

EVALUATION 2022

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 2022

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council
December 2022

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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 2022* 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.

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. Initially approved by Governor Greg Abbott in 2015, and subsequently updated and approved in 2020, 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

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/>

objectives. These outcomes 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 seventh 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. 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.

Balanced Scorecard Components



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 into 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.

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.

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.

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)]

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.

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 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

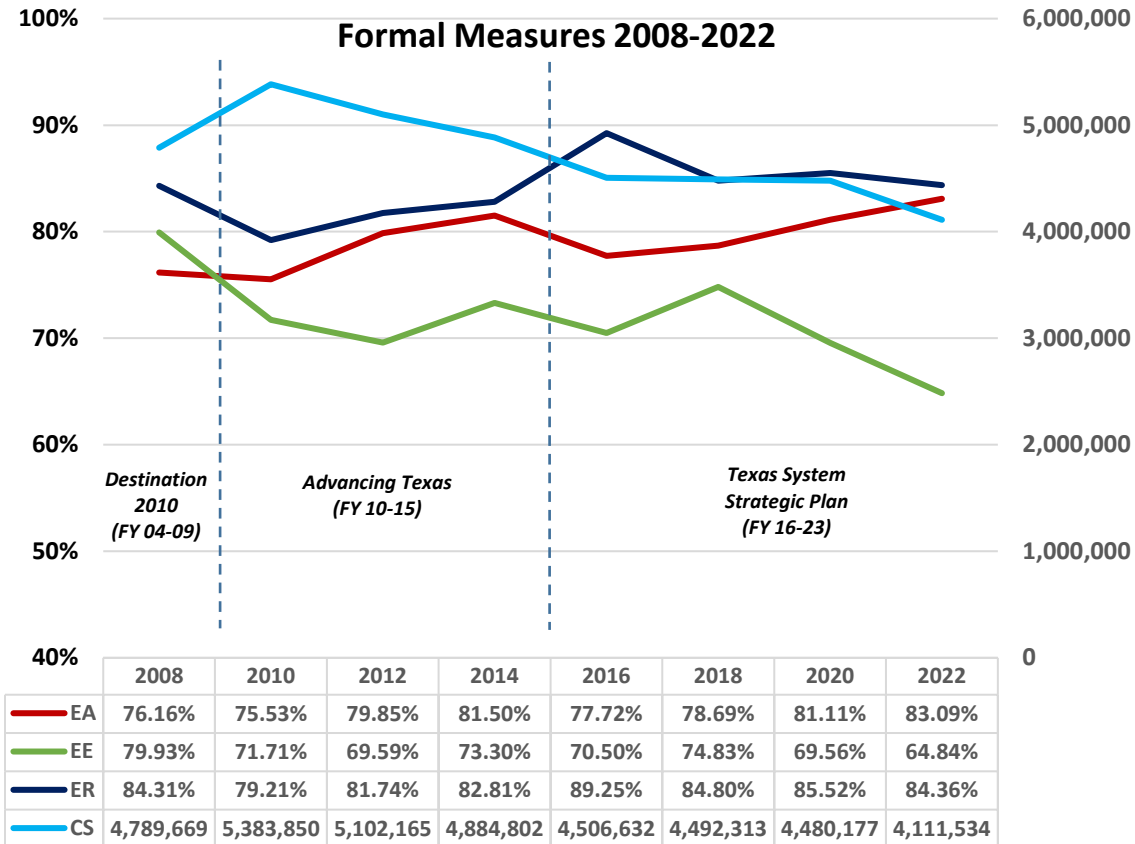
The balanced scorecard framework of this report complements the system strategic plan's structure and supports reporting and performance assessment. By design, a balanced scorecard provides a framework for developing, implementing, and managing strategy by linking objectives, measures, and initiatives 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 (FY). 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 and its Windham School District (TDCJ–Windham)
- ▶ 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



Fiscal Year 2022 Outcomes

658,121 (83.09 percent) individuals completed a degree, certificate, or other measure of educational achievement

543,773 (64.84 percent) individuals entered employment and/or were enrolled in education or training after program exit

339,682 (84.36 percent) individuals retained employment and/or were enrolled in education or training after program exit

4,111,534 individuals received services through the Texas workforce system

	System Partner	Educational Achievement (EA)	Entered Employment (EE)	Employment Retention (ER)	Customers Served (CS)
2022	Criminal Justice	326	n/a	n/a	4,274
	Education	610,652	174,163	n/a	3,044,106
	Higher Education	38,465	96,841	105,816	600,384
	Juvenile Justice	219	n/a	n/a	1,836
	Veterans	n/a	2,634	3,003	4,434
	Workforce	8,459	270,135	230,863	460,774
	Total	658,121	543,773	339,682	4,111,534
	Percent	83.09%	64.84%	84.36%	n/a

Data Notes

Many programs were affected by the pandemic during 2020 and that is reflected in many of the formal and less formal data sets provided by partner agencies.

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 have been adjusted to provide unduplicated counts for educational achievement and customers served.

Workforce System Performance

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.

