



SITAC Quarterly Report

*System Integration Technical Advisory Committee
Texas Workforce Investment Council
Quarter Ending March 2014*

System Integration Technical Advisory Committee

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

Next Meeting

June 5, 2014 – 12:00 noon
Economic Development and Tourism
221 E. 11th St. – 4th Floor Conference Rm.

The current plan, *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015)* (*Advancing Texas*) was first approved by Governor Rick Perry on October 23, 2009. It outlines 14 long term objectives, grouped by the three key performance areas, which address the critical business issues identified during a

yearlong collaborative planning process. An update to the plan, incorporating input from all partner agencies, was approved by the Council in March 2012, and by the Governor on May 24, 2012.

SITAC members typically meet quarterly, providing status reports on action plans for which their organization is solely or jointly responsible. The committee is authorized to create and deploy cross-agency teams in order to devise and execute collaborative solutions to issues associated with the system strategic plan's objectives. Now in year five of *Advancing Texas'* implementation, SITAC's focus will change to assist the Council with development of the next workforce system strategic plan.

System Strategic Plan Development

The Council is required by statute to include long-range strategies developed by the Council and its partner agencies to facilitate the efficient and integrated delivery of workforce programs and services in the state workforce system strategic plan (Texas Government Code (TGC) §2308.104). The current system strategic plan, *Advancing Texas*, is in the fifth year of a six-year implementation period.

In September 2014, the Council is scheduled to formally launch the development process for the next plan that will cover fiscal years (FY) 2016–2021. The new plan will be considered by the Council in September 2015, and subsequently submitted to the Governor for approval. It will fulfill the Council's legislative mandates and will include action plans to guide the accomplishment of the goals and objectives developed by the Council in collaboration with its system partners.

In anticipation of the upcoming strategic planning process, the Council has focused on better understanding issues related to system partner workforce programs and services. In conjunction with its quarterly meetings, the Council has held five listening sessions with its member agencies. A sixth session in June 2014 will conclude the session series.

As the Council committee that oversees implementation of the system strategic plan, SITAC will be an active planning participant. In 2014 and 2015, SITAC members will provide information and feedback in support of the Council's plan development process.

Message from the Chair

In year five of the *Advancing Texas* plan period, our system partners continue to work individually and collaboratively as implementation proceeds. In March, status reports were presented by system partners for several action plans.

While implementation of *Advancing Texas* continues, our work will now focus on the future as the committee more directly supports the work of the Texas Workforce Investment Council.

In 2014 and 2015, SITAC will provide information and feedback to support the Council's development of Texas' new workforce system strategic plan. Given that SITAC is the Council committee that oversees implementation of the workforce system strategic plan, it is imperative that the committee actively participate in developing the new plan.

As incoming SITAC chair, I look forward to working with committee members to assist the Council with this important effort. On behalf of the Council, my congratulations and thanks to system partners for their continued efforts, support, and achievements!

Mark Dunn

Advancing Texas and implementation updates available at:
http://governor.state.tx.us/twic/workforce_system/

Implementation Update: March 2014

At the March 2014 SITAC meeting, reports were presented for several of *Advancing Texas'* action plans. Summaries are provided below.

Assess Workforce Supply and Demand

One plan objective addresses integrated planning initiatives that require partner coordination to ensure alignment with work in progress by the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC). Readily available supply-demand reports will provide data needed for education and training providers to plan and better align their programs to industry needs.

TWC's online Strategic Workforce Assessment Project (SWAP) provides statewide occupational data as well as data for pre-defined occupational subsets such as local workforce development area target occupations, AchieveTexas career clusters, and STEM occupations. TWC developed multiple user scenarios that pose hypothetical education or workforce planning issues and demonstrate how SWAP can be used to provide the appropriate data and analysis to address the issue. In August 2013, a letter was sent to all community college presidents advising and reminding them of the availability of the tool to assist with planning.

Assess Workforce Supply / Demand [S1] –

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.

