

# **Appendix 1**

## **Elements of System Operation**

## **System Description**

### **1.) Describe the service delivery system (e.g., number of contractors, number and types of Texas Workforce Centers, specialized services outside the Texas Workforce Centers, access to customized training, availability of distance learning resource and service to rural areas).**

Golden Crescent Workforce Development Board d.b.a. Texas Workforce Solutions of the Golden Crescent is a diverse thirty-one member board consisting of 51% private sector and 49% public sector. Texas Workforce Solutions of the Golden Crescent (TWS) primary full service One-Stop-Center is located in Victoria and has seven full service Centers located in the seven county region. Texas Migrant Council is the sole contractor for the One-Stop-Centers. All Centers are fully staffed and offer a comprehensive menu of services to employers and job seekers that are unified in its approach and serve to produce quality outcomes to both employer and job seeker. Programs and services offered at all centers are; WIA Adult and Dislocated Worker , TANF Choices, FSE&T, Child Care Services, Rapid Response Activities, Project RIO, Veterans Employment Services, Wagner Peyser Employment Services, Federal Trade Act, Unemployment Insurance, and National Emergency Grant. TWS is transitioning to become fully integrated to provide a seamless system of service access for employers and job seekers by providing single points of contact. The Board has policies allowing for customized training for individuals meeting eligibility requirements. Victoria College provides distance learning resources at thirteen locations throughout the Golden Crescent Region.

### **2.) Describe the number of employers and job seekers to be served and the planned service mix. Include a breakout for the following funding sources: WIA Adult, Dislocated Worker, and Youth; Temporary Assistance for Needy Families (TANF) Choices; Food Stamp Employment and Training (FSE&T); Project Reintegration of Offenders (Project RIO); and Unemployment Insurance (UI). Note: Child care figures are not required because Board contracts currently contain an Average Number of Children Served Per Day performance measure.**

Per WD Letter 15-06 “planned service mix” are not required at this time and will be addressed in future plan amendments.

### **3.) Describe how the Board plans to devote increased resources to training:**

The Board supports an integrated system for analyzing the training needs for all job seekers and employees by investing training funds on skill needs for entry level jobs as well as those at higher levels of the continuum. This pipeline strategy should continue to support workers as they progress along their individual career pathways. The Board uses WIA Adult and Dislocated Worker Funds and statewide activity fund to support training activities. The Board collaborates with Victoria College, University of Houston Victoria, economic development and chamber of commerce organizations in their pursuit of funding through Texas Workforce Commission Skills Development & Self Sufficiency Funds, Governor’s Enterprise Fund and other grants available for workforce training.

**4.) Describe how the Board will ensure physical and programmatic accessibility for individuals with disabilities at the Texas Workforce Centers:**

TWS Centers are fully accessible and have the capabilities and technology to assist employers and job seekers with disabilities. Centers are equipped with TDD machines for the hearing impaired, closed caption monitors, and Zoom Text software to enlarge text on computer screens and the Victoria Center, the only two story Center, has an elevator and wheel chair lift for those unable to climb stairs. A broad range of disability awareness, accommodation and sensitivity training has been provided to the entire staff. The Center has agreements with Department of Assisted and Rehabilitation Services, Gulf Bend Mental Health/Mental Retardation, Midcoast Family Service, San Antonio Independent Living Services and various other community partners to assist in addressing the needs of the disabled population and to help ensure they achieve gainful employment.

**5.) Describe the role of the youth advisory committee, if appropriate and any sub existing committees.**

The Board serves as the official youth advisory committee with an ad hoc committee chaired by a board member. In the past, the committee assisted the Board on service delivery for the youth and Community In School programs.

**6.) Address the education and training needs of individuals with limited English proficiency.**

Individuals with limited English proficiency (LEP) face greater challenges gaining employment and retaining employment. The Golden Crescent Region has a very diverse population with approximately 32% of the population speaks a language other than English in the home. The Board has a Limited English Policy to provide an opportunity for individuals to learn English. All program eligible job seekers are evaluated for English Proficiency and placed in ESL classes and integrated vocational skills-based language training based on their results. The Board also utilizes incumbent worker training funds for employers to provide workplace English or Spanish training for their employees.