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>86.76 percent employer satisfaction rate</p> <p>0.00 percent of revised career and technical education programs of study reviewed by business and industry².</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>158,592 third-party, industry-based certifications successfully completed by program participants:</p> <ul style="list-style-type: none"> ★ 114,599 (TEA) ★ 21,414 (THECB) ★ 4,945 (TWC), including 141 awarded to veterans (TVC) ★ 17,634 (Windham) <p>Certification success rate:</p> <ul style="list-style-type: none"> ★ Data are no longer collected (TEA) ★ 93.12 percent (Windham)

² TEA Note: Programs of Study are reviewed every four years. The current Programs of Study were implemented in 2020-2021, so no reviews were conducted in 2021-2022. During the 2022-2023 school year, TEA will begin the process of collaborating with business and industry partners to revise the Programs of Study, which will become effective during the 2025-2026 school year.

Focus on Employers: Implementation Highlights and Additional Data

The **Texas Department of Criminal Justice and its Windham School District** continue to develop and maintain partnerships with industry to provide industry recognized certifications to incarcerated students that will help them fulfill job requirements in the current workforce, pursue opportunities for apprenticeships, and gain employment upon release.

Certification Type	Agency	Earned
Certified Nurse Aide/Assistant	TEA	2,211
Clinical Medical Assistant	TEA	2,802
Construction Site Safety	Windham	3,055
Construction Fundamentals NCCER, Core	Windham	2,918
C-Tech Copper and Cabling	Windham	476
Sheet Metal Welding	TEA	4,760

The **Texas Education Agency** seeks to increase student attainment of portable credentials aligned to high-demand jobs. The agency ensures rigorous and transparent assessment of certifications for inclusion in the college and career readiness domain of public school accountability. The agency is supporting work to develop a statewide credential library, identify credentials of value, and incentivize high-value licensure, credential attainment, and work-based learning opportunities, including apprenticeships.

To increase business and industry involvement, TEA has established a College, Career and Military Preparation Division whose work supports the involvement of business and industry representatives on advisory committees for the refinement of current programs of study for CTE. The agency is also working with industry experts to determine which industry-based certifications are valued and recognized by industry, update the list of certifications, and review and recommend updates to the Texas Essential Knowledge and Skills for current CTE courses.

The **Texas Higher Education Coordinating Board** focuses higher education on credentials of value in its updated strategic plan—Building a Talent Strong Texas. The plan includes a new requirement that all measured credentials be credentials of value and only those that yield a positive return on investment for students will count toward statewide attainment goals.

The **Texas Veterans Commission** is focused on eliminating barriers to make licensing in Texas a simple, seamless process for transitioning military service members, veterans, and their spouses. The agency will work to ensure full acceptance of veterans' and spouses' licenses issued by other states as well as recognition for military skills that can be applied to licensing requirements. The agency also continues to coordinate with the Texas Department of Licensing and Regulation and other individual agencies to compile a comprehensive list of military occupational specialty classifications and their comparable civilian occupation(s).

TVC uses social media and membership in professional organizations to promote the benefits of hiring veterans. The agency continues to partner with all Texas local workforce development areas and American Job Centers to provide in-person and virtual hiring events. TVC continues to conduct employer satisfaction surveys and use results to reinforce procedures, improve employer-focused staff training, maintain focus on the needs of business, and identify new opportunities to assist employers in creating veteran job opportunities and in hiring veterans.

The **Texas Workforce Commission** uses third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements. Key actions include expanding the number of apprentices in underserved populations, providing training toward industry-based certifications to expand the number of work-ready individuals in high demand occupations, and increasing the number of employers who participate in work-based learning programs.

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.	TWC is working to improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and with employers.	7.39 percent of vocational rehabilitation consumers participated in integrated, work-based learning activities
	TWC is creating greater access and effective services by promoting collaboration and regional planning.	4.95 percent of individuals in vocational rehabilitation programs were co-enrolled in workforce programs
	THECB and TWC are increasing access to, referral between, and outcomes of adult education programs and services.	<p>6.03 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):³</p> <ul style="list-style-type: none"> ★ 60.00 percent received a level 1 or level 2 certificate or an associate’s degree ★ 0.00 percent entered employment and/or were enrolled in education or training
	Windham is establishing and leveraging regional employer partnerships to benefit students pre- and post-release.	94.44 percent employer satisfaction rate (Windham)

³ THECB Note: Accelerate Texas program ended in fiscal year 2016 and is being phased out.

Engage in Partnerships: Implementation Highlights and Additional Data

The **Texas Department of Criminal Justice and its Windham School District** established and leveraged partnerships with employers to benefit incarcerated individuals pre- and post-release. The agencies will develop an advisory board and partnerships with employers to inform pre-employment CTE training programs and employment opportunities. The agencies will use data collected annually from employers to evaluate training program relevance, quality, and participant placement success.

