



**Golden Crescent Workforce Development Board  
Strategic and Operational Plan  
FY 2013-2018**





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## Section I-Strategic Narrative

### **Part I** **Vision**

Workforce Solutions Golden Crescent (WSGC) recognizes that the inter-connectivity of education, workforce development, and economic development requires that effective partnerships be formed and managed to ensure the success of all involved. WSGC has developed a strong synergy with the regions' community college, university, independent schools districts, economic development corporations, non-profits, and vendors, resulting in positive changes and growth in the regions' workforce and economy. Education fills the talent pipeline for the workforce and providing a skilled and productive labor pool is the foundation for economic development. The ability to foster and maintain that pipeline is a vital consideration to attract new business and is a necessary component for expansion of existing businesses. WSGC recognized the importance of community partners in all its activities and continues to facilitate leveraging and matching between partners to maximize its limited resources. The partners and organizations involved in education, workforce, and economic development have a common and vested interest in collaborating to create a comprehensive, seamless and mutually beneficial system. WSGC 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. We cannot succeed in connecting workers to jobs, if qualified workers are scarce, or there are too few quality jobs.

WSGC realizes its primary vision [and mission] must be to remain an integral part of strengthening the economy of the Golden Crescent by;

- ensuring the economic self-sufficiency of the residents,
- and providing skilled workers for employers,

This is consistent with the core mission of the Board:

*To address employer and residents needs through workforce development initiatives, resulting in a skilled labor force and a vibrant economy for the Golden Crescent.*

During the preparation and development of Workforce Solution Golden Crescent's 5-year Strategic and Operational Plan, research was not only dedicated to the needs (challenges, issues, opportunities) of our local Workforce Delivery Area (WDA) but the over-arching goals of our region and the state. Commonalities were identified and explored to create a comprehensive plan that not only addresses the needs of our local [current] employers and job seekers, but creates a pathway for a unified and seamless integration of services across the state. *By strategically aligning our objectives and goals to compliment the efforts of other Board areas, we create a consistent, cohesive, and most importantly shared vision for addressing the workforce challenges we all face over the next five years, while positioning our area, our region, and our state to compete in an ever-increasing global economy.*

After multiple surveys and engagements with local stakeholders and thoroughly reviewing the recently updated State Strategic Plans, Texas Workforce Investment Council's (TWIC) *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010-2015* and Texas Workforce Commission's (TWC) *2013-2018 Strategic Plan*, the resulting goals and corresponding objectives were identified;

## **Goal #1**

**Improve the quality [and quantity] of the existing, potential, and future workforce in the Golden Crescent.**

### **Objective #1**

Decrease the drop-out rate of high school students and increase awareness among students, parents, and teachers of the existing job opportunities in the Golden Crescent, as well as the academic and technical skills required for those jobs.

### **Objective #2**

Work with companies to provide skills development resources (TWC's Skills Development Fund, Skills for Small Business, Skills for Veterans training, and similar initiatives) to prepare existing (incumbent) workers for advanced positions, and to fill pending retirement vacancies.

### **Objective #3**

Align 'Target Occupations' [identified by employer demand] with Workforce Investment Act (WIA) training funds, to facilitate a talent pipeline and pool for current and future job openings.

### **Objective #4**

Increase the number of job seekers who enroll/participate/complete in WIA Individual Training Account (ITA) funded training, On-the-Job Training (OJT), and WIA-funded Customized Training.

## **Goal #2**

**Ensure that services are market and business-driven, meeting the needs of both employers and job seekers.**

### **Objective #1**

Facilitate development and alliances with partners/stakeholders (businesses, industry associations, economic development entities, chambers of commerce, etc.) within 'Target Industries' to identify market challenges and opportunities.

### **Objective #2**

Increase services to employers that are value-added, efficient, and adaptable to meet the varied needs and expectations of each respective industry.

### **Objective #3**

Increase marketing and promotion of available services via WSGC's Business Services Unit.

### **Objective #4**

Monitor, evaluate, and continuously strive to improve the quality and quantity of services available to our customers (employers and job seekers).

### **Goal #3**

**Invest ALL resources wisely, striving to ensure efficient and effective spending and maximizing our 'return-on-Investment'.**

#### **Objective #1**

Develop Memorandums of Understanding (MOU) with partner agencies to leverage available resources (financial and co-location of assets).

#### **Objective #2**

Increase the amount of investment (according to each revenue stream) dedicated to direct customer services (decrease 'cost-per-participant').

#### **Objective #3**

Increase the number of customers receiving and completing training/employment activities.

#### **Objective #4**

Annually, or as conditions warrant, review programs, services, and method of delivery for cost effectiveness and overall impact.

#### **Objective #5**

Continually explore and pursue options (grants and related alternative funding opportunities) to supplement WSGC budget of State and Federal monies received as a 501c3.

### **Goal #4**

**Expedite the transition of returning veterans into the workforce and increase job placement in the civilian sector.**

#### **Objective #1**

Increase outreach and marketing campaign to attract veterans to fill high vacancy positions in the surging industries of Oil and Gas, Manufacturing, Transportation, and Logistics.

#### **Objective #2**

Work with the area 2-year and 4-year post secondary schools to identify, develop, and support methods to maximize transferable credits or military training towards attainment of an industry-recognized degree, license, or certification.

#### **Objective #3**

Actively and aggressively recruit returning veterans to the region through the Transition Assistance Programs and area veteran's organizations.

#### **Objective #4**

Identify 'military friendly' industries and the corresponding employers in those sectors and strive to create a pipeline of returning veterans to fill current and anticipated vacancies.

#### **Goal #5**

**Continue to broaden, integrate, and improve workforce and economic development strategies in the Golden Crescent.**

#### **Objective #1**

Continue to extend and maintain support for workforce development through formalized and long term efforts aimed at strengthening communication between employers, ISD's, service providers, and other relevant partners and stakeholders.

#### **Objective #2**

Leverage P-16 education in the region to improve workforce development and increase the number of trained (or trainable) workers in the area.

#### **Objective #3**

Facilitate the development of strategic alliances and partnerships in support of workforce development initiatives.

#### **Objective #4**

Work cooperatively with system partners to achieve our mission, vision, and mutual long-term goals.

#### **Objective #5**

Improve the system's ability [and *adaptability*] to respond in a meaningful way to workforce problems, with workforce *solutions*.

We feel these objectives are attainable and are consistent with the *TWIC Critical Success factors* of:

- Effectively integrate planning initiatives that require partner coordination to ensure alignment.
- College and career readiness is achieved by availability of both academic courses and rigorous career technical education courses to support all students through a continuum of choices (two and four year degrees, apprenticeship, and military).
- Improve program and initiative alignment to ensure seamless educational and career transitions through coordinated and integrated planning.
- Increase awareness and educate high school counselors to create a secondary school culture where all students and parents understand the wide range of career and educational choices, including middle skill careers.
- Expand and integrate middle skills training to meet current and future employer demand.

- Ensure veterans have programs, products, and services to accommodate their needs to enter the workforce and necessary to meet current and future employer demand.
- Enhance planning and collaboration to achieve alignment across workforce system components to meet employer and community needs.
- Programs and services must be aligned with employer needs.

## **Part II**

### **Economic and Workforce Analysis**




Since the submission of the previous 5-year Strategic Plan, much has changed in the Golden Crescent region. The economic landscape has shown significant improvement in most major industry sectors, especially those tied to the oil and gas industry. With the discovery and exploration of the Eagle Ford Shale formation, our area has prospered from not only the drilling and extraction occurring in the production zone, but has benefitted from the associated ‘midstream’ activities of transport and distribution. Given our proximity to the Gulf Coast and alternate modes of portage, we are poised to become a central hub for collection, processing, and distribution of oil and compressed natural gas. This allows our region the potential for sustainable jobs well beyond the normal life cycle of mining and extraction activities. Likewise, rising incomes as a result of this prosperity have contributed to marked increases and job growth in the retail trade, accommodation, food services, and of course the ancillary and support industries linked to the oil and gas industry. Additionally, with the abundance of an affordable feedstock for operations and production, the Petrochemical industry has experienced a renaissance. This economic activity, combined with a thriving resurgence in the Manufacturing industry, has the Golden Crescent positioned to remain a flourishing region for well beyond the next five years. The Board sees an exciting future for the area and realizes it must be a key player in strengthening the economy for the future, ensuring the economic self-sufficiency of the residents, and providing skilled workers for *all* employers in the Golden Crescent.

The development of our Strategic Plan involved gathering and disseminating data from a variety of sources used to identify the current demographics and trends of industry, workers, and job seekers in our area. That information is analyzed to determine the Board’s strategies for how the local workforce system will address those needs and then efforts will be aligned to support them. The following information provides a snapshot of the current (2Q 2012) economy in the Golden Crescent, as well as the projected trends. It is typical of the type of data that is compiled and analyzed to determine our area’s economic strengths and employment needs.

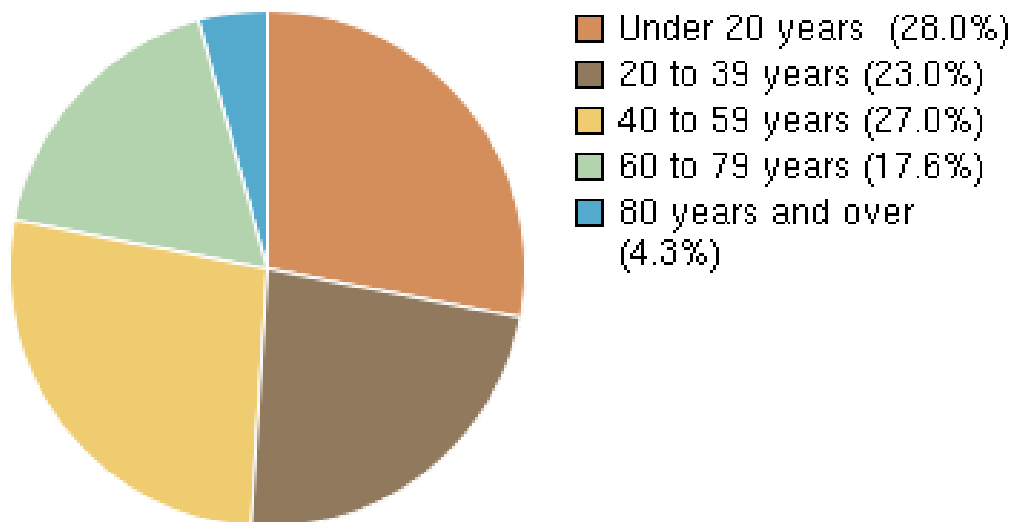
#### **Golden Crescent WDA | Population**

<b>189,965</b> 2012 Population 0.7% of State	<b>2.4%</b> Population Growth for the Last 5 Years National Growth 4.7%
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#### **Age Demographics**

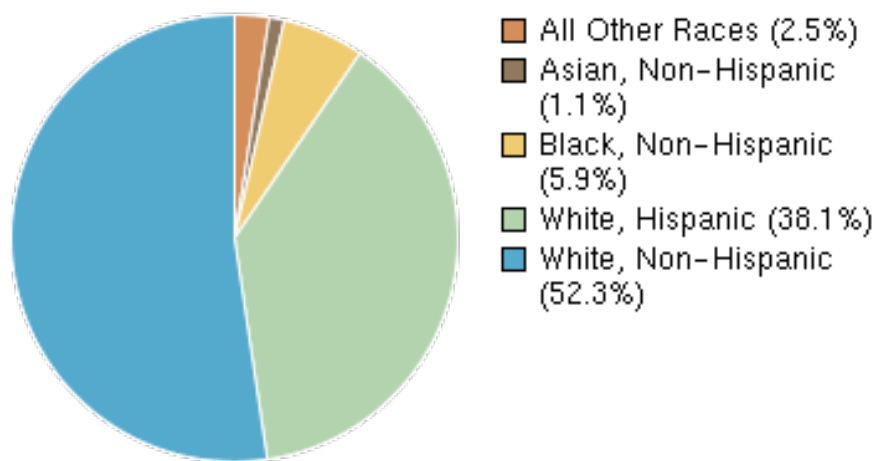
Age Group	2012 Population	% of Population	
Under 5 years	13,510	7.1%	
5 to 9 years	13,466	7.1%	
10 to 14 years	13,475	7.1%	

Age Group	2012 Population	% of Population	
15 to 19 years	12,764	6.7%	
20 to 24 years	10,622	5.6%	
25 to 29 years	11,280	5.9%	
30 to 34 years	11,120	5.9%	
35 to 39 years	10,644	5.6%	
40 to 44 years	11,173	5.9%	
45 to 49 years	12,942	6.8%	
50 to 54 years	14,062	7.4%	
55 to 59 years	13,172	6.9%	
60 to 64 years	11,759	6.2%	
65 to 69 years	9,034	4.8%	
70 to 74 years	6,976	3.7%	
75 to 79 years	5,751	3.0%	
80 to 84 years	4,185	2.2%	
85 years and over	4,031	2.1%	









## Race Demographics



## Golden Crescent WDA | Jobs by Industry













<b>114,886</b> Total Jobs (2012)	<b>57.7%</b> Male (National: 52.2%)	<b>42.3%</b> Female (National: 47.8%)
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NAICS	Industry	2012 Jobs
11	Agriculture, Forestry, Fishing and Hunting	11,520
21	Mining, Quarrying, and Oil and Gas Extraction	6,499
22	Utilities	821
23	Construction	9,218
31-33	Manufacturing	10,910
42	Wholesale Trade	3,524
44-45	Retail Trade	12,036
48-49	Transportation and Warehousing	2,345
51	Information	856
52	Finance and Insurance	5,057
53	Real Estate and Rental and Leasing	3,857
54	Professional, Scientific, and Technical Services	3,921

