Concho Valley Workforce Development Board Plan
Program Years 2021-2024

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Introduction

Under the Workforce Innovation and Opportunity Act (WIOA) §108 (20 Code of Federal Regulations §679.500–580), each Local Workforce Development Board (Board) is required to develop and submit to the state a comprehensive four-year plan (Board Plan) that identifies and describes policies and procedures as well as local activities that are in line with the State Plan. This Board Plan must be developed openly and be available to the public for comment for at least 15 days, but no more than 30 days, particularly to members of the business and educational communities as well as various other labor organizations. Along with submission of the Board Plan to the Texas Workforce Commission (TWC), the Board must submit all public comments of disagreement with the plan to TWC.

At the end of the first two-year period, the appropriate chief elected officials (CEOs) and the Board will review the local plan and prepare and submit modifications to reflect changes in the labor market and economic conditions, factors affecting the implementation of the plan, changes in financing, changes to the structure of the Board, and/or the need to revise strategies to meet local performance goals.

Part 1: Board Vision and Strategies

The strategic elements of the Local Workforce Development Board Planning Guidelines (Guidelines) are as follows:

A. Vision and Goals

(WIOA §108(b)(1)(E); 20 CFR §679.560(a)(5))

Boards must include a description of the Board's strategic vision to support regional economic growth and economic self-sufficiency. The description must include:

- *goals for preparing an educated and skilled workforce, including early education services, and services for youth and individuals with barriers to employment; and*

- *goals relating to the performance accountability measures based on performance indicators described in WIOA §116(b)(2)(A).*

Board Response:

Mission

      The mission of the Concho Valley Workforce Development Board (CVWDB) is to promote the economic well-being of all residents through the delivery of employer-driven and customer-centered services. It is the intention of the Board to ensure that every CVWDB resident has the opportunity to work in his or her chosen field at their highest desired capacity and that each business' workforce is trained and ready as responsible employees.

Vision

"Enhancing the workforce one person, one business, and one opportunity at a time."

The Concho Valley Workforce Development Board and its partners strive to prepare the workforce for current and future jobs. As such, the key ingredient to the Board's operations is its one-customer-at-a-time focus. Rural Texas demands this type of attention, and it has worked well for the Board in supporting not only participants in the system but also in developing close ties with other organizations that support workforce development, including economic development, education, and business partners.

Our first priority, our most critical goal, is in maintaining and growing the Board's reputation for results. Our customers, whether it is job seekers or businesses, work at a fast pace, the "pace of business." As the Board's reputation for results grows, it will bring trust to the employers, support for economic partners, and benefits to individuals, which will allow us to build workforce programs for the future.

Values

- Our employees are our greatest asset.
- We commit to excellence in everything we do – doing everything with integrity and honesty – even when no one is watching.
- We treat customers with respect and dignity and in a fair and equitable manner.
  - Customers include everyone with whom we interact – our co-workers, job seekers, employers, community partners, and the general public.
  - Respect is shown by our tone of voice and the words we choose, as well as being aware of our surroundings and adjusting accordingly.
  - Respect means keeping our facilities clean and organized for our customers and taking care of our resources.
  - We honor people's worth, including people whose beliefs and choices differ from our own.
  - We believe in continuously recognizing, addressing, and working to change inequity.
- We value innovation, flexibility, and continuous improvement.
  - We encourage new ideas.
  - We view failure as an opportunity to try something different.
- We commit to transparent internal and external communication.

Goals for preparing an educated and skilled workforce, including early education services and services for youth and individuals with barriers to employment:

- Employers are our primary customers. Meeting employers' workforce needs and building meaningful relationships is the greatest way to ensure that we are building the bridges that provide training and career opportunities for all of our customers, especially our youth and those with barriers to employment. Our goal is to fill immediate job openings, identify career pathways, and continue to build meaningful relationships

with our area employers.

- In order to better prepare children for school and support their parents in their own career development, CVWDB is committed to improving the quality of childcare in our 13-county area. This includes supporting our local childcare providers with training, quality equipment, and curriculum, as well as Texas Rising Star certifications.

- Achievement of our internal and external goals requires partnerships with other organizations in our community in order to create innovative solutions and encourage whole case management. CVWDB will cultivate partnerships that will build awareness of programs, share information, and leverage community resources to meet our goals.

Goals relating to the performance accountability measures based on performance indicators described in WIOA §116(b)(2)(A).

- Our goal is to meet or exceed all measures. Performance improvement continues to be a priority for CVWDB. We have developed strategies and processes that closely monitor performance to identify trends that might negatively impact performance. With the exception of one measure, we have met or exceeded all performance measures for the past two years.

B. Board Strategies

(WIOA §108(b)(1)(F); 20 CFR §679.560(a)(6))

Boards must include a description of the Board's strategy to work with the entities carrying out the core programs and with the required partners to align resources available to the local workforce development area (workforce area) to achieve the vision and goals.

Board Response:

CVWDB administers and provides oversight to our Workforce Center Operator that provides management of workforce programs and services and ensures Adult, Dislocated Worker, Youth, Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Employer Services (ES), and Childcare Services (CCS) are delivered seamlessly. The workforce center staff determines the needs of the customer and matches the available resources in the center to meet the customer's needs.

Among the services that CVWDB ensures are available is Wagner-Peyser Employment Services. The Texas Workforce Commission (TWC) maintains administrative responsibility while our Workforce Operator shares responsibility for directing daily work assignments, assigning individual performance goals, interviewing/evaluating, and initiating disciplinary action. All direction and guidance given to ES employees are consistent with the provisions of state and federal laws, rules, and regulations governing the administration and delivery of the

ES program. TWC provides technical support and quality assurance to the local Workforce Operator through the Integrated Service Area Managers. The local Workforce Operator coordinates with ES staff to provide universal access to job search and placement assistance, job referrals, labor market information, and an array of other services to both job seekers and employers.

CVWDB recognizes the correlation between economic development, employment opportunity, and sustainability. CVWDB actively engages with all partners to devise and implement strategies that meet the specific skill demands of local employers and equipping career seekers with the necessary skill set to meet that demand. These partnerships include our Workforce Operator, the local community college Howard College (also the local AEL provider), Angelo State University, local independent school districts, Region 15 Education Service Center, Vocational Rehabilitation, Health and Human Services Commission, the Texas Workforce Commission, Texas Veterans Commission, other workforce Boards, the local Small Business Development Center, City of San Angelo Development Corporation, San Angelo Chamber of Commerce, large local employers (Shannon Medical Center, Ethicon), community service organizations (Public Housing Authority, Community Action Agency), and Goodfellow Air Force Base.

C. High-Performing Board

(WIOA §108(b)(18); 20 CFR §679.560(b)(17))

Boards must include a description of the actions the Board will take toward becoming or remaining a high-performing Board, consistent with the factors developed by the Texas Workforce Investment Council (TWIC).

Board Response:

CVWDB uses several strategies to ensure it remains a high-performing Board. In the contract with the Workforce Operator, profit is based on meeting local goals of increasing enrollment, quality improvement, and meeting or exceeding the State performance measures. Locally set performance goals are adjusted annually and are based on priorities developed by the Board of Directors, leadership, and critical stakeholders. Performance is reviewed by Board staff monthly and by the Board of Directors at bi-monthly meetings.

Our contract with the Workforce Operator also includes deliverables with due dates for specific items such as, but not limited to, Emergency Preparedness Manual, EO Staff Training, Customer Training Plan, and a Quality Improvement Plan. The deliverables are essential in planning and delivering services for universal customers and our target populations.

Reports from external program and financial monitors and the Workforce Operator's internal quality assurance processes are used to identify issues with eligibility, data entry, reporting, and tracking service delivery. Board monitoring also reviews local policies and procedures to determine if they are up to date and followed correctly.

Part 2. Economic and Workforce Analysis

A. Regional Economic and Employment Needs Analysis

(WIOA §108(b)(1)(A); 20 CFR §679.560(a)(1))

Boards must include a regional analysis of the following:

- *The economic conditions, including existing and emerging in-demand industry sectors, in-demand occupations, and target occupations*

- *The employment needs of employers in existing and emerging in-demand industry sectors, in-demand occupations, and target occupations*

Board Response:

The Concho Valley is located in West Texas. It is comprised of thirteen counties encompassing an area of 16,376 square miles. San Angelo is the principal city encompassing 75% of the area's population.

About half of the counties in the Concho Valley show population growth, while the others show a population decline. Concho Valley's overall estimated population of 161, 535, with 120,561 of those individuals living in our largest city – San Angelo (Tom Green County).

County	Population 2011	Population 2021 (10-year change)	Projected Population Change % (2020-2025)
Tom Green	111, 751	120,561	2%
McCulloch	8,254	7,929	(1%)
Kimble	4,594	4,313	(1%)
Concho	4,124	2,316	(26%)
Mason	4,033	4,366	4%
Sutton	3,987	3,718	(2%)
Crockett	3,652	3,368	(4%)
Reagan	3,393	3,886	4%
Schleicher	,3310	2,679	(9%)
Coke	3,266	3,442	3%
Menard	2,214	2,142	1%
Irion	1,592	1,520	(1%)
Sterling	1,170	1,294	(1%)
Source: EMSI			

In-Demand Industries

The following industries in the Concho Valley Area are projected to experience the highest growth, by number, during 2018 – 2028. The industry projected to experience the largest growth in jobs is the Administrative and Support industry. The second industry projected to experience the largest growth

in jobs is the Finance & Insurance industry, followed by the Healthcare & Social Assistance industry.

NAICS	Description	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change	2028 Location Quotient	Avg. Earnings Per Job
2111	Oil and Gas Extraction	640	981	340	53%	18.74	$140,236
2389	Other Specialty Trade Contractors	373	516	142	38%	1.65	$61,690
3259	Other Chemical Product and Preparation Manufacturing	22	373	350	1581%	10.28	$122,138
4234	Professional and Commercial Equipment and Supplies Merchant Wholesalers	336	473	137	41%	1.62	$76,899
4842	Specialized Freight Trucking	465	741	276	59%	3.63	$81,091
4884	Support Activities for Road Transportation	51	122	71	138%	2.45	$79,708
5221	Depository Credit Intermediation	815	1,127	312	38%	1.47	$84,593
5241	Insurance Carriers	376	580	204	54%	1.10	$52,571
5324	Commercial and Industrial Machinery and Equipment Rental and Leasing	109	247	138	127%	3.29	$53,590

5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	309	456	147	47%	1.00	$46,073
5413	Architectural, Engineering, and Related Services	411	606	195	47%	0.90	$68,220
5511	Management of Companies and Enterprises	118	264	147	125%	0.24	$89,253
5611	Office Administrative Services	88	204	116	131%	0.77	$116,352
5612	Facilities Support Services	18	297	278	1509%	4.11	$37,688
5614	Business Support Services	1,000	1,371	370	37%	3.38	$40,958
6111	Elementary and Secondary Schools	475	690	216	45%	1.69	$45,953
6214	Outpatient Care Centers	57	267	210	371%	0.51	$66,893
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	217	487	270	125%	3.89	$53,952
8113	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	68	348	280	412%	3.40	$64,905

SOC	Description	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change
	Education and Hospitals (State Government)	1,114	1,530	416	37%	1.44	$70,488

| 9026 | Education and Hospitals (State Government) | 1,114 | 1,530 | 416 | 37% | 1.44 | $70,488 |

In-Demand Occupations

With the high growth in industries, the growth in occupations for these industries has increased as well. Projections for occupational growth from 2018 – 2028 in the Concho Valley Area are in the chart below.

SOC	Description	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change
11-1021	General and Operations Managers	1,001	1,140	139	14%
11-2021	Marketing Managers	121	248	128	106%
13-1031	Claims Adjusters, Examiners, and Investigators	134	203	69	52%
13-1198	Project Management Specialists and Business Operations Specialists, All Other	301	411	110	37%
13-2011	Accountants and Auditors	375	472	98	26%
15-1211	Computer Systems Analysts	103	150	47	45%
15-1232	Computer User Support Specialists	164	210	46	28%
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	94	182	88	93%
17-2051	Civil Engineers	93	113	20	22%
17-2071	Electrical Engineers	19	47	28	142%
17-2112	Industrial Engineers	48	64	16	34%
17-2141	Mechanical Engineers	35	68	33	95%
17-3024	Electro-Mechanical and Mechatronics Technologists and Technicians	62	81	19	30%
25-1099	Postsecondary Teachers	67	229	162	242%
25-2011	Preschool Teachers, Except Special Education	67	110	43	64%
25-9031	Instructional Coordinators	78	133	55	70%

SOC Code	Occupation			
29-1171	Nurse Practitioners	68	122	54	80%
31-9092	Medical Assistants	244	338	94	38%
29-1141	Registered Nurses	1,351	1,456	104	8%
33-3012	Correctional Officers and Jailers	239	362	124	52%
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	551	605	54	10%
35-3023	Fast Food and Counter Workers	2,317	2,553	237	10%
41-1011	First-Line Supervisors of Retail Sales Workers	623	669	46	7%
41-2011	Cashiers	1,812	1,872	60	3%
41-9099	Sales and Related Workers, All Other	56	125	69	124%
43-4051	Customer Service Representatives	1,375	1,589	214	16%
43-5071	Shipping, Receiving, and Inventory Clerks	206	235	29	14%
43-6013	Medical Secretaries and Administrative Assistants	629	714	85	14%
49-9041	Industrial Machinery Mechanics	251	347	96	38%
49-9071	Maintenance and Repair Workers, General	768	886	118	15%
49-9098	Helpers--Installation, Maintenance, and Repair Workers	146	194	48	33%
51-3021	Butchers and Meat Cutters	202	341	139	69%
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	15	48	34	232%
51-4041	Machinists	93	91	(1)	(2%)
51-9011	Chemical Equipment Operators and Tenders	96	131	35	36%
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	26	59	33	128%
51-9198	Helpers--Production Workers	133	127	(6)	(4%)
53-1047	First-Line Supervisors of Transportation and Material Moving Workers	156	201	45	29%
53-2031	Flight Attendants	28	130	102	367%

53-3011	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	15	55	40	269%
53-3031	Driver/Sales Workers	291	378	87	30%
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,713	1,833	120	7%
53-3033	Light Truck Drivers	388	589	200	52%
53-7065	Stockers and Order Fillers	800	883	84	10%
53-7073	Wellhead Pumpers	47	91	44	94%

Target Occupations

The process criteria to identify our in-demand industries measure the following:
Typical Entry-Level Education
2020 Employment
2028 Employment
Entry Hourly Earnings
2020 - 2028% Employment Change
Average Annual Openings
Local Knowledge

The target occupations, like the in-demand occupations, shed light on the employment needs of employers. However, the target occupations' process criteria go several steps further and measure educational attainment requirements and that wages meet our region's living wage. The target occupations show that our region's employment opportunities are diverse, an indicator of resiliency against unpredictable economic downturns and that critical areas of innovation continue to grow.