TDCJ–Windham plans to expand opportunities for individuals, pre- and post-release, through career expos and reentry job fairs. The agencies will expand CTE instructor site visits and classroom tours with industry partners to develop a mutual understanding of employer needs and student potential. TDCJ–Windham continues to enhance the process for issuing identification documents for releasing inmates, thus minimizing employment barriers.

The **Texas Higher Education Coordinating Board** is collaborating on the implementation of three key priorities: support efficient and flexible pathways to earning degrees, certificates, and other credentials linked to high-wage, in-demand jobs; ensure students receive the support necessary to succeed at all stages of their education and in transition to the workforce and; create a robust infrastructure for interagency collaboration around common goals, data, and processes to ensure improved student outcomes and to meet employers' needs.

The **Texas Workforce Commission** will work to establish partnerships with secondary and postsecondary entities, and employers to improve vocational rehabilitation employment outcomes. The agency will convene representatives from vocational rehabilitation, local workforce boards, and workforce center contractors to review current practices to determine an effective coordinated approach that serves employers and will identify opportunities and strategies to improve coordination and enhance participant outcomes.

TWC will promote collaboration and regional planning to expand access and improve services by participating in regional discussions with the Texas Education Agency about career pathway expansion opportunities for high school students. The agency will procure and implement a case management system that further integrates data among multiple programs and rewrite the Texas Consumer Resource for Education and Workforce Statistics with expanded analytic tools and more user-friendly navigation. TWC will also convene and focus multiple state and community agencies on enhancing services to foster youth.

TWC will increase access to, referral between, and outcomes of adult education programs and services. The agency plans to continue coordination among adult education and literacy, vocational rehabilitation, and local workforce board providers to promote information sharing and integration of services. The agency is working to connect more ex-offenders with adult education programs through better-developed referral processes and appropriate short-term integrated training options.

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.	TEA and THECB are developing and implementing programs of study in community and technical colleges and aligning them with secondary programs of study.	<p>28.43 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 – level 1 certificate ★ 31 hours – level 2 certificate ★ 23 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.	<p>Of students and youth with disabilities who participated in transition services:</p> <ul style="list-style-type: none"> ★ 73.17 percent subsequently enrolled in postsecondary education and training ★ 57.97 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.	<p>69.92 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>
	TJJD is expanding career and technical education courses to provide additional opportunities for dual credit ⁴ .	<p>Data collection for two measures began in 2016:</p> <ul style="list-style-type: none"> ★ 0.00 percent of career and technical education programs were approved for dual credit ★ 0.00 percent of students successfully completed dual credit career and technical education courses

⁴ TJJD encountered operational challenges due to staff shortages, which had an impact on the agency’s ability to expand career and technical education dual credit.

Align System Elements: Implementation Highlights and Additional Data

The **Texas Education Agency** is collaborating with THECB to align secondary and postsecondary programs of study. TEA will scale the Effective Advising Framework, a district tool for developing a systemic approach to individual student planning at the campus and district levels. A cohort of districts will implement this framework in the 2022–2023 school year. TEA will collaborate with the Tri-Agency Workforce Initiative to develop an aligned framework for advising that spans transitions from high school to college and career, including multiple entry and exit points. Through these strategies, TEA seeks to align and disseminate pathway information, resulting in students who achieve relevant credentials with no or manageable debt in relation to their potential earnings.

The **Texas Higher Education Coordinating Board** has continued to prioritize implementation of Senate Bill 25 (86th Texas Legislature), key legislation designed to improve the efficient transfer of credit and reduce time-to-degree completion. The agency has completed key bill requirements, which include allowing students to provide consent to share information about other programs if not admitted to their institution of choice; establishing earlier degree plan filing requirements; studying the effectiveness of transfer of core curriculum courses and the feasibility of meta majors; producing a report on non-transferable credit; and collecting recommended course sequence data.

In January 2021, THECB adopted rules to implement the Texas Transfer Framework. This consists of 60 semester credit hours (SCHs) of lower-division courses that a student must complete to earn a direct transfer degree. This framework aims to optimize the course selections made by students, with the intent that students who complete 60 SCHs will transfer to universities with junior standing in their major, and that as many courses as possible will apply to their selected degree programs.

In March 2021, THECB adopted revised transfer rules that established a new framework for transfer curricula and a new governance committee, the Texas Transfer Advisory Committee. This committee will manage and maintain the Texas Transfer Framework and the rolling out of new curricula, supported by the expertise of faculty in the discipline.

The **Texas Juvenile Justice Department** is working to expand career and technical education courses to provide additional opportunities for dual credit. To provide college classes and dual credit opportunities, the agency developed partnerships with local community colleges and formalized an agreement for the provision of college classes and dual credit opportunities. TJJD successfully worked with partnering colleges to facilitate the TJJD instructor process through the Southern Association of Colleges and Schools certification to teach dual credit courses. The agency will implement dual credit opportunities for career and technical education courses where applicable.

The **Texas Workforce Commission** is working to enhance transition services for students and youth with disabilities to competitive integrated employment or through postsecondary education and training into competitive integrated employment. The agency plans to achieve full implementation of the Pathways to Careers Initiative, including implementation of additional strategies to facilitate delivery of pre-employment transition services to students with disabilities. TWC will review policy, strategies, and services implemented from fiscal years 2016–2021 to refine policy. The agency will develop and implement a plan to replicate best and promising practices and, as necessary, to refine policy, strategies, and services.

