

Workforce Solutions Brazos Valley Board

Local Workforce Development Plan

Introduction

Under WIOA Section 108, each Local WDB is required to develop and submit a comprehensive 4-year plan to the Governor that identifies and describes policies and procedures as well as local activities that are in line with the State Plan. This “Local Plan” must be developed in an open manner and be available to the public for comment for a 30-day period, particularly to members of the business and education communities, as well as various other labor organizations. The Local WDB must submit any public comments of disagreement with the plan to TWC along with the submission.

At the end of the first 2-year period, the appropriate chief elected officials and the Local WDB will review the local plan and prepare and submit modifications that reflect any changes in the labor market and economic conditions, factors affecting the implementation of the plan, various changes in financing, changes to the structure of the workforce board, or the need to revise strategies to meet local performance goals. The plan is presented as part of a template supplied by TWC. The TWC questions are written in **bold** font. The Board’s responses are in *italic* font

Part A: Strategic Elements

Section 1: Boards Vision

1. **A description of the Local WDB’s strategic vision to support regional economic growth and economic self-sufficiency. This must include:**
 - a. **goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment); and**
 - b. **goals relating to the performance accountability measures based on performance indicators described in WIOA §116(b)(2)(A).**

Workforce Solutions Brazos Valley Board’s (WSBVB) is the publically funded workforce development organization serving the Brazos Valley Workforce Development Area. The Brazos Valley WDA consists of Brazos, Burleson, Grimes, Leon, Madison, Robertson, and Washington counties. The Board’s fiscal and administrative agent is Brazos Valley Council of Government (BVCOG). The Board’s vision is to be the workforce organization of choice for employers and job seekers. The organization’s mission statement is to provide employers with a quality workforce.

The Board’s goals are:

1) Workforce Solutions Brazos Valley Board will examine the Child Care Program to determine the needs of the current and emerging workforce related to the need for after hours and/or weekend child care.

Specifically By assessing the need for nontraditional childcare (i.e. childcare after hours and weekends), the Board can determine if this is a barrier to either hiring or retaining individuals for the labor force. Also, it can determine if a lack of nontraditional childcare is a barrier to individuals who are underemployed or unemployed and are seeking training opportunities to obtain skills or educational certifications that would allow them to be employed at a self-sustaining wage. Availability of this nontraditional childcare would allow skills training that occurs after normal business hours for participants to achieve certifications/skills/licenses that would make them more marketable in the workforce. This goal is supportive of the Texas Workforce Commission (TWC) common and adult education literacy performance measure.

2) Workforce Solutions Brazos Valley will identify community stakeholders who can address the transportation gap in the Region between potential employees and employers plus educate/engage employers and the community to identify a long term solution to the transportation needs.

Specifically by closing the transportation gap, individuals can acquire competencies necessary to access to jobs, education and training that allows for self-sufficiency. By including employers they can be familiar with barriers facing job applicants and can advocate for better access to transportation for current and prospective employees. This goal is supportive of the Texas Workforce Commission (TWC) common performance.

3) Workforce Solutions Brazos Valley Board will assess the needs of the labor force and employers to be able to provide the most effective programs/trainings/services that will create a viable employable labor force.

This goal is supportive of the TWC common performance measures. Specifically through the promotion of workforce services available to local employers and job seekers, the available skilled labor force can be increased, especially by promoting high school equivalency and postsecondary training. This goal is supportive of the Texas Workforce Commission (TWC) common and adult education literacy and performance measures,

4) The Workforce Solutions Brazos Valley Board will provide soft skills assessments and training to customers to improve employability and retention.

By offering assessments that identify an individual's area of weakness, Board expectations of quality customer service can be achieved and individuals can be directed to needed workshops/training needed to enhance their skills. This goal supports Texas Workforce Commission (TWC) common performance.

2. A description of the Local WDB's strategy to work with the entities that carry out the core programs and required partners to align resources available to the local area, to achieve the strategic vision and goals.

The core programs that WSBVB has planning and oversight responsibility for include: the Workforce Innovation and Opportunity Act (WIOA), Child Care Management System (CCMS), Employment services (ES), Temporary Assistance to Needy Families (TANF or Choices), Supplemental Nutritional Assistance Program (SNAP), Adult Education Literacy (AEL), and TANF Non-custodial Parent (NCP). The priority of service is focused on adult career and training services for recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient as well as veterans, spouses of veterans, and foster children. An additional focus is creating opportunities for the engagement of out of school youth in the labor market. In order to carry out the plan for delivery of the core programs WSBVB selects contractors through a competitive procurement process (described elsewhere). That process results in one or more contractors charged with providing access to workforce development and career and training assistance for employers and job seekers alike. Through local partnerships, the Board is able to ensure that customers are outreached and barriers addressed. Partnerships with employer organizations as well as industry groups ensures that the Board contractors understand employer needs and can address those needs through their program design and workforce center system operation.

Key partnerships and their operational components are:

- *Area Agency on Aging – deliver workforce services for older workers*
- *BISD English Literacy Civics Education Program – access to demand occupation list and training providers*
- *BISD Even Start Family Literacy Program – access to demand occupation list and training providers*
- *Blinn College Non-Certificate Post-Secondary Career & Technical Training Provider, credit certificate and degree training – coordination of core services assessment, education and employment services*
- *Brazos Valley Aging and Disability Resource Center – access to services*
- *Brazos Valley Mental Health and Mental Retardation – referral for employment services for customers with mental health and substance abuse*
- *Department of Family and Protective Services Preparation for Adult Living Program – employment training and support services*
- *Experience Works, Inc. – opportunity for older workers to train for meaningful employment*
- *Federal Prison Camp Bryan, Texas – referral services and coaching services*
- *Financial Fitness – financial coaching*
- *Gary Job Corps – referral services*
- *Project Unity – interagency case management*
- *Texas A&M University AgriLife Extension – facilitate of collaboration of sustainable job preparation for unemployed/underemployed youth*
- *The Brazos Valley Council on Alcohol and Substance Abuse – referral service*
- *The Office of the Attorney General – employment referral for unemployed/underemployed non-custodial parents*
- *Twin City Mission Home Partners – referral services, training and support*
- *Twin City Mission Rapid Re-Housing Program – referral services*

Each partner plays an important role in providing access to workforce development services. Partner agencies share information on customer needs, business developments, provide services to customers, and share resources where available to ensure that workforce development services are efficient and non-duplicative.

Economic and Workforce Analysis

3. A regional analysis of:

a. The economic conditions including existing and emerging in-demand industry sectors and occupations as well as targeted occupations;

The Brazos Valley Workforce Development Area (WDA) is located in south central Texas in an area consisting of seven counties: Brazos, Burleson, Grimes, Leon, Madison, Robertson, and Washington. Bryan and College Station are the major cities in the WDA. Cities in the region are presented in Table 1. There are also a number of unincorporated communities in the region. Texas A&M University, located in College Station, one of the largest employers in the WDA, has attracted firms related to high-tech, medical research and agribusiness.

Table 1: Cities in Brazos Valley WDA

<i>Anderson</i>	<i>Jewett</i>
<i>Bedias</i>	<i>Kurten</i>
<i>Bremond</i>	<i>Leona</i>
<i>Brenham</i>	<i>Madisonville</i>
<i>Bryan</i>	<i>Marquez</i>
<i>Buffalo</i>	<i>Midway</i>
<i>Burton</i>	<i>Navasota</i>
<i>Caldwell</i>	<i>Normangee</i>
<i>Calvert</i>	<i>Oakwood</i>
<i>Centerville</i>	<i>Snook</i>
<i>College Station</i>	<i>Somerville</i>
<i>Franklin</i>	<i>Todd Mission</i>
<i>Hearne</i>	<i>Wixon Valley</i>

The major industries by level of employment are presented in Table 2.

Table 2: Industries by Employment (1st Quarter 2016, Percent Change from 2015)

Industry	Employment	% of total	Quarter	Year
<i>Natural resources and mining</i>	4,976	3.6%	-12.5%	-18.7%
<i>Construction</i>	7,947	5.7%	-1.6%	0.1%
<i>Manufacturing</i>	10,248	7.4%	-4.7%	-12.1%
<i>Trade, transportation and utilities</i>	23,107	16.7%	-4.2%	-1.7%
<i>Information</i>	1,529	1.1%	-4.6%	-1.3%
<i>Financial activities</i>	5,214	3.8%	-1.6%	-1.6%
<i>Professional and business services</i>	9,321	6.7%	-3.2%	4.6%
<i>Education and health services</i>	48,985	35.4%	0.4%	3.4%

Industry	Employment	% of total	Quarter	Year
<i>Leisure and hospitality</i>	<i>17,075</i>	<i>12.3%</i>	<i>-5.5%</i>	<i>0.5%</i>
<i>Other services</i>	<i>3,026</i>	<i>2.2%</i>	<i>-6.3%</i>	<i>-1.5%</i>
<i>Public administration</i>	<i>6,980</i>	<i>5.0%</i>	<i>-1.1%</i>	<i>0.2%</i>
Total	138,408	100.0%	-2.7%	-0.7%

Source: TWC LMI Profile

As presented in Table 2, seventy two percent of the region's employment is concentrated in four industries: Education and Health Services, Trade, Transportation and Utilities, Leisure and Hospitality, and Manufacturing. Professional and Business Services, Public Administration, Construction and Natural Resources and Mining make up the bulk of the rest of employment. The table also presents employment change from 1st Quarter 2015 to 1st Quarter 2016.

Employment by ownership indicates 67% of those employed are in private sector jobs. State government accounts for 21% of employment in the region. Local government employs 11% and Federal government employment is at 1%. (Source: Texas Workforce Commission Labor Market and Career Information Economic Profile for Brazos Valley September 2016)

Employment by industry shows 35.4% of employment is in Education and Health Services. The next largest sector is Trade, Transportation and Utilities at 16.7%. Manufacturing employment represents 7.4% of the total. Professional and Business Services is 6.7% of employment by industry. Construction accounts for 5.7% of employment in the region. A significant trend shows declining employment in 6 of the 12 industries identified by TWC in the chart below. Education and Health Services and Professional and Business Services show respectable growth of 4.6% and 3.4%. The steep decrease in Natural Resources and Mining of - 18.7% for the year shows the continued decline in oil and gas extraction occupations in the State.

A recent Perryman Group report (An Assessment of Current and Future Workforce and Training Needs in the Research Valley Education Analysis Area, August 2016) notes that the region enjoys favorable costs of doing business, has a supply of land available for development and graduates more than 2000 students from area high schools. The report notes that optimizing economic growth will require well trained workers across a spectrum of occupations. The occupations with the highest overall growth tend to occur in education, protective services and health care fields. Technical occupations such as those in computer, mathematical, architecture and engineering are also among high growth occupations. The report notes that between 2015 – 2040 the region will need 32,000 workers with Bachelor's degree and almost 16,000 workers with an Associate's degree or some other type of postsecondary training to meet growth and replacement needs. The Perryman Group reports that expected growth will be 3.3% annually through 2040. Employment expansion is forecast to occur at a 1.86% yearly pace through 2040, resulting in nearly 70,300 net new jobs.

Note: The Perryman Group study area for this report did not include Grimes, Washington and Leon Counties. Regarding Washington County, a Brenham Economic Development Foundation report released October 2016 noted four industries declining in employment from 2011 – 2016: Crop and Animal Production (-15%), Construction (-5%), Administrative and Support and Waste Management and Remediation Services (-4%) and Government (-5%). Industries with significant growth in Washington County include Utilities (78%), Transportation and Warehousing (90%), Educational Services (59%), Arts Education and Recreation (23%), and Wholesale Trade (15%). In Grimes The WIN Learning report on Career Readiness in the Navasota Region: The Alignment of Education and Workforce Strategies to Regional Economic Dynamics identified health care, social assistance, accommodation, food services, profession, scientific and technical as the largest industries. Grimes growth industries were ambulatory

health services, and wholesale electronic. The high wage industries in Grimes were Management of companies/enterprises, mining, quarrying, oil/gas extractions, utilities and water transportation. In Leon County Agriculture, Retail Trade, Education and Health Services and Construction are the dominant industries

The Texas Workforce Commission Labor Market and Career Information Department provides Boards with industry and occupation projection tables for the period 2014 to 2024. According to these tables, the industries noted below are projected to be the fastest growing industries for the period 2014 to 2024.

