

EVALUATION 2018

ACCOMPLISHMENTS AND OUTCOMES OF THE TEXAS WORKFORCE SYSTEM

The Mission of the Texas Workforce Investment Council

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

Evaluation 2018

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council
December 2018

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Introduction

Guided by *The Texas Workforce System Strategic Plan FY 2016–FY 2023*, system partners work collaboratively to ensure Texas has a workforce that achieves success in the dynamic global economy. The *Evaluation 2018* report to the Governor and legislature provides a system perspective of the progress and achievement of partner agencies and other system stakeholders. The focal point of the report is a balanced scorecard that presents outcome and trend data for system performance.

The Council and Texas' Workforce System

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

The Texas workforce system is composed of the workforce programs, services, and initiatives administered by eight state agencies and 28 local workforce boards, as well as independent school districts, community and technical colleges, and local adult education providers. System partners are responsible for the delivery of 23 programs and services focused on education, workforce education, and workforce training for adults, adults with barriers, and youth.

The Council collects and disseminates performance data and descriptive information on 18 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from these five programs assist stakeholders in understanding the state's efforts to prepare students to transition to further education or enter the workforce.

Approved by Governor Greg Abbott, *The Texas Workforce System Strategic Plan FY 2016–FY 2023* was developed by the Council and its system partners to align Texas workforce programs, services, and initiatives. The plan elevates the system-level approach established under the previous two strategic plans and guides system partners in implementing workforce strategies that are designed to achieve specific system objectives. These outcomes

The Texas Workforce System Strategic Plan FY 2016–FY 2023

Vision

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

Mission

The mission of the Texas workforce system is to position Texas as a global economic leader by growing and sustaining a competitive workforce, aligning programs with employer needs, integrating system services, and leveraging partnerships.

System Partners

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

The system strategic plan and other Council products are posted on the Council's website at:

<https://gov.texas.gov/organization/twic/>

are based on key issues identified throughout Texas, which shape the goals, system objectives, action plans, and key performance indicators of the plan.

Annual Evaluation

The Council is required by Texas Government Code, Chapter 2308, to monitor the state's workforce system. As part of that responsibility, the Council annually reports to the Governor and the legislature on the degree to which the system is achieving workforce goals and objectives. This is the third evaluation report for the eight-year strategic plan period. Statutory requirements addressed in the report include:

- ▶ system strategic plan implementation
- ▶ formal and less formal performance measures
- ▶ welfare to work initiatives
- ▶ adult education and literacy
- ▶ skill standards system

Workforce system goals and objectives are the focus of this annual evaluation. Developed collaboratively by the Council and its system partners, many objectives require multi-partner collaboration or alignment of programs, initiatives, and outcomes. Four goal areas address cross-agency, high-priority issues related to employers, partner engagement, system alignment, and program improvement and integration.

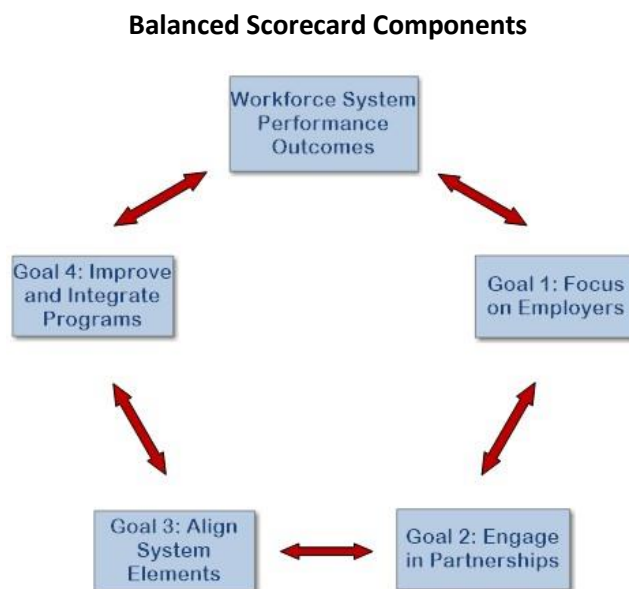
By design, this report presents a system perspective of progress and achievement for partner agencies and other system stakeholders, and meets statutory requirements for reporting to the Governor and legislature. A balanced scorecard aligns with the plan's structure and supports reporting and performance assessment.

Balanced Scorecard

Performance accountability remains a key element under the new system plan, and the balanced scorecard supports Council and system partner efforts to continuously improve the workforce system's efficiency and effectiveness. The five components—illustrated in the graphic at right—present system and goal-specific performance outcomes attributable to the efforts and actions of partner agencies and their delivery agents.

Workforce System Performance Outcomes (formal measures): The first scorecard presents system performance outcomes for the four formal measures, which are essentially consistent across programs and were first approved in 2003. Fifteen-year performance trends are presented, as well as system and partner agency aggregate data for the most recent 12-month program reporting period.

Implementation of System Goals (Goals 1–4, less formal measures): The plan's four goal areas include action plans that outline partner agencies' strategies, activities, and timelines to achieve the less formal measures associated with each system objective. Each goal area scorecard includes data for the relevant less formal measures—the key performance indicators that provide data on agencies' actions to accomplish the strategies outlined in the plan. Agency implementation highlights and additional data elements that help illustrate accomplishments are also presented.



Key Performance Indicators

Two types of measures were included in the system strategic plan: formal and less formal. The measures meet the statutory requirement for the Council to conduct performance measurement by developing and maintaining a comprehensive system of data gathering and reporting. The formal and less formal measures are presented in the table below.

Formal and Less Formal Measures	
Formal – Workforce System Performance Outcomes	
Educational attainment	
Entered employment	
Employment retention	
Customers served	
Less Formal – Goal Area 1: Focus on Employers	
Rate of employer satisfaction	
Percentage of revised career and technical education programs of study reviewed by business and industry	
Type and number of third-party, industry-based certifications successfully completed by program participants	
Certification success rate: total successfully completed certification assessments divided by total attempted certification assessments	
Less Formal – Goal Area 2: Engage in Partnerships	
Percentage of consumers participating in integrated work-based learning activities	
Percentage of individuals co-enrolled in vocational rehabilitation and workforce programs	
Percentage of individuals co-enrolled in adult education and workforce programs	
Educational attainment rate of students successfully completing Accelerate Texas programs at community and technical colleges	
Entered employment rate of students successfully completing Accelerate Texas programs at community and technical colleges	
Rate of employer satisfaction	
Less Formal – Goal Area 3: Align System Elements	
Percentage of grade twelve secondary students who receive career and technical education dual credit, enroll in a two-year institution, and receive credit at the institution	
Career and technical education time to degree	
Percentage of students and youth with disabilities who participated in transition services and subsequently enrolled in postsecondary education and training	
Percentage of students and youth with disabilities who participated in transition services and subsequently entered competitive integrated employment	
Percentage of community and technical college students who receive program-of-study-based course credit who transfer to another two-year institution and have that credit recognized	
Percentage of career and technical education programs approved for dual credit	
Percentage of students successfully completing dual credit career and technical education courses	
Less Formal – Goal Area 4: Improve and Integrate Programs	
Percentage of students using technology for course content delivery	
Utilization of labor market information products	
Utilization of self-service options	
Utilization of online professional development courses	
Percentage of consumers served who have identified as veterans with disabilities	
Percentage of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness who subsequently enter competitive integrated employment	
Percentage of child care providers who are certified as Texas Rising Star providers	
Entered employment rate of parents receiving child care	
Employment retention rate of parents receiving child care	

Formal Measures: Four measures approved in 2003 and 2009 were incorporated in the FY 2016–FY 2023 strategic plan: educational achievement, entered employment, employment retention, and customers served. These system

measures, which cross workforce programs and are outcome-oriented, establish responsibility for end outcomes or outputs that are central to the system's success.