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>
Employ enhanced or alternative program and service delivery methods.	TJJD and TWC are identifying and implementing new, relevant technology and service delivery options to expand program and service outcomes.	<p>77.29 percent of students used technology for course content delivery (TJJD)</p> <p>1,479,807 individuals utilized labor market information products (TWC)</p> <p>284,946 individuals utilized the WorkInTexas self-service resource (TWC)</p> <p>15,190 adult education providers utilized online professional development courses (TWC)</p> <p>48,618 child care providers utilized online professional development courses (TWC)</p>
	TWC is increasing competitive integrated employment outcomes by increasing awareness of vocational rehabilitation services and better serving underserved populations.	<p>2.44 percent of consumers served identified as veterans with disabilities</p> <p>52.90 percent of consumers served with intellectual and developmental disabilities, mental health conditions, autism, and deaf-blindness subsequently entered competitive integrated employment</p>
	TWC is enhancing the quality of and increasing access to quality child care to support parents in obtaining and retaining employment.	<p>24.42 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"> ★ 66.03 percent entered employment and/or were enrolled in education or training ★ 79.85 percent retained employment and/or were enrolled in education or training

Improve and Integrate Programs: Implementation Highlights and Additional Data

The **Texas Juvenile Justice Department** increased the number of students who use technology for academic course content delivery by expanding computer labs and access to online curriculum. Efforts are underway to implement wireless connectivity in all facilities to expand access to academic course content. The agency is also piloting an online employability skill program for students who are preparing to transition to their home community and local school districts.

The **Texas Workforce Commission** will identify and implement new, relevant technology and service delivery options to expand program and service outcomes. The agency will continue self-service options for professional development for child care providers, expand rural service delivery options using mobile units and new affiliate sites, direct students to multiple available training and career path options with on-site support at public middle and high schools, and expand the use of technology for providing online services such as job fairs, eligibility determination, or other interactions.

TWC will increase competitive integrated employment outcomes by promoting awareness of vocational rehabilitation services and better serving underserved populations. With the Rehabilitation Council of Texas, TWC will jointly conduct the triennial comprehensive statewide needs assessment of vocational rehabilitation services with current and newly identified underserved populations, if any. The agency will revise provider standards and identify new providers where needed for specific services, populations, and/or geographic areas to build provider capacity. To support implementation of the revised standards, TWC will increase training and communication with providers. The agency will also develop or revise services and service delivery methods to increase effectiveness of service delivery and achievement of employment outcomes for underserved populations.

TWC will continue work to enhance quality and increase access to quality child care to support parents in obtaining and retaining employment. The agency plans to increase the number of child care providers certified as meeting Texas Rising Star or other recognized quality rating and improvement system standards in the child care system. TWC will also facilitate the employment outcomes of parents receiving subsidized child care services and implement the Texas Rising Star Assessor Certification.

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. Each system partner is expected to enhance these competencies within its respective agency or local boards. Examples of related system, partner agency, and local board 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.

In fiscal year (FY) 2022, the Council continued its collaboration with system partners in the Results for America State and Local Workforce Fellowship to support continuous, data-driven improvement as a foundational element for building system capacity. In phase one, system partners developed an evidence framework, grant applications, and review processes designed to get better results by requiring and awarding grants based on data and evidence of program effectiveness. Two grant programs, Building and Construction Trades (BCT) and Texas Talent Connection, launched the new applications, selection process, and contracting processes using the evidence framework. In phase two, system partners worked to expand into higher education, to link evidence to funding, and build evidence to inform future initiatives.

Results for America State and Local Workforce Fellowship

Initiated in 2019, the Results for America State and Local Workforce Fellowship was designed to help innovative state and local government leaders improve employment outcomes in workforce development programs. The initiative brought 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 initial Texas workforce fellowship state team was composed of five total members, representing:

- Workforce policy, Office of the Governor
- Workforce division, Texas Workforce Commission
- Workforce grants and contracts, Texas Workforce Commission
- Local board, Workforce Solutions Rural Capital Area
- Workforce system research and planning, Texas Workforce Investment Council

Members of the Texas team agreed that the work of the entire team would focus—both individually and collectively—on achieving priority outcomes of competitive grant programs through the implementation of evidence-based practices and performance-based contracts. Texas' approach emphasized the production of evidence in grant-making through the following Results for America strategies:

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.

State and local workforce fellows had access to a peer network of leading workforce officials, expert technical assistance to solve problems and implement evidence-based solutions, and resources to highlight successes that continue to build momentum.

