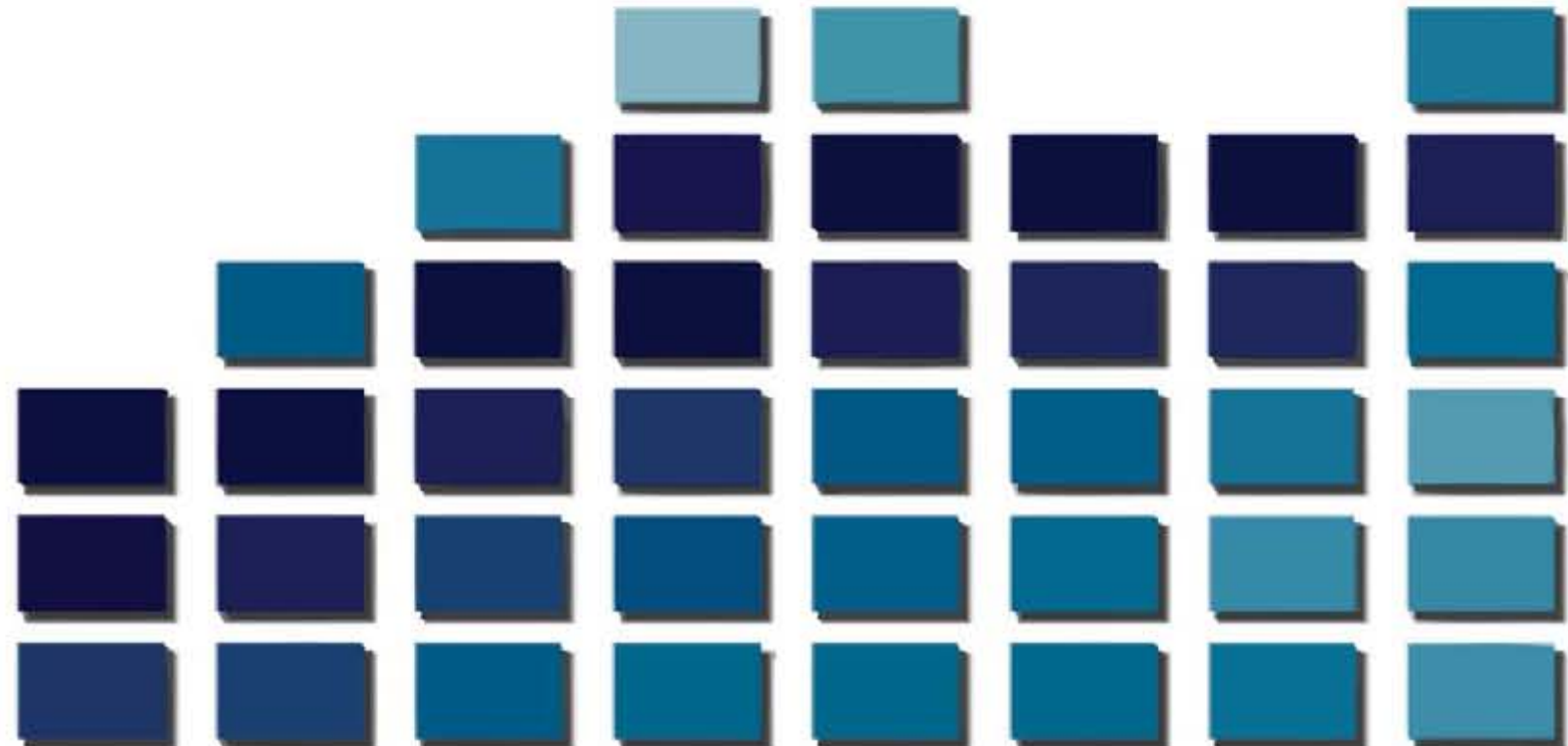


EVALUATION 2010

ACCOMPLISHMENTS AND OUTCOMES OF
THE TEXAS WORKFORCE SYSTEM





Texas Workforce Investment Council

January 2011

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Dear Fellow Texan:

The Texas Workforce Investment Council (Council) is pleased to present the *Evaluation 2010* report on the Texas workforce system (system). Approved unanimously at the Council's December 3, 2010 meeting, it is the initial report for *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)* – documenting accomplishments by system partners during the first year of the plan's implementation.

State statutes require that the Council's evaluation report address five components:

- ▶ workforce system and program performance based on the Formal and Less Formal measures approved by the Governor;
- ▶ implementation of action plans by partner agencies as directed by the Council's System Integration Technical Advisory Committee;
- ▶ adult education action and achievements;
- ▶ local board activities and alignment with the system strategic plan; and
- ▶ work development programs that focus on welfare to work initiatives.

This report is a unique compilation and analysis of system performance and achievements. Through the delivery of over 20 workforce education and training programs, state and local system partners served almost 5.4 million individuals in the last reporting year. Over 458,000 completed a degree, certificate or other measure of educational achievement, while almost 1.4 million individuals entered employment and over 990,000 retained employment.

While the Texas economy remains comparatively strong, data reported for many programs show the effects of the recession. Overall, the system is serving more individuals; however, employment-related outcomes declined. We expect these trends to continue in the next reporting cycle and will monitor them closely.

With the first year of implementation complete, I am pleased to report that substantial progress was made toward achieving the 14 long term objectives contained in *Advancing Texas*. System partners continually work to identify ways to increase collaborative efforts as they carry out ongoing projects and new initiatives. Project teams have been formed and plans made for pilots addressing critical areas such as career technical education and 'earn while you learn' training, as well as programs designed to meet the needs of English language learners and those with low literacy levels.

I commend this report to you.

Sincerely,

Wes Jurey, Chair

Evaluation 2010

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council
December 2010

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INTRODUCTION

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 with promoting the development of a highly-skilled and well-educated workforce for Texas, and assisting 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 and community-based organizations.

The workforce system is comprised 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 25 programs and services focused on education, workforce education and workforce training for three participant groups: adults, adults with barriers and youth. The Council collects and disseminates performance data and funding information on 20 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from these five programs assists in understanding the scope and effort of program delivery through high schools and community and technical colleges, and these entities' efforts to prepare students to transition to further education or enter the workforce.

Working with system partners, the Council completed a yearlong planning process in September 2009. The result of that process was *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)*, which was approved by the Governor on October 23, 2009.

Advancing Texas was devised on a six-year timeframe to align with the Texas Strategic Planning and Performance Budgeting System. It will be reviewed and updated in 2012 and 2014.

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 state and local workforce goals and objectives. This is the initial evaluation report for *Advancing Texas*, covering the period September 1, 2009 through August 31, 2010.

Advancing Texas

The workforce system strategy is to provide its customers – employers, current and future workers of Texas – with access to relevant and comprehensive workforce services that span a continuum from career planning and preparation, to career development and enhancement.

Vision

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

Mission

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

System Partners

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

The system strategic plan – *Advancing Texas* – and other Council products referenced in this report are posted on the Council's website at:

<http://governor.state.tx.us/twic/work/>.

State statutes require that the Council evaluate five elements in the workforce system:

- ▶ Formal and Less Formal performance measures
- ▶ Implementation of the system strategic plan, *Advancing Texas*
- ▶ Adult education action and achievements
- ▶ Local workforce board activities and alignment
- ▶ Work development programs that focus on welfare to work initiatives

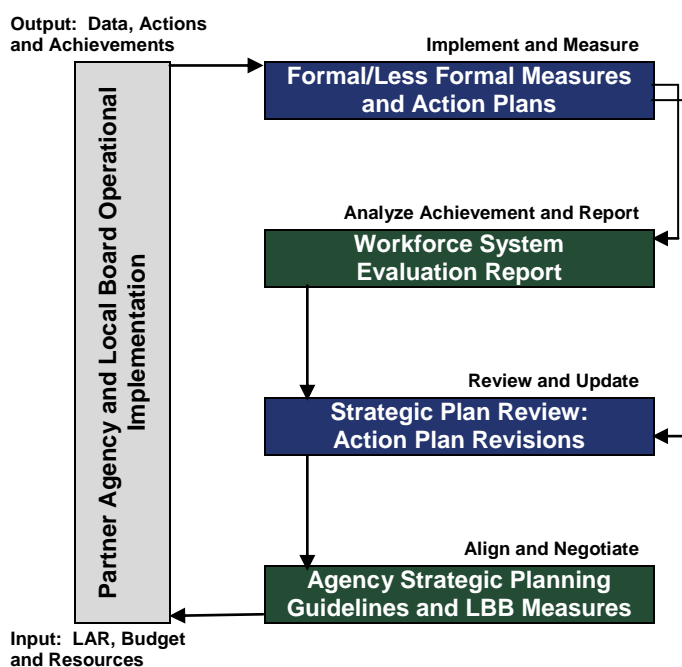
The Council utilizes a three-tier evaluation hierarchy that is one component of a comprehensive system performance framework, as illustrated in the graphic below. The framework depicts the inputs, outputs, and planning and evaluative components that form the cycle of planning, evaluation and implementation that the Council engages in with system partners.

The 'Implement and Measure' box at the top right references the three evaluation tiers, which are comprised of metrics designed to evaluate system performance as well as progress toward achieving the long term objectives (LTOs) identified in the system strategic plan.

- ▶ Evaluation Tiers 1 and 2 consist of Formal and Less Formal measures, respectively, which are presented in the **Report Card Series** and **Less Formal Measures** sections of this report.
- ▶ The third tier consists of action plans (APs) and progress milestones toward the LTOs, as noted in the **System Accomplishments** section.

- Key:**
- Grey = delivery/yields
 - Green = formal evaluative actions and course correction
 - Blue = planning actions and impacts
 - LAR = Legislative Appropriation Request
 - LBB = Legislative Budget Board

Texas' Workforce System Performance Framework



Issues Identification

System partners operate in a complex, changing economic environment as they strive to provide employers, current workers and future workers with services that are comprehensive, timely and relevant. There continues to be increased demand for middle-skills jobs, those that require more than a high school degree but less than a four-year degree. In Texas, future workers will be needed in traditional health care, energy and technology-based jobs, as well as in the growth industries of wind, biofuel and energy efficiency. In addition, the state's demographic composition is changing, with the workforce projected to include larger proportions of women, Hispanics and prime-age (i.e., 25-54 years of age) workers.

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. In part, this is accomplished through identifying issues and working with system partners to achieve their resolution.

Over the *Advancing Texas* plan period, issues directly related to the scope of this report as outlined on page 2 will be included in the annual evaluation report. In addition to the issues outlined in this report, the

Council also identifies and works to address issues related to the state's workforce system through a variety of other mechanisms, including:

- ▶ *System Integration Technical Advisory Committee (SITAC)* – Established by the Council Chair in December 2003 to oversee implementation of the system strategic plan, SITAC members represent all partner agencies and the Texas Association of Workforce Boards.
- ▶ *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.
- ▶ *Stakeholder Roundtables* – Conducted periodically to obtain feedback regarding system stakeholder needs and to assess workforce system usage and satisfaction levels.

Measures and Definitions

Three tiers of performance measures are included in *Advancing Texas*:

- ▶ **Tier 1 – Formal** – System measures are outcome oriented. They establish responsibility for end outcomes or outputs that are central to the system's success. Such measures are essentially consistent across workforce programs and consist of the Formal measures found in partner agencies' performance measures for state-based budgeting and reporting. The four Formal measures that were approved by the Governor in 2003 remain in effect and were incorporated into *Advancing Texas*:
 - *Educational Achievement* – Number and percent of all program participants who obtain a degree, other credential of completion, or complete the level enrolled in either a training or educational program.
 - *Entered Employment* – Number and percent of all program participants who secure employment after exiting a program.
 - *Employment Retention* – Number and percent of all program participants who retain employment at a specified point after exiting a program.
 - *Customers Served* – Number of employers and individuals who received system services, including program participation.
- ▶ **Tier 2 – Less Formal** – Strategy-critical measures are also outcome oriented. These consist of the Less Formal measures that establish responsibility for end outcomes or outputs that are central to system partners' missions. There are six such measures for the current plan:
 - *Vocational ESL Graduates* – Number of vocational ESL graduates (subset of English as a Second Language (ESL) population).
 - *Vocational ESL Employment* – Rate of vocational ESL graduates who secure employment (subset of ESL population).
 - *Workforce Literacy Graduates* – Number of workforce literacy graduates (subset of Adult Basic Education (ABE) population).
 - *Workforce Literacy Employment* – Rate of workforce literacy graduates who secure employment (subset of ABE population).

- *CTE Concentrator Graduates* – Percent of Career Technical Education (CTE) concentrators (Code 2 and 3 CTE Participants) who graduate on the recommended or distinguished achievement high school program.
- *Employer Satisfaction* – Agency measures and definitions to be developed in fiscal years 2011-2012.
- ▶ **Tier 3 – AP Specific** – Capacity-building measures are process oriented and establish responsibility for intermediate outcomes that identify and chart achievement of tasks and milestones. They are specific to a given AP and often require a high degree of collaboration between system partners.

Earlier this year, definitions and methodologies were negotiated with partner agencies, in consultation with the Governor’s Office of Budget, Planning and Policy and the Legislative Budget Board (LBB). Only the Tier 1 Formal measures are included in agency Legislative Appropriation Requests, and may or may not be specified as a Key measure¹.

Data Treatment and Limitations

Data for all Formal measures except Customers Served are presented as both an absolute number and as a percentage. All data are from the most recent 12-month reporting period available.

