

# EVALUATION 2020

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 2020

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council  
December 2020

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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 2020* 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 73<sup>rd</sup> 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 fifth 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 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. Sixteen-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.

<b>Formal and Less Formal Measures</b>
<b>Formal – Workforce System Performance Outcomes</b>
Educational attainment
Entered employment
Employment retention
Customers served
<b>Less Formal – Goal Area 1: Focus on Employers</b>
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
<b>Less Formal – Goal Area 2: Engage in Partnerships</b>
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
<b>Less Formal – Goal Area 3: Align System Elements</b>
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
<b>Less Formal – Goal Area 4: Improve and Integrate Programs</b>
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 measures<sup>1</sup>. 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 84<sup>th</sup> 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.

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.

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

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**

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.

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 32.2 million people, with almost 16.4 million workers being 25 to 64 years of age. The demographic composition is expected to continue to change, with Hispanics growing to over 41 percent of the population (13.1 million) and the number of females (16.2 million) slightly exceeding that of males (16 million).<sup>2</sup>

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. Nationally, there is an abundance of middle-skill jobs available, and half of all STEM jobs require less than a four-year degree. These middle-skill STEM jobs pay higher (as much as 10 percent). According to a national workforce research group, 44 million middle-skill jobs pay more than the national median personal income in the U.S.<sup>3</sup>

Businesses across the state are looking to hire skilled workers—people trained for jobs in growing industries like healthcare, medical technology, IT and software, and advanced manufacturing—as well as tradespeople like plumbers and electricians. In Texas, a majority of jobs (54 percent) require skills training beyond high school, but not a four-year degree.<sup>4</sup> Texas workers will be needed in the growth industries of professional and technical services, healthcare, and construction-related industries.<sup>5</sup>

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<sup>2</sup> Texas Demographics Center, October 2020, <https://demographics.texas.gov/Data/TPEPP/Projections/>.

<sup>3</sup> University of Virginia Demographics Research Group Stat Chat, *It's Time to think About Middle-Skill Jobs and Education*, July 2019.

<sup>4</sup> National Skills Coalition, *Texas Middle-Skill STEM Fact Sheet*, March 2020.

<sup>5</sup> Texas Workforce Commission Labor Market and Career Information, *Texas Fastest Growing Industries*, October 2020, [www.texaslmi.com/](http://www.texaslmi.com/).

The majority of data in this report references periods prior to the COVID-19 outbreak and, as such, represents a snapshot in time before the pandemic. The Council is aware that significant impacts of COVID-19 on the economy, workforce, and training are not fully reflected here. Future releases of this publication will illustrate the complete effect of COVID-19 on these data measures.

The data in this report reveals that during these reporting periods Texas maintained a strong labor force strengthened in part by nearly 4.5 million customers who received services through the Texas workforce system. Entered employment measures remained consistent at just over 69 percent, indicating continued labor market saturation in some areas. Nevertheless, the data also revealed another steady increase in individuals completing degrees, certificates, and other measures of education. Educational achievement increased for the fourth consecutive year, reaching nearly 82 percent.

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 Panels 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

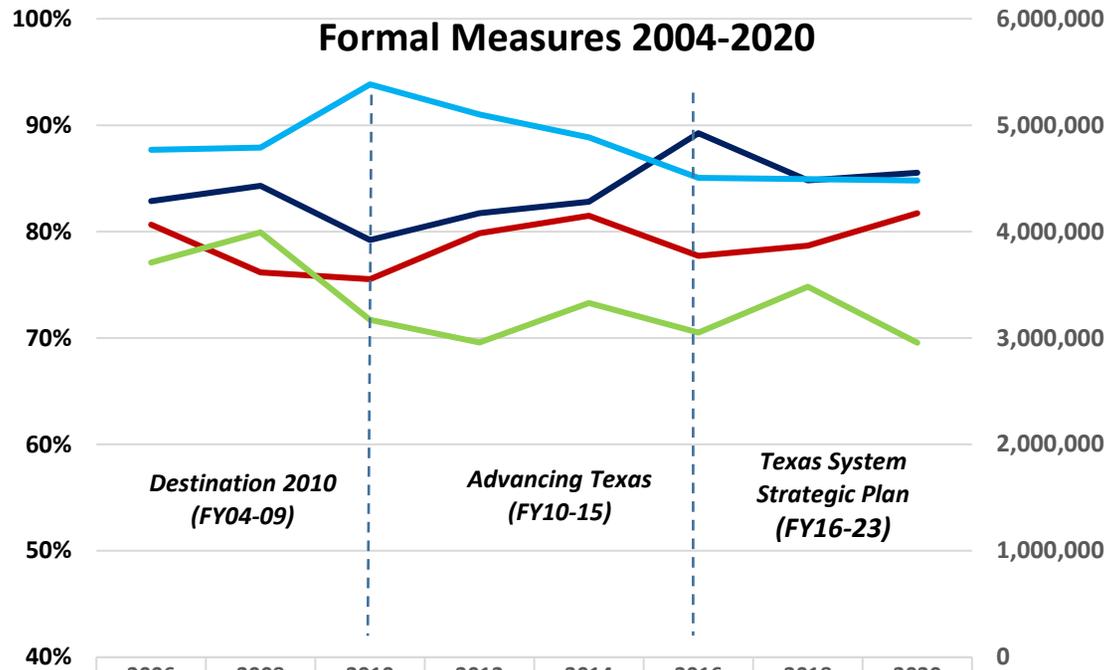
The balanced scorecard framework of this report complements the system strategic plan’s structure and supports reporting and performance assessment. By design, a balanced scorecard provides a framework for developing, implementing, and managing strategy by linking objectives, measures, and initiatives 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