Projected Employment by Industry to 2024

SOC	Industry	2014 Annual Average Employment	2024 Annual Average Employment	Number change 2014-2024	Percent Growth 2014 - 2024
6211	<i>Offices of Physicians</i>	1,820	2,460	640	35.2
5419	<i>Other Professional and Technical Services</i>	570	750	180	31.6
5416	<i>Management and Technical Consulting</i>	610	800	190	31.1
3371	<i>Household and Institutional Furniture Mfg.</i>	550	710	160	29.1
6212	<i>Offices of Dentists</i>	540	690	150	27.8
6221	<i>General Medical & Surgical Hospitals</i>	3,830	4,870	1,040	27.2
4413	<i>Auto Parts, Accessories and Tire Stores</i>	520	660	140	26.9
5617	<i>Services to Buildings and Dwellings</i>	1,510	1,900	390	25.8
4441	<i>Building Materials and Supplies Dealers</i>	1,200	1,500	300	25.0
6216	<i>Home Health Care Services</i>	1,300	1,620	320	24.6
7225	<i>Restaurants and Other Eating Places</i>	10,800	13,370	2,570	23.8
4471	<i>Gasoline Stations</i>	1,270	1,570	300	23.6
5413	<i>Architectural and Engineering Services</i>	980	1,210	230	23.5
5415	<i>Computer Systems Design and Related Services</i>	950	1,170	220	23.2
2361	<i>Residential Building Construction</i>	530	650	120	22.6
4238	<i>Machinery and Supply Merchants Wholesaler</i>	840	1,030	190	22.6
5411	<i>Legal services</i>	670	820	150	22.4
6111	<i>Elementary and Secondary Schools</i>	8,850	10,800	1,950	22
5412	<i>Accounting and Bookkeeping Services</i>	500	610	110	22
8111	<i>Automotive Repair and Maintenance</i>	870	1,060	190	21.8
2381	<i>Building Foundation and Exterior Contractors</i>	550	670	120	21.8
6113	<i>Colleges and Universities</i>	23,270	28,170	4,900	21.1
5313	<i>Activities Related to Real Estate</i>	580	700	120	20.7
2373	<i>Highway, Street and Bridge Construction</i>	740	890	150	20.3

SOC	Industry	2014 Annual Average Employment	2024 Annual Average Employment	Number change 2014-2024	Percent Growth 2014 - 2024
2382	<i>Building Equipment Contractors</i>	1,890	2,270	380	20.1

Not showing up on the chart of industries expected to experience growth are Oil and Gas Extraction which is projected to decline 11.4% or 430 jobs. Support Activities for Mining is also projected to decline by 16.2%. Other declining industries in TWC's projections include Food Manufacturing at 2.9% loss in employment, Textile Product Mills at 33% decline and Telecommunications with a projected 9.4% decline in employment.

The services sector is projected to generate a majority of net new jobs through 2024. The government sector, which includes employment at Texas A&M as well as public schools, is also likely to experience significant job expansion.

b. The employment needs of employers in existing and emerging in-demand industry sectors and occupations.

Employers in the region have long identified their top priority for job applicants are individuals who have mastered the so-called soft skills: working well with others, taking direction, punctuality, initiative, appropriate dress and demeanor, and be drug free. This last category has proven to be a barrier to many applicants who have a criminal record (often for drug use) or are unable to pass a drug screening test. The Board contractor works with customers with such barriers to provide counseling for work maturity skills and referral for intervention for drug abuse. The contractor endeavors to only send qualified, work ready applicants to any employment opening.

The Board collaborates with its education partners to provide occupational skills training to those who can benefit from such training. Unfortunately, many customers do not have the necessary math and literacy skills to undertake skills training for many of the occupations in demand in the region. The Board contractor provides referrals to adult education and literacy services managed by WSBV, for individuals who need remediation in order to take advantage of more advanced occupational skills training.

Nearly all of the growing occupations in the region need at least a High School Diploma or high school equivalency as the base prerequisite for entry level jobs. Most require some post-secondary education or training. Considering the large number of individuals with Bachelor's degrees, applicants are in competition for entry level employment with individuals with four years or more of college.

4. A list of the in-demand industry sectors and occupations.

The list below presents those industries adding the most jobs between 2014 – 2024.

- *Colleges & Universities, Public & Private*

- *Restaurants & Other Eating Places*
- *Elementary & Secondary Schools, Public & Private*
- *General Medical & Surgical Hospitals, Public & Private*
- *Local Government, Excluding Education & Hospitals*
- *Offices of Physicians*
- *Grocery Stores*
- *State Government, Excluding Education & Hospitals*
- *Services to Buildings & Dwellings*
- *Building Equipment Contractors*
- *Other Specialty Trade Contractors*
- *Home Health Care Services*
- *Building Material & Supplies Dealers*
- *Gasoline Stations*
- *Automobile Dealers*
- *Other General Merchandise Stores*
- *Nursing Care Facilities, Skilled Nursing*
- *Architectural & Engineering Services*
- *Traveler Accommodations*
- *Religious Organizations*
- *Computer Systems Design & Related Services*
- *Depository Credit Intermediation*
- *Machinery & Supply Merchant Wholesalers*
- *Management & Technical Consulting Services*
- *Other Amusement & Recreation Industries*

Below are the occupations TWC's projections show as adding the most jobs in the Brazos Valley WDA from 2014 - 2024.

- *Office Clerks, General*
- *Combined Food Preparation & Serving Workers, Incl. Fast Food*
- *Retail Salespersons*
- *Registered Nurses*
- *Cashiers*
- *Waiters & Waitresses*
- *Secretaries & Admin Assistants, Excluding Legal/Medical/Executive*
- *Cooks, Restaurant*
- *Construction Laborers*
- *Elementary School Teachers, Excluding Special Education*
- *General & Operations Managers*
- *Janitors & Cleaners, Excluding Maids & Housekeeping Cleaners*
- *Graduate Teaching Assistants*
- *Personal Care Aides*
- *Farmworkers; Farm, Ranch, & Aqua-cultural Animals*
- *First-Line Supervisors of Food Preparation & Serving Workers*
- *Food Preparation Workers*
- *Accountants & Auditors*
- *Heavy & Tractor-Trailer Truck Drivers*

- *Secondary School Teachers, Excluding Special/Career/Technical Ed*
- *Correctional Officers & Jailers*
- *Customer Service Representatives*
- *Stock Clerks & Order Fillers*
- *Teacher Assistants*
- *Nursing Assistants*

5. A list of target industry sectors and occupations.

Target Industries – The Board has identified the following industries as projected to experience overall job growth over the next five years:

<i>SOC</i>	<i>Industry</i>
6221	<i>General Medical and Surgical Hospitals</i>
6216	<i>Home Health Care Services</i>
6211	<i>Offices of Physicians</i>
6111	<i>Elementary & Secondary Schools, Public/Private</i>
5617	<i>Services to Buildings & Dwellings</i>
5415	<i>Computer Systems Design & Related Services</i>
2361	<i>Residential Building Construction</i>
8111	<i>Auto Repair & Maintenance</i>
2389	<i>Other Specialty Trade Contractors</i>
4841	<i>General Freight Trucking</i>
2382	<i>Building Equip Contractors</i>
5417	<i>Scientific Research & Development Services</i>
6231	<i>Nursing Care Facilities, Skilled Nursing</i>
n/a	<i>Local Government, Excluding Education & Hospitals</i>

Target occupations are presented in the table below. These are the occupations available for WIOA training subsidies in the Brazos Valley for eligible customers. The list presents the previous planned target occupation list and several new occupations included for the 2017 plan. New occupations are Dental Assistants, Emergency Medical Technicians, Maintenance and Repair Workers, Bus/Truck/Diesel Engine Specialist and Respiratory Therapists.

The criteria for consideration as a target occupation are: at least 10 average openings annually, a \$14.00 an hour wage or more, and training of 2 years or less. For those occupations requiring a bachelor's degree the Board may cover the costs of up to the last two years of training. Many of the occupations that show a bachelor's degree also have 1 and 2 year certificate programs that gain individuals entry level jobs in the occupation. Occupations that do not appear to show sufficient annual openings (10 or more) may be included in the target list if evidence of potential future openings are submitted to the Board as "local wisdom". Several occupations coming under this consideration are

Surgical Technologist, Pharmacy Technician, Veterinary Technologist, Physical Therapist Assistant and Dental Hygienist, all submitted by Blinn College.

<i>SOC Code</i>	<i>Occupations</i>
<i>25-2021</i>	<i>Elementary School Teachers, Ex. Special Education</i>
<i>25-2022</i>	<i>Middle School Teachers, Ex Special/Career/Technical Ed</i>
<i>25-2031</i>	<i>Secondary School Teachers, Ex Special/Career/Technical Ed</i>
<i>47-1011</i>	<i>First-Line Supervisors: Construction Trades/Extraction Workers</i>
<i>47-2031</i>	<i>Carpenters</i>
<i>47-2073</i>	<i>Operating Engineers & Other Construction Equipment Operators</i>
<i>47-2111</i>	<i>Electricians</i>
<i>47-2152</i>	<i>Plumbers, Pipefitters, & Steamfitters</i>
<i>47-3013</i>	<i>Electrical Helper</i>
<i>29-1141</i>	<i>Registered Nurses</i>
<i>29-2021</i>	<i>Dental Hygienists</i>
<i>29-2052</i>	<i>Pharmacy Technicians</i>
<i>29-2061</i>	<i>Licensed Practical & Licensed Vocational Nurses</i>
<i>43-3031</i>	<i>Bookkeeping, Accounting, & Auditing Clerks</i>
<i>43-4081</i>	<i>Certified Hospitality Management</i>
<i>43-6011</i>	<i>Executive Secretaries & Executive Administrative Assistants</i>
<i>49-3023</i>	<i>Auto Service Technicians & Mechanics</i>
<i>49-9041</i>	<i>Industrial Machinery Mechanics</i>
<i>53-3032</i>	<i>Heavy & Tractor-Trailer Truck Drivers</i>
<i>33-2011</i>	<i>Firefighters</i>
<i>33-3012</i>	<i>Correctional Officers & Jailers</i>
<i>33-3051</i>	<i>Police & Sheriff's Patrol Officers</i>
<i>51-4011</i>	<i>Computer-Controlled Machine Tool Operators, Metal/Plastic</i>
<i>51-4041</i>	<i>Machinists</i>
<i>51-4121</i>	<i>Welders, Cutters, Solderers, & Brazers</i>
<i>15-1121</i>	<i>Computer Systems Analysts</i>
<i>15-1132</i>	<i>Software Developers, Applications</i>
<i>15-1151</i>	<i>Computer User Support Specialists</i>
<i>11-1021</i>	<i>General & Operations Managers</i>
<i>13-2011</i>	<i>Accountants & Auditors</i>
<i>19-4021</i>	<i>Biological Technicians</i>
<i>31-2021</i>	<i>Physical Therapist Assistants</i>
<i>31-9091</i>	<i>Dental Assistants*</i>
<i>31-9092</i>	<i>Certified Medical Assistant</i>
<i>29-2041</i>	<i>Emergency Medical Technicians & Paramedics*</i>

<i>SOC Code</i>	<i>Occupations</i>
49-9071	<i>Maintenance & Repair Workers, General*</i>
49-3031	<i>Bus & Truck Mechanics & Diesel Engine Specialists*</i>
29-1126	<i>Respiratory Therapists*</i>
29-2055	<i>Surgical Technologist</i>
29-2071	<i>Medical Records and Health Information Technician*</i>
29-2056	<i>Veterinary Technologist*</i>
29-2034	<i>Radiologic Technologist*</i>

****new occupations for Target List***

TWC requires WSBVB to use TWC's formatted Excel spreadsheets for presenting data on in-demand occupations, in-demand industries and target occupations. These spread sheets appear as an attachment to the plan document.

6. An analysis of the knowledge and skills needed to meet the employment needs of employers in the region, including employment needs in in-demand sectors and occupations.

Section 3.b. above, discusses employer needs in general. Specific skills needs are dependent on the occupation though generally successful applicants need to be able to speak, read and write at at least the 12th grade level, understand at least high school level math and have some experience in the occupation field or industry.

For basic skills employers need applicants with active learning, active listening, critical thinking, reading comprehension, monitoring and assessing performance, using scientific methods, speaking to convey information and writing ability. Employers need applicants able to demonstrate social skills: coordination, instructing others, negotiating, persuasion, service orientation and social perceptiveness, and successful interpersonal relations. Many of these skills cannot be directly taught but must be learned through work ready instruction and experience on the job. Consequently it is extremely important to work with employers willing to give applicants the time to help acquire and advance these skills and abilities.

