

# EVALUATION 2013

ACCOMPLISHMENTS AND OUTCOMES OF  
THE TEXAS WORKFORCE SYSTEM

## **The Mission of Texas Workforce Investment Council**

*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.*



January 2014

Dear Fellow Texan:

The Texas Workforce Investment Council (Council) is pleased to present the *Evaluation 2013* report on the Texas workforce system. Approved unanimously at the Council's December 5, 2013 meeting, it is the fourth report for *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*) – documenting accomplishments by system partners during the past year.

State statutes require that the Council evaluate the workforce system and report annually to the Governor and the Legislature. The Council evaluates five components, including:

- ▶ workforce system and program performance based on the Formal and Less Formal measures approved by the Governor;
- ▶ implementation of action plans by partner agencies as directed by the Council's System Integration Technical Advisory Committee;
- ▶ adult education action and achievements;
- ▶ local workforce board activities and alignment with the system strategic plan; and
- ▶ work development programs that focus on welfare to work initiatives.

Through the delivery of over 19 workforce education and training programs, state and local system partners served almost five million individuals in the last reporting year. Of those participating in workforce system programs and services, over 482,000 individuals completed a degree, certificate, or other measure of educational achievement. More than 1.1 million participants found and started a job and over 966,000 more stayed in a job.

Data reported by agency partners have now shown the effects of the recession and ensuing recovery. Since peaking in 2010, the system has served fewer individuals annually, largely due to the phasing out of federal recovery relief funding and improved economic conditions. The percentage of participants entering and retaining employment increased again this year, and the attainment of educational outcomes continued to rise.

With the fourth year of implementation complete, I am pleased to report that substantial progress has been made toward achieving the 14 long term objectives contained in *Advancing Texas*. In the coming year, implementation of *Advancing Texas* will continue and work will begin on development of the new workforce system strategic plan. Our system partners will be actively involved in the planning process as we work together to identify those workforce issues that will be of critical significance over the next six-to-eight years.

I commend this report to you.

Sincerely,

Wes Jurey, Chair

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# Evaluation 2013

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council  
December 2013



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## INTRODUCTION

### The Council and Texas' Workforce System

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

The workforce system comprises the workforce programs, services, and initiatives administered by eight state agencies and 28 local workforce boards, as well as independent school districts, community and technical colleges, and local adult education providers.

System partners are responsible for the delivery of 24 programs and services focused on education, workforce education, and workforce training for three participant groups: adults, adults with barriers, and youth. The Council collects and disseminates performance data and funding information on 19 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from these five programs assist in understanding the scope and effort of program delivery through high schools and community and technical colleges, and these entities' efforts to prepare students to transition to further education or enter the workforce.

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

### Annual Evaluation

The Council is required by Texas Government Code Chapter 2308 to monitor the state's workforce system. As part of that responsibility, the Council annually reports to the Governor and the Legislature on the degree to which the system is achieving state and local workforce goals and objectives. This is the fourth evaluation report for *Advancing Texas*, covering the period September 1, 2012 through August 31, 2013.

#### *Advancing Texas*

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

#### **Vision**

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

#### **Mission**

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

#### **System Partners**

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

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

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

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

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

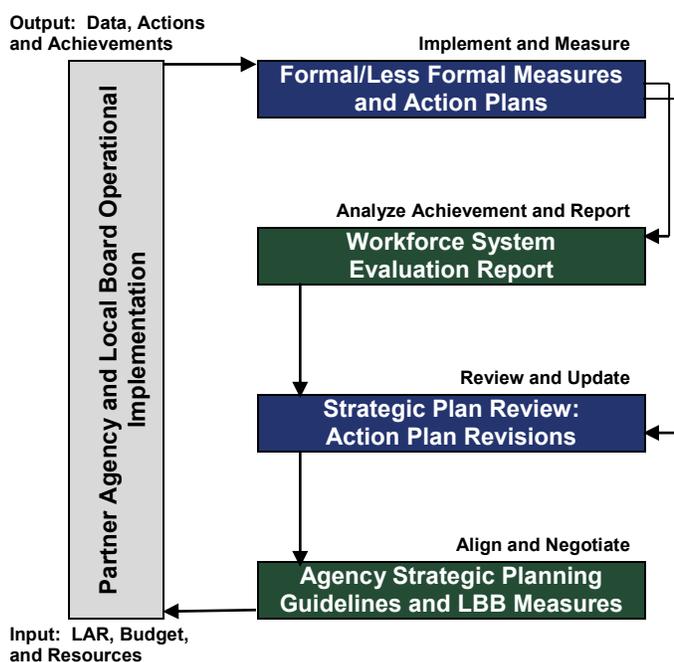
The Council uses a three-tier evaluation hierarchy that is one component of a comprehensive system performance framework, as illustrated in the graphic below. The framework depicts the inputs, outputs, and planning and evaluative components that form the cycle of planning, evaluation, and implementation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

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

- ▶ Evaluation Tiers 1 and 2 consist of Formal and Less Formal measures, respectively, which are presented in the **Report Card Series** and **Less Formal Measures** sections of this report.
- ▶ The third tier consists of action plans (AP) and progress milestones toward the LTOs, as noted in the **System Accomplishments** section.

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

### Texas' Workforce System Performance Framework



### Issues Identification

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

The Council is charged with facilitating the development of a systemic, integrated approach to the delivery of programs and services that meet the needs of employers and individuals. This task is accomplished in part through identifying issues and working with system partners to achieve issue resolution. Over the *Advancing Texas* plan period, issues directly related to the scope as outlined above will be included in the

annual evaluation report. The Council also identifies and works to address issues related to the state's workforce system through a variety of other mechanisms, including:

- ▶ *System Integration Technical Advisory Committee (SITAC)* – Established by the Council Chair in December 2003 to oversee implementation of the system strategic plan, SITAC members represent all partner agencies and the Texas Association of Workforce Boards.
- ▶ *Council Strategy Sessions* – Convened in addition to, or in conjunction with, regular Council meetings in order to identify and address systemic issues.
- ▶ *Issue Briefs and Reports* – Produced periodically to address specific workforce issues.
- ▶ *Stakeholder Roundtables or Surveys* – Conducted periodically to obtain feedback regarding system stakeholder needs and to assess workforce system usage and satisfaction levels.
- ▶ *Listening Sessions* – Designed to increase members' understanding of system partners' goals, barriers, and initiatives related to workforce programs and services, as well as issues that will be critical over the next five-to-eight years.

## Measures and Definitions

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

- ▶ **Tier 1 – Formal** – System measures are outcome oriented. They establish responsibility for end outcomes or outputs that are central to the system's success. Such measures are essentially consistent across workforce programs and consist of the Formal measures found in partner agencies' performance measures for state-based budgeting and reporting. Four Formal measures approved by the Governor in 2003 remain in effect and were incorporated into *Advancing Texas*:
  - *Educational Achievement* – Number and percent of all program participants who obtain a degree, other credential of completion, or complete the level enrolled in either a training or educational program.
  - *Entered Employment* – Number and percent of all program participants who secure employment after exiting a program.
  - *Employment Retention* – Number and percent of all program participants who retain employment at a specified point after exiting a program.
  - *Customers Served* – Number of employers and individuals who received system services, including program participation.
- ▶ **Tier 2 – Less Formal** – Strategy-critical measures are also outcome oriented. These consist of the Less Formal measures that establish responsibility for end outcomes or outputs that are central to system partners' missions. There are six such measures for the current plan:
  - *Vocational ESL Graduates* – Number of vocational English as a Second Language (ESL) graduates (subset of ESL population).
  - *Vocational ESL Employment* – Percent of vocational ESL graduates who obtain employment (subset of ESL population).
  - *Workforce Literacy Graduates* – Number of workforce literacy graduates (subset of Adult Basic Education (ABE) population).

- *Workforce Literacy Employment* – Percent of workforce literacy graduates who obtain employment (subset of ABE population).
  - *CTE Concentrator Graduates* – Percent of Career Technical Education (CTE) concentrators (Code 2 and 3 CTE Participants) who graduate on the recommended or distinguished achievement high school program.
  - *Employer Satisfaction* – Agency-specific measures and definitions are presented in the **Less Formal Measures** section.
- ▶ **Tier 3 – AP Specific** – Capacity-building measures are process oriented and establish responsibility for intermediate outcomes that identify and chart achievement of tasks and milestones. They are specific to a given AP and often require a high degree of collaboration between system partners.

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

## Data Treatment and Limitations

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

- ▶ *Agency Negotiation* – During 2004 data definition and methodology negotiations, the Council requested that where federal common definitions were relevant, those definitions be used, as well as using similar program periods. The intent was to lessen the differences between data sets, thereby achieving a higher degree of relatedness and relevance when aggregating data across multiple programs. Undertaken again in 2009 for *Advancing Texas*, there are definitions and program periods that differ slightly from those used during the previous strategic plan period.
  - *Program-Level Reporting* – As required by statute, data are presented by program rather than by agency.
  - *Unduplicated Data* – In most cases, data are unduplicated and conform to reporting definitions and methodologies agreed to by partner agencies. For example, Educational Achievement data may include duplicate data where a participant has outcomes for both education and training programs. Where known, these instances are footnoted on the applicable report card.
- ▶ *Data Revisions* – This year, the Texas Education Agency, Texas Veterans Commission, and Texas Workforce Commission identified the need to submit corrected data for prior reporting cycle(s). Percentage point differences published in the **Report Card Series** for the Change 2012–2013 and Cumulative 2009–2013 and all report narrative reflect the revised data, which are published in the **Data Addendum** to this report.
- ▶ *Change Rates* – Data are presented and tracked longitudinally. This year, each report card includes columns for two rates of change:
  - *Change 2012–2013* – The one-year rate captures the change from the previous year to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2012 to 2013.

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<sup>1</sup> Key measures indicate the extent to which a state agency is achieving its goals or objectives and consist of the outcome, output, efficiency, and explanatory measures referenced in the General Appropriations Act for each agency. [LBB, *Performance Reporting – New Key Measures* (November 2011)]

- *Cumulative 2009–2013* – The cumulative rate aggregates the rate of change from 2009 (baseline year) to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2009 to 2013.
- ▶ *Explanation of Variance* –
  - *Variance Range* – Instances where the value in the Change 2012–2013 column was more than 5%, either positive or negative, are addressed within the relevant report card section. This reporting is aligned to LBB performance measures reporting requirements.
  - *Base Values* – Significant changes in numerator and/or denominator values from 2012 to 2013, with no resulting significant rate change, were also reviewed where applicable. Such instances are addressed in the respective report card sections.
- ▶ *Rounding Convention* – A rounding convention has been applied to the Formal and Less Formal measures data: .001 to .004 has been rounded down to .00; .005 to .009 has been rounded up to the next highest hundredth. Rounding rules are applied after completion of all applicable mathematical operation(s) such as division or subtraction.
- ▶ *Data Ownership* – Some partner agencies process their own data, while others have interagency agreements with other partner agencies for data processing. Raw data are confidential records owned by the applicable agency.
- ▶ *Unemployment Insurance Records* –
  - *Time Lag* – There is a significant delay in receiving and analyzing unemployment insurance (UI) wage records for measuring performance. For example, when looking at six-month employment retention, there is a six-month wait to establish the period of data collection, plus four to five months for employers to submit the data to TWC. This lag continues to pose significant challenges regarding timely performance measurement in other states, as well as Texas. This approximate one-year data lag is ongoing because of the UI records delay and the time necessary for agencies to process and report the data to the Council.
  - *Coverage* – An unknown number of program exiters obtain jobs that are not covered by the Texas UI system. For example, the self-employed, those who relocate and become employed in another state, and those who live in Texas but are employed across state lines are not reported in the Texas UI database. This non-coverage results in lower levels of documented employment, reflecting negatively when education and training programs' outcomes are evaluated. Data sets that are more complete may be available in instances where the agency can use other databases, such as the Wage Record Interchange System, to identify employment with employers who do not file UI wages in Texas.
- ▶ *Project Re-Integration of Offenders (Project RIO)* – Project RIO was not funded for the fiscal year (FY) 2012–2013 biennium. However, TWC continued to submit available data for applicable measures. This year, no data were reported by TWC.

## Report Cards

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

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

- ▶ *Programs in the Report Card Series* – The 24 programs included in the report card series, along with the short titles used in this report, are:<sup>2</sup>

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

- ▶ *System Report Card* – This report card contains aggregate data for the four Formal measures, with the data sets combined across programs. It also includes data for the Less Formal measures. Since Less Formal measures are specific to a single program, there is no data aggregation.
- ▶ *Formal Measure Report Cards* – Individual report cards with accompanying analysis are included for each of the four Formal measures, with outcome data by program organized into three categories: Adults, Adults with Barriers, and Youth. Each program is assigned to one of the three categories in order to establish the greatest level of outcome equivalency and comparability.

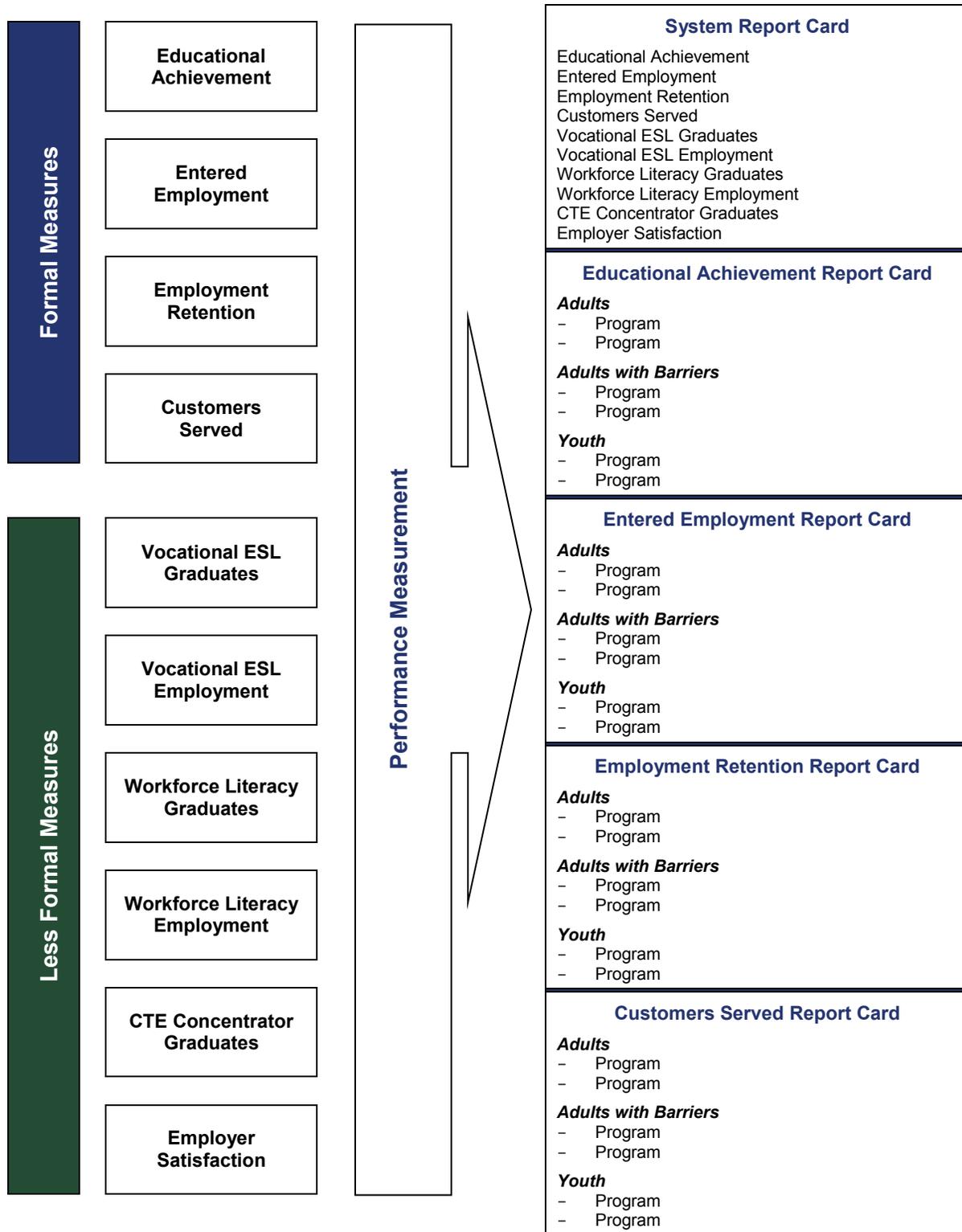
Programs in the Adults with Barriers category meet at least one of four criteria as a characteristic of the participant population: economically disadvantaged, educationally disadvantaged, incarcerated, or physically or mentally impaired and requiring adaptive or rehabilitative services. Data for these

<sup>2</sup> In 2013, TWC did not report data for Project Re-Integration of Offenders, which was not funded for the FY 2012–13 biennium. Revised prior year data are published in the **Data Addendum**.

programs address the Council's mandate to report on work development programs that focus on welfare to work initiatives.