Evidence to Outcomes: Focusing the Workforce System on Evidence of What Works

Traditional metrics used in some federal and state funded workforce programs led some providers to focus on short-term outcomes, which indirectly incentivized programs that either served individuals with fewer barriers to employment or repeatedly assisted job seekers who rely on repetitious employment services. The application of models and approaches that are based upon results and supported by evidence is intended to move state and local providers past jobs churn to make resources available and free the workforce system to serve new cohorts of participants. Each grant or contract provides an opportunity to focus available funding to achieve the greatest impact. Evidence and data gathered would then be used to further test or scale models and interventions that support long-term career mobility in target populations.

Encouraging Innovation While Building Evidence: A Tiered Approach

While the evidence demonstrates the successful performance of a workforce intervention and can be used to scale proven methods of job training, Texas implemented a two-pronged approach. The state will continue to use funds to facilitate innovative approaches that improve workforce programs and services while requiring and building evidence. Grant funds directly support common priority outcomes and create incentives for grant applicants to identify and replicate program models that have demonstrated a record of effective outcomes. A third-party evaluation of the grants outcomes is also being implemented. To ensure broad agency representation in the design of the approach, a task group designated by the Texas team defined the scope and developed and implemented common language, processes, and data collection and reporting requirements. Task group members included state and local grant program and contract managers.

To build evidence of effective workforce interventions while continuing to encourage innovative, but less tested program models, the task group designed an evidence framework of clearly defined evidence tiers, with the required documentation of evidence for each tier, to be implemented in discretionary workforce grant programs. The process ensures 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 being introduced to the requirements of evidence-based grants for the first time.

Evidence Tier Framework

Texas introduced a graduated method to help state grant programs integrate and applicants adapt to the requirements of evidence-based grants. By introducing the evidence tier framework, the state expected programs to improve data collection and evaluation methods to develop a program's evidence over time. Some grant programs in Texas had previously introduced common performance-based outcomes metrics. The data requirements for the evidence tiers built on that experience. Prior grant outcomes data are now required in the application process, where relevant, and an increasing number of applicants are able to provide the data required to apply under higher evidence tiers.

Because the state recognizes the grant applicants' breadth of experience and capabilities, the evidence tier framework allows all applicants to participate. Applications include detailed instructions to support the applicant in accurate tier selection and documentation of the evidence. Resource repositories were selected by the Texas team, providing grant program applicants with access to acceptable research and effective models. The evidence tier framework, language, templates, and support materials are largely consistent across each grant program that implements the evidence framework. The following evidence tier definitions are abbreviated but illustrate the state's graduated approach:

High Evidence Program Tier

High evidence programs are supported by two or more rigorous evaluations of the program or of an essentially similar program design and outcomes. The studies must meet specific criteria to achieve this rating.

Moderate Evidence Program Tier

Moderate evidence programs are supported by at least one rigorous evaluation of the program or of an essentially similar program design and outcomes. The study must meet specific criteria to achieve this rating.

Performance Program Tier

Performance-based programs offer outputs and outcomes data and information as evidence, conduct assessments of participants to demonstrate effectiveness of their programs, and conduct at least one post program follow-up to track the outcomes of participants. The data provided must meet specific criteria to achieve this rating.

Experience Program Tier

Experience-based programs must have provided services for at least one year prior to a grant application. Anecdotal participant success stories or other testimonials provided must meet specific criteria to achieve this rating.

New Program Tier

Entirely new programs and those not similar to an existing program are not required to meet specific criteria to achieve this rating. An applicant must explain why the proposed program will achieve the outcomes specified in the main body of the application and demonstrate that there is capacity to collect sufficient data to track outcomes from the program.

Incentivizing Evidence-Based Proposals: Bonus Scoring Structure

The evidence tier framework aligns directly with a bonus scoring structure designed to encourage grant applicants to begin to include applicable evidence in proposals for funding. The process of awarding bonus points based on evidence is a dynamic process. While the application asks for evidence to support the proposed program design and anticipated outcomes, the bonus scoring structure was carefully constructed to allow all programs on the evidence continuum to compete for the grants, from newly created programs to those that are replicating a program that has been rigorously evaluated by an external entity. Bonus points are earned based on the level of the evidence continuum shown in the application. As applicants become familiar with the types and use of evidence, Texas anticipates that applicants will select higher tiers of evidence in future grant solicitations.

Key Elements of Evidence-Based Grants and Performance-Based Contracts

To plan the implementation of evidence- and performance-based grants across multiple grant programs, the task group thoroughly reviewed grant applications, scoring instruments, contracts, and quarterly reports for grant programs administered by the Texas Workforce Commission (TWC) and the Council. The group worked to determine where evidence would be found, how to approach the evaluation of evidence and outcomes submitted in a grant application, how to introduce the new requirements and uniformly document evidence in grant applications and contracts, and how to capture data and evidence in reports to support evaluation. A complementary set of resources was developed to support the plan.

Applications and Information

Texas used two grant solicitations as the first point of introduction of the evidence framework to system partners and providers. The applications were designed to introduce the benefits of building the body of evidence of effective workforce interventions and the state's approach to transitioning programs to evidence- and performance-based grants. The Texas team hosted a series of webinars with system partners and providers to introduce the framework and to walk through the application, evidence tier selection, performance-based bonus

funding structure, and the data collection, reporting, and evaluation requirements.