	2006	2008	2010	2012	2014	2016	2018	2020
EA	80.66%	76.16%	75.53%	79.85%	81.50%	77.72%	78.69%	81.73%
EE	77.09%	79.93%	71.71%	69.59%	73.30%	70.50%	74.83%	69.56%
ER	82.86%	84.31%	79.21%	81.74%	82.81%	89.25%	84.80%	85.52%
CS	4,769,300	4,789,669	5,383,850	5,102,165	4,884,802	4,506,632	4,492,313	4,480,177

### Fiscal Year 2020 Outcomes

**623,924 (81.73 percent)** individuals completed a degree, certificate, or other measure of educational achievement

**748,504 (69.56 percent)** individuals entered employment and/or were enrolled in education or training after program exit

**518,585 (85.52 percent)** individuals retained employment and/or were enrolled in education or training after program exit

**4,480,177** individuals received services through the Texas workforce system

	System Partner	Educational Achievement (EA)	Entered Employment (EE)	Employment Retention (ER)	Customers Served (CS)	
<b>2020</b>	Criminal Justice	1,110	n/a	n/a	2,169	
	Education	578,484	148,671	n/a	3,169,247	
	Higher Education	37,183	121,361	108,178	686,315	
	Juvenile Justice	396	n/a	n/a	2,294	
	Veterans	n/a	4,917	4,458	4,864	
	Workforce	7,861	473,555	405,949	617,457	
	<b>Total</b>		<b>623,924</b>	<b>748,504</b>	<b>518,585</b>	<b>4,480,177</b>
	<b>Percent</b>		<b>81.73%</b>	<b>69.56%</b>	<b>85.52%</b>	<b>n/a</b>

## Workforce System Performance Outcomes

To further align formal measures with Workforce Innovation and Opportunity Act (WIOA) 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 16-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 Texas economic climate heading into 2020 showed Texas employment expanded slightly below its long-term post-recession pace. Nevertheless, the state faced its tightest labor market in decades, with unemployment rates bottoming out at a historically low 3.5 percent. According to the Dallas Fed, business activity remained steady in the service sector and manufacturing was beginning to improve at the start of 2020. The coronavirus then hit Texas in early March and businesses rapidly pulled back to slow its spread.

### 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.

Information in the implementation highlights section for each of the following goal areas scorecards was taken directly from—in some cases verbatim—each partner agency's 2021-2025 strategic plan.

## 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>
<p>Increase business and industry involvement.</p>	<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><b>96.92 percent</b> employer satisfaction rate</p> <p><b>11.32 percent</b> of revised career and technical education programs of study were reviewed by business and industry</p>
<p>Expand licensure and industry certification.</p>	<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><b>153,963</b> third-party, industry-based certifications successfully completed by program participants:</p> <ul style="list-style-type: none"> <li>★ 106,560 (TEA)</li> <li>★ 26,148 (THECB)</li> <li>★ 2,904 (TWC), including 87 awarded to veterans (TVC)</li> <li>★ 18,264 (Windham)</li> </ul> <p>Certification success rate:</p> <ul style="list-style-type: none"> <li>★ <b>75.35 percent</b> (TEA)</li> <li>★ <b>83.50 percent</b> (Windham)</li> </ul>

## Focus on Employers: Implementation Highlights and Additional Data

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 displayed in the table below.

**TVC** will continue to use third-party based certifications, where relevant, as an education or training outcome to connect graduate competencies to job requirements. TVC is working with the state’s regulatory agencies to adopt the use of the Texas Department of Licensing and Regulations primer on developing military service credit for occupational licensing.