**Partners and Stakeholders**

- 1.) List the Board's partners, including educational and economic development entities.**
- 2.) Describe what services along the continuum of services will be delivered by each of the partners and how they will be provided.**
- 3.) Outline the roles and responsibilities of each partner and the Board's respective roles and responsibilities to the partners.**
- 4.) Identify resources contributed by each partner**
- 5.) Describe the Board's working relationship with the partner.**

The Board recognizes that the inter-connectedness of education and workforce development with economic development requires that effective partnership be formed and managed to ensure the success of all involved. The Board has developed strong effective partnerships with the regions community college, university and independent schools districts, economic development corporations, chambers of commerce's, non profits and vendors resulting in positive changes in the regions workforce and economy. Education fills the talent pipeline for the workforce; a skilled and productive workforce is the foundation for economic development. The Board recognized the importance of community partners in all its activities and continues, to facilitate leveraging and matching between partners to increase its resource. Thus people and organizations involved in education, workforce development and economic development have vested interests in partnering to create a comprehensive, seamless system which maximizes the benefit brought forth by limited public funding. The Board serves as the logical fulcrum to balance, manage and lead the effort to align all public and private entities to advance workforce initiatives in the Golden Crescent Region. Simply put, the Board cannot succeed in connecting workers to jobs if qualified workers are scarce or there are too few quality jobs.

The following Chart list Board Partners and resources they provide;

<b>PARTNER</b>	<b>RESOURCE</b>	<b>ROLES/RESPONSIBILITY</b>
Victoria College	Training provider	Board member
	Sponsorship	Training provider
	Tech Prep	Advisory committee
	Adult Education	
University of Houston Victoria	Training provider	Funding Source
	Sponsorship	
	LEAD Program	
	Small Business Dev Center	
Victoria Economic Development	Business referrals	Board member
	Marketing	Funding source
Calhoun County Economic Dev	Business referrals	Board member
	Marketing	Funding source
Victoria Chamber of Commerce	Business referrals	Advisory Committee
	Sure B.E.T. Program	Funding Source
	Marketing	
Port Lavaca, Goliad, Cuero, Edna	Business referrals	Funding Source
Yoakum, Hallestsville, Gonzales	Marketing	
Chamber of Commerce's		

Port Lavaca, Goliad, Cuero, Yoakum, Gonzales Economic Development Corp.	Business Referrals	Funding source
Victoria, Calhoun, Edna, Cuero, Gonzales Independent School Districts	Communities In School Program	
Victoria, Calhoun, Edna, Cuero, Goliad, Yoakum, Gonzales Hallettsville Independent School District	Even Start/ Adult Education	Service delivery
Mid Coast Family Services	Training providers Counseling	Service delivery
Texas Vocational School	Training provider	Service delivery
Victoria Adult Education Center	Adult education Assessment testing	Board member
Victoria Adult Literacy Council	Adult education	Service delivery
Billy T. Cattan	Counseling Services	Service delivery
Senior Texan Employment Program	Mature Workers	Service delivery
Job Corps	Training provider	Service delivery
Golden Crescent Regional Planning Commission	Transportation	Service delivery
Texas Department of Assistive & Rehabilitative Service Referrals	Referrals Guidance	Service delivery Board member
Texas Department of Health & Human Services	Referral	Service delivery Board member
Texas Veteran Commission	Employment Services	Service

**6.) Describe how the Board will coordinate employment and training activities with local economic development activities, including the promotion of entrepreneurial skills training and microenterprise services.**

The Board has membership with all seven county chambers of commerce's. Board and Center staff serve on advisory committees and teams with economic development to present regional data to potential site location groups. The board collaborates with all economic development corporations, chambers of commerce, Victoria College,

University of Houston Small Business Development Center to provide business assistance to start-up or expanding business. The Board partners with Victoria College and University of Houston Victoria to provide entrepreneurial and microenterprise training.