Formal measures are included in agency legislative appropriation requests, and may or may not be specified as key measures¹. A formal measure is required to be reported to the Council if it is determined to be a significant intended outcome for a workforce program. As required by statute, program-level data are submitted to the Council by six partner agencies for 23 programs focused on education, workforce, and workforce training services.

Less Formal Measures: This type of measure provides information and feedback that is essential in both the development and the implementation of the system strategic plan. Less formal measures may apply to some or all agency partners. Usually aligned with actions considered critical in determining implementation of a plan strategy, these measures demonstrate success of the plan over time.

Less formal measures are specified in the plan, with measures related to the adult education referral system to be developed at a later date. For some measures, data will become available in future years for different reasons, such as: (1) partner agencies need to build or modify data collection and reporting mechanisms, (2) measure definition and methodology will be beta-tested during a pilot period, or (3) measure(s) will be developed later in the plan period.

Data Treatment and Limitations

Agency Negotiation: Data definitions and methodologies were first negotiated with agencies in 2004. To achieve a higher degree of consistency when aggregating data across programs, the Council requested that federal common definitions be adopted for the formal measures where relevant, and that similar program periods also be used. After renegotiation in 2009, definitions and program periods continued to differ slightly from those used during the previous strategic plan period.

In 2016, Council staff worked with partner agencies to review and update the formal measure definitions and methodologies, and to further align them with Workforce Innovation and Opportunity Act requirements. Both entered employment and employment retention are essentially consistent across partner agencies and, where required, the program periods for reporting were adjusted based on federal guidance. Also of note, during the 84th legislative session, the Windham School District was granted the authority to award high school diplomas. Definitions and methodologies for all less formal measures were also negotiated with partner agencies.

Program-Level Data: Formal measures data are reported by program by each partner agency as required by statute. For the purpose of this evaluation report, these data are aggregated and reported as system-level data. Measures are presented as both an absolute number and as a percentage, and are from the most recent 12-month reporting period available.

Unduplicated Data: In most cases, data are unduplicated and conform to reporting definitions and methodologies agreed to by partner agencies. Where known, totals are adjusted to provide an unduplicated count. For example, educational achievement data may include duplicate data where a participant has outcomes for both education and training programs.

Data Revisions: In FY 2018, TWC submitted data revisions for formal and less formal measures. These revisions have been incorporated into the formal measures trend lines and less formal data. In addition, TWC reported that its case management system offers ways to track post-exit enrollment in education/training programs. Historically, there has been little need to track this information, making it largely unavailable for reporting. Moving forward,

¹ Key measures indicate the extent to which a state agency is achieving its goals or objectives and consist of the outcome, output, efficiency, and explanatory measures referenced in the General Appropriations Act for each agency. [Legislative Budget Board, *Performance Reporting for New Key Measures* (December 2015)]

TWC will be modifying the case management system to capture this information and is exploring matching with external data.

Rounding Convention: A rounding convention has been applied to the formal and less formal measures data displayed as a percentage: .001 to .004 has been rounded down to .00; .005 to .009 has been rounded up to the next highest hundredth. Rounding rules are applied after completion of all applicable mathematical operations such as division or subtraction.

Data Ownership: Some partner agencies process their own data, while others have interagency agreements with other partner agencies for data processing. Raw data are confidential records owned by the applicable agency.

Unemployment Insurance Records:

- ▶ **Time Lag** – There is a significant delay in receiving and analyzing unemployment insurance wage records for measuring employment performance. For example, employment retention is based on participants' status a full year following program completion. Several factors must be considered, including the time allowed for employers to submit data to the Texas Workforce Commission and the time necessary for agencies to process and report the data to the Council. This means that the performance data reported each year reflects the outcomes of people who exited services one or two years prior.
- ▶ **Coverage** – An unknown number of program exiters obtain jobs that are not covered by the Texas unemployment insurance system. For example, those who are self-employed or in other contract work, those who relocate and become employed in another state, and those who live in Texas but are employed across state lines are not reported. This lack of coverage results in lower levels of documented employment, reflected in lower outcomes when education and training programs are evaluated. More complete data sets may be available where the agency can use other databases—such as the Wage Record Interchange System or the Federal Employment Data Exchange System—to identify employment with employers who do not file unemployment insurance wages in Texas.

Issues Identification

System partners operate in a complex, changing economic environment as they strive to provide employers, current workers, and future workers with services that are comprehensive, timely, and relevant. By 2025, the Texas population is projected to exceed 30.7 million people, with almost 12 million workers being 25 to 54 years of age. The demographic composition is expected to continue to change, with Hispanics growing to the largest percentage of the population (43.55 percent) and the number of females slightly exceeding that of males.²

Growth in middle-skills jobs—those that require more than a high school degree but less than a four-year degree—continues to increase the demand by employers for workers with industry-based certifications. The Texas workforce employed in middle-skill occupations in science, technology, engineering, and math (STEM) fields is projected to increase by 24 percent to nearly 1.5 million workers in the next decade. This growth will include significant increases in healthcare, construction, and manufacturing fields.³ In Texas, future workers will also be needed in the growth industries of computer systems design and related services, as well as service-related industries.⁴

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

² Texas State Data Center, based on the 0.5 migration scenario (<http://demographics.texas.gov/>, September 2018).

³ Texas Workforce Investment Council, *Defining Middle-Skill STEM Occupations in Texas* (December 2015).

⁴ Texas Workforce Commission LMCI Tracer, *Texas Fastest Growing Industries* (www.tracer2.com/, September 2018).

The Council also identifies and works to address issues related to the state's workforce system through other strategies and methods, including:

- ▶ *Council Strategy Sessions* – Convened in addition to, or in conjunction with, regular Council meetings in order to identify and address systemic issues.
- ▶ *Issue Briefs and Reports* – Produced periodically to address specific workforce issues or to provide demographic profiles for population segments such as mature workers, people with disabilities, and veterans.
- ▶ *Employer and Stakeholder Roundtables or Surveys* – Conducted periodically to obtain feedback regarding system stakeholder needs and to assess workforce system usage and satisfaction levels.
- ▶ *Workforce System Initiatives* – Conducted periodically to address system-wide issues. These initiatives are research based with system partner input by way of focus groups, task groups, and other means of collaborative work. The initial workforce system initiative began in 2016 with the Industry-Based Certification System Initiative.

Balanced Scorecard

The balanced scorecard framework of this report complements the system strategic plan's structure and supports reporting and performance assessment. By design, a balanced scorecard provides a framework for developing, implementing, and managing strategy by linking objectives, measures, and initiatives to the strategy. The structure of the FY 2016–FY 2023 system plan readily aligns with a balanced scorecard framework—based on four goal areas that address cross-agency, high-priority issues determined critical to achieving the plan's vision and mission.