Certification Type	Agency	Earned
Certified Nurse Aide/Assistant	TEA	3,759
Certified Clinical Medical Assistant	TEA	1,838
Automotive Mechanics Technician	THECB	1,756
EMT Paramedic	THECB	414
OSHA: Construction Site Safety	Windham	3,186
Construction Fundamentals NCCER, Core	Windham	3,067

TVC is assisting regulatory agencies with the development of standardized training tailored to their specific needs as well as developing a guide that will accurately evaluate military service credit.

**TWC’s** continued efforts to affect system-wide improvements include the expansion of employers’ access to Skills Development Fund grants. Programs backed by the fund build skill competencies to meet current and future demand in high-growth industry sectors. In creating solutions for Texas employers, public community and technical colleges collaborate with TWC and local employers to provide customized job training to the employees of the business. Training enables new and incumbent employees to advance their skills with the partnering business. TWC works with the employer and training provider to ensure that the program meets specific performance measures and benefits both the employer and trainee. Since its inception in 1996, the Skills Development Fund grant program has provided training opportunities in partnership with more than 4,500 employers to upgrade or support the creation of more than 385,600 jobs throughout Texas.

The **Windham School District** is securing industry-recognized certifications as an essential strategy for helping job seekers find and keep meaningful employment post-release from correctional facilities. During their recent strategic planning session, principals, teachers, counselors, and representatives from various departments developed a goal for student employment. The continued focus on the award of third-party, industry-recognized certifications and collaboration with employers continues to support employment-ready returning citizens. The Windham School District experienced a decline in the number of industry certifications awarded due to the Texas school closures for on-site instruction and intermittent restrictions on the Texas Department of Criminal Justice units associated with COVID-19. These restrictions allowed the district to continue distance learning activities, but halted hands-on skills demonstrations temporarily, which affected certification awards.

**TEA’s** College, Career and Military Preparation Division is working to support the expansion of licensure and industry certification by involving business and industry representatives in the review and validation of industry-based certifications. The division aligns Texas essential knowledge and skills to industry-based certifications where applicable, and connects industry-based certifications to postsecondary programs.

**TEA** released the updated list of industry-based certifications to be used for public school accountability. The list of industry-based certifications that went into effect for the 2019-2020 school year will apply to school accountability ratings in August 2021. The evaluation criteria for industry-based certifications includes: 1) industry valued; 2) third-party provider; 3) capstone; 4) attainable by a high school student; and 5) portable.

## 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.

### *What is the objective?*

### *How are system partners addressing it?*

### *What was accomplished this year?*

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

TWC is working to improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and with employers.

TWC is creating greater access and effective services by promoting collaboration and regional planning.

THECB and TWC are increasing access to, referral between, and outcomes of adult education programs and services.

Windham is establishing and leveraging regional employer partnerships to benefit students pre- and post-release.

**2.27 percent** of vocational rehabilitation consumers participated in integrated, work-based learning activities

**6.36 percent** of individuals in vocational rehabilitation programs were co-enrolled in workforce programs

**7.05 percent** of individuals in adult education programs were co-enrolled in workforce programs (TWC)

Of students successfully completing a community and technical college Accelerate Texas program that integrated basic skills with career and technical pathways (THECB):

★ **39.31 percent** received a Level 1 or Level 2 certificate or an associate’s degree

★ **82.26 percent** entered employment and/or were enrolled in education or training

**92.59 percent** employer satisfaction rate (Windham)

## Engage in Partnerships: Implementation Highlights and Additional Data

The Tri-Agency Workforce Initiative is a partnership between **TWC**, **TEA**, and **THECB** that exists to assess local economic activity, examine workforce challenges and opportunities, and consider innovative approaches to meeting the state's workforce goals. The Tri-Agency commissioners issued their latest progress report, "Prosperity Requires Being Bold: A Progress Report," to Governor Abbott in February 2020. In that same month, the Governor announced new charges and directed the three agencies to "marshal the combined resources of the three agencies to carry forward the reforms adopted by the 86th Legislature through the passage of House Bill 3 and to identify strategies to address long-term workforce development needs across the state."

**THECB** is collaborating with universities and community colleges through GradTX to identify and engage individuals who discontinued higher education having completed a significant amount of coursework without earning a certificate or degree. The program focuses on getting individuals to quickly complete credentials of value that will allow them to improve their earning potential and better provide for themselves and their families.