NAICS	Industry	2012 Jobs
55	Management of Companies and Enterprises	320 
56	Administrative and Support and Waste Management and Remediation Services	4,233 
61	Educational Services (Private)	890 
62	Health Care and Social Assistance	10,634 
71	Arts, Entertainment, and Recreation	1,082 
72	Accommodation and Food Services	6,081 
81	Other Services (except Public Administration)	6,326 
90	Government	14,730 
99	Unclassified Industry	26 

#### Golden Crescent WDA | Average Earnings by Industry

<b>\$38,864</b> Avg. Earnings (2012) 78% of National Avg.	<b>\$46,182</b> Male Avg. Earnings (2012) 77% of National Avg.	<b>\$28,884</b> Female Avg. Earnings (2012) 74% of National Avg.
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NAICS	Industry	Avg. Earnings (2012)
11	Agriculture, Forestry, Fishing and Hunting	\$22,245 
21	Mining, Quarrying, and Oil and Gas Extraction	\$60,433 
22	Utilities	\$82,123 
23	Construction	\$44,005 
31-33	Manufacturing	\$69,113 
42	Wholesale Trade	\$52,072 
44-45	Retail Trade	\$27,641 
48-49	Transportation and Warehousing	\$47,457 
51	Information	\$40,599 
52	Finance and Insurance	\$42,596 
53	Real Estate and Rental and Leasing	\$21,826 
54	Professional, Scientific, and Technical Services	\$40,535 










NAICS	Industry	Avg. Earnings (2012)	
55	Management of Companies and Enterprises	\$54,969	
56	Administrative and Support and Waste Management and Remediation Services	\$21,978	
61	Educational Services (Private)	\$18,664	
62	Health Care and Social Assistance	\$41,717	
71	Arts, Entertainment, and Recreation	\$15,900	
72	Accommodation and Food Services	\$16,014	
81	Other Services (except Public Administration)	\$19,186	
90	Government	\$44,857	
99	Unclassified Industry	\$21,500	

## Golden Crescent WDA | Unemployment by Industry

### Total Unemployment (5/2012)

5,615

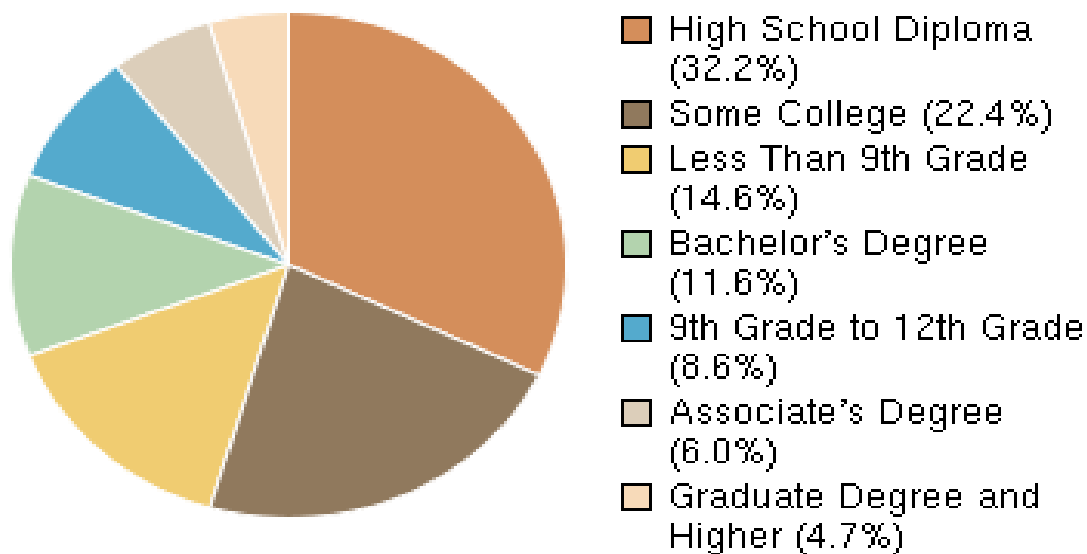
NAICS	Industry	Unemployed (5/2012)	% of Unemployed	
11	Agriculture, Forestry, Fishing and Hunting	57	1%	
21	Mining, Quarrying, and Oil and Gas Extraction	155	3%	
22	Utilities	75	1%	
23	Construction	833	15%	
31-33	Manufacturing	773	14%	
42	Wholesale Trade	132	2%	
44-45	Retail Trade	612	11%	
48-49	Transportation and Warehousing	86	2%	
51	Information	34	1%	
52	Finance and Insurance	161	3%	
53	Real Estate and Rental and Leasing	81	1%	
54	Professional, Scientific, and Technical Services	103	2%	

NAICS	Industry	Unemployed (5/2012)	% of Unemployed
55	Management of Companies and Enterprises	1	0% 
56	Administrative and Support and Waste Management and Remediation Services	154	3% 
61	Educational Services (Private)	52	1% 
62	Health Care and Social Assistance	458	8% 
71	Arts, Entertainment, and Recreation	28	0% 
72	Accommodation and Food Services	278	5% 
81	Other Services (except Public Administration)	193	3% 
90	Government	488	9% 
99	No Previous Work Experience/Unspecified	863	15% 

### Golden Crescent WDA | Top Program Completions

CIP	Program	Completions (2010)
51	Health professions and related programs	374 
52	Business, management, marketing, and related support services	293 
30	Multi/interdisciplinary studies	236 
24	Liberal arts and sciences, general studies and humanities	127 
13	Education	111 
12	Personal and culinary services	99 
48	Precision production	96 
43	Homeland security, law enforcement, firefighting and related protective services	66 
11	Computer and information sciences and support services	55 
42	Psychology	55 

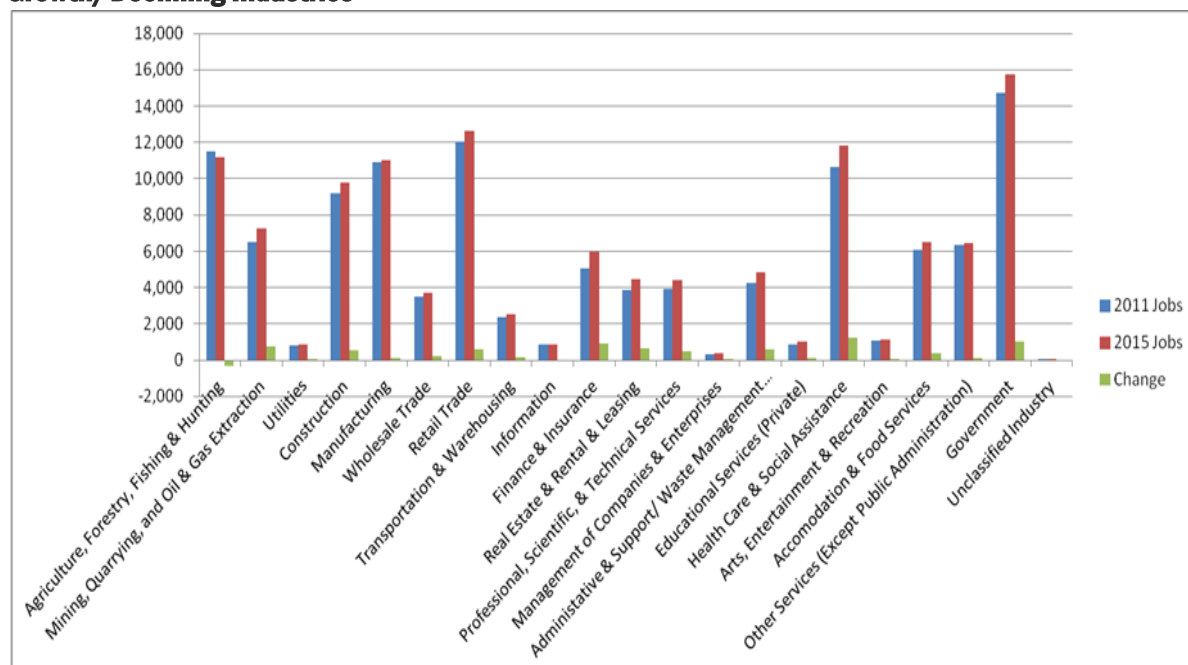
## Educational Attainment



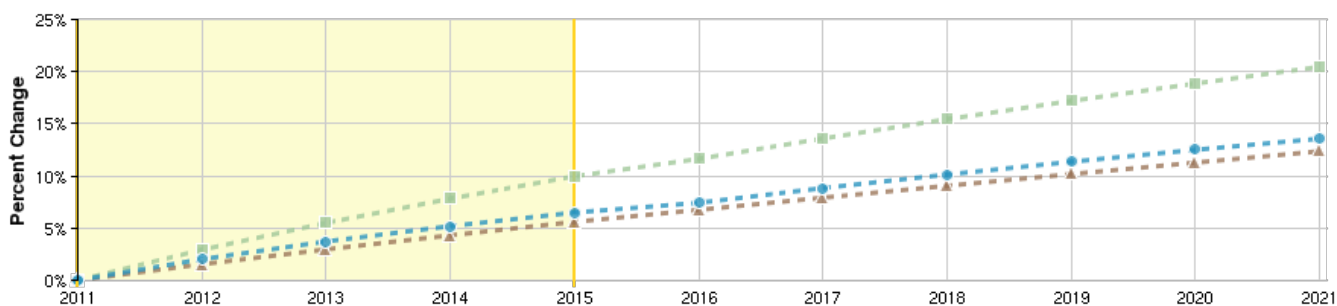
## Largest Openings to Completions Gaps

Occupation	Related Completions (2010)	Annual Openings (2011)
Personal Financial Advisors (13-2052)	0	97
Securities, Commodities, and Financial Services Sales Agents (41-3031)	0	85
Property, Real Estate, and Community Association Managers (11-9141)	0	77
Elementary School Teachers, Except Special Education (25-2021)	0	54
Secondary School Teachers, Except Special and Vocational Education (25-2031)	0	49

## Growth/Declining Industries



## Regional Trends



	Region	2012 Jobs	2015 Jobs	% Change
	Golden Crescent WDA	114,886	122,341	6.5%
	State	14,743,466	16,212,533	10.0%
	Nation	176,783,049	186,680,082	5.6%

This and other relevant statistical information is not only used for planning purposes, it also is a factor when recruiting and filling vacancies on our Board of Directors. Regional demographic data is considered when selecting Board members so that the makeup of the Board is reflective of the cultural and business diversity of

the Golden Crescent. The primary source of data for this report was gleaned from TWC's Labor Market and Career Information's (LMCI) SOCRATES software, as well as Economic Modeling Specialists, Inc. The data is disseminated and used to help regions describe and analyze labor market conditions. Generally, local regions experience changes within their industrial employment that are more or less concentrated industries than the nation as a whole. In researching and preparing this plan, we relied on LMCI's "Shift-Share" analysis, including 'local quotient' data, found within the SOCRATES system. Shift-share analysis is a tool often used to determine the competitiveness of a region's industries and to analyze the local economic base. Shift-share breaks down employment changes [within an economy] over a specified period of time into mutually exclusive factors. The data creates a 'snapshot' of how well the region's current industries are performing by systematically examining state and national industry trends. As with any analytical economic tool, the shift-share model is most effective when used in combination with other labor market indicators, including 'local wisdom'.

**Local Wisdom-**While historical labor market data is a useful tool and can often be an accurate predictor of future trends, a local economy can often be significantly impacted by unpredictable events (expansions, new business, closures, etc.) so it's important to predicate a plan based on balancing statistical data with current, real-time, business intelligence, commonly referred to as 'local wisdom'. Both Board and Workforce Center staff attend a variety of community events and have continuous interaction with partner organizations such as Economic Development entities, Chambers of Commerce, Society of Human Resources Managers (SHRM), ISD's, local governments, as well as many other community and civic groups and are able to gather current, locally-relevant information which, combined with historical data, can be used effectively to extrapolate a plan.

Likewise, on the job seeker side, countless 'face-to-face' interactions occur every day at each of WSGC's 8 full-service One-Stop Centers throughout our service delivery area. This information regarding skills, demographics, needs, barriers to employment, etc. is processed and stored daily in the TWC-supported tracking systems of TWIST and WIT, as well as local databases. It can be retrieved and analyzed not only for planning purposes, but also to evaluate program effectiveness, costs, performance improvement, and service delivery design.

For the purposes of our study and plan, we utilized information from TWC's LMCI Dept. including;

- SOCRATES (Shift Share Analysis and Occupational Evaluation)
- TRACER
- Texas Industry Profiles (Economic Base Tab Regional Location Quotients)

As well as information gleaned from;

- Economic Modeling Specialists, Inc.
- Wanted Analytics (Help Wanted On-Line)

This, as well as all relevant supplemental information, was analyzed by the Board's Labor Market Information (LMI) Committee in the development of the Board's targeted and demand industries and related occupations. This committee, consisting of Board staff, private sector employers, Business Service Representatives, and other community stakeholders held a series of meetings and one-on-one dialogue with employers, and evaluated the results of the afore-mentioned reports, studies, and findings to recommend and submit the following for Board approval. The Board's Target Industries are:

## **Target Industries**

**Oil and Gas Extraction**

**Power Generation and Supply**  
**Utility Systems Construction**  
**Building Equipment Contractors**  
**Basic Chemical Manufacturing**  
**Plastic Products Manufacturing**  
**Agriculture, Construction, and Mining**  
**General Freight Trucking**  
**Pipeline Transportation of Natural Gas**  
**Machinery and Equipment Rental and Leasing**  
**Machinery Manufacturing**  
**General Medical and Surgical Hospitals**  
**Animal Processing**  
**Support Activities for Mining**

The industries related to the Governor's Industry Clusters are Energy, Petroleum Refining and Chemical Products, Bio-Technology, Life Science, and Medical.

All 14 of the Board's targeted industry sectors align with one of TWC/LMCI sectors, as well as the Governor's Industry Clusters. The TWC/LMCI sectors that align with the Board's 14 targeted Industries are; Biotechnology, Life Sciences and Medical; Business and Financial Services; Distribution, Transportation and Logistics; Education; Energy, Mining and related Services; Heavy and Special Trade Construction; Petroleum Refining and Chemicals, and Production Support and Industrial Machinery.