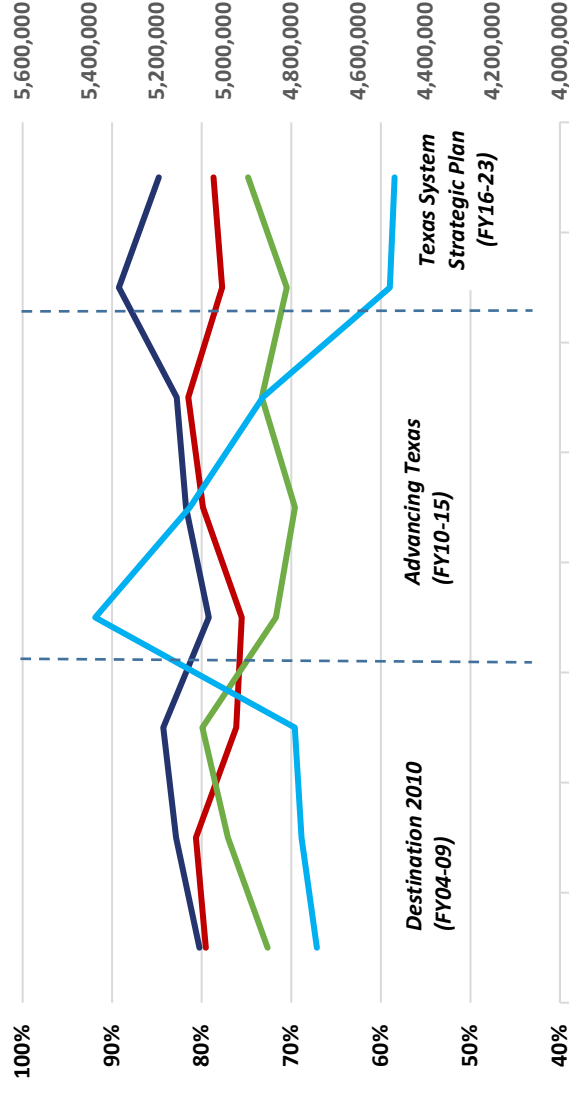
The Council believes the balanced scorecard supports both Council and system partner efforts to continuously improve the workforce system's efficiency and effectiveness. The components incorporate narrative and graphics to illustrate achievements by both the system and partner agencies, as reported that fiscal year. This evaluation design also supports communication between the Council and its partner agencies and provides an assessment of progress and outcomes to internal and external customers, including the Governor, legislature, and other system stakeholders.

The balanced scorecard presents formal and less formal measures data reported to the Council by six partner agencies:

- ▶ Texas Department of Criminal Justice (TDCJ) and its Windham School District
- ▶ Texas Education Agency (TEA)
- ▶ Texas Higher Education Coordinating Board (THECB)
- ▶ Texas Juvenile Justice Department (TJJD)
- ▶ Texas Veterans Commission (TVC)
- ▶ Texas Workforce Commission (TWC)

Workforce System Performance Outcomes

Formal Measures 2004-2018



Fiscal Year 2018 Outcomes

556,594 (78.69 percent) individuals completed a degree, certificate, or other measure of educational achievement

894,529 (74.83 percent) individuals entered employment and/or were enrolled in education or training after program exit

608,165 (84.80 percent) individuals retained employment and/or were enrolled in education or training after program exit

4,492,313 individuals received services through the Texas workforce system

2018	System Partner	Educational Achievement (EA)	Entered Employment (EE)	Employment Retention (ER)	Customers Served (CS)
	Criminal Justice	1,053	n/a	n/a	3,124
	Education	513,234	191,787	n/a	3,018,849
	Higher Education	33,281	113,504	97,379	648,878
	Juvenile Justice	604	n/a	n/a	3,278
	Veterans	n/a	11,328	10,062	6,286
	Workforce	9,475	577,909	500,724	815,022
	Total	556,594	894,528	608,165	4,492,313
	Percent	78.69%	74.83%	84.80%	n/a

Workforce System Performance Outcomes

To further align formal measures with Workforce Innovation and Opportunity Act requirements, in 2016 Council staff worked with partner agencies to review and update the formal measure definitions and methodologies. Both entered employment and employment retention are essentially consistent across partner agencies and, where required, the program periods for reporting were adjusted based on federal guidance. The federal regulations significantly affected the reported outcomes of certain programs such as Adult Education – WIOA, Title II. Despite these changes, system trends remain consistent when considering funding levels and economic factors.

The economic recession and recovery were contributing factors to changes in the longitudinal trend lines over the 15-year period displayed for formal measures. As noted in *Evaluation 2013*, data reported for all formal measures had shown the effects during and since recovery from the economic recession. This was true to some degree in *Evaluation 2009* for customers served, and began to be evidenced later for the employment-related measures due to the delay in receiving and analyzing unemployment insurance wage records for measuring performance.

Minor changes occur across programs and over time. However, key changes that affect the trend lines include federal or state legislation and policy changes, and significant increases or decreases in federal or state funding levels—including funding under the American Recovery and Reinvestment Act of 2009 (Public Law 111–5). Customers served, which is the most volatile trend line, showed customer growth during the recession and a decline thereafter. During the recession, more Texans needed workforce programs and services, just as more students accessed higher education. Combined with the influx of federal recovery funding available through Texas' workforce system, a significant increase in demand for services is evident during the period of 2009 to 2011.

The longitudinal trend lines for educational achievement, entered employment, and employment retention demonstrate comparatively consistent performance across time. The recessionary period is evident in data reported by agencies from 2009 through 2011. Despite the fact that Texas fared far better than most states during the recession, both entered employment and employment retention moved downward during this period. In 2012 and 2013, these data trends had not yet returned to their pre-recession highs. While there is no definitive causal information to which this movement can be attributed, it is likely that higher unemployment, business contraction, and significantly reduced hiring by employers during that period were contributing factors.

The 2018 economic climate remains one of extremely low unemployment rates across the state. During periods of full employment (unemployment under five percent), it is not surprising that entered employment measures rose to over 74 percent. In addition, the data also shows an uptick in individuals completing degrees, certificates, and other measures of education. Educational achievement increased for the second consecutive year, reaching 78.69 percent.

The fact that Texas has a tight labor market is generally a very good thing. One downside is that employment retention can sometimes become unpredictable. Employment retention measures have fluctuated up and down since the end of the recession from as low as 79.21 percent to as high as 89.25 percent. Despite this, Texas maintains a strong labor force reinforced in part by the nearly 4.5 million customers who received services through the Texas workforce system this year. This is the lowest number of customers served since the recession, and the trend line mirrors the low unemployment rate.

Data Notes

Most programs are designed to serve participants that meet specific eligibility criteria and have unique needs. Program objectives and desired outcomes vary, and approved definitions and methodologies are program-specific. Additionally, integrated service delivery strategies may result in duplication of customer counts across programs. Data subsets (duplicates) include Postsecondary Community and Technical College Corrections – Academic and Technical, which has been adjusted to provide unduplicated counts for educational achievement and customers served.

