



EVALUATION 2012

ACCOMPLISHMENTS AND OUTCOMES OF THE
TEXAS WORKFORCE SYSTEM

TEXAS WORKFORCE INVESTMENT COUNCIL

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.



January 2013

Dear Fellow Texan:

The Texas Workforce Investment Council (Council) is pleased to present the *Evaluation 2012* report on the Texas workforce system. Approved unanimously at the Council's December 7, 2012 meeting, it is the third report for *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-FY2015) (Advancing Texas)* – documenting accomplishments by system partners during the past year.

State statutes require that the Council evaluate the workforce system and report annually to the Governor and the Legislature. The Council evaluates five components, including:

- ▶ 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 workforce board activities and alignment with the system strategic plan; and
- ▶ work development programs that focus on welfare to work initiatives.

Through the delivery of over 20 workforce education and training programs, state and local system partners served almost 5.1 million individuals in the last reporting year. Of those participating in workforce system programs and services, over 488,000 individuals completed a degree, certificate or other measure of educational achievement. More than 1.2 million participants found and started a job and approximately one million more stayed in a job.

While data reported for some programs illustrate the effects of the recession, our Texas economy has demonstrated strength as the recovery continues. The system served fewer individuals in 2011 and 2012, largely due to the phasing out of federal recovery relief funding and improved economic conditions. The percentage of participants entering and retaining employment increased this year, and the attainment of educational outcomes rose again.

With the third year of implementation complete, I am pleased to report that substantial progress has been made toward achieving the 14 long term objectives contained in *Advancing Texas*. Our system partners continue to collaborate as they implement projects and undertake new initiatives. This year, pilots that address critical areas such as apprenticeship training, integrated English language and occupational skills training, and integrated workplace literacy and adult education began to show promising results. Performance measures for these unique pilot programs were developed this year and reporting has begun.

I commend this report to you.

Sincerely,

Wes Jurey, Chair

Wes Jurey
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Vice Chair

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Evaluation 2012

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council
December 2012

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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 24 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 assist 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. The plan was devised on a six-year timeframe to align with the Texas Strategic Planning and Performance Budgeting System. It was reviewed and updated in 2012.

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 Juvenile Justice Department¹
- ★ Texas Veterans Commission
- ★ Texas Workforce 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/>

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

¹ Senate Bill 653 (82nd Legislature) abolished original system partner, the Texas Youth Commission (TYC), and the Texas Juvenile Probation Commission. Effective December 1, 2011, duties assigned to the two agencies were transferred to the newly created Texas Juvenile Justice Department (TJJD), which replaced TYC as a system partner agency.

third evaluation report for *Advancing Texas*, covering the period September 1, 2011 through August 31, 2012.

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.

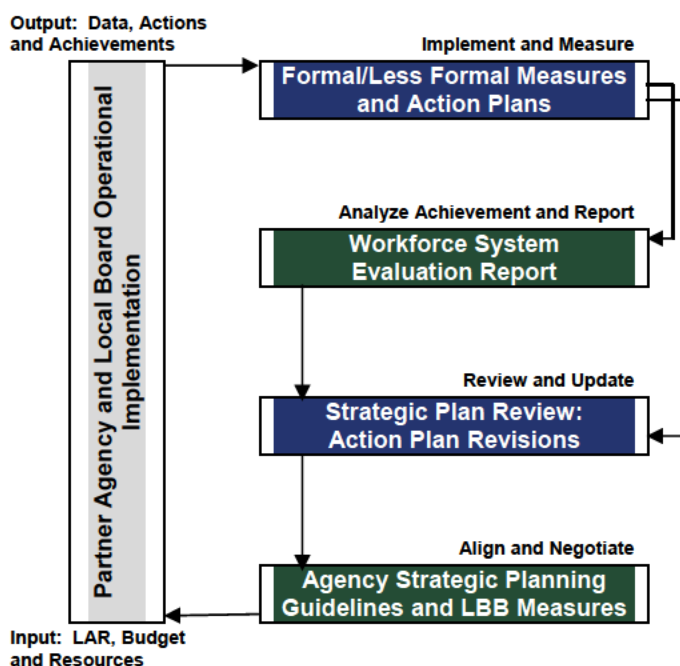
The Implement and Measure box at the top right references the three evaluation tiers, which are comprised of metrics designed to evaluate system performance as well as progress toward achieving the long term objectives (LTOs) identified in the system strategic plan.

- ▶ 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. This is accomplished in part through identifying issues and working with system partners to achieve issue resolution. Over the

Advancing Texas plan period, issues directly related to the scope of this report as outlined above will be included in the annual evaluation report. In addition, 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 or Surveys* – 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. Four Formal measures 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 English as a Second Language (ESL) graduates (subset of ESL population).
 - *Vocational ESL Employment* – Percent of vocational ESL graduates who obtain employment (subset of ESL population).
 - *Workforce Literacy Graduates* – Number of workforce literacy graduates (subset of Adult Basic Education (ABE) population).
 - *Workforce Literacy Employment* – Percent of workforce literacy graduates who obtain 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-specific measures and definitions are presented in the **Less Formal Measures** section.
- ▶ **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.

In 2010, 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 key measures².

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. Undertaken again in 2009 for *Advancing Texas*, there are definitions and program periods that differ slightly from those used during the previous strategic plan period.
- *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 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* – This year, three agencies identified the need to submit corrected data for the prior reporting cycle(s). TJJD reported that there were significant changes to the methodology for one measure. The agency submitted revised data for 2010 and 2011; however, comparable revised data were not available for the 2009 baseline year. TJJD also submitted revised 2011 data for another measure to correct a programming error. The Texas Veterans Commission and Texas Workforce Commission (TWC) reported that revisions for 2011 were due to updates following further data entry by local workforce boards, as well as clarifications in federal and/or state reporting specifications. Percentage point differences published in the **Report Card Series** for Change 2011-2012 and all report narrative reflect the revised data, which are published in the **Data Addendum** to this report.
- ▶ *Change Rates* – Data are presented and tracked longitudinally. This year, each report card includes columns for two rates of change:
 - *Change 2011-2012* – The one-year rate captures the change from the previous year to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2011 to 2012.

² 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 Reporting – New Key Measures* (November 2011)]

- *Cumulative 2009-2012* – The cumulative rate aggregates the rate of change from 2009 (baseline year) to the current year. Expressed as a percentage, the rate represents the percentage point difference from 2009 to 2012.
- ▶ *Explanation of Variance* –
 - *Variance Range* – Instances where the value in the Change 2011-2012 column was more than 5%, either positive or negative, are addressed within the relevant report card section. This reporting is aligned to LBB performance measures reporting requirements. Agencies were asked to take special issues such as the economic recession and availability of federal stimulus funds into consideration again this year.
 - *Base Values* – Significant changes in numerator and/or denominator values from 2011 to 2012, 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 all 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 employment retention, 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 TWC. This lag continues to pose significant challenges regarding timely performance measurement in other states, as well as Texas. This approximate one-year data lag is 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. This non-coverage results in lower levels of documented employment, reflecting negatively when education and training programs' outcomes are 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.
- ▶ *Project Re-Integration of Offenders (Project RIO)* – Project RIO was not funded for the fiscal year 2012-13 biennium. However, TWC will continue to submit available data for applicable measures. This year, employment and retention data were reported by TWC.

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. The total should be viewed only as a good approximation of overall system performance. The graphic on page 8 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:

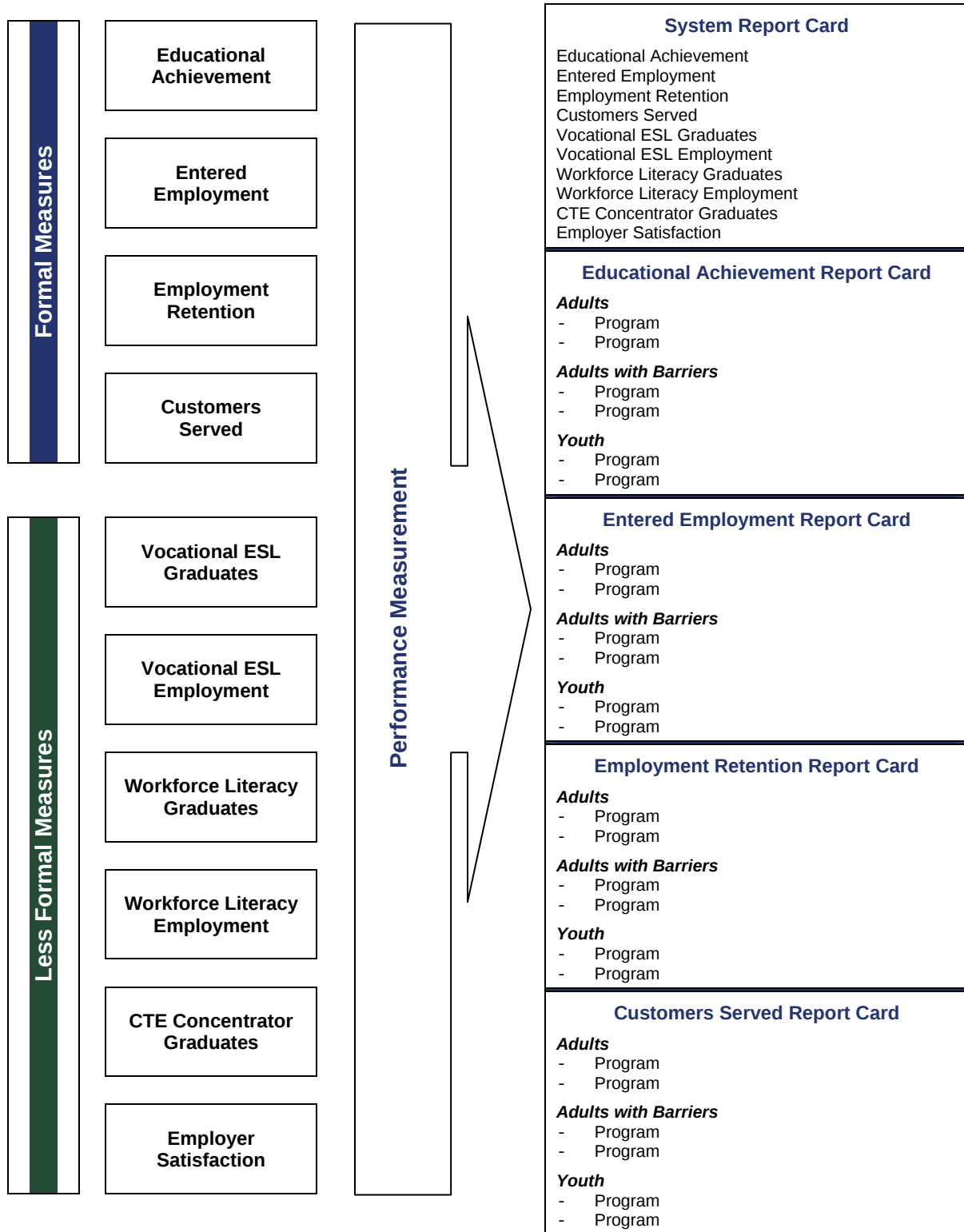
Programs in the Report Card Series	Short Title
Adult Education Workforce Investment Act II	Adult Education
Adults Workforce Investment Act	Adults WIA I
Apprenticeship Chapter 133	Apprenticeship
Blind Services	Blind Services
Community and Technical College Academic	CTC Academic
Community and Technical College Technical	CTC Technical
Dislocated Workers Workforce Investment Act	Dislocated WIA I
Employment Services - Wagner Peyser	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. Data for these programs address 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.



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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 rates of change for the Formal and Less Formal measures. In this report, the change columns reflect the increase or decrease between values in the 2011 report and those reported for 2012, and the cumulative change from 2009 to 2012.

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

2012 Workforce System Report Card				
Formal Measures	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
Educational Achievement ³	488,697	79.46%	0.82%	4.39%
Entered Employment ⁴	1,219,393	69.60%	1.84%	-9.66%
Employment Retention ⁵	1,030,483	82.19%	1.36%	-1.20%
Customers Served ⁶	5,093,090	N/A	-2.77%	-2.42%
Less Formal Measures⁷				
CTE Concentrator Graduates ^A	112,438	79.54%	-1.98%	0.11%
Vocational ESL Graduates ^B	8	N/A	N/A	N/A
Vocational ESL Employment ^B	1	12.50%	N/A	N/A
Workforce Literacy Graduates ^B	482	N/A	N/A	N/A
Workforce Literacy Employment ^B	<i>not available</i>	-	-	-
Employer Satisfaction ^C	<i>Agency-specific data published in Less Formal Measures section.</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.

