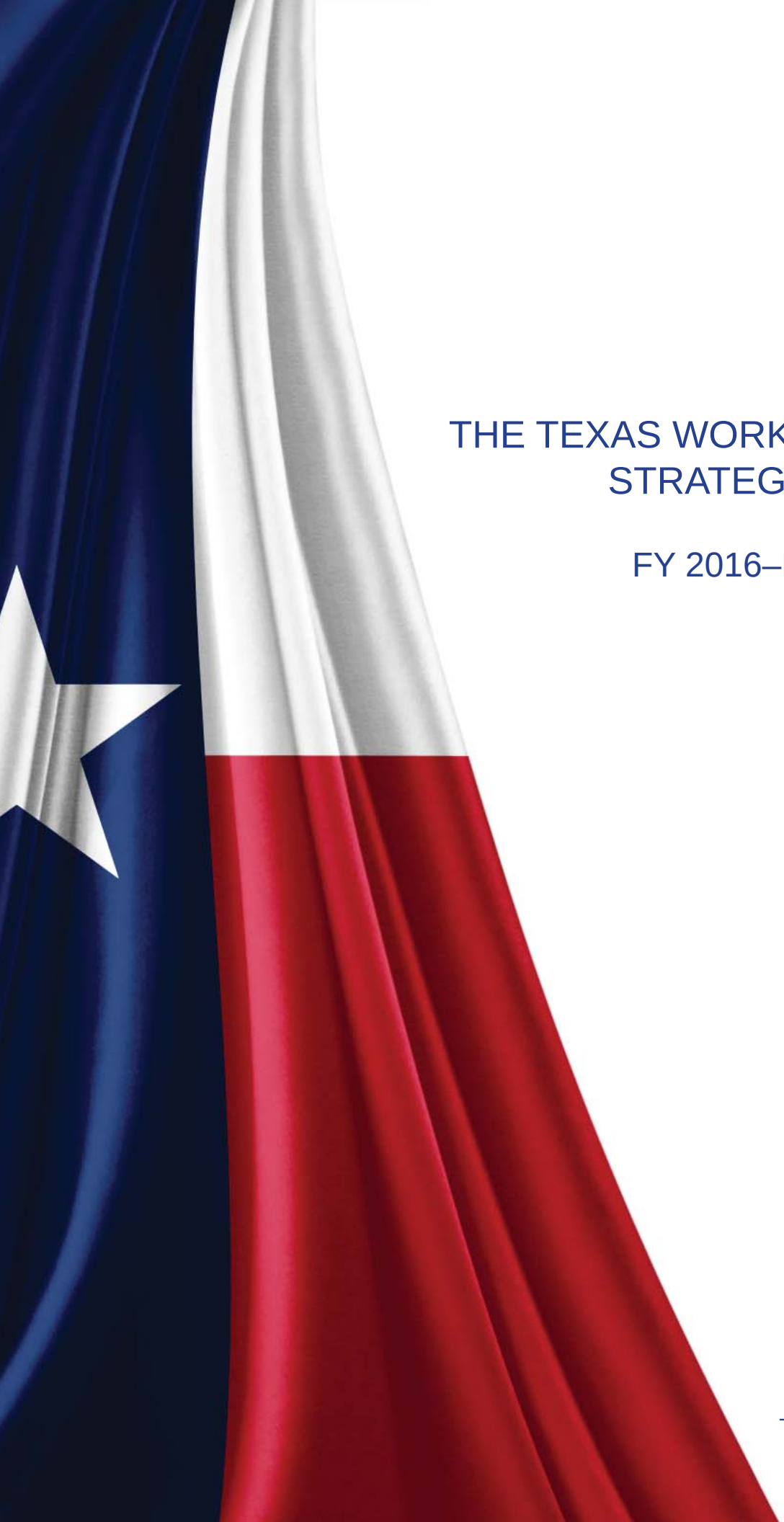

THE TEXAS WORKFORCE SYSTEM STRATEGIC PLAN

FY 2016–FY 2023

Texas Workforce Investment Council

The Mission of the 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.

GOVERNOR GREG ABBOTT

September 1, 2015

Today marks another great opportunity for our great state. Texas leads the nation in job creation and business attraction because of our greatest natural resource—the people of Texas—who've built a strong, diversified economy and who compose a workforce that is the backbone of our economy.

