

EXECUTIVE SUMMARY

This document represents the efforts of the Deep East Texas Workforce Development Board to assess past initiatives, identify gaps and plan for the future. Summarized below are the key elements the Deep East Texas Workforce Development Board believes will form the foundation for a thriving and healthy workforce development system.

Implement a local workforce development system which revolves around a theme of continuous improvement.

Coordinate among agencies, organizations and employers to foster an environment in which workforce consolidation can thrive in an efficient, cost effective and open manner.

Market the system throughout the workforce area.

Constantly evaluate the results of workforce activities and programs in order to ensure the workforce system continues to meet the needs of the workforce area and provides for a return on taxpayer investments.

Provide the support services and training that will ensure that welfare reform is a success for welfare recipients.

Seek and obtain the resources which will enable the Texas Workforce system to augment services supported by public revenues.

Establish a system which addresses both the universal population as well as targeted groups needing more intensive services.



**Section I:
Strategic
Plan**

STRATEGIC PLAN

I. EXTERNAL/INTERNAL ASSESSMENT QUESTIONS A - Z

| External/Internal Assessment | | |
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| Guidelines Pages 19-28, Pages 106-124 | A. Discuss the major factors contributing to the growth and decline in the local area industries that you identified in Chart F1, <i>Growth and Decline in Area Major Industries</i>, located in Appendix F of this Template. | |
| <p>Although the regional economy is diverse, the services, manufacturing, and retail trade sectors have maintained sustained growth and employment for the last five years. Growth in Retail Trade has exceeded that of the Services and Manufacturing sectors since 1996. Though there continue to be layoffs in the area in the manufacturing, food products, and paper and allied products sectors due to restructuring and buyouts, these industries remain significant sources of employment opportunities. Declines are predicted in only the Natural Resources and Mining sector. These declines are more than offset by predicted growth across other industries.</p> <p>The natural resources of the region have always been a strengthening factor as they provide stability in the area of agriculture, forestry, and fishing, as well as tourism. In many of the rural areas of the WDA, these industries form the basis of the entire local economy which in turn supports other industries such as services, retail trade, manufacturing, construction, and the like. While the anticipated growth in Agriculture, Forestry, and Fishing is not large, it is significant to the area economy in the number of persons employed and the relationship to the area's natural resources.</p> <p>The Second Quarter 2002 Total Unemployment Insurance Accounts (UI Payroll Accounts or number of firms) and Employment by Industries County Data produced by the Labor Market Information Department of the Texas Workforce Commission reflected the following order of industry employment within the WDA using the new North American Industry Classification System (NAICS):</p> | | |
| NAICS Code and Name | Number of Firms | Employment |
| Education and Health Services Group | 768 | 30,546 |
| Trade, Transportation, and Utilities Group | 1896 | 22,043 |
| Manufacturing | 321 | 18,503 |
| Leisure and Hospitality Group | 474 | 9,355 |
| Public Administration | 315 | 6,630 |
| Professional and Business Services Group | 712 | 5,640 |
| Construction | 611 | 4,963 |
| Financial Activities Group | 556 | 3,697 |
| Natural Resources and Mining Group | 379 | 2,827 |
| Other Services | 581 | 2,732 |
| Information | 99 | 1,464 |
| Non-classified | 35 | 73 |

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| External/Internal Assessment | |
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| <p>Guidelines Pages 19-28, Pages 106-124</p> | <p>B. Discuss the Board’s targeted occupations that you identified in Chart F2, <i>Targeted Occupations in the Local Area</i>, located in Appendix F of this Template. See Guidelines for additional instructions on developing targeted occupations. Include the following information in the discussion:</p> <ul style="list-style-type: none"> <i>i.</i> Current employment opportunities in the local area. <i>ii.</i> The relationship of employers and targeted occupations to the area’s overall economic health. <i>iii.</i> The skills employers are seeking in local job seekers. <i>iv.</i> The success of the labor force in meeting the needs of employers. |
| <p>The Board’s Targeted Occupation list in Appendix F reflects those occupations offering the most current and projected employment opportunities. These occupations require skilled, semi-skilled, and professional employees. The nationwide shortage of nurses and teachers also exists in the WDA and is reflected on the list. While the local need for computer-related occupations is not as great as that nation-wide according to the Occupational Outlook Handbook, 2000-2001, produced by the Bureau of Labor Statistics, the need for these occupations can be found in all industries in the WDA. Few targeted occupations do not require some level of computer skills. Area employers want employees with good work ethics and basic education skills. Specific occupations sought in 2000 were RN/LVN, Nurse Aides, auto/diesel/small engine mechanics, machinist/maintenance mechanic, carpenters, brick layers, physical therapist, electronic/electrician engineers. The majority of these occupations continue to be in demand in 2002.</p> <p>An analysis of the occupations found in the WDA’s key industries reveals a need for all levels of employees – skilled, semi-skilled, professional, and unskilled. Unskilled jobs do not provide a self-sufficient wage, but they are points of entry for many welfare recipients and individuals entering the job market without the education and training for higher wage jobs. Even unskilled jobs require basic skills, math, reading, and writing, and employability skills.</p> <p>Because of the WDA’s significant Hispanic population, bi-lingual individuals are in demand in all industries. English-as-a-Second Language classes would increase employability for many individuals.</p> <p>In discussion with business and economic development groups in the WDA, they express that the labor force has, generally speaking, not adequately met employer needs in some regions of the area. Some counties, such as Houston County, have experienced businesses declining to locate there due to an inadequate workforce. The most identified deficiency is the lack of basic skills. Employers are often willing to train employees in technical skills who have the basic skills to facilitate training.</p> | |

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It is a challenge for the Workforce Board to work with employers and economic development to meet employer needs by providing relevant training and education opportunities for job seekers. An important task will be to identify entry-level jobs with career progression potential and then provide the needed education and training for individuals in those positions to advance. The Board contracted for a labor market survey to further identify local employer needs and to identify emerging and evolving occupations in 2000. The Board will take advantage of opportunities to provide current and incumbent worker training.

Employer input into the identification of targeted occupations will help ensure that the local workforce system is employer-driven. An employer-driven workforce system is responsive to employer needs, which attracts more employers, creates more job opportunities, increasing percapita income, which creates an environment of more opportunities to establish businesses to sell goods and services.

