assistance of advisory committees, may partner with the Texas Education Agency, the Texas Workforce Commission, and other state agencies to develop career and technical education programs of study. Final legislative action: Signed by the governor.

SB 208 by Campbell, continues the functions of the Texas Workforce Commission under Sunset recommendations. The bill requires the transfer of the vocational rehabilitation program from the Department of Assistive and Rehabilitative Services. If the agency receives federal approval to administer the program, the Texas Workforce Commission will have primary responsibility for providing those services and programs, including rulemaking authority. Final legislative action: Signed by the governor.

SB 389 by Rodriguez, requires state agencies to include the military occupational specialist code on all forms and notices of a state agency employment opening if the duties of the available position correlate with a military occupational specialty. Final legislative action: Signed by the governor.

#### **Recommendation**

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



# State Legislative Update



## Introduction

On June 1, 2015, the 140-day 84th Regular Session of the Texas Legislature adjourned.

More bills were filed in this regular session than were filed during the 83rd Regular Legislative Session. The Texas Workforce Investment Council (Council) tracked bills that, if passed, would have a significant effect on the programs or agencies in the Texas workforce system. In particular, the Council focused on those legislative actions that would fund critical needs, expand capacity, align programs, and create seamless and flexible career pathways for all Texans.

During the regular session, the legislature passed 22 of 77 bills that were tracked by Council staff, all of which were later signed by the governor. This report summarizes the purpose and impact of each of these enacted bills. New initiatives relevant to the workforce system highlighted below include moving the Health and Human Services Commission, Department of Assistive and Rehabilitative Services to a new administering agency and the implementation of the Sunset recommendations. The report also includes a list of tracked bills that did not pass. Council staff will monitor implementation of the new legislation over the coming months, and will incorporate any issues and outcomes identified in evaluative and research reports.

## Enacted Legislation

The legislature primarily implements public policy through the budget, which it must pass every session in order to fund state government for the next two fiscal years. This year, the enacted budget was filed as House Bill (HB) 1. Total funding appropriated in the budget was \$209 billion, about a six percent increase from the 2014-2015 biennium.

HR 4 by Smithee, established powers and duties of the committees, including the Economic and Small Business Development Committee which has jurisdiction over the Texas Workforce Investment Council and the Texas Workforce Commission.

## Sunset Legislation

HB 1606 by Burkett, abolishes the Texas Skills Standards Board and transfers all powers and duties to the Council. These duties include: (1) advise the governor and legislature on the development of a statewide system of industry-defined and industry-recognized skill standards; (2) validate and recognize skill standards to guide curriculum development, training, assessment, and certification of workforce skills; (3) convene industry groups to develop skill standards to recognize the skill standards and certification procedures; (4) review the standards developed by other states and foreign countries to enhance portability of skills; and (5) promote the use of standards and credentials among employers. The bill continues the Council for 12 years and aligns the next Sunset review with the Texas Workforce Commission.



## State Legislative Update

### Higher Education

HB 1583 by Clardy, requires each public junior college to establish, for each associate or certificate program offered by the college, a block schedule curriculum under which courses required for a student's enrollment in the program as a full-time student are offered each semester in scheduled blocks, such as a morning, full-day, afternoon, evening, or weekend block schedule, designed to provide scheduling predictability. Thus, students may enroll in an entire block schedule curriculum offered under the program in a semester, rather than enrolling in individual courses leading toward the degree or certificate. The Texas Higher Education Coordinating Board may adopt rules as necessary.

HB 1807 by Naishtat, requires the Texas Higher Education Coordinating Board to maintain an inventory of all postsecondary educational programs and services provided for persons with intellectual and development disabilities by institutions of higher education. The Texas Higher Education Coordinating Board must post the inventory on the board's website, submit the inventory to the Texas Education Agency; and update the inventory at least once every two years.

HB 2628 by Clardy, requires the Texas Higher Education Coordinating Board to periodically review each field of study curriculum to ensure alignment with academic and industry needs. The bill mandates alignment between the college and career readiness standards and the knowledge, skills, and abilities students are expected to demonstrate in career and technical education. The Texas Higher Education Coordinating Board, with the assistance of advisory committees, may partner with the Texas Education Agency, the Texas Workforce Commission, and other state agencies to develop career and technical education programs of study.

SB 1189 by Seliger, requires the governing board of each public junior college district to establish a transfer associate degree program at each junior college within the district. A transfer associate degree program must require a student to successfully complete the junior college's core curriculum and the courses selected by the student in the student's degree plan. Before the beginning of or immediately following the semester in which a student successfully completes a total of 30 or more semester hours for coursework in a transfer associate degree program, the student must meet with an academic advisor to complete a degree plan.

### Partner Agencies

HB 426 by Howard, requires acceptance of a single state, online employment application, including any additional documents required with the application, into an online database from which the applicant may electronically send the application and documents to multiple state agencies.

HB 2463 by Raymond, requires the integration of the Independent Living Program for individuals who are blind or have visual impairments; and the Independent Living Services Program for individuals with significant disabilities which operate under Title VII of the federal Rehabilitation Act of 1973. The bill requires the Department of Assistive and Rehabilitative Services to provide comprehensive rehabilitation services to persons with traumatic brain or spinal cord injuries and operate a children's autism program to provide services to children with autism spectrum disorders.

HB 3062 by Clardy, allows for the Texas Comptroller to award a grant to an independent school district if the district has entered into a partnership with a public junior college or public technical institute for the purpose of promoting career and technical education to the district's students.

SB 200 by Nelson, continues the functions of the Health and Human Services Commission. The bill abolishes the following agencies and their respective powers, duties, functions, programs, and activities



## State Legislative Update

and transfers them to the Health and Human Services Commission: (1) the Department of Aging and Disability Services; (2) the Department of Assistive and Rehabilitative Services; (3) the Department of Family and Protective Services; (4) the Department of State Health Services; (5) the Health and Human Services Council; (6) the Aging and Disability Services Council; (7) the Assistive and Rehabilitative Services Council; (8) the Family and Protective Services Council; (9) the State Health Services Council; (10) the Office for the Prevention of Developmental Disabilities; and (11) the Texas Council on Autism and Pervasive Developmental Disorders.

SB 208 by Campbell, continues the functions of the Texas Workforce Commission under Sunset recommendations. The bill requires the transfer of the vocational rehabilitation program from the Department of Assistive and Rehabilitative Services.

SB 632 by Fraser, requires the use of certain funds for the creation of the Governor's university research initiative to assist general academic institutions and medical and dental units in recruiting distinguished researchers. Funds must be allocated consistent with the purpose and must give priority to distinguished researchers in science, technology, engineering, and mathematics. The bill abolishes the Texas emerging technology fund and transfers all of the equity and other assets to the Texas Treasury Safekeeping Trust Company. The unexpended cash balances in the fund are reallocated in equal amounts to the Texas Enterprise Fund and the Texas Higher Education Coordinating Board to implement the Governor's university research initiative.

SB 1024 by Seliger, allows a school district to grant credit for a high school diploma for courses the student successfully completes in the Windham School District educational programs provided the courses meet the standards adopted under the curriculum. The student may graduate and receive a diploma directly from the Windham School District if the student successfully completes the curriculum requirements.

SB 1351 by Hinojosa, transfers certain duties of the Jobs and Education for Texans Grant program to the Texas Workforce Commission. The bill requires the agency to administer the program and award grants for the development of new career and technical education courses or programs at public junior colleges and public technical institutes.

### Veterans

HB 867 by Hernandez, establishes a new program that ensures women veterans of this state have equitable access to federal and state veterans' benefits and services.

HB 3547 by Larson, allows for private employers to adopt a policy under which the employer gives a preference in employment decisions regarding hiring, promotion, or retention to a veteran over another qualified applicant or employee.

SB 389 by Rodriguez, requires state agencies to include the military occupational specialist code on all forms and notices for a state agency employment opening if the duties of the available position correlate with a military occupational specialty.

SB 660 by Rodriguez, requires the establishment of regional coordinators within the veteran entrepreneur program. The program must consult with the United States Department of Veterans Affairs and the United States Small Business Administration in developing procedures to ensure the services are not duplicated.



## State Legislative Update

SB 805 by Campbell, requires a state agency to provide a veteran's employment preference in the following order of priority: (1) a veteran with a disability; (2) a veteran; (3) a veteran's surviving spouse who has not remarried; and (4) an orphan of a veteran if the veteran was killed while on active duty. State agencies will be required to establish a goal of hiring a number of veterans equal to 40 percent of the total number of employees employed at the state agency. A state agency may also designate an open position as a veteran's position and only accept applications from individuals who are entitled to a veteran's employment preference.

SB 806 by Campbell, requires that each year, the Texas Workforce Commission in consultation with the Texas Higher Education Coordinating Board, report to the legislature and the governor on (1) results of any grants awarded; (2) best practices for veterans to achieve maximum academic or workforce education credit for military experience, education, and training obtained during military service; (3) measures needed to facilitate the award of academic or workforce education credit; and (4) other related issues needed to facilitate the entry of trained, qualified veterans and service members into the workforce.

## Emergency Items

On February 20, 2015, Governor Greg Abbott issued five proclamations declaring emergency items to be immediately considered by the 84th Legislature of the state of Texas. The emergency items and the outcomes that were considered within the first 60 days of the legislative session include:

### *Legislation relating to early childhood education:*

The governor signed legislation that will provide an education system in delivering the tools and resources necessary to build the strongest possible foundation for the early education programs.

### *Legislation relating to early funding higher education:*

The Governor's university research initiative was implemented to create the opportunity for innovation. The initiative will advance the higher education system and allow for economic growth.

### *Legislation relating to border security, including funding for operations:*

The comprehensive border security legislation includes a historic \$800 million investment in border security, the hiring of 250 additional troopers for the border region, and training and equipment along the border. In addition, the legislation provides prosecutors the additional tools to crack down on the criminal cartel enterprises.

### *Legislation relating to transportation:*

Transportation legislation was passed to reduce traffic congestion, improve safety, and maintain the current transportation system.