Owner: SITAC

Participants: THECB, TWC

Dual Credit Transfer

Career technical education (CTE) provides valuable skills training and often reduces the risk of students dropping out of high school. Enhanced and more effective integration of academic and CTE options at both secondary and postsecondary levels increases graduation rates and assists with the transition to further education or the workforce. Streamlining processes, and in some cases shortening time to program completion, should help increase enrollment and completion of courses, credentials, and degrees. One

plan objective focuses on the processes for transferring dual credit from high schools to postsecondary institutions.

Dual Credit Transfer [S3] – 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.

Owners / Participants: THECB, TEA

Several of *Advancing Texas'* action plans, including this one, were affected by passage of House Bill (HB) 5 (83rd Legislature) which requires changes to public school accountability, including assessment and graduation requirements. The bill allows the commissioner of education to join a multi-state consortium for developing CTE courses in high-demand career areas and school districts to develop CTE courses or career training programs. It also requires the Texas Education Agency (TEA), in collaboration with the

THECB and TWC, to evaluate the changes to the curriculum requirements required by the bill.

TEA 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 local authority over which locally articulated courses to use. HB 5 (83rd Legislature) also provides for a performance acknowledgement for outstanding performance in a dual credit course and other areas.

THECB defines dual credit as a process by which a high school junior or senior enrolls in a course and receives simultaneous credit from both the college and the high school. Dual credit courses include both academic courses and technical courses. They are often taught at secondary schools for high school students only; however, high school students can also take courses at a college campus and earn both high school and college credits. Work on this objective 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 percent and 6.8 percent, respectively, of total fall enrollments).

TEA and THECB work collaboratively on all aspects of the infrastructure for transferring academic and technical dual credit courses from high schools to community and technical colleges (CTCs) and four-year institutions. Recent actions include:

- ★ THECB is working with higher education faculty to develop explicit learning outcomes that will be consistent across academic courses taught statewide. Of over 1,000 active courses, this process has been completed for the most commonly used courses. Work will continue to develop outcomes for additional courses.

- ★ TEA, THECB, and TWC meet regularly to work on and implement related initiatives. The commissioners of education, higher education, and workforce collaborated to create the CTE Early College High Schools (ECHS) initiative. Emphasis is placed on workforce challenges and opportunities, as well as innovative approaches to prepare students and adults for success. Students will be able to earn a high school diploma and a postsecondary credential simultaneously. A Request for Applications (RFA) has been issued and awarded applicants will be designated as an ECHS by TEA.

Career Awareness – Increase Knowledge and Value Perception

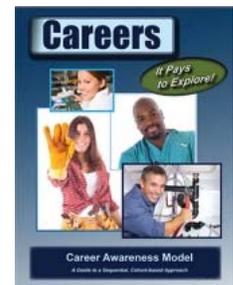
Career information and awareness may assist with the transition to further education or the workforce. With Executive Committee oversight, the Council researched, identified, and validated best practices for providing information to improve understanding of educational pathways to careers.

CTE Demo – Improve Knowledge / Value Perception [S4] – By 2013, design and implement a demonstration program targeted to improve perception of career options that career technical education (CTE) programs enable.
Owner / Participant: Council

The intent was to ensure all students and parents understand the wide range of available education and career choices. This is increasingly important as many high-skill, high-wage jobs critical to Texas' economy require some postsecondary education, but less than a four-year degree.

To accomplish the objective, 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 2013, *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.



Blind / Disabled Employment

The Health and Human Services Commission's Department of Assistive and Rehabilitative Services (DARS) works in partnership with disabled Texans to improve the quality of their lives and to enable their full participation in society. DARS' Division of Blind Services and Division of Rehabilitation Services (DRS) have a dual customer focus on meeting the needs of employers and individual consumers. One plan objective specifies that DARS will develop system capabilities, including assistance with technologies and services, to enhance employment outcomes for consumers.