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| Guidelines Pages 19-28 | <p>C. Discuss how the following key economic variables impact the local economic environment. Use both projections and historical data for the following variables.</p> <ul style="list-style-type: none"> i. Unemployment rate. ii. Median Income. iii. Overall poverty rate. iv. Other variables identified by the Board. v. What is the relationship of these variables to the present local economic environment? |
| | <p>An analysis of unemployment rates for the WDA, state of Texas, and nation shows that in 1994 the WDA unemployment rate mirrored that of the state (6.4%), which was slightly higher than the national rate of 6.1%. Since 1994, the gap between the state and national annualized unemployment rates and the WDA unemployment rate has increased. During 1999, the WDA had an annualized unemployment rate of 6.6%, compared to the state rate of 4.6%. While average annual UI rates have increased since 1999, 2002 UI data continues to show higher unemployment rates in Deep East Texas (6.7%) when compared to the state (5.7%).</p> <p>Jasper and Newton counties' unemployment rates continue to exceed those of the other counties, though the January through April 2000 rates for Jasper County are the lowest since 1990 and Newton's slightly lower than those since 1994. December 2002 data shows rates of 12.4 in Jasper and 17.2 in Newton. Both counties have been affected by layoffs in the county and in southeast Texas. The labor force in both counties has slightly decreased since 1990 while that of the WDA and Texas have increased by approximately 16%, and 17%, respectively. The decline in the labor force continues to be reflected in December 2002 UI data.</p> <p>The Deep East Texas Council of Governments commissioned in 1999 the development of a regional marketing plan by Texas International Partnership, Inc. Phase One gave statistics on inflow and outflow of earnings. Inflow of earnings indicates the extent to which a county's residents commute to other counties for work, while outflow suggests the extent to which a county serves as an employment center for surrounding counties. Angelina County is the only county where the outflow of earnings exceeded the inflow. Nearly 5 % of the labor income earned in Angelina County goes to residents of other counties. Newton County's labor income is doubled by net inflow earnings (99.5%), while in San Jacinto County, residents earn more than twice as much from out of county jobs as from local work (217.3%). Other counties where inflow of earnings is 50% or greater are Trinity and Tyler. All these counties are on the borders of the region. Economies of bordering regions, particularly the Golden Triangle (Beaumont, Orange, and Port Arthur) and Houston-Harris County areas to the south, significantly impact these border counties and the WDA. Jasper County also borders the Golden Triangle region, but the inflow of earnings has a net effect of 10.2%, possibly because residents of Newton, Tyler,</p> |

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and Sabine counties may work in Jasper County. 2000 census data shows that this trend continues.

The WDA's 1999 annual average unemployment rate was 2% (6.6% vs. 4.6%) above that of Texas and the nation; all but one county have greater (2% to 7%) poverty rates than the state average of 17%; and the 1995 median income of counties ranged from 64% to 86% of the Texas median income for that time period. The argument is often made that the cost of living for Deep East Texas is less than in more metropolitan areas of the state. A less than positive note is that some proposed marketing efforts have put forth marketing the area to industries as one of cheap labor. In fact, the cost of living in Deep East Texas is not significantly dissimilar to that in most regions of Texas. For instance, in Angelina County, it took \$104.16 in 2000 to purchase what \$100 purchased in 1998. In Houston, Texas, the figure is \$104.72, about .005% difference, an insignificant amount.

Less buying power resulting from high unemployment means less opportunity for business, leading people to relocate or lower their standard of living, and ultimately contributing to increased numbers of working poor and public assistance recipients.

In recent years, a number of area manufacturing employers have either renovated or closed out-of-date plants. Some areas such as Jasper and Newton counties have suffered severely and that is reflected in the economic variable statistics. High wages are earned at jobs requiring high skills. In order to have more high-wage employment opportunities for residents, the area must have better educated and trained workers to meet the needs of current employers and to attract new ones to the area.

| | 1995 Median Income ¹ | 1999 Median Income ¹ | 1999 Poverty Rate ² | 1999 Unemployment ³ | 2002 Unemployment ³ |
|----------------------|---------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Texas | \$31,488 | \$39,927 | 15.4% | 4.6% | 6.3% |
| DET WDA | \$29,012 | \$31,667 | 18.6% | 6.5% | 7.1% |
| Angelina | \$22,720 | \$33,806 | 15.8% | 6.0% | 6.7% |
| Houston | \$27,158 | \$28,119 | 21.0% | 4.3% | 4.6% |
| Jasper | \$25,408 | \$30,902 | 18.1% | 11.9% | 11.2% |
| Nacogdoches | \$24,147 | \$28,301 | 23.3% | 3.9% | 4.2% |
| Newton | \$26,675 | \$28,500 | 19.1% | 13.7% | 14.1% |
| Polk | \$26,675 | \$30,495 | 17.4% | 5.7% | 6.5% |
| Sabine | \$23,655 | \$27,198 | 15.9% | 9.7% | 12.4% |
| San Augustine | \$20,321 | \$27,025 | 21.2% | 6.5% | 7.1% |
| San Jacinto | \$26,758 | \$32,220 | 18.8% | 4.0% | 5.2% |
| Shelby | \$22,805 | \$29,112 | 19.4% | 6.9% | 7.5% |
| Trinity | \$22,513 | \$27,070 | 17.6% | 5.2% | 6.0% |
| Tyler | \$26,230 | \$29,808 | 15.8% | 8.9% | 10.3% |

1 - Source: US Census Bureau 1995, and US Census Bureau State & County QuickFacts: Median household money income, 1999 (WDA value is the average of all counties)

2 - Source: US Census Bureau State & County QuickFacts: Persons below poverty, 1999 (WDA value is the average of all counties)

3 - Source: Texas Workforce Commission LAUS data, Annual Average Rate

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| Guidelines Pages 19-28 | <p>D. Discuss how local economic conditions are <i>projected to change</i> over the next five years. Include in the discussion the following information:</p> <ul style="list-style-type: none"> <i>i. Estimates of growth areas.</i> <i>ii. Estimates of declining areas.</i> <i>iii. Estimates of how growth and decline will affect the local area over the next five years.</i> |
| <p>Consultation with area economic development groups and chambers of commerce indicated growth and expansion projects, either in 1999 or 2000, among manufacturing, food products, telephone, health services, hospitality, recreation, and transportation firms. There continued to be instances of corporate buyouts, such as the 1999 sale of the Lufkin paper mill by Champion to Donohue and the sale of Champion International to International Paper, that cause uncertainty from time to time. Donohue was then sold one year later to Abitibi Consolidated. However, the job loss in 1999 and 2001 was primarily through attrition and early retirement, as opposed to 2002-2003 job loss due to the poor national economy. The presence of two Canadian-based firms, Abitibi Consolidated and ATCO (Alberta Trailer Company) is reflective of the WDA's advantage to firms involved in international trade.</p> <p>Planned highway improvements or new construction is anticipated to significantly affect the future of the regional economy.</p> <p>The I-69 Project or the so-called "NAFTA Superhighway", which would connect the United States with Canada and Mexico will extend southward to Laredo and the Rio Grand Valley through two corridors: Texarkana-Laredo Corridor and Indianapolis-Houston-Rio Grande Valley corridor. A route for I-69 has been selected and aerial surveying is underway. This route will parallel U.S. Highway 59, the major north-south route through the WDA.</p> <p>Construction to widen and improve U.S. Highway 190 is underway. This is a Texas-Louisiana route that passes through Polk, Tyler, Jasper, and Newton counties in the WDA.</p> <p>A proposal was announced for enhancement of and development along the El Camino East-West Corridor extending from Brunswick, Georgia, to El Paso, Texas, to increase tourism and commerce in regions of the states of Georgia, Alabama, Mississippi, Louisiana, and Texas. This existing route follows that of early Spanish explorers and traders from their point of embarkment on the eastern U.S. coast to Mexico. The east to west route will pass through Deep East Texas.</p> <p>Following is our two-year estimate of how growth and decline will affect the area. According to labor market information from the Texas Workforce Commission, declines have occurred and/or are predicted for heavy construction, some retail sectors, and sawmill and planing mills. These declines are predicted to reduce employment in these sectors by approximately 10% overall. This reduction is predicted to be more than offset by increased employment across 3-digit SIC industries in most sectors.</p> | |

