

PROGRAM YEARS

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CONCHO VALLEY WORKFORCE
DEVELOPMENT BOARD



STRATEGIC PLAN

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cvworkforce.org

Concho Valley Workforce Development Board Plan Program Years 2025–2028

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Part 1: Board Vision and Strategies

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 is to support a changed post pandemic workforce by meeting the needs of employers and providing all available resources to our job seeker community. As the Board implements this priority 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
- We treat customers with respect and dignity and in a fair and equitable manner.
- We value innovation, flexibility, and continuous improvement.
 - We encourage new ideas.
 - We view failure as an opportunity to explore creative solutions
- We commit to transparent internal and external communication.

Goals for preparing an educated and skilled workforce, including early education services, 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.
- In order to prepare area youth with skills and training to enter the workforce, CVWDB is committed to delivering current and up to date labor market information and career exploration events designed to identify career pathways in in-demand occupations that lead to self-sufficiency.
- Services for individuals with barriers to employment remain a priority for the CVWDB. The CVWDB utilizes available state resources such as Fidelity Bonding programs to assist with re-entry barriers. Partnerships with likeminded community partners bridge gaps such as, but not limited to: education gaps, food insecurity gaps, and homelessness.
- 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. The CVWDB continues to hone its person centered holistic case management approach to identify and eliminate barriers to customer success.

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 Adult Education and Literacy (AEL) and Vocational Rehabilitation (VR) activities to align resources available to the local workforce development area (workforce area) to achieve the Board's vision and goals.

Board Response:

The Board recognizes the importance of leverage funding by co-enrolling individuals that are eligible for both Workforce funded programs with VR and AEL programs to support training and career pathways.

The board works closely with VR to increase access to quality programs and opportunities for customers. 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.

The Workforce Centers staff are trained to triage customers upon initial contact to identify needs and possibilities to provide wraparound services. In collaboration with VR, eligible participants are assessed for work experience placements with businesses. WFS and VR staff work together to provide information about hiring job seekers with disabilities to employers, thus ensuring individuals are placed in the right situation to succeed.

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). 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 and adults with disabilities in the workforce area.

CVWDB has a strong collaborative partnership with our AEL provider. Board staff, contractor staff, and AEL staff meet on a regular basis to collaborate and coordinate activities in an 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 identify and assess the possibility to co-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 and to ensure coordinated case management. The intent is the students complete training with a credential or certificate in a career field leading to self-sufficiency. AEL staff may be 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 who 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 may 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 eligible 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 (as allowed), 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.

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. The CVWDB holds the Workforce Operator to high standards of performance based on a customer service centered delivery of services. In the contract with the Workforce Operator, profit is based on meeting local goals of improving the Quality of Customer Engagement, Quality Assurance which measures if services are delivered in accordance with State and Federal regulations, and meeting or exceeding the State set 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 at a minimum 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, Pandemic Plan, EO Staff Training, and a Quality Assurance Plan. The deliverables are essential in planning and delivering services for universal customers and 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 service delivery tracking. Board monitoring also includes reviews of local policies and procedures to ensure they are up to date and appropriately implemented.

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 and is comprised of thirteen counties, Coke, Concho, Crockett, Irion, Kimble, Mason, McCulloch, Menard, Reagan, Schleicher, Sterling, Sutton, and Tom Green County. Together the Concho Valley encompasses an area of over 16,000 square miles. San Angelo, located in Tom Green County is considered the principal and largest city in the Concho Valley.

In-Demand Industries

The following industries (narrowed to the top 50) in the Concho Valley Area are projected to experience the highest growth, by number of jobs in 2032 and percentage of change (minimum of $\geq 5\%$), during 2022 – 2032. The industry projected to experience the largest growth in jobs is the Computer Systems Design and Related Services. The second industry projected to experience the largest growth in jobs is the Management, Scientific, and Technical Consulting Services industry, followed by the Beer, Wine, and Liquor Retailers industry.

2022 North American Industry Classification System (NAICS) Code	NAICS Industry Title	* Annual Average Employment 2022	* Annual Average Employment 2032	* Number Change 2022-2032	* Percent Growth 2022-2032
5415	Computer Systems Design and Related Services	309	430	121	39.2%

5416	Management, Scientific, and Technical Consulting Services	247	331	84	34.0%
4453	Beer, Wine, and Liquor Retailers	86	115	29	33.7%
4238	Machinery, Equipment, and Supplies Merchant Wholesalers	407	539	132	32.4%
2371	Utility System Construction	481	612	131	27.2%
2111	Oil and Gas Extraction	538	679	141	26.2%
6212	Offices of Dentists	303	378	75	24.8%
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	539	670	131	24.3%
2389	Other Specialty Trade Contractors	373	459	86	23.1%
5419	Other Professional, Scientific, and Technical Services	216	263	47	21.8%
3320A2	Fabricated metal product manufacturing (3323 and 3324 only)	629	765	136	21.6%
5413	Architectural, Engineering, and Related Services	643	779	136	21.2%

6219	Other Ambulatory Health Care Services	86	103	17	19.8%
4552	Warehouse Clubs, Supercenters, and Other General Merchandise Retailers	1109	1322	213	19.2%
6213	Offices of Other Health Practitioners	199	237	38	19.1%
5611	Office Administrative Services	460	546	86	18.7%
6211	Offices of Physicians	1477	1752	275	18.6%
7225	Restaurants and Other Eating Places	5451	6333	882	16.2%
5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	370	428	58	15.7%
3121	Beverage Manufacturing	50	57	7	14.0%
4251	Wholesale Trade Agents and Brokers	62	70	8	12.9%
4441	Building Material and Supplies Dealers	646	728	82	12.7%
5617	Services to Buildings and Dwellings	626	697	71	11.3%
8129	Other Personal Services	62	69	7	11.3%

2131	Support Activities for Mining	1827	2032	205	11.2%
4450A1	Food and beverage stores (4451 and 4452 only)	1231	1353	122	9.9%
8121	Personal Care Services	133	146	13	9.8%
4911	Postal Service	219	238	19	8.7%
4240A1	Merchant wholesalers, nondurable goods (4244 and 4248 only)	293	318	25	8.5%
5222	Nondepository Credit Intermediation	218	236	18	8.3%
3111	Animal Food Manufacturing	75	81	6	8.0%
5161	Radio and Television Broadcasting Stations	102	110	8	7.8%
4442	Lawn and Garden Equipment and Supplies Retailers	142	153	11	7.7%
2211	Electric Power Generation, Transmission and Distribution	391	420	29	7.4%
4599	Other Miscellaneous Retailers	156	167	11	7.1%
8134	Civic and Social Organizations	187	200	13	7.0%
7223	Special Food Services	302	322	20	6.6%

8123	Drycleaning and Laundry Services	153	163	10	6.5%
5320A1	Rental and leasing services (5322, 5323, and 5324 only)	230	245	15	6.5%
8122	Death Care Services	108	115	7	6.5%
6216	Home Health Care Services	955	1016	61	6.4%
5613	Employment Services	394	419	25	6.3%
7211	Traveler Accommodation	759	807	48	6.3%
7139	Other Amusement and Recreation Industries	445	473	28	6.3%
8111	Automotive Repair and Maintenance	609	647	38	6.2%
6111	Elementary and Secondary Schools	5284	5613	329	6.2%
2361	Residential Building Construction	275	291	16	5.8%
4881	Support Activities for Air Transportation	72	76	4	5.6%
2382	Building Equipment Contractors	863	910	47	5.4%
5511	Management of Companies and Enterprises	151	159	8	5.3%

Source: Texas LMI

In-Demand Occupations

With the high growth in industries, the growth in in-demand occupations has increased as well. Projections for occupational growth from 2022 – 2032 (narrowed to the top 50) in the Concho Valley Area are in the chart below.

