

A green road sign with the word "Texas" written in large white letters. The sign is tilted and mounted on two wooden posts. The background is a bright blue sky with scattered white clouds. The word "advancing" is written in a white, cursive font above the sign.

advancing

Texas

STRATEGIC PLAN
FOR THE
TEXAS WORKFORCE SYSTEM
FY2010-FY2015

ADVANCING TEXAS
Strategic Plan for the Texas Workforce System
(FY2010 - FY2015)

Table of Contents

Executive Summary	1
Terminology	3
Preface	5
The Texas Workforce Environment	9
Vision	15
Mission	15
ADVANCING TEXAS Strategy Map	16
Strategy Statements	20
Key Performance Areas	31
Critical Business Issues	31
Critical Success Factors	32
Long Term Objectives	35
Measuring Success	40
Action Plans	42

Executive Summary

The Texas Workforce Investment Council (Council) was created in 1993 by the 73rd Texas Legislature to promote the development of a highly-skilled and well-educated workforce for the State of Texas. The Council is charged in both state and federal law with the responsibility to assist the Governor and Legislature with strategic planning for and evaluation of the Texas workforce system. The Council serves as the State Workforce Investment Board under the federal Workforce Investment Act.

Development of an integrated strategic plan for the workforce system is one of the Council's chief responsibilities. The Council does not operate programs, so the focus of its work is strategic rather than operational. Therefore, the Council has a neutral position that enables it to convene agencies and other system stakeholders to focus collective efforts on critical system building issues and opportunities for improvement. A strategic perspective enables the Council to effectively facilitate planning and evaluation across eight agencies with multiple programs that comprise the Texas workforce system.

Since 1995, the Texas workforce system has been highly progressive and successful in implementing federal workforce programs through the development of local workforce boards; establishment of over two-hundred thirty (230) One-Stop Centers and satellites; development of an award-winning client information, eligibility and performance measurement system; and, outstanding program performance. Despite these significant successes, current and future changes in the workforce environment require continued efforts to align, coordinate, collaborate and enhance outcomes for system participants.

The Texas workforce system is a complex system of numerous programs and agencies that are interrelated because they serve either a common customer or are charged with achieving similar employment and education outcomes for their targeted customer groups. Therefore, the planning process was designed to identify and focus upon systemic issues that affect multiple parts of the system – either programs or agencies – and that address broad, or “big picture”, workforce issues. Because the system strategic plan focuses on issues that cross agencies and programs, it fulfills a unique and complimentary role in the workforce system and does not duplicate the purpose or scope of other agency or program plans.

This is the fourth strategic plan developed by the Council and its system partners. It builds upon the systems approach to workforce planning first incorporated into *Destination 2010: FY2004-FY2009 Strategic Plan for the Texas Workforce Development System (Destination 2010)*. A systems approach provides the method to represent and understand complex organizations and the relationships between the key sub-components. Analyzing the system as a whole - and targeting initiatives to affect change in the system - enabled the Council to identify key areas to target activities that will improve and enhance system performance, reduce redundancy, and assist workforce partners in working more cohesively toward the overall mission of the Texas workforce system.

The experience gained over the last planning cycle provided valuable information and feedback for process design and implementation. The planning process included the Council's eight partner state agencies as well as the Texas Association of Workforce Boards, an association of local workforce development board chairs and directors. Guided by the Council's Executive Committee and facilitated by the independently procured contractor, INFUSE, Inc., the strategic

planning process included a series of joint and individual meetings resulting in the development of the strategy map for the Texas workforce system.

The Council's process included the following elements to ensure a collaborative environment with multiple opportunities for partner agencies to participate in developing the plan:

- Early involvement of all relevant partners.
- Continuous opportunities to obtain input from all relevant partners.
- Opportunities and methods to enhance collaboration across agency partners towards meeting high priority strategic objectives.
- Ongoing communication regarding process and outcomes.
- Shared understanding and alignment around objectives and priorities of system partners.
- A common framework for action and reporting that can be deployed consistently across all system and program long term objectives.

In developing the system strategic plan, the Council deliberated ways in which the plan could serve as a vehicle to continue past success, meet current challenges, and achieve clear and significant system outcomes. The outcomes of these discussions are reflected in the plan's Vision, Mission, Strategy Statements and Critical Business Issues.

Eight priority issues were identified that will be addressed by system partners during the six year plan period. In identifying these issues, the Council examined both program and participant outcomes that are critical to Texas' workforce and competitiveness, and the critical issues and interdependencies that cross agencies. These issues, which are the basis for the long term objectives contained in this plan, include:

- (There is a) need for enhanced and more effective integration of academic and career technical education (CTE) options at secondary and postsecondary levels to assist students to graduate and transition, and to reduce dropouts.
- Lack of alignment and clarity in educational policy and regulation for secondary and postsecondary transitions is limiting efficiency and effectiveness of overall educational outcomes.
- Career technical education is perceived by many as a less desirable career option.
- Everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially target populations.
- (There is an) increasing shortage of workers with appropriate middle skills created by a skills gap and future workforce retirements in a wide range of industries and occupations.
- Data is required to ensure that system initiatives can be developed and executed to strategically position Texas in the global workforce marketplace.
- Local workforce boards must understand and meet the needs of their local communities because they are the system's front line partner in offering relevant programs and services.
- (An) existing data gap regarding employers' needs and customer satisfaction hinders the ability to assess whether existing programs and services are adequately meeting customer requirements.

The plan was approved by the Governor on October 23, 2009. The Council's System Integration Technical Advisory Committee (SITAC) will work to implement the action plans that ensure

achievement of the long term objectives in the plan. Thus the plan is a roadmap for an integrated, high-performance workforce system that helps Texans and Texas' businesses compete and thrive in a global economy. The strategic plan will undergo an evaluation of progress each year. Where issues are identified, additional strategies will be incorporated into action plans during biennial updates to the plan. These adjustments to goals, strategies and performance targets will be considered by the Council for approval and forwarded to the Governor for final approval.

Terminology

Vision - a representation of what the future should look like in the eyes of members, customers, employees, and other stakeholders. A vision statement is designed to motivate those with a vested interest in the system's future.

Mission - describes the concept of the system, the nature of the business in which the system is involved, why the system exists, who it serves, and the principles and values under which it operates. A mission statement is designed to provide firm guidance in making important management decisions.

Strategy Statement - a clearly articulated statement that defines the strategic intent of the system over a multi-year period describing the system's goals, the customers it will focus upon, the offerings it will provide, and the primary factors the system will leverage to build its competitive advantage and achieve its mission and goals.

Key Performance Areas (KPA)- strategic areas in which the system will focus its collective attention in a pre-determined timeframe.

Critical Issues Analysis - an assessment of the major factors that are likely to influence how the mission and strategy statement are executed through the planning time horizon. The assessment is strategic in nature and oriented more toward future positions than toward specific results. The Critical Issues Analysis stems from creative thinking about what "might" be done rather than on what can or cannot be done.

Critical Business Issues (CBI)- the issues that are most pivotal to the system's ability to achieve its mission and strategy. CBIs have system-wide implications and usually have a direct impact on the achievement of strategic goals and key performance measures.

Critical Success Factors (CSF)- the variables, actions or outcomes essential to the system's success in addressing the highest priority CBIs and successful strategy execution. CSFs typically span multiple years, involve more than one functional or process area and flow directly from CBIs.

Long Term Objectives (LTO)- the desired outcome(s) the system intends to achieve over a multi-year time horizon. LTOs generally include a quantifiable or measurable outcome achieved within a stated timeframe.

Action Plans (AP)- high level action plans that identify major steps, milestones, completion timeframes, performance measures and accountabilities that are required to move toward meeting the long term objectives or goals.

Preface

Legislative Authority and Scope

The Texas Workforce Investment Council (Council) was created in 1993 by the 73rd Texas Legislature. The Council was created 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 Investment Board under the federal Workforce Investment Act of 1998. The Council does not operate programs, but uses an integrated, collaborative approach to facilitate planning and evaluation across partners and programs.

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

- Economic Development and Tourism
- Texas Association of Workforce Boards
- Texas Department of Criminal Justice
- Texas Education Agency
- Texas Health and Human Services Commission and its
Department of Assistive and Rehabilitative Services
- Texas Higher Education Coordinating Board
- Texas Veterans Commission
- Texas Workforce Commission
- Texas Youth Commission

The state's workforce system is comprised of a number of programs, services and initiatives administered by these eight state agencies and local workforce development 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 20 workforce education and training programs and related services, and education programs that support career preparation and advancement.

While the system strategic plan is intended to guide system partners in delivering workforce programs and services, it is not intended to duplicate partner agency strategic plans. Rather, the system plan is strategic in nature and is designed to focus on the critical few long term outcomes that will make significant progress in achieving the system vision.

In September 2009, the Council completed a year-long planning process, culminating with the development of the new strategic plan for the state's workforce system, *ADVANCING TEXAS*. The system plan is a compilation of the overarching issues and strategies identified and developed

"... a successful talent development system is cohesive, such that all parts work seamlessly together, dynamic, in that it can rapidly respond to changing workforce demands, efficient, in that tax dollars are spent on effective programs that provide and improve talent, and accountable to the students and the taxpaying public for producing results."