- ▶ *Agency Negotiation* – During 2004 data definition and methodology negotiations, the Council requested that where federal common definitions were relevant, those definitions be used, as well as similar program periods. The intent was to lessen the differences between data sets, thereby achieving a higher degree of relatedness and relevance when aggregating data across multiple programs. There are definitions and program periods that differ slightly from those in *Evaluation 2009*.
 - *Program-Level Reporting* – As required by statute, data are presented by program rather than by agency.
 - *Unduplicated Data* – In most cases, data are unduplicated and conform to the reporting definitions and methodologies agreed to by partner agencies. For example, Educational Achievement data may include duplicate data where a participant has outcomes for both education and training programs. Where known, these instances are footnoted on the applicable report card.
- ▶ *Data Revisions* – In preparing data for the 2010 evaluation, two agencies identified the need to submit corrected data for the 2009 reporting cycle. The Texas Veterans Commission and Texas Workforce Commission reported that revisions were due to (1) data updates following further data entry by local workforce boards, (2) clarifications in reporting specifications and/or (3) coding improvements. Percentage point differences published in the **Report Card Series** for Change 2009-2010 and all report narrative reflect the revised 2009 data submitted by the agencies, found in the **Data Addendum** to this report.
- ▶ *Change Rates* – Data are presented and tracked longitudinally. This year, each report card includes a column for a one-year rate that captures the change from the previous year to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2009 to 2010. Data corresponding to the program reporting periods applicable for *Evaluation 2009* has been used as baseline data. In instances where Formal measure reporting was added for a given program, the

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. [LBB, *Performance Measure Reporting in ABEST* (December 2009)]

agency provided data for the 2009 program period to allow the inclusion of the one-year change rate. In future years, the cumulative rate of change from 2009 will also be published.

▶ *Explanation of Variance* –

- *5% Variance* – Instances where the value in the Change 2009-2010 column was more than 5%, either positive or negative, are addressed within the appropriate report card section. This reporting is aligned to LBB performance measures reporting requirements. This year, agencies were asked to take into consideration special issues such as the economic downturn and availability of federal stimulus funds.
- *Base Values* – Significant changes in numerator and/or denominator values from 2009 to 2010, but with no resulting significant rate change, were also reviewed where applicable. Such instances are addressed in the respective report card sections.

▶ *Rounding Convention* – A rounding convention has been applied to the Formal and Less Formal measures data: .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 applicable mathematical operation(s) such as division or subtraction.

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

▶ *Unemployment Insurance Records* –

- *Time Lag* – There is a significant delay in receiving and analyzing unemployment insurance (UI) wage records for measuring performance. For example, when looking at six-month retention factors, there is a six-month wait to establish the period of data collection, plus four to five months for employers to submit the data to the Texas Workforce Commission. This lag continues to pose significant challenges regarding timely performance measurement in other states, as well as Texas. It appears that this approximate one-year data lag will be ongoing because of the UI records delay and the time necessary for agencies to process and report the data to the Council.
- *Coverage* – An unknown number of program exiters obtain jobs that are not covered by the Texas UI system. For example, the self-employed, those who relocate and become employed in another state, and those who live in Texas but are employed across state lines are not reported in the Texas UI database. Such non-coverage issues result in lower levels of documented employment, reflecting negatively when the efficacy of education and training programs is evaluated. Data sets that are more complete may be available in instances where the agency can utilize other databases, such as the Wage Record Interchange System, to identify employment with employers who do not file UI wages in Texas.

Report Cards

The Council believes that the report card series is a useful tool to present overall system performance. System evaluation is complex and, although the four Formal measures are appropriate to provide a system snapshot, they should not be viewed in isolation from other factors. Agencies and programs have different service populations with unique needs and characteristics, which has a large effect on performance data. Additional limitations of specific significance to a single program are contained within the card footnotes or narrative.

System performance is presented in a series of five report cards that contain data reported by partner agencies for the Formal and Less Formal (Tiers 1 and 2) measures. Aggregate data are presented on the four Formal measures report cards and on the System report card. However, it is important to note

that not all data definitions or methodologies are identical, thus the total should be viewed only as a good approximation of overall system performance. The graphic on page 7 illustrates the relationship of Formal and Less Formal measures to the report card series.

- ▶ *Programs in the Report Card Series* – The 25 programs included in the report card series along with the short titles used in this report, are:

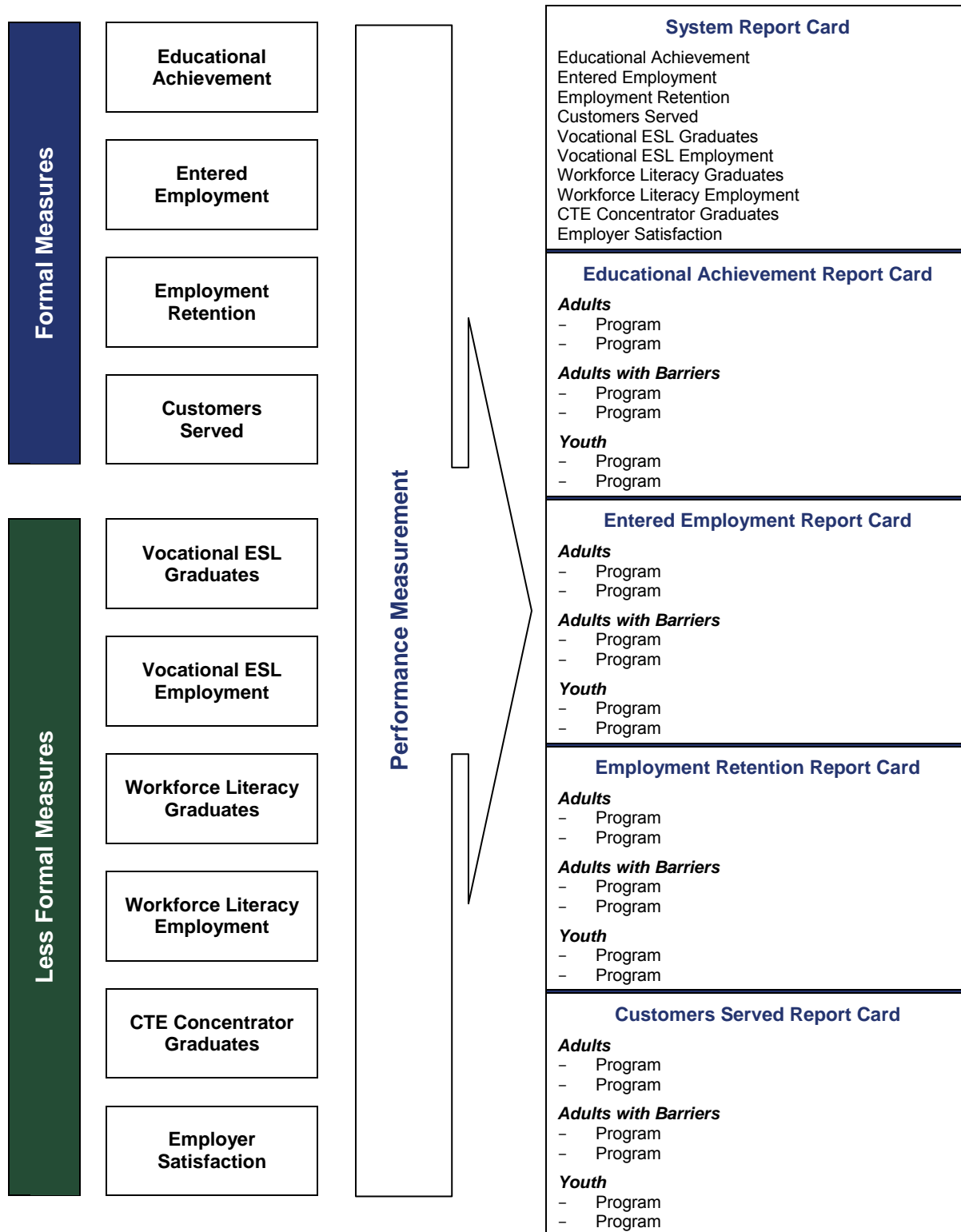
| Programs in the Report Card Series | Short Title |
|---|---------------------------------|
| Adult Education Workforce Investment Act II | Adult Education |
| Adults Workforce Investment Act | Adults WIA I |
| Apprenticeship Chapter 133 | Apprenticeship |
| Blind Services | Blind Services |
| Community and Technical College Academic | CTC Academic |
| Community and Technical College Technical | CTC Technical |
| Dislocated Workers Workforce Investment Act | Dislocated WIA I |
| Employment Services - Wagner Peysner | Employment Services |
| Perkins Secondary Career Technical Education | Secondary CTE |
| Postsecondary Community and Technical College Corrections | Postsecondary CTC Corrections |
| Project Re-Integration of Offenders | Project RIO |
| Rehabilitation Services | Rehabilitation Services |
| Senior Community Service Employment Program | SCSEP |
| Secondary Education | Secondary |
| Secondary Academic Youth Corrections | Secondary Academic Corrections |
| Secondary Technical Youth Corrections | Secondary Technical Corrections |
| Secondary Academic Windham | Secondary Academic Windham |
| Secondary Technical Windham | Secondary Technical Windham |
| Self-Sufficiency Fund | Self-Sufficiency |
| Skills Development Fund | Skills Development |
| Supplemental Nutrition Assistance Program Employment and Training | SNAP E&T |
| Trade Adjustment Assistance | Trade Adjustment |
| Temporary Assistance for Needy Families Choices | TANF Choices |
| Veterans Employment and Training | Veterans E&T |
| Youth Workforce Investment Act | Youth WIA I |

- ▶ *System Report Card* – This report card contains aggregate data for the four Formal measures, with the data sets combined across programs. It also includes data for the Less Formal measures, where available. Since Less Formal measures are specific to a single program there is no data aggregation.
- ▶ *Formal Measure Report Cards* – Individual report cards with accompanying analysis are included for each of the four Formal measures, with outcome data by program organized into three categories: Adults, Adults with Barriers and Youth. Each program is assigned to one of the three categories in order to establish the greatest level of outcome equivalency and comparability.

Programs in the Adults with Barriers category meet 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. This includes programs that assist welfare recipients to attain education, skills and employment: Adults WIA I, TANF Choices, SNAP E&T, and Self-Sufficiency. Data for these programs addresses the Council’s mandate to report on work development programs that focus on welfare to work initiatives.

Report Card Structure for Reporting and Evaluating Measures

- ★ *System Report Card (1)* – Aggregates and weights based on total participant population.
- ★ *Formal Measure Report Cards (4)* – Report by population segment, program and aggregate.



REPORT CARD SERIES

The System report card shows the performance of Texas' workforce system and includes totals for each of the four Formal measures that have been aggregated and weighted by the number of program participants. The card also shows the number, percent, where applicable, and rate of change for the Formal and Less Formal measures.

The System report card contains aggregate data for the four Formal measures, with the data sets combined across programs. In this 2010 report, the change column reflects the increase or decrease between the 2009 baseline values and those calculated for the 2010 report.

Following the System report card, a report card for each Formal measure is presented and discussed. The next section of the report presents the Less Formal measures by goal, definition, benchmark and data sets.

The Council is required by statute to report program-level data and to provide an overall assessment of implementation of the workforce system strategic plan – *Advancing Texas*. As noted in the Data Treatment and Limitations section on page 4, the aggregate data presented in the report card series should be viewed as an approximation of overall system performance.

System

| 2010 Workforce System Report Card | | | |
|--|----------------------|----------------|-----------------------------|
| Formal Measures | Actual | Percent | Change 2009-2010 |
| Educational Achievement ² | 458,580 | 76.48% | 1.41% |
| Entered Employment ³ | 1,385,386 | 72.15% | -7.11% |
| Employment Retention ⁴ | 992,738 | 79.22% | -4.17% |
| Customers Served ⁵ | 5,399,454 | N/A | 2.47% |
| Less Formal Measures⁶ | | | |
| CTE Concentrator Graduates | 103,505 | 79.43% | N/A |
| Vocational ESL Graduates ^A | <i>not available</i> | - | - |
| Vocational ESL Employment ^A | <i>not available</i> | - | - |
| Workforce Literacy Graduates ^A | <i>not available</i> | - | - |
| Workforce Literacy Employment ^A | <i>not available</i> | - | - |
| Employer Satisfaction ^B | <i>not available</i> | - | - |

The report card series is a useful tool to present overall system performance, but the data presented should be taken in context. Most programs are designed to serve participants that meet specific eligibility criteria and that have unique needs. Accordingly, program objectives and desired outcomes vary, and approved data definitions and methodologies are program-specific. Additionally, integrated service delivery strategies may result in duplication of customer counts across programs. The System report card contains aggregate data for all agencies' applicable programs by measure as noted on the Formal measure report cards. Due to known duplicates that cannot be removed from program-level data, adjustments have been calculated at the System level, with unduplicated data footnoted as applicable.

² The aggregate Educational Achievement rate, adjusted to exclude duplicate TWC customers, is 76.42%.

³ The aggregate Entered Employment rate, adjusted to exclude duplicate TWC customers, is 72.33%.

⁴ The aggregate Employment Retention rate, adjusted to exclude duplicate TWC customers, is 79.45%.

⁵ The aggregate Customers Served count, adjusted to exclude duplicate TWC customers, is 5,152,502. Project RIO-Youth participants (1,509) were also excluded as they are not included in the report card series.

⁶ Five of the six Less Formal measures are tied to planned pilot projects, with data not being available until future reporting cycles.

(A) The four Vocational ESL and Workforce Literacy measures will be defined as implementation proceeds and finalized by 2012.

(B) Development of agency-specific Employer Satisfaction measures and definitions will be developed in fiscal years 2011-2012.