Blind / Disabled Employment [C1] – By 2013, the blind and disabled populations will achieve additional employment outcomes.
Owner / Participant: HHSC-DARS

The vocational rehabilitation program assists the blind and visually impaired, as well as individuals with physical disabilities, prepare for, find, and keep jobs. Individualized rehabilitation services may include counseling, training, medical services, assistive devices, job placement assistance, and other services.

DARS works in partnership with businesses, local workforce boards and centers, secondary and postsecondary education institutions, and other community organizations. Examples of current initiatives include:

- ★ *Project SEARCH* – This business-led project provides education and training to young adults with intellectual and developmental disabilities. The innovative workforce and career development model benefits the individual, workplace, and community.
- ★ *Project HIRE* – The Texas Council for Development Disabilities awarded DRS a five-year, \$1.25 million grant. This multi-partner initiative assists individuals with severe developmental disabilities in Hidalgo County who are 18- to 35-years old and intend to obtain a continuing education certificate, vocational certificate, or degree, and, ultimately, to find employment, to attend South Texas College. Focused, one-on-one assistance such as educational coaches, individual and family support, and both college and employment readiness, are provided. The grant also supports work with local businesses to mentor and support the students, including opportunities for job shadowing and on-the-job-training.

Veteran Employment

Veterans have a wide range of abilities and with training, referral, and placement services can return to the civilian workforce. They are one of four populations targeted by *Advancing Texas* for enhanced employment outcomes. The Texas Veterans Commission (TVC) is leading the work on one action plan that is designed to ensure that 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.

TVC offers employment services to Texas veterans and helps employers find qualified veteran job applicants. Veterans Employment Services (VES) staff members are located in workforce centers supported through Texas Workforce Solutions, the partnership of the TWC and the 28 local workforce boards. 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:

Veteran Employment [C2] – By 2013, the veteran population will achieve additional employment outcomes.

Owner / Participant: TVC

- ★ TVC partnered with TWC and the 28 local boards to host the statewide Hiring Red, White & You! job fair. The second annual event was held in November 2013 at 27 locations across Texas. TVC prepared veterans by conducting 114 workshops to assist with applications, resumes, and interviewing techniques, and by providing one-on-one counseling. The workshops were attended by 842 veterans, while 2,248 received one-on-one counseling.
- ★ In January 2014, VES staff assisted with the American Legion veterans hiring event in Austin, with 47 employers and over 120 veteran job seekers attending. Prior to the event, VES staff conducted six workshops addressing resume writing, interviewing skills, and dressing for success.

The Veteran Entrepreneur Program was formally created by Senate Bill (SB) 1476 (83rd Legislature). Based on a pilot project launched in April 2012, the program fosters and promotes veteran business ownership and entrepreneurship throughout Texas. To date, either directly or through outreach initiatives, entrepreneur-related services have been provided to over 2,000 prospective or current veteran entrepreneurs. Over 150 veterans participated in a recent entrepreneur seminar in Temple, and during FY 2014, seminars will be held in Houston, San Antonio, Ft. Worth, Austin (women veterans), El Paso, and McAllen. In addition, an average of 70 requests for entrepreneur support are received monthly.

In December 2013, a veterans employment liaison was hired to serve as a resource to state and local government agencies. The liaison assists agencies in the process of employing more veterans and, to date, has met with seven state agencies.

English Language Learner Employment

The action plan for this objective requires TEA and TWC to develop new and enhance existing methods, programs, and processes for programs targeted at the over 17 English language learner (ELL) population that address both language and occupation skill acquisition. The ELL population that is the focus of the action plan consists of individuals who have a high school diploma or degree in their native country, but for whom English is not their first language. This rapidly growing population requires additional skills for workforce-related success.

English Language Learner (ELL) Employment [C3] – By 2013, design and implement integrated Adult Basic Education and workforce skills training programs to enhance employment outcomes for the English language learner population.

Owner: SITAC

Participants: TEA, THECB, TWC

THECB supported the effort under Riders 45 and 56, SB 1 (81st Legislature), and was added as a participant on this action plan in conjunction with the *2012 Update to Advancing Texas*. An RFA was issued, then 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.