### *Legislation relating to ethics:*

The goal of the legislation was to strengthen the laws on ethics. Proposed changes included ethics laws relating to state contracts with elected offices, prohibiting lawmakers from voting on legislation from which they could profit from, and increasing the disclosure of campaign finance information. However, the legislature was unable to accomplish this goal.

## Interim Charges

During the interim between the regular legislative sessions, the speaker of the house and the lieutenant governor assign the committees of their respective chambers various topics to study in preparation for the next regular session. These interim study charges may require committees to gather information and public comment on specific issues in anticipation of future legislative action. The charges may also



## State Legislative Update

require committees to monitor the activities of the state agencies under their oversight, including the agencies' progress in implementing legislation passed in previous sessions.

The charges for this interim may be released soon and, as in the past, may include issues related to education and workforce development, as well as topics related to improving higher education completion rates. Council staff will monitor committee hearings and review any interim reports which will include relevant recommendations to the 85th Legislature.

### Failed Legislation

Following is the list of regular session workforce-related bills that did not pass.

HB 61 by McClendon, would require the Texas Higher Education Coordinating Board to adopt one common course numbering system for lower-division baccalaureate courses. Final legislative action: Referred to House committee.

HB 525 by Riddle, would allow for qualified taxable entities to apply for a credit for each employee who begins employment on or after September 1, 2015. The credit would be 50 percent of the wages paid to the employee. Final legislative action: Referred to House committee.

HB 618 by White, would allow a school district to grant credit for a high school diploma for courses the student successfully completes in the Windham School District educational programs provided the courses meet the standards adopted under the curriculum. Final legislative action: Left on the House general state calendar.

HB 664 by King, would allow an annual allotment for school districts equal to the adjusted basic allotment multiplied by a weight of 1.60 for each full-time student, in an approved career and technology education program in grades nine through 12. Final legislative action: Referred to House committee.

HB 754 by Menendez, would require state agencies to establish a goal of hiring a number of veterans equal to at least 15 percent of the total number of employees employed at the state agency. State agencies would be required to designate an open position as a veteran's position only. Final legislative action: Referred to House committee.

HB 757 by Menendez, would require that each year, the Texas Workforce Commission in consultation with the Texas Higher Education Coordinating Board, report to the legislature and the governor on (1) results of any grants awarded, (2) best practices for veterans to achieve maximum academic or workforce education credit for military experience, education, and training obtained during military service, and (3) other related issues needed to facilitate the entry of trained, qualified veterans and service members into the workforce. Final legislative action: Referred to House committee.

HB 873 by Sanford, would require the Health and Human Services Commission, Department of Assistive and Rehabilitative Services to publish information regarding the success of the vocational rehabilitation program on the respective agencies' Internet websites. Final legislative action: Referred to Senate committee.

HB 1037 by Simpson, would mandate the governor to submit a report on the projects that received funding from the Texas emerging technology fund. The report must include an analysis on the number of jobs created by each project. Final legislative action: Left pending in House committee.



**State Legislative Update**

HB 1047 by Workman, would allow a taxable entity to qualify for a credit of \$1,000 for each eligible student who completes an eligible internship offered by the taxable entity. Final legislative action: Referred to House committee.

HB 1155 by Alvarado, would establish the Recruit Texas Program within the Texas Workforce Commission to provide an intensive and rapid response to, and support services for, out-of-state employers. Final legislative action: Placed on the House intent calendar.

HB 1156 by Alvarado, would require the development of an internet website and interactive tool for business entities considering relocating or expanding in Texas. The tool would facilitate the distribution of information relating to state or local government monetary and tax incentives to eligible entities, accepts one application for all incentives, and determines eligibility. Final legislative action: Referred to House committee.

HB 1157 by Alvarado, would allow an annual allotment for school districts equal to the adjusted basic allotment multiplied by a weight of 1.36 for each full-time student, in an approved career and technology education program in grades seven through 12. Final legislative action: Referred to House committee.

HB 1160 by Farias, would require that enrollment data reported by institutions of higher education must include the identification of any student who is a veteran or military dependent and a designation of the type of any military higher education benefit the student is eligible to receive, is currently receiving, or has exhausted. Final legislative action: Referred to House committee.

HB 1340 by Blanco, would require state agencies to include the military occupational specialist code on all forms and notices to a state agency employment opening if the duties of the available position correlate with a military occupational specialty. Final legislative action: Placed on House general state calendar.

HB 1384 by Davis, would require that each biennium, institutions of higher education and local workforce boards, identify at least three applied science disciplines for which a baccalaureate degree program could be offered by a public junior college. Final legislative action: Placed on House general calendar.

HB 1457 by Blanco, would require each state agency with more than 100 full-time employees to designate an employee to serve as the veteran's liaison who will stay informed on trends and developments in hiring veterans, recruiting veterans, and serving as the contact for veterans within the agency to provide information. Final legislative action: Referred to Senate committee.

HB 1484 by Blanco, would require the establishment of regional coordinators within the veteran entrepreneur program. The bill requires that the program's services do not duplicate services provided through federal services. Final legislative action: Placed on House general calendar.

HB 1763 by Dutton, would continue the functions of the Texas Education Agency, abolish the State Board for Educator Certification, and transfer the functions to the Texas Education Agency under Sunset recommendations. Final legislative action: Referred to House Committee.

HB 1809 by Naishtat, would require the creation of an interagency employment-first task force. The task force would establish an advisory committee to make recommendations that will increase and expand postsecondary educational opportunities for individuals with intellectual or developmental disabilities. Final legislative action: Referred to House committee.



**State Legislative Update**

HB 2304 by Price, would continue the functions of the Health and Human Services Commission. The bill would abolish eleven agencies and their respective powers, duties, functions, programs, and activities and transfer them to the Health and Human Services Commission.: (1) the Department of Aging and Disability Services; (2) the Department of Assistive and Rehabilitative Services; (3) the Department of Family and Protective Services; (4) the Department of State Health Services; (5) the Health and Human Services Council; (6) the Aging and Disability Services Council; (7) the Assistive and Rehabilitative Services Council; (8) the Family and Protective Services Council; (9) the State Health Services Council; (10) the Office for the Prevention of Developmental Disabilities; and (11) the Texas Council on Autism and Pervasive Developmental Disorders. Final legislative action: Left pending in House committee.

HB 2341 by Darby, would allow for qualified organizations to retain 50 percent of their sales tax to provide a variety of job training and placement services to persons with two or more disabilities or other barriers to employment. Final legislative action: Left pending in Senate committee.

HB 2678 by Lozano, would require the development of an Internet website and interactive tool for business entities considering relocating or expanding in Texas. The tool would facilitate the distribution of information relating to state or local government monetary and tax incentives to eligible entities, accepts one application for all incentives, and determines eligibility Final legislative action: Left pending in House committee.

HB 2994 by Bell, would allow the board of trustees of an independent school district to transfer the territory of the school district from the service area of one junior college district to the service area of another junior college district if that junior college district is willing to provide service to the residents of the district. Final legislative action: Referred to House committee.

HB 2996 by Guillen, would require state agencies to establish a goal of hiring a number of veterans equal to at least 15 percent of the total number of employees employed at the state agency. State agencies would be required to designate an open position as a veteran's position only. Final legislative action: Left pending in the House.

HB 3256 by Farias, would require the Texas Workforce Commission to develop, implement and maintain the veteran employment experience database for prospective employers to verify veterans' military service experience and employment qualifications. Final legislative action: Placed on House general state calendar.

HB 3278 by Gonzales, would require the Texas Education Agency and Texas Higher Education Coordinating Board to adopt rules as necessary concerning the number of dual credit courses or hours in which a student may enroll while in high school or limit the number of dual credit courses or hours in which a student may enroll each semester or academic year. Final legislative action: Referred to House committee.

HB 3294 by Burkett, would continue the functions of the Texas Workforce Commission under Sunset recommendations. The bill would require the transfer of the vocational rehabilitation program from the Department of Assistive and Rehabilitative Services. Final legislative action: Left pending in House Committee.

HB 3305 by Oliveira, entitles taxable entities to a tax credit for each qualified employee. The amount of the credit for each employee would equal the lesser of \$10,000 or 20 percent of wages paid by the taxable entity to the employee. Final legislative action: Left pending in House committee.



**State Legislative Update**

HB 3409 by White, would allow a school district to grant credit for a high school diploma for courses the student successfully completes in the Windham School District educational programs provided the courses meet the standards adopted under the curriculum. Final legislative action: Referred to House committee.

HB 3507 by Guillen, would allow for a taxable entity to be eligible for a refund of 15 percent of the taxes paid during a reporting period if the entity employs at least one former offender in a full-time employment position. Final legislative action: Referred to House committee.

HB 3521 by Faircloth, would allow for an independent school district located in a county with a population of less than 45,000 to establish a limited purpose junior college district to meet the career and technical interest of students and employers in the district. Final legislative action: Left pending in House committee.

HB 3569 by Zerwas, would amend the makeup of the Texas Higher Education Coordinating Board to include five members representing different geographic regions of the state; one member representing the business and industry community; and three members representing different types of institutions of higher education. Final legislative action: Referred to House committee.

HB 3498 by Gonzalez, would require public junior colleges and general academic teaching institutions, to develop and approve transfer associate degree programs to be offered by public junior colleges in a variety of fields reflecting the diversity of degree programs. Referred to House committee.

HB 3853 by Villalba, would allow for the Texas Higher Education Coordinating Board to provide grants to institutions of higher education for recruitment and retention of members of recognized national academies or researchers who are Nobel laureates in the fields of science, technology, engineering, or mathematics. Final legislative action: No action taken in hearing.

HB 3908 by Guillen, would require the development of a pilot program which awards grants to career schools and colleges that partner with participating public high schools to offer joint high school and career school or college credit for courses in applied sciences and technology. Final legislative action: Referred to House committee.

HB 3998 by Blanco, would require the Texas Workforce Commission to administer the College Credit for Heroes program at each lower-division institution of higher education that offers a degree program in the field of applied science. Final legislative action: Referred to House committee.