³ The aggregate Educational Achievement rate, adjusted to exclude duplicate Texas Workforce Commission (TWC) customers, is 79.37%. The Texas Juvenile Justice Department reported that there were significant changes to the methodology for Secondary Technical Corrections. Comparable revised data were not available for the 2009 baseline year; therefore, the revised 2010 data for this program were used when calculating the cumulative change rate.

⁴ The aggregate Entered Employment rate, adjusted to exclude duplicate TWC customers, is 69.67%.

⁵ The aggregate Employment Retention rate, adjusted to exclude duplicate TWC customers, is 82.45%.

⁶ The aggregate Customers Served count, adjusted to exclude duplicate TWC customers, is 4,918,345. Project RIO was not funded for the fiscal year 2012-13 biennium. TWC will continue to submit available data for applicable measures; however, no Customers Served data were available this year.

⁷ Five of the six Less Formal measures are tied to pilot projects, with data becoming available in different reporting cycles.

(A) 2010 baseline data were used to calculate the cumulative change rate.

(B) Reporting for the four Vocational ESL and Workforce Literacy measures began this year.

(C) Reporting for these agency-specific measures began this year, with data presented in the **Less Formal Measures** section.

Educational Achievement⁸

2012 Educational Achievement Report Card

	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
Adults				
CTC Academic	19,360	26.55%	-0.02%	0.28%
CTC Technical	8,965	22.75%	0.96%	-0.42%
Apprenticeship	3,277	78.51%	-0.41%	2.63%
Dislocated WIA I	3,880	93.40%	1.21%	-1.31%
Adults WIA I	5,144	91.73%	-0.84%	-1.90%
Adults Total	40,626	32.18%	0.71%	0.61%
Adults with Barriers				
Adult Education	4,602	47.96%	-30.20%	-40.61%
Postsecondary CTC Corrections	839	35.82%	3.03%	4.67%
Secondary Academic Windham	5,169	84.46%	0.91%	2.27%
Secondary Technical Windham	5,786	77.75%	1.19%	-2.28%
Adults with Barriers Total	16,396	64.30%	-7.27%	-5.96%
Youth				
Secondary CTE	134,537	96.39%	0.28%	7.86%
Secondary	294,319	92.09%	0.66%	4.09%
Youth WIA I	2,886	64.38%	1.47%	-12.75%
Secondary Academic Corrections	423	41.43%	2.71%	0.88%
Secondary Technical Corrections ⁹	349	36.85%	21.96%	22.65%
Youth Total	432,514	92.89%	0.74%	5.55%
Total	488,697	79.46%	0.82%	4.39%

⁸Educational 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.

⁹ Due to a definition and methodology change, the Texas Juvenile Justice Department submitted revised data for the 2010 and 2011 reporting cycles. Revised data were not available for 2009; therefore, 2010 data have been used to calculate the multi-year change rate for this measure.

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 22.75% for CTC Technical programs to 93.40% for Dislocated WIA I. Two of the five programs increased from 2011, with the largest change reported for Dislocated WIA I (1.21%). Three programs reported performance of greater than 78%, with a segment total of 32.18%. This represents an annual increase of 0.71%, and slight three-year increase (0.61%) 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 2010-11, 81,314 CTC academic and technical credentials were awarded. This represents an increase of 9.60% from 2011 and a three-year increase of 37.26%. The 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 35.82% for Postsecondary CTC Corrections, a program that deals with incarcerated adults, to 84.46% for Secondary Academic Windham. An overall decrease of 7.27% was noted for the group, with a three-year decline of 5.96%.

The declining change rates are primarily attributable to the Adult Education program. After rising slightly in 2010 (0.40%), Adult Education declined 10.81% last year and 30.20% this year, a three-year decrease of 40.61%. The Texas Education Agency (TEA) reported that a training issue, since corrected, contributed to the high change rate (-30.20%). The number of goals (denominator) reported for 2009-2011 ranged from 5,767 to 6,709 compared to 9,595 this year. However, many of the students who wanted a GED were actually functioning at a beginning literacy level or a beginning ESL level. Normally, these students list this goal as a long term goal attainable in the future. In addition, the number of participants completing a GED (numerator) fell this year to 4,602 compared to numbers in excess of 5,100 each of the prior three years.

Conversely, after a 2010 decrease (-3.64%), Postsecondary CTC Corrections rose 5.28% last year and 3.03% this year, resulting in a three-year gain of 4.67%. This program is operated by the Texas Department of Criminal Justice's Windham School District (Windham). Last year, the agency noted that due to budget uncertainties for the fiscal year 2012-13 biennium, enrollments for postsecondary courses were limited to students who could complete the entire course prior to August 31, 2011. This enrollment limitation significantly increased the completion rate, particularly in vocational programs. Windham received a 42% reduction in state funding for college programming, decreasing the number of offenders served and resulting educational outcomes. This year, 839 of 2,342 served were awarded a community or technical college postsecondary degree or certificate, down from 2,055 of 6,597 in 2009.

Youth

The Youth category includes five programs, with a data range of 36.85% for Secondary Technical Corrections to 96.39% for Secondary CTE. In the Youth segment, 432,514 individuals achieved educational outcomes, an increase of 0.74% from 2011 and 5.55% from 2009.

All five programs reported positive changes, including one increase that exceeded the 5% variance range. Secondary Technical Corrections rose 21.96%, representing a three-year gain of 22.65%. The Texas Juvenile Justice Department indicated that two instructors were trained in an additional certification area and the programs were added during the 2012 school year.

Also of note, Secondary CTE has increased 7.86% since 2009. This year, 134,537 participants achieved an educational outcome, compared to 118,330 in 2009 and 130,417 last year.

Total

The absolute number of individuals with an educational achievement outcome (numerator) increased from 445,091 in 2009 to 488,697 this year. Of the 14 programs, six had absolute increases this year, with a notable change reported for Secondary, up 7,155.

Of the 615,023 program participants, 488,697 (79.46%) achieved an educational outcome, up slightly from last year (0.82%) and three-year rise of 4.39%. Postsecondary CTC Corrections' completion numbers of 839 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 106,639 degrees and certificates, an increase of 5.91% from the prior year and 64.10% from 2009. This includes certificates reported by the Texas Workforce Commission (72,136, up 0.72% from 2011) as well as certificates and degrees reported by THECB. With more career schools and for-profit institutions reporting to THECB, the number of certificates and degrees increased from 9,994 in 2009 to 30,818 last year and 34,503 this year. This includes 23,454 certificates, 6,417 associate's degrees and 4,632 bachelor's degrees. THECB noted that the number of reporting institutions has increased significantly, rising to 156 this year. In addition, institutions that started by offering certificates now award associate's and bachelor's degrees.
- ▶ Of Secondary Windham enrollments, 42.05% completed the level enrolled, a slight increase (1.05%) from the previous year.
- ▶ Of the 459,160 enrollments in Secondary and Secondary CTE programs, 194,671 were in Tech Prep, a three-year increase of 9.45%.
- ▶ Adult Education students completed the level enrolled at a rate of 59.38%, up from 54.05% last year. 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 fell from 106,592 last year to 105,576 (-0.95%). However, this represents a three-year increase of 5.31% due to a significant increase last year. TEA previously reported that the continuing practice of managed enrollment promotes a student cohort model, which is successful in keeping students enrolled for longer time periods. This year, the agency noted that several factors contributed to the higher completion rate: increased teacher training, higher levels of student persistence, emphasis on college and career readiness, and focus on program improvement and data-driven decision making.

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Entered Employment

2012 Entered Employment Report Card

	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
Adults				
CTC Academic	24,655	87.79%	-1.14%	-1.44%
CTC Technical	29,059	84.17%	-0.40%	-2.50%
Skills Development	1,505	97.10%	0.66%	0.95%
Trade Adjustment	1,903	73.28%	-1.42%	-12.01%
Veterans E&T	33,147	65.87%	1.25%	-10.98%
Employment Services	921,753	68.89%	1.94%	-11.10%
Dislocated WIA I	6,484	80.17%	1.72%	-7.13%
Adults WIA I	9,963	75.62%	0.17%	-8.59%
Adults Total	1,028,469	69.66%	1.96%	-10.61%
Adults with Barriers				
Blind Services	1,396	69.56%	-4.04%	-0.60%
Rehabilitation Services	11,686	57.98%	-0.38%	1.06%
Adult Education	1,147	45.34%	-14.74%	-20.86%
SNAP E&T	26,287	87.32%	4.11%	2.94%
Project RIO	24,680	55.28%	2.06%	-17.92%
Self-Sufficiency	20	80.00%	6.67%	-4.16%
SCSEP	164	41.52%	1.44%	1.82%
TANF Choices	22,182	78.44%	0.33%	-6.35%
Adults with Barriers Total	87,562	68.33%	2.86%	-7.00%
Youth				
Secondary CTE	99,137	70.13%	-0.34%	-2.93%
Youth WIA I	4,225	69.43%	-0.42%	-4.16%
Youth Total	103,362	70.10%	-0.33%	-2.99%
Total	1,219,393	69.60%	1.84%	-9.66%

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 data reflect performance for mid to late 2011. The effects of the economic recovery are evidenced this year with that trend expected to continue in future reporting cycles.

Data

Adults

The data range for Adults is from 65.87% for Veterans E&T to 97.10% for Skills Development. Six of the eight programs reported performance of over 73%, and an annual increase of 1.96% was noted for the group following two years of declines. Compared to 2009, group performance was down 10.61%.

While all eight programs experienced declines in 2010, two reported increases last year and five this year. The largest gain reported was for Employment Services (1.94%). No programs posted significant changes this year; however, double-digit three-year declines were reported for Trade Adjustment (-12.01%), Employment Services (-11.10%) and Veterans E&T (-10.98%).

Adults with Barriers

The data range for this group is from 41.52% for SCSEP to 87.32% for SNAP E&T. Of the eight programs, three reported entered employment rates of 78% or higher. Overall performance was up from 2011 (2.86%), but down (-7.00%) from 2009.

Notably, five programs reported positive changes this year, with the largest increase by the Self-Sufficiency Program (6.67%). While this reflects performance for a very small number of individuals, the Texas Workforce Commission (TWC) noted that the efforts were made to engage new partners when the original partners were affected by area economic conditions. Grantees also made additional efforts to place participants.

After a slight increase in 2010, Adult Education declined 6.71% last year and 14.74% this year, a 20.86% decrease from 2009. Agency performance data are for the most recent standard reporting cycle for each program. Reporting for this program is for an earlier exit cohort (10/09-9/10) and, therefore, it was anticipated that the effects of the recession would be evidenced in data reported this year. The Texas Education Agency indicated that the economic downturn limited employment opportunities for undereducated adults who face greater challenges when seeking employment.

In addition, two programs also had significant three-year declines: Project RIO (-17.92%) and TANF Choices (-6.35%).

Youth

For the two programs, entered employment outcomes ranged from 69.43% for Youth WIA I to 70.13% for Secondary CTE. Overall performance decreased slightly (-0.33%) from 2011 and declined 2.99% from 2009.

After increasing significantly last year, performance for Youth WIA I fell slightly (-0.42%). In 2010, TWC reported that performance was unusually low due to the American Recovery and Reinvestment Act Summer Employment initiative, which increased the number of youth served who did not intend to remain

employed. This year, the number served (6,085) and entering employment (4,225) reflect more typical levels.

Total

Of the 1,751,906 program participants, 1,219,393 (69.60%) entered employment. This represents a decrease of 9.66% from 2009 but a one-year increase of 1.84%. Ten of 18 programs showed one-year percentage increases. Only Adult Education (-14.74%) posted a one-year double-digit percentage decrease while five programs had double-digit decreases for the three-year period.

After rising in 2010 and 2011, the absolute number of individuals served fell, while the number entering employment fell for the second year. The number of program participants (denominator) was 1,751,906, down from the 2011 high of 1,912,388. The number entering employment (numerator) decreased slightly from 1,295,947 last year to 1,219,393, with nine of 18 programs reporting absolute increases.

For most programs, data reported in 2010 reflected participants exiting during the recession. Performance declines were expected to continue in 2011 and possibly this year given the delay in UI wage reporting. However, gains were reported by many programs, a reflection of economic improvement.

