

# Evaluation 2015

## Summative Report on the Accomplishments and Outcomes of the Texas Workforce System FY2010–2015

The Texas Workforce Investment Council (Council) was created in 1993 by the 73<sup>rd</sup> Texas Legislature. As an advisory body to the Governor and the legislature, the Council is charged with promoting the development of a well-educated and highly skilled workforce for Texas, and assisting with strategic planning for and evaluation of the state's workforce development 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 final evaluation report for the fiscal years (FY) 2010–15 system strategic plan period.

Texas' workforce system comprises 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 a wide range of programs and services that focus on education, workforce education, and workforce training.

This is a vital role given how critical the number, skills, and education levels of workers are to the continued strength of the state's economy. Texas fared better than most states during the recession, and earned national acclaim for job growth after the recovery began in mid-2009.<sup>7</sup>

Systemic changes, by nature, are difficult given the different federal and state legislative and regulatory requirements associated with the myriad of funding sources available to system partners. Of note, key structural changes occurred over the six-year plan period:

- ▶ *Juvenile Justice* – Senate Bill (SB) 653 (82<sup>nd</sup> 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.
- ▶ *Adult Education* – As required by SB 307 (83<sup>rd</sup> Legislature), administrative responsibility for adult education and literacy programs transferred from the Texas Education Agency to the Texas Workforce Commission (TWC). The program was transferred on September 1, 2013.

### Texas Economy Highlights

- ★ *The Texas seasonally adjusted unemployment rate fell to 4.1% in August 2015, the lowest rate of unemployment since January of 2001. The Texas rate continued to trend below the national rate of 5.1%. The state gained 217,700 nonagricultural jobs over the past year.<sup>1</sup>*
- ★ *Texas is home to 107 Fortune 1000 companies—more than any other state—and ranked second with 54 in the Fortune 500, according to Fortune Magazine's 2015 rankings.<sup>2</sup>*
- ★ *For the eleventh year in a row, Texas topped the 2015 'Best & Worst States for Business' ranking by CEOs.<sup>3</sup>*
- ★ *Texas earned the 2014 Governor's Cup—its third consecutive—recognizing the top performing state for capital investment attraction, based on total project activity.<sup>4</sup>*
- ★ *Texas claimed the top spot on the 'Best States to Make a Living 2015', scoring well across the board on a variety of employment conditions that contribute to a healthy economy.<sup>5</sup>*
- ★ *In 2015, small business owners gave Texas the highest rating (A+) for friendliness to small business for the fourth consecutive year.<sup>6</sup>*

<sup>1</sup> TWC press release (September 18, 2015).

<sup>2</sup> <http://fortune.com/> and [www.geolounge.com/](http://www.geolounge.com/).

<sup>3</sup> <http://chiefexecutive.net/> (May 7, 2015).

<sup>4</sup> [www.siteselection.com/](http://www.siteselection.com/) (March 2015).

<sup>5</sup> [www.money-rates.com/](http://www.money-rates.com/) (June 23, 2015).

<sup>6</sup> [www.forbes.com/](http://www.forbes.com/) (August 18, 2015) and [www.thumbtack.com/survey/](http://www.thumbtack.com/survey/).

<sup>7</sup> <http://businessclimate.com/> (April 26, 2012).

- ▶ *Postsecondary CTC Corrections* – As required by SB 1 (83<sup>rd</sup> Legislature), administrative responsibility for postsecondary education programs transferred from the Windham School District to the Texas Department of Criminal Justice’s Rehabilitation Programs Division, effective September 1, 2013.

## **Advancing Texas and Evaluation 2015**

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. Building on the systems approach to workforce planning first incorporated into the previous system strategic plan—*Destination 2010—Advancing Texas* served as the blueprint for Texas’ workforce system over the last six years.