- Governor's Competitiveness Council, *Council's Report to the Governor*, July 2008

by system partners and the Council. Following Council action in September 2009, the plan was submitted to the Governor for approval. Approved on October 23, 2009, it fulfills the legislative planning responsibilities of the Council, building on the solid foundation of work accomplished under *Destination 2010*.

The 81st Texas Legislature approved two grant programs that may in time become part of the workforce system planning and evaluation efforts for which the Council is responsible. These new programs, Jobs and Education for Texans and a green job skills development fund, should strengthen the capacity of the workforce system to provide skills training and thereby offer more options to Texans in pursuit of careers in demand occupations. The programs will be developed and implemented in the coming months, after which time the Council will determine if they will generate measureable outcomes that must be included in Formal measure reporting. After monitoring initial implementation, the Council will also assess the degree to which both programs should be included in future updates to the system strategic plan.

The System Plan

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

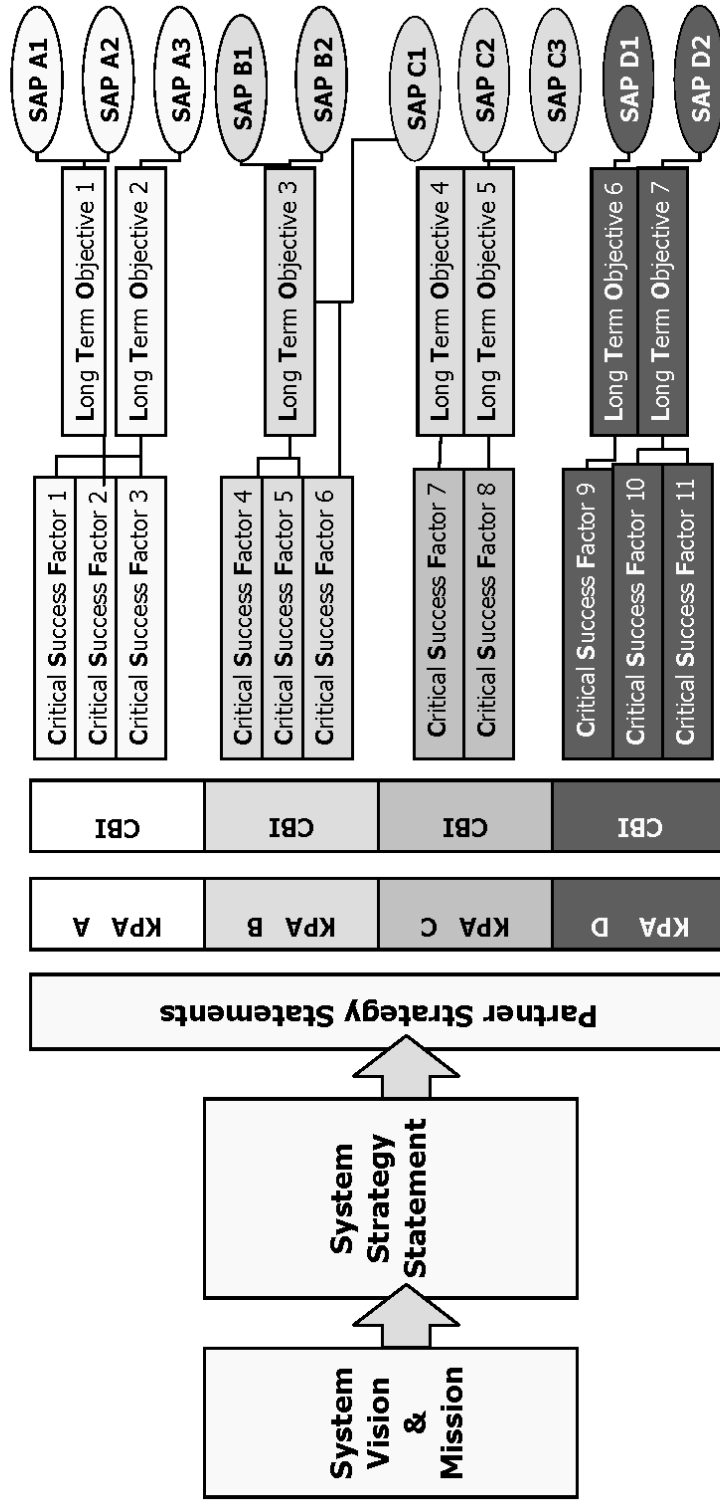
The primary audience for the plan is the Council’s partner agencies with workforce programs and services. Covering the period from September 1, 2009 (FY2010) to August 31, 2015 (FY2015), *ADVANCING TEXAS* is devised on a six year timeframe to align with the existing Texas Strategic Planning and Performance Budgeting System. Under this system, each state agency is required to submit a biennial strategic plan to the Governor’s Office of Budget and Planning and the Legislative Budget Board. Agency strategic plans submitted in June of 2008 were, in part, the basis for the initial assessment of internal and external system issues. The critical business issues are based upon the results of this comprehensive review of partner agency strategic plans, the Council’s work in identifying and tracking national workforce issues, and discussions of the Council and its partner agencies. Since state statute requires workforce system agencies to align to the strategic plan for the Texas workforce system, the system plan will affect the strategic plans of the individual agencies in planning cycles to be completed in 2010, 2012 and 2014.

Focus and Intent

Council members and system partners built upon the framework of *Destination 2010* and focused on critical issues that require collaboration by system partners to improve and increase outcomes for the system’s customers. The plan is structured to avoid duplication of outcomes that are (or will be) included in each agency’s state strategic plan, while at the same time identifying and isolating those critical programmatic points and outcomes on the workforce continuum that require monitoring given the changing demographics of Texas. The plan also includes system-oriented objectives that will result in greater cross-agency coordination and collaboration, with enhanced outcomes. The critical business issues and the critical success factors contained in the system strategy map articulate the focus on the critical, significant objectives that the system must achieve.

The strategy map graphic on the following page provides an illustration of the flow of data and information among the various plan components. (For definitions of the plan elements in the strategy map refer to page 6.) It depicts a conceptual overview of the components of the plan and demonstrates the linkage of the system's strategy, objectives, and action plans. The map organizes system vision, mission, objectives and actions into logically related performance areas, thus illustrating the strategic linkages between the preferred future, the current situation and the objectives and actions it will take to be successful over the duration of the plan period.

Conceptual System Strategy Map



The Texas Workforce Environment

Texas' Population and Workforce

The number, skills and education levels of workers are critical to the continued strength of Texas' economy. In a time of nationwide economic turmoil, the state's economy has fared better in comparison to other states, yet continued to slow in late 2008 through early 2009. However, for the fourth year in a row, CEOs ranked Texas the top state for job growth and business development.¹ Additionally, Texas dominated the 'Best Cities for Jobs' rankings², including garnering the top five in the big city category, as well as 12 of the top 30 across the big, mid-sized and small cities listings.

In June 2009 the Texas labor force totaled more than 12 million people for the first time in the state's history. Texas has the second largest civilian labor force in the country, second only to California, and is continuing to grow as workers in other states move to Texas for employment opportunities.

"Ensuring the state has a high-quality education and workforce system is essential to the state's future prosperity. In a competitive global economy, companies will locate where there is a constant stream of available human resources that can rapidly fill workforce needs."

- Governor's Competitiveness Council, *Council's Report to the Governor*, July 2008

Texas' population continues to change rapidly, growing from 21.7 million in 2002 to 24.3 million (12.0%) in 2008.³ The Texas State Data Center (TSDC) projects the state's population will grow to 28.0 and 35.8 million by 2020 and 2040, respectively.⁴ The median age is projected to rise to 36.7 in 2020, up from 33.1 in 2006. Hispanics are projected to account for over half of the state's population, rising to over 18.8 million. Notably, 33.8% of the Texas population speaks a language other than English at home.⁵

As the population continues to grow and its composition changes, service design and resource allocation strategies must be continually reassessed. An aging population and labor force point to future implications for workplace sustainability and health care. Flexible training options must be readily available to new and current workers, in many cases, incorporating components for English language learners or individuals with low literacy levels. Education and skills training must also be made available to help mature workers remain in the workforce, through both upgrade training and the acquisition of new skills.

Educational attainment is also a cause for concern. While there are minimal, yet positive signs of increased high school or equivalent completion, only 78.6% of adults 25 years of age and older had a high school diploma in 2006 – the lowest rate in the nation. The rate for Hispanics was significantly lower at 54.2%.⁶

¹ *Chief Executive Magazine*, January/February 2009.

² *Forbes.com*, April 14, 2009.

³ U.S. Census Bureau, "Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2008", March 17, 2009.

⁴ "2008 Methodology for Texas Population Projections" [Scenario 0.5, assuming rates of net migration equal to one-half of 1990-2000], February 2009.

⁵ U.S. Census Bureau, 2006 American Community Survey.

⁶ Texas Workforce Investment Council, *Texas Index 2007*.