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Employment Retention

2012 Employment Retention Report Card

	Actual	Percent	Change 2011-2012	Cumulative 2009-2012
Adults				
CTC Academic	15,023	85.36%	-0.47%	-1.61%
CTC Technical	23,852	91.70%	0.19%	-0.34%
Skills Development	30,341	95.89%	0.08%	2.72%
Trade Adjustment	1,926	92.15%	0.88%	-0.57%
Veterans E&T	33,899	83.27%	1.07%	-3.64%
Employment Services	849,208	81.72%	1.20%	-1.71%
Dislocated WIA I	6,894	89.43%	0.72%	-0.74%
Adults WIA I	12,532	81.85%	-1.37%	-3.35%
Adults Total	973,675	82.49%	1.19%	-1.61%
Adults with Barriers				
Blind Services	645	87.64%	0.86%	0.93%
Rehabilitation Services	8,019	86.50%	1.23%	0.59%
Adult Education	3,473	66.85%	1.28%	-1.31%
SNAP E&T	14,414	89.17%	4.13%	12.97%
Project RIO	13,679	64.76%	1.74%	-0.52%
Self-Sufficiency	76	79.17%	1.79%	-3.91%
TANF Choices	13,790	80.22%	1.64%	5.01%
Adults with Barriers Total	54,096	77.53%	3.29%	3.61%
Youth				
Youth WIA I	2,712	73.56%	13.78%	-2.04%
Youth Total	2,712	73.56%	13.78%	-2.04%
Total	1,030,483	82.19%	1.36%	-1.20%

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 effects of the economic recession. Despite expectations of the recession being a more significant factor last year, improved outcomes were reported for a majority of the programs, a trend that continued this year.

Data

Adults

The data range for Adults is from 81.72% for Employment Services to 95.89% for Skills Development. Overall, this segment increased 1.19% from last year while posting a three-year decline of 1.61%.

Six of the eight programs reported increases this year, improving over the last two years. Only Adults WIA I (-1.37%) and CTC Academic (-0.47%) posted one-year decreases.

No programs reported an increase or decrease that exceeded the 5% variance range. The largest three-year increase was reported for Skills Development, up 2.72%, while Veterans E&T (-3.64%) and Adults WIA I (-3.35%) declined over that period.

Adults with Barriers

The data range for Adults with Barriers is from 64.76% for Project RIO to 89.17% for SNAP E&T, with five of seven programs reporting retention of over 79%. Overall, performance increased 3.29% and 3.61% from 2011 and 2009, respectively. All seven programs posted positive changes from the prior year, with the greatest increase reported for SNAP E&T (4.13%).

Significant three-year increases were posted for SNAP E&T (12.97%) and TANF Choices (5.01%), while the greatest decrease was reported for Self-Sufficiency (-3.91%).

Youth

The Youth category includes only one program. Performance for Youth WIA I rose 13.78%, with a three-year decline of 2.04%. The Texas Workforce Commission reported that prior year data included a large number of exiters who were primarily in summer employment while this year's data are based on a more traditional service mix. With the delay in receiving and analyzing UI wage records for measuring employment, last year's employment retention cohort (4/09-3/10) was the first comprised exclusively of individuals who exited during the recession.

Total

Of the 1,253,756 program participants who entered employment, 1,030,483 (82.19%) retained employment. This represents an increase of 1.36% from 2011 but a three-year decrease of 1.20%.

The absolute number of individuals entering employment fell this year, but the number retaining employment improved over last year. The number of individuals finding employment (denominator) was 1,253,756 compared to 1,264,906 in 2011. The number retaining employment (numerator) increased, rising from 1,022,407 to 1,030,483.

In 2010, data reported for most programs reflected individuals who exited during the recession. That accounted for the performance declines experienced by programs with positive trends during the last strategic plan period, which includes all programs in the Adults category. That trend was expected to continue in the 2011 and 2012 reporting cycles; however, outcomes across programs were positive as the economic recovery continued.

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Customers Served¹⁰

2012 Customers Served Report Card			
	Actual	Change 2011-2012	Cumulative 2009-2012
Adults			
CTC Academic	473,297	2.95%	24.88%
CTC Technical	194,552	-3.88%	19.91%
Apprenticeship	3,855	-7.60%	-5.49%
Skills Development	16,946	-48.63%	-41.02%
Trade Adjustment	3,346	-35.32%	-48.28%
Veterans E&T	63,739	-6.48%	-30.93%
Employment Services	1,496,475	-9.34%	-16.55%
Dislocated WIA I	11,068	-20.18%	-34.54%
Adults WIA I	21,824	2.29%	-29.44%
Adults Total	2,285,102	-7.06%	-9.10%
Adults with Barriers			
Blind Services	10,486	0.58%	3.37%
Rehabilitation Services	72,463	-3.11%	0.75%
Adult Education	112,479	-1.26%	2.01%
SNAP E&T	49,579	-7.40%	81.37%
Self-Sufficiency	123	146.00%	-92.54%
SCSEP	927	-29.18%	-38.36%
TANF Choices	43,866	-8.26%	4.83%
Postsecondary CTC Corrections	2,342	-41.20%	-64.50%
Secondary Academic Windham	57,873	-16.43%	-21.89%
Secondary Technical Windham	10,074	-10.05%	-10.77%
Adults with Barriers Total	360,212	-6.75%	1.00%
Youth			
Secondary CTE	1,072,893	3.77%	5.94%
Secondary	1,362,047	1.09%	4.50%
Youth WIA I	11,536	-1.38%	-64.37%
Secondary Academic Corrections	2,159	-17.28%	-42.43%
Secondary Technical Corrections	1,483	-16.45%	-54.52%
Youth Total	2,450,118	2.20%	4.02%
Total	5,093,090	-2.77%	-2.42%

¹⁰ 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. Project RIO was not funded for the fiscal year 2012-13 biennium. The Texas Workforce Commission will continue to submit available data for applicable Project RIO measures; however, no Customers Served data were available this year.

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 11.

With the exception of Adult Education (7/10-6/11), program data submitted this year reflects participation from August/September 2011 through August 2012. The beginning effects of the recession were evidenced by several programs in *Evaluation 2009*, with that trend continuing in 2010 and to a lesser degree in 2011. In many cases, significant decreases in service levels reported last year were due to the expiration of supplemental funding such as that provided under the American Recovery and Reinvestment (ARRA) of 2009. While some decreases are attributable to reduced federal or state funding levels, in large part this year's results reflect the continued economic recovery. Notably, many reported decreases were for programs that typically have higher enrollment during adverse economic conditions.

Data

Adults

The data range for Adults is from 3,346 customers served by Trade Adjustment programs to 1,496,475 served by Employment Services through local boards' workforce centers and WorkInTexas.com. The nine programs in this segment reported serving 2,285,102 individuals, down 7.06% from last year and 9.10% from 2009.

Veterans E&T (-6.48%) declined again this year, with a three-year decrease of 30.93%. The Texas Veterans Commission (TVC) attributed the lower performance to the U.S. Department of Labor's (DOL) issuance of Priority of Service guidelines (June 2010) that transferred more basic employment service functions to non-TVC, workforce center staff. This allows TVC staff to provide more one-on-one intensive services to those most difficult to serve who are identified through a comprehensive assessment process. These veterans often receive assistance overcoming numerous, serious barriers to employment. TVC noted that this approach has resulted in a steady increase of intensive services to veterans.

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

- ▶ *Skills Development* – Performance for this state-funded program fell 48.63%, a three-year decline of 41.02%. This year's number served is 16,946, compared to the 2010 high of 33,797. TWC reported that 63% fewer grant dollars were awarded in fiscal year (FY) 2011 than the prior year, accounting for the large reduction in the number of trainees served. FY 2012 reporting was also affected, as many

customers who would have continued training and been counted were associated with grants signed in 2011. The agency significantly increased the number of projects awarded in FY 2012, with approximately 19,000 customers to be served under new contracts.

- ▶ *Trade Adjustment* – The number served decreased 35.32% and 48.28% from 2011 and 2009, respectively. For this program, the number served is based on qualifying layoffs affecting workers, and as noted by TWC, the number of trade-certified petitions decreased as the economy improved. Further, the Trade Adjustment Act Amendments of 2009 that expanded the types of layoffs eligible for trade certification expired February 14, 2011. Most of the expanded program provisions were reauthorized in late 2011; however, fewer layoffs were certified during the period of expiration. Thus, the number of new workers covered by certified trade petitions decreased significantly.
- ▶ *Dislocated WIA I* – The large increases reported for Adults WIA I and Dislocated WIA I in 2010 reflected the economic recession and the growing number of unemployed individuals. Both posted decreases of over 30% in 2011 and Dislocated WIA I fell again this year. Dislocated WIA I declined 20.18% and 34.54% from 2011 and 2009, respectively. In mid-2009, the local boards received ARRA funds totaling nearly \$30 (Adults) and \$32 (Dislocated) million for the WIA I programs. TWC reported that DOL's intent was that the majority of the ARRA funds be spent in the first year of availability. To ensure this was accomplished, TWC established a spending threshold of 80% by June 30, 2010, with 100% to be expended by December 31, 2010. As these funds were exhausted, the number served declined. Enrollments were also scaled back late in program year (PY) 2010 and early PY 2011 (7/1/11-6/30/12) due to funding uncertainties. TWC reported that enrollments increased when funding was finalized relatively late FY 2012; however, it was not possible to make up for the reduction in customers that existed earlier in the year.
- ▶ *Employment Services* – After increasing to a high of 1,825,060 in 2010, the number served declined, falling 9.34% from 2011 and 16.55% over the three-year period. TWC reported that the agency serves three types of job seekers: (1) mandatory – required to participate in programs such as TANF Choices or SNAP E&T; (2) involuntary – involuntary job loss, often unemployment insurance claimants; and (3) voluntary – employed but want to improve their employment situation. As the economy improved, the number of Health and Human Services Commission's (HHSC) caseloads declined and there were fewer layoffs, resulting in few mandatory and involuntary job seekers. In general, the number served through Employment Services tends to rise when economic conditions are very positive or negative, while tending to be lower during periods of improvement.
- ▶ *Apprenticeship* – The number served fell 7.60% this year and 5.49% from 2009. TWC indicated that economic conditions affected the total number of jobs available and the number of apprentices being hired and trained. The agency noted that the recession's impact took longer to affect Apprenticeship programs as, in some cases, contracts that were in progress or had been awarded have now completed.

Adults with Barriers

The data range for Adults with Barriers is 123 customers served by the Self-Sufficiency program to 112,479 customers served by Adult Education and literacy programs. The 10 programs in this segment reported serving 360,212 individuals, a decrease of 6.75% from last year and a slight increase (1.00%) from 2009.

Four TWC programs posted significant changes, including three decreases and one gain:

- ▶ *SCSEP* – The availability of ARRA and DOL bonus funding made available through the Consolidated Appropriations Act, 2010 allowed more low-income, older job seekers to receive paid, on-the-job training and employment services in 2010. Enrollments declined the last two years, falling 29.18% this year and 38.36% since 2009. Contributing factors included: (1) ARRA funding expired; (2) regular SCSEP grants were reduced 25% in FY 2012; and (3) TWC had a no-cost extension to spend down the remaining funds in the SCSEP Additional Funds grant in FY 2011. As a result, the state's number of allowable participants decreased over 42% from FY 2011 to FY 2012.

- ▶ *TANF Choices* – The Choices program assists applicants, recipients, nonrecipient parents, and former recipients of TANF cash assistance to transition from welfare to work through participation in work-related activities, including job search, job readiness classes, basic skills training, education, vocational training, and support services. Despite posting a three-year increase of 4.83%, the number served declined 8.26%. TWC reported that TANF caseloads are down over 6,500 cases per month from September 2011 and the proportion of the caseloads which are exempt from work requirements under either state or federal standards is up.
- ▶ *SNAP E&T* – After rising the last two years, the number of SNAP E&T participants fell (-7.40%), resulting in a three-year gain of 81.37%. SNAP assists participants in obtaining employment through participation in work programs and education and training activities. TWC attributed the 2010 and 2011 gains to the weaker economy that resulted in increased caseloads. This year, the number of new mandatory work registrants eligible for SNAP E&T and referred by HHSC declined. TWC noted the number referred during the third quarter of federal fiscal year (FFY) 2011 was 445,751, compared to 399,272 during the third quarter of FFY 2012. In addition, Able-Bodied Adults Without Dependents decreased by 28%; however, the local boards have continued to outreach and engage the General Population mandatory work registrants to maintain service levels.¹¹
- ▶ *Self-Sufficiency* – This program assists businesses by designing, financing and implementing customized job training programs in partnership with public community and technical colleges, a higher education extension service, and community-based organizations for the creation of new jobs and/or the retraining of existing workforce. After serving 1,648 in 2009, the number served declined the last two years before rising to 123 this year. This is a 146.00% increase from last year, resulting in a three-year decrease of 92.54%. TWC noted that several new projects began in FY 2012, including two traditional Self-Sufficiency projects that involved additional collaboration with employers to improve customization of training and customer assessment before and during training. In addition, 14 grants were awarded to agencies that serve foster youth, a priority population that requires additional case management and life-training skills.