For specific occupations applicants need four sets of abilities: cognitive, physical, psychomotor, and sensory abilities. Cognitive abilities include skills such as deductive reasoning, fluency of ideas, inductive reasoning, information ordering, mathematical reasoning, oral comprehension and expression as well as others. ONETonline.org provides the required skills for any occupation an applicant might research and gain an understanding of what skills will be needed for specific occupations. Physical abilities relate to strength and flexibility, stamina and equilibrium. Psychomotor abilities refer to the capacity to manipulate and control objects to include dexterity and response orientation. Sensory abilities include depth perception, hearing sensitivity, near vision, auditory attention among others.

System skills, the capacity to be able to work with people to achieve goals, and technical skills can be obtained through occupational skills training provided by our education partners and funded through workforce development funding. The contractor determines through testing and assessment what skills

an applicant may have and what skills need additional work. That capacity determines to a great extent what job opportunities an individual might be referred to by the case manager.

7. An analysis of the regional workforce, including current labor force employment and unemployment rates, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

The Brazos Valley WDA economy is also discussed in item 3.a, above. According to Texas Workforce Commission report for September 2016, the unemployment rate rose slightly from 3.9% in September 2015 to 4.3% in September 2016. In comparison the Texas unemployment rate also rose from 4.5% to 4.9%. The U.S. unemployment rate for the same period declined by a tenth of a percent, from 4.9% to 4.8%. The civilian labor force in Brazos Valley increased by 4,581 from 140,921 in September 2015 to 165,177 in September 2016. Average weekly wages for the first quarter of 2016 declined by \$14 per week compared to the first quarter 2015. Texas and the U.S. showed a similar trend in declining wages.

Industries that saw a drop in employment from the first quarter 2015 to the first quarter 2016 were Natural Resources and Mining (-18.7%), Manufacturing (-12.1%), Trade, Transportation and Utilities (-1.7%), Financial Activities (-1.6%), and Information (-1.3%). Industries experiencing an increase in employment were Professional and Business Services (+4.6%) and Education and Health Services (+3.4%). Overall Construction remained nearly unchanged with a .1% increase over the year. These trends mirror the state experience with declining employment in Mining and in Manufacturing. Education and Health Services state-wide also grew by 3.9%. TWC's publication Brazos Valley WDA Occupational Projections reports that the projected employment growth rate for Brazos Valley from 2014 to 2024 is 16.1% compared to a state growth rate of 20.7% and a U.S. rate of 6.5%. Employment growth in this region will nearly triple the national rate but be less than Texas overall.

Population Change 2010 to 2015 Brazos Valley WDA				
<i>Area</i>	<i>Population Source</i>	<i>2010 Population</i>	<i>2015 Population</i>	<i>% change</i>
<i>Brazos County</i>	<i>US Census &TWC Tracer</i>	<i>194,851</i>	<i>209,152</i>	<i>7.3</i>
<i>Burleson County</i>	<i>US Census &TWC Tracer</i>	<i>17,187</i>	<i>17,253</i>	<i>0.4</i>
<i>Grimes County</i>	<i>US Census &TWC Tracer</i>	<i>26,604</i>	<i>27,172</i>	<i>2.1</i>
<i>Leon County</i>	<i>US Census &TWC Tracer</i>	<i>16,801</i>	<i>16,861</i>	<i>0.4</i>
<i>Madison County</i>	<i>US Census &TWC Tracer</i>	<i>13,664</i>	<i>13,861</i>	<i>1.4</i>
<i>Robertson County</i>	<i>US Census &TWC Tracer</i>	<i>16,622</i>	<i>16,500</i>	<i>-0.7</i>
<i>Washington County</i>	<i>US Census &TWC Tracer</i>	<i>33,718</i>	<i>34,438</i>	<i>2.1</i>
<i>Total</i>		<i>319,447</i>	<i>335,237</i>	<i>4.9</i>

The population table above, shows an overall population growth of 4.9% for 2010 (US Census) and TWC Tracer LMI projections for 2014. The bulk of this growth is in Brazos County. Grimes and Washington had modest growth at 2.1%. Madison County had a slight increase at 1.4%. Leon and Burleson Counties had nominal growth of .4%. Robertson County had a population loss of .7%.

The ethnicity of the Brazos WDA is made up of 58.32% Anglo, 12.63% Black, and 23.55% Hispanic. Projections for 2025 show a dramatic increase in Hispanics with 52.51% Anglo, 11.98% Black and 28.87% Hispanic.

The estimated total number of homeless persons across reporting categories is 754 for the year 10/1/2015 – 9/30/2016 in our seven counties per Twin City Mission Inc. The categories include persons in families in emergency shelters; persons in families in transitional housing, individuals in emergency shelters, individuals in transitional housing and individuals in permanent supportive housing. Forty two percent were ages 13 to 61.

According to Texas Workforce Commission estimates for September 2016 Brazos Valley had a civilian labor force of 165,177 representing a 2.85% increase over September 2015. Unemployment for September 2016 was 7,127 or 4.3% of the labor force which is a slight increase (.4%) from September 2015. Data by county is presented below. Grimes and Leon Counties are experiencing a significantly higher unemployment rate at 7.2%, well above the area average. The table below presents data by county.

Civilian Labor Force Estimates for Brazos Valley WDA

September 2016

AREA	CLF	EMP	UNEMP	RATE
<i>BRAZOS</i>	<i>111,417</i>	<i>107,439</i>	<i>3,978</i>	<i>3.6</i>
<i>BURLESON</i>	<i>8,044</i>	<i>7,648</i>	<i>396</i>	<i>4.9</i>
<i>GRIMES</i>	<i>11,229</i>	<i>10,417</i>	<i>812</i>	<i>7.2</i>
<i>LEON</i>	<i>6,496</i>	<i>6,030</i>	<i>466</i>	<i>7.2</i>
<i>MADISON</i>	<i>5,355</i>	<i>5,102</i>	<i>253</i>	<i>4.7</i>
<i>ROBERTSON</i>	<i>7,487</i>	<i>7,101</i>	<i>386</i>	<i>5.2</i>
<i>WASHINGTON</i>	<i>15,149</i>	<i>14,313</i>	<i>836</i>	<i>5.5</i>
WDA TOTAL	165,177	158,050	7,127	4.3%

Source: TWC LMCI, October 2016

Education plays a key role in obtaining employment at a self-sustaining wage. US Census data estimates indicate the educational attainment of person 25 years of age and above is below the national average for attainment of a high school diploma. The region's educational attainment ranges from a high of 85.3 percent, near the national average, to a low of 77.5% in Madison County. The Texas average is 81.6%. Five counties in the region are below the state average. The presence of Texas A&M University in Brazos County probably contributes to the higher attainment percentage for Brazos Valley. Overall the region's workforce less well educated than the national average. This factor could weigh negatively for companies seeking a skilled educated workforce and result in the region being less competitive in national and global markets. Workforce education levels are a key component for location decisions for expanding companies. Thus workforce and area ISDs will focus on improving the high school graduation rates in those counties (Burleson, Grimes, Madison and Robertson) that are the highest percentage points below the national average.

High school graduate or higher, percent of persons age 25+, by County Brazos WDA

County	Educational Attainment County.	Educational Attainment US
<i>Brazos</i>	<i>85.3</i>	<i>86.3</i>
<i>Burleson</i>	<i>78.1</i>	<i>86.3</i>
<i>Grimes</i>	<i>79.8</i>	<i>86.3</i>
<i>Leon</i>	<i>83.9</i>	<i>86.3</i>
<i>Madison</i>	<i>77.5</i>	<i>86.3</i>
<i>Robertson</i>	<i>77.7</i>	<i>86.3</i>
<i>Washington</i>	<i>80.9</i>	<i>86.3</i>

Source: US Census ACS 5 year estimates 2010 - 2014

Percent of Persons with a Disability under 65 Years of Age

<i>County</i>	<i>% Persons with Disability under age 65 by County</i>	<i>US Average</i>
<i>Brazos</i>	6.4	8.5
<i>Burleson</i>	12.5	8.5
<i>Grimes</i>	8.8	8.5
<i>Leon</i>	10	8.5
<i>Madison</i>	9.1	8.5
<i>Robertson</i>	9.2	8.5
<i>Washington</i>	9.7	8.5

Source: US Census ACS 5 year estimates 2010 - 2014

The table above presents the percent of persons with a disability under age 65 by county in the Brazos WDA. The region has significantly greater proportion of individuals with disabilities than the national average. The Texas average is 8.2%. Consequently there is the potential for an increased percent of job seekers in the region who will need additional accommodation for their disability in the training environment and in the workplace.

Percent of Persons in Poverty by County

<i>County</i>	<i>% Persons in Poverty</i>	<i>US Average</i>
<i>Brazos</i>	24.0	13.5
<i>Burleson</i>	15.5	13.5
<i>Grimes</i>	17.8	13.5
<i>Leon</i>	13.8	13.5
<i>Madison</i>	19.2	13.5
<i>Robertson</i>	16.6	13.5
<i>Washington</i>	14.5	13.5

Source: U.S. Census Quick Facts, Persons in Poverty 2015, estimate updated 12/14/16

Poverty rates for the Brazos WDA are presented in the table above. The national average for persons in poverty is 13.5%. All but Leon County exceed the national poverty rate. The Texas average is 15.9%. Four of the seven counties in the region exceed the state rate for percent of persons in poverty. The more urbanized Brazos County is experiencing nearly double the national rate. This represents a significant challenge for workforce development programs and social services. Individuals most in need of skills training are often unable to afford attending training without some form of income support or stipend, which are generally not available in workforce programs.

Number of Veterans in Brazos Valley WDA by County

<i>County</i>	<i>Number of Veterans</i>
<i>Brazos</i>	<i>8,672</i>
<i>Burleson</i>	<i>1,376</i>
<i>Grimes</i>	<i>1883</i>
<i>Leon</i>	<i>1,706</i>
<i>Madison</i>	<i>1,011</i>
<i>Robertson</i>	<i>820</i>
<i>Washington</i>	<i>2,251</i>
<i>Total</i>	<i>17,719</i>

Source: U.S. Census Quick Facts Veterans from ACS, 5 year estimates, 2015

The table above presents the number of veterans by county in the Brazos Valley WDA by county. The region has a significant population of veterans with 49% of the total in Brazos County alone. Workforce development services to veterans are a priority at both the local, state and national levels. In addition to skills needs some veterans also face barriers to employment due to drug use, PTSD, homelessness and psychological problems affecting their ability to complete training and return to the labor force. While many veterans have social and family networks and resources to tap into for support, some veterans are in need of special targeted assistance both for skills training and for referral to other programs to address their barriers. The Board works with Veterans programs to ensure that veterans receive assistance to become gainfully employed and address difficulties with adjusting to civilian life.

8. An analysis of workforce development activities in the region including education and training.

Workforce Solutions Brazos Valley Board is the primary planning and operational entity for workforce development programs in the region. Workforce Solutions Brazos Valley Board is also responsible for the public funding allocated to the region for adult education and literacy services. The Board works with its partner agencies to ensure that access to services is available for all job seekers in the region and that employers are provided with a pipeline of qualified applicants for available jobs. The Board's mission is to provide employers with a quality workforce so that they may be competitive in the local and regional economy.

Workforce Development Programs

Workforce Solutions Brazos Valley contracts with entities to provide access to workforce development programs through the workforce center system, and for child care services to provide child care for eligible children whose parents work or are in training. Programs operated through the workforce center system are:

Workforce Innovation Opportunity Act (WIOA) – provide assessment, training, case management and job placement services to eligible individuals. In addition workforce center services in the form of resource rooms for job searching are available to all. Services are provided to adults, dislocated workers, and youth especially out of school youth, to include individuals with barriers to employment and who are eligible for services based on income criteria or barriers. Services are accessed through local workforce centers staffed by a contractor selected through a competitive procurement process.