Of the 10 occupation groups into which the list can be divided, Healthcare & Social Assistance, which is represented by 15 occupations, is the largest grouping. The second largest group is Construction, Design, and Mechanical Technology, with 12 occupations. Another occupation group with a sizeable amount is the Business Administration with seven occupations. After these groups, there is a steep drop off in the size of occupation groups.

Although it is essential to recognize the makeup and diversity of the target occupations list, analyzing the size of each occupation group in terms of current employment also provides valuable insights. The group with the largest employment presence in our region is Healthcare & Social Assistance at 4,238 jobs, with Business Administration in a close second place at 2,583 jobs (just for the targeted occupations), and finally following close behind is Construction, Design, & Mechanical Technology with 2,367 and Transportation with 2,098. After these groups, the number of jobs per occupation group decreases significantly, but those occupation groups still have a large presence and are an essential part of our economy.

At the occupation level, the top five largest occupations by employment are Heavy and Tractor-Trailer Truck Drivers, Registered Nurses, Customer Service Representatives, Maintenance and Repair Workers, and Nursing Assistants. These five largest occupations' median wages range from $27,376.30 to $61,280.57 per year.

Other indicators that should be noted are the average annual openings and projected employment growth. All the target occupations have average annual openings, ranging from 5 to 210, and the projected employment growth of the occupations is an average of 42%.

SOC	Description	2018 - 2028 % Change	Avg. Hourly Earnings	Avg. Annual Openings	Typical Entry-Level Education
Business Administration					
11-2021	Marketing Managers	88%	$37.36	10	Bachelor's degree
11-3012	Administrative Services Managers	12%	$39.97	12	Bachelor's degree
11-3121	Human Resources Managers	32%	$60.93	13	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	56%	$21.15	14	Bachelor's degree
13-1082, 13-1199	Project Management Specialists/Business Operations Specialists, All Other	25%	$33.72	36	Bachelor's degree
43-3031	Bookkeeping, Accounting, and Auditing Clerks	7%	$17.59	73	Some college, no degree
43-4051	Customer Service Representatives	12%	$14.00	190	High school diploma or equivalent
Information Technology					
15-1211	Computer Systems Analysts	32%	$35.91	11	Bachelor's degree
15-1231	Computer Network Support Specialists	100%	$29.17	5	Associate's degree
15-1232	Computer User Support Specialists	14%	$20.68	15	Some college, no degree
15-1252, 15-1253	Software Developers/Software Quality Assurance Analysts and Testers	109%	$51.38	14	Bachelor's degree
Construction, Design, & Mechanical Technology					
17-2051	Civil Engineers	32%	$37.65	10	Bachelor's degree
17-2171	Petroleum Engineers	33%	$67.33	11	Bachelor's degree

47-2031	Carpenters	10%	$17.54	13	High school diploma or equivalent
47-2111	Electricians	8%	$23.78	33	High school diploma or equivalent
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	16%	$21.42	21	High school diploma or equivalent
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4%	$19.96	16	Postsecondary nondegree award
49-9041	Industrial Machinery Mechanics	50%	$23.58	38	High school diploma or equivalent
49-9071	Maintenance and Repair Workers, General	7%	$15.85	75	High school diploma or equivalent
49-9098	Helpers--Installation, Maintenance, and Repair Workers	23%	$14.02	21	High school diploma or equivalent
51-4121	Welders, Cutters, Solderers, and Brazers	18%	$23.87	24	High school diploma or equivalent
51-9011	Chemical Equipment Operators and Tenders	74%	$30.38	25	High school diploma or equivalent
53-7073	Wellhead Pumpers	223%	$27.31	16	High school diploma or equivalent
Healthcare					
11-9111	Medical and Health Services Managers	18%	$47.43	14	Bachelor's degree
21-1011, 21-1014	Substance Abuse, Behavioral Disorder Counselors/Mental Health Counselors	30%	$24.03	9	Bachelor's degree
29-1141	Registered Nurses	8%	$29.83	79	Bachelor's degree
29-1292	Dental Hygienists	45%	$31.91	7	Associate's degree
29-2042, 29-2043	Emergency Medical Technicians/Paramedics	28%	$14.76	6	Postsecondary nondegree award
29-2061	Licensed Practical and Licensed Vocational Nurses	(21%)	$21.24	33	Postsecondary nondegree award

29-2034	Radiologic Technologists and Technicians	(6%)	$27.20	7	Associate's degree
29-2052	Pharmacy Technicians	(1%)	$16.31	15	High school diploma or equivalent
31-1131	Nursing Assistants*	(20%)	$13.12	57	Postsecondary nondegree award
29-9098, 29-2099	Health Information Technologists, Medical Registrars/Health Technologists, All Other	50%	$26.35	7	Postsecondary nondegree award
31-2022	Physical Therapist Aides	55%	$13.64	11	High school diploma or equivalent
31-9092	Medical Assistants	22%	$15.08	33	Postsecondary nondegree award
31-9094	Medical Transcriptionists	72%	$16.51	9	Postsecondary nondegree award
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	60%	$11.10	6	High school diploma or equivalent
43-6013	Medical Secretaries and Administrative Assistants	13%	$14.39	79	High school diploma or equivalent
Law & Public Safety					
23-2011	Paralegals and Legal Assistants	21%	$22.45	16	Associate's degree
33-3012	Correctional Officers and Jailers	21%	$18.21	48	High school diploma or equivalent
43-4031	Court, Municipal, and License Clerks	58%	$16.97	13	High school diploma or equivalent
Personal Care Services					
37-2021	Pest Control Workers	141%	$16.59	7	High school diploma or equivalent
Finance & Insurance					
11-3031	Financial Managers	39%	$60.33	15	Bachelor's degree

|					
13-1031	Claims Adjusters, Examiners, and Investigators	52%	$27.64	21	High school diploma or equivalent
41-3031	Securities, Commodities, and Financial Services Sales Agents	56%	$35.79	13	Bachelor's degree
Transportation					
53-3032	Heavy and Tractor-Trailer Truck Drivers	7%	$21.14	210	Postsecondary nondegree award
53-3033	Light Truck Drivers	25%	$16.25	50	High school diploma or equivalent
53-3052	Bus Drivers, Transit and Intercity	58%	$17.50	9	High school diploma or equivalent
Education and Training					
27-2022	Coaches and Scouts	28%	$24.52	13	Bachelor's degree
13-1151	Training and Development Specialists	24%	$21.19	12	Bachelor's degree

B. Knowledge and Skills Analysis

(WIOA §108(b)(1)(B); 20 CFR §679.560(a)(2))

Boards must include an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs for in-demand industry sectors, in-demand occupations, and target occupations.

Board Response:

Identifying the knowledge and skills needed to meet the employment needs of our region is necessary to fill in talent gaps that could position our region for more growth and provide a bridge to better opportunities for workers open to upskilling. To capture the knowledge and skill needs of employers in our region, we reviewed the knowledge and skills that have appeared the most often in online job postings during the past 24 months in our region.
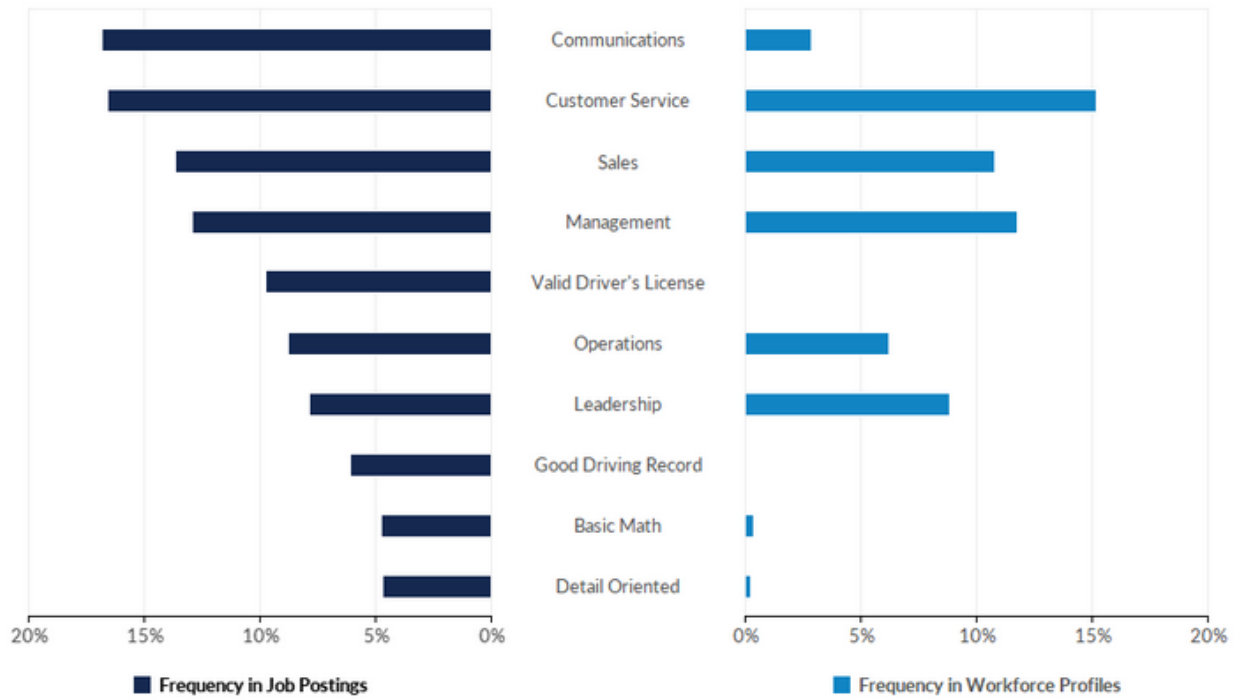
Top Hard Skills

Frequency in Job Postings   Frequency in Workforce Profiles
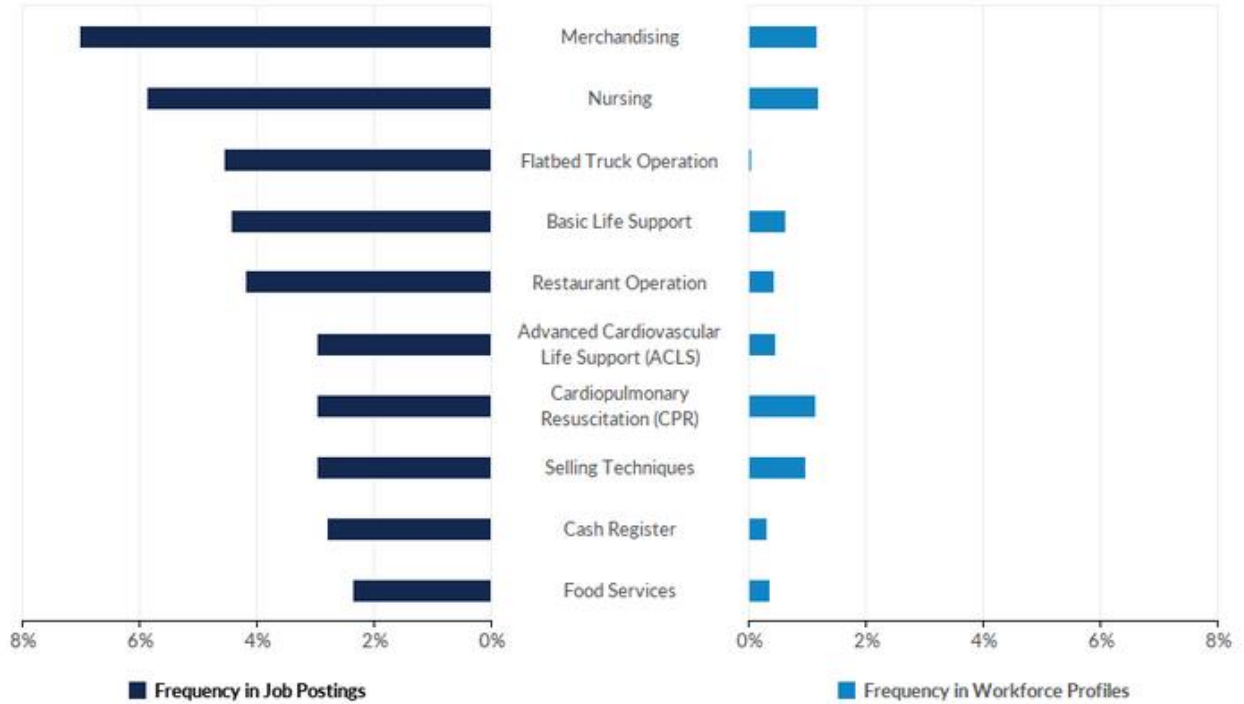
Top Hard Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2019 - Jan 2021)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Merchandising	7%	3,683 / 52,416	1%	359 / 30,653
Nursing	6%	3,087 / 52,416	1%	364 / 30,653
Flatbed Truck Operation	5%	2,395 / 52,416	0%	18 / 30,653
Basic Life Support	4%	2,327 / 52,416	1%	192 / 30,653
Restaurant Operation	4%	2,199 / 52,416	0%	138 / 30,653
Advanced Cardiovascular Life Support (ACLS)	3%	1,566 / 52,416	0%	145 / 30,653
Cardiopulmonary Resuscitation (CPR)	3%	1,564 / 52,416	1%	350 / 30,653
Selling Techniques	3%	1,556 / 52,416	1%	301 / 30,653
Cash Register	3%	1,474 / 52,416	0%	97 / 30,653
Food Services	2%	1,246 / 52,416	0%	112 / 30,653

Top Common Skills

Frequency in Job Postings **Frequency in Workforce Profiles**

Top Common Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2019 - Jan 2021)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Communications	17%	8,806 / 52,416	3%	879 / 30,653
Customer Service	17%	8,696 / 52,416	15%	4,645 / 30,653
Sales	14%	7,174 / 52,416	11%	3,315 / 30,653
Management	13%	6,779 / 52,416	12%	3,609 / 30,653
Valid Driver's License	10%	5,101 / 52,416	0%	5 / 30,653
Operations	9%	4,614 / 52,416	6%	1,910 / 30,653
Leadership	8%	4,138 / 52,416	9%	2,718 / 30,653
Good Driving Record	6%	3,182 / 52,416	0%	1 / 30,653
Basic Math	5%	2,494 / 52,416	0%	109 / 30,653
Detail Oriented	5%	2,454 / 52,416	0%	69 / 30,653

Top Qualifications

Qualification	Postings with Qualification
Commercial Driver's License (CDL)	8,790
Licensed Vocational Nurses	709
Bachelor of Science in Nursing (BSN)	467
Certified Nursing Assistant	430
Licensed Practical Nurse	418
Transportation Worker Identification Credential (TWIC) Card	404
Hazmat Endorsement	356
Nurse Practitioner	341
Trauma Nurse Core Course (TNCC)	315
Tanker Endorsement	259

C. Labor Force Analysis and Trends

*(WIOA §108(b)(1)(C); 20 CFR §679.560(a)(3))*

Boards must include an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

Board Response:

As of 2020, the region's population declined by 0.1% since 2015, falling by 165. The population is expected to increase by 1.2% between 2020 and 2025, adding 1,868. From 2015 to 2020, jobs declined by 2.0% in 13 Texas Counties from 76,860 to 75,324. This change fell short of the national growth rate of 3.1% by 5.1%. As the number of jobs declined, the labor force participation rate decreased from 56.5% to 54.5% between 2015 and 2020. Concerning educational attainment, 15.0% of the selected regions' residents possess a bachelor's degree (5.0% below the national average), and 6.6% hold an associate degree (2.0% below the national average). The top three industries in 2020 were Restaurants and Other Eating Places, Education and Hospitals (Local Government), and Federal Government, Military.