SB 13 by Gonzales, would require the Texas Education Agency and Texas Higher Education Coordinating Board to adopt rules as necessary concerning the number of dual credit courses or hours in which a student may enroll while in high school or limit the number of dual credit courses or hours in which a student may enroll each semester or academic year. Final legislative action: Placed on House general state calendar.

SB 36 by Naishtat, would require the Texas Higher Education Coordinating Board to maintain an inventory of all postsecondary educational programs and services provided for persons with intellectual and development disabilities by institutions of higher education. Final legislative action: Referred to Senate Committee.

SB 38 by Zaffirini, would require the creation of an interagency employment-first task force. The task force would establish an advisory committee to make recommendations that will increase and expand



## State Legislative Update

postsecondary educational opportunities for individuals with intellectual or developmental disabilities. Final legislative action: Referred to Senate committee.

SB 205 by Campbell would require the integration of the Independent Living Program for individuals who are blind or have visual impairments; and the Independent Living Services Program for individuals with significant disabilities which operate under Title VII of the federal Rehabilitation Act of 1973. Final legislative action: Referred to Senate committee.

SB 209 by Hinojosa, would abolish the Texas Skills Standards Board and transfers all powers and duties to the Council. These duties include: (1) advise the governor and legislature on the development of a statewide system of industry-defined and industry-recognized skill standards; (2) validate and recognize skill standards to guide curriculum development, training, assessment, and certification of workforce skills; (3) convene industry groups to develop skill standards to recognize the skill standards and certification procedures; (4) review the standards developed by other states and foreign countries to enhance portability of skills; and (5) promote the use of standards and credentials among employers. The bill continues the Council for 12 years and aligned the next review Sunset review with the Texas Workforce Commission. Final legislative action: Left on Senate intent calendar.

SB 214 by Campbell, would continue the functions of the Texas Education Agency, abolish the State Board for Educator Certification, and transfer the functions to the Texas Education Agency under Sunset recommendations. Final legislative action: Referred to Senate committee.

SB 271 by Davis, would require that each biennium, institutions of higher education and local workforce boards, identify at least three applied science disciplines for which a baccalaureate degree program could be offered by a public junior college. Final legislative action: Left pending in Senate committee.

SB 472 by Rodriguez, would require each state agency with more than 100 full-time employees to designate an employee to serve as the veteran's liaison who will stay informed on trends and developments in hiring veterans, recruiting veterans, and serving as the contact for veterans within the agency to provide information. Final legislative action: Referred to Senate committee.

SB 508 by Rodriguez, would require that each state agency provide veteran's preference until the agency workforce is composed of at least 20 percent veterans. Final legislative action: Referred to Senate committee.

SB 1225 by Darby, would allow for qualified organizations to retain 50 percent of their sales tax to provide a variety of job training and placement services to persons with two or more disabilities or other barriers to employment. Final legislative action: Referred to Senate committee.

SB 1248 by Workman, would allow a taxable entity to qualify for a credit of \$1,000 for each eligible student who completes an eligible internship offered by the taxable entity. Final legislative action: Left pending in Senate committee.

SB 1390 by Lucio, would require the Texas Workforce Commission to develop annual performance measures to evaluate each local workforce development board. The final evaluation would be posted on the agency's website and include a comparison of the board's results on each annual performance measure and a summary of material findings from the most recent financial monitoring review conducted. Final legislative action: Referred to Senate committee.

SB 1456 by Zaffirini, would require the Texas Workforce Commission to develop annual performance measures to evaluate each local workforce development board. The final evaluation would be posted on



**State Legislative Update**

the agency's website and include a comparison of the board's results on each annual performance measure and a summary of material findings from the most recent financial monitoring review conducted. Final legislative action: Referred to Senate committee.

SB 1480 by Garcia, would require the Texas Higher Education Coordinating Board to periodically review each field of study curriculum to ensure alignment with academic and industry needs. The bill would mandate alignment between the college and career readiness standards and the knowledge, skills, and abilities students are expected to demonstrate in career and technical education. Final legislative action: Referred to Senate committee.

SB 1514 by Creighton, would allow for an independent school district located in a county with a population of less than 45,000 to establish a limited purpose junior college district to meet the career and technical interest of students and employers in the district. Final legislative action: Referred to Senate committee.

SB 1559 by Zaffirini, would require the Texas Comptroller, the Texas Education Agency, the Texas Workforce Commission, and the Health and Human Services Commission, in consultation with the Texas Council on Purchasing from People with Disabilities, to develop and implement an interagency plan designed to transition persons with disabilities into environments in which they will receive competitive wages in integrated employment settings. Final legislative action: Referred to Senate committee.

SB 1713 by Campbell, would allow for private employers to adopt a policy under which the employer gives a preference in employment decisions regarding hiring, promotion, or retention to a veteran over another qualified applicant or employee. Final legislative action: Referred to Senate committee.

SB 1770 by Taylor, would require the Texas Education Coordinating Board to adopt one common course numbering system for lower-division baccalaureate courses. Final legislative action: Referred to Senate committee.



**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: LLP.twic.II7.091115

**TO** Council Members**SUBJECT** *Evaluation 2015: Accomplishments and Outcomes of the Texas Workforce System*

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**Introduction**

Each September, the Texas Workforce Investment Council (Council) is briefed on the development of an annual evaluative report on the Texas workforce system. Statute specifies that the report is to inform the governor and the legislature on the implementation of the system strategic plan and on the programs and performance of the workforce system.

The 2015 report will be the summative evaluation for the *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*) strategic plan period. It will be presented to the Council for consideration and approval in December 2015.

**Background**

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

The report card series continues to be a focal point, providing an analysis of system and program performance. System partners are responsible for the delivery of 24 programs and services focused on education, workforce education, and workforce training services. The Council collects and disseminates funding information and performance data on 19 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from the latter five programs assist in understanding the scope and effort of program delivery through high schools and community and technical colleges, and these entities' efforts to prepare students to transition to further education or enter the workforce.

**Attachment**

1. Report Card Structure for Reporting and Evaluating Measures

**Discussion**

The 2015 evaluation report is the summative evaluation report for the *Advancing Texas* strategic plan period. It includes analysis of program and system performance based upon the Formal and Less Formal performance measures approved by the governor, local workforce board and adult education activities, and an overview of system partner progress in implementing the six-year plan. Final versions of all action plans are included, as well as an overview with 12-year performance trend information and a table denoting the following for all 14 plan objectives: key performance area, critical business issue, long term objective, and final status.



As in prior years, the report will provide information on five components that the Council is required by statute to address:

- ▶ 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, *Advancing Texas*. This plan, and the long term objectives 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, and approved by the governor in 2009.
- ▶ Texas Government Code, Section 2308.104(a) also requires the Council to report annually on Formal and Less Formal measures. Statute specifies that Formal measures are those that are essentially consistent across all workforce programs, and that Less Formal measures provide information essential to implementation of the workforce system strategic plan. The measures and their associated targets, where applicable, were negotiated with partner agencies before approval by the Council and final approval by the governor.
- ▶ Texas Government Code, 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 Education Agency (TEA) [*sic*] and the Texas Workforce Commission (TWC).
- ▶ 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 2308.101(14) requires the Council to report annually on workforce development programs that focus on welfare to work initiatives.

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

#### Report Structure

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

- ▶ *Advancing Texas Summary* – As the final evaluation for *Advancing Texas*, the report will include an overview section with 12-year performance trend information. In addition, it will include a table denoting the following for all 14 plan objectives: key performance area, critical business issue, long term objective, and final status. The accompanying narrative will provide an overview of key accomplishments during the six-year plan period.
- ▶ *Introduction* – This section sets the context for the report with regard to the Council and its reporting requirements. It will also provide an overview of the report card series and structure, as well as data decisions, treatment, and related limitations.
- ▶ *Report Card Series* – This section will include the series of five report cards. (Attachment 1) The 'system' report card will show aggregate system performance. 'Performance measure' report cards



will be included for each of the four Formal measures and will show program performance data for three key participant groups: adults, adults with barriers, and youth. All cards include a one-year change rate and a cumulative rate that aggregates the rate of change from the applicable baseline to the current year. [Texas Government Code, Section 2308.104(a)]

- ▶ *Less Formal Measures and Benchmarks* – There are six Less Formal measures derived from the action plans contained in *Advancing Texas*. Information on the measures and implementation progress will be included. [Texas Government Code, Section 2308.104(a)]
- ▶ *System Accomplishments* – The action plans in *Advancing Texas* outline the steps to be taken to accomplish the plan’s objectives. This section will provide a summary of how those plans have been implemented by partner agencies and monitored by the Council’s System Integration Technical Advisory Committee. [Texas Government Code, Section 2308.104(a) and Texas Government Code, Section 2308.304(b)(4)]
- ▶ *Adult Education and Literacy* – Statute requires that the Council evaluate adult education and literacy services administered by the TWC. The two adult education-related action plans will be addressed in the System Accomplishments section. This section will provide an overview of the Council’s other work related to adult education. [Texas Government Code, Section 2308.1016]
- ▶ *Local Workforce Board Alignment with Advancing Texas* – 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. This section will include a brief overview of local board planning requirements, as well as information about local board input into the development of the new system strategic plan. [Texas Government Code, Section 2308.304(b)(4)]
- ▶ *Concluding Comments* – This section will include final comments and, if applicable, note issues that require future action by system partners. [Texas Government Code, Section 2308.1015(b)(1)]
- ▶ *Appendix: Advancing Texas Action Plans* – Final versions of all action plans will be included in the report. Action plans are the high-level plans that identify major tasks, milestones, timeframes, and performance measures necessary to accomplish the long term objectives specified in the workforce system strategic plan. *Advancing Texas* contained 14 plans.
- ▶ *Appendix: Data Addendum to Evaluation 2014* – An addendum will be included to publish and disseminate revised prior year data submitted by partner agencies.