The Accelerate Texas initiative supports adult learners in the state. **THECB** and **TWC** worked together to create and grow pathway programs at community colleges throughout Texas. These programs provide opportunities for industry-relevant skills and industry-recognized certifications for high demand Texas jobs; the program is a collaboration among employers, workforce development boards, adult education providers, and community colleges to provide specialized training for these occupations.

**TWC** partners with public schools and community-based organizations to assist all individuals with disabilities in achieving integrated, competitive employment. **TWC** also promotes the availability and accessibility of individualized training designed to prepare an individual with a disability for the individual's preferred employment. 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. Through continued integration within Workforce Solutions offices, Texas Workforce Solutions-Vocational Rehabilitation Services continues to develop and expand partnerships that improve rehabilitation employment outcomes for vocational rehabilitation (VR) participants. Specifically, these partnerships focus on increasing the number and variety of work-based learning opportunities available to VR participants, to include work experience, internships, on-the-job training, apprenticeship, and job shadowing.

**TWC's** VR Services also collaborates with boards to develop and implement a coordinated, team-based approach to serving employers. This strategy includes other state and federal partners, such as the U.S. Department of Labor's Office of Federal Contract Compliance Programs and the Veterans Administration who conduct ongoing outreach with federal contractors to increase awareness, recruitment, hiring, and retention of qualified individuals with disabilities, including veterans.

**TWC** partners with board staff, child care contractors, and providers in the Texas Rising Star (TRS) program, which is a voluntary provider quality rating improvement system. TRS encourages providers to exceed minimum licensing requirements and provide more quality services in order to achieve a higher ranking, and child care providers receive enhanced reimbursement rates for meeting such standards.

**TDCJ** and the **Windham School District** are working with employers on implementing pre-employment career and technical education programs for potential employment for offenders. Actions include utilizing data and evaluating the training program, relevance of the program, and quality of the program.

## 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.

### *What are the objectives?*

### *How are system partners addressing them?*

### *What was accomplished this year?*

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

TEA and THECB are developing and implementing programs of study in community and technical colleges and aligning them with secondary programs of study.

**22.54 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)

**Excess semester credit hours** for career and technical education time to degree (THECB):

- ★ **22 hours** – Certificate Level 1
- ★ **36 hours** – Certificate Level 2
- ★ **26 hours** – Associate’s degree

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.

Of students and youth with disabilities who participated in transition services:

- ★ **65.18 percent** subsequently enrolled in postsecondary education and training
- ★ **63.46 percent** subsequently entered competitive integrated employment

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

THECB is working to ensure consistent credit transfer based on programs of study and common technical core curriculum.

**56.22 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

TJJD is expanding career and technical education courses to provide additional opportunities for dual credit.

Data collection for two measures began in 2016:

- ★ **3.39 percent** of career and technical education programs were approved for dual credit
- ★ **4.65 percent** of students successfully completed dual credit career and technical education courses

## 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** collaborated with **THECB** to develop and implement programs of study to facilitate secondary to postsecondary student transitions; align secondary and postsecondary programs of study systems by working with **THECB** and **TWC**; and collaborate with **THECB** to develop and adopt policies and procedures that facilitate consistent credit transfer from secondary to postsecondary programs of study.

**TWC's** VR Services continued to identify and implement strategies to better prepare students and youth with disabilities for successful transition from secondary education to postsecondary education and training, and competitive, integrated employment. Implementation of strategies include revisions to program policy, procedures, and staffing structures to improve consistency and effectiveness in the delivery of pre-employment transition services for students and youth with disabilities. Strategies also address opportunities for improved coordination between VR Services and the pre-employment transition services offered by independent school districts.

**TEA** is collaborating with Microsoft regarding a launch of digital skills programs statewide to emphasize STEM engagement and stimulate the talent pipeline growth within the K-12 student community. This collaboration will also provide professional development opportunities for K-12 and college educators, and education leaders. Workforce development opportunities will also be available for high school and college students, as well as adults seeking to enhance their technical and business skills. Governor Abbott believes that this initiative “will provide Texans and Texas students with the skills they need.” The Governor indicated that the timing was perfect for this partnership, as Texans now need to get back to work in roles that help them be a part of the economic solution as the state recovers from challenges posed by the pandemic. Technology will play a role as the job market continues to change, with more businesses and schools shifting to remote access and virtual learning.

The **THECB** worked with the Organization for Economic Cooperation and Development (OECD) to study labor market relevance and outcomes of higher education to assess how well the supply of graduate skills aligns with labor market demand. The study can identify potential drivers of these outcomes and identify policy options that can improve higher education systems and labor markets, as well as align colleges with secondary programs. OECD representatives also met with individuals from **TEA** and **TWC**.