**Board's Targeted Industry**

**Governor's Industry Cluster**

NAIC CODES	NAICS Industry Name	Core	Ancillary	Support
2111	Oil & Gas Extraction	Energy & Petroleum	Petroleum Refining & Chemical Products	
2211	Power Generation & Supply	Energy & Petroleum		
2371	Utility System Construction	Energy & Petroleum	Petroleum Refining & Chemical Products	
3339	Machinery Manufacturing	Production Support & Industrial Machinery		



<b>NAIC CODES</b>	<b>NAICS Industry Name</b>	<b>Core</b>	<b>Ancillary</b>	<b>Support</b>
<b>2382</b>	<b>Building Equipment Contractors</b>		<b>Construction</b>	
<b>3251</b>	<b>Basic Chemical Manufacturing</b>	<b>Petroleum Refining &amp; Chemical Products, Biotech &amp; Life Science, Advanced Technologies &amp; Manufacturing</b>		
<b>3261</b>	<b>Plastic Products Manufacturing</b>	<b>Petroleum Refining &amp; Chemical Products,</b>	<b>Advanced Technologies &amp; Manufacturing, Aerospace &amp; Defense</b>	
<b>3331</b>	<b>Ag, Construction &amp; Mining Machinery</b>	<b>Petroleum Refining &amp; Chemical Products, Advanced Technologies &amp; Manufacturing</b>		
<b>4841</b>	<b>General Freight Trucking</b>		<b>Petroleum Refining &amp; Chemical Products, Aerospace &amp; Defense, Information &amp; Computer Technology</b>	
<b>4862</b>	<b>Pipeline Transportation of Natural Gas</b>	<b>Energy &amp; Petroleum</b>		
<b>2131</b>	<b>Support Activities for Mining</b>	<b>Energy &amp; Petroleum</b>		
<b>6221</b>	<b>General Medical &amp; Surgical Hospitals</b>	<b>Biotech &amp; Life Science, Biotech &amp; Life Science with Medical</b>		
<b>3116</b>	<b>Animal Slaughtering &amp; Processing</b>			<b>Agriculture, Forestry, &amp; Food</b>
<b>5324</b>	<b>Machinery &amp; Equipment Rental &amp; Leasing</b>	<b>Production Support &amp; Industrial</b>		

The LMI committee selected the following criteria in identifying target industries and related occupations;

- 1) hourly wages,
- 2) current and future employment growth rate.

The LMI committee approved a methodology based on an hourly self sufficiency wage and a current growth rate of ten or more. Occupations that met the criteria were evaluated for appropriateness for WIA training and leading to a degree, license, or industry-recognized certification. The committee concentrated on occupations within industries displaying the greatest growth potential. Other industries/occupations listed as “targeted” for the Golden Crescent, while not exhibiting the same growth over the assessment period, do have a potential comparative advantage when factoring in current trends in business expansion/relocation, staffing patterns, and local wisdom.

WSGC continues to support a system that focuses on training investments geared toward transferable skills within these “targeted” Industry Sectors and correlating occupations. This philosophy allows us to target training based upon relevant transferable skills within like-occupations, ensuring greater employment stability [and potential growth] for workers and their employers. WSGC through its Labor Market Committee, will strive to ensure that the workforce is a continuum, from entry-level to highly-skilled, constantly replenishing itself with new entry-level workers, as others develop and refine their industry and employer-validated skill sets, and maximize opportunities through multiple career pathways. By focusing training investments on transferable skills, the Board will establish the pipeline that consistently supplies workers within this framework. Strategies the Board will utilize are:

- Work closely with employers, individual business owners, regional economic development entities, and the Small Business Development Association, to assess the needs that prospective business have. Once identified, the Board will immediately begin to work in tandem with the employer(s), economic development, local college(s), training providers, ISD’s, and vendor(s) to meet the training needs of those businesses.
- Upgrade the skills of the currently employed workforce (incumbent workers) by increased use of TWC-funded Training initiatives (Skills Development Fund, Skills for Small Business, Skills for Veterans). The training provided under these initiatives would be skills-based, vocational training.
- Educate customers regarding vocational training in careers that have a high degree of transferable skills.
- Continue to provide customer choice in traditional vocational training through the use of Individual Training Account Scholarships and WIA-contracted training.
- Focus not only on Target Occupations when developing training opportunities, but also on industry clusters that have been identified as being in high demand in the region.
- Monitor the status of local employers on an ongoing basis, to avert layoffs and shutdowns. Intervention would include skills training and on-the-job training to improve efficiencies in the workplace and competitiveness in the marketplace.
- Serve on Advisory Committees at Victoria College to ensure that vocational training is relevant to employer’s current workforce needs.
- Work in partnership with business and Victoria College to assist with Skills Development Fund and related Grant opportunities.
- Educate employers and job seekers on the career pathways that are prevalent in the region.

The Board’s current Target and Demand Occupations are;

## Target Occupations

<b>51-2099</b>	<b>Assemblers &amp; Fabricators</b>
<b>49-3031</b>	<b>Bus/Truck Diesel Mechanic</b>
<b>47-5011</b>	<b>Derrick Operators, Oil &amp; Gas</b>
<b>47-2111</b>	<b>Electricians</b>
<b>29-2041</b>	<b>Emergency Medical Technicians &amp; Paramedics</b>
<b>33-2011</b>	<b>Firefighter</b>
<b>49-9021</b>	<b>Heating/ Air Conditioning/ Refrigeration Mechanics &amp; Installers</b>
<b>49-9041</b>	<b>Industrial Machinery Mechanics</b>
<b>17-3023</b>	<b>Instrumentation/ Electrical (I&amp;E) Tech.</b>
<b>29-2061</b>	<b>Licensed Vocational Nurse</b>
<b>51-4041</b>	<b>Machinists, including CNC</b>
<b>29-1122</b>	<b>Occupational Therapist Assistant</b>
<b>47-2073</b>	<b>Operating Engineer/ Construction Equipment, Crane or Heavy Equipment Operator</b>
<b>31-2021</b>	<b>Physical Therapist Assistant</b>
<b>51-8091</b>	<b>Plant Systems/ Process Operator</b>
<b>33-3051</b>	<b>Police &amp; Sheriff's Patrol Officer</b>
<b>29-1111</b>	<b>Registered Nurse</b>
<b>29-1126</b>	<b>Respiratory Therapist</b>
<b>25-3099</b>	<b>Teachers, Middle, Secondary &amp; Special Education (ONLY in S.T.E.M. Disciplines)</b>
<b>53-3032</b>	<b>Truck Drivers, Heavy/Tractor Trailers</b>
<b>51-4121</b>	<b>Welders/Cutters/Solderers/Brazer</b>

## Demand Occupations

49-3021	Auto Body Repair Technician
49-3023	Automotive Service Technicians/Mechanics
53-3022	Bus Driver
47-2031	Carpenter, including Weatherization Technician
47-2051	Cement Mason/Concrete Finishers
47-4099	Construction & Related Workers
43-4051	Customer Service Representatives
49-2094	Electrical & Electronics Repairs Commercial & Industrial Equipment
19-4091	Environmental Science & Protection Tech., including Compliance Specialists
31-1011	Home Health Aides
31-9092	Medical Assistant
29-2071	Medical Records/Health Information Specialist
31-2012	Nursing Aides, Orderlies, Attendants (CNA)
53-7064	Packers & Packagers, Hand
47-2151	Pipe layers
33-9032	Security Guard

### Target/Demand Occupations

**Targeted occupations** are those that pay a livable (self-sufficient) wage, are in demand, and require a certain amount of vocational training that typically results in a certificate or credential. Individuals that have the skills to be employed in a targeted occupation should be able to obtain jobs that pay well enough to support themselves/their families. Since Workforce Investment Act (WIA) training funds may only be allocated to training activities in targeted occupations; colleges, universities, and other training providers are encouraged to offer educational and vocational training opportunities directed at these occupations.

**Demand occupations** are those occupations that have the greatest number of openings in the local labor market. They meet no other criteria, such as training requirements, growth potential, or livable wages.

These **Target Industries and Occupations** are also reflected in the *Appendices Section* as Attachments “B” and “C” respectively.

## **Section II-Operational**

**Part I-Services to Target Populations**

**Part II-Customer Services**

**Part III-Texas Workforce Investment Council (TWIC) Requirements**

**Part IV-Grants**

**Part V-Public Comment**

**Part VI-Memorandums of Understanding (MOU's)**

## **Section II-Operational**

This section is designed to list and describe how the different programs and services offered by Workforce Solutions Golden Crescent will be delivered for employers and targeted populations as designated in the Commission's *Board Planning Guidelines Operational Template* and in accordance TWC Workforce Development Letter 25-12.

### **Part I**

#### **Services to Target Populations**

- 1. Describe how the Board will ensure continuous improvement of eligible providers of services and ensure that providers meet employment needs of local employers and participants.**

Workforce Solutions Golden Crescent has maintained a single contract with TMC, Inc. for the provision of Workforce and Childcare Services (via a competitive procurement process) uninterrupted for over 10 years. Maintaining the workforce operations contract with a single entity for that amount of time has allowed for an undisrupted and refined integration of service delivery in the operation of our 8 full service "One-Stop" Centers throughout our seven-county service delivery area. Adherence to Board policies and procedures, as well as abiding by Federal guidelines, and achieving TWC-mandated performance measures, is a requirement of our service provider contract and is monitored regularly. The Board's goals and related TWC performance measures are designed to meet the ongoing needs and expectations of both our business and job seeker customers, alike. By regularly evaluating the Contractor's performance and effectiveness, as well incorporating these measures into the contract each year, we thereby ensure that the local employment needs of all customers are addressed on a continuous basis.

In regards to training services, the Board continually evaluates the regional training capacity among the existing training providers and post-secondary institutions. We inventory area training programs and their ability to provide course(s) of study in disciplines that support the Board's Target Occupations. Once identified, we confirm that they have been vetted and certified by TWC (in accordance with stringent state guidelines) to receive federal and state workforce development training funds through the Eligible Training Provider System (ETPS).

- 2. Description/Assessment of type and availability of [WIA] Adult and Dislocated Worker training activities.**

Once federal eligibility guidelines for participation in the Workforce Investment Act (WIA) have been established, then a comprehensive assessment is the first step in determining what training activity (if any) is needed to assist the participant in determining what services are available to move them towards self-sufficiency. These comprehensive and diagnostic assessments, which include the Test of Adult Basic Education (TABE) and System for Assessment and Group Evaluation (SAGE), are combined with an in-depth interview and evaluation to identify employment (or re-employment) barriers and corresponding employment goals. Additional WIA Intensive Services include individual career planning, which entails the development of an Individual Employment Plan (IEP) identifying (at a minimum);

- Employment Goals
- Achievement objectives
- Associated combination of services required to achieve those goals

If it is determined through this comprehensive assessment that training (or re-training) is required *and* the customer demonstrates a commitment to achieve their employment goals, then contingent upon funding availability and consistent with Program guidelines, the following training/ career education services are available;

- Occupational Skills training
- On-the-Job Training (OJT)
- Job readiness Training
- Adult Education and literacy training
- Skills upgrading/ Retraining

As noted previously, training funds are restricted to skills required in WSGC-approved target occupations. Once the customer has made an informed choice and an approved training program has been selected, they will be instructed to apply for admission into the training program and complete any pre-requisites (if necessary). Upon completion of the application process with the appropriate ETPS-approved training provider, the customer and WSGC Case Manager will complete a budget analysis to determine the amount of financial assistance that is required for the participant to successfully complete the course of study. In the case of OJT, the customer will be partnered with a Business Services Representative to locate an employer willing to hire the individual for a training position. Upon completion of the training, the WSGC Case Manager will work with the individual to secure employment in the occupation in which they were trained. For customer's lacking a high school diploma, GED classes are arranged through Adult Basic Education.

These training activities are available to both Adult and Dislocated Workers respectively. In the event of limited funding, Workforce Solutions Golden Crescent will determine priority of service based upon the governing rules and regulations for the specific program from which the individual is requesting services.

**3. Describe how the Board will coordinate workforce investment activities with Rapid Response activities, as appropriate.**

Upon notification that a reduction in force (RIF), layoff, or closure is planned, eminent, or has occurred, the Board's Rapid Response (RR) Coordinator contacts the employer. If allowed, an onsite meeting is scheduled with the employer and includes the Supervisor of the Business Services Unit. A plan to provide Rapid Response services is developed and the TWC Mass Claim process (if applicable) is discussed and information on Trade Adjustment Assistance (if applicable) is provided. At a minimum, the Rapid Response Coordinator schedules Employee Orientations and coordinates (between the employer, designated TWC Unemployment Insurance (UI) Specialist, and assigned Center Staff) to do RR presentation(s).

Presentation(s) will include an Employee Orientation explaining the UI filing process, work search requirements, registration in Work in Texas (WiT) as well as an overview of the services offered at the workforce center. After the attendees are briefed on the filing process for UI benefits, they are asked to complete a RR Service questionnaire regarding workshops, training (or re-training), services they are interested in receiving, and assistance with WiT registration. Although, when possible, RR events/presentations are held on site at the employer's location, the attendees are advised to visit their nearest workforce center for a full orientation on services available to help them quickly reconnect to the labor market.

Using information gathered at the presentation(s) and after reviewing the RR questionnaire, the RR Coordinator and employer go over the type of workshops that are needed and what is available. Examples include, money management, resume writing, stress management, financial aid for higher education, GED preparation, entrepreneurship and other small business opportunities, retirement planning, etc. If feasible, the workshops are also held onsite for the convenience of the impacted workers.