Educational Achievement⁷

| 2010 Educational Achievement Report Card | | | |
|---|----------------|----------------|-----------------------------|
| | Actual | Percent | Change 2009-2010 |
| Adults | | | |
| CTC Academic | 20,560 | 26.45% | 0.18% |
| CTC Technical | 10,243 | 22.81% | -0.37% |
| Apprenticeship | 3,070 | 75.26% | -0.62% |
| Dislocated WIA I | 1,579 | 91.59% | -3.13% |
| Adults WIA I | 5,567 | 93.67% | 0.05% |
| Adults Total | 41,019 | 30.52% | -1.04% |
| Adults with Barriers | | | |
| Adult Education | 5,131 | 88.97% | 0.40% |
| Postsecondary CTC Corrections | 1,482 | 27.51% | -3.64% |
| Secondary Academic Windham | 5,067 | 78.83% | -3.36% |
| Secondary Technical Windham | 5,585 | 78.30% | -1.73% |
| Adults with Barriers Total | 17,265 | 69.86% | -0.40% |
| Youth | | | |
| Secondary CTE | 122,827 | 94.26% | 5.73% |
| Secondary | 275,167 | 89.22% | 1.21% |
| Youth WIA I | 2,678 | 75.56% | -1.57% |
| Secondary Academic Corrections | 528 | 34.90% | -5.65% |
| Secondary Technical Corrections | 578 | 27.43% | 9.62% |
| Youth Total | 401,778 | 90.10% | 2.77% |
| Total | 458,580 | 76.48% | 1.41% |

⁷Educational achievement includes participant outcomes for both educational and training programs. Data subsets (duplicates) include Postsecondary CTC Corrections. The card total has been adjusted to provide an unduplicated count.

Educational Achievement Analysis

Educational Achievement –

number and percent of all program participants who obtain a degree, other credential of completion, or complete the level enrolled in either a training or educational program.

The data sets in the Educational Achievement report card are from those system programs and services that have the acquisition of knowledge and skills as a significant, intended outcome for participants. Data limitations other than those general limitations, such as time lag of unemployment insurance wage matching, are contained within the card footnotes or narrative.

Data

Adults

The data range for Adults is from 22.81% for CTC Technical programs to 93.67% for Adults WIA I. Three programs declined from 2009, with the largest change reported for Dislocated WIA I (-3.13%). Three of the five programs reported performance of greater than 75%, with a segment total of 30.52%. This represents an annual decrease of 1.04% for the group.

CTC Academic and Technical program data are based on a starting cohort and total awards earned within a six-year period. The data sets include certificates, associate and higher degrees. While this data reflects the success of a specific cohort across time, it does not indicate the educational success of students in a 12-month period as measured by the awarding of certificates or associate degrees. In academic year 2008-09, 64,649 CTC credentials were awarded, an increase of 9.13%. This number is more than double the completions, or graduation rate, reported this year under the longitudinal definition. For this reason, the Council continues to request 12-month credential data from the Texas Higher Education Coordinating Board (THECB) in order to provide a more complete representation of educational achievement in Texas' community and technical colleges.

Adults with Barriers

The data range for Adults with Barriers is from 27.51% for Postsecondary CTC Corrections to 88.97% for Adult Education. With the exception of Postsecondary CTC Corrections, a program that deals with incarcerated adults, the programs in this group reported rates of over 78%. An overall decrease of 0.40% was noted for the group.

None of the four programs had performance that exceeded the 5% variance range. Three posted decreases from 2009, with the largest attributable to Postsecondary CTC Corrections (-3.64%).

Youth

The Youth category includes five programs, with a data range of 27.43% for Secondary Technical Corrections to 94.26% for Secondary CTE. In the Youth segment, 401,778 individuals achieved educational outcomes, an increase of 2.77% from 2009.

Of the five programs, positive changes were reported for three, including two increases that exceeded the 5% variance range:

- ▶ *Secondary Technical Corrections* – The largest gain (9.62%) was posted for this program. The Texas Youth Commission (TYC) noted two contributing factors: (1) addition of four new Career and Technical Education/Industry Certification programs at three different facilities, and (2) alignment of all Horticulture programs with the Texas Nursery and Landscaping Association certification, resulting in additional opportunities for youth to obtain industry certifications.
- ▶ *Secondary CTE* – The Texas Education Agency (TEA) reported that the 5.73% gain was likely due to better understanding and implementation of the 11th grade Texas Assessment of Knowledge and Skills (TAKS) test. In order to graduate from high school, students must meet TAKS exit-level

assessment requirements in the four foundation areas of mathematics, English language arts, science and social studies.

The largest decrease was reported for Secondary Academic Corrections, which fell 5.65%. With the maximum age for new commitments lowered from 21 to 19, TYC anticipated that a larger percentage of students would return to public schools. Extensive education program changes were implemented during fiscal year 2010 to build a robust educational program with more emphasis on earning credits and enabling successful re-entry to public schools. Consequently, fewer students were tested for GEDs than in prior years, accounting for a lower GED achievement rate. With the new framework for educational achievement in place, TYC will again focus on GED testing and anticipates significant improvements in GED achievement rates.

Total

The absolute number of individuals with an educational achievement outcome (numerator) increased from 445,091 in 2009 to 458,580 this year. Of the 14 programs, five had absolute increases, with a notable change reported for Secondary, up 10,726.

Of the 599,624 program participants, 458,580 (76.48%) achieved an educational outcome, an increase of 1.41% from 2009. Postsecondary CTC Corrections completion numbers of 1,482 in the Adults with Barriers segment were subtracted from the aggregate of all programs to achieve the unduplicated performance total and percent.

Additional Data

The following data sets were provided by partner agencies so that a more comprehensive picture of educational achievement could be presented, thereby providing important contextual information.

- ▶ Career schools and colleges awarded 84,090 degrees and certificates, an increase of 29.40% from the prior year. This includes certificates reported by the Texas Workforce Commission (59,907, up 2.06% from 2009) as well as certificates and degrees reported by THECB. With more career schools and for-profit institutions reporting to THECB this year, the number of certificates and degrees increased from 9,994 last year to 24,183, including 16,707 certificates, 5,023 associate's degrees and 2,453 bachelor's degrees.
- ▶ Of Secondary Windham enrollments, 41.08% completed the level enrolled, a slight decrease (-0.15%) from the previous year.
- ▶ Of the 438,736 enrollments in Secondary and Secondary CTE programs, 187,721 were in Tech Prep, an increase of 9,863 students (5.55%). TEA reports that the continued growth of Tech Prep programs during 2009-10 was likely due to a stronger emphasis on college readiness and the opportunity for students participating in such programs to earn college credit while in high school.
- ▶ Adult Education students completed the level enrolled at a rate of 52.30%, up significantly from last year's rate of 41.05%. However, the number of adults who (1) enrolled, (2) were assessed and (3) had the minimum of 12 hours class time required for inclusion in federal reporting continued to decline, falling from 100,248 last year to 91,473 (-8.75%).

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Entered Employment

2010 Entered Employment Report Card

| | Actual | Percent | Change 2009-2010 |
|-----------------------------------|------------------|---------------|---------------------|
| Adults | | | |
| CTC Academic | 19,247 | 89.01% | -0.23% |
| CTC Technical | 25,326 | 86.41% | -0.26% |
| Skills Development | 2,107 | 90.51% | -5.64% |
| Trade Adjustment | 1,261 | 71.16% | -14.13% |
| Veterans E&T | 48,423 | 69.90% | -6.95% |
| Employment Services | 1,093,471 | 72.28% | -7.71% |
| Dislocated WIA I | 4,881 | 80.65% | -6.65% |
| Adults WIA I | 10,810 | 77.78% | -6.43% |
| Adults Total | 1,205,526 | 72.75% | -7.52% |
| Adults with Barriers | | | |
| Blind Services | 1,330 | 67.68% | -2.47% |
| Rehabilitation Services | 11,335 | 56.91% | -0.01% |
| Adult Education | 913 | 66.79% | 0.59% |
| SNAP E&T | 13,788 | 82.83% | -1.55% |
| Project RIO | 25,583 | 58.37% | -14.82% |
| Self-Sufficiency | 337 | 75.56% | -8.60% |
| SCSEP | 150 | 39.16% | -0.54% |
| TANF Choices | 19,726 | 80.87% | -3.91% |
| Adults with Barriers Total | 73,162 | 67.15% | -8.18% |
| Youth | | | |
| Secondary CTE | 91,230 | 70.01% | -3.05% |
| Youth WIA I | 15,468 | 65.12% | -8.47% |
| Youth Total | 106,698 | 69.26% | -3.84% |
| Total | 1,385,386 | 72.15% | -7.11% |

Entered Employment Analysis

Entered Employment –

number and percent of all program participants who secure employment after exiting a program.

The data sets in the Entered Employment report card are from those workforce system programs and services that have the acquisition of employment as a significant, intended outcome for participants. Data limitations other than those general limitations, such as time lag of unemployment (UI) wage matching, are contained within the card footnotes or narrative.

As noted in the **Introduction**, there is a delay in receiving and analyzing UI wage records for measuring performance such as entered employment. While the programs have different reporting cycles, most of those with negative changes this year reflect performance for mid to late 2009. The effects of the economic recession are evidenced this year and may continue to be a significant factor in the next reporting cycle.

Data

Adults

The data range for Adults is from 69.90% for Veterans E&T to 90.51% for Skills Development. Four of the eight programs reported performance of over 80%; however, an annual decrease of 7.52% was noted for the group.

All eight programs experienced declines from 2009, with the smallest degree of change reported for CTC Academic (-0.23%) and CTC Technical (-0.26%). Agency performance data is for the most recent standard reporting cycle for each program. The CTC data is for an earlier period (9/07-8/08) than most programs which may account, in part, for the comparatively better change rates.

Performance fell for all Texas Workforce Commission (TWC) programs and for the Texas Veterans Commission's (TVC) Veterans E&T program, with the one-year declines ranging from 5.64% for Skills Development to 14.13% for Trade Adjustment. Data for these programs (10/08-9/09) represents the first group comprised exclusively of individuals who exited the program during the recession. Changes in the labor market resulted in a great increase in the number of customers served and significant reduction in employment outcomes as more people competed for fewer jobs.

Adults with Barriers

The data range for this group is from 39.16% for SCSEP to 82.83% for SNAP E&T. Of the eight programs, three reported entered employment rates of 75% or higher. Overall performance decreased significantly (-8.18%) from 2009.

Adult Education was the only program reporting a positive change from last year, rising slightly (0.59%). Reporting for this program is also for an earlier exit cohort (10/07-9/08); thus, the effects of the recession may be evidenced in the future. In addition, minimal decreases were noted for Rehabilitation Services (-0.01%) and SCSEP (-0.54%).

While all TWC programs declined, only two exceeded the 5% variance range: Project RIO (-14.82%) and Self-Sufficiency (-8.60%). As noted above, this was the first year where performance is made up exclusively of recession exiters. For Project RIO, TWC noted that the offender population is also traditionally last in the hiring queue and in most instances first in the layoff queue; therefore, it is consistent to see this population affected disproportionately when labor market conditions worsen.

Youth

For the two programs, entered employment outcomes ranged from 65.12% for Youth WIA I to 70.01% for Secondary CTE. Overall, the group decreased 3.84% from 2009.

Performance for Youth WIA I decreased 8.47%. As with the Adult and Adults with Barriers segments, TWC attributes the change to the performance group being comprised of individuals exiting during the recession.

Total

Of the 1,920,065 program participants, 1,385,386 (72.15%) entered employment. This represents a decrease of 7.11% from 2009. Seventeen of 18 programs showed one-year decreases, including double-digit percentage changes for Trade Adjustment (-14.13%) and Project RIO (-14.82%).

While the percentages declined, the absolute number of individuals served and the number entering employment rose in 2010. The number of program participants (denominator) was 1,920,065, up from 1,530,423 the previous year. The number entering employment (numerator) rose from 1,213,013 in 2009 to 1,385,386, with six of 18 programs reporting absolute increases. The most significant increase was reported for Employment Services with 1,093,471 entering employment, up from 902,947 last year.

For most programs, data reported this year reflects the first group of participants exiting during the recession. This accounts for the performance declines experienced by programs with positive trends during the last strategic plan period, including those administered by TVC and TWC. This is expected to continue in 2011.

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Employment Retention

2010 Employment Retention Report Card

| Adults | Actual | Percent | Change 2009-2010 |
|-----------------------------------|----------------|----------------|-----------------------------|
| CTC Academic | 12,444 | 86.12% | -0.85% |
| CTC Technical | 21,295 | 91.04% | -1.00% |
| Skills Development | 16,189 | 89.98% | -3.19% |
| Trade Adjustment | 1,034 | 84.89% | -7.83% |
| Veterans E&T | 55,234 | 81.86% | -5.05% |
| Employment Services | 816,256 | 78.84% | -4.59% |
| Dislocated WIA I | 4,137 | 87.59% | -2.58% |
| Adults WIA I | 15,495 | 83.70% | -1.50% |
| Adults Total | 942,084 | 79.63% | -4.47% |
| Adults with Barriers | | | |
| Blind Services | 642 | 86.17% | -0.54% |
| Rehabilitation Services | 8,209 | 85.13% | -0.77% |
| Adult Education | 3,422 | 67.82% | -0.35% |
| SNAP E&T | 8,152 | 80.95% | 4.75% |
| Project RIO | 12,774 | 59.24% | -6.04% |
| Self-Sufficiency | 874 | 80.48% | -2.59% |
| TANF Choices | 13,359 | 76.80% | 1.59% |
| Adults with Barriers Total | 47,432 | 72.36% | -1.56% |
| Youth | | | |
| Youth WIA I | 3,222 | 71.62% | -3.98% |
| Youth Total | 3,222 | 71.62% | -3.98% |
| Total | 992,738 | 79.22% | -4.17% |

Employment Retention Analysis

Employment Retention –

number and percent of all program participants who retain employment at a specified point after exiting a program.

As with Entered Employment, the data sets in the Employment Retention report card are from those workforce system programs and services that have the acquisition and maintenance of employment as a significant, intended outcome for participants. Data limitations other than those general limitations, such as time lag of unemployment insurance (UI) wage matching, are contained within the card footnotes or narrative.

