

## Texas Workforce Investment Council Requirements

### Local Workforce Development Board Strategic Planning

The Texas Workforce Investment Council (TWIC) is charged under Texas Government Code §§2308.101(5), 2308.302(a), and 2308.304(a)(b)(4) and the Workforce Innovation and Opportunity Act of 2014 (WIOA) (Public Law 113–128) with recommending the plans of Local Workforce Development Boards (Boards) to the governor for final approval. TWIC reviews each Board Plan to ensure that local goals and objectives are consistent with the statewide goals and objectives in the system strategic plan, *The Texas Workforce System Strategic Plan FY 2016–FY 2023*, which can be found at [www.gov.texas.gov/files/twic/Texas\\_Workforce\\_System\\_Strategic\\_Plan\\_\(FY2016-FY2023\).pdf/](http://www.gov.texas.gov/files/twic/Texas_Workforce_System_Strategic_Plan_(FY2016-FY2023).pdf/).

Additionally, state law charges TWIC with reporting annually to the governor and to the Texas Legislature on the implementation of the system strategic plan and monitoring the operation of the state’s workforce system to assess the degree to which the system is effective in achieving state and local goals and objectives. Therefore, TWIC also reviews Board Plans and plan modifications to determine each Board’s progress in implementing strategies that align with the strategic plan for the Texas workforce system.

A summary of Boards’ responses and strategies is provided to TWIC before TWIC considers the plans for approval and recommendation to the governor. Boards’ responses to the following planning elements are reviewed by TWIC for alignment with the strategic plan for the Texas Workforce system and are the basis for recommending approval.

### Workforce Solutions Deep East Texas

#### Part 1—Demonstrating Alignment with Texas’ Strategic Plan for the Workforce System

The four sections below list and describe the four system goals from *The Texas Workforce System Strategic Plan FY 2016–FY 2023* that identify critical, high-priority system issues. For each goal, provide a detailed description of one significant board strategy or initiative that both fulfills the intent of the goal and that could be considered a best or promising practice. Also, include the anticipated quantitative outcomes to be achieved as a result of implementation.

#### System Goal and Rationale

##### Focus on Employers:

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

**System Goal and Rationale****Board Strategy or Initiative and Quantitative Outcomes**

Regional analysis to identify key industry sectors and target occupations is a starting point for education and training providers to design career and technical education that is aligned with key industry needs. This data can be validated through resulting employment and retention data. Education and workforce can then plan to continue validation of the skills taught to students and make continuous improvement.

This can meet the short term needs of employers, Meeting the future needs of industry will require that workforce and education continue to reach out to employers to validate their needs, as well as outreaching both students and workers in need of retraining to educate them as to the benefits of training in the target occupations, and helping to remove any barriers that they may have to complete the training. Quantitative outcomes for this goal could be measured in the number of completers in target occupations and/or new course offerings for target occupations by local training providers.

**System Goal and Rationale****Engage in Partnerships:**

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

**Board Strategy or Initiative and Quantitative Outcomes**

The Board partners with numerous organizations to provide a full array of services for students and job seekers and continues to strengthen collaborations with other organizations to promote success for students and job seekers. The Board does this by assessing customers during intake and participation in various programs and providing referrals to relevant organizations. The Board is also strengthening partnerships with Adult Education through the integration process, including joint meetings with front-line staff to help staff understand the other organizations offerings and jargon. Further integration efforts with Vocational Rehabilitation will include co-location and joint meetings to benefit participants.

**System Goal and Rationale**

Quantitative outcomes could be measured by successful program outcomes across the system.

**System Goal and Rationale****Align System Elements:**

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

**Board Strategy or Initiative and Quantitative Outcomes**

The Board's strategy to work with other entities to achieve its vision and goals is to ensure personal contact with other entities involved in workforce development to form effective partnerships. This is done through community involvement, joint projects, memorandums of understanding and other avenues. This method is productive in our rural environment, as evidenced by the collaboration shown by people in all walks of life in the twelve county area as they worked together on the "Stronger Economies Together" project under the regional Texas Forest Country Partnership. By working this way, workforce can better understand the offerings of other organizations to avoid duplication of services and more importantly to expand the depth of services that can be offered to job seekers and employers.

Quantitative outcomes could be measured by the number of partnerships and/or successful program outcomes.

**Initiative and Quantitative Outcomes****Improve and Integrate Programs:**

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

**Board Strategy or Initiative and Quantitative Outcomes**

The Board will use the model developed for the AEL integration to accelerate employment and improve efficiencies through shared resources. This strategy involves area management meetings to understand at a macro and micro level the services offered by the other organization, learn the jargon, understand the requirements, and how to access services offered by each organization. This information is then shared with mid-management and joint meetings are held with front line staff to help them fully understand the operations of the other organization. The face-to-face meetings also work well to ensure that all staff know

**System Goal and Rationale**

who their contacts are and how to reach them. Quantitative outcomes could be measured by the number of partnerships and/or successful program outcomes.