Trade Adjustment Assistance (TAA) Program for the dislocated population offers assistance to laid off workers with a skill set or industry specific skill set that was migrated overseas for workers there to perform the job function. As a result TAA offers training assistance for workers to be re-trained for a different career track or upgrade the skills of a worker, in addition to providing Trade Readjustment

Assistance additional UI benefits during the course of a workers training program or while they are doing job search to locate permanent employment. TAA assistance covers remedial, English as a Second language or high school equivalency courses. Remedial and pre-requisites are not covered by WIA funding, therefore giving workers an extended time to acquire training certifications

Temporary Assistance to Needy Families (TANF) known as Choices in Texas – Choices provides a foundation for customers to transition from public assistance to work and self-sufficiency through employment-related services. Choices participants are referred from HHS, tested, assessed and counseled in basic job search techniques and begin their job search. Participation of a certain number of hours is required for individuals to continue to receive their TANF benefits and child care services. The expectation is that a participant will attain the necessary job skills to obtain a better paying job and eventually leave the TANF program. Activities include assessment, job search, subsidized and unsubsidized employment, educational services for individuals that have not completed secondary school.

Non-custodial Parent Program – The program targets unemployed or underemployed non-custodial parents who are behind on child support payments. The NCP program is affiliated with Choices in that the non-custodial parent of a TANF child is required to participate in workforce development programs, to obtain employment and to pay back child care owed to the mother of the child. Services include job search, assessment, intensive case management, development of an employment plan and weekly contact with program staff. Failure to successfully participate results in the NCP participant being subject to incarceration for failure to pay child support.

Supplemental Nutrition Assistance Program - Promotes long-term self-sufficiency and independence by preparing Supplemental Nutrition Assistance Program (SNAP) recipients for employment through work-related education and training activities. Activities include job search, work experience, workfare, non-vocational training and unsubsidized employment. Participants have to meet work requirements to continue receiving SNAP benefits.

Employment Services - Provides comprehensive recruiting, job search and related services to businesses and job seekers to connect employers seeking workers and individuals seeking employment. The program provides recruitment services for employers with job openings, job search assistance, job referral and job placement assistance for job seekers, and reemployment services for Unemployment Insurance claimants. Coupled with Employment Services is a business services unit which works in partnership with the ES staff to provide outreach and job matching services for area employers, provides facilities for employer hiring events, advises employers on labor laws and screens applicants for prerequisites prior to job referrals. The business services unit also serves as the means by which the Board and contractor listen and understand employer needs and tailor workforce development services to meet those needs.

Child Care Services - Subsidizes child care services for eligible, low-income families, which promotes long-term self-sufficiency by enabling parents to work, attend school or participate in job training. Eligible families of children under the age of 13 may receive child care financial assistance so that parents can work, attend school, or participate in training. Eligible families may choose from providers that meet local and state requirements. The Child Care services program also provides information to customers about child care options. Child care providers can obtain information for provider certification, attendance tracking and child care quality improvements.

Adult Education and Literacy – The Adult Education and Literacy (AEL) program serves adults who are at least 16 years old and/or are beyond the compulsory school attendance age, and meet any of the following criteria: function below the high school level, lack a high school credential or, are unable to speak, read or write in English. Through the Boards AEL program consumers can get their high school

equivalency certification as well as work towards their citizenship. Workplace literacy classes provided to employers under the local AEL program provides incumbent workers with access to employer based certifications such as hospitality industry certificates. Intensive College Readiness AEL classes offered by WSBVB prepare consumers to take the college entrance exam and successfully transition into post-secondary academic or occupational training certifications.

The effectiveness of workforce development programs is measured by the Texas Workforce Commission through its contracted performance measures regarding program outcomes and placement of customers into employment. The performance standards targets required by TWC are incorporated into the workforce center system contractor's contract. The FY2016 performance report for these measures is presented on the next page.

For FY 2016 WSBV exceeded the measure on three standards, WIA/WIOA Youth Placement in Employment/Education, Youth Literacy/Numeracy gains, and Choices Full Work Rate. The Board was meeting four standards, Number of Employers Receiving Workforce Assistance, Staff-guided Entered Employment, At-Risk Employment Retention, and Total Job Seekers Educational Achievement. One measure was failed, Claimant Reemployment within Ten Weeks. The Board achieved 88.39% of the target of 57.8% with a current performance for the period of 51.09%.

BOARD SUMMARY REPORT - CONTRACTED MEASURES

Year-to-Date Performance Periods*

BOARD NAME: **BRAZOS VALLEY**

FINAL RELEASE
As Originally Published 9/30/2016
AUGUST 2016 REPORT

Status Summary		With Positive Performance (+P):		Meeting Performance (MP):		With Negative Performance (-P):		% +P & MP							
Contracted Measures		3		5		1		88.89%							
Source	Measure	Status	% Current Target	Current Target	EOY Target	Current Perf.	Prior Year End	2 Years Ago YE	YTD Num YTD Den	QTR 1	QTR 2	QTR 3	QTR 4	From	To
Notes															

Reemployment and Employer Engagement Measures

TWC	Claimant Reemployment within 10 Weeks	-P	88.39%	57.80%	57.80%	51.09%	57.17%	60.12%	1,964 3,844	57.00%	53.13%	47.25%	47.76%	7/15	5/16
TWC	# of Employers Receiving Workforce Assistance	MP	97.67%	1,161	1,227	1,134	1,371	1,191	— —	665	644	596	587	10/15	8/16

1. BCY16 targets will adjust based on each Board's Oil/Gas claim to nonOil/Gas claim casemix with the Oil/Gas claims having a lower target than the nonOil/Gas claims.

Common Measures - Outcomes

TWC	Staff Guided Entered Employment (State Reporting)	MP	95.57%	78.40%	78.40%	74.93%	75.69%	74.91%	514 686	78.77%	76.38%	74.21%	72.20%	10/14	9/15
LBB-NK	At Risk Employment Retention	MP	99.06%	78.00%	78.00%	77.27%	77.74%	75.01%	2,903 3,757	78.94%	77.11%	76.94%	75.97%	4/14	3/15
LBB-NK	Total Job Seekers Educational Achievement	MP	100.54%	75.50%	75.50%	75.91%	81.60%	80.79%	104 137	66.67%	53.85%	74.36%	95.56%	10/14	9/15
DOL-C	WIA/WIOA Youth Placement in Employment/Education	+P	105.41%	69.00%	69.00%	72.73%	77.14%	75.95%	64 88	66.67%	71.43%	66.67%	82.76%	10/14	9/15
DOL-C	WIA/WIOA Youth Literacy/Numeracy Gains	+P	109.72%	58.00%	58.00%	63.64%	77.78%	55.88%	14 22	n/a	50.00%	60.00%	69.23%	7/15	6/16

Program Participation Measures

TWC	Choices Full Work Rate - All Family Total	+P	108.08%	40.00%	40.00%	43.23%	32.95%	35.04%	10 24	31.58%	39.16%	52.93%	52.28%	10/15	8/16
TWC	Avg # Children Served Per Day - Combined	MP	99.63%	1,089	1,089	1,085	1,023	1,076	260,340 240	1,079	1,131	1,111	986	10/15	8/16

Education Resources

There are three primary post-secondary educational institutions in the region: Texas A&M University including TEEX/TEES, Blinn College and Vista College.

Texas A&M University is a major national research institution with its main campus in College Station. Enrollment in 2015 exceeded 58,000 students. For the 2014 – 2015 academic years, A&M awarded 13,297 degrees in more than 140 areas. TEEX/TEES provide certificate programs.

Blinn College had a fall 2015 enrollment of 19,422 students across several campuses and programs. The majority of students (13,207) attended the Bryan campuses. The Brenham location had 2,421 students with the remainder split between distance learners, high schools, and several hundred in locations in Schulenburg and Sealy. Blinn offers a number of courses of study including traditional college courses that could meet requirements for an associate's degree or allow students to transfer to a four-year university as well as workforce training and technical programs.

Blinn College has several joint programs with Texas A&M University. One program is the TEAM (Transfer Enrollment at A&M) Program, which allows qualified students to co-enroll at Blinn and Texas A&M. Students who successfully complete the program earn automatic admission to Texas A&M.

In the area of workforce training Blinn offers courses in various health professions such as nurse aide, pharmacy technician, phlebotomy technician, and medication aide refresher. It also offers classes in welding, HVAC, electrician, professional truck driving, and various computer skills. For the 2014-2015 academic year Blinn College awarded 1,583 certificates and degrees in 54 program or discipline areas.

Vista College has locations around the state and the southwestern US. The College Station location has the ability to offer training in a number of areas. Concurrently they offer Associate of Applied Science Degrees in Business Management, Information Technology, Medical Assistance, and Medical Insurance Billing and Coding. Vista College also offers certificates for Dental Assistant and HVAC. For academic year 2014-2015, 70 students were enrolled in Business Management, 39 in Information Technology, 298 in Medical Assistance, and 98 in Medical Insurance and Billing. The Texas Higher Education Coordinating Board data listed no completers for these programs that year. In certificate-granting programs, the Dental Assistant program had 8 students enrolled but no completers. There were 99 enrolled in the HVAC program with a 27.5% completion rate during 2014 -2015.

Workforce Insufficiency

The Perryman Report ((An Assessment of Current and Future Workforce and Training Needs in the Research Valley Education Analysis Area, August 2016) states in addition to the demand created by economic expansion and a growing pool of high school graduates, the current workforce is inadequate for the area economy. The report reveals that the region is importing workers from other areas to meet current local need. The evaluation showed that 2,680 skilled workers working in the region live outside the region, mostly positions in skills trades and technical occupations. The report notes that the absence of adequate training opportunities for technical workers may well preclude the area from capitalizing on high growth sectors despite the inherent advantages of a major university and favorable cost conditions.

The Perryman Report further notes that there is a need for Associate's and certificate-level workers in computer and engineering technician occupations. In addition to computer support specialists, there is a

need for several types of engineering technicians, architectural and civil drafters, web developers, computer network support specialists, chemical technicians and other specialized fields. The lack of readily available computer and engineering technicians training program and graduates will likely reduce the attractiveness of the region for advanced industry firms. Residents will likely miss opportunities to prepare for jobs in a variety of growth industries.

The WIN report stressed that almost 40% of the projected employment in Grimes requires some level of on-the-job training or work experience, and not necessarily a post-secondary degree. Of the remaining projected employment 22.5% require a postsecondary vocational award or associates degree while another 38.4% require a bachelor or higher degree.

Part B: Operational Elements

1. A description of the workforce development system in the local area that identifies

a. The programs that are included in the system, and

b. How the local WDB will support the strategy identified in the State plan and work with the entities carrying out core program and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 that support the strategy identified in the State plan under WIOA section 102(b)(1)(E).

a. The core workforce development programs that WSBVB provides through the workforce center system include the Workforce Investment Opportunity Act, providing Adults, Dislocated Workers and Youth with skills training, job search assistance, support services, counseling, case management, work experience and placement services, Temporary Assistance to Needy Families (Choices program), assisting Choices participants in gaining employment experience, workforce maturity, and access to placement in a job paying a self-sustaining wage, Supplemental Nutrition Assistance Program, providing program recipients with job search assistance, referral and placement in jobs paying a living wage. These programs are supported by the Child Care Management System providing child care assistance to families where the parent(s) are working or in training.

b. The State Plan identifies a number of strategies tied to individual state agencies objectives to meet the Texas Workforce Investment Council's State Plan. The vision is "an innovative, world-class Texas workforce system ensures success in the dynamic global economy". The mission of the workforce development system is "to position Texas as a global economic leader by:

- *Growing and sustaining a competitive workforce*

- *Aligning programs with employer needs*
- *Integrating system services*
- *Leveraging partnerships*

The State Plan identifies four goals for its partner agencies. Below is each goal statement and how WSBVB will support each goal.

Goal 1: Focus on Employers

Board Response: WSBVB is also focused on employer needs through the establishment of its business services unit, through the operation of labor exchange services under the Wagner Peyser Act, through employer membership on its board, through its work with employers to outreach veterans to find quality employment. The Board workforce center staff interact with employers daily with one overriding mission – to listen to what employers are saying, to understand their business and to ensure that that information gets back to staff and Board members who make program decisions. The Board works with providers of career and technical education programs to ensure that graduates connect with the workforce center system and gain the competencies needed to meet job skill requirements.

Goal 2: Engage in Partnerships

The Board has a long history of partnering with the education community both in providing funding for occupational skills training and creating a school to work pipeline to move secondary school graduates into the labor market or on to higher education. The Board is working to incorporate the DARS program into the workforce development system to ensure that job seekers with disability barriers to employment have opportunities for access to training, workforce center services, job placement and on-going case management and follow up to improve their chances for success in the workplace. The Board also works with community partners such as the Housing Authority and the Food Bank to assist customers with life challenges while they are working or in training. Referrals are made to which ever agency might have the resources and programs to address barriers to employment that are not addressed specifically in workforce development programs. The Board partners with Adult Education Programs for high school equivalency programs and limited English proficiency programs.

