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WORKFORCE SOLUTIONS LOWER RIO (WFS)
WORKFORCE DEVELOPMENT BOARD PLAN
PROGRAM YEARS 2021 - 2024

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ACRONYMS PAGE



AEL - Adult Education & Literacy	Region One - Region One Education Service Center
BRR - Business Relations Representative	RFA - Request for Application
BSU - Business Service Unit	RFP - Request for Proposal
CTE - Career & Technical Education	RGVP - Rio Grande Valley Partnership
CBO - Community Based Organization	RGVLEAD - RGV Linking Education & Academic Dev.
CEOs - Chief Elected Officials	RSTEC - Rio South Texas Economic Council
CE - Community Engagement	SCSEP - Senior Community Service Employment Pro.
COVID-19 - Coronavirus-19	SDF - Skill Development Fund
CARES - Coronavirus Aid Relief Economic Security Act	SEAL - Summer Earn & Learn
CLF - Civilian Labor Force	SHN - Student HireAbility Navigator
DFPS - Department of Family & Protective Services	SNAP E&T - Supplemental Nutrition Assistance Program Employment and Training
E&T - Education & Training	SOC - Standard Occupations Classification
EDC - Economic Development Corporation	STC - South Texas College
ES - Employment Services	STEM - Science, Technology, Engineering and Math
ETPS - Eligible Training Provider System	TAA - Trade Adjustment Assistance
HDJT - High Demand Job Training	TANF - Temporary Assistance for Needy Families
HEP - High School Equivalent Program	TIP - Texas Industry Partnership
HS - High School	TMAC - Texas Manufacturing Assistance Center
IP - Individual Employment Plan	TRS - Texas Rising Star
ISD - Independent School District	TSR - Texas School Ready (TSR) Project
IT - Information Technology	TX SPG - Texas' Strategic Plan Goals
IHE - Institution of Higher Education	TVC - Texas Veteran's Commission
ITA - Individual Training Account	TWC - Texas Workforce Commission
IW - Incumbent Worker	TWC-VRS - Texas Workforce Solutions - Vocational Rehabilitation Services
KPI - Key Performance Indicator	TVC - Texas Veterans Commission
KSAs - Knowledge, Skills & Abilities	TWIST - The Workforce Information System of Texas
LMCI - Labor Market & Career Information	UI - Unemployment Insurance
LNG - Liquid Nitrogen Gas	UTRGV - University of Texas Rio Grande Valley
LRG - Lower Rio Grande Valley	SBDC - Small Business Development Center
MET - Migrant Education & Training	WDA - Workforce Development Area
MOU - Memorandum of Understanding	WFS - Workforce Solutions
MPR - Monthly Performance Report	WIOA - Workforce Innovation and Opportunity Act
MSA - Metropolitan Statistical Area	WIT - Work In Texas
MSFW - Migrant Seasonal Farm Worker	WOS - Workforce Outreach Specialist
NAICS - North American Industry Classification System	
OJT - On the Job Training	
QCEW - Quarterly Census of Employment & Wages	

PART 1: BOARD VISION AND STRATEGIES

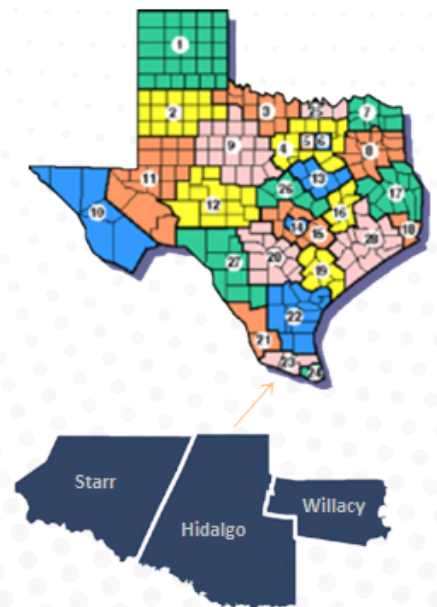


1.A. VISION AND GOALS

Workforce Solutions (WFS) Lower Rio meets its mission by collaborating with industry, education, economic development and regional partners to develop a trainable and available workforce to provide workforce-relevant education and training opportunities for youth and individuals with barriers to employment throughout the service delivery areas of Hidalgo, Willacy and Starr counties.

WFS, under the direction of the Texas Workforce Commission (TWC), is one of 28 workforce development boards located throughout the State of Texas. WFS is governed by a group of Chief Elected Officials (CEOs): the Mayor of the most populated city (McAllen), County Judges from Hidalgo, Willacy, Starr counties, and a 25-member Board of Directors representing the private sector, education, community-based organizations, labor, vocational rehabilitation, public assistance, and employment services.

The WFS Workforce Development Board of Directors (WFS Board) serves as the governing body for the workforce development area. The primary goal of the WFS Board is to respond to the needs of local employers and workers while supporting regional economic growth and economic self-sufficiency through locally designed, demand-driven workforce development initiatives. The WFS Board's overarching goals strive to improve and further integrate the workforce system in the Lower Rio Grande Valley (LRGV).



WFS Mission: To provide job seekers the skills, and business the talent, they need to be successful.

WFS Purpose Statement: An educated and skilled workforce enabling LRGV economic prosperity.

WFS Values: Integrity – Innovation – Inclusion, and Impact.

1.B. BOARD STRATEGIES

The WFS Board's Key Strategic objectives align with the Texas' Strategic Plan Goals (TX SPG) for the Workforce System 2016-2023 (2020 Update) as follows:

TX SPG Goal Area #1: Focus on Employers

In collaboration with regional workforce partners, WFS will analyze and interpret labor market information, employer occupational skill and training needs for the development of programs that align and prepare local job seekers to meet employer's skills expectation resulting in employment.

WFS Goal: Understand business needs through business relationships.

- Communicate the business community's top priorities to stakeholders.
- Conduct continuous analysis of local labor market and industry data to validate demand.
- Work in partnership with employers to develop strategies that provide and support the delivery of services to meet business needs.

TX SPG Goal #2: Engage in Partnerships

WFS is aware that it is vital for the growth and success of the local workforce pipeline to maintain and continuously improve the strong, established, collaborative initiatives with local employers, education, training, economic development, and non-profit partners. To ensure individuals within the WFS service delivery area have the expected knowledge, skills and abilities to meet employer needs resulting in employment, WFS will continue to support, lead, facilitate, improve and enhance its strategies.

WFS Goal: Prepare a job-ready workforce and foster external partnerships that promote educational and skill attainment within our communities.

- Support education and literacy initiatives that promote educational attainment.
- Engage in strategic conversations that open doors to new partnerships and strengthen existing ones.
- Provide educational and workforce stakeholders with information reflecting the needs of business and state of the workforce to contribute to a demand-driven system.
- Ensure available customer training responds to business demand and addresses current and future skill and educational gaps.
- Develop a mechanism to disseminate employer skill development training requirements to ensure expectations are met.
- Collaborate with educational and training institutions to promote industry recognized certification attainment.
- Collaborate with community colleges and training institutions to establish career pathway opportunities that include key target occupations.

TX SPG Goal #3: Align System Elements

WFS strives to consistently provide excellent service to workforce customers, both job seekers and businesses. Programs and services are coordinated with internal and external partners to help prepare local job seekers meet the employer's skill expectations.

WFS Goal: Build strategic partnerships to leverage resources for customers.

- Strengthen collaboration with core partners such as Adult Education and Literacy (AEL) and Texas Workforce Solutions Vocational Rehabilitation Services Division (TWS-VRS), Texas Veterans Commission (TVC), Job Corp, etc. to leverage resources and possible co-enrollment of customers.
- Collaborate with local organizations to secure and/or leverage resources.
- Initiate and develop strategic relationships to address unmet needs.

TX SPG Goal #4: Improve and Integrate Programs

The WFS workforce system is designed to increase access to, and opportunities

for, employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment including target populations. The COVID-19 pandemic disrupted lives worldwide and caused economic havoc as numerous businesses closed and stay at home orders were issued nationally, statewide, and locally. WFS, deemed as an essential service organization, continued to serve customers to help meet employer needs for workers. WFS adapted quickly to continue providing services to both job seekers and employers. Due to COVID-19 pandemic workforce services were made available virtually via telephone, internet chat, and through website and Facebook pages. Services were also made available to walk-in customers at the WFS Workforce Career Centers, in particular but not limited to those individuals who may not have access to virtual services.

WFS's Workforce Career Centers provide career services that encourage, support and empower customers, including individuals with disabilities and other barriers, to make informed decisions based on local and regional economic demand to effectively attain their personal employment and educational goals.

All customers are given access to WFS Workforce Career Centers that connect them with the full range of services available in their communities, whether they are looking to find employment, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on making career choices. The following represents examples of how work-based learning and local labor market information are locally made available to the current and future workforce.

- Conduct assessment to identify and maximize opportunities for community partners with similar goals to align services for the benefit of all job seekers.
- Partner with K-12 educational institutes to provide career exploration and Labor Market and Career Information (LMCI) to school administrators, Career Technical Education (CTE) staff, counselors, educators, parents, and students.
- Develop a strategic training calendar to support high-quality child care through

through professional education and training.

- Seek out opportunities to partner with local child care providers to deliver age-appropriate, work-based learning experiences.
- Convene meetings with community partners to develop and align workforce local plans to maximize services for area youth and people with disabilities.
- Focus and identify resource and service development opportunities with area youth providers, that include foster youth agencies, school district dropout recovery programs, and youth offender programs.
- Develop strategic partnerships with regional community alliances to identify possible sources to leverage funding and align service delivery.
- Develop strategic partnerships with agencies such as AEL, TWS-VRS, and independent school districts (ISDs) to provide cross training of staff.
- Provide training to WFS Business Services Team to provide employers with information on the advantages of employing youth and individuals with disabilities.

1.C. HIGH-PERFORMING BOARD

To ensure continuous improvement in operations and sufficiently meet the needs of businesses, job seekers, workers, and child care customers while meeting performance measures, WFS negotiates with sub-recipient(s) to establish measures and strategies that are above and beyond the TWC contracted measures.

The following measures are conducted to ensure workforce system accountability:

- Performance measures within contracts are negotiated annually and include WFS Strategic Goals and Objectives.
- Key Performance Indicators (KPIs) that measure the quality and quantity of services are established annually.
- KPIs for eligible training providers related to minimum performance requirements including program completion rate(s) and entered employment rate(s) for schools receiving WIOA participants are established annually.

2.A. REGIONAL ECONOMIC AND EMPLOYMENT NEEDS ANALYSIS

ECONOMIC CONDITIONS

2.A.i - The economic conditions, including existing and emerging in-demand industry sectors, in-demand occupations, and target occupations.

According to the TWC quarterly employment and wage data found in **Table 1**, in the 2nd Quarter of 2020, there were 13,807 establishments located in the three-county WFS service delivery area, an increase of 734 establishments from 2nd Quarter of 2016. Hidalgo county reported 12,864 (+712), Starr county reported 617 (+6), and Willacy County reported 326 (+26) establishment.

As evidenced in **Table 1**, the three counties show steady growth in all indicators: the number of establishments, average employment, average weekly wages, and total wages in the 2nd Quarter of 2016-2019. Although most of the indicators continued to grow steadily by the 2nd Quarter of 2020, the unprecedented situation caused by the Coronavirus (COVID)-19 pandemic negatively impacted the average employment indicator by -18,256 workers, taking back the indicator closely to the average employment reported in the 2nd Quarter of 2016. Despite the situation other three indicators reported continuous growth in 2020, the average weekly wage for Hidalgo county is \$705, Starr county is \$649, and Willacy county is \$782.

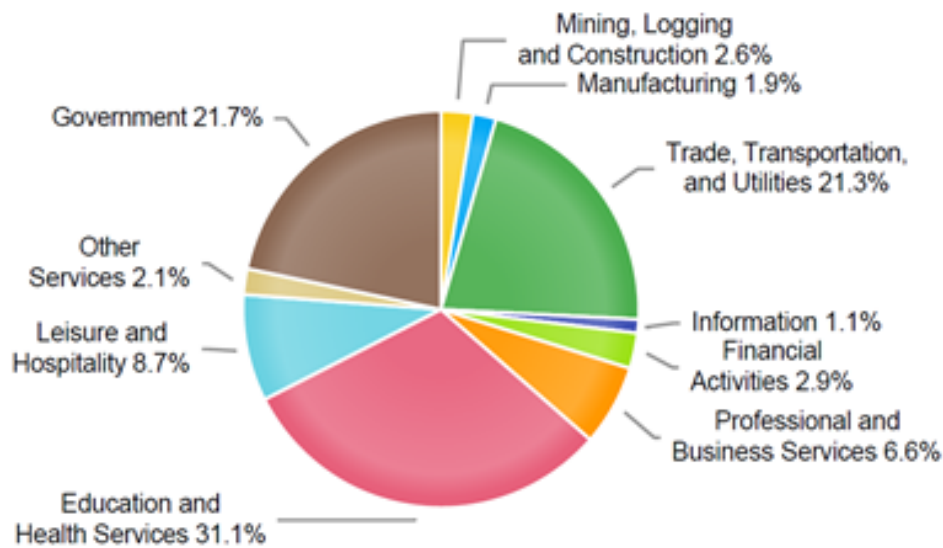
Table 1 - Establishing Growth per WFS Service Delivery Area County

Timeframe	Data Element	Hidalgo County	Starr County	Willacy County
2016 2nd Quarter	Establishments	12,152	611	310
	Avg. Employment	250,058	15,466	3,528
	Avg. Weekly Wage	\$ 626	\$ 547	\$ 636
	Total Wages	\$ 2,036,366,658	\$ 109,955,414	\$ 29,187,623
2017 2nd Quarter	Establishments	12,306	603	316
	Avg. Employment	256,046	15,712	3,609
	Avg. Weekly Wage	\$ 632	\$ 548	\$ 634
	Total Wages	\$ 2,104,203,444	\$ 111,908,628	\$ 29,753,412
2018 2nd Quarter	Establishments	12,588	612	313
	Avg. Employment	262,014	15,316	3,528
	Avg. Weekly Wage	\$ 645	\$ 559	\$ 663
	Total Wages	\$ 2,197,891,581	\$ 111,216,537	\$ 30,386,801
2019 2nd Quarter	Establishments	12,750	615	313
	Avg. Employment	266,223	15,452	3,769
	Avg. Weekly Wage	\$ 657	\$ 579	\$ 729
	Total Wages	\$ 2,274,801,548	\$ 116,325,582	\$ 35,715,974
2020 2nd Quarter	Establishments	12,864	617	326
	Avg. Employment	248,859	14,675	3,654
	Avg. Weekly Wage	\$ 705	\$ 649	\$ 782
	Total Wages	\$ 2,282,299,379	\$ 123,791,680	\$ 37,153,155

Source: TWC Quarterly Census of Employment and Wages (QCEW) 2016-2020 (<https://texaslmi.com/>).

In 2020, WFS has a diversity of industries in the region as is shown below in the **Chart 1**. The largest employers are in the Education and Health Services sector, providing 31.1% of the industry employment in the region. The Trade, Transportation, and Utilities employ 21.3% of the workforce.

Chart 1- Industry Composition based on Employment



Source: TWC Metropolitan Statistical Area (MSA) Profiles – McAllen-Edinburg-Mission, 2nd Quarter 2020 (<https://texaslmi.com/>).

According to the TWC Employment Projections data shown in **Table 2** below, the WFS service delivery area in 2018 had 299,882 individuals employed and is projected to grow by 63,044 by 2028 which represents an increase of 16.47%.

The Healthcare and Social Assistance sector will continue to be the most significant driver of employment growth in the region with the greatest share of employment growth projected to be 20,200 (26.92%) over the 10-year period of 2018-2028. The Self-Employed Workers is the second largest sector with a projected growth of 8,381 jobs (48.65%) in the region by 2028. The Educational Services is the third largest industry in the region with a projected employment growth of 6,842 (14.42%) between 2018-2028, followed by the Agriculture, Forestry, Fishing and Hunting industries and is projected to lose -944 (-28.70%) employees during the same projected timeframe.

Table 2 WFS Employment Projections

NAICS Code	Industry Title	Estimated Employment (2018)	Projected Employment (2028)	Change In Employment	Percentage Growth 2018-2028
62	Health Care and Social Assistance	75,044	95,244	20,200	26.92%
000670	Self Employed Workers, All Jobs	17,228	25,609	8,381	48.65%
61	Educational Services	47,444	54,286	6,842	14.42%
44-45	Retail Trade	37,794	44,077	6,283	16.62%
72	Accommodation and Food Services	24,590	29,461	4,871	19.81%
999000	Gov't, ex. po, state/local ed/Hosp.	21,758	26,453	4,695	21.58%
56	Administrative and Waste Services	11,458	14,293	2,835	24.74%
42	Wholesale Trade	8,919	11,246	2,327	26.09%
48-49	Transportation and Warehousing	8,610	10,599	1,989	23.10%
81	Other Services, Except Public Administration	7,015	7,978	963	13.73%
52	Finance and Insurance	7,086	7,955	869	12.26%
23	Construction	7,029	7,782	753	10.71%
54	Professional and Technical Services	5,371	6,075	704	13.11%
51	Information	3,000	3,605	605	20.17%
31-33	Manufacturing	7,035	7,610	575	8.17%
53	Real Estate and Rental and Leasing	2,150	2,587	437	20.33%
71	Arts, Entertainment, and Recreation	1,973	2,253	280	14.19%
21	Mining, Quarrying, and Oil and Gas Extraction	1,506	1,652	146	9.69%
55	Management of Companies and Enterprises	697	827	130	18.65%
22	Utilities	886	989	103	11.63%
11	Agriculture, Forestry, Fishing and Hunting	3,289	2,345	-944	-28.70%
	Total All Industries	299,882	362,926	63,044	16.47%

Source: TWC Employment Projections Report 2018-2028 (<https://texaslmi.com/>)

WFS has targeted 40 occupations that work in multiple industries but are primarily employed by the WFS Targeted 4-Digit NAICS Industries shown in **Table 3**.

The selected 40 targeted occupations represent priority investment areas for the WFS workforce service delivery area including Individual Training Accounts (ITAs), On-the-Job Trainings (OJTs), and Work Experience.