Standard Occupational Classification (SOC) or Occupational Information Network (O*NET) Job Code	In-Demand Occupation Job Title	* Annual Average Employment 2022	* Annual Average Employment 2032	* Number Change 2022–2032	* Percent Change 2022–2032	Annual Change in Employment (Growth)
35-2014	Cooks, Restaurant	539	734	195	36.2%	20
11-9111	Medical and Health Services Managers	263	346	83	31.6%	8
31-9091	Dental Assistants	125	158	33	26.4%	3
51-4121	Welders, Cutters, Solderers, and Brazers	279	347	68	24.4%	7
31-9092	Medical Assistants	262	325	63	24.0%	6
11-3031	Financial Managers	204	244	40	19.6%	4
49-9041	Industrial Machinery Mechanics	213	253	40	18.8%	4
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	629	739	110	17.5%	11
47-2061	Construction Laborers	666	782	116	17.4%	12
39-9031	Exercise Trainers and Group Fitness Instructors	117	137	20	17.1%	2
47-2073	Operating Engineers and Other Construction Equipment Operators	303	354	51	16.8%	5
53-3033	Light Truck Drivers	434	504	70	16.1%	7
13-1082	Project Management Specialists	266	308	42	15.8%	4
53-7065	Stockers and Order Fillers	1,093	1,264	171	15.6%	17

47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	489	564	75	15.3%	8
41-2022	Parts Salespersons	169	193	24	14.2%	2
35-1011	Chefs and Head Cooks	146	166	20	13.7%	2
15-1232	Computer User Support Specialists	220	250	30	13.6%	3
47-5071	Roustabouts, Oil and Gas	393	445	52	13.2%	5
13-1071	Human Resources Specialists	229	258	29	12.7%	3
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	375	422	47	12.5%	5
13-2011	Accountants and Auditors	461	518	57	12.4%	6
11-1021	General and Operations Managers	2,192	2,458	266	12.1%	27
47-2111	Electricians	257	288	31	12.1%	3
29-2052	Pharmacy Technicians	166	186	20	12.0%	2
37-3011	Landscaping and Groundskeeping Workers	433	481	48	11.1%	5
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	166	184	18	10.8%	2
11-2022	Sales Managers	209	231	22	10.5%	2
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	367	405	38	10.4%	4

53-3032	Heavy and Tractor-Trailer Truck Drivers	1,129	1,243	114	10.1%	11
11-9199	Managers, All Other	248	271	23	9.3%	2
51-1011	First-Line Supervisors of Production and Operating Workers	286	312	26	9.1%	3
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	248	270	22	8.9%	2
25-2011	Preschool Teachers, Except Special Education	160	174	14	8.8%	1
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	722	785	63	8.7%	6
29-1141	Registered Nurses	1,443	1,568	125	8.7%	12
13-1199	Business Operations Specialists, All Other	260	282	22	8.5%	2
47-2152	Plumbers, Pipefitters, and Steamfitters	219	237	18	8.2%	2
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	354	382	28	7.9%	3
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	612	658	46	7.5%	5
43-6013	Medical Secretaries and Administrative Assistants	454	488	34	7.5%	3
41-1011	First-Line Supervisors of Retail Sales Workers	947	1,014	67	7.1%	7

43-4171	Receptionists and Information Clerks	489	522	33	6.7%	3
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	211	225	14	6.6%	1
29-2061	Licensed Practical and Licensed Vocational Nurses	476	507	31	6.5%	3
53-3051	Bus Drivers, School	150	159	9	6.0%	1
41-2031	Retail Salespersons	1,685	1,778	93	5.5%	9
49-9071	Maintenance and Repair Workers, General	874	921	47	5.4%	5
21-1093	Social and Human Service Assistants	169	178	9	5.3%	1
35-2012	Cooks, Institution and Cafeteria	402	423	21	5.2%	2

Source: Texas LMI

Target Occupations

The process criteria to identify our target occupations measure the following:

Typical Entry-Level Education

2022 Employment

2032 Employment

Average Hourly Earnings (minimum of \$13.00/hour)

2022 - 2032% Employment Change ($\geq 5\%$)

Average Annual Openings (≥ 5)

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 additional criteria such as educational attainment requirements and hourly earnings. Because the target occupations list identifies which occupations CVWDB can dedicate WIOA training resources, occupations that do not require postsecondary education are not included. Additionally, occupations that are not predicated to meet the region's living wage, currently calculated at \$13.00 per hour, are not included.

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.

At the occupation level, the top five largest occupations by employment are General and Operations Managers, Registered Nurses, Heavy and Tractor-Trailer Truck Drivers, Elementary School Teachers, except Special Education and Secondary School Teachers, Except Special and Career/Technical Education. These five largest occupations' entry level wages range from \$16.96 to \$30.08 per hour. Experienced wages range from \$27.08 to \$42.36 per hour.

Other indicators that should be noted are the annual average employment 2032 and projected employment growth. Target occupations have annual average employment 2032, ranging from 73 to 2,458, and the projected employment growth of the occupations is an average of 16.3%.

The target occupations annotated with an asterisk in the Target Occupation Job Title, are occupations included based on local wisdom. Local wisdom was received from the San Angelo Home Builders Association advocating for the inclusion of Electricians, Plumbers, Pipefitters, and Steamfitters, and Carpenters due to local knowledge of job growth and training needs. The International Brotherhood of Electrical Workers also advocated for inclusion of Electricians due to local knowledge of job growth and training needs. Shannon Medical Center advocated for inclusion of Pharmacy Technician, Respiratory Therapist, Phlebotomist, Diagnostic Medical Sonographers, Cardiovascular Technologist and Technician, and Physical Therapist Assistants based on first hand hiring needs, forecasted job growth, and training needs.

(SOC) Code (6-digit)	Target Occupation Job Title	* Annual Average Employment 2022	* Annual Average Employment 2032	* Percent Growth 2022-2032	Starting Salary per Hour (Entry Wage)	Top Salary per Hour (Experienced Wage)	Typical Education Needed for Entry into Occupation
11-1021	General and Operations Managers	2,192	2,458	12.1%	\$19.20	\$30.27	Bachelor's degree
29-1141	Registered Nurses	1,443	1,568	8.7%	\$30.08	\$42.36	Bachelor's degree
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,129	1,243	10.1%	\$16.96	\$27.08	Postsecondary nondegree award
25-2021	Elementary School Teachers, Except Special Education	873	930	7%	\$23.34	\$28.84	Bachelor's degree
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	646	692	7%	\$24.66	\$30.97	Bachelor's degree
31-1131	Nursing Assistants	561	631	12%	\$13.08	\$16.50	Postsecondary nondegree award
13-2011	Accountants and Auditors	461	518	12.4%	\$23.46	\$43.35	Bachelor's degree
29-2061	Licensed Practical and Licensed	476	507	6.5%	\$21.34	\$27.58	Postsecondary nondegree award

	Vocational Nurses						
25-2022	Middle School Teachers, Except Special and Career/Technical Education	387	412	6%	\$24.48	\$28.50	Bachelor's degree
11-9111	Medical and Health Services Managers	263	346	31.6%	\$32.69	\$58.59	Bachelor's degree
31-9092	Medical Assistants	262	325	24.0%	\$14.57	\$19.05	Postsecondary nondegree award
13-1082	Project Management Specialists	266	308	15.8%	\$21.36	\$47.37	Bachelor's degree
13-1199	Business Operations Specialists, All Other	260	282	8.5%	\$19.69	\$38.72	Bachelor's degree
11-9199	Managers, All Other	248	271	9.3%	\$35.87	\$73.50	Bachelor's degree
13-1071	Human Resources Specialists	229	258	12.7%	\$19.01	\$33.83	Bachelor's degree
15-1232	Computer User Support Specialists	220	250	13.6%	\$16.67	\$26.80	Some college, no degree
11-3031	Financial Managers	204	244	19.6%	\$35.90	\$83.39	Bachelor's degree
11-2022	Sales Managers	209	231	10.5%	\$25.70	\$71.09	Bachelor's degree
15-1252	Software Developers	156	221	41.7%	\$31.97	\$59.55	Bachelor's degree
15-1299	Computer Occupations, All Other	166	203	22.3%	\$28.16	\$47.22	Bachelor's degree
11-9021	Construction Managers	154	181	17.5%	\$27.71	\$54.37	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	147	176	19.7%	\$16.15	\$37.40	Bachelor's degree
25-2011	Preschool Teachers, Except Special Education	160	174	8.8%	\$10.98	\$20.97	Associate degree

17-2051	Civil Engineers	146	170	16.4%	\$26.64	\$44.25	Bachelor's degree
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	150	165	10.0%	\$15.56	\$26.93	Postsecondary nondegree award
31-9091	Dental Assistants	125	158	26.4%	\$13.77	\$20.05	Postsecondary nondegree award
29-2043	Paramedics	133	149	12%	\$19.91	\$24.77	Postsecondary nondegree award
13-1151	Training and Development Specialists	125	139	11.2%	\$15.50	\$31.13	Bachelor's degree
11-3021	Computer and Information Systems Managers	108	135	25.0%	\$42.28	\$77.90	Bachelor's degree
25-3099	Teachers and Instructors, All Other	124	132	6%	\$26.65	\$37.19	Bachelor's degree
29-2034	Radiologic Technologists and Technicians	113	127	12.4%	\$24.75	\$35.63	Associate degree
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	86	121	40.7%	\$21.15	\$47.46	Bachelor's degree
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	105	121	15.2%	\$18.48	\$30.02	Bachelor's degree
29-2010	Clinical Laboratory Technologists and Technicians	110	117	6.4%	\$15.81	\$28.81	Bachelor's degree
49-2022	Telecommunications Equipment Installers and	99	116	17.2%	\$16.56	\$31.17	Postsecondary nondegree award