#### Report Development Schedule

Partner agencies have been asked to submit required data no later than September 25, 2015. Report preparation is on schedule as noted in the timeline below:

Task	Target Date	Status
Develop project plan/timeline, scope, and exclusions	March 27, 2015	Complete
If applicable, update, and test measures spreadsheets	July 24, 2015	Complete
Request partner agency data:		
▶ Formal, written request	June 1, 2015	Complete
▶ Email follow-up and reporting template transmittal	July 10, 2015	Complete
▶ Agency meetings/teleconferences, as applicable	August 25, 2015	Complete
▶ Technical assistance	Ongoing	In progress
▶ Submission deadline	September 25, 2015	Pending



Task	Target Date	Status
Data calculations, output and analysis for Formal, Less Formal, and supplemental measures	October 26, 2015	Pending
Draft report sections and submit initial draft	October 30, 2015	In progress
Management review and comment	November 13, 2015	Pending
Revise and finalize for Council briefing book	November 20, 2015	Pending
Council briefing	December 4, 2015	Pending
Post-Council edits and incorporation of any final information	December 18, 2015	Pending
Printing, distribution, and web posting	February 19, 2016	Pending

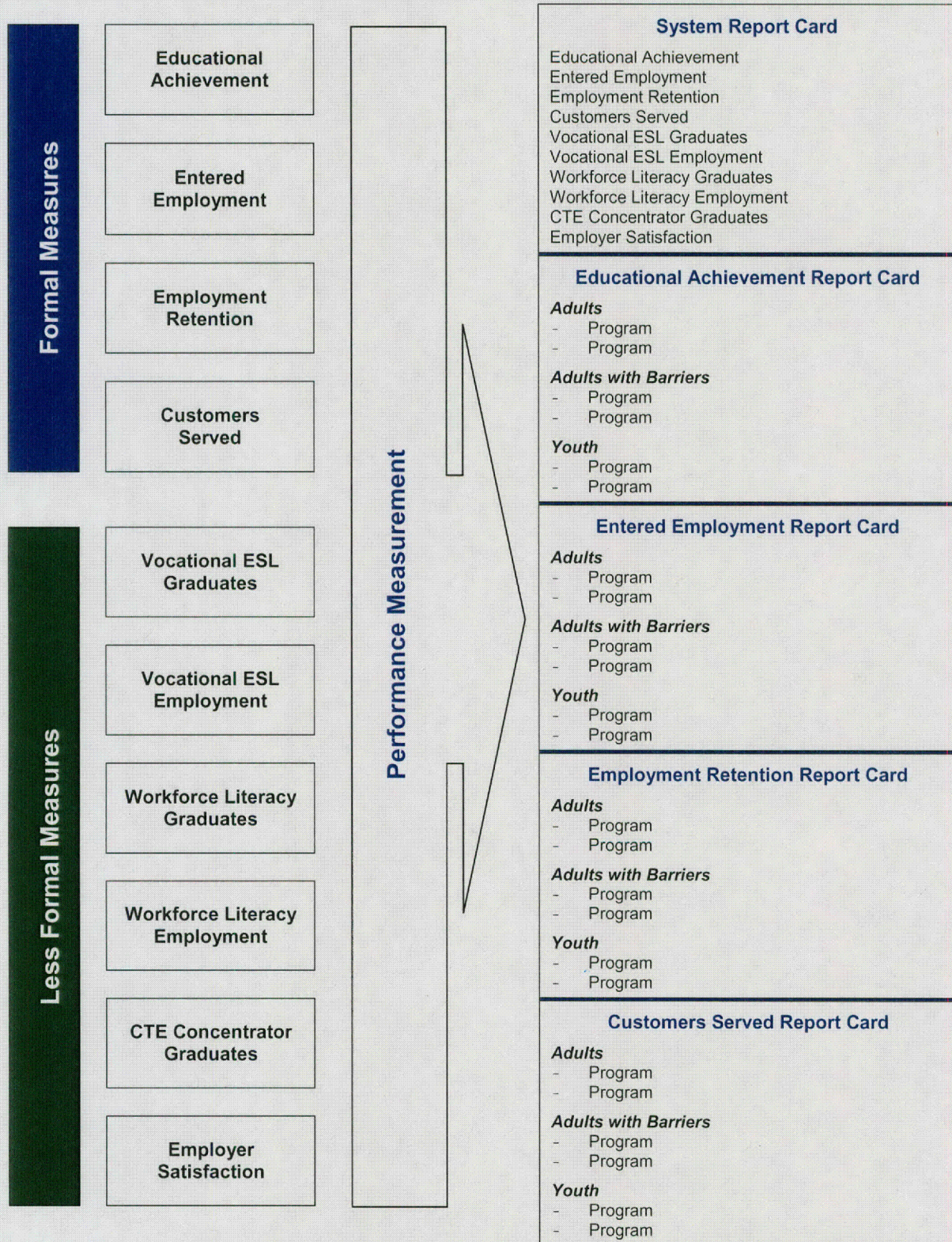
### Recommendation

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



## Report Card Structure for Reporting and Evaluating Measures

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





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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: KM.twic.II8.091115

**TO** Council Members**SUBJECT** Workforce Innovation and Opportunity Act – Requirement for Infrastructure Funding

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**Introduction**

The Texas Workforce Investment Council (Council) is the state workforce investment board under federal workforce law. As the state board, the Council has operated under the Workforce Investment Act (WIA) of 1998 since Texas was an early implementation state in 1999. In 2014, the Workforce Innovation and Opportunity Act replaced WIA. The Council continues to serve as the state board under the new law. At its June meeting, the Council was provided information on the new Workforce Innovation and Opportunity Act requirement for regional planning. This memorandum provides members with a brief synopsis of the requirement for infrastructure funding under this new law.

**Background**

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

**Attachment**

1. Workforce Innovation and Opportunity Act: Infrastructure Funding

**Discussion**Introduction

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

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

Infrastructure Funding Requirements

Infrastructure costs are intended to:

- maintain the one-stop delivery system to meet the needs of the local areas;
- reduce duplication by improving program effectiveness through the sharing of services, resources, and technologies among partners;
- reduce overhead by streamlining and sharing financial, procurement, and facilities costs;
- encourage efficient use of information technology to include where possible the use of machine readable forms and shared management systems;



- ensure that costs are appropriately shared by one-stop partners by basing contributions on proportionate share of use, and requiring that all funds are spent solely for allowable purchases; and
- ensure services provided by the one-stop partners increase financial efficiency under the partner's program.

Infrastructure costs can be funded through either a local funding mechanism or through a state funding mechanism. Both methods, through authorizing legislation and statutes, utilize the funds for one-stop partners.

In the local infrastructure funding mechanism, partner programs determine the funds they will use, but these funds must still meet the requirements of the program's relevant statutes and regulations. Under the WIOA, one-stop partners work together to administer the partner programs and other activities as efficiently and effectively as possible.

In the state infrastructure funding mechanism, the governor determines the amount each partner will contribute for the infrastructure costs. The governor determines partner contributions, based upon a methodology where infrastructure costs are charged to each partner in proportion to relative benefits received and consistent with the partner program's authorizing laws and regulations.

Federal funds are distributed from a federal agency to a state. The state then allocates the money to the local workforce boards who then allocate funds to the one-stop centers. Under both the local and state funding mechanisms, each one-stop partner must contribute a proportional share of the funding toward infrastructure costs.

The WIOA seeks to create a seamless service delivery system by aligning local workforce boards and one-stop partners through the use of memoranda of understanding (MOUs). MOUs are executed in relation to the operation of the one-stop delivery system within the local workforce area to facilitate the implementation of infrastructure funding.

### **Recommendation**

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



## **Workforce Innovation and Opportunity Act: Infrastructure Funding**

### **Introduction**

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

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

### **Legislative Intent**

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

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

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

### **The Workforce Development System**

In 1995, the Texas Legislature passed House Bill 1863. This act changed the planning and delivery of workforce services to meet the needs of Texas businesses, workers, and communities through an integrated, locally controlled delivery system.

The Texas Workforce Commission (TWC), is partnered with 28 local workforce boards that make up the Texas Workforce Solutions network. Through one-stop centers across the state and in collaboration with workforce partners, Texas Workforce Solutions provides essential workforce development tools and innovative services to support employers and workers.

The primary functions of a local workforce board are planning, oversight, and evaluation for all workforce development activities in the local workforce area. A local workforce board may hire staff to carry out these functions, or it may procure another entity to provide them.

Because of the various workforce partners, each local workforce board is charged with coming to an agreement regarding the infrastructure costs that must be shared by all of the required partners in the system. These agreements are captured in a memorandum of understanding (MOU).



## Objectives of Infrastructure Costs

Infrastructure costs are intended to:

- maintain the one-stop delivery system to meet the needs of the local areas;
- reduce duplication by improving program effectiveness through the sharing of services, resources, and technologies among partners;
- reduce overhead by streamlining and sharing financial, procurement, and facilities costs;
- encourage efficient use of information technology to include where possible the use of machine readable forms and shared management systems;
- ensure that costs are appropriately shared by one-stop partners by basing contributions on proportionate share of use, and requiring that all funds are spent solely for allowable purchases; and
- ensure services provided by the one-stop partners increase financial efficiency under the partner's program.

## Infrastructure Costs

Infrastructure costs represent the non-personnel costs that are necessary for the general operation of the one-stop center that include:

- facility rentals,
- utilities and maintenance,
- equipment (including skills assessment-related products and assistive technology for individuals with disabilities), and
- technology to facilitate access to the one-stop center, including the center's planning and outreach activities.

## Funding of Infrastructure Costs

Infrastructure costs can be funded through either a local funding mechanism or through a state funding mechanism. Both methods, through authorizing legislation and statutes, utilize the funds for one-stop partners.

Federal funds are distributed from a federal agency to a state. The state then allocates the money to the local workforce boards who then allocate funds to the one-stop centers. Under both the local and state funding mechanisms, each one-stop partner must contribute a proportional share of the funding toward infrastructure costs.