	Population (2020)	Labor Force (2020)	Jobs (2020)	Cost of Living	GRP	Imports	Exports
Region	161,013	70,662	75,324	99.2	$8.2B	$10.9B	$11.3B
State	29,424,099	14,204,927	14,174,923	96.8	$1.8T	$1.2T	$1.5T

2020 Labor Force Breakdown
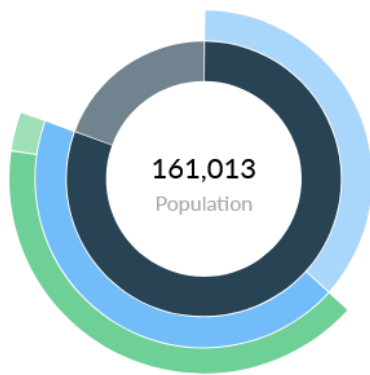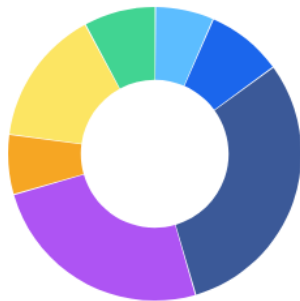
	Population
Total Working Age Population	129,648
Not in Labor Force (15+)	58,986
Labor Force	70,662
Employed	65,369
Unemployed	5,293
Under 15	31,365

161,013
Population

Educational Attainment

Concerning educational attainment, **15.0% of the selected regions' residents possess a Bachelor's Degree** (5.0% below the national average), and **6.6% hold an Associate's Degree** (2.0% below the national average).

	% of Population	Population
Less Than 9th Grade	6.5%	6,879
9th Grade to 12th Grade	8.4%	8,962
High School Diploma	30.5%	32,514
Some College	25.0%	26,643
Associate's Degree	6.6%	7,013
Bachelor's Degree	15.0%	16,009
Graduate Degree and Higher	7.9%	8,432

Population Trends

•••

As of 2020 the region's population **declined by 0.1%** since 2015, falling by 165. Population is expected to **increase by 1.2%** between 2020 and 2025, adding 1,868.
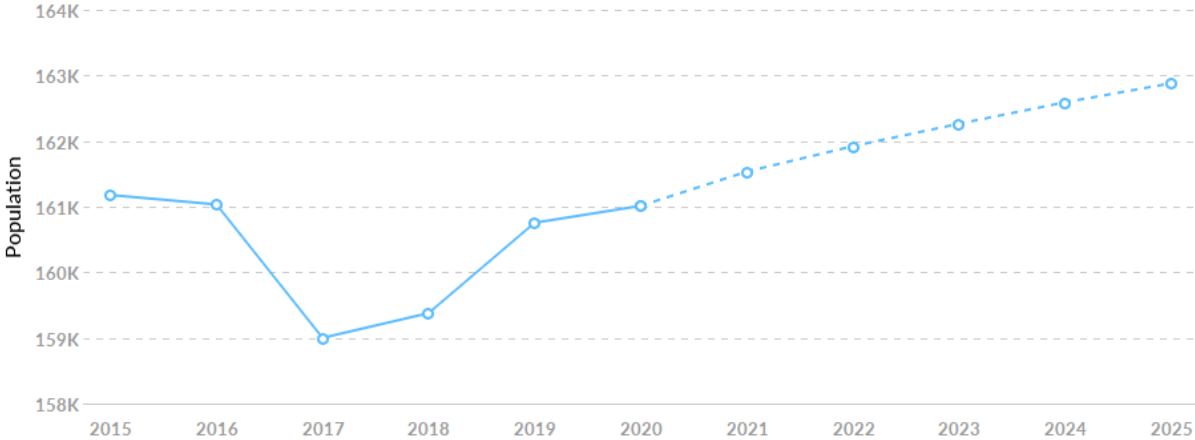
Job Trends

•••

From 2015 to 2020, jobs **declined by 2.0%** in 13 Texas Counties from 76,860 to **75,324**. This change **fell short of the national growth rate of 3.1% by 5.1%.**
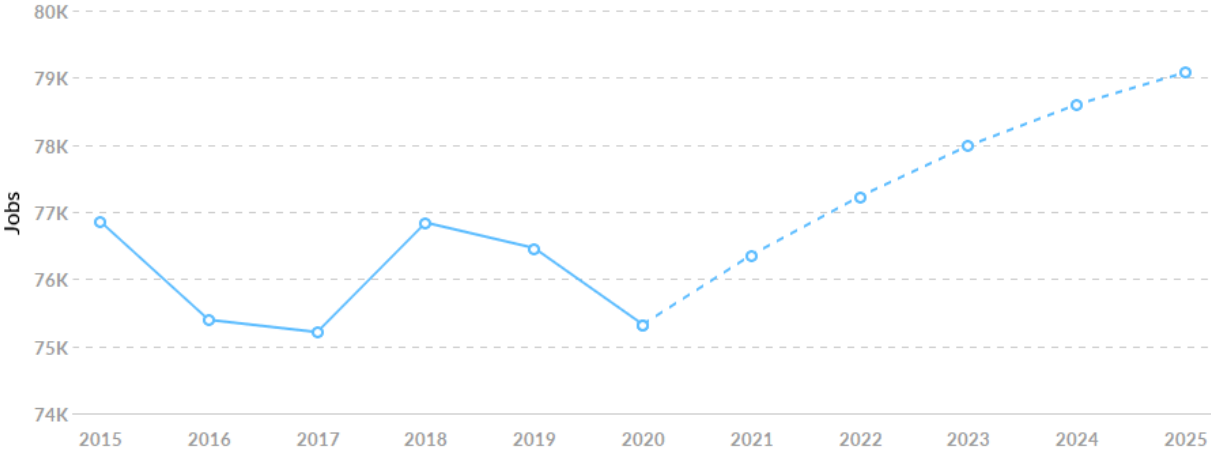
Labor Force Participation Rate Trends

Unemployment Rate Trends

Your areas had a November 2020 unemployment rate of 7.49%, **increasing from 4.22%** 5 years before.

Population Characteristics
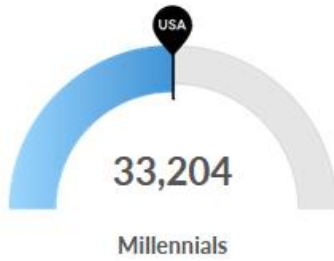
33,204

Millennials

Your area has 33,204 millennials (ages 25-39). The national average for an area this size is 33,145.

47,598

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 47,264 people 55 or older, while there are 47,598 here.
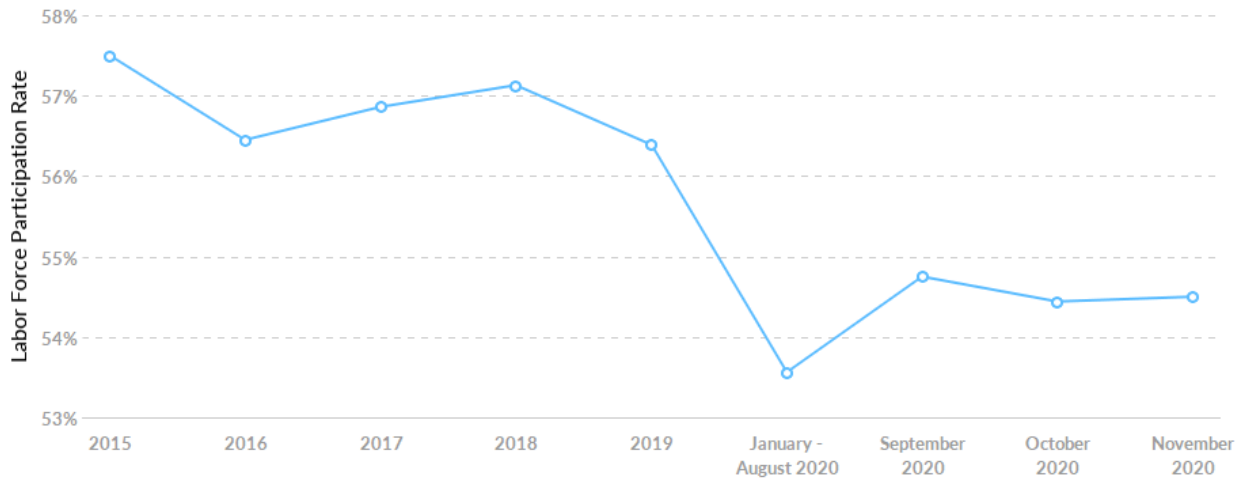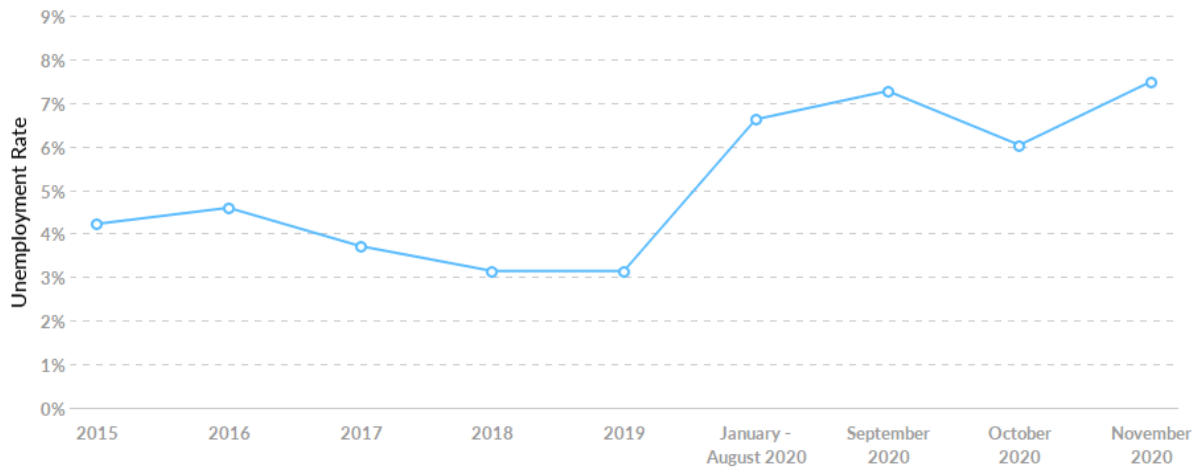
75,271
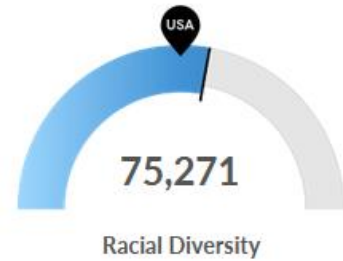
Racial Diversity

Racial diversity is high in your area. The national average for an area this size is 64,123 racially diverse people, while there are 75,271 here.
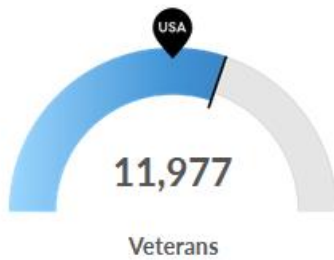
11,977

Veterans

Your area has 11,977 veterans. The national average for an area this size is 8,928.

2.82/1,000
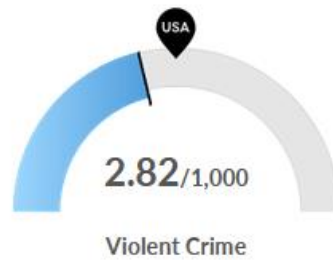
Violent Crime

Your area has 2.82 violent crimes per 1,000 people. The national rate is 3.53 per 1,000 people.

22.96/1,000

Property Crime

Your area has 22.96 property crimes per 1,000 people. The national rate is 19.79 per 1,000 people.

Population Demographics:

Cohort Totals

Area	2020 Population	2025 Population	Change	% Change
13 Counties	161,013	162,881	1,868	1%
State	29,424,099	30,978,161	1,554,062	5%
Nation	330,768,968	338,904,477	8,135,509	2%

Population by Age Cohort
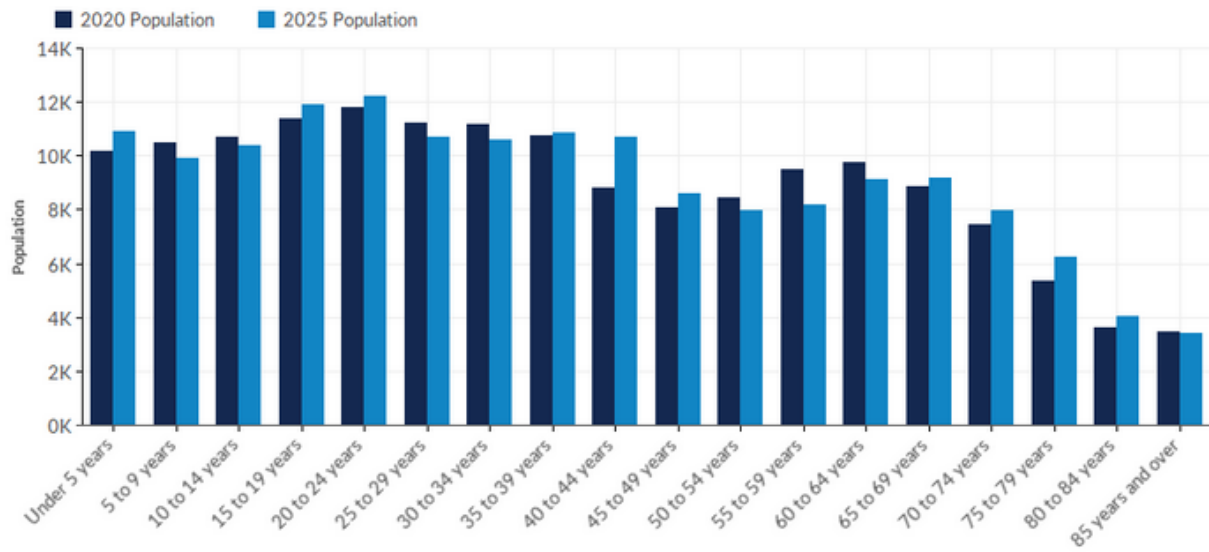
Age Cohort		2020 Population	2025 Population	Change	% Change	2020 % of Cohort
Under 5 years		10,183	10,932	749	7%	6.32%
5 to 9 years		10,480	9,903	-577	-6%	6.51%
10 to 14 years		10,702	10,408	-294	-3%	6.65%
15 to 19 years		11,391	11,900	509	4%	7.07%
20 to 24 years		11,805	12,215	410	3%	7.33%
25 to 29 years		11,232	10,681	-551	-5%	6.98%
30 to 34 years		11,154	10,600	-554	-5%	6.93%
35 to 39 years		10,768	10,871	103	1%	6.69%
40 to 44 years		8,835	10,706	1,871	21%	5.49%
45 to 49 years		8,072	8,604	532	7%	5.01%
50 to 54 years		8,433	7,977	-456	-5%	5.24%
55 to 59 years		9,471	8,181	-1,290	-14%	5.88%
60 to 64 years		9,762	9,127	-635	-7%	6.06%
65 to 69 years		8,850	9,187	337	4%	5.50%
70 to 74 years		7,433	7,953	520	7%	4.62%
75 to 79 years		5,333	6,220	887	17%	3.31%
80 to 84 years		3,623	4,012	389	11%	2.25%
85 years and over		3,485	3,405	-80	-2%	2.16%
	Total	161,013	162,881	1,870	1%	100.00%

Unemployment by Age Cohort ⊙

■ 2020 Unemployment

A bar chart titled "Unemployment by Age Cohort" shows 2020 Unemployment values across age cohorts. Y-axis labeled "Unemployment" ranging from 0K to 16K.