Table 3 – WFS Target Occupations 2021

Healthcare Practitioners & Technical		
1	29-1126	Respiratory Therapists
2	29-1141	Registered Nurses
3	29-1292	Dental Hygienists 29-2021
4	29-2032	Diagnostic Medical Sonographers
5	29-2034	Radiologic Technologists and Technicians
6	29-2041	Emergency Medical Technicians and Paramedics
7	29-2052	Pharmacy Technicians
8	29-2055	Surgical Technologists
9	29-2061	Licensed Practical and Licensed Vocational Nurses
10	29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other 29-2021
11	31-2011	Occupational Therapy Assistants
12	31-2021	Physical Therapist Assistants
13	31-9092	Medical Assistants *Certified
Education, Training, & Library		
14	25-2021	Elementary School Teachers, Except Special Education
15	25-2022	Middle School Teachers, Except Special and Career/Technical Education
16	25-2031	Secondary School Teachers, Except Special and Career/Technical Education
17	25-9045	Teaching Assistants, Except Postsecondary 25-9041
Business & Financial Operations		
18	13-2011	Accountants and Auditors
Office & Administrative Support		
19	13-1071	Human Resources Specialists
20	23-2011	Paralegals and Legal Assistants
21	43-3031	Bookkeeping, Accounting, and Auditing Clerks
22	43-4051	Customer Service Representatives
23	43-6013	Medical Secretaries and Administrative Assistants
24	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

		Computer & Mathematical
25	15-1231	Computer Network Support Specialists 15-1152
26	15-1232	Computer User Support Specialists 15-1151
27	15-1257	Web Developers and Digital Interface Designers 15-1134
		Transportation & Material Moving
28	49-3023	Automotive Service Technicians and Mechanics
29	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
30	53-3032	Heavy and Tractor-Trailer Truck Drivers
		Construction & Extraction
31	17-3023	Electrical and Electronic Engineering Technologists and Technicians
32	47-2111	Electricians
33	47-2152	Plumbers, Pipefitters, and Steamfitters
		Installation, Maintenance, & Repair
34	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
35	49-9071	Maintenance and Repair Workers, General
		Production
36	51-4041	Machinists
37	51-4121	Welders, Cutters, Solderers, and Brazers
38	51-9161	Computer Numerically Controlled Tool Operators 51-4011
		Protective Services
39	33-3012	Correctional Officers and Jailers
40	33-3051	Police and Sheriffs Patrol Officers

Source: WFS Target Occupation List 2021. Economic Modeling System Inc. (EMSI) 2020-2030

The WFS Target Industries are based upon the job growth shown in **Table 4** below, and currently employ an estimated 297,824 individuals and is projected to grow by 14% which represents 48,118 additional jobs by the year 2030.

Table 4 – WFS Target Industries

	NAICS	Industry Name	2020 Jobs	2030 Jobs	2020 - 2030 Projected New Jobs	2020 - 2030 % Growth Rate
1	62	Health Care and Social Assistance	82,719	111,537	28,818	35%
2	90	Government	69,423	74,396	4,973	7%
3	44	Retail Trade	41,272	42,845	1,573	4%
4	72	Accommodation and Food Services	27,046	32,557	5,512	20%
5	23	Construction	16,315	16,945	630	4%
6	56	Administrative and Support and Waste Management and Remediation Services	15,996	16,551	554	3%
7	48	Transportation and Warehousing	10,586	11,866	1,279	12%
8	81	Other Services (except Public Administration)	10,566	11,074	508	5%
9	42	Wholesale Trade	9,430	10,042	612	6%
10	61	Educational Services	6,712	9,239	2,527	38%
11	54	Professional, Scientific, and Technical Services	7,758	8,890	1,132	15%
Total			297,824	345,941	48,118	14%

Source: EMSI 2020-2030 Industry Projections.

EMPLOYMENT NEEDS

2.A.ii - The employment needs of employers in existing and emerging in-demand industry sectors, in-demand occupations, and target occupations.

In 2020, the WFS region's population, in the southernmost part of Texas, was estimated at 964,676 persons and is projected to increase by 5% or 49,657 more persons by 2030. The workforce service delivery area's projected growth rate of 5% falls below the state growth rate of 7%, but exceeds the nation's projected growth rate at 3%.

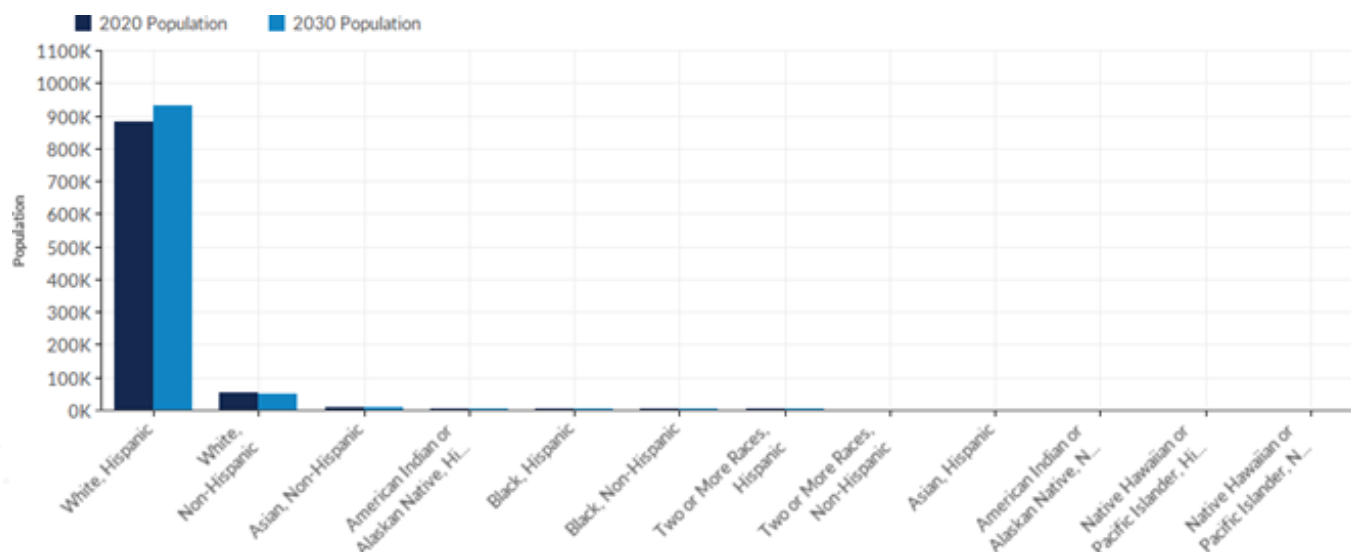
To accurately explain the dynamics of the WFS fast-growing regional economy, it is necessary to present how demographics shape employment trends as shown below in **Table 5**.

Table 5 - WFS Region (Representing 3- County) Population

Area	2020 Population	2030 Population	Change	% Change
Region	964,676	1,014,333	49,657	5%
State	29,391,859	31,420,289	2,028,430	7%
Nation	330,354,682	340,786,107	10,431,425	3%

Source: EMSI Q4 2020 Data Set ([Population Demographics](#)) Set

The workforce region's population has 91.34% identifying their Race/Ethnicity as White, Hispanic as shown in **Table 6**. This group is projected to grow 6% by 2030. Based upon the EMSI Report, 5.67% of the WFS population identifying as White, Non-Hispanic in 2020 is projected to decrease -8% by 2030.

Table 6 - WFS Population By Race/Ethnicity

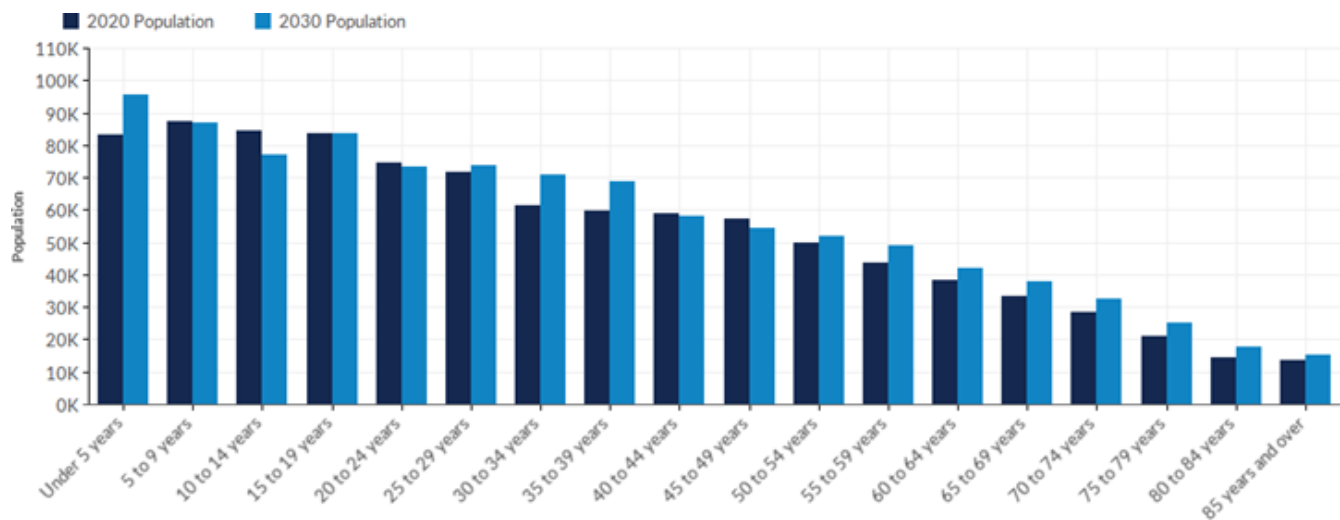
Race/Ethnicity	2020 Population	2030 Population	Change	% Change	2020% of Cohort
White, Hispanic	881,123	932,070	50,947	6%	91.34%
White, Non-Hispanic	54,679	50,119	-4,560	-8%	5.67%
Asian, Non-Hispanic	8,283	8,670	387	5%	0.86%

American Indian or Alaskan Native, Hispanic	4,642	5,216	574	12%	0.48%
Black, Hispanic	4,633	5,421	788	17%	0.48%
Black, Non-Hispanic	4,206	4,600	394	9%	0.44%
Two or More Races, Hispanic	3,298	3,993	695	21%	0.34%
Two or More Races, Non-Hispanic	1,544	1,731	187	12%	0.16%
Asian, Hispanic	1,259	1,433	174	14%	0.13%
American Indian or Alaskan Native, Non-Hispanic	563	560	-3	-1%	0.06%
Native Hawaiian or Pacific Islander, Hispanic	333	388	55	17%	0.03%
Native Hawaiian or Pacific Islander, Non-Hispanic	111	132	21	19%	0.01%
Total	964,676	1,014,333	49,659	5%	100.00%

Source: EMSI Q4 2020 Data Set ([Population Demographics](#))

The WFS region represents a 5% or 49,657 change from 2020-2030, 15% or 12,513 of the population growth represents individuals under 5 years of age. In addition, 33% or 20,615 of the population growth represents individuals ages 25-34 years of age as shown below on **Table 7** below. The population growth rate creates an increasing demand for Retail, Healthcare, Education, Law Enforcement, and Leisure & Hospitality services.

Table 7 - Population by Age Cohort



Source: EMSI

Age Cohort	2020 Population	2030 Population	Change	% Change	2020 % of Cohort
Under 5 years	83,212	95,725	12,513	15%	8.63%
5 to 9 years	87,327	86,844	-483	-1%	9.05%
10 to 14 years	84,427	77,095	-7,332	-9%	8.75%
15 to 19 years	83,708	83,549	-159	0%	8.68%
20 to 24 years	74,397	73,473	-924	-1%	7.71%
25 to 29 years	71,524	73,742	2,218	3%	7.41%
30 to 34 years	61,447	70,895	9,448	15%	6.37%
35 to 39 years	59,836	68,785	8,949	15%	6.20%
40 to 44 years	58,826	58,060	-766	-1%	6.10%
45 to 49 years	57,425	54,367	-3,058	-5%	5.95%

50 to 54 years	49,777	51,862	2,085	4%	5.16%
55 to 59 years	43,522	49,215	5,693	13%	4.51%
60 to 64 years	38,338	42,110	3,772	10%	3.97%
65 to 69 years	33,281	38,001	4,720	14%	3.45%
70 to 74 years	28,521	32,593	4,072	14%	2.96%
75 to 79 years	20,856	24,954	4,098	20%	2.16%
80 to 84 years	14,619	17,921	3,302	23%	1.52%
85 years and over	13,634	15,144	1,510	11%	1.41%
Total	964,676	1,014,333	49,658	5%	100.00%

Source: EMSI Q4 2020 Data Set (Population Demographics)

During the past 20 years, the LRGV has experienced an aging population. The number of people ages 50 and over increased by almost 69%, whereas the average increase of the entire population increased by 38%. On the other hand, the number of people 24 years and younger increased by only 27%. Reference **Table 8** below.

Table 8- Aging Population in LRGV

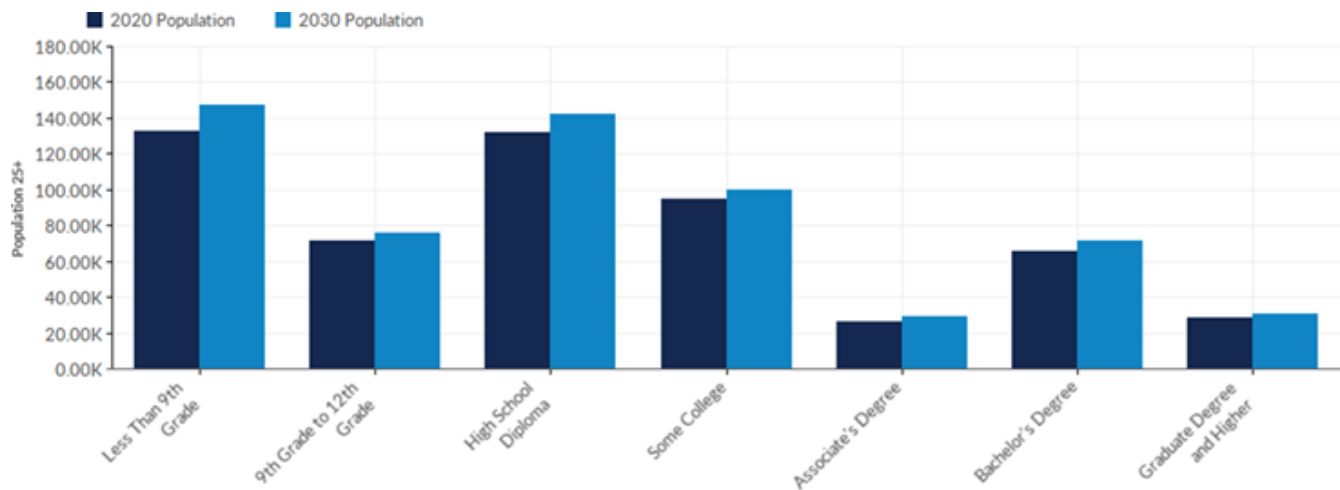
Age Cohort	2001 Population	2020 Population	Increase or Decrease	% Increase or Decrease
Up to 24 Years	460,731	584,177	123,446	26.79%
Between 25 and 49	328,633	439,026	110,393	33.59%
Between 50 and 74	145,028	247,325	102,297	70.54%
Over 75	72,236	119,110	46,874	64.89%
Total	1,006,628	1,389,637	383,009	38.05%

Source: EMSI Q4 2020 Data Set ([Population Demographics](#))

The LRGV still has a high percentage of young population which is a good statistic for attracting new business. The U.S. Census Bureau projects the number of older adults nationwide will outnumber youth by 2034. The aging trend will affect how to pay for social security, healthcare, and other services are paid. The skills gap will become wider as experienced workers retire and fewer job candidates with the right skills are available to fill those jobs.

In addition, **Table 9**, depicts the WFS population age 25 years and older, in 2020, is estimated at 551,606 persons, of this population, 37% or 204,365 persons have less than a high school diploma; and of those 24% have less than a 9th grade education. The workforce service delivery area's population in this age group also represent 63% of those who hold a high school diploma or higher. As shown on **Table 10**, the number of WFS's 25 years and older holding post-secondary degrees including associates, bachelors and graduate is 22% and is lower in comparison to the state population (39%).

Table 9- Educational Attainment By Level



Source: EMSI

Table 10- Educational Attainment by Level Expanded

Education Level	2020 Population	2030 Population	2020 % Population	2020 % State Population	2020 % National Population
Less Than 9th Grade	132,868	147,264	24%	10%	6%
9th Grade to 12th Grade	71,497	76,004	13%	8%	7%
High School Diploma	132,173	142,097	24%	25%	27%
Some College	94,542	100,155	17%	22%	21%
Associate degree	26,519	29,411	5%	7%	8%
Bachelor's Degree	65,891	71,754	12%	19%	19%
Graduate Degree and Higher	28,114	30,962	5%	10%	12%
TOTAL	551,604	597,648	100%	100%	100%

Source: EMSI Q4 2020 Data Set ([Educational Attainment](#))

WFS service delivery employers need job seekers to have graduated from high school and know appropriate workplace ethical behavior and soft skills. In addition,

many local industry employers require job seekers to have industry recognized certificates, associate, and bachelor's degrees, and have work experience for many of the positions. Because WFS workforce region employers are embracing technology and automation to lower labor costs, improve quality, and increase productivity, the area will continue to be challenged with a declining number of employment opportunities for those individuals with language barriers and low educational attainment.

2.A.iii - Lists of the in-demand industry sectors, in-demand occupations, and target occupations

Table 11 shows the list of Career Pathway Entry-Level Demand Occupations that provide opportunities for career pathways within the demand and target industries. WFS has identified 10 career pathway entry-level demand occupations in which the combine average annual employment growth is approximately 22,569 by 2030.