In accordance with Texas Government Code, Section 2308.104, the plan established a framework for budgeting and operation of the state’s workforce system. It was reviewed and updated in 2012 to indicate accomplishments and milestones achieved, as well as other applicable changes to the action plans.

The Council’s *Evaluation 2015* report is the summative evaluation of the *Advancing Texas* strategic plan period. As such, it includes analysis of system performance based on the Formal and Less Formal measures approved by the Governor, as well as local workforce board and adult education activities, welfare-to-work initiatives, and partner progress in implementing the plan’s objectives. Final versions of all 14 action plans are included in Appendix 1.

## **System Integration Technical Advisory Committee**

Formed in late 2003 under the previous system strategic plan, the Council’s System Integration Technical Advisory Committee (SITAC) continued to work collaboratively to address critical workforce issues that face Texas. SITAC was charged with implementation of *Destination 2010* and *Advancing Texas* and authorized to create and deploy cross-agency teams to attain integrated solutions to issues associated with implementation of each plan’s long term objectives.

Working within their own organizations and with other system partners, current and past SITAC members worked to strengthen system alignment and played a major role in the accomplishments realized over the last twelve years. Through increased collaboration, system partners leveraged opportunities in order to accomplish the majority of both plans’ objectives and continued to build relationships and processes that will ensure additional progress in the future. Under *Advancing Texas*, progress was made in many areas, including:

- ▶ career and technical education,
- ▶ dual credit offerings,
- ▶ adult education programs for those with low literacy or English language skills,
- ▶ employer use of and satisfaction with system products and services, and
- ▶ the use of employment data for program improvement.

## **Addressing Critical Business Issues**

Critical business issues are those with system-wide challenges that are expected to have a direct impact on achievement of strategic goals and key performance measures. Eight critical business issues—with 13 associated critical success factors and 14 long term objectives—were addressed during the six-year plan period. Those critical issues were grouped into three key performance areas: Systems, Operations, Competencies, and Integration; Customer Outcomes; and Programs, Products, and Services.

Significant progress was made with regard to the issues identified during development of *Advancing Texas*.

**... integrated academic and career and technical education options**

Collaboration between workforce and education continued to increase over the plan period. System partners worked together and independently to offer programs and services that were both more effective and available on a more timely basis. Strides were made to improve and expand career pathways for current and future workers through dual credit offerings, Early College High Schools, and initiatives such as Accelerate Texas that integrates basic skills with career and technical pathways to help adult students acquire skills and certificates in high-demand occupations.

**... target populations as employment assets**

*Advancing Texas* identified veterans and individuals with disabilities as populations that must be considered in the pool of potential employees required by employers. In general, employment and retention outcomes exceeded targets following the economic recovery.

Partner agencies collaborated to develop new and enhance existing methods, programs, and processes for programs targeted at the English language learner and workforce literacy over-age-17 populations. Elements of the pilot models have been incorporated in ongoing service delivery requirements for career pathway programs.

**... data support planning and economic growth**

When developing new or expanding programs for in-demand middle-skills occupations, community and technical colleges consider program delivery methodologies and structures to increase both effectiveness and cost efficiency. The availability of improved supply/demand data, as well as the increased identification and sharing of best practices supported continuous improvement.

Planned development of a new, publicly accessible Texas supply and demand analysis internet portal will further improve the quality and availability of workforce data—benefiting workforce system partners, employers, and consumers.

**... more workers with essential middle skills**

The Council provided leadership on two plan objectives to address employer demand for skilled workers, working with system partners and stakeholders to increase awareness of career and technical education as a desirable career option and also to expand the earn-while-you-learn model of registered apprenticeship.

Several registered apprenticeship projects were studied, with a focus on those developing a new program in a target occupation or modifying an existing program by incorporating the increased flexibility afforded by revised federal regulations, such as offering training through distance learning.