Operated by the Texas Department of Criminal Justice's Windham School District (Windham), the Postsecondary CTC Corrections program served 2,342 this year, down 41.20% from last year and 64.50% from 2009. Class offerings were reduced last year in response to the state's mandated 2.5% budget reduction for FY 2011 and budget uncertainties for the 2012-13 biennium. Workforce classes were reduced by over 70%, reducing participant numbers proportionately. Windham received a 42% reduction in state funding for college programming, decreasing the number of offenders served and resulting educational outcomes in FY 2012.

In addition, both Secondary Academic Windham (-16.43%) and Secondary Technical Windham (-10.05%) declined this year, resulting in three-year decreases of 21.89% and 10.77% respectively. The lower numbers were attributed to a 27% reduction in funding for FY 2012.

Youth

The data range for the Youth category is 1,483 customers served through Secondary Technical Corrections programs administered by the Texas Juvenile Justice Department (TJJD) to 1,362,047 customers served by Secondary programs. The five programs in this segment reported serving 2,450,118 individuals, up 2.20% from the prior year and 4.02% from 2009.

TJJD-administered programs served fewer individuals this year, with decreases reported for both. Secondary Academic Corrections fell 17.28% and Secondary Technical Corrections fell 16.45%. This represents three-year declines of 42.43% and 54.52%, respectively. With 860 youth newly committed in FY 2012, the average daily population was lower than budgeted, resulting in lower enrollments in TEA secondary courses.

¹¹ SNAP recipients ages 16 to 59 who are not employed, or are employed fewer than 30 hours per week, are considered SNAP E&T General Population mandatory work registrants, and are required to participate in SNAP E&T. ABAWDs (i.e., SNAP recipients who are at least 18 but less than 50 years of age and are not employed or are employed less than 20 hours per week) are considered mandatory work registrants and are required to participate in SNAP E&T.

Total

Partners in Texas' workforce system served 5,093,090 individuals, representing decreases of 2.77% from last year and 2.42% from 2009. Of the 24 programs, service levels rose for six this year, compared to nine last year.

TWC reported that 90,754 employers received services, down 44.14% from 2011 and a three-year decrease of 39.34%. The agency noted that at the beginning of FY 2012, local boards were asked to focus on providing employers with more assistance related to hiring such as through job postings and job fairs. Prior to this year, the boards provided extensive labor market information (LMI) to employers, raising the question as to whether the employers were using the information. With the shift in focus, employers now obtain LMI assistance only upon request, thus reducing the number served but increasing the emphasis on hiring assistance.

In many cases, the higher participation rates reported in 2010 reflected service levels, and receipt of additional program funding, during the recession. This measure is not affected by the reporting delays inherent for post-program measures such as entered and retained employment. Therefore, the effects of the economic downturn that began prior to 2009 were most evident in the data reported in 2010 for this measure.

While some 2012 decreases are attributable to reduced federal or state funding levels, in large part this year's results are indicative of economic recovery. Programs associated with negative economic conditions and layoffs such as Dislocated WIA I that saw significant increases in 2010 fell to lower levels last year and again this year. Further, upward trends for some 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 pilot projects, with data becoming available in different reporting cycles. For each measure, the first year of data availability (baseline year) establishes the benchmark. The measures and related LTOs are presented below, grouped by KPA. Additional details on AP implementation are provided 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 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%

CTE Concentrator percentage: 79.54%

Data: 112,438 graduates from a population of 141,362

Change from data reported in 2011: -1.98%

Cumulative change 2010-2012: 0.11%

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.

Both Less Formal measures were defined in 2012 with reporting beginning this year.

LTO Measure 1:

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

Data / Benchmark (established by data submitted for 2012 report): 8

Explanatory Information: Data represent the number of vocational ESL completers (subset of Adult Basic Education Innovation Grant (ABE-IG) participants). The Texas Higher Education Coordinating Board (THECB) reported that most ABE-IG programs did not start enrolling students until January 2012. It is possible for a student to earn more than one certificate (level 1, state, or national) during the reporting period; however, data reflect an unduplicated count.

LTO Measure 2:

Vocational ESL Employment – Percent of vocational ESL graduates who obtain employment (subset of ESL population).

Benchmark (established by data submitted for 2012 report): 12.50%

Data: 1 counted as entering employment from a population of 8

Explanatory Information: Data represent the percent of vocational ESL program completers in the ABE-IG program who obtain employment after exiting a program (subset of ABE-IG participants).

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

Both Less Formal measures were defined in 2012 with reporting beginning this year.

LTO Measure 1:

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

Data / Benchmark (established by data submitted for 2012 report): 482

LTO Measure 2:

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

Explanatory Information: Initial data are expected to be reported next year.

KPA: Programs, Products and Services

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

Five system partners have projects that address measurement of employer satisfaction with system products and services. Two projects owned by THECB and the Texas Youth Commission were completed in 2011 and closed in conjunction with approval of the 2012 Update to Advancing Texas. For the three active projects, agency-specific measures and definitions were developed during the 2012 Update review process, with reporting beginning this year.

LTO Measure – Health and Human Services Commission-Department of Assistive and Rehabilitative Services (DARS):

Employer Satisfaction – Percent of Vocational Rehabilitation business partners satisfied with services provided.

Benchmark (established by data submitted for 2012 report): 83.02%

Data: 44 counted as satisfied from a population of 53 survey respondents

Survey Response Rate: 25.24%

Explanatory Information: DARS reported that no respondents expressed dissatisfaction with services provided by the agency. Of the 53 respondents, 44 were satisfied, five did not complete the question and four selected “neutral”.

LTO Measure – Texas Veterans Commission

Employer Satisfaction – Percent of Veterans Business Representative (VBR) employer customers satisfied with services provided.

Benchmark (established by data submitted for 2012 report): 92.31%

Data: 12 counted as satisfied from a population of 13 survey respondents

Survey Response Rate: 42%

Explanatory Information: A survey is scheduled to be conducted each quarter, targeting a 20% random sample of employers receiving services under the agency’s VBR initiative.

LTO Measure – Windham School District

Employer Satisfaction – Percent of employers satisfied with services provided.

Benchmark (established by data submitted for 2012 report): 96.43%

Data: 54 counted as satisfied from a population of 56 survey respondents

Survey Response Rate: n/a

Explanatory Information: Aggregate data were reported for three survey strategies: (1) Texas Department of Criminal Justice Parole Division/metro areas, (2) Windham staff-job fairs, and (3) Windham staff-employers that work closely with CTE instructors. A total of 63 surveys were completed; however, the response rate cannot be calculated as the base sample size is not known for each of the three survey strategies.

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 (KPA). 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 – 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.

... effectively integrating planning initiatives that require partner coordination to ensure alignment.

This LTO addresses an integrated planning initiative that requires partner coordination. 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 as customers can access local data and produce customized reports.

TWC's Strategic Workforce Assessment Project (SWAP) provides pre-defined occupational subsets for local workforce development area target occupations, AchieveTexas career clusters and science, technology, engineering and mathematics (STEM) occupations. New features, reports, data items and analytical tools are in continuous development, dependent on user needs and available funding.

Within SWAP, an occupations-to-programs crosswalk validated by TWC, utilizes the Standard Occupational Classification (SOC) system and the Classification of Instructional Programs (CIP). The agencies previously reported that a process for updating and validating the CIP-SOC crosswalk had been developed and ongoing data collection mechanisms had 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 2018 projections now available.

In August 2011, TWC completed a draft *SWAP User's Guide* for use in introducing stakeholders to SWAP's analysis tools. Because the static document would require updates as tools and resources evolve, TWC opted to create an interactive format to better guide users in developing reports and allow for continued evolution of online tools.

This year, work continued to develop user scenarios that pose hypothetical education or workforce planning issues and demonstrate how SWAP can be used to provide appropriate data and analysis to address the issue. The scenarios are being re-edited, with priority on three that have the greatest applicability for higher education users.

TWC plans to complete the three scenarios by the end of October 2012 and to develop a strategy for:

- ▶ engaging the local workforce boards to introduce the product and ensure their familiarity with SWAP and the scenarios;
- ▶ working through the boards' planning departments to introduce SWAP to their partners in the education community; and
- ▶ obtaining feedback on whether the project is meeting user needs.

LTO – 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 skills training, 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.

This LTO 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

Texas Education Agency (TEA) continues to make progress on the AP's tasks, including:

- ▶ Over 190 new CTE courses have been developed and adopted by the State Board of Education (SBOE). These are organized around the 16 national career clusters, and include 18 courses that meet graduation requirements for fourth year science and fourth year math, as well as options for English, fine arts and speech.
- ▶ CTE Texas Essential Knowledge and Skills (TEKS, state-mandated curriculum), incorporating the College and Career Readiness Standards, were adopted by the SBOE and effective as of August 2010. School districts implemented the new courses in 2010-2011 and have completed two instructional years. The SBOE has scheduled the next CTE TEKS revision cycle to begin in 2013.

As part of the effort to incorporate the new TEKS, TEA reviews corresponding TEKS courses in an effort to ensure secondary/postsecondary alignment. In addition, THECB reviews the *Workforce Education Course Manual* on a periodic schedule to ensure course currency.

- ▶ Professional development for teachers has been underway since 2010. Initially, training was scheduled and facilitated through the state's Education Service Centers. Work is in progress to make courses available online as a series. The three final content courses will be available in fall 2012 through Project Share – an Internet portal designed to provide professional development resources for teachers across the state and to build professional learning communities where educators can collaborate and participate in online learning opportunities.
- ▶ TEA is working with THECB to design, develop and coordinate policies and processes related to dual credit courses and credit transfer. Jobs for the Future is conducting a study for the two agencies that assesses the correlation between high school enrollment in dual credit and enrollment, persistence and completion of postsecondary education. The study is scheduled for completion in late October.
- ▶ TEA continues to develop and deploy early college high schools (ECHS). These innovative high schools are located on or in close proximity to a college campus to allow students in historically 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. The designation process is required for all current ECHS, as well as applicants seeking designation. Schools may be provisionally designated, designated or denied and all first-time designations are provisional for at least two years. Nine new ECHSs were designated in fiscal year (FY) 2012 and as of August 2012, there were 62, including five Texas Science, Technology, Engineering and Math (T-STEM) academies.

- ▶ Criteria are being developed for the Campus Distinction Designations for the 21st Century Workforce Development program as required by House Bill (HB) 3 (81st Legislature). TEA staff previously drafted a list of stakeholders, a literature review, a list of possible measurement criteria/indicators, and a list of possible award methodologies. Staff is developing plans to request participation on the committee, and have asked TWC staff to recommend workforce stakeholders. Committee meetings are tentatively scheduled to begin this school year, with the intent of publishing standards and award criteria in summer or fall 2013.
- ▶ End of course (EOC) exams are being phased in beginning with 2011-12 ninth grade students, adding successive grades annually through 2014-15. EOC studies will begin in 2013 when applicable data are available.

LTO – 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.

... clear and aligned educational policy and regulations for secondary and postsecondary transitions will improve 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. Work on this LTO focuses on the processes for transferring dual credit from high schools to postsecondary institutions. Dual credit enrollment has risen significantly since record keeping began in 1999, dipping slightly in 2010 before rising to an all time high of 94,550 in 2011 (6.4% of total fall enrollments).

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

- ▶ The partners continue to provide information to high school counselors about the differences between workforce and academic dual credit programs and transfer options for courses and programs. Last year: (1) a “Frequently Asked Questions” section on dual credit was added to TEA’s website; (2) a contractor was hired to provide training modules through TEA’s Project Share online platform; and (3) community colleges were provided with information outlining the various types of dual credit opportunities available to students.
- ▶ Related research and publications include:
 - *Research Study of Texas Dual Credit Programs and Courses* was published in March 2011. TEA, in collaboration with THECB, contracted with American Institutes for Research and Gibson Consulting Group, Inc. to conduct the study.
 - *Dual Credit Report* was published by THECB in March 2012. This report fulfills the requirements of Rider 33, HB 1 (82nd Legislature).

TEA also plans to fund a research study to assess utilizing dual credit as a substitute for EOC exams. As noted in the LTO report above, these are being phased in beginning with 2011-12 ninth grade students, adding successive grades annually through 2014-15. TEA reports that the study is scheduled to begin in 2013, coinciding with implementation of grades 11 and 12 EOC exams.

- ▶ Beginning fall 2011, THECB data systems allowed the tracking of students from dual credit into college level courses with associated course grades included. This provides significantly greater opportunities to evaluate the preparedness level of students who take courses as dual credit versus as a traditional college course in addition to the success that each group has in successive college courses. Data analysis will be limited to the number of cohorts included in the system, beginning with the FY 2012 cohort.
- ▶ THECB continues to work with community college and university faculty to develop explicit learning outcomes that will be consistent across academic courses taught statewide. The learning outcomes are distributed to all faculty in the discipline at the institutions for comment, with final recommendations made to the *Academic Course Guide Manual (ACGM)* committee for adoption.