**7.) Describe how the Texas Model (divestiture of responsibility for ES service provision to the local level) is operationalized for ES.**

Texas Workforce Solutions One-Stop Centers is in the process of operating as an integrated system. Center staff is assigned to either Employer Services or Business Service according to their job skills. Various funding revenues are used for staff according to what service they provide to customers. TWS issues name tags with logo's to all Center staff so there is no differential between employees.

**8.) Describe how the Board coordinates with the Texas Veterans Commission to provide services to veterans.**

April 2006 Texas Veterans Commission assumed the Veterans Employment and Training Program from Texas Workforce Commission. Local Veteran Employment Representative (LVER) and Disable Veteran Outreach Program (DVOP) are a very important and intricate part of the Center. Center and Veteran staff interview and assist veterans to find employment in the region. Both staff also provides business outreach for employment opportunities for veterans.

**9.) Describe how the Board coordinates services with adult education programs.**

Victoria College is the adult education provider for the seven county Golden Crescent Region. The Board has a memorandum of understanding (MOU) with Victoria College that describes the referral process and roles and responsibility of each party involved. Participants are referred to adult education by Center staff after exhibiting low TABE scores or lack of high school diploma.

**10.) Describe how the Board identifies and outreaches training providers who can meet the training needs identified as supportive of employers needs.**

The Board annually solicits and advertises for potential training providers that meet the Board's target and demand occupations. The board utilizes the Eligible Training Provider System (ETPS) to identify training providers. The Board also engages local employers to assist with finding eligible training providers to meet specific training needs of the employer. The board reviews training provider's coursework to ensure it meets the skills set needed for employers. Board and BSU staff is on various college advisory committees enabling all involved to keep abreast of current and future workforce training needs.

**11.) Describe how the Board facilitates the certification of local training providers through the Eligible Training Provider Certification System.**

The Board has a designated staff to assist training providers in the certification process. Staff assist training provider by reviewing applications for completeness, ensuring compliance with performance requirements and training provider supports Board's target and demand occupations. Additional Board staff reviews applications submitted for approval.

## **Additional Questions for Plan Modification for FY 08, October 1, 2007 to September 30, 2008**

### **Childcare**

#### **Describe how the board integrates the delivery of child care services within other workforce services [§ 809.12(a)].**

The Golden Crescent Workforce Development Board (GCWDB) has an integrated child care service in all eight One Stop Centers. The board utilizes the current state Child Care Management Services (child care contractor) delivery system and has one contractor that delivers management and child care services. Having one child care contractor allows for delivery of child care services from several funding sources to avoid duplication of funding. By having a "one stop", it allows parents a single application process, parent choice in selecting a child care provider and provide continuity of service for children when their parents eligibility changes. The child care contractor also targets the following client groups to utilize child care services.

- Workforce Investment Act
- Choices program participants
- Choices program participants eligible for Transitional Child Care benefits
- Temporary Assistance for Needy Families
- Food Stamp Employment & Training
- Child Protective Services

Child care services are one of the board's major priorities. The board and the child care contractor continually monitors the programs fund allocation and wait list to ensure child care for participants in the Golden Crescent Region.

#### **Briefly describe the Board's coordination efforts with the following entities in developing the plan modification and policies for the design and management of child care services.**

- **Federal, state, and local child care and early development programs**
- **Representatives of local government**

The board strives to provide quality and accessible child care for children and parents in the Golden Crescent Region. The board continues to collaborate with its local partners in the school districts, University of Houston Victoria, Victoria College and local governments for direct child care services and local fund raising. The board communicates regularly with community partners to ensure the child care needs of the region are being satisfied.

**Briefly describe the Board's efforts to coordinate with the following entities regarding the availability of full-day, full year child care [§ 809.14(b)].**

### **Training Funds**

**What percentage of the Board's total Workforce Investment Act (WIA) allocation will be devoted to training cost?**

GCWDB will devote 2% of the board's Workforce Investment Act allocation to training cost.