There is a significant delay in receiving and analyzing UI wage records for measuring retention. The programs have different reporting cycles, with some of the reported measures reflecting the initial effects of the economic recession. It is anticipated that will be a more significant factor in future reporting cycles.

Data

Adults

The data range for Adults is from 78.84% for Employment Services to 91.04% for CTC Technical. Overall, this segment declined 4.47% from 2009.

All eight programs experienced declines from 2009, with the smallest degree of change reported for CTC Academic (-0.85%) and CTC Technical (-1.00%). Agency performance data is for the most recent standard reporting cycle for each program. As with Entered Employment, data for both CTC programs is for an earlier period (9/07-8/08) which may account, in part, for the comparatively better change rates.

Two programs reported decreases that exceeded the 5% variance range: Trade Adjustment (-7.83%) and Veterans E&T (-5.05%). Given the UI reporting lag, this year's data (4/08-3/09) for the two programs included individuals who exited prior to and after the effects of the recession were felt in Texas. However, the Texas Workforce Commission (TWC) and Texas Veterans Commission, respectively, noted that the weaker labor market affected both groups since the time frame for measuring employment retention occurred in a softer labor market than in prior years.

Adults with Barriers

The data range for Adults with Barriers is from 59.24% for Project RIO to 86.17% for Blind Services, with five of seven programs reporting retention of over 76%. An annual decrease of 1.56% was noted for the group. Two of the seven programs posted positive changes from 2009: SNAP E&T (4.75%) and TANF Choices (1.59%).

Of the five programs with declining performance, Project RIO had the largest one-year change, falling 6.04% from last year. This year's data set (4/08-3/09) included participants who exited prior to and after the onset of the economic recession, with the weaker labor market affecting all exiters. In addition, TWC noted that the offender population is traditionally affected disproportionately when labor market conditions worsen.

Youth

Youth data includes only one program. Performance for Youth WIA I fell 3.98% from 2009.

Total

Of the 1,253,152 program participants who entered employment, 992,738 (79.22%) retained employment. This represents a decrease of 4.17% from 2009.

The absolute number of individuals entering and retaining employment also fell this year. The number of individuals finding employment (denominator) was down slightly from last year's total of 1,270,287. The number retaining employment (numerator) had a more significant decline, falling from 1,059,293 in 2009

to 992,738. The largest decrease was reported for Employment Services, with 33,072 fewer individuals retaining employment.

For most programs, data reported this year reflects the first participant group that includes some individuals who exited during the recession. This accounts for the performance declines experienced by programs with positive trends during the last strategic plan period, which includes all programs in the Adults category. This trend is expected to continue in the next reporting cycle.

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Customers Served⁸

| 2010 Customers Served Report Card | | |
|--|------------------|-----------------------------|
| | Actual | Change 2009-2010 |
| Adults | | |
| CTC Academic | 426,399 | 12.50% |
| CTC Technical | 184,920 | 13.97% |
| Apprenticeship | 4,146 | 1.64% |
| Skills Development | 31,504 | 9.64% |
| Trade Adjustment | 6,580 | 1.72% |
| Veterans E&T | 76,822 | -16.75% |
| Employment Services | 1,826,670 | 1.86% |
| Dislocated WIA I | 19,754 | 16.83% |
| Adults WIA I | 32,834 | 6.16% |
| Adults Total | 2,609,629 | 3.80% |
| Adults with Barriers | | |
| Blind Services | 10,436 | 2.88% |
| Rehabilitation Services | 74,933 | 4.19% |
| Adult Education | 100,393 | -8.95% |
| SNAP E&T | 38,241 | 39.89% |
| Project RIO | 52,916 | 6.08% |
| Self-Sufficiency | 1,069 | -35.13% |
| SCSEP | 1,703 | 13.23% |
| TANF Choices | 47,480 | 13.47% |
| Postsecondary CTC Corrections | 5,387 | -18.34% |
| Secondary Academic Windham | 72,715 | -1.86% |
| Secondary Technical Windham | 10,835 | -4.03% |
| Adults with Barriers Total | 416,108 | 2.36% |
| Youth | | |
| Secondary CTE | 1,027,435 | 1.45% |
| Secondary | 1,327,815 | 1.88% |
| Youth WIA I | 18,113 | -44.06% |
| Secondary Academic Corrections | 3,078 | -17.92% |
| Secondary Technical Corrections | 2,663 | -18.34% |
| Youth Total | 2,379,104 | 1.00% |
| Total | 5,399,454 | 2.47% |

⁸ Educational achievement includes participant outcomes for both educational and training programs. Data subsets (duplicates) include Postsecondary CTC Corrections. The card total has been adjusted to provide an unduplicated count.

Customers Served Analysis

Customers Served –

number of employers and individuals who received system services, including program participation.

As with all other Formal measures, the data sets in the Customers Served report card are from Texas' workforce system programs and services. Data limitations other than those general limitations addressed in the **Introduction** are contained within the card footnotes or narrative.

While Customers Served is typically defined and treated as a lag measure, it was recommended for inclusion as a Formal measure for two reasons:

- ▶ Customers Served may be used as a lead measure for the purpose of system strategic planning given its tie to program infrastructure usage and capacity; and
- ▶ Total Customers Served indicates the number of individuals served by system programs and services. It should be noted that a given individual might receive services from one or more programs, either concurrently or at different points in time. Thus, the absolute number of individuals served is typically less than the total presented on the Customers Served report card as it represents aggregate, program-level participation counts. While known duplicates cannot be removed from program-level data, adjustments have been calculated at the System report card level, footnoted as a point of reference on page 9.

With the exception of Adult Education (7/08-6/09), program data submitted this year reflects participation from August/September 2009 through August 2010. The beginning effects of the recession were evidenced by several programs last year as noted in the *Evaluation 2009* report. That trend continues this year.

Data

Adults

The data range for Adults is from 4,146 customers served by Apprenticeship programs to 1,826,670 served by Employment Services through local boards' workforce centers and WorkInTexas.com. The nine programs in this segment reported serving 2,609,629 individuals, up 3.80% from 2009.

Only one program declined from 2009, Veterans E&T (-16.75%). The Texas Veterans Commission (TVC) attributed the lower than expected performance to the U.S. Department of Labor's (DOL) issuance of Priority of Service guidelines that shifted more basic employment service functions to non-TVC, workforce center staff. This allowed TVC staff to dedicate more time to providing one-on-one intensive services to the most difficult to serve who are identified through a comprehensive assessment process and often receive assistance overcoming numerous, serious barriers to employment. TVC noted that multiple visits are often needed to resolve barriers that prevent veterans from entering and retaining employment.

CTC Academic and CTC Technical both increased significantly based on fall 2009 enrollment figures. CTC Academic rose from 379,010 to 426,399, a gain of 12.50%, while CTC Technical posted a 13.97% increase, climbing to 184,920. The Texas Higher Education Coordinating Board noted that continuation of the recession led to more students enrolling in community college to retrain for new jobs or to earn a degree or certificate to increase their chances of obtaining employment.

Three Texas Workforce Commission (TWC) programs posted gains that exceeded the 5% variance range:

- ▶ *Dislocated WIA I and Adults WIA I* – Reflecting the economic downturn and the increasing number of unemployed individuals, significant one-year increases were reported for Dislocated WIA I (16.83%) and Adults WIA I (6.16%). TWC reported that the increases were due to poor economic conditions during the reporting period (9/09-8/10) and the increased number of unemployed individuals. The

American Reinvestment and Recovery Act (ARRA) of 2009 provided additional funding for Workforce Investment Act programs which enabled more individuals to be served by the programs.

- ▶ *Skills Development* – Performance for this program increased 9.64%. Given the program's importance to the state's economy, the Legislature again increased appropriations for the fiscal year (FY) 2010-2011 biennium. Due to the economic downturn, however, some business partners were unable to participate in training and others had to delay training. TWC noted that this led to contract extensions with community college grantees and caused some trainees from prior years to be carried into FY 2010.

Adults with Barriers

The data range for Adults with Barriers is 1,069 customers served for the Self-Sufficiency program to 100,393 customers served by Adult Education and literacy programs. The 11 programs in this segment reported serving 416,108 individuals, an increase of 2.36% from 2009.

Four TWC programs posted significant gains:

- ▶ *SNAP E&T and TANF Choices* – TWC attributed the 39.89% and 13.47% gains, respectively, to the weaker economy that resulted in increased caseloads. SNAP assists participants in obtaining employment through participation in work programs and education and training activities. The Choices program operates under a Work First service model, providing services to single- and two-parent families.
- ▶ *SCSEP* – The receipt of additional federal funding allowed more (13.23%) low-income, older job seekers to receive paid, on-the-job training and employment services. For FY 2010, TWC received SCSEP funding under ARRA and also applied for and received DOL bonus funding made available through the Consolidated Appropriations Act, 2010.
- ▶ *Project RIO* – The 6.08% gain in the number served reflects the Project RIO – Adult program. The Legislature provided funds to serve an additional 10,000 adult and youth ex-offenders and TWC worked with the local boards to ensure that this expectation was met. As with other programs, the weaker economy also resulted in more unemployed individuals needing reemployment assistance.

The largest one-year decrease (-35.13%) was reported for the Self-Sufficiency program. TWC did not receive enough funding proposals in 2010 to meet the Legislative Budget Board's Self-Sufficiency Customers Served measure target. The agency is developing options for restructuring the way the program is funded in 2011.

Operated by the Texas Department of Criminal Justice's Windham School District, the Postsecondary CTC Corrections program served 5,387 this year, down 18.34%. The agency reported that overall participation in correctional postsecondary educational programs experienced minimal change; however, proportionately more offenders participated in programs via the federally funded Incarcerated Individuals Program Grant than in previous years. Participation in this federal grant program is not reported to the Council. In addition, college tuition costs continued to rise, with increases of approximately 18% from FY 2008-FY 2009 mirroring the decrease in number served.

This year's figure of 100,393 served by Adult Education programs represents an 8.95% decrease from 2009. The Texas Education Agency (TEA) reported that Texas' adult education providers adopted a managed enrollment strategy that has been proven to increase the success rate of students who complete training activities. Managed enrollment requires that services be provided on a regular class schedule rather than open-entrance/open-exit. Although this promotes student retention and eliminates the negative impacts of 'attendance turbulence', it also decreases the number served. Current waiting lists total over 10,000 statewide. TEA noted this is a nationwide trend that supports the focus on quality of services and student retention.

Youth

The data range for the Youth category is 2,663 customers served through Secondary Technical Corrections programs administered by the Texas Youth Commission (TYC) to 1,327,815 customers served by Secondary programs. The five programs in this segment reported serving 2,379,104 individuals, up 1.00% from the prior year.

As anticipated, the number of customers served under Youth WIA I decreased dramatically, falling 44.06% this year. In 2009, TWC received an influx of ARRA funds for a Summer Employment Program; however, this option did not carry forward into 2010.

TYC-administered programs served fewer individuals this year, with decreases reported for both. Since 2009, the number served declined 17.92% for Secondary Academic Corrections and 18.34% for Secondary Technical Corrections. With 1,056 youth newly committed to TYC in FY 2010, the average daily population was lower than budgeted, resulting in lower enrollments in TEA secondary courses.

Total

Partners in Texas' workforce system served 5,399,454 individuals, representing a 2.47% increase from last year. Of the 25 programs, service levels rose for 16 this year.

TWC reported that 148,614 employers received services, down from 149,603 (-0.66%) in 2009.

This measure is not affected by the reporting delays inherent for post-program measures such as entered and retained employment. As noted throughout the narrative, the effects of the economic downturn that began last year are evident in the data. Programs associated with negative economic conditions and layoffs such as Dislocated WIA I saw significant increases this year.

However, the increase in the total number of customers served by many programs reflects positively on the workforce system. In particular, upward trends for academic and skills-based programs indicate increased efforts to provide individuals qualified to meet the increased demand for middle-skills jobs or in preparation for shifting skill needs.

LESS FORMAL MEASURES AND BENCHMARKS

Action Plans

Approved by the Governor in October 2009, the six new Less Formal measures were derived from action plans (APs) contained in the three key performance areas (KPAs) of *Advancing Texas*. These strategy-critical measures establish responsibility for end outcomes or outputs that are central to system partners' missions and linked directly to programmatic long term objectives (LTOs).

Actions and Outcomes

Five of the six Less Formal measures are tied to planned pilot projects, with data not being available until future reporting cycles. For the remaining measure, data reported this year will establish the measure's benchmark. The measures and related LTOs are presented below, grouped by KPA. Additional details on AP implementation are presented in the **System Accomplishments** section.

KPA: Systems, Operations Competencies and Integration

LTO – By 2013, Texas will decrease high school dropout rates by implementing rigorous career technical education (CTE) as a part of the recommended or advanced high school graduation program.

LTO S2 Measure:

CTE Concentrator Graduates – Percent of CTE concentrators (Code 2 and 3 CTE Participants) who graduate on the recommended or distinguished achievement high school program.

Benchmark (established by data submitted for 2010 report): 79.43%

Data: 103,505 graduates from a population of 130,309

KPA: Customer Outcomes

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

There are two Less Formal measures for LTO C3. Both will be defined as implementation proceeds and finalized by 2012.

LTO C3 Measure 1:

Vocational ESL Graduates – Number of vocational ESL graduates (subset of English as a Second Language (ESL) population).

LTO C3 Measure 2:

Vocational ESL Employment – Rate of vocational ESL graduates who secure employment (subset of ESL population).

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

There are two Less Formal measures for LTO C4. Both will be defined as implementation proceeds and finalized by 2012.

LTO C4 Measure 1:

Workforce Literacy Graduates – Number of workforce literacy graduates (subset of ABE population).

LTO C4 Measure 2:

Workforce Literacy Employment – Rate of workforce literacy graduates who secure employment (subset of ABE population).