Age Cohort	2020 Unemployment (approx.)
< 22	~3.5K
22-24	~3.9K
25-34	~13K
35-44	~10.5K
45-54	~9K
55-59	~4.6K
60-64	~3.4K
65+	~2.8K

Population by Race/Ethnicity

■ 2020 Population   ■ 2025 Population

A bar chart titled "Population by Race/Ethnicity" comparing 2020 Population and 2025 Population. Y-axis labeled "Population" ranging from 0K to 100K.

Race/Ethnicity	2020 Population (approx.)	2025 Population (approx.)
White, Non-Hispanic	~85K	~83K
White, Hispanic	~62K	~66K
Black, Non-Hispanic	~5K	~5K
Two or More Races, Non-Hispanic	~2K	~3K
Asian, Non-Hispanic	~2K	~2K
American Indian or Alaskan Native, Hi...	~1K	~1K
Black, Hispanic	~1K	~1K
Two or More Races, Hispanic	~1K	~1K
American Indian or Alaskan Native, N...	~0.5K	~0.5K
Asian, Hispanic	~0.3K	~0.3K
Native Hawaiian or Pacific Islander, N...	~0.3K	~0.3K
Native Hawaiian or Pacific Islander, Hi...	~0K	~0K

Race/Ethnicity	2020 Population	2025 Population	Change	% Change	2020 % of Cohort
White, Non-Hispanic	84,954	82,730	-2,224	-3%	52.76%
White, Hispanic	62,343	65,403	3,060	5%	38.72%
Black, Non-Hispanic	4,798	4,832	34	1%	2.98%
Two or More Races, Non-Hispanic	2,334	2,603	269	12%	1.45%
Asian, Non-Hispanic	1,752	1,970	218	12%	1.09%
American Indian or Alaskan Native, Hispanic	1,317	1,434	117	9%	0.82%
Black, Hispanic	1,179	1,252	73	6%	0.73%
Two or More Races, Hispanic	1,129	1,306	177	16%	0.70%
American Indian or Alaskan Native, Non-Hispanic	671	730	59	9%	0.42%
Asian, Hispanic	286	318	32	11%	0.18%
Native Hawaiian or Pacific Islander, Non-Hispanic	159	206	47	30%	0.10%
Native Hawaiian or Pacific Islander, Hispanic	90	96	6	7%	0.06%
Total	161,013	162,881	1,868	1%	100.00%

Population by Gender

■■■

Legend: ■ 2020 Population ■ 2025 Population
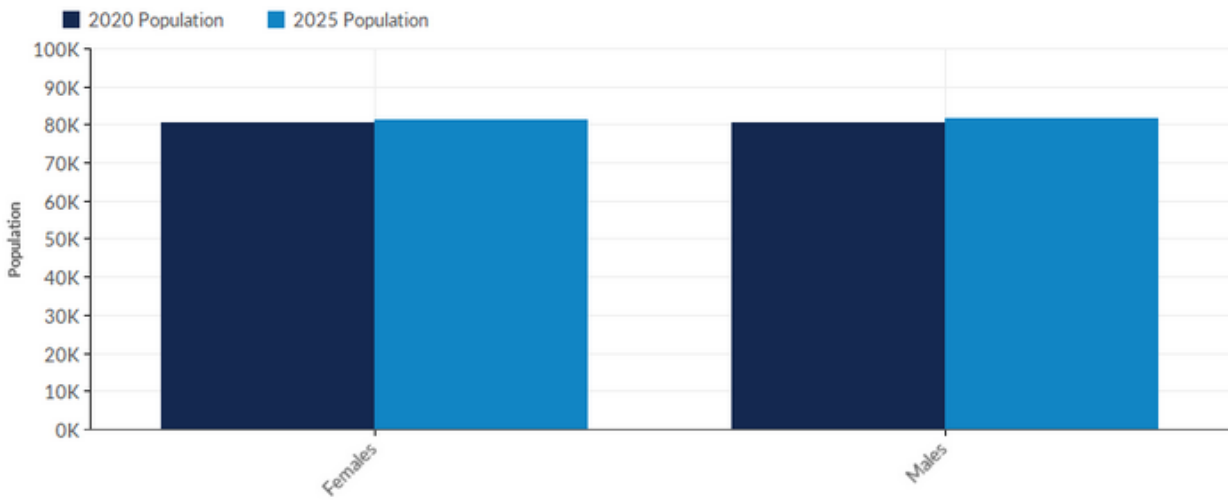
Gender	2020 Population	2025 Population	Change	% Change	2020 % of Cohort
Females	80,519	81,277	758	1%	50.01%
Males	80,493	81,605	1,112	1%	49.99%
Total	161,013	162,881	1,870	1%	100.00%

County Name	Avg. Family Size	Avg. Household Size	Disabled Population	% Disabled Population	Female Householder, No Husband Present, Family Households	% Female Householder, No Husband Present, Family Households
Concho County, TX	4.5	3.5	294	9.6%	90	10.3%
Reagan County, TX	3.8	3.2	350	9.4%	103	9.0%
Schleicher County, TX	3.5	2.8	289	9.4%	82	7.4%
Tom Green County, TX	3.3	2.6	15,703	13.9%	4,926	11.4%
Mason County, TX	3.2	2.5	686	16.5%	165	9.9%
Sutton County, TX	3.2	2.6	389	10.1%	175	11.8%
Crockett County, TX	3.1	2.6	299	8.4%	137	9.9%
Irion County, TX	3.0	2.4	183	12.1%	48	7.6%
McCulloch County, TX	3.0	2.4	1,586	19.9%	445	13.7%
Sterling County, TX	2.8	2.4	181	16.4%	34	7.4%
Menard County, TX	2.8	2.1	466	22.5%	64	6.5%
Kimble County, TX	2.7	2.2	964	22.1%	183	9.4%
Coke County, TX	2.4	2.0	559	17.6%	134	8.3%

County Name	Foreign-Born Population	% Foreign-Born Population	Male Householder, No Wife Present, Family Households	% Male Householder, No Wife Present, Family Households	Population of People Living in Non-English-Speaking Households
Concho County, TX	1,121	26.5%	7	0.8%	1,250
Reagan County, TX	755	20.1%	118	10.3%	2,021

Schleicher County, TX	376	12.3%	0	0.0%	1,308
Tom Green County, TX	7,726	6.6%	2,258	5.2%	28,376
Mason County, TX	413	9.9%	34	2.0%	896
Sutton County, TX	526	13.6%	46	3.1%	1,910
Crockett County, TX	338	9.3%	62	4.5%	1,680
Irion County, TX	59	3.9%	20	3.2%	256
McCulloch County, TX	275	3.4%	235	7.2%	1,349
Sterling County, TX	68	6.0%	106	22.9%	299
Menard County, TX	154	7.3%	35	3.5%	497
Kimble County, TX	261	5.9%	131	6.7%	786
Coke County, TX	107	3.3%	52	3.2%	350

County Name	Veterans	% Veteran Status	Homeowner Vacancy Rate	Housing Units	Median House Value	Median Monthly Rent
Concho County, TX	208	5.6%	6.1%	1,651	$93,500	$710
Reagan County, TX	124	4.7%	1.6%	1,320	$94,100	$844
Schleicher County, TX	82	3.7%	2.4%	1,498	$69,800	$474
Tom Green County, TX	9,796	11.3%	2.0%	48,268	$130,800	$860
Mason County, TX	363	11.1%	0.0%	2,715	$163,600	$825
Sutton County, TX	253	8.7%	0.8%	2,037	$95,700	$640
Crockett County, TX	160	6.0%	6.2%	1,816	$79,900	$550
Irion County, TX	99	8.6%	5.1%	868	$137,500	$1,045
McCulloch County, TX	518	8.3%	4.1%	4,302	$85,600	$707
Sterling County, TX	40	4.9%	1.5%	604	$64,700	$918

County Name						
Menard County, TX	183	10.1%	1.3%	1,844	$57,000	$613
Kimble County, TX	483	13.7%	1.1%	3,262	$165,000	$691
Coke County, TX	204	7.9%	6.4%	2,687	$79,100	$613

County Name	Occupied Housing Units	% Occupied Housing Units	Rental Vacancy Rate	% Children Under 18 Poverty Level	Employed Population with Health Insurance	Median Age
Concho County, TX	873	52.9%	2.3%	13.1%	763	41.9
Reagan County, TX	1,147	86.9%	9.4%	21.5%	1,132	31.4
Schleicher County, TX	1,105	73.8%	4.9%	14.7%	1,063	35.0
Tom Green County, TX	43,131	89.4%	7.3%	19.2%	40,545	33.9
Mason County, TX	1,667	61.4%	7.8%	22.6%	1,061	46.9
Sutton County, TX	1,484	72.9%	7.8%	10.8%	1,372	38.4
Crockett County, TX	1,388	76.4%	0.0%	37.0%	1,316	35.9
Irion County, TX	634	73.0%	0.0%	18.0%	486	44.1
McCulloch County, TX	3,255	75.7%	6.5%	17.5%	2,342	44.6
Sterling County, TX	462	76.5%	16.9%	4.6%	384	44.9
Menard County, TX	992	53.8%	8.4%	3.9%	448	49.1
Kimble County, TX	1,948	59.7%	9.5%	34.1%	1,090	52.9
Coke County, TX	1,617	60.2%	1.9%	19.5%	1,077	50.3

County Name	Median Household Income	Per Capita Income	% Poverty Level	% of Commuters Taking Public Transport to Work	Remote Workers	% Remote Workers	% Seniors 65+ Poverty Level

County Name	Median Household Income	Per Capita Income	% Poverty Level	% of Commuters Taking Public Transport to Work	Remote Workers	% Remote Workers	% Seniors 65+ Poverty Level
Concho County, TX	$43,355	$17,684	8.8%	0.0%	81	6.6%	3.6%
Reagan County, TX	$70,478	$25,397	9.6%	0.0%	44	2.7%	5.0%
Schleicher County, TX	$55,677	$25,128	10.9%	1.1%	31	2.2%	21.2%
Tom Green County, TX	$51,675	$28,444	9.2%	0.2%	2,080	3.7%	9.4%
Mason County, TX	$40,708	$25,602	10.3%	0.0%	96	4.8%	9.5%
Sutton County, TX	$60,543	$29,360	6.0%	0.0%	136	7.1%	11.9%
Crockett County, TX	$51,152	$24,852	15.7%	0.0%	61	3.5%	17.7%
Irion County, TX	$54,706	$31,449	8.4%	0.5%	64	9.7%	3.8%
McCulloch County, TX	$45,329	$24,409	11.0%	0.1%	50	1.4%	13.2%
Sterling County, TX	$59,286	$28,997	2.6%	0.0%	27	4.6%	9.5%
Menard County, TX	$40,606	$25,067	7.4%	0.0%	53	4.9%	9.9%
Kimble County, TX	$42,500	$28,899	12.3%	0.3%	96	4.6%	8.8%
Coke County, TX	$45,551	$24,768	8.4%	0.0%	48	3.5%	12.1%

County Name	Median Household Income	Per Capita Income	% Poverty Level	% of Commuters Taking Public Transport to Work	Remote Workers	% Remote Workers	% Seniors 65+ Poverty Level
Concho County, TX	$43,355	$17,684	8.8%	0.0%	81	6.6%	3.6%
Reagan County, TX	$70,478	$25,397	9.6%	0.0%	44	2.7%	5.0%
Schleicher County, TX	$55,677	$25,128	10.9%	1.1%	31	2.2%	21.2%
Tom Green County, TX	$51,675	$28,444	9.2%	0.2%	2,080	3.7%	9.4%
Mason County, TX	$40,708	$25,602	10.3%	0.0%	96	4.8%	9.5%
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McCulloch County, TX	$45,329	$24,409	11.0%	0.1%	50	1.4%	13.2%
Sterling County, TX	$59,286	$28,997	2.6%	0.0%	27	4.6%	9.5%
Menard County, TX	$40,606	$25,067	7.4%	0.0%	53	4.9%	9.9%
Kimble County, TX	$42,500	$28,899	12.3%	0.3%	96	4.6%	8.8%
Coke County, TX	$45,551	$24,768	8.4%	0.0%	48	3.5%	12.1%

D. Workforce Development Analysis

(WIOA §108(b)(1)(D); 20 CFR §679.560(a)(4))

Boards must include an analysis of workforce development activities in the region, including education and training.

Board Response:

Concho Valley has one Community College (Howard College) and a State University (Angelo State University). With that noted, some educational opportunities in our more rural counties are not provided on the level of our more populous county.

Concho Valley's Workforce Development Board's strong partnership with economic development leaders enhances the workforce service delivery system. The county/city offers a solid partnership within the government and quasi-government organizations.

- o The Board and Workforce Solutions staff offer a recognized and reliable resource for employers, economic developers, educators, and jobseekers.

- o Strong economic partnerships play an important role in Workforce Development, such as the City of San Angelo Development Corporation (COSADC) business incentives that reward employers for taking advantage of workforce programs.

- o The Board will continue to expand partnerships to create opportunities for training and employment and work with economic development agencies to increase awareness of beneficial employer services, such as on-the-job training, WOTC, and available grants.