**... relevant local and regional workforce programs and services**

Local workforce boards provided programs and services to Texas' employers and job seekers, including target populations identified in *Advancing Texas*—veterans, individuals with low literacy or poor English language proficiency, and blind or disabled Texans. Boards increasingly collaborate locally and regionally by working with other boards and system stakeholders, leveraging resources, and ensuring that services are delivered efficiently and effectively to job seekers and employers across workforce areas.

**... increased employer confidence in system products and services**

Employer confidence in system products and services increased over the life of the plan. Building on work started under the previous system strategic plan, partner agencies used employer survey and performance data to identify training and service needs and to identify modifications to current programs and services to better suit workforce requirements. In addition, data supported measurement of employer satisfaction and provided a resource for agency strategic plan development, grant applications, and in preparation for future legislative sessions.

## **Texas Workforce System – Performance Trend Data 2004–2015**

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.<sup>8</sup> In the Council's annual evaluation report, workforce system performance is presented in a series of five report cards that contain data reported by partner agencies for the Formal and Less Formal measures approved by the Governor. Aggregate data are presented on the four Formal measures report cards and on the System report card.

### **Workforce System Formal Measures**

System measures are outcome oriented. They establish responsibility for end outcomes or outputs that are central to the system's success. These 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 remained 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.

### **The Report Card Series: Data Treatment and Limitations**

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. The total should be viewed only as a good approximation of overall system performance.

The Council believes that the report card series is a useful tool to illustrate 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 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-

<sup>8</sup> Texas Government Code, Section 2308.104.

level data, adjustments are calculated at the System level, with unduplicated data footnoted as applicable.

- ▶ *Program-Level Reporting* – As required by statute, data are presented by program rather than by agency. 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 descriptive information on 19 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.
- ▶ *Agency Negotiation* – During 2004 data definition and methodology negotiations, the Council requested that where federal common definitions were relevant, those definitions and program periods be used. 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*, the negotiations resulted in some definitions and program periods that differed slightly from those used during the previous strategic plan period. Occasionally, the methodology for a given program/measure may be modified during a strategic plan period (e.g., technological improvement or correction, legislative or regulatory requirement). Where possible, the agency provided revised prior year data, with exceptions footnoted in the evaluation report.
- ▶ *Unduplicated Data* – In most cases, data are unduplicated and conform to reporting definitions and methodologies agreed to by partner agencies. However, in some instances duplicate data are included in a report card. 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 measures report card (e.g., Postsecondary CTC Corrections: Educational Achievement and Customers Served). Programs of the TWC include duplicate data when a participant is enrolled in more than one program or service. The TWC does not adjust these duplicates at the program level, but does adjust them at the aggregate level for each Formal measure.

The System report card presents aggregate performance for the four Formal measures. Each is footnoted to show the rate or count, where necessary, adjusted to exclude duplicate TWC customers. The adjustment also takes into account Veterans Employment and Training customers, typically served through local workforce centers. Adjusted rates are typically less than one percentage point difference. For example, in 2015 the aggregate Employment Retention rate was 84.02% compared to 84.03% adjusted.

- ▶ *Data Revisions* – Each year, one or more partner agencies typically identify the need to submit corrected data for prior reporting cycle(s). Percentage point differences published in the report card series and all report narrative reflect the revised data, which are published in the **Data Addendum**.

### ***Program Levers – Contributions to Trend Line Changes***

As required by statute, the annual evaluation report presents data by program rather than by agency. It includes information on performance levels that vary significantly (+/-5%) from the prior year. Conversely, the longitudinal trend lines present a summary-level view of system performance based on data from up to 24 programs and services focused on education, workforce education, and workforce training for three participant groups: adults, adults with barriers, and youth. The 24 programs included in the report card series, along with the short titles used in the Council's annual evaluation report, are listed in the main report and in Appendix 3, which also includes more detailed information on program levers.

This overview provides general observations about the **Formal Measures: 2004–2015** chart (page vii), focusing on key changes (and year first reported) occurring over the 12-year period. It is based on

information and data reported by partner agencies for the Council's annual evaluation reports in the referenced years.