## Report Card Structure for Reporting and Evaluating Measures

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



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## REPORT CARD SERIES

The System report card shows the performance of Texas' workforce system and includes totals for each of the four Formal measures that have been aggregated and weighted by the number of program participants. The card also shows the number, percent where applicable, and rates of change for the Formal and Less Formal measures. In this report, the change columns reflect the increase or decrease between values in the 2012 report and those reported for 2013, and the cumulative change from 2009 to 2013.

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

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

System<sup>3</sup>

<b>2013 Workforce System Report Card</b>				
<b>Formal Measures</b>	<b>Actual</b>	<b>Percent</b>	<b>Change 2012–2013</b>	<b>Cumulative 2009–2013</b>
Educational Achievement <sup>4</sup>	482,332	80.36%	0.90%	5.57%
Entered Employment <sup>5</sup>	1,127,538	71.07%	1.19%	-6.79%
Employment Retention <sup>6</sup>	966,244	83.29%	0.75%	-0.53%
Customers Served <sup>7</sup>	5,052,195	N/A	-1.46%	-3.89%
<b>Less Formal Measures<sup>8</sup></b>				
CTE Concentrator Graduates <sup>A</sup>	113,874	79.89%	0.35%	0.45%
Vocational ESL Graduates <sup>B</sup>	110	N/A	-0.90%	N/A
Vocational ESL Employment <sup>B</sup>	22	34.92%	-21.27%	N/A
Workforce Literacy Graduates <sup>B</sup>	506	N/A	4.98%	N/A
Workforce Literacy Employment <sup>B</sup>	3	37.50%	N/A	N/A
Employer Satisfaction	<i>Agency-specific data published in <b>Less Formal Measures</b> section.</i>			

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

<sup>3</sup> Project RIO was not funded for the fiscal year 2012–13 biennium. The Texas Workforce Commission (TWC) continued to submit available data for applicable measures; however, no Customers Served data were available beginning in 2012 and no Entered Employment or Employment Retention data were available this year.

<sup>4</sup> The aggregate Educational Achievement rate, adjusted to exclude duplicate TWC customers, is 80.31%. The Texas Juvenile Justice Department previously reported that there were significant changes to the methodology for Secondary Technical Corrections. Comparable revised data were not available for the 2009 baseline year; therefore, the revised 2010 data for this program were used when calculating the cumulative change rate.

<sup>5</sup> The aggregate Entered Employment rate, adjusted to exclude duplicate TWC customers, is 70.58%.

<sup>6</sup> The aggregate Employment Retention rate, adjusted to exclude duplicate TWC customers, is 83.30%.

<sup>7</sup> The aggregate Customers Served count, adjusted to exclude duplicate TWC customers, is 4,871,288.

<sup>8</sup> Five of the six Less Formal measures are tied to pilot projects, with data becoming available in different reporting cycles.

(A) 2010 baseline data were used to calculate the cumulative change rate.

(B) Reporting for the four Vocational ESL and Workforce Literacy measures began in 2012; however, reporting for Workforce Literacy Employment was deferred to this year. Workforce Literacy Employment data are for a partial program period only. Revised data are expected in 2014.

Educational Achievement<sup>9</sup>

<b>2013 Educational Achievement Report Card</b>				
	<b>Actual</b>	<b>Percent</b>	<b>Change 2012–2013</b>	<b>Cumulative 2009–2013</b>
<b>Adults</b>				
CTC Academic	20,317	28.27%	1.72%	2.00%
CTC Technical	8,911	23.43%	0.68%	0.25%
Apprenticeship	3,059	80.10%	1.59%	4.22%
Dislocated WIA I	2,734	93.69%	0.29%	-1.01%
Adults WIA I	3,052	91.54%	-0.19%	-2.19%
<b>Adults Total</b>	<b>38,073</b>	<b>31.73%</b>	<b>-0.45%</b>	<b>0.14%</b>
<b>Adults with Barriers</b>				
Adult Education	4,453	63.73%	15.77%	-24.84%
Postsecondary CTC Corrections	1,212	45.82%	10.00%	14.67%
Secondary Academic Windham	4,624	81.39%	-3.07%	-0.79%
Secondary Technical Windham	5,000	76.50%	-1.25%	-3.53%
<b>Adults with Barriers Total</b>	<b>15,289</b>	<b>69.98%</b>	<b>5.68%</b>	<b>-0.28%</b>
<b>Youth</b>				
Secondary CTE	133,513	96.42%	0.02%	7.89%
Secondary	293,528	92.67%	0.57%	4.66%
Youth WIA I	2,495	61.00%	-3.59%	8.16%
Secondary Academic Corrections	350	41.37%	-0.06%	0.82%
Secondary Technical Corrections <sup>10</sup>	296	33.64%	-3.22%	19.43%
<b>Youth Total</b>	<b>430,182</b>	<b>93.31%</b>	<b>0.41%</b>	<b>6.42%</b>
<b>Total</b>	<b>482,332</b>	<b>80.36%</b>	<b>0.90%</b>	<b>5.57%</b>

<sup>9</sup>Educational achievement includes participant outcomes for both educational and training programs. Data subsets (duplicates) include Postsecondary CTC Corrections. The card total has been adjusted to provide an unduplicated count.

<sup>10</sup> Due to a definition and methodology change, the Texas Juvenile Justice Department submitted revised data for the 2010 and 2011 reporting cycles. Revised data were not available for 2009; therefore, 2010 data have been used to calculate the multi-year change rate for this measure.

## Educational Achievement Analysis

### ***Educational Achievement –***

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

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

### **Data**

#### ***Adults***

The data range for Adults is from 23.43% for CTC Technical programs to 93.69% for Dislocated WIA I. Performance for four of the five programs increased from 2012, with the largest change reported for CTC Academic (1.72%). Three programs reported performance of greater than 80%. The segment total of 31.73% represents an annual decrease of 0.45%, but a slight four-year increase (0.14%) for the group.

No programs reported an increase or decrease that exceeded the 5% variance range. The largest four-year increase was reported for Apprenticeship, up 4.22%, while Adults WIA I (-2.19%) posted the largest decrease.

CTC Academic and Technical program data are based on a starting cohort and total awards earned within a six-year period. The data sets include certificates, associate's degrees, and higher degrees. While these data reflect the success of a specific cohort across time, they do not indicate the educational success of students in a 12-month period as measured by the awarding of certificates or associate degrees. In academic year 2011–12, 87,539 CTC academic and technical credentials were awarded, an increase of 7.66% from 2012 and a four-year increase of 47.77%. The number is more than double the completions, or graduation rate, reported this year under the longitudinal definition. For this reason, the Council continues to request 12-month credential data from the Texas Higher Education Coordinating Board (THECB) in order to provide a more complete representation of educational achievement in Texas' community and technical colleges. THECB reported that the number of reverse transfer degrees (i.e., transfer from four-year to two-year institution) has continued to increase rapidly. Of the 87,539 credentials awarded:

- ▶ Academic degrees awarded (38,459) increased 14.25% from the prior year and 61.57% over the four-year period.
- ▶ Technical certificates and degrees awarded (49,080) rose 3.00% and 38.50%, respectively, from 2012 and 2009.

#### ***Adults with Barriers***

The data range for Adults with Barriers is from 45.82% for Postsecondary CTC Corrections, a program that deals with incarcerated adults, to 81.39% for Secondary Academic Windham. An overall increase of 5.68% was noted for the group, with a four-year decline of 0.28%.

After declining 10.81% in 2011 and 30.20% last year, Adult Education rose 15.77%. However, overall performance for the program has fallen 24.84% over the four-year period. The Texas Education Agency (TEA) reported the 2002 Series GED® will close and a new series will begin in January 2014. Individual subject area test scores will expire at that time if the student has not passed all five parts. This upcoming change has generated an increase in the number of individuals attempting to complete all five parts prior to the end of the series.

Postsecondary CTC Corrections has risen annually after a 2010 decrease, posting a one-year increase of 10.00% and a four-year rise of 14.67%. This program is operated by the Texas Department of Criminal

Justice's Windham School District (Windham). Windham's state funding for college programming has been significantly reduced, decreasing the number of offenders served and resulting educational outcomes. Windham reported that the focus for postsecondary instruction has shifted to a combination of vocational and academic courses. This year, 1,212 of 2,645 individuals served were awarded a community or technical college postsecondary degree or certificate, up from 839 of 2,342 last year, but significantly less than 2,055 of 6,597 in 2009.

#### *Youth*

The Youth category includes five programs, with a data range of 33.64% for Secondary Technical Corrections to 96.42% for Secondary CTE. In the Youth segment, 430,182 individuals achieved educational outcomes, an increase of 0.41% from 2012 and 6.42% from 2009.

Two of the five programs reported positive changes, but no programs exceeded the 5% variance range. The largest decreases were reported for Youth WIA I (-3.59%) and Secondary Technical Corrections (-3.22%). For Secondary Technical Corrections, the Texas Juvenile Justice Department indicated three vocational training positions remained vacant throughout the school year and one was not filled until June 2013. The vacancies affected three schools and were due to the low number of applicants with the appropriate background and credentials.

Also of note, Secondary CTE has increased 7.89% since 2009. This year, 133,513 participants achieved an educational outcome, compared to 118,330 in 2009 and 134,537 last year.

#### *Total*

The absolute number of individuals with an educational achievement outcome (numerator) increased from 445,139 in 2009 to 488,719 last year, falling to 482,332 this year. Of the 14 programs, only two had absolute increases this year, CTC Academic and Postsecondary CTC Corrections.

Of the 600,233 program participants, 482,332 (80.36%) achieved an educational outcome, up slightly from last year (0.90%) and a four-year rise of 5.57%. Postsecondary CTC Corrections' completion numbers of 1,212 in the Adults with Barriers segment were subtracted from the aggregate of all programs to achieve the unduplicated performance total and percent.

#### *Additional Data*

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

- ▶ Career schools and colleges awarded 105,541 degrees and certificates, a decrease of 1.03% from the prior year but a 62.41% increase from 2009. These awards include certificates reported by the Texas Workforce Commission (65,371), as well as certificates and degrees reported by THECB (40,170). With more career schools and for-profit institutions reporting to THECB, the number of certificates and degrees increased from 9,994 in 2009 to 34,503 last year and 40,170 this year. The 2013 figure includes 20,376 certificates, 10,908 associate's degrees, and 8,886 bachelor's degrees. THECB noted that the number of reporting institutions has increased significantly in recent years, with an additional 20 reporting this year. In addition, institutions that started by offering certificates now award associate's and bachelor's degrees and newer institutions matured and graduated students this year.
- ▶ Of Secondary Windham enrollments, 44.10% completed the level in which they were enrolled, up 2.05% from 2012 and 2.86% over the four-year period.
- ▶ Of the 455,233 enrollments in Secondary and Secondary CTE programs, 105,717 were in Tech Prep, a four-year decrease of 40.56%. Higher enrollment in previous years was partially attributable to the availability of federal funds received under the American Recovery and Reinvestment Act of 2009 and other one-time supplemental appropriations. In addition, Tech Prep education state grants were defunded in federal fiscal year 2011. TEA has continued to track data for this comprehensive, articulated program that offers participants the opportunity to study in a career program in high school

and either gain credit or experience, which will assist them in their transition to higher education. Data reported by the agency represent a subset of career technical education (CTE) concentrators, those students who take two or more CTE courses for three or more credits. TEA noted that when Congress defunded Tech Prep, states did not have funding to support these activities. While school districts report increasingly fewer Tech Prep students, the number of CTE concentrators is increasing.

- ▶ Adult Education students completed the level in which they were enrolled at a rate of 59.97%, up slightly from last year and 18.92% from 2009. The number of adults who (1) enrolled, (2) were assessed, and (3) had the minimum of 12 hours of class time required for inclusion in federal reporting fell from 105,576 to 97,838 (-7.33%), a four-year decrease of 2.40%. TEA previously reported that the continuing practice of managed enrollment promotes a student cohort model, which has contributed to keeping students enrolled for longer time periods. This year, the agency reported that over 7,700 fewer students were served; therefore, fewer were enrolled to obtain the 12 direct hours of class time.

Entered Employment<sup>11</sup>

<b>2013 Entered Employment Report Card</b>				
	<b>Actual</b>	<b>Percent</b>	<b>Change 2012–2013</b>	<b>Cumulative 2009–2013</b>
<b>Adults</b>				
CTC Academic	25,719	86.90%	-0.89%	-2.34%
CTC Technical	31,820	84.12%	-0.05%	-2.55%
Skills Development	820	96.93%	-0.19%	0.90%
Trade Adjustment	1,316	74.14%	0.56%	-10.60%
Veterans E&T	32,556	67.51%	1.60%	-7.99%
Employment Services	847,399	70.01%	1.33%	-7.88%
Dislocated WIA I	5,006	82.94%	2.62%	-4.87%
Adults WIA I	8,811	77.61%	1.93%	-7.07%
<b>Adults Total</b>	<b>953,447</b>	<b>70.84%</b>	<b>1.36%</b>	<b>-7.53%</b>
<b>Adults with Barriers</b>				
Blind Services	1,341	68.56%	-1.00%	-1.60%
Rehabilitation Services	12,102	59.13%	1.15%	2.22%
Adult Education	2,169	47.36%	2.02%	-18.84%
SNAP E&T	25,840	81.53%	-3.67%	-1.90%
Self-Sufficiency	71	79.78%	5.70%	-5.21%
SCSEP	54	32.73%	-9.87%	-7.14%
TANF Choices	27,712	83.11%	1.93%	-4.21%
<b>Adults with Barriers Total</b>	<b>69,289</b>	<b>75.07%</b>	<b>-1.04%</b>	<b>-3.22%</b>
<b>Youth</b>				
Secondary CTE	100,816	70.73%	0.59%	-2.34%
Youth WIA I	3,986	69.49%	-0.08%	-2.00%
<b>Youth Total</b>	<b>104,802</b>	<b>70.68%</b>	<b>0.57%</b>	<b>-2.28%</b>
<b>Total</b>	<b>1,127,538</b>	<b>71.07%</b>	<b>1.19%</b>	<b>-6.79%</b>

<sup>11</sup> Project RIO was not funded for the fiscal year 2012–13 biennium. The Texas Workforce Commission submitted final data for this measure in 2012.

## Entered Employment Analysis

### **Entered Employment –**

*number and percent of all program participants who secure employment after exiting a program.*

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

As noted in the **Introduction**, there is a delay in receiving and analyzing UI wage records for measuring performance such as entered employment. While the programs have different reporting cycles, most data reflect performance for mid-to-late 2012. The effects of the economic recovery were evidenced last year, with that trend continuing this year.

### **Data**

#### *Adults*

The data range for Adults is from 67.51% for Veterans E&T to 96.93% for Skills Development. Five of the eight programs reported performance of over 77%. An annual increase of 1.36% was noted for the group, while performance was down 7.53% from 2009.

While all eight programs experienced declines in 2010, four reported increases last year and five this year. The largest gain reported was for Dislocated WIA I (2.62%). No programs posted significant changes this year; however, significant four-year declines were reported for Trade Adjustment (-10.60%), Veterans E&T (-7.99%), Employment Services (-7.88%), and Adults WIA I (-7.07%).

The largest absolute change was reported for Employment Services, with 847,399 individuals entering employment (numerator) compared to 924,509 the prior year. However, the employment rate was up slightly from 2012, all of which points to an improved economy.

#### *Adults with Barriers*

The data range for this group is from 32.73% for SCSEP to 83.11% for TANF Choices. Of the seven programs, three reported entered employment rates of 79% or higher. After rising slightly the last two years, overall performance for this category was down from 2012 (-1.04%), representing a four-year decrease of 3.22%.

Four programs reported positive changes this year, with the largest increase by the Self-Sufficiency program (5.70%). Due to the small denominator for this measure (89), minimal changes in performance cause a sizeable change in the overall program performance. The Texas Workforce Commission (TWC) noted that during the reporting period, one of the larger projects included a partnership with an employer with many job openings in the hotel and hospitality industry. Through the use of a job coach, initial placement numbers were high and account for most of the 2013 increase.

SCSEP program performance declined 9.87% this year, a four-year decrease of 7.14%. This change is based on a small number of participants, with 54 of 165 individuals entering employment during the reporting period. SCSEP is administered by national contractors who operate the program in most of the more urban counties and by state contractors who are typically responsible for the more rural counties. Recently, TWC assumed responsibility for SCSEP operations in six counties previously administered by other contractors. The agency reported that the contractors had been operating SCSEP as more of a long-term, subsidized employment program rather than a transitional program intended to help participants move into unsubsidized employment. Changes were made to address this issue and the majority of existing participants chose to leave the program rather than search for unsubsidized work. In addition, funding cuts at government agencies and nonprofit organizations have made it more difficult for participants to obtain unsubsidized jobs at their host organization.

Two programs also had significant four-year declines: Adult Education (-18.84%) and Self-Sufficiency (-5.21%).

*Youth*

The Youth category includes two programs. Secondary CTE rose slightly (0.59%), but declined 2.34% over the four-year period. Youth WIA I decreased slightly from 2012 (-0.08%), representing a 2.00% decrease from 2009.