#### **4. Description/assessment of the type and availability of youth activities, including successful providers.**

Workforce Solutions Golden Crescent is dedicated to serving the youth in our area. We are the only Board area in the state to administer Communities in Schools (CIS), the nation's leading dropout prevention program. According to data from the U.S. Bureau of Labor Statistics, the unemployment rate for high school dropouts in August 2011 (four years after the start of the recession) was 14.3%, compared to 9.6% for high school graduates. Recent research indicates that the projected number of non-graduates in Texas high schools for the class of 2011 to be almost 130,000 students. The estimated additional lifetime income had these dropouts graduated with their class: \$18 billion dollars. It is obvious there can be no greater contribution (financially or otherwise) to a community than making decisions and investments that positively impact and serve future generations. With that philosophy in mind, WSGC proudly celebrates its 12th year of partnership with the Communities in Schools Program. With additional financial support from the United Way, and the Independent School Districts of Victoria and Cuero, the Board has placed permanent full time CIS staff on seven campuses throughout the Golden Crescent, in an effort to connect students with appropriate community resources. These CIS case managers are able to reach students, many in jeopardy of dropping out, and provide them the opportunity to achieve the education necessary to not only compete in today's global economy, but to give back to their peers and the community.

As a result of this pioneering initiative between workforce and education, the case managers, to date, have served over 10,000 youth and their families in the Golden Crescent. This collaborative effort not only achieves the mission of all entities, but most importantly, through the influx of critically-needed campus staff, especially in time of limited funding, it allows the teachers to teach, while the CIS staff can outreach and serve at-risk youth, giving them the opportunity and encouragement to stay in school, attain their diploma, and ultimately, prepare for life. While the results are impressive, the true measure of success is defined by the knowledge that each child served, contributes to the most significant performance measure of all, our future.

Likewise, through our administration of the CIS Program, WSGC Youth Services case managers have a foothold in the school system to introduce the array of services available to *all* students, through the public workforce system. Some examples of youth activities provided through CIS and WSGC concurrently, have been leadership development, community service projects, job shadowing, tutoring, subsidized employment, internships, college visits, etc.

#### **5. List the current and projected employment opportunities in the workforce area for the occupations targeted for training, using Attachment 3, the *Target Industries and Occupations Template*.**

Please refer to Section III, Appendices, Attachment B (Target Occupations) and Attachment C (Target Industries).

#### **6. Outreach efforts to Migrant Seasonal Farm Workers (MSFW), if applicable.**

While no specific activities have occurred for outreaching this worker population, WSGC regularly monitors Work in Texas for any new MSFW registrants and serves them in accordance with TWC policy and guidelines.

#### **7. Services provided for Trade Adjustment Assistance (TAA), if applicable.**

The federally-funded Trade Adjustment Assistance (TAA) program is designed to help workers that have lost their job through no fault of their own as a result of foreign trade, imports, or shift of employment abroad. TAA benefits are provided [at no cost to the employer] to help eligible workers return to work at or above their previous skills level and at least 80% of their previous wage.



During a Rapid Response meeting, if it is determined that the employer's reduction in force, layoff, or closure, is trade-related, or could be considered "TAA-eligible", a detailed overview of the program is provided including information on filing the petition. Keeping in mind that it could take some time for the TAA petition to be reviewed/certified by the U.S. Department of Labor (DOL), the dislocated workers are still eligible to receive the following services;

- **Core Services:** Job search assistance, (eligibility determination for additional WIA-funded services).
- **Intensive Services:** Additional assistance to secure employment (comprehensive, specialized assessment of skill level and services need for re-employment).
- **Dislocated Worker Services:** For employees laid-off because of RIF or closure. Typical services include resume writing, money management, stress management, job search assistance, resource room, labor market information, and referral to vocational training as appropriate.
- **Training Services:** OJT, occupational skills training, customized (contracted) training, etc.
- **Support Services:** Transportation assistance, child care, work (or training) related expenses to participate in WIA-funded activities.

Once DOL has certified the TAA petition, the workers are then eligible for additional TAA-funded benefits which include;

- **Job Search Allowances:** Travel expenses for job interviews outside the customer's local area.
- **Relocation Allowances:** Pays a portion of the moving expenses for the customer if they get a job outside the local area.
- **Trade Readjustment Allowances:** Additional funding [after regular UI benefits are exhausted] if the customer is enrolled in training full-time.
- **Alternative Trade Adjustment Assistance (ATAA):** Supplemental pay to customer that is;
  - At least 50 years of age,
  - working full-time,
  - earning less than they had been making in the [TAA-certified] job they were laid off from.
- **Health Coverage tax Credit (HCTC):** Program funded by the IRS that pays partial subsidy towards health insurance premiums. Can be redeemed for continued health coverage or taken as a deduction on annual income tax return.

#### **8. How the Board will work with the local Senior Community Service Employment Program (SCSEP), if applicable.**

Workforce Solutions Golden Crescent is proud of their partnership with Senior Community Service Employment Program (SCSEP). WSGC, through an ongoing Memorandum of Understanding (MOU), serves as a host agency providing training and work experience for our communities' older workers.

WSGC provides additional support to SCSEP through;

- Promoting the benefits of hiring older workers.
- Marketing SCSEP via the Business Services Unit.
- Supporting employment opportunities for SCSEP participants.
- Providing WFC services, employment-related workshops, and computer training to SCSEP placements.

WSGC is honored to be associated with this valuable program and looks forward to continuing their mutually beneficial relationship with SCSEP.

## **Part II**

### **Customer Services**

#### **1. Describe how the Business Services Unit will effectively coordinate multiple programs and provide quality customer service.**

Business Services Unit (BSU) is an integral part of developing standards and procedures in an employer-driven system. The Board, BSU Supervisor, and BSU staff, actively engage employers, marketing workforce services to local businesses. BSU staff regularly contact employers weekly by phone, e-mail, and in person, to assess the current needs of the employer. The Board and BSU representatives are on various college, economic development, and chambers of commerce committees, to help address current workforce issues. BSU is divided into industry clusters and supported by Employer Services with like industry clusters, in an effort to create a greater synergy between employer's needs and the available workforce. BSU conducts industry-specific job fairs for the employers in the region. BSU staff promotes services to the region's businesses, assist in identifying business needs, and work to provide a solution. BSU provides the Board with employer feedback, enabling the Board to stay abreast of business needs, or emerging trends. The Board's Business and Employer directive addresses the employers need for job-ready, well-trained employees, matched to the job skills required. By considering employers as our primary customer, we have both improved and increased direct relationships with employers, resulting in a more effective set of core business activities while simultaneously improving the level of customer satisfaction to both customers (employer and job seeker).

#### **2. How will the Board promote state-operated programs (Skills Development Fund, Skills for Small Business, Self-Sufficiency Fund, Work Opportunity Tax Credit, Apprenticeship, and other contracts)?**

Victoria College (VC), the local community college with several campuses throughout the Golden Crescent, has been awarded millions of dollars in Skills Development Fund money and was recognized by TWC as the recipient of their prestigious TWC Partnership award for their commitment to excellence. As the name of the award implies, the recognition is not only for their continued successful administration of these training grants, but for their ability to serve as a true partner with the Board and TWC. The Board and Victoria College have an excellent working relationship and both entities serve on each others' committees and "co-promote" the availability of these grant-funded training opportunities to employers and their workers.

The Board and BSU maintain regular contact with VC to share information on employer training needs and development of customized training to meet those needs. Victoria College pursues Skills Development Fund grants, Department of Labor grants, and any other occupation-related grant opportunities, to provide customized training for local employers. The Board is involved during the entire grant process from inception to finalization of the training matrix.

As for the other state-operated programs mentioned, each year the Board implements a local marketing plan and reviews it regularly to ensure appropriate outreach efforts are in place to increase employer and job seeker awareness and participation in ALL programs. Workforce Solutions Golden Crescent services are also promoted with active participation of appropriate staff on local advisory boards, and speaking engagements that provide opportunities for staff presentations to local organizations on both Center services and state-funded programs. The Board uses various media avenues and promotional products to advertise services and evaluates the effectiveness of the marketing campaign on an ongoing basis. In addition, the Board's website offers a valuable avenue in marketing services to the public. Other employer marketing includes;

- Brochures
- Promotional items
- Work in Texas Homepage-Bulletin Board

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

**3. How will the Board use technology (i.e. mobile units, job search aggregators, social media) to provide services to employers and job seekers?**

Since seven of the full service centers are located in largely rural counties it is important for WSGC to capitalize on every form of technology available to maintain staff capability for provision of integrated services. Centers are linked by email, mainframe, intranet, high speed internet, and of course, telephones. The Board's website provides information for employers and job seeker and links to partnering agencies. Likewise, our partner Victoria College, has campuses in several counties within our service delivery area with the ability to provide on-line training classes.

To compliment the physical service delivery locations in each county, the website can act as a "virtual information center" providing information on job seeker and employer services, eligibility guidelines for various programs, services available to targeted populations (veterans, youth, individuals with disabilities), labor market information, etc.

The Board also maintains a social media outlet (Facebook® page) to enhance their marketing saturation and quickly deliver information to larger number of users. It is used to promote upcoming events or programs and highlight information useful to employers, job seekers, and youth.

The Board remains committed to exploring new and innovative ways to utilize technological advancements to facilitate more efficient service delivery and promotion of services.

### **Part III**

#### **Texas Workforce Investment Council (TWIC) Requirements**

The Texas Workforce Investment Council (TWIC) is charged under both state and federal law with recommending Local Workforce Development Boards' (Boards) Plans and plan modifications to the governor for final approval. TWIC reviews each Board plan to ensure that local goals and objectives are consistent with the statewide long-term objectives in the system strategic plan, *Advancing Texas, Strategic Plan for the Texas Workforce System, FY 2010–FY 2015 (Advancing Texas)* and the 2012 Update to *Advancing Texas*.

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

Information gained from Boards' responses to the following questions will be reviewed for alignment with *Advancing Texas* and will be the basis for recommending approval to the governor. Additionally, a summary of Boards' responses and strategies will be included in TWIC's 2013 annual evaluation report to the governor and the legislature. TWIC is asking each Board to include both narrative and quantitative information (where available) in its response for each population listed in Part III, Section A and narrative information in response to the directives in Part III, Section B.

### **PART III**

#### **Section A**

**Provide detailed information on plan strategies that are specifically designed to meet the needs of each of the following populations, and to facilitate their entry into the workforce:**

- **Veterans**
- **Texans with low literacy or poor English language fluency**
- **Blind or disabled Texans**

#### **Veterans**

Veterans compose a critical part of the pool of potential employees in the Golden Crescent, but can often have unique needs for earning credentials, as well as gaining and maintaining employment when transitioning back into civilian life. Having veteran representatives in our center is the most effective approach to assess our veteran's needs and make the appropriate referrals. The Texas Veteran's Commission (TVC) representative and our regional Texas Veterans Leadership Program (TVLP) Specialist, work closely with Workforce Solutions Golden Crescent office staff to address the employment and training needs of our veterans. Veterans Job Clubs, hosted monthly by Workforce Solutions Golden Crescent and facilitated by our TVC representative, cover a variety of topics ranging from employment, training, veterans benefits, education, and medical care. Also, two job fairs are held annually (one at Workforce Solutions Golden Crescent and one at the University of Houston-Victoria) that are committed to serving primarily veterans. In addition to the employers on hand, representatives from local and federal government agencies, community service and faith-based organizations, and area training providers, meet with the veterans.

In 2012, WSGC sponsored two veterans-centric Job Fairs;

- Red, White and You (TWC and Governor's office statewide hiring campaign)
- Multi-Industry Job Fair (emphasis on employers with openings in the Eagle Ford)

Recognizing the critical shortage of skilled workers in the Eagle Ford Shale play, and realizing many of these employers have identified returning veterans as ideal job candidates, WSGC mobilized its local Veterans Employment Representative, as well as the Area Chair for the Employer Support of the Guard and Reserve (ESGR) and local and state-level representatives from TWC's Texas Veteran's Leadership Program (TVLP). With their assistance, Job Fair flyers were distributed to Ft. Hood, all the military bases in San Antonio, military installations in Corpus Christi (including the Coast Guard) and all Army Reserve and National Guard units in the state. Likewise, as a member of the Eagle Ford Shale Consortium, we were able to engage our fellow WDB Consortium members to cross-promote the event and we also hosted the Consortium's quarterly meeting as a part of the day's activities. Both events were very successful, with the Multi-Industry hiring event hosting 70 employers, vendors, and training providers and attracting over 2400 job seekers which culminated in hundreds of hires, many of them veterans. Executive Directors from 5 Board areas within the Eagle Ford Shale play attended the day's events which included seminars for veterans and employers, and of course the Job Fair itself.

The Board is privileged to serve this segment of our population and will always maintain an aggressive approach to outreaching and serving our veterans. As a result of this commitment and activities such as these, we were able to serve almost 1400 veterans in PY12, enrolling over 70 in special programs.

We are proud of the work that we are doing in the Golden Crescent to ensure that our veterans needs are met, striving to make their transition back into civilian life and their reconnection with workforce, as seamless as possible.

### **Texans with low literacy or poor English language fluency**

The Board is continually searching for strategies to design and implement targeted adult education programs to increase employment outcomes for populations requiring workforce literacy skills. 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 speaking a language other than English in the home. The Board has a Limited English Policy to provide an opportunity for individuals to learn English or improve their fluency in the workplace. All program-eligible job seekers are evaluated for English Proficiency and [based on their results] are being referred to their local literacy council for English as a Second Language (ESL) classes and integrated vocational skills-based language training to improve those skills.

For customers with low literacy scores, Workforce Solutions Golden Crescent is currently partnering with the Victoria College Adult Education Center. To increase adult and youth participation, WSGC and the Adult Education Center, regularly conduct outreach sessions at Victoria Adult Literacy Council and other area agencies. Continued partnerships with similar agencies in our rural areas are netting positive results. Also, we are currently assisting over 20 customers obtain their GED.

Additionally, a member of the Board of Directors for the Adult Literacy Council in Victoria is also a current and active member of the Golden Crescent Workforce Development Board and has periodic meetings with workforce center staff to facilitate new ideas and strategies for serving this population.