Typically defined and treated as a lag measure, 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. This measure indicates the total number of individuals served by all system programs and services, and fluctuates based on factors such as the state of the economy and available funding for each program. Educational Achievement, Entered Employment, and Employment Retention are rate, or outcome, measures and the percentages reported for these measures are the weighted aggregate of multiple workforce programs. At the program level, these measures generally remain fairly consistent over time and are comparable within a reporting year and across reporting years.

### **Summary**

The recession and ensuing recovery were a major contributing factor to trend shifts over the 12-year period. As noted in *Evaluation 2013*, data reported for all Formal measures had shown the effects during and since recovery from the economic recession. This was true to some degree in *Evaluation 2009* for Customers Served, and began to be evidenced in 2010 for the employment-related measures due to delay in receiving and analyzing unemployment insurance wage records for measuring performance.

While minor changes occur across programs and over time, other key changes that affected the trend lines include federal or state legislation and policy changes, as well as significant increases or decreases in federal or state funding levels, including funding under the American Recovery and Reinvestment Act of 2009 (ARRA) (Public Law 111–5). Customers Served, as the most volatile trend line, clearly shows customer growth during the recession and a slow decline thereafter. During the recession, more Texans needed workforce programs and services, just as more students accessed higher education. These situations, combined with the influx of ARRA funding, created a significant increase in demand for services available through Texas' workforce system.

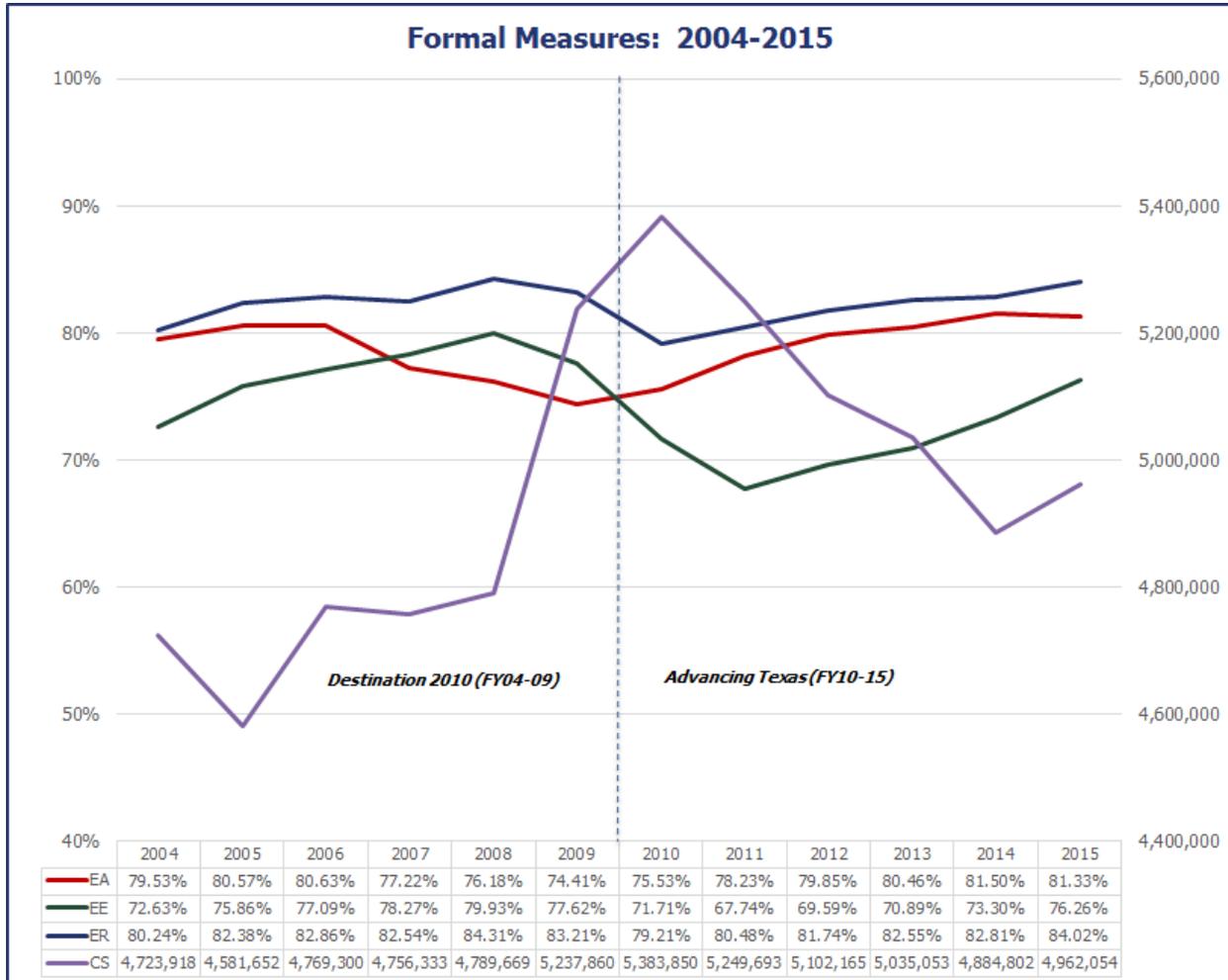
The longitudinal trend lines for Educational Achievement, Entered Employment, and Employment Retention demonstrate consistent performance across time. The recessionary period is evident in data reported by agencies from 2009 through 2011. Despite the fact that Texas fared far better than most states during the recession, both Entered Employment and Employment Retention moved downward by significant percentage points. In 2012 and 2013, these data trends had not yet returned to their pre-recession highs; however, by 2015, both trends approached their pre-recession levels. While there is no definitive causal information to which this movement can be attributed, it is likely that these are the tail ends of the higher unemployment, business contraction, and significantly reduced hiring by employers during that period.