**TJJD** is working with local community colleges and vocational programs to identify additional dual credit opportunities. The agency is expanding cooperation with community colleges to offer more dual-credit courses aligned with business and industry standards. In addition, **TJJD** is providing youth opportunities within state-operated facilities to grow skills relating to growing industries, such as information technology, business services, and energy.

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.

## 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.

### *What is the objective?*

### *How are system partners addressing it?*

### *What was accomplished this year?*

	<p>TJJD and TWC are identifying and implementing new, relevant technology and service delivery options to expand program and service outcomes.</p>	<p><b>95.69 percent</b> of students used technology for course content delivery (TJJD)</p> <p><b>1,442,158</b> individuals utilized labor market information products (TWC)</p> <p><b>945,339</b> individuals utilized the WorkInTexas self-service resource (TWC)</p> <p><b>3,367</b> adult education providers utilized online professional development courses (TWC)</p> <p><b>4,928</b> child care providers utilized online professional development courses (TWC)</p>
<p>Employ enhanced or alternative program and service delivery methods.</p>	<p>TWC is increasing competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.</p> <p>TWC is enhancing the quality of and increasing access to quality child care to support parents in obtaining and retaining employment.</p>	<p><b>2.70 percent</b> of consumers served identified as veterans with disabilities</p> <p><b>58.85 percent</b> of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness subsequently entered competitive integrated employment</p> <p><b>21.92 percent</b> 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"> <li>★ <b>68.09 percent</b> entered employment and/or were enrolled in education or training</li> <li>★ <b>80.36 percent</b> retained employment and/or were enrolled in education or training</li> </ul>

## Improve and Integrate Programs: Implementation Highlights and Additional Data

**TJJD** continued to examine the best ways to enhance technology improvements in educational programming to allow youth to advance at their pace while keeping them engaged in learning. To this end, TJJD is implementing a secure student wireless network and incorporating technological services. TJJD continues to evaluate educational and vocational services to ensure they can provide more opportunities to the youth in their programs.

**TWC** continued to implement new and relevant technology and service delivery to users through WorkInTexas. The commission's website offers increased access to jobs and improved job-matching capability. Job seekers can upload and save multiple versions of their résumé and State of Texas application. For employers, the site offers increased access to talent and improved candidate matches. Employers can search, score, and rank candidates; message candidates through the site's message center; and access candidate State of Texas applications, résumés, and industry certifications or other relevant documentation candidates provide. User training includes online user guides, desk aids, micro learning videos, and webinars. TWC continues to raise awareness about the new Workintexas.com job-matching site through a statewide communications and outreach campaign.

Texas Consumer Resource for Education and Workforce Statistics (Texas CREWS) is an interactive dashboard tool providing comparative information about Texas public two-year and four-year postsecondary institutions. **THECB** and **TWC** partner to provide information on the dashboard about programs and institutions based on wages and student loan levels to allow parents and students to make informed decisions about college to get the best return on their educational investment. Partial funding is awarded to TWC by a U.S. Department of Labor grant. The funds were used to redevelop Texas CREWS to create a more user-friendly navigation experience, as well as to expand analytic tools.

**TWC's** labor market and career information division continued to enhance TexasLMI.com, which replaced TRACER2.com, in March 2019. The TexasLMI.com site makes accessing the agency's statistics easier. The site features a user-friendly dashboard with improved navigation and intuitive workflow, and it offers mobile compatibility, which enables Texans to access the information from any mobile device. The site has over 3,000 users with over 5,000 sessions, attaining the numbers previously reached on TRACER.

**TWC** continued its commitment to connect Texans with disabilities with opportunities to contribute their significant skills and abilities to the workforce of Texas through implementation of several statewide strategies. These included collaborating with the Texas Governor's Committee on People with Disabilities, Texas Workforce Solutions Vocational Rehabilitation Services, and Texas Workforce Solutions board partners for the fourth year of the Texas HireAbility campaign, a statewide effort to raise awareness about the benefits of hiring people with disabilities.

Held in October each year during National Disability Employment Awareness Month, Texas HireAbility highlights employers who place a priority on hiring individuals with disabilities and features an annual employer forum hosting local employers and panel discussions about hiring, recruiting, and retaining individuals with disabilities.

**TWC's** Texas Rising Star (TRS) program is a voluntary provider quality rating improvement system. Child care providers who accept subsidized children may participate in TRS and be rated at a two-star, three-star or four-star certification level. TRS encourages providers to exceed minimum licensing requirements and provide more quality services in order to achieve a higher ranking, and child care providers receive enhanced reimbursement rates for meeting such standards.