Based on the semester credit hours generated by community colleges from academic courses in the ACGM, learning outcomes have been developed for over 6.2 million of the almost 10.5 million semester credit hours (SCH) from the FY 2011 academic year. This represents 59% of the total SCH taken by students in academic disciplines. This collaborative process will continue, with the intent of having all academic dual credit courses required to meet the statewide learning outcomes.

- ▶ TEA continues to deploy ECHSs. As noted in the LTO report above, there are currently 62, including five T-STEM academies. The agency has implemented an application process for schools seeking initial or renewed ECHS designation.
- ▶ TEA also continues to work with public high schools to meet the Texas Education Code §28.009 mandate to offer all students at least 12 hours of college credit. School districts have local authority over which methods to use, with options including dual credit, advanced placement, international baccalaureate, and advanced technical credit courses, as well as locally articulated courses.

LTO – 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 provides preparation for desirable career options.

This LTO 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 *Advancing Texas'* 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 (TGC) §2308.101(8) to encourage, support, or develop research and demonstration projects designed to develop new programs and approaches to service delivery.

To accomplish the AP's objective, the Council published *Research Findings: Raising Awareness of Career Technical Education in Texas Schools* (September 2010) and convened a workgroup to develop a Request for Applications (RFA) for schools interested in implementing a model of CTE outreach and awareness. Due to funding eligibility requirements, an alternative method for packaging and distributing the model was developed this year.

Near the end of FY 2012, the Council's Executive Committee approved the revised plan, which requires an informational guide to be developed and distributed to schools interested in implementing a best practice model of career and technical education pathways, as well as career information and options. The guide will detail the model developed by a workgroup using the Council's 2010 research that identified best and promising practices of CTE awareness and career options in Texas schools. The guide includes:

- ▶ description of how the CTE outreach and awareness model was designed by a stakeholder team using the results from the Council's research study;
- ▶ program components and implementation standards; and
- ▶ a resource list of tools, and online sites that support activities in the guide.

Plans are to disseminate the guide to public high school principals, CTE directors/teachers, and counselors.

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

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

The Health and Human Service Commission's (HHSC) Department of Assistive and Rehabilitative Services (DARS) is responsible for developing 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. To build on and replicate these models, a competitive request for proposals was issued, and in 2010, contracts were issued to 10 providers in multiple industries and with various job opportunities. DARS also utilizes an embedded training model when working with medium to large businesses in a variety of industries. This year, DARS continued to monitor the contracts and provide technical assistance while developing a template for fee-based embedded training. The template and accompanying policies went into effect on August 1, 2012. The cost reimbursement contracts have been completed and replaced with ongoing, fee-based arrangements with community rehabilitation providers and businesses.

Using American Recovery and Reinvestment Act (ARRA) of 2009 funds, this initiative was expanded to multiple businesses in the medical, hotel and grocery sectors. Ten of 13 ARRA vendors continued and eight new companies have been added. Of the 18 with activity in FY 2012, all but three have multiple training sites.

In 2012, The Texas Council for Development Disabilities (TCDD) awarded DARS' Division for Rehabilitation Services (DRS) a five-year, \$1.25 million grant. Project partners include South Texas College (STC), The University of Texas Pan American, Access Granted Technology Services, Communication Access Ability Group of South Texas, the local workforce board, DARS Division for Blind Services, and a 12-member Project Advisory Committee from the local disability, business, and education community.

The TCDD grant will assist 50 individuals with developmental disabilities in Hidalgo County who are 18 to 35 years old to attend STC with the intent of obtaining a continuing education certificate, vocational certificate or degree and, ultimately, finding employment. DRS will supplement its vocational rehabilitation program with wrap-around services that the program does not currently provide. This includes one-on-one assistance such as educational coaches, individual and family support, and both college and employment readiness. The grant will also support work with local businesses to mentor and support the students, including opportunities for job shadowing and on-the-job-training.

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

... veterans with a wide range of disabilities receive training, referral and placement services and return to the civilian workforce.

This LTO 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 declined during the recession, a slightly higher rate was reported this year and progress continued to be made for the AP's major tasks. In 2009, TVC launched a new statewide initiative by hiring a dedicated Business Outreach Coordinator to work more closely with employers and also with TWC and local workforce boards to leverage more training and placement services for veterans.

TVC expanded this successful initiative last year, and Veterans Business Representatives (VBRs) are now strategically located in central Texas, the Dallas/Ft. Worth area, San Antonio and Houston. At no cost, VBRs assist employers by providing personalized services – assessing employers' needs in order to match the skills, abilities and experiences of veteran job candidates. During the period August 2011 through August 2012, the VBRs conducted 492 outreach activities, including 440 initial employer contacts. These resulted in 588 veteran job opportunities with hired veterans earning an average annual salary of \$44,000.

Senate Bill (SB) 1796 (82nd Legislature) established the Texas Coordinating Council for Veterans Services (TCCVS) to coordinate activities of state agencies that assist veterans, coordinate outreach efforts, and facilitate relationships among state, federal, and local agencies to identify and address issues affecting veterans. Chaired by TVC, the group has drafted a strategic plan that outlines specific tasks related to service provision for Texas' veterans. TCCVS' initial report to the Legislature, to be submitted by October 1, will include recommendations in six areas including employment and higher education.

Other ongoing actions include:

- ▶ *REALifelines (RLL)* – Working with the U.S. Department of Defense (DOD) and the Veterans Administration, TVC continues to provide individualized job training, counseling and re-employment services to assist severely injured veterans in returning to civilian life. RLL counselors are located at Brooke Army Medical Center, Fort Bliss and Fort Hood.
- ▶ *Transition Assistance Program (TAP)* – In coordination with the DOD, TVC facilitates multi-day TAP seminars to provide job search and related services to military personnel within 180 days of separation or retirement. The number of seminars and participants has continued to increase with the military draw down and enactment of the VOW to Hire Heroes Act of 2011, which makes TAP participation mandatory for most service members. Beginning in early 2013, the program will

be administered on a national basis and TVC will no longer be responsible for facilitating the seminars.

- ▶ *Local Services* – Veterans Employment Representatives are located at local workforce board offices in over 75 cities. They offer one-on-one assistance to veterans, focusing on recently separated veterans, and also establish and facilitate contact with employers. Of note, earlier this year TVC announced a new partnership with AT&T which committed to hire Texas veterans to fill more than 600 Premises Technicians positions for AT&T's new U-verse integrated digital TV, high speed Internet and voice service. In response to AT&T's request, TVC arranged for their business and employment representatives to work in conjunction with local workforce staff to fill positions with qualified veterans.
- ▶ *Employer Recognition* – TVC continues to look for ways to recognize employers that are committed to hiring veterans. An *Employer Spotlight* section has been added to their website and is updated quarterly. In addition, Employers of the Year are honored annually. This year, three recognitions were added: TWC Local Workforce Center, TWC Regional Board and Extra Mile Award.
- ▶ *Outreach* – Previously, TVC launched a series of public service announcements and the texas-veterans.com website that provides state and federal benefits information for veterans, active duty service members, spouses and dependents. Outreach to major corporations is ongoing through the VBR initiative.

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

... providing the growing population of English language learners with additional skills for workforce-related success.

This LTO 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.

The Council collaborated with the state demographer, and in 2010 published the first companion paper to *A Primer on Adult Education in Texas* that included information on the nativity, education and working age of Texas' population. Data show 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.

A work group was formed in September 2010 to design and develop a pilot model to be executed through community and technical colleges (CTCs) and local boards. The group, assisting

with this LTO, as well as one focused on workplace literacy, included representatives from TEA, TWC, THECB, CTCs, local boards, adult education providers and Council staff.

To address the lack of available funding for pilot projects, THECB is supporting the effort under Riders 45 and 56, SB 1 (81st Legislature). THECB was added as a participant in conjunction with the *2012 Update to Advancing Texas*. An RFA was issued and later revised and reissued to allow the projects to be more flexible while still focusing on intended outcomes for the integrated basic education and skills training programs.

Pilot implementation began in fall 2011 at Alamo Community College District, Amarillo Community College, El Centro College, Hill College, South Texas College, Tyler Junior College and Wharton County Junior College. A previously funded program at El Paso Community College is also being monitored as a pilot.

Performance reporting for the projects began this year, with data published in the **Less Formal Measures** section. Other preliminary results include:

- ▶ Across the eight projects, 153 of 612 participants (25%) are in the target population.
- ▶ Students are enrolled in vocational English as a Second Language (36%), Certified Nurse Aide (31%), Supply Chain Assistant (11.4%), and Community Health Worker certificate (5.7%) programs.
- ▶ Of 153 students, 51 completed a program by July 1, 2012. Of the completers, 45 (88%) received a local, state, national, or college Level 1 certificate.

THECB staff conduct regular meetings and telephone conferences with program coordinators to identify issues, provide technical assistance and make applicable process modifications. Pilot evaluation, conducted by Texas State University, began in October 2011 and will continue through August 2013. The university's evaluation team held virtual meetings with each site in fall 2011 and conducted site visits in spring 2012. A draft interim report was to be submitted to THECB in October.

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

... assisting those with low literacy levels through targeted literacy programs to gain or maintain employment.

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

In late 2010, TWC completed an assessment that identified three local boards – Alamo, Capital Area and Gulf Coast – which have strong relationships with adult education providers as pilot program candidates. The work group described in the previous LTO report designed a model of program outreach and delivery that fits within existing adult education funding, program offerings and initiatives, and can be offered concurrently with adult education levels 4 through 6.

A nationally recognized career awareness curriculum, previously offered by some Texas sites with highly successful results, was selected. The pilots include a career exploration awareness component that focuses on workplace literacy skills designed to facilitate a smooth transition from adult education to workforce training.

TEA committed \$400,000 in Adult Education State Leadership funds, and pilots were negotiated with multiple adult education providers in the three regions. The providers received technical assistance as well as the guidelines and timelines for launching the pilot initiatives in July 2011. Local workforce literacy resource teams (WLRTs) assisted with service delivery design, as well as identification of partner roles and responsibilities and obstacles to success. In addition, a cross-agency referral form was developed to track and document student/client activities in both the adult education and workforce systems.

Performance reporting for the projects began this year, with data published in the **Less Formal Measures** section. Other preliminary data include:

- ▶ Fast track GED instruction integrated with career readiness was offered by seven adult education providers, with services available at 21 sites in 27 classes.
- ▶ As of June 2012, 483 students had been served with 123 obtaining their GED.

The pilots have been extended for an additional year and are currently scheduled to run through June 2013. WLRTs continue to meet quarterly and work is ongoing to develop tracking mechanisms that will assist with linkages between adult education and workforce partners. This may enable tracking of additional training and support services (e.g., transportation, uniform purchase) provided through the workforce centers. In addition, data collected from the initial pilot cohorts are being analyzed to determine if additional data elements/points will be collected, as well as to assist in documentation of best practices.

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 – 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, given strong success in job creation, Texas is facing an increasing need for workers with appropriate middle skills.

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

The tasks outlined for this LTO are dependent on delivery of the new biennial supply-demand report required under another LTO. Last year, TWC and THECB proposed a modified approach for the supply-demand analysis that centered around development of a web-based tool to allow customers such as CTCs to access their own local data and produce customized reports.

TWC previously completed a draft user's guide and, this year, worked to develop user scenarios that pose hypothetical education or workforce planning issues – focusing on three that have the greatest applicability for higher education users. TWC plans to complete the three scenarios by the end of October 2012, and to develop a strategy for working with local workforce boards to introduce SWAP to their partners in the education community. It is anticipated these new tools will 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.

In addition, THECB partnered with the Council to survey CTCs to collect information on their strategies for determining employer satisfaction and using that information in institutional planning processes to improve program delivery. Blinn College and Lone Star College System were selected as models of promising practices and formally recognized by the Council in December 2011. Sharing and possible replication of promising practices should result in opportunities for institutions to improve workforce training and employer satisfaction.

LTO – 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, this LTO requires expansion of the earn while you learn model to address employer demand for skilled workers. Additional information is presented in **Featured Action Plan: Apprenticeship** at the end of this report section.

The Council Chair assigned the Executive Committee the responsibility of overseeing implementation and reporting to the full Council. A project leadership team, including members from system partners THECB, TVC and TWC, was created in 2010 and charged with identifying and recommending potential projects.