While these employment measures were trending downward during the recession, Educational Achievement was trending upward. Higher enrollment in postsecondary institutions is often evidenced during periods of economic contractions or recession, and this is consistent with patterns during previous recessionary periods.

## Trend Data

The chart presents aggregate data for the four Formal measures, covering two workforce system strategic plan periods: *Destination 2010* (FY04–FY09) and *Advancing Texas* (FY10–FY15). The three-dimensional format presents:

- ▶ Data table (bottom) – Formal measures data, by year, with a key and exceptions noted in the table below.
- ▶ Formal measures in rates (left axis) – Percentages for Educational Achievement (EA), Entered Employment (EE), and Employment Retention (ER).
- ▶ Formal measure in count (right axis) – Numeric value for Customers Served (CS).



	Formal Measure	Exceptions (Years Included)	Exclusions <sup>9</sup>
Key	EA	Educational Achievement	Secondary Technical Corrections (2009–forward) Self-Sufficiency Fund (2004–2008) Skills Development Fund (2004–2008)
	EE	Entered Employment	-
	ER	Employment Retention	Secondary CTE (2004–2008) Youth WIA I (2009–forward)
	CS	Customers Served	-

<sup>9</sup> Project Re-Integration of Offenders (RIO) was not funded for the FY 2012–13 or 2014–15 biennia. The TWC submitted available data for applicable measures through 2012. Data for this program are not included in trend information presented in the chart.

## Advancing Texas Achievements

The following table denotes for all 14 plan components: key performance area, critical business issue, long term objective, summative outcome, and final data and initial data received, where appropriate, to demonstrate change over the plan period.