Community and Technical College (CTC) 'Customers Served' data rose over the four-year period 2004-2008. CTC academic climbed to 328,474 for 2008, a gain of 1.68% since 2007 and 18.44% over the four-year period. CTC technical enrollment increased to 185,948, up 3.36% over the prior year and 4.40% since 2004.⁷ Upward trends in the skill-based CTC technical programs may indicate increased efforts to prepare qualified workers for middle-skills jobs.

At the postsecondary level, however, statewide enrollment began slowing around fall 2004, reflecting limited growth for the state's three major ethnic groups: white, Hispanic and African-American. Although Hispanic enrollment increased substantially in the past seven years, the participation rate grew to only 4% of the population and was reported as "well below target" in the *Closing the Gaps 2009 Progress Report*.⁸

Critical Issues

In recent years, the Council identified and discussed several trends that affect the availability of qualified workers including the increased demand for middle-skilled jobs, the need for more adult literacy and English language training, and shifting demographics (e.g., maturing population, Hispanic population growth). These and other critical issues must be addressed to ensure that Texas prospers and builds on the economic growth of the last decade.

"In business today, no competition is tougher than the global race for talent. In every industry, employers are asking the same question: How are we going to find, train, and retain the best workers? ... To remain competitive, businesses must invest not just in the preparation and recruitment of new talent, but also the continuing development of workers at all stages of their careers."

- Institute for a Competitive Workforce,
2007 Annual Report

System partners serve a broad spectrum of the state's population, providing training and services to adults, adults with barriers and youth. In the years ahead, it is critical to include all individuals in the employee pool that is available to Texas' employers, including target populations such as the blind and disabled, veterans, English language learners and those with low literacy levels. Planning efforts must take into account the major demographic shifts projected for the state's population and workforce.

During the last plan cycle, system partners worked independently and together to respond to multiple natural disasters, including Hurricanes Katrina and Rita in 2005, and Dolly and Ike in 2008. Lessons learned through those collaborative efforts may prove helpful as the state faces the current economic crisis and opportunities that accompany the influx of federal stimulus funds, as well as new mandates enacted during the 81st Legislative session.

Partner agency strategic plans served as the basis for the initial assessment of internal and external system issues facing Texas' workforce development system today. Through its collaborative planning process, the Council then identified eight critical business issues which are most pivotal to the system's availability to achieve its mission and strategy.

⁷ Reported by the Texas Higher Education Coordinating Board for the Council's *Evaluation 2009* report cycle.

⁸ Texas Higher Education Coordinating Board, July 2008.

Key issues identified for consideration and discussion during development of the plan:

... *career and technical education*

Too often, career technical education (CTE) programs are perceived as less desirable career paths. Notably, a 2005 report by the National Research Center for Career and Technical Education reported that a ratio of one CTE class for every two academic classes was shown to minimize the risk of students dropping out.

Such programs are essential to the state's effort to reduce dropout rates and to meet employer demand for current and future jobs, many of which do not require a bachelor's degree. A continuum of secondary and postsecondary options must be readily available and designed to meet students' interests and evolving employer needs.

... *adult education*

The percentage of the population age 16 or older participating in adult education increased from 1995 (40%) to 2001 (46%) and then declined in 2005 (44%).⁹ Two groups identified as target populations are English language learners and individuals with low literacy levels.

The federal funds Texas receives for adult education must be used for specified purposes only. To more effectively meet the needs of these groups and of employers, system partners agree that state or other funds must be leveraged to offer programs that combine adult literacy programs with skills-based training.

"In order to increase the overall effectiveness of adult education, Texas should initiate a complementary state initiative that has the flexibility to merge existing adult literacy programs with skills training. Additional funding should be used to promote best practices or proven training programs with industry relevance."

- Governor's Competitiveness Council, *Council's Report to the Governor*, July 2008

Partners must work to develop new and existing methods, programs and processes, building in part on work initiated under *Destination 2010*, e.g.:

- ▶ *Adult Technology Training*: Texas Workforce Commission grants for English language learner (ELL) projects that integrate occupational training, vocational ESL, technology application training and GED test preparation (if required for employment or training).
- ▶ *Industry-Specific Curriculum Development* – The Legislature required¹⁰ the Texas Education Agency to develop demand-driven workplace literacy and basic skills curricula. Focusing on ELL adults, industry-specific curricula and supporting materials were developed for three target industries: health care, sales and service, and construction and manufacturing.

⁹ U.S. Department of Education, *Participation in Adult Education*, 2007.

¹⁰ Senate Bill 1, 79th Legislature, TEA Rider 82.

... college and work readiness

Increasingly, both college readiness and work readiness require a rigorous core of preparatory courses in high school. This core of academic knowledge and skills may be taught in both academic and career technical education settings; however, a high school diploma must convey to postsecondary institutions and employers alike that a student is ready to succeed in entry level college courses, an entry level job, or both. In addition, more jobs are requiring proficiency in skills such as problem solving, communication, abstract reasoning and the ability to work in teams collaboratively. As noted previously, for individuals 25 or older, only 78.6% had a high school diploma in 2006 – the lowest rate in the nation. While high school graduation rates are increasing, high school dropouts still occur with troubling frequency. Compounding this issue, many students that do earn a high school diploma require remedial or developmental education in order to successfully complete entry-level college courses.

Significant work has been accomplished as evidenced by the development and adoption of College Readiness Standards. These standards are being used as the basis for updating Texas' Essential Knowledge and Skills, curriculum revision and alignment. Legislation passed by the 81st Texas Legislature continues efforts to reform accountability standards for public schools, including the degree to which high school graduates are college and career ready.

... middle-skills jobs

Middle-skill jobs are generally described as those that require more than a high school degree, but less than a four-year degree. The U.S. Department of Labor's Bureau of Labor Statistics (BLS) projects that about 45 percent of all job openings over the next decade will be in middle-skill jobs, versus 33 % high-skilled and 22% low-skilled, or service, occupations.¹¹ Notably, BLS projects that occupations historically requiring short-term on-the-job training are expected to be about 30% of all new jobs, compared to about 20% for jobs traditionally requiring a bachelor's degree.¹²

In Texas, workers will be needed in traditional health care, energy and technology-based jobs, as well as in the growth industries of wind, biofuel and energy efficiency. As noted in the Comptroller's *Texas Works 2008* report, high-paying and rapidly growing professions are open to individuals with technical training. In 2007, more than 80% of all Texas jobs did not require a bachelor's degree. Of greater significance, neither did nearly 44% of jobs paying an above-average income for the state.¹³

... apprenticeship

Increasing the number of available apprenticeship or similar 'earn while you learn' programs is a viable option for both new and current workers. Apprenticeship training has traditionally prepared individuals for skilled trade occupations, including many middle-skill jobs that will continue to be in high demand over the next decade.

¹¹ Brookings Institution, "The Future of Middle-Skill Jobs", CCF Brief #41, February 2009.

¹² *Monthly Labor Review*, "An overview of BLS projections to 2016", November 2007.

¹³ Economic Modeling Specialists, Inc.; Texas' per capital income was \$37,187 in 2007.

Recent changes to the federal apprenticeship rules¹⁴ provide for technology-based and distance learning options as part of the Related Technical Instruction (RTI) component. In addition to the traditional program design which requires completion of a specified number of on-the-job and RTI hours, programs can now be offered using a competency-based or hybrid approach.

... demand driven programs and services

To sustain and increase economic growth, a well-trained labor supply must be available for employers seeking to establish, conduct or expand business in Texas. System partners must use new and existing information sources to plan and implement timely, effective service delivery strategies that meet the needs of the state's employers.

Additional efforts must also be made to design programs and services that meet the needs of all sizes of employers. Over 98% of Texas businesses are classified as small (i.e., fewer than 500 employees). Nationally, such enterprises employ about half of all private sector employees, including 40% of high tech workers such as scientists, engineers and computer workers.¹⁵ Notably, such businesses accounted for 92% of those exporting goods from Texas locations in 2006, which is significant given that Texas' export shipments of merchandise in 2008 totaled \$192.1 billion, up from \$74.7 billion in 2004, the largest dollar gain among states.¹⁶

... employer needs and satisfaction

System partners must continue their efforts to become more familiar with employers' awareness and perception of existing services as well as information about their projected hiring and training needs. Timely, effective service delivery will be critical as the partners strive to increase employer use rates by helping to ensure the availability of an adequate workforce for Texas' changing economy.

Partners must continue and build upon 'employer use' projects initiated under *Destination 2010*. These projects address program evaluation using current and new performance data and information; evaluation of employer satisfaction with programs and services through new survey efforts; and other agency-specific items.

As one of the system's front line partners, local workforce boards must understand and meet the needs of their local employers and communities. By enhancing planning and collaboration with other system partners, these entities will play a key role in achieving alignment across workforce system components.

... education system coordination and alignment

As the system moves forward, it is essential that planning initiatives, as well as the development of educational policy and regulations for adult education, career technical education and college and work readiness are addressed in an integrated, collaborative manner in order to ensure alignment across programs. Educational and career transitions need to be seamless, with educators and counselors working with students and their

¹⁴ 29 CFR Part 29; issued October 29, 2008, effective December 29, 2008.