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Federal legislation of timberlands impacts the local economy. The local economy faced a risk if a Federal injunction to ban logging in national forests was upheld 2000. Opposing philosophies of conservationists/environmentalists and forest-related industries were battled by local officials, interested parties, and area legislators. The June 10, 2000 issue of the Lufkin Daily News reported that due to the vigilant efforts made by these groups, the EPA backed down from proposed regulation of publicly owned timberlands. The August 2002 tariff on Canadian lumber imposed by the U.S. Department of Commerce was also seen as a positive move by these industries. One of the area's main natural resources is forests and privately owned timberlands. These are a base for many of the areas key industries such as Lumber and Wood Products and Paper and Allied Products

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| Guidelines Pages 19-28 | E. Referencing the major points in the Strategic Charts following the assessment section (where Boards report their goals, objectives, strategies, etc.) discuss the strategies being developed to address the economic factors discussed in Questions A-D. |
| As stated in Strategic Chart 1a, the Board will use good labor market information, joint initiatives with economic development and chambers of commerce, and increased coordination with education and area agencies to address these economic factors. | |

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**Guidelines
Pages 19-28**

- F. Identify your key job seeker service populations. Include in your discussion the following demographic and economic characteristics:**
- i.* **Age.**
 - ii.* **Ethnicity.**
 - iii.* **Educational attainment.**
 - iv.* **Median incomes.**
 - v.* **Poverty rates.**
 - vi.* **Other pertinent demographic information identified by Board.**

The region's median population age is 39, well above the state and nation averages of 33 and 35, respectively, indicating more limited growth potential for the area's labor force. The region is a popular retirement area with only Nacogdoches County exhibiting population age demographics similar to the state and national average. If job opportunities are not available in the area that retain the younger working age group, the region's future labor pool could be limited. The region's tax base could also be strained by an aging population, as school property taxes are reduced by the homestead exemption for persons over the age of 65. (source: Deep East Texas Council of Governments (DETCOG) Economic Development Study)

Recent population estimates and projections from the Texas Workforce Commission Labor Market Information Department, indicate that the WDA, which covers a 9,906 square mile area, has a population of 355,862 in 2000, an increase from 1998 population estimates of 332,720¹. The population density is 35.92 residents per square mile, compared to 79.54 statewide¹.

| | 1998 Population | 2000 Population |
|---------------|------------------------|------------------------|
| WDA | 346,804 | 355,862 |
| Angelina | 79,270 | 88,130 |
| Houston | 22,125 | 23,185 |
| Jasper | 34,261 | 35,604 |
| Nacogdoches | 59,717 | 59,203 |
| Newton | 14,436 | 15,072 |
| Polk | 42,569 | 41,133 |
| Sabine | 10,720 | 10,469 |
| San Augustine | 8,276 | 8,946 |
| San Jacinto | 19,700 | 22,246 |
| Shelby | 23,265 | 25,224 |
| Trinity | 12,666 | 13,779 |
| Tyler | 19,799 | 20,871 |

Source: US Census Bureau State & County QuickFacts: Population, 2000

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Labor force size by state, WDA and county:

| | 1999 Civilian Labor Force | 2002 Civilian Labor Force |
|---------------|--------------------------------------|--------------------------------------|
| Texas | 10,219,113 | 10,750,664 |
| WDA | 142,923 | 145,905 |
| Angelina | 32,692 | 37,119 |
| Houston | 9,138 | 9,332 |
| Jasper | 14,622 | 14,703 |
| Nacogdoches | 25,320 | 26,216 |
| Newton | 5,806 | 5,857 |
| Polk | 15,015 | 14,956 |
| Sabine | 4,056 | 3,955 |
| San Augustine | 3,148 | 3,173 |
| San Jacinto | 8,585 | 9,151 |
| Shelby | 9,336 | 9,632 |
| Trinity | 5,785 | 4,911 |
| Tyler | 6,420 | 6,903 |

Labor Force - Texas Workforce Commission LAUS data, Annual Average

The 2000 projected ethnic composition of the population indicates that of the total population 74.3% are Anglo, 19% are black, and 5.9% are Hispanic. The 2000 census shows actual ethnic composition to be 77.0% Anglo, 16.4% black, and 8.8% Hispanic. Of these total ethnic percentages of the population, 34.2% of the black population, 6.6% of the Hispanic population, 0.5% of the American Indian population, and 0.2% of the Asian population is below the poverty level.

Educational attainment in the region is well below state and national averages, with 36 to 43 percent of the adult population in 11 of the 12 counties having less than a high school education. At 30 percent with less than a high school education, only Nacogdoches is close to the state and national averages of 28 and 30 percent, respectively. (source: DETCOG Economic Development Study) 2000 census data indicates that 28.6% of the adult population has less than a high school education, capered to 24.4% statewide and 19.6% nationally. The disparity is wider still when looking at the attainment of a Bachelor's Degree or higher, which shows 13.1% in Deep East Texas (DET), 23.2% in Texas, and 24.4% nationally.

Median incomes and by-county poverty rates are detailed in question C. Question B also contains discussion pertinent to this question on the Hispanic population.