The Board's close relationship with our various Eligible Training Providers List (ETPL) in the TWC ETP system, such as Howard College, Angelo State University, and various rural schools, enables

innovative student engagement initiatives. Board grant programs such Teacher Externship program and the Work Ready Community initiative strengthens the collaboration between the schools and the Board.

Employers want to hire individuals who are ready to work and possess the skills necessary to learn on the job. We continue to pursue opportunities to serve all job seekers and practice inclusion with all populations; veterans, persons with disabilities, single parents, out-of-school youth, at-risk youth, low-income adults, dislocated workers, and offenders. Likewise, employers need the right person to hire, and as such, we must continue to ensure each job seeker is ready and the best-prepared worker available.

Many individuals fall into more than one category of need, and our goal is to address each of those needs to develop self-sufficiency of the whole person concept. This is accomplished through dedicated customer engagement, service plans that use all tools available for each participant and building partnerships with other community agencies and services provided in the one-stop to provide seamless support to each customer.

Workforce development inherently begins within the education system, and the Board must continue to engage and support education in every way possible. Rural school systems offer the most flexibility. Therefore, many programs can be initiated in these smaller schools as pilot programs before moving them to the large school systems.

Part 3: Core Programs

A. Workforce Development System

(WIOA §108(b)(2); 20 CFR §679.560(b)(1))

Boards must include a description of the workforce development system in the workforce area that identifies:

- *the programs that are included in the system; and*

- *how the Board will work with the entities that facilitate core programs and other workforce development programs **to support alignment to provide services**, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, that support the strategy identified in the State Plan under WIOA §102(b)(1)(E).*

Board Response:

Our workforce development system is focused on developing human capital designed to meet the future needs of our local employers. Board, Workforce Center, and partner staff collaboratively

work to identify three critical components: future employer needs, employee competencies, and skill levels. These three components guide us in identifying occupations where skill gaps can be met by using the program funds that are available from all the partners.

The workforce centers utilize the following strategies to screen and refer customers to enhanced services. Referrals to individual programs are made from those attending orientation and career planning sessions.

It is the role of CVWDB to be a regional facilitator, connector, and convener to address workforce development issues. The following programs support and align with local, state, and national strategies to address the needs of the workforce. The oversight provided by CVWDB ensures that the services provided below are delivered in an integrated and seamless workforce system operated and managed by a competitively procured contracted service provider.

- Choices Program—Services provided through the Choices program are designed to assist unemployed and under-employed career seekers who are applicants for Temporary Assistance for Needy Families (TANF) services or are current or former TANF recipients in preparing for, obtaining, and retaining unsubsidized employment. Co-enrollment in job training programs, subsidized employment, and on-the-Job Training (OJT) are components of the program. CVWDB partners with the Health and Human Services Commission (HHSC) to provide referrals and integrated case management to eligible program participants and ensure work goals and program requirements are met.

- Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)— Services provided through this program assists both Able-Bodied Adults Without Dependents (ABAWDs) and SNAP E&T General Population participants by improving their ability to obtain unsubsidized employment and reduce their dependency on public assistance. Workforce center staff provide guidance, instruction, and support to assist program participants in preparing for, obtaining, and retaining full-time employment. CVWDB partners with HHSC to provide referrals and integrated case management to eligible program participants and ensure work goals and program requirements are met.

- Wagner-Peyser Employment Services (ES)—In partnership with TWC, CVWDB is a part of the Texas Model and is responsible for assisting employers in filling jobs by recruiting, screening, and referring qualified job seekers and assist job seekers in finding employment for which they are qualified.

- Workforce Innovation and Opportunity Act (WIOA)— WIOA brings together, in strategic coordination, the core programs of skill development and requires specific accommodation for vulnerable populations.
    - Employment and training services for adults
    - Employment and training services for dislocated workers
    - Employment and training services for youth

- Trade Adjustment Assistance Program (TAA)— TAA is a federal program created to reduce the damaging impact of imports felt by certain sectors of the U.S. economy.

- Rapid Response Services—Rapid response services help workers and employers deal with the effects of layoffs and plant closures, including those that result from increased competition from imports, natural disasters, and other events.

- Subsidized Child Care – Access to quality childcare is a workforce issue. Child Care provides eligible parents who work, attend school, or participate in job training with financial assistance.

- Unemployment Insurance (UI) – While the UI program is administered by TWC, workforce centers provide UI claimants with valuable services to assist with filing claims, participating in appeals, and access to the Reemployment Services and Eligibility Assessment (RESEA) program.

The Board is committed to supporting the strategies in the State Plan, including strengthening and expanding all existing and developing partnerships to better serve our customers. The opportunities provided by the adoption of the Workforce Innovation and Opportunity Act and the Texas Workforce Commission, now serving as the administrative umbrella for all WIOA core program partners, allows us to plan, implement, and continuously improve services and performance for all program partnerships.

WIOA provides new opportunities for the Board and Career and Technology Education (CTE) to work together to prepare individuals for careers that meet employer skill needs—specifically targeting STEM and middle-skilled jobs. The Board supports the State Plan by:

- identifying career pathways (responding to industry talent needs) and offering customers the opportunity to obtain the skills and credentials necessary to find better jobs at better wages.

- enhancing employer engagement to build an occupational/skills demand-driven system, to improve business services, and provide more work-based learning opportunities.

- aligning individual program policies, procedures, and processes (when not constrained by program-specific law or regulation) to achieve greater partnership in service delivery—working side-by-side with ISD's and our community college partner.

- seeking practical opportunities to share resources, reduce redundancies and waste, and make integrated service delivery more streamlined for customers.

- improving access to up-to-date labor market and career information aligned with career pathways and occupational areas of study.

- assigning Board staff to serve on education advisory committees.

- assigning business service and youth career staff to work with ISDs, business and industry, EDCs, and COCs staff on youth career fairs.

- providing teacher internships with industries—designed to improve teacher knowledge of industry skills needed in stem and middle-skilled careers; and,

- Supporting partner programs in achieving success with the performance indicators.

B. Core Programs—Expand Access, Facilitate Development, and Improve Access

(WIOA §108(b)(3); 20 CFR §679.560(b)(2))

Boards must include a description of how the Board will work with entities carrying out core programs to:

- *expand access to employment, training, education, and support services for eligible individuals, particularly eligible individuals with barriers to employment;*

Board Response:

Every individual that seeks workforce assistance is provided a comprehensive array of services. These include assessments, training, and upskilling opportunities, case management, and essential forms of support, such as housing, healthcare, transportation, legal assistance, clothing, and a wide range of counseling as appropriate. Detailed assessments are administered to determine immediate and long-term needs and set internal goals that act as mile markers on the individual's career pathway. Through established relationships with support service and training providers throughout the area ensures job seekers will have access to the services required to maximize the opportunities for participation in program services.

Low-Income Adults/Choices (TANF) Recipients – Individual Employment Plans (IEPs) that include short-and long-term goals and assistance in education and financial planning that will result in higher wages and increased productivity are developed for TANF Recipients. The service plan includes collaboration with local businesses who have entry-level jobs; identification of workers whose current skills are unsatisfactory to maintain self-sufficient employment; and provision of information to local low-income neighborhood associations and community centers. The workforce team ensures this population gains work-readiness skills through work experience, training provided through partners, online training, and job readiness facilitation.

SNAP Recipients –Workforce Center staff, provide daily support for supervised and supported job search during the required participation period for SNAP recipients. Assistance with registration in WIT, resume development, initial and new job leads, assisted job search, and application as job search continues are also provided. Development of job skills and completion of HSE and AEL classes through local partners is made available to all SNAP Recipients.

Individuals with Disabilities – The Workforce Centers work with individuals with disabilities providing Workforce Services through collaboration with TWC Vocational Rehabilitation (VR). Participants are assessed for placement with businesses, and we provide information about hiring job seekers with disabilities, ensuring individuals are placed in the right situation to succeed. We build this platform through strong partnerships working with agency and program partners and by providing equipment and resources in our Centers explicitly designed to assist identified needs for our non-hearing, non-speaking, or blind job seekers and targeted hiring events for workers with disabilities.

Ex-Offenders – The workforce team works to ensure individuals with criminal records have every opportunity to succeed. We provide support during job search, determine programs of eligibility, and provide support throughout program participation.

Veterans – Our work with veterans to help translate military skills and experiences into civilian terms that businesses understand is in direct coordination with Texas Veterans Commission (TVC) and Texas Veterans Leadership Program (TVLP) staff. Working with veterans, we can address multiple areas of diversity as this population also includes individuals from all target populations. Veterans are provided with priority services. We provide talent development to veterans for intensive and support services through possible skill upgrades and/or work experience opportunities. Throughout the year, the Board implements and supports hiring events and educational events aimed at making veterans aware of available services.

UI Claimants – Individuals on unemployment are connected quickly to businesses through close collaboration with the Business Services Unit (BSU). The workforce team provides a level of service to UI Claimants that assist them in moving back to full employment as quickly as possible. Our standard procedures for service to UI claimants or potential claimants include:

• Any visitor to the Workforce Centers requesting information about filing for unemployment will not only receive this assistance but will also be registered on their first visit in WIT. Resume assistance through WIT, and if appropriate, a professional resume is offered. Information on other available training opportunities to assist claimants to develop additional skills and/or refresh computer skills, customer service skills, and job search/interview skills are provided.

• UI Claimants identified as high risk will be outreached by letter and invited into the Center for the Orientation to Workforce Services that their continued UI eligibility mandates.

• Same day registration into WorkInTexas.com, completion of a resume, development of a detailed, personalized IEP with our workforce professional's guidance, and receipt of at least two relevant job leads is a required part of the orientation appointment.

UI claimants are encouraged to return regularly or to call for additional assistance throughout their job search and are asked to inform us when they get a job.

• UI claimants are informed of the mandate to contact us within three weeks, are encouraged to stay in close contact, and are asked to return to the Center for additional job leads and assistance in job search, interview preparation, and online application skills. They are also informed to expect contact every two weeks after this period until they are employed.

• At each contact, their IEP is updated (as needed) and activity documented.

Individuals with Literacy/Language Barriers – The Workforce Center work with local HSE and English as a Second Language (ESL) providers and have tools available to HSE students at no additional cost. Career introduction and planning services and programs are available for HSE students who may want/need to complete additional career training through WIOA programs. All services at the Workforce Centers are available in Spanish, and the team can access interpreter services for those job seekers who need an interpreter for other languages.

General Job Seeker – All job seekers are provided the tools they need to successfully obtain employment that leads to self-sufficiency. Job seekers have access to training through facilitated workshops and job matching, as well as through WorkInTexas.com.

- *facilitate the development of career pathways and coenrollment, as appropriate, in core programs, including specific career pathways occupations that the Board currently includes on its Target Occupations List, and career pathways occupations that the Board is planning to develop; and*

Board Response:

CVWDB facilitates the development of career pathways and co-enrollment through the following:

- Continue to engage employers in sector strategies to obtain and identify credentials, training, and skills relevant to their occupational needs.
- Leverage funding by co-enrolling individuals that are eligible for both WIOA Youth, Adult, and Dislocated Worker programs to support training and career pathways.
- Continue development of CVWDB long-term relationships with career and technical education institutions that are Eligible Training Providers.
- Seek out stakeholders interested in creating apprenticeship programs.
- Create and implement relationships with CBOs, city/state, and partner agencies to provide exposure for youth to training programs and career pathways.
- Pair the attainment of postsecondary credits with work-based learning opportunities such as on-the-job training, internships, and workplace tours.
- Provide labor market information and career exploration resources to educators and other education-focused stakeholders.
- Actively participate in collaborative groups to leverage resources and coordinate efforts.
- Support the local community college and university in their program development and assessment by providing labor market information and participating in their stakeholder workgroups.
- Coordinate Programs and Services for Target Populations.

- *improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).*

Boards must include a description of the Board's plan for working with at least one of the Governor's industry clusters.

Board Response:

CVWDB partners with ISDs, the local community college, and training providers to improve access to activities leading to recognized postsecondary credentials and is committed to the attainment of industry-recognized certifications and portable and stackable credentials focused on our identified target industries.

Two of the CVWDB's target industries are closely aligned with the Governor's six industry clusters: Energy (oil & gas extraction) and Manufacturing (Chemical Product and Preparation Manufacturing), which are highly prevalent in the region, and CVWDB often engages with employers within these industries. As we continue to identify skills gaps and training opportunities through apprenticeship exploration, CVWDB will further develop and maintain relationships with these employers to keep pace with industry trends and changes. Another area of focus is within the Information Technology (IT) industry. There are several IT occupations that appear on the Board's target and in-demand occupation list and can be found in several industries. CVWDB will continue to gather local wisdom through employer engagement and economic development organizations to determine what skills are needed and identify the appropriate talent development strategies to deploy, which will include apprenticeships.

Part 4: One-Stop Service Delivery

A. One-Stop Service Delivery System

(WIOA §108(b)(6); 20 CFR §679.560(b)(5))

Boards must include a description of the one-stop delivery system in the workforce area, including explanations of the following:

- *How the Board will ensure the continuous improvement of eligible providers and how providers will meet the employment needs of local employers, workers, and job seekers*

- *How the Board will facilitate access to services provided through the one-stop delivery system, including to remote areas, through the use of technology and other means*

- *How entities within the one-stop delivery system, including the one-stop operators and the one-stop partners, will comply with WIOA §188 (related to Non-Discrimination), if applicable, and with applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals who have disabilities*

- *The roles and resource contributions of the one-stop partners*

Board Response:

The Board has monthly meetings with the workforce center operator to review the status of all aspects of the contract for the delivery of workforce services. To ensure continuous quality, the agenda includes a discussion on each of the areas from the monthly report:

• Performance
• Budget vs. Actual for expenditures
• Obligations by program
• Status of progress to remediate monitoring and QA findings
• Program participant summary to see if the planned number to serve is being met
• Special activities

In addition to the monthly meetings, key Board staff have calls with the workforce center operator's leadership. This ensures that the Board is fully informed and aware of the health of the service delivery system.

Since March of 2020, the need to adapt service delivery using virtual resources has been a significant focus. The Board has worked closely with required WIOA partners and community partners to deliver services using a variety of virtual platforms.

Access to Services
The Board's certified Comprehensive Center is located in San Angelo, Tom Green County.

In addition to our physical service delivery location, the Board provides web-based information on services available to customers—i.e., business services, job seeker services, childcare services, labor market information, and a link to Work-In-Texas so both employers and job seekers can self-serve.

Adaptive Equipment and Services

Board and workforce center staff conduct annual training on WIOA 188, the Americans with Disabilities Act, and proper use of accessibility software and hardware. Board monitoring and QA staff conduct annual accessibility reviews to improve or correct accessibility barriers for individuals with disabilities.

The workforce center operator provides customers equal opportunity to access all facilities, programs, and services without regard to race, color, religion, gender, marital status, age, national origin, disability, political affiliation, or belief. We manage and operate the Concho Valley Workforce Center in compliance with EO and ADA requirements.