Table 11 – Career Pathway Entry-Level Demand Occupations 2021

	SOC	Description	2020 Jobs	2030 Jobs	Change	% Change	Avg. Hourly Earnings	Typical Entry Level Education
1	31-1128	Home Health and Personal Care Aides	41,164	57,584	16,421	40%	\$10.12	High school diploma or equivalent
2	35-3023	Fast Food and Counter Workers 35-3021	10,466	12,992	2,526	24%	\$10.06	Less than HS Diploma
3	41-2031	Retail Salespersons	10,773	11,206	433	4%	\$12.47	High school diploma or equivalent
4	41-2011	Cashiers	9,340	9,553	213	2%	\$11.14	High school diploma or equivalent
5	43-9061	Office General Clerks,	8,350	8,619	269	3%	\$13.67	High school diploma or equivalent
6	35-3031	Waiters and Waitresses	4,643	5,438	795	17%	\$9.48	Less than HS Diploma

7	53-7065	Stockers and Order Fillers 43-5081	3,925	4,332	407	10%	\$12.43	High school diploma or equivalent
8	47-2061	Construction Laborers	3,563	3,955	392	11%	\$16.94	Less than HS Diploma
9	53-7062	Laborers and Freight, Stock, and Material Movers, Hand	3,074	3,494	421	14%	\$11.74	High school diploma or equivalent
10	35-2014	Cooks, Restaurant	2,219	2,913	693	31%	\$11.25	Less than HS Diploma
Total			97,517	120,086	22,569	16%		

Source: EMSI Occupational Projection 2020-2030

WFS has selected 40 In-Demand Occupations that fall under a variety of industries, **Table 12** shows the In-Demand Occupations which are shown by in-demand industries with projected job growth by 2030: Business and Financial Operations with 5,988 jobs which considers a 24% growth rate; Computer and Mathematical with 1,066 jobs which considers a 23% growth rate; Management with 7,282 jobs which considers 25% growth rate; Legal with 1,140 jobs which considers a 16% growth rate; Sales and Related with 4,605 jobs and an 11% growth rate; Education, Training, and Library with 5,084 jobs with an 8% growth rate; Healthcare Practitioners and Technical with 3,385 jobs with a 34% growth rate; Healthcare Support with 3,891 jobs with a 26% growth rate; Community and Social Service with 1,930 jobs and a 14% growth rate, Construction with 285 jobs considering a 12% growth rate; Repair and Maintenance with 634 jobs and a 16% growth rate; Transportation and Warehousing with 2,235 jobs and 13% projected growth.

In 2020, there were 31,973 individuals employed within these WFS' 40 selected in-demand occupations and which are now projected to grow by 17% representing 5,551 employees by 2030. Nineteen (19) of these occupations require a bachelor's degree, eleven (11) require master's and doctorate degree, three (3) require postsecondary education and/or associate's degree, and seven (7) occupations require employees to hold a high school diploma or equivalent.

Table 12 - In-Demand Occupations List 2021

	SOC	Description	2020 Jobs	2030 Jobs	Chan ge	% Change	Avg. Hourly Earnings	Typical Entry Level Education
Business & Financial Operations								
1	13-1041	Compliance Officers	1,051	1,198	147	14%	\$33.06	Bachelor's degree
2	13-1111	Management Analysts	429	567	138	32%	\$59.93	Bachelor's degree
3	13-1151	Training and Development Specialists	411	484	73	18%	\$27.39	Bachelor's degree
4	13-1161	Market Research Analysts and Marketing Specialists	362	529	167	46%	\$34.22	Bachelor's degree
5	13-1198	Project Management Specialists and Business Operations Specialists, All Other 13-1199	1,025	1,281	256	25%	\$31.44	Bachelor's degree
6	13-2052	Personal Financial Advisors	222	259	37	17%	\$55.02	Bachelor's degree
7	43-3021	Billing and Posting Clerks	1,424	1,671	246	17%	\$16.95	High school diploma or equivalent
		Total	4,924	5,988	1,064	24%		
Computer & Mathematical								
8	15-1211	Computer Systems Analysts 15-1121	202	253	51	25%	\$34.36	Bachelor's degree
9	15-1244	Network and Computer Systems Administrators 15-1142	237	280	43	18%	\$31.61	Bachelor's degree
10	15-1251	Computer Programmers 15-1131	110	114	4	3%	\$38.00	Bachelor's degree
11	15-1256	Software Developers and Software Quality Assurance Analysts and Testers	290	420	129	45%	\$46.29	Bachelor's degree
		Total	840	1,066	226	23%		
Management								
12	11-1021	General and Operations Managers	3,492	3,991	499	14%	\$43.36	Bachelor's degree

13	11-3031	Financial Managers	549	704	155	28%	\$47.31	Bachelor's degree
14	11-9032	Education Administrators, Kindergarten through Secondary	1,386	1,548	163	12%	\$41.19	Master's degree
15	11-9111	Medical and Health Services Managers	720	1,039	319	44%	\$43.86	Bachelor's degree
		Total	6,147	7,282	1,135	25%		
Legal								
16	23-1011	Lawyers	982	1,140	158	16%	\$56.08	Doctoral or professional degree
Sales & Related								
17	41-3021	Insurance Sales Agents	1,413	1,711	299	21%	\$36.94	High school diploma or equivalent
18	41-3031	Securities, Commodities, and Financial Services Sales Agents	788	807	19	2%	\$30.64	Bachelor's degree
19	41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	130	147	17	13%	\$46.96	Bachelor's degree
20	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,836	1,940	103	6%	\$27.47	High school diploma or equivalent
		Total	4,167	4,605	438	11%		
Education, Training, & Library								
21	25-1099	Postsecondary Teachers	2,455	2,488	34	1%	\$29.53	Doctoral or professional degree
22	25-2012	Kindergarten Teachers, Except Special Education	441	494	53	12%	\$25.42	Bachelor's degree
23	25-2052	Special Education Teachers, Kindergarten and Elementary School	811	877	66	8%	\$27.42	Bachelor's degree
24	25-4022	Librarians and Media Collections Specialists 25-4021	437	479	42	10%	\$29.36	Bachelor's degree

25	25-9031	Instructional Coordinators	687	745	58	8%	\$33.94	Master's degree
		Total	4,831	5,084	253	8%		
Healthcare Practitioners & Technical								
26	29-1051	Pharmacists	475	561	86	18%	\$71.46	Doctoral or professional degree
27	29-1122	Occupational Therapists	328	449	121	37%	\$43.57	Master's degree
28	29-1123	Physical Therapists	330	565	235	71%	\$51.04	Doctoral or professional degree
29	29-1127	Speech-Language Pathologists	614	771	157	25%	\$36.16	Master's degree
30	29-1228	Physicians, All Other; and Ophthalmologists, Except Pediatric 29-1069	869	1,040	171	20%	\$102.56	Doctoral or professional degree
		Total	2,616	3,385	769	34%		
Healthcare Support								
31	31-1131	Nursing Assistants *Certified Only 31-1014	2,609	3,585	976	37%	\$12.43	Postsecondary nondegree award
32	19-3031	Clinical, Counseling, and School Psychologists	266	305	39	15%	\$37.20	Doctoral or professional degree
		Total	2,875	3,891	1,016	26%		
Community & Social Service								
33	21-1012	Educational, Guidance, and Career Counselors and Advisors	1,117	1,210	94	8%	\$30.55	Master's degree
34	21-1021	Child, Family, and School Social Workers	598	720	122	20%	\$22.97	Bachelor's degree
		Total	1,715	1,930	215	14%		
Construction								
35	17-3011	Architectural and Civil Drafters	123	131	8	7%	\$22.49	Associate's degree
36	49-9051	Electrical Power-Line Installers and Repairers	132	153	22	16%	\$31.64	High school diploma or equivalent
		Total	255	285	30	12%		
Repair & Maintenance								
37	49-3011	Aircraft Mechanics and Service Technicians	156	192	36	23%	\$15.44	Postsecondary nondegree award

38	49-9041	Industrial Machinery Mechanics	406	442	36	9%	\$24.03	High school diploma or equivalent
		Total	562	634	72	16%		
Transportation & Warehousing								
39	53-3033	Light Truck Drivers	1,913	2,059	146	8%	\$14.93	High school diploma or equivalent
40	53-3052	Bus Drivers, Transit and Intercity 53-3021	147	176	28	19%	\$10.62	High school diploma or equivalent
		Total	2,060	2,235	174	13%		
Grand Total			31,973	37,524	5,551	17%	\$34.27	

The Standard Occupational Classification (SOC) target occupations staffing patterns correlated to the North American Industry Classification System (NAICS) target industries are shown on **Table 13**.

Table 13 – Target Occupations Staffing Patterns and Industry Correlation 2021

Healthcare, Practitioners & Technical			
NAICS	Industry	Occupations	
		SOC	Description
6215	Medical & Diagnostic Laboratories	29-2032	Diagnostic Medical Sonographers
		29-2034	Radiologic Technologists and Technicians
		43-6013	Medical Secretaries and Administrative Assistants
6221	General Medical & Surgical Hospitals	29-1126	Respiratory Therapists
		29-2055	Surgical Technologists
		29-2034	Radiologic Technologists and Technicians
		29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other 29-2021
		43-6013	Medical Secretaries and Administrative Assistants
		29-2052	Pharmacy Technicians
		29-2061	Licensed Practical and Licensed Vocational Nurses

		31-9092	Medical Assistants *Certified
		29-1141	Registered Nurses
		31-2021	Physical Therapist Assistants
		29-2041	Emergency Medical Technicians and Paramedics
		29-1292	Dental Hygienists 29-2021
		13-1071	Human Resources Specialists
Education, Training, & Library			
6111	Elementary & Secondary Schools	25-2021	Elementary School Teachers, Except Special Education
		25-2022	Middle School Teachers, Except Special and Career/Technical Education
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education
		25-9045	Teaching Assistants, Except Postsecondary 25-9041
		43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		29-1141	Registered Nurses
		33-3051	Police and Sheriffs Patrol Officers
		15-1232	Computer User Support Specialists 15-1151
6113	Colleges & Universities, Public & Private	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		29-1141	Registered Nurses
		33-3051	Police and Sheriffs Patrol Officers
		15-1231	Computer Network Support Specialists 15-1152

		15-1232	Computer User Support Specialists 15-1151
		15-1257	Web Developers and Digital Interface Designers 15-1134
		13-1071	Human Resources Specialists
Business & Information Technology			
5412	Accounting & Bookkeeping Services	13-2011	Accountants and Auditors
		43-3031	Bookkeeping, Accounting, and Auditing Clerks
		43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		43-4051	Customer Service Representatives
5416	Management & Technical Consulting Services	13-2011	Accountants and Auditors
		43-3031	Bookkeeping, Accounting, and Auditing Clerks
		43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		43-4051	Customer Service Representatives
		13-1071	Human Resources Specialists
		23-2011	Paralegals and Legal Assistants
6113	Colleges & Universities, Public & Private	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		29-1141	Registered Nurses
		33-3051	Police and Sheriffs Patrol Officers
		15-1231	Computer Network Support Specialists 15-1152
		15-1232	Computer User Support Specialists 15-1151

		15-1257	Web Developers and Digital Interface Designers 15-1134
		13-1071	Human Resources Specialists
Transportation, Warehousing and Logistics			
4841	General Freight Trucking	53-3032	Heavy and Tractor-Trailer Truck Drivers
		49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
4931	Warehousing & Storage	53-3032	Heavy and Tractor-Trailer Truck Drivers
		49-9071	Maintenance and Repair Workers, General
8111	Automotive Repair & Maintenance	49-3023	Automotive Service Technicians and Mechanics
		49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
Construction & Extraction			
2362	Nonresidential Building Construction	47-2152	Plumbers, Pipefitters, and Steamfitters
		51-4121	Welders, Cutters, Solderers, and Brazers
		47-2111	Electricians
2382	Building Equipment Contractors	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
		47-2111	Electricians
		47-2152	Plumbers, Pipefitters, and Steamfitters
		43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		43-3031	Bookkeeping, Accounting, and Auditing Clerks
3363	Motor Vehicle Parts Mfg.	51-9161	Computer Numerically Controlled Tool Operators 51-4011
		51-4041	Machinists

3273	Cement & Concrete Product Mfg.	53-3032	Heavy and Tractor-Trailer Truck Drivers
		49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
3114	Fruit & Vegetable Preserving & Specially Food Mfg.	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
		53-3032	Heavy and Tractor-Trailer Truck Drivers
		43-3031	Bookkeeping, Accounting, and Auditing Clerks
		43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
		49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
		13-1071	Human Resources Specialists
Criminal Justice			
9221	Police Protection and Correctional Institutions	33-3012	Correctional Officers and Jailers

Source: WFS Target Occupation List 2021. Economic Modeling System Inc. (EMSI) Staffing Patterns 2020-2030

On **Table 14**, the target occupations for 2021 are grouped by target industry and provides 2020-2030 job projections, starting wage at the 10th percentile, experience wage at the 90th percentile, and the typical entry level education required. The total expected growth for these occupations is from 69,103 to 79,377 or 10,274 more jobs which represents a 15% growth rate.

Table 14- Target Occupations by Industry Category 2021

	SOC	Description	2020 Jobs	2030 Jobs	Starting Wage	Experience Wage	Typical Entry Level Education
Healthcare Practitioners & Technical							
1	29-1126	Respiratory Therapists	271	355	\$ 21.42	\$ 37.32	Associate's degree
2	29-1141	Registered Nurses	5,715	8,104	\$ 23.97	\$ 46.98	Bachelor's degree
3	29-1292	Dental Hygienists 29-2021	261	366	\$ 28.05	\$ 48.69	Associate's degree

4	29-2032	Diagnostic Medical Sonographers	157	197	\$ 26.67	\$ 45.81	Associate's degree
5	29-2034	Radiologic Technologists and Technicians	373	445	\$ 20.43	\$ 37.38	Associate's degree
6	29-2041	Emergency Medical Technicians and Paramedics	898	1,068	\$ 10.56	\$ 21.23	Postsecondary nondegree award
7	29-2052	Pharmacy Technicians	1,003	1,216	\$ 12.80	\$ 22.35	High school diploma or equivalent
8	29-2055	Surgical Technologists	215	255	\$ 15.70	\$ 31.23	Postsecondary nondegree award
9	29-2061	Licensed Practical and Licensed Vocational Nurses	2,682	3,683	\$ 18.30	\$ 29.02	Postsecondary nondegree award
10	29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other 29-2021	962	1,136	\$ 9.77	\$ 31.03	Postsecondary nondegree award
11	31-2011	Occupational Therapy Assistants	96	130	\$ 14.34	\$ 55.26	Associate's degree
12	31-2021	Physical Therapist Assistants	280	395	\$ 16.44	\$ 53.09	Associate's degree
13	31-9092	Medical Assistants *Certified	2,536	3,175	\$ 9.25	\$ 17.88	Postsecondary nondegree award
		Total	5,447	20,525			
Education, Training, & Library							
14	25-2021	Elementary School Teachers, Except Special Education	6,007	6,653	\$ 20.57	\$ 32.66	Bachelor's degree

15	25-2022	Middle School Teachers, Except Special and Career/Technical Education	3,338	3,658	\$ 20.36	\$ 33.56	Bachelor's degree
16	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	4,496	4,993	\$ 20.53	\$ 36.44	Bachelor's degree
17	25-9045	Teaching Assistants, Except Postsecondary 25-9041	3,873	4,336	\$ 8.05	\$ 16.69	Some college, no degree
		Total	17,715	19,641			
Business & Financial Operations							
18	13-2011	Accountants and Auditors	1,499	1,763	\$ 18.68	\$ 54.86	Bachelor's degree
Office & Administrative Support							
19	13-1071	Human Resources Specialists	603	752	\$ 15.15	\$ 36.35	Bachelor's degree
20	23-2011	Paralegals and Legal Assistants	463	546	\$ 13.32	\$ 24.25	Associate's degree
21	43-3031	Bookkeeping, Accounting, and Auditing Clerks	2,506	2,640	\$ 9.85	\$ 24.49	Some college, no degree
22	43-4051	Customer Service Representatives	5,169	5,201	\$ 9.48	\$ 18.68	High school diploma or equivalent
23	43-6013	Medical Secretaries and Administrative Assistants	2,150	2,636	\$ 9.60	\$ 18.01	High school diploma or equivalent
24	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,431	4,466	\$ 8.71	\$ 21.77	High school diploma or equivalent
		Total	15,322	16,241			

Computer & Mathematical							
25	15-1231	Computer Network Support Specialists 15-1152	164	202	\$ 16.36	\$ 33.00	Associate's degree
26	15-1232	Computer User Support Specialists 15-1151	725	843	\$ 12.31	\$ 29.21	Some college, no degree
27	15-1257	Web Developers and Digital Interface Designers 15-1134	104	132	\$ 6.93	\$ 43.37	Associate's degree
		Total	994	1,177			
Transportation & Material Moving							
28	49-3023	Automotive Service Technicians and Mechanics *Dealer-Authorized Programs Only	1,766	1,808	\$ 15.55	\$ 32.85	Postsecondary nondegree award
29	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	607	670	\$ 9.72	\$ 24.85	High school diploma or equivalent
30	53-3032	Heavy and Tractor-Trailer Truck Drivers	6,373	7,130	\$ 10.04	\$ 37.04	Postsecondary nondegree award
		Total	8,746	9,608			
Construction & Extraction							
31	17-3023	Electrical and Electronic Engineering Technologists and Technicians	84	102	\$ 17.93	\$ 42.79	Associate's degree
32	47-2111	Electricians	854	927	\$ 9.66	\$ 32.33	High school diploma or equivalent
33	47-2152	Plumbers, Pipefitters, and Steamfitters	727	773	\$ 8.94	\$ 30.96	High school diploma or equivalent

		Total	1,665	1,802			
Installation, Maintenance, & Repair							
34	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	503	538	\$ 10.33	\$ 29.38	Postsecondary nondegree award
35	49-9071	Maintenance and Repair Workers, General	2,552	2,885	\$ 9.05	\$ 20.04	High school diploma or equivalent
		Total	3,054	3,423			
Production							
36	51-4041	Machinists	202	239	\$ 8.29	\$ 24.67	High school diploma or equivalent
37	51-4121	Welders, Cutters, Solderers, and Brazers	558	603	\$ 8.27	\$ 30.27	High school diploma or equivalent
38	51-9161	Computer Numerically Controlled Tool Operators 51-4011	96	104	\$ 11.70	\$ 24.19	High school diploma or equivalent
		Total	856	945			
Protective Services							
39	33-3012	Correctional Officers and Jailers	1,749	1,877	\$ 15.29	\$ 29.23	High school diploma or equivalent
40	33-3051	Police and Sheriffs Patrol Officers	2,055	2,375	\$ 16.68	\$ 31.96	High school diploma or equivalent
		Total	3,804	4,252			
		Grand Total	69,103	79,377			

Source: WFS Target Occupation List 2021. Economic Modeling System Inc. (EMSI) 2020-2030
The following narratives provide an overview of the target industry categories in **Table 14**.