*Total*

Of the 1,586,551 program participants, 1,127,538 (71.07%) entered employment. This figure represents an increase of 1.19% from 2012 but a four-year decrease of 6.79%. Ten of 17 programs showed one-year percentage increases. While no programs posted one-year double-digit percentage changes, two programs had double-digit decreases for the four-year period: Adult Education (-18.84%) and Trade Adjustment (-10.60%).

After rising in 2010 and 2011, the absolute number of individuals served fell again this year, and the number entering employment decreased for the third year. The number of program participants (denominator) was 1,586,551, down from the 2011 high of 1,887,280. The number entering employment (numerator) decreased from 1,204,710 last year to 1,127,538, with 11 of 17 programs reporting absolute decreases.

For most programs, data reported in 2010 reflected participants exiting during the recession. Performance declines were expected to continue in 2011 and possibly 2012 given the delay in UI wage reporting. However, gains reported by many programs over the last two years reflect continued economic improvement.

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Employment Retention<sup>12</sup>

## 2013 Employment Retention Report Card

<b>Adults</b>	<b>Actual</b>	<b>Percent</b>	<b>Change 2012–2013</b>	<b>Cumulative 2009–2013</b>
CTC Academic	15,752	86.03%	0.67%	-0.94%
CTC Technical	26,013	91.59%	-0.11%	-0.45%
Skills Development	25,023	95.93%	0.02%	2.07%
Trade Adjustment	1,727	91.09%	-0.98%	-1.70%
Veterans E&T	32,059	83.94%	0.45%	-2.98%
Employment Services	802,819	82.74%	0.90%	-0.67%
Dislocated WIA I	5,215	89.27%	-0.26%	-0.93%
Adults WIA I	6,305	83.19%	1.22%	-2.06%
<b>Adults Total</b>	<b>914,913</b>	<b>83.43%</b>	<b>0.83%</b>	<b>-0.68%</b>
<b>Adults with Barriers</b>				
Blind Services	644	87.62%	-0.02%	0.91%
Rehabilitation Services	8,225	86.56%	0.07%	0.66%
Adult Education	5,942	67.89%	1.03%	-0.28%
SNAP E&T	16,156	88.14%	-0.62%	5.56%
Self-Sufficiency	36	75.00%	-5.00%	-8.88%
TANF Choices	17,765	78.43%	0.54%	1.07%
<b>Adults with Barriers Total</b>	<b>48,768</b>	<b>81.26%</b>	<b>-0.46%</b>	<b>1.67%</b>
<b>Youth</b>				
Youth WIA I	2,563	74.14%	0.41%	-0.02%
<b>Youth Total</b>	<b>2,563</b>	<b>74.14%</b>	<b>0.41%</b>	<b>-0.02%</b>
<b>Total</b>	<b>966,244</b>	<b>83.29%</b>	<b>0.75%</b>	<b>-0.53%</b>

<sup>12</sup> Project RIO was not funded for the fiscal year 2012–13 biennium. The Texas Workforce Commission submitted final data for this measure in 2012.

## Employment Retention Analysis

### **Employment Retention –**

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

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

There is a significant delay in receiving and analyzing UI wage records for measuring retention. The programs have different reporting cycles, with some reported measures reflecting the effects of the economic recession later than others. Despite expectations of the recession being a more significant factor in 2011 and possibly last year, improved outcomes were reported for a majority of the programs, a trend that continued this year.

### **Data**

#### *Adults*

The data range for Adults is from 82.74% for Employment Services to 95.93% for Skills Development. Overall, this segment increased 0.83% from last year while posting a four-year decline of 0.68%.

No programs reported an increase or decrease that exceeded the 5% variance range. Five of the eight programs reported increases this year, with the largest posted for Adults WIA I (1.22%). The largest four-year increase was reported for Skills Development, up 2.07%, while Veterans E&T (-2.98%) and Adults WIA I (-2.06%) posted the largest decreases.

#### *Adults with Barriers*

The data range for Adults with Barriers is from 67.89% for Adult Education to 88.14% for SNAP E&T, with four of six programs reporting retention of over 78%. Overall, performance decreased 0.46% from 2012, but rose 1.67% over the four-year period. Three programs posted positive changes from the prior year.

The greatest decrease was reported for Self-Sufficiency (-5.00%). Data for this measure are comparatively small, with 36 of 48 individuals retaining employment this year compared to 76 of 95 last year. The Texas Workforce Commission reported that one contractor was providing hospitality training for employment opportunities with a hotel. During the contract period, the hotel decided to use staffing services to fill positions with temporary-to-permanent workers. Another contractor reported that retention with a participating business partner was negatively affected by failed drug screens of participants initially accepted into positions during training.

A significant four-year increase was posted for SNAP E&T (5.56%), while the greatest decrease was reported for Self-Sufficiency (-8.88%).

#### *Youth*

The Youth category includes only one program. Performance for Youth WIA I rose 0.41% from 2012, but fell slightly (-0.02%) over the four-year period.

#### *Total*

Of the 1,160,113 program participants who entered employment, 966,244 (83.29%) retained employment. This represents an increase of 0.75% from 2012 but a four-year decrease of 0.53%.

The absolute number of individuals entering employment and the number retaining employment fell this year. The number of individuals finding employment (denominator) was 1,160,113, compared to 1,250,553 in 2012. The number retaining employment (numerator) decreased from 1,032,162 to

966,244. The decreases are largely attributable to the Employment Services program, with lower service numbers expected as the economy improved.

In 2010, data reported for most programs reflected individuals who exited during the recession. That accounted for the performance declines experienced by programs with positive trends during the last strategic plan period, which includes all programs in the Adults category. That trend was expected to continue in the 2011 and 2012 reporting cycles; however, the overall percentage of individuals retaining employment has risen annually the last three years.

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Customers Served<sup>13</sup>

<b>2013 Customers Served Report Card</b>			
	<b>Actual</b>	<b>Change 2012–2013</b>	<b>Cumulative 2009–2013</b>
<b>Adults</b>			
CTC Academic	459,833	-2.84%	21.32%
CTC Technical	189,533	-2.58%	16.81%
Apprenticeship	3,947	2.39%	-3.24%
Skills Development	17,953	-3.74%	-34.84%
Trade Adjustment	2,979	-11.60%	-53.83%
Veterans E&T	58,659	-8.33%	-36.46%
Employment Services	1,419,056	-6.11%	-21.55%
Dislocated WIA I	10,015	-10.12%	-40.79%
Adults WIA I	29,867	36.04%	-3.46%
<b>Adults Total</b>	<b>2,191,842</b>	<b>-4.79%</b>	<b>-13.31%</b>
<b>Adults with Barriers</b>			
Blind Services	10,066	-4.01%	-0.77%
Rehabilitation Services	69,210	-4.49%	-3.77%
Adult Education	104,770	-6.85%	-4.98%
SNAP E&T	49,031	-6.56%	69.30%
Self-Sufficiency	121	-6.20%	-84.22%
SCSEP	982	-10.24%	-33.83%
TANF Choices	49,946	-13.09%	-17.61%
Postsecondary CTC Corrections	2,645	12.94%	-59.91%
Secondary Academic Windham	55,781	-3.61%	-24.72%
Secondary Technical Windham	9,377	-6.92%	-16.94%
<b>Adults with Barriers Total</b>	<b>351,929</b>	<b>-6.62%</b>	<b>-6.44%</b>
<b>Youth</b>			
Secondary CTE	1,111,610	3.61%	9.76%
Secondary	1,386,064	1.76%	6.35%
Youth WIA I	10,092	-12.83%	-71.56%
Secondary Academic Corrections	2,031	-5.93%	-45.84%
Secondary Technical Corrections	1,272	-14.23%	-60.99%
<b>Youth Total</b>	<b>2,511,069</b>	<b>2.49%</b>	<b>6.46%</b>
<b>Total</b>	<b>5,052,195</b>	<b>-1.46%</b>	<b>-3.89%</b>

<sup>13</sup> Data subsets (duplicates) include Postsecondary CTC Corrections. The card total has been adjusted to provide an unduplicated count. Project RIO was not funded for the fiscal year 2012–13 biennium. The Texas Workforce Commission submitted final data for this measure in 2011.

## Customers Served Analysis

### **Customers Served –**

*number of employers and individuals who received system services, including program participation.*

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

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

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

With the exception of Adult Education (7/11–6/12), program data submitted this year reflect participation from August/September 2012 through August 2013. The beginning effects of the recession were evidenced by several programs in *Evaluation 2009*, with that trend continuing in 2010 and to a lesser degree in 2011. In many cases, significant decreases in service levels reported in 2011 were due to the expiration of supplemental funding such as that provided under the American Recovery and Reinvestment (ARRA) of 2009. While some decreases are attributable to reduced federal or state funding levels, in large part the 2012 and 2013 results reflect the improved economy. Notably, many reported decreases were for programs that typically have higher enrollment during adverse economic conditions.

### **Data**

#### *Adults*

The data range for Adults is from 2,979 customers served by Trade Adjustment programs to 1,419,056 served by Employment Services through local boards' workforce centers and WorkInTexas.com. The nine programs in this segment reported serving 2,191,842 individuals, down 4.79% from last year and 13.31% from 2009.

Veterans E&T (-8.33%) declined again this year, with a four-year decrease of 36.46%. The Texas Veterans Commission (TVC) attributed the lower performance to the U.S. Department of Labor's (DOL) issuance of Priority of Service guidelines (June 2010) that transferred more basic employment service functions to non-TVC workforce center staff. This allows TVC staff to provide more one-on-one intensive services to those most difficult to serve who are identified through a comprehensive assessment process. These veterans often receive assistance overcoming numerous, serious barriers to employment. TVC noted that this approach has resulted in a steady increase of intensive services to veterans.

Three Texas Workforce Commission (TWC) programs posted decreases that exceeded the 5% variance range, while an increase was reported for one program:

- ▶ *Adults WIA I* – The number of customers served by this program rose to 29,867 this year, an increase of 36.04% but a four-year decrease of 3.46%. TWC reported that due to uncertainty regarding the potential impact of federal sequestration, many local boards reduced enrollment in this, and other, WIA programs to ensure they could continue serving existing participants. However, Gulf Coast

enrolled a larger number of eligible job seekers into Adults WIA I, which more than offset the reductions in other local workforce areas.

- ▶ *Trade Adjustment* – The number served decreased 11.60% and 53.83% from 2012 and 2009, respectively. For this program, the number served is based on qualifying layoffs affecting workers, and as noted by TWC, the number of trade-certified petitions decreased as the economy improved.
- ▶ *Dislocated WIA I* – The significant increase (18.02%) reported for Dislocated WIA I in 2010 reflected the economic recession and the growing number of unemployed individuals. After serving almost 20,000 individuals that year, the number served has fallen annually, reaching a low of 10,015 this year. This represents a 10.12% decrease from the prior year and a four-year decrease of 40.79%. TWC noted that the number of Dislocated WIA I customers served tends to follow trends in the larger unemployment insurance (UI) program. As the number of UI claims drops, the number of Dislocated WIA I customers enrolled does as well. In addition, as with Adults WIA I, many local boards reduced enrollment during the period of uncertainty regarding federal sequestration.
- ▶ *Employment Services* – After increasing to a high of 1,842,531 in 2010, the number served has declined, falling 6.11% from 2012 and 21.55% over the four-year period. TWC reported that the agency serves three types of job seekers: (1) mandatory – required to participate in programs such as TANF Choices or SNAP E&T; (2) involuntary – involuntary job loss, often unemployment insurance claimants; and (3) voluntary – employed but want to improve their employment situation. As the economy improved, the number of Health and Human Services Commission’s (HHSC) caseloads declined and there were fewer layoffs, resulting in few mandatory and involuntary job seekers. In general, the number served through Employment Services rises when economic conditions are very positive or negative, and falls during periods of improvement.

#### *Adults with Barriers*

The data range for Adults with Barriers is 121 customers served by the Self-Sufficiency program to 104,770 customers served by Adult Education and literacy programs. The 10 programs in this segment reported serving 351,929 individuals, representing a decrease of 6.62% from last year and 6.44% from 2009.

Adult Education declined 6.85% this year, a 4.98% decrease from 2009. The Texas Education Agency reported that students are persisting in the program longer to accomplish the WIA Title II Adult Education and Family Literacy Act requirement for continuous improvement in the percentage of educational functioning-level completions. Programs are promoting student persistence with managed enrollment (fewer and more limited registration periods), additional intensive and longer classes, and more allowable support services. Although persistence has improved, additional students cannot be added due to the limited number of available program sites, classes, and seats.

Four TWC programs posted significant decreases this year:

- ▶ *TANF Choices* – The Choices program assists applicants, recipients, nonrecipient parents, and former recipients of TANF cash assistance to transition from welfare to work through participation in work-related activities, including job search, job readiness classes, basic skills training, education, vocational training, and support services. The number served declined 13.09% this year, a four-year decrease of 17.61%. TWC reported that TANF caseloads were down over 6,000 cases per month from September 2012.
- ▶ *SCSEP* – The availability of ARRA and DOL bonus funding made available through the Consolidated Appropriations Act, 2010 allowed more low-income, older job seekers to receive paid, on-the-job training and employment services in 2010. Enrollments declined the last three years, falling 10.24% this year and 33.83% since 2009. Contributing factors included: (1) ARRA funding expired; (2) regular SCSEP grants were reduced 25% in FY 2012; and (3) TWC had a no-cost extension to spend down the remaining funds in the SCSEP Additional Funds grant in fiscal year (FY) 2011. As a result, the state’s number of allowable participants decreased over 42% from FY 2011 to FY 2012.

For FY 2013, TWC reported that the SCSEP contractor was significantly overenrolled early in the year. This factor, along with ongoing program funding cuts and the delay in guidance regarding the impact of federal sequestration, resulted in fewer customers being served.

- ▶ *SNAP E&T* – After rising in 2010 and 2011, the number of SNAP E&T participants fell the last two years, posting a decrease of 6.56% in 2012 that resulted in a four-year gain of 69.30%. SNAP assists participants in obtaining employment through participation in work programs and education and training activities. TWC attributed the 2010 and 2011 gains to the weaker economy that resulted in increased caseloads. Since 2011, the number of new mandatory work registrants eligible for SNAP E&T and referred by HHSC has declined. TWC noted the number referred during the third quarter of federal fiscal year (FFY) 2013 was 11% lower than the same quarter of FFY 2012. In addition, Able-Bodied Adults Without Dependents (ABAWD) decreased by 8.5%; however, the local boards have continued to reach out to and engage the General Population mandatory work registrants to maintain service levels.<sup>14</sup>
- ▶ *Self-Sufficiency* – This program assists businesses by designing, financing, and implementing customized job training programs in partnership with public community and technical colleges, a higher education extension service, and community-based organizations, for the creation of new jobs and/or the retraining of the existing workforce. The number served fell 6.20% this year, resulting in a four-year decrease of 84.22%. TWC awarded 16 Self-Sufficiency grants in FY 2012, including 14 to agencies that serve foster youth, a priority population that requires additional case management and life-training skills. In addition, extensions were granted to 13 of the FY 2012 projects; however, the issue of low engagement with employer partners and challenges faced by the foster youth participants affected program participation levels throughout the year. Renewed efforts to promote the program led to the submission of additional projects this year; however, the results of this work will not be realized until FY 2014.

Operated by the Texas Department of Criminal Justice's Windham School District (Windham), the Postsecondary CTC Corrections program served 2,645 this year, up 12.94% from last year but down 59.91% from 2009. Class offerings were reduced last year in response to the state's mandated 2.5% budget reduction for FY 2011 and budget uncertainties for the 2012–13 biennium. Workforce classes were reduced by over 70%, lowering participant numbers proportionately. Windham received a 42% reduction in state funding for college programming, decreasing the number of offenders served and resulting educational outcomes in FY 2012. Windham attributed the 2013 increase to enhanced use of an electronic eligibility database that allowed for more aggressive recruiting and enrollment.

In addition, Secondary Technical Windham (-6.92%) declined again this year, resulting in a four-year decrease of 16.94%. The lower numbers were attributed to a high vacancy rate for career and technology positions.

### *Youth*

The data range for the Youth category is 1,272 customers served through Secondary Technical Corrections programs administered by the Texas Juvenile Justice Department (TJJD) to 1,386,064 customers served by Secondary programs. The five programs in this segment served 2,511,069 individuals, up 2.49% from the prior year and 6.46% from 2009.

Performance for Youth WIA I decreased 12.83%, a four-year decline of 71.56%. This year, TWC clarified procedures affecting the period of time a participant could remain in the program without receiving service. As a result, more youth exited the program, causing a reduction in the number served. As with other WIA programs, many local boards reduced enrollment to ensure they could continue serving existing participants during the period of uncertainty about the federal sequestration.