### **Structure**

**Describe the Board's workforce service delivery contracting structure. Include the management structure and contracting model or method. Reference compliance with WD Letter 02-07, issued January 22, 227 and entitled "Procurement of Workforce Services", in your response.**

The board developed and issued an RFP in July 2006, prior to issue of WD Letter 02-07, for Management of the Golden Crescent Workforce Center System. In the RFP the board allowed for any structure of management, profit or non-profit, to respond. Two candidates submitted responses and were evaluated through a scoring system. Texas Migrant Council, a non-profit, was selected as the sole management to deliver Ancillary Customer Service for the Golden Crescent Workforce Development Board for five (5) year procurement. After the board staff reviewed WD Letter 02-07, the board's procurement process was in compliance with WD Letter 02-07.

**Indicate whether the Board or workforce service contractors use a staff leasing company or professional employer organization.**

The GCWDB and its contractor do no use a staff leasing company or professional employer organization.

**Reprocurement**

**Indicate whether the Board will reprocure for delivery or workforce services based on WD Letter 02-07.**

The GCWDB will not reprocure for delivery of workforce services due to the board was in compliance with WD Letter 02-07.

**Employer Involvement**

**Provide a list of local economic entities, chamber of commerce and industry/employer associations that are actively engaged in the workforce system.**

- **Describe the relationship and types of interactions these partners have within the workforce system.**
- **Provide a brief description of any model projects or best practices the board is implementing in collaboration with the local economic development entities, chambers of commerce and industry/employer associations.**

The following is a list of the Board’s active economic development, chambers of commerce and industry/employer association partners and the relationship and interaction within the workforce system.

	<b>Economic Development</b>	<b>Chambers of Commerce</b>	<b>Industry/Employer Association</b>
Victoria EDC	Assist with business recruitment, labor market information, business retention, *board member, *Victoria Partnership		
Victoria Chamber of Commerce		*Small Business Roundtable Committee, *SURE B.E.T., job fairs, seminars	
Calhoun EDC	Assist with business recruitment, labor market information, business retention, job fairs, * board member		
Calhoun COC		Assist with business	

		recruitment, labor market information, business retention, job fairs	
Cuero EDC	Assist with business recruitment, labor market information, business retention, job fairs job fairs		
Cuero COC		Assist with business recruitment, labor market information, business retention, job fairs	
Goliad, Gonzales & Jackson COC		Assist with business recruitment, labor market information, business retention, job fairs	
Goliad & Gonzales EDC	Assist with business recruitment, labor market information, business retention, job fairs		
ABC Building & Contractors			*Construction Education committee, *training provider The board works with them on various issues in the construction industry
Petroleum Consortium Partners			* Skills grant , *board member, *process technology committee The board gathered the employers of the petrochemical plants & Victoria College together & applied & received a skills grant. Board meets monthly with the partners for monthly grant progress. Partners have applied in 2007 for another skills grant. BSU representative is a member of the process technology committee
Machinist			Board & Victoria College

Association of South Texas MAST			assisting employers in applying for DOL Machinist Apprentice program
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## System Structure

### 1.) Describe the Business Services Unit, its involvement in the planning process, and its function in supporting an employer-driven system.

With the employers of the Golden Crescent Region being the primary customer, the Business Service Unit (BSU) is an intricate part in developing standards and procedures for an employer driven system. The Board, BSU Supervisor and four BSU staff actively market workforce services to local employers. BSU staff weekly contacts employers either by phone or in person to assess the current needs of the employer. The Board and BSU are on various college, economic development and chamber of commerce committees to help address current workforce issues and needs of employers. BSU is divided into four main industry clusters and supported by Employer Services with alike industry clusters. In 2007 BSU will begin conducting industry specific job fairs for employers along with current successful non industry specific job fairs. BSU staff promotes services to the region's business and assist in identifying business needs and works to provide a solution. The BSU provides the Board with employer feedback enabling the Board to stay up to date with business needs. The Board's new direction in the development of workforce services calls for addressing employers need for job ready employees well matched to the job skills required. Accomplishing the paradigm shift to the employers as our primary customer implies the development of new ways of doing business, improved and increased direct relationships with employers, and an appropriate set of core business activities.