Goal Area 1: Focus on Employers

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

<i>What are the objectives?</i>	<i>How are system partners addressing them?</i>	<i>What was accomplished this year?</i>
Increase business and industry involvement.	<p>TVC is expanding outreach programs to employers to assist veterans in finding quality employment.</p> <p>TEA is involving business and industry in Texas Essential Knowledge and Skills review and programs of study.</p>	<p>100.00 percent employer satisfaction rate</p> <p>In applicable years, TEA will report the number of revised career and technical education programs of study reviewed by business and industry.</p>
Expand licensure and industry certification.	<p>Five system partners are using third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements: TEA, THECB, TVC, TWC, and Windham.</p>	<p>68,202 third-party, industry-based certifications successfully completed by program participants:</p> <ul style="list-style-type: none"> ★ 10,840 (TEA) ★ 22,918 (THECB) ★ 1,215 (TWC), including 95 awarded to veterans (TVC) ★ 33,324 (Windham) <p>Certification success rate:</p> <ul style="list-style-type: none"> ★ Certification data not available (TEA) ★ 87.18 percent (Windham)

Focus on Employers: Implementation Highlights and Additional Data

Five partner agencies are increasing emphasis on licensure and third-party, industry-based certifications to meet the growing occupational demand of Texas employers and are actively engaging business and industry in the development and refinement of training programs. During the plan period, agencies will build or modify data collection and reporting mechanisms to support this critical effort. Examples of industry-based certifications reported this year by TEA, THECB, and Windham are presented in the table at right.

Certification Type (top two by agency)	Agency	Earned
Certified Nurse Aide/Assistant	TEA	1,554
Cosmetology Operator License	TEA	1,106
Registered Nursing/Registered Nurse	THECB	4,444
EMT Paramedic	THECB	2,814
OSHA: 10-Hour Construction Training	Windham	8,579
OSHA: Construction Site Safety	Windham	4,695

TVC works with state regulatory agencies to use the Texas Department of Licensing and Regulations to develop military service credit for occupational licensing, and to establish a process for service members and veterans to submit license or apprenticeship applications and obtain credit for verified military experience, training, or education. Veterans Employer Liaisons collaborate with veteran career advisors to match veterans' skill sets with employer needs. TVC utilizes a semi-annual employer satisfaction survey, employer panel discussions, and on-site outreach visits to assess employer satisfaction and to anticipate changing needs.

TWC and the local workforce boards are expanding training strategies to increase completions of industry-based certifications that meet employer-defined needs, in part by streamlining new employment hiring and orientation. TWC distributed \$2.5 million to the local workforce development boards for the industry-recognized skills certification initiative. Local workforce boards and employers identified the top certifications needed for high-demand jobs in their local area. Certifications were awarded in industries such as manufacturing, healthcare, construction, information technology, and transportation.

Securing industry-recognized certifications is an essential strategy for helping job seekers find and keep meaningful employment post-release from correctional facilities. The **Windham School District** works closely with industry partners to build a well-trained workforce for industrial and heavy construction industries. Currently, 25 partnerships have been developed with companies. Program expansion efforts include adding training in technical fields, such as telecommunications connections, energy management, computer numerical control machining programming, and piloting self-paced training programs that utilize study guides and materials for selected certifications.

TEA and **THECB** are working on multiple initiatives related to career and technical education and programs of study. A program of study is a sequence of academic and career and technical education coursework designed to help students attain a postsecondary degree or industry-recognized credential. These efforts are critical to the development of technical core curricula that prepare graduates for middle-skill careers and that may lead to industry-based certifications that meet employer demand.

The state board of education has published a proposed Texas Essential Knowledge and Skills review schedule. In 2019-2020, selected career and technical education career clusters will be reviewed and adopted. In addition, state accountability industry-recognized credentials were approved and will be incorporated into programs of study. **TEA** collects industry-based certification information from school districts and open-enrollment charter schools and is working with business and industry to identify the current certifications that are determined to be the most meaningful to employers.

At the postsecondary level, **THECB** has created advisory committees tasked to develop a course revision process that is responsive to the needs of business and industry. The committee will incorporate recommendations for industry-based certifications as part of the course review process.

Goal Area 2: Engage in Partnerships

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

<i>What is the objective?</i>	<i>How are system partners addressing it?</i>	<i>What was accomplished this year?</i>
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes.	<p>TWC is working to improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and with employers.</p> <p>TWC is creating greater access and effective services by promoting collaboration and regional planning.</p> <p>THECB and TWC are increasing access to, referral between, and outcomes of adult education programs and services.</p>	<p>2.14 percent of vocational rehabilitation consumers participated in integrated, work-based learning activities</p> <p>9.20 percent of individuals in vocational rehabilitation programs were co-enrolled in workforce programs</p> <p>6.10 percent of individuals in adult education programs were co-enrolled in workforce programs (TWC)</p> <p>Of students successfully completing a community and technical college Accelerate Texas program that integrated basic skills with career and technical pathways (THECB):</p> <ul style="list-style-type: none"> ★ 14.04 percent received a Level 1 or Level 2 certificate or an associate’s degree ★ 83.64 percent entered employment and/or were enrolled in education or training <p>90.00 percent employer satisfaction rate (Windham)</p>
	Windham is establishing and leveraging regional employer partnerships to benefit students pre- and post-release.	

Engage in Partnerships: Implementation Highlights and Additional Data

As a result of the transfer of rehabilitation services to the agency⁵, **TWC** acquired administrative responsibility for all Workforce and Innovation Opportunity Act core programs and is working with local workforce boards, their contracted service providers, and community partners to fully integrate these programs. To improve rehabilitation employment outcomes for participants, TWC is developing and expanding partnerships with community partners.

TWC also collaborates with local workforce boards to develop and implement a coordinated, team-based approach to serving employers. These regional collaborative efforts have resulted in workforce system leaders partnering to align workforce policies and services with regional economies and supporting service delivery strategies tailored to these needs.

Adult education and literacy programs support partnerships that increase adult learners' opportunities to transition to postsecondary credentials, including registered apprenticeship certification, industry-based certifications, and licenses. **THECB's** Accelerate Texas program (ATX) integrates basic skills education with career and technical training to help adults acquire skills and certificates in high-demand occupations. Currently, 29 college systems have enrolled 6,742 students into ATX programs that led to Occupational Skills Awards (54 percent), level I certificates (25 percent), or local certificates (16 percent) offered among 70 careers. Among credentials offered, an estimated 82 percent supported a living wage for a single adult in Texas (\$10.20/hr.), with the median wage at \$12.49/hr. The highest reported median wage for ATX credentials was in mechanic repair technology at \$23.00/hr.⁶

TWC partnered with **THECB** to fund career pathway programs at selected Texas colleges to increase employment prospects for individuals that need both basic and technical skills to enter or advance in the workforce. Other TWC initiatives include integrating services to better align adult education with other core workforce programs, and capacity building and deployment of successful career pathway programs.

Accelerate Texas 2018	
Level 1 certificate	156
Level 2 certificate	8
Associate's degree	33
TOTAL (14.04%)	197
Employed	536
Education/training	37
Employed and education/training	148
TOTAL (83.64%)	721

The adult education program maintains a searchable database of literacy providers. College advisors can access this online resource to determine if there is an adult education program available to help lower-skilled students successfully transition into college. During the eight-year system strategic plan period, **THECB** and **TWC** will develop and implement a student referral system between federally funded adult education and literacy providers and community and technical colleges to assist individuals in finding an adult education program responsive to their needs.

TWC is also building partnerships with employers to implement the use of technology and innovation to overcome barriers in meeting workforce needs. Steps are taken to ensure that public school, vocational service program, and community-based organization staff are trained and supported to assist all individuals with disabilities in achieving competitive integrated employment. The availability and accessibility of individualized training that is designed to prepare individuals with disabilities for their preferred employment is a key strategy in TWC's efforts to address the needs of Texans with disabilities. To this end, individuals with disabilities are given the opportunity to understand and explore options for education and training, including postsecondary, graduate, and postgraduate education; vocational or technical training; or other training, as pathways to employment.