<sup>14</sup> SNAP recipients ages 16 to 59 who are not employed, or are employed fewer than 30 hours per week, are considered SNAP E&T General Population mandatory work registrants, and are required to participate in SNAP E&T. ABAWDs (i.e., SNAP recipients who are at least 18 but less than 50 years of age and are not employed or are employed less than 20 hours per week) are considered mandatory work registrants and are required to participate in SNAP E&T.

Secondary Academic Corrections and Secondary Technical Corrections, two TJJJ-administered programs, served fewer individuals this year, with decreases reported for both programs. Secondary Academic Corrections fell 5.93% and Secondary Technical Corrections fell 14.23%, representing four-year declines of 45.84% and 60.99%, respectively. With 818 youth newly committed in FY 2013, the average daily population was lower than budgeted, resulting in lower enrollments in TEA secondary courses.

*Total*

Partners in Texas' workforce system served 5,052,195 individuals, representing decreases of 1.46% from last year and 3.89% from 2009. Of the 24 programs, service levels rose for five this year.

TWC reported that 91,884 employers received services, up slightly (0.85%) from last year but down 40.32% from 2009. Last year, the agency noted that at the beginning of FY 2012, local boards were asked to focus on providing employers with more assistance related to hiring, such as through job postings and job fairs. The boards previously provided extensive labor market information (LMI) to employers, raising the question as to whether the employers were using the information. With the shift in focus, employers now obtain LMI assistance only upon request, thus reducing the number served but increasing the emphasis on hiring assistance.

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

While some 2012 decreases were attributable to reduced federal or state funding levels, in large part this year's results are indicative of economic recovery. Programs associated with negative economic conditions and layoffs such as Dislocated WIA I that saw significant increases in 2010 have fallen to lower levels since that time. Postsecondary enrollment fell slightly this year, but rising enrollment in some academic and skills-based programs such as Apprenticeship and Secondary CTE indicates increased efforts by system partners to provide individuals who are qualified to meet the growing demand for middle-skills jobs or who are in preparation for shifting skill needs.

## LESS FORMAL MEASURES AND BENCHMARKS

### Action Plans

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

### Actions and Outcomes

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

#### *KPA: Systems, Operations, Competencies, and Integration*

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

#### *LTO Measure:*

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

*Benchmark (established by data submitted for the 2010 report): 79.43%*

*CTE Concentrator percentage: 79.89%*

*Data: 113,874 graduates from a population of 142,547*

*Change from data reported in 2012: +0.35%*

*Cumulative change 2010–2013: +0.45%*

**KPA: Customer Outcomes**

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

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

*LTO Measure 1:*

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

*Benchmark (established by revised data submitted for the 2012 report): 111*

*Data: 110*

*Change from data reported in 2012: -0.90%*

*Explanatory Information: Data represent the number of vocational ESL completers (subset of Adult Basic Education Innovation Grant (ABE-IG) participants). It is possible for a student to earn more than one certificate (level 1, state, or national) during the reporting period; however, data reflect an unduplicated count.*

*The Texas Education Agency (TEA) is the reporting agency for pilot projects operated under this AP. The Texas Higher Education Coordinating Board (THECB), as the funding and managing agency for the projects, provides data to TEA for review, confirmation, and submission to the Council. This year, THECB submitted revised data for 2012, noting that data collection systems were still in development during the initial year of the pilot period.*

*LTO Measure 2:*

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

*Benchmark (established by revised data submitted for the 2012 report): 56.19%*

*Employment percentage: 34.92%*

*Data: 22 counted as entering employment from a population of 63*

*Change from data reported in 2012: -21.27%*

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

*TEA is the reporting agency for pilot projects operated under this AP. THECB, as the funding and managing agency for the projects, provides data to TEA for review, confirmation, and submission to the Council.*

*This year, THECB submitted revised data for 2012, noting that data collection systems were still in development during the initial year of the pilot period. THECB reported that due to the availability of workforce data, only 57% of the graduates could be tracked, which may account for the decreased employment rate.*

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

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

*LTO Measure 1:*

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

*Benchmark (established by data submitted for the 2012 report): 482*

*Data: 506*

*Change from data reported in 2012: +4.98%*

*LTO Measure 2:*

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

*Benchmark (established by data submitted for the 2013 report): 37.50%*

*Data: 3 counted as entering employment from a population of 8*

*Explanatory Information: In 2012, reporting for this measure was deferred. Data are for a partial program period only, representing outcomes for the initial year of the two-year pilot period. Revised data are expected in 2014.*

**KPA: Programs, Products, and Services**

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

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

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

*Employer Satisfaction – Percent of Vocational Rehabilitation business partners satisfied with services provided.*

*Benchmark (established by data submitted for the 2012 report): 83.02%*

*Satisfaction rate: 88.57%*

*Data: 31 counted as satisfied from a population of 35 survey respondents*

*Change from data reported in 2012: 5.55%*

*Survey Response Rate: 16.37%*

*Explanatory Information: DARS reported that the agency continues to place emphasis on providing quality services for business partners, resulting in an increased satisfaction rate.*

*LTO Measure – Texas Veterans Commission (TVC)*

*Employer Satisfaction – Percent of Veterans Business Representative (VBR) employer customers satisfied with services provided.*

*Benchmark (established by data submitted for the 2012 report): 92.31%*

*Satisfaction rate: 75.00%*

*Data: 9 counted as satisfied from a population of 12 survey respondents*

*Change from data reported in 2012: -17.31%*

*Survey Response Rate: 22.00%*

*Explanatory Information: The survey targets a 20% random sample of employers receiving services under the agency's VBR initiative. TVC reported that during 2012, the VBR program had a high turnover rate, resulting in a reduced number of employer responses. Although the overall satisfaction rate declined, respondents expressed high satisfaction levels with certain aspects of the program including the VBRs' knowledge of local labor market conditions (84%) and of their business and required employee skills (84%). In addition, all respondents indicated an understanding of how their company could benefit from working with the VBR.*

*LTO Measure – Windham School District (Windham)**Employer Satisfaction – Percent of employers satisfied with services provided.**Benchmark (established by data submitted for the 2012 report): 96.43%**Satisfaction rate: 81.82%**Data: 18 counted as satisfied from a population of 22 survey respondents**Change from data reported in 2012: -14.61%**Survey Response Rate: n/a**Explanatory Information: Twenty-seven employer surveys were submitted. Of those, 22 included responses specific to calculation of the employer satisfaction measure. The response rate cannot be calculated as the base sample size is not known for each survey strategy. Aggregate data were reported for three survey distribution strategies, with the number of total employers responding for each presented below:*

<i>Method 1: Distribution by Texas Department of Criminal Justice Parole Division/metro areas</i>	<i>1</i>
<i>Method 2: Distribution by Windham staff at workforce centers, job fairs, and to other stakeholders</i>	<i>15</i>
<i>Method 3: Distribution by Windham staff to employers that work closely with CTE instructors</i>	<i>11</i>

## SYSTEM ACCOMPLISHMENTS

### Action Plans

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

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

- ▶ *System* – affect the system as a whole, include multiple partners at various times, and are directly linked to the system LTOs.
- ▶ *Partner* – affect a specific partner and are usually linked to a programmatic LTO of a specific agency.

### Key Outcomes

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

#### ***KPA: Systems, Operations, Competencies, and Integration***

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

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

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

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

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

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

- ▶ *Supply* – THECB will provide annual enrollment and graduation data at the 4-/6-digit CIP code level. Program-level data will be used initially, with course-level data expected to be available in 2013.
- ▶ *Demand* – TWC provided employment and job opening projections, with 2018 projections now available.

In August 2011, TWC completed a draft *SWAP User's Guide* for use in introducing stakeholders to SWAP's analysis tools. Because the static document would require updates as tools and resources evolve, TWC opted to create an interactive format to better guide users in developing reports and allow for continued evolution of online tools. Last year, work continued to develop user scenarios that pose hypothetical education or workforce planning issues and demonstrate how SWAP can be used to provide appropriate data and analysis to address the issue. The scenarios were completed in February.

TWC planned to work through the local boards' planning departments to introduce SWAP to its education partners and to obtain feedback on whether the project is meeting user needs. The plan was further modified this year, with TWC opting to communicate directly with the community and technical colleges (CTC). In August, letters introducing SWAP were sent to all CTC presidents, with a second letter sent to each school's Skills Development Fund program contact.

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

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

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

This LTO focuses on college and career readiness, with the intent of increasing the availability of both academic and rigorous CTE courses to support students through a range of choices including two- and four-year degrees, apprenticeship, and the military. Several of the AP's tasks were affected by passage of HB 5 (83<sup>rd</sup> Legislature) which requires changes to public school accountability, including assessment and graduation requirements.

The bill allows the education commissioner to join a multi-state consortium for developing CTE courses in high-demand career areas and allows school districts to develop CTE courses or career

training programs. It also requires the Texas Education Agency (TEA), in collaboration with THECB and TWC, to evaluate the changes to the curriculum requirements mandated by the bill.

TEA continues to make progress on the AP's tasks, including:

- ▶ Over 190 new CTE courses have been developed and adopted by the State Board of Education (SBOE). These are organized around the 16 national career clusters, and include 14 courses that meet current graduation requirements for fourth-year science (11) or math (3), as well as one option each for English, fine arts, and speech. However, HB 5 (83<sup>rd</sup> Legislature) requires significant changes to the high school graduation program/requirements. The SBOE has begun the work of implementing the required changes.
- ▶ CTE Texas Essential Knowledge and Skills (TEKS, state-mandated curriculum), incorporating the College and Career Readiness Standards, were adopted by the SBOE and implemented in 2010–2011. The SBOE has scheduled the next CTE TEKS revision cycle to begin in 2013–14. TEA reviews corresponding TEKS courses in an effort to ensure secondary/postsecondary alignment. In addition, THECB reviews the *Workforce Education Course Manual* on a periodic schedule to ensure course currency. The TEKS review should be informed by changes to high school graduation programs and requirements mandated by HB 5 (83<sup>rd</sup> Legislature).
- ▶ Professional development for teachers has been under way since 2010. Initially, training was scheduled and facilitated through the state's Education Service Centers. Work continues to make courses available online through Project Share. This internet portal was designed to provide professional development resources for teachers across the state and to build professional learning communities where educators can collaborate and participate in online learning opportunities. Eight of the nine courses were available for the 2012–2013 school year. The final course will be deployed during the 2013–2014 school year.
- ▶ TEA is working with THECB to design, develop, and coordinate policies and processes related to dual credit courses and credit transfer. *Study of Early Assessment and Early Intervention Models*, prepared by Jobs for the Future, was published in November 2012. It fulfills the requirements of HB 3468 (82<sup>nd</sup> Legislature) which required TEA, in consultation with THECB, to conduct a study of best practices and existing programs offering early assessments of high school students to determine college readiness, identify any deficiencies in college readiness, and provide intervention to address any deficiencies before high school graduation.
- ▶ TEA continues to develop and deploy early college high schools (ECHS). These innovative high schools are located on or in close proximity to a college campus to allow students in historically underrepresented college-going populations the

opportunity to earn a high school diploma and an associate's degree or up to 60 hours of college credit over four years. The designation process is required for all current ECHS, as well as applicants seeking designation. Schools may be provisionally designated, designated, or denied and all first-time designations are provisional for at least two years. Eleven new ECHSs were designated in fiscal year (FY) 2013 and as of August 2013, there were 65, including six Texas Science, Technology, Engineering, and Math (T-STEM) academies.

- ▶ Criteria were being developed for the Campus Distinction Designations for the 21<sup>st</sup> Century Workforce Development program as required by HB 3 (81<sup>st</sup> Legislature); however, the 83<sup>rd</sup> Legislature discontinued this project.
- ▶ End of course (EOC) exams have begun and are being phased in beginning with 2011–12 ninth-grade students, adding successive grades annually through 2014–15. EOC studies were scheduled to begin in 2013 when applicable data are available. HB 5 (83<sup>rd</sup> Legislature) reduced the number of EOCs from 15 to five, which will require changes related to cumulative scores and related issues that may impact data availability.

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

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

More coordinated and integrated planning efforts are needed to improve programs and initiatives to ensure seamless education and career transitions. As noted above, HB 5 (83<sup>rd</sup> Legislature) requires changes to public school accountability, including assessment and graduation requirements that directly affect several *Advancing Texas* APs.

Work on this LTO focuses on the processes for transferring dual credit from high schools to postsecondary institutions. Dual credit enrollment has risen significantly since record keeping began in 1999, dipping slightly in 2010 before rising to highs of 94,550 in 2011 and 99,452 in 2012 (6.4% and 6.8%, respectively, of total fall enrollments).

TEA and THECB continue to work together on all aspects of the infrastructure for transferring academic and technical dual credit courses from high schools to community colleges and four-year institutions.

Related research and publications include:

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

- ▶ *Dual Credit Report* was published by THECB in March 2012. This report fulfills the requirements of Rider 33, HB 1 (82<sup>nd</sup> Legislature).
- ▶ *Study of Early Assessment and Early Intervention Models*, prepared by Jobs for the Future, was published in November 2012. As noted in the previous AP report, it fulfills the requirements of HB 3468 (82<sup>nd</sup> Legislature).

Key actions include:

- ▶ TEA planned to fund a research study to assess utilizing dual credit as a substitute for EOC exams. As noted in the LTO report above, these were being phased in beginning with 2011–12 ninth-grade students, adding successive grades annually through 2014–15. With the phased implementation of EOCs, this study was most appropriately conducted on a schedule that coincided with implementation of EOCs for grades 11 and 12, scheduled to begin in 2013. However, action taken during the 83<sup>rd</sup> Legislative Session reduced the number of EOCs required for graduation from 15 to five, resulting in the likelihood that most students will take all but one EOC prior to grade 11. TEA is currently assessing the impact of legislative changes.
- ▶ Beginning fall 2011, THECB data systems allowed the tracking of students from dual credit into college-level courses with associated course grades included. This change provides greater opportunities to evaluate the preparedness level of students who take courses as dual credit versus as a traditional college course, as well as the success that each group has in successive college courses. Data analysis will be limited to the number of cohorts included in the system, beginning with the FY 2012 cohort.

TEA implemented the Texas Student Data System as an alternative system. Early adopters began using the new system in the 2013–14 school year. The system will be rolled out to the remaining Local Educational Agencies in Texas in three phases, ending in 2016–17.

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

Based on the semester credit hours (SCH) generated by community colleges from academic courses in the *ACGM*, learning outcomes have been developed for over 6.4 million of the almost 10.4 SCH from the FY 2012 academic year. This represents 62% of the total SCH taken by students in academic disciplines.

- ▶ TEA continues to deploy ECHSs. As noted in the LTO report above, there are currently 65, including six T-STEM academies. The agency has implemented an annual application process for schools seeking initial or renewed ECHS designation.
- ▶ TEA also continues to work with public high schools to meet the Texas Education Code §28.009 mandate to offer all students at least 12 hours of college credit. School districts have local authority over which methods to use, with options including dual credit, advanced placement, international baccalaureate, and advanced technical credit courses, as well as locally articulated courses. HB 5 (83<sup>rd</sup> Legislature) provides options for a performance acknowledgement on a student's diploma and transcript, including outstanding performance in a dual credit course.

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

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

Career information and awareness may assist with the transition to further education or the workforce. This LTO focuses on increasing awareness of CTE as preparation for both. CTE options are increasingly important, as over the next 20 years many high-skill, high-wage jobs critical to Texas' economy will require some postsecondary education, but less than a four-year degree.

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

To accomplish the AP's objective, the Council researched, identified, and validated best practices for providing information to improve understanding of educational pathways to careers. The Council published *Research Findings: Raising Awareness of Career Technical Education in Texas Schools* (September 2010) and in 2011 convened a workgroup to develop a model based on findings in the report. The resulting guide details the model developed using the Council's best practices research.

Released in June, *Career Awareness Model: A Guide to a Sequential, Cohort-Based Approach* includes:

- ▶ an introduction stating the importance of understanding the career options available to students after high school and college and the educational requirements of these options,
- ▶ a short description of how the model was designed by a stakeholder team using the results from the Council's research study, and
- ▶ a detailed description of program components and implementation standards.

**KPA: Customer Outcomes**

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

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

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

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

For several years, DARS has been involved in successful, innovative models that have created and facilitated partnerships between business/industry and rehabilitation providers. To build on and replicate these models, a competitive request for proposals was issued, and in 2010, contracts were issued to 10 providers in multiple industries and with various job opportunities.

DARS also utilizes an embedded training model when working with medium and large businesses in a variety of industries. DARS developed a template for fee-based embedded training and accompanying policies that went into effect on August 1, 2012. The cost reimbursement contracts were completed and replaced with ongoing, fee-based arrangements with community rehabilitation providers and businesses.

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

As of the end of FY 2013, DARS-Division for Rehabilitation Services (DRS) had 385 fee-for-service contracts for vendors providing employment-related services to consumers at over 530 locations statewide. Contract managers may conduct a renewal or re-contracting assessment to evaluate performance, compliance with the terms of the contract, and whether the goods or services provided are still needed. Renewal decisions are generally based on an evaluation of accomplishment or progress toward measurable goals; ability to provide services; service delivery methods; ease of consumer access to services; continuity of service delivery; quality of services; the number of consumers involved; the availability of other providers of comparable goods and services; and changes in state or federal laws, rules, and regulations. No substantive changes are anticipated for FY 2014.