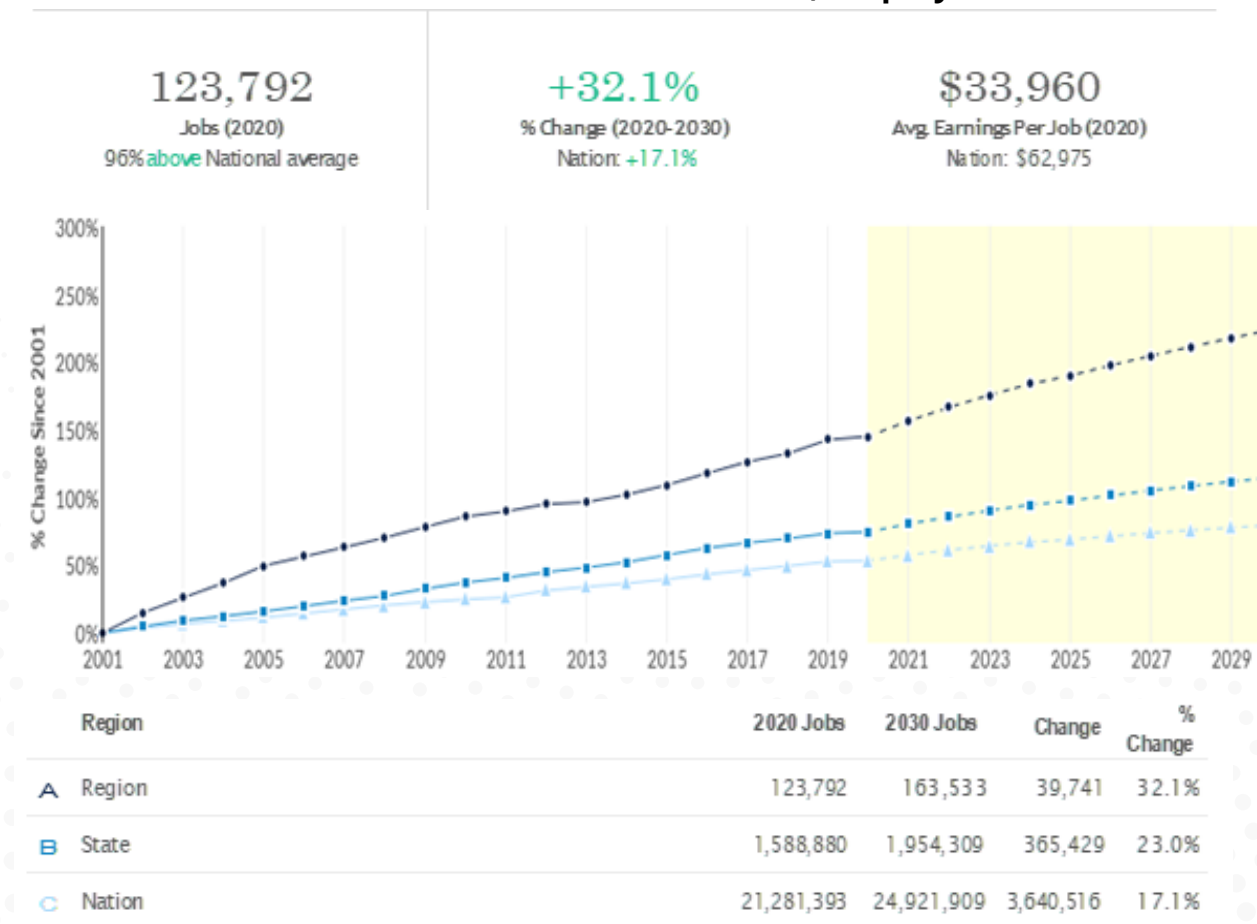
Healthcare Practitioners & Technical

The healthcare industry is one of the fastest growing industries in the Rio Grande Valley (RGV). From 2019 to 2020 the healthcare industry in the region grew by 1.1% adding 1,297 jobs and is projected to grow by 32.1% by the year 2030. The growth in the region, which is well above both state and national levels, can be directly attributed to the rapidly

growing population and the need for quality medical care. For a trend line chart refer to **Chart 2** below.

With a rapidly growing healthcare industry, WFS has worked towards developing the necessary strategies to attract, promote, and retain top quality medical professionals and education to meet the workforce demands of expanding healthcare facilities. As a result of the growth in the industry, and the need to have a skilled workforce to meet the demand of employers, WFS established the Healthcare Taskforce in August 2015. The WFS Healthcare Taskforce is comprised of major healthcare employers, educational institutions, and industry stakeholders within the RGV. The purpose of the WFS Healthcare Taskforce is to identify and address healthcare industry challenges, recruitment, and training needs. The healthcare taskforce serves as a forum for industry stakeholders to share information, discuss workforce needs, and explore partnership opportunities.

Chart 2- Healthcare Practitioners and Technical, Employment Trends

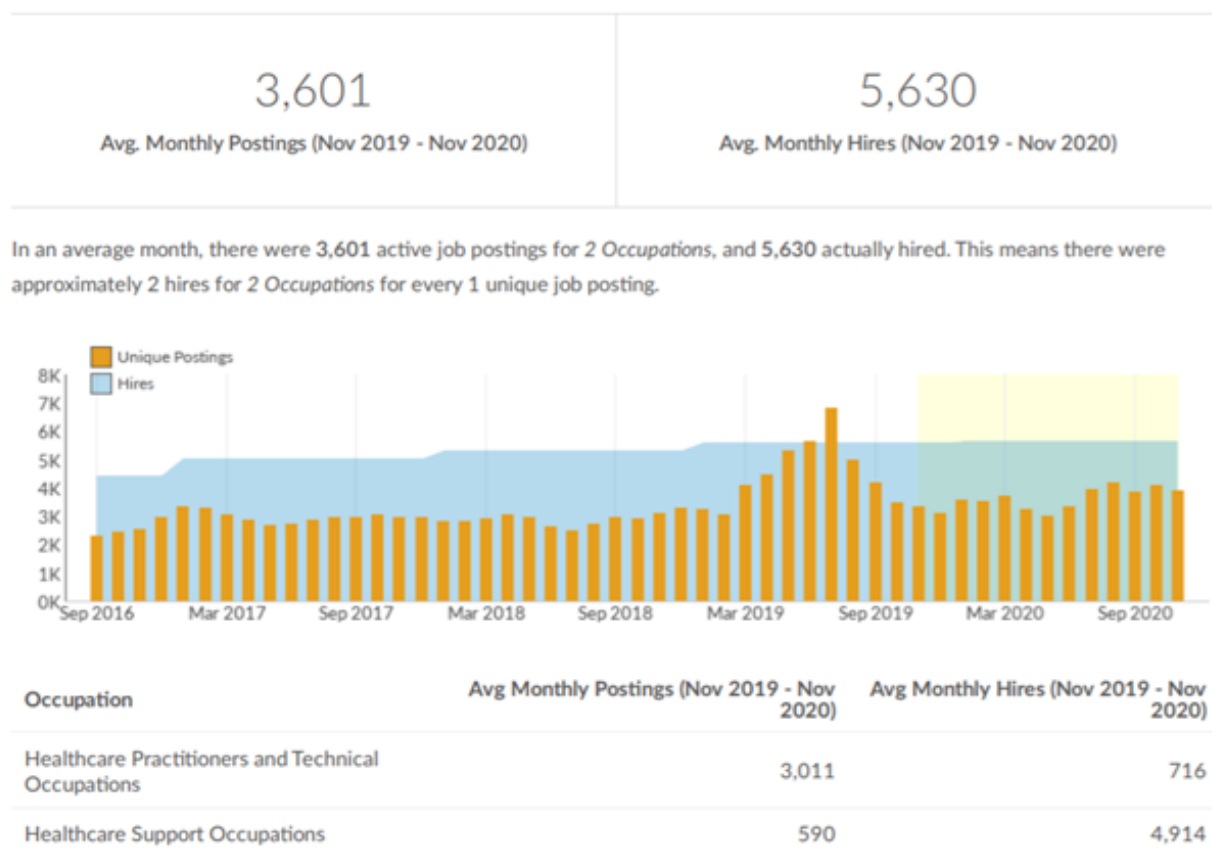


Source: EMSI 2020-2030

The healthcare industry in the RGV has seen exponential growth and is forecasted to continue doing so within the next ten years. Understanding this, WFS Business Relations Representatives (BRR) proactively to validate supply and demand for the industry. WFS has established working relationships with major healthcare employers and educational institutions to stay abreast of industry trends and gain vital insight on occupational needs of local employers.

WFS has identified the need for middle skilled and nursing occupations, which between November 2019 – November 2020, accounted for approximately 3,011 job postings and only 716 actual hires. This overwhelming gap can be attributed to the lack of capacity at the college and university levels to accommodate qualified nursing candidates due to the lack of nursing educators. WFS has also identified the surplus in entry level healthcare occupations such as nursing assistants and personal care aides, which accounted for approximately 590 job openings and 4,914 hires between Nov. 2019 – Nov. 2020. Please reference the **Chart 3** below.

Chart 3- Health Practitioner & Technical, Demand Trends
Job Postings vs. Hires



According to the 2020-2030 target occupations projections in **Table 14**, the 13 Healthcare Practitioners and Technical target occupations are projected to grow from 15,447 to 20,525 jobs or 5,075 more jobs which represents an increase of 33%. The minimum starting wage for these occupations is \$9.25 and the maximum experience wage is \$55.26. The typical entry level education required for these occupations support a wide range of training components and certificates. One occupation requires High School Diploma or Equivalent, 5 occupations require Postsecondary Nondegree Award, 6 occupations require Associate's Degree, and one occupation requires Bachelor's degree.

Education, Training, & Library

Regional Employment in the Educational Instruction and Library occupations is higher than the national average. An average area of this size of the RGV typically has 25,916* jobs, while there are 42,482 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in the area.

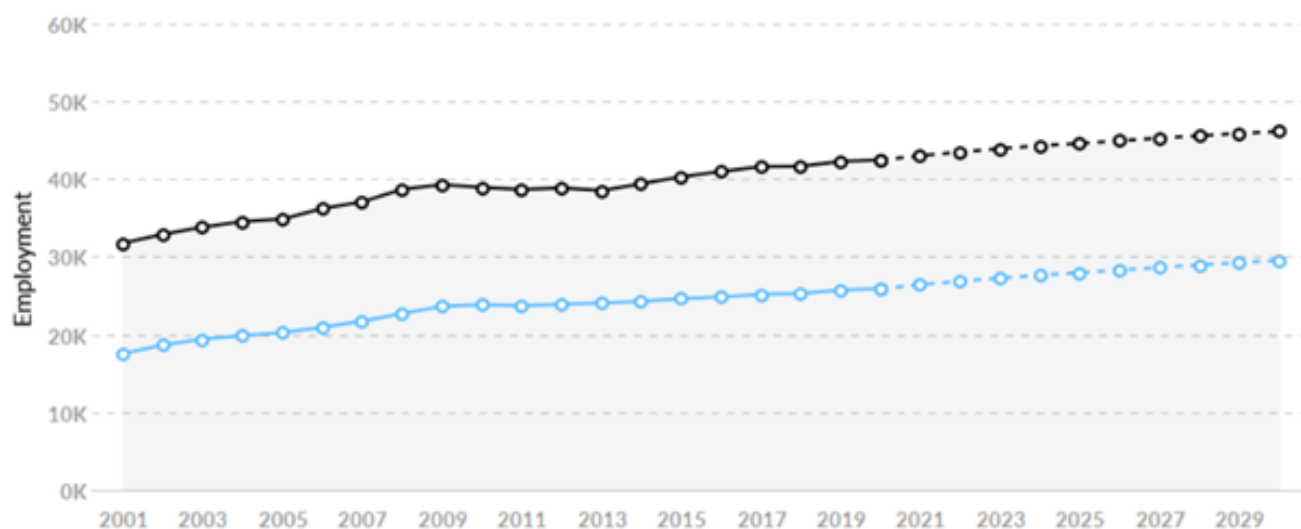


Source: EMSI Occupational Overview

WFS has identified the need for Educational Instruction and Library occupations, which between 2019 – 2021, accounted for an increase in jobs of approximately 729. There is also a projected increase of 3,674 jobs or 8.6% over the next 10 years to 2030. Reference **Chart 4** below.

Chart 4 – Education, Training, & Library, Employment Trends

An average area of this size typically has 25,916* jobs, while there are 42,482 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.

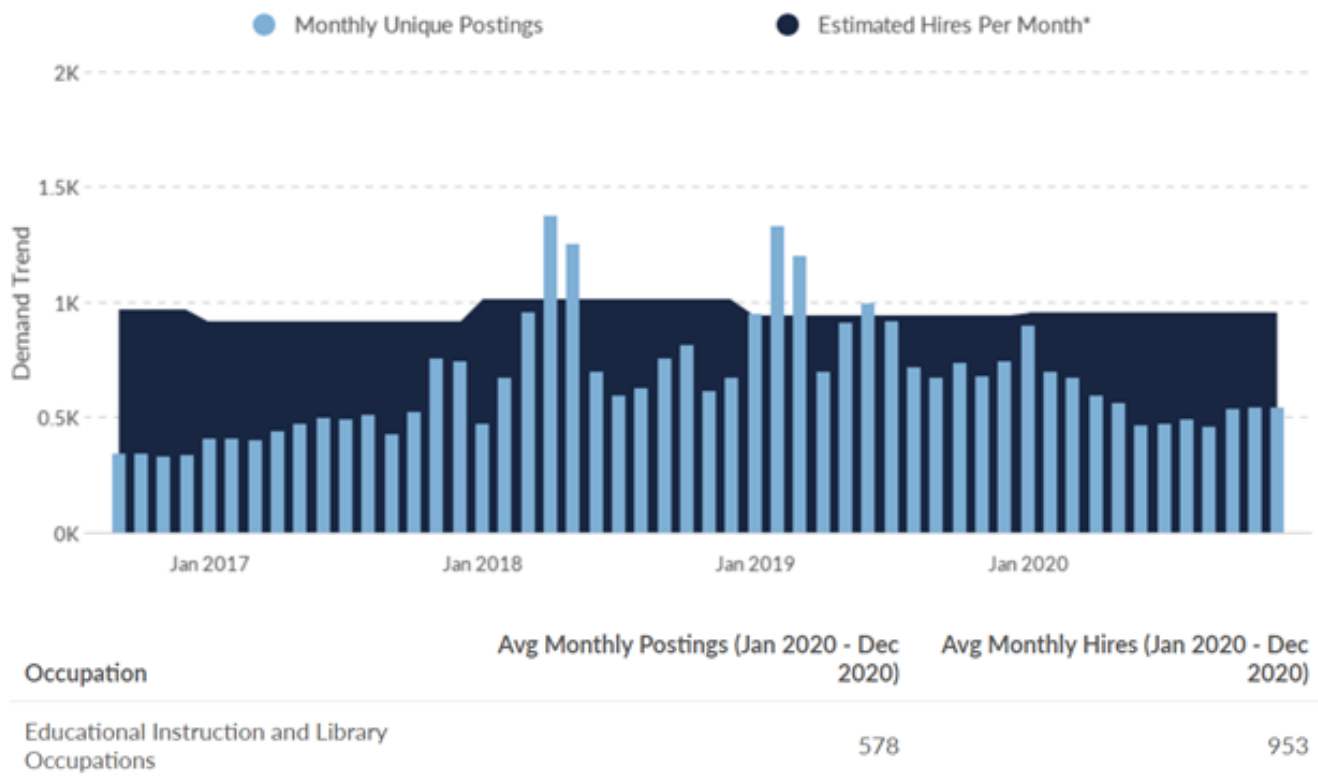


	Region	2020 Jobs	2030 Jobs	Change	% Change
●	Rio Grande Valley	42,482	46,156	3,674	8.6%
●	National Average	25,916	29,555	3,640	14.0%

Source: EMSI 2020-2030

Between January 2020-December 2020, the Educational Instruction and Library occupations accounted for approximately 2,625 job postings and 953 average monthly hires over that period. Reference **Chart 5** below.

Chart 5- Education, Training, & Library, Demand Trends



Source: EMSI 2020-2030

One occupational group—educational instruction and library—was chosen to illustrate the diversity of data available for any of the 22 major occupational categories. McAllen had 27,120 jobs in educational instruction and library occupations, accounting for 10.3% of local area employment, significantly higher than the 6.1% national share. The local average hourly wage for this occupational group was \$22.47, significantly lower than the national average of \$27.75. (Source: Occupational Employment and Wages in McAllen-Edinburg-Mission – May 2019 : Southwest Information Office : U.S. Bureau of Labor Statistics (bls.gov)).

According to the 2020-2030 target occupations projections in **Table 14**, the 4 Education, Training, & Library target occupations are projected to grow from 17,715 to 19,641 jobs an additional 1,926 jobs representing an increase of 11%. The minimum starting wage for these occupations is \$8.05 and the maximum experience wage is \$36.44.

The typical entry level education required is Some College for one occupation and Bachelor’s Degree for three of the total 4 occupations.