**TWC** remains one of the few state agencies that have integrated subsidized child care within its workforce agency. Texas recognizes that subsidized child care is one of the most critical work supports, necessary to a strong and thriving economy. In addition, quality child care and early learning programs, such as Texas Rising Star, build the foundation for future economic success.

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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.

#### Evidence to Outcomes: Focusing Grant Funding on What Works

The most effective job training programs open up new opportunities and can ultimately help change a person's life. These programs result in meaningful employment in a career pathway that is well suited to the individual and support economic mobility. At the same time, high quality programs reduce participant dependency on workforce services opening up system resources to serve new participants. These programs serve populations with significant barriers to employment yet effectively reduce the number of job seekers who cycle in and out of low-quality or poor-fit jobs, thereby requiring repetitious support from the workforce system.

The current metrics used in some federal and state funded workforce programs often lead providers to focus on short-term outcomes, which indirectly incentivize programs that serve individuals who face fewer barriers to employment. Providers may be meeting a performance goal while missing the broader intended outcome that could serve to reduce participant dependency on workforce services over the long run.

Application of models and approaches that are evidence based can move state and local providers past jobs churn to make resources available to serve more participants by focusing on long-term results. In turn, as evidence of effective practices that support long-term employment outcomes is produced, system partners can more efficiently serve participants in more meaningful ways that help them achieve the skills required and find employment in a career pathway that leads to advancement and greater economic mobility. In practice, this frees the workforce system to focus on serving new cohorts of participants. Evidence and data gathered would then be used to further test models and interventions that support long-term career mobility in target populations. With this in mind, the Council joined system partners in the Results for America's State and Local Workforce Fellowship to support continuous, data-driven improvement as foundational elements for building system capacity.

Results for America was founded to harness the full potential of evidence and data to support decisions. The organization is developing approaches that seek to use information more effectively to get better results from public resources by "doing more of what works and stop doing what doesn't work." Results for America has worked with independent evaluators at research organizations who have assessed employment and training interventions and identified a number of effective evidence-based, results-driven models. According to Results for America, the successful interventions and strategies have achieved statistically significant and meaningful impacts on skills and education gains, reduced recidivism, employment rates, wages, and more.

### State and Local Workforce Fellowship

Launched in fall 2019, the Results for America State and Local Workforce Fellowship builds on the work of prior successful fellowships to help innovative state and local government leaders make tangible progress in improving employment outcomes in workforce development programs. The fellowship will run through the end of 2020.

The Texas workforce fellowship state team is composed of four total members, representing:

- Workforce division, Texas Workforce Commission
- Workforce grants and contracts, Texas Workforce Commission
- Local board, Workforce Solutions Rural Capital Area
- Workforce system strategic planning, Texas Workforce Investment Council

Members of the Texas team agreed that the team would select three strategies on which the work of the entire team would focus—both individually and collectively. Texas’ approach emphasizes the production of evidence focusing on the following strategies relative to workforce grant making:

Strategy 1: Link funds directly to priority outcomes through performance-based contracts.

Strategy 2: Award preference points to providers offering models with high or moderate causal evidence.

Strategy 3: Build evidence by promoting, conducting, and financing external evaluations.

Results for America’s State and Local Workforce Fellows have access to a peer network of leading workforce officials, expert technical assistance to solve problems and implement evidence-based solutions, and resources to elevate and spotlight successes that continue to build momentum. By bringing together leaders from the most data- and evidence-driven state and local workforce offices and boards to collaboratively develop and implement strategies for building and using evidence to direct funding, the fellowship will create national proof points that set the stage for broader adoption across the country.

### Encouraging Innovation While Building Evidence: A Tiered Approach

To facilitate innovative approaches to job training programs and build evidence in order to scale proven methods that lead to long term employment outcomes, Texas is implementing a pilot across two discretionary workforce grant programs. Grant funds will directly support common priority outcomes and create incentives for grant applicants to identify and use program models that have demonstrated a record of effective outcomes.

Texas plans to build evidence of effective workforce interventions while continuing to encourage innovative, but less tested program models. To do this, a framework was designed to clearly define evidence tiers and required documentation of evidence. The process will ensure that grants remain broadly accessible to programs at all levels of the evidence continuum and recognizes the different capabilities between program developers and potential grant applicants at this time.

Evidence tiers have been defined to support a graduated method that helps grant programs and applicants adapt to evidence-based grant making. The state expects programs to improve data collection and evaluation methods in order to improve a program’s evidence over time. Some grant programs in Texas have already introduced common performance-based outcomes metrics. The evidence tier framework and support materials will be consistent across the two pilot workforce grant programs.