1 – Source: US Census Bureau State & County Quickfacts

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| Guidelines Pages 19-28 | G. Discuss the job skills that the local job seeker population both possesses and lacks in addressing the labor pool needs of the local area's employers. How are the skills they possess strengths? What challenges will the Board face in addressing the population's lack of skills? |
| <p>Specific lack of skills among the job seeker population are employability skills and basic skills. Success in entering and retaining employment, participation in employer-based training programs or post-secondary training requires these at a minimum. In turn, the lack of these skills impacts the supply of skilled workers or those able to take advantage of skilled employment opportunities and the resulting increased wages and advancement. While these basic skills are lacking from the job seeker population in general thereby creating problems for employers and job seekers, there is at the same time a significant population of job seekers with vocational-technical skills such as welders and computer-related, and health and human service occupations. Particularly in the health professions, though there is good supply, the demand is greater , creating a lack of sufficient numbers of skilled persons.</p> <p>See question B for further discussion pertinent to this question.</p> | |

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| Guidelines Pages 19-28 | H. How does the Board estimate the local labor pool will change over the next five years? How does this change the characteristics of the job market? What effects will these changes have on potential job seekers over the next five years? |
| <p>It is expected that the demand for skilled workers will increase over the next five years necessitating an increase in education and training levels of job seekers. The labor pool will likely be older and more culturally diverse in the future. Older individuals who have acquired up-to-date skills over years of employment, will be an important source of skilled labor. As people remain in the workforce longer and the WDA population increases, competition for high wage, high skill jobs will be more keen.</p> | |

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| Guidelines Pages 19-28 | <p>I. Discuss the specific needs of the currently employed worker population. Include the following information:</p> <ul style="list-style-type: none"> <i>i. The current wages and earnings of local area workers.</i> <i>ii. Anticipated changes in wages and earnings over the next five years.</i> <i>iii. Strategies planned to address the needs of currently employed workers over the next five years (tie to strategies in strategic charts).</i> |
| | <p>Currently employed workers need opportunities for career advancement and training to stay abreast of technology changes. 1998-1999 Texas OES Wages produced by the Bureau of Labor Statistics listed the mean hourly wage for 226 occupations in Deep East Texas as \$11.01 and the median as \$8.80. 2002 Occupational Employment Statistics indicated the mean hourly wage for 376 occupations in Deep East Texas rose to \$12.58 and the median hourly wage rose to \$10.00. Median hourly wages indicate that 20% (down from 24% from 1998-1999 data) of the occupations now have a wage of \$15 or more; 27% (down from 31% from 1998-1999 data) between \$10 and \$14, 31% (up from 28% from 1998-1999 data) between \$7 and \$9, and 19% (up from 15% from 1998-1999 data) have wages less than \$7.</p> <p>In 2002, the Board revised the definition of a self-sufficient wage as \$12.00 per hour for both adults and dislocated workers. The reason for the change was that the previous definition assumed a self-sufficient wage for dislocated workers prior to lay-off, and to streamline paperwork requirements for WIA eligibility for intensive services and special programs. The \$12.00 per hour definition for self-sufficiency is higher than the \$8.50 per hour wage level for designated targeted occupations. Occupations included in the targeted list for less than the self-sufficient wage are included due to industry demand and career ladder possibilities.</p> <p>The Board plans to market current worker training programs to employers. The Board will seriously explore responding to any state-issued current worker requests for proposal. The Board will make employers aware of Skills Development and other funds and coordinate with projects in the area to the extent possible.</p> |

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| Guidelines Pages 19-28 | <p>J. Discuss the employment, training, and educational needs of local youth populations. Include in the assessment:</p> <ul style="list-style-type: none"> <i>i. Employment and training needs of youth (including what the Board sees as challenges and strengths in the population).</i> <i>ii. Educational factors affecting the youth in the area.</i> <i>iii. Strategies the Board is developing to address these needs over the next five years (tie to strategic charts).</i> <i>iv. Services needed or being developed to provide career and employment opportunities for youth.</i> |
| | <p>The Board, through the Youth Committee, will identify gaps in youth services and seek to provide services to fill those gaps through cooperative and coordinated efforts with area schools, juvenile probation, and Job Corps, among others.</p> <p>In 2000, area school dropout rates range from 0.6% to 2.1% in the 12 counties, with most schools having about a 1% rate. 2000 census data shows that area dropout rates have increased to a range of 1.9% to 12.9% in 2002. Dropout recovery programs, training, and employment/post-employment services to out-of-school youth are strategies to address this issue. Area youth need exposure to careers and the world of work along with training opportunities, including work experience, and classroom training. The Youth Committee has determined that career exploration is to be a part of all youth programs. The Board plans to more aggressively pursue private sector initiatives for youth.</p> <p>The coordination of programs and services for youth is a challenge in this large, rural area. The youth populations are distributed in relatively small and sometimes isolated groups. Opportunities to observe first-hand a variety of career options are not abundant. Socio-economic pressures, such as poverty, family divorce, lack of role models, and peer pressure experienced by the young too often lead to teen pregnancy, substance abuse, and dropping out of school. Motivating, supporting, and bringing the world to these youth so they can explore their options is a challenge and the Board will work with established programs and seek to spark initiatives that foster school-to-career activities. Youth are inquisitive and open to new ideas. Public and private foundation funds have brought technology to most of the rural school districts so that, though isolated, youth are able to develop basic computer skills and explore via internet of the world beyond where they live. The availability of a community college and four-year university in the WDA and distance learning points and articulation programs throughout the region enables prepared, motivated youth to take advantage of post-secondary education. Approximately 50% of area youth who graduate high school do go on to post-secondary education/training. The Board was awarded a "First Generation Pilot Grant" in late 2002 and is partnering with Angelina College to enhance the college's outreach and retention efforts to juniors and seniors from area high schools, and especially to seven independent school districts</p> |

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with a low rate of graduates attending college.

The year-round approach of WIA and follow-up services for youth are boons to providing effective services for this population.

The summer employment program targeted 300 youth in 2000 and 200 youth in 2002. The program has been reduced to approximately 75 youth for the summer of 2003. The Board issued an RFP for youth services in early 2003, requesting bidders to respond with proposals for all youth services. Other initiatives are discussed in question K.

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| Guidelines Pages 19-28 | <p>K. Discuss the employment and training needs of persons with disabilities in the local area. Include in the discussion:</p> <ul style="list-style-type: none"> <i>i. How the local workforce centers address the special needs of populations with disabilities in the local area.</i> <i>ii. Services offered or being developed, including outreach and intake.</i> <i>iii. The strengths and challenges of the current system in addressing the needs of these populations.</i> <i>iv. Strategies to maximize the strengths in these populations and the workforce development system.</i> |
| | <p>The employment needs of persons with disabilities mirror those of the general population. Because disabilities may be learning, physical, and emotional, a one-size-fits all approach to meeting the needs can not be taken. The Board received a one stop enhancement grant of \$140,000 in 2000. This grant increased or enhanced accessibility to the workforce centers and developed outreach and customer service strategies that specifically target this group. These enhancements focused mostly on physical disabilities, the inclusion of persons with disabilities and organizations serving persons with disabilities. Funding from the grant was also used for staff training to work with persons with disabilities. This grant was applied for because the Board recognizes that the system is challenged with inadequate and/or incorrect information among service providers and employers on the needs of persons with disabilities. Some of those needs are identification of employment opportunities that can accommodate specific disabilities (e.g., sedentary employment for those with some physical impairments), transportation, and employers informed on how to make accommodations. A strength of the workforce system is the presence of community groups advocating for and serving persons with disabilities who are active in the workforce system and will participate in the further planning and implementation of the Board's strategies as detailed in this section of this plan.</p> <p>The Board contracted with Goodwill Industries of Central East Texas for a year-round youth program in Angelina County to provide work adjustment and job readiness activities for learning disabled youth at Lufkin ISD. The program was expanded to add Nacogdoches, Diboll, and Hudson. This program exposed learning disabled youth to the world of work to instill confidence to increase successful access to employment after high school. The contract with Goodwill ended in June 2003 as all WIA youth services were consolidated under one contract.</p> <p>The WDA now has only ADA- compliant workforce centers and satellites. Enhancements through a one-stop grant were made to improve connectivity, equipment, and access. Continued monitoring of facilities and programs will ensure continuous improvement.</p> |