¹⁵ U.S. Small Business Administration – Office of Advocacy, "Frequently Asked Questions", September 2008.

¹⁶ U.S. Department of Commerce, February 2009.

parents to better understand career paths and associated education and training requirements and opportunities.

Efforts must continue to address both the number of high school dropouts¹⁷ and the transition of graduates to work or further education. Over the plan cycle, all system partners must work together to further integrate system programs and services, thus enabling greater alignment with the needs of employers, current and future workers.

Implementation

The dynamic nature of the planning process provides for progress evaluations and recommendations for further action. The action plans and long term objectives will be reviewed and modified, as applicable, for Council consideration in March 2012 and 2014. As a living document, the system plan fulfills the role and legislative planning responsibilities of the Council, and more importantly, provides a solid foundation and pathway for attainment of the system vision.

The System Integration Technical Advisory Committee (SITAC) was established by the Council Chair to oversee implementation of the previous system strategic plan and to remedy barriers to system integration. Membership is comprised of executive-level representatives from the Council's eight partner agencies, as well as representation from the Texas Association of Workforce Boards.

Since SITAC was convened in December 2003, agencies have worked individually and in collaboration with other partners to implement the long term objectives specified in the previous system plan. Through the work of SITAC, agencies developed and implemented changes that improved the coordination, accountability and access to programs and services. Under this new system plan SITAC will continue in this capacity - building upon ongoing efforts in areas such as adult basic education and employer services, while undertaking the additional challenges of further aligning and integrating program delivery and initiatives.

¹⁷ In developing performance reporting requirements under the new plan, consideration will be given to final regulations published by the U.S. Department of Education for programs administered under the Elementary and Secondary Education Act, as amended. Key areas addressed by the revised regulations include the establishment of a uniform and accurate method for calculating graduation rates for Adequate Yearly Progress purposes. Beginning 2010-11, states will have to calculate a 'four-year adjusted cohort graduation rate'.

Vision

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

Mission

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

System partners include:

Economic Development and Tourism
Texas Association of Workforce Boards
Texas Department of Criminal Justice
Texas Education Agency
Texas Health and Human Services Commission and its
Department of Assistive and Rehabilitative Services
Texas Higher Education Coordinating Board
Texas Veterans Commission
Texas Workforce Commission
Texas Youth Commission

Advancing Texas Strategy Map

The strategy map serves as a roadmap and communication tool to:

- identify the vision, mission, critical business issues, critical success factors, long term objectives and action plans;
- organize long term objectives and action plans into logically related key performance areas; and
- demonstrate the strategic linkages between the organization's preferred future state (i.e. vision and mission), its current situation and the primary objectives and actions it will take to be successful.

The Texas workforce system strategy map begins on the following page.

ADVANCING TEXAS Strategy Map

Vision/Mission	Strategy Statement	KPA	Critical Business Issues	Critical Success Factors	Long Term Objectives	Action Plan ID #
<p>VISION</p> <p><i>Our world class workforce system enables Texas to compete successfully in the global market</i></p>	<p>The strategic intent of the Texas Workforce System is to create a world class workforce. We provide employers, current and future workers of Texas, convenient and ready access to relevant and comprehensive workforce services. These services span the continuum of career planning, preparation, development and enhancement.</p>	<p>Systems, Operations, Competencies and Integration</p>	<p>Need for enhanced and more effective integration of academic and career technical education options at secondary and postsecondary levels to assist students to graduate and transition to further education or the workforce, and to reduce dropouts.</p>	<p>Effectively integrate planning initiatives that require partner coordination to ensure alignment.</p>	<p>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.</p>	<p>S1</p>
<p>MISSION</p> <p><i>The Texas workforce system creates a globally competitive workforce through collaborative relationships that align, leverage and integrate system services.</i></p>	<p>Texas workforce services encompass education, training, services and support programs. They are delivered through an integrated and cohesive partner network of state agencies, educational institutions, and community-based organizations that are accountable to the customers they serve. These partners will achieve the system vision and mission by:</p> <ul style="list-style-type: none"> • Providing programs and services which are relevant and responsive to the evolving needs of the ultimate customers of the system: current and future employers and workers. 			<p>College and career readiness is achieved by availability of both academic courses and rigorous career technical education courses to support all students through a continuum of choices (2- and 4-year degrees, apprenticeship and military).</p>	<p>By 2013, Texas will decrease high school dropout rates by implementing rigorous career technical education as part of the recommended high school graduation program.</p>	<p>S2</p>
<p>System partners include:</p> <p><i>Economic Development and Tourism</i></p> <p><i>Texas Association of Workforce Boards</i></p> <p><i>Texas Department of Criminal Justice</i></p> <p><i>Texas Education Agency</i></p> <p><i>Texas Health and Human Services Commission- Department of Assistive and Rehabilitative Services</i></p> <p><i>Texas Higher Education Coordinating Board</i></p> <p><i>Texas Veterans Commission</i></p> <p><i>Texas Workforce Commission</i></p> <p><i>Texas Youth Commission</i></p>	<ul style="list-style-type: none"> • Meeting system level and agency level performance objectives through coordinated planning and the execution of initiatives that produce accountable results. • Deploying integrated programs and services that allow all Texans to participate. • Collaborating to achieve seamless pathways and career options for Texas' future workforce. • Communicating education, training and career opportunities to build value, awareness and participation in system programs and services. • Finding opportunities to leverage and align resources to optimize system effectiveness and efficiency. 		<p>Lack of alignment and clarity in educational policy and regulation for secondary and postsecondary transitions is limiting efficiency and effectiveness of overall educational outcomes.</p>	<p>Improve program and initiative alignment to ensure seamless educational and career transitions through coordinated and integrated planning.</p>	<p>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.</p>	<p>S3</p>
			<p>Career and technical education is perceived by many as a less desirable career option.</p>	<p>Increase awareness and educate high school counselors to create a secondary school culture where all students and parents understand the wide range of career and educational choices, including middle-skills careers.</p>	<p>By 2013, design and implement a demonstration program targeted to improve perception of career options that career technical education programs enable.</p>	<p>S4</p>

ADVANCING TEXAS Strategy Map

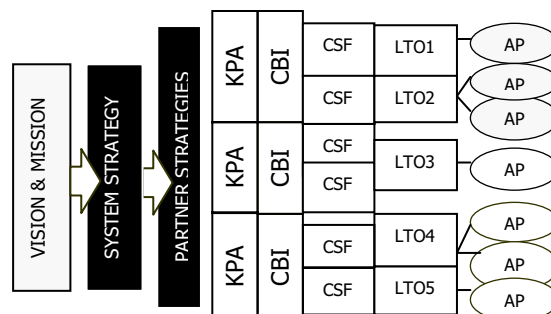
Vision/Mission	Strategy Statement	KPA	Critical Business Issues	Critical Success Factors	Long Term Objectives	Action Plan ID #
		Customer Outcomes	<p>Everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially in target populations.</p> <p>Target populations include:</p> <ul style="list-style-type: none"> Blind and disabled, who with focused assistance can achieve enhanced employment outcomes. Veterans, while they often have a wide range of disabilities can with training, referral and placement services return to the civilian workforce. English language learners, who constitute a rapidly growing population requiring additional skills for workforce-related success. Those with low literacy levels, who can be assisted through targeted literacy programs to gain or maintain employment. 	<p>System capabilities ensure employment outcomes for workers with disabilities or who are blind or visually impaired through transition services, the use of assistive technologies, and other means.</p>	<p>By 2013, the blind and disabled populations will achieve additional employment outcomes.</p>	C1
			<p>Ensure veterans have programs, products and services necessary to accommodate their needs to enter the workforce successfully through relevant state and leveraged federal services.</p>	<p>By 2013 the veteran population will achieve additional employment outcomes.</p>	C2	
			<p>Develop new and enhance existing methods, programs and processes for programs targeted at the over age 17 English language learner population that address both language and occupational skill acquisition.</p>	<p>By 2013, design and implement integrated Adult Education and workforce skills training programs to increase employment outcomes for the English language learner population.</p>	C3	
			<p>Develop new and enhance existing methods, programs and processes for programs targeted at the over age 17 workforce literacy population that address workplace literacy acquisition.</p>	<p>By 2013, design and implement targeted Adult Basic Education programs to increase employment outcomes for populations requiring workplace literacy skills.</p>	C4	