The **Windham School District** works with employers to share information about career and technical programs and to obtain input on current tools, equipment, and curriculum content. Data collected through employer satisfaction surveys and at on-site job fairs also support program planning and management.

⁵ Effective September 1, 2016, as required by Senate Bill 208 (84th Legislature).

⁶ THECB, *Adult Learners and Non-Traditional Students* (July 17, 2017).

Goal Area 3: Align System Elements

By improving transitions, aligning programs, and ensuring portability and transferability, Texas improves access and the ability of all participants to complete programs of study, earn credentials, transition to further education, and gain critical employability skills. Texas employers are better positioned to find and hire the employees they need through an enhanced education and training pipeline.

<i>What are the objectives?</i>	<i>How are system partners addressing them?</i>	<i>What was accomplished this year?</i>
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions.	<p>TEA and THECB are developing and implementing programs of study in community and technical colleges and aligning them with secondary programs of study.</p> <p>TWC is enhancing transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment.</p> <p>THECB is working to ensure consistent credit transfer based on programs of study and common technical core curriculum.</p> <p>TJJD is expanding career and technical education courses to provide additional opportunities for dual credit.</p>	<p>20.83 percent of grade 12 secondary students who received career and technical education dual credit enrolled in and received credit at a two-year institution (TEA)</p> <p>Excess semester credit hours for career and technical education time to degree (THECB):</p> <ul style="list-style-type: none"> ★ 22 hours – Certificate Level 1 ★ 36 hours – Certificate Level 2 ★ 29 hours – Associate’s degree <p>Of students and youth with disabilities who participated in transition services:</p> <ul style="list-style-type: none"> ★ 11.36 percent subsequently enrolled in postsecondary education and training ★ 60.57 percent subsequently entered competitive integrated employment <p>61.74 percent of community and technical college students who received program-of-study-based course credit transferred to another two-year institution and had that credit recognized</p> <p>Data collection for two measures began in 2016:</p> <ul style="list-style-type: none"> ★ 3.51 percent of career and technical education programs were approved for dual credit ★ 1.47 percent of students successfully completed dual credit career and technical education courses
Develop and implement policies and processes to ensure portable and transferrable credit and credentials.		

Align System Elements: Implementation Highlights and Additional Data

Rigorous and relevant career and technical education equips youth and adults for a wide range of high-wage, high-demand careers by preparing them to be college- and career-ready. Beginning as early as the ninth grade, programs of study lead to progressively higher levels of education and higher-skilled positions in specific industries or occupations.

TEA and **THECB**, in collaboration with **TWC**, are developing and implementing programs of study initiatives in community and technical colleges and aligning them with secondary programs of study. Representatives from business and industry, as well as secondary and postsecondary educators, provide input in the design of coherent sequences of academic, career, and technical courses and training. This sequencing is intended to smooth out the transfer between community and technical colleges and ultimately result in higher graduation or completion rates in areas where workers are needed in the current job market. THECB's intent is to develop programs of study once and implement as needed without redesigning. This will accelerate the program development process at community and technical colleges, leading to more efficient and effective delivery of services.

TEA and **THECB** efforts not only support expansion of industry-based certification options, but also create linkages between secondary and postsecondary career pathways and dual credit. Dual credit enrollment at all Texas higher education institutions has risen significantly since record keeping began in 1999, reaching a high of 151,669 in 2017 (fall enrollment), a 57 percent increase since fall 2007. Dual credit student participation represented 10 percent of higher education enrollment in 2017.⁷

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Texas' strategic plan for higher education, titled **60x30TX**, emphasizes all forms of postsecondary education, from undergraduate certificates to professional education.⁸ Developed by **THECB**, this plan is focused on achieving the overarching goal that 60 percent of 25-34 year olds will have a postsecondary credential or degree by 2030, thereby contributing to a skilled workforce for Texas employers and enhancing the economic well-being of current and future workers. As a strategy of this plan, programs of study will help students better understand career pathways and education and employment options, and, in many cases, shorten their time to completion.

Under the Workforce Innovation and Opportunity Act, the transition from secondary education and/or postsecondary education to competitive integrated employment is the primary goal for youth with disabilities. These youth have a greater likelihood of exiting school with integrated jobs at competitive wages when their transition program ensures that work experiences are based on their interests and are in community-based, integrated employment settings with workplace supports provided as needed.⁹ **TWC** is developing and expanding partnerships that improve rehabilitation employment outcomes for vocational rehabilitation youth participants—focusing on those that increase work-based learning opportunities such as work experience, internships, on-the-job training, apprenticeship, and job shadowing.

In partnership with Blinn College and Navarro College, **TJJD** is piloting dual credit welding programs at three facilities. Successful completers of the program earn both high school and college credit and an industry-based certification. The agency is evaluating the impact of modified facility and school schedules, in part to assess if youth have sufficient time to start and complete the program prior to release.

⁷ THECB defines dual credit as a process by which a high school junior or senior enrolls in a course and receives simultaneous credit from both the college and the high school.

⁸ THECB, *60x30TX – The Texas Higher Education Strategic Plan: 2015–2030*.

⁹ Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities, *Interim Report* (September 15, 2015). Competitive integrated employment: full- or part-time work with wages, interaction with other individuals, and opportunities for advancement comparable to those provided by the employer to other individuals without disabilities who are in similar positions.

Goal Area 4: Improve and Integrate Programs

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

<i>What is the objective?</i>	<i>How are system partners addressing it?</i>	<i>What was accomplished this year?</i>
	TJJD and TWC are identifying and implementing new, relevant technology and service delivery options to expand program and service outcomes.	<p>85.48 percent of students that used technology for course content delivery (TJJD)</p> <p>1,318,341 utilized labor market information products (TWC)</p> <p>1,059,273 utilized the WorkInTexas self-service resource (TWC)</p> <p>3,152 adult education providers utilized online professional development courses (TWC)</p> <p>4,548 child care providers utilized online professional development courses (TWC)</p> <p>3.18 percent of consumers served identified as veterans with disabilities</p> <p>55.00 percent of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness subsequently entered competitive integrated employment</p> <p>16.09 percent of child care providers were certified as Texas Rising Star providers</p> <p>Of parents receiving child care:</p> <ul style="list-style-type: none"> ★ 69.87 percent entered employment and/or were enrolled in education or training ★ 85.29 percent retained employment and/or were enrolled in education or training
Employ enhanced or alternative program and service delivery methods.	TWC is increasing competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.	
	TWC is enhancing the quality of and increasing access to quality child care to support parents in obtaining and retaining employment.	

Improve and Integrate Programs: Implementation Highlights and Additional Data

TJJD is expanding activities that provide youth with ways to positively focus their energies. Based on good behavior, juveniles currently use electronic tablets for activities that support education, including learning games and books. Currently, one facility is able to offer wireless access in one classroom for students to utilize Chromebooks for instruction. Expansion to other classrooms is occurring, while funding restrictions prohibit implementation to other TJJD facilities.