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| Guidelines Pages 19-28 | <p>L. Discuss the employment and training needs of veterans in the local area. Include in the discussion:</p> <ul style="list-style-type: none"> <i>i. Specific challenges in serving veteran populations.</i> <i>ii. Skills and strengths veterans bring to the labor pool.</i> <i>iii. Strategies to maximize the strengths in these populations and the workforce development system.</i> |
| <p>Veterans also are a diverse group. Veterans may bring skills training and job experience from their military service to the labor pool. Among this population, there are still problems serving Vietnam-era veterans who have not been able to reenter society's mainstream due to alcohol and substance abuse problems, and/or emotional trauma. In contrast, there are a large number of veterans among the 55 and older population who bring maturity, training, and experience to the work place. However, many from this population need skills upgrades to remain competitive in the job market as they face a high risk unemployment due to downsizing and restructuring of industries, or they are unable to continue in their present occupations due to physical limitations.</p> <p>Identification of individual needs, including counseling and retraining, as well as job development to market the strengths veterans bring to the workplace are useful strategies.</p> | |

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| Guidelines Pages 19-28 | <p>M. Discuss the employment and training needs of migrant and seasonal farmworkers (MSFWs) in the local area.</p> <ul style="list-style-type: none"> <i>i. Specific challenges in serving MSFW populations.</i> <i>ii. Skills and strengths MSFW populations bring to the labor pool.</i> <i>iii. Strategies to maximize the strengths in these populations and the workforce development system.</i> <p>If not applicable, continue with Question N.</p> |
| | <p>Services to MSFW's will be provided in the same quantity and quality as those services provided to the non-MSFW population.</p> <p>The area serves a very small MSFW population, 9 last year. MSFW usually come to the area to work in the poultry processing plants or in construction. Identifying and providing or referring this population to appropriate services are the major challenges in serving the MSFW population. Additionally, individual work history will normally show a series of temporary jobs, which is viewed negatively by many employers.</p> <p>The skills and strengths that MSFW bring to the local labor pool are a good work ethic and a willingness to work any hours and any type of work.</p> <p>Strategies to maximize the strengths of this population is to assist them find employment in stable, continuous work environment, allowing them to develop a career ladder; and to provide or refer to enough initial resources that they are able to obtain entry employment. Another strategy is to advise them of continued workforce services following employment to assist them in building skills that will lead to increased employment stability.</p> |

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| Guidelines Pages 19-28 | <p>N. Discuss the employment and training needs of older populations in the local area. Include in the discussion:</p> <ul style="list-style-type: none"> <i>i. Specific challenges in serving older populations.</i> <i>ii. Skills and strengths older populations bring to the labor pool.</i> <i>iii. Strategies to maximize the strengths in these populations and the workforce development system.</i> |
| <p>The older population, 55 years and over, have a variety of employment and training needs depending on each individual's work history and education/training level, as well as factors such as health. One of the major challenges to serving older individuals is the stereotype image that many have toward older individuals in the workplace of being less productive and less adaptable. Groups such as the American Association of Retired Persons dispute this stereotype with research findings. At the same time, individuals who find themselves having to change careers after many years may not have up-to-date skills, in particular computer skills. There may be more physical limitations among the group as a whole and there may be more need for part-time work. Older individuals bring maturity, workplace ethics, and stability to the workplace. With the passage of recent Federal legislation, persons receiving Social Security benefits are no longer restricted in earnings. This may increase the number of older individuals seeking work, part-time and full-time.</p> <p>Identification of individual needs and provision of services to meet individual needs, including counseling, and retraining, as well as job development to market the strengths older individuals bring to the workplace, and coordination with agencies serving this population, are strategies that the Board will use to maximize the strengths of the older population.</p> | |

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| Guidelines Pages 19-28 | <p>O. Discuss the employment and training needs of program participants coping with domestic violence and/or substance abuse in the local area. Include in the discussion:</p> <ul style="list-style-type: none"><i>i.</i> Specific challenges in serving these populations.<i>ii.</i> Strategies to maximize the strengths in these populations and the workforce development system. |
| | <p>Victims of domestic violence and/or substance abuse may have a need for immediate employment, with or without combined training, and more than usual support services including child care and counseling. The level of motivation may be low due to their experiences, behavior, and sometimes overwhelming circumstances. Conversely, there may be those with motivation to succeed, but in need of direction and support.</p> <p>There may be a challenge to help these individuals see their potential, change their behavior for the long run, and establish a support system. Individuals in these groups may require time off work for counseling or judicial proceedings. Finding employers who will work with such requirements will demand extra attention by job developers and career counselors.</p> <p>Identification of individual needs and provision of services to meet individual needs, including support services and training, as well as job development to market their strengths, job retention services, and coordination with agencies serving these populations are strategies the Board will use to maximize the strengths of populations dealing with domestic violence and/or substance abuse.</p> |