	Repairers, Except Line Installers						
29-2072	Medical Records Specialists	102	114	11.8%	\$14.82	\$23.63	Postsecondary nondegree award
25-2012	Kindergarten Teachers, Except Special Education	106	114	8%	\$24.53	\$30.58	Bachelor's degree
19-5011	Occupational Health and Safety Specialists	86	108	25.6%	\$23.95	\$43.53	Bachelor's degree
29-2053	Psychiatric Technicians	99	108	9.1%	\$14.19	\$16.84	Postsecondary nondegree award
41-3031	Securities, Commodities, and Financial Services Sales Agents	100	107	7.0%	\$18.51	\$51.50	Bachelor's degree
15-1244	Network and Computer Systems Administrators	95	101	6.3%	\$26.54	\$43.65	Bachelor's degree
49-9081	Wind Turbine Service Technicians	65	99	52%	20.86	27.92	Postsecondary nondegree award
15-1211	Computer Systems Analysts	83	98	18.1%	\$27.91	\$57.43	Bachelor's degree
13-2052	Personal Financial Advisors	81	97	19.8%	\$18.20	\$50.45	Bachelor's degree
11-3012	Administrative Services Managers	85	91	7.1%	\$33.10	\$54.41	Bachelor's degree
29-1292	Dental Hygienists	69	87	26.1%	\$33.84	\$41.02	Associate degree
17-2141	Mechanical Engineers	56	81	45%	\$25.80	\$38.51	Bachelor's degree
13-2099	Financial Specialists, All Other	72	77	6.9%	\$17.96	\$34.29	Bachelor's degree

13-1121	Meeting, Convention, and Event Planners	68	74	8.8%	\$15.28	\$25.72	Bachelor's degree
29-2056	Veterinary Technologists and Technicians	57	73	28.1%	\$12.98	\$18.24	Associate degree
47-2111	*Electricians	257	288	12.1%	\$16.43	428.94	Postsecondary nondegree award
47-2152	*Plumbers, Pipefitters, and Steamfitters	219	237	8.2%	\$16.50	\$27.23	Postsecondary nondegree award
29-2052	*Pharmacy Technicians	166	186	12%	\$15.92	\$21.41	Postsecondary nondegree award
47-2031	*Carpenters	106	110	3.8%	\$16.25	\$27.23	Postsecondary nondegree award
29-1126	*Respiratory Therapist	90	70	-20%	\$27.41	\$34.06	Associate degree
31-9097	*Phlebotomist	70	69	-1%	\$15.50	\$22.26	Postsecondary nondegree award
29-2032	*Diagnostic Medical Sonographers	<10	<10	Data unavailable	\$30.37	\$43.34	Associate degree
29-2031	*Cardiovascular Technologist and Technician	<10	<10	Data unavailable	\$32.34	\$45.58	Associate degree
31-2021	*Physical Therapist Assistants	72	62	-17%	\$26.36	\$40.04	Associate degree

Source: Texas LMI & Lightcast & *Local Wisdom (denoted by asterisk)

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 December 2023-December 2024 in our region (source: Lightcast)

Top Specialized Skills

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Merchandising	650	11%	467	1%
Nursing	300	5%	379	1%
Marketing	276	5%	1643	4%
Housekeeping	264	5%	113	0%
Cash Register	262	5%	165	0%
Selling Techniques	253	4%	318	1%
Cash Handling	229	4%	109	0%
Food Services	199	3%	202	1%
Auditing	195	3%	591	1%
Inventory Management	181	3%	682	2%

Top Common Skills

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Customer Service	1,738	30%	5120	13%
Communications	1,576	28%	1,375	3%
Management	1,285	22%	3,114	8%
Operations	1,157	20%	2,265	6%
Sales	994	12%	2,480	10%
Leadership	693	12%	2,480	6%
Writing	532	9%	390	1%
Detail Oriented	530	9%	137	0%
English Language	493	9%	507	1%
Lifting Ability	489	9%	8	0%

Top Software Skills

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	302	5%	3,012	8%
Microsoft Excel	265	5%	2,338	6%
Microsoft Outlook	186	3%	641	2%
Spreadsheets	105	2%	158	0%
Microsoft PowerPoint	105	2%	1,416	4%
Microsoft Word	80	1%	1,879	5%
Software Systems	46	1%	9	0%
Operating Systems	43	1%	141	0%
Learning Management Systems	39	1%	42	0%

Inventory Management Systems	35	1%	15	0%
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Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	1,181
Registered Nurse (RN)	364
Basic Life Support (BLS) Certification	248
Cardiopulmonary Resuscitation (CPR) Certification	162
Commercial Driver's License	144
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	112
Licensed Vocational Nurse (LVN)	102
Advanced Cardiovascular Life Support (ACLS) Certification	91
Security Clearance	91
CDL Class A License	71

B. 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:
(Source: Lightcast)

As of 2023 the region's population declined by 1% since 2018, falling by 1,562. Population is expected to decrease by .1% between 2023 and 2028, losing 174.

From 2018 to 2023, jobs declined by 0.7% in 13 Texas Counties from 77,022 to 76,459. This change fell short of the national growth rate of 4.5% by 5.2%. As the number of jobs declined, the labor force participation rate increased from 59.8% to 61.0% between 2018 and 2023.

Concerning educational attainment, 15.9% of the selected regions' residents possess Bachelor's degree (5.2% below the national average), and 6.9% hold an Associate Degree (1.9% below the national average).

The top three major industries in 2023 for employment were Restaurants and Other Eating Places, Education and Hospitals (Local Government), and Local Government, Excluding Education and Hospitals.

The major industry projected to experience the largest growth in jobs is the Computer Systems Design and Related Services. The second industry projected to experience the largest growth in

jobs is the Management, Scientific, and Technical Consulting Services industry, followed by the Beer, Wine, and Liquor Retailers industry.

The top 5 major occupations for the region include: Cooks, Restaurant; Medical and Health Services Managers; Dental Assistants; Welders, Cutters, Solderers, and Brazers; and Medical Assistants.

Regional Comparison

	Population (2024)	Labor Force (Oct 2024)	Jobs (2023)	Cost of Living	GRP	Imports	Exports
Region	158,058	75,403	76,459	98.8	\$11.32 Billion	\$13.90 Billion	\$15.18 Billion
State	30,912,083	15,573,852	15,556,347	96.6	\$2.58 Trillion	\$1.5 Trillion	\$2.03 Trillion

October 2024 Labor Force Breakdown

Level		Population
1	Population	158,058
2	16+ Civilian Non-Institutionalized Population	120,044
3	Not in Labor Force (16+)	44,641
3	Labor Force	75,403
4	Employed	72,466
4	Unemployed	2,937
2	Under 16, Military, and institutionalized Population	38,014

Education Data

In 2023, there were 2,000 graduates in 13 Texas Counties. This pipeline has grown by 11% over the last 5 years. The highest share of these graduates come from "Counselor Education/School Counseling and Guidance Services" (Master's or Higher), "Multi-/Interdisciplinary Studies, Other" (Bachelor's), and "Business Administration and Management, General" (Master's or Higher).

	% of Population	Population
Less Than 9th Grade	6.6%	7,032
9th Grade to 12th Grade	7.9%	8,346
High School Diploma	28.6%	30,399
Some College	26.1%	27,684
Associate Degree	6.9%	7,358
Bachelor's Degree	15.9%	16,898
Graduate Degree and Higher	8.0%	8,521

Population Trends

As of 2023 the region's population declined by 1.4% since 2016, falling by 2,258. Population is expected to increase by 5.9% between 2021 and 2026, adding 9,296.

Timeframe	Population
2018	159,608

2019	161,003
2020	159,782
2021	158,528
2022	158,079
2023	158,046
2024	158,058
2025	158,071
2026	158,061
2027	158,021
2028	157,872

Job Trends

From 2018 to 2023, jobs declined by 0.7% in 13 Texas Counties from 77,022 to 76,459. This change fell short of the national growth rate of 4.5% by 5.2%.

Timeframe	Jobs
2018	77,022
2019	76,418
2020	73,159
2021	73,060
2022	75,297
2023	76,459
2024	77,641
2025	78,585
2026	79,361
2027	79,996
2028	80,321

Labor Force Participation Rate Trends

Timeframe	Labor Force Participation Rate
2019	59.80%
2020	59.27%
2021	60.35%
2022	61.10%
2023	61.57%
January - July 2024	62.13%
August 2024	62.64%
September 2024	62.60%
October 2024	62.81%

Unemployment Rate Trends

Our areas had an October 2024 unemployment rate of 3.90%, increasing from 3.14%, 5 years before.