TWC provides online services for workforce partners, employers, and customers, including the statewide job matching resource, WorkInTexas, and professional development for child care and adult education providers. The agency's Labor Market and Career Information (LMCI) department offers web-based tools designed to help students, counselors, teachers, workforce planners, and economic development professionals to access and use information for education and career decision-making and strategic labor market planning. In addition to the redesigned LMCI home page, the labor market and career development sub-pages were redone; the Reality Check web application was rewritten; the Texas CARES career exploration tool was replaced by Texas Career Check; the Texas Wages website was rewritten; and the Texas Labor Analysis site was launched.

TWC Labor Market Information Tool Usage (top three)	No. of Sessions
Reality Check Budget Calculator	743,048
Texas Career Check (education and career exploration)	387,714
TRACER 2 (Texas labor market statistics)	77,271

Planning has begun to replace TRACER 2, a labor market statistics website, to improve navigation and to replace WorkInTexas. After evaluating WorkInTexas and other similar products, an employer task group recommended purchasing a vendor solution that could be customized for the unique needs of Texas job seekers, employers, state agencies, and staff. This option would maintain the value of the existing brand and improve job matching to better meet the hiring and job search needs of employers and job seekers. Job seekers would have the ability to use a resume builder, retain multiple versions, and upload resumes.

TWC Vocational Rehabilitation (VR) developed and implemented policy and services to improve successful outcomes for individuals with neurodevelopmental disorders, such as autism spectrum disorder and intellectual and developmental disabilities. VR counselors receive training on neurodevelopmental disorders annually through six regional training sessions

TWC Rehabilitation Services Customers	Number Employed	Rate
Intellectual and development disabilities	4,226	58.79%
Mental health conditions	3,614	50.17%
Autism	622	64.59%
Deaf-blindness	40	38.46%
TOTAL	8,502	55.00%

TWC also provides priority services to veterans who are transitioning to civilian life and work. The College Credit for Heroes initiative helps eligible individuals to translate military service skills into college credit and credentials. In addition, Texas Operation Welcome Home (TOWH) is the result of one of the Tri-Agency's recommendations to Governor Abbott to enhance education and employment opportunities for veterans.

Families receiving child care assistance are more likely to be employed and to have more stable employment. Eligible parents must be employed, attending school, or participating in job training to receive this **TWC** support service. TWC works to increase the number of providers certified as Texas Rising Star (TRS) for exceeding the state's minimum child care licensing standards in areas such as staff qualifications. In October, the unduplicated number of TRS providers totaled 1,373.¹⁰ In partnership with **TEA**, TWC supports free online training for certified providers through Children's Learning Institute Engage, which provides free access to comprehensive, research-proven tools and resources to a variety of early learning programs.

¹⁰ Texas Workforce Commission, "Texas Rising Star Program Provider Data," (October, 2018).

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Strategic Pillars

To achieve the vision of an innovative, world-class Texas workforce system, the Council identified three core competencies, or imperatives, that must be strengthened across the system: customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation. These three imperatives serve as the foundational pillars upon which the system's capacity to identify and respond to changing market conditions and the needs of all system customers are enhanced. Examples of related system and partner agency initiatives are outlined below.

Strategic System Initiatives

The Council's approach to develop and implement strategic system initiatives is structured around six phases in the life cycle of an initiative, including research, launch, proof of concept, plan, execute, and institutionalize the innovation and learning developed through the process. This approach provides the Council with direct oversight in the planning and management of each phase of any system initiative and the flexibility to introduce new initiatives or adapt, merge, and scale promising practices into system initiatives over the strategic plan period.

Industry-Based Certifications System Initiative

At the June 2016 meeting, the Council approved the project scope and primary objectives for its first strategic system initiative following extensive research on middle-skill occupations and industry-based STEM certifications. This initiative would seek to identify and track third-party, industry-based certifications in Texas. The overarching goal is to increase the system's capacity to help students and workers earn credentials of value in the Texas labor market. With two distinct project cycles, the initiative addresses all three strategic pillars. It is directly aligned to the employer-related strategy to use industry-based certification as an education or training outcome to connect graduate competencies to job skill requirements in order to expand licensure and industry certification in the state.

Based on Council research, the initiative focuses on two issues: the changing demand for middle-skill workers and the increasing demand for workers with industry-based certifications. Council research has shown that workers with STEM skills at all levels of educational attainment experience stronger employment outcomes and higher lifetime earnings.¹¹ The work is further supported by Council research reports that define third-party, industry-based certifications; define and identify middle-skill STEM occupations; and link those occupations with associated certifications.¹² An initial list of industry-based certifications for middle-skill STEM occupations in Texas was compiled, based on the definition in the research. The Council charged a task group to lead the development and execution of the first cycle of the project. Task group members included representatives from employers, external stakeholders, and partner agencies. The group designed a replicable process to analyze and reduce the list of approximately 1,500 industry-based certifications that support middle-skill STEM occupations in Texas. In September 2017, acting on recommendations from the task group, the Council endorsed a process that engaged Texas employers through the local workforce boards to determine which of the certifications have value in the hiring process.

The local board executive directors and board chairs were briefed and strongly supported the approach to facilitate feedback by employers in each region of the state. The middle-skill STEM occupations were assigned to each of the 28 local workforce development areas. Each area received a regional profile that included instructions for the data collection and feedback submission process as well as fillable forms for each occupation, the associated industry-based certifications, the value question, and directions to guide the employers. The occupations included in each regional profile matched those indicated in the local board plan's demand and target occupations lists.

¹¹ Texas Workforce Investment Council, "STEM as a Workforce Advantage", *Research to Support Strategic Planning* (June 2014).

¹² Texas Workforce Investment Council, *Tracking Industry-Based Certifications* (June 2015), *Defining Middle-Skill STEM Occupations in Texas* (December 2015), and *Identifying Industry-Based Certifications for Middle-Skill STEM Occupations in Texas* (February 2016).

In fiscal year 2018, the local boards implemented the statewide employer feedback process to determine which industry-based certifications for an occupation make a positive difference in the hiring process. Additional information was collected to allow the responses to be analyzed in aggregate and by company size and location to consider distinctions between urban and rural labor markets. The final publication including the list of industry-based certifications is slated to be released in November 2018.

The Council anticipates that this industry-based certification data will help inform local workforce boards, employers, community colleges, and other sub-baccalaureate education and training programs. This information can be used to inform policy changes, adjust training and education content, and assist in planning for the workforce of the future.

Leveraging Discretionary Wagner-Peyser 7(b) Grant Outcomes System Initiative

Valuable products in the form of curricula, assessments, training models, and other resources are developed each year to support workforce programs and services that are funded through competitive grants. When similar needs develop in other industries, workforce populations, or regions of the state, system partners may be able to reuse or repurpose these products. Research was conducted to determine whether other states allocate Wagner-Peyser 7(b) funding through competitive grants, and if so, whether and how grant products are collected, stored, and disseminated to support other initiatives. When no examples could be found, the Council launched its second strategic system initiative at its meeting in June 2017 to create a vehicle for collecting, storing, and managing grant products that have been created through the Wagner-Peyser 7(b) grants program and making the products directly available to the workforce development community.

The goal of this system initiative is to leverage effective products created with grant funding to accelerate specific objectives in future grants and workforce programs to reduce any duplication of time and effort. This would make content that has demonstrated success in a previous grant available to future grant recipients and other system partners. The size and scope of the Wagner-Peyser 7(b) grant program offers an opportunity to capture innovative products and practices and initiate the development of a repository. A web-based repository will store information in a centralized place to provide a single resource where stakeholders can directly access information that is useful to the work being conducted. The grant products repository will be designed to help grant applicants and system partners locate products that can be reused or repurposed to jump start future programs and services.