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| Guidelines Pages 19-28 | <p>P (revised). Discuss the employment and training needs of ex-offenders in the local area. Include in the discussion:</p> <ul style="list-style-type: none"> <i>i. strategies to engage criminal justice partners in workforce center activities, particularly those within the Project Re-Integration of Offenders (RIO) operations, the Texas Department of Criminal Justice and the Texas Youth Commission;</i> <i>ii. strategies to enhance the use of specialized tools, such as transportation assistance, Fidelity Bonding services and the Work Opportunity Tax Credit operations in serving ex-offenders;</i> <i>iii. strategies to maximize the strengths in these ex-offender populations and the workforce development system;</i> <i>iv. linkages established with other service providers that address the supportive needs of ex-offenders, such as substance abuse counseling, housing and clothing requirements, access to Food Stamp and TANF services; and</i> <i>v. the availability of remedial academic and vocational training services supported by the Texas Workforce Network system.</i> <u><i>vi. strategies to maximize the co-enrollment of Project RIO customers into FS E&T and their access to TANF Choices services.</i></u> |
| | <p>The area houses many facilities for offenders, including TDCJ Private Prison Units and other types of facilities, including the Diboll Pre-release Unit and Duncan Unit in Angelina County, Eastham Unit and Crockett State School (TYC) in Houston County, Goodman Unit in Jasper County, Lewis Unit in Tyler County, Polunsky Unit (Formerly Terrell) in Polk County, and a Contract Transfer Facility in Newton County. There are also a large number of facilities for offenders in surrounding counties. Many of the individuals serving time in these facilities are released to live in this area.</p> <p>The Board will maintain or expand existing Project RIO relationships already established to serve the population of ex-offenders. This will include a presence at inmate career development cooperating to respond to requested information. The area has worked with TDCJ and Texas Youth Commission to meet the workforce needs of area facilities. This will be one basis on which to expand the relationships to provide assistance to inmates and provide continuity of services begun while incarcerated.</p> <p>The Board will ensure that Project RIO staff and the Business Services Unit (BSU) are aware of and understand how to use specialized tools to develop opportunities for ex-offenders. The</p> |

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Work Opportunity Tax Credits (WOTC) and the availability of bonding for RIO participants are two such tools.

Identification of individual needs and provision of services to meet the needs are services are strategies the Board will use to maximize the strengths of the offender population. Service provision includes the use of existing workforce services for job readiness/job search and retention, as well as support services, clear expectations and follow-up by developing (if one does not exist) and monitoring employment and services plans, additional training as needed for basic skills/adult education or vocational/occupational training, and a close working relationship with parole. Helping ex-offenders find employment where their criminal record does not prohibit employment and/or the employer will work with an individual who may need time off for counseling or probation activities will be important.

Formal and informal linkages exist with other service providers, including adult education providers, Texas Rehabilitation Commission, Texas Department of Human Services, and other social service and organizations to provide support, including housing, counseling, and clothing.

Project RIO participants who are not ineligible for Food Stamps will be referred to the Texas Department of Human Services (TDHS) to make an application for Food Stamps. Career counselors will follow-up with Project RIO participants and TDHS so that participants may be co-enrolled in the FS E&T program if they are determined eligible for Food Stamps. Project RIO participants who apply for Food Stamps prior to coming to the Workforce Center for will be co-enrolled immediately. The FS E&T program is under the Board's oversight and integrated within the one-stop.

Project RIO participants will receive an initial assessment during their first visit to the center. Any participant who may be potentially eligible for TANF will be referred to TDHS for eligibility screening. Any RIO participant who is determined eligible for TANF may receive Choices services.

Board has formal memorandums of understanding and a close working relationship with adult education providers and most school district alternative learning centers. Four adult education providers, Angelina College, Panola College, and Region V and VI Education Service Centers serve the area. All providers have expanded services to the more rural areas of the WDA in response to local needs and at the Board request so that all counties now have an adult education presence. The Board has a history of working with many of the 52 school districts with the Workforce Investment Act Youth programs; all school districts provide alternative education.

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| <p>Guidelines Pages 19-28</p> | <p><i>i. Q (revised).</i> Discuss how the Board complies with 20 CFR 652.209 through 652.210, WIA § 188, WD Letter 24-01 and Title VI of the Civil Rights Act of 1964 in addressing the employment and training needs of special populations that the Board anticipates will access the services of the workforce development system over the next year, including Unemployment Insurance (UI) claimants, individuals with disabilities and participants with limited English proficiency (LEP).</p> <p><i>i.</i> Describe how the Board will modify strategies to address the needs of UI claimants and other special populations, including those individuals with disabilities. Include in the response a discussion of the following:</p> <ul style="list-style-type: none"> <i>a.</i> how the Board’s strategies for serving employers will facilitate the reemployment of UI claimants; and <i>b.</i> how the Board’s strategies for serving individuals with disabilities will maximize their skills for labor pool development. <p><i>ii.</i> Describe the goals, strategies and benchmarks that have been set by the Board to effect a reduction in the period of Unemployment Insurance compensation after the claimant’s filing of an initial claim, especially for those claimants, who have been dislocated from jobs that are in high demand in the workforce area.</p> <p><i>iii.</i> Discuss the employment and training needs of program participants with limited English proficiency (LEP) in the local area. Include in the discussion:</p> <ul style="list-style-type: none"> <i>a.</i> specific challenges in serving this population and addressing their needs; <i>b.</i> strategies to maximize the strengths in these populations and in the workforce development system; <i>c.</i> service delivery strategies in the workforce centers that ensure equity of services for individuals with limited English proficiency (LEP), including migrant populations; and coordination with local education agencies (LEA’s) and vocational education entities to strengthen the provision of adult and youth basic education and literacy. |
| <p>The most common need of Unemployment Insurance claimants is easy access to workforce services and quick re-entry into the labor force. Strategies to meet these needs include quality Rapid Response services and the use of worker profiling and other center services, including Workforce Investment and Trade Assistance Act programs.</p> <p>The Board goal is to provide sufficient services to reduce the period of time an individual receives Unemployment Insurance compensation. Strategies include making information and referral services available to increase the long-term employability of customers, career decisions that meet the customer need and customer choice, job search classes, job development, and the provision of other necessary services and supports such as case management and subsidized employment to facilitate program completion and entry into demand occupations. Claimants</p> | |

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who have been dislocated from jobs that are in high demand in the area should experience short, if any, periods of unemployment through the use of existing resources such as Rapid Response, job matching, and job fairs. A benchmark in attaining a reduction in the period of Unemployment Insurance compensation would be an increase in the number of claimants placed by the workforce centers.

The Board's strategies for serving employers are to make businesses aware of the menu of services available to them and to provide services to assist businesses with their hiring needs. The centers also offer workshops for job seekers that allow the job seeker to better present themselves during the application and interview process; and all workers responding to the worker profile call-in are referred to workshops. Additionally, computer tools are available for an initial assessment during core services to allow laid-off workers to identify other occupations using the same skill sets. These strategies will facilitate the reemployment of UI claimants by offering them a larger pool of job openings, and by preparing them to present themselves more effectively to businesses.

The challenges facing individuals with limited English proficiency in the workplace include limited employment options and the lack of promotional opportunities. The biggest challenge to providing services to this population is to address both the need to improve English language skills and to assist the job seeker in finding suitable employment, concurrently if possible, rather than working with the individual to address needed improvement in English skills first, then finding suitable employment.

Service delivery strategies in the workforce centers are to assess individual needs at the core service level and to make appropriate referrals to both the local adult learning center and to any posted job openings for which they qualify. Additional career counseling and job development should result if the job seeker is unable to find employment within a reasonable time.