Funds for infrastructure costs must come from the administrative funds associated with each respective program. Limitations are also placed on how much each partner can contribute to infrastructure costs. These limitations are as follows, by program:

- Adult, dislocated worker and youth: must not exceed three percent of the federal funds provided to the state
- Vocational rehabilitation: must not exceed 0.75 percent of the federal funds provided to the state in the second full program year; 1.0 percent of the federal funds provided to the state in the third full program year; 1.25 percent of the federal funds provided to the state in the fourth full program year; 1.5 percent of the federal funds provided to the state in the fifth full program year and in each succeeding year
- Other partners: must not exceed 1.5 percent of the federal funds provided to the state



### **Local Infrastructure Funding Mechanism**

In the local infrastructure funding mechanism, partner programs determine the funds they will use, but these funds must still meet the requirements of the program's relevant statutes and regulations. Under the WIOA, one-stop partners work together to administer the partner programs and other activities as efficiently and effectively as possible.

The local one-stop funding mechanism must meet all of the following requirements:

- Partner infrastructure costs must be funded through cash and in-kind partner contributions to provide a stable and equitable funding stream for ongoing one-stop delivery system operations.
- Partner contributions must be negotiated between one-stop partners, elected officials, and the local workforce board and the amount contributed must be included in the MOU.
- Partner's share of funding must be calculated upon a reasonable cost allocation methodology where infrastructure costs are charged to each partner in proportion to relative benefits received.
- Partner infrastructure costs must be allowable, reasonable, necessary, and allocable.
- Partner shares must be periodically reviewed and reconciled against actual costs incurred.

One-stop partner programs are able to determine the funds they will use for infrastructure costs in a local infrastructure mechanism as long as they are within authorizing statutes and regulations. One-stop partners are not capped on the amount or percent of funding that may be contributed to fund infrastructure costs under the local funding mechanism.

Under the WIOA, if a consensus is not met on methods of adequately funding infrastructure costs through the local infrastructure funding mechanism, the local workforce board must notify the governor and the governor will develop the requirements for funding through the state one-stop funding mechanism.

### **State Infrastructure Funding Mechanism**

In the state infrastructure funding mechanism, the governor determines the amount each partner will contribute for the infrastructure costs. The governor determines partner contributions, based upon a methodology where infrastructure costs are charged to each partner in proportion to relative benefits received and consistent with the partner program's authorizing laws and regulations.

The state board is responsible for developing an allocation formula to be used by the governor to allocate funds to any local workforce boards that did not successfully use the local funding mechanism. The allocation formula must take into account the number of one-stop centers in a local area, the population served by such centers, the services provided by such centers, and other factors relating to the performance of such centers that the state board determines are appropriate and that are consistent with federal cost principles. Amounts will be calculated based on the proportionate use of the one-stop centers by each partner. The governor will consider the statutory requirements and each partner's ability to fulfill such requirements.

### **The Memorandum of Understanding (MOU)**

The WIOA seeks to create a seamless service delivery system by aligning local workforce boards and one-stop partners through the use of MOUs. MOUs are executed in relation to the operation of the one-stop delivery system within the local workforce area to facilitate the implementation of infrastructure funding.



The MOU must contain the following information whether the local areas use either the local one-stop or the state one-stop infrastructure funding method:

- the services to be provided through the one-stop delivery system,
- the costs of such services and the operating costs,
- the methods of referral of individuals between the one-stop operator and the one-stop partners for appropriate services and activities,
- the methods to ensure the needs of workers and youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in the provision of necessary and appropriate access to services, including access to technology and materials, made available through the one-stop delivery system, and
- the duration of the memorandum and the procedures for amending the memorandum during the duration of the memorandum, and assurances that such memorandum must be reviewed not less than once every 3 year period to ensure appropriate funding and delivery of services.

The MOU must include the final plan, or an interim plan if needed, on how the costs of the services and the operating costs of the one-stop system will be funded. Shared operating costs may include shared costs of the local workforce board. Local workforce boards and one-stop partners may develop a single umbrella MOU that applies to all partners, or develop separate agreements between the local workforce board and each partner or groups of partners.

### **Role of Vocational Rehabilitation with the One-Stop System**

Previously, under WIA, one-stop partners were represented on the state and local workforce boards. Under the WIOA, not all partners have seats on these boards. The WIOA designates certain programs as core programs in the workforce development system. Vocational Rehabilitation (VR) is among those designated as a core program and serves as a mandatory member of the state and local workforce boards. The other core programs include adult, dislocated worker, and youth programs, the state employment services (Wagner-Peyser), and the adult education and literacy program.



**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: RW.twic.II9.091115

**TO** Council Members**SUBJECT** Research Approach: Defining Middle-Skill STEM Occupations in Texas**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, middle-skill science, technology, engineering, and mathematics (STEM) occupations are growing and becoming increasingly important in Texas. As described in the new workforce draft 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 item will brief members on the proposed research approach to define middle-skill STEM occupations in Texas. Research into middle-skill STEM occupations complements other Council projects, such as industry-based certifications and the 2015 employer survey.

**Background**

Available statistics indicate that middle-skill STEM workers generally experience improved employment opportunities and wages. However, growth in these occupations has been accompanied by increased concerns over the future availability of middle-skill, STEM-capable workers. Industries nationwide are already experiencing difficulty filling these jobs.

Prevailing research has almost exclusively emphasized STEM occupations requiring education and training equal to or greater than a four-year degree. Focusing research on jobs requiring this type of education level has deemphasized a critical occupation segment and created a knowledge gap regarding middle-skill STEM occupations. Definitions of middle-skill STEM occupations have generally been inconsistent throughout the literature. In order to better understand and connect research on wages, education, and the overall workforce, a more consistent and thorough examination and clear definition of middle-skill STEM occupations is required.

**Attachment**

1. Approach to Researching Middle-Skill Science, Technology, Engineering, and Mathematics (STEM) Occupations

**Discussion**

In order for policy makers and stakeholders to more accurately address the need for qualified workers, research must clearly identify challenges that impact productivity relative to critical segments of the workforce—such as growth in middle-skill STEM occupations. The described research will create a foundation for an improved understanding of middle-skill STEM occupations and their function within



the Texas workforce system. Moreover, the results of this research can offer both policy makers and workforce system stakeholders information that may be used to address relevant statewide issues.

This research approach offers a framework for researching middle-skill STEM occupations by first establishing a definition of middle-skill STEM occupations. Universally, middle-skill occupations are characterized by education and training above a high school diploma, but less than a four-year degree. This category of educational attainment encompasses important credentials for the Texas workforce system, such as industry-based certifications, certificates, and associate degrees.

In contrast, 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. Accurate evaluations of the Texas workforce system must include middle-skill occupations that now require STEM-related skills and knowledge.

This research will identify STEM occupations from the Standard Occupational Classification (SOC) system. The SOC system organizes and catalogs all occupations into several overarching categories. Using SOC detailed occupation codes for consistency, this research will compile a list of occupations considered STEM by various organizations. Information for the comparative analysis of STEM occupations will be collected from the following sources:

- Federal – U.S. Bureau of Labor Statistics, U.S. Census Bureau, U.S. Department of Commerce, National Science Foundation, SOC Policy Committee, and the Occupational Information Network
- State – Texas Workforce Commission and the Florida Department of Economic Opportunity
- Institutional – Center on Education and the Workforce

The comparative analysis of STEM jobs will then be undertaken to determine similarities and differences, and derive a comprehensive and complementary list of middle-skill STEM occupations. The list of middle-skill STEM occupations will be composed of nationally accepted and state-relevant jobs for the Texas economy. Additional workforce-related data—such as numbers employed, wage information, and educational requirements—will be added to supplement the occupational titles. This research project will be completed in advance of the Council's December 2015 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 Researching Middle-Skill Science, Technology, Engineering, and Mathematics (STEM) Occupations**

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. Identified as a key issue in the new strategic plan for the Texas workforce system, middle-skill STEM occupations are a growing segment of employment for the workforce. In order to better understand and develop pathways and training programs that prepare highly skilled workers for these occupations, further research on middle-skill STEM occupations is necessary.

More than ever, STEM workers are driving innovation and development in the economy. However, recent feedback from employers around the nation indicates heightened concern regarding the future supply of available middle-skill STEM-capable workers. From industry technicians to information technology specialists, employers and policy makers nationwide are attempting to address demands for qualified talent. Middle-skill STEM proficient workers, at various occupation levels, experience greater employment opportunities and outcomes whether they work directly or indirectly in STEM fields. Depending on various factors, such as location or industry concentration, middle-skill STEM occupations typically pay high wages and offer pathways for career advancement. As STEM skills continue to be infused into all types of occupations, interest in and demand for middle-skill STEM-capable workers will increase.

As a growing component of the workforce development system, middle-skill STEM occupations are often understudied or misunderstood. Much of the confusion and discrepancy in available research is due to the general way middle-skill STEM occupations are defined around the nation. In order to better understand and connect research on wages, education, and the overall workforce, a more consistent and thorough examination and clear definition of middle-skill STEM occupations is required. This project design approach offers a framework for researching middle-skill STEM occupations to support the new Texas workforce system strategic plan. This approach overview will introduce a method for compiling and identifying occupations that are nationally defined as middle-skill STEM and that are critical to the Texas economy and workforce environment. By identifying specific occupations, this research and analysis will allow greater consistency for stakeholders as they seek to understand and educate this important workforce segment.

This overview outlines the approach undertaken for researching middle-skill STEM occupations. This step-by-step process will present important elements from each segment of the overall framework. The information will be presented as follows:

- I. Research Scope
- II. Middle-Skill STEM Occupations in the Workforce System
- III. Classifying STEM Occupations
- IV. Middle-Skill STEM Occupations
- V. Next Steps in Research

### **I. Research Scope**

The method by which middle-skill STEM occupations are defined can impact the way workforce issues are discussed and addressed. Preliminary research for this report describes middle-skill occupations as those generally requiring education and training above a high school diploma, but less than a four-year degree. This broad classification is used throughout the nation and encompasses workers with credentials such as, industry-based certifications, certificates, and associate degrees. On the other hand, STEM has been more difficult to define for stakeholders. Overall, there is no single, uniform definition of STEM occupations. The Standard Occupational Classification (SOC) system catalogs occupations based on similar job duties, or even skills, education, and training. Broadly, STEM has been characterized as high-skill jobs in the fields of science, technology, engineering, and



mathematics. As industries evolve, science and technology will continue to permeate all aspects of the workforce. 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.