The team selected projects in the following target industries: allied healthcare, health information technology, energy, aviation, and logistics and distribution. The team then recommended and the Executive Committee approved six projects, five of which had activity this year:

- ▶ *Pilots – defined as a partnership formed to develop a registered apprenticeship program in an occupational area that has not traditionally used apprenticeship as a means to train its workforce:*
 - Community Health Worker – Coastal Area Health Education Center
 - Health Information Technology – Dallas-Fort Worth Hospital Council Education and Research Foundation
 - Information Technology – New Horizons Computer Learning Centers [discontinued in May at the request of the project sponsor]
- ▶ *Demonstrations – defined as a partnership formed to adapt an existing registered apprenticeship program to meet emerging industry demand:*
 - Comprehensive-National Electrician Solar Training – Austin Electrical Joint Apprenticeship Training Committee, ImagineSolar and the Workforce Solutions – Capital Area local board [grant ended in July]
 - Pre-Apprenticeship, Distance Learning and Outreach to Underserved Populations – Independent Electrical Contractors of Texas

The Council worked with the U.S. Department of Labor (DOL) and pilot project staff to develop action plans with major tasks and timelines for development and implementation of the new programs. The leadership team continues to provide support and technical assistance, help identify funding and other resources, and monitor progress through quarterly written and verbal reports. Regular reports are now provided via conference call, and in March the team and Executive Committee met in a joint session and heard updates from all projects.

LTO – The Council will produce a data set whereby system stakeholders can ascertain Texas' position relative to key indicators of competitiveness.

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

Data are 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 education, workforce and market outcomes. Since 2005, the Council has compiled data and published the *Texas Index*.

The *Texas Index 2012*, the seventh release of this research report, provides trend data for a series of 38 indicators across four domains or categories: Training and Education; Research and Development; Market Composition and Characteristics; and Participant Access and Contribution. Data in the four domains are based on the value proposition that skilled and educated people create innovations that result in commercialized products and services. These products are sold in the marketplace, generating economic activity that builds wealth for the state, and subsequently increases the standard of living for Texans.

The report includes a 10-year data trend line from 2002-2011 for most indicators. This is the first edition with a full decade of trend data, exhibited as a new standard. In a few cases, 10 consecutive years of data are not available for a variety of reasons, e.g., non-assessment year for testing; methodology change; or preferred source has fewer, more recent years of data available.

The report shows some continued effects of the recession as well as significant indications of recovery. Although Texas fared better than most states, signs of an economy in recovery are prevalent in the data over the last reporting cycle. Areas in training and education and market composition thrive, as the majority of indicators in these domains reflect a positive change. Conversely, research and development (R&D) and participant access indicators show little movement indicating that the economy is still recovering from the national recession.

The *Index* data show that Texas is doing comparatively well, and continues to build assets for the future. Texas proficiently attracts business and creates jobs. Although, the unemployment rate remained elevated due to natural growth in the workforce and the return of previously discouraged job seekers to those counted among the unemployed, the state's unemployment rate remains one percent lower than the U.S. average.

There is room for improvement in the areas of adult educational attainment, workforce educational achievement, and funding for academic R&D. Despite this, education in Texas continues to improve. The 2012 *Closing the Gaps* progress report showed that Texas added 47,000 students to higher education in fall 2011. The state had nearly 533,000 more students in 2011 than in 2000, shrinking the student gap needed to achieve the 2015 goal of 630,000 students to 16 percent. Additionally, 2011 National Assessment Educational Programs math and science test results

show that Texas' eighth grade students' scores were higher than New York, California, and Florida.

The *Texas Index 2012* is scheduled for publication this fall.

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

... local boards must understand and meet the needs of their local communities by offering relevant workforce programs and services.

As the system's front line partners, local boards must continue to enhance planning and collaborative efforts across various workforce system components in order to meet employer and community needs. This LTO addresses 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. TGC §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.

Given the continued potential for reauthorization of WIA and the DOL Employment and Training Administration's (DOLETA) intention to revise State Planning Guidance, DOLETA extended the state plan in 2011 and again in 2012. Following the initial extension, TWC extended the local board plans for another program year. However, in July 2011 TWC received two board submissions with substantive changes that were determined to be modifications and, therefore, subject to review by the Council. *Evaluation 2011* includes review results for the two modifications and submission by all 28 boards of information related to the implementation of *Advancing Texas*.

In September, the Council endorsed and the Governor approved the new state plan. TWC then extended the local plans through March 2013 to allow time for plan development. Local board planning guidelines were issued in September, with Council action anticipated in March 2013.

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

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

... assessing employer needs and satisfaction ...

... and using employment data and outcomes to assist with program improvement efforts.

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 adequately meet 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 and to gather information about projected hiring and training needs.

These two LTOs incorporated five and three agency projects, respectively, that were continued under *Advancing Texas*. Two agency projects associated with determining employer satisfaction – THECB and Texas Youth Commission (TYC) – were completed and closed in conjunction with approval of the *2012 Update to Advancing Texas*:

- ▶ *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. Survey responses were not sufficient to result in statistical analysis of the programs or employers' satisfaction.

THECB considered new options to meet the plan's intent, and in 2011 partnered with the Council to survey CTCs. A two-phase survey process was used to collect information on CTC strategies for determining employer satisfaction and using that information in institutional planning processes to improve program delivery. Blinn College and Lone Star College System were selected as models of promising practices and were formally recognized by the Council in December 2011.

- ▶ *Texas Juvenile Justice Department (TJJD) [formerly TYC]* – In prior years, TYC administered an annual survey during the state assessment process for Prison Industry Enhancement (PIE) programs, a process instituted under the previous system strategic plan. No data were collected last year as there were no PIE programs in operation.

An additional survey was developed and piloted for employers that work with youth on parole, with plans to implement on a larger scale and to shift from paper-based to electronic format. Due to an agency-wide reduction in force, implementation of this annual survey was deferred.

With all major tasks completed, the project was closed. As noted earlier, functions previously assigned to TYC have been

assumed by TJJD. The agency plans to conduct employer satisfaction surveys when budget and staff are available.

★ ★ ★

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. Tasks associated with the two LTOs complement and support each other.

Performance reporting for the three active projects that address both LTOs began this year, with data published in the [Less Formal Measures](#) section. Project updates for all active projects are presented below:

- ▶ *HHSC-DARS* – DARS continues to work on two employer-related projects. An online survey was developed to collect employer feedback upon service completion and/or after successful job placements. DARS' Division of Blind Services (DBS) and DRS use the data to assess employer satisfaction and to identify opportunities for program and service improvements.

Last year, DARS' Business Relations team launched and successfully completed five "SWAT immersions" with field units. The three-day sessions assist units with business relations strategy development and implementation, utilizing key data on businesses, labor demands, job ready consumers and market trends. During FY 2012, 10 immersions were completed within the field offices, helping them to establish local business contacts. Because of demand from business, one office requested a reverse session. In this instance, the office had more openings from business than individuals to fill the jobs. The team used the business outreach approach to help the office reach out to the community to generate referrals to fill jobs.

DARS is also implementing a customized cloud-based site. DARSforce is a data system for business relations and a mechanism to create a link between job-ready consumers and employers. Businesses will be able to view consumer's employment history, skills and educational levels. DARSforce is not a matching web site, but rather a tool to facilitate positive employment practices.

In addition, DARS received a grant from the University of Massachusetts to work on strategic planning related to vocational rehabilitation processes and services. The final work session for this process was scheduled for October 2012. This project is also assisting with ongoing work efforts related to the implementation of the cloud-based site. By early 2013, DARS plans to incorporate the employer survey within the

cloud-based system and will be working with business and workforce partners to help design the portal.

- ▶ *TVC* – In late 2009, TVC launched a statewide initiative focused on placing veterans into employment by hiring a dedicated Business Outreach Coordinator. The successful effort was expanded last year, with four VBRs now strategically located across the state. The coordinators work to establish partnerships with regional employers and to market TVC employment services. TVC has developed a tracking matrix, and strategic plans have been developed for each region based on employer needs and available skill sets.

The agency uses a web-based survey to evaluate employer satisfaction. In addition, staff reviews data from monthly performance reports provided by TWC and conduct annual trend analyses in order to evaluate service delivery models and make adjustments where appropriate. This year, the trend analysis was used to assess staffing needs and to complete the annual Jobs for Veterans State Grant modification that was submitted to DOL's Veterans' Employment and Training Service (DOLVETS) for approval.

Data review and analysis also facilitate communication of best practices to state, regional and local staff and to other stakeholders. Best practices have been incorporated in TVC's annual training curriculum and are currently communicated, along with success stories, statewide to all Regional Managers and to DOLVETS each quarter.

Annual employer awards are presented at the agency's fall conference. In addition, employers are featured on the agency's website and in their *Journal* publication.

- ▶ *Texas Department of Criminal Justice (TDCJ) – Windham School District (Windham)* – In 2011, Windham administered an electronic survey but encountered low response rates and data issues such as: contact information derived from unemployment insurance wage data was used, with many contacts being unfamiliar with the program; and employers were unaware employees were ex-offenders, resulting in incomplete responses.

This year, Windham planned to conduct the survey in conjunction with TDCJ's Parole Division. This effort was targeted in the Dallas, Houston and San Antonio metro areas and supplemented by onsite surveying at job fairs and through direct employer contacts.

The process will be reassessed at the end of the current cycle. Annual surveys will continue, with data reviewed to determine employer satisfaction and for use in a variety of program planning and management initiatives.

Due to staff reductions, onsite visits to local workforce centers were not completed this year; however, Windham plans to

make quarterly contacts with a sample of the local centers in order to evaluate training effectiveness and to obtain information on labor trends.

Employer survey data are also used to assess satisfaction with the job knowledge and skills of program participants. In addition, the Career and Technical Education Department developed a two-year training plan for instructors to work with businesses, trade organizations and industry to improve instruction and to identify job availability for offenders and plans to develop partnerships, modify training, and conduct employment studies.

Featured Action Plan: Apprenticeship

Background

To meet future need for skilled workers, strategies must be developed and deployed to increase the number of students in the education and training pipeline. One strategy is to expand the number of apprentices in traditional apprenticeship programs through the integration of competency-based design elements and technology, and to replicate the model in emerging or high demand occupational areas outside of the skilled trades.

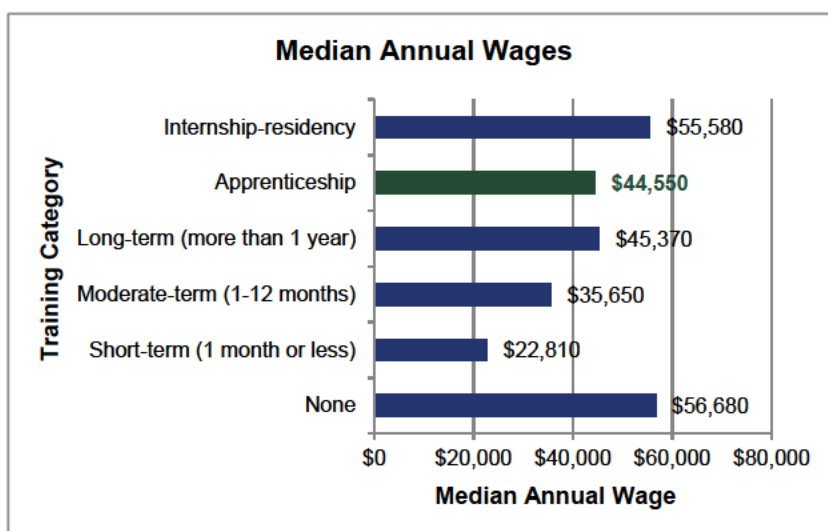
*"In occupations in which apprenticeship is the typical on-the-job training, employment is expected to **grow by 22.5 percent**, faster than for any other on-the-job training category."*

- *Employment Projections – 2010-20, U.S. DOL, Bureau of Labor Statistics (2/1/2012)*

According to the Georgetown University Center on Education and the Workforce, 63% of all U.S. jobs and 56% of Texas jobs will require workers with at least some postsecondary education by 2018. Texas Workforce Commission projections indicate Texas will have an average of nearly 46,200 job openings annually through 2018 for occupations requiring an associate degree or postsecondary vocational award.

The 2010-20 employment projections, released in early 2012 by the DOL Bureau of Labor Statistics (BLS), note that among occupations in which a high school diploma or the equivalent is typically needed for entry, occupations that have apprenticeships as the typical kind of on-the-job training (OJT) are projected to be the fastest growing and have higher pay. Notably, of occupations that require OJT, median annual wages are higher for apprenticeship and longer-term training programs. The chart at right presents May 2010 median wage data from BLS Occupational Employment Statistics.¹²

In 2008, the DOL approved revisions to the federal apprenticeship regulations that offer additional flexibility, enabling a wider variety of industries and occupations to use the registered apprenticeship model.¹³ Under the revised regulations, an individual apprenticeship may be measured either through the completion of the industry standard for on-the-job learning time-based approach, the attainment of competency (competency-based approach), or a hybrid approach, blending the time-based and competency-based approaches. Program length depends on the complexity of the occupation and the type of program, ranging from one to six years with the majority being four years in length. For each year of the apprenticeship, the apprentice will receive normally 2,000 hours of OJT and a recommended minimum of 144 hours of related classroom instruction.