### Launching Texas’ Results for America Evidence-Based Grant-Making Initiative

In fall 2020, Texas will pilot the evidence framework, incorporating the new metrics into the request for applications for the \$1.8 million Building Construction Trades (BCT) skills training grants. Administered by TWC, BCT will be the first program solicitation that incorporates evidence-based grant making. This round of BCT grants will encourage a specific focus on improving the training outcomes for Opportunity Youth—young people

between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market. From this funding, an external, third-party evaluation will be procured to assess the outcomes and successes of all BCT grants. The evaluator will support data collection in preparation for the program evaluation at the end of the grant period. The Texas Talent Connection grants funded by Wagner-Peyser 7(b) and facilitated by the Council in close coordination with TWC will introduce evidence and performance-based grants in the spring of 2021.

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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. Middle-skill occupations, especially those requiring science, technology, engineering, and mathematics (STEM), have been particularly hard to fill. 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 74<sup>th</sup> Texas Legislature established the Texas Skill Standards Board (TSSB) to develop a voluntary 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 systems 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 50 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 84<sup>th</sup> Texas legislative session, the Texas Workforce Investment Council (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 fiscal year (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 2020 Progress**

In FY 2020, the Council achieved the following outcomes to address its skill standards mandates.

#### Recognition of Industry Skill Standards

The Council recognized eight competency-based occupational frameworks as skill standards. The frameworks meet the skill standards definition and are composed of elements equivalent to skill standard elements, as specified in the Council's policy guidelines. The frameworks also meet the legislative criteria for the Texas skill standards system: industry-defined, industry-recognized, and for major skilled occupations. The eight occupations described in the frameworks, followed by the month and year developed or last updated, include:

- *Advanced Manufacturing*: CNC Set-Up Programmer–Milling and Turning (August 2018); Industrial Maintenance Mechanic (August 2018); Mechatronics Technician I (Fitter) (August 2018); and Mechatronics Technician II (Installer) (February 2019)
- *Energy*: Transmission Line Worker (February 2018)
- *Healthcare*: Community Health Worker (December 2017); Medical Records and Health Information Technician/Medical Coder (December 2017); and Surgical Technologist (February 2019)

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

- *Submitted by a national industry group recognized by its constituent industry/business base.* For each occupational area, the related frameworks were submitted by the following national industry groups: National Institute for Metalworking Skills (advanced manufacturing), Energy Providers Coalition for Education (energy), and Healthcare Career Advancement Program (healthcare). Each industry group is strongly represented by a constituent base of employers across the various sectors of the industry.
- *Evidence of a rigorous development and validation process.* The development of the frameworks was facilitated by the Urban Institute under a grant from the U.S. Department of Labor. The grant required a development and validation process that adheres to the job analysis methodology and actions outlined in the Council's policy guidelines, including convening industry subject matter experts to identify the work-oriented information and validation by a wider range of practitioners in the occupation.

The advanced manufacturing, energy, and healthcare frameworks 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, thereby preparing workers with the competencies required by industry in the standards.

#### Recognition of College Programs

As noted previously, program recognition is valid for three years, at which time, it must be renewed. Initial renewal requires colleges to have assessments in place to measure students' mastery of all the skill standards' competencies. The Council processed colleges' renewal applications for program recognitions scheduled to expire, as follows:

- Ten colleges, which had previously submitted proof of their assessments at initial renewal, subsequently renewed the recognition for 11 programs. Only one program's recognition was not renewed, given that the program was scheduled to close.

In FY 2020, there were 42 recognized programs at 22 community and technical colleges in Texas. Those programs produced 1,216 graduates prepared with the skills and knowledge specified by industry in the standards.

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## 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 2020 (listed separately by month).

TANF CASES				TANF RECIPIENTS			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-19	18,926	511	19,437	Sep-19	46,058	1,884	47,942
Oct-19	18,880	522	19,402	Oct-19	46,021	1,944	47,965
Nov-19	18,200	504	18,704	Nov-19	44,269	1,881	46,150
Dec-19	18,092	507	18,599	Dec-19	43,959	1,874	45,833
Jan-20	17,582	494	18,076	Jan-20	42,665	1,851	44,516
Feb-20	16,818	453	17,271	Feb-20	40,350	1,668	42,018
Mar-20	16,296	436	16,732	Mar-20	39,083	1,585	40,668
Apr-20	16,718	593	17,311	Apr-20	40,269	2,271	42,540
May-20	17,912	759	18,671	May-20	43,383	2,936	46,319
Jun-20	18,154	822	18,976	Jun-20	44,224	3,173	47,397
Jul-20	17,695	832	18,527	Jul-20	43,210	3,221	46,430
Aug-20	17,531	872	18,403	Aug-20	42,964	3,390	46,355
Average	17,734	609	18,343	Average	43,038	2,306	45,344