KPA: Programs, Products and Services

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

Agency-specific measures and definitions will be developed in fiscal years 2011-2012. Five system partners have projects that address measurement of employer satisfaction with system products and services:

- ▶ Health and Human Services Commission – Department of Assistive and Rehabilitative Services
- ▶ Texas Higher Education Coordinating Board
- ▶ Texas Veterans Commission
- ▶ Texas Youth Commission
- ▶ Windham School District

LTO P5 Measure 1:

Employer Satisfaction – Definition(s) to be determined.

SYSTEM ACCOMPLISHMENTS

Action Plans

Action plans (APs) are the high-level plans that identify the major tasks, milestones, timeframes and performance measures necessary for achieving the 14 long term objectives (LTOs) and/or system goals outlined in *Advancing Texas*. Typically, APs span multiple years and assign accountability to system partner(s) for each major task or milestone. They are driven by the plan’s overall mission, strategy statements, LTOs and critical success factors.

Two types of APs are included in *Advancing Texas*:

- ▶ *System* – affect the system as a whole, include multiple partners at various times and are directly linked to the system LTOs.
- ▶ *Partner* – affect a specific partner and are usually linked to a programmatic LTO of a specific agency.

Key Outcomes

Outcomes for the 14 LTOs are presented below, grouped by the plan’s three key performance areas (KPAs). During the development of *Advancing Texas*, the KPAs were determined by examining similarities between the critical business issues and by identifying where those issues affect the state’s workforce system.

KPA: System Operations, Competencies and Integration

This KPA includes four APs that address system issues such as the need for current supply-demand information and several projects related to career technical education (CTE).

LTO S1 – Produce each biennium, commencing in 2010, a report that documents an assessment of the number and type of postsecondary education and training credentials (certificate, level two certificate, associate, bachelor’s and advanced degrees) required to match the demand for a skilled and educated workforce. The assessment will include the number of forecast net job openings by occupation at each level of postsecondary education and training and the number of credentials needed to match that forecast.

... working to effectively integrate planning initiatives that require partner coordination to ensure alignment.

LTO S1 addresses integrated planning initiatives that require partner coordination to ensure alignment. Work is in progress by the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) to create a supply and demand database. Readily available supply-demand reports will provide data needed for education and training providers to plan and better align their programs to industry needs.

The design of TWC’s Strategic Workforce Assessment Project (SWAP) is complete, with data to be available initially for local workforce development areas (LWDA) as well as statewide. An occupations-to-programs crosswalk, validated by TWC, utilizes the Standard Occupational Classification (SOC) system and the Classification of Instructional Programs (CIP). A process for updating and modifying the CIP-SOC crosswalk will be developed.

Ongoing data collection mechanisms have been identified for:

- ▶ *Supply* – THECB will provide annual enrollment and graduation data at the 4-/6-digit CIP code level. Program-level data will be used initially, with course-level data expected to be available in 2013.
- ▶ *Demand* – TWC provided employment and job opening projections, with the 2018 projections expected to be available this fall.

SWAP currently provides pre-defined occupational subsets for LWDA target occupations, AchieveTexas career clusters and STEM occupations. New features, reports, data items and analytical tools are in continuous development, dependent on user expectations and available funding. As work proceeds, the partners will determine which occupation subset(s) should be of greatest use to different customers, including potential new users such as community colleges.

LTO S2 – By 2013, Texas will decrease high school dropout rates by implementing rigorous career technical education as a part of the recommended or advanced high school graduation program.

... college and career readiness will be achieved by the availability of both academic courses and rigorous career technical education courses.

CTE programs provide valuable career education, and often lessen the risk of students dropping out. Texas needs enhanced and more effective integration of academic and CTE options at both the secondary and postsecondary levels in order to increase graduation rates and assist with student transition to further education or into the workforce.

LTO S2 focuses on college and career readiness, with the intent of increasing the availability of both academic and rigorous CTE courses to support students through a range of choices including two- and four-year degrees, apprenticeship and the military. The plan's initial tasks have been completed or work is in progress by the Texas Education Agency (TEA), including:

- ▶ CTE courses that satisfy fourth year math or science graduation requirements have been developed and adopted by the State Board of Education (SBOE). The nine new courses meet graduation requirements for the 2010-11 school year.
- ▶ CTE Texas Essential Knowledge and Skills (TEKS, state-mandated curriculum), incorporating the College and Career Readiness Standards, have been adopted by the SBOE and were effective as of August 2010.
- ▶ Professional development initiatives related to CTE TEKS have been designed and 150 CTE teachers completed train-the-trainer sessions. Training was completed in August through education service centers, school districts and professional development conferences. All training modules will also be available online.

- ▶ Steps taken to incorporate the new CTE TEKS include: (1) the Advanced Technical Credit Leadership Committee revised the secondary to postsecondary crosswalk; (2) TEA is working with THECB to update the *Workforce Education Course Manual*; and (3) Tech Prep consortia submitted revised plans.
- ▶ TEA continues to develop and deploy early college high schools, with the number increasing from 41 to 49 for the 2009-10 school year.
- ▶ Criteria are being developed for the Campus Distinction Designations for the 21st Century Workforce Development program as required by House Bill 3 (81st Legislature). TEA is developing a transition plan, which is due to the Legislature in December 2010. If approved, work will begin in spring 2011.

LTO S3 – By 2013, education and training partners will have the infrastructure necessary (policies, procedures, data processes, rules, and capabilities) to facilitate the effective and efficient transfer of academic and technical dual credit courses from high schools to community colleges and four-year institutions.

... lack of clear and aligned educational policy and regulations for secondary and postsecondary transitions can limit the efficiency and effectiveness of educational outcomes.

More coordinated and integrated planning efforts are needed to improve programs and initiatives in an effort to ensure seamless education and career transitions. LTO S3 focuses on the processes for transferring dual credit from high schools to postsecondary institutions. Additional information is presented in **Featured Action Plan: Dual Credit** at the end of this report section.

TEA and THECB are working on multiple processes and initiatives related to dual credit transfer options. Key actions include:

- ▶ TEA is providing information to high school counselors about the differences between workforce and academic dual credit programs and transfer options for courses and programs. Information has been provided at professional development conferences and the AchieveTexas best practices guide is being revised and distributed to counselors.
- ▶ The agencies are working with Texas A&M University to conduct a cost effectiveness study as required by Senate Bill 1, THECB Rider 55 (81st Legislature).
- ▶ TEA continues to deploy early college high schools. In addition, the partners are working to identify issues that will inform the evolution of dual credit policies and procedures.
- ▶ Tech Prep and Advanced Technical Credit programs have been modified to incorporate the new CTE TEKS, and TEA is working with public high schools to meet the Texas Education Code §28.009 mandate to offer all students at least 12 hours of college credit.

LTO S4 – By 2013, design and implement a demonstration program targeted to improve perception of career options that career technical education (CTE) programs enable.

... career and technical education is often perceived as a less desirable career option.

LTO S4 focuses on increasing awareness of CTE as preparation for desirable career options. This is increasingly important as over the next 20 years many high skill, high wage jobs critical to Texas' economy will require some postsecondary education, but less than a four-year degree.

During strategic plan development, the Council elected to be responsible for this AP, with the Executive Committee providing oversight. This is consistent with the Council's charge in Texas Government Code §2308.101(8) to encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

In September, the Council published *Research Findings: Raising Awareness of Career Technical Education in Texas Schools (Research Findings)*, thus completing the first and second AP tasks: (1) identify models of best and promising practices and (2) determine common characteristics and elements for replication.

Research Findings:

- ▶ identifies promising practices in Texas high schools related to the provision of information and decision making support that enable counselors, students and parents to understand and value career options and pathways afforded by CTE programs.
- ▶ disaggregates the practices to activities to determine common elements, with those elements then validated against national examples of best practices.
- ▶ specifies the most prevalent, validated activities with the greatest potential for incorporation into a replicable model.

Study findings will be the basis of one or more demonstration projects to improve the perception of career options and pathways made available by high school CTE programs. Successful, replicable demonstrations have the potential to increase awareness and educate students, parents, and counselors about the wide range of career and educational choices available through CTE.

KPA: Customer Outcomes

To meet the growing and changing demands of Texas' employers, everyone must be part of the critical pool of potential employees. *Advancing Texas* identifies four target populations, addressed by the four LTOs outlined below.

LTO C1 – By 2013, the blind and disabled populations will achieve additional employment outcomes.

... the blind and disabled, who with focused assistance can achieve enhanced employment outcomes.

LTO C1 specifies that the Health and Human Service Commission's (HHSC) Department of Assistive and Rehabilitative Services (DARS) will develop system capabilities, including transition technologies, designed to ensure employment outcomes for workers with disabilities or who are blind or visually impaired.

For several years, DARS has been involved in successful, innovative models that have created and facilitated partnerships between business/industry and rehabilitation providers. The Council's February 2010 *Profiles in Success* featured individuals involved in this DARS initiative.

To build on and replicate these models, a competitive request for proposals was issued in fall 2009. In February 2010, contracts were awarded to nine providers in multiple industries and with various job opportunities. DARS continues to monitor the contracts and provide technical assistance. To qualify for additional funding through August 2012, contractors are documenting goals achieved during the first year of the project.

LTO C2 – By 2013, the veteran population will achieve additional employment outcomes.

... veterans, who while they often have a wide range of disabilities can with training, referral and placement services return to the civilian workforce.

LTO C2 specifies that the Texas Veterans Commission (TVC) will work to ensure state and leveraged federal services provide veterans with the programs, products and services necessary to accommodate their needs and to enable them to enter the workforce successfully.

Although the entered employment rate has declined during the recession, TVC reported that progress has been made for most of the AP's major tasks, calling special attention to enhanced employer outreach activities. Last fall the agency launched a new statewide initiative by hiring a dedicated Business Outreach Coordinator.

Since November 2009, the Coordinator has worked with nearly 100 employers to secure jobs and 'vet preference' commitments. TVC noted that adding this position should provide the opportunity to work more closely not only with employers but also with TWC and local workforce boards to leverage more successful training and placement services for veterans.

Veterans continue to receive support through a network of over 90 field offices, including assistance from locally-based Veterans Employment Representatives.

Other actions include:

- ▶ *REALifelines* – Working with the U.S. Department of Defense (DOD) and the Veterans Administration, TVC has increased outreach, awareness and participation in this program that helps injured veterans return to civilian life.
- ▶ *Transition Assistance Program (TAP)* – In coordination with the DOD, TVC facilitates multi-day TAP seminars. Additional trainers have been requested to assist with the seminars that are designed to provide job search and related services to military personnel within 180 days of separation or retirement.
- ▶ *Outreach* – TVC launched a new website (<http://texas-veterans.com>) that provides state and federal benefits information for veterans, active duty service members, spouses and dependents. Public service announcements for radio and television have been posted on the website and were scheduled to air beginning in October.

LTO C3 – By 2013, design and implement integrated Adult Education and workforce skills training programs to enhance employment outcomes for the English language learner population.

... English language learners, who constitute a rapidly growing population requiring additional skills for workforce related success.

LTO C3 requires TEA and TWC to develop new and enhance existing methods, programs and processes for programs that address both language and occupation skill acquisition by the over 17 years of age English language learner (ELL) population. The ELL population is comprised of individuals who have a high school diploma or postsecondary credential in their native country but are typically underemployed or unemployed due to lack of English proficiency and occupational skills certification.

TWC was responsible for working with the state demographer to identify where individuals are located as well as their native language. Since work on a related Council report occurred at the same time, the Council collaborated with the state demographer to gather the required data, publishing the first companion paper to *A Primer on Adult Education in Texas* in March. The paper included information from the state demographer on the nativity, education and working age of Texas' population. Data shows the current adult education service need is over 3.8 million individuals who qualify, with that number expected to double by 2040. Of that number, almost 1.7 million are in the ELL population, with over 500,000 of those in the target population for this AP.

The agencies are conducting an analysis to determine occupations with the potential for high impact employment outcomes. A work group will be formed to design and develop a model that can be executed through community and technical colleges (CTCs) and local boards. With an initial meeting set for September 2010, the group will include representatives from TEA, TWC, THECB, CTCs, local boards, adult education providers and Council staff.

LTO C4 – By 2013, design and implement targeted Adult Basic Education (ABE) programs to enhance employment outcomes for populations requiring workplace literacy skills.

... those with low literacy levels, who can be assisted through target literacy programs to gain or maintain employment.

Similarly, LTO C4 specifies that TEA and TWC are responsible for developing new and enhancing existing methods, programs and processes for programs targeted at the over 17 years of age workforce literacy population that address workplace literacy acquisition. Workforce literacy skills are the basic skills considered necessary to perform in entry-level occupations or the skills needed to adapt to technological advances in the workplace, including soft skills.

TWC utilized several methods to identify and assess local board relationships with adult education providers, including surveying both groups and reviewing information from the most recent local board plans as well as research conducted during development of the *LEP Guide for Workforce Professionals* (2007). Assessment results are to be provided to a work group scheduled to be convened in the fall of 2010. The group, to include members from TEA, TWC, the Council, local providers and boards, will be charged with developing a program outreach and delivery model that fits within existing ABE funding and program initiatives and that can be offered concurrently with ABE levels 4 through 6.

Agency partners are researching workplace literacy skills programs to support integrated training efforts. TWC also issued a Request for Proposals seeking bidders to provide workplace literacy training integrated with occupational skills training for individuals with limited English proficiency and/or in need of adult education. Results from pilot projects are expected to assist with the model design effort.

KPA: Programs, Products and Services

The six LTOs included in this KPA address issues ranging from the need for middle-skilled workers to increased employer satisfaction with system products and services.

LTO P1 – Community and technical colleges will plan and execute education and training programs to address workforce skills gaps in their regions, as identified by local needs assessments or the biennial supply-demand report produced by the THECB and TWC.