ADVANCING TEXAS Strategy Map

Vision/Mission	Strategy Statement	KPA	Critical Business Issues	Critical Success Factors	Long Term Objectives	Action Plan ID #
		<p>Programs, Products, and Services</p>	<p>Increasing shortage of workers with appropriate middle skills created by a skills gap and future workforce retirements in a wide range of industries and occupations.</p>	<p>Expand and integrate middle-skills training to meet current and future employer demand.</p>	<p>Community and technical colleges will plan and execute education and training programs to address workforce skills gaps in their regions, as identified by local needs assessments or the biennial supply-demand report produced by the THECB and TWC.</p>	<p>P1</p>
				<p>Expand the "earn while you learn" model for deployment into middle-skills areas.</p>	<p>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.</p>	<p>P2</p>
			<p>Data is required to ensure that system initiatives will be developed and executed to strategically position Texas in the global marketplace.</p>	<p>Data must be available to benchmark Texas against other states and countries in the most significant and strategic educational, workforce and market outcomes.</p>	<p>Annually, the Council will produce a data set whereby system stakeholders can ascertain Texas' position relative to key indicators of competitiveness.</p>	<p>P3</p>
			<p>Local workforce boards must understand and meet the needs of their local communities because they are the system's front line partner in offering relevant programs and services.</p>	<p>Enhance planning and collaboration to achieve alignment across workforce system components to meet employer and community needs.</p>	<p>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.</p>	<p>P4</p>
			<p>Existing data gap regarding employers' needs and customer satisfaction hinders the ability to assess whether existing programs and services are adequately meeting customer requirements.</p>	<p>Programs and services must be aligned with employer needs.</p>	<p>Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction.</p>	<p>P5</p>
					<p>Partner agencies will use the employment data/outcomes of their programs to understand and improve those programs.</p>	<p>P6</p>

Strategy Statements

The Texas workforce system has a strategy statement that guides decision making and actions toward accomplishment of the vision, mission and long term objectives. There is also a strategy statement for each system partner. These strategy statements define the role and position of the particular partner within the larger system and clearly outline the proposed actions the partner will take to achieve its workforce related goals. Each system partner, as well as the Council itself, has developed a strategy statement to define their role within the workforce system.



System strategy statement:

a clearly articulated statement that defines the strategic intent of the system and the primary factors the system will leverage to build its competitive advantage and achieve its mission and goals.

Texas Workforce System Strategy Statement

The strategic intent of the Texas workforce system is to create a world-class workforce. We provide employers, current and future workers of Texas convenient and ready access to relevant and comprehensive workforce services. These services span the continuum of career planning, preparation, development and enhancement. Texas workforce services encompass education, training, services, and support programs. They are delivered through an integrated and cohesive partner network of state agencies, educational institutions, local workforce boards, and community-based organizations that are accountable to the customers they serve. These partners will achieve the system mission and strategy by:

- Providing programs and services which are relevant and responsive to the evolving needs of the ultimate customers of the system: employers, current and future workers.
- Meeting system level and agency level performance objectives through coordinated planning and the execution of initiatives that produce accountable results.
- Deploying integrated programs and services that allow all Texans to participate through a coordinated and efficient statewide system.
- Collaborating to achieve seamless pathways and career options for Texas' future workforce.
- Communicating education, training and career opportunities to build value, awareness and participation in system programs and services.
- Finding opportunities to leverage and align resources to optimize system effectiveness and efficiency.

Partner strategy statement:

a clearly articulated statement that defines the strategic workforce intent of the agency or partner and the primary factors that will be leveraged to achieve the stated mission and goals.

Economic Development and Tourism Office

The goal of the Economic Development and Tourism Office is to expand economic growth and employment through marketing Texas as a business location and tourism destination. Economic Development and Tourism promotes the state's business climate, strategic location, workforce and natural and cultural resources. These resources, supported by state incentives and market research, support the recruitment of relocations from out-of-state and international employers, local business development and expansion, and job growth throughout Texas.

Texas will execute the following strategies to achieve this goal:

- Research and provide economic and workforce data to companies wishing to expand or relocate to Texas.
 - Market Texas' capabilities and services by elevating the role and priorities of industry-specific business development within the agency.
 - Work with regional development entities to target the expansion of existing employers and emerging industries.
 - Discover and share the needs of expanding and relocating employers with the Texas Workforce Commission and academic entities.
 - Develop and implement enhanced processes with the Texas Workforce Commission for executing, assessing and interpreting workforce data collection and analysis for use in marketing Texas as a workforce destination.
 - Leverage the functions of each department within the division to address the future workforce needs of employers.
 - Provide access to value-added data, information and analysis from the Texas Workforce Commission and other relevant workforce system partners to the public.
 - Through Tourism marketing efforts highlight the quality-of-life benefits of Texas to relocating/expanding businesses and their workforce.
-

Texas Association of Workforce Boards

The primary goals of the Texas Association of Workforce Boards (TAWB) are to: (i) engage the representatives of all Texas local workforce boards in providing a unified voice for a quality workforce system in Texas; (ii) provide a forum for the discussion of public workforce policy; and (iii) engage in activities that benefit the state and local workforce system.

TAWB will accomplish its goals through the collective and individual efforts of member boards by:

- Developing and implementing concrete strategies to maintain an employer-driven network of workforce services.
- Providing a forum for discussion and activities related to alignment with the statewide goals and objectives for the workforce system.
- Enhancing employer awareness through the involvement and participation of the local workforce system on a statewide basis.
- Implementing actions to encourage mentoring and training and professional development for system staff and local board members.
- Enhancing the network's capability through ongoing board-to-board communication.
- Leveraging local, state and other resources to enhance the statewide capacity and recognition of the local delivery system.
- Implementing a system of continuous improvement for the collection, exchange, and delivery of best practices.
- Promoting proactive management of local workforce systems and solutions.
- Providing a forum for leadership in the development of innovative strategies for the enhanced performance and accountability of the statewide network.
- Establishing a framework for the realization of a workforce system that fulfills the promise of an employer and customer responsive system by connecting with local partners in education, economic development and community development on a statewide basis.

Texas Department of Criminal Justice and the Windham School District

A major goal of the Texas Department of Criminal Justice (TDCJ) is the successful re-integration of ex-offenders into society with appropriate, demand driven skills resulting in positive employment outcomes.

The strategies of the TDCJ workforce initiatives are to:

- Provide quality skills training and services necessary for a seamless transition from in-prison job preparation programs for appropriate employment placement post release.
- Coordinate data and information and analysis between the agency and the Texas Workforce Commission, the Texas Education Agency and local workforce boards, parole services and other workforce system partners.
- Develop partnerships with agencies, business and industries to promote positive relationships for ex-offender programs.
- Develop the strategy and capacity to institute programs and processes that enable secured employment prior to release.

Texas Education Agency

The mission of the Texas Education Agency (TEA) is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy. A key goal of the agency related to this mission is to ensure all students are college and career ready.

TEA will execute strategies to achieve this goal by assisting school districts, other education service providers, and students in the following areas:

- Guidance in the area of curriculum standards and program implementation to ensure postsecondary readiness.
- Administration of statewide education programs designed to promote postsecondary readiness, including academically rigorous career technical education programs and programs for students who are English language learners.
- Administration of federal and state funding to support education programs that prepare students for postsecondary success.
- Adult education funding, coordination, and reporting, and the alignment of adult education with postsecondary opportunities.
- Coordination of data, information, analysis, evaluation, and knowledge sharing with the Texas Higher Education Coordinating Board, the Texas Workforce Commission, the Department of Assistive and Rehabilitative Services, and other relevant workforce system partners.

Texas Health and Human Services Commission and the Department of Assistive and Rehabilitative Services

The Vocational Rehabilitation program of the Department of Assistive and Rehabilitative Services (DARS) assists Texans with disabilities (including persons who are blind or visually impaired) to prepare for, find and maintain employment.

To achieve this outcome, rehabilitation services are tailored to meet the specific needs of each individual. In addition, DARS collaborates with workforce partners at the local, state and federal level to leverage system capabilities and improve employment and wage outcomes for eligible individuals with disabilities.

Within the Texas workforce system, DARS specifically:

- Develops and enhances employer relations to ensure Texas employers are aware of and understand the capabilities of current and future workers who receive DARS services. This is accomplished by establishing and maintaining ongoing relationships with employers throughout the state.
- Understands the needs of employers by analyzing the results of employer surveys and subsequently making appropriate adjustments to business practices.
- Develops and deploys assistive technologies so that Texas workers with disabilities will have a broader range of employment options. This is accomplished by assessing the specific needs of each worker and providing the appropriate access solution on a timely basis.
- Coordinates and aligns with other Texas workforce system partners providing services for the DARS population to ensure services are cohesive and integrated. This is accomplished by collaborating with workforce partners at the local and state level, to ensure services are provided effectively and on a timely basis.

Texas Higher Education Coordinating Board

The goal of the Texas Higher Education Coordinating Board (THECB) is to assist universities, health-related institutions, community, state, and technical colleges and individuals in achieving career and workforce relevant education through program approval, advocacy for funding needs, financial aid, and Tech Prep funding.

The agency's primary focus within the career and workforce system is the community, state, and technical colleges which serve as the hub of career and workforce education and training in Texas higher education. This will be accomplished by:

- Executing *Closing the Gaps* goals:
 - ▶ increasing student participation rates by adding 630,000 more students,
 - ▶ increasing student success by awarding 210,000 undergraduate degrees, certificates, and other identifiable student successes from high quality programs,

- ▶ substantially increasing the number of nationally recognized programs or services at colleges and universities, and
 - ▶ increasing the level of federal science and engineering research and development obligations to Texas institutions to 6.5% of obligations to higher education institutions across the nation.
- Coordinating data, information, and analysis with the Texas Education Agency, the Texas Workforce Commission, and other workforce system partners.
 - Undertaking legislative advocacy for higher education needs.
 - Coordinating statewide college and career readiness standards and implementation with the Texas Education Agency.
 - Coordinating efforts to enhance and integrate career technical paths with two-year and four-year public institutions (e.g., 2+2, Lumina Foundation).
 - Coordinating adult basic education, secondary and postsecondary transitions with the Texas Education Agency and the Texas Workforce Commission.
 - Coordinating programs for special populations and non-traditional students with the state's community, state, and technical colleges in their use of federal funds (e.g., Carl D. Perkins).