### Key Performance Area: Systems, Operations, Competencies, and Integration

Objective	Summative Outcome, with final data and baseline data, where appropriate
<b><i>Critical Business Issue: Need for enhanced and more effective integration of academic and career and technical education (CTE) options at secondary and postsecondary levels to assist students to graduate and transition to further education or the workforce, and to reduce dropouts.</i></b>	
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. [S1]	Partner agencies collaborated to improve available supply-demand data and developed user scenarios to assist with data analysis. Awarded in 2015, a three-year federal grant will support development of a new Texas supply and demand analysis internet portal.
By 2013, Texas will decrease high school dropout rates by implementing rigorous Career and Technical Education (CTE) as a part of the recommended or advanced high school graduation program. [S2] ▶ CTE Concentrator Graduates	82.33% – 2015 (79.43% – 2010)
<b><i>Critical Business Issue: Lack of alignment and clarity in educational policy and regulation for secondary and postsecondary transitions is limiting efficiency and effectiveness of overall educational outcomes.</i></b>	
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. [S3]	Significant strides were made to improve and expand dual credit offerings and Early College High Schools, as well as the infrastructure supporting these and other initiatives designed to facilitate course transfer and consistency between educational institutions and systems.
<b><i>Critical Business Issue: Career and technical education is perceived by many as a less desirable career option.</i></b>	
By 2013, design and implement a demonstration program targeted to improve perception of career options that career technical education (CTE) programs enable. [S4]	The Council researched, identified, and validated best practices for providing information to improve understanding of educational pathways to careers; convened a workgroup to develop a model based on findings in the report; and published a guide detailing the model developed using the best practices research.

## Key Performance Area: Customer Outcomes

Objective	Summative Outcome, with final data and baseline data, where appropriate
<b><i>Critical Business Issue: Everyone must be part of the critical pool of potential employees that is and will be required by Texas employers, especially in target populations.</i></b>	
By 2013, the blind and disabled populations will achieve additional employment outcomes. [C1] <ul style="list-style-type: none"> <li>▶ Blind Services Entered Employment</li> <li>▶ Rehabilitation Services Entered Employment</li> <li>▶ Blind Services Employment Retention</li> <li>▶ Rehabilitation Services Employment Retention</li> </ul>	70.08% – 2015 (70.16% – 2009) 66.60% – 2015 (56.91% – 2009) 88.41% – 2015 (86.71% – 2009) 87.36% – 2015 (85.90% – 2009)
By 2013, the veteran population will achieve additional employment outcomes. [C2] <ul style="list-style-type: none"> <li>▶ Veterans E&amp;T Entered Employment</li> <li>▶ Veterans E&amp;T Employment Retention</li> </ul>	72.89% – 2015 (75.49% – 2009 revised) 86.40% – 2015 (86.93% – 2009 revised)
By 2013, design and implement integrated Adult Basic Education and workforce skills training programs to enhance employment outcomes for the English language learner population. [C3] <ul style="list-style-type: none"> <li>▶ Vocational ESL Graduates</li> <li>▶ Vocational ESL Employment</li> </ul>	69 – 2014 (111 – 2012) 59.42% – 2014 (56.19% – 2012)
By 2013, design and implement targeted Adult Basic Education programs to enhance employment outcomes for populations requiring workplace literacy skills. [C4] <ul style="list-style-type: none"> <li>▶ Workforce Literacy Employment</li> <li>▶ Workforce Literacy Graduates</li> </ul>	— 506 – 2013 (482 – 2012)  The TWC's initial request for proposals incorporated key elements of the pilot model by requiring service providers to implement career pathways programs. The commission's goal is to incrementally increase the proportion of students who exit workforce services ready for work, or who are enrolled or co-enrolled in college and career training. This model provides opportunities for literacy and basic educational development and ensures these services link students at all academic and English levels with employment, training, and college opportunities.