### **Blind or disabled Texans**

Workforce Solutions is dedicated to providing outstanding service to individuals with disabilities, with the goal of service provision that is meaningful and accessible to all customers. All WSGC Centers are fully accessible and have the capabilities and technology to assist employers and job seekers with disabilities. Centers are equipped with Telecommunications Device for Deaf (TDD) machines for the hearing impaired, closed-caption monitors, and Zoom Text software to enlarge text on computer screens. The Victoria Center, the only multi-story Center, has an elevator and wheel chair lift, for those unable to climb stairs and automatic doors at all centers.

A broad range of disability awareness, accommodation, and sensitivity training has been provided to the entire staff. The Center has cooperative agreements and Memorandums of Understanding (MOU) with Texas Department of Assisted and Rehabilitative Services, Gulf Bend MHMR, Mid-Coast Family Services, 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.

Although funding for the Disability Navigator Initiative (DNI) has ceased, WSGC is committed to continuing the legacy of worthwhile activities the program funded. A designated Board staff member will regularly conduct capacity building and systems change throughout the Centers to ensure (and expand) universal access of the One-Stop delivery system to job seekers [and employers] with disabilities and provide enhanced, comprehensive, employment services to those customers.

### **PART III**

#### **Section B**

- **Provide detailed information on an innovative strategy contained in your plan that includes collaboration with two or more system partners.**
- **Describe the rationale for the strategy and its intended outcomes.**
- **Describe how both the process and the outcomes of the strategy will be evaluated to determine the strategy's success over time.**

As the only Board area actively engaged in the administration of Communities in Schools (CIS), the scope of this continued commitment was, and remains, both pioneering and forward-thinking. There is no greater initiative, project, or undertaking, than investing in the future workforce. CIS is a nationally-recognized dropout prevention program and is strongly represented in Texas with 28 affiliates in our state. That presence, allows for the ideal opportunity for collaboration with the WDB's throughout the state, as there are, coincidentally, also 28 Workforce Boards. At the annual CIS seminar and training conference attended by our Executive Director and Contract Manager, attendees are anxious to hear more about workforce collaborations, especially regarding WIA services. This unique opportunity for collaboration, can further solidify the important interconnectivity between Education, Workforce, and Economic Development. Furthermore, this relationship provides the Board with direct access to youth and the opportunity to provide workforce-related guidance, such as career exploration, early exposure to targeted industries and occupations, career ladders, interviewing techniques, child labor laws, and other relevant and useful, workforce-related information.

With ever-decreasing budget allocations, the Board is able to leverage combined funding streams to address the critical need of keeping youth [at risk of dropping out] engaged in positive educational and social activities, ultimately directed at degree attainment and workforce preparation. As we see it, this goal should collectively be a responsibility and directive of Education, Human/Social Services, and Workforce entities, transcending any other project or initiative. Keeping youth in school to attain their degree is paramount to a successful and thriving economic base. Job seekers are better prepared for entering the labor market if they have a HS diploma,

besides the opportunity to increase their overall earning potential. Likewise, employers are provided a better-educated workforce, thereby increasing their revenue-capacity, and productivity as well.

As for the demonstrated effectiveness, over the last twelve years of being involved in the CIS Program, over 10,000 youth and their families have been positively impacted. With reduced allocations at every level, it's imperative that statewide organizations and agencies maximize their existing revenue and expand their collaborative efforts. At this juncture we have been able to determine, based on leading economic indicators, that our region has prospered from our efforts. The economic impact of keeping just one student from dropping out is particularly significant in small, rural communities. Everyone benefits from increased graduation rates. The graduates themselves earn [on average] almost \$8000.00 more per year than dropouts which translates to increased purchasing power, higher tax receipts, and increased productivity. In addition to higher earning potential, graduates are more likely to stay employed during economic downturns. Typically the crime rate is lower, there is less dependency on social services, and there is a more consistent pipeline of educated workers. A better educated workforce is typically a more employable workforce and leads to wage increases, with that money ultimately circulating through the local economy. There is also the added benefit of attracting employers interested in expanding or relocating to our area, thereby completing the triad of Education, Workforce, and Economic Development working in unison.

As for the cost, we [fortunately] are able to leverage limited federal allocations (for eligible participants) with funding received from Texas Education Agency, as well as additional financial support from the United Way, and the Independent School Districts of Victoria and Cuero, the Board has been able to place, and maintain permanent, full-time CIS staff on seven campuses throughout the Golden Crescent. While these financial contributions support the expense associated with provision of CIS services and activities, perhaps the truest way to determine the cost, is to examine the costs associated with *not* having CIS. As previously stated, according to data from the U.S. Bureau of Labor Statistics, the unemployment rate for high school dropouts in August 2011 (four years after the start of the recession) was 14.3%, compared to 9.6% for high school graduates. In a recently published study by the Alliance for Excellent Education, entitled, "*The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools*" research indicated that the projected number of non-graduates in Texas high schools for the class of 2011, to be almost 130,000 students. The estimated additional lifetime income had these dropouts graduated with their class: \$18 billion dollars. It's quite obvious there can be no greater contribution (financially or otherwise) to a community than making decisions and investments that positively impact and serve future generations.

More detailed information, including the long-term goals and related objectives, as well the corresponding elements of system operation, can be found in Section III-Appendices, as Attachment A-*CISGC Strategic and Operational Plan*.

Workforce Solution Golden Crescent's unique affiliation with this nationally-recognized program is a source of pride, as evidenced by their long-standing, mutually beneficial relationship with CIS, especially in light of the decreased funding for both the public education and workforce systems, respectively. That level of commitment and dedication to the overall goal of a well-educated workforce, will ultimately sustain our region's economic viability, but equally important, will create enhanced opportunities for our job seekers and employers.

## **Part IV**

### **Grants**

This section is designed to identify the entity responsible for disbursement of grant funds and describe the competitive process to be used in awarding grants and contracts.

Golden Crescent Workforce Development Board, dba Workforce Solutions Golden Crescent, is the fiscal agent for state and federal grant funds.

In regards to the competitive process used to award grants and contracts, a brief overview of the procedures used for both large and small procurements is highlighted in this section. However, for a more detailed, comprehensive accounting of the process, please refer to the Board's current *Procurement Policy*. This policy is available for review [Monday through Friday 8a-5p] at our office in downtown Victoria;

Golden Crescent Workforce Development Board  
120 South Main  
Suite #501  
Victoria, TX 77901

Or, if you prefer, a copy can be forwarded to you electronically, by calling 361.576.5872.

#### **Procurement Methods & Procedures**

The following procedures are followed based on the type of procurement needed:

**SMALL PURCHASE** - relatively simple, informal purchases with an aggregate cost of not more than \$25,000.

Telephone bids are acquired and documented from a minimum of three responsive providers. The *Cost Estimate Sheet* found on the back of the *Purchase Requisition* is completed to document the selection process. If a bidder whose price is higher than others is selected, justification will be documented on the *Cost Estimate Sheet*. The *Purchase Requisition* is submitted to the Executive Director for approval and processing.

Procurement of less than \$500 in the aggregate may be purchased without competitive procurement with the approval of the Executive Director.

Steps to be taken by WSGC for Small Purchases:

Step #	Step
1	Determine the need for a specific good and/or service
2	Research estimated cost of optimum good and/or service
3	Obtain approval to purchase good, service, and or property
4	Determine proximate desired specifications
5	Determine viable market for the solicitation of the desired item, including small, minority, women-owned, and HUB businesses. Develop Distribution Plan.
6	Call potential bidders/suppliers to obtain additional information about the good/service prior to conducting the procurement
7	Prepare phone quote forms prior to making actual calls for price quotes.
8	Call qualified and eligible bidders in the market determined at step 6
9	Complete a quotations form for each bidder contacted
10	Conduct a comparative analysis of the phone bids and specification information and select the best bid.
11	Complete and submit Purchase Requisition to obtain approval to purchase good, service, and or property from Executive Director
12	Notify selected bidder



**LARGE PURCHASE** - The following chart provides an overview of the WSGC process for procurements in excess of \$25,000 using the RFP process.

Item	Steps	Performing Party
Purchase Request	Determine need for procurement; Conduct price analysis; Complete and submit <i>Determination of Need/Procurement Request Form</i> to ED for approval	Procurement, Fiscal or Technology staff, as appropriate
Public notice (publicize RFP)	Develop schedule of procurement activities Develop Public Notice with all required elements (15.08g of TWC FMGC) Transmit to Texas Register Publish in appropriate newspapers Submit Purchase Requisition for any related costs Develop Distribution Plan from master list, telephone directories, and other resources, including HUBs Mail Public Notice to appropriate individuals on Bidders List	Procurement, Fiscal or Technology staff, as appropriate
Bidders' conference	Determine need for Bidders' Conference Develop presentation Set-up sign-in sheet Start on time Orient attendees (agenda topics, conference structure, including Q&A during and after the conference) Make presentation Finish on time	Procurement, Fiscal or Technology staff, as appropriate  Executive Director Director/Finance Monitor Subject-expert staff Contractor staff, if needed
Bidders' questions after bidders' conference	Respond to questions by date established during bidders' conference Forward Q&A to all parties receiving an RFP Include with transmittal of RFPs disseminated thereafter	Procurement, Fiscal or Technology staff, as appropriate
Proposals received	Date stamp each proposal received from bidders Log package Give receipt for hand-delivered packages upon request Set-up a "secured" procurement file	Administrative Assistant or back-up staff  Procurement, Fiscal or Technology staff, as appropriate
Proposal evaluation	Establish evaluation team Orient evaluation team: Confidentiality, Objectivity, Conflict of interest, Evaluation period, Scoring methodology, Ground rules on discussion between evaluators, Central point for securing proposal during and after evaluation period, Evaluation team leader,	Procurement, Fiscal or Technology staff, as appropriate



### **General Information:**

Boards must provide local entities and the general public with an opportunity to review and comment on their plans as follows:

- Boards must publish an announcement, at a minimum, via the local news media that the proposed plan is available for public comment. Boards are encouraged to post the announcement on their website as well. The announcement must specify the location where the proposed plan can be reviewed.
- Boards are required to make a draft of the proposed plan available for a *minimum of 30 days*. It is recommended that Boards publish the proposed plan as early as possible to allow ample time to receive and respond to public comments. The plan, pending deadline extension, is due to the Commission by April 1, 2013.
- Boards must outreach and ensure that local entities and the general public— including representatives of business, labor, economic development, and education—receive an appropriate opportunity to comment on the plan and are allowed to submit written comments to the Board.

### **Instructions:**

Provide a written description of how the Board's plan was made available for public comment. The description must include:

- date of publication;
- final date of the 30-day comment period;
- name and address of the publication(s) used; and
- date(s) of any public hearings.
- 

Provide a written summary of any negative comments about the Board's plan received from Board members, local entities, and the general public. If no negative comments were received, include a statement to that effect.

The Board placed a Public Notice in the January 24<sup>th</sup> (2013) issue of the Texas Register, advising that the plan was available for viewing and public comment on the Board's website at [www.gcworkforce.org](http://www.gcworkforce.org), and at its physical location, 120 South Main, Suite #501, Victoria, TX 77901. Public notice was also placed in the classified/legal section of the Victoria Advocate on January 24<sup>th</sup> (2013) and on their on-line newspaper at <http://classifieds.victoriaadvocate.com/classified/announcements-legals/> advising of plan availability and soliciting comment. The Victoria Advocate is the area's most widely distributed newspaper, with a confirmed readership of over 95,000 subscribers, and is circulated throughout all counties in the Golden Crescent.

## **Part VI**

### **Memorandum of Understanding (MOU)**

#### **General Information**

The following six required components must be included in each Memorandum of Understanding (MOU) the Board executes:

- The name of the Board and the partner entity or entities executing the MOU
- A description of the services to be provided (i.e., a full description of the services and responsibilities of each entity)
- An explanation of how services and operation costs of the Texas workforce system will be funded
- The method of referral
- The duration and process for amending the MOU

- Any other requirements of interest to the parties signing the MOU

#### **Instructions:**

**A.** As a requirement for the plan, Boards must affirm that all MOUs are current and have not expired since the last plan submission. At a minimum, the Board must include the expiration date of the executed MOUs for each required partner. A chart has been provided for this purpose (see below).

**B.** Boards must submit electronic copies of *new, renewed, or revised* MOUs with *required partners* that have been executed since the submission of the Fiscal Year 2009 Plan modification. If the Board has contracts with the partners listed, then an MOU is not required.