Efforts will be measured by participation (enrollment) and success (completion) rates across a wide range of student populations as well as targeted careers.

Texas Workforce Commission

The goal of Texas Workforce Commission is to promote and support a market-driven workforce system that enables employers, individuals and communities the opportunity to achieve and sustain economic prosperity.

The Commission focuses on five core strategies to drive the business it does for Texans.

Emphasize Economic Development. The Commission and the network of 28 local workforce development boards will play a critical role in providing the skilled workforce to grow existing Texas businesses and to provide strong inducement for businesses to locate in Texas.

Create and Sustain a Market-Driven and Customer Responsive Environment. The Commission will identify and understand the workforce needs of our customers and will respond with real solutions.

Ensure a Skilled Workforce at all Levels. The Commission will provide its customers with a skilled workforce as the key to ensuring workforce solutions are available when employers need them.

Encourage and Support Local Flexibility. The Commission is strongly committed to local flexibility in determining workforce solutions and believes that the strength of local flexibility has been tested and proven in both good and bad economic times.

Maintain Strong Accountability. The Commission understands and is committed to the accountability for the value of every dollar dedicated to workforce development and for the trust of Texas in the workforce system.

The Commission will facilitate the achievement of these core strategies through:

- Enhancing economic development partnerships and actively participating in targeted economic development initiatives by incorporating key elements of the Governor’s Competitiveness Initiatives.
- Developing a skilled workforce based on regionally identified employer needs.
- Supporting Texas employers in business stabilization and expansion through the Skills Development Fund.
- Providing policy and programmatic technical assistance and guidance to the local workforce development boards.
- Supporting local flexibility in determining workforce solutions while maintaining program integrity and accountability.

Texas Veterans Commission

The Texas Veterans Commission (TVC) is the first responder to veterans’ needs by providing a continuum of services for those Texans who have served their country. TVC assists veterans with U.S. Department of Veterans Affairs (VA) claims, help for seriously injured service members who are in the process of being discharged, employment services and educational programs.

As a partner in the Texas workforce system, TVC has two key programs for veterans related to education and employment. Veterans Employment Services (VES) provides superior assistance in matching veterans with civilian careers. TVC partners with the Texas Workforce Commission and the network of 28 local workforce development boards to reach the veteran population and assist them through the WorkInTexas.com website. VES consists of Disabled Veterans’ Outreach Program, Local Veterans’ Employment Representative and Transition Assistance Program personnel.

These programs help veterans by providing the following services:

- labor market information
- job search assistance
- job readiness workshops
- supportive services
- resume preparation
- job referrals
- education and training referrals

- Intensive services to disabled or disadvantaged veterans in need of specialized assistance to find suitable employment.
- Transition Assistance Program seminars for separating active duty and reserve personnel. This 2½ day program provides information on resume writing, interview techniques, financial assistance and VA benefits.
- Vocational Rehabilitation and employment certified training or education programs.

The Veterans Education Program provides veterans with information on how to fully use state and federal education entitlements and functions as the approving agency for schools, courses, apprenticeships, On-the-Job Training programs and tests where eligible veterans or their families may use education related benefits. The TVC acting as a single advocacy agency ensures veterans receive all benefits to which they are entitled.

Texas Youth Commission

The strategy of the Texas Youth Commission's (TYC) workforce development is an integrated and holistic approach that prepares incarcerated youth to successfully develop current, appropriate occupational skills, and /or enter and maintain employment. This is a comprehensive strategy that includes education, workforce development programs, specialized treatment, and linkages with community-based organizations for additional training, transitional aftercare services and employment assistance. TYC will provide a continuum of care that links the institution with aftercare and community services. To accomplish this, TYC will:

- Develop a greater degree of integration with the Texas Department of Criminal Justice, Texas Workforce Commission, and local workforce development boards for provision of Project RIO and program services and other employment and training opportunities by developing Memorandums of Understanding with the local workforce boards to better define the referral, intake and provision of Project RIO and related employment and training services available to TYC youth and through the Project RIO strategic planning process.
- Coordinate data, information and analysis with relevant workforce system partners by improving current data interface and creating and implementing in-house capabilities to better determine areas of success, such as constructive activity rate, employment rate, employment retention and training enrollment.
- Develop an evaluative system that allows staff and youth to assess and provide feedback on the programs, services and technical support available.
- Keep TYC education staff up-to-date regarding the academic foundations required by industry for employment.

- Support rehabilitative programs through the agency’s treatment program, specialized treatment programs, education initiatives and workforce development programs and services that include:
 - Project Reintegration of Offenders – Youth (RIO-Y)
 - The Prison Industry Enhancement (PIE) program
 - The Career Technical Education (CTE) programs
 - Work Development Reentry Specialist – aftercare services
 - Other reentry initiatives within TYC facilities and in aftercare

TYC will coordinate and establish linkages with the Texas Education Agency, Texas Workforce Commission, statewide Community Resource Coordination Groups, Texas State Technical College, Department of Labor Employment & Training Administration’s Office of Apprenticeship Programs, Texas Rehabilitation Commission, local workforce development boards and other community/faith-based organizations for the availability and provision of additional services when the youth transfers back into the community. TYC will also develop the strategy and capacity to institute programs and processes that enable secured employment prior to release.

Texas Workforce Investment Council Strategy Statement

The Texas Workforce Investment Council (Council), designated by the Governor and the Legislature as the Workforce Investment Board under the federal Workforce Investment Act it is the strategic planning and evaluation entity for the Texas workforce system. The Council facilitates collaboration, coordination, and integration between systems partners. System partners include state agencies and their local service delivery entities, local workforce development boards, and regional economic development entities. The Council will facilitate achievement of Texas’ workforce system mission and strategy by:

- Facilitating the development of an integrated strategic plan that articulates system direction and indices of success and provides a roadmap for the development and implementation of partner agency and local workforce board service and program delivery.
- Encouraging demonstration projects designed to develop new programs and approaches to service delivery.
- Monitoring, evaluating and annually reporting on system and agency performance against the strategies and outcomes articulated in the system plan.
- Identifying key system issues to inform decision-making and policy development.
- Providing research and issues analysis to support the development of policy options to address those issues.
- Encouraging state-level linkages between workforce development and education.
- Facilitating solutions to identified system issues or gaps through the coordination of interagency efforts and resources.

Integrated Strategy Statement – Student Success Through Seamless Transitions Across the Education and Training Landscape

The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB), in association with the Texas Workforce Commission (TWC) and the Department of Assistive and Rehabilitative Services (DARS) are partners in developing collaborative strategies to facilitate student success through seamless transitions.

Early in the planning process, it became clear that, to provide students with the greatest opportunities for success, multiple pathways across and through the various education entities are essential. In order to enhance this system competency, partners committed to build upon the existing communication and operational bridges across partner agencies to identify and address key areas of strategic leverage that could be addressed within the context of the system's strategic plan.

The goal of education and training in the workforce system is to assist individuals, communities, employers, and the state by preparing students to achieve the necessary level of knowledge, training, education, and skills to successfully meet the 21st century educational demands of the individual and the workforce needs of employers and the state.

To accomplish the goal above, the agencies that oversee education and training programs in Texas will focus on transition areas between and among education partners and connection points within the education system including:

1. Career Readiness

- TEA and the THECB will coordinate on implementation of the Carl D. Perkins Career and Technical Education Act and articulated and dual credit programs to ensure career technical education programs are academically rigorous, aligned with postsecondary standards, and facilitate the transfer of academic and technical credit.
- All education partners will work collaboratively to ensure alignment between career technical education and workforce readiness requirements.

2. Adult Basic Education

- TEA, THECB, and TWC will coordinate to ensure that adult basic education (ABE) programs are aligned with postsecondary and workforce readiness and that all programs lead to further training, college or university, or a job.
- Partners will develop an integrated model of delivery that includes an explicit link between ABE and postsecondary education that includes short-term skills and technical training and employment goals that meet Texas' business' needs for skilled workers.

3. College and Career Readiness Standards

- TEA and the THECB will provide information through regional P-16 Councils, regional education service centers, and other means, to create awareness about the college and career readiness standards among higher education and public education faculty.

- TEA, in collaboration with the THECB, will provide professional development and training to public education teachers and administrators regarding the college and career readiness standards and the revised Texas Essential Knowledge and Skills (TEKS).
- TEA and the THECB will collaborate on the establishment of the college readiness standard on end-of-course assessments for high school students in Texas.
- THECB, in collaboration with the TEA, will work with teacher preparation programs to ensure that new teachers in Texas are aware of the college and career readiness standards and understand how to align curriculum with college and career ready expectations.