The Board strategies to maximize the strengths in these populations and in the workforce development system include a continued partnership with local adult education providers, continued enhancement of business services to identify local employers who are able to hire individuals with LEP, and to continue to work with adult education providers to find solutions to incumbent worker basic skill needs. The Board currently has a good relationship with all area adult education providers and local community colleges, which serve individuals aged 16 and older. The Board collaborated with two of these entities on a workplace literacy project for incumbent or dislocated workers in 2002-2003. The project identified many local businesses in need of services to current workers, but was met with limited success due to the eligibility requirements of the grant. The Board will continue to work with its partners where possible to develop educational alternatives for this population.

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| Guidelines Pages 19-28 | <p>R. Assess the needs of program participants and customers for child care, transportation, and other support services.</p> <p><i>i. What are some specific challenges in serving these populations, including meeting the specific needs of children with disabilities (if applicable)?</i></p> <p><i>ii. What are some strengths in the workforce system to meet these needs?</i></p> <p><i>iii. What strategies is the Board developing to maximize these strengths and those of families accessing the workforce development system?</i></p> |
| | <p>The major support service needs of workforce customers in Deep East Texas are transportation and child care. The challenge is to provide adequate, quality services to enable them to access employment and training.</p> <p>The public transportation system in Deep East Texas is not sufficient to address the commuting needs of the residents. As the workforce development area rises to the challenge of assisting its welfare recipients to self-sufficiency, it will need to develop creative solutions to address the transportation needs of its job seekers. East Texas Support Services provided transportation to Welfare-to-Work individuals in four counties under a grant from the Texas Department of Transportation for two years. The grant ended in 2001. Brazos Transit operates a public system that serves Lufkin and Nacogdoches (limited) and provides as-needed service to other areas. Subsidized child care services are provided primarily through the CCS system, supplemented by WIA funds. The WDA CCS contractor judiciously manages funds to maximize child care availability. Local initiative funding further expands services. Child care providers have adaptive equipment for serving children with disabilities available to them through the quality improvement funds. The WDA has exceeded the state goal for child care training, and the local training includes a well-rounded plan for addressing all child care needs. More frequent and individual monitoring of services to children with disabilities is performed by the Board.</p> |

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| Guidelines Pages 19-28 | <p>S. What is the current status of the local area’s workforce development system? Include the following in your discussion:</p> <ul style="list-style-type: none"> <i>i.</i> The process of partnerships, collaboration, and coordination activities with local area partners. <i>ii.</i> New partners since the last planning cycle and how these relationships were formed and maintained. <i>iii.</i> Status of partnerships, coordination, and services with State-mandated partners (including local training and educational entities) for local workforce services. |
| | <p>The Board developed memorandums of understanding (MOU) with all state-required partners and the Department of Human Services during the last planning cycle. Since then, MOUs have been developed with Region VI Education Service Center, Burke Center (mental health/mental retardation services), and U.S. Military recruiters. The Board has also developed MOUs with the Alabama-Coushatta Indian Tribal Council, Texas Rehabilitation Commission, Texas Commission for the Blind, and Job Corps, all of which are Federal required partners under the Workforce Investment Act. In the operational section of this Plan, the partners, co-located and otherwise are listed.</p> |

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| Guidelines Pages 19-28 | <p>T. Assess the status of voluntary partnerships with local area agencies, organizations, and communities, including relationships with faith-based organizations, other government grantees, and public-private partnerships. Include in the discussion the following:</p> <ul style="list-style-type: none"> <i>i.</i> How these partnerships enhance the local workforce development network. <i>ii.</i> The benefits derived by forming these partnerships (benefits both to Boards and to the partnering agencies). <i>iii.</i> The emerging challenges in forming these partnerships. |
| | <p>The Board membership represents employers, education, community-based organizations, literacy, organized labor, state employment service, and the disabled. Board and workforce center staff attend economic development, civic, business, and interagency meetings regularly.</p> <p>The Board is working with the Office of the Attorney General to identify and serve non-custodial parents.</p> <p>There are formal arrangements with faith-based organizations that are child care providers. Other relationships with faith-based organizations are by referral for support services.</p> <p>The benefits derived from forming voluntary partnerships as noted are non-duplication of services, a holistic approach to serving customers, and maximization of resources. Awareness, areas of overlap, and restrictions on use of funds, eligibility, and priority for service are challenges to these partnerships.</p> |

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| Guidelines Pages 19-28 | <p>U. How have local area employers and industries served as partners in the local workforce development system? Include in the discussion:</p> <p><i>i.</i> How local area employers and industries have participated in the strategic planning process.</p> |
| | <p>Local area employers serve as members of the Workforce Board.</p> <p>A training center in Sabine County opened late 2000, and was a joint effort among Temple-Inland Corporation, Sabine County, the Workforce Board, Angelina College, and other employers. The satellite workforce center for Sabine County is housed here also. A major purpose of this center was to retrain Temple-Inland employees for employment in the upgraded Pineland plant. Without this training opportunity, these employees would not have been employable in the remodeled mill.</p> <p>Angelina College offers courses at the center, and these are included on the statewide list of WIA training providers. Angelina College is now looking at expanding training offerings to address other occupational training needs in the Sabine County area.</p> <p>Through employer focus groups in the workforce centers and joint initiatives, the Board plans to more definitely involve employers and industries in the strategic planning process.</p> |

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| Guidelines Pages 19-28 | V. How have other stakeholder populations, such as job seekers, families, and communities, participated in the Board's strategic planning process, system design, and service implementation? |
| <p>The Board released the draft strategic plan modification for public comment; however, no comments were received.. Board members are included in or represent these populations. Customer satisfaction surveys are used for all workforce programs, including families accessing child care services, and job seekers visiting workforce centers. These comments are considered when planning, designing system elements, and service delivery to foster continuous improvement. Complaints are dealt with at the lowest level possible to facilitate quick remedy. Staff and Board members participate in community and civic groups such as chambers of commerce, and make presentations and conduct question and answer sessions as opportunity arises. All Board meetings are open to the public and public comments received as the public so requests. As the national and statewide workforce system stabilizes, the Board will work toward conducting community meetings throughout the workforce area to receive input from local communities at the grass-root level.</p> | |