#### **Memoranda of Understanding Summary**

<b>Required Partner Agency or Program</b>	<b>Expiration Date</b>
WIA Title I – Adult, Dislocated Worker, and Youth Programs	September 30, 2013
TANF/Choices	September 30, 2013
SNAP	September 30, 2013
Child Care Services	September 30, 2013
Fatherhood initiative programs or other child support programs Office of the Attorney General NCP-Choices	September 30, 2013
Trade Adjustment Assistance Act	September 30, 2013
Wagner-Peyser Employment and Training, as amended by WIA (includes Migrant and Seasonal Farmworkers)	September 30, 2013
Veterans' Employment and Training Programs, as amended by the Jobs for Veterans Act	September 30, 2013
Apprenticeship Programs	NA
WIA Title II – Adult Education and Family Literacy Act	In effect until any party gives 30 day written notice
National and Community Services Act	NA
Postsecondary Vocational Education Activities under the Carl D. Perkins Act	In effect until any party gives 30 day written notice
Senior Community Service Employment Program(s)	In effect until any party gives 60 day written notice
Coordinated Choices Case Management with the Texas Health and Human Services Commission	In effect until any party gives 60 day written notice
UI Compensation	Contracted by TWC
Texas Department of Family and Protective Services	In effect until any party gives 60 day written notice
<b>Optional Partners and Programs</b>	<b>Expiration Date</b>
Vocational rehabilitation programs and services	In effect until any party gives 30 day written notice
Job Corps services under WIA Youth	In effect until any party gives 30 day written notice
Native American programs under WIA	NA
Community Services Block Grant programs	NA
Employment and training services provided through grantees of the U.S. Department of Housing and Urban Development (YouthBuild)	NA
Texas Department of Housing & Community Affairs-local housing authority	NA
Community Development Block Grant recipients	NA
Local education agencies	In effect until any party gives 30

	day written notice
Vocational educational agencies	In effect until any party gives 30 day written notice
<b>Optional Partners and Programs (continued)</b>	<b>Expiration Date</b>
Army National Guard employment and training programs	NA
Texas Youth Commission	In effect until any party gives 30 day written notice
Juvenile Probation Commission	In effect until any party gives 30 day written notice
Texas Department of Criminal Justice	In effect until any party gives 30 day written notice
Migrant and Seasonal Farmworker youth educational services	NA
Domestic violence intervention programs	In effect until any party gives 30 day written notice
Community-based organizations	In effect until any party gives 30 day written notice
<b>Other Local Partners and Programs</b>	
The City of Victoria Public Library	In effect until any party gives 30 day written notice
Disable American Veterans (DAV)	In effect until any party gives 30 day written notice
Fox Run Apartments	April 30, 2013
Gulf Bend MHMR & Mid-Coast Family Service	February 1, 2014
Hallettsville HeadStart	In effect until any party gives 30 day written notice
Texas Department of Family and Protective Services	July 31, 2013

## **Section III-Appendices**

**Attachment A-CISGC Strategic and Operational Plan**

**Attachment B-Target Occupations List**

**Attachment C-Target Industries List**

## **Section III-Appendices**

### **Attachment A-CISGC Strategic and Operational Plan**

**As referenced in Texas Workforce Investment Council Requirements (PART III Section B).**

- **Provide detailed information on an innovative strategy contained in your plan that includes collaboration with two or more system partners.**
- **Describe the rationale for the strategy and its intended outcomes.**
- **Describe how both the process and the outcomes of the strategy will be evaluated to determine the strategy's success over time.**

**Displayed on on the Board's website at [www.gcworkforce.org](http://www.gcworkforce.org).**



Communities  
In Schools

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of The Golden Crescent

**COMMUNITIES IN SCHOOLS  
OF THE GOLDEN CRESCENT**

**STRATEGIC PLAN**

**2013-2018**



# COMMUNITIES IN SCHOOLS OF THE GOLDEN CRESCENT

## Strategic Plan

### I. NEEDS ASSESSMENT

Communities in Schools of the Golden Crescent (CISGC) has identified specific groups with barriers to success, which demonstrate the need for CIS services. They include: Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) recipients (living below poverty-level), individuals who are basic skills and work readiness deficient, at-risk youth, ex-offenders, and individuals with disabilities. Listed below, in the order of need, are the seven counties in the Golden Crescent service area.

The Golden Crescent is a rural area with a centralized metropolitan area (Victoria County) consisting of 86,793 people, roughly 45% of the region's population. Victoria County ISD's cumulative dropout rate is just above 8%. While still the highest in our service delivery area, is down significantly from the staggering 21.2% level, just 3 years ago. 59.8% of the youth population is considered at-risk (as defined by TEA) and TAKS Performance level scores for Victoria County schools is the lowest in the seven-county area at 67%. Also, Victoria County has the lowest attendance at 94%. Juvenile crime, gang activity, substance abuse, and teen pregnancies are all moderately high when compared to the statewide averages and are the highest for the Golden Crescent region.

In Gonzales County (population 19,807), over 50% of the 2,015 youth are considered at-risk, with the third highest dropout rate and the highest limited English proficient (LEP) rate in the Golden Crescent. TAKS performance level, while trending upward, is in the median range for our area. The economically disadvantaged youth rate is the highest in the area at 70.2%. Eighty five (85) youth have been referred to juvenile detention with considerable gang activity and substance abuse, according to Texas Youth Commission (TYC) and respective agencies serving youth offenders.

Calhoun County has the second largest population (21,381). Although heavily occupied by the petro-chemical industry, the unemployment rate is highest in the area at 6.8%. This is often a result of the layoff-rehire process practiced by these industries, although this rate is still below the state and national average. Calhoun County has an at-risk youth percentage of approximately 44%. Calhoun County has a comparatively high incident of adult illiteracy (17.5% without diplomas) and students with limited-English proficiency (10%). It has the third lowest attendance rate of 95.1%. Out of the 2,222 youths in Calhoun County, 128 were referred to juvenile detention. The teen pregnancy rate is also second highest in the Golden Crescent with 21 reported cases.

Third in population is DeWitt County at 20,097. Of the school-age youths, 43% are considered at-risk and 139 have been referred to Juvenile Detention. Substance abuse is comparatively high in the county and there is prevalent gang activity.

Jackson County (population 14,075) has the third lowest rate (40.7%) of at-risk youth in the region combined with a low dropout rate of 0.2%. The juvenile crime rate is next to the lowest in the WDA at 3.8%. Out of 1,493 youths, 92 referrals were made to juvenile detention. Teen pregnancies are moderate at 15.8%.

Goliad, the least populated county in the Golden Crescent with a population of 7210, has a nominal dropout rate and a relatively high attendance rate. Likewise, the number of youth considered in “at-risk” situations and the number of economically disadvantaged students are moderate, comparatively speaking.

While Lavaca County (population 19,263) has a relatively high percentage of adults (age 25 and older) without a HS diploma at 16.6%, the dropout rate is very low at just 0.1% and the juvenile crime is the lowest in the WDA. Likewise, school attendance is the second highest at 96%. The school performance rating is “Academically-Acceptable” (AA) as with the other ISD’s rated. Out of the school age youth in the county, 34% are considered at-risk and only 47 were referred to juvenile detention. The teen pregnancy rate is relatively low at 12.8%.

## PROJECT NEED TABLE

	<b>Calhoun County</b>	<b>DeWitt County</b>	<b>Goliad County</b>	<b>Gonzales County</b>	<b>Jackson County</b>	<b>Lavaca County</b>	<b>Victoria County</b>
Population	21,381	20,097	7,210	19,807	14,075	19,263	86,793
Estimated percentage of youth in at-risk situations	44%	43%	38%	50.6%	40.7%	34%	59.8%
Dropout rates for ISD*	4.0%	1.3%	0.8%	2.4%	1.0%	0.1%	8.2%
TAKS performance levels*	80%	72%	77.7%	74%	73%	84%	67%
Attendance rates by District*	95.1%	95.7%	96.4%	95.6%	94.9%	96%	94%
Estimated number of TANF recipients	115	139	147	156	104	95	438
Unemployment rates	6.8%	5.2%	5.6%	4.8%	5.6%	4.8%	5.5%
Economically-Disadvantaged students*	63.8%	59.4%	51.7%	70.2%	59.4%	40.2%	65.3%
Percentage of adults (age 25 & older) without a high school diploma	17.5%	14.5%	14.9%	19.5%	14.6%	16.6%	12.6%
Juvenile crime statistics	5.8	6.9	9.9	4.3	3.8	2.7	6.2
Teen pregnancy rates	23.1	20.1	12.8	20.8	15.8	12.8	17.1
Migrant family rates	Moderate	Low	Low	High	Low	Low	Low
Student Limited English proficiency*	10%	2%	3%	13%	8%	1%	3%
School performance*	AA	AA	AA	AA	AA	AA	AA

\*ISD statistics according to largest (by attendance) school district in respective County.

Data sources and ranking methodology are listed on page 12.

## **Local Service Delivery System**

### **1. Youth-Serving Organizations and Programs**

All of the required youth-serving programs are available in the Golden Crescent area. Workforce Solutions Golden Crescent uses Workforce Investment Act Title I (WIA) and Temporary Assistance for Needy Families (TANF) funding to indirectly support allowable WIA activities related to the CIS model while expanding available WIA services to youth in the area.

### **2. Other Organizations**

The Golden Crescent will coordinate with the Texas Education Agency (TEA), Texas Workforce Commission (TWC), Texas Department of Protective and Regulatory Services (DPRS), Texas Department of Health and Human Services (HHSC), Services To At-Risk Youth (STAR), Gulf Bend MHMR, Texas Commission on Alcohol and Drug Abuse (TCADA), Junior Achievement (JA), Mid-Coast Family Services, Victoria Business and Education Committee (VBEC), Texas Department of Criminal Justice (TDCJ), Office of the Attorney General (OAG), Texas Department of Mental Health and Mental Retardation (MHMR), Texas Commission on Volunteerism, Victoria College, University of Houston-Victoria and any other relevant Community and Faith-Based Services and Organizations to maximize services available to CIS students and their families.

*(Service Delivery Plan, including CIS Core Functions/Elements, on following 5 pages).*

## SERVICE DELIVERY

This table defines the goals, strategies, measures, roles and responsibilities, and timelines for the overall organization development as well as addressing the Core Functions; Community Partnerships, Resource Development, Marketing and Public Relations, Managing and Developing Sites, Providing/Brokering Quality Youth Sites, and Data Collection, Evaluation, & Reporting.

OVERALL ORGANIZATIONAL DEVELOPMENT					
Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Recruit, attract, develop and retain highly qualified, high-performing and diverse staff with a competitive compensation package	Establish competitive pay/benefits package and hire qualified staff as needed  Oversee staff and regularly evaluate to ensure efficiency and effectiveness  Oversee program for quality service delivery  Provide annual staff training including Site Coordinator Certification training	CIS Executive Director, Program CIS Supervisor/ Trainer	Learning & Growth	Decreased turnover Staff Roster Training Calendar Annual Evaluations	Ongoing (throughout five-year plan) and adjusted accordingly.
Recruit, develop, and retain an active, engaged, and diverse Board of Directors.	Outreach and recruit representatives from the private and public sectors, representing business, education, literacy, public assistance, community-based organizations and other relevant sectors.  Increase Board engagement	CIS Executive Director, CIS/ Youth Committee Members & CIS Program Coordinator	All	Board Roster Board Attendance Committee meetings	Ongoing (throughout five-year plan) and adjusted accordingly.
Provide adequate work space and infrastructure.	Identify auxiliary/annex space alternatives. Ensure campus space availability in advance of engagement/participation.	Campus Principal & CIS Supervisor	Internal	Located space	Ongoing (throughout five-year plan) and adjusted accordingly.

COMMUNITY PARTNERSHIPS					
Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Expand and strengthen community partnerships	Develop two (2) new community partnerships each year.	CIS Program Coordinator	Customer	Obtain two (2) partnership agreements annually	Annually & ongoing (throughout five-year plan).
Develop and/or maintain effective relationship and communication with school district administration	Develop regular meeting schedules with key partners and school administrators. Evaluate partnerships at the end of each year.			At least 50% partner surveys returned	
Develop intern recruitment	Develop agreements with Victoria College and the University of Houston-Victoria for internship placement	CIS Executive Director & Program Coordinator	Customer	Develop/formalize standing (Master) internship agreement with community college and university	Standing agreement, updated annually and adjusted accordingly, to increase intern capacity.
RESOURCE DEVELOPMENT					
Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Maintain State Funding	Attend TEA/CIS sponsored conferences and actively participate in funding discussions	CIS Executive Director, CIS Program Coordinator	Financial Customer	Notice of Grant awards, Executive Director report, Partnership agreements	Ongoing (throughout five-year plan) and adjusted accordingly.
Expand corporate and foundation partnerships	Develop one (1) new corporate partners each year Secure one (1) new foundation funding partners each year	CIS/ Youth Committee Members, CIS/ Youth Committee Members,			
Expand grant awards and individual donations	Secure a 5% increase in program-wide or general operating grant awards over course of 5 year plan. Generate a 3% increase (annually) in individual donor gifts	CIS Executive Director, CIS/ Youth Committee Members & CIS Program Coordinator	Financial	Notice of Grant awards, Executive Director Report Amount donated	Ongoing and re-evaluated annually.
Increase overall volunteerism	Increase the number of administrative and campus volunteers (capacity and hours donated)	CIS	Customer	Executive Director Report	Ongoing and re-evaluated annually.
MARKETING AND PUBLIC RELATIONS					

Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Expand and strengthen relationships with community leaders	Conduct program site visits annually. Raise awareness/program effectiveness through presentations and publications	CIS Executive Director, CIS/Youth Committee Members, Program Coordinator, CIS Supervisor	Customer	Executive Director Report & Board meeting minutes	Ongoing (throughout five-year plan) and adjusted accordingly.
Expand CISGC "brand" awareness	Increase CISGC brand visibility from CIS website	CIS Program Coordinator	Learning & Growth	Google® Analytics	Ongoing (throughout five-year plan).
Increase online community awareness of CISGC	Expand use of social networking-increase facebook® fans (or likes) by 50% annually	CIS Site Coordinator, CIS Program Coordinator & CIS Supervisor	Learning & Growth	facebook®	Ongoing (throughout five-year plan).
<b>MANAGING AND DEVELOPING SITES</b>					
Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Adapt "mission-based" programming to meet shifting funding opportunities	Identify dropout prevention activities consistent with the CIS mission that are compatible/conducive with one (1) new funding source	CIS Program Coordinator & CIS Supervisor	Customer & Financial	Grant proposals ISD dropout prevention mandates.	Ongoing (throughout five-year plan) and adjusted accordingly.
Expand CISGC program volunteerism	Increase program volunteers by 5% each year.	CIS Executive Director, CIS/ Youth Committee Members & CIS Program Coordinator	Customer	Executive Director & End Of Year Reports	Ongoing (throughout five-year plan) and adjusted accordingly.
Formulate contingency plan for decreased ISD program funding.	Collect TEA AEIS data and input from ISD partners to identify existing campus priorities. Pursue grant funding opportunities	CIS Executive Director, CIS Program Coordinator, CIS Supervisor & Finance Director	Learning & Growth	Committee Minutes & Financial Report(s)	Ongoing (throughout five-year plan) and adjusted accordingly.
Develop program growth plan for increased saturation in current (& additional) ISD's	Collect TEA AEIS data and input from ISD partners to identify new campus priorities. Recruit three (3) new ISD (or campus) participants by end of plan.	CIS Executive Director & CIS Program Coordinator	Learning & Growth	Meeting & Committee Minutes	Ongoing (throughout five-year plan) and adjusted accordingly.