2. For August 2020, 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 <sup>1</sup>	Basic	State Program	Total	Month <sup>1</sup>	Basic	State Program	Total
Sep-19	2,360	103	2,463	Mar-20	1,271	64	1,335
Oct-19	2,342	104	2,446	Apr-20	2,416	246	2,662
Nov-19	2,042	92	2,134	May-20	2,353	218	2,571
Dec-19	1,739	77	1,816	Jun-20	1,432	101	1,533

<sup>1</sup> These are cases that were not actively receiving TANF as of August 2019. The month is the indication of the first month they appeared on the TANF rolls.

New TANF Cases by Program Type							
Month <sup>1</sup>	Basic	State Program	Total	Month <sup>1</sup>	Basic	State Program	Total
Jan-20	1,544	70	1,614	Jul-20	1,447	105	1,552
Feb-20	1,534	54	1,588	Aug-20	1,539	109	1,648
				Total	22,019	1,343	23,362

3. Adult TANF Recidivism Rate – For August 2019 to July 2020.

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 2020	Monthly Avg.
in FY 2020	#	%
No breaks	5,238	71.38%
More than one spell	2,100	28.62%
Totals	7,338	100.00%

	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20
No breaks	4,929	5,219	5,343	5,032	4,923	4,722
More than one spell	2,141	2,142	2,139	1,985	2,020	1,992
Totals	7,070	7,361	7,482	7,017	6,943	6,714

No breaks	69.72%	70.90%	71.41%	71.71%	70.91%	70.33%
More than one spell	30.28%	29.10%	28.59%	28.29%	29.09%	29.67%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20
No breaks	4,333	4,138	4,910	6,150	6,602	6,553
More than one spell	1,873	1,767	1,956	2,315	2,436	2,430
Totals	6,206	5,905	6,866	8,465	9,038	8,983

No breaks	69.82%	70.08%	71.51%	72.65%	73.05%	72.95%
More than one spell	30.18%	29.92%	28.49%	27.35%	26.95%	27.05%
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 2020.

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-19	2,240	63	2,303	Sep-19	21,601	1,186	22,787
Oct-19	2,623	90	2,713	Oct-19	24,853	1,351	26,204
Nov-19	2,006	68	2,074	Nov-19	19,198	958	20,156
Dec-19	1,765	51	1,816	Dec-19	18,114	977	19,091

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Jan-20	1,733	59	1,792	Jan-20	21,213	984	22,197
Feb-20	1,602	47	1,649	Feb-20	18,493	880	19,373
Mar-20	1,683	49	1,732	Mar-20	22,610	1,018	23,628
Apr-20	1,892	155	2,047	Apr-20	37,584	3,513	41,097
May-20	2,465	218	2,683	May-20	35,750	3,793	39,543
Jun-20	2,001	118	2,119	Jun-20	28,834	3,035	31,869
Jul-20	1,398	81	1,479	Jul-20	23,646	2,328	25,974
Aug-20	1,929	112	2,041	Aug-20	28,349	2,859	31,208
Average	1,945	93	2,037	Average	25,020	1,907	26,927

**Texas Workforce Commission:**

1. TANF Choices Population Data – State average hourly wage for all participants entering employment for fiscal year (FY) 2020. \$11.23
2. Adult education for TANF recipients – funding for FY 2020, including: Federal Section 231 funds, state general revenue (GR) funds, TANF funds, and state GR (TANF Maintenance of Effort) funds. \$5.8 million (plus \$1,117,569 rollover from prior year)
3. Adult education for TANF recipients – for FY 2020, the number of customers served. 300
4. Adult education for TANF recipients – for FY 2020, the total number of contact hours. 15,678.50
5. Adult education for TANF recipients – for FY 2020, the percent of customers served who took a progress assessment and completed at least one level. 22.67%
6. Adult education for TANF recipients – for FY 2020, the percent of customers served who completed at least one level and continued to a higher level. 9.33%
7. Adult education for TANF recipients – for FY 2020, the credential achievement rate for earning a high school equivalency certificate. Time period reported: January 2018-December 2018 284/736 = 38.60%
8. Self-Sufficiency Fund<sup>2</sup> – the number of participating employers in FY 2020. Time period reported: September 1, 2019-August 31, 2020 Not applicable

For TWC data, unless otherwise noted, time period reported is State FY 2020: July 2019-June 2020.

<sup>2</sup> 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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Economic Development and Tourism, Office of  
the Governor

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