Advancing Texas' Action Plan

During the development of *Advancing Texas*, Council members identified the impending need for workers in middle-skill occupations as a priority issue for the workforce system. Middle-skill occupations are those that require more than a high school diploma but less than a four-year degree. One long term objective in

¹² Internship-residency includes highly paid medical practitioners as well as teaching and counseling occupations.

¹³ Title 29, CFR Part 29.

Advancing Texas focuses on registered apprenticeship as a strategy to address employer demand for skilled workers. The objective is to design, deploy, and implement a pilot program to demonstrate the flexibility of the earn while you learn model of traditional apprenticeship programs by 2012, and to expand and replicate as appropriate into new occupational areas by 2015.

The Council Chairman appointed an apprenticeship project leadership team to assist the Council. The leadership team identified and recommended projects for approval by the Council's Executive Committee, which is charged with overseeing action plan implementation. The Council worked with the DOL and pilot project staff to develop action plans with major tasks and timelines for development and implementation of the new programs. Of the six approved projects, two have been discontinued at the request of the project directors and the grant period for a third expired in July 2012.

When project selection was completed in March 2011, the leadership team's role shifted to providing support and technical assistance based on members' background and position, helping to identify funding and other resources, and monitoring progress. A quarterly reporting schedule was established, with regular reporting to the Council, the Executive Committee and the leadership team. In March, the team and Executive Committee met in a joint session and heard updates from all active projects.

Highlights for the four projects with significant activity this year are presented below:

Registered Apprenticeship Benefits

★ For employers –

- Skilled workers trained to industry/employer specifications to produce quality results
- Reduced turnover
- Pipeline for new skilled workers
- Reduced worker compensation costs due to an emphasis on safety training

★ For apprentices & journeyworkers –

- Jobs that usually pay higher wages
- Higher quality of life and skills versatility
- Portable credentials recognized nationally and often globally
- Opportunity for college credit and future degrees

★ For the nation –

- Highly skilled workforce
- Increased competitive edge in global economy
- System to contribute to and sustain economic growth
- Lessened need to import skilled workers

Source: U.S. Department of Labor.

Community Health Worker (CHW)

Key Partners:

- ▶ Texas Area Health Education Center (AHEC) Regional Operations and nine regions including Coastal (lead)
- ▶ Employers – Texas AHEC East Coastal Region, Matagorda Episcopal Health Outreach Program, South East Texas Health Access Network, National Heart, Lung and Blood Institute, Baptist Orange Hospital, and Orange County

... Texas AHEC East honored by DOL as a Registered Apprenticeship Innovator and Trailblazer for implementing a statewide CHW training and certification methodology.

Registered Apprenticeship Project Focus:

- ▶ The project team created a CHW training model for consistent, quality instruction, coupled with on-the-job learning. CHWs are frontline public health workers who serve as liaisons between underserved communities and healthcare and social service providers.
- ▶ Demand is projected to increase due to the healthcare provider shortage, as well as the need for cost containment and culturally appropriate personnel. There is the potential to increase the quality and quantity of CHWs in Texas and other states, thus playing a key role in meeting industry demand.

Stage of Development:

- ▶ Participants work in the field while in training and are classified as trainees until completing required curriculum and receiving certification. Based on Coastal Region's submission, DOL approved CHW as a recognized apprenticeable occupation in 2010.
- ▶ The hybrid model includes 2,000-2,200 hours of on-the-job learning and classroom instruction: 160 hours focusing on eight state-required core competencies and 140 hours of

differential training allowing movement into other healthcare fields or specialization (e.g., diabetes, geriatrics). College credit options are being pursued.

- ▶ One employer site has been registered with DOL and a second is in progress. Texas AHEC East also assisted multiple communities with a state grant application; Waller County received funding through Texas AHEC East Greater Houston who will be the registered employer and trainer for eight apprentices.
- ▶ On August 1, DOL held a summit to celebrate the 75th anniversary of the National Apprenticeship Act. Texas AHEC East was honored as a *Registered Apprenticeship Innovator and Trailblazer* for implementing a statewide CHW training and certification methodology.

Health Information Technology (HIT)

Key Partners:

- ▶ Dallas-Fort Worth Hospital Council Education and Research Foundation – North Texas Regional Extension Center (NTREC)
- ▶ Richland College and Texas State University (TSU)
- ▶ Employers – Vitera Healthcare Solutions, Sandlot, Private Practice Initiatives, Baylor Health Care System, Texas Health Resources and John Peter Smith Health System

... NTREC federal grant extended through 2014 to assist primary care providers to achieve “meaningful use” of electronic health records.

Registered Apprenticeship Project Focus:

- ▶ The project facilitates time-based models using DOL-approved IT classifications: Project Manager and Generalist.
- ▶ With a two-year federal grant of almost \$8.5 million, NTREC assists primary care providers to achieve “meaningful use” of electronic health records through HIT workforce development. The focus is to offset physician and provider implementation costs. Grant funds (\$175,000) will finance the apprenticeship initiative, including an investment of \$10,000 per apprentice. The federal grant was extended through 2014 for a four-year total of \$9.4 million.

Stage of Development:

- ▶ Richland College adapted the nationally developed curriculum to meet regional needs. After apprenticeship completion, participants can seek HIT certification by the American Health Information Management Association.
- ▶ The team worked with TSU to identify skill sets and implement an employer survey. A needs assessment was released in March 2012 and a long-term education plan in July 2012. They plan to review and potentially use some educational resources identified through the work with TSU that also included the creation of a program inventory that lists associate, bachelor's, graduate, and continuing education training options.
- ▶ The first apprentice was scheduled to enroll this year; however, the employer reduced staff and can no longer participate. The team is working to reengage employers and making contacts with new employers including hospitals.

Comprehensive-National Electrician Solar Training (C-NEST)

Key Partners:

- ▶ Austin Electrical Joint Apprenticeship Training Committee (AEJATC)
- ▶ Workforce Solutions – Capital Area
- ▶ ImagineSolar

... C-NEST recognized by National Governor's Association as a promising practice ... Capital Area board wins 2012 Workforce Investment Board Grand Prize.

Registered Apprenticeship Project Focus:

- ▶ The project was funded by a DOL grant of over \$4.8 million; grant ended in July. The National Governors Association recognized C-NEST as a promising practice and the local board was awarded the National Association of Workforce Boards' 2012 Workforce Investment Board Grand Prize, in part for this project.
- ▶ C-NEST demonstrates regional collaboration and partnership: facilities and training (AEJATC), solar electrical training and industry expertise (ImagineSolar), and program and fiscal agent (local board).

Stage of Development:

- ▶ A hybrid model is used to train new/current electrical workers for residential, commercial and utility-scale solar photovoltaic (PV) construction projects. Training, expanded to a five-state area, includes onsite and online components, with online mentoring.
- ▶ Over 2,000 participants enrolled in training including 340 who exited but returned for additional training. Of 1,986 total exiters, 1,219 successfully completed. As of September 30, over 46% earned credentials.
- ▶ ImagineSolar has taken the lead in providing job development services, implementing an Employer Outreach Program that utilizes LinkedIn and Facebook social media.
- ▶ Partners participated in DOL-sponsored grant implementation evaluation; site visit reports will be published later this year.

Electrical

Key Partners:

- ▶ Independent Electrical Contractors (IEC) of Texas, 12 Texas chapters and IEC Atlanta Chapter
- ▶ Tarrant County and North Central Texas workforce boards
- ▶ School districts, community and veterans organizations

... distance learning option expands training availability and has initial year one graduates in 2012.

Registered Apprenticeship Project Focus:

- ▶ IEC of Texas sponsors four-year electrical training with classroom and distance learning options for 12 IEC chapters that reach all 254 counties in Texas. The goal is to implement training strategies throughout the state that result in a ready supply of a well-trained electrical workforce.
- ▶ The project incorporates strategies approved by DOL in the revised federal regulations, such as distance learning. Chapters may select one or more of the strategies that are compatible with available resources and goals.

Stage of Development:

- ▶ The Fort Worth/Tarrant County Chapter designed the distance learning option in partnership with the IEC Atlanta Chapter, launching the new delivery mode in fall 2011. The first year completed with two graduates (50%); second-fourth year classes to be added. Chapters are marketing to current and potential members for future classes.

- ▶ The 240 hour pre-apprenticeship curriculum has been finalized and distributed. The Fort Worth chapter, Tarrant County workforce board and Naval Air Station Joint Reserve Base are working on programs for veterans. Workforce board efforts to identify funding are ongoing.
- ▶ Outreach to youth and women is conducted through secondary schools, local boards, veterans and other community organizations. Local chapters sponsor and participate in high school career fairs. The San Antonio chapter sponsored a local Skills USA competition and is pursuing additional partnerships.

Honoring the Past ... Building for the Future

On August 1, DOL and the Secretary's Advisory Committee on Apprenticeship (ACA) held a summit to celebrate the 75th anniversary of the National Apprenticeship Act. Texas AHEC East was honored as a *Registered Apprenticeship Innovator and Trailblazer* for implementing a statewide CHW training and certification methodology, one of 71 projects from across the U.S. recognized at the event.

Apprenticeship continues to thrive in traditional fields such as construction and manufacturing, while expanding in new and evolving areas such as the Texas efforts in community health, HIT and solar technologies.

Participants can learn valuable skills while earning a wage, and a Mathematica Policy Research study released during the summit found that those who complete a registered apprenticeship program earn over \$240,000 dollars more over the course of their lifetime. Of note, non-completing participants earn almost \$100,000 more.

"Today, the Registered Apprenticeship system embodies the dynamism of the 21st century by expanding into new fields like healthcare ... continuing to create innovative programs to meet the demands of employers competing in an increasingly global economy."

*- Barack Obama, President of the United States
DOL Summit – 75th Anniversary of the National
Apprenticeship Act (2012)*

To help grow programs and expand the network of apprenticeship/college partnerships, DOL announced the organization of the Registered Apprenticeship-Community College Consortium (RACC). In 2011, an ad hoc workgroup was convened to increase articulation agreements among postsecondary education institutions and registered apprenticeship program sponsors. At the September 2011 ACA meeting, a proposal was adopted unanimously to form the RACC, with RACC members agreeing to accept the registered apprenticeship completion certificate at the value assigned by a recognized third party evaluator for college credit, for purposes of facilitating the transfer of credit between consortium member colleges.

A web database is under development, with plans to expand and modify the *Pathways to Success* site that is currently housed on workforce3one.org. As of August 2012, the site listed articulation agreements with 1,660 colleges and registered apprenticeship programs as well as information on pre-apprenticeship programs nationwide.

Efforts such as this nationally driven consortium, state-level pilots and innovative local partnerships will increase awareness of apprenticeship as a viable, future-oriented training option. The continued evolution of this key form of industry-based education and training is vital for established programs and those being developed for emerging occupations in order to enlarge the pool of individuals with high demand skills and competencies.

ADULT EDUCATION AND LITERACY

Mandate and Background

Under Texas Government Code (TGC) §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 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 focuses on individuals with low literacy skills who can be assisted through targeted literacy programs to gain or maintain employment.

In 2010, the first year of the implementation of *Advancing Texas*, the Council published three reports on adult education. *A Primer on Adult Education in Texas (Primer)* provided information about current adult education in Texas by detailing 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. The Council worked with the Office of the State Demographer to publish the *Primer's* first companion paper, *Identifying the Current and Future Population in Need of Adult Education*, to provide a detailed demographic analysis. The second companion paper, *Adult Education Providers: Instructional Approaches and Service Delivery Methods*, presented comparative information about the instructional approaches and service delivery methods used by the different types of adult education providers in Texas.

In 2011, the Council continued to publish adult education research. In the third companion paper to the *Primer*, *Adult Education Regions and Local Collaboration*, the boundaries for the allocation of adult education funds are explored and possible entities such as local workforce boards, regional and local P-16 councils, GREAT (Getting Results Educating Adults in Texas) centers, and regional education service centers are considered in promoting the coordination of adult education services. Additionally, the Council supported the work of the Texas Interagency Literacy Council created by House Bill 4328 (81st Legislature) by presenting the findings from adult education research and reports for inclusion into the Texas Interagency Literacy Council's comprehensive statewide action plan for the improvement of literacy.