In 2012, the Texas Council for Development Disabilities (TCDD) awarded DARS-DRS a five-year, \$1.25 million grant. Project HIRE partners include South Texas College (STC), the University of Texas Pan American, Access Granted Technology Services, Communication Access Ability Group of South Texas, the local workforce board, DARS Division for Blind Services (DBS), and a

12-member Project Advisory Committee from the local disability, business, and education communities.

The TCDD grant will assist 50 individuals with developmental disabilities in Hidalgo County who are 18 to 35 years old to attend STC with the intent of obtaining a continuing education certificate, vocational certificate or degree, and ultimately, finding employment. The agency is supplementing its vocational rehabilitation program with wraparound services that the program does not currently provide. This includes one-on-one assistance such as educational coaches, individual and family support, and both college and employment readiness. The grant also supports work with local businesses to mentor and support the students, including opportunities for job shadowing and on-the-job-training. In FY 2013, 12 individuals participated in the Project HIRE program and eight are continuing their participation in FY 2014. For FY 2014, 15 additional individuals participated in the Project HIRE summer training program and started classes in late August.

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

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

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

In 2009, TVC launched a new statewide initiative by hiring a dedicated business outreach coordinator to work more closely with employers, TWC, and local workforce boards to leverage more training and placement services for veterans. TVC expanded this successful initiative, and veterans business representatives (VBR) are now strategically located in central Texas, the Dallas/Ft. Worth area, San Antonio, and Houston. At no cost, VBRs assist employers by providing personalized services and assessing employers' needs in order to match the skills, abilities, and experiences of veteran job candidates.

Senate Bill (SB) 1796 (82<sup>nd</sup> Legislature) established the Texas Coordinating Council for Veterans Services (TCCVS) to coordinate activities of state agencies that assist veterans, coordinate outreach efforts, and facilitate relationships among state, federal, and local agencies to identify and address issues affecting veterans. Chaired by TVC, the group drafted a strategic plan that outlines specific issues related to service provision for Texas' veterans. TCCVS' initial report to the Legislature, submitted October 1, 2012, included recommendations in six areas including employment and higher education. SB 1892 (83<sup>rd</sup> Legislature) expanded the group's membership and simplified workgroup structure to allow more flexibility.

The Veteran Entrepreneur Program was formally created by SB 1476 (83<sup>rd</sup> Legislature). Based on a pilot project launched in April 2012, the program fosters and promotes veteran business ownership and entrepreneurship throughout Texas. During the pilot period, over 1,000 veterans received information on how to

start or grow a business and 10 veteran-owned businesses were launched. This year, TVC program staff is expected to expand from one to a total of three individuals.

Since June, TVC and TWC have partnered on the State of Texas Soldier Employment Initiative. Funded by the U.S. Department of Labor (DOL), the initiative is part of a \$750,000 pilot project to help returning U.S. Army veterans find employment prior to separating from the service, particularly in growth industries such as the medical, energy, and technology fields. Texas was one of four states chosen for the project due to the high population of Army veterans and its history of collaboration with DOL and the Army to improve veterans' employment access. Initiative representatives, all veterans themselves, are located in four local workforce areas that provide services to communities near Fort Hood in Killeen, Fort Bliss in El Paso, Camp Mabry in Austin, and Ellington Air Field in Houston.

Other ongoing actions include:

- ▶ *REALifelines (RLL)* – Working with the U.S. Department of Defense and the Veterans Administration, TVC provided individualized job training, counseling, and reemployment services to assist severely injured veterans in returning to civilian life. RLL counselors were located at Brooke Army Medical Center, Fort Bliss, and Fort Hood. In December 2012, TVC was notified that the program would no longer be funded as a special initiative. The agency was able to retain the RLL counselors as disabled veterans outreach program specialists and plans to reapply for special initiative funding to reestablish the RLL program.
- ▶ *Transition Assistance Program (TAP)* – TVC previously coordinated with DOL to facilitate TAP seminars to provide job search and related services to military personnel within 180 days of separation or retirement. The number of seminars and participants increased with the military drawdown and enactment of the VOW to Hire Heroes Act of 2011, which made TAP participation mandatory for most service members. Since January, the program has been administered nationally; however, TVC continues to assist at some Texas sites.
- ▶ *Local Services* – Veterans Employment Representatives are located at local workforce board offices in over 75 cities. They offer one-on-one assistance to veterans, focusing on recently separated veterans, and also establish and facilitate contact with employers. TVC continues to work with veteran-specific hiring events, such as with JPMorgan Chase and the 100,000 Jobs Mission. Prior to the April event, TVC staff provided a series of workshops for veterans transitioning to the civilian workforce and later followed up with employers and veterans.
- ▶ *Employer Recognition* – TVC continues to look for ways to recognize employers that are committed to hiring veterans. An *Employer Spotlight* section has been added to its website and is updated quarterly. In addition, Employers of the Year are

honored annually. The 2012 award categories included: national, large, medium, small, disabled veteran, extra mile, local workforce board, and local workforce center.

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

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

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

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

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

A work group was formed in September 2010 to design and develop a pilot model to be executed through CTCs and local boards. The group, assisting with this LTO and one focused on workplace literacy, included representatives from TEA, TWC, THECB, CTCs, local boards, adult education providers, and Council staff.

To address the lack of available funding for pilot projects, THECB supported the effort under Riders 45 and 56, SB 1 (81<sup>st</sup> Legislature). THECB was added as a participant in conjunction with the *2012 Update to Advancing Texas*. A request for applications was issued and later revised and reissued to allow the projects to be more flexible yet still focus on intended outcomes for integrated basic education and skills training.

Pilot implementation began in fall 2011 at Alamo Community College District, Amarillo Community College, El Centro College, Hill College, South Texas College, Tyler Junior College, and Wharton County Junior College. A previously funded program at El Paso Community College was also monitored as a pilot. THECB staff conducted regular meetings and telephone conferences with program coordinators to identify issues, provide technical assistance, and make applicable process modifications.

Seven colleges involved in the pilot effort plan to continue their programs and to collect data on students enrolling in late spring and summer 2013 and completing in three, six, nine, or 12 months. These colleges are using THECB grant funds or their own institutional funds to continue with data collection.

Performance reporting for the projects began last year, with data published in the **Less Formal Measures** section. An evaluation of the pilot programs is being conducted by Texas State University, with the final report expected this fall. Information on barriers encountered and lessons learned has been gathered and will be taken into consideration for future projects.

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

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

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

A nationally recognized career awareness curriculum, previously offered by some Texas sites with successful results, was selected for the pilot projects. The career exploration awareness component focused on workplace literacy skills designed to facilitate a smooth transition from adult education to workforce training.

In late 2010, TWC completed an assessment that identified the Alamo, Capital Area, and Gulf Coast local workforce boards as pilot program candidates based on their strong relationships with adult education providers. The work group described in the previous LTO report designed a model of program outreach and delivery that fit within existing adult education funding, program offerings, and initiatives, and that could be offered concurrently with adult education levels 4 through 6 as defined by the National Reporting System.

TEA committed \$400,000 in Adult Education State Leadership funds for the pilots, which were negotiated with multiple adult education providers in the three regions. Launched in July 2011, the pilots were extended for an additional year and ran through June 2013.

Local workforce literacy resource teams assisted with service delivery design, as well as identification of partner roles and responsibilities, and obstacles to success. The teams continued to meet quarterly and work was ongoing to develop tracking mechanisms to assist with linkages between adult education and workforce partners. The intent was to enable tracking of additional training and support services (e.g., transportation, uniform purchase) provided through the workforce centers.

To increase enrollment, adult education programs recruited from existing classes and accepted students below levels 4 through 6. Transition counselors/coordinators were hired to assist learners in making wise choices and successful transitions to postsecondary education, training, and employment.

Performance reporting for the projects began last year, with available data published in the **Less Formal Measures** section. Other data for the two-year pilot period include:

- ▶ Fast-track GED instruction integrated with career readiness was offered by adult education providers, with services available at 36 sites in 103 classes.
- ▶ Services were provided to 969 students, with 302 obtaining their GED.
- ▶ The average hours of instruction over a six-to-eight week period was 69.02, and 267 participants received extended class time via distance learning.

In August, Texas LEARNS completed a toolkit containing deliverables developed by the participating programs. The pilot initiative will be evaluated to determine strengths and weaknesses, and to make recommendations for change.

SB 307 (83<sup>rd</sup> Legislature) mandated transfer of adult education and literacy programs from TEA to TWC. The program was transitioned on September 1.

### **KPA: Programs, Products, and Services**

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

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

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

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

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

The tasks outlined for this LTO are dependent on delivery of the new biennial supply-demand report required under another LTO. In 2011, TWC and THECB proposed a modified approach for the supply-demand analysis that centered around development of a

web-based system to allow customers such as CTCs to access their own local data and produce customized reports.

To support use of the online system, this year TWC completed user scenarios that pose hypothetical education or workforce planning issues, including several with applicability for higher education users. Letters introducing these products were sent to all CTC presidents and to each school's Skills Development Fund program contact. It is anticipated these new tools will be a key reference for determining how closely aligned CTC programs are to local workforce needs and identifying gaps that require colleges to adjust program offerings.

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

When developing new, or expanding existing, programs for emerging high-skill occupations, CTCs consider program delivery methodologies and structures in an effort to increase both effectiveness and cost efficiency. Such efforts are ongoing, and include work accomplished by South Texas College, Southwest Texas Junior College, and the Texas State Technical Colleges.

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

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

Under the Council's leadership, this LTO requires expansion of the earn-while-you-learn model to address employer demand for skilled workers. The Council Chair assigned the Executive Committee the responsibility of overseeing implementation and reporting to the full Council. A project leadership team, including members from system partners THECB, TVC, and TWC, was created in 2010 and charged with identifying and recommending potential projects. The team reviewed projects in the following target industries: allied healthcare, health information technology, energy, aviation, and logistics and distribution.

The team then recommended, and the Executive Committee approved, six projects. Three had activity this year, and the final evaluation report was released for a fourth that ended last year.

- ▶ *Pilots – defined as a partnership formed to develop a registered apprenticeship program in an occupational area that has not traditionally used apprenticeship as a means to train its workforce:*
  - Community Health Worker – Coastal Area Health Education Center

- Health Information Technology – Dallas-Fort Worth Hospital Council Education and Research Foundation
- ▶ *Demonstrations – defined as a partnership formed to adapt an existing registered apprenticeship program to meet emerging industry demand:*
  - Comprehensive-National Electrician Solar Training – Austin Electrical Joint Apprenticeship Training Committee, ImagineSolar, and the Workforce Solutions – Capital Area local board [grant ended in July 2012; final report released in March 2013]
  - Distance Learning, Pre-Apprenticeship, and Outreach to Underserved Populations – Independent Electrical Contractors of Texas

The Council worked with DOL and pilot project staff to develop action plans with major tasks and timelines for development and implementation of the new programs. The leadership team continued to provide support and technical assistance, help identify funding and other resources, and monitor progress through quarterly written and verbal reports. In March 2012, the team and Executive Committee met in a joint session and heard updates from all projects, and regular reports were provided via conference call through August 2013.

Challenges were encountered as the projects began during the recession and implementation continued during the economic recovery. However, many lessons were learned, including the awareness and willingness to adapt in response to changing needs, both of employers and of current and potential participants. Work is under way on the Council's final report, which will include documentation of promising practices.

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

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

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

The *Texas Index 2013*, the eighth release of this research report, will provide trend data for 38 indicators across four domains or categories: Training and Education, Research and Development, Market Composition and Characteristics, and Participant Access and Contribution. Data in the four domains are based on the value proposition that skilled and educated people create innovations that result in commercialized products and services. These products are sold in the marketplace, generating economic activity that builds wealth for the state, and subsequently increases the standard of living for Texans.

The report will include a 10-year data trend line from 2003–2012 for most indicators. This is the second edition with a full decade of trend data. In a few cases, 10 consecutive years of data are not available for a variety of reasons, e.g., non-assessment year for testing; methodology change; or preferred source has fewer, more recent years of data available.

Based on preliminary data verification and analysis, the *Index* shows little continued effects of the recession. Texas fared better than most other large states in the area of market composition, with a higher labor force participation rate and lower unemployment rate than California, New York, and Florida. In addition, Texas leads the other large states in gross state product per capita and exports per capita.

The research and development indicators describe the state of the Texas economy in innovation areas such as patent counts, venture capital investment, and expenditures for research projects. Preliminary analysis showed improvement in all these areas.

The state is doing comparatively well, and continues to build assets for the future. The unemployment rate remained more than one percent lower than the U.S. rate and continues to improve. Texas proficiently attracts business and creates jobs, exports more total value of goods than any other state, and had the third-most business establishment start-ups in the nation. The state also performed well in indicators that directly reflect the prosperity of Texans such as per capita income, median household income, and homeownership rate.

Data also revealed that training and education indicators are improving. Math and science test results from the 2011 National Assessment of Educational Progress show that Texas eighth-grade students' scores were higher than the other large states.

The state is enrolling and graduating a higher percentage of students with bachelor's degrees in science and engineering, as well as a higher number of science and engineering graduate students. Texas is producing a greater number of associate's degrees as a percentage of the population 18 to 24 years of age, while bachelor's degrees for this group are relatively unchanged.

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

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

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

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

and objectives that are consistent with statewide goals, objectives, and performance standards.

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

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

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

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

TWC and Council staff conducted a joint plan review process, and the 28 board plans were approved by TWC Commissioners at the May 21, 2013 docket. The Council endorsed all 28 plans at its quarterly meeting on June 7, 2013, and the Governor approved them later that month. Additional information, including highlights and board-specific examples of alignment, is presented in the **Local Workforce Board Alignment** section.

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

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

*... assessing employer needs and satisfaction ...*

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

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

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

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

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

- ▶ *Texas Juvenile Justice Department [formerly TYC]* – In prior years, TYC administered an annual survey during the state assessment process for Prison Industry Enhancement programs, a process instituted under the previous system strategic plan. No data have been collected since 2010 as there were no programs in operation.

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

With all major tasks completed, the project was closed in 2012. The agency plans to conduct employer satisfaction surveys when budget and staff are available.

★ ★ ★

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

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

- ▶ DARS' divisions continue to work on two employer-related projects. An online survey was developed to collect employer feedback upon service completion and/or after successful job placements. DBS and DRS use the data to assess employer satisfaction and to identify opportunities for program and service improvements.

In 2011, DARS' Business Relations Unit launched and successfully completed five "SWAT immersions" with field units. The sessions assist units with business relations strategy development and implementation, and utilizing key data on businesses, labor demands, job ready consumers, and market trends. During FY 2012, 10 immersions were completed within the field offices, helping them to establish local business contacts.

Eleven SWATs were conducted in FY 2013 and more will be scheduled during FY 2014 in response to identified business needs and opportunities. Business Relations Unit staff members continue their outreach through statewide initiatives with large employers and in support of embedded vocational skills training for DRS consumer groups. For FY 2013, embedded vocational skills training opportunities were in place or in planning in approximately 50 sites.

DARS is also implementing a customized cloud-based site. DARSforce is a data system for business relations and a mechanism to create a link between job-ready consumers and employers. Businesses will be able to view consumers' employment history, skills, and educational levels. DARSforce is not a matching website, but rather a tool to facilitate positive employment practices. In FY 2013, DRS continued DARSforce training and increased the number of staff able to access and use the portal to support and extend the usefulness of the system for employers, consumers, and field staff. DARS continues to use SurveyMonkey® to conduct the

employer satisfaction survey, which has been available through the DARSforce employer portal since June.

Last year, DARS reported the receipt of a grant from the University of Massachusetts to work on strategic planning related to vocational rehabilitation processes and services. This project is also assisting with ongoing work efforts related to the implementation of the cloud-based site. DRS staff reviewed existing policies and procedures to assess opportunities for change and to identify the need for additional structure necessary to evolve DRS operations. Workgroups, composed of DRS and other DARS staff and external partners in some cases, were established to target and address core business areas.

- ▶ TVC – In late 2009, TVC launched a statewide initiative focused on placing veterans into employment by hiring a dedicated business outreach coordinator. The successful effort was expanded, with four business representatives now strategically located across the state. The coordinators work to establish partnerships with regional employers and to market TVC employment services. TVC has developed a tracking matrix, and strategic plans have been developed for each region based on employer needs and available skill sets. The agency is evaluating a data system designed to track newly registered employers, support survey efforts, and track hiring trends.

The agency uses a web-based survey to evaluate employer satisfaction, following up by telephone as needed. In addition, staff reviews data from monthly performance reports provided by TWC and conducts annual trend analyses in order to evaluate service delivery models and make adjustments where appropriate. This year, the trend analysis was used to assess 2014 staffing needs and to update the Jobs for Veterans State Grant modification that was submitted to DOL's Veterans' Employment and Training Service (DOLVETS) for approval. Data were also used in preparing for career fairs such as the JPMorgan Chase 100,000 Hiring Mission and Society for Human Resource Management events.