Goal 3: Align System Elements

Though this goal does not have a Texas Workforce Commission system partner strategy noted in the State Plan, the Board is working with DARS staff to enhance transition services for students and youth with disabilities to training and employment or post-secondary education. The Board will work with education entities to assist with the development of portable and transferrable credit and credentials.

Goal 4: Improve and Integrate Programs

The focus of this goal is to accelerate employment and improve efficiencies through shared resources to create new opportunities for customers and stakeholders. The TWC strategy is directed at expanding self-service and distance learning options for the delivery of workforce

services and professional development for child care providers. TWC is also charged with enhancing the ease of access to labor market information tools. The Board supports improvements in efficiencies to provide services to rural areas and to improve self-service capabilities within the workforce center system. Using WorkInTexas has given local jobseekers and employers access to a wealth of information to facilitate the connection between employer and job seeker, to learn skills and capabilities of those in the “applicant pool” and understand the requirements for becoming a successful job candidate. The Board is working with DARS and Adult Education and Literacy staff to incorporate their services into the workforce development system in the region.

Student HireAbility Program

The Workforce Solutions Brazos Valley Workforce Board is committed to preparing students with disabilities to have a competitive and integrated employment experience. This will be accomplished by Workforce Solutions and Vocational Rehabilitation staff directing students to participate in employability skills training, work readiness training career exploration activities, work experience and postsecondary education. The Board’s three-year plan to accommodate the Student HireAbility Program is fluid and may be amended as the process becomes more refined. The plan is designed to create a long-term sustainable effort of collaboration based on implementing processes that can effectively deliver services efficiently. The goal is to identify services, partners and programs for students in the 14-22 year old range, particularly those that are transitioning to employment. During year one of the three-year plan, an analytical process will be conducted to determine what services to individual with disabilities are available, how the services are being delivered, and identify gaps or duplication in resources and services that exist. This includes gathering data and information; creating community and employer awareness and organizing and engaging service providers.

Data collection will be conducted through interviews with consumers, employers, school districts, other educational institutions, the Workforce Center, community based organizations, community leaders, and Vocational Rehabilitation staff for the purpose of identifying services and gaps for students 14 to 22 who have disabilities and are transitioning or preparing to transition from secondary education. Creating awareness of services for employers and the public will be done through discussion with various groups and creating collateral materials that identify available services with other organizations such parent groups, clubs and organizations and media. By organizing and engaging with various partners to develop partnerships, strategic services can be provided to students 14 to 22 with disabilities who are transitioning out of secondary schools in the Brazos Valley Region. This system of collaboration can result in integrated comprehensive services that will meet the State goal of increasing services to the number of students between the ages of 14-22 who have disabilities and allow them access to post-secondary education and training for employment.

Year one of the Student HireAbility Program will focus on awareness and engagement, year two will look at the strategic objectives of the program and year three will concentrate on continuing a sustainable collaboration with Workforce Solutions and Vocational Rehabilitation. Based on information collected during focus group discussions, service provider interviews, partnerships with school districts and employers, an actionable plan for implementation to increase capacity, encourage collaboration, and engaging employers is the expected outcome.

Important deliverables that are necessary to achieve planned outcomes include identifying a target audience of service providers that can provide services for students 14-22 and establishing the need for collection of analyzed data that identifies gaps and duplication of service that would hinder building capacity for the program. Partnering and collaborating with engaged employers is crucial to launching strategic efforts to service students 14 to 22 who are transitioning from secondary education. Capacity can be increased through arranging presentations about the tools available for use and referrals to proper agencies and employers that can bring awareness to the program with resources used to meet the State goals. It is also important to create a resource guide with pertinent information that outlines all services available to students in the seven county region. This resource guide would provide information to both employers and community groups about resources and services needed and available to students with disabilities who are transitioning out of high school.

To effectively offer substantive training, the Board will work closely with Blinn College and Career Technical Education (CTE) programs at the school districts to educate them on how to use the LMCI website as a resource for identifying industries for employment. This will enable the entities to become stakeholders in creating opportunities for students and to build a culture of employability for this population. This may require revising some processes to support employers, service providers and individuals on work readiness tools available through LMCI Department for students aged 14-22.

Accomplishing these goals may require using non-traditional methods or processes to increase awareness to unserved and underserved populations. These methods may include, but are not be limited to, outreaching the unserved and underserved populations through home schools or charter schools and working with local charitable agencies on identifying non-traditional methods for underserved populations, such as economically disadvantaged potential customers or potential customers that live in shelters. Efforts toward Juvenile Justice Students that may not have access to services previously are included in this outreach. The goal is to consider unique instances where students may not have been accessed previously. This may include developing a strategy or plan to evaluate and identify tools that address the five required pre-employment transition services to expand and/or enhance the referrals. The ultimate goal is to increase the number of referrals and enhance the effectiveness of services currently being delivered by Workforce Solutions Offices and local Vocational Rehabilitation offices for students. This process will be driven by setting a specific goal of individuals to service. Workforce and Vocational Rehabilitation will track the number of referrals, point of origination of the referral and measure on a quarterly basis any change in referrals. This will be in aggregate number representing demographic information. PII will not be used.

The Workforce Board will work with Workforce Solutions and Vocational Rehabilitation to develop collateral materials or use pre-existing collateral materials that has information about pre-ETS services for students 14-22. The material will be distributed to local employers, Workforce Solutions Offices, community partners, local education institutions, medical facilities and practitioners and service organizations. Information about the program will also be distributed on a regular basis at health fairs, offices of community partners and educational institutions, as well as in any other area that would reach employers, parents, and students.

Creation of a focus group that will specifically emphasize targeting employers and identifying the barriers to entry into the workforce is imperative to this effort. Data shows there are 53 million employable disabled

individuals but only 17.6% of them are employed. Skills training for these individuals can be supplemented with job coaching and working one-on-one with employers to identify individuals who can benefit from the expanded workforce.

The overall goal for the Student HireAbility Program is to solicit involvement from many parties, which include, but are not limited to school districts, private and home-schooled entities, Blinn College, Brazos Valley Center for Independent Living, Choices Voucher Section 8 Housing, Junction 505, medical facilities such as hospitals and physician offices, Mental Health Mental Retardation Agency, non-profit community and faith-based organizations, Project Search, Project Unity, Region Six (6) Education Service Center, Texas A&M University, Texas A&M System Agencies and the Twin City Mission.

2. A description of how the Board will work with entities to carry out core programs to:

a. expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

WSBVB prioritizes services to those experiencing barriers to employment (poor work history, lack of work experience, lack of educational or occupational skills attainment, dislocation from high-wage, high benefit employment, low levels of literacy, low levels of English proficiency, disability status, homelessness, ex-offender status, welfare dependency, veterans and foster children.

The Board's workforce center system contractor outreaches those with barriers, assesses their eligibility and need for services and develops a service plan to address these barriers to provide access to employment, training, education and support services. If supportive services are not provided by the contractor, a referral to agency partners or non-profits for service and provide follow-up to customers to eliminate the barrier if possible. Working with partners to provide streamlined services will assist customers in addressing barriers, realizing their goal of skills attainment and employment.

A growing number of adult job seekers have had problems with drugs and petty crimes, resulting in criminal records that hinder their ability to find employment or enter training programs. Most employers employ drug testing as part of their applicant screening process. The number of potentially unemployable individuals is growing while resources to address "offender" populations continue to decline. The State funded Project RIO, which provided targeted job search and employment opportunities for offenders, was discontinued with no replacement program offered by the Governor or the Legislature. The Board addresses this issue by working with partner agencies, such as ISDs, BVCASA, Project Unity, Windham School District, and county probation departments, to provide job seeking assistance and training opportunities to ex-offenders.

Individuals with drug or alcohol related offenses cannot be insured for 5-7 years after they are released from confinement because employers cannot or will not obtain liability insurance for these individuals. Approximately 65 percent of the Choices Program population has an offense on record, making it difficult to place them in jobs. The workforce needs and the public's

perception of training and employing offenders offer unique challenges. The evaluation process for ex-offenders is a multi-step approach that includes information gathering, goal-setting, self-assessment and program placement and requires staff to encourage participants to take advantage of educational and vocational services offered at the center. Cooperation continues among the partner agencies in providing testing, counseling, guidance, case management, and job placement services to improve the employment and self-sufficiency outcomes as jobseekers with criminal histories as a population that needs to be served.

The Workforce Solutions Brazos Valley's objective remains to reduce recidivism through employment, helping the ex-offender obtain employment as soon after release as possible. Ex-offenders participating in workforce center programs are encouraged to take advantage of educational and vocational services necessary for employment. Services offered help ex-offenders by providing job preparation services for employment. Ex-offenders are assigned to assessment specialists who develop individualized treatment plans to identify a career path for the offender and to guide placement decisions. Career Navigators examine the individual's employability and develop plans for making the jobseeker marketable for available jobs and occupational demands in the community/region by recommending appropriate academic or vocational programs within the center that concentrate on developing job readiness training to hone interview skills, life skills and job search skills for the ex-offender. Employment specialists also have access to the Texas Workforce Commission's entire database of current job listings to match participants with jobs. Job readiness classes that focus on the proper completion of a work application, preparing a resume, performing in a mock interview, and the accomplishment of practical training that readies the ex-offender for competition in the job market. Research has shown that ex-offenders with jobs are less likely to commit new crimes. The Board's goal is to develop relationships with employers willing to hire ex-offenders and to help ex-offenders secure well-paid employment.

Addressing educational deficiencies is the beginning to effective academic and career options that will allow jobseekers to achieve the successful completion of courses needed to attain needed skills. As the labor market becomes more specialized and economies demand higher levels of skill, most upwardly mobile positions require at the very least a high school diploma or equivalent. Individuals with limited English proficiency will find it difficult to acquire jobs paying a self-sufficient wage. In the Brazos Valley region, 14.4 percent of individuals have no high school diploma. The Texas economy is growing rapidly so employers need access to every available skilled worker. Lack of a high school diploma or lack of English proficiency reduces the number of qualified job seekers in the labor force. Adult Education Programs provide classes for High School Equivalency Programs and Limited English Proficiency (LEP) Programs. In these classes job seekers can receive tutoring and small group sessions for adults at the 6th grade level or below. Common reasons for High School Equivalency and LEP participants not having received a high school diploma include leaving high school early, the inability to pass required courses or mandatory achievement tests, the need to work, personal problems, and wanting to get into college early. Workforce Solutions Brazos Valley has partnered with BVCOG to provide High School Equivalency classes throughout the region. BVCOG contracts with the regional education service center to manage the Adult Education & Literacy classes in all counties except Madison which is operated by the county. The Board

intends to work with this partner to expand access to basic skills training for those without a high school diploma or who are deficient in English.

Another issue pertinent to the educational deficiencies problem is the use of testing as the basis for identifying skills learned. “High stakes” testing doesn’t drive success. Students not only need to learn skills but also have to know how to apply them in the “work-a-day” world. Experiential, team based projections cutting across multiple disciplines presents students with a realistic opportunity to understand how to apply skills learned and documents that attainment.

b. facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.

Career pathways are designed to guide customers from their first employment onward to becoming self-sufficient, hopefully in an occupation that allows opportunity for increased income and responsibilities. This approach is embodied in the career pathways directive included in WIOA. The linchpin to success in this approach is skills acquisition, whether by “learning by doing” work experience or on-the-job training, occupational skills training, or a combination of mentoring/job shadowing. Without skills attainment, the customer will bounce from one low paying job to the next with no improvement and no hope for a better life. The Board’s approach to services is to ensure that every customer is directed/assisted/encouraged/cajoled to learn what it takes to be successful, by addressing barriers and providing access to skills acquisition. For youth the Board intends to work more diligently to transition in-school and out of school youth to employment or higher education through the gradual acquisition of competencies, giving the customer skills for success and growing confidence in their ability to succeed. A key ingredient to this approach is to ensure that customers know what it takes to be successful, to obtain a job paying a living wage. Skill requirements for each target occupation in the region are made available to all customers so they know what needs to be done to meet those requirements.