Key Outcomes

In 2012, the Council supported the implementation of the two adult education objectives in *Advancing Texas* and the work of the Texas Interagency Literacy Council through several activities:

- ▶ *Agency Strategic Plan Alignment* – TGC §2308.104 specifies that the Council will develop a single strategic plan for the workforce system that includes goals, objectives, and performance measures. TGC §2308.104 also states that the agencies administering a workforce program will use the system strategic plan in developing their operational plans. Council staff reviewed the alignment between the workforce system strategic plan and the strategic plans of partner agencies in the summer of 2012 and reported the results to the Council in September 2012. The three agencies (TEA, THECB, and TWC) accountable for the adult education English language and workforce skills training objective and the two agencies (TEA and TWC) accountable for the workplace literacy for adults with low literacy objective detailed the key actions and strategies that they will undertake and the anticipated outcomes to be achieved.
- ▶ *Adult Education Research* – In June 2012, the Council published a comprehensive research report regarding adult education and literacy providers in Texas, *Results of the 2012 Research and Survey of Adult Education Providers in Texas (Research and Survey)*. This research project addresses an observation first presented in the second companion paper to the *Primer* stating that much is still unknown about who is providing adult education, to what degree, and to what outcomes. *Research and Survey* focuses on the development of a comprehensive list of adult education/literacy providers in Texas, the creation and administration of the adult education provider survey, the estimation of the delivery of programs to address the statewide need for adult education, and the estimation of demand for services.

In order to create a comprehensive list of adult education providers, the numerous adult education provider registries maintained by numerous literacy coalitions and councils throughout the state were identified and combined. Samples from the combined registry were then surveyed to identify any additional providers who were not listed in the registries. The provider information was reconciled and verified to ensure that multiple entries did not exist for the same provider and combined into a comprehensive list. Following the development of this comprehensive list, providers on the list were surveyed to gather additional information.

A task group was convened to develop the adult education and literacy provider survey. Before administering the survey, the Council sent letters to the literacy coalitions and councils that maintained provider directories informing them of the survey and asking them to encourage their providers to participate. The adult education providers in the comprehensive list were sent similar letters stressing the importance of the research and encouraging their participation. The response rate for the survey was 50 percent. Because of the high provider response rate, the survey's confidence interval for the complete sample was 3.83 percent, with a 95 percent confidence level.

The average provider characteristics identified by the survey were utilized to estimate the statewide number of adult education students who received services in 2011. The information contained in the comprehensive provider list was combined with the survey responses for each provider. The two groups of providers (TEA funded providers and providers not receiving TEA funding) were separated and analyzed independently to account for differences between the groups. Missing responses were replaced by the group specific mean values for the providers who did not answer the survey. Finally, all of the actual and imputed responses were totaled to estimate the statewide number of adult education students served in 2011. In the final section of the report, the numbers of students meeting the eligibility for adult education services under the federal definition in previously excluded programs (e.g., developmental education, Windham School District classes, "other" adult education programs) were also considered in order to provide a more comprehensive picture of the total effort toward adult education in Texas.

Next Steps

The Council, its member agencies and the Texas Interagency Literacy Council all have unique contributions to make as partners in the development and implementation of joint initiatives, the sharing of resources, and the development of strategies to promote collaboration. The Council will continue to monitor and report on adult education-related activities of partner agencies. Additionally, the Council will

continue to work with the Texas Interagency Literacy Council to assist it in fulfilling its mandated duties, including identifying the barriers to improving literacy and the evidence-based best practices for improving literacy.

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 and approved by the Governor.

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 objectives 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 (HHSC-DARS)
- ▶ Texas Department of Criminal Justice – Windham School District (TDCJ-Windham)
- ▶ Texas Education Agency (TEA)
- ▶ Texas Higher Education Coordinating Board (THECB)
- ▶ Texas Juvenile Justice Department (TJJJD)
- ▶ Texas Veterans Commission (TVC)
- ▶ Texas Workforce Commission (TWC)

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 documenting and submitting the requested information. 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* objectives for which one or more partner agencies are responsible. For each applicable objective, agencies were asked to outline key actions, strategies and anticipated outcomes for the strategic plan period. The level of detail provided by the agencies varied; however, all outlined the key actions, strategies, and the anticipated outcomes to be achieved during the plan period and addressed all of their required objectives. Review results are presented in Table 1. Complete LTO language and agency actions taken this year are presented in the **System Accomplishments** section.

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

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

- **Formal Measures** – As previously noted, formal performance measures were negotiated with agencies and subsequently approved by the Governor for reporting to the Council each year. 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 – 2013-2017: 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		Yes
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
Secondary Academic Corrections	TJJD	Yes			Yes
Secondary Technical Corrections	TJJD	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

- ▶ *Coordination and Collaboration Efforts* – Finally, agencies were required to describe activities and programs they are implementing, or plan to implement, to coordinate and collaborate with other workforce system partners as related to workforce programs, services and initiatives designed to address the critical business issues outlined in *Advancing Texas*. Responses were to include a narrative description with specific examples of applicable strategies such as joint planning and implementation of projects, data sharing initiatives, or memoranda of understanding. All agencies addressed this request in their plans. Some examples focused on work related to *Advancing Texas*' objectives while some addressed other projects:
 - *TEA* – TEA was awarded a grant from the U.S. Department of Education Office of Vocational and Adult Education (ED-OVAE) to participate in a national pilot of Policy to Performance. The Texas team consists of staff representatives from TEA, THECB and TWC. The pilot includes the commitment to work jointly to develop, adopt, and implement state policy through the stakeholder agencies that will enhance transitions of adult students through programs implemented by all three agencies. The end result will be establishment of a seamless, coordinated education system that wholly integrates basic skills and workforce training to support Texas business and industry for a vibrant, economically competitive, and educated workforce.
 - *THECB* – THECB and TWC are collaborating to create a link between education/training and workforce, by connecting the demands in the labor market with educational credentials awarded by institutions in Texas. TWC provides the forecast of the job openings by occupation, level of education, and/or region, using the Standard Occupational Classification (SOC) system. THECB provides the data regarding number of graduates from both two- and four-year institutions, based on the Classification of Instructional Programs (CIP). As THECB has access to TEA data, students can be followed through the high school, postsecondary education, and workforce pipeline using Social Security Numbers as the common identifier. The CIP-to-SOC crosswalk table provided to the states by ED-OVAE links education majors with potential occupations for employment. The results of this match will be made available through a system developed by the two agencies. Input from institutional researchers at secondary and postsecondary institutions as well as career center professionals at public and independent institutions will be used to improve the report and the reporting schedule.
 - *TWC* – The College Credit for Heroes Initiative is a fiscal year 2011-2012 developmental pilot project aligned with Senate Bill 1736 (82nd Legislature). Its purpose is to facilitate the recognition of U.S. veterans and military members' military training and experience by Texas' higher education institutions, resulting in college credit awarded for the training and experience. Seven Texas community colleges are participating in this initiative.

CONCLUDING COMMENTS

This report is the third evaluation for the six-year strategic plan, *Advancing Texas*. This year, progress was made in many areas due to the efforts of partner agencies, the Council and its System Integration Technical Advisory Committee (SITAC). SITAC plays a vital leadership role as partner representatives work individually and collectively to increase collaborative efforts on ongoing projects and new initiatives.

Data reported for all Formal measures have now shown the effects of the economic recession and ongoing recovery. This was true to some degree in *Evaluation 2009* for the Customers Served measure, and began to be evidenced in 2010 for the Entered Employment and Employment Retention measures due to the delay in receiving and analyzing unemployment insurance wage records for measuring performance.

The system served fewer individuals in 2011 and this year, largely due to the phasing out of federal recovery relief funding and improved economic conditions. In addition, funding levels were decreased for several programs. The percentage of participants entering and retaining employment increased and the attainment of educational outcomes continued to rise.

This year, pilots that address critical areas such as apprenticeship training, as well as programs designed to meet the needs of English language learners and those with low literacy levels, began or continued their implementation phases. Performance measures and definitions were developed and initial reporting is underway.

The year brought significant changes to the state's workforce system, including:

- ▶ *System Partners* – Senate Bill 653 (82nd Legislature) abolished a system partner agency, the Texas Youth Commission (TYC). Effective December 1, 2011, TYC duties were assigned to the newly created Texas Juvenile Justice Department and to the functions of the independent ombudsman that serves the department.
- ▶ *Federal Funding* – Available federal funds received under the American Recovery and Reinvestment Act of 2009 and other one-time supplemental appropriations continued to phase out. In addition, Tech Prep education state grants were defunded in federal fiscal year (FFY) 2011. Data tracking continues and this year 194,671 students were enrolled in this comprehensive, articulated program that offers the opportunity to study in a career program in high school and either gain credit or experience, which will assist them in their transition to higher education.
- ▶ *State Funding* – At the state level, Project RIO was not funded for the FY 2012-13 biennium. Previously operated by the Texas Department of Criminal Justice, the Texas Workforce Commission and TYC, Project RIO provided the link between pre- and post-release education, training, and employment. While the loss of funding eliminated Project RIO-specific services, ex-offenders continue to be served as universal customers and, if appropriate, enrolled in SNAP E&T, WIA I-funded or other applicable programs. In addition, state funding was reduced for secondary and postsecondary education programs provided to offenders through the Windham School District.

This year, the Council formally recognized Blinn College and Lone Star College System for their strategies used to determine employer satisfaction and to use that information in institutional planning processes to improve program delivery. Efforts will continue to identify and document best practices from pilots and ongoing programs. Sharing and possible replication of promising practices should result in opportunities for institutions to improve participant training and services, as well as employer satisfaction.

In the coming year, work will continue to improve the perception and awareness of career technical education (CTE) programs. A model informational guide is being developed for distribution to schools throughout Texas.

Timely, effective service delivery remains critical as the state's economic recovery progresses. System partners must continue to adapt to these and other changes. The first review and update to *Advancing Texas* was completed in 2012. All action plans and agency projects associated with Employer Needs/Satisfaction and Use of Employment Data for Program Improvement were reviewed with the applicable system partner(s), with two projects being completed and closed.

The *2012 Update* to *Advancing Texas* was approved by the Council in March and signed by the Governor on May 24, 2012. The update now serves as the foundation of system partner actions and will continue to guide implementation of *Advancing Texas*. Work underway and planned by partners should facilitate essential program and process changes, as well as implementation of new strategies designed to ensure the availability of a skilled workforce for Texas' changing economy.

DATA ADDENDUM TO EVALUATION 2011

This year, three agencies identified the need to submit corrected data for the prior reporting cycle(s): Texas Juvenile Justice Department (TJJD), Texas Veterans Commission (TVC) and Texas Workforce Commission (TWC). Percentage point differences published in the **Report Card Series** for Change 2011-2012 and all report narrative reflect the revised data submitted by the agencies.

Texas Juvenile Justice Department Revised Data

TJJD reported that there were significant changes to the methodology for one measure. The agency submitted revised data for the 2010 and 2011 reporting cycles; however, comparable revised data were not available for the 2009 baseline year. Revised 2011 data were submitted for another measure to correct a programming error.

Revised Formal measure data for the *Evaluation 2010* reporting cycle:

Program	Education Achieved	Rate
Secondary Technical Corrections	413	14.21%

Revised Formal measures data for the *Evaluation 2011* reporting cycle:

Program	Education Achieved	Rate
Secondary Academic Corrections	496	38.72%
Secondary Technical Corrections	193	14.89%

Texas Veterans Commission Revised Data

TVC reported that revisions were due to data updates following further data entry by local workforce boards and/or clarifications in federal/state reporting specifications.

Revised Formal measure data for the *Evaluation 2011* reporting cycle:

Program	Number Employed	Rate	Retained Employment	Rate	Number Served
Veterans E&T	37,685	64.62%	36,651	82.21%	68,152

Texas Workforce Commission Revised Data

TWC reported that revisions were due to data updates following further data entry by local boards and/or clarifications in federal/state reporting specifications.

Revised Formal measures data for the *Evaluation 2011* reporting cycle:

Program	Education Achieved	Rate	Number Employed	Rate	Retained Employment	Rate	Number Served
Adults WIA I	5,417	92.57%	11,955	75.45%	12,323	83.22%	21,335
Dislocated WIA I	3,388	92.19%	7,246	78.45%	-	-	13,867
Employment Services	-	-	1,008,903	66.95%	854,789	80.51%	1,650,733
Project RIO	-	-	25,226	53.21%	13,119	63.02%	-
SCSEP	-	-	200	40.08%	-	-	1,309
Self-Sufficiency	-	-	121	73.33%	212	77.37%	-
Skills Development	-	-	1,408	96.44%	25,838	95.81%	32,991
SNAP E&T	-	-	18,039	83.21%	-	-	53,542
TANF Choices	-	-	21,023	78.11%	11,525	78.58%	47,816
Trade Adjustment	-	-	2,025	74.70%	2,030	91.28%	5,173
Youth WIA I	3,071	62.90%	5,272	69.86%	5,024	59.77%	11,698

Revised data for the *Evaluation 2011* reporting cycle were also submitted for Employer Customers Served (162,469).

Texas Workforce Investment Council

System Partners

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

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

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