The grant application requires documentation, including a performance outcomes template, defined for each evidence tier to support the assessment of common factors of program success. An application must provide complete documentation of evidence as defined for the evidence tier selected. The documentation of evidence provides the critical information that the evidence evaluators use to determine bonus (incentive) points in scoring. It also helps the application review team evaluators understand the strength of each applicant's evidence base and the likelihood that the proposed intervention will lead to the outputs and outcomes identified in the narrative description of the proposed project.

Performance-Based Contracts and Reports

In 2021, TWC integrated the evidence framework across the program procurement process, including definitions of performance outcomes measures across the selected grant programs, as well as program-specific measures. To incentivize the completion of key benchmarks, TWC implemented pay-for-performance contracts through which grantees will be paid based upon reaching specific milestones. Performance-based contracts serve to further establish metrics, produce evidence of success and performance data, and facilitate external evaluations that demonstrate the return on investment and outcomes of policies.

Embedding evidence-based applications and performance-based outcomes reporting in grant programs will help the state learn about the implementation, effectiveness, and cost of various approaches. Key data points will be used to begin to build the evidence base to focus future funding on proven methods of producing effective results. Essential changes to the requirements in contracts and reports are transitioning grant-making in Texas. Previously, an applicant-driven description of what would be achieved, specific to each grant, produced indicators of promising practices. However, common data and performance requirements – outcomes that are reported by all grantees – produce evidence of effective outcomes that benefits the workforce system.

Phase II Building Evidence and Expansion to System Partners

Results for America launched Phase II of the Workforce Fellowship in May 2021, providing the State and Local Workforce Fellows with continued access to a peer network of leading workforce officials, expert technical assistance to solve problems and implement evidence-based solutions, and resources to elevate successes and continue to build momentum. The Texas fellows continue to focus on the three Results for America strategies selected for the first phase of the fellowship and have added higher education to its team. The Phase II members included:

- Higher education policy, Texas Higher Education Coordinating Board
- 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

Leading into Phase II, the tiered evidence framework continued to demonstrate success toward improving outcomes through competitive grant programs. The state (or its agencies) has improved outcomes by using evidence of effectiveness to allocate funds in grant competitions, including six of its largest grant programs. Through the BCT and Texas Talent Connection discretionary grant programs, the state allocated \$7 million in 2021 to launch the evidence framework so that funders have the confidence that grantees will achieve the intended outcomes. Both programs have completed two application cycles, and the evidence evaluation process indicates that applicants understand the evidence tier requirements and are improving internal processes to collect data, consider evidence-based studies in planning workforce interventions, and apply under higher evidence tiers. In 2021, TWC also allocated \$1.2 million to an Adult Education Employer Engagement initiative that used the same evidence framework to better measure and incorporate evidence for the proposed interventions.

In July 2020, the TWC allocated \$1.8 million in Workforce Innovation and Opportunity Act (WIOA) statewide funding for the BCT project, and released the funding in March 2021, which used the evidence framework and embedded performance outcomes in the application and selection criteria for grantees. Additionally, 15 percent of funds are linked to outcome-based payments. A second round of WIOA funds were allocated at \$1.5 million for the BCT program, and in 2022, \$1.25 million in funds were awarded for BCT grants, which included the evidence tiers. TWC implemented outcomes-based contracting, payments, and reporting for the BCT grant program. This work serves as a model for reference to other programs in the state. In addition, the Rural Capital Area Workforce Board uses an outcomes-based model as a pilot for the procurement of workforce services.

The Texas Talent Connection program awarded \$5.5 million to 18 grantees in July 2021. Quarterly reporting for the 18 Texas Talent Connection grants has shown that funded programs qualifying for the performance and moderate evidence tiers achieved program success in meeting, and in some cases, exceeding their goals. The Texas Talent Connection grant program again included the evidence-based requirement for the 2022 offering. In 2022, a total of almost \$6 million was awarded. Half of the applicants for this second-round grant offering using the evidence framework met the requirements to qualify for one of the top three evidence tiers. Most of these applicants in the top tiers provided the data required to qualify for the performance tier. A primary qualifier for the performance tier is the collection of data using specifically defined performance measures. In addition, several applicants improved their applications to qualify for a higher tier than their prior year application. In 2022, three programs were funded in the moderate evidence tier and one in the high evidence tier.

To support performance improvement, TWC has been developing systems to review grant program performance for all competitively procured grants to better assess program wide success. Additionally, TWC grant managers conduct quarterly meetings where BCT grantees can share issues and discuss possible solutions based on the implementation experiences of other grantees.

Given two rounds of implementation of the evidence framework in two grant programs, BCT and Texas Talent Connection, Texas has been able to examine learnings from pilot grants, adjust processes, and extend the model to other discretionary programs. The Texas Higher Education Coordinating Board (THECB) added the Carl D. Perkins Equitable Access and Opportunity Program request for applications to the list of grant programs in Texas that have incorporated the evidence framework. Funded by Perkins State Leadership Funds, the Perkins Equitable Access and Opportunity Program requires that proposals promote equitable access and opportunity for Perkins special populations students, the nine statutory student categories deemed to have significant barriers to success in career and technical education (CTE) programs.