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

Middle-skill jobs require education and/or training beyond high school, but less than a four-year degree. Such jobs currently account for nearly half the jobs in the U.S. and in Texas, with that number projected to grow over the next decade. However, Texas is facing an increasing shortage of workers with appropriate middle skills, thus creating a skills gap that may be exacerbated by future workforce retirements.

Texas' CTCs serve a vital role in training individuals for middle-skill jobs. Tightly aligning customer needs with program development and delivery will help ensure the availability of an increased population with the skills needed to meet current and future employer needs.

The tasks outlined for LTO P1 are dependent on delivery of the new biennial supply-demand report required under LTO S1. The report was not due to be published and locally validated until fall 2010, with final dissemination by December 2010. The report is expected to be a key reference for determining how closely aligned CTC programs are to local workforce needs and identifying areas of significant skill gaps in order to adjust program offerings.

LTO P2 – By 2012, design, develop, and implement a pilot program to demonstrate flexibility of the ‘earn while you learn’ model of traditional apprenticeship programs. Where appropriate, expand and replicate into new occupational areas by 2015.

... expand the earn while you learn model for deployment into middle skills areas.

Under the Council’s leadership, LTO P2 requires expansion of the ‘earn while you learn’ model to address employer demand for skilled workers. The Council Chair assigned the Executive Committee the responsibility of overseeing implementation and reporting to the full Council. A new apprenticeship project leadership team with members from system partners THECB, TVC and TWC was created in January 2010.

Charged with identifying and recommending potential pilot and demonstration projects, the leadership team considered target industries in allied healthcare, health information technology, energy, aviation, and logistics and distribution. As of August, presentations from several potential projects had been heard by the team, with four recommended to the Executive Committee for approval.

The Council will work with the U.S. Department of Labor (DOL) and project staff to develop action plans and identify additional resource needs for all approved projects. The leadership team will continue to review and recommend projects for consideration and will work with approved projects to help them engage state and regional partners and navigate the process for implementing a registered apprenticeship program.

LTO P3 – Annually, the Council will produce a data set whereby system stakeholders can ascertain Texas’ position relative to key indicators of competitiveness.

... data is required to ensure that system initiatives will be developed and executed to strategically position Texas in the global marketplace.

Data must be available to benchmark Texas against other states and countries in the most significant and strategic educational, workforce and market outcomes. Since 2005, the Council has published the *Texas Index (Index)* annually and will continue to do so under LTO P3.

The *2009 Texas Index* was the fifth annual release of the *Index*, providing data for 42 indicators across four categories, or domains. The *Index*, its domains and indicators within those domains, demonstrate a value proposition that contains four critical, interrelated elements: intellectual capital, human capital, financial capital, and the progression to an improved standard of living for Texans.

The *2009 Texas Index* included five years of longitudinal state data, as well as national and international comparative data. Where data were available, each indicator page included:

- ▶ indicator definition and calculation;
- ▶ large states' trend analysis comparative graph (top 4 or 5);
- ▶ 50-state ranking and analysis;
- ▶ description of the international comparative table (Organization for Economic Co-operation and Development top three, BRIC (Brazil, Russia, India or China) top two and U.S. average); and
- ▶ summary of the indicator's importance.

The report also contained a report card that provides a snapshot of how Texas is performing across the four domains, thus identifying achievement as well as areas for improvement. Texas is generally doing well in the areas of market composition and the economic well-being of citizens where the majority of the indicators reflected a positive change. In areas related to research and development, a number of indicators reversed their downward trend from the previous reporting cycle, including National Science Foundation and Small Business Investment Companies funding.

For Texas to remain competitive, the *2009 Index* shows that there are several opportunities for improvement. A number of research and market-related indicators declined, including venture capital invested as a percentage of Gross State Product, patents per capita and per capita income growth. As reflected in the Training and Education domain, Texas' performance must improve in high school diploma attainment, science and engineering enrollment and credential attainment at all levels.

The *2010 Texas Index* is scheduled for publication in fall 2010.

LTO P4 – Local boards will align with and support the workforce system strategic plan through their planning processes and related initiatives. This will be documented in board plans and plan modifications, which are submitted to the Council for approval.

... as the system's front line partners, local boards must understand and meet the needs of their local communities by offering relevant workforce programs and services.

Local boards must continue to enhance planning and collaborative efforts across various workforce system components in order to meet employer and community needs. LTO P4 addresses their local planning requirements and their relationship to the Council and the system strategic plan.

Title 1, Section 118 of the federal Workforce Investment Act (WIA) requires that each local board develop and submit to the Governor a comprehensive five-year local plan. Texas Government Code §2308.304(b) also requires them to develop a local plan that must have goals and objectives that are consistent with statewide goals, objectives and performance standards.

Both state and federal law require the Council to review local plans and modifications and make recommendations to the Governor for approval. Planning guidelines issued by TWC typically include an appendix that specifies the Council's request for information and data that will demonstrate alignment with the system strategic

plan. While boards develop new local plans approximately every five years, plan modifications are generally required annually to update information and implement new state and local initiatives.

Boards and their providers have experienced heavy demand for programs and services due to the economic recession. In addition, the influx of federal stimulus funding required them to expand existing services for economically disadvantaged adults and dislocated workers, and to implement new programs, such as summer youth programs. In recognition of this increased demand on the local delivery system, TWC determined that new plans or modifications would not be required for fiscal year (FY) 2011.

TWC extended the existing, approved board plans through September 30, 2011; therefore, the Council was not required to endorse or recommend board plans to the Governor in 2010. Where applicable, TWC assisted with gathering information from boards related to the implementation of *Advancing Texas*.

DOL's Employment and Training Administration will likely require states to submit new WIA state plans in 2011. Also in 2011, TWC will determine the timeline and process for development of new or modified local board plans.

LTO P5 – Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction.

... employer needs and satisfaction.

The Council and system partners recognize employers as a primary customer of the state's workforce system. Data gaps regarding employers' needs and satisfaction hinder the ability to assess whether existing programs and services are adequately meeting customer requirements. To be effective, programs and services must address and adapt to changing employer needs. During the previous strategic plan period, several partner agencies increased their efforts to become more familiar with employers' awareness and perception of existing services.

Agencies use employer data and information collected through web-based, telephone and in-person surveys to (1) measure satisfaction; (2) identify training and service needs; (3) identify modifications to current programs and services to better suit workforce requirements; and (4) serve as a resource for agency strategic plan development and in preparation for future legislative sessions. Five agencies continued projects under LTO P5:

- ▶ *HHSC-DARS* – DARS is working on two employer-related projects under LTOs P5 and P6 and will be using an online survey to collect employer feedback for each service or interaction. Key steps completed this year: (1) designed survey instruments and process for administering surveys; (2) identified and trained staff; and (3) conducted pilot survey.

Following completion of the pilot, data collection will be continuous, linked to services that facilitate employment or employment retention. Data will be used to assess employer

satisfaction and to identify opportunities for program and service improvements.

- ▶ *THECB* – After developing an online survey system, THECB worked with TWC to notify employers of its availability, also informing the Texas Association of Community Colleges and local workforce boards in an effort to increase awareness and participation. At the end of the initial data collection phase, the agency had received fewer responses than anticipated.

THECB considered new options such as coordinating efforts through local associations; however, there were many requests for assistance from employers attempting to complete the survey and a significant response rate still was not achieved. The agency continues to assess options, noting that the new infrastructure may provide a starting point for a more successful effort in the future.

- ▶ *TVC* – TVC conducted an employer survey by fax and email, receiving a high response rate and a very high satisfaction level among employers using the agency's employment services. A review of both the process and data received has been completed, with data used for planning purposes and in preparation for the 2011 legislative session.

The new statewide Business Outreach Coordinator will be involved in future efforts, including the development of a veteran-friendly database using information obtained by the Coordinator. In addition, TVC is integrating a continuous survey process as a standard follow-up with employers who are served by the Coordinator.

- ▶ *Texas Youth Commission (TYC)* – TYC administers an annual survey during the state assessment process for Prison Industry Enhancement programs, a process instituted under the previous system strategic plan.

Several paper-based surveys were designed and related staff training completed this summer. After approval by the agency's research department, surveys will be conducted with in-house units and youth as well as employers. In addition, TYC plans to assess capacity and resources for automating the survey(s) for future releases.

- ▶ *Windham School District (Windham)* – Oversight for Project RIO was transferred from Windham to the Texas Department of Criminal Justice (TDCJ) in September 2009. A paper survey had been used to collect data at job fairs; however, onsite job fairs are no longer conducted at the unit level. Windham has reviewed options for collecting employer input in the future including new data collection strategies with TWC.

Windham continues to collect data from companies that have ex-offenders currently employed, and has established a 70% target for employer satisfaction with training programs available to incarcerated offenders within the TDCJ system.

Annual surveys will continue, with data reviewed to determine employer satisfaction and for use in a variety of program planning and management initiatives.

LTO P6 – Partner agencies will use the employment data/outcomes of their programs to understand and improve those programs.

... use of employment data and outcomes to assist with program improvement efforts.

Partner agencies utilize data from sources such as employer surveys, employment performance data and local board and workforce center feedback to support a range of initiatives such as improvement of program and service offerings. Three agency projects were continued under LTO P6:

- ▶ *HHSC-DARS* – Under the previous system strategic plan, DARS created an Inventory of Services that documented four categories of vocational rehabilitation services available for businesses and determined the parameters under which services are provided (e.g., number of contacts, employers who hired more than one consumer). Data collected through the LTO P5 survey effort will be used in conjunction with employment outcome data to evaluate business services and develop recommended improvements. System enhancements required to track the data have been completed, with ongoing data collection and evaluation scheduled to begin in fall 2010 after completion of the survey pilot.
- ▶ *TVC* – Staff review performance reports and conduct trend analyses in order to evaluate service delivery models and make adjustments where appropriate. Over the last year, TVC shifted to one-on-one intensive services to better serve recently separated veterans. The agency utilized employment data to help identify the need for this change.

TVC's review of employment-related performance data also facilitates: (1) communication of best practices to state, regional and local staff and to other stakeholders through events such as TWC's August 2010 Workforce Forum; (2) issuance of press release announcing positive employment outcomes for veterans entered employment data; (3) use of annual performance incentive award to evaluate and reward TVC employment staff; and (4) assistance with preparation of agency strategic plan and legislative appropriations request.

- ▶ *Windham* – During the last system strategic plan period, Windham created and refined tools for collecting data from local boards and workforce centers. The agency uses information obtained during local board visits and from surveys to assess the appropriateness of offender training programs and determine if changes are needed. In addition, boards with high demand occupations for ex-offenders are identified and information is shared with unit-level Project RIO staff. During the most recent review cycle, no programs were determined to be in need of redirection.

The tools and site visits have proven to be highly successful and Windham plans to continue working closely with local boards and conducting the surveys. However, plans for a joint conference with Project RIO and local board staff were deferred due to travel and budgetary constraints.

Featured Action Plan: Dual Credit

System partners are working to improve secondary and postsecondary transitions as one way to improve educational outcomes. LTO S3 addresses the need for improved program and initiative alignment, with the goal of providing seamless education and career pathways. Streamlining processes, and in some cases shortening time to program completion, should help increase student enrollment and completion of courses, credentials and degrees.

A key strategy is dual credit⁹, defined by THECB as a process by which high school juniors or seniors enroll in college-level academic or technical courses and receive simultaneous credit from both the high school and the college. Two FY 2010 issues of the Council's *Profiles in Success* series feature dual credit programs.

In 2006, the Texas Legislature enacted legislation that requires school districts to offer a program that allows students to earn at least 12 hours of college credit, with dual credit courses being one delivery option. Dual credit was also the focus of interim charges assigned to the House Higher Education Committee and jointly to the Senate Higher Education and Higher Education Committees in 2009 following the 81st Legislative session. Hearings have been held, with reports and accompanying recommendations to be issued in advance of the 82nd Legislative Session that will convene January 11, 2011.

As noted in the LTO S3 update earlier in this report section, TEA and THECB are collaborating on all aspects of the policies, processes and procedures for transferring academic and technical dual credit courses from high schools to postsecondary institutions. The partners are working on administrative challenges such as:

- ▶ Course content may be comparable across districts, but course credit may be handled differently. A crosswalk is being developed to address this issue.
- ▶ There are multiple ways dual credit can be funded and student costs may vary by community college district. For example, dual credit may be free within a community college's taxing district, but fee-based in their larger service area. The agencies are working with Texas A&M University to conduct a cost effectiveness study.

TEA plans to fund a research study to assess utilizing dual credit as a substitute for end of course exams and will work to improve data systems for tracking and evaluating student outcomes.

In addition, TEA continues to develop and deploy Early College High School (ECHS) programs. The ECHS initiative is one component of the Texas High School Project, a public-private alliance created in 2003 to ensure all Texas high school students have the opportunity to achieve their highest educational potential and enhance the state's future competitiveness. The initiative supports innovative high schools located on or proximate to college campuses that allow students in historically

Positive Outcomes of Dual Credit

- ★ Studies show that dual credit increases the likelihood that a student will complete high school, and enroll in and persist in college.
- ★ Decreases cost of tuition and fees for students by accelerating time to degree.
- ★ Accelerated degree time may free up facility space and faculty for additional enrollments.
- ★ New graduates enter the workforce sooner and begin to earn wages, benefiting themselves and the economy.
- ★ Contributes to the goals of *Closing the Gaps* through greater participation and increased success.

Source: THECB, *Overview: Dual Credit* (April 2010).

"Texas is a national leader in creating early college high schools ... a growing number of postsecondary institutions like El Paso Community College and South Texas College are building clusters of early college high schools to better serve their regions and take advantage of economies of scale."