Minimum Accessibility Standards
To comply with the minimum accessibility standard drafted in March 2016, the array of adaptive equipment and services provided for customer use has been expanded in order to assure full accessibility to all available programs and center services. The following is a list of adaptive strategies used by contractor staff in each office to assist customers requiring accommodation:

o JAWS Screen Reading Software
o Screen Magnifier Software

o Microsoft Windows Magnifier
o Microsoft Windows Narrator
o Microsoft Windows On-Screen Keyboard
o Purple P3 Video Relay Service (VRS)
o Large Print Keyboards
o Trackball Mouse(s)
o Voice Amplifiers
o Large Button VOIP Hearing Aid Compatible Telephones
o Bi-Level Adjustable Height Workstations
o One-On-One Staff Assistance
o Bilingual Staff Available
o Language Identification Cards
o Telephonic Language Interpreting

Roles and Resource contributions of Partners

The Board has supported the development of trust and a team spirit among center partners that promotes integration and cooperation from staff and partners. The helpful, accurate, and honest flow of information from management to and among staff is crucial to successful integration and alignment of goals amongst center partners. Supervisor and/or site meetings are held to disseminate performance and program information to staff and to promote dialog among staff members about changing service delivery and problem resolution.

Each new staff member receives an intensive New Employee Orientation that covers workforce center operations, customer service, information systems, and other topics. The orientation also introduces new staff to the Workforce Services management system and the tools available to each Workforce Center staff member, such as programmatic procedures, quality assurance, monitoring tools, etc.

The co-location of VR staff in our workforce center has provided for enhanced interactions among the staff. VR and workforce staff can routinely share information and resources on an informal basis.

B. Cooperative Agreements

(WIOA §108(b)(14); 20 CFR §679.560(b)(13))

Boards must provide copies of executed cooperative agreements that explain how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA §107(d)(11)) between the Board or other local entities described in §101(a)(11)(B) of the Rehabilitation Act of 1973 (29 USC 721(a)(11)(B)) and the local office of a designated state agency or designated state unit that administers programs that are carried out under Title I of the Rehabilitation Act (29 USC 720 et seq.) (other than §112 or part C of that title (29 USC 732, 741) and are subject to §121(f)) in accordance with §101(a)(11) of the Rehabilitation Act (29 USC 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals who have disabilities and to other individuals, such as cross training of staff, technical assistance, use

and sharing of information, cooperative efforts with employers, and other efforts.

N/A

C. Employer Engagement, Economic Development, and Unemployment Insurance Program Coordination

(WIOA §108(b)(4); 20 CFR §679.560(b)(3))

Boards must include a description of the strategies and services that will be used in the workforce area to do the following:

- *Facilitate engagement of employers in the workforce development programs, including small employers and employers in in-demand industry sectors, in-demand occupations, and target occupations.*

- *Support a local workforce development system that meets the needs of businesses in the workforce area.*

   Note: This may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, use of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives must support the strategy described above.

Board Response:

CVWDB initiates and conducts outreach to new and existing employers within specific target industries. The Workforce Subrecipient staff works in coordination with CVWDB to provide employers with the requested services, thus ensuring employers have the right solution at the right time. Subrecipient staff work to outreach new business in non-targeted industries, such as hospitality and retail, and also provides ongoing services for established employers of all industries in an effort to facilitate the matching of employer openings with career seekers.

Each employer is provided a customized, educated, and meaningful solution to the array of services based on each employer's needs. Services include, but are not limited to:

- Job Matches for Job Openings
- Hiring Events and Target Recruitment Events
- On-The-Job Training and Subsidized Employment
- Internships and Apprenticeships
- Incumbent worker training
- Fidelity Bonding Program
- Rapid Response Services
- Labor Market Information

- *Support a local workforce development system that meets the needs of businesses in the workforce area.*

To better align with the needs of industry, CVWDB will further refine its business services approach. There is an opportunity to enhance employer engagement and solidify collaborative relationships in conjunction with the development of the Board's strategic plan. CVWDB will gain a better understanding of regional industry needs and be positioned to impact solution development centered around improving our employers' competitiveness and increasing and diversifying career opportunities for our community. Employer engagement strategies will be refined to enhance employer relationships and obtain qualitative information that will lead to a more comprehensive approach to workforce development. In addition to addressing immediate workforce needs, CVWDB will focus on providing more in-depth customized talent development strategies. This requires CVWDB to adjust how we engage with employers and the methods we use to identify their needs. Strategies will include convening employer and partner meetings to gain insight about industry needs, one-on-one employer meetings, more frequent Business Retention and Expansion (BRE) visits with employers and EDCs, and CVWDB -facilitated employer and EDCs forums/presentations.

CVWDB will use targeted occupation data, in-demand occupation data, and local economic development information to engage employers in workforce development discussions. This data will aid in developing targeted and strategic employer outreach strategies and lead to more specific conversations with employers regarding their workforce needs. The goals for targeted employer engagement include the following:

- Increase employer awareness and participation in workforce development and expansion opportunities.
- Develop high-value employer partnerships throughout our 13-county area.
- Enable CVWDB to deploy effective and timely workforce development programs and initiatives.
- Engage with employers to establish various training programs including:
  - On-the-job training opportunities
  - Internship and subsidized employment opportunities for job seekers with limited work experience and/or other barriers to employment
  - Registered apprenticeships
  - Incumbent worker training following procedures listed in WD-06-19 and local board policies.

CVWDB will develop and convene sector partnerships to enhance understanding of industry needs and facilitate solution development to address the expressed need(s).

These industries and occupations will be both data-driven and representative of industry demands. Industry needs will be inclusive of both workforce and non-workforce-related issues, so CVWDB must additionally establish relevant community partnerships to include economic development, higher education, independent school districts, and non-profit organizations that have access to targeted populations. The sector partnerships will be employer-led, focusing on agendas and issues that are designed and raised by industry.

- *Better coordinate workforce development programs and economic development*

Board Response:

The coordination of CVWDB's workforce development programs and economic development activity in our service area is a critical step towards maximizing the impact of our resources as a Board. To enhance the alignment of our programs and those of economic developers, we will intentionally engage with various economic development organizations to learn about their long-term priorities as well as their most pressing challenges. Our desire is that by actively listening to these organizations' needs, we will be able to better incorporate priorities into our own strategic plan that ultimately helps their work and the employer community at large. In the future, we aim to continue our outreach to touch more geographic points of our wide-ranging and diverse service region to continue recognizing reoccurring themes with the goal of aiding our growing economy.

- *Strengthen links between the one-stop delivery system and unemployment insurance programs.*

Board Response:

CVWDB links services from at the workforce centers to services for Unemployment Insurance claims through a variety of access points. In the event of a significant layoff, Rapid Response services may be coordinated with the affected employer to provide services to dislocated workers at the worksite, local center, or a remote site. In the event of a business closure or reduction in force, staff may provide computers on-site to provide immediate access to online claim filing and work registration. Individuals may also initiate contact by visiting or calling the local workforce center.

From the moment a person becomes unemployed, the local workforce center is often the first stop for services. The workforce center maintains open access to all customers who may need to file for benefits. Workforce staff are available to assist individuals in accessing services through the Texas Workforce Commission's website. The website contains direct links to much-needed information, including how to file, when to file, ongoing eligibility requirements for receiving unemployment benefits, etc. The information contained on TWC's website is up to date, accurate, available 24 hours a day, seven days a week, and is available in Spanish.

Workforce staff are available to assist customers who may not be comfortable with computers or who need extra help to file their claims. Customers may be provided with informational printouts that include clear directions to access Unemployment Information services and processes. Customers may use workforce center resources such as conference rooms to hold appeal hearings for their UI case, fax machines to submit required documentation, and computers to access their claim status. If a customer has an unmet need regarding UI information, center staff may contact a UI representative via a direct line that is not available to the general public. CVWDB staff engage claimants at the earliest point possible. Since quality job referrals come from quality registrations, workforce center staff are available to assist claimants to complete registration in the Work in Texas job matching system.

The Reemployment Services and Eligibility Assessment (RESEA) program is a partnership between TWC and CVWDB. TWC uses statistical modeling to rank unemployment benefits claimants based on their likelihood to exhaust unemployment benefits. This process includes a statistical evaluation of

numerous work and related factors, including but not limited to the length of workforce attachment, occupational field, wage, and location.

CVWDB outreaches those claimants most likely to exhaust their benefits and connects them with reemployment services at the workforce center to help them find new employment as quickly as possible. Claimants receive an orientation and assistance developing an Individualized Employment Plan and are offered other staff-assisted services at the Workforce Center. Individuals with a score below the cutoff may still be outreached and provided the same or other services, but their participation is voluntary.

D. Coordination of Wagner-Peyser Services

(WIOA §108(b)(12); 20 CFR §679.560(b)(11))

A description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the one-stop delivery system.

Board Response:

The Workforce Operator has worked systematically to develop trust and a team spirit among Workforce Center staff to promote integration and cooperation for both staff and programs. All Workforce Center staff, including partner staff, have access to immediate supervisors and support staff whose leadership provides consistent information and direction.

As part of the Texas Model, ES staff are embedded into the one-stop delivery model. Services provided by ES staff are a part of this integrated workforce system. All center staff duties and responsibilities are clearly outlined and are aligned with the overall roles and responsibilities of the workforce system. Staff receive comprehensive training in the integrated model and how each program/function interacts and impacts all programs in the service delivery model. Center staff are cross-trained to ensure services are provided consistently across all programs to provide efficiencies.

Centers conduct daily huddles and weekly meetings with all staff to discuss the needs of employers and career seekers to avoid duplication of services. Weekly conference calls are held with management to ensure information is shared at all levels. Meetings with all staff share information regarding changes to processes, new directives, as well as challenges identified in the system. All staff coordinate and work hiring events as a team. Workforce Center Managers provide daily supervision of ES staff and their functions consistent with the supervision of all center staff. Management works with TWC Integrated Service Area Managers on HR concerns and keeps them informed of any potential issues.

E. Integrated, Technology-Enabled Intake and Case Management

(WIOA §108(b)(21); 20 CFR §679.560(b)(20))

Boards must include a description of how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information

system for programs carried out under WIOA and by one-stop partners.

Board Response:

The one-stop centers use the State required systems.

- WorkInTexas is the online job search and job matching system developed and maintained by TWC; it provides job matching options based on skills, experience, LMI and is available to both employers and job seekers.
- The Workforce Information System of Texas (TWIST) is used for integrated intake, eligibility, case management, and reporting of employment and training services. This program allows intake information and service history information to be shared by staff providing multiple employment and training services, and the information can be accessed statewide.
- Child Care Attendance Automation is used by parents to record attendance.
- Cash Draw and Expenditure Reporting is used to draw funds from program allocations.

The Board also uses Microsoft SharePoint, a browser-based collaboration and document management platform from Microsoft. It allows workforce center to use a centralized, password-protected space for customer referral, tracking, and document sharing.

In addition, CVWDB utilizes a paperless environment through Cabinet SAFE that enables the efficient management of documents and information. Customer files are accessible to all staff with designated security rights/protocols, and documents can be routed to complete intake and case management functions among and between programs. The system captures, routes, and facilitates the approval of documents through a web-based environment.

Part 5: Workforce Investment Activities

A. Economic Development and Entrepreneurial/Microenterprise Activities

(WIOA §108(b)(5); 20 CFR §679.560(b)(4))

Boards must include an explanation of how the Board will coordinate local workforce investment activities with regional economic development activities that are carried out in the workforce area and how the Board will promote entrepreneurial-skills training and microenterprise services.

Board Response:

CVWDB will ensure that our regional populations are educated, prepared, and trained for the highly technical, knowledge-based careers our EDC partners are recruiting to the area. To drive the economy forward, the region's workforce will require significantly different and higher levels of education and training than ever before. CVWDB coordinates with local Chambers of Commerce, Economic Development partners, industry representatives, and small business owners to determine the issues that affect regional growth and create plans for improvement. Skills gaps continue to be widely regarded as a restraint to employment growth.

To meet some of these skills needs, CVWDB may need to coordinate with the local community college and employers to customize training options for both the employers' incumbent and new hire employees. CVWDB uses resources such as High-Demand Job Training (HDJT) grants, Texas Industry Partnership (TIP) grants, Skills Development funds, and other business grants and supports to mitigate the skills needs that are based on employer demand. Additionally, the Business Solutions Consultants hosts targeted job fairs and participate in business recruitment to ensure training is targeted at the current and future needs of the employers.

CVWDB collaborates with the Angelo State University Small Business Development Center to better understand the opportunities, needs, and challenges in our local economies and develop successful entrepreneurs.

B. Rapid Response Activity Coordination

(WIOA §108(b)(8); 20 CFR §679.560(b)(7))

Boards must include a description of how the Board will coordinate workforce investment activities carried out in the workforce area with statewide rapid response activities described in WIOA §134(a)(2)(A).

Board Response:
CVWDB will partner with the State Rapid Response unit to ensure local employers and workers receive timely and appropriate services. The need for rapid response services may be identified in several ways:
• Reading / receiving an announcement or notification of a permanent closure of a business location regardless of the number of workers affected,
• Announcement or notification of a mass layoff affecting 50 or more workers, or receiving notice that a Worker Adjustment and Retraining Notice (WARN) has been filed regardless of the number of workers affected by the announced layoff,
• A mass dislocation resulting from a natural disaster or other event, as defined by state or local emergency management sources,
• The filing of a Trade Adjustment Assistance (TAA) petition

Once the need for rapid response services is identified, the rapid response coordinator works with the assigned business solutions consultant to reach out to the employer to begin discussions on layoff aversion and transition and re-employment services to affected workers. During this conversation, the business solutions consultant works in collaboration with the authorized representative at the business to determine the appropriate method for delivering the information to the affected employees.

Once an agreement has been reached regarding how to interact with the affected employees, the rapid response coordinator and the business solutions consultant will work with the local talent impact units within the workforce solutions offices to prepare the information to provide to affected employees.

This information will include information on:
• Training on and registration in WorkInTexas.com
• Providing information on basic eligibility for unemployment benefits and how to apply for UI.
• Job search assistance

- Accessing community resources
- Job application and résumé preparation
- Assessing accomplishments and skills
- Résumé development assistance
- Interviewing skills and effective interviewing techniques
- Coping with job loss
- Labor market information—Including information on target and demand occupations
- Customized lists of current job openings
- Customized and targeted job fairs
- Coordination of language interpreters and services for the visually and hearing impaired
- When appropriate, information on how to petition for TAA
- Group stress management seminars, and
- Group financial management seminars

C. Youth Activities and Services

(WIOA §108(b)(9); 20 CFR §679.560(b)(8))

Boards must include a description and assessment of the type and availability of workforce investment activities for youth in the workforce area, including activities for youth with disabilities. This description must include an identification of successful models of such activities.