Meet CIS [and ISD] targets for performance and attendance	Staff training---time management, documentation accuracy, etc.) Internal Monitoring (desk & field reviews) including operational checks for both data integrity and achieving performance benchmarks. Program evaluation surveys	CIS Supervisor/ Trainer & Program Coordinator	Learning & Growth	Targeted performance measures, CISTMS, attendance records, survey responses. Mid-Year and End-of-Year reports	Ongoing (throughout five-year plan) and adjusted accordingly.
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### PROVIDING/BROKERING QUALITY YOUTH SERVICES

Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Leverage school district relationships to develop "outside of school day" services.	Identify dropout prevention activities deliverable outside classroom instruction time(s)	CIS Supervisor & CIS Staff	Customer	Increase hours (& menu of services) by 3% annually.	Ongoing (throughout five-year plan).
Expand organizational capacity to provide quality services that positively impact the academic and life success of CIS participants and their families	Offer training programs based on the state and national CIS effective strategies.	CIS Executive Director, CIS Program Coordinator, CIS Supervisor & Staff	Learning & Growth	Campus Service Delivery Plans, Staff Meeting Agenda's, Performance Reviews	Ongoing (throughout five-year plan) and adjusted accordingly.
Leverage ISD and community relationships to develop impactful summer program services.	Improve program incentives for increased opportunities (& participation) in summer activities. Increase summer employment opportunities and hold a career and job fair toward the end of the school year	CIS Executive Director, CIS Program Coordinator, CIS Supervisor & Staff	Learning & Growth	Campus Service Delivery Plans & Performance Reviews.	Ongoing (throughout five-year plan) and adjusted accordingly.

### DATA COLLECTION, EVALUATION, AND REPORTING



Goals	Strategies	Responsible	Perspective	Measure	Timeline/Completion
Increase information management & reporting capabilities	Coordinate with participating ISD's for improved reporting and import to CISTMS. Implement secure (encrypted) email communication of program and administrative information including incorporating campus reporting requirements into encrypted, multi-tab excel file.	CIS Supervisor & appropriate IT Specialist(s)	Internal	ISD enhancement to Monthly Report	Ongoing (throughout five-year plan) and adjusted accordingly.
Completion of all grant reporting (if applicable) on-time and accurately	Oversight of any grant (or contractual) requirement deadlines	CIS Program Coordinator & appropriate ISD HR professional(s) (if applicable)	Financial	Monthly and/or Grant Reports	Ongoing (throughout five-year plan) and adjusted accordingly.
Strengthen data reporting processes. Produce monthly financial & operational reporting to the Board of Directors.	Improve internal oversight & data integrity QA. Produce six (6) week ABA reporting (for on-going performance measure & back-up documentation). Produce monthly Executive Director Report.	CIS Executive Director, CIS/ Youth Committee Members & CIS Program Coordinator	Internal	Client files & Six (6) Weeks "at a glance" Reports	Ongoing (throughout five-year plan) and adjusted accordingly.
Improve program effectiveness and efficiencies.	Oversee program for quality service delivery. Improve quality of client/partner survey & responsiveness to issues/concerns. Improve quality of employee evaluations.	CIS Executive Director, CIS Supervisor, & CIS Program Coordinator	Internal & Customer	Surveys (Internal & External) & Executive Director Reports	Ongoing (throughout five-year plan) and adjusted accordingly.

#### **IV. METHODOLOGY**

Primary source for information contained in this analysis: Texas Education Agency; US Census Bureau; US Department of Education; Government Information Sharing Project; U.S. Department of Labor; Texas Labor Market Information and Career Information, Oregon State University - Information Services; National Data Resource Center; TEA School District Data Book Profiles; Texas Department of Human Services, Crossroads Youth and Family Services, Texas Department of Criminal Justice, Texas Youth Commission, and a variety of other public agency websites. Verbal communication with the Victoria County Juvenile Probation Office rendered crime figures; and various other partners [respective to each county] also provided information.

After entering the results onto a spreadsheet, it was compared from county to county, as well as against state and national averages. The rankings are listed in order of presumed need according to the data presented. While CIS is currently in Victoria and DeWitt counties, data results indicate there is an obvious need for expansion to other ISD's and campuses. Based on these findings, as well as considering other relevant factors such as degree of gang activity, substance abuse, etc. an ongoing effort will be conducted to increase outreach in other districts, including seeking funding opportunities to establish and sustain CIS on additional campuses.

#### **V. PROJECT DESIGN**

Program design will, at a minimum, provide all mandated CIS and TQS components per campus. Additionally, for new campuses that will be added, a comprehensive "Campus needs assessment" will be completed to identify needs that require attention. Program design may evolve as program funding sources and requirements change.

##### Supportive Guidance/Counseling

Supportive guidance/counseling will be coordinated/provided by the Site Coordinator. Staff will assist students who have a high absentee rate, delinquent conduct, dropout prevention and social services needs; provide extensive follow-up services; and coordinate the efforts of social service agencies to provide additional counseling for students and parents, as needed. Intervention services will include dropout prevention, mentoring, life-skills, crime prevention, substance abuse prevention, etc.

##### Health & Human Services

The Site Coordinator will arrange health and human services activities for clients, including:

##### Health

MHMR - referrals for mental health issues  
County Health Dept. - health needs  
Detar Women and Children Center \

##### Human Services

DPRS - intervention for child abuse

Gonzales Community Health Center  
- pregnancy care for teens

TDCJ - crime prevention programs  
WSGC- “healthy choices” workshop

Pecan Valley Area Health Education Center  
- health education workshops  
wellness classes

PEP - pregnancy & parenting for teens  
AA - alcohol abuse  
CPS - Nurturing Program  
& Positive Steps

### Parental & Family Involvement

Site Coordinators will arrange parental and family involvement activities, parenting skills training, family math and reading nights, STAAR tutorial, and other parent/child centered educational activities. Other parental activities will include short term family counseling and life skills training, newsletters, volunteerism, home visits, referrals for social services, and workshops. Parental activities will be bilingual where the need exists.

### Preemployment/Employment

*Career and Technology* and other Vocational Work Readiness activities will be the key to career exploration and preemployment skills building activities. Field trips and speakers from the business world will be provided to enrich student’s awareness of the workplace. Preemployment skills workshops will be held. Summer Youth Employment Program(s) will sponsor employment preparedness and unsubsidized work experience(s). CIS will work with Workforce Solutions Golden Crescent to provide employment and post-graduation vocational training for youth, as well as employment and training services for participant family members.

### Enrichment Activities

Site Coordinators will develop enrichment programs. Students will be encouraged to become volunteers in the community, for example, tutoring a younger student. The arts, club involvement, and field trips to colleges, universities, and museums, etc. may be incorporated into programs. Workshops will be provided on decision making, social skills, self esteem, empowerment, coping skills, leadership, etc.

### Educational Enhancement

Site Coordinators will be encouraged to solicit volunteer tutors from the community to provide after school academic tutorials. A safe haven will be provided via after school study programs for CIS participants with a qualified (ISD approved) adult to provide supervision of the study and tutorial activities.

### Students to be Served

CIS of the Golden Crescent plans to serve approximately 640 students (or quantity mandated by TEA) during each Program year.

#### Schools to be Served

The Golden Crescent region is comprised of seven counties, Calhoun, Dewitt, Goliad, Gonzales, Jackson, Lavaca, and Victoria. Communities in Schools of the Golden Crescent is currently on 7 campuses in two of these counties (Dewitt and Victoria). Students from 6th grade to High School have access to CIS programs. CIS Golden Crescent currently serves approximately 640 students per year.

#### Staffing

CIS of the Golden Crescent Program Coordinator and CIS Supervisor/Trainer coordinate and administer CIS program operations. There will be at least one Site Coordinator for each school, with additional support staff. The Site Coordinator will share responsibility to see that volunteers are recruited to provide tutoring and assistance in program operations. S/he will be responsible for case management, participant files, and data entry. Monitoring will be conducted by the Contractor's QA Specialist and Board's Program Monitor to ensure compliance with TEA and TQS guidelines.

#### Outreach and Enrollment

ISD Staff, as well as other appropriate community agency staff, will be made aware of the program availability and eligibility requirements. Students who demonstrate the need for CIS services will be referred by teachers and counselors. Enrollment will be consistent with CIS requirements and will be the responsibility of the Site Coordinator and documentation will be kept in a permanent file and entered in the TEA/CISTMS, as required by CIS regulations.

#### Marketing of the Program

The Board will be conducting ongoing, extensive outreach efforts to increase the awareness and effectiveness of the Communities in School's program. CIS of the Golden Crescent will leverage its association with Golden Crescent Workforce Development Board to maximize financial resources dedicated to Advertising, Marketing and other outreach efforts.

Goal 1 - for existing and newly recruited school districts to support the CIS program, (including financial assistance)

Major features to promote:

- >Improving STAAR scores
- >Improving ABA through better attendance
- >Freeing up teacher and counselor time

>Decreasing incidence of juvenile crime, teen pregnancy, etc.

Basic approach to promotion will include:

- >Presentations & speaking engagements
- >Develop press releases
- >Mail program information to school officials
- >Develop relationships with school administrators & board members
- >Publish results of services
- >Web page

Goal 2 - for business and corporate contributions to supplement CIS operating funds.

Major features to promote:

- >Increased availability of educated workforce
- >Improved productivity
- >Improving quality of life (decreased crime rate, etc.)
- >Providing the best, most efficient solution to broadest range of youth issues

Basic approach to promotion will include:

- >Articles for publication
- >Seek opportunities to make presentations to community and business organizations
- >Recruit volunteers
- >Provide published reports demonstrating outcomes
- >Increase visibility through presentations at area chambers of commerce & civic organizations
- >Web page and social media

Goal 3 - to increase individual and foundation donors to CIS.

Major features to promote:

- >Demonstrating positive effects on lives of children
- >Testimonials from “alumni”
- >Improving quality of life in community
- >Changing nature of education dictates the need for CIS
- >Demonstrating cost effectiveness of the program

Basic approach to promotion will include:

- >Direct mail
- >Leverage Workforce Resources (Business Services Unit)
- >Personal contacts
- >Awareness raising events

- >Grant writing
- >Web page & social media (including facebook®)

Goal 4 - to advocate for funding of CIS programs with public decision makers.

Major features to promote:

- >Ability to form and facilitate collaborations
- >Ability to demonstrate outcomes
- >Ability to demonstrate that services impact key issue areas
- >Locally controlled program
- >Positive effect on their constituency

Basic approach to promotion will include:

- >Conducting legislative forums
- >Targeting mailings with information about outcomes
- >Forming individual relationships
- >Determining their interests
- >Site visits to campuses

Survey other CIS programs to determine current marketing/communication strategies.

#### Eligibility Determination, Assessment, and Participant Service Planning

Participant eligibility will be determined by the Site Coordinator. The eligible population is at-risk youth as defined in the Texas Education Code Section 29.081 and the TEA CIS Rules, TANF recipients as determined by the Department of Human Services, and TANF, SNAP, or other federal assistance-eligible students.

Assessment will include the review of all school and testing records, including comments and recommendations of previous teachers and counselors.

Participant service planning will take place upon referral and acceptance into the program. Every student should receive all six components of the CIS program during each semester; and referrals to collaborative services on an as needed basis.

#### Project Goals, Objectives, and Outcomes

Our goal is to expand services to at least one school district per year as funding permits.

Outcomes will be tracked based on three main performance objectives which will include:

- >Stay in School rate
- >Improvement in Grades, Attendance, and Behavior
- >Graduation rate

The following table further defines our goals and objectives for the next five years:

Year	Goal	Objectives
2012	Meet/exceed established measurements	<ul style="list-style-type: none"> <li>○ Develop contracts with obtainable expectations with schools</li> </ul>
	Increase awareness of CIS	<ul style="list-style-type: none"> <li>○ Local newspaper articles</li> <li>○ Develop annual report</li> <li>○ Develop brochure (local)</li> <li>○ Continue various presentations with community organizations, agencies, businesses, schools and individuals</li> </ul>
	Improve quality services	<ul style="list-style-type: none"> <li>○ Continue with service of participants and expand to community contacts</li> <li>○ Analyze gaps of services and build services to fill in gaps</li> <li>○ Expand services to schools based on needs of identified at-risk criteria and partnership participation</li> <li>○ Internal WSGC QA Specialist will evaluate program effectiveness and make recommendations for changes, modifications, or corrections</li> <li>○ Achieve/Maintain TEA TQS Standards</li> </ul>
	Provide staff development and training	<ul style="list-style-type: none"> <li>○ Review training needs of staff and board</li> <li>○ Set aside training funds</li> <li>○ Arrange/coordinate appropriate training (CIS Trainer)</li> </ul>
2013	Meet/exceed established measurements	<ul style="list-style-type: none"> <li>○ Continue to develop contracts with obtainable expectations with schools</li> </ul>
2013	Increase awareness of CIS	<ul style="list-style-type: none"> <li>○ Continue local newspaper articles and announcement of special activities in media</li> <li>○ Continue annual report and target distribution contacts</li> <li>○ Review and update content and distribute brochures</li> <li>○ Seek opportunities for presentation to organizations, agencies, businesses and individuals not previously contacted and make presentations to new members</li> <li>○ Develop internal fliers for focus groups such as faculty, staff and other personnel in school</li> </ul>