The Navasota Independent School District commissioned a study of career pathways and career readiness in 2013. The report, Career Readiness in the Navasota Region, details the growth industries in Grimes County and the skills necessary to obtain employment in occupations in these industries. The report recommended that core employment skills be taught along with job specific skills to prepare youth for eventual employment, that universal personal and interpersonal skills be incorporated into all career and technical education programs, and that schools build formal pipeline arrangements with regional employers to provide preferential status to graduates of relevant CTE programs.

The Board is incorporating soft skills training into its training programs and job search assistance activities.

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

The Board will also work with TEA and TWC in their development of transportable industry recognized credentials for those students successfully completing their academic requirement and occupational training. The Board’s workforce center system contractor will ensure that the

array of recognized credentials are understood and assist customers in successfully completing training to meet these requirements.

3. A description of the strategies for coordinating programs and services for target populations.

As noted in the Strategic section of this plan the Board will coordinate with agency partners who share the same target populations for services. Board and partner agency staff meet periodically to review referrals and ensure no one “falls through the system cracks”, that solutions are developed and implemented to assist shared customers. Upon entering the workforce center a customer is informally interviewed to determine what their primary need is whether it’s just job search or more intensive help. If immediate barriers are identified the customer is provided referral information to other agencies who might best serve that need. If the individual needs basic skills remediation he/she may be referred to Adult Education and Literacy programs prior to being considered for occupational skills training. Veterans have priority of service and are immediately referred to the Veterans program for services as well as access to the full services of the resource room. A youth customer is initially reviewed to determine their status and barriers. An individual service plan is developed with steps to addressing barriers, assignments to activities which may best enhance and improve their basic skills and referral to outside agencies as the need is identified. Individuals on public assistance are provided with intake and assessment of their skills and barriers to employment. Individuals referred through Choices are assigned to a case manager, provided initial counseling on an employment development plan to address barriers, given instruction on how to do job search and to report participation hours and provided access to child care and transportation services as needed. All potential customers, to include low income individuals are provided access to the resource room to search for employment, seek assessment of their skills and information on the local labor market and the skills needs of employers. Program Orientation is provided periodically to let potential customers know about the services that are available as well as additional training services for which they may be eligible.

On-going customers are required to meet periodically with their case manager to determine their progress in the program activity and to understand any issues the customer might be facing that might hinder their ability to successfully complete the program and gain employment. Case managers have a list of resources and agencies available to address most every need that might be encountered. The goal of the program is the success of the customer.

4. A description of the strategies and services that will be used in the local area:

a. To facilitate engagement of employers in the workforce development programs, including small employers and employers in in-demand industry sectors and occupations.

The Board encourages regional employers to be active participants in the workforce development system by providing a high level of quality and responsiveness to the needs of employers, by seeking employer input into the operation of business services activities, by convening periodic meetings with representatives of major employers in the area and by having Board and contractor staff attend economic development meetings and functions to represent the workforce development system and provide information to employers. Business Services staff also work with each employer to better

understand the employer's business and industry sector, to anticipate employer needs regarding recruiting, screening and hiring qualified applicants and to obtain employer feedback on the quality of services being provided by the workforce center system contractor. Workforce centers are made available for hiring events, interviewing and applicant screening or obtaining labor market information and understanding labor law requirements. These contacts with employers happen on a day to day basis.

The Board has the ability to conduct customized training as well as on-the-job training if these strategies best fit employer needs. In either strategy a customized training plan is developed for potential hires giving trainees actual experience in the employer's business prior to being hired. Training is specific to the employer's operations and procedures and can be adjusted to changing circumstances and specific needs of the trainee as well as the business.

b. To support a local workforce development system that meets the needs of businesses in the local area

Area employers represent more than fifty percent of the workforce board's membership and are active participants in the development of strategies and actions to meet employer needs. On-going oversight of programs and activities by board members through committee meetings, planning sessions, and industry-specific employer meetings ensure employer needs are understood and anticipated in designing programs and services. The workforce center system contractor is held to strict standards of conduct in outreaching businesses for workforce development services. Board policy dictates that only qualified applicants are referred to employer job openings. Significant staff actions regarding service to employers in the region are highlighted at each board meeting. Business Services staff report on employer contacts made, new hires made, and the current and changing economic climate in the region.

c. To better coordinate workforce development programs and economic development

The Board is supported by staff of the Brazos Valley Council of Governments. The Brazos Valley Council of Governments (BVCOG) is a multi-purpose voluntary organization of, by and for local governments in the seven county Brazos Valley region of Texas. The BVCOG serves over 315,000 citizens and covers an area of 5,109 square miles. This area, known and referred to as the Brazos Valley Region consists of seven counties, which are Brazos, Burleson, Grimes, Leon, Madison, Robertson and Washington. The Community and Economic Development Department of BVCOG supports on-going communication and regional planning goals within the seven-county BVCOG region. Through a strong emphasis on community and economic development, BVCOG staff works with city and county officials to concentrate on rural transportation planning, economic development, small business funding, community development, grant writing, demographic interpretation, and GIS and mapping services.

Workforce development staff and BVCOG staff meet quarterly with economic development organizations in the Regional Economic Development Forum, held throughout the seven county region. The group includes chambers of commerce, economic development foundations and city economic development departments. Among the goals of the Forum are:

- 1. Goal - Assist member governments, industrial and economic development foundations, etc. with applications for projects, which would result in the creation and retention of jobs.*
- 2. Goal - Provide technical assistance to member governments, chambers of commerce, industrial foundations, etc. in trying to obtain projects that would create new jobs.*

This collaboration creates visibility for workforce development systems and allows Board and contractor staff to keep up to date on the changing economic circumstances in the region and be ready to respond to expansions and layoffs as they happen.

d. To strengthen linkages between the one-stop delivery system and unemployment insurance programs

The workforce center staff work with individuals receiving unemployment insurance to ensure their rapid re-entry into the workforce and the attainment of employment paying a self-sufficiency wage. UI claimants are provided assistance with accessing the UI system to maintain their eligibility, getting registered with WorkInTexas.com and providing job referrals.

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

Board Response:

The Board's coordination with economic development is discussed in question 4, above. The Board encourages customers to consider entrepreneurial skills development. The achievement of self-employment through skills development and microenterprise training hinges on several factors: the characteristics and experience of potential customers, their relative level of work experience, and their access to training in business skills to include planning and financial management. The Board will consider increasing entrepreneurial skills training and the development of microenterprise services with additional assistance from TWC regarding best practices for these services. For now the Board has strengthened assessment of potential customers to take note of the skills and work experience which might make such customers candidates for self-employment.

6. A description of the one-stop delivery system in the local area, including explanations of the following:

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

The Board encourages employers to work with area training providers to ensure that training meets the employer's needs and such training is within the capacity of the training provider to implement. Tracking of current performance in graduation rates and job placements is one method the Board uses to determine the effectiveness of training programs. Also both the local community college and area employers are represented on the Board.

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

Most rural populations live out-of-reach of the existing communications infrastructure, the typical average revenue per user is low, and the rural environment poses numerous economical and operational difficulties such as rough terrain, limited power supply and dearth of skilled labor. Many services offered by the Workforce Center are available via the internet. Customers can access WorkinTexas and other TWC websites for information about employment and available services. The

Brazos Valley Council of Government website also has a wealth of information concerning programs offered.

Workforce Solutions of the Brazos Valley has a robust website, bvjobs.org, which offers a plethora of information on programs and services available at the workforce centers in the region. There is information on the resource rooms, labor market information, job search tools, links and resources, and the events calendar which features job fairs, employers in the lobby, and other events related to employment in the Brazos Valley.

The Workforce Center Facebook and Twitter pages offers information on upcoming events happening at the Workforce Center or events being sponsored by the Workforce Center, recent job postings and informational employment articles that provide help to jobseekers on job readiness, interviewing skills or resume development.

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

The Board's internal monitoring ensures that its activities are in strict compliance with all non-discrimination and ADA requirements. The Texas Workforce Commission also periodically monitors for EEO requirements to include ADA accessibility requirements for physical facilities. Any deficiencies are noted and immediately addressed in a corrective action plan to bring the deficiency up to compliance. Staff are trained in the EEO and ADA requirements. Required notices are prominently posted in public areas of the workforce centers as well as staff office area. Individuals assessed as needing accommodation for their specific disability are provided that accommodation through the workforce center services or through a partner agency. Such accommodation is noted in the customer's employment plan and in case notes.

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

Each one-stop partner in the workforce center system has a role to play in providing services to shared customers. Depending on their specific grant requirements, partner agencies provide services that may not be available through workforce development funding, such as adaptive equipment for disabled or special counseling in personal crises management or financial literacy. The partners support the overall service mix to customers coming into the workforce center system. Regarding resources, the Board has leases with partner agencies to pay for a share of the costs of the workforce center systems physical space, maintenance and utilities.

- 7. A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.**

Board Response:

A description and assessment of training programs in the region is presented in Part A of the plan, item 8.

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

Board Response:

The Board selects a contractor to provide rapid response services in coordination with TWC efforts for this population experiencing dislocating disasters, layoffs, plant closings and other events that precipitate substantial increases in unemployment in the region. The contractor is procured through a competitive procurement process (described elsewhere in this document).

9. A description and assessment of the type and availability of workforce investment activities for youth in the local area, including activities for youth who have disabilities. This description must include an identification of successful models of such activities.

Board Response:

Workforce services offer youth different real –life world experiences to prepare them for the world or work. If immediate employment is the goal, the Board requires that each youth attend work readiness classes for a week. A review of the youths TABE assessment will be reviewed individually. Out of School Youth are required to be TABE tested. If youth does not have a score of 8.9, mediation is required and work experience is not given until a grade level gain is accomplished. The focus is for youth to be well rounded, being able to comprehend assigned job duties, take direction and being skill ready. Workforce services offer youth high school equivalency classes and remediation to assist them in the goal of obtaining a high school diploma or equivalent.

Work readiness provides the following components:

- Labor Market Information
- Work Readiness Skills (assessment)
- Proper Work Etiquette
- Proper Work
- Skills Training/Occupational Training
- Support Services
- Employment
- Job Retention

The required youth program activities and method of access are presented below:

<i>Required Youth Activity</i>	<i>Method of Access</i>
<i>Tutoring, study skills training, drop-out prevention and recovery and achievement</i>	<i>Workforce center contractor Coordination with ISDs, juvenile justice</i>
<i>Alternative Secondary School</i>	<i>Procured contractor for on-line AEL-HSE</i>
<i>Paid and unpaid work experience with academic and occupational component</i>	<i>Workforce center contractor Public/private worksite agreements</i>
<i>Occupational skills training</i>	<i>Workforce center contractor with community colleges</i>
<i>Education/training for occupational cluster</i>	<i>Workforce center contractor with community colleges</i>
<i>Leadership development</i>	<i>Workforce center contractor</i>
<i>Supportive services</i>	<i>Board and workforce center contractor</i>

<i>Adult mentoring</i>	<i>Procured contractor</i>
<i>Follow up services</i>	<i>Workforce center contractor</i>
<i>Comprehensive guidance and counseling</i>	<i>Workforce center contractor</i>
<i>Financial literacy education</i>	<i>Procured contractor</i>
<i>Entrepreneurial skills training</i>	<i>Workforce center contractor</i>
<i>Labor market information</i>	<i>Workforce center contractor</i>
<i>Activities to prepare for and transition to post-secondary education and training</i>	<i>Workforce center contractor</i>

10. A description of how the Board will coordinate relevant secondary- and postsecondary- education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

Board Response:

The Board coordinates with area ISDs and the community college to provide access to workforce center services for their students. These partners in turn refer individuals with barriers to employment and who need additional assistance remaining in school or returning to school or who are seeking employment, to the workforce center system. The workforce center contractor also conducts outreach at area schools to inform students of services available and to assist students to remain in school.

11. A description of how the Board will provide transportation, including public transportation, and other appropriate support services in the local area in coordination with WIOA Title I workforce investment activities.

Board Response:

The Board's support services policy provides for assistance with transportation in the form of gas cards or bus tokens. In some cases repair to a vehicle may be authorized up to a set amount in order to allow customers to participate in training activities or job search. Support services are paid by BVCOG as the fiscal agent, and coordinated/tracked/managed through the workforce center contractor. Child care services are provided through the Child Care program contractor. The Board also serves on the Regional Transportation Advisory Committee.