In order to better evaluate the workforce, this examination of STEM must move beyond traditional STEM jobs and also clearly define the middle-skill occupations that now require STEM-related skills and knowledge in Texas. The following sections briefly describe the approach and direction of the research project. The next section illustrates the importance of and the reason for researching middle-skill STEM occupations. After that, a description of the method this research will use to compile a list of STEM occupations is presented. To conclude, this report will explain how the list of STEM occupations will be used to create a derivative list of middle-skill STEM jobs.

## II. Middle-Skill STEM Occupations in the Workforce System

According to the U.S. Census Bureau's most current American Community Survey, there are over 13.5 million people employed in STEM or STEM-related occupations.<sup>1</sup> On the other hand, based on Bureau of Labor Statistics (BLS) estimates, there are over eight million STEM jobs, representing over six percent of all national employment. These inconsistent figures demonstrate the difficult nature of classifying and quantifying the number of STEM occupations. Understanding the growing importance of STEM jobs in the workforce is less difficult. Estimates by BLS indicate that SOC categorized computer and mathematical-oriented jobs continue to trend upwards as they make up seven of the 10 largest occupation categories in the nation. Moreover, figures indicate that wages for most STEM occupations are significantly higher than the average for all occupations.<sup>2</sup> Overall, between 2012 and 2022, it is expected that more than nine million jobs will be added in STEM or STEM-related occupations. This represents a 13 percent growth rate over the decade, an estimate which outpaces projections for all occupations over the same period.<sup>3</sup> Based on similar criteria, figures for Texas mirror national estimates.<sup>4</sup>

## III. Classifying STEM Occupations

Current national and statewide figures underscore the importance of STEM occupations. Yet, the primary focus of research on STEM occupations has been primarily restricted to jobs that require, at minimum, a four-year degree. The lack of detailed and quality research on middle-skill workers, which require STEM knowledge, has resulted in limited workforce analyses. Defining middle-skill STEM by occupation presents an important challenge for stakeholders to address before meaningful research can be conducted.

Classifying and collecting occupational data begins with the SOC system that organizes and codes jobs into 23 major categories. Federal agencies that compile information and data on workers use SOC codes to present information in a uniform and comparable format. This research will analyze STEM occupations using SOC detailed classification codes. The analysis will compare 11 federal, state, and institutional definitions of STEM based on the occupations each organization identifies as a STEM occupation.<sup>5</sup> Each organization considers a different number of occupations to be defined as STEM with lists ranging from 85 to 184 STEM occupations out of a possible 840 total detailed occupations. Across all organizations, 18 of the 23 major occupation groups are represented. Of the 18

<sup>1</sup> Census (2015). Actual estimate 13,590,275.

<sup>2</sup> BLS (25 March 2015).

<sup>3</sup> Vilorio (2014).

<sup>4</sup> Seven of the 10 largest occupations in Texas are also based in the SOC major group of computer and mathematical occupations. The second largest major group are architecture and engineering occupations. Combined, the two major groups' makeup nearly six percent (5.1) of all occupations and over 75 percent (77.3) of all STEM classified occupations in Texas.

<sup>5</sup> The comparative analysis of STEM occupations includes the following organizations: Bureau of Labor Statistics, U.S. Census Bureau, Center on Education and the Workforce (2010, 2011), U.S. Department of Commerce, Florida Department of Economic Opportunity, National Science Foundation, O\*Net Career Cluster and STEM Discipline, Standard Occupational Classification Policy Committee, and the Texas Workforce Commission Strategic Workforce Assessment Program.



major groups, STEM occupations are concentrated around six categories.<sup>6</sup> However, only three major groups contain occupations that are considered by all 11 organizations to be STEM occupations.<sup>7</sup>

#### **IV. Middle-Skill STEM Occupations**

As occupations evolve around new technologies and processes, more jobs will require STEM or STEM-related knowledge. Using the previously mentioned analysis of STEM occupations, a list of middle-skill STEM jobs will be compiled. These jobs will be based on all occupations considered STEM or STEM-related by at least one of the 11 organizations from the analysis of STEM occupations. The STEM classified occupation recommendations by the SOC Policy Committee (SOCPC) will be used as a baseline, since it encompasses the most jobs considered STEM. The BLS list of STEM occupations is included as the baseline federal application of the SOCPC. A list of Texas-defined STEM occupations, as determined by the Texas Workforce Commission, will be used as the starting point for determining important STEM occupations for the state. Based on all the sources, a method will be developed for deciding which occupations the Council will use as the primary list of middle-skill STEM occupations. Additionally, estimates of employment, wages, and education for entry will be included for all STEM occupations. While the research defers to the SOCPC for guidance, middle-skill STEM occupations will be chosen based on relevance and importance for the Texas economy.

#### **V. Next Steps in Research**

As this report approach has illustrated, the research project will begin with the premise that STEM and STEM-related occupations are important to the workforce environment. The importance of these occupations will be demonstrated through wage and education trends to industry and workforce projections. After presenting national and statewide descriptions of STEM-oriented occupations, the research will further detail the way occupations are classified. It begins with a description of the overarching SOC system and transitions to how each examined federal, state, and institutional organization defines STEM jobs. Each organization classifies STEM occupations differently, which results in the inclusion and exclusion of different jobs. Based on these classifications an analysis of STEM occupations will be developed. Selected middle-skill STEM occupations will then be described and evaluated in detail. Lastly, the developed list of middle-skill STEM occupations will be evaluated and combined with other important workforce information. Taken together, the research will not only demonstrate a more effective way for studying middle-skill STEM occupations, it will also provide a format for improved understanding of these specific jobs and their place within the Texas workforce system.

<sup>6</sup> The six major groups are management; computer and mathematics; architecture and engineering; life, physical, and social sciences; education, training, and library; and healthcare practitioners and technical occupations.

<sup>7</sup> The three major groups are computer and mathematics; architecture and engineering; and life, physical, and social sciences occupations.



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**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: AMD.twic.II10.091115

**TO** Council Members**SUBJECT** Skill Standards in Texas – An Overview of the System, Guidelines, and Functions**Introduction**

In the 84<sup>th</sup> regular session of the Texas Legislature, the Texas Skill Standards Board (TSSB) was abolished and its powers and duties were transferred to the Texas Workforce Investment Council (Council). This briefing item provides an overview of the skill standards system in Texas and the Council's additional charges in its Sunset reauthorization legislation.

**Background**

The Council is subject to Texas Government Code, Chapter 325 (Texas Sunset Act), under which it would have been abolished September 1, 2015 unless continued by the 84<sup>th</sup> Texas Legislature. The legislature passed House Bill (HB) 1606, which continued the Council for 12 more years. On May 23, 2015, the governor signed the bill into law, thereby amending Texas Government Code, Chapter 2308. HB 1606 also abolished the TSSB and transferred its functions to the Council, to be assumed on September 1, 2015.

**Discussion**TSSB History

In 1995, the TSSB was established by the Texas Legislature as an 11-member body, with a majority of business and industry representatives. Additional members represented labor, and secondary and postsecondary education. The purpose of the TSSB was to advise the governor and legislature on the development of a statewide system of industry-defined and industry-recognized skill standards. The scope of the skill standards system was major skilled occupations that: 1) provided strong employment and earnings opportunities; and 2) required less than a baccalaureate degree.

Sunset Advisory Commission Findings

In its review of the Council, the Sunset Advisory Commission issued the following findings. The TSSB, which was supported administratively by the Council staff, had accomplished most of its key tasks. The TSSB's remaining duties could easily and more efficiently be assumed by the Council, encompassed within its broader directive to promote the development of a well-educated and highly skilled workforce. The commission concluded that this consolidation would effectively streamline the administration of related workforce development functions under a single entity. Thus, it recommended that the TSSB be abolished and its functions be fully integrated into the Council as of September 1, 2015.

New Council Statutory Charge

As of September 1, 2015, HB 1606 transferred the statutory functions of the TSSB to the Council, and charged it with developing and maintaining the voluntary statewide system of industry-defined and industry-recognized skill standards established by the TSSB. The system encompasses major high-demand, high-wage, sub-baccalaureate skilled occupations. Maintaining the system includes the following four mandates:



- 1) validate and recognize nationally established skill standards to guide curriculum development, training, assessment, and certification of workforce skills;
- 2) convene industry groups to develop skill standards and certification procedures for industries and occupations in which standards have not been established or adopted and recognize the skill standards and certification procedures;
- 3) review the standards developed by other states and foreign countries and enter into agreements for mutual recognition of standards and credentials to enhance portability of skills; and
- 4) promote the use of standards and credentials among employers.

#### Mandates in Practice: Texas Skill Standards System

To fulfill these statutory mandates, the TSSB developed the infrastructure, policies, and procedures under which the Texas skill standards system has operated since 1999. Given that participation in the skill standards system is voluntary, that no legislative funding was appropriated for the initiative, and that the legislative vision is national in scope, the TSSB chose to implement the mandates through existing institutions. This system infrastructure is composed of workforce and educational institutions, industry groups, and governmental entities in Texas, as well as in other states and at the national level.

The main entities that comprise the Texas skill standards system are the Council and two stakeholder partners. At the center of the system, the Council serves as the liaison between industry groups that develop skill standards and community and technical colleges that use the standards in their workforce education programs. Several major components comprise the industry side of the Texas skill standards system:

- skill standards are defined;
- seven elements are specified as the required Texas format;
- occupations that fit the system's legislative criteria (specified above) are identified by a labor market information model; and
- skill standards recognition criteria and requirements for content development of Texas-based standards, as well as the requirements regarding submission and adoption of nationally established skill standards, are defined in guidelines for development.