In 2015, the Texas workforce system exemplifies a system model honed through effective planning and collaborative partnerships, and guided by three overarching system imperatives: customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation. The eyes of the world are on Texas as evidenced by the rapid growth we are experiencing within our borders and our performance as a global economic leader. The opportunity before the state over the next ten years is clear. The Texas workforce system must ensure that our employers have access to every available skilled worker and that Texans can effectively navigate the programs and services that are designed to help them develop the skills that they need to compete, innovate, and prosper in an ever changing, global labor market.

The strength of our state's workforce system strategic plan is grounded in the collaborative efforts of the Texas Workforce Investment Council and its system partners, with contributions by Texas employers and the U.S. Chamber of Commerce Foundation, who were instrumental in the development of this plan. Issues and opportunities that were identified by partner agencies and system stakeholders have been recast as strategies to more effectively address the challenges and seize the opportunities through system partnerships. All elements of this plan align to system goals that focus all system partners on employers, partner engagement, system alignment, and program improvement and integration. This plan is singularly focused on the vision to realize an innovative, world-class Texas workforce system that ensures success in a dynamic global economy.

I believe that we must achieve and will achieve the strategic objectives that are set forth in this system plan. By working in partnership, we can ensure that Texas maximizes its ability to respond to changing market conditions by providing the skilled workers that employers require through the provision of relevant and responsive education and training. Through these actions, all Texans will benefit with a higher quality of life.

I would like to offer my thanks to all who devoted their time and expertise in developing this plan, as well as extend my sincere appreciation in advance for the work I know will be undertaken in implementing the plan.

Sincerely,

Greg Abbott

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THE TEXAS WORKFORCE SYSTEM STRATEGIC PLAN
FY 2016–FY 2023

Abstract

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

Texas Workforce Investment Council
September 2015

The Texas Workforce System Strategic Plan
FY 2016–FY 2023

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Terminology

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

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

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

Mission
A mission helps an organization to:

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

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

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

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

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

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

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

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

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

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

Vision
This vivid, idealized description should inspire, energize, and create a mental picture that:
- describes an outcome;
- survives the ebbs and flows of program and service changes; and
- aligns with an essential system purpose.

Preface

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

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

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

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

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

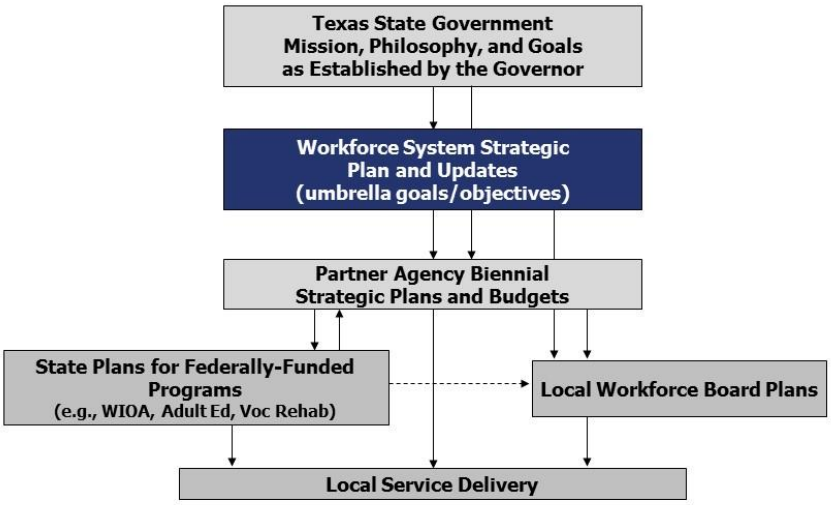
program, the receiving agency will be responsible for the related system partner strategies, action plans and associated timelines, and performance measures.

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

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

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

Linking Key Texas Workforce Plans



Statutory Charge for a Single Texas Workforce System Strategic Plan

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

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

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

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

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

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

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

Advancing Texas: Strategic Plan for the Texas Workforce System (FY 2010–FY 2015). The fourth system strategic plan targeted activities that would improve and enhance system performance, reduce redundancy, and assist workforce partners to work more cohesively toward the overall mission of the Texas workforce system. This plan had a six-year implementation period that ended on August 31, 2015.

The Workforce System Plan Architecture

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

The primary audience for the system strategic plan is the Council's partner agencies with workforce programs and services. Covering the period of September 1, 2015–August 31, 2023, the system strategic plan has been devised on an eight-year timeframe to align with the new federal workforce requirements under the Workforce Innovation and Opportunity Act, which requires each state to submit its first four-year unified or combined state plan to the U.S. Department of Labor by March 3, 2016.