Timeframe	Unemployment Rate
2019	3.14%
2020	6.52%
2021	5.04%
2022	3.55%

2023	3.24%
January – July 2024	3.64%
August 2024	3.93%
September 2024	3.59%
October 2024	3.90%

As of December 2024, the following unemployment rates were reported for the Concho Valley by County.

Coke	3.10%
Concho	3.00%
Crockett	3.10%
Irion	2.70%
Kimble	3.60%
Mason	3.40%
McCulloch	3.80%
Menard	3.50%
Reagan	4.00%
Schleicher	3.50%
Sterling	3.80%
Sutton	5.70%
Tom	
Green	3.20%

Population Characteristics

Millennials

31,579

Concho Valley has 31,579 millennials (ages 25-39). The national average for an area this size is 32,112.

Retiring Soon

48,346

Retirement risk is about average in our area. The national average for an area this size is 47,710 people 55 or older, while there are 48,346 here.

Racial Diversity

74,011

Racial diversity is high in our area. The national average for an area this size is 65,822 racially diverse people, while there are 74,011 here.

Veterans

10,369

Our area has 10,369 veterans. The national average for an area this size is 8,082.

Cohort Totals

Area	2022 Population	2032 Population	Change	% Change
13 Counties	158,079	157,429	(650)	(0%)

State	30,029,848	34,418,651	4,388,803	15%
Nation	333,271,411	348,459,741	15,188,330	5%

Population by Race/Ethnicity

Race/Ethnicity	2022 Population	2032 Population	Change	% Change	2032 % of Cohort
White, Non-Hispanic	84,919	78,895	(6,024)	(7%)	50.11%
White, Hispanic	58,791	59,563	772	1%	37.83%
Black, Non-Hispanic	5,154	5,690	536	10%	3.61%
Two or More Races, Non-Hispanic	2,333	3,442	1,109	48%	2.19%
Asian, Non-Hispanic	1,772	2,084	312	18%	1.32%
American Indian or Alaskan Native, Hispanic	1,382	1,893	511	37%	1.20%
Black, Hispanic	1,351	1,974	623	46%	1.25%
Two or More Races, Hispanic	1,209	2,094	885	73%	1.33%
American Indian or Alaskan Native, Non-Hispanic	649	966	317	49%	0.61%
Asian, Hispanic	283	420	137	48%	0.27%
Native Hawaiian or Pacific Islander, Non-Hispanic	146	232	86	59%	0.15%
Native Hawaiian or Pacific Islander, Hispanic	90	176	86	95%	0.11%
Total	158,079	157,429	(650)	(0%)	100.00%

Population by Gender

Gender	2022 Population	2032 Population	Change	% Change	2032 % of Cohort
Males	79,621	79,594	(27)	(0%)	50.56%
Females	78,458	77,835	(623)	(1%)	49.44%
Total	158,079	157,429	(650)	(0%)	100.00%

Community Indicators

County Name	Adult Civilian Population	Avg. Family Size	Avg. Household Size	Disabled Population	% Disabled Population
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Tom Green County, TX	87,690	3.1	2.5	16,290	14.2%
McCulloch County, TX	5,950	3.0	2.4	1,574	21.0%
Kimble County, TX	3,486	3.2	2.5	805	18.8%
Mason County, TX	3,075	3.2	2.6	746	18.9%
Concho County, TX	2,644	3.9	3.0	522	21.6%
Coke County, TX	2,590	2.8	2.2	615	19.2%
Crockett County, TX	2,418	2.8	2.2	364	12.6%
Reagan County, TX	2,306	3.4	3.0	167	5.1%
Sutton County, TX	2,261	3.6	3.1	213	6.4%
Schleicher County, TX	1,846	3.5	2.7	310	12.7%
Menard County, TX	1,591	3.2	2.1	555	29.0%
Irion County, TX	1,151	3.3	2.4	201	13.0%
Sterling County, TX	910	3.8	3.5	109	8.0%

County Name	Female Householder, No Spouse/Partner Present, Family Households	% Female Householder, No Spouse/Partner Present, Family Households	Male Householder, No Spouse/Partner Present, Family Households	% Male Householder, No Spouse/Partner Present, Family Households
Tom Green County, TX	12,253	27.0%	8,798	19.4%
McCulloch County, TX	969	30.4%	665	20.9%
Kimble County, TX	455	26.5%	301	17.6%
Mason County, TX	287	18.9%	230	15.1%
Concho County, TX	195	23.9%	175	21.4%
Coke County, TX	490	33.0%	264	17.8%
Crockett County, TX	203	15.7%	270	20.9%
Reagan County, TX	170	15.6%	217	19.9%
Sutton County, TX	291	27.2%	165	15.4%

Schleicher County, TX	244	27.1%	117	13.0%
Menard County, TX	321	35.5%	231	25.5%
Irion County, TX	175	27.0%	139	21.5%
Sterling County, TX	82	20.9%	10	2.6%

County Name	Foreign-Born Population	% Foreign-Born Population	Population of People Living in Non-English-Speaking Households
Tom Green County, TX	7,139	6.0%	27,134
McCulloch County, TX	417	5.5%	1,848
Kimble County, TX	163	3.8%	706
Mason County, TX	107	2.7%	643
Concho County, TX	367	11.3%	1,107
Coke County, TX	126	3.8%	348
Crockett County, TX	333	11.3%	1,648
Reagan County, TX	411	12.4%	1,603
Sutton County, TX	402	12.0%	1,727
Schleicher County, TX	245	9.9%	831
Menard County, TX	75	3.8%	460
Irion County, TX	60	3.8%	316
Sterling County, TX	111	8.0%	274

County Name	% Children Under 18 Poverty Level	Median Household Income	Per Capita Income	% Poverty Level	% Seniors 65+ Poverty Level
Tom Green County, TX	15.8%	\$67,215	\$33,861	11.7%	9.6%

McCulloch County, TX	12.7%	\$53,214	\$29,514	13.5%	14.3%
Kimble County, TX	13.8%	\$62,386	\$39,045	12.4%	15.1%
Mason County, TX	0.0%	\$77,583	\$36,235	4.9%	5.5%
Concho County, TX	38.1%	\$55,750	\$24,207	15.9%	3.3%
Coke County, TX	10.6%	\$40,230	\$28,397	16.5%	20.6%
Crockett County, TX	0.0%	\$64,103	\$35,942	9.3%	23.7%
Reagan County, TX	7.0%	\$70,319	\$28,765	7.2%	9.9%
Sutton County, TX	23.1%	\$56,778	\$22,836	16.6%	13.8%
Schleicher County, TX	16.6%	\$53,774	\$28,084	14.5%	17.4%
Menard County, TX	18.8%	\$40,945	\$31,983	22.5%	16.1%
Irion County, TX	5.2%	\$54,708	\$29,664	7.4%	9.6%
Sterling County, TX	0.0%	\$63,558	\$31,039	1.8%	3.8%

C. 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, a number of 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.

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

- 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.
- 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 in the TWC ETP system, such as Howard College and Angelo State University, enables innovative student engagement initiatives.

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 describe how the local workforce development system will work with entities carrying out core and required partner programs to support alignment to aid in the provision of services that support the strategies identified in TWC's WIOA Combined State Plan. Description will include

Board Response:

Our workforce development system is focused on developing Concho Valley residents 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 align with local, state, and national strategies to address and support 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 self-sufficient 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 self-sufficient 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 responsible for assisting employers in filling jobs by recruiting, screening, testing, and referring qualified job seekers and assist job seekers in finding employment for which they are qualified.
- **Workforce Innovation and Opportunity Act (WIOA)**— WIOA strategically coordinates 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 to assist workers adversely affected by foreign trade who have lost their jobs because of a decline in production, sales, or outsourcing of jobs to foreign countries. The primary purpose of the TAA program is to help trade-affected workers move into suitable employment as quickly and effectively as possible.
- **Rapid Response Services**—Rapid response services are business focused strategies designed to quickly respond to layoffs and business closures, by coordinating workforce services and providing companies and their affected workers with immediate access to such services. Rapid response services promote economic recovery by identifying, planning for, and responding to layoffs quickly and efficiently thereby preventing or minimizing the impact on workers, business, and the local community.

- Child Care Services – Access to quality childcare is a vital component of a healthy workforce economy. Child Care services provide eligible parents who work or are seeking employment, attend school, or participate in job training with financial assistance to access quality childcare
- 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. RESEA provides intensive reemployment assistance to individuals who are receiving UI benefits and are determined to be likely to exhaust their benefits before becoming reemployed.

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) partners such as area schools (ISDs), Education Service Center, community colleges and universities, 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 post-secondary education partners.
- 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.
- if available, 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.