Board Response:

CVWDB serves at-risk, in-school, and out-of-school youth. CVWDB provide services to youth participants who fall into the following barrier categories:

Foster Care/Aging out of Foster Care Youth
Youth Offenders
Youth with Disabilities
Basic Skills Deficient
English Language Learner
Parenting or Pregnant
First-Generation College Student
Habitually Truant
No Substantial Work Experience: no work history or unstable work experience.

Youth activities are provided by a direct case manager, called a Talent Development Specialist (TDS), who provides one-on-one intake, assessment, and individual service planning with the participant. Services are tailored to the individual participant's needs, with the TDS acting as an advocate for the participant's access to both in-house and local community stakeholder's services. Stakeholders include, but are not limited to, Adult Education and Literacy grantees, secondary and post-secondary schools, and local employers.

Youth with disabilities are served to enable the participant to successfully achieve employment and/or educational goals. Partnerships with experts in the field of Vocational Rehabilitation and mental health is vital in successfully serving youth with disabilities. The Student HireAbility Navigator program is a part of the expansion of the Pathways to Careers Initiative (PCI) approved by the Texas Workforce Commission (TWC) in 2017. CVWDB has one Student HireAbility Navigator. The Student HireAbility Navigator serves as a resource in the workforce area to support, expand, and enhance the provision of pre-employment transition services (Pre-ETS) that are provided by VR as well as by other partners and programs in the workforce area. The primary role and responsibility of the Student HireAbility Navigator is the planning, coordination, promotion, and development of systemic and collaborative strategies that result in the provision of quality Pre-ETS for students with disabilities in the workforce area.

The CVWDB WIOA Youth Program has implemented the 14 program elements required under WIOA guidelines. All Youth TDS have resources to provide the 14 program elements listed below to provide to all eligible youth. Each element is available year-round and is geared towards preparing the youth to become self-sufficient in the working world. Services are specific to the individual need of the youth.

- Academic/educational enhancement skill (tutoring) is provided through a system of referrals or collaboration with providers of such services.
- Alternative secondary school services referrals are made as appropriate.
- Paid or unpaid work experience and/or internships are arranged when appropriate and in accordance with the youth's Individual Service Strategy.
- Occupational skills training in target occupations as determined by the local list.
- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social behaviors offered through Workforce Subrecipient.
- Supportive services for youth program participants include referrals to community services, assistance with transportation, childcare, and dependent care, housing costs, referrals to medical services, uniforms or other appropriate work attire, tools, and protective gear.
- Adult mentoring opportunities through coordination with school district mentoring programs, community groups, or through a nomination from youth participants. Partnering with and referrals to existing mentor programs are pursued.
- Follow-up services, including necessary supportive services, are provided for a minimum of 12 months after exit from the youth program.
- Comprehensive guidance and counseling, including referral to services outside of the scope of employment and training.
- Financial Literacy - This curriculum helps individuals build financial knowledge, develop financial confidence, and use banking services effectively.
- Youth participants who are interested in entrepreneurial skills training are referred to the local Small Business Administration, where information is provided on how to start and manage a business.
- Labor market and employment information about in-demand industry sectors or occupations available in the workforce area, such as career awareness, career counseling, and career exploration services.

- Transition to post-secondary education and training such as financial aid prep, SAT/ ACT prep, student loans, school applications, scholarship applications, costs, etc.

CVWDB offers services to youth with disabilities that include a direct link to employment opportunities in the form of On-the-Job Training and Paid or Unpaid Work Experience. CVWDB partners with agencies that specifically serve disabled youth, such as MHMR and Vocational Rehabilitation, to leverage funds and services so that the youth's needs are appropriately addressed. On-the-Job training opportunities create an avenue for workforce staff to develop specific job opportunities customized to the interests and specific needs of the participant. The employer directly invests in their own workforce pipeline by developing a customized employee training plan to fit their business needs. In the Paid or Unpaid work experience model, youth are provided an opportunity to develop necessary work skills as well as occupational skills under the guidance of a real-world employer. The experience gained through the development of skills, work experience, career/industry exploration, networking connections, and confidence is a valuable first step in developing an occupational or education pathway.

D. Coordination with Secondary and Postsecondary Education Programs

(WIOA §108(b)(10); 20 CFR §679.560(b)(9))

Boards must include a description of how the Board will coordinate its workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

Board Response:

CVWDB will use career fairs to provide initial career path information to students beginning at the middle school level and continuing throughout their education. We will also provide skills information and LMI to school counselors, parents, students, and employers regarding career pathways.

We work with local Chambers and ISDs to provide classroom teachers with professional development through teacher externship programs. Working with industry allows the teachers to increase their knowledge of the skills required within a specific industry and then share their knowledge and experiences with other classroom teachers and students.

The Board coordinates access to training with our AEL partners to better integrate adult education job seekers into the workforce by expanding adult programs in Demand Occupations.

E. Child Care and Early Learning

(40 TAC §809.12 Board Plan for Child Care Services)

Each Board must include a description of how the Board is strategically managing childcare and early learning within its workforce system to enhance school readiness and strengthen and

support the child care industry.

> *Note: This may include efforts to:*
>
> - *Coordinate with employers, economic development, and other industry leaders to increase the awareness and importance of early learning as a workforce and economic development tool*
>
> - *Support improved school readiness through higher-quality child care, including Texas Rising Star, and through partnership opportunities such as prekindergarten partnerships*
>
> - *Support the needs of the child care industry, which could include assistance with business development or shared services, as well as opportunities to support professional growth and career pathways for early education*

Board Response:

CVWDB will support the childcare industry by providing access to Texas Child Care tools for Texas Rising Star providers. This tool assists providers in their daily operations as well as provides strategies for them in strengthening their childcare programs.

We will continue to support school readiness through our Texas Rising Star (TRS) program, which includes mentoring/coaching of childcare professionals on developmentally appropriate practices and the TRS guidelines; providing opportunities for early childhood professionals to obtain college degrees and certifications; and providing professional development training opportunities to all childcare programs, such as a Child Development Associate training and credential in partnership with our local community college funded through quality initiatives.

We will continue to work with employers, industry leaders, non-profits, and others to share the opportunities and struggles that childcare programs face. CVWDB will convene employers and economic development entities in roundtable discussions to promote the importance of quality childcare and how it relates to workforce sustainability, as well as learn about what childcare challenges may exist in their communities. We will continue to share information on how childcare is an economic development necessity that supports employers in hiring and retaining staff. Active employer participation in ensuring childcare quality and availability can directly affect their bottom line and workforce retention, both of which are major contributors to the local economy. Economic development organizations have extensive employer networks and a commitment to growing and sustaining their local economies, thus making them high-value partners for this effort.

F. Transportation and Other Support Services

(WIOA §108(b)(11); 20 CFR §679.560(b)(10))

Boards must include a description of how the Board will provide transportation, including public transportation, and other appropriate support services in the workforce area in coordination with WIOA Title I workforce investment activities.

Board Response:

CVWDB covers 13 counties encompassing more than 16,000 square miles. Each community has community resources dedicated to the support of its citizens. The local workforce center updates a listing of local providers on a bi-annual basis. These community referral lists are made available to all participants at workforce orientations and any workforce center visitor. WIOA participants who have support service needs are referred to these community service providers, with workforce center staff assisting the participant through the access process.

As part of the individual assessment process, a TDS conducts a needs assessment to determine strengths and barriers to participation in workforce activities. If support service needs are identified, the TDS will provide the participant with community referral information to access local resources. In cases where community resources are not available, WIOA support services may be offered. The TDS will work with the participant directly to ensure that all local referrals are addressed, that supporting documentation is obtained, and the request is generated timely. Transportation assistance may be offered via bus or transit passes or transportation reimbursement via a reloadable debit card.

CVWDB provides expanded access through virtual services to reduce barriers to transportation and enhance services to participants within our workforce development area.

G. Coordination of Adult Education and Literacy (AEL)

(WIOA §108(b)(13); 20 CFR §679.560(b)(12))

Boards must include a description of how the Board will coordinate WIOA Title I workforce investment activities with AEL activities under WIOA Title II. This description must include how the Board will carry out the review of local applications submitted under Title II consistent with WIOA §§107(d)(11)(A) and (B)(i) and WIOA §232.

Board Response:

CVWDB has a strong collaborative partnership with the AEL provider. Board staff, contractor staff, and AEL staff meet on a regular basis to collaborate and coordinate activities in effort to reduce duplication and maximize resources. For example, triage meetings with the local Board contract manager, workforce solutions staff, Howard College, and AEL staff have proven to be an effective mechanism to enroll students in the area of training that amplifies the highest and best use of the individuals' competencies to ensure progression to employment. The triage meetings are instrumental in blending financial and other resources to support individuals that are close to completing their high school equivalency with a career and to ensure coordinated case management. The intent is that they complete with a credential or certificate and many times a self-sufficient career. In addition, AEL staff are provided space at the Workforce center when needed.

In addition, these strategies have been identified to improve access to AEL programs and services:

- Strengthen the referral process between the workforce and AEL programs. Set up a formal process to track participants so both programs can have documentation of

program participants or participants served.
- Offer individual one-on-one information in addition to the orientations to AEL students, especially for those are currently unemployed.
- Workforce will identify employers who are willing to speak to the AEL classes.
- Workforce will share notices with AEL contractors when scheduling job fairs so AEL providers can notify customers.
- Workforce will identify employers who hire a large number of individuals who speak Spanish only so AEL can contact them about a possible English as a Second Language classes onsite.
- Offer orientation to AEL staff about Workforce services. The goals for continued coordination with AEL programs are:
  - Increase the exposure and understanding of each program through marketing information.
  - Expand the use of social media to provide information to customers and potential customers.
  - Expand the partnership to include AEL components in the rural counties.

Workforce Solutions staff provide labor market and career information to AEL teachers for classroom display and disbursement to AEL students. The Board will continue its efforts in capitalizing of grant funds that are provided by TWC with the goal of providing training funds for targeted, technical training to AEL students and to support the efforts to develop integrated career pathways to increase post-secondary credentialing and employment of AEL students.

AEL Applications: The Board will review local applications submitted under Title II to ensure they (1) are consistent with WIOA §107(d)(11)(A) and(B)(i) and WIOA §232 and (2) provide services that are in alignment with the local plan and that serve the Board's region. The Board will consult with applicants, provide recommendations that promote alignment with the local plan and set in place cooperative agreements that allow for efforts of cooperation, collaboration, and coordination. This approach will enhance the services made available to all customers served.

Part 6: Adult, Dislocated Workers, and Youth Services
A. Adult and Dislocated Worker Employment and Training

(WIOA §108(b)(7); 20 CFR §679.560(b)(6))

Boards must include a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the workforce area. Boards must include a description and assessment of the type and availability of adult, dislocated worker and youth employment and training activities in the workforce area.

Boards must also include the list of assessment instruments (tools) used for adult, dislocated worker, and youth.

Board Response:

Adult services are provided to help career seekers who are at least 18 years old succeed in the labor market. WIOA establishes a priority in the adult program for serving low-income individuals, recipients of public assistance, and individuals lacking basic work skills. Dislocated worker services are provided to workers who have lost their job through no fault of their own. The goal of dislocated worker services is to help these individuals obtain quality employment in in-demand industries. CVWDB provides the following services to Adults and Dislocated Workers:

Career Services - Basic and individualized services are provided as appropriate and adequately resourced and may include the following:

- Determinations of whether an individual is eligible to receive assistance;
- Outreach, intake (including worker profiling), and orientation to information and other services available through the Texas workforce system;
- Initial assessment of skills levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and support service needs;
- Labor exchange services, including job search and placement assistance, career coaching, information on nontraditional employment and in-demand industry sectors and occupations;
- Referrals to and coordination of activities with other programs and services, including programs and services within the CVWDB workforce system and, when appropriate, other workforce development programs;
- Workforce and labor market employment statistics information, including information relating to local, regional, and national labor market areas, including job vacancy listings in labor market areas, information on job skills necessary to obtain the vacant jobs listed, and information relating to Target Occupations and the earnings, skills requirements, and opportunities for advancement in those jobs;
- Information on eligible providers of training services;
- Information about how CVWDB is performing on local performance accountability measures, as well as any additional performance information relating to the Texas workforce system;
- Information relating to the availability of support services or assistance, and appropriate referrals to those services and assistance, including child care, child support, medical or child health assistance available through the state's Medicaid program and Children's Health Insurance Program, benefits under the Supplemental Nutrition Assistance Program (SNAP), assistance through the earned income tax credit, and assistance under a state program for Temporary Assistance for Needy Families (TANF), and other support services and transportation provided through that program;
- Information and assistance regarding filing claims for unemployment compensation;
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA;
- Comprehensive and specialized assessments of the skills levels and service needs of adults and dislocated workers, which may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- Development of an individual employment plan;
- Group or individual counseling;
- Career planning;

- Short-term prevocational services, including the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- Internships and work experience;
- Workforce preparation activities;
- Financial literacy services;
- Out-of-area job search and relocation assistance;
- English language acquisition and integrated education and training programs;
- Follow-Up Services;
- Training Services such as occupational skills training; on-the-job training; registered apprenticeships; incumbent worker training; customized training

Youth services incorporate the 14 program elements required under WIOA guidelines. All Youth TDS have resources to provide the services listed below to all eligible youth. Services are specific to the individual needs of the youth, and each element is available year-round and geared towards preparing the youth to become self-sufficient in the working world.

- Academic/educational enhancement skill (tutoring) is provided through a system of referrals or collaboration with providers of such services.
- Alternative secondary school services referrals are made as appropriate.
- Paid or unpaid work experience and/or internships are arranged when appropriate and in accordance with the youth's Individual Service Strategy.
- Occupational skills training in target occupations as determined by the local list.
- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social behaviors offered through Workforce Subrecipient.
- Supportive services for youth program participants include referrals to community services, assistance with transportation, childcare, and dependent care, housing costs, referrals to medical services, uniforms or other appropriate work attire, tools, and protective gear.
- Adult mentoring opportunities through coordination with school district mentoring programs, community groups, or through a nomination from youth participants. Partnering with and referrals to existing mentor programs are pursued.
- Follow-up services, including necessary supportive services, are provided for a minimum of twelve months after exit from the youth program.
- Comprehensive guidance and counseling, including referral to services outside of the scope of employment and training.
- Financial Literacy - This curriculum helps individuals build financial knowledge, develop financial confidence, and use banking services effectively.
- Youth participants who are interested in entrepreneurial skills training are referred to their local Small Business Administration, where information is provided on how to start and manage a business.
- Labor market and employment information about in-demand industry sectors or occupations available in the workforce area, such as career awareness, career counseling, and career exploration services.

- Transition to post-secondary education and training such as financial aid prep, SAT/ ACT prep, student loans, school applications, scholarship applications, costs, etc.