The primary users of this repository would be grant applicants, system partners, and stakeholders that may include state agencies; local workforce development boards; institutions of higher education—particularly community and technical colleges; local school districts; and economic development, faith-based, and other not-for-profit community-based organizations. Potential applicants and other workforce education and training providers would be able to access the repository to identify available resources that support workforce development needs and grant application proposals.

In collaboration with the Texas Workforce Commission, changes were introduced in the 2017 grant application and contracts to prepare the program to begin collecting products. The revised application directly references the types of products that will be collected, the format in which the product must be remitted, and the deadline by which the products will be due. Wagner-Peyser 7(b) grants provide funding for one year and the contract language requires that products will be due no later than 60 days prior to the end of the grant. The state has begun receiving products as the grant contracts close.

For the current and future grant cycles, all products that are created using grant funds are required to be remitted at the end of the contract; however, not all products from all grants will be stored in the repository. Retention will be based upon indicators of the quality of each product. To develop a product repository that promotes continuous improvement, a process has been developed to evaluate the products. The evaluation process is implemented as grant products are received, and only the products that meet the criteria defined by this process will be stored in the repository.

The Wagner-Peyser 7(b) grant program objectives emphasize innovation in delivering programs and services that increase credential attainment and attachment to employment for youth and populations with special needs. These outcomes will serve as organizing principles for the repository design that will determine how the selected products are stored and maintained and how information about the products will be accessed by system partners and stakeholders. The repository will be made openly accessible online to allow searches that can help applicants identify products that may advance new project objectives and to directly disseminate the products. Once the site specifications for the repository have been determined, a solution for hosting and requirements will be identified and an ongoing process for maintenance will be developed to determine how the repository will be kept up-to-date and refreshed at specific intervals.

The nature of this initiative means that there will necessarily be a long event horizon. Each step is complex and requires a thoughtful decision process to advance the initiative to the next phase. The revisions to the grant application highlight the program's emphasis on innovation and the performance outcomes of the grants. Implementation of the repository will be contingent upon the nature and quality of the grant products.

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Texas Skill Standards System

Preparing workers with the skills and knowledge required for jobs in today's economy is a major goal of the Texas workforce system. In particular, employers have been struggling to fill middle-skill occupations, especially those requiring science, technology, engineering, and mathematics (STEM). Closing the skills gap and hiring qualified employees is one of the key contributors to the success of any organization. But before workers can be prepared with targeted education and training for any job, both the work content and the skills and knowledge needed to perform the work must be identified. Such job specifications and worker characteristics are sometimes called competency profiles or skill standards. Facilitating industry to develop skill standards is one of the main functions of the Texas skill standards system, which is legislatively required to encompass middle-skill occupations. Skill standards are a tool for industry to communicate its occupational requirements to education and training providers.

History

In 1995, the 74th Texas Legislature established the Texas Skill Standards Board (TSSB) to develop a statewide system of industry-defined and industry-recognized skill standards. TSSB's role was to facilitate industry to define the content of major skilled, high-demand, high-wage sub-baccalaureate (or middle-skill) occupations and identify the knowledge, skills, and proficiency levels required by workers to perform the jobs. TSSB was also charged with the following specific mandates:

- Validate and recognize nationally established skill standards to guide curriculum development, training, assessment, and certification of workforce skills.
- Convene industry groups to develop standards in industries and occupations where they're not established and to recognize the standards.
- Facilitate the portability of skills by recognizing standards and credentials from other states and nations.
- Promote the use of standards and credentials.

Over the next 21 years, TSSB recognized skill standards that met its validity and reliability criteria, whether those standards were developed within the state or endorsed by a national or state industry group or government body. The validity and reliability criteria were documented in TSSB's *Guidelines for the Development, Recognition, and Usage of Skill Standards*, which provided guidance and requirements for industry groups developing skill standards for recognition. A labor market information model was developed to identify those occupations that met the legislative criteria for the skill standards system but also did not conflict with existing industry-based certifications. The model identified occupations for standards development, mostly for STEM-related, technician occupations, many of them emerging and evolving, including fuel cell system technician, nanotechnology technician, biomanufacturing, digital forensics technician, geographic information systems technician, photonics technician, web development and administration, and manufacturing production and logistics technicians. Currently, skill standards for 43 occupations are posted in the public domain on the Texas skill standards website.

In collaboration with its workforce system partner, the Texas Higher Education Coordinating Board, which provided incentive grant funding, TSSB developed an initiative to recognize community and technical college programs that incorporated skill standards into their curricula. This initiative required colleges to teach and assess students on the standards. TSSB developed a second policy document, *Guidelines for the Certification and Credentialing of Skill Attainment*, to provide guidance and requirements for colleges applying for program recognition. The program recognition policy included a renewal requirement every three years.

Transfer under Sunset Legislation

In 2015, during the 84th Texas legislative session, the Texas Workforce Investment Council underwent Sunset review in accordance with Texas Government Code, Chapter 325 (Texas Sunset Act). The Sunset Advisory Commission noted the following in its final report. TSSB had accomplished most of its key tasks. TSSB's remaining duties could easily and more efficiently be assumed by the Council, encompassed within its broader directive to

promote the development of a well-educated and highly skilled workforce. The commission concluded that this consolidation would effectively streamline the administration of related workforce development functions under a single entity. Thus, it recommended that TSSB be abolished and its functions be fully integrated into the Council by the end of FY 2015. On September 1, 2015, House Bill 1606 transferred the statutory functions of TSSB to the Council, and charged it with developing and maintaining the skill standards system. In December 2015, the Council adopted both sets of policy documents governing the system, and recognized the skill standards previously recognized by TSSB.

Fiscal Year 2018 Progress

In FY 2018, the Council achieved the following outcomes to address its skill standards mandates.

Recognition of Industry Skill Standards

The Council recognized the 2017 update of the Manufacturing Production skill standards, developed by the Manufacturing Skill Standards Council (MSSC). The standards are the basis for MSSC's industry-recognized, nationally portable Certified Production Technician credentials and their related system of training and assessments. The credentials are part of the Skills Certification System endorsed by the National Association of Manufacturers, which includes many Texas companies.

The standards met the Council's validity and reliability criteria, as specified in its policy guidelines, including:

- *Facilitated by a national industry group recognized by its constituent industry/business base.* MSSC is an industry-led training, assessment, and certification entity that focuses on the core skills and knowledge needed by the nation's front-line production and material handling workers.
- *Evidence of a rigorous development and validation process.* The Manufacturing Production skill standards were originally developed nationally with the collaboration of 234 leading corporations and trade associations, 378 career and technical education schools, and the leading industrial unions. The standards were then validated nationwide by an additional 500 companies and 4,000 front-line workers.

Subsequently, the standards have been reviewed annually to ensure that they are updated to current industry practices and new technology. The annual review is facilitated by MSSC with a national expert panel for manufacturing production, which includes subject matter experts representing all sectors of manufacturing, educators, and a broad cross-section of national and international companies. In 2017, the national panel's review resulted in some updates to the standards.

The 2017 Manufacturing Production skill standards are posted on the Texas skill standards website in the public domain, where they are available for community and technical colleges to use in their programs. Graduates of such programs are thereby prepared with the skills and knowledge required to earn the MSSC-based technician certifications.