Adult Education and Literacy activities- The board will continue to partner with community partners to increase access to adult literacy education programs that will help individuals improve basic literacy skills essential to workforce success.

Vocational Rehabilitation services- The board will continue to work closely with the vocational rehabilitation department to increase access to quality programs and opportunities for customers.

Apprenticeship programs- The board will work with TWC, Workforce Solutions, and area employers to improve access to apprenticeship opportunities for qualified customers.

Veteran Employment and training programs (LVER)- The board will continue to work closely with the Veteran services department to continue to offer premium programming and opportunities to our veteran population.

US Department of Housing and Urban Development programs- The board will coordinate with Workforce Solutions and the San Angelo Housing Authority to provide access and opportunity for low-income individuals and families to occupy suitable and sustainable housing.

Community Services Block Grant Act- The board will coordinate with Workforce Solutions and the Concho Valley Community Action Agency to support programming that will empower low-income individuals and families. to deliver services that reduce poverty, improve self-sufficiency, and enhance the overall well-being of communities.

Senior Community Service Employment Program (SCSEP)- The board will work with the SCSEP and Workforce Solutions to support programming and opportunities to help older job seekers, age 55 and above, who have a low income. Participants earn a small wage for working part-time at nonprofit groups or government agencies. This helps participants learn new skills or improve the ones they already have.

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;*
- *facilitate the development of career pathways and co-enrollment, as appropriate, in core programs; and*
- *improve access to activities that lead to a recognized postsecondary credential (such as an industry-recognized certificate or certification) that is portable and stackable.*

Board Response:

Every individual that seeks workforce assistance is provided with 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. Established relationships with community partners 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.

- **Workforce Innovation and Opportunity Act (WIOA)**— The Workforce Innovation and Opportunity Act (WIOA) offers an integrated and comprehensive range of services consisting of workforce development activities benefiting employers, job seekers, and communities. WIOA offers a range of programs and services. These programs help jobseekers get training, education, and support to do well in the job market. WIOA also helps connect employers with the trained workers they need. This helps them compete in the worldwide economy. Eligible populations and services included:
 - Employment and training services for adults
 - Employment and training services for dislocated workers
 - Employment and training services for youth

Low-Income Adults/Choices (TANF) Recipients – Family Employment Plans (FEPs) 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 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 applications 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 regular contact 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 works with local Adult Education and Literacy Providers, including HSE and English as a Second Language (ESL) services, for customer referrals. Career introduction and planning services and programs are available for eligible 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.

Employment Services- Employment Services is the availability of comprehensive employment services to job seekers and employers to maximize customer success. Components in employment services are job search

assistance, career counseling and planning, job placement services, training and skill development, workforce readiness programs, specialized services for sub-populations and support services (if eligible).

The institution and expansion of upskilling and reskilling programs are essential to addressing employers' growing needs for middle-skill workers. Recognizing this need, The Board is actively collaborating with the Texas Workforce Commission (TWC) to engage and support local employers in meeting workforce demands.

To facilitate this effort, The Board, in partnership with TWC, is delivering targeted presentations at various chamber of commerce meetings and business events throughout the region. These sessions serve as a platform to provide critical information regarding available grant opportunities, workforce training resources, and other programs designed to close the skills gap.

By focusing on upskilling and reskilling initiatives, these efforts aim to empower both employers and job seekers in the Concho Valley. Employers gain access to a more skilled workforce, enabling them to remain competitive and meet evolving industry requirements, while job seekers are provided with opportunities to enhance their skills, advance in their careers, and achieve economic mobility.

Through these collaborative engagements, The Board seeks to build stronger connections with area employers, foster greater awareness of workforce solutions, and ensure that workforce development programs are aligned with local economic needs. The ultimate goal is to create a sustainable pipeline of middle-skill talent, addressing current labor shortages and preparing for future workforce challenges.

Fidelity Bonding- This service helps at-risk job applicants obtain or retain employment. This service is offered at no cost to reduce employers' concerns about hiring at-risk job applicants who cannot be bonded through other sources.

CVWDB recognizes employers are critical partners in the design and implementation of Work Based Learning (WBL) opportunities and apprenticeships. Employers and relevant system stakeholders will have the opportunity to actively participate in a regional pathways network (RPN) to enhance and expand programming by developing a framework that will guide successful expansion efforts. The associated framework guiding the local regional pathways network will align classroom and workplace learning, apply academic, technical and employability skills in a work setting in a way that will allow participants to bridge the gap between learning and real-world application.

The framework will also designate plans to address employer liability concerns, demonstrate the value of youth skill sets and offer a range of activities to allow employers to participate at different levels. Offering employers participation flexibility can allow increased participation over time as the added benefits and value of WBL opportunities and Apprenticeships become apparent,

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, Dislocated Worker, SNAP E&T, TANF/Choices, Veteran, and VR 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 Community Based Organizations (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 local secondary schools, 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.

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.

The board coordinates with community partners and local education agencies to promote career exploration targeting area high school aged youth. Activities such as career exploration events and visits to area schools aid in the development of career pathway planning.

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 jobseekers*
- *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 Boards, contracted service providers, and 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:

At a minimum, workforce center operators are required to meet performance metrics as a contractual element. Notwithstanding, the Board expects workforce center operators to operate with excellence and prioritize continuous improvement. A workforce center operators' best investment is its own workforce, as such, prioritizing employee engagement and upskilling employees is a key component. The Board has regular 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, meetings will at a minimum include discussion regarding

- Performance
- Expenditures (including obligations by program)
- Status of progress to remediate monitoring and QA findings
- Program participant summary to determine customer successes and/or opportunities
- Staffing and Employee Engagement
- Special Activities

Board staff communicates regularly with the workforce center operator's leadership to assess the status of service delivery programs and systems. Consistent communication and assessments will ensure the quality fulfillment of contractual obligations associated with optimal service delivery.

The business services unit consistently outreaches Concho Valley employers to determine needs and thus effectively continually address targeted needs of an evolving workforce. The WFS Business services unit provides labor market Information, job fairs, WOTC, Fidelity bonding, assessment and testing of potential employees to identify the best candidate for the employer's job posting, and opportunities for on the job training placements. Job Seeker needs are met by offering an array of employment services, including: job search assistance, career counseling and planning, job placement services, training and skill development, workforce readiness programs, specialized services for sub-populations and support services. In addition, Child Care services are available for eligible job seekers by providing initial job search services.

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.

To ensure the entire Concho Valley, including remote areas, has access to valuable workforce services, the Board continues to focus on honing service delivery via virtual resources. The Board works closely with required WIOA partners and community partners to deliver services using a variety of virtual platforms such as Zoom, Teams, and via the website. In addition to traditional paper referrals, email, phone calls, or warm handoffs from workforce center operator case workers to VR and AEL partners, customers seeking Vocational Rehabilitation services have the ability to access the StartMyVR portal through a link on our Board website. Local AEL service provider contact information with a link to the provider's website is also displayed on the Board website.

Adaptive Equipment and Services

Board and workforce center staff complete annual training on WIOA 188, the Americans with Disabilities Act, and proper use of accessibility software and hardware. Board monitoring and the Equal Opportunity Officers of

both the Board and workforce center operator staff conduct annual accessibility reviews to improve or correct accessibility barriers for individuals with disabilities.

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

Minimum Accessibility Standards

To comply with the minimum accessibility standards, 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:

- JAWS Screen Reading Software
- Screen Magnifier Software
- Microsoft Windows Magnifier
- Microsoft Windows Narrator
- Microsoft Windows On-Screen Keyboard
- Large Print Keyboards
- Trackball Mouse(s)
- Bi-Level Adjustable Height Workstations
- One-On-One Staff Assistance
- Bilingual Staff Available
- Language Identification Cards

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. 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 the engagement of employers, including small employers and employers in in-demand industry sectors, in-demand occupations, and target occupations, in workforce development programs;
- Support a local workforce development system that meets the needs of businesses in the workforce area.
- Coordinate workforce investment activities with regional economic development activities that are carried out in the local workforce area;
- Promote entrepreneurial-skills training and microenterprise services; and
- Strengthen the linkage between the one-stop delivery system and unemployment insurance programs

Board Response:

CVWDB initiates and conducts outreach to new and existing employers including small employers and employers of in-demand industry sectors and occupations. 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 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
- Work Skill Assessment and Testing
- WOTC

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.

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.

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.

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.

The board coordinates with the workforce center operator and San Angelo Small Business Development Center to offer services and training that promote entrepreneurial skills and microenterprise services. Entrepreneurial skills training includes components that provide individuals with the knowledge, tools, and mindset needed to start, manage, and grow a business. This type of training emphasizes practical skills and fosters innovation, problem-solving, and business acumen. This programming and training extend into micro enterprising in an effort to educate customers on how families and individuals with limited resources can creatively and sustainably operate with low start-up costs in local and niche markets.