## Key Performance Area: Programs, Products, and Services

Objective	Summative Outcome, with final data and baseline data, where appropriate
<b>Critical Business Issue: Increasing shortage of workers with appropriate middle skills created by a skills gap and future workforce retirements in a wide range of industries and occupations.</b>	
Community and technical colleges (CTCs) 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. [P1]	<p>The THECB and Council surveyed the CTCs to collect information on their strategies for determining employer satisfaction and using that information in institutional planning processes to improve program delivery. Models of promising practices were selected and formally recognized by the Council.</p> <p>The Council contracted with the University of Texas' Ray Marshall Center to assess the availability and capabilities of supply and demand planning tools in Texas and other states.</p>
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. [P2]	Four of six projects remained active through the pilot period or the end of their federal grant period, as applicable. The recession presented challenges to implementation, which continued through the recovery period. The Council's final report documented promising practices and lessons learned, including models for new occupations and approaches—such as distance learning.
<b>Critical Business Issue: Data is required to ensure that system initiatives will be developed and executed to strategically position Texas in the global marketplace.</b>	
The Council will produce a data set whereby system stakeholders can ascertain Texas' position relative to key indicators of competitiveness. [P3]	The Council compiled the <i>Texas Index</i> through 2013, providing a series of indicators that showed the state's general workforce, education, and economic health.
<b>Critical Business Issue: Local workforce boards must understand and meet the needs of their local communities because they are the system's front line partner in offering relevant programs and services.</b>	
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. [P4]	Local boards provided programs and services to Texas' employers and job seekers, including target populations identified in <i>Advancing Texas</i> . They collaborated locally and regionally with other boards and system stakeholders to improve the efficiency and effectiveness of workforce programs and services.
<b>Critical Business Issue: Existing data gap regarding employers' needs and customer satisfaction hinders the ability to assess whether existing programs and services are adequately meeting customer requirements.</b>	
<p>Partner agencies will gather data from employer customers at appropriate intervals to determine employer needs and satisfaction. [P5]</p> <ul style="list-style-type: none"> <li>▶ HHSC-DARS: Employer Satisfaction</li> <li>▶ THECB: Project modified and completed in 2011</li> <li>▶ TVC: Employer Satisfaction</li> <li>▶ TYC: Project modified and completed in 2011</li> <li>▶ TDCJ-Windham: Employer Satisfaction</li> </ul>	<p>85.71% – 2015 (83.02% – 2012)</p> <p>—</p> <p>88.10% – 2015 (92.31% – 2012)</p> <p>—</p> <p>94.29% – 2015 (96.43% – 2012)</p>
Partner agencies will use the employment data/outcomes of their programs to understand and improve those programs. [P6]	Partner agencies used data to measure satisfaction; identify training and service needs; identify modifications to current programs and services to better suit workforce requirements; and serve as a resource for agency strategic plan development, grant applications, and in preparation for future legislative sessions.

## The Future

*The Texas Workforce System Strategic Plan FY 2016–FY 2023* was approved by the Council on September 11, 2015, and subsequently by the Governor. The new plan will serve as the blueprint for Texas' workforce system over the next eight years.

Over the eight-year plan period, partners will also work to fully implement the Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128). In addition, administration of the vocational rehabilitation program will transfer from the Department of Assistive and Rehabilitative Services to the TWC, as required by SB 208 (84<sup>th</sup> Legislature).

During development of the new plan, three strategic imperatives became apparent as key characteristics that serve as foundational elements that represent a best-in-class workforce system. These overarching imperatives will serve as pillars upon which the capacity of the Texas workforce system should be built in order to successfully identify and respond to changing market conditions and the needs of all workforce system customers. They represent core competencies that must be embedded in all system elements to achieve the plan's vision and mission. Therefore, it is a key tenet of the new plan that all workforce system partners have core competencies in and a commitment to customer service and satisfaction, data-driven program improvement, and continuous improvement and innovation.

### Overarching Strategic Imperatives

- ★ Customer service and satisfaction
- ★ Data-driven program improvement
- ★ Continuous improvement and innovation

- *The Texas Workforce System Strategic Plan  
FY 2016–FY 2023*