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

Board Response:

The workforce center system contractor is responsible for all functions within the one-stop system. Access to Wagner-Peyser services, or employment services is made through the workforce center system, though the functions are performed by Employment Service (merit) Staff hired by TWC. Therefore there is no duplication of services with a separate entity providing ES services. Board program coordinators oversee program operations for every aspect of the system to ensure that

functions are being managed by the contractor in an efficient manner. The contractor provides monthly reports of activities and progress in line with the contract work-statement. These reports are shared with Board members at regular meetings.

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

Board Response:

WSBV is the Title 2 grantee for adult education and literacy (AEL) as well as the Title 1 grantee for WIOA activities in the Region. Contractors who provide these services are required to coordinate access to each other's services. The AEL contractor has labor market information, workforce program applications, and a career navigator for students who assist with advocacy across program lines. The AEL contractor uses the WIOA subcontractor for customer support, recruitment, testing, space, and coordinated case management for joint customers. The WIOA subcontractor refers to the AEL contractors any customers experiencing education and literacy barriers to employment. They participate in monthly staff meetings and triage joint cases. The Board also works with local libraries which provide access to distance learning services.

The Board will identify a review team and implement the review of proposals for the local adult education competition based on Agency guidance.

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

Board Response: TWC has revised the planning guidelines to state the question is not applicable to Texas workforce boards. (January 3, 2017, by Joel Mullins, TWC). Below is a list of WSBVB's partner agencies:

- Area Agency on Aging
- BISD English Literacy Civics Education Program
- BISD Even Start Family Literacy Program
- Blinn College Non-Certificate Post-Secondary Career & Technical Training Provider - provides credit certificate and degree programs.
- Brazos County Community Supervision and Correction
- Brazos Valley Aging and Disability Resource Center
- Brazos Valley Mental Health and Mental Retardation
- Department of Assistive and Rehabilitative Services, Division for Blind Services

- *Department of Family and Protective Services Preparation for Adult Living Program*
- *Experience Works, Inc.*
- *Federal Prison Camp Bryan, Texas*
- *Financial Fitness*
- *Gary Job Corps*
- *MHMRA of Brazos Valley*
- *Project Unity*
- *Senior Texans Employment Program*
- *TEEX*
- *Texas Cooperative Extension*
- *Texas Health and Human Services*
- *Texas Youth Commission*
- *The Brazos Valley Council on Alcohol and Substance Abuse*
- *The Office of the Attorney General*
- *Twin City Mission on Home Partners*
- *Twin City Mission Youth and Family Services STAR Program*

15. An identification of the entity responsible for the disbursement of grant funds described in WIOA §107(d)(12)(B)(i)(III), as determined by the chief elected officials or the governor under WIOA §107(d)(12)(B)(i).

Board Response:

The WSBV fiscal and administrative agent is Brazos Valley Council of Government as determined by the partnership agreement.

16. A description of the competitive process that will be used to award the sub-grants and contracts for WIOA Title I activities.

Board Response:

WSBV uses a competitive procurement process to select contractors for WIOA activities. The Board releases a request for proposal for operation of the workforce center system in the Brazos Valley WDA. The RFP contains the requirements and restrictions concerning the contracting and operation of the programs as well as the scoring criteria and timeline for the procurement. The RFP details the submission requirements and narrative and budget instructions. The Board maintains a "bidders list" of entities which might be interested in submitting a proposal. A notice of the availability of the procurement is posted in local newspapers, the BVCOG web page and sent to entities on the bidders list. A "bidders' conference" is held either on-site or by telephone to discuss the RFP elements and answer questions. A question/answer document is posted a few days after the bidders' conference and emailed to entities on the bidders list. Proposals are due at the assigned due date and time. Late proposals are not accepted.

Proposals received are submitted to an independent evaluation team for evaluation using a standardized scoring instrument based on the RFP scoring criteria and instructions. The independent evaluation team submits its report to the Board detailing the evaluation score and strengths and weaknesses of each proposal. The Board reviews the evaluation report and takes action on a staff recommendation to select a proposer for contract negotiations. If negotiations are successful a contract is signed.

Proposers are notified of the action taken by the Board. Proposers may elect to receive a debriefing on the evaluation of their proposal. Entities that want to appeal the decision may follow the Board's appeal process within a certain time period from the date of Board action on the procurement.

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

Board Response:

The performance measures for WIOA are negotiated with TWC by the WSBV Executive Director based on local information acquired by TWC that can impact performance measures, such as the downturn in the energy industry and its impact on getting energy workers re-employed within 10 weeks. The performance of the WSBV fiscal agent, BVCOG, is reviewed by the Board's certified public accountant (CPA) annual review, the TWC financial teams annual monitoring and the BVCOG annual financial A-133 audit. The chief elected officials review the BVCOG audit and the WSBV board members review the Board's CPA and TWC financial monitoring report. An initial and annual evaluation of eligible training providers (ETP) is done following TWC requirements concerning performance by Board staff to remain on the training provider list for our area. The Board CPA, Board programmatic monitor and the TWC Subrecipient monitoring team monitor ETP used by consumers to ensure they are the ETP approved.

The following performance measures were set in accordance with WIOA § 116(c):

Adult Employed Q2 Post Exit – 63.90%

Adult Median Earnings Q2 Post Exit - \$4,000.00

Adult Employed Q4 Post Exit – 77.80%

Adult Credential Rate - 76.90%

Dislocated Worker Employed Q2 Post Exit -84.80%

Dislocated Worker Median Earnings Q2 Post Exit - \$5,990.00

Dislocated Worker Employed Q4 Post Exit – 67.40%

Dislocated Worker Credential Rate - 79.60%

Youth Employed/Enrolled Q2 Post Exit – 73.30%

Youth Employed/Enrolled Q4 Post Exit – 71.60%

Youth Credential Rate – 61.10%

- 18. A description of the actions the Board will take toward becoming or remaining a high-performing Board.**

Board Response:

WSBV monitors performance monthly. Any measure at risk of not meeting is reviewed for corrective action. Continued failure to meet performance as contracted may result in a technical assistance plan with specific steps to address deficiencies. The Board will ask for assistance if there is failure to meet performance to seek out best practices. Failure to achieve contracted performance with technical assistance may result in the subcontractor being put on a corrective action plan.

- 19. A description of how training services outlined in WIOA §134 will be provided through the use of Individual Training Accounts (ITAs), including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of ITAs under that chapter, and how the Board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.**

Board Response:

The targeted occupation list for occupational skills training funded through WIOA is posted on BVJOBS.org and available in the resource rooms of WSBV. Local labor market information is available to participants on Texas LMCI TRACER <http://www.tracer2.com/cgi/databrowsing/?PAGEID=4> and in a WSBV brochure. AEL class information is provided in each resource room, on WSBV social media and through local outreach. ONET is used for career exploration, TABE or Supra for basic skill deficiency assessment and Work Keys for basic skills deficiency. The eligible training providers are listed on the TWC web site under https://apps.twc.state.tx.us/PROVIDERCERT/dispatcher?link=HREF&pageid=PUBLIC_SWL_SEARCH. If contracted training is provided then recruitment is done through the local newspaper, the WSBV social media, contact with other agency partners, and in the resource rooms. Participants are provided with this information through basic career services and individualized career services.

Training Services within the parameters of the WSBV targeted occupations will be provided to eligible job seekers through the TWC eligible training provider system using the WSBV individual training accounts (ITA). These training accounts have a life time benefit of \$7,000.00 per individual of which up to \$3,000.00 may be used for supportive services. The dollar amount for supportive services excludes child care services and transportation services.

If an industry in the region identified a training need that was unmet in the area that met the WSBV criteria for self-sufficiency wages, high growth, and able to be completed within two years then competitive procurement could be considered with the cost of the training being allocated to each participants ITA as tuition.

Adult Education and literacy activities that lead to a secondary school diploma (WIOA sec 3(3)) may be considered a training services. However, if Title I adult and dislocated worker funds are used for these activities they must be done concurrently or in coordination with any training activities in WIOA sec 134(c) (3) (D) (i)-(vii). See 680.350. Because WSBV is the grantee for TWC state AEL funding for the region it is open to combining AEL funding to pay for an AEL teacher to provide contextualized high school equivalency (HSE) training while using Title I adult/dislocated funds to provide concurrent targeted occupational training for eligible WIOA participants. This type of training would be competitively procured contracted training. The cost of the training would be based on an individual tuition that would be charged to an ITA for that individual.

- 20. A description of how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners.**

Board Response:

The WSBV one-stop centers use the State automated systems Work in Texas (WIT), Eligible Training Providers (ETPS), TWIST, and Workforce Center Customer Tracking (WCCT) system. The application for WIOA and child care services is on-line. Social media is used to outreach and educate consumers regarding services and employment/training topics.

- 21. The Board policy to ensure that priority for adult individualized career services and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, consistent with WIOA §134(c)(3)(E) and §680.600 of the Final Regulations.**

Board Response:

Adult career and training services are provided to all eligible individuals who might benefit for these services and who have the ability to successfully complete training. Individuals who are recipients of public assistance, low income individuals and basic skills deficient individuals are priority groups for service for all WIOA program services. Individuals referred to occupational skills training must meet certain basic skills requirements (reading/writing/math at a least 8th grade level) to be considered for training. The workforce center staff assesses the skills of candidates for training to ascertain what level of remediation might be given to allow priority groups to enroll in skills training. Any remediation activities will be incorporated into the training and described in the customers' employment plan.

The Board's Policies and Procedures include a 'Service Priority for Individualized Career Services and Training Service Policy' that addresses priority of services for recipients of public assistance, other low income individuals and basic skills deficient individuals. The Workforce Center Operator will follow the priority of service order for individualized career services and training services once eligibility for WIOA is determined. The Workforce Center Operator will follow the Texas Workforce Commission guidelines regarding the allowable services for basic and individualized career services, as well as training services. Priority individuals include veterans, low-income individuals and basic skills deficient individuals.

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

Board Response:

The Board limits ITA amounts to a \$7,000 lifetime benefit. Up to \$3,000 may be used for support services. Any exceptions to this limit will be described in the Board's ITA policy.

- 23. A description of the design framework for youth programs in the local area, and how the 14 program elements required in §681.460 of the Final Regulations are to be made available within that framework.**

Board Response:

This information is provided in response to question number 9 above.

- 24. A description of how the Board will encourage Registered Apprenticeship programs in its area to register with the eligible training provider system in order to receive WIOA funding.**

Board Response:

There are no registered apprenticeship programs in this region. The Board will work with any apprenticeships that might be made available to the area.

- 25. A description of the Board's strategy and commitment to support Apprenticeship Texas efforts across the state, as applicable.**

Board Response:

According to the Apprenticeship Texas Administrator's Guide the local education agency (LEA) must provide a copy of the Apprenticeship Program Application to its local workforce development board for review and comment. The Training Board will submit comments to TWC and the LEA concurrently and in a timely manner.

Public Comment

Board Response:

The Workforce Board provided public notice for the 2017 Integrated Plan. The notice included language stating the Integrated Plan outlined strategic program delivery for program services for WIOA, CCMS, TANF, Choices, Supplemental Nutrition Assistance Program Employment Services, Veteran Services, Adult Education and Literacy Program and the Non-Custodial Parent Choices Program. The Public Notice was advertised in the regional newspaper and the Texas Register. The notice informed the public that the Workforce strategic plan would be available for review and comment at the Center for Regional Services for a period of 30 days, Monday through Friday, 8:00 am to 5:00 pm and included the dates the plan was available for review. The notice also informed individuals that the plan could also be viewed on the Workforce job worksite. The notice listed a contact to which questions could be directed and that contact's email address. All the comments received are located behind the plan.

Part C: TWIC Requirements

Goal 1: Focus on Employers – to expand licensure and industry certification.

In the Brazos Valley the WIOA targeted high growth high demand occupations result in nationally and/or State recognized portable certificates. The local ISDs, local TDCJ Windham Schools, and out of region eligible training providers use the Boards targeted occupation to develop secondary dual credit courses and post-secondary courses. The targeted occupation list is based on labor market information and local input from employers, chambers of commerce, and economic developers.

The certifications that WIOA participants can receive include teaching certifications, health care certifications and construction related certifications[PB1] including Carpenter, Operating Engineers And Other Equipment Operators, Electrician, Supervisors Of Construction Trade, Plumbers, Licensed Vocational Nurse, Executive Secretaries And Administrative Assistants, Bookkeeping, Accounting And Auditing Clerks, Truck Drivers, Automotive Service Technicians, Telecommunications Line Installers & Repairers, Industrial Machinery Mechanics, Correctional Officers And Jailers, Firefighters, Police and Sheriff Patrol Officers, Machinists, Welders, Cutters Solderers And Brazers, Computer Controlled Machine Tool Operators And Dental Assistants. These occupations are included in our Targeted Occupations list for the Brazos Valley region.