C. 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.

ES staff are embedded into the one-stop delivery model with services provided by ES staff as part of an 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 regular huddles and meetings with all staff to discuss the needs of employers and career seekers to avoid duplication of services. Weekly meetings 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 direction of ES staff and their functions consistent with the direction of all center staff. Management works with TWC Integrated Service Area Managers on HR concerns and keeps them informed of any potential issues.

D. 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 WorkInTexas.com for the programs that are carried out under WIOA and by one-stop partners.

Board Response:

In accordance with TWC guidelines, one-stop centers transitioned to the use of the State required systems, WorkInTexas, for programs carried out under WIOA in mid-April 2024. Prior to the launch of the new system staff were required to attend TWC initiated training for utilizing the new system.

- 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.
- WorkInTexas is also 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. The system incorporates a paperless environment that allows for efficient management of documents and information.
- 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.

CVWDB and WFS utilize TWC approved electronic signature platforms as well as virtual technology to facilitate virtual meetings with customers, Board meetings, and job fairs.

E. Third Party Partnership in SNAP Employment and Training Programs

Reference: Supplemental Nutrition Assistance Program Employment and Training Third-Party Partnership Guide

The Texas Health and Human Services Commission has directed TWC to expand the use of SNAP E&T Third Party Partnerships (TPP) throughout the state, with a goal of implementing TPP in all workforce areas by Federal Fiscal Year 2029. Boards must provide an assurance that they are planning for the expansion of TPP and must describe any planned or completed steps toward implementation.

Board Response:

The Board is aware of the SNAP E&T Third Party Partnerships (TPP) expansion and is planning for the expansion of TPP in accordance with the implementation goals.

Part 5: Workforce Investment Activities

A. 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

B. 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:

Homeless/Runaway/Foster Care/Aging out of Foster Care Youth

Low income

Subject to the juvenile or adult justice system

Youth with Disabilities

Basic Skills Deficient

English Language Learner

Parenting or Pregnant

Additional Assistance needed to complete an educational program (i.e.: first generation college student)

Additional Assistance needed to obtain or retain employment (i.e.: no Substantial Work Experience: no work history or unstable work experience).

School Dropout

Youth activities are provided by a career navigator, 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 case manager 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. 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. 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 career navigators 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 and 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. 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.

C. 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:

The Board meets regularly with relevant secondary and postsecondary programs to coordinate strategies, enhance services, and avoid duplication of services. Meetings include triaging co-enrolled participants, discussion regarding CTE programs, target occupations, career pathways and grant opportunities.

CVWDB utilizes these same partnerships to plan and execute joint career fairs to provide initial career path information to area students.

The CVWDB provides emerging in demand skills information and relevant labor market information to school counselors, parents, students, and employers regarding career pathways.

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 in-demand occupations.

D. 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 through Texas Rising Star program, and*
- *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 collaborating with Child Care Providers who receive Workforce Solutions child care services, to ensure successful attainment of Texas Rising Star (TRS) certification in accordance with TWC guidelines.

The [Texas Rising Star \(TRS\) program](#) is a quality rating and improvement system for child care programs in Texas. The program offers three [levels of quality certification](#) (Two-Star, Three-Star, and Four-Star) to encourage child care and early learning programs to attain progressively higher levels of quality that exceeds Child Care Regulation standards. All child care programs serving children in TWC's Child Care Services (CCS) scholarship program must participate in the TRS program.

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; and provides professional development training opportunities to all childcare programs. We will continue to work with employers, industry leaders, non-profits, and others to share the opportunities and struggles 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.

A local Child Care Advisory has been established in order to improve, sustain and support the child care workforce. This advisory council consists of individuals that represent licensed child care centers participating in the Child Care Services (CCS) program, licensed or registered child care homes participating in CCS, families currently or formerly served by CCS, Board CCS contractors, Board members and staff, as well as other child care stakeholders that represent the interests of the children and/or the families served. CVWDB ensures that the advisory council consists of a well-rounded group of members in order to gather input from a wide array of entities that are interested in early childhood topics and issues. This advisory council also allows for training opportunities to showcase the advantage of being a CCS provider.

Through Initial Job Search child care services, families may initially qualify for child care assistance if the parent is seeking employment or engaging in job search. CVWDB ensures that parents approved for Initial Job Search child care are registered with the state's labor exchange system, and that they have access to the appropriate service available through the one-stop delivery network. Coordination with other workforce employment, job training, and education services allows the parent to possibly co-enroll in other workforce programs or receive wraparound services.

There are no Child Care providers at this time that have taken advantage of the contracted slot agreements opportunities, however the CVWDB will continue to outreach providers to provide information surrounding the benefits of this initiative.

E. 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 coverage spans 13 counties and encompasses more than 16,000 square miles. Each community has access to local resources dedicated to the support and well-being of its citizens. The local WFS office regularly updates a community resource list. These community resource lists are available to all workforce center visitors and participants at workforce orientations upon request. Program participants who express support service needs are referred to community service providers, with workforce center staff assisting participants through the process.

As part of the individual assessment process, a career navigator conducts a needs assessment to determine strengths and barriers to participation in workforce activities. If support service needs are identified, the career navigator will provide the participant with community resource information to access local resources. In cases where community resources are not available, allowable support services may be offered. The career navigator 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. Allowable support services include but are not limited to transportation assistance, housing assistance, utilities assistance, and work related expenses. CVWDB provides expanded access through virtual services to reduce barriers to transportation and enhance services to participants within our workforce development area.

F. Coordination of Adult Education and Literacy

(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 our AEL provider. Board staff, contractor staff, and AEL staff meet on a regular basis to collaborate and coordinate activities in an 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 and to ensure coordinated case management. The intent is that they complete with a credential or certificate and many times a self-sufficient career. AEL staff can request meeting space at the Workforce Center as necessary.

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

- Strengthen the referral process between the workforce center and AEL programs with a process to track participants across the center and AEL provider for documentation of program participants or participants served.
- Offer individual one-on-one information in addition to the orientations to AEL students, especially for those who 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 may 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 eligible AEL students and to support the efforts to develop integrated career pathways to increase post-secondary credentialing and employment of AEL students.

AEL Applications: In accordance with TWC guidelines, 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 comprise a committee of reviewers made up of reviewers with knowledge of the AEL program with no evidence of conflicts of interest.

Part 6: Adult and Dislocated Workers

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 employment and training activities in the workforce area.

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

Board Response:

WIOA Adult and Dislocated Worker services are provided to help career seekers who are at least 18 years of age succeed in the labor market.

WIOA adult services prioritizes those who are considered low-income receiving public assistance and lacking basic work skills.

WIOA dislocated worker programming provides services to those who have lost employment at no fault of their own. The goal of dislocated worker services is to assist these individuals obtain quality employment within high-demand industries.

CVWDB provides the following services to Adults and Dislocated Workers:

Career Services – Basic individualized services are provided as appropriate and may include the following:

- Eligibility determination
- Outreach, intake, and orientation to information and other services available through the Texas workforce system;
- Skill assessments including literacy, numeracy, English language proficiency, 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 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 statistic information including information relating to local, regional, and national labor market areas. This information includes job vacancies within labor market areas, required employment competencies necessary to obtain available jobs, potential earnings, and career pathway opportunities;
- Information on eligible training service providers;
- CVWDB accountability measure and performance data including additional performance data related to the Texas workforce system;
- Information relating to support services and assistance, service referral guidelines and additional details on support services as related to child care, child support, medical or child health assistance as available through the state's Medicaid program and Children's Health Insurance Program. Also included in support services information is the Supplemental Nutrition Assistance Program (SNAP), earned income tax credit, Temporary Assistance for Needy Families (TANF), and other related support services and transportation provided through that program;
- Information regarding filing claims or requesting assistance for unemployment compensation;
- Assistance establishing eligibility for financial aid assistance, training and education programs not provided under WIOA;
- Comprehensive, specialized assessments to determine the skill levels and service needs of adults and dislocated workers. Assessments may include diagnostic testing, use of other assessment tools, in-depth interviewing and evaluation to identify employment barriers in an effort to develop an appropriate individualized employment plan. Comprehensive and specialized assessment tools include:
 - Tests of Adult Basic Education (TABE): develops individualized employment plans to support the needs of the customer

- WorkKeys
- CASAs
- Traitify
- Development of an Individual Employment Plan
- Group or Individual counseling
- Career Planning
- Short-term prevocational services to aid the develop universal skills such as learning, communication, interviewing, punctuality, personal maintenance, and professional conduct 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. The results of individual assessments and evaluation will determine in compliance with WIOA guidelines which training service would best prepare the participant for suitable, sustainable employment.