Data review and analysis also facilitate communication of best practices to state, regional, and local staff, and to other stakeholders. Best practices have been incorporated in TVC's annual training curriculum and are communicated statewide, along with success stories, to all regional managers and to DOLVETS. This year, Veterans Employment Services field staff was also surveyed. Based on data analysis, a Disabled Veterans Outreach Program focus group was convened and several changes were implemented to improve effectiveness and efficiency.

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

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

Since 2012, Windham has conducted the survey using several methods, including: in conjunction with TDCJ's Parole Division in Dallas, Houston, and San Antonio metro areas; distributing at job fairs, workforce centers, and to various stakeholders; and through direct employer contacts. Annual surveys will continue, with data reviewed to determine employer satisfaction and for use in program planning and management initiatives.

Windham continues to gather information on targeted and high-demand occupations, emerging trends, and nontraditional careers identified by the 28 local boards and industry stakeholders. This year, the CTE department and instructors in the construction industry met with stakeholders to discuss career opportunities for ex-offenders and toured job sites to keep abreast of new industry trends. Plans are being made to include instructors from other areas next year.

Employer survey data are also used to assess satisfaction with the job knowledge and skills of program participants. Survey data and data collected from local board and industry representatives are used to evaluate training programs for alignment with current employer demand and suitability for ex-offenders. Based on the review, program modifications may be made. For example, to address the current demand in the auto industry, the auto and diesel mechanics programs were expanded and the emphasis of some small engine programs was redirected to include motorcycle/ATV repair. Windham also plans to offer electrical trades for female offenders and to consider other nontraditional programs.

## Featured Action Plan: CTE – Increasing Student Completion

### Background

Career technical education (CTE) provides valuable skills training and may lessen the risk of students dropping out of high school. CTE programs enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Under the leadership of the Texas Education Agency (TEA), one *Advancing Texas* long term objective (LTO) focuses on college and career readiness, with the intent of increasing the availability of both academic and rigorous CTE courses to support students through a range of choices, including two- and four-year degrees, apprenticeship, and the military. Several of the tasks for this objective were affected by passage of House Bill (HB) 5 (83<sup>rd</sup> Legislature) which requires changes to public school accountability, including assessment and graduation requirements. The bill allows the education commissioner to join a multi-state consortium for developing CTE courses in high-demand career areas and allows school districts to develop CTE courses or career training programs. TEA, in collaboration with the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC), is required to evaluate the changes to curriculum requirements mandated by the bill.

CTE, and secondary education programs in general, are being modified to address the requirements of HB 5 and other bills enacted by the 83<sup>rd</sup> Legislature, including:

- ▶ Senate Bill (SB) 1142 requires TEA to create a charter high school pilot program for adults to offer CTE courses that can lead to industry certification. Starting in 2016, TEA must provide a biannual report to the Governor and the Legislature evaluating schools granted a charter under the program.
- ▶ HB 809 requires TWC to provide TEA with labor market data so that TEA can provide the information to school districts for CTE program planning.
- ▶ HB 842 requires high schools to allow CTE students to earn certificates or associate's degrees.
- ▶ HB 2201 requires the State Board of Education to increase the number of CTE courses that fulfill the math credits required for high school graduation.

Developed to support the Council's work on CTE in Texas, *Career Technical Education and Outcomes in*

2010–2011	All Students	Students with Two or More CTE Classes
Graduation Rate	85.90%	95.91%
Dropout Rate	2.4%	1.2%
Transition to Higher Education Rate		67.23%
TAKS Math	90%	96%
TAKS Reading	94%	97%

Source: Texas Workforce Investment Council, *Career and Technical Education and Outcomes in Texas High Schools: A Monograph* (April 2013). [TAKS – Texas Assessment of Knowledge and Skills]



Learning that works for Texas  
**CTE™**

- ★ *CTE works for higher graduation rates* – The average high school **graduation rate** for students concentrating in **CTE programs is 90.18%** compared to a national graduation rate of 74.9%.
- ★ *CTE works for America's jobs of tomorrow* – Experts project **47 million job openings** in the decade ending 2018 ... nearly all will require real-world skills that can be mastered through CTE.
- ★ *CTE works to reduce high school dropout rates* – High-risk students are **8 to 10 times less likely to drop out** in the 11<sup>th</sup> or 12<sup>th</sup> grade if they are enrolled in a CTE program compared to general education.
- ★ *CTE works for postsecondary placement* – **70%** of students concentrating in CTE areas **stayed in postsecondary education or transferred to a four-year degree program** ... compared to an overall average state target of 58%.

- National Association of State Directors of Career Technical Education Consortium  
(www.careertech.org)

*Texas High Schools: A Monograph* (April 2013) provides basic information about CTE, including relevant legislation and funding and a brief history of CTE. State and federal data, presented at left, are included to highlight the improved academic outcomes associated with secondary CTE programs.

The LTO update presented earlier in this section provides an overview of major tasks completed to-date and those under way by TEA and partners.

This feature provides additional information on two key initiatives, dual credit transfer and early college high schools (ECHS).

**Dual Credit**

In 2006, the Texas Legislature enacted legislation that requires school districts to offer a program that allows students to earn at least 12 hours of college credit, with dual credit courses being one delivery option. TEA is collaborating with the THECB on all aspects of the policies, processes, and procedures for transferring academic and technical dual credit courses from high schools to postsecondary institutions.

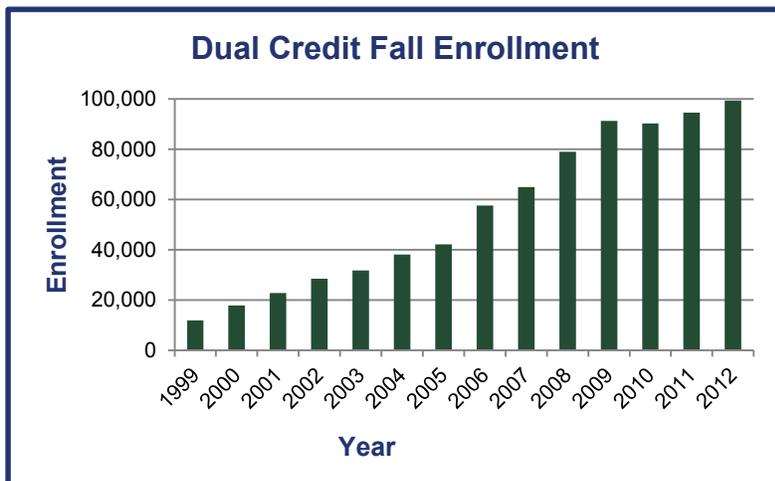
The efforts being undertaken by TEA and THECB are critical, as evidenced by data showing that public high school graduates who participated in dual credit while in high school enroll in higher education at a slightly higher rate than the full population of high school graduates. According to a 2012 Jobs for the Future report<sup>15</sup>, high school students who completed a college course before graduation, defined as dual enrollees, were nearly 50% more likely to earn a college degree from a Texas college within six years than students that did not participate in dual enrollment. Overall, students who completed college courses through dual enrollment were significantly more likely to attend and persist in college and to complete an associate’s degree or higher within six years.

**Positive Outcomes of Dual Credit**

- ★ Increases the likelihood that a student will complete high school and enroll and persist in college.
- ★ Decreases cost of tuition and fees for students by accelerating time to degree.
- ★ Accelerated degree time may free up facility space and faculty for additional enrollments.
- ★ Advances new graduate workforce entry and earned income, benefiting themselves and the economy.
- ★ Contributes to the goals of *Closing the Gaps* through greater participation and increased success.

Source: THECB, *Overview: Dual Credit* (2013).

THECB defines dual credit as a process by which a high school junior or senior enrolls in a course and receives simultaneous academic credit from both the college and the high school. Dual credit courses are often taught at secondary schools for high school students only; however, high school students can also take courses at a college campus to earn both high school and college credits.



Source: THECB, *Dual Credit and Total Enrollments, Fall Semesters*.

As shown in the chart at left, dual credit enrollment has risen significantly since record keeping began in 1999, dipping slightly in 2010 before rising to highs of 94,550 in 2011 and 99,452 in 2012 (6.4% and 6.8%, respectively, of total fall enrollments).

Of note, *Study of Early Assessment and Early Intervention Models*, prepared by Jobs for the Future, was published in November 2012. It fulfills the requirements of HB 3468 (82<sup>nd</sup> Legislature) which required TEA, in consultation with THECB, to conduct a study of best practices and existing programs

that offer early assessments of high school students to determine college readiness, identify any deficiencies in college readiness, and provide intervention to address any deficiencies before high school graduation.

<sup>15</sup> Jobs for the Future, *Taking College Courses in High School: A Strategy for College Readiness – The College Outcomes of Dual Enrollment in Texas* (October 2012).

## Early College High Schools

TEA continues to develop and deploy ECHS programs. The ECHS initiative is one component of the former Texas High School Project, a public-private partnership created in 2003 to ensure all Texas high school students have the opportunity to achieve their highest educational potential and enhance the state's future competitiveness. These innovative high schools are located on or in close proximity to a college campus to allow students in historically underrepresented college-going populations the opportunity to earn a high school diploma and an associate's degree or up to 60 hours of college credit over four years.

*"Early college high schools are improving student outcomes in Texas ... youth who are underrepresented in college, including Hispanic youth, economically disadvantaged students, and first-generation college goers ... an essential part of Texas' strategy to develop a young workforce that can compete in a global, knowledge-based economy."*

- *Making the Grade: Texas Early College High Schools Prepare Students for College, Jobs for the Future (March 2011)*

TEA has implemented an annual application process for schools seeking initial or renewed ECHS designation. Eleven new ECHSs were designated in

fiscal year 2013 and as of August 2013, there were 65, including six Texas Science, Technology, Engineering, and Math (T-STEM) academies. Examples of schools and initiatives include:

- ▶ **Roscoe Collegiate High School (RCHS)** – RCHS evolved as the result of a collaborative partnership between Roscoe Independent School District (ISD), Texas State Technical College (TSTC)-Sweetwater, and Western Texas College (WTC). RCHS' mission, through partnerships with TSTC-Sweetwater and WTC, is to provide each student with an accelerated, rigorous, and blended education leading to an associate's degree, or up to 60 hours of college credit upon graduation. Emphasis is placed on providing personalized and supportive instruction and problem-based learning to enable students to meet the high academic standards of state assessments, college entrance exams, and the requirements of college curriculum.

RCHS is unique in that it serves grades 7 to 12 in a rural community with a majority Hispanic and economically disadvantaged student population. It is one of a few Texas schools piloting the Advancement Via Individual Determination (AVID) college readiness program for all students in grades 7 to 12. AVID is designed to increase learning and performance by accelerating student learning, using research-based instructional methods, providing meaningful and motivational professional learning, and acting as a catalyst for systemic reform and change. One of three AVID programs in the Region 14 Education Service Centers' area, RCHS is currently outperforming other local schools with similar demographics on state standardized tests, college readiness, graduation rates, number of students enrolled in dual credit courses, incorporation of instructional technology, and in developing partnerships with local colleges.<sup>16</sup>

The school is in one of 23 Texas school districts selected by the commissioner of education in September 2012 as a member of the Texas High Performance Schools Consortium. Mandated by SB 1557 (82<sup>nd</sup> Legislature), the consortium is charged with improving student learning in the state of Texas by developing a system that has high-priority learning standards, includes the use of multiple assessments with accountability at the local level, and integrates the use of technology into student learning.

### ***ECHS by the Numbers***

- ★ 65 schools have ECHS designation from TEA, including six T-STEM academies.
- ★ 22,000 students served (fall 2013).
- ★ 1,700 students graduated from 26 ECHSs in May 2012.
- ★ Almost 700 of the 1,700 graduates earned an associate's degree and their high school diploma at the same time.

Source: TEA (September 2013).

<sup>16</sup> [http://roscoe.region14.net/webs/risd/early\\_college\\_high\\_school.htm](http://roscoe.region14.net/webs/risd/early_college_high_school.htm) (September 2013).

- ▶ *Valle Verde ECHS* – Valle Verde is the first ECHS in El Paso's Ysleta ISD. One of six ECHSs partnering with El Paso Community College (EPCC), the school provides students the opportunity to graduate from high school while earning an associate's degree. Based on current accountability rankings, Valle Verde recently earned all three distinction designations: top 25% student progress, academic achievement in reading/English language arts, and academic achievement in mathematics.

In 2013, the University of Texas at Austin's Institute for Public School Initiatives showcased the school for its innovative use of technology. Valle Verde implemented a 1-to-1 iPad initiative, with iPads secured for each student as a tool for increasing rigor and developing college and career readiness.

Also this year, the Institute identified Valle Verde as an Exemplar High School campus. Exemplar campuses are those that are effectively implementing an intervention model and/or accelerating instruction for struggling students, resulting in increased student achievement. Once identified, Exemplar campuses serve as models to other schools, with instructive modeling tools such as videos, schedules, and data analysis tools featured on TEA's Project Share website and at conferences.

★ ★ ★

In September, the U.S. education secretary visited Transmountain ECHS, another EPCC partner school, as part of a national campaign to highlight the need for all students to benefit from high-quality educational opportunities. With worker and skill shortages projected across the state, continued expansion of ECHS, dual credit, and other CTE-related initiatives should help meet the education and training needs of future workers.

*"... as more of these adults raise expectations, the more kids will rise to them ... making very efficient use of their time and money through the early college high school format."*

- U.S. Education Secretary Arne Duncan,  
*El Paso Times* (September 11, 2013)

## ADULT EDUCATION AND LITERACY

### Mandate and Background

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

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

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

- ▶ One LTO targets English language learners, individuals who may have a high school diploma or degree in their native country, but for whom English is not their first language.
- ▶ The other LTO focuses on individuals with low literacy skills who can be assisted through targeted literacy programs to gain or maintain employment.

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

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

In 2012, the Council published a comprehensive research report regarding adult education and literacy providers in Texas, *Results of the 2012 Research and Survey of Adult Education Providers in Texas (Research and Survey)*. This research project addressed an observation first presented in the second companion paper to the *Primer* stating that much is still unknown about who is providing adult education, to what degree, and to what outcomes. *Research and Survey* focuses on the development of a

comprehensive list of adult education/literacy providers in Texas by combining the registries maintained by numerous literacy coalitions, the development of the adult education provider survey by a task group, the administration of the survey with the support of the literacy coalitions and councils that maintained the provider directories, the estimation of the delivery of programs to address the statewide need for adult education, and the estimation of demand for services.

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

## Key Outcomes

In FY 2013, the Council supported the implementation of the two adult education LTOs in *Advancing Texas* and the work of the Texas Interagency Literacy Council through several activities:

- ▶ *Development of Evaluation Plans for the Adult Basic Education Pilots* – Steps were taken to conduct a program evaluation of the Adult Basic Education (ABE) and English Language Learner and ABE and Workplace Literacy pilot programs under the two *Advancing Texas* LTOs. A logic model detailing how the programs produce their intended results was created for each of the pilots. The logic models illustrate all components of the programs, how they are interrelated, and how the components are aligned. Research questions and evaluation plans were also developed. The evaluation plan is a detailed document noting how the research will be implemented to answer the research questions. The program evaluation has been postponed since necessary data illustrating student outcomes such as further education, retention of employment, and wage growth will not be available until 2014.
- ▶ *Supporting the Interagency Literacy Council Report* – The adult education research conducted by the Council assisted the Texas Interagency Literacy Council in completing its report on adult education in Texas required by HB 4328 (81<sup>st</sup> Legislature). On November 1, 2012, the Literacy Council published its report and cited the Council's various adult education studies as an authoritative source of data and information.
- ▶ *National Conference on Integrated Basic Skills Pathways* – In late April of 2013, Council staff participated in the National Conference on Integrated Basic Skills Pathways in Seattle. In addition to learning about different models of adult education, individuals from different agencies in Texas (THECB, TWC, Council) and several Texas community colleges were provided with an opportunity to discuss current initiatives, possible program modifications, and enhancements.
- ▶ *Texas Success Initiative (TSI)* – In 2013, the Council supported THECB and TWC's efforts in improving the academic preparedness of students enrolling in Texas higher education through the identification and differentiation of adult education and developmental education students. Eventually, the TSI assessment will be an online, computer-adaptive test that establishes scores that indicate if students are college ready, if they must complete developmental education classes, or if they must complete ABE classes. The implementation date is each institution's first day of classes for Academic Year 2013–2014.
- ▶ *Local Board Plan Review* – TGC §2308.304 requires local workforce boards to develop local plans with goals and objectives that are consistent with the statewide goals, objectives, and performance standards detailed in *Advancing Texas*. Both state and federal law require the Council to review local plans and recommend them to the Governor for approval. Following submission of a new state plan

for the Workforce Investment Act in fall 2012, local boards were required to develop new strategic plans for their local workforce areas.