Performance reporting for the projects began in 2012, with data published in the Council's annual evaluation report. A descriptive analysis of the pilot programs was completed by Texas State University in November 2013, with a comprehensive evaluation by Texas A&M University expected in September 2014. Information on barriers encountered and lessons learned has been gathered and will be taken into consideration for future projects.

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, with completion within 12 months. These colleges are using THECB grant funds or their own institutional funds to continue with data collection.

Adult Basic Education – Low Literacy Level Employment

Individuals with low literacy skills can be assisted through targeted literacy programs to gain or maintain employment. TEA and TWC are developing more effective methods for workforce literacy acquisition targeted at the over age 17 workforce literacy population. 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.

ABE / Low Literacy Level Employment [C4] – By 2013, design and implement targeted Adult Basic Education programs to enhance employment outcomes for populations requiring workplace literacy skills.

Owner: SITAC
Participants: TEA, TWC

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. A work group designed a model of program outreach and delivery that fits within existing adult education funding, program offerings, and initiatives, and can be offered concurrently with adult education levels 4 through 6 as defined by the National Reporting System.

TEA committed \$400,000 for the pilots, which include a career exploration awareness component that focuses on workplace literacy skills designed to facilitate a smooth transition from adult education to workforce training. Pilots were negotiated with multiple adult education providers in the three regions. They were extended for an additional year and ran through mid-2013.

Performance reporting for the projects began in 2012, with graduate and employment data published in the Council's annual evaluation report. In August 2013, Texas LEARNS completed a toolkit containing deliverables developed by the participating programs. SB 307 (83rd Legislature) mandated transfer of adult education and literacy programs from TEA to TWC. The program was transitioned on September 1, 2013, and replication of the pilot model, if applicable, will be under TWC's direction.

Technical Education – Address Regional Skills Gaps

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.

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 objective are dependent on delivery of the new biennial supply-demand report required under another objective. TWC and THECB proposed a modified approach for the supply-demand analysis that centered on development of a web-based system to allow customers such as CTCs to access local data and produce customized reports.

To support use of the online system, TWC completed user scenarios that pose hypothetical education or workforce planning issues, including several with applicability for higher education users. 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 strategies for determining employer satisfaction and using that information in institutional planning to improve program delivery. Two models of promising practices were recognized by the Council and shared with all colleges for potential replication in an effort to align programs with employers' needs.

When developing or expanding 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 many colleges, including South Texas College, Southwest Texas Junior College, and the Texas State Technical Colleges.

Technical Education – Address Regional Skill Gaps [P1] – Community and technical colleges (CTCs) will plan and execute education and training programs to address workforce skills gaps in their regions, as identified by local needs assessments of the biennial supply-demand report produced by the THECB and TWC.

Owner: CTCs
Participants: Council, CTCs

Apprenticeship

Under the Council's leadership, this objective 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 recommended, and the Executive Committee approved, six projects. In 2013, three projects were active and the final evaluation report was released for a fourth that ended in 2012.

Apprenticeship [P2] – 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.

Owner / Participant: Council

Challenges were encountered as the projects began during the recession and implementation continued during the economic recovery. However, many lessons were learned, including the willingness to adapt in response to changing needs, both by employers and by current and potential participants. The Council's final report (December

2013) includes documentation of promising practices such as the development of a replicable training model for a new apprenticeable occupation and the use of distance learning as a training delivery method for an established apprenticeship program.

Competitiveness Data

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. One objective in *Advancing Texas* calls for continuation of the Council's efforts to produce a data set that allows system stakeholders to ascertain Texas' position relative to key indicators of competitiveness.

Data Set (*Texas Index*) [P3] – The Council will produce a data set whereby system stakeholders can ascertain Texas' position relative to key indicators of competitiveness.

Owner / Participant: Council

Since 2005, the Council has compiled data and published the *Texas Index*. The *Texas Index 2013* (December 2013), the eighth release of this research report, provides 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 includes 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 the preferred data source has fewer, more recent years of data available.