CVWDB offers services to youth with disabilities that include a direct link to employment opportunities in the form of On-the-Job Training and Paid or Unpaid Work Experience. CVWDB partners with agencies that specifically serve disabled youth, such as MHMR and Vocational Rehabilitation, to leverage funds and services so that the youth's needs are appropriately addressed. On-the-Job training opportunities create an avenue for workforce staff to develop specific job opportunities customized to the interests and specific needs of the participant. The employer directly invests in their own workforce pipeline by developing a customized employee training plan to fit their business needs. In the Paid or Unpaid work experience model, youth are provided an opportunity to develop necessary work skills as well as occupational skills under the guidance of a real-world employer. The experience gained through the development of skills, work experience, career/industry exploration, networking connections, and confidence is a valuable first step in developing an occupational or education pathway.

CVWDB provides comprehensive and specialized assessments through online assessment tools and Tests of Adult Basic Education (TABE) to assist in developing individualized employment plans to support the needs of the customer.

B. Priority to Recipients of Public Assistance and Low-Income Individuals

(20 CFR §679.560(b)(21))

Boards must include the Board policy to ensure that priority for adult individualized career services and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, consistent with WIOA §134(c)(3)(E) and §680.600 of the Final Regulations, as well as veterans and foster youth, according to the priority order outlined in the WIOA Guidelines for Adults, Dislocated Workers, and Youth. Boards must also include a list of any Board-established priority groups, if any.

Board Response:

Priority for WIOA individualized career services and training services must be provided in the following order:

1. Eligible veterans and eligible spouses (as defined in WD Letter 25-15) who are also recipients of public assistance, low-income, or basic skills deficient.

2. Non-covered persons (individuals who are not veterans or eligible spouses) who are recipients of public assistance, low income, or basic skills deficient in the following order:

    i. Foster youth and former foster youth (as defined in WD Letter 43-11, Change 2)
    ii. Non-foster youth

3. All other eligible veterans and eligible spouses.

4. Priority populations established by the governor and/or the CVWDB in the following order:

      i. All other foster youth and former foster youth, as required by Texas LaborCode§264.121
      ii. Victims of Human Trafficking
      iii. Employed Individuals whose income is below the Board's self-sufficiency level
      iv. Displaced Homemakers
      v. Individuals with a Disability
      vi. Individuals with limited work experience and/or poor work history (less than three months)

      vii. Special participant populations that face multiple barriers to employment to include:
        -Individuals who are English language learners or face substantial cultural barriers
        -Ex-Offenders-Homeless individuals

      viii. Older individuals, age 55 or older

5. Non-covered individuals outside of the groups given priority under WIOA

Part 7: Fiscal Agent, Grants, and Contracts
A. Fiscal Agent

(WIOA §108(b)(15); 20 CFR §679.560(b)(14))

Boards must include identification of the entity responsible for the disbursal of grant funds described in WIOA §107(d)(12)(B)(i)(III), as determined by the CEOs or the governor under WIOA §107(d)(12)(B)(i).

Board Response:

The Concho Valley Workforce Development Board is responsible for the disbursement of grant funds.

B. Sub-Grants and Contracts
(WIOA §108(b)(16); 20 CFR §679.560(b)(15))

Boards must include a description of the competitive process that will be used to award the sub-grants and contracts for WIOA Title I activities.

Board Response:

The steps used by the Board to ensure a free and open competition process are below.

•   A procurement calendar identifying Board staff and their tasks in the development of the Request for Proposal (RFP) is prepared.
•   Public notices of the intent to issue and issue date are posted on the Board's website, the Electronic State Business Daily (ESBD), and sent to entities on the bidder's list.

- The RFP is posted on the issue date on the Board's website and the ESBD.
- A Bidders Conference may be held.
- Responses to questions (Q&A) are posted on the Board's website and the ESBD.
- Proposals are logged in upon arrival.
- Each proposal is reviewed for responsiveness.
- The evaluation process begins with an Evaluator Meeting that includes the following
  - o Code of Conduct
  - o Conflict of Interest
  - o Score Sheets and scoring criteria
- Evaluator scores are compiled.
- Oral Interviews may be held.
- Final recommendation for the Board of Director's approval is submitted.
- Once approved, notification of intent to negotiate is sent to the selected proposer and other proposers informed.
- Contract negotiations begin.
- Debriefings are schedules with non-awardees as requested.

Part 8: Performance
A. Board Performance Targets

(WIOA §108(b)(17); 20 CFR §679.560(b)(16))

Boards must include a description of the local levels of performance negotiated with TWC and the CEOs consistent with WIOA §116(c), to be used to measure the performance of the area and to be used by the Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I subtitle B, and the one-stop delivery system in the area.

BCY Performance Measures	BCY21 Target
Claimant Reemployment w/in 10 Weeks	Undetermined
# Employers receiving WF Assistance	Undetermined
Choices Full Work Rate – All Family Total	Undetermined
Avg # Children Served Per Day	807
Employed/Enrolled Q2 Post Exit – C&T	Undetermined
Employed/Enrolled Q2Q4 Post Exit – C&T	Undetermined
Median Earnings Q2 Post Exit – C&T	Undetermined
Credential Rate – C&T	Undetermined
Employed Q2 Post Exit – Adult	69.00%
Employed Q4 Post Exit – Adult	73.90%
Median Earnings Q2 Post Exit - Adult	$5300.00
Measurable Skills Gain - Adult	Undetermined
Credential Rate - Adult	65.40%
Employed Q2 Post Exit – DW	85.80%
Employed Q4 Post Exit – DW	81.90%
Measurable Skills Gain – DW	Undetermined
Median Earnings Q2 Post exit - DW	$6500.00
Credential Rate - DW	87.50%
Employed/Enrolled Q2 Post Exit – Youth	76.80%

Employed/Enrolled Q4 Post Exit – Youth	63.30%
Credential Rate – Youth	28.50%
Measurable Skills Gain – Youth	Undetermined

Part 9: Training and Services
A. Individual Training Accounts (ITAs)

(WIOA §108(b)(19); 20 CFR §679.560(b)(18))

Boards must include a description of how training services outlined in WIOA §134 will be provided through the use of ITAs, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of ITAs under that chapter, and how the Board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.

Board Response:

Workforce Innovations and Opportunity Act (WIOA) Individual Training Accounts (ITAs) are used to provide funding for eligible WIOA customers to attend approved training programs when it has been determined that those customers will be unlikely or unable to obtain or retain employment that leads to self-sufficiency or wages comparable to or higher than wages from current or previous employment through career services alone.

Workforce Operator must maximize informed consumer choice in the selection of an Eligible Training Provider (ETP) or training service by ensuring that staff provides customers with:
- the statewide Eligible Training Providers List (ETPL), including a description of approved programs;
- performance and cost information relating to the approved training programs offered by ETPs; and
- information on available local work-based training providers, on-the-job training (OJT), customized training, paid or unpaid work experience opportunities, internships, registered apprenticeships, or incumbent worker training that meets the performance standards (for example, entered employment and retention) for that occupation.

Workforce Operator must ensure that training services funded through ITAs, except for registered apprenticeship programs, are directly linked to:
- occupations that are on the Concho Valley Workforce Development Board (CVWDB) Target Occupations List, or are on the Target Occupations List for another local workforce development area to which an eligible participant is willing to commute or relocate; or

  - occupations that have been determined on a case-by-case basis to have a high potential for sustained demand and growth in the workforce area, based on sufficient and verifiable documentation, in accordance with the Board's procedures and TWC rule §841.34 (b).

WIOA funds are not used to pay for training costs for any portion or term of training for which the participant has signed a loan as part of financial aid or that were paid by the participant (or another source) before WIOA program registration.

Subrecipients must ensure that ITAs for training services are paid only to training providers for approved programs that are included on the statewide ETPL, except where out-of-state training programs are locally approved by the CVWDB.

B. ITA Limitations

(20 CFR §663.420)

Boards may impose limits on the duration and amount of ITAs. If the state or Board chooses to do so, the limitations must be described in the Board Plan, but must not be implemented in a manner that undermines WIOA's requirement that training services are to be provided in a manner that maximizes customer choice in the selection of an Eligible Training Provider. Exceptions to ITA limitations may be provided for individual cases and must be described in Board policies.

Board Response:

ITAs are set at a maximum ceiling amount of $10,000 per program participant, additionally, the duration of an ITA must not exceed two years.

Participants are allowed to select the training that exceeds the maximum ITA amount if other sources of funds are available to supplement the ITA, for example, Pell Grants, scholarships, and severance pay.

The use of ITA funds is limited to required tuition & fees, books, supplies, and any other related costs required by the training provider as listed in the ETPL.

Exceptions to the amount and duration limits to ITAs may be made on a case by case basis, with the approval of the Project Director.

Part 10: Apprenticeship
A. Registered Apprenticeship Programs

Boards must include a description of how the Board will encourage Registered Apprenticeship programs in its workforce area to register with the Eligible Training Provider System in order to receive WIOA funding.

Board Response:

CVWDB encourages and supports employers throughout the region in developing and increasing access to Registered Apprenticeship programs. CVWDB will educate companies and regional leaders on the value that apprenticeships add to the workforce/talent development system through

events and seminars and provides guidance and technical assistance in how to develop registered apprenticeships.

B. ApprenticeshipTexas

Boards must include a description of the Board's strategy and commitment to support ApprenticeshipTexas efforts across the state, as applicable.

Board Response:

CVWDB will actively promote apprenticeship opportunities to job seekers within the center, across the region through social media platforms, and to students in our regional ISDs. We will partner with community stakeholders to distribute information and hold community events to celebrate apprenticeship opportunities.

Partnerships are developed with local economic development corporations, community colleges, independent school districts, and trades-related employers to increase the availability of integrated work-based learning—work experience, pre-apprenticeship, apprenticeship, internships, job shadowing, and on-the-job training.

Part 11: Public Comment

Boards must include a description of the process used by the Board, consistent with WIOA §108(d), 20 CFR §679.550(b) and §679.560(b) and (e), to:

> a. *make copies of the proposed local plan available to the public through electronic and other means, such as public hearings and local news media;*
>
> b. *include an opportunity for comment by members of the public, including representatives of business, labor organizations, and education;*
>
> c. *provide at least a 15-day, but no more than a 30-day period for comment on the plan before its submission to TWC, beginning on the date that the proposed plan is made available, before its submission to TWC; and*
>
> d. *submit any comments that express disagreement with the plan to TWC along with the plan.*

Board Response:

A public notice was posted in the newspapers announcing that the plan modification was available on the Board's website or by email request and would be available at Board open meetings to ensure transparency and offer the public an opportunity to make comments. The Board plan was published from February 12, 2021, until midnight, February 28, 2021. This met the 15-day requirement. No public comments were received.

Appendix: 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 consideration for approval. TWIC reviews each Board Plan to ensure that local goals and objectives are consistent with the statewide goals and objectives in the system plan, The Texas Workforce System Strategic Plan FY 2016–FY 2023, which can be found at https://gov.texas.gov/uploads/files/organization/twic/System-Strategic-Plan-Update.pdf.

Additionally, state law charges TWIC with reporting annually to the governor and to the Texas legislature on the implementation of the system's 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. Following consideration for approval at a regularly scheduled quarterly meeting, TWIC recommends the Board Plans to the governor for consideration for approval. Boards' responses to the following planning elements are reviewed by TWIC for alignment and are the basis for recommending approval.

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 (2020 Update) that identify critical, high-priority system issues for the state. **For each goal, <u>briefly describe one significant Board strategy or initiative</u> that fulfills the intent of the goal. Also, please include the corresponding page number(s) within your plan that further details the identified strategy or initiative.**

System Goal 1 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 time frame 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 1—Local Board Response

Board response and corresponding plan page number(s):

CVWDB relies on EMSI to provide up-to-date information on the labor market and economic conditions of the Concho Valley Area. EMSI LMI provides key economic data about occupations and in-demand industries along with information about labor market trends, local economic conditions, future economic developments, and overall labor supply in the local area.

EMSI is utilized by the BSU to refer employers for Labor Market Information (LMI). This is one component of our Business Services Unit Plan. Community stakeholders routinely request LMI from EMSI. Additionally, workforce center staff can use EMSI when interviewing and assessing customers in RESEA, WIOA, and other programs to provide real-time labor market information that will inform the customers' individual employment plans and career development. Ultimately, this results in customers making more informed choices for their career pathways that will meet the needs of the employers in the community.

Pages 6, 29 32, 34

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System Goal 2 and Rationale

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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.

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System Goal 2—Local Board Response

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Board response and corresponding plan page number(s):

CVWDB will develop and convene partnerships to enhance understanding of regional needs and facilitate solution development to address those expressed needs for the purpose of improving our employers' competitiveness and increasing and diversifying career opportunities for our communities. These partnerships will include representation from economic development organizations, higher education, independent school districts, and non-profit organizations that have access to targeted

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populations. These partnerships will align with CVWDB's key priorities to ensure that the Board continues to carry out its mission and that our work is relevant and impactful.

Sharing Labor Market Information and outreach efforts to ensure our partners can count on CVWDB for data needs will continue to grow. As the Texas Education Agency continues to emphasize the importance of educators making data-driven decisions around program offerings and opportunities, and as CTE programs continue to align to high-demand occupations and industries, CVWDB plans to continue the outreach and involvement as a resource and stakeholder for ISDs and colleges. CVWDB will continue to seek out information and stay informed of opportunities for secondary and post-secondary institutions and will continue to find creative ways to assist our partners with LMI and/or partnerships.

Pages 6-7, 26-27, 29, 36

System Goal 3 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.

System Goal 3—Local Board Response

Board response and corresponding plan page number(s):

The Board supports the alignment of services through its work with partner entities to expand access to employment and activities leading to a recognized postsecondary credential. These partnerships promote a pipeline for skilled and credentialed workers to fill employment gaps. CVWDB is committed to enhancing our talent pipeline through on-the-job training, subsidized employment, and work experience.

Pages: 26, 28

System Goal 4 and Rationale

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.

System Goal 4—Local Board Response

Board response and corresponding plan page number(s):

The Target Occupations List is a resource shared with partners and the community to aid informed decision-making based on an analysis of data. This list also serves as an internal resource as a first step guidance point in aligning both internal and external projects to the occupations identified on the list, as it showcases relevant high-demand/high-wage occupations within the CVWDB Board area. Utilizing the list in this way ensures the success of new program choices for education partners. CVWDB has shared and continues to share this list as encouragement for our region to recognize where growth lies, helping to create relevant goals with a high chance of success for individuals.

When contacted regarding partnerships and/or approval of grant opportunities, the TOL is always part of the decision-making and conversations with external partners. CVWDB will increase presentations to colleges, ISD administrators, counselors, and teachers. During these presentations, the TOL will be shared along with other labor market data, with the goal of making CVWDB an accessible resource for education partners seeking relevant data for decision making.

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