In spring 2013, TWC and the Council conducted a joint review process. TWC reviewed local plans for compliance with planning guidelines and requirements. Council staff reviewed plans for alignment with the current state strategic plan, *Advancing Texas*. Boards were asked to describe plan strategies and related performance measures/targets, if applicable, designed to meet the needs and facilitate workforce entry of Texans with low literacy or poor English language proficiency. Twenty-one boards (75%) cited referrals to service providers such as adult literacy councils, nonprofit organizations, and community colleges, as a primary service delivery strategy. Sixteen boards (57%) provided information on language-related services including bilingual staff and information that has been translated into one or more languages such as outreach and advertising materials, signs, forms, websites, and assessment and testing materials.

Following review and evaluation, the Council endorsed and the Governor subsequently approved all 28 local workforce development board plans in June 2013.

- ▶ *Development of Adult Education Interactive Maps* – Interactive maps illustrating the number of individuals who qualify for adult education services in each local workforce area were developed to assist in program planning and improvement efforts by local boards, state agencies, community and technical colleges, policy analysts, and other workforce system stakeholders. One map illustrates the population in 2010 and a second map illustrates the projected population in 2040. A link on the webpage can be clicked to launch an interactive graphic for the specific map. A local workforce area can be selected to launch a downloadable Excel spreadsheet that contains general demographics for the area, as well as data specific to the population that qualifies for adult education services.

## Next Steps

The Council, its member agencies, and the Texas Interagency Literacy Council all have unique contributions to make as partners in the development and implementation of joint initiatives, the sharing of resources, and the development of strategies to promote collaboration. The Council will continue to monitor and report on adult education-related activities of partner agencies. Additionally, the Council will continue to work with the Literacy Council to assist it in fulfilling its mandated duties, including identifying the barriers to improving literacy and the evidence-based best practices for improving literacy.

## Local Workforce Board Alignment with *Advancing Texas*

### Mandate and Background

The Texas Workforce Investment Council (Council) is charged in both state and federal law with recommending to the Governor approval of local workforce development board plan modifications as required under Title I of the Workforce Investment Act (WIA) of 1998, the Wagner-Peyser Act, and other applicable statutes. WIA, Section 118(a), requires that each board develop and submit to the Governor a comprehensive local plan consistent with the WIA State Plan. WIA, Section 111, states that the Council, as the designated State Workforce Investment Board, shall assist the Governor in review of board plans.

Texas Government Code §2308.101(a)(5) requires the Council to review local plans for workforce development and make recommendations to the Governor for approval. In addition, Chapter 2308.304(b)(4) specifies that local plans must include a strategic component that sets broad goals and objectives for local workforce programs, and that outcomes must be consistent with statewide goals, objectives, and performance standards. *Advancing Texas* established these statewide goals and objectives through fiscal year (FY) 2015. The plan contains 14 long term objectives (LTO) with associated action plans to guide implementation. Each of the 28 local boards must develop a local plan with goals and objectives that align with *Advancing Texas*.

In years when local plans or modifications are not required, the Texas Workforce Commission (TWC) works with Council staff to obtain local board information documenting alignment with the system strategic plan.

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

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

The new local board plans cover the five-year period FY 2013–2018. In September 2012, TWC initiated the planning process with the release of *Texas Workforce Development Board Planning Guidelines for Fiscal Years 2013-2018* [WD Letter 25-12, September 7, 2012; Change 1, December 19, 2012]. The guidelines provided instruction on the content to be included in the plan, including documentation of alignment with local goals and objectives and the relevant statewide goals and objectives in *Advancing Texas*. They also outlined the Council's request for information and data to demonstrate alignment. Prepared by Council staff, the request asked local boards to provide information on specific participant groups included in *Advancing Texas*, as well as work undertaken with other system partners:

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

TWC and Council staff conducted a joint review process for board plans and modifications. TWC reviewed plans for compliance with planning guidelines and requirements. Council staff reviewed each

plan for alignment with the current state strategic plan, *Advancing Texas*. Following review and evaluation, all 28 local plans were determined to meet the Council's requirements for demonstrating alignment with *Advancing Texas*. The 28 board plans were approved by TWC Commissioners at the May 21, 2013 docket. The Council endorsed all 28 plans at its quarterly meeting on June 7, 2013 and the Governor approved them later that month.

While all local plans documented alignment, there was significant variance across boards in the type of information included, ranging from an overview of ongoing program activities and support services, required memoranda of understanding (MOU) and partner relationships, and funding sources, to creative, collaborative efforts with partner organizations. In some instances, boards addressed efforts to improve service delivery, manage diminishing fiscal resources, and/or replicate or sustain activities that were previously grant-funded.

Highlights and board-specific examples of alignment are presented on the following pages. Information from local board plans may be verbatim or paraphrased.

### **Local Board Alignment Examples**

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

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

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

#### ***Veterans***

Local staffs work closely with Texas Veterans Commission (TVC) staff to provide priority service to veterans. Twenty-seven boards (96%) provided information on this partnership, often noting that staff members are co-located on a full- or part-time basis. The two groups coordinate on a broad spectrum of activities, such as outreach and advertising, referral to partner services, and individual and group assistance with job development and resume preparation. Coastal Bend noted that co-case management by TVC and workforce field staff facilitates seamless service provision to veterans and their families.

The boards coordinate with TVC and other partners on local and large-scale events such as job fairs (18 boards, 64%). In November 2012, all of the boards partnered with TVC, TWC, the Texas Medical Center, and over 1,400 employers on the statewide Hiring Red, White & You! event.

Boards also coordinate with military bases and facilities in their workforce area. For example, Permian Basin's workforce staff participates in activities at the Veterans Affairs Medical Center. Activities include pre-employment skills training for groups receiving services at the medical center.

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

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

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

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

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

Highlighted board-specific initiatives:

- ▶ *Capital Area* – Capital Area plans to establish a veteran recruitment campaign to assist Central Texas employers in recruiting skilled workers. In 2012, the board launched a Veterans Resource Center within its largest workforce center. The center is staffed by TVC, TWC, and volunteer veterans trained through the Red Cross of Central Texas.

Using IBM grant funds, the board will use developed marketing materials to conduct awareness about the variety of job search tools and services available to veterans, whether they are searching for a short-term job or a career path. Specific steps to be taken include:

- Educate program specialists and other job assistance staff on the O\*NET crosswalk to translate the Military Occupational Specialty code into the Standard Occupational Classification system. This will ensure that the skills of transitioning veterans can be properly evaluated and ease their transition into a job.
  - Provide employers with easily understandable information about federal and state programs, including TWC programs, which may assist them when they hire a veteran.
- ▶ *Central* – Fort Hood, the largest employer in Texas, is home to over 50,000 military personnel and their families. Veterans who retire or exit the military from Fort Hood often remain in the area or the state, and are recognized as a vital economic resource that must be recruited, retained, and employed.

A partnership was developed to support efforts to regularly administer a survey that captures insightful information about the skills and desired career fields of veterans separating from military service at Fort Hood. In place since July 2006, an MOU continues to support routine inventory of the intentions, educational levels, skills, employment desires, and suggestions of separating soldiers. Parties to the MOU include the board and its workforce centers, TVC, the Fort Hood Adjutant General/Army Career and Alumni Program, the Greater Killeen Chamber of Commerce, and the Heart of Texas Defense Alliance.

Data are collected via a voluntary 12-question survey administered during either the Transition Assistance Program workshop or installation final clearance through the Army Career and Alumni Program. Purposes for the collection and analysis of these data include: develop and retain the region's skilled and motivated military veteran workforce; foster innovation and entrepreneurship, retain existing businesses, and attract new business to the region; and align the efforts of the participating agencies to enhance options for current and potential residents.

- ▶ *Dallas* – Dallas recently partnered with the WorkPlace, AARP Foundation, Citi Community Development, and the Walmart Foundation to launch the Platform to Employment (P2E) program. Dallas is the first of 10 sites across the country that will replicate P2E in 2013. The program creates a pathway to employment for the long-term unemployed.

P2E, which began in southwestern Connecticut, will address the specific needs of unemployed workers over 50 and military veterans. The proven model demonstrates that the right job readiness programming combined with personal and family support services and financial counseling can return the long-term unemployed to the workforce. Tested in multiple cohorts, including participants from urban and suburban communities, P2E has placed more than 70% of program participants into work experience programs, with nearly 90% of these individuals moving to full-time employment.

With support from Citi Community Development, P2E participants will receive financial counseling and credit rebuilding assistance so they are better equipped to face the significant financial challenges many families confront during extended periods of unemployment. Financial counseling will be provided by YW Financial Empowerment. With additional support from the Walmart Foundation, P2E will provide services to veterans, with a deliberate focus on including women veterans returning to the civilian workforce in Dallas and subsequent replication sites.

- ▶ *Gulf Coast* – In November 2011, Gulf Coast was one of five workforce regions selected by Microsoft as a distribution partner for the Elevate America Veterans initiative. Microsoft provided each area with 1,000 vouchers that allow veterans to access free online training, test preparation, and Microsoft certification at either an intermediate or advanced level. Gulf Coast launched the offer quickly, producing flyers for use in career offices. TVC staff shared the same flyers with local veterans' service organizations across the region, including the City of Houston Office of Veterans Affairs, which distributed flyers at the Veterans Day Parade.

Veterans staff collected necessary training and certification information and workforce center staff recorded the information in TWIST. During the first year, over 700 veterans in the region received vouchers.

A targeted, email approach is now used to reach additional veterans. Using Work in Texas, the board identifies veterans by ZIP code and sends personalized messages on behalf of the local veterans staff. The targeted outreach helps to manage voucher supply and prepare for spikes in customer traffic. Successfully executing this outreach effort requires the input, approval, and cooperation of board staff, TVC regional lead staff, contractor management, veterans representatives, and career office staff.

- ▶ *Northeast* – Northeast plans to develop and conduct a marketing and awareness campaign. The intent is to inform active military personnel and transitioning veterans of employment opportunities within the region. Action steps include:
  - visiting career days at key military installations throughout Texas and neighboring states to inform transitioning veterans of regional employment opportunities;
  - creating a database of military personnel with regional ties as a basis for remaining in contact and sharing information;
  - developing marketing materials and a social media page to inform these personnel of opportunities and current events in the region; and
  - developing a marketing plan to reach out to veterans through other media.

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

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

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

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

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

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

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

on industries with high-skill, high-wage jobs that provide self-sufficiency wages. Job seekers are assessed and referred for remediation and GED preparation. Testing occurs on site or through partners.

- ▶ *Panhandle* – The board has collaborated with Amarillo College to apply for and implement external grants to develop integrated training, and has funded such training for workers dislocated from the meat processing industry. The board plans to continue to support development and implementation of integrated language and vocational skills programs with Amarillo College and other area postsecondary institutions.

Highlighted board-specific initiatives:

- ▶ *Alamo* – Alamo has maintained an eight-year collaboration with its four Texas Education Agency (TEA) adult basic education partners: Education Service Center Region 20 (ESC), North Side Independent School District (ISD), North East ISD, and San Antonio ISD. The board considers the adult education community a critical partner, and operates under an MOU with regional adult education providers to make a range of services available for customers with low literacy or poor English language fluency.

The adult basic literacy partnerships emphasize the importance of fostering successful transitions for academic and career achievements and strategies for collaboration. Alamo is a partner and participant in key events that support these goals. Recent examples include:

- The *8<sup>th</sup> Annual San Antonio College and Career KEYSTONE Conference: Supporting Student Success Through K-16 Collaboration* was held at the ESC. Conference objectives were to: foster successful transitions for academic and career achievements; strengthen strategies for collaboration among K-12, adult education, workforce, and higher education; develop an understanding of Texas' College and Career Readiness Standards; and develop an understanding of the new STAAR assessment program. The event was attended by 196 adult educators, workforce personnel, and administrators from across the state.
- In its third year, the *Alamo Colleges Annual Tex-BEST Workforce Literacy Summit* was attended by 220 adult education, education, community partner, and workforce development personnel. The summit addressed training and employment needs of Texas' rapidly growing limited English and under-skilled workforce by highlighting challenges, strategic actions, best practices, and models for replication.
- ▶ *South Texas* – Customers with limited English proficiency (LEP) are assessed to determine what skills are transferable to other occupations and industries. The board works with training providers and local organizations to create training programs that develop the language and job skills required by employers so that LEP customers can enter employment as quickly as possible.

The board develops financial and non-financial agreements with service providers that offer a wide range of ESL and literacy training. Examples include:

- Laredo Community College's Economic Development Center is implementing a workplace literacy initiative funded by the TWC's Skills Development Fund. The project provides English language and job readiness skills through a series of workshops aimed at building attendees' effectiveness in the workplace and providing resources and support to area entrepreneurs.
- The Region One ESC works with early childhood to adult learners from school districts in a seven-county area. For example, the adult education program offers classes to individuals 16 years and older who want to earn a GED or improve their English literacy skills.
- Project Millennium is supported by a \$10 million Technology Innovation Challenge Grant that was awarded to United ISD. A tech-mobile is used to offer parents computer-based training, providing

the opportunity to improve literacy and basic computer skills. The mobile unit promotes parental involvement in rural areas of the district, and adult education and literacy opportunities are made available to parents and community members at various community center sites.

- ▶ *Southeast* – The board and the workforce center operator designed a “Next Generation” service-delivery model. All workforce staff are in designated teams, with the shared goal of providing quality services to individuals, employers, and communities with accountability and results. Team leads meet regularly to coordinate across the multiple programs, and communicate daily about specific employer or customer needs.

The model promotes a one-on-one concept to ensure that every customer will receive a value-added service at every contact. The customer’s initial contact is with the employment team, whose core responsibility is to ensure that the customer completes a Work in Texas registration and profile, and to identify any potential employment barriers such as low literacy or limited English proficiency. If applicable, the employment team makes referrals to the skills team, in-house GED labs, or to an outside provider as needed.

The skills team works with low literacy and LEP individuals and with the employer solutions team. This group of employer services representatives works with employers to identify and develop work-based training opportunities that may be subsidized or unsubsidized, and that will facilitate entry or advancement in the workplace.

- ▶ *West Central* – The workforce contractor utilizes SISTEM® modules, produced by Alchemy Systems, to provide training on topics such as money management; social skills; communication; mandated employee training, such as the Family and Medical Leave Act and the Americans with Disabilities Act; and work search and employment retention skills for job seeker customers.

SISTEM modules use digital video lessons to present topics in English and Spanish. Learners do not have to be computer literate to participate in this training. Lessons are taught through audio, and participants use remote controls to participate in the training and record their responses to various scenarios.

The technology is interactive and designed to keep workers engrossed in the subject matter as they learn. For non-English-speaking employees, the technology can provide multilingual information, if needed, on all critical points. The workforce contractor has a bilingual facilitator available to conduct modules in Spanish as needed.

### ***Blind or Disabled***

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

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

Initiatives referenced by multiple boards include:

- ▶ *Disability Navigator* – Although no longer federally funded, the intent of the Navigator program was to promote comprehensive services and work incentive information for people with disabilities. The focus was on developing new and ongoing partnerships to achieve seamless, comprehensive, and integrated access to services; creating systemic change; and expanding the workforce system’s capacity to serve customers with disabilities and employers. Twelve boards (43%) reported ongoing support for this function. In some cases, a staff position is fully or partially funded from other resources, while others support the intent with other staff or training efforts.

For example, Tarrant’s Disability Navigator program is designed to deliver intensive services to individuals with significant disabilities and to complement regular services provided to job seekers through the career centers. The board contracts for service provision to blind and disabled job seekers in order to facilitate their entry into the workforce. The subcontractors, such as Easter Seals of North Texas and Guinn Healthcare Technologies LLC, partner with other organizations including DARS, Mental Health and Mental Retardation (MHMR), and Tarrant County College District.

Although Deep East was unable to provide ongoing funding for a position, the board noted that the partnerships and education segments would continue. The intent is to enhance employer awareness of resources available to accommodate and employ blind and disabled individuals, and to ensure staff training that will enable maximum workforce services for this population.

- ▶ *Ticket to Work* – Several boards, including East Texas, participate in Social Security’s Ticket to Work Program. This is a free, voluntary program available to people ages 18 through 64 who are blind or have a disability and who receive Social Security Disability Insurance or Supplemental Security Income.

Highlighted board-specific initiatives:

- ▶ *North* – PROMOTE (Promoting Real Opportunities Made Obtainable Through Employment) is an interagency alliance with the mission of advocating for the removal of employment barriers for people with disabilities. Members include representatives of the board, DARS’ DBS and Division for Rehabilitation Services, Work Services Corporation, TVC, Region 9 ESC, Disability Rights Texas, and Disability Support Services at Midwestern State University.

Members support and strengthen existing community efforts; promote creative, innovative, and exemplary programs that improve employment options; disseminate information about how to grow and support local employment opportunities; and educate the business community about hiring individuals with disabilities. PROMOTE hosted a successful seminar for employers at Midwestern State University and is planning to offer additional connections with members of the Wichita Falls Human Resource Management Association.

The board is also a partner in the annual Transition Fair, which hosts hundreds of area students with disabilities at Midwestern State University each October. The fair offers information from organizations about postsecondary educational opportunities, as well as interaction with employers.