B. Service Priority

(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 20 CFR §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 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 disbursement 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:

In accordance with the TWC Agency Board Agreement the Board utilizes formal procurement procedures for competitive procurements that exceed the simplified acquisition threshold adopted by the UG. Competitive proposals are solicited by issuing a Request for Proposals (RFP). 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 and may be advertised in the Electronic State Business Daily (ESBD), Texas Register, local newspapers, 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.

- Board of Directors are informed of the issuance of the RFP and begin the process of forming an Ad Hoc Board of Directors committee to review subsequent recommendations
- A Bidders Conference may be held.
- Responses to questions (Q&A) are posted on the Board's website
- Proposals are logged in upon arrival.
- Each proposal is reviewed for responsiveness.
Evaluators are assigned to score each proposal deemed responsive. Evaluators may be internal or external.
- 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 scheduled 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.

Board response:

The following performance metrics (subject to change per TWC guidance) for the Concho Valley Workforce Programs and Child Care program are in place for BCY 2025:

Measures	Target
Claimant Reemployment within 10 weeks	60.00%
RESEA Outreach & Scheduling Rate	100.00% (weekly)
RESEA Initial Appointment Rate	77.00% (quarterly)
RESEA Failure to Report Rate	23.00% (quarterly)
Active Job Seeker New Employment Connection Rate	57.77%
Maintaining Employment Connection Rate	39.92%
Number of Employers Receiving Texas Talent Assistance (TTA)	1412
Successful Texas Talent Assistance Rate (STTAR)	54.35%
Credential Rate – C&T Participants	71.00%
Employed Q2 Post Exit – Adult	80.40%
Employed Q4 Post Exit – Adult	78.70%

Median Earnings Q2 Post Exit – Adult	\$7,490.00
Credential Rate – Adult	71.10%
Measurable Skills Gains – Adult	71.00%
Employed Q2 Post Exit – DW	82.40%
Employed Q4 Post Exit – DW	85.00%
Median Earnings Q2 Post Exit – DW	\$11,180.00
Credential Rate – DW	85.00%
Measurable Skills Gains – DW	75.00%
Employed/Enrolled Q2 Post Exit – Youth	77.80%
Employed/Enrolled Q4 Post Exit – Youth	78.00%
Median Earnings Q2 Post Exit – Youth	\$4,710.00
Credential Rate – Youth	68.90%
Measurable Skills Gains – Youth	64.30%
Choices Full Engagement Rate	50.00%
Average # of Children Served Per Day	95% of Target
Child Care Initial Job Search Success Rate	56.91%

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 approved by TWC.

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 newspaper announcing the plan is available on the Board’s website for public comment. The plan is also reviewed and voted on in an open Board meeting to ensure transparency and offer the public an opportunity to make comments. The Board draft Strategic Plan for Program years 2025-2028 was posted from January 29, 2025, until February 20, 2025. This meets the 15-day requirement. The Board received comments from employers and community partners expressing local wisdom regarding the proposed Target Occupations list. Considering local wisdom from employers and community partners, the Board modified the draft Target Occupations list. No public comments that expressed disagreement with the plan were received.

**Appendix: Texas Workforce Investment Council Requirements
Local Board Plan Requirements**

for alignment to the Texas Workforce System Strategic Plan

Requirement for Workforce Systemwide Alignment

State law requires local workforce development boards (local board) to adopt a plan that “sets broad goals and objectives for all workforce development programs in the local area consistent with statewide goals, objectives, and performance standards,”¹ as outlined in the workforce system strategic plan, [*Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024-2031*](#).

The Texas Workforce Investment Council (Council) reviews each board plan to ensure that local goals and objectives are consistent with the workforce system strategic plan. Under state law and the Workforce Innovation and Opportunity Act, the Council is charged with recommending the local board plans to the Governor for consideration and approval.

Demonstrating Local Alignment with Texas’ Workforce System Strategic Plan

The local board planning process highlights the importance and interdependence of the constituents and partners of the Texas workforce system. Local boards oversee the delivery of workforce programs and services and are essential in both the development and implementation of system goals and objectives in the system strategic plan. The planning requirements help local boards inform the Council of innovative practices and articulate how local plans translate the workforce system strategic plan into local action that moves the system forward.

Local board responses apprise the Council—and, with the Council’s recommendation, the Governor—of system alignment, including program implementation, strategic initiatives, and innovative practices. All 28 boards will be represented in the briefing for the approval of the local plans and subsequent Council recommendation to the Governor for consideration for approval in the spring of 2025. Board responses may be included in the Council briefing materials verbatim.

Board response cover the three strategic opportunities and four system goals in *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024-2031* that focus system partners on the Council’s mission to produce an agile and resilient workforce. Building on a foundation of continuous innovation and increased collaboration, the system plan calls for accelerated engagement around three strategic opportunities: engagement of employers, improving outcomes for Texans with barriers, and use of data to support investment decisions. Each of these envisions a desirable future state for Texas and lays out essential actions to be implemented that support system goals and stronger outcomes across the Texas workforce system.

The system goals drive accelerated action by system partners in service to Texas employers, learners, partners, and those with policy and planning responsibilities, as follows:

- **Employers System Goal:** Accelerate the delivery of relevant education and training programs to meet the demand of employers.
 - **Learners System Goal:** Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.
 - **Partners System Goal:** Accelerate the development and use of models to support and build system partners’ capacity, responsiveness, continuous improvement, and decision-making.
 - **Policy and Planning Goal:** Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.

System Goals and Objectives

1. Employers Goal – Delivery of Relevant Education and Training Programs

Describe local board activities, initiatives, or processes that accelerate the delivery of relevant education and training programs to meet employers' needs, specifically by increasing:

upskilling and reskilling programs that address employers' needs for middle skill workers, adult learners transitioning to employment through integrated education and training programs, and attainment of short-term credentials in programs aligned with high-demand occupations.

Board Response:

The institution and expansion of upskilling and reskilling programs are essential to addressing employers' growing needs for middle-skill workers. Recognizing this need, The Board is actively collaborating with the Texas Workforce Commission (TWC) to engage and support local employers in meeting workforce demands.

To facilitate this effort, The Board, in partnership with TWC, is delivering targeted presentations at various chamber of commerce meetings and business events throughout the region. These sessions serve as a platform to provide critical information regarding available grant opportunities, workforce training resources, and other programs designed to close the skills gap.

By focusing on upskilling and reskilling initiatives, these efforts aim to empower both employers and job seekers in the Concho Valley. Employers gain access to a more skilled workforce, enabling them to remain competitive and meet evolving industry requirements, while job seekers are provided with opportunities to enhance their skills, advance in their careers, and achieve economic mobility.

Through these collaborative engagements, The Board seeks to build stronger connections with area employers, foster greater awareness of workforce solutions, and ensure that workforce development programs are aligned with local economic needs. The ultimate goal is to create a sustainable pipeline of middle-skill talent, addressing current labor shortages and preparing for future workforce challenges.

The Board will meet with area employers to determine what short-term training needs and skills gaps exist. Based on this information the Board is prepared to develop data driven solutions with partners including AEL to create/expand existing short-term training programs.

Enrollment in WFS programs offers eligible participants access to training and work-related support services, ensuring successful program completion, credential attainment, and the achievement of self-sufficiency for employment. Collaboration with community partners enhances service delivery by addressing needs that WFS may be unable to fulfill or by aiding customers who may not qualify for WFS programs

The Board utilizes TWC reporting methods to track program enrollments and outcomes, including program completions, attainment of short-term credentials and industry-based certifications or licenses, and employment. Additionally, WFS tracks participant measurable skill gains to ensure participants are meeting training benchmarks and progression towards obtaining credentials and certifications. The Board utilizes TWC Monthly Performance Reports to track program, training, and credential completion.

(Page number 6-7, 8, 32, 39, 45- 47, 50, 51)

2. Learners Goal – Expansion of Work-Based Learning and Apprenticeship

Describe local Board activities, initiatives, or processes that are expanding work-based experiences, including apprenticeship, to accelerate skills and knowledge acquisition that improves system outcomes for learners.

Board Response:

Work-based learning (WBL) opportunities and apprenticeships will be organized with system stakeholders as a pre-employment strategy for youth and adults, including those requiring supportive services and resources. CVWDB will continue to expand the network of employers participating in and sponsoring work-based learning opportunities, including registered and industry-recognized apprenticeship programs. The expansion of this network will utilize the tri-agency work-based learning framework and available data to develop an actionable, sustainable plan that benefits the demands of our local workforce.