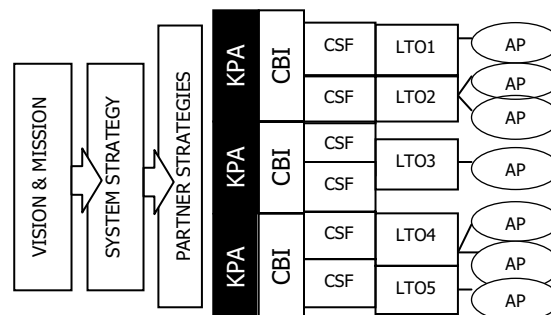
4. Coordination of Data and Knowledge Sharing

- TEA, THECB, DARS, and TWC will coordinate data and knowledge sharing within the limitations imposed by the Family Educational Rights and Privacy Act (FERPA) to support transitions and transfers and to measure the effectiveness of programs and longitudinal program utilization to enable students to move efficiently and effectively through the wide range of educational and training opportunities available among the education partners.
- THECB, TEA and TWC will continue to integrate data-sharing capabilities within FERPA regulations so that longitudinal analysis of educational outcomes, workforce preparedness, and alignment of education and workforce may be more readily evaluated, while increasing the efficiency and relevance of state data systems.

Key Performance Areas (KPA)

Each of the prioritized critical business issues has been grouped into a key performance area to illustrate interdependencies. Key performance areas are those strategic areas in which the system will focus its collective attention. The three performance areas were determined by examining similarities between the critical business issues, and by identifying where those issues affect the Texas workforce system. Three key performance areas were identified:

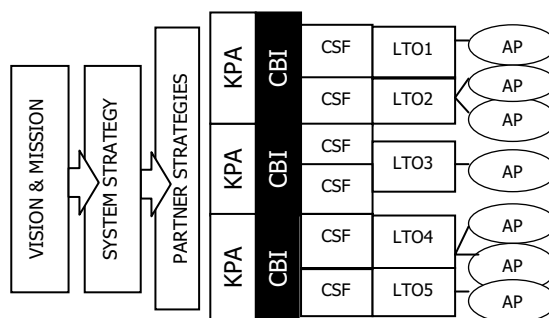
- Systems, Operations, Competencies and Integration
- Customer Outcomes
- Programs, Products and Services



Critical Business Issues (CBI)

Critical business issues (CBIs) are those issues most pivotal to the system’s ability to achieve its mission. These issues have system-wide implications and usually have a direct impact on the achievement of strategic goals or key performance measures. CBIs were identified by a critical issue analysis to assess the major factors that are likely to influence execution of the mission and strategy over the life of the plan.

The critical business issues were then screened to consolidate duplications and identify gaps; identify and designate system versus programmatic issues; and, to eliminate the issues that could not realistically be addressed by the system or its partners. The final analysis resulted in identification of eight high priority critical business issues for the workforce system. These issues are listed below.



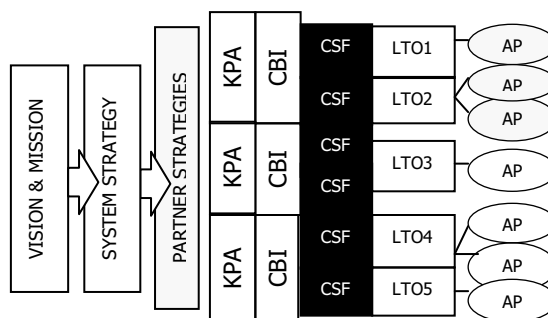
Critical Business Issues

1. Need for enhanced and more effective integration of academic and career technical education options at secondary and postsecondary levels to assist students to graduate and transition to further education or the workforce, and to reduce dropouts.
2. Lack of alignment and clarity in educational policy and regulation for secondary and postsecondary transitions is limiting efficiency and effectiveness of overall educational outcomes.
3. Career technical education is perceived by many as a less desirable career option.
4. Everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially target populations.
5. Increasing shortage of workers with appropriate middle skills created by a skills gap and future workforce retirements in a wide range of industries and occupations.
6. Data is required to ensure that system initiatives can be developed and executed to strategically position Texas in the global workforce marketplace.
7. Local workforce boards must understand and meet the needs of their local communities because they are the system’s front line partner in offering relevant programs and services.
8. Existing data gap regarding employers’ needs and customer satisfaction hinders the ability to assess whether existing programs and services are adequately meeting customer requirements.

Critical Success Factors (CSF)

Critical success factors span multiple years, involve more than one functional or process area and flow directly from the critical business issues. They are actions or outcomes essential to the system’s success in addressing the priority critical business issues

Thirteen (13) CSFs were identified as requirements to address the critical business issues. These critical success factors are listed on the following pages with their corresponding critical business issue.



Critical Success Factors

Need for enhanced and more effective integration of academic and career technical education options at secondary and postsecondary levels to assist students to graduate and transition to further education or the workforce, and to reduce dropouts.

Effectively integrate planning initiatives that require partner coordination to ensure alignment.

College and career readiness is achieved by availability of both academic courses and rigorous career technical education courses to support all students through a continuum of choices (two- and four-year degrees, apprenticeship and military).

Lack of alignment and clarity in educational policy and regulation for secondary and postsecondary transitions is limiting efficiency and effectiveness of overall educational outcomes.

Improve program and initiative alignment to ensure seamless educational and career transitions through coordinated and integrated planning.

Everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially target populations.

System capabilities ensure employment outcomes for workers with disabilities or who are blind or visually impaired through transition services, the use of assistive technologies, and other means.

Ensure veterans have programs, products and services necessary to accommodate their needs to enter the workforce successfully through relevant state and leveraged federal services.

Develop new and enhance existing methods, programs and processes for programs targeted at the over age 17 English language learner population that address both language and occupational skill acquisition.

Develop new and enhance existing methods, programs and processes for programs targeted at the over age 17 workforce literacy population that address workplace literacy acquisition.

Increasing shortage of workers with appropriate middle skills created by a skills gap and future workforce retirements in a wide range of industries and occupations.

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

Expand the “earn while you learn” model for deployment into middle-skills areas.

Career technical education is perceived by many as a less desirable career option.

Increase awareness and educate high school counselors to create a secondary school culture where all students and parents understand the wide range of career and educational choices, including middle-skills careers.

Data is required to ensure that system initiatives are developed and executed to strategically position Texas in the global workforce marketplace.

Data must be available to benchmark Texas against other states and countries in the most significant and strategic educational, workforce and market outcomes.

Local workforce boards must understand and meet the needs of their local communities because they are the system’s front line partner in offering relevant programs and services.

Enhance planning and collaboration to achieve alignment across workforce system components to meet employer and community needs.

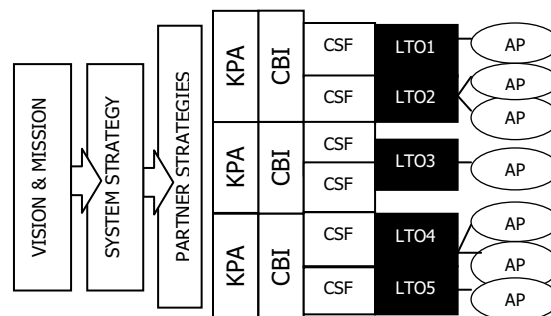
Existing data gap regarding employers’ needs and customer satisfaction hinders the ability to assess whether existing programs and services are adequately meeting customer requirements.

Programs and services must be aligned with employer needs.

Long Term Objectives (LTO)

Long term objectives are driven by the critical success factors and are causally linked. There are two types of LTOs:

- **System**
These LTOs affect the overall Texas workforce system and require a high degree of support and collaboration across system partners.
- **Partner**
These LTOs affect a subset of the system, partners or customers and can generally be addressed by a specific partner.



These LTO are the quantifiable or measurable outcomes that the system intends to achieve within the timeframe of the strategic plan. Fourteen LTOs have been identified for the Texas workforce system during this strategic planning process.

Long Term Objectives and Rationale

On the system strategy map on pages 19-21, the LTOs are found to the right of the critical success factors, thus indicating the LTOs have been derived directly from the critical business issues and their corresponding critical success factors. Each LTO (blue bold text) is presented with the rationale (black text) for the LTO to further define and clarify the objective within the larger workforce system.

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.

Texas has experienced strong economic growth in recent years for many reasons, one of which is the fact that there has been an adequate supply of graduates from postsecondary programs to meet the needs of employers for skilled workers. Because of the changing nature and structure of the Texas economy, institutions must closely align postsecondary program offerings with the demands of the marketplace. Data is a necessary ingredient in that decision-making process.

By 2013, Texas will decrease high school dropout rates by implementing rigorous career technology education (CTE) as part of the recommended high school graduation program.