Several major components comprise the community and technical college side of the system:

- program recognition is defined;
- program recognition criteria and application procedures are defined;
- workforce education programs that integrate skill standards into the curricula and teach and assess to the industry standards can achieve program recognition; and
- workforce education programs that adopt the technical core, or common technical core, curriculum of another recognized program through program replication can achieve program recognition.

Given the voluntary nature of the Texas system, promotion of the use of standards and credentials is achieved through several initiatives. Colleges with recognized programs may affix a gold, embossed seal to the credentials of all program graduates. This visible emblem indicates to employers that the graduates they hire are prepared to meet the skill standards specified by industry, resulting in a more highly qualified workforce. Other promotional vehicles include: 1) the comprehensive Texas skill standards website; 2) annual awards honoring recognized programs with a certificate from the Office of the Governor of Texas; and 3) outreach presentations conducted by staff at college conferences.

#### **Recommendation**

It is recommended that members note the information contained in this memorandum in preparation for a more detailed presentation by staff at the meeting.



**TWIC BRIEFING ITEM  
MEMORANDUM**

REF: KL.twic.II11.091115

**TO** Council Members**SUBJECT** 2015 Survey of Texas Employers: Research Plan and Implementation Timeline**Introduction**

In its listening sessions conducted by the Texas Workforce Investment Council (Council) in anticipation of developing a new strategic plan for the Texas workforce system, the U.S. Chamber of Commerce Foundation and a panel of Texas employers offered the view that many employers are having a difficult time finding certain types of employees and that, as a result, sometimes job listings can go unfilled for long periods of time.

Studies on the topic of workforce skills shortages use various sources of data and methodologies that draw different conclusions about this perceived issue. To address those concerns and identify key areas where Texas may be facing critical skills shortages, the Council is reaching out directly to Texas employers to attempt to quantify types of shortages and hiring difficulty at the regional level and what consequences these issues may have for employers.

**Background**

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

**Discussion**

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

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



Public Policy Research Institute at Texas A&M University (PPRI) is administering the survey and has drawn a randomized, representative sample from the population of employers in the UI database. The goal is to receive 2,500 completed survey responses from Texas employers. This will ensure that the responses include sufficient variation across employer size, industry, and location to give an accurate accounting of the opinions of Texas employers.

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

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

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

An introductory email from the Council Chair introduces survey recipients to the work of the Council and to the importance of employer insight in developing a competitive workforce system. PPRI distributed the survey during the third week of August. Local workforce development boards have been notified and asked to support the survey by encouraging participation of regional employers. The survey is anticipated to close near the end of September. The results will then be analyzed at relevant geographic levels that would provide specific and useful information for community and technical colleges. Local workforce development boards also may find the results useful.

A draft report is expected to be completed by November 2015. The initial report of survey results, along with a presentation of those results, will be scheduled for the Council meeting on December 4, 2015.

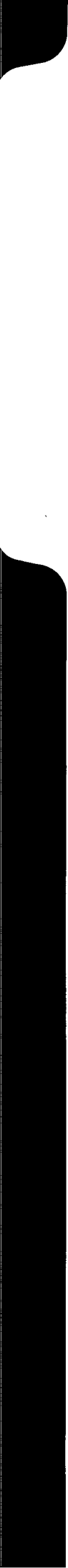
### **Recommendation**

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

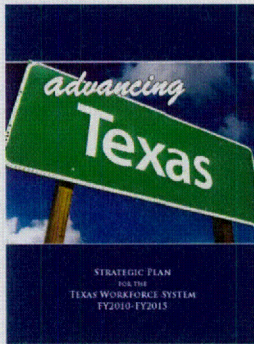












## SITAC Quarterly Report

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

### System Integration Technical Advisory Committee

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

#### **Next Meeting**

Thursday, September 10, 2015 – 1:00 p.m.  
Texas Workforce Investment Council  
1100 San Jacinto, Room 1.109

#### **Message from the Chair**

##### **Wrapping up *Advancing Texas***

This is our final SITAC report for the *Advancing Texas* strategic plan period. SITAC has been instrumental in bringing together leaders from the Council's partner agencies and the local workforce board association. Since its formation in late 2003 under the previous workforce system strategic plan—*Destination 2010*—the group has worked collaboratively to address critical workforce issues that face our state.

Working within their own organizations and in collaboration with other system partners, current and past SITAC members have worked to strengthen system alignment and have played a major role in the accomplishments realized over the last six years under *Advancing Texas*. Progress has been made in many areas, including:

- ★ career and technical education;
- ★ dual credit offerings;
- ★ adult education programs for those with low literacy or English language skills;
- ★ employer use of and satisfaction with system products and services; and
- ★ the use of employment data for program improvement.

As a Council member, I've had the privilege of serving as SITAC chair since early 2014. In that time, SITAC members have been very involved in the development of the new workforce system strategic plan for Texas. There remains much work to be done on issues such as addressing the growing demand for middle-skill workers and industry certifications, as well as devising approaches and solutions to system challenges that affect workforce system stakeholders.

As the *Advancing Texas* plan period comes to an end, I extend the Council's thanks to the members of SITAC and our system partners for their diligent work over the past several years.

**Mark Dunn**

*Advancing Texas* and implementation updates available at:  
[http://gov.texas.gov/twic/workforce\\_system/](http://gov.texas.gov/twic/workforce_system/)



## System Strategic Plan Development

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

As required by Texas Government Code, the new system strategic plan will include goals, objectives, timelines for actions, performance measures, and the agency responsible for implementing each strategy. Over the new plan's implementation period, system partners will continue to work individually and collectively to ensure that services and products meet the needs of employers and individuals. Four major goal areas and related system objectives have been developed, providing a framework for system partner strategies that are designed to further improve the Texas workforce system. The goal areas include: focus on employers, engage in partnerships, align system elements, and improve and integrate programs.

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

The new plan is more system-focused and includes several common objectives to be implemented by multiple system partners. It focuses on the vision of the current and future system, and the issues that must be addressed to strengthen that system, as articulated by the Council, its agency partners, and employers.

## State Legislative Updates

The 84<sup>th</sup> regular session of the Texas legislature ended on June 1, 2015. The last day the Governor could sign or veto bills passed during the session was June 21, 2015. Legislation of note related to the state workforce system and system partners includes the following:

- ★ ***Vocational Rehabilitation Program Transfer*** – The Texas Workforce Commission's (TWC) sunset bill, Senate Bill (SB) 208, continues the agency for 12 years, through September 1, 2027. Subject to federal approval, if required, the bill mandates transferring services to help people with disabilities from the Department of Assistive and Rehabilitative Services (DARS) to the TWC. By March 1, 2016, the agencies are to submit a transition plan to the legislative oversight committee and the Governor, to be finalized after consideration of the committee's comments and recommendations. The bill further requires integration of DARS' two separate vocational rehabilitation programs—those serving adults with disabilities or the blind or visually impaired—to eliminate administrative duplication and better serve customers. The TWC is to create a designated state unit for vocational rehabilitation services to comply with federal regulations, and to integrate the two programs no later than October 1, 2017. [signed June 19, 2015; effective September 1, 2015 with transfer of vocational rehabilitation effective September 1, 2016]
- ★ ***Juvenile Justice Regionalization*** – In part, SB 1630 requires the Texas Juvenile Justice Department (TJJD) to develop and adopt a regionalization plan for keeping adjudicated youth within their home regions. The TJJD must identify available post-adjudication facility capacity and the resources needed to implement the plan. The agency is also required to establish a new division to administer the regionalization plan and to monitor program quality and accountability. [signed June 18, 2015; effective September 1, 2015]
- ★ ***Economic Development and Tourism*** – SB 632 requires abolishment of the Texas Emerging Technology Fund and creation of the Governor's University Research Initiative to award matching grants to eligible institutions to recruit nationally recognized researchers and Nobel Laureates to Texas institutions of higher education. The bill also abolishes Regional Centers of Innovation and Commercialization. [signed June 3, 2015; effective September 1, 2015]
- ★ ***Jobs and Education for Texans (JET) Grant Program*** – SB 1351 transfers the JET grant program from the comptroller to the TWC. The TWC is required to administer the program and award grants for the development



of new career and technical education (CTE) courses or programs at public junior colleges and public technical institutes. [signed June 16, 2015; effective immediately]

House Bill (HB) 3062 also transfers the program and allows an independent school district to become an eligible recipient of JET grant funds if the district has entered into a partnership with a public junior college or public technical institute for the purpose of promoting CTE or offering dual credit to the district's students. The provisions of the bill would apply beginning with grants awarded for the 2016–2017 academic year. [signed June 10, 2015; effectively immediately]

- ★ **Apprenticeship Funding** – The TWC requested and received (HB 1) an additional \$3 million for the 2016–2017 biennium for the apprenticeship training program. The program helps industries and workers stay competitive in a global economy by combining structured on-the-job training with related classroom instruction in preparation for high-demand, highly skilled occupations. In partnership with employers, the TWC grants funds to local educational institutions to support the costs of related classroom instruction in registered apprenticeship training programs. The additional appropriations will be used to increase the contact hour rate—the rate at which TWC supplements the educational institution for each hour the apprentice is in related classroom instruction—for the current level of apprentices and to provide increased funding to expand the number of apprentices trained. [signed June 20, 2015; effective September 1, 2015]
- ★ **Programs of Study** – HB 2628 requires the Texas Higher Education Coordinating Board (THECB) to periodically review each field of study curriculum to ensure alignment with student interest, and with academic and industry needs. It also sets out the process under which the THECB will collaborate with partner agencies, institutions of higher education, CTE experts, and college and career readiness experts to develop programs of study curricula. Programs of study provide understandable and viable education and career training pathways for students and facilitate transfer options. Programs of study may result in higher completion and graduation rates, and an increasing number of individuals with licenses or credentials needed in today's job market. [signed June 3, 2015; effective September 1, 2015]
- ★ **High School Diplomas and Course Credit** – SB 1024 requires school districts to grant credits for students who successfully complete Windham School District (Windham) academic, career and technology, or other course requirements for high school graduation that meet the Texas Essential Knowledge and Skills curriculum standards. Students may graduate from Windham with a high school diploma if they successfully complete the curriculum requirements established by the State Board of Education and complete the required end-of-course assessment instruments or completed the curriculum requirements as modified by an individualized education program. The bill also allows Windham to issue a certificate of coursework completion for students who successfully complete the curriculum requirements for a high school diploma, but who were unable to successfully complete the required assessments. [signed May 19, 2015; effective immediately]
- ★ **Alternative Graduation Options** – In part, SB 149 provides for alternative graduation options for students in grades 11 or 12 who fail to perform satisfactorily on not more than two of the required end-of-course assessments. School districts are required to establish an individual graduation committee for such students. The bill prescribes the criteria that the committee must consider in determining whether the student is qualified to graduate. The student may graduate and receive a high school diploma on the basis of the committee's decision only if the student successfully completes all additional requirements recommended by the committee and the committee's vote is unanimous. [signed May 11, 2015; effectively immediately]
- ★ **Student Academic Achievement and High School, College, and Career Preparation** – Key changes required by HB 18 include: [signed June 19, 2015; effective immediately]
  - prohibits limiting the number of dual credit courses or credit semester credit hours that a high school student can enroll in while in high school, or each semester or academic year;
  - requires school districts to provide instruction to students in grades 7 and 8 on how to prepare for high school, college, and a career; and
  - requires that dual credit courses be taught by qualified instructors approved or selected by the public junior college.