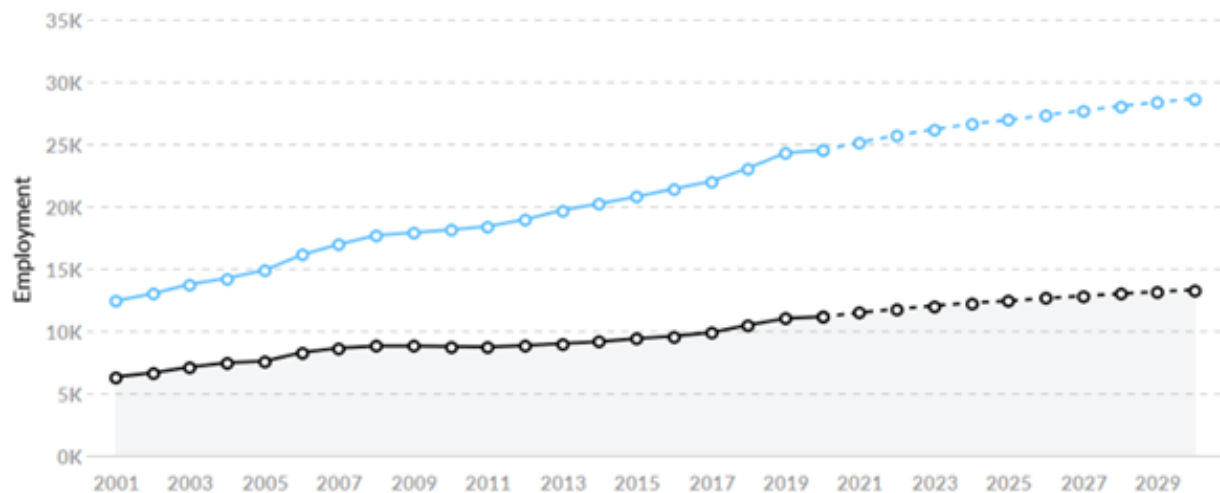
Business & Financial Operations

Regional Employment in the Business & Financial occupations is lower than the national average. An average area of this size of the RGV typically has 24,504* jobs, while there are 11,141 in the region. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in the area.

WFS has identified the need for Business & Financial occupations in the RRGV, which between 2019 – 2020, accounted for an increase in jobs of approximately 135 jobs. In addition, from 2020 to 2021 there is a projected increase of 336 jobs. There is also a projected increase of 2,167 jobs or 19.4% over the next 10 years to 2030. Please reference the **Chart 6** below.

Chart 6– Business & Financial Operations, Employment Trends

An average area of this size typically has 24,504* jobs, while there are 11,141 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

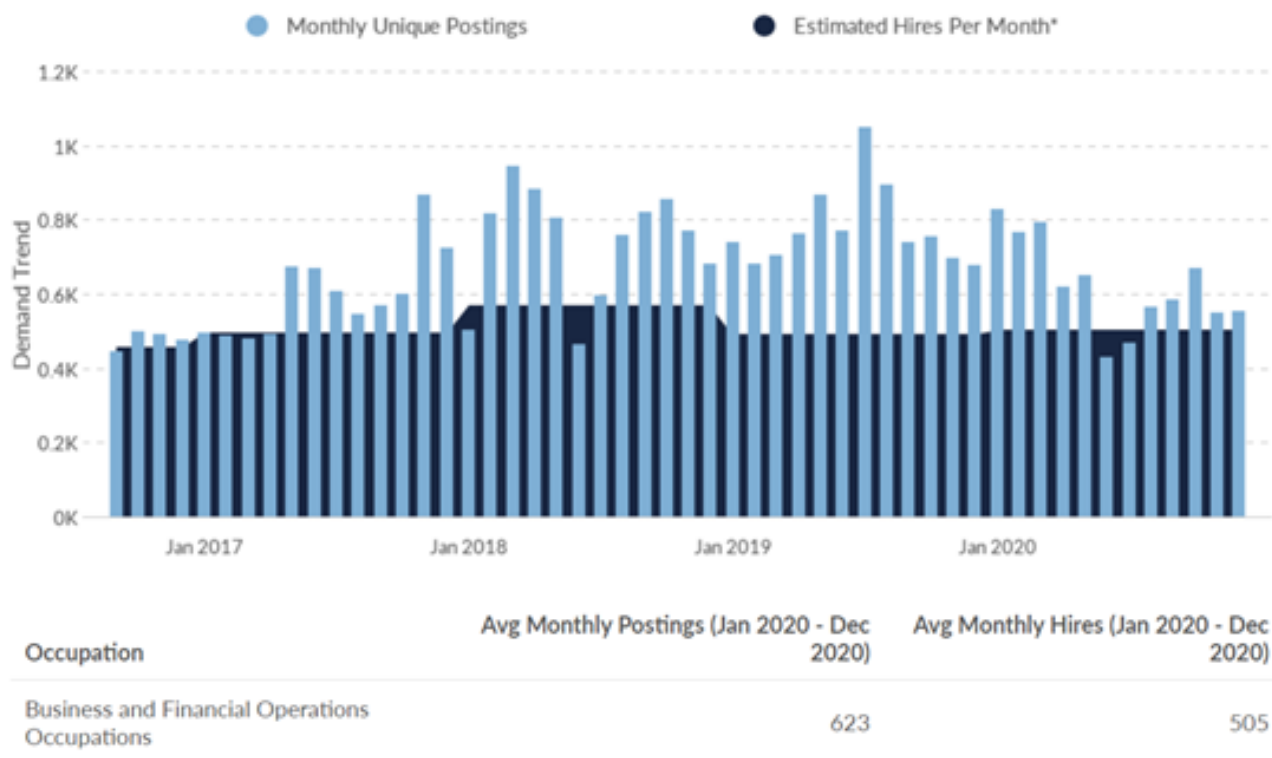


Region	2020 Jobs	2030 Jobs	Change	% Change
● Rio Grande Valley	11,141	13,308	2,167	19.4%
● National Average	24,504	28,650	4,146	16.9%

Source: EMSI 2020-2030

For Business & Financial Occupations, the 2019 median wage in the RGV is \$57,149, while the national median wage is \$69,766. The average monthly postings for this occupation are 623 per month with average monthly hires of 505 over that same time period. The top job titles posted are Tax Professionals (100), Accountants (80), Financial Advisors (78). Please reference the **Chart 7** below.

Chart 7- Business & Financial Operations, Demand Trends



Source: EMSI 2020-2030

According to the 2020-2030 target occupations projections on **Table 14**, the Business & Financial Operations target occupation is projected to grow from 1,499 to 1,763 jobs, an additional 263 jobs representing an increase of 18%. The minimum starting wage for the target occupations is \$18.68 and the maximum experience wage is \$54.86.

The typical entry level education required for Accountants and Auditors is Bachelor's degree.

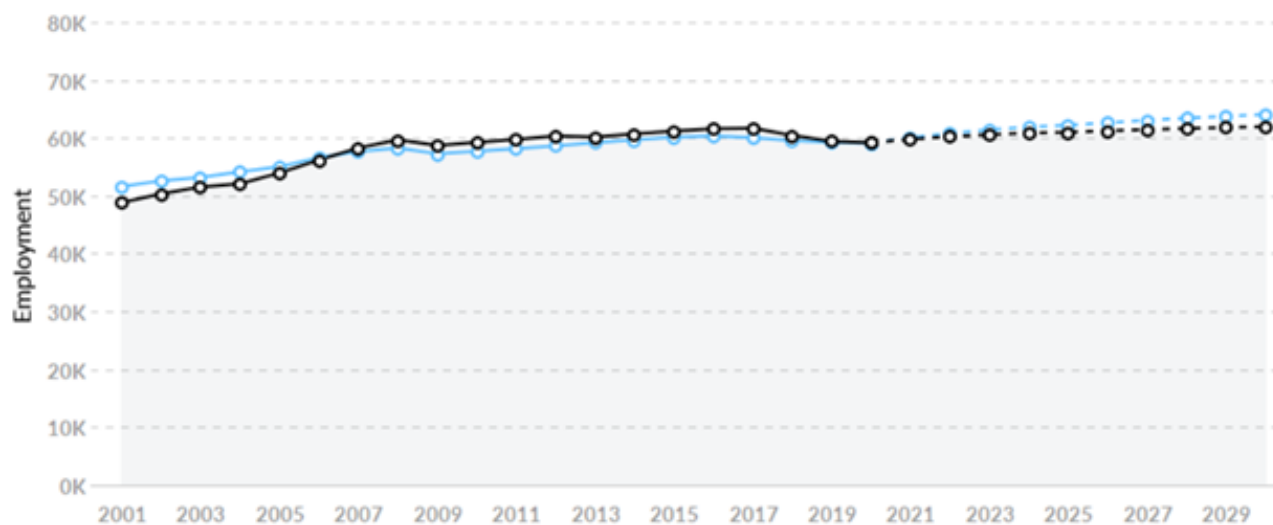
Office & Administrative Support

Regional Employment in the Office & Administrative Support occupations is about average compared to the national average. An average area of this size of the RGV typically has 59,121* jobs, while there are 59,159 in the region.

WFS has identified the need for Office & Administrative occupations, which between 2019 – 2020, accounted for a small decrease of approximately 95 jobs, however from 2020 to 2021 there is a projected increase of 653 jobs in the field. There is also a projected increase of 2,789 jobs or 4.7% over the next 10 years to 2030. Reference **Chart 8** below.

Chart 8 – Office & Administrative Support, Employment Trends

An average area of this size typically has 59,121* jobs, while there are 59,159 here.



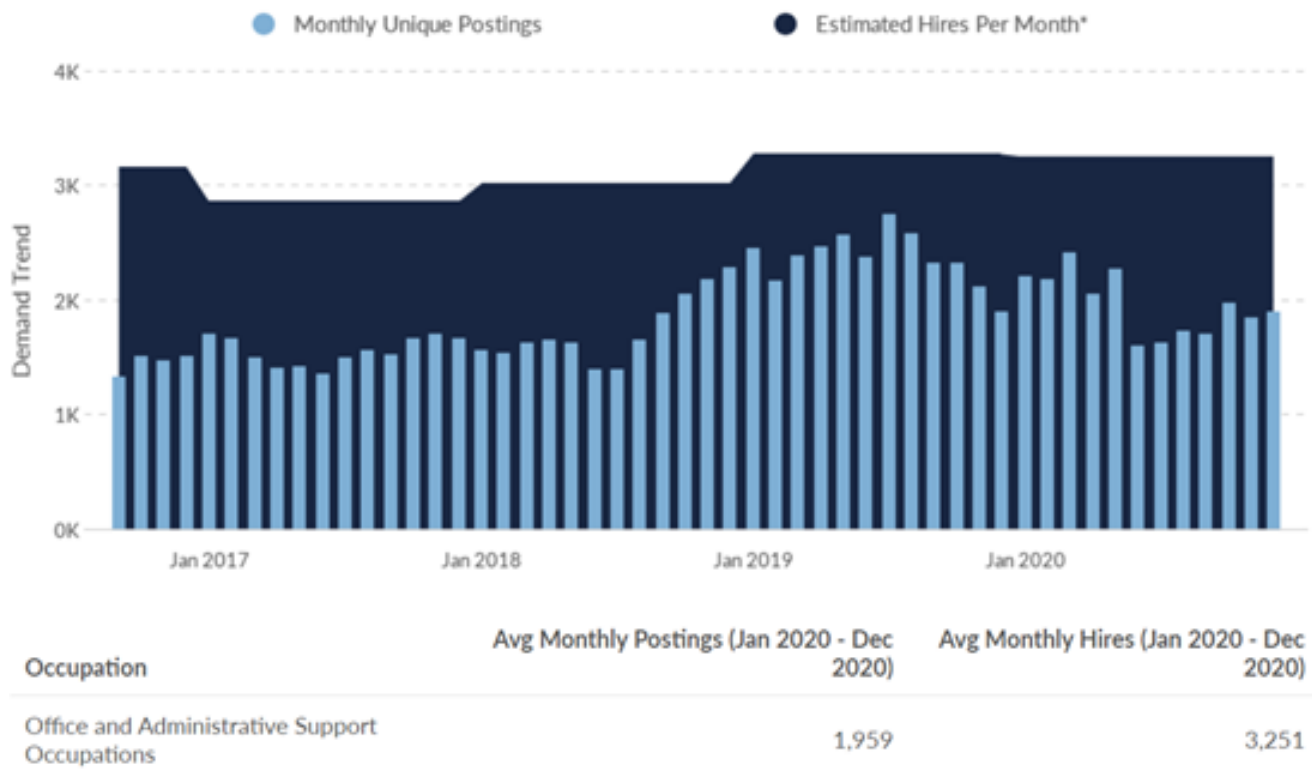
Region	2020 Jobs	2030 Jobs	Change	% Change
● Rio Grande Valley	59,159	61,948	2,789	4.7%
● National Average	59,121	64,061	4,940	8.4%

Source: EMSI 2020-2030

The regional compensation for Office and Administration Support Occupations is 25% lower than the national compensation. The 2019 median wage in the RGV is

\$28,222, while the national median wage is \$37,661. The top job titles posted are Customer Service Representatives (664), Administrative Assistants (240) and Receptionists (222). Reference **Chart 9** below.

Chart 9- Office & Administrative Support, Demand Trends



Source: EMSI 2020-2030

According to the 2020-2030 target occupations projections on **Table 14**, the six (6) Office & Administrative Support target occupations are projected to grow from 15,322 to 16,241 jobs, an additional 918 jobs, representing an increase of 6%. The minimum starting wage for these occupations is \$8.71 and the maximum experience wage is \$36.35.

The typical entry level education required for these occupations support a wide range of training components and certificates. Three occupations require High School Diploma or Equivalent, one occupation requires Some College, one occupation requires Associate's Degree, and one occupation requires Bachelor's degree.

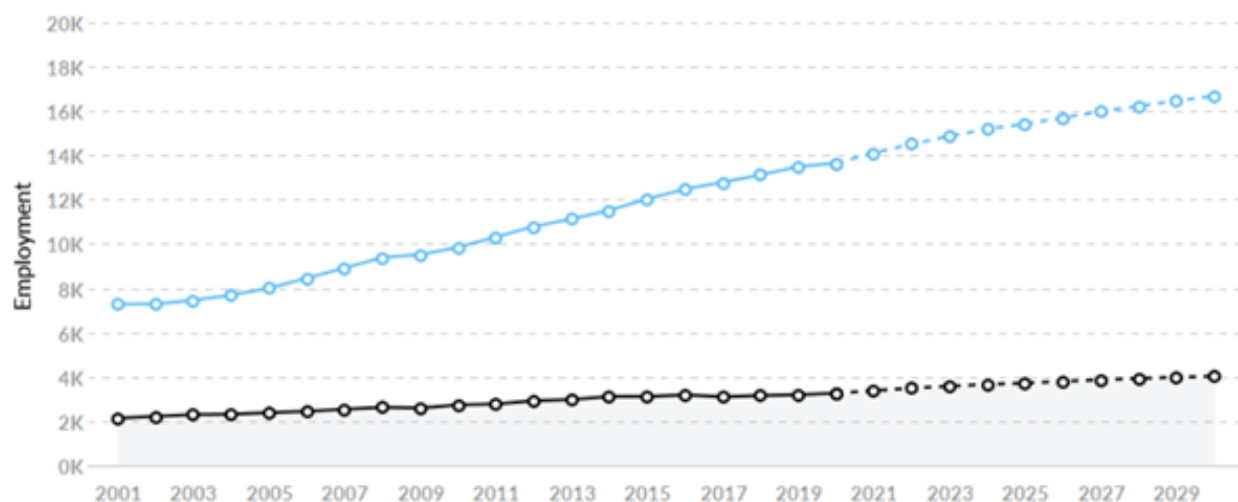
Computer and Mathematical

Regional Employment in the Computer & Mathematical occupations is lower than the national average. An average area of this size of the RGV typically has 13,653* jobs, while there are 3,265 in the region. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in the area.

WFS has identified the need for Computer & Mathematical occupations in the RGV, which between 2019 – 2020, accounted for an increase in jobs of approximately 72. In addition, from 2020 to 2021 there is a projected increase of 118 jobs. There is also a projected increase of 769 jobs or 23.6% over the next 10 years to 2030. Reference **Chart 10** below.

Chart 10 – Computer & Mathematical, Employment Trends

An average area of this size typically has 13,653* jobs, while there are 3,265 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



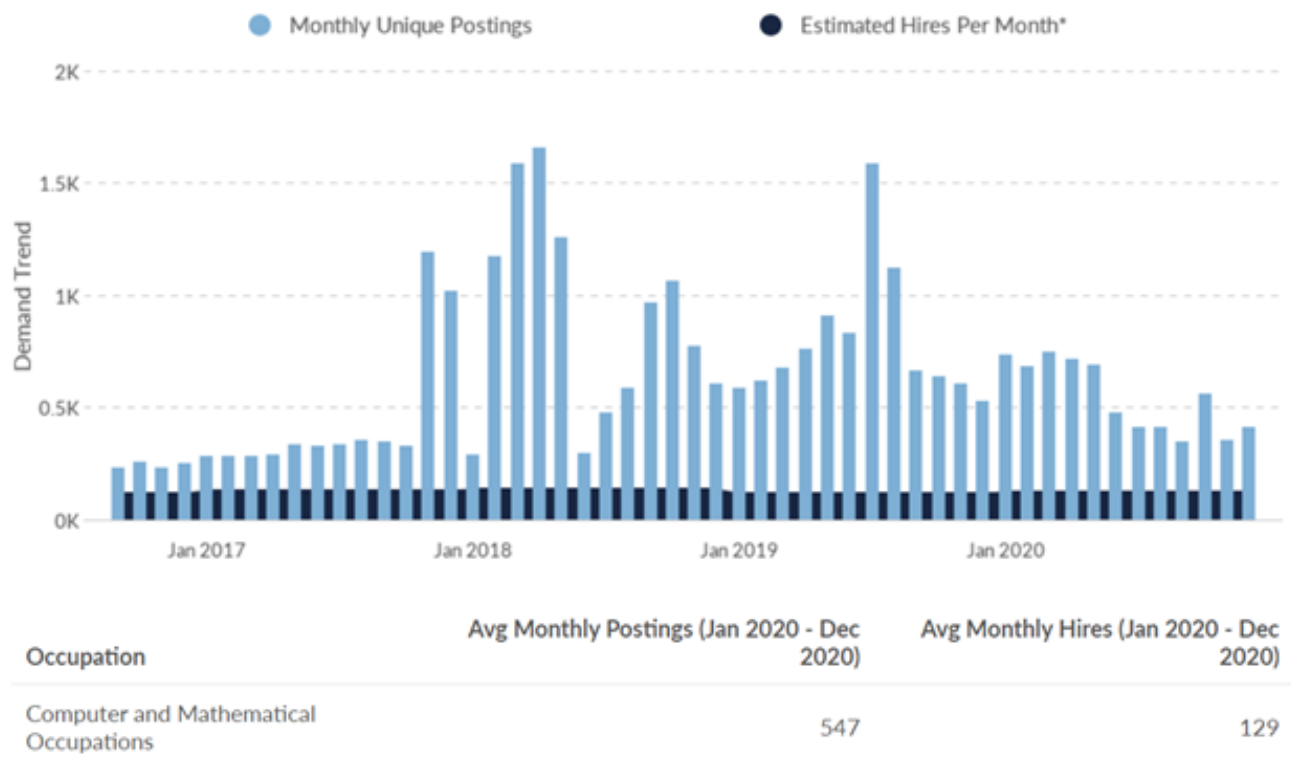
Region	2020 Jobs	2030 Jobs	Change	% Change
● Rio Grande Valley	3,265	4,034	769	23.6%
● National Average	13,653	16,687	3,034	22.2%

Source: EMSI 2020-2030

The 2019 median wage for Computer & Mathematical Occupations in the RGV is

\$57,317, while the national median wage is \$87,756. The occupation's average monthly postings is 547 per month with average monthly hires of 129 over that same time period. The top job titles posted are Software Engineers (84), Information Technology (IT) Specialists (32), and Senior Software Development Managers (32). Reference **Chart 11** below.