The Board focuses on increasing the visibility of Workforce Solutions in the community and promoting the regional workforce centers as a resource to employers for their employers to receive industry certifications that will enhance the employee's productivity. The goal is to enhance Workforce social media postings and to increase the market share and number of job order postings quarterly. This will be done by disseminating information about Workforce Solutions resources and benefits available to employers, job seekers and civic organizations, creating a more robust social media site that includes information on interviewing skills, job search skills and developing resumes. The site also promotes Workforce Solutions services to employers and civic organizations through community events along with emphasizing the quality of applicant referrals to employers by matching the level of applicant skills to employer job requirements. Business customer satisfaction regarding the quality of job opening referrals is monitored monthly while also measuring quality of Work in Texas registration monthly and the number of WIOA and Choices job seekers enrolled in skills training, number completed and number placed in an occupation quarterly.

The goal is to use technological applications to inform job seekers about job openings and assist job seekers with access to new skill sets that meet employer requirements so that the Workforce Center is recognized as a valued connection for professional employment opportunities.

Also through the Boards AEL program consumers can get their high school equivalency certification as well as work towards their citizenship. Workplace literacy classes provided to employers under the local AEL program provides incumbent workers with access to employer based certifications such as hospitality industry certificates. Intensive College Readiness AEL classes offered by WSBVB prepare consumers to take the college entrance exam and successfully transition into post-secondary academic or occupational training certifications.

Goal 2: Engage in Partnerships

WSBVB collaborates with multiple partners for the purpose of collaborative identification, planning and implementation of services to improve the employability of all program participants to meet employer needs. These collaborations enhance service delivery for all partners and reduce duplication. Examples of these partnerships include the Community Business Leaders Partnership teacher externship program, and speakers bureau; ISDs and DARS partnership on transitions fair for youth with disabilities graduating from high school; and health care providers meeting for a community health worker certification.

To increase access to, referrals between and outcomes of AEL and services, WSBVB has a career navigator that provides outreach, community education, labor market information, information/referral, and follow up for potential and current AEL consumers. This position works directly with AEL teachers in the region to increase the number of consumers in the classes and through distance learning.

WSBVB works with the local public libraries to use their resources to expand distance learning access for the public. The resources of the public libraries that are used include computers, internet access, high school equivalency preparation software, job readiness software, English as Second language software, and citizenship software.

WSBVB, in operating the AEL publically funded program in the region, requires its subcontractors to make referrals to community resources to benefit the consumers and enhance retention.

Goal 3: Align System Elements

WSBVB intends to work with Texas Workforce Commission, the Texas Education Agency, the Texas Higher Education Coordinating Board as well as local education agencies to assist in the development and refinement of transportable skills credentials for graduates of workforce funded training programs.

Goal 4: Improve and Integrate Programs

WSBVB uses technology and service delivery options to expand program and service outcomes for child care providers, AEL providers, and consumers.

For AEL providers WSBVB utilizes the TWC TCALL (Texas Center for the advancement of Literacy and Learning) TRAIN (Training Resource and Innovation Network) contract to provided AEL providers with a free on-line professional development resource. TRAIN provides

free AEL teaching webinars, technical assistance, and books/materials that any teacher in the State can use to improve their skill level. Each WSBVB AEL provider is required to meet the State training expectation of 15 hours. WSBVB also provides two tier two level training seminars for subcontractor AEL teaching staff through TCALL/TRAIN. These training seminars target training needs identified by subcontractor staff.

For child care providers, WSBVB uses quality funds to subsidize child care staff tuition and books for on-line child development certifications. These certifications are able to be used by the consumer to receive dual credit that can be applied to an associate degree. This stackable approach to the certificates that WSBVB subsidizes is an important part to growing a local self-sufficient labor force.

Through the WSBVB automation and social media strategy (a web presence, Facebook, Twitter and paperless system) various community education efforts, outreach, and programs are being enhanced. For example, program applications are on-line with electronic signature capability being accepted in 2016/2017. This makes applying for assistance less disruptive for the consumer. YouTube how- to videos are used to provide programmatic information to consumers which reduces the need for them to come in the office for orientations. Distance learning software is used to provide distance learning to consumers in areas that cannot economically support an AEL class or when a consumer cannot attend the available classes due to no space or scheduling difficulties. The software provides ESL training, citizenship preparation and/or high school equivalency preparation. In 2017 it should be able to be used on a smart phone. Review of accessibility is done continually to make WSBVB social media accessible to people with disabilities.

WSBVB has implemented the Texas Rising Star (TRS) program in the region for day care providers by providing a TRS mentor and assessor. The TRS mentor outreaches providers and assists them in enhancing their programs. Enhancement includes observations of teachers, mentoring of directors, one-on-one training, coaching, providing resources/feedback and recommending corrective actions. Through quality funds WSBVB provides child care staff and directors training, educational equipment, and subsidizes to motivate providers to improve their services.

WSBVB requires its child care management subcontractor to refer all parents who become unemployed to refer them to the Workforce Center and make them aware of WorkinTexas, a free online automated job matching system.

1. Describe the top three industry clusters/sectors and occupations.

According to TWC industry and occupation projections to 2024 the top three industries in terms of percent job growth are Offices of Physicians, Other Professional and Technical Services, and Management and Technical Consulting.

SOC	Industry	2014 Annual Average Employment	2024 Annual Average Employment	Number change 2014-2024	Percent Growth 2014 - 2024
6211	Offices of Physicians	1,820	2,460	640	35.2
5419	Other Professional and Technical Services	570	750	180	31.6
5416	Management and Technical Consulting	610	800	190	31.1

Source: TWC LMCI 2014 – 2024 Projections

The top three industries in terms of overall employment are:

SOC	Industry	2014 Annual Average Employment	2024 Annual Average Employment	Number change 2014-2024	Percent Growth 2014 - 2024
6113	Colleges and Universities, Public/Private	23,270	28,170	4,900	21.1%
7225	Restaurants & Other Eating Places	10,800	13,370	2,570	23.8%
6111	Elementary & Secondary Schools, Public/Private	8,850	10,800	1,950	22.0%

Source: TWC LMCI 2014 – 2024 Projections

The top three occupations in terms of projected increase in numbers of positions are:

Occ Code	Title	Annual Average Employment 2014	Annual Average Employment 2024	Number Change 2014-2024	Percent Growth 2014 - 2024
43-9061	Office Clerks, General	10,370	11,990	1,620	15.6%
35-3021	Combined Food Preparation and Serving Workers	4,110	5,300	1,190	29.0%
41-2031	Retail Sales Persons	4,340	5,140	800	18.4%

Source: TWC LMCI 2014 – 2024 Projections

WSBVB selects target occupations across the industry spectrum, targeting those which are projected to grow and for which additional training is needed. As the table above shows, the occupations showing the most growth are not target occupations in that no or very little training

is needed for these occupations. Individuals seeking these types of jobs are assisted through the workforce center system but training is not necessary for most of these jobs. None of these jobs has an entry level wage approaching the Board's minimum wage level for training, \$14.00 per hour.

The industries and occupations the Board has selected to target are noted on pages 7 through 10 of the plan document.

The top six sectors in terms of overall employment growth are Education and Health Services, Trade, Transportation and Utilities, Leisure and Hospitality, Professional and Business Services, Construction and Government. These sectors account for nearly 89% of the total increase in employment through 2024.

Sector	2014 Annual Average Employment	2024 Annual Average Employment	Number change 2014-2024	Percent Growth 2014 - 2024
Education and Health Services	45,870	56,370	10,500	22.9%
Trade, Transportation and Utilities	22,850	27,060	4,210	18.4%
Leisure and Hospitality	16,050	19,790	3,740	23.2%
Professional and Business Services	8,690	10,660	1,970	22.7%
Construction	7,440	8,990	1,550	20.8%
Government	10,320	11,790	1,470	14.2%

Source: TWC LMCI 2014 – 2024 Projections

WSBVB's target industry list presented on page 12 – 13 includes industries from each of these sectors.

2. The top five occupations in each industry.

Listed in the table below are the target occupations in each of the Board's target industries.

SOC	Industry
6221	<p>General Medical and Surgical Hospitals</p> <ul style="list-style-type: none"> • Registered nurses • Licensed Practical & Licensed Vocational Nurses • Respiratory Therapists • Surgical Technologists • Biological Technicians • Dental Hygienists • Dental Assistants • Emergency Medical Technicians & Paramedics • Computer Systems Analysts • Computer User Support Specialists • Bookkeeping, Accounting and Auditing Clerks • Pharmacy Technician • Medical Records & Health Information Technician • Maintenance and Repair Workers

SOC	Industry
	<ul style="list-style-type: none"> • Radiologic Technologists • Physical Therapist Assistants • Heavy & Tractor-Trailer Truck Drivers • Auto Service Technicians & Mechanics • Bus & Truck Mechanics & Diesel Engine Specialists
6216	Home Health Care Services <ul style="list-style-type: none"> • Licensed Practical & Licensed Vocational Nurses • Registered Nurses • General and Operations Managers • Physical Therapists Assistants
6211	Offices of Physicians <ul style="list-style-type: none"> • Registered Nurses • Medical Records and Health Information Technicians • Maintenance and Repair Workers
6111	Elementary & Secondary Schools, Public/Private <ul style="list-style-type: none"> • Elementary School Teachers • Middle School Teachers • Secondary School Teachers • Registered Nurses • Computer User Support Specialists • Maintenance and Repair Workers • Bus & Truck Mechanics & Diesel Engine Specialists • General and Operations Managers • Bookkeeping, Accounting and Auditing Clerks
5617	Services to Buildings & Dwellings <ul style="list-style-type: none"> • General and Operations Managers • Maintenance and Repair Workers • Electricians • Plumbers, Pipefitters & Steamfitters
5415	Computer Systems Design & Related Services <ul style="list-style-type: none"> • Computer Systems Analysts • Software Developers, Applications • Computer User Support Specialists • General and Operations Managers
2361	Residential Building Construction <ul style="list-style-type: none"> • Carpenters • Electricians • Plumbers, Pipefitters & Steamfitters
8111	Auto Repair & Maintenance <ul style="list-style-type: none"> • Auto Service Technicians & Mechanics
2389	Other Specialty Trade Contractors <ul style="list-style-type: none"> • Bookkeeping, Accounting and Audit Clerks • First Line Supervisors: Construction Trades and Extraction Workers • Carpenters • Electricians • Plumbers, Pipefitters & Steamfitters • Heavy & Tractor-Trailer Truck Drivers

SOC	Industry
4841	General Freight Trucking <ul style="list-style-type: none"> • Heavy & Tractor-Trailer Truck Drivers • Bus & Truck Mechanics & Diesel Engine Specialists • Bookkeeping, Accounting & Audit Clerks • General and Operations Managers
2382	Building Equip Contractors <ul style="list-style-type: none"> • Electricians • Plumbers, Pipefitters & Steamfitters
5417	Scientific Research & Development Services <ul style="list-style-type: none"> • Biological Technicians
6231	Nursing Care Facilities, Skilled Nursing <ul style="list-style-type: none"> • Registered Nurses • Licensed Practical & Licensed Vocational Nurses • Maintenance and Repair Workers
n/a	Local Government, Excluding Education & Hospitals <ul style="list-style-type: none"> • General and Operations Managers • Accountants & Auditors • Bookkeeping, Accounting and Auditing Clerks • Computer Systems Analysts • Computer User Support Specialists • Software Developers, Applications • Firefighters • Correctional Officers & Jailers • Police & Sheriff Patrol Officers • Auto Service Technicians and Mechanics • Industrial Machinery Mechanics • Maintenance and Repair Workers • Bus & Truck Mechanics & Diesel Engine Specialists • Electricians • Plumbers, Pipefitters & Steamfitters • Heavy & Tractor-Trailer Truck Drivers

Source: TWC LMCI, Brazos 2024 Employment by Occupation.

3. Identify planned strategies to address the worker shortages in occupations identified in question 2.

The Board intends to continue recruiting eligible individuals for workforce development services, assess their barriers to employment, address those barriers and provide access to occupational skills training to meet the employers' need for qualified applicants.