### 2.) Describe how the Board markets its products and services by customer (employer, job seeker and the public)

In 2004 the Board changed its name to Texas Workforce Solutions of the Golden Crescent and began an intense marketing campaign to change its image from a government assistance program to a valued business in the region. The Board created a new logo to be used on all marketing material. The Board has implemented a local marketing plan and reviews it regularly to ensure appropriate outreach efforts are in place to attract all size employers and job seeker participation. The Texas Workforce Solutions of the Golden Crescent is also marketed by active participation of appropriate staff on local Chambers of Commerce, advisory boards, and Speakers Bureau that provides presentations to local organizations. The Board uses various media avenues and promotional products to advertise services and evaluates the effectiveness of the marketing campaign monthly.

### Employer Marketing

- Brochures
- Promotional items
- Public presentations
- Seminars
- Display Boards
- Job Fairs
- Career fairs
- Board Web site
- Employer specific newspaper, TV and radio ads
- Billboards
- Fliers

#### Job Seeker Marketing

- Brochures
- Promotional items
- Public presentations
- Workshop
- Display Boards
- Career fairs
- Board Web site
- Jobseeker specific newspaper, TV and radio ads
- Billboards
- Fliers

#### Public Marketing

- Promotional items
- Public presentations
- Display Boards

### **3.) Describe the Board's policies for implementing in the Individual Training Account (ITA) system and procedures for ensuring that expectations to using ITAs are justified.**

The ITA Scholarship is an account established by the Board on behalf of an eligible individual. The concept of an ITA is similar to a checking account at a bank, and in essence a scholarship. The customer is informed that a specific amount will be spent towards their education in a target and demand occupation provided by a Certified Training Provider. A document detailing the amounts, customer name, starts and end dates will then be provided to the customer for their initial enrollment into school. On a periodic basis, the board will provide the customer with an itemized statement that shows the remaining balance of the ITA Scholarship. This notification is required to ensure that the customer is kept informed about how much money they have left in their ITA Scholarship and the time period that it must be spent. By keeping the customer better informed, the customer can make the necessary informed choices concerning the direction of their education and chosen career. ITA places training resources in the hand

of the customer rather than being directed to the training provider by the board. Exceptions may be made on an individual basis regarding the following rules: training must be in a target and demand occupation, demand and targeted occupations may be temporarily suspended due to local economic conditions and training cannot be approved if the customer has already obtained training or possesses employable skills in a demand or targeted occupation.

**4.) Describe the Board's policies for focusing on short-term versus long-term training needs in a period of diminishing resources:**

With the prospect of limited funding, the Board has begun focusing more on short-term training in target and demand occupations obtained from the Labor Market Analysis. The Board has policy for training eligible individuals in target and demand occupations and determining the time frame and cost of training on a individual case by case basis.

**5.) Describe how workforce service information is shared between partners and customers.**

TWS workforce service information is distributed to customers and partners in various fashions. Partners and customers receive workforce information through printed materials, presentations, fliers, emails, website, meetings, MOU's and one-on-one communication. Board and Center staff recognizes the importance of its community partners and serve on various committees and boards enabling staff to update partners on Center changes and also receive partner updates.

**6.) Describe how job seekers are referred along the continuum of services, including how individuals are referred to training.**

Customers coming to the eight workforce Centers intake area are assessed if they are job ready or need intensive service. Customers who are job ready and want a job receive workintexas registration, resume assistance, and labor market information and job referrals. Customers are also provided information about WIA, Veteran's program, Unemployment Insurance and training options if eligible. Customers who need intensive service are assessed and tested to determine their job interest, skills abilities and what employment barriers they may face. Case manager's assistance customers in developing a service/employment plan. Case managers can refer eligible customers for ITA.

**7.) Describe how the Board works with community colleges, technical colleges, or other training providers to create customized training.**

The Board and the local community college have a great working relationship and both entities serve on each others committees. The Board and BSU maintain regular contact with the community college to keep abreast on employer training needs and development of customized training. The local community college purses Skill Development and Self Sufficiency funds and Department of Labor grants to provide customized training for

local employers. The Board and BSU staff is involved during the entire grant process with the local community college. The Board offers any assistance the local college needs to secure grants including letters of support. The Board works with local training providers utilizing the Boards incumbent worker funds for customized training for local employers to upgrade employee's skills or to gain or maintain needed certification.