Chart 11 – Computer & Mathematical, Demand Trends



Source: EMSI 2020-2030

It was estimated that around 900,000 people in the nation were employed in Cybersecurity related type of jobs according the State Ranking Annual Report by Business Facilities Magazine. The demand of skilled professionals in the IT sector is growing exponentially each year and exceeding the supply with an estimated shortage of 3 million workers by 2021. Making the IT industry the sector with the largest growth potential for 2019-2021.

In 2019 the State of Texas ranked number one (#1) in Cybersecurity sector growth potential followed by the states of Virginia and Louisiana. The capacity to place and retain the number one ranking resides in the ability to continue

aligning education, industry, and government sectors to collaborate in future opportunities for industry development. Among the main growing IT occupations, those under the categories of systems engineers, software developers, databases architects and administrators, networks architects and administrators, security and intelligence analysts, quality assurance and testers are the occupations with the greatest potential to lead and expand into Cybersecurity related type of jobs.

According to the 2020-2030 target occupations projections in **Table 14**, the three (3) Computer and Mathematical target occupations are projected to grow from 994 to 1,777 jobs, an additional 183 jobs representing an increase of 18%. The minimum starting wage for these occupations is \$6.93 and the maximum experience wage is \$43.37.

The typical entry level education required for these occupations support a wide range of training components and certificates. Two occupations require Associate's Degree, and one occupation requires Some College as minimum.

Transportation & Material Moving

Regional Employment in the Transportation and Material Moving Occupations is lower than the national average. An average area of this size of the RGV typically has 40,358* jobs, while there are 34,826 in the region. This lower than average supply of jobs may makes it easier for new companies to retain a competitive advantage.

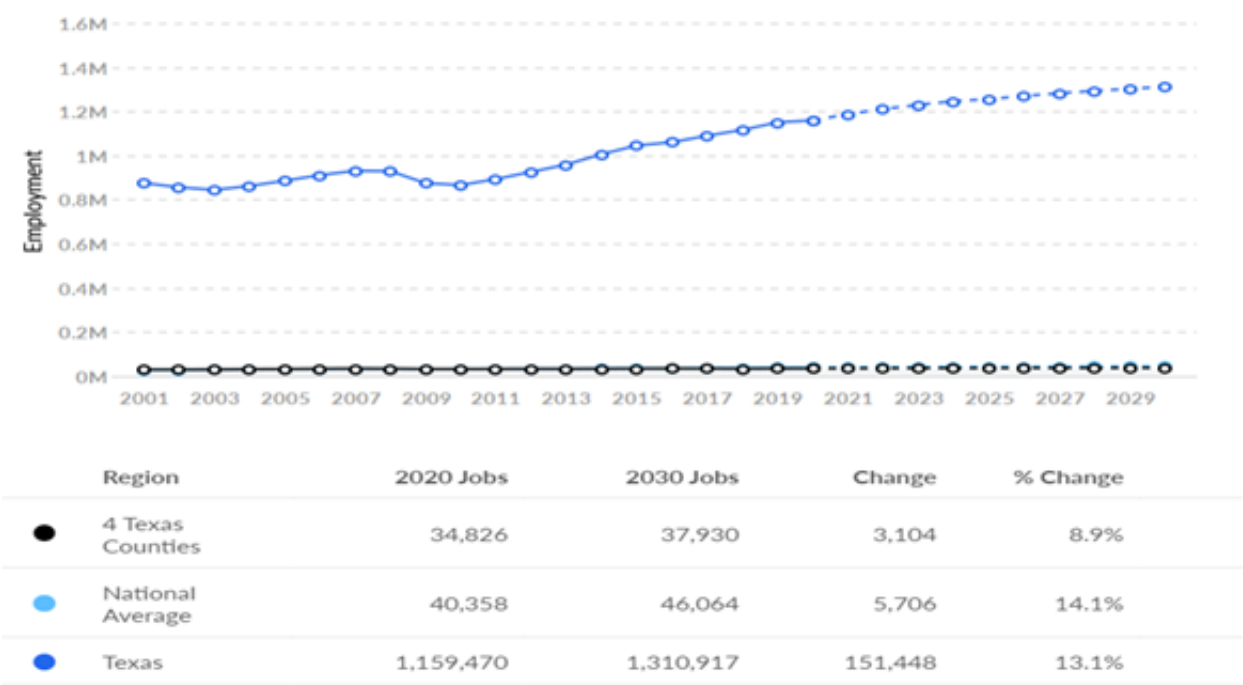


Source: EMSI Occupational Overview

WFS has identified the need for Transportation and Material Moving Occupations, which between 2019 – 2021, accounted for an increase of approximately 734 jobs. There is also a projected increase of 3,104 jobs or 8.9% over the next 10 years to 2030. Reference **Chart 12** below.

Chart 12 – Transportation & Material Moving, Employment Trends

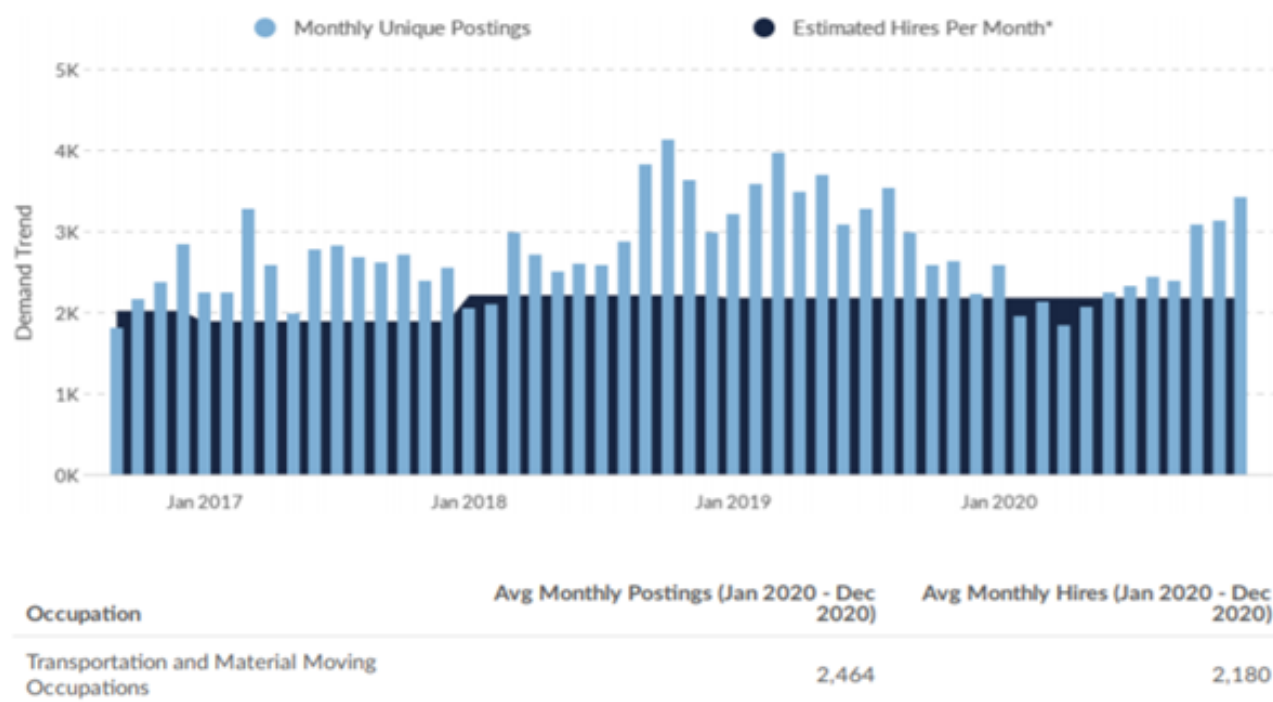
An average area of this size typically has 40,358* jobs, while there are 34,826 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Source: EMSI 2020-2030

WFS has identified the need for Transportation and Material Moving Occupations, which between Jan. 2020 - Dec. 2020, accounted for approximately 12,435 job postings and 2,180 average monthly hires over that period. Reference **Chart 13** below.

Chart 13 - Transportation & Material Moving, Demand Trends



Source: EMSI 2020-2030

WFS has determined the need for Transportation and Supportive Occupations to include heavy tractor trailer truck drivers and mechanics. As a direct result of the pandemic, the need for skilled logistic and transportation professionals has increased for both the region and the nation in order to deliver commodities they carry such as, refined petroleum products, sugar, salt, grains, windmill components and steel, which serve as the foundational backbone of many industries in the U.S. and throughout North America.

According to the American Trucking Association, there are more than 3.5 million professional truck drivers nationwide who deliver the nation's freight safely and securely every day. The trucking industry is a huge economic driver accounting for a \$791.7 billion enterprise. (<https://riograndeguardian.com/reed-celebrating-%ef%bb%bfnational-truck-driver-appreciation-week/>)

According to the 2020-2030 target occupations projections in **Table 14**, the three (3) Transportation and Material Moving target occupations are projected to grow from 8,746 to 9,608 jobs, an additional 862 jobs representing an increase of 10%. The minimum starting wage for these occupations is \$9.72 and the maximum

experience wage is \$37.04.

The typical entry level education required for these occupations is High School Diploma or Equivalent for one of the occupations and Postsecondary Nondegree Award for the other two occupations.

Construction & Extraction

Regional Employment in the Construction and Extraction Occupations is slower than the national average. An average area of this size of the RGV typically has 23,246* jobs, while there are 19,561 in the region. This lower than average supply of jobs may makes it easier for new companies to retain a competitive advantage.

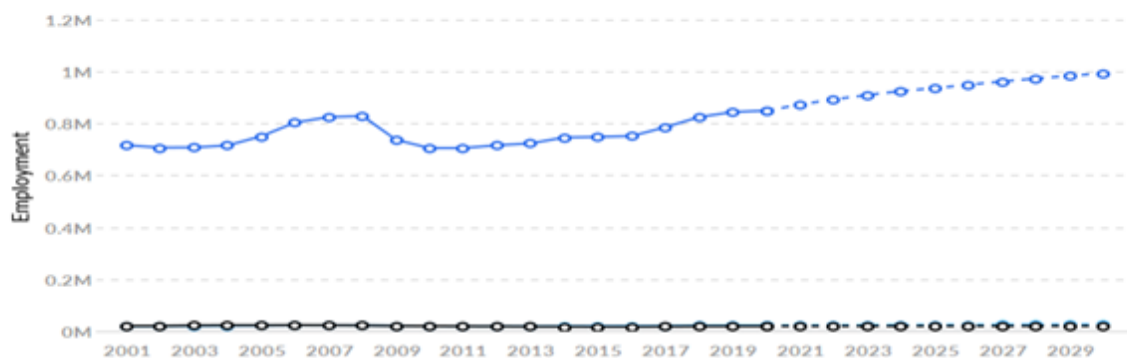


Source: EMSI Occupational Overview

WFS has identified the need for Construction and Extraction Occupations, which between 2019 – 2021, accounted for an increase of approximately 283 jobs. There is also a projected increase of 902 jobs or 4.6% over the next 10 years to 2030. Reference **Chart 14** below.

Chart 14 – Construction & Extraction, Employment Trends

An average area of this size typically has 23,246* jobs, while there are 19,561 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

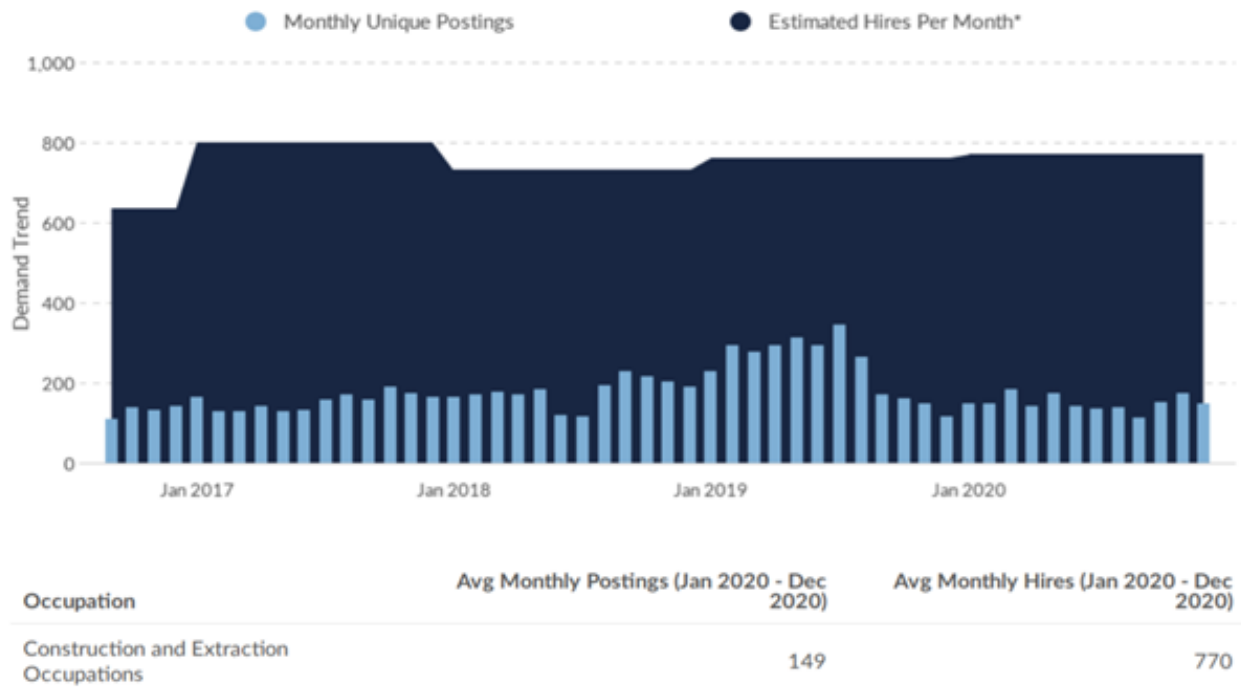


Region	2020 Jobs	2030 Jobs	Change	% Change
4 Texas Counties	19,561	20,463	902	4.6%
National Average	23,246	27,130	3,884	16.7%
Texas	849,829	993,641	143,812	16.9%

Source: EMSI 2020-2030

WFS has identified the need for Construction and Extraction Occupations, which between January 2020 – December 2020, accounted for approximately 736 job postings and 770 average monthly hires over that period. Reference **Chart 15** below.

Chart 15 – Construction & Extraction, Demand Trends



Source: EMSI 2020-2030

The Construction sector is anticipated to create approximately 7,000 or more new jobs in the region in 2021-2023 to support the three Port of Brownsville Liquefied Natural Gas (LNG) liquefaction projects with additional temporary jobs for scheduled maintenance, assuming that all three firms secure permits and then decide to move forward with construction. The long-term projected prices for natural gas have a major impact on their final investment decisions, and the recent economic disruption caused by the pandemic has caused oil prices to plunge. Reduced CAPEX budgets by the major energy companies, lower demand for natural gas, and several major natural gas field discoveries overseas, could impact the return on investment calculations for these companies. One option

they have is to delay their final investment decision for up to five years after securing their federal permits.

Additionally, the construction of the border wall and the I-69 expansion project have also accounted for the additional construction jobs to the region. (<https://riograndeguardian.com/garcia-lng-construction-jobs-offer-careers-for-valley-residents/>)

According to the 2020-2030 target occupations projections on Table 14, the three (3) Construction & Extraction target occupations are projected to grow from 1,665 to 1,802 jobs, an additional 137 jobs representing an increase of 8%. The minimum starting wage for these occupations is \$8.94 and the maximum experience wage is \$42.79.

The typical entry level education required for these occupations is High School Diploma or Equivalent for two of the occupations and Associate's Degree for one target occupation in this industry.

Installation, Maintenance, & Repair

Regional Employment in the Maintenance & Repair Occupations is slightly lower than the national average. An average area of this size of the RGV typically has 19,169* jobs, while there are 16,278 in the region. This lower than average supply of jobs may makes it easier for new companies to retain a competitive advantage.



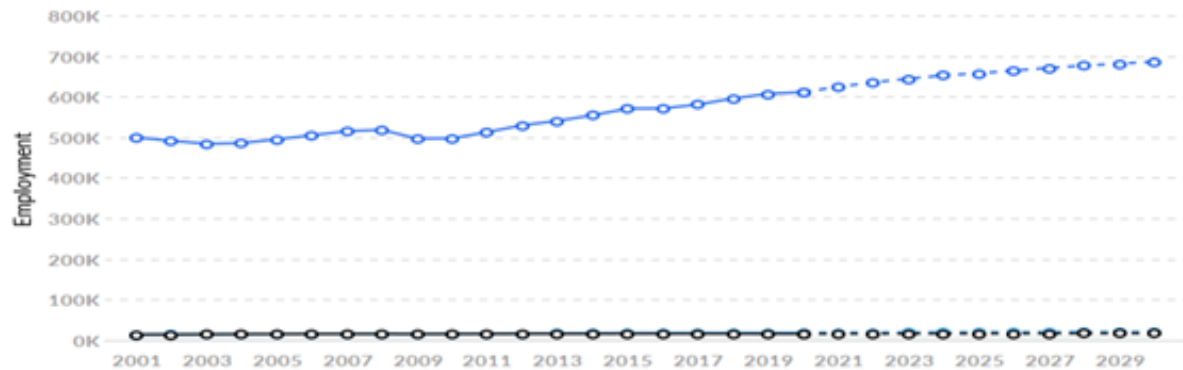
Source: EMSI Occupational Overview

WFS has identified the need for Maintenance & Repair Occupations, which between 2019 – 2021, accounted for an increase in jobs of approximately 277. There is also a projected increase of 1,220 jobs or 7.5% over the next 10 years to 2030. Reference **Chart 16** below.