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

Focus and Intent

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

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

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

Overarching Imperatives – Strategic Pillars to Support System Improvement

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

- Customer Service and Satisfaction

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

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

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

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

- Data-Driven Program Improvement

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

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

- Continuous Improvement and Innovation

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

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

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

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

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

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

- Listening sessions with statutory Council member agencies and other workforce system partners:
    - Texas Workforce Commission (March 2013)
    - Texas Higher Education Coordinating Board (June 2013)
    - Texas Education Agency (September 2013)
    - U.S. Chamber of Commerce Foundation (December 2013)
    - Texas Workforce Commission and local workforce board regional strategic meetings:
        - North Texas (January 2014)
        - Brazos Valley (February 2014)
        - Upper Rio Grande (February 2014)
    - Department of Assistive and Rehabilitative Services (March 2014)
    - Governor's Office of Economic Development and Tourism (June 2014)
    - Texas employer panel (June 2014)

- Information and feedback from the Council's System Integration Technical Advisory Committee quarterly meetings:
    - Status reports on implementation of the FY 2010–FY 2015 strategic plan (March 2014)
    - Discuss and clarify key issues identified by system partners: Phase 1 (June 2014)

- Discuss and clarify key issues identified by system partners: Phase 2 (September 2014)
- Provide feedback on vision, mission, and objectives (March 2015)

- System partner follow-up:

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

The Texas Workforce Environment: Key Issues

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

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

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

Educational Programs of Study

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

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

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

Adult Education

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

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

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

[1] *Adult Education And Literacy Outcome Report to the Texas Legislature for SFY14*. Texas Workforce Commission (2014).

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

Changing Demand for Middle-Skill Workers

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

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

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

Increasing Demand for Industry-based Certifications for Texas Workers

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

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

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

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

Demand-Driven Programs and Services

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

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

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

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

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

Education System Coordination and Alignment

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

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Cross-Partner Issues and Opportunities

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

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

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

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Pulling the Plan Together

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

System Goals, System Objectives, and Partner Agency Strategies

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

Partner Agency Action Planning

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

Organization

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

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

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VISION

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

MISSION

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

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

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Goal Area 1: Focus on Employers

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

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

System Objective
Increase business and industry involvement.

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

Partner Agency
Texas Veterans Commission

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

Performance Measure

- Rate of employer satisfaction

System Objective
Increase business and industry involvement.

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

Partner Agency
Texas Education Agency

Action	Start Date	End Date
Involve business and industry representatives on committees for the review and revision of the Texas Essential Knowledge and Skills (TEKS) for career and technical education (CTE).	Initiate next review cycle	Date set by the State Board of Education
Solicit informal feedback and public comment on drafts of TEKS for career and technical education from specific business and industry representatives.	Initiate next review cycle	Date set by the State Board of Education
Identify and review relevant industry-based certifications, and incorporate examples into the revision of programs of study content.	Ongoing	FY 2019
Request assistance from the Texas Workforce Commission in soliciting business and industry input on revised programs of study.	Ongoing	FY 2019

Performance Measure

- Percentage of revised career and technical education programs of study reviewed by business and industry

System Objective
Expand licensure and industry certification.

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

Partner Agency
Texas Workforce Commission

Action	Start Date	End Date
Expand training strategies and options to increase industry-based certifications offered in response to employer-defined needs by working through local workforce boards to identify certifications that support local employers and building capacity to provide those certifications.	FY 2016	FY 2017

Performance Measure

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

System Objective
Expand licensure and industry certification.

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

Partner Agency
Texas Education Agency

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

Performance Measures

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

System Objective
Expand licensure and industry certification.

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

Partner Agency
Texas Higher Education Coordinating Board

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

Performance Measure

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

System Objective
Expand licensure and industry certification.

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

Partner Agency
Texas Veterans Commission

Action	Start Date	End Date
Work with regulatory agencies to use the Texas Department of Licensure and Regulation's primer for developing service credit for occupational licensing as a guide for accurately evaluating military service credit by developing standardized training for other regulatory agencies to adopt and tailor for their specific agency.	Ongoing	FY 2019
Work with regulatory agencies to establish a process for a military service member or veteran to submit an application for a license or apprenticeship and to obtain credit for verified military experience, service, training, or education.	Ongoing	FY 2019
Work with regulatory agencies to post those Military Occupational Standard classifications or designators that correspond to licensed occupations to establish a clear support system to ensure as many veterans as possible are aware of job options.	Ongoing	FY 2019

Performance Measure

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

System Objective
Expand licensure and industry certification.