Four institutions were awarded almost \$2.2 million in funding for a two-year grant period beginning on September 1, 2022. Prior to making awards, staff negotiated programmatic revisions and final project budgets to guide institutions in establishing sustainable models that other colleges can replicate. The projects are structured to track program participant outcomes during and after the project period.

THECB additionally revised its FY 2023 State Leadership request for applications with an incremental introduction of the Texas evidence-based grant-making model. Applicants submitting FY 2023 proposals provided evidence for the performance, experience, or new evidence tiers. THECB intends to build upon the FY 2023 revisions in subsequent program years to make the evidence-based grant-making model the standard for all Perkins State Leadership grants.

Building Evidence and Using Evidence

To build evidence of effective workforce interventions, Texas has an evaluation policy that outlines its approach to build and use evidence, including a requirement to make all evaluations publicly available and disaggregate results wherever possible. The evidence framework provides a multi-tiered definition of evidence for research and funding purposes that includes qualitative evidence and lived experience. The tiers allow program participants to learn how to incorporate the evidence framework into their work; understand the value of tracking program outcomes; develop procedures to collect data, as defined by the program measures; and build

the required documentation of evidence for each tier to be implemented under the grant.

At the same time, state agencies are learning to incorporate and consider evidence in decision-making through planned evaluations, timelines, and milestones in discretionary workforce grant programs. The Ray Marshall Center at The University of Texas has been contracted as the external evaluator for the BCT grant program. The evaluation will consider the performance of both individual grants and across all the grants to determine if the intervention can serve as a model or models of effective practice based upon statistically significant and positive outcomes for the participants.

TWC administers the contracts for BCT and Texas Talent Connection grant programs. The agency reviews its grantee performance monthly or quarterly and has improved outcomes by providing technical assistance or resources to enhance the performance of programs or grantees that fail to achieve results.

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 74th 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 to 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. In fiscal year (FY) 2022, skill standards for 56 occupations were 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 (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 2022 Progress

In FY 2022, the Council achieved the following outcomes to address its skill standards mandates.

Recognition of Industry Skill Standards

The Council recognized six information technology skill standards. The skill standards meet the definition and are composed of equivalent work- and worker-oriented elements specified in the Council's policy guidelines. The standards also meet the legislative criteria for the Texas skill standards system: industry-defined, industry-recognized, and for major skilled occupations. The six occupations described in the standards include:

- Data Analytics and Predictive Modeling
- Data Management and Engineering
- Infrastructure Connectivity Management and Engineering
- Software Development
- Technical Project Management
- Technical Support

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.* The Information Technology 2020 and Beyond skill standards were submitted for recognition by the Business and Industry Leadership Team (BILT) of the National Convergence Technology Center. Composed of a variety of companies that are representative of the information technology industry, the BILT falls within the category of groups that may submit standards.
- *Evidence of a rigorous development and validation process.* The development of the information technology skill standards was facilitated by the National Convergence Technology Center, located at Collin College in Frisco, Texas, under a grant from the National Science Foundation. The standards' development and validation process adhered to the job analysis methodology and actions outlined in the Council's policy guidelines, including convening industry subject matter experts to identify and validate the work-oriented information.

The information technology skill standards are posted on the Texas skill standards website in the public domain. 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

The Council's program recognition policy addresses two of its skill standards mandates. The legislation directs that the standards be used to guide curriculum development, training, assessment, and certification of workforce skills. Program recognition addresses this mandate by providing an incentive for community and technical colleges to use skill standards in their programs. Colleges can promote the recognition to employers as evidence

that they are preparing their graduates with the skills and knowledge specified by industry in the standards. In FY 2022, the Council facilitated program recognition with community and technical colleges, and processed renewal applications of colleges with program recognitions scheduled to expire, as follows:

One associate of applied science program received Council recognition for having skill standards integrated into the curriculum. 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.

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:

- Two colleges initially renewed the recognition for five programs.
- Six colleges, which had previously submitted proof of their assessments at initial renewal, subsequently renewed the recognition for 10 programs.

In FY 2022, there were a total of 44 recognized programs at 20 community and technical colleges in Texas. Those programs produced 1,135 graduates prepared with the skills and knowledge specified by industry in the standards.

Program recognition also addresses the Council's mandate to promote the use of standards and credentials, given that the Texas skill standards system is voluntary. In FY 2022, the list of recognized programs posted on the Texas skill standards website was promoted to employers as a good source of qualified applicants that are taught and evaluated on industry standards. In addition, the Council continued its credential seal strategy, which provides a gold-embossed seal on the credentials of all recognized programs' graduates. The seal is a visible symbol for employers that those graduates have been prepared with the skills and knowledge required by industry in the 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 into 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 (FY) 2022 (listed separately by month).