Chart 16 – Installation, Maintenance, & Repair; Employment Trends

Regional Employment Is Lower Than the National Average

An average area of this size typically has 19,169* jobs, while there are 16,278 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

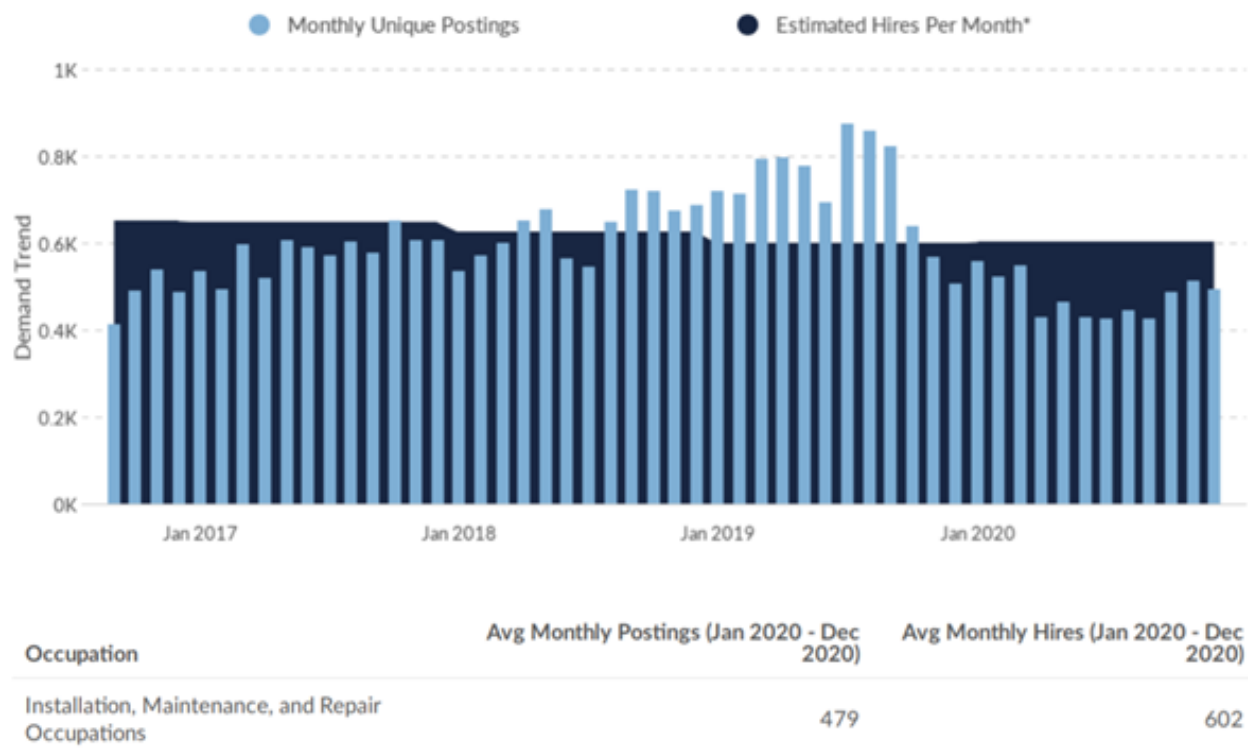


Region	2020 Jobs	2030 Jobs	Change	% Change
● 4 Texas Counties	16,278	17,498	1,220	7.5%
● National Average	19,169	21,633	2,464	12.9%
● Texas	611,286	685,917	74,631	12.2%

Source: EMSI 2020-2030

WFS has identified the need for Maintenance & Repair Occupations, which between Jan. 2020 – Dec. 2020, accounted for approximately 2,287 job postings and 602 average monthly hires over that period. Reference **Chart 17** below.

Chart 17 – Installation, Maintenance, & Repair; Demand Trends



Source: EMSI 2020-2030

According to the 2020-2030 target occupations projections on **Table 14**, the two (2) Installation, Maintenance, & Repair target occupations are projected to grow from 3,054 to 3,423 jobs, an additional 369 jobs representing an increase of 12%. The minimum starting wage for Installation, Maintenance & Repair occupations is \$9.05, and the maximum experience wage is \$29.38.

The typical entry level education required for these occupations is High School Diploma or Equivalent and Postsecondary Nondegree Award.

Production

Regional Employment in the Production Occupations is slightly lower than the national average but higher than the state average. An average area of this size of the RGV typically has 28,221* jobs, while there are 16,802 in the region. This lower than average supply of jobs may makes it easier for new companies to retain a competitive advantage.



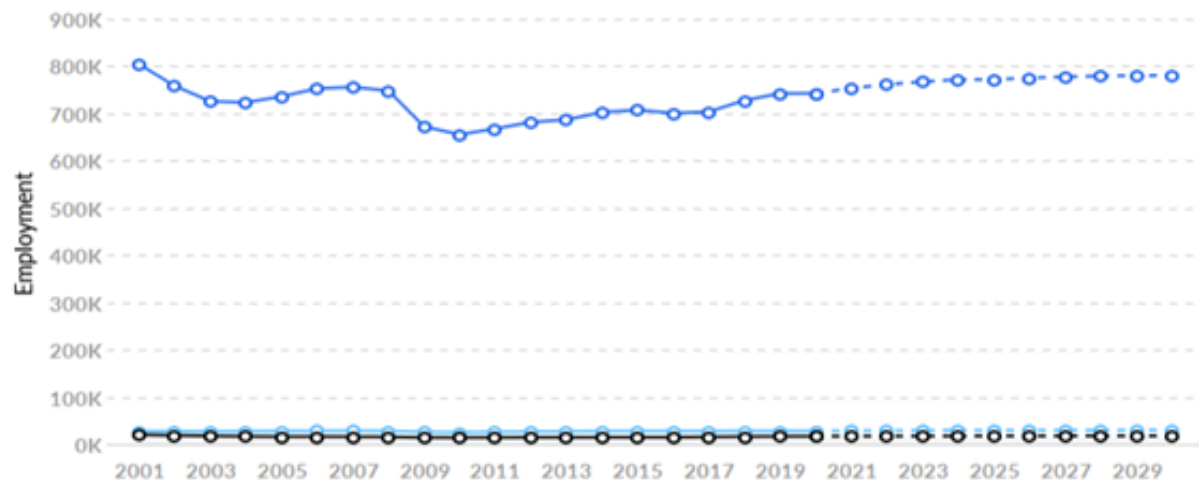
Source: EMSI Occupational Overview

WFS has identified the need for Production Occupations, which between 2019 – 2021, accounted for an increase of approximately 342 jobs. There is also a projected increase of 977 jobs or 5.8% over the next 10 years to 2030. Reference **Chart 18** below.

Chart 18 – Production, Employment Trends

Regional Employment Is Lower Than the National Average

An average area of this size typically has 28,221* jobs, while there are 16,802 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

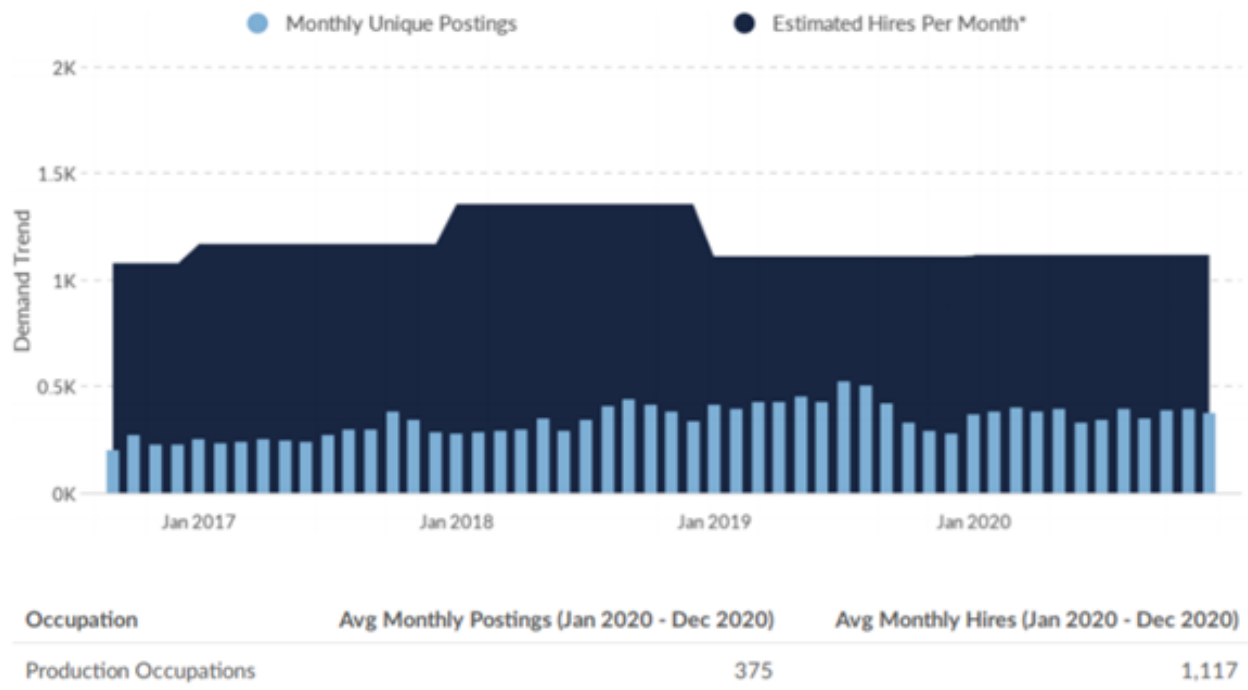


	Region	2020 Jobs	2030 Jobs	Change	% Change
●	4 Texas Counties	16,802	17,779	977	5.8%
●	National Average	28,221	29,876	1,655	5.9%
●	Texas	742,676	780,421	37,745	5.1%

Source: EMSI 2020-2030

WFS has identified the need for Production Occupations, which between Jan. 2020 – Dec. 2020, accounted for approximately 1,574 job postings and 1,117 average monthly hires over that period. Reference **Chart 19** below.

Chart 19 – Production, Demand Trends



Source: EMSI 2020-2030

The Production Industry has been minimally affected by the COVID-19 Pandemic, with only a few companies forced to reduce the labor force to comply with shelter in place orders and social distancing measures. There have been several expansions to the manufacturing sector that have attributed to the growth within the sector. Keppel Amfels has increased their labor force as they have shifted their operations to ship building, in addition, the opening of the Space X facility is estimated to add between 500-1000 jobs, and Stanley Black and Decker has continued with expansions efforts.

The U.S.-Mexico-Canada Agreement (USMCA) is also estimated to have a direct effect on Texas Manufacturing Industry. One of the biggest changes pertaining to the automotive industry mandates that at least 75% of a vehicle must be manufactured in one of the three countries and at least 40% of a vehicle must be assembled by workers making at least \$16 per hour.

As a result of the USMCA, businesses are looking to identify sites in the USA to be compliant with the agreement. WFS has been actively working with EDCs to assist businesses looking to relocate and capitalize on the skilled labor force of the

region.

(<https://www.dallasnews.com/business/economy/2020/07/01/five-ways-texas-benefits-from-the-new-usmca-trade-deal-taking-effect-today/>)

According to the 2020-2030 target occupations projections in **Table 14**, the 3 Production Target occupations are projected to grow from 856 to 945 jobs, an additional 90 jobs representing an increase of 10%. The minimum starting wage for Production Target occupations is \$8.27 and the maximum experience wage is \$30.27.

The typical entry level education required for these occupations is High School Diploma or Equivalent.

Protective Services

The Protective Service occupations have a light job posting demand over a deep supply of regional jobs. Job posting activity is low in the area. The national average for an area this size is 125* job postings/Mo., while there are 84 in the region.



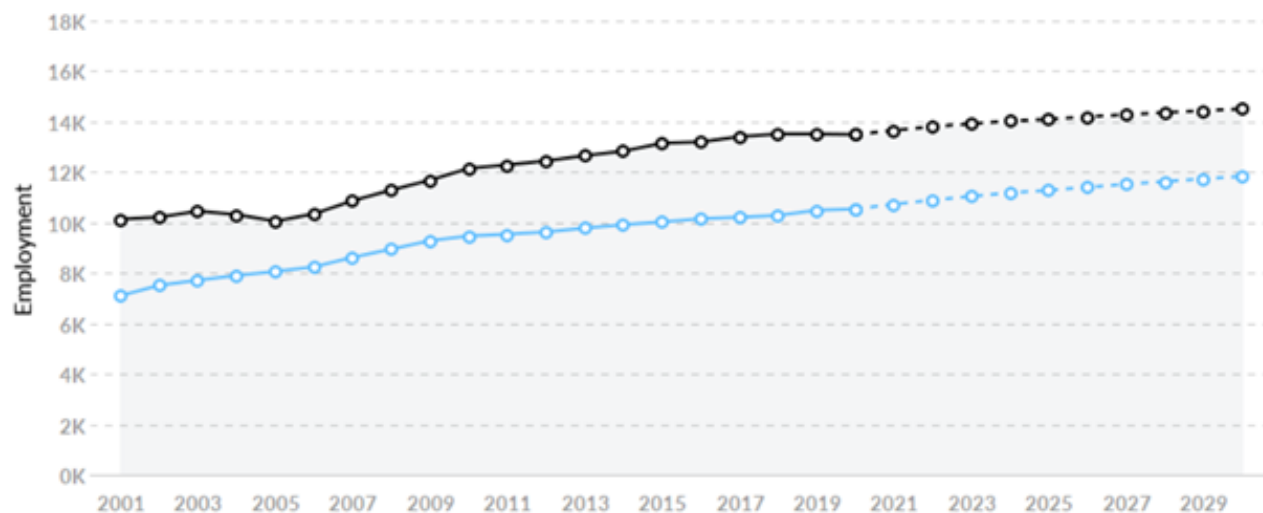
An average area of this size typically has 10,538* jobs, while there are 13,489 in the region. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.

Source: EMSI Occupational Overview

WFS has identified the need for Protective Service occupations in the RGV, which between 2019 – 2020, accounted for a small decrease in jobs of approximately 20, however from 2020 to 2021 there is a projected increase of 170 jobs. There is also a projected increase of 1,017 jobs or 7.5% over the next 10 years to 2030. Reference **Chart 20** below.

Chart 20 – Protective Services, Employment Trends

An average area of this size typically has 10,538* jobs, while there are 13,489 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.

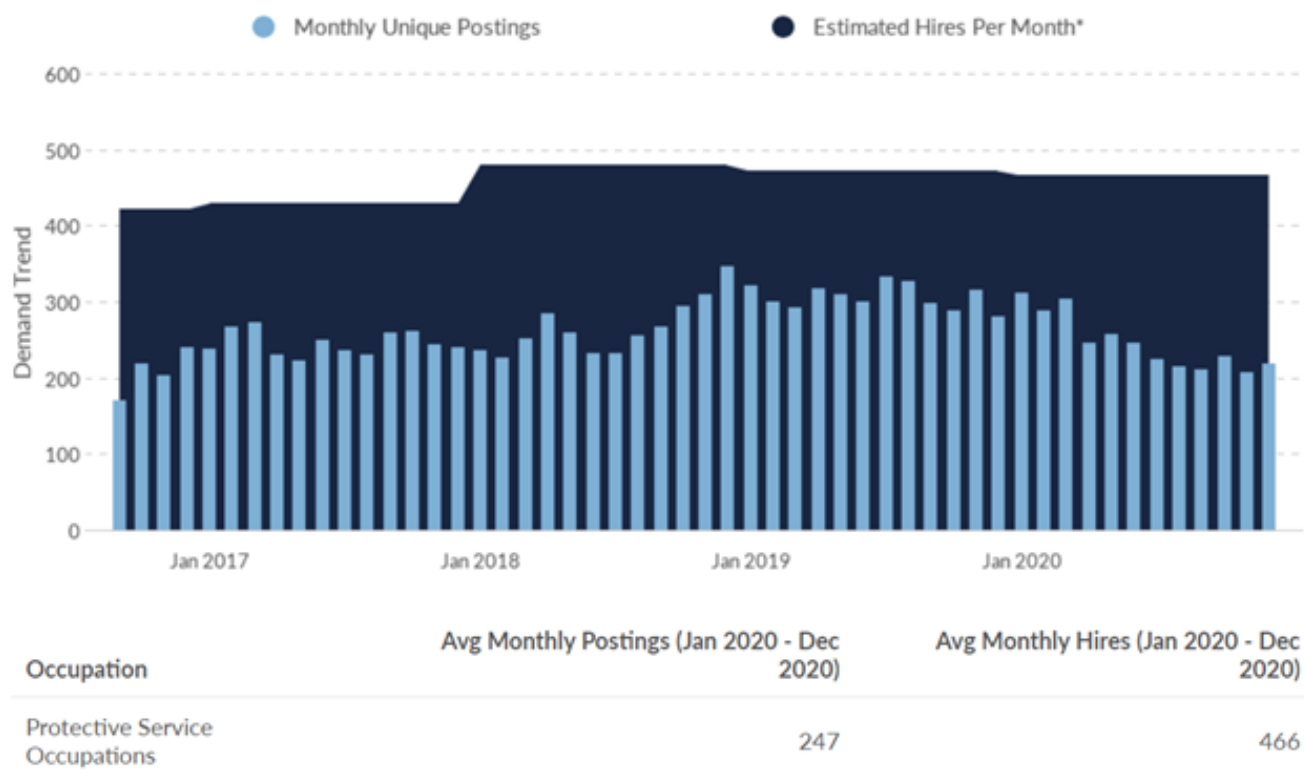


Region	2020 Jobs	2030 Jobs	Change	% Change
● Rio Grande Valley	13,489	14,506	1,017	7.5%
● National Average	10,538	11,833	1,295	12.3%

Source: EMSI 2020-2030

The regional compensation for Protective Service occupations is average compared to the national compensation. The national median salary for Protective Service occupations is \$41,807, compared to \$41,923 in the RGV. The average monthly postings for this occupation are 247 per month with average monthly hires of 466 over the same time period. Reference **Chart 21** below.