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| Guidelines Pages 19-28 | <p>W. What types of marketing and outreach activities are being performed to improve the workforce development system's implementation? Include in your discussion:</p> <ul style="list-style-type: none"> <i>i. The benefits derived from these marketing and outreach efforts.</i> <i>ii. The challenges faced in developing strategic outreach efforts.</i> <i>iii. Partners the Board expects to gain from these efforts over the next five years.</i> <i>iv. Strategies planned to initiate and strengthen these relationships.</i> |
| | <p>Marketing and outreach activities include public service announcements, media coverage, presentations to civic and business groups, letters, promotional items, increased and improved signage for the workforce centers, participation in career and job fairs. The benefits derived from these marketing and outreach efforts are increased community awareness of the Board, its purpose, and services. The Board has experienced increased media attention not solicited by the Board, and employer use of the workforce centers. Challenges faced in developing strategic outreach efforts are keeping up-to-date information before the targeted groups, Board identity as a private, non-profit entity rather than a state agency, and providing information in a plain language format that avoids program distinctions and bureaucratic tones.</p> <p>The Board expects to gain strong employer and economic development partners, new and strengthened education partnerships, and increased faith-based and community-based partnerships from the marketing efforts.</p> <p>The Board's goals include development, implementation, and review of a comprehensive marketing plan.</p> |

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| Guidelines Pages 19-28 | <p>X. Provide a concise evaluation of the Board’s role in the development and oversight of the workforce development system. Include in the discussion:</p> <ul style="list-style-type: none"> i. An evaluation of how effectively the needs of critical populations have been addressed. ii. An evaluation of how well the Board has met its previously identified strategic goals and objectives (i.e., those defined in last year’s planning cycle). Specifically discuss: <ul style="list-style-type: none"> ➤ What outcomes have been met or not met? ➤ What factors have affected the successful realization of Board goals? ➤ What emerging challenges are associated with meeting certain Board goals? ➤ How will these challenges be addressed over the next five years? |
| <p>The Board through its diverse membership touches all players in the workforce development system – employers, economic development, education, labor, public assistance agencies, community-based organizations, local government, the general public/job seekers, and special populations such as youth and the disabled. Board members through their involvement in local communities are able to facilitate coordination of efforts, share information and plans, and generally oversee progress on coordinated and parallel efforts.</p> <p>The Board has met the following previously identified strategic goals and objectives:</p> <ul style="list-style-type: none"> The use of a common application form by all co-located workforce center partners; Certification of the five workforce centers as full-service centers; Full-time satellite offices in the seven remaining counties; All workforce centers are ADA compliant; Federal JTPA performance standards were met for 1999; Services to welfare recipients were expanded to all 12 counties; Applied for and received competitive grants each year, including a One-Stop grant, Rural Expansion (first round), Achieving Performance Excellence (first round), and Workplace Literacy; Customer satisfaction tracking begun; A triage approach to service delivery (self-help, assistance, intensive) was established. <p>The Board did not meet its goals to conduct joint initiatives with employers and economic development or to develop a marketing plan in 2000. A partner meeting was held in 2001. Area employers, economic development, and community based organizations were all invited. The Board developed a marketing plan in 2001.</p> | |

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The Board becoming its own administrative entity and hiring staff, the passage of the Workforce Investment Act, new TANF regulations, and stabilization of workforce center management are factors contributing to the Board's success.

The Board's challenges lie in the areas of continuous improvement, tracking and monitoring, budget management to expand services, marketing, and employer involvement. The strategic goals and objectives of the Board for the next two years address these challenges.

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| Guidelines Pages 19-28 | <p>Y. What are some specific organizational strengths and weaknesses in the system that affect the Board’s participation in the workforce development system (both challenges and benefits)? How will the Board maximize these strengths and meet these challenges now and over the next five years? Reference the strategic charts in the discussion. Some organizational areas to consider:</p> <ul style="list-style-type: none"> <i>i. Human resources.</i> <i>ii. Technological advances.</i> <i>iii. Organizational structures.</i> <i>iv. Board characteristics and operations.</i> <i>v. Relationships with different governmental agencies.</i> |
| | <p>By assuming administrative entity (1998) and fiscal agent (1999) duties and hiring appropriate staff, the Board is in a favorable position to meet the challenges discussed in this Plan. The development of a web page and Intranet has increased services, exposure, and linkage to appropriate agencies. (Board goals 1a, 1d, now goal I.E.) The Board appropriately represents the demographic composition of the WDA and is organized into six committees -- workforce center, welfare reform, youth, child care, finance, and executive. Each committee is responsible for making recommendations to the Board regarding planning, procurement, budgeting, and monitoring of specific areas. (Board goal 2a, now I.H.) The Board is coordinating with the Department of Human Services and the Office of the Attorney General to serve shared, special populations.(Board goal 3d, now III.G.) Through efforts of its members and staff, the Board continues to develop purposeful relationships to better serve Deep East Texas. (Board goals 1a, 1d , and 5e, now goal I.-A., B., C., E., G.)</p> <p>The Board is poised with qualified staff and competitive grant funds to make significant technological advancement to link technologically with partners and community resources and to expand services to rural areas, using technology as appropriate (Board goal 1d, now goal I.G.)</p> |

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| Guidelines Pages 19-28 | <p>Z. Describe the Board’s strategic planning process. Provide a brief summary of the Strategic Charts referencing specific Chart page numbers. Include in the discussion the following:</p> <ul style="list-style-type: none"> <i>i. Issues and factors being targeted in strategic planning activities.</i> <i>ii. The relationship of issues and factors (many discussed in previous questions) to Board’s goals and objectives.</i> <i>iii. The relationship of Board’s goals and objectives to the State’s goals and objectives for a Texas workforce development system.</i> <i>iv. Highlights of specific strategies planned by the Board for the next five years to meet its 5-year plan goals, objectives, and outcomes.</i> |
| <p>The Board met on May 8, 2000, to review its’ strategic goals and accomplishments since the goals were developed in 1997 with minimal revision in 1999. These accomplishments were steps to establishing the one stop system in Deep East Texas amidst organizational and legislative change of major proportions. In its review, the Board streamlined the goals and objectives to not only maintain what has been accomplished, but more importantly, to begin to increase the number of services, involvement with partners and business, and improve the quality of the workforce system. The Board met again in October 2002 to review strategic goals. The resulting changes consolidated the number of goals from six to four, and revised objectives and strategies as several of the previous objectives had been met.</p> <p>Highlights of the Board’s 2000 strategies included commissioning a labor market study; seeking supplemental funds to augment services; joint efforts with business and economic development, increasing the number of partners; developing continuous improvement practices; increased and improved services to employers and welfare recipients; and strengthening of internal controls. 2002 highlights indicate the need for continuous improvement in services to employers and job seekers, marketing, and community relationships.</p> <p>The Board’s objectives are directed toward meeting four broad goals that mirror the State’s goals for the Texas workforce development system:</p> <ol style="list-style-type: none"> 1. The Board is a positive leader in workforce development, 2. A Workforce system based upon a foundation of solid labor market information, 3. Prepare every citizen to successfully compete in the labor market, and 4. Deep East Texas workforce centers and programs funded by the Board or over which the Board has planning or other authority must be quality and performance-driven. <p>The objectives of the Board reflect concepts inferred in the State’s objectives, including: universality; customer choice; integration; and performance-based outcomes.</p> | |