**8.) Describe co-enrollment strategies that maximize resources by integrating services delivery:**

The Board utilizes co-enrollment for customers in multiple programs to maximize funding and benefit the customer. Customer's eligible for co-enrollment are identified during the intake and eligibility process and tracked through TWIST systems.

**9.) Describe how the Board facilitates access to service in remote areas, including the use of technology:**

Seven of the full service centers are located in the rural counties with staff capable to provide integrated services. Centers are linked by email, mainframe, Intranet, and telephones. The Board's website provides information for employers and job seeker and links to partnering agencies. Victoria College provides Distance Learning Centers in the rural school districts with the ability to provide on-line classes and training classes.

**10.) Describe how the Board coordinates transportation services, including public transportation:**

Public transportation is a key issue for job seekers seeking employment in the rural counties in the Golden Crescent Region. Golden Crescent Regional Planning Commission operates the rural transit in the region. Customers lacking transportation can schedule rides in advanced for trips to other cities in the region. The Board's Supportive Service Policy provides eligible customer's gas and bus tokens and assistance with car repairs. Board staff is currently collaborating in a transportation initiative with the Golden Crescent Regional Planning Commission and various community partners to address the transportation need in the region.

**Performance and Feedback**

**1.) Describe the system, including key milestones; the Board uses to evaluate its performance in meeting strategic goals and objectives:**

The Board has identified strategic goals and objectives for the upcoming year. The Board will measures key milestones and out comes monthly to evaluate the progress towards goals. The Boards' strategic goals are:

**Goal: Become an Employer Driven System**

Activity	Who	When	Status
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Integrate BSU & ESU to Industry Cluster	Board staff Center staff	January 1, 2006	BSU & ESU staff aligned with four targeted industry cluster. Continuing to integrate staff
Business as primary customer	Board members Board staff Center staff	Ongoing	Educate staff on employer driven system. BSU & ESU staff assigned to industry cluster
Define training needs	Board members Board staff Center staff Victoria College UHV Employers	Ongoing	Providing Incumbent worker training. VC received Skills Development Grant
Marketing	Board members Board staff Center staff	Ongoing	Marketing plan includes bi-monthly newspaper ads. Presentations & news articles

**Goal: Develop a qualified workforce for employers**

Activity	Who	When	Status
Develop skill sets	Board staff Center Staff Victoria College UHV Employers	Fall 2006	Board staff is developing process for determine skill sets
Provide incumbent worker training to employers	Board staff Center staff Victoria College UHV Training providers Employers	Ongoing	Providing incumbent worker training
Eligible customers trained in target/demand occupations	Board staff Center staff Victoria College UHV Training providers	Ongoing	Currently training eligible customer but would like to increase numbers trained

**Goal: Expand funding base**

Activity	Who	When	Status
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Secure grants	Board staff Victoria College UHV	Ongoing	Received 2 grants. Will continue to peruse grants
Develop capital campaign	Board members Board staff	Fall 2006	Board staff will develop a capital campaign

**2.) Evaluate the effectiveness of the Board’s own and other workforce service, activities and service providers for both youth and adults.**

The Board evaluates its effectiveness by contracting an independent monitor to evaluate fiscal and programmatic programs, The Board provides policy and technical assistance for its contractor to ensure compliance in mandated programs and strategic goals. The board also uses performance measure reports to evaluate workforce service.

**3.-5.) Describe how the Board obtains customer feedback. Identify the points in the system where the Board collects customer feedback. Outline how the Board uses customer feedback to its service delivery strategies and mix.**

Customer satisfaction is important to the Board. Customer feedback is solicited from job seekers and employers through surveys, one-on-one conversations and performance measures. The Board also utilizes the Texas Workforce Commission surveys. Customer surveys are given to jobseekers after they exit intake and workshops. Customer surveys are given to employers after BSU consultation, job fairs and presentation. The Board meets monthly with Center staff to analysis data for quality of service at all the Centers. The Board utilizes the data to make appropriate changes in the service delivery.