- *Lessons from the Lone Star State, Jobs for the Future* (February 2009)

⁹ Additional background information and data from websites for TEA, Transmountain Early College High School and the Texas High School Project; THECB, *Overview: Dual Credit* (April 2010); THECB, *Dual Credit – Frequently Asked Questions* (2010) and THECB, *Closing the Gaps Progress Report 2010* (June 2010).

underrepresented college-going populations the opportunity to earn a high school diploma and an associate’s degree or up to 60 hours college credits over four years. With 49 early colleges in operation, Texas is a nationwide leader implementing this model.

Transmountain T-STEM Early College – This ECHS is operated by the El Paso Independent School District and the El Paso Community College (EPCC) Transmountain Campus. The school opened in August 2008 with a ninth grade class. A new freshman class of 125 students will be added annually until the school reaches full capacity at 500. In the first two years of operation, Transmountain was rated ‘exemplary’ under TEA’s accountability rating system for Texas’ public schools and districts.

The school’s dual plan of study supports coursework in the STEM fields, with specialty areas including robotics. Students work toward the successful completion of the Distinguished Achievement Program graduation plan while taking dual credit and college coursework in their respective fields, supported by project-based learning, hands-on projects and a small learning community.

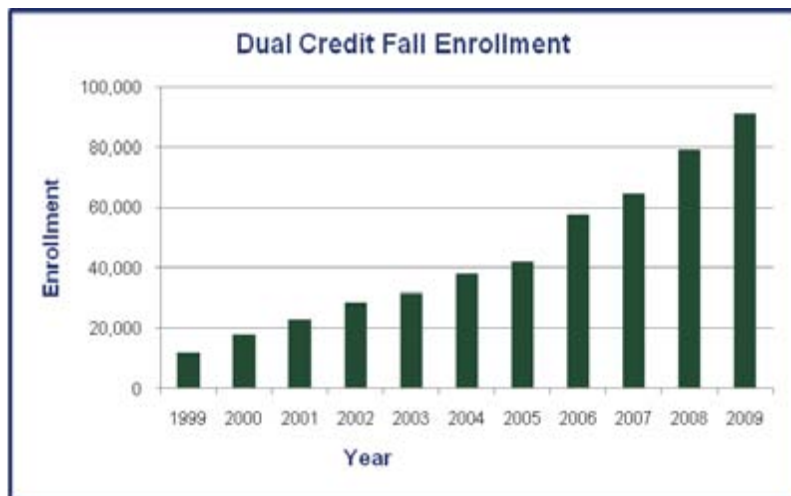
Through the collaborative efforts of the University of Texas at El Paso, EPCC and the school, a summer research opportunity is available for students. Participants work with college professors in a lab setting and conduct student-developed research projects, which helps them meet their Distinguished Achievement Plan advanced measure and STEM Capstone Project requirements.

ECHS by the Numbers

- ★ Serve grades 9-12.
- ★ 49 schools have received ECHS designation from TEA, including five Texas Science, Technology, Engineering and Math (T-STEM) schools.
- ★ 24 of the schools in operation long enough to earn state accountability ratings are rated as ‘exemplary’.
- ★ 900 students graduated from 11 schools in May – the first cohort of Texas’ ECHS students.
- ★ 308 of the graduates earned an associate’s degree in addition to a high school diploma.
- ★ Over \$5.6 million in scholarships were earned by the 2010 graduates.
- ★ In 2008-09, over 1,100 ECHS students earned an average of 16 credit hours each – saving approximately \$4,000 each in college tuition.

Source: TEA website.

The efforts being undertaken by TEA and THECB are critical, as evidenced by data showing that public high school graduates who participated in dual credit while in high school enroll in higher education at a



Source: THECB, *Dual Credit and Total Enrollments, Fall Semesters* (February 2009).

slightly higher rate than the full population of high school graduates. As shown in the chart at left, dual credit enrollment rose annually since record keeping began in 1999, climbing from 11,921 in 1999 to 91,303 in 2009 – an increase of over 765%. In 2009, dual credit accounted for 6.7% of total fall enrollments, up from 1.4% in 1999.

Performance for the *Closing the Gaps*’ higher education participation rate is ‘well above target’ for the goal of 5.6% and 5.7% by 2010 and 2015, respectively. In fall 2009, 5.8% of the state’s population was participating in higher education, slightly over the 2015 target.

Notably, dual credit enrollments accounted for 18% of the enrollment growth from 2000 to 2009.

With worker and skill shortages projected across the state, continued expansion of dual credit and related initiatives should help meet the education and training needs of future workers.

ADULT EDUCATION AND LITERACY

Mandate and Background

Under Texas Government Code §2308.1016, the Council is responsible for facilitating the efficient delivery of integrated adult education and literacy services in Texas. The Council is also charged with evaluating the adult education and literacy programs administered by the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC) to identify duplicative planning efforts, lack of adequate client information sharing or other problems that adversely affect program delivery.

In fulfillment of this mandate, the Council published *A First Look at Critical Issues Surrounding Adult Education and Literacy in Texas* in 2003. Throughout 2004, the Council worked with TEA, TWC and the Texas Higher Education Coordinating Board (THECB) to develop detailed strategies to address the report's recommendations. In December 2004, the Council approved an adult education action plan for inclusion in the 2005 update to the previous system strategic plan, *Destination 2010*. Through the end of fiscal year (FY) 2009, the three agencies worked individually and collectively to make significant progress in areas such as collaborative planning, increased service options, employer access, development of industry approaches and systems improvements.

The current system strategic plan, *Advancing Texas*, builds on the work begun under *Destination 2010*. Adult education is addressed by two long term objectives (LTOs) in *Advancing Texas*:

- ▶ LTO C3 targets English language learners, individuals who may have a high school diploma or degree in their native country, but for whom English is not their first language.
- ▶ LTO C4 focuses on individuals with low literacy skills who can be assisted through targeted literacy programs to gain or maintain employment.

Key Outcomes

To support implementation of the two LTOs as well as the work of the recently created Texas Interagency Literacy Council that is required by House Bill 4328 (81st Legislature), the Council published three reports on adult education in 2010:

- ▶ *A Primer on Adult Education in Texas (Primer)*, January 2010 – The *Primer* provides policymakers, workforce system partners and adult education stakeholders with current information about adult education in Texas. The report details adult education legislation, funding, the service delivery system, estimates of current and future populations in need of adult education services, and program reporting and accountability. While the Council focused largely on TEA's adult education programs funded under Title II of the Workforce Investment Act (WIA), current adult education initiatives at TWC and THECB were also reviewed. The *Primer* was written as a foundation for further research and additional in-depth analyses of specific issue areas.
- ▶ *Identifying the Current and Future Population in Need of Adult Education (Current and Future Populations)*, March 2010 – The Council worked with the Office of the State Demographer to research the *Primer's* first companion paper, *Current and Future Populations*, which provides a detailed demographic analysis of the current and future population in need of adult education services. The analyses in this report utilize data that were not available when the *Primer* was

published and employ a more detailed projection methodology developed by the Office of the State Demographer.

- ▶ *Current and Future Populations* included further analyses of the current population in need of adult education services, a more precise estimate of the future need for services based on projections for the Texas population, and the geographic dispersion of both current and projected adult education eligible populations in Texas by local workforce development areas (LWDA). Major findings include:
 - Using the U.S. Census Bureau’s 2006-2008 American Communities Survey, 23.7% of the Texas population at least 16 years old (3,871,173 individuals) met the federal definition to qualify for adult education services.
 - In 2006-2008, the Gulf Coast, Dallas and Alamo LWDAs had the highest total percentages of individuals eligible for adult education services. Between 2010 and 2040, the LWDAs with the greatest increases in the numbers of individuals needing adult education services will be North Central, Rural Capitol, Tarrant, Dallas, and South Texas.
 - Current and projected population trends indicate that the number of Texans eligible for adult education services will nearly double by 2040.
- ▶ *Adult Education Providers: Instructional Approaches and Service Delivery Methods (Adult Education Providers)*, June 2010 – For the second companion paper to the *Primer*, 27 adult education providers were contacted by phone and interviewed about their adult education programs. *Adult Education Providers* presents comparative information about the instructional approaches and service delivery methods used by the different types of adult education providers in Texas. Major findings include:
 - The Texas Center for Adult Literacy and Learning (TCALL) database included 431 providers as of April 2010.
 - Adult education programs in Texas served approximately three percent of the population in need during the 2008-09 school year (100,393 individuals).
 - The adult education delivery system is divided into two parts due largely to differences in provider funding. One part includes the adult education cooperatives and affiliates that receive federal WIA funding through TEA. The other includes organizations not receiving funding from TEA.

In *Adult Education Providers*, the Council offers observations about adult education in Texas. Each of the following four observations is accompanied with a related suggested action(s):

- ▶ Much is still unknown about who is providing adult education, to what degree, and to what outcomes. The best source of provider information is incomplete and outdated.

Suggested Actions – The TCALL directory must be updated and expanded to include all providers, regardless of whether they receive funding through TEA. TEA should continue its recently launched effort to expand the current data system to collect student data from all providers.

- ▶ Even though there is increased collaboration between agencies at the state level, systemic collaboration and cooperation at the local level – the point of service delivery – is just as critical but not as apparent.

Suggested Actions – In developing its comprehensive action plan, the Interagency Literacy Council should consider strategies for utilizing existing organizations, such as regional P-16 Councils or local boards, as entities to facilitate collaboration to better serve the needs of communities, share resources and leverage additional funding.

- ▶ An efficient and integrated system requires that adult education, developmental education and the Texas College and Career Readiness Standards (CCRS) be aligned to enable students completing an adult education program to transition seamlessly into postsecondary education or training programs.

Suggested Actions – TEA and THECB should continue to work together to align adult education content standards with the Texas CCRS and to consolidate some of the redundant functions of developmental and adult education.

- ▶ The delivery system's capacity must be increased. The system currently serves a small percentage of those in need and population projections indicate that the need for adult education services will increase substantially.

Suggested Actions – Additional public funding is unlikely to be available during difficult economic and budgetary times. Providers will be challenged to identify or expand other means to increase capacity. The distance learning initiative should be utilized to increase capacity by providing supplemental instruction and services to students who cannot access classes at specific locations or times. More qualified volunteer staff members such as retired teachers and college students should be recruited.

Next Steps

The Council, its member agencies and the Interagency Literacy Council all have unique contributions to make as partners in the development and implementation of joint initiatives, the sharing of resources and new methods of service delivery, and the development of strategies to promote regional collaboration. The Council will continue to monitor and report on collaboration by partner agencies. The suggested actions presented in *Adult Education Providers* have the possibility to continue moving adult education in Texas towards a cohesive system.

Initial steps are underway to address many of the suggested actions. Through the Policy to Performance program, sponsored by the U.S. Department of Education's Office of Vocational and Adult Education, the Council, TEA, TWC and THECB are actively formulating strategies to update the list of all providers in Texas, develop a data system to better track adult education outcomes, and align content and college readiness standards.

AGENCY STRATEGIC PLAN REVIEW

Texas has a strategic planning process for all state agencies within the executive branch of government, as required by Texas Government Code (TGC) Chapter 2056. Agencies may also be subject to other state planning requirements such as those specified for workforce system partner agencies. TGC §2308.104 specifies that the Council will develop a single strategic plan for the state's workforce system, and that the strategic plan must include goals, objectives, and performance measures for the system and the state agencies that administer workforce programs.

The code further mandates that, upon approval of the system strategic plan by the Governor, each agency administering a workforce program will use the system plan when developing the agency's operational plan. Agency plans should align with the long term objectives (LTOs) outlined in the current system plan as well as the Formal performance measures negotiated with the Council.

The system strategic plan, *Advancing Texas*, serves as a guide for system partners who deliver workforce programs and services; however, it does not duplicate agency strategic plans. It identifies eight critical business issues for the workforce system that are the basis for 14 LTOs that will be addressed by system partners over the plan period. *Advancing Texas* was developed for a six-year timeframe, in part to align with Texas' Strategic Planning and Performance Budgeting System. Under this system, state agencies are required to submit strategic plans to the Governor's Office of Budget, Planning and Policy (GOBPP) and the Legislative Budget Board (LBB) on a biennial basis.

As a part of the Office of the Governor, Economic Development and Tourism is not subject to this requirement. Seven of the Council's eight partner agencies are required to submit agency strategic plans, including:

- ▶ Health and Human Services Commission – Department of Assistive and Rehabilitative Services (Division for Blind Services and Division for Rehabilitation Services) (HHSC-DARS)
- ▶ Texas Department of Criminal Justice – Windham School District (TDCJ-Windham)
- ▶ Texas Education Agency (TEA)
- ▶ Texas Higher Education Coordinating Board (THECB)
- ▶ Texas Veterans Commission (TVC)
- ▶ Texas Workforce Commission (TWC)
- ▶ Texas Youth Commission (TYC)

Agency strategic planning instructions are issued by the GOBPP and LBB, typically in March of even-numbered years. Each biennium, Council staff develops an appendix for inclusion in the instructions, to be used by agencies as a template in developing the requested information. This year, Council staff solicited input on the draft requirements from several members of the Council's System Integration Technical Advisory Committee (SITAC). SITAC was briefed on the statutory requirements, as well as the Council instructions, at its March and June meetings.

Agency strategic plans were evaluated for alignment with system goals and objectives, as well as for the incorporation of action plan accountabilities. This year, three components were assessed, with key findings for each noted below:

- ▶ *LTO Accountability* – The Council's requirements included a matrix listing the *Advancing Texas*' LTOs for which one or more partner agencies are responsible. For each applicable LTO, agencies were asked to outline key actions, strategies and anticipated outcomes for the plan period. As indicated in Table 1, agencies addressed all required LTOs. The level of detail varied; however, appropriate information was provided that outlined the key actions and strategies the applicable agency will undertake and the anticipated outcomes to be achieved during the plan period.