Year	Goal	Objectives
	Improve quality services	<ul style="list-style-type: none"> <li>○ Continue survey of students, parents, school and community</li> <li>○ Review and assess campus needs</li> <li>○ Expand CIS services through addition of staff</li> <li>○ Utilize internal QA Specialist to evaluate and redirect as necessary</li> </ul>
	Provide staff development and training	<ul style="list-style-type: none"> <li>○ Request staff and board input for need and interest in training</li> <li>○ Develop budget</li> <li>○ Implement training (CIS Trainer)</li> </ul>
2014	Meet/exceed established measurements	<ul style="list-style-type: none"> <li>○ Continue to develop contracts with obtainable expectations with schools</li> </ul>
	Increase awareness of CIS	<ul style="list-style-type: none"> <li>○ Continue media contacts</li> <li>○ Distribute annual report</li> <li>○ Continue to review and update brochure</li> <li>○ Continue presentations by staff and board members</li> <li>○ Utilize fliers to communicate activities of CIS to schools and public</li> </ul>
	Improve quality services	<ul style="list-style-type: none"> <li>○ Continue surveys and make appropriate changes</li> <li>○ Evaluate feasibility of incorporation of innovative ideas</li> <li>○ Expand services to other counties</li> <li>○ Continue to develop agreements and link with other agencies</li> <li>○ Achieve/Maintain TEA TQS Standards</li> </ul>
2014	Provide staff development and training	<ul style="list-style-type: none"> <li>○ Obtain feedback by personal visit and develop training based on interest and availability</li> <li>○ Develop budget</li> <li>○ Implement training (CIS Trainer)</li> </ul>
2015	Meet/exceed established measurements	<ul style="list-style-type: none"> <li>○ Continue to develop contracts with obtainable expectations with schools</li> </ul>



Year	Goal	Objectives
	Increase awareness of CIS	<ul style="list-style-type: none"> <li>○ Continue media contacts</li> <li>○ Distribute annual report</li> <li>○ Review mission statement and craft special stories for impact</li> <li>○ Create collaborations and partnerships with all levels of stakeholders with organizations, schools, communities</li> <li>○ Increase exposure on social networking sites</li> </ul>
	Improve quality services	<ul style="list-style-type: none"> <li>○ Continue with surveys and consider recommended changes</li> <li>○ Implement reward system for quality services</li> <li>○ Insure all counties have received opportunity to participate in CIS</li> <li>○ Continue memorandum of understanding agreements with other programs and individuals</li> <li>○ Continue to review internal QA Specialist remarks and recommendations</li> <li>○ Achieve/Maintain TEA TQS Standards</li> </ul>
	Provide staff development and training	<ul style="list-style-type: none"> <li>○ Review past training and monitors reports, personal interest and needs</li> <li>○ Analyze job tasks and match with personnel evaluations</li> <li>○ Implement staff recognition initiatives</li> <li>○ Develop budget</li> <li>○ Implement training (CIS Trainer)</li> </ul>
2016	Meet/exceed established measurements	<ul style="list-style-type: none"> <li>○ Continue to establish contracts with obtainable expectations between Golden Crescent CIS and participating ISD's</li> <li>○ Achieve/Maintain Total Quality Standards (TQS) and TEA requirements</li> </ul>
2016	Increase awareness of CIS	<ul style="list-style-type: none"> <li>○ Continue media contacts and broad-based charities with human interest stories</li> <li>○ Distribute annual report</li> <li>○ Publish quarterly CIS newsletter</li> <li>○ Arrange radio/TV talk shows</li> <li>○ Maintain collaborations and partnerships with CIS stakeholders</li> </ul>

Year	Goal	Objectives
2017	Improve quality services	<ul style="list-style-type: none"> <li>○ Continue with surveys and review for improvement of services</li> <li>○ Analyze performance based rewards and make changes and create additional opportunities for recognition of personnel</li> <li>○ Expand CIS to all areas in need utilizing at-risk criteria and other data</li> <li>○ Develop longitudinal study of CIS students</li> <li>○ Continue interagency collaboration</li> <li>○ Achieve/Maintain TEA TQS Standards</li> </ul>
	Provide staff development and training	<ul style="list-style-type: none"> <li>○ Continue with review of past training for staff and board and extend workshop/seminars to school staff and faculty</li> <li>○ Develop budget</li> <li>○ Implement training (CIS Trainer)</li> </ul>
	Meet/exceed established measurements	<ul style="list-style-type: none"> <li>○ Develop contracts with obtainable expectations with schools</li> </ul>
	Increase awareness of CIS	<ul style="list-style-type: none"> <li>○ Local newspaper articles</li> <li>○ Develop annual report</li> <li>○ Develop brochure (local)</li> <li>○ Continue various presentations with community organizations, agencies, businesses, schools and individuals</li> </ul>
2017	Improve quality services	<ul style="list-style-type: none"> <li>○ Continue with service of participants and expand to community contacts</li> <li>○ Analyze gaps of services and build services to fill in gaps</li> <li>○ Expand services to schools based on needs of identified at-risk criteria and partnership participation</li> <li>○ Internal WSGC QA Specialist will evaluate program effectiveness and make recommendations for changes, modifications, or corrections</li> <li>○ Achieve/Maintain TEA TQS Standards</li> </ul>
	Provide staff development and training	<ul style="list-style-type: none"> <li>○ Review training needs of staff and board</li> <li>○ Set aside training funds</li> <li>○ Arrange/coordinate appropriate training (CIS Trainer)</li> </ul>

### Project Evaluation, Tracking and Service Reporting

Evaluation via feedback comes not only through the staffing, but also through a stakeholder survey. This document is tailored to the student, family, faculty, and staff. It asks questions regarding the relevance of the services and the students/family participation in services. The surveys are distributed at the end of the service provision period. The information is collected and a correlation process takes place wherein the data is analyzed for the purpose of altering or improving services to the students for the next semester.

To track services, files are opened on each student receiving on-going, consistent services within the TEA/CISTMS system. This performance reporting system serves the purpose of tracking and monitoring. During the course of the students services, staffing with faculty are taking place so that the students progress can be enhanced and services altered if necessary. The files are also reviewed for any inconsistencies, or inaccuracies, in the hard copies and electronic data. Both of these tracings occur on a monthly basis for the purpose of monitoring and improving the service delivery system.

File audit takes place at the end of each semester. This is a thorough look at the CISTMS system to ensure quality of data entry and to search for any missing documents or errors in documentation. The QA Specialist or CIS Supervisor reviews the files and gives a summary to each Site Coordinator.

At the end of each year there is an agency-wide debriefing. A lengthy discussion takes place to identify any potential program problems and to make necessary alterations for the following program year. At this point, recommendations are made regarding tracking and reporting systems and administrative improvements.

### Non-Duplication of Services

CIS will only provide those services not otherwise available from other agencies. CIS of the Golden Crescent Affiliate is aware of employment and training resources and community services and the schools are aware of most youth education and intervention programs. Together, we should be able to find new resources as the need arises. Regularly scheduled meetings of all the stakeholders during the startup period will enable partners to discuss such needs.

## **VI. PROJECT PERFORMANCE**

### **MISSION STATEMENT**

The mission of Communities In Schools of the Golden Crescent is to surround students with a community of support, empowering them to stay in school and achieve in life by coordinating the connection of needed community resources in the school setting. CIS is a year-round school based social service delivery system that is coordinated, personalized, accountable, and consistent in spirit

and content with the National Total Quality Standards (TQS) including required components for maximum effectiveness as well as those of the Texas Education Agency (TEA).

## GOALS AND OBJECTIVES

Communities in Schools of the Golden Crescent will attain an increased level of excellence in its programs for students through effective planning, implementation of the CIS model, staff development, and evaluation.

<b>Goal 1:</b>	<b>Meet/Exceed Performance Measures</b>
Objective 1A:	Identify and address areas of weakness
Objective 1B:	Provide timely services to referrals
<b>Goal 2:</b>	<b>Increase awareness of CIS through media and marketing</b>
Objective 2A:	Articles in area newspapers, media and social networking systems
Objective 2B:	Increase presentations to organizations, agencies and businesses
Objective 2C:	Increase awareness & visits to ISD administration & School Boards
Objective 2D:	Improve local CIS Website
Objective 2E:	Improve brochures according to national changes in logo/tagline
<b>Goal 3:</b>	<b>Improve Service Delivery</b>
Objective 3A:	Conduct survey of students, faculty, and parents at mid-year (Dec./Jan.)
Objective 3B:	Conduct survey of students, faculty, and parents at year-end (May)
Objective 3C:	Identify and address gaps and services needed
<b>Goal 4:</b>	<b>Provide staff development and board training</b>
Objective 4A:	Review Measures and Expectations
Objective 4B:	Identify training needs utilizing a Training Needs Assessment
Objective 4C:	Coordinate appropriate training based on Training Needs Assessments
<b>Goal 5:</b>	<b>Expand to campuses not currently served by CIS</b>
Objective 5A:	Review contracts with ISDs to increase contributions
Objective 5B:	Increase fundraising efforts
Objective 5C:	Extend invitation to non-CIS ISDs to contribute financially in order to expand

## VII. PROJECT IMPLEMENTATION PLAN

### Project Need

Project need will be determined on an annual basis.

#### Project Design Activities

Project design will be reviewed each August and April.

#### Local Financial Support Plan

Marketing for financial support will be a year-round operation.

#### Self-Evaluation & Internal Monitoring Plan

The QA Specialist will provide a thorough review of CIS operations on an annual basis. Folder reviews will be done at the end of each semester by the CIS Supervisor.

### **VIII. PLANS FOR EXPANSION**

The Golden Crescent hopes to expand the CIS program into three (3) new school districts or campuses by the end of the five year plan or as funding permits. The highest dropout rate, teen pregnancy and attendance problems will be taken into consideration on a factor system for each ISD/campus expansion. In FY2013, efforts will be undertaken to expand into additional counties contingent upon additional funding.



Target Industries List

Use this template to identify the Board's top 10 to 15 target industries and the associated top three to six TWCLMCI industry sectors. The Board's target industries must include, but need not be limited to, industries related to the governor's industry clusters.

Board Name: <div>Cashen Creek</div>		Date Submitted: <div></div>		Please compile the following information to indicate why a target industry was selected					Basis for Selection*			
NAICS Industry Code #4	NAICS Industry Name <sup>2</sup>	Top Industry <sup>3</sup>	TWCLMCI Industry Sector <sup>4</sup>	Governor's Industry Cluster <sup>5</sup>	Current Positions	Current Openings	Vacancy Rate	Projected positions in 10 years	Job Growth Rate	Local Industry Competitiveness	Additional Rationale, Local Wisdom, Comments <sup>7</sup>	
48610	Oil & Gas Extraction				9110	397	21%	15610	41%			
2331	Support Activities for Mining			11: Energy, Mining and Related Support Energy & Petroleum	12140	487	20%	15610	42%			
2211	Power Generation & Supply			11: Energy, Mining and Related Support Energy & Petroleum	9050	322	13%	10420	16%			
2371	Utility System Construction			11: Energy, Mining and Related Support Energy & Petroleum	11210	414	16%	11330	22%			
2382	Building Equipment Contractors			10: Heavy and Special Trade Construction Advanced Technology	10030	340	14%	11700	19%			
316	Animal Slaughtering and Processing			15: Agriculture, Forestry and Food S N/A	6440	242	13%	7340	13%			
3251	Basic Chemical Manufacturing			12: Petroleum Refining and Chemical Processing, Advanced Tech, Aerospace	6260	244	14%	7800	15%			
3361	Plastics Product Manufacturing			12: Petroleum Refining and Chemical Processing, Advanced Tech, Aerospace	12130	410	11%	11890	8%			
3331	Agriculture, Construction, & Mining			15: Agriculture, Forestry and Food S Advanced Tech, & Petroleum	10150	317	13%	11890	21%			
3339	Machinery Manufacturing			14: Production Support & Industrial Production Support & Industry	10910	385	12%	12400	14%			
4841	General Freight Trucking			14: Production Support & Industrial Production Support & Industry	8550	295	12%	9750	14%			
4852	Pipeline Transport of Natural Gas			14: Production Support & Industrial Production Support & Industry	6200	226	15%	7800	21%			
4862	Marine Transport of Petroleum Products			14: Production Support & Industrial Production Support & Industry	4250	150	13%	4750	19%			
6231	General Medical and Surgical Hospitals			1: Hospital, Manufacturing, LBS, etc. N/A	9430	392	17%	11420	19%			

**Notes**

1. As leading industries, occupations, and employer training needs change, the Board must update its Target Industries List and/or Target Occupations List, as necessary, and e-mail the updated lists to BoardPlus@twc-slate.tx.us.

2. Approximately 10 to 20 target industries are recommended. Industries must correspond to a 4-digit NAICS code. Target industries do not need to be listed in any rank order.

3. If applicable, local priority industry clusters may be used. These can be found on the [www.texasindustryprofile.com](http://www.texasindustryprofile.com) website. These can be used, but they must be identified into an appropriate NAICS-coded industry.

4. Corresponding TWCLMCI industry sector. See descriptions of the sectors at <http://www.texasindustryprofile.com/naics.html>.

5. A crosswalk of NAICS 4-digit industries, TWCLMCI industry sectors, and governor's industry clusters can be found under the [Industry Cluster Explorer](http://www.texasindustryprofile.com) link at <http://www.texasindustryprofile.com>.

6. Basis for Selection: Key types of labor market indicators are available in LMCI tool for use in evaluating and making the relative importance of industries. Boards must fully explore these in their analysis to determine what criteria to use in selecting target industries and TWCLMCI sectors:

- Employment (current positions and current openings will produce current vacancy rate)
- Job growth rate (projection made using a recently observed period and/or projections from the future)
- Local industry competitiveness (relative to other industries in the Governor's Potential Job Opportunities in Ship Shape Analysis)

7. This space must be used to identify any additional indicators used in targeting the industry. If applicable, and to describe any additional local information sources or knowledge regarding the importance of target industries in the workforce area. This may include, but need not be limited to, information gained from local or regional labor market or industry studies, industry or economic development partners, or employer surveys.