Data shows that a large proportion of Texas' future workforce will require more than a high school diploma, but less than a four-year degree. Texas' education system must prepare students for high school success, so that they will have the opportunity to choose from many viable career options. Of the 25 year and older population in Texas in 2006, only 78.6% had a high school diploma. The number of Texans with at least a high school diploma must be increased in an effort to move young adults into careers and further education. CTE can be a strategy to help reduce the dropout rate in Texas; data on students taking two or more CTE classes shows increased student graduation rates. By ensuring a rigorous CTE program, Texas will be positioning more graduates for a wider range of options and opportunities, as well as to keeping more students engaged in and completing high school.

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.

Transitions for students must become more efficient and effective. The system's education and training partners must implement seamless pathways so that students are not disadvantaged. In order to accomplish this, a high priority objective for the Council is ensuring educational partners have the methods, processes and procedures in place to meet the current and future requirements to ensure these seamless transition paths throughout the educational infrastructure.

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

In the coming 20 years, many high-skill, high-wage occupations critical to the Texas economy will require education or training certifications that are less than a four-year degree. By increasing the awareness, perceived value, and transition opportunities across the spectrum of CTE-related career options, more students will be workforce and college ready at high school graduation. In order to accomplish this, students, their families and high school counselors must understand the wide range of high-value career opportunities available to Texas students.

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

The Texas workforce system must ensure that all potential workforce populations have the skills necessary to be successful in the Texas economy. In fiscal year 2007, over 80,000 disabled

and blind Texans received assistive services. Over 21,000 entered or maintained employment after receiving services. However, people with disabilities continue to be significantly unemployed or underemployed, compared to their nondisabled peers. Because the Texas economy has been growing so rapidly, employers need access to every available skilled worker.

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

The Texas workforce system must ensure that all potential workforce populations have the skills necessary to be successful in the Texas economy. In fiscal year 2007, over 105,000 veterans in Texas received employment or training services. Over 98,000 entered or maintained employment after receiving services. The number of veterans is growing. Those returning from active duty often have valuable skill sets but may need assistance transitioning to civilian life. Because the Texas economy has been growing so rapidly, employers need access to every available skilled worker.

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

Because the Texas economy has been growing so rapidly, employers need access to every available skilled worker. The Texas workforce system must ensure that all potential workforce populations have the skills necessary to be successful in the Texas economy. For those with limited English proficiency, gaining and maintaining a good job can be difficult. By combining English language training with occupationally-specific skills training, participants have a greater chance of employment success. The challenge to the workforce system is to deploy statewide a collaborative model that uses two (or more) dedicated funding streams to seamlessly deliver integrated skills and language acquisition and training.

By 2013, design and implement targeted Adult Basic Education programs to enhance employment outcomes for populations requiring workplace literacy skills.

Because the Texas economy has been growing so rapidly, employers need access to every available skilled worker. The Texas workforce system must ensure that all potential workforce populations have the skills necessary to be successful in the Texas economy. The 2003 National Assessment of Adult Learners study estimated that 19% of Texans 16 years and older (over three million adults) have only basic literacy skills. This population is at substantial risk for high unemployment and must be supported in developing effective educational and workplace-related skills. Through these efforts system partners can promote successful entry into the workforce system as well as career growth over time.

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

Community and technical colleges are a strategic point of leverage for delivering middle skills to workers throughout the state. By tightly aligning customer needs with program development and delivery, Texas will benefit from an increased population with the skills necessary to meet current and future employer needs thereby ensuring the continued growth of the Texas economy.

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.

Because a large number of occupations in Texas over the next 20 years will require more than a high school diploma but less than a four-year degree, strategies must be put in place to increase the number of students in the education and training pipeline to fill these positions. Without an increase in graduates, employers will be unable to fill critical positions. Since demand is projected to outstrip the supply of middle-skills workers, new and enhanced methods for training must be developed. By expanding the number of apprentices in traditional apprenticeship programs through the integration of competency-based design elements and technology, as well as the expansion and replication of the ‘earn while you learn’ model in areas outside traditional craft-based programs, the middle-skills gap can be closed more quickly.

Annually, the Council will produce a data set whereby system stakeholders can ascertain Texas’ position relative to key indicators of competitiveness.

Texas’ economy has been one of the fastest growing in the nation, with job growth outpacing other states. Export growth has been strong since 2002, with Texas leading the nation on export dollars per capita. However, during that same time period, patent production and venture capital has remained relatively flat. In the global economy, performance in education, research and development, and innovation characteristics of the marketplace means the difference in winning or losing competitive advantage. Benchmarking Texas against key competitors will assist Texas in attracting employers, provide data on program effectiveness and enable service providers to be responsive to emerging employer needs.

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

Local workforce boards are a critical component of the workforce system and as such, must be aligned with system objectives and provide a vital communication link to and from state level

initiatives. Chapter 2308.101(a)(5), Texas Government Code, requires that the Council review local workforce board plans and plan modifications for consistency and alignment with statewide goals, objectives and performance standards.

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

To better serve the state's employers and sustain economic growth, partner agencies must utilize both current and new sources of data in order to plan and implement timely, effective program delivery. In addition to identification of employers' needs for program planning purposes, partners must also continue efforts to obtain and analyze data related to employers' satisfaction to inform program improvement efforts.

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

Timely, effective service delivery is essential as system partners work to increase employer utilization of services to help ensure the availability of an appropriately trained workforce. By utilizing current and new performance data and information, and by identifying and sharing best practices information, partners must work independently and collaboratively to further improve programs.

Measuring Success

The goal of performance measurement is to determine whether or not the long term objectives detailed in this system strategic plan are on track or have been achieved. The Council will ensure that the confidentiality of all data elements, including educational records that are shared and reported within this performance measurement structure throughout the workforce system will be protected and maintained in strict accordance with all applicable state and federal statutes.

There are three categories of performance measures that are critical to this plan:

- | | | |
|---------------------|---|-----------------------------|
| • System | - | Formal |
| • Strategy-critical | - | Less Formal |
| • Capacity-building | - | Action Plan Specific |

In selecting performance measures, a measure must be:

- Specific
- Measurable
- Accountable
- Results-oriented
- Time-bound

Performance Measures

System Measures (Outcome Oriented): establish responsibility for end outcomes or outputs that are central to the success of the system and that system partners influence. System measures consist of Formal measures (Senate Bill 264, 77th Legislature) – found in partner agencies’ performance measures for state-based budgeting and reporting. Formal measures are those that are essentially consistent across programs.

The four Formal measures that were approved by the Governor in 2003 remain in effect and have been incorporated into this plan. These Formal measures include:

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

Strategy-critical Measures (Outcome Oriented): establish responsibility for end outcomes or outputs that are central to system partners’ strategy statements and that system partners directly influence. Strategy critical measures consist of Less Formal measures (Senate Bill 429, 77th Legislature). These measures are critical to successful implementation of the system strategic plan and measure achievement of strategies in agency action plans.

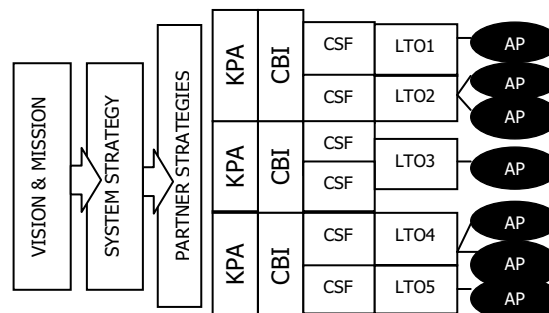
Less Formal measures for this plan include:

- Number of vocational ESL graduates (subset of ESL population)
- Vocational ESL graduate entered employment rate (subset of ESL population)
- Number of workforce literacy graduates (subset of Adult Basic Education population)
- Workforce literacy graduate entered employment rate (subset of Adult Basic Education population)
- Percent of CTE concentrators who graduate on the recommended or distinguished achievement high school program
- Level of customer satisfaction

Capacity-building Measures (Process Oriented): establish responsibility for intermediate outcomes that identify and chart achievement of steps/milestones, thereby measuring progress toward achieving long term objectives and system integration through the implementation of action plans. These measures often require a high degree of collaboration between system partners and are specific to an action plan.

Action Plans (AP)

Action plans typically span multiple years as well as assign accountability to partners for each action and milestone. They are the roadmaps plans that identify major steps, milestones, due dates and performance measures necessary to achieve the long term objectives. The APs are driven by the long term objectives, critical success factors, strategy statements and mission.



There are two (2) types of action plans:

System action plans affect the system as a whole and include multiple partners at various times and are directly linked to system LTOs.

Partner action plans affect a specific partner and are usually linked directly to a programmatic LTO of a specific agency.

All actions plans are included in the following section and contain:

- partner accountable for executing the action plan,
- major tasks/milestones,
- start dates,
- task duration timeframes,
- dependencies, and
- key performance measures.

The Council will work with partner agencies to integrate these action plans into the strategic planning process for the state agencies through the Texas Strategic Planning and Performance Budgeting System. The Council will annually evaluate action plan performance, key performance measures and progress toward attaining the plan’s LTOs through its annual report on implementation of the strategic plan.

Action Plans

Current versions of all action plans are posted on the Texas Workforce Investment Council's website as part of the *2012 Update to Advancing Texas*:

http://governor.state.tx.us/twic/twic_strategic_plan/

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