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

Partner Agency
Windham School District (Texas Department of Criminal Justice)

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

Performance Measures

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

System Objective
Expand licensure and industry certification.

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

Partner Agency
Texas Education Agency

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

Performance Measure

Not applicable—qualitative

System Objective
Expand licensure and industry certification.

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

Partner Agency
Texas Higher Education Coordinating Board

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

Performance Measure

Not applicable—qualitative

Goal Area 2: Engage in Partnerships

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

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

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

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

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

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

Performance Measure

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

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

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

Partner Agency
Texas Workforce Commission

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

Performance Measure

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

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

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

Partner Agency
Texas Workforce Commission

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

Performance Measure

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

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

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

Partner Agency
Texas Higher Education Coordinating Board

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

Performance Measures

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

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

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

Partner Agency
Windham School District (Texas Department of Criminal Justice)

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

Performance Measure

- Rate of employer satisfaction

Goal Area 3: Align System Elements

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

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

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

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

Partner Agency
Texas Education Agency

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

Performance Measure

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

System Objective
Improve and enhance services, programs, and polices to facilitate effective and efficient transitions.

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

Partner Agency
Texas Higher Education Coordinating Board

Action	Start Date	End Date
Develop and adopt programs of study that provide a coordinated non-duplicative sequence of secondary and postsecondary academic and career and technical education courses designed to help students transition seamlessly from high school to a public community or technical college.	FY 2016	FY 2019
Expand and support program of study initiatives and adoption rate of a common group of Workforce Education Course Manual courses per discipline.	FY 2017	FY 2017
Align secondary and postsecondary programs of study systems by working with the Texas Education Agency.	FY 2018	FY 2019
Facilitate consistent credit transfer from secondary to postsecondary based on programs of study by working with the Texas Education Agency to develop and adopt relevant policies, procedures, and rules.	Ongoing	FY 2019

Performance Measure

- Career and technical education time to degree

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

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

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

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

Performance Measures

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

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

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

Partner Agency
Texas Higher Education Coordinating Board

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

Performance Measure

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

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

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

Partner Agency
Texas Juvenile Justice Department

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

Performance Measures

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

Goal Area 4: Improve and Integrate Programs

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

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

System Objective
Employ enhanced or alternative program and service delivery methods.

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

Partner Agency
Texas Juvenile Justice Department

Action	Start Date	End Date
Identify and implement a web design course that can be taught within a correctional infrastructure.	Ongoing	FY 2016
Implement a blended learning environment with a secure student wireless network driven by Google Apps for education and mobile devices.	Ongoing	FY 2016

Performance Measure

- Percentage of students using technology for course content delivery

System Objective
Employ enhanced or alternative program and service delivery methods.

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

Partner Agency
Texas Workforce Commission

Action	Start Date	End Date
Expand self-service and distance learning options for the delivery of workforce services, including adult education and literacy services and professional development for child care providers and adult education and literacy service providers.	FY 2016	FY 2019
Enhance ease of access to and use of labor market information tools to address the needs of multiple audiences, including job seekers, employers, students, researchers, and other workforce stakeholders.	FY 2016	FY 2017

Performance Measures

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

System Objective
Employ enhanced or alternative program and service delivery methods.

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

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

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

Performance Measures

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

System Objective
Employ enhanced or alternative program and service delivery methods.

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

Partner Agency
Texas Workforce Commission

Action	Start Date	End Date
Increase the number of child care providers certified as meeting the Texas Rising Star or other recognized quality rating system standards in the child care system.	FY 2016	FY 2019
Facilitate the employment outcomes of parents through access to child care.	FY 2016	FY 2019

Performance Measures

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

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Measuring Performance—Plan Implementation and System Outcomes

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

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

Formal Measures

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

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

These measures include:

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

Less Formal Measures

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

The 25 less formal measures for the FY 2016–FY 2023 strategic plan implementation period include all performance measures noted in the agency action plans, found on pages 25–51, in the goal sections of this strategic plan.