In addition, HB 505 prohibits any limitation of the number of dual credit courses, dual credit hours, or grade levels in which a high school student can enroll each semester or academic year. It also repeals statute



prohibiting high school students from enrolling in more than three courses in a junior college if the junior college does not have a service area that includes the student's high school. [signed May 23, 2015; effective immediately]

- ★ **Certification for Military Personnel to Teach CTE Classes** – Under HB 2014, current or former members of the United States armed services are considered to meet the requirements for trades and industries education certification for a trade if they obtained experience in that trade through military service. [signed June 17, 2015; effective immediately]
- ★ **Transfer Associate Degree Program** – SB 1189 requires each public junior college to establish a multidisciplinary studies associate degree program, to be offered beginning with the 2016 fall semester. Under the degree program, students will be required to successfully complete the junior college's core curriculum and, after completion of the core curriculum, the courses selected by the student in their degree plan. The degree plan is to account for all the remaining credit hours required for the completion of the degree program, emphasizing transition to a particular four-year college or university of the student's choice, and preparation for the student's intended field of study or major at that school. [signed June 19, 2015; effective immediately]
- ★ **Veterans** – New legislation related to veterans programs and services includes:
  - SB 389 requires state agencies to include military occupational specialty codes on notices of state agency employment openings if the duties of the available position correlate with the occupational specialty. [signed May 23, 2015; effective September 1, 2015]
  - SB 805, the Military Veterans Full Employment Act, specifies which individuals are eligible for veteran's employment preference and which state agencies must offer the preference. It also provides private employers with the right to offer a veteran's employment preference. [signed May 28, 2015; effective September 1, 2015]
  - SB 807 waives license application and examination fees for a military service member or veteran whose military service, training, or education meets the requirements for the license. The fees are also to be waived for a service member, veteran, or military spouse who holds a current license issued by another jurisdiction that has licensing requirements that are equivalent to those in Texas. [signed June 4, 2015; effective September 1, 2015]
  - HB 867 establishes the Texas Women Veterans Program, with the mission of ensuring that women veterans have equitable access to federal and state veterans' benefits and services. [signed June 4, 2015; effective immediately]

### **Advancing Texas: Implementation Update**

Fiscal year (FY) 2015 is the final year of the six-year plan period for *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*). The plan was first approved by the Governor on October 23, 2009, and updated in 2012.

Partner agencies and organizations continue to focus on major tasks and deliverables identified as key to meeting the plan's 14 long term objectives. They will continue reporting to the Council this year, with action plan updates, if applicable, due later this summer and annual performance data due in late September.

The *Evaluation 2015* report will be considered by the Council at its December 2015 meeting, and subsequently provided to the Governor and legislature. As the summative report for *Advancing Texas*, the report will include 12-year performance trend data as well as final versions of all action plans.

#### **SITAC Members**

<i>Chair</i> – Mark Dunn, Executive Committee Member, Texas Workforce Investment Council
<i>Economic Development and Tourism Division</i> – Keith Graf, Director, Office of Aerospace, Aviation, and Defense
<i>Texas Association of Workforce Boards</i> – David K. Setzer, Executive Director, Workforce Solutions for North Central Texas
<i>Texas Department of Criminal Justice/Windham School District</i> – Dr. Clint Carpenter, Superintendent
<i>Texas Education Agency</i> – Diane Salazar, State Director for Career and Technical Education
<i>Texas Health and Human Services Commission</i> – Appointment pending
<i>Texas Higher Education Coordinating Board</i> – Dr. Garry Tomerlin, Deputy Assistant Commissioner for Workforce
<i>Texas Juvenile Justice Department</i> – Amy Lopez, Senior Director of Education Services
<i>Texas Veterans Commission</i> – Stan Kurtz, Operations Manager, Veterans Employment Services
<i>Texas Workforce Commission</i> – Reagan Miller, Director, Workforce Development Division



**TWIC INFORMATION ITEM  
MEMORANDUM**

REF: RO.twic.III2.091115

**TO** Council Members**SUBJECT** July 20-21, 2015 Meeting of the Rehabilitation Council of Texas**Introduction**

This memorandum outlines the major points of discussion at the Rehabilitation Council of Texas (RCT) meeting on July 20-21, 2015.

**Background**

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

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

**Highlights from the July 2015 RCT Meeting**

**Presentation** – Tania Jordanova, researcher from the University of Texas Child and Family Research Institute School of Social Work, provided an update on the comprehensive statewide needs assessment survey that is being conducted on behalf of DARS. The 2015 annual survey is focused on understanding the needs of youth transitioning from high schools. The objective of the study is to receive consumer feedback, identify transition needs of youth with disabilities, and provide recommendations to DARS. A few preliminary themes were offered in advance of the final report that will be published in September. These include a lack of diverse employment options available for transitioning students, the identification of certain disabilities that still remain underserved in the community, the recognition of caseload volume impacting quality service delivery, and the lack of clearly defined roles between DARS and high schools.

**DARS Commissioner Update** – DARS commissioner, Veronda Durden, updated the RCT on the outcome of the agency's Sunset review process. The legislature approved the transfer of the VR program from DARS to the Texas Workforce Commission (TWC) effective September 1, 2016. To prepare for the transition, an oversight committee will be formed to plan and coordinate actions between the two agencies. When the programs have been fully transitioned, TWC will begin the process of fully integrating general and blind VR services. All actions to integrate VR services must be finalized by October 1, 2017.



**Assistant Commissioner Updates (DRS and DBS)**

Cheryl Fuller, DRS assistant commissioner, and Scott Bowman, DBS interim assistant commissioner, provided an update on agency activities to date. One of the topics discussed provided information on the transition of VR programs from DARS to TWC. This conversation included some specific details regarding the transfer of assets between agencies (e.g. building leases, staff, equipment, software, data, etc.), the alignment of DARS regional areas with workforce development board areas, and the need to modify existing policies and procedures. In addition, the timeline for developing and submitting the unified state plan, as required under the Workforce Innovation and Opportunity Act, was also discussed. The state plan is due to the U.S. Department of Labor (DOL) by March 3, 2016. The Council is responsible for reviewing and recommending approval by the Governor prior to its submission to DOL. To accommodate this submission timeline, the Council meeting usually held in March 2016 will be moved up to February 2016. Once approved by the Governor and submitted to DOL, the plan will go into effect on July 1, 2016. The plan must show DARS as the operating entity for VR programs since the full transition to TWC will not occur until September 1, 2016. After September 1, 2016, a modification of the plan will be required to transfer VR program ownership from DARS to TWC. When the transition has been finalized in 2017, a second modification will be required to realign service delivery areas (DARS regional areas to local workforce development board areas).

The next RCT meeting is scheduled for October 19-20, 2015 in Austin, Texas.

**Recommendation**

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



**TEXAS WORKFORCE INVESTMENT COUNCIL**

**Fiscal Year 2015 Expenditure Report**

As of August 6, 2015

<b>Description</b>	<b>Budgeted Amount</b>	<b>Expended</b>	<b>Remaining Budget Balance</b>	<b>Percent Expended</b>
Salaries	\$ 777,947.34	\$ 668,413.53	\$ 109,533.81	86%
Professional Fees & Services	6,924.00	5,224.00	1,700.00	75%
Supplies	4,000.00	967.44	3,032.56	24%
Rent - Machine & Other	7,767.36	7,767.36	-	100%
Rental of Space	9,600.00	8,000.00	1,600.00	83%
Travel - Out of State	7,600.00	-	7,600.00	0%
Travel - In State	34,000.00	22,566.57	11,433.43	66%
Operating Costs	209,949.30	71,236.13	138,713.17	34%
<b>Total</b>	<b>\$ 1,057,788.00</b>	<b>\$ 784,175.03</b>	<b>\$ 273,612.97</b>	<b>74%</b>

Note: Budget reflects reconciliation through the TWC as of June 2015 (most recent report provided by agency).



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

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

**Staff Roster**

Lee Rector  
Raul Ortiz  
Anne Dorsey  
Denise Curtis  
Kaki Leyens  
Kristin McEntyre  
Laura Pittman  
Mary LaRue  
Royce Wu

Director  
Deputy Director  
Program Specialist  
Administrative Assistant  
Program Specialist  
Planner  
Planner  
Executive Assistant  
Research Specialist

*lee.rector@gov.texas.gov  
raul.ortiz@gov.texas.gov  
anne.dorsey@gov.texas.gov  
denise.curtis@gov.texas.gov  
kaki.leyens@gov.texas.gov  
kristin.mcentyre@gov.texas.gov  
laura.pittman@gov.texas.gov  
mary.larue@gov.texas.gov  
royce.wu@gov.texas.gov*