Based on data verification and analysis, the *Index* shows little continued effects of the recession. The full report and a two-page summary are available on the Council's website.



Local Board Plan Alignment

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 plan objective 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 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 sometimes required to update information, such as target occupations, and to implement new state and local initiatives.

TWC issued program year 2013–2018 planning requirements for local boards, including instructions for documenting alignment with *Advancing Texas*, in December 2012. 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 Council's *Evaluation 2013* report.

Local Board Plan Alignment [P4] – 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.

Owner / Participant: Local boards

Planning efforts at the local level are ongoing, specific to a given area and in conjunction with collaborative efforts with other boards and/or with other workforce and community partners.

Employer Satisfaction and Use of Employment Data

Data gaps regarding employers' needs and customer satisfaction hinder the ability to assess whether existing programs and services adequately meet customer requirements. During the previous strategic plan period, several partner agencies increased their efforts to become more familiar with employers' perception of agency services, and to gather information about hiring and training needs.

Two action plans in *Advancing Texas* incorporated five and three agency projects, respectively, that were continued from the previous system strategic plan. Two agency projects associated with one plan objective, implemented by THECB and Texas Youth Commission, were completed and closed in conjunction with approval of the *2012 Update to Advancing Texas*. Performance data for the three active projects are published in the Council's annual evaluation report. Updates for the active projects were presented by three agencies at the March meeting:

Employer Needs / Satisfaction [P5] – Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction.
Owner: SITAC
Participants: HHSC-DARS, TVC, TDCJ-Windham

- ★ *DARS* – 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. The Divisions for Blind and Rehabilitation Services both use the data to assess employer satisfaction and to identify opportunities for program and service improvements.
- ★ *TVC* – TVC continues to evaluate and explore ways veterans business representatives use information provided by employers. The agency uses a web-based survey to evaluate employer satisfaction, following up by telephone as needed. The most recent survey was conducted in February 2014. When asked if they were very likely to recommend their veteran business representative to a friend or colleague, 67 percent of respondents strongly agreed and 33 percent agreed. Regarding overall satisfaction with their representative, 95 percent strongly agreed or agreed that they were very satisfied.
- ★ *Texas Department of Criminal Justice (TDCJ) – Windham School District (Windham)* – Windham conducts an annual employer survey using several methods. Windham also gathers information on targeted and high-demand occupations, as well as emerging trends and non-traditional careers identified by the 28 local boards and industry stakeholders.

Use of Employment Data for Program Improvement [P6] – Partner agencies will use the employment data/outcomes of their programs to understand and improve those programs.
Owner: SITAC
Participants: HHSC-DARS, TVC, TDCJ-Windham

Data are reviewed to determine employer satisfaction and also used to assess satisfaction with the job knowledge and skills of program participants. In addition, the data are used to determine validity of current training and expand programs that are currently in demand and best suited for ex-offenders. Based on the annual review, program modifications may be made.

<i>SITAC Members</i>
<i>Chair</i> – Mark Dunn, Executive Committee Member, Texas Workforce Investment Council
<i>Economic Development and Tourism Division</i> – Keith Graf, Director, Office of Aerospace, Aviation, and Defense
<i>Texas Association of Workforce Boards</i> – David K. Setzer, Executive Director, Workforce Solutions for North Central Texas
<i>Texas Department of Criminal Justice/Windham School District</i> – Appointment Pending
<i>Texas Education Agency</i> – Vangie Stice-Israel, State Director for Career Technical Education
<i>Texas Health and Human Services Commission</i> – Barbara J. Madrigal, Assistant Commissioner, Division for Blind Services
<i>Texas Higher Education Coordinating Board</i> – Dr. Garry Tomerlin, Deputy Assistant Commissioner, Community and Technical Colleges
<i>Texas Juvenile Justice Department</i> – Amy Lopez, Senior Director of Education Services
<i>Texas Veterans Commission</i> – Stan Kurtz, Operations Manager, Veterans Employment Services
<i>Texas Workforce Commission</i> – Luis Macias, Chief of Staff