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Appendix A

Issues Identified In Pre-planning Consultation Sessions

1. Quickly identify and address skills gaps.

2. Promulgate promising practices and reduce duplication to mitigate diminishing resources.

3. Promote collaboration and regional planning to leverage efficiencies and ensure effective services.

4. Institutionalize alternative service delivery methods.

5. Develop and execute programs of study.

6. Align programs of study with the needs of business and industry.

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

8. Promote career readiness through the provision of occupational information, as well as through the educational and training requirements.

9. Implement House Bill 5 (83rd Texas Legislature) foundation high school program and endorsements, and link to programs of study, industry certifications, licensure, and dual credit.

10. Establish training for high school teachers—career information, dual credit, career and technical education, and Texas Essential Knowledge and Skills review.

11. Involve business and industry in Texas Essential Knowledge and Skills review and developing programs of study at local level.

12. Help more Texans achieve employment by addressing the underserved populations, including those with intellectual and developmental disabilities, mental health problems, and autism.

13. Enhance transition services for high school students to: 1) employment, or 2) postsecondary education and training, then employment.

14. Increase and improve partnerships to improve consumers' rehabilitation and employment outcomes, including building relationships with independent school districts, community and technical colleges, and employers.

15. Inability to find the right people for the job (skills gap, shortage of skilled workers, lack of supply, talent gap).

16. Better understanding of the educational supply as well as employers' demand for workers needed.

17. Disconnect between training and job requirements—need to use national industry certifications as student outcome where possible.

18. Incumbent workforce requires skills growth to remain competitive (self and employer).

19. Limited dual credit for career and technical education courses.

20. Identification of new, relevant technology and course content options that can be implemented.

21. Shortage of state-certified instructors for industry certification programs.

22. Insufficient number of reentry staff to work with employers, academic institutions, and youth (employability skills).

23. Industry and education providers (two-year colleges and school districts) collaborate and form partnerships to better align programs with regional employment needs.

24. Increased need for employment opportunities for veterans.

25. Lagging employment for female veterans.

26. Matching the skills of veterans to the needs of the civilian workforce.

27. Align career and technical education programs with industry certifications.

28. Partnerships with employers provide multiple benefits: students (job opportunities) and instructors (current industry trends, tools and equipment, curriculum addition/refinement).

29. Lack of employer awareness and use of online job posting for ex-offenders.

30. Employer partnerships needed in geographical areas where majority of offenders seek employment post-release.

31. Employer satisfaction and employment data to support career and technical education program planning and management.

32. Expanded outreach programs assist employers in finding quality hires.

33. Significantly aging workforce in some industries signals a future brain drain.

34. Align education and training to meet employers' needs.

35. Increase the number of STEM and middle-skills graduates in the workforce pipeline.

36. Leverage, replicate, and scale partnerships as a key strategy to expand service and access.

37. Ensure and promote access to relevant information and data (i.e., industry, demand, supply, forecasts) for program planning and program improvement.

38. Reduce the significant youth un- and underemployment.

39. Provide greater access to adult education and literacy programs.

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Appendix B

Strategic Plan Architecture Matrix

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

Texas Workforce Investment Council

System Partners

Economic Development and Tourism
Texas Department of Criminal Justice
Texas Education Agency
Texas Health and Human Services Commission
Texas Higher Education Coordinating Board
Texas Juvenile Justice Department
Texas Veterans Commission
Texas Workforce Commission

Members	Representing
Wes Jurey (Chair), Arlington	Business and Industry
Sharla Hotchkiss (Vice Chair), Midland	Community-Based Organizations
Mark Barberena, Fort Worth	Labor
Robert Cross, Houston	Labor
Mark Dunn, Lufkin	Business and Industry
Carmen Olivas Graham, El Paso	Education
Thomas Halbouty, Southlake	Business and Industry
Richard Hatfield, Austin	Labor
Robert Hawkins, Bellmead	Labor
Larry Jeffus, Garland	Education
Paul Jones, Austin	Labor
Matthew Maxfield, Harker Heights	Business and Industry
Richard Rhodes, Austin	Education
Joyce Delores Taylor, Houston	Business and Industry
Bryan Daniel, Austin	Office of the Governor, Economic Development and Tourism
Mike Morath, Austin	Texas Education Agency
Raymund Paredes, Austin	Texas Higher Education Coordinating Board
Larry Temple, Austin	Texas Workforce Commission
Chris Traylor, Austin	Texas Health and Human Services Commission

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