Table 1: Advancing Texas – Long Term Objective Agency Accountability Matrix

| No. | Long Term Objective | HHSC-DARS | TDCJ-Windham | TEA | THECB | TVC | TWC | TYC |
|-----|--|-----------|--------------|-----|-------|-----|-----|-----|
| S1 | Assess Workforce Supply / Demand | | | | Yes | | Yes | |
| S2 | Career Technical Education – Increase Student Completion | | | Yes | | | | |
| S3 | Dual Credit Transfer | | | Yes | Yes | | | |
| C1 | Blind / Disabled Employment | Yes | | | | | | |
| C2 | Veteran Employment | | | | | Yes | | |
| C3 | English Language Learner (ELL) Employment | | | Yes | | | Yes | |
| C4 | ABE / Low Literacy Level Employment | | | Yes | | | Yes | |
| P5 | Employer Needs / Satisfaction | Yes | Yes | | Yes | Yes | | Yes |
| P6 | Use of Employment Data for Program Improvement | Yes | Yes | | | Yes | | |

- *Formal Measures* – Earlier this year, Formal performance measures were negotiated with agencies and subsequently approved by the Governor for reporting to the Council. Measure definitions and methodologies are expected to mirror those agreed to by the Council and partner agencies and submitted by the Council to the GOBPP and LBB. Review results are presented in Table 2 below.

Table 2: Partner Agency Strategic Plans – 2011-2015: Formal Measures by Agency

| Program | Administrative Agency | Educational Achievement Rate | Entered Employment Rate | Employment Retention Rate | Customers Served |
|---------------------------------|-----------------------|------------------------------|-------------------------|---------------------------|------------------|
| Blind Services | HHSC-DARS | | Yes | Yes | Yes |
| Rehabilitation Services | HHSC-DARS | | Yes | Yes | Yes |
| Postsecondary CTC Corrections | TDCJ-Windham | Yes | | | Yes |
| Secondary CTE | TEA | Yes | Yes | | No* |
| Secondary | TEA | Yes | | | Yes |
| Secondary Academic Windham | TEA | Yes | | | Yes |
| Secondary Technical Windham | TEA | Yes | | | Yes |
| Adult Education | TEA | Yes | Yes | Yes | Yes |
| CTC Academic | THECB | Yes | Yes | Yes | Yes |
| CTC Technical | THECB | Yes | Yes | Yes | Yes |
| Veterans E&T | TVC | | Yes | Yes | Yes |
| Apprenticeship | TWC | Yes | | | Yes |
| SNAP E&T | TWC | | Yes | Yes | Yes |
| Project RIO (Adult and Youth) | TWC | | Yes | Yes | Yes |
| SCSEP | TWC | | Yes | | Yes |
| Self-Sufficiency | TWC | | Yes | Yes | Yes |
| Skills Development | TWC | | Yes | Yes | Yes |
| Trade Adjustment | TWC | | Yes | Yes | Yes |
| TANF Choices | TWC | | Yes | Yes | Yes |
| Employment Services | TWC | | Yes | Yes | Yes |
| Adults WIA I | TWC | Yes | Yes | Yes | Yes |
| Dislocated WIA I | TWC | Yes | Yes | Yes | Yes |
| Youth WIA I | TWC | Yes | Yes | Yes | Yes |
| Secondary Academic Corrections | TYC | Yes | | | Yes |
| Secondary Technical Corrections | TYC | Yes | | | Yes |

* Not included in agency plan; however, TEA confirmed data will be reported to the Council based upon negotiated requirements.

As documented in Table 2, information provided in the agency plans was complete and acceptable, with one exception. TEA indicated that one measure was excluded due to an LBB recommendation and confirmed data would be reported based upon negotiated requirements.

- ▶ *Coordination and Collaboration Efforts* – Agencies were required to describe activities and programs they are implementing, or plan to implement, to work with other system partners on projects that address the critical business issues outlined in *Advancing Texas*. Their response was to include a narrative description with examples of strategies such as joint planning and project implementation, data sharing initiatives, or memoranda of understanding. Some examples focused on work related to *Advancing Texas*' LTOs while some addressed other projects. Non-LTO project examples included:

- *HHSC-DARS* – DARS collaborates with workforce partners at the local, state and federal levels to leverage system capabilities and improve employment and wage outcomes for eligible individuals with disabilities. Within the workforce system, DARS works with other system partners providing services for the DARS population to ensure services are cohesive and integrated. This is accomplished through active participation on local and state workforce boards.

DARS is also working to develop and enhance employer relations to ensure they are aware of and understand the capabilities of current and future workers who receive DARS services. Assistive technologies are developed and deployed after assessing the specific needs of workers with disabilities, thus broadening the range of employment options.

- *TVC* – The Veterans Employment Services (VES) program assists veterans in finding employment through job matching, resume assistance and intensive services. The program transferred to TVC from TWC in April 2006 and remains integrated with other system partners. VES staff are located statewide in workforce centers supported through Texas Workforce Solutions, the partnership of TWC and the 28 local workforce boards.

Veterans can readily access other employment, training and support services such as Workforce Investment Act supported training, Trade Adjustment Assistance, child care and transportation. Local boards offer training on other services available through the workforce system, which supports co-enrollment in programs and services to best meet veterans' needs.

- *TYC* – TYC is working to align TEA-approved career technical education courses with industry-recognized certifications. The agency plans to incorporate green industry equipment into current vocational programs and to finalize planning for additional vocational programs for horticulture, welding and C-Tech Network Cabling. Collaboration with national or state certifying or licensing entities is ongoing to ensure the quality of programs and instructor training.

The agency's Workforce Development Re-entry Specialists (WDRS) work closely with youth on parole to provide assistance with obtaining and maintaining employment and accessing occupational skills training. WDRS staff collaborate with local workforce centers across the state to coordinate Project RIO, summer youth employment and other federally and state funded employment and training services.

As work proceeds, SITAC will continue to monitor implementation of *Advancing Texas*' LTOs through partner reporting at quarterly meetings.

CONCLUDING COMMENTS

This report is the initial evaluation for the six-year strategic plan, *Advancing Texas*. During the first year of implementation, progress was made in many areas under the guidance of the Council and its System Integration Technical Advisory Committee (SITAC). SITAC continues to play a vital leadership role, with partner representatives working individually and collectively to increase collaborative efforts on ongoing projects and new initiatives.

Data reported for many programs' Formal measures are now showing the effects of the economic recession. While this was true to some degree in *Evaluation 2009* for the Customers Served measure, it has become evident this year for the Entered Employment and Employment Retention measures due to the delay in receiving and analyzing unemployment insurance wage records for measuring performance. Overall, the system is serving more individuals; however, employment-related outcomes have declined. These trends are expected to continue for the next one to two reporting cycles.

In the year ahead, project teams will proceed with planning for and implementation of pilots that address critical areas such as career technical education and 'earn while you learn' apprenticeship training, as well as programs designed to meet the needs of English language learners and those with low literacy levels. All new Less Formal measures will be included in the evaluation report in future years as they are defined and data becomes available.

Timely, effective service delivery remains critical as the state continues toward economic recovery. Work underway by system partners should facilitate essential program and process changes, as well as implementation of new strategies designed to help to ensure the availability of a skilled workforce for Texas' changing economy.

DATA ADDENDUM TO *EVALUATION 2009*

In preparing data for the 2010 evaluation, two agencies identified the need to submit corrected data for the 2009 reporting cycle. The Texas Veterans Commission and Texas Workforce Commission reported that revisions were due to (1) data updates following further data entry by local boards, (2) clarifications in reporting specifications and/or (3) coding improvements. Percentage point differences published in the **Report Card Series** for Change 2009-2010 and all report narrative reflect the revised 2009 data submitted by the agencies.

Texas Veterans Commission Revised Data

Revised Formal measures data for the *Evaluation 2009* reporting cycle:

| Program | Number Employed | Rate | Retained Employment | Rate | Number Served |
|--------------|-----------------|--------|---------------------|--------|---------------|
| Veterans E&T | 54,643 | 76.85% | 58,899 | 86.91% | 92,282 |

Texas Workforce Commission Revised Data

Revised Formal measures data for the *Evaluation 2009* reporting cycle:

| Program | Education Achieved | Rate | Number Employed | Rate | Retained Employment | Rate | Number Served |
|---------------------|--------------------|--------|-----------------|--------|---------------------|--------|---------------|
| Adults WIA I | 6,812 | 93.62% | 14,854 | 84.21% | 23,798 | 85.20% | 30,929 |
| Apprenticeship | 2,951 | 75.88% | - | - | - | - | 4,079 |
| Dislocated WIA I | 1,918 | 94.72% | 5,388 | 87.30% | 6,212 | 90.17% | 16,909 |
| Employment Services | - | - | 902,947 | 79.99% | 849,328 | 83.43% | 1,793,326 |
| Project RIO | - | - | 25,054 | 73.19% | 14,192 | 65.28% | 49,881 |
| SCSEP | - | - | 185 | 39.70% | - | - | 1,504 |
| Self-Sufficiency | - | - | 882 | 84.16% | 1,487 | 83.07% | 1,648 |
| Skills Development | - | - | 3,595 | 96.15% | 18,239 | 93.17% | 28,734 |
| SNAP E&T | - | - | 18,153 | 84.37% | 14,992 | 76.19% | 27,336 |
| TANF Choices | - | - | 26,298 | 84.79% | 18,788 | 75.22% | 41,845 |
| Trade Adjustment | - | - | 1,293 | 85.29% | 1,670 | 92.73% | 6,469 |
| Youth WIA I | 3,855 | 77.13% | 6,465 | 73.59% | 5,123 | 75.59% | 32,378 |

Revised data for the *Evaluation 2009* reporting cycle were also submitted for Career School / College Certificates Conferred, with 54,989 individuals (63.51%) earning certificates and Employer Customers Served (149,603).

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 Veterans Commission
Texas Workforce Commission
Texas Youth Commission*

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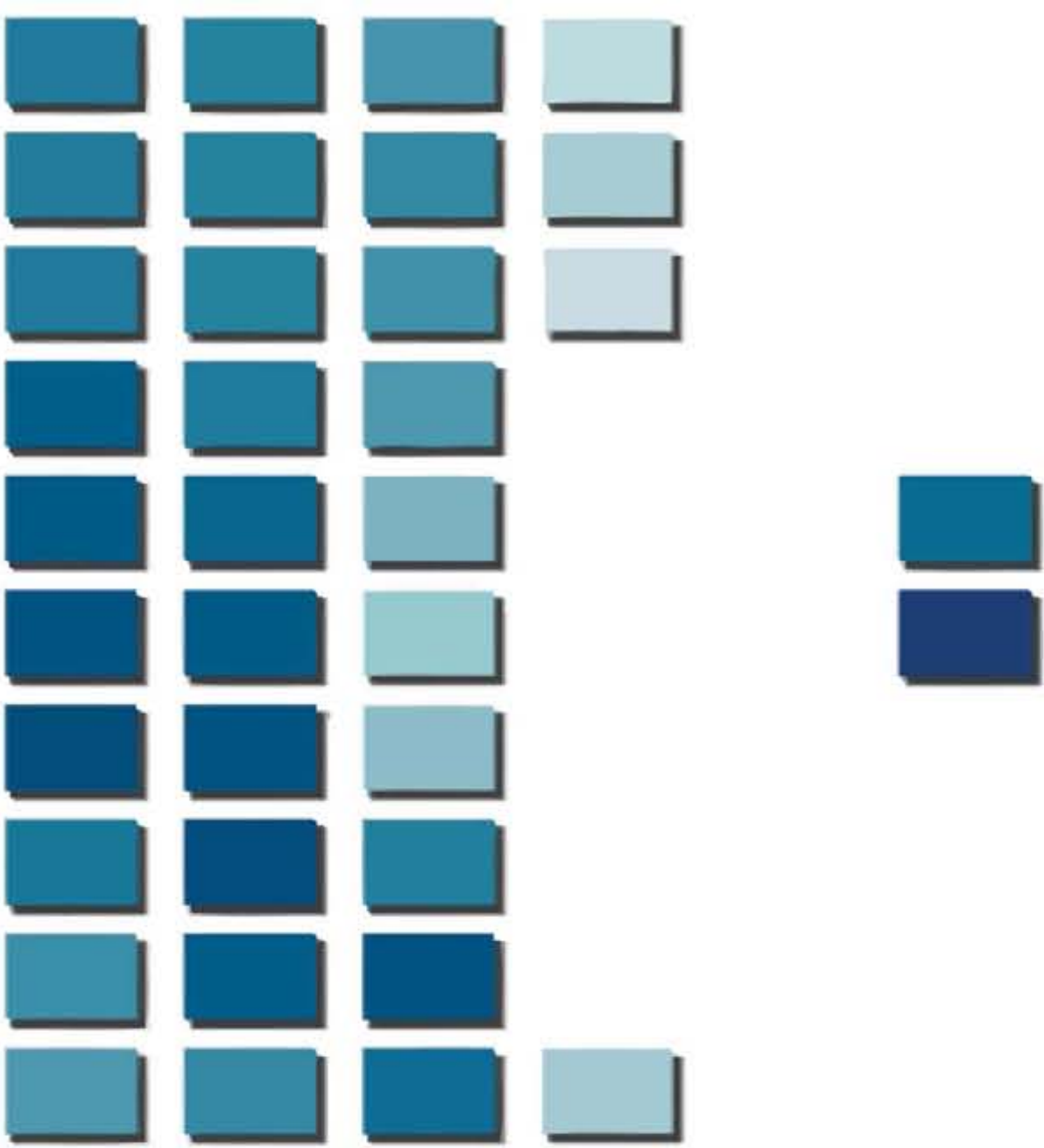
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The Mission of Texas Workforce Investment Council

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



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