**Part 2—Identifying Industries of Significance to the Regional Economy**

Texas has continued to exhibit economic success over the past decade, and local Workforce Boards have contributed to regional economic success through the establishment of industry sector or cluster strategies in partnership with employers. These strategies help to drive job creation and stimulate economic growth by providing job candidates with the skills and knowledge that employers require to be competitive. Texas’ targeted industry cluster initiative supported this work. WIOA continues that support by encouraging sector partnerships and strategies to ensure that the skills of the workforce meet the needs of local industries. The questions below focus on industry clusters and sectors within the region.

**Describe the top three industry clusters/sectors and occupations.**

1. Identify the three key industry clusters or sectors within your local workforce development area and provide an explanation as to why those clusters or sectors are important to your region and the regional economy. Please indicate for each whether it is an industry cluster or sector.

**Board response:**

The top three industry sectors are Health Care and Social Assistance, Manufacturing, and Transportation and Warehousing. This industry sector employ the largest number of workers and are also economic drivers, as indicated in the Regional Analysis in the Strategic Plan.

2. For each cluster or sector identified in Question 1, identify the top five occupations for which employer-demand exceeds the number of available workforce or education-program graduates or skilled applicants. Provide labor-market-information data, including the number of jobs, wages, the education required, and projected growth.

**Board response:**

Health Care and Social Assistance

Occ Code	Occupational Title	Avg Employ		# Chg 2014-2024	%Growth 2014-2024	Hrly Wage 2015	Typical Education Needed for Entry into Occupation
		2014	2024				
39-9021	Personal Care Aides	3,360	4,490	1,130	33.6%	\$8.30	No formal educational credential

29-1141	Registered Nurses	1,980	2,510	530	26.8%	\$28.67	Bachelor's degree
31-1014	Nursing Assistants	1,470	1,790	320	21.8%	\$10.00	Postsecondary non-degree award
29-2061	Licensed Practical&Licensed Vocational Nurses	1,290	1,540	250	19.4%	\$19.54	Postsecondary non-degree award
43-6013	Medical Secretaries	760	940	180	23.7%	\$13.08	High school diploma or equivalent

### Manufacturing

Occ Code	Occupational Title	Avg Employ		# Chg 2014-2024	%Growth 2014-2024	Hrly Wage 2014	Typical Education Needed for Entry into Occupation
		2014	2024				
51-7041	Sawing Machine Setters, Operators&Tenders, Wood	710	770	60	8.5%	\$11.09	High school diploma or equivalent
51-1011	First-Line Supervisors of Production&Operating Wkrs	580	620	40	6.9%	\$27.76	High school diploma or equivalent
51-2092	Team Assemblers	420	470	50	11.9%	\$11.38	High school diploma or equivalent
53-7062	Laborers & Freight, Stock, & Material Movers, Hand	1,520	1,680	160	10.5%	\$11.40	No formal educational credential
51-4121	Welders, Cutters, Solderers, & Brazers	660	710	50	7.6%	\$21.79	High school diploma or equivalent

### Transportation and Warehousing.

Occ Code	Occupational Title	Avg Employ		# Chg 2014-2024	% Growth 2014-2024	Hrly Wage 2014	Typical Education Needed for into Occupation
		2014	2024				
53-3032	Heavy & Tractor-Trailer Truck Drivers	2,840	3,240	400	14.1%	\$18.95	Postsecondary non-degree award
43-5052	Postal Service Mail Carriers	370	390	20	5.4%	\$23.86	High school diploma or equivalent
53-3033	Light Truck or Delivery Services Drivers	570	650	80	14.0%	\$14.58	High school diploma or equivalent
43-5051	Postal Service Clerks	110	120	10	9.1%	\$23.12	High school diploma or equivalent
53-7062	Laborers & Freight, Stock&Material Movers, Hand	1,520	1,680	160	10.5%	\$11.40	No formal educational credential

- Identify the planned strategies to address the worker shortages in the occupations identified in Statement 2.

#### Board response:

The Board's planned strategy is to continue to share information with students and workers regarding labor shortages. For those occupations which require basic skills, the Board has developed a soft skills class and will refer unskilled labor to that with a resulting referral to the company. Additionally, career pathways may result in some of those referrals opting to pursue additional education for jobs along those paths. For those jobs needed skills training, the board will continue to promote training. When funds are available, students and/or workers pursuing training will be sponsored with workforce funds.