- ▶ *North Central* – With the goal of building a qualified workforce, the Walgreens Distribution Center partnered with the board and Navarro College. Funded by the board’s U.S. Department of Labor (DOL) grant, the project enables employees to upgrade their skills and complete Certified Logistics Associate or Certified Logistics Technician training. This effort to build an inclusive and skilled workforce has resulted in reduced turnover and increased employee loyalty.

The distribution center places its job postings in Work in Texas and collaborates with the workforce centers to assist in their recruitment and hiring process. In partnership with DARS, the distribution center implemented training programs, installed devices to accommodate the hearing-impaired, and created a culture of inclusion. Utilizing job coaches, interpreters, and specialized equipment such as

the UbiDuo, Walgreens created a model program that has been replicated throughout the state and country.

- ▶ *South Plains* – Annually for FY 2015 through FY 2018, the board plans to collaborate on at least one new project with area programs and organizations that serve disabled customers. The LAUNCH (Lubbock At-Risk Need for Change) project was referenced as an example. This project operates under an ongoing MOU with Texas Tech University College of Education.
- ▶ *Upper Rio* – Breaking Barriers, a summer work initiative for youth with disabilities, is supported by the board, DARS, and the Volar Center for Independent Living (CIL). The program allows disabled teens, who often face employment obstacles, to gain valuable work experience with participating employers such as Walgreens and Nationwide Wireless.

Upper Rio provides funding for the youths' wages and also assists with job placement and case management. DARS, CIL, and local school districts refer youth to the program. CIL and DARS also assist with job coaching and case management. During the first four years of the initiative, more than 100 employers and 200 youth participated.

### Collaboration with System Partners

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

▶ Implement Work Experience Project for youth:



- Participant outreach and selection process will include promotion to high school juniors by chambers of commerce, economic development groups, and employers.
  - Work Experience opportunities will include the following sequences: summer jobs, internships, apprenticeships, and Entrepreneurial and Leadership Skills Readiness seminars/workshop in partnership with Small Business Development Center(s).
- ▶ Build a Work Ready Super Region based upon National Career Readiness Certification by working with the State of Texas in the ACT® Certified Work Ready Communities (CWRC) process, including acceptance into the CWRC Academy. Of note, RWN partners in the North Texas board area, led by the Wichita Falls Chamber of Commerce and Industry, recently received a second round of Wagner-Peyser funding for their Work Hard – Work Smart initiative ([workhardworksmart.net/](http://workhardworksmart.net/)). Capacity has been built in four other RWN board areas during two years of regional cooperation projects.
- ▶ Conduct SkillsPASS® Detailed Work Activity (DWA) alignment based upon TWC’s Labor Market and Career Information Department’s work with DWA Research Institute/SkillsNET, employers, TEA, and the Texas Higher Education Coordinating Board.
- The SkillsPASS® licenses will provide a tool to analyze gaps during DWA skills evaluation of resumes and of existing/proposed course/program syllabi.
  - The tool, which is an element of Skills Articulation Framework, will be used to increase dual credit articulation agreements and to document awards of certificates and credentials, including awards received as part of the Work Experience Project.
- ▶ Streamline Occupational Assessment Surveys to focus on efficient collection of key indicator data and to evaluate the progress of the capacity-building projects.

- ▶ Convene annual Action Plan Summits to update action plans, strategic plans, and budget projections.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>Strategy:</b>	<b>Healthcare Training</b> <a href="http://www.workforcesolutionsrca.com/">www.workforcesolutionsrca.com/</a>
<b>Local Board:</b>	Rural Capital
<b>Partners:</b>	Austin Community College, local hospital, and employers

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

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

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

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

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

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

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

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

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

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

The dashboard’s data and analysis aid in the development of: Texoma’s strategic plan; the Comprehensive Economic Development Strategy (CEDS); work plans for the Denison Development Alliance and other economic development corporations; and strategic plans for counties, cities, and

school districts in the workforce development area. In addition, the dashboard provides important labor market information for employers and job seekers.

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

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

## CONCLUDING COMMENTS

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

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

The system served fewer individuals annually since the 2010 high of almost 5.4 million, largely due to the phasing out of federal recovery relief funding and improved economic conditions. In addition, funding levels were decreased for several programs. In 2013, the percentage of participants entering and retaining employment increased and the attainment of educational outcomes continued to rise.

This year, pilot projects that address critical areas such as apprenticeship training, as well as programs designed to meet the needs of English language learners and those with low literacy levels, completed their implementation phases. Identification of promising practices, performance reporting, and program evaluation efforts are in progress, with information and data expected to inform future planning efforts.

Fiscal year 2014 will bring additional changes to the state's workforce system, including:

- ▶ *Adult Education* – Senate Bill (SB) 307 (83<sup>rd</sup> Legislature) mandated transfer of adult education and literacy programs from the Texas Education Agency to the Texas Workforce Commission (TWC). The program was transitioned on September 1. Work is under way to develop program rules and a competitive procurement process is scheduled to begin in early 2014. Next steps related to workforce literacy pilot programs implemented under one *Advancing Texas* action plan, as applicable, will be determined by TWC.
- ▶ *Postsecondary CTC Corrections* – As required by SB 1 (83<sup>rd</sup> Legislature), administrative responsibility for postsecondary education programs transferred from the Windham School District to the Texas Department of Criminal Justice's Rehabilitation Programs Division on September 1.

The *2012 Update to Advancing Texas*, signed by the Governor in May 2012, continues to serve as the foundation of system partner actions and will guide ongoing implementation of *Advancing Texas*. Work under way and planned by partners should facilitate essential program and process changes, as well as implementation of new strategies designed to ensure the availability of a skilled workforce for Texas' changing economy.

In the coming year, work will begin on development of the new workforce system strategic plan. As with *Advancing Texas*, all system partners will be actively involved in the planning process. Advance work is under way by Council staff and system partners. For example, two major initiatives are being tracked and will likely be taken into consideration during development of the new plan:

- ▶ *Texas Success Initiative (TSI)* – With implementation beginning this fall, the new TSI assessment aligns with developmental education reform efforts. The assessment produces a diagnostic profile designed to help determine if an individual is college ready, or is a candidate for developmental or adult basic education. Due to the large number of eligible Texans seeking adult education services, wait lists are common with adult education providers.<sup>17</sup> If the TSI results in additional individuals

<sup>17</sup> Texas Workforce Investment Council, *Results of the 2012 Research and Survey of Adult Education Providers in Texas* (June 2012).

being directed to these providers, the state's adult education system will need to find additional capacity through additional funding, lower costs, and/or delivery efficiencies, to meet the needs of a larger population in need of services.

- ▶ *Programs of Study (POS)* – Under Perkins IV<sup>18</sup>, states are required to offer career and technical POS with academic, career, and technical content that prepares students to successfully transition to postsecondary education and the workplace. Two system partners, the Texas Education Agency and the Texas Higher Education Coordinating Board, are actively involved with multiple POS initiatives. These initiatives are critical to ensuring linkages between secondary and postsecondary career pathways and dual credit, and in developing technical core curricula that meet the needs of Texas employers and prepare graduates for middle-skill careers.

In addition, this year the Council began a series of listening sessions with agency partners. The goal is to provide members with an overview of each agency and relevant programs, and to provide an opportunity to communicate to the Council those issues related to workforce programs and services that will be of critical significance in the next five-to-eight years.

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<sup>18</sup> Carl D. Perkins Career and Technical Education Improvement Act of 2006 [Public Law 109-270].

## DATA ADDENDUM TO EVALUATION 2012

This year, three agencies identified the need to submit corrected data for prior reporting cycle(s): Texas Education Agency (TEA), Texas Veterans Commission (TVC), and Texas Workforce Commission (TWC). Percentage point differences published in the **Report Card Series** for Change 2012–2013 and Cumulative 2009–2013, as well as all report narrative, reflect the revised data submitted by the agencies.

### Texas Education Agency Revised Data

TEA is the reporting agency for pilot projects operated under one *Advancing Texas* action plan. The Texas Higher Education Coordinating Board (THECB), as the funding and managing agency for the projects, provides data to TEA for review, confirmation, and submission to the Council. This year, THECB submitted revised data for 2012, noting that data collection systems were still in development during the initial year of the pilot period.

Revised Less Formal measure data for the *Evaluation 2012* reporting cycle:

Program	Number Graduating	Number Employed	Rate
Vocational ESL	111	59	56.19%

### Texas Veterans Commission Revised Data

TVC reported that revisions were due to data updates following further data entry by local boards and/or clarifications in federal/state reporting specifications. TWC provides data to TVC for review and verification. A primary reason for changes to the 2009–2012 data sets was a technical correction made following U.S. Department of Labor (DOL) review.

Revised Formal measure data for the *Evaluation 2009* reporting cycle:

Program	Number Employed	Rate	Retained Employment	Rate	Number Served
Veterans E&T	52,291	75.49%	58,807	86.93%	92,315

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

Program	Number Employed	Rate	Retained Employment	Rate	Number Served
Veterans E&T	47,066	69.88%	55,944	82.36%	77,060

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

Program	Number Employed	Rate	Retained Employment	Rate	Number Served
Veterans E&T	37,734	64.63%	36,875	82.39%	68,231

Revised Formal measure data for the *Evaluation 2012* reporting cycle:

Program	Number Employed	Rate	Retained Employment	Rate	Number Served
Veterans E&T	33,162	65.91%	34,102	83.49%	63,992

### Texas Workforce Commission Revised Data

TWC reported that revisions were due to data updates following further data entry by local boards and/or clarifications in federal/state reporting specifications. A primary reason for changes to the 2009–2012 data sets was a technical correction made following DOL review. DOL noted that while orientations were provided to job seekers, they were not counted. Under the Workforce Investment Act, orientations are specifically listed as a “core” service and are to be included. While DOL’s review was of WIA customer records, it is applicable to other programs due to the integrated nature of the agency’s reporting system under which services are tracked at the customer level and later broken down by program.

Revised Formal measures data for the *Evaluation 2009* reporting cycle:

Program	Education Achieved	Rate	Number Employed	Rate	Retained Employment	Rate	Number Served
Adults WIA I	6,839	93.74%	14,962	84.68%	23,970	85.25%	30,938
Dislocated WIA I	1,931	94.70%	5,428	87.80%	6,387	90.20%	16,913
Employment Services	-	-	879,922	77.90%	857,042	83.40%	1,808,957
Project RIO	-	-	25,748	73.08%	14,746	65.05%	51,369
SCSEP	-	-	187	39.87%	-	-	1,484
Self-Sufficiency	-	-	1,336	84.99%	1,592	83.88%	767
Skills Development	-	-	3,896	96.03%	20,729	93.86%	27,551
SNAP E&T	-	-	18,483	83.43%	15,528	82.59%	28,961
TANF Choices	-	-	36,009	87.32%	25,676	77.37%	60,619
Trade Adjustment	-	-	1,200	84.75%	1,724	92.79%	6,452
Youth WIA I	3,863	52.85%	6,337	71.49%	4,807	74.16%	35,489

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

Program	Education Achieved	Rate	Number Employed	Rate	Retained Employment	Rate	Number Served
Adults WIA I	5,570	93.83%	10,841	78.50%	15,738	83.96%	33,145
Dislocated WIA I	1,587	92.11%	4,761	81.45%	4,184	87.66%	19,961
Employment Services	-	-	1,062,058	71.66%	827,899	79.05%	1,842,531
Project RIO	-	-	26,124	58.43%	13,114	59.20%	54,020
SCSEP	-	-	149	39.01%	-	-	1,695
Self-Sufficiency	-	-	386	77.98%	1,334	81.79%	237
Skills Development	-	-	1,519	86.06%	22,136	91.79%	35,599
SNAP E&T	-	-	14,332	80.37%	8,474	80.65%	40,520
TANF Choices	-	-	28,037	84.23%	18,831	74.51%	65,763
Trade Adjustment	-	-	1,053	72.72%	1,066	85.42%	6,748
Youth WIA I	2,688	35.56%	13,987	55.86%	3,010	69.74%	21,241

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

Program	Education Achieved	Rate	Number Employed	Rate	Retained Employment	Rate	Number Served
Adults WIA I	5,419	92.57%	12,039	76.12%	12,352	83.28%	21,336
Dislocated WIA I	3,389	92.19%	7,096	79.14%	6,030	88.73%	13,870
Employment Services	-	-	1,012,447	66.71%	865,475	80.64%	1,666,204
Project RIO	-	-	25,699	53.48%	13,265	62.86%	49,945
SCSEP	-	-	199	41.03%	-	-	1,421
Self-Sufficiency	-	-	117	72.22%	212	77.94%	50
Skills Development	-	-	1,393	96.47%	25,842	95.82%	33,019
SNAP E&T	-	-	18,792	81.00%	8,704	84.64%	55,975
TANF Choices	-	-	28,864	81.72%	16,304	76.12%	62,371
Trade Adjustment	-	-	1,852	76.78%	2,039	91.31%	5,182
Youth WIA I	3,081	44.87%	5,628	57.09%	4,906	58.31%	11,582

Revised Formal measures data for the *Evaluation 2012* reporting cycle:

Program	Education Achieved	Rate	Number Employed	Rate	Retained Employment	Rate	Number Served
Adults WIA I	5,149	91.73%	9,957	75.68%	12,558	81.97%	21,954
Dislocated WIA I	3,883	93.41%	6,307	80.31%	6,892	89.53%	11,143
Employment Services	-	-	924,509	68.68%	859,147	81.83%	1,511,361
Project RIO	-	-	25,119	54.68%	13,886	64.84%	n/a <sup>19</sup>
SCSEP	-	-	164	42.60%	-	-	1,094
Self-Sufficiency	-	-	20	74.07%	76	80.00%	129
Skills Development	-	-	1,515	97.12%	30,344	95.90%	18,650
SNAP E&T	-	-	27,022	85.20%	14,991	88.77%	52,475
TANF Choices	-	-	29,009	81.18%	18,382	77.89%	57,468
Trade Adjustment	-	-	1,727	73.58%	1,927	92.07%	3,370
Youth WIA I	2,900	64.59%	4,238	69.57%	2,731	73.73%	11,577

Revised data for Employer Customers Served for the 2009, 2010, 2011, and 2012 reporting cycles:

Evaluation Cycle	Number Served
2009	153,951
2010	153,800
2011	163,841
2012	91,109

<sup>19</sup> Project RIO was not funded for the fiscal year 2012–13 biennium. However, TWC continued to submit available data for applicable measures. No Customers Served data were reported for 2012.

Revised Formal – Unduplicated data for the 2009, 2010, 2011, and 2012 reporting cycles:<sup>20</sup>

<b>Evaluation Cycle</b>	<b>Education Achieved</b>	<b>Rate</b>	<b>Number Employed</b>	<b>Rate</b>	<b>Retained Employment</b>	<b>Rate</b>	<b>Number Served</b>
2009	12,923	73.74%	891,345	77.80%	889,992	83.68%	2,043,964
2010	10,213	62.74%	1,071,380	71.61%	859,042	79.42%	2,092,630
2011	12,281	69.48%	1,028,572	66.68%	899,141	81.07%	1,914,680
2012	12,556	79.69%	936,047	68.74%	901,115	82.31%	1,661,947

<sup>20</sup> As noted in the **Report Card Series** section, the series is a useful tool to present overall system performance, but the data presented should be taken in context. The System report card contains aggregate data for all agencies' applicable programs by measure as noted on the Formal measure report cards. Due to known duplicates that cannot be removed from program-level data, adjustments are calculated annually at the System level, with unduplicated data footnoted as applicable. The data are not used to calculate or publish change rates.



# Texas Workforce Investment Council

## **System Partners**

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

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

## **Council Members**

### **Business and Industry Representatives**

Wes Jurey, Arlington Chamber of Commerce (Chair)  
Mark Dunn, Dunn Construction, LLC  
Thomas Halbouty, Pioneer Natural Resources  
Matthew Maxfield, Seton Medical Center Harker Heights  
Joyce Delores Taylor, Js Dynamic Transformations

### **Education Representatives**

Carmen Olivas Graham, Socorro ISD  
Larry Jeffus, Educational Consultant and Author  
Richard Rhodes, Austin Community College District

### **Ex Officio Members Representing State Agencies**

Kyle Janek, Texas Health and Human Services  
Commission  
Raymund Paredes, Texas Higher Education  
Coordinating Board  
Jonathan Taylor, Office of the Governor,  
Economic Development and Tourism  
Larry Temple, Texas Workforce Commission  
Michael Williams, Texas Education Agency

### **Labor Representatives**

Mark Barberena, General Motors Arlington Assembly  
Robert Cross, Houston Area Plumbing JAC  
Richard Hatfield, Airline Pilots Association (Retired)  
Robert Hawkins, United Association of Plumbers and  
Pipe Fitters Local 529 (Retired)  
Paul Jones, Texas Carpenters and Millwrights  
Training Trust Fund

### **Community-Based Organization Representative**

Sharla Hotchkiss, Consultant and Trainer (Vice Chair)

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