Recognition of College Programs

- Five associate of applied science programs at one college received Council recognition for having skill standards integrated into the curricula. As part of the program recognition, the college signed a statement of assurances to teach and assess students on the competencies identified by industry in the standards.
- Two colleges initially renewed the Council recognition for two programs, which required them to have assessments in place to measure students' mastery of all the skill standards' competencies. An additional nine colleges, which had previously submitted proof of their assessments at initial renewal, subsequently renewed the recognition for 10 programs.

In FY 2018, there were a total of 48 recognized programs at 25 community and technical colleges in Texas. Those programs produced 1,214 graduates prepared with the skills and knowledge in the industry-specified standards.

Welfare to Work Data

Previous iterations of the evaluation report for workforce system performance included welfare to work data reported by program. Programs in the Adults with Barriers category met at least one of four criteria as a characteristic of the participant population: economically disadvantaged, educationally disadvantaged, incarcerated, or physically or mentally impaired and requiring adaptive or rehabilitative services. Data for these programs addressed the Council's mandate to report on work development programs that focus on welfare to work initiatives.

For the current system strategic plan, relevant program data are incorporated in the aggregated Formal performance measures of entered employment, employment retention, and customers served. Additional agency program data are provided below:

Texas Health and Human Services Commission:

1. Temporary Assistance for Needy Families (TANF) and State Program cases and recipients for fiscal year 2018 (listed separately by month).

TANF CASES				TANF RECIPIENTS			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-17	24,263	724	24,987	Sep-17	59,770	2,708	62,478
Oct-17	24,642	771	25,413	Oct-17	61,020	2,901	63,921
Nov-17	23,864	715	24,579	Nov-17	59,126	2,644	61,770
Dec-17	23,135	661	23,796	Dec-17	57,201	2,431	59,632
Jan-18	22,485	649	23,134	Jan-18	55,397	2,384	57,781
Feb-18	21,524	585	22,109	Feb-18	52,455	2,133	54,588
Mar-18	20,803	531	21,334	Mar-18	50,184	1,891	52,075
Apr-18	20,533	502	21,035	Apr-18	49,309	1,779	51,088
May-18	20,173	510	20,683	May-18	48,606	1,812	50,418
Jun-18	20,335	525	20,860	Jun-18	49,201	1,891	51,092
Jul-18	20,821	542	21,363	Jul-18	50,572	1,996	52,568
Aug-18	20,730	544	21,274	Aug-18	50,641	1,999	52,640
Average	21,942	605	22,547	Average	53,623	2,214	55,838

2. For August 2018, or the latest 12 months for which data are available, total number of TANF and State Program cases (listed separately by month) new to TANF.

New TANF Cases by Program Type							
Month ¹	Basic	State Program	Total	Month ¹	Basic	State Program	Total
Sep-17	3,149	169	3,318	Mar-18	1,852	82	1,934
Oct-17	2,868	154	3,022	Apr-18	1,911	74	1,985
Nov-17	2,622	125	2,747	May-18	1,994	95	2,089
Dec-17	2,296	97	2,393	Jun-18	2,232	90	2,322

¹ These are cases that were not actively receiving TANF as of August 2017. The month is the indication of the first month they appeared on the TANF rolls.

New TANF Cases by Program Type							
Month ¹	Basic	State Program	Total	Month ¹	Basic	State Program	Total
Jan-18	1,847	96	1,943	Jul-18	2,218	90	2,308
Feb-18	2,083	79	2,162	Aug-18	2,447	102	2,549
				Total	27,519	1,253	28,772

3. Adult TANF Recidivism Rate – For August 2017 to July 2018.

This data consists of the monthly average of TANF clients who had more than one spell on TANF in the previous five years. "More than one spell" is defined as a break in assistance of more than one month.

Clients on TANF	FY 2018	Monthly Avg.
in FY 2018	#	%
No breaks	5,949	72.36%
More than one spell	2,273	27.64%
Totals	8,222	100.00%

	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18
No breaks	6,759	6,970	7,358	6,909	6,373	6,067
More than one spell	2,555	2,586	2,633	2,504	2,411	2,319
Totals	9,314	9,556	9,991	9,413	8,784	8,386

No breaks	72.57%	72.94%	73.65%	73.40%	72.55%	72.35%
More than one spell	27.43%	27.06%	26.35%	26.60%	27.45%	27.65%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18
No breaks	5,520	5,159	4,955	4,882	5,087	5,354
More than one spell	2,138	1,976	1,935	1,958	2,054	2,202
Totals	7,658	7,135	6,890	6,840	7,141	7,556

No breaks	72.08%	72.31%	71.92%	71.37%	71.24%	70.86%
More than one spell	27.92%	27.69%	28.08%	28.63%	28.76%	29.14%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

4. Number of TANF and State Program Applications: Processed and Approved for FY 2018.

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-17	3,444	176	3,620	Sep-17	28,962	2,102	31,064
Oct-17	4,022	216	4,238	Oct-17	31,037	2,177	33,214
Nov-17	3,552	165	3,717	Nov-17	24,512	1,733	26,245
Dec-17	2,770	122	2,892	Dec-17	19,260	1,314	20,574

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Jan-18	2,669	114	2,783	Jan-18	21,188	1,426	22,614
Feb-18	2,953	130	3,083	Feb-18	24,099	1,478	25,577
Mar-18	2,276	95	2,371	Mar-18	17,957	1,048	19,005
Apr-18	2,391	76	2,467	Apr-18	19,182	1,085	20,267
May-18	2,390	87	2,477	May-18	18,392	1,070	19,462
Jun-18	2,207	70	2,277	Jun-18	19,073	1,064	20,137
Jul-18	2,795	89	2,884	Jul-18	22,565	1,253	23,818
Aug-18	2,803	80	2,883	Aug-18	21,683	1,229	22,912
Average	2,856	118	2,974	Average	22,326	1,415	23,741

Texas Workforce Commission:

1. TANF Choices Population Data – State average hourly wage for all participants entering employment for fiscal year (FY) 2018. \$10.31
2. Adult education for TANF recipients – funding for FY 2018, including: Federal Section 231 funds, state general revenue (GR) funds, TANF funds, and state GR (TANF Maintenance of Effort) funds. \$5.8 million
(plus \$41,322 rollover from prior year)
3. Adult education for TANF recipients – for FY 2018, the number of customers served with 12+ hours. 8,046
4. Adult education for TANF recipients – for FY 2018, the total attendance hours for students with 12+ hours. 729,552.50
5. Adult education for TANF recipients – for FY 2018, the number of customers served with 12+ hours who completed one level. 4,168
6. Adult education for TANF recipients – for FY 2018, the number of customers served with 12+ hours who advanced one or more levels. 3,346
7. Adult education for TANF recipients – for FY 2018, the credential achievement rate. Time period reported: January 2016-December 2016 188/580 = 32.41%
8. Self-Sufficiency Fund² – the number of participating employers in FY 2018. Time period reported: September 1, 2017-August 31, 2018 Not applicable

For TWC data, unless otherwise noted, time period reported is State FY 2017: July 2017-June 2018.

² In FY 2018, the parameters for the Self-Sufficiency measure were changed. Projects do not require employer partners any longer. The contract deliverable is to successfully train and place participants into employment, which could be with a variety of employers. Due to changes in the contracts, TWC no longer requires reporting of employer information.

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Texas Workforce Investment Council

System Partners

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

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

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