TANF CASES				TANF RECIPIENTS			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-21	10,047	351	10,398	Sep-21	23,863	1,276	25,139
Oct-21	9,336	262	9,598	Oct-21	22,038	933	22,971
Nov-21	9,270	224	9,494	Nov-21	21,747	771	22,518
Dec-21	8,815	201	9,016	Dec-21	20,672	703	21,375
Jan-22	8,571	204	8,775	Jan-22	19,921	710	20,631
Feb-22	8,180	205	8,385	Feb-22	18,934	705	19,639
Mar-22	7,965	194	8,159	Mar-22	18,296	662	18,958
Apr-22	7,796	196	7,992	Apr-22	17,883	683	18,566
May-22	7,813	197	8,010	May-22	17,956	683	18,639
Jun-22	7,667	185	7,853	Jun-22	17,737	650	18,388
Jul-22	7,692	191	7,883	Jul-22	17,903	666	18,569
Aug-22	7,660	191	7,851	Aug-22	17,921	659	18,581
Average	8,401	217	8,618	Average	19,573	759	20,331

2. For August 2022, 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 ⁵	Basic	State Program	Total	Month ⁶	Basic	State Program	Total
Sep-21	1,006	36	1,042	Mar-22	724	27	751
Oct-21	1,316	36	1,352	Apr-22	772	37	809
Nov-21	1,030	28	1,058	May-22	692	23	715
Dec-21	941	34	975	Jun-22	739	31	770

⁵ These are cases that were not actively receiving TANF as of August 2021. The month is the indication of the first month they appeared on the TANF rolls.

New TANF Cases by Program Type							
Month ⁶	Basic	State Program	Total	Month ⁶	Basic	State Program	Total
Jan-22	722	27	749	Jul-22	727	24	751
Feb-22	683	25	708	Aug-22	815	32	847
				Total	10,167	360	10,527

3. Adult TANF Recidivism Rate – For August 2021 to July 2022.

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 2022	Monthly Avg.
in FY 2022	#	%
No breaks	2,066	65.54%
More than one spell	1,086	34.46%
Totals	3,153	100.00%

	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22
No breaks	4,096	2,789	2,282	2,137	1,968	1,884
More than one spell	1,740	1,353	1,230	1,156	1,117	1,072
Totals	5,836	4,142	3,512	3,293	3,085	2,956

No breaks	70.19%	67.33%	64.98%	64.90%	63.79%	63.73%
More than one spell	29.81%	32.67%	35.02%	35.10%	36.21%	36.27%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22
No breaks	1,693	1,582	1,601	1,602	1,552	1,609
More than one spell	1,005	969	893	863	839	799
Totals	2,698	2,551	2,494	2,465	2,391	2,408

No breaks	62.75%	62.01%	64.19%	64.99%	64.91%	66.82%
More than one spell	37.25%	37.99%	35.81%	35.01%	35.09%	33.18%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

4. Number of TANF and State Program Applications: Approved and Processed for FY 2022.

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-21	939	31	970	Sep-21	23,118	1,814	24,932
Oct-21	1,180	34	1,214	Oct-21	32,353	2,726	35,079
Nov-21	1,165	23	1,188	Nov-21	27,674	2,241	29,915
Dec-21	824	22	846	Dec-21	22,997	1,308	24,305
Jan-22	832	20	852	Jan-22	19,008	1,376	20,384

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Feb-22	676	21	697	Feb-22	19,598	1,070	20,668
Mar-22	598	20	618	Mar-22	18,441	1,017	19,458
Apr-22	692	27	719	Apr-22	22,461	1,145	23,606
May-22	807	23	830	May-22	24,541	1,193	25,734
Jun-22	682	33	715	Jun-22	21,809	1,174	22,983
Jul-22	619	15	634	Jul-22	18,816	1,542	20,358
Aug-22	803	34	837	Aug-22	32,730	2,730	35,460
Average	818	25	843	Average	23,629	1,611	25,240

Texas Workforce Commission:

1. TANF Choices Population Data – State average hourly wage for all participants entering employment for FY 2022. \$12.74
2. Adult education for TANF recipients – funding for FY 2022, including: Federal Section 231 funds, state general revenue (GR) funds, TANF funds, and state GR (TANF Maintenance of Effort) funds. \$5.8 million
3. Adult education for TANF recipients – for FY 2022, the number of customers served. 166
4. Adult education for TANF recipients – for FY 2022, the total number of contact hours. 10,466
5. Adult education for TANF recipients – for FY 2022, the percent of customers served who took a progress assessment and completed at least one level. 24.10%
6. Adult education for TANF recipients – for FY 2022, the percent of customers served who completed at least one level and continued to a higher level. 10.84%
7. Adult education for TANF recipients – for FY 2022, the credential achievement rate for earning a high school equivalency certificate. Time period reported: January 2020-December 2020 24/96 = 25.00%
8. Self-Sufficiency Fund⁶ – the number of participating employers in FY 2022. Time period reported: September 1, 2021-August 31, 2022 Not applicable

For TWC data, unless otherwise noted, time period reported is State FY 2022: July 2021-June 2022.

⁶ 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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