Partnerships will include regular engagement with employers and system stakeholders, including collaboration with a regional convener for the Tri-Agency Texas Regional Pathways Network and input on the quality of existing apprenticeship programs and development of new programs. Additionally, the CVWDB will seek input from employers and system stakeholders regarding the quality of existing work-based learning and apprenticeship opportunities to make informed decisions on how to continually meet employer needs as well as improve program quality for learners.

The expansion of WBL opportunities and apprenticeships will be based on data-driven decisions that offer a clear pathway to progression and address learner needs: (1) The development of job-ready skills (2) enhanced industry knowledge and expertise (3) Obtaining recognized credentials where appropriate (3) Promote access to high-yield, sustainable opportunities.

CVWDB recognizes that employers are critical partners in the design and implementation of Work Based Learning (WBL) opportunities and apprenticeships. Employers and relevant system stakeholders will have the opportunity to actively participate in a regional pathways network (RPN) to enhance and expand programming by developing a framework that will guide successful expansion efforts. The associated framework guiding the local regional pathways network will align classroom and workplace learning, apply academic, technical and employability skills in a work setting in a way that will allow participants to bridge the gap between learning and real-world application.

The framework will also designate plans to address employer liability concerns, demonstrate the value of youth skill sets and offer a range of activities to allow employers to participate at different levels. Offering employers participation flexibility can allow increased participation over time as the added benefits and value of WBL opportunities and Apprenticeships become apparent,

(Page 28, 32-33, 42-43, 48, 51, 53)

3. Partners Goal – Alignment to Support Career Pathways

Describe local board activities, initiatives, or processes to build the board's capacity, responsiveness, continuous improvement, and decision-making to:

support the identification of credentials of value, and
streamline and clarify existing career pathways and models to increase alignment between secondary and

postsecondary technical programs.

Board Response:

CVWDB will regularly solicit system stakeholders' input to assess the alignment and articulation of secondary and postsecondary technical programs supporting career pathways. CVWDB will collaborate with secondary and postsecondary institutions to engage employers to identify credentials of value that respond to local labor market needs, including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.

CVWDB will continue to improve processes that will continuously improve career pathways.

By utilizing a Regional Pathways Network (RPN) framework that addresses the roles of employers, learners and partners the board recognizes that this activity will increase the success rates of programming. Partners are considered to be system stakeholders that are a key component necessary to align communication and leverage resources. Examples of partners are secondary schools, vocational schools, colleges and universities. The direct activities partners will engage in to support employer and learner goals as related to the RPN framework include: (1) Collaboration with employers to ensure educational programs are industry-relevant and up to date (2) Increase the number of WBL opportunities and apprenticeship placements available to students by integrating industry relevant experiences into academic programs (3) Offering opportunities for certification(s) as related to industry standards (4) Developing seamless pathways from education to employment.

Other partnerships relevant to the development and execution of a successful RPN framework will be necessary to offer programming that addresses additional components such as learner mentoring and coaching opportunities, increasing inclusive opportunities for diverse learners and technology solutions to maintain a modern approach to workforce development.

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4. Policy and Planning Goal – Relevant Data Sets

Describe local board activities, initiatives, or processes that support the availability and coordination of relevant workforce, education, and employment data to evaluate program outcomes to respond to the needs of policy makers and planners to:

- Expand high-quality childcare availability
- identify and quantify quality outcomes, including industry-based certification data, and
- enhance wage records

Board Response:

CVWDB will actively ensure that TRS (Texas Rising Star) staff, in collaboration with WFS (Workforce Solutions) Business Services staff, conduct targeted outreach to new childcare providers. The primary focus will be on promoting the benefits of becoming a provider under agreement. Newly licensed childcare providers, identified through the Child Care Licensing website, will be reviewed on a monthly basis to ensure continuous outreach efforts.

To support these providers, detailed information about the TRS certification process, including timeframes and requirements, will be shared. Providers will also receive comprehensive insights into reimbursement rates based on the star levels they can achieve as TRS-certified providers.

Benefits of TRS Certification:

1. **On-Site Mentoring:** Personalized mentoring to help providers enhance their quality of service.
2. **Classroom Equipment:** Assistance in purchasing indoor and outdoor classroom equipment to create an enriching learning environment.
3. **Curriculum Support:** Funding and training for curriculum implementation to improve educational outcomes.
4. **Professional Development:** Access to opportunities for acquiring the required training hours through workshops, seminars, and other resources.

Business Partnership Opportunities:

Staff will encourage childcare centers to engage with local business owners to create mutually beneficial partnerships. Suggested strategies include:

- Offering priority enrollment on waitlists for employees of partnered businesses.
- Providing discounts on childcare fees to incentivize employee participation.
- Partnering with businesses to establish on-site childcare facilities.
- Hosting informational sessions to address employee childcare needs.
- Advocating for policies that support working families, such as flexible working hours or employer-subsidized childcare.

These initiatives not only enhance the quality and accessibility of childcare but also support businesses by helping them attract and retain employees. Quality childcare reduces work-life stress for employees, thereby improving productivity and fostering loyalty.

By aligning childcare centers with business communities, CVWDB aims to create a holistic approach to supporting families and strengthening the local workforce.

The board collaborates with employers to provide comprehensive and relevant Labor Market Information, including labor force trends and wage analysis to identify potential wage gaps. The Board provides resources for skills assessments and identification of skill gaps to increase employee retention and reduce turnover.

The Board will encourage collaboration among all stakeholders, including educational institutions, economic development entities, and industry partners through various stakeholder meetings to identify mutual relevant data points to be collected. Identifying mutual crucial data points and who is collecting such data will assist with eliminating duplication of data collection. To streamline and improve the timeliness and completeness of data matching and sharing, especially regarding industry-based certification attainment, the board and its system partners will focus on utilizing existing, or if needed, implementing comprehensive data quality frameworks that focus on key dimensions such as effectiveness and outcomes. In accordance with State of Texas guidance, the Board will utilize advanced technologies such as Artificial Intelligence to automate data sharing processes.

By adopting these strategies, the board and its system partners can significantly enhance the effectiveness and outcomes of their programs through improved data management practices.

Strategic Opportunities

[*Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024-2031*](#) envisions a collaborative workforce system capable of accelerating the delivery of workforce programs, services, and initiatives to meet the needs of a thriving economy. The strategic opportunities focus system partners on three critical success factors that will lead to broad achievement of the system plan goals and objectives. Review each strategic opportunity and provide the information requested.

Strategic Opportunity 1 – Employer Engagement

Describe how the local board coordinates with its stakeholders to gain insight into the needs of employers and minimize “asks” that burden employers.

Response should address the following:

- coordination efforts that gain more insight from employers, including participation in the Tri-Agency Texas Regional Pathways Network, if applicable, and
- reducing the number of regional system partners individually making requests of employers.

The Board meets regularly with stakeholders to coordinate and discuss employer needs and challenge. To reduce employers being outreached by multiple partner agencies, the Board intends to apply for the Regional Convener grant which will enhance coordination efforts across stakeholders. Having one point person dedicated to and closely aligned with other regional conveners and stakeholders will reduce multiple asks from employers.

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Strategic Opportunity 2 – Improving Outcomes for Texans with Barriers to Employment

Describe how the local board engages Texans with diverse needs — including those with disabilities, foster youth, sex-trafficking victims, incarcerated juveniles and adults, and opportunity youth — by designing programs that address their needs, maximize outcomes, and improve career opportunities.

The Board seeks to engage all Texans, including those with diverse needs by implementing outreaching and marketing campaigns aimed at all job seekers irrespective of barriers. In accordance with WIOA guidelines the Board prioritizes:

1. Eligible veterans and eligible spouses 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 Labor Code §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 3 months)
- vii. Special participant populations that faces 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

Utilizing comprehensive case management and assessment in collaboration with the job seeker input the Board seeks to address potential barriers to program success prior to placing customers in training/work experience. By addressing needs and identifying available support services offered by the Board and community partners this ensures needs are anticipated and met in advance.

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Strategic Opportunity 3 – Use of Data to Support Investment Decisions

Describe how the local board uses data and evidence to identify and target strategic investments to improve system performance.

1. The Board utilizes contracted Performance Metrics to track, analyze, and identify areas that need improvement and areas that are excelling. This includes metrics related to program participation, completion rates, and employment outcomes.
2. The Board will seek to conduct needs assessments to help understand specific needs of communities. This involves gathering data on local labor market trends, skill gaps, and employer demands.
3. Board strategies will include collecting feedback from stakeholders, including employers, training providers, and participants, to solicit valuable insights into the effectiveness of programs and services. This feedback is used to make informed adjustments and improvements
4. Additional strategies include utilizing predictive analytics to forecast future trends and needs, including predicting job market shifts and identifying emerging skill requirements

By leveraging these strategies, local boards can make informed decisions that enhance the effectiveness and efficiency of their programs, ultimately leading to better outcomes for the community.

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