Chart 21- Protective Services, Demand Trends



Source: EMSI 2020-2030

According to the 2020-2030 target occupations projections on **Table 14**, the two (2) Protective Services target occupations are projected to grow from 3,804 to 4,252 jobs, an additional 448 jobs representing an increase of 12%. The minimum starting wage for these occupations is \$15.29 and the maximum experience wage is \$31.96.

The typical entry level education required for Protective Service target occupations is High School Diploma or Equivalent.

2.B. KNOWLEDGE AND SKILLS ANALYSIS

Determining the knowledge and skills employers are seeking is important to creating a well-trained talent pipeline to meet the employment needs for employers in the region. Employers seek specific knowledge and skills required for

occupations and outline their needs in job descriptions to serve as a guide to project job success.

Knowledge and skills are defined below:

Knowledge: The subjects, topics, and items of information that an employee should know at the time he or she is hired or moved into the job. Knowledge represents bodies of information that are applied directly to the performance of work functions.¹

Skills: Technical or manual proficiencies which are usually learned or acquired through training. Skills should be measurable and observable.¹

An analysis of the knowledge and skills for the following In-Demand Industry Categories, In-Demand Occupations and Target Occupations was conducted using O*NET OnLine tool sponsored by the U.S. Department of Labor. The analysis provides insight on the knowledge and skills as identified by employers and detailed in the Occupation Summary Report available on O*NET OnLine website. The top five knowledge and skills were selected for each In-Demand Industry Category as listed below and continues with In-Demand Occupations and Target Occupations.

Knowledge and Skills In-Demand Industry Categories:

Industry Category: Business & Financial Operations

Knowledge

English Language
Customer and Personal Service
Administration and Management
Computer and Electronics
Mathematics

Skills

Active Listening
Reading Comprehension
Critical Thinking
Judgement and Decision Making
Speaking



1. <https://www.shsu.edu/dept/hr/employment/hiring.html>

Industry Category: Computer & Mathematical

Knowledge

Computer and Electronics
English Language
Customer and Personal Service
Engineering and Technology
Mathematics

Skills

Critical Thinking
Active Listening
Reading Comprehension
Programming
Systems Analysis



Industry Category: Management

Knowledge

Administration and Management
Customer and Personal Service
English Language
Personnel and Human Resources
Mathematics

Skills

Active Listening
Speaking
Critical Thinking
Reading Comprehension
Coordination



Industry Category: Legal

Knowledge

Law and Government
English Language
Customer and Personal Service
Administration and Management
Personnel and Human Resources

Skills

Active Listening
Speaking
Reading Comprehension
Critical Thinking
Complex Problem Solving



Industry Category: Sales & Related

Knowledge

Customer and Personal Service
Sales and Marketing
English Language
Mathematics
Administration and Management

Skills

Active Listening
Speaking
Persuasion
Social Perception
Reading Comprehension



Industry Category: Education, Training & Library

Knowledge

Education and Training
English Language
Customer and Personal Service
Administration and Management
Computers and Electronics

Skills

Active Listening
Speaking
Instructing
Learning Strategies
Reading Comprehension



Industry Category: Healthcare Practitioners & Technical

Knowledge

Medicine and Dentistry
Education and Training
Biology
English Language
Customer and Personal Service

Skills

Critical Thinking
Active Listening
Reading Comprehension
Service Orientation
Social Perceptiveness



Industry Category: Healthcare Support

Knowledge

Customer and Personal Service
English Language
Education and Training
Therapy and Counseling
Administration and Management

Skills

Active Listening
Service Orientation
Social Perceptiveness
Critical Thinking
Speaking



Industry Category: Community & Social Service

Knowledge

Therapy and Counseling
Psychology
English Language
Clerical
Customer and Personal Service

Skills

Active Listening
Speaking
Social Perceptiveness
Critical Thinking
Reading Comprehension



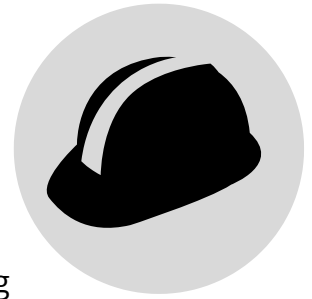
Industry Category: Construction & Extraction

Knowledge

Building and Construction
Customer and Personal Service
Mathematics
Public Safety and Security
Mechanical

Skills

Active Listening
Critical thinking
Complex Problem Solving
Judgment and Decision Making
Speaking



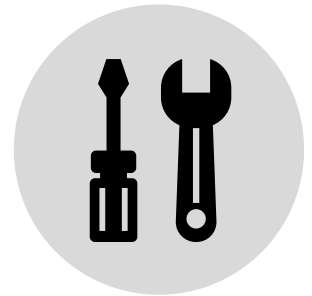
Industry Category: Installation, Repair & Maintenance

Knowledge

Mechanical
English Language
Engineering and Technology
Mathematics
Public Safety and Security

Skills

Equipment Maintenance
Repairing
Operation Monitoring
Troubleshooting
Operation and Control



Industry Category: Transportation, Material Moving & Warehousing

Knowledge

Transportation
Customer and Personal Service
Law and Government
English Language
Public Safety and Security

Skills

Operation and Control
Active Listening
Time Management
Speaking
Monitoring



Table 15 - Knowledge and Skills for In-Demand Occupations:

Business & Financial Operations		
1	13-1041	<u>Compliance Officers</u> <i>Knowledge:</i> Law Enforcement, English Language, Customer and Personal Service, Public Safety and Security, Computer and Electronics <i>Skills:</i> Active Listening, Reading Comprehension, Speaking, Critical Thinking, Judgment and Decision Making
2	13-1111	<u>Management Analysts</u> <i>Knowledge:</i> Administration and Management, English Language, Customer and Personal Service, Education and Training, Psychology <i>Skills:</i> Active Listening, Critical Thinking, Reading Comprehension, Judgment and Decision Making, Speaking

3	13-1151	<u>Training and Development Specialists</u> <i>Knowledge:</i> Education and Training, English Language, Customer and Personal Service, Administration and Management, Personnel and Human Resources <i>Skills:</i> Instructing, Learning Strategies, Active Listening, Speaking, Monitoring
4	13-1161	<u>Market Research Analysts and Marketing Specialists</u> <i>Knowledge:</i> English Language, Customer and Personal Service, Sales and Marketing, Mathematics, Administration and Management <i>Skills:</i> Critical Thinking, Reading Comprehension, Writing, Active Listening, Complex Problem Solving
5	13-1198	<u>Project Management Specialists and Business Operations Specialists, All Other 13-1199</u> <i>Knowledge:</i> Administration and Management, English Language, Computer and Electronics, Public Safety and Security, Customer and Personal Service <i>Skills:</i> Complex Problem Solving, Judgment and Decision Making, Speaking, Critical Thinking, Reading Comprehension
6	13-2052	<u>Personal Financial Advisors</u> <i>Knowledge:</i> Customer and Personal Service, Economics and Accounting, English Language, Mathematics, Psychology <i>Skills:</i> Active Listening, Reading Comprehension, Speaking, Writing, Critical Thinking,
7	43-3021	<u>Billing and Posting Clerks</u> <i>Knowledge:</i> Clerical, Customer and Personal Service, English Language, Mathematics, Computers and Electronics <i>Skills:</i> Active Listening, Speaking, Reading Comprehension, Critical Thinking, Service Orientation
Computer & Mathematical		
8	15-1211	<u>Computer Systems Analysts 15-1121</u> <i>Knowledge:</i> Computers and Electronics, English Language, Customer and Personal Service, Mathematics, Administration and Management <i>Skills:</i> Active Listening, Critical Thinking, Reading Comprehension, Speaking, Systems Analysis
9	15-1244	<u>Network and Computer Systems Administrators</u> <i>Knowledge:</i> Computers and Electronics, English Language, Customer and Personal Service, Engineering and Technology, Mathematics <i>Skills:</i> Critical Thinking, Judgment and Decision Making, Reading Comprehension, Systems Analysis, Active Listening
10	15-1251	<u>Computer Programmers 15-1131</u> <i>Knowledge:</i> Computers and Electronics, Mathematics, Engineering and Technology, English Language, Customer and Personal Service <i>Skills:</i> Programming, Active Listening, Complex Problem Solving, Critical Thinking, Quality Control Analysis
11	15-1256	<u>Software Developers and Software Quality Assurance Analysts and Testers 15-1253</u> <i>Knowledge:</i> Computers and Electronics, English Language, Engineering and Technology, Mathematics <i>Skills:</i> Critical Thinking, Reading Comprehension, Programming, Speaking, Active Listening
Management		
12	11-1021	<u>General and Operations Managers</u> <i>Knowledge:</i> Administration and Management, Customer and Personal Service, Personnel and Human Resources, English Language, Mathematics <i>Skills:</i> Active Listening, Coordination, Monitoring, Social Perceptiveness, Speaking

13	11-3031	<u>Financial Managers</u> <i>Knowledge:</i> Economics and Accounting, Administration and Management, Mathematics, Customer and Personal Service, English Language <i>Skills:</i> Active Listening, Critical Thinking, Monitoring, Reading Comprehension, Speaking
14	11-9032	<u>Education Administrators, Kindergarten through Secondary</u> <i>Knowledge:</i> Administration and Management, English Language, Education and Training, Personnel and Human Resources, Customer and Personal Service <i>Skills:</i> Active Listening, Speaking, Critical Thinking, Learning Strategies, Reading Comprehension
15	11-9111	<u>Medical and Health Services Managers</u> <i>Knowledge:</i> Administration and Management, English Language, Customer and Personal Service, Clerical, Personnel and Human Resources <i>Skills:</i> Speaking, Critical Thinking, Active Listening, Coordination, Judgment and Decision Making
Legal		
16	23-1011	<u>Lawyers</u> <i>Knowledge:</i> Law and Government, English Language, Customer and Personal Service, Administration and Management, Personnel and Human Resources <i>Skills:</i> Active Listening, Speaking, Reading Comprehension, Critical Thinking, Complex Problem Solving
Sales & Related		
17	41-3021	<u>Insurance Sales Agents</u> <i>Knowledge:</i> Customer and Personal Service, Sales and Marketing, English Language, Mathematics, Law and Government <i>Skills:</i> Reading Comprehension, Active Listening, Speaking, Critical Thinking, Persuasion
18	41-3031	<u>Securities, Commodities, and Financial Services Sales Agents</u> <i>Knowledge:</i> Economics and Accounting, Customer and Personal Service, English Language, Mathematics, Sales and Marketing <i>Skills:</i> Critical Thinking, Active Listening, Reading Comprehension, Speaking, Persuasion
19	41-4011	<u>Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products</u> <i>Knowledge:</i> Customer and Personal Service, Sales and Marketing, English Language, Administration and Management, Mathematics <i>Skills:</i> Persuasion, Speaking, Active Listening, Negotiation, Social Perceptiveness
20	41-4012	<u>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</u> <i>Knowledge:</i> Sales and Marketing, Customer and Personal Service, English Language, Mathematics, Transportation <i>Skills:</i> Active Listening, Speaking, Negotiation, Persuasion, Social Perceptiveness
Education, Training & Library		
21	25-1099	<u>Education Teachers, Postsecondary 25-1081</u> <i>Knowledge:</i> Education and Training, English Language, Psychology, Sociology and Anthropology, Administration and Management <i>Skills:</i> Speaking, Reading Comprehension, Active Listening, Instructing, Learning Strategies

22	25-2012	<u>Kindergarten Teachers, Except Special Education</u> <i>Knowledge:</i> Education and Training, English Language, Psychology, Mathematics, Customer and Personal Service <i>Skills:</i> Instructing, Social Perceptiveness, Active Listening, Learning Strategies, Monitoring
23	25-2052	<u>Special Education Teachers, Kindergarten and Elementary School</u> <i>Knowledge:</i> Education and Training, English Language, Psychology, Mathematics, Customer and Personal Service <i>Skills:</i> Instructing, Social Perceptiveness, Active Listening, Learning Strategies, Monitoring
24	25-4022	<u>Librarians and Media Collections Specialists 25-4021</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Computers and Electronics, Education and Training, Communications and Media <i>Skills:</i> Active Listening, Reading Comprehension, Speaking, Critical Thinking, Writing
25	25-9031	<u>Instructional Coordinators</u> <i>Knowledge:</i> Education and Training, English Language, Administration and Management, Mathematics, Computers and Electronics <i>Skills:</i> Learning Strategies, Instructing, Speaking, Writing, Active Listening
Healthcare Practitioners & Technical		
26	29-1051	<u>Pharmacists</u> <i>Knowledge:</i> Medicine and Dentistry, Customer and Personal Service, Mathematics, Chemistry, Biology <i>Skills:</i> Reading Comprehension, Active Listening, Critical Thinking, Instructing, Monitoring
27	29-1122	<u>Occupational Therapists</u> <i>Knowledge:</i> Psychology, Therapy and Counseling, Medicine and Dentistry, Education and Training, English Language <i>Skills:</i> Monitoring, Service Orientation, Active Listening, Critical Thinking, Judgment and Decision Making
28	29-1123	<u>Physical Therapists</u> <i>Knowledge:</i> Customer and Personal Service, Therapy and Counseling, Medicine and Dentistry, Psychology, Education and Training <i>Skills:</i> Active Listening, Critical Thinking, Reading Comprehension, Service Orientation, Social Perceptiveness
29	29-1127	<u>Speech-Language Pathologists</u> <i>Knowledge:</i> English Language, Psychology, Customer and Personal Service, Education and Training, Therapy and Counseling <i>Skills:</i> Active Listening, Critical Thinking, Learning Strategies, Reading Comprehension, Social Perceptiveness
30	29-1228	<u>Physicians, All Other; and Ophthalmologists, Except Pediatric 29-1069</u> <i>Knowledge:</i> Medicine and Dentistry, English Language, Biology, Education and Training, Customer and Personal Service <i>Skills:</i> Critical Thinking, Active Listening, Reading Comprehension, Speaking, Coordination
Healthcare Support		
31	31-1131	<u>Nursing Assistants *Certified Only 31-1014</u> <i>Knowledge:</i> Customer and Personal Service, Administration and Management, English Language, Medicine and Dentistry, Public Safety and Security <i>Skills:</i> Service Orientation, Active Listening, Social Perceptiveness, Monitoring, Coordination

32	19-3031	<u>Clinical, Counseling, and School Psychologists</u> <i>Knowledge:</i> Psychology, Therapy and Counseling, English Language, Customer and Personal Service, Sociology and Anthropology <i>Skills:</i> Social Perceptiveness, Active Listening, Speaking, Critical Thinking, Service Orientation
Community & Social Service		
33	21-1012	<u>Educational, Guidance, and Career Counselors and Advisors</u> <i>Knowledge:</i> Therapy and Counseling, Psychology, Education and Training, English Language, Clerical <i>Skills:</i> Active Listening, Social Perceptiveness, Speaking, Reading Comprehension, Service Orientation
34	21-1021	<u>Child, Family, and School Social Workers</u> <i>Knowledge:</i> Customer and Personal Service, Psychology, Therapy and Counseling, English Language, Clerical <i>Skills:</i> Active Listening, Speaking, Critical Thinking, Social Perceptiveness, Judgment and Decision Making
Construction & Extraction		
35	17-3011	<u>Architectural and Civil Drafters</u> <i>Knowledge:</i> Design, Building and Construction, Engineering and Technology, Computers and Electronics, English Language <i>Skills:</i> Active Listening, Critical Thinking, Reading Comprehension, Speaking, Writing
36	49-9051	<u>Electrical Power-Line Installers and Repairers</u> <i>Knowledge:</i> Mechanical, Customer and Personal Service, Physics <i>Skills:</i> Active Listening, Monitoring, Critical Thinking, Operation Monitoring, Troubleshooting
Installation, Repair & Maintenance		
37	49-3011	<u>Aircraft Mechanics and Service Technicians</u> <i>Knowledge:</i> Mechanical, English Language, Engineering and Technology, Customer and Personal Service, Mathematics <i>Skills:</i> Equipment Maintenance, Repairing, Operation Monitoring, Troubleshooting, Complex Problem Solving
38	49-9041	<u>Industrial Machinery Mechanics</u> <i>Knowledge:</i> Mechanical, Engineering and Technology, Production and Processing, English Language, Mathematics <i>Skills:</i> Equipment Maintenance, Repairing, Operation Monitoring, Troubleshooting, Operation and Control
Transportation, Material Moving & Warehousing		
39	53-3033	<u>Light Truck Drivers</u> <i>Knowledge:</i> Customer and Personal Service, Transportation, Law and Government, English Language <i>Skills:</i> Operation and Control, Active Listening, Speaking, Monitoring, Reading Comprehension
40	53-3052	<u>Bus Drivers, Transit and Intercity 53-3021</u> <i>Knowledge:</i> Transportation, Customer and Personal Service, Public Safety and Security, English Language, Law and Government <i>Skills:</i> Operation and Control, Operation Monitoring, Active Listening, Critical Thinking, Service Orientation

Table 16 - Knowledge and Skills for Target Occupations:

		Healthcare Practitioners & Technical
1	29-1126	<u>Respiratory Therapists</u> <i>Knowledge:</i> Customer and Personal Service, Medicine and Dentistry, English Language, Education and Training, Psychology <i>Skills:</i> Active Listening, Critical Thinking, Monitoring, Speaking, Active Learning
2	29-1141	<u>Registered Nurses</u> <i>Knowledge:</i> Medicine and Dentistry, Customer and Personal Service, Psychology, English Language, Education and Training <i>Skills:</i> Active Listening, Social Perceptiveness, Service Orientation, Speaking, Coordination
3	29-1292	<u>Dental Hygienists 29-2021</u> <i>Knowledge:</i> Medicine and Dentistry, Customer and Personal Service, English Language, Psychology, Biology <i>Skills:</i> Speaking, Active Listening, Critical Thinking, Judgment and Decision Making, Monitoring
4	29-2032	<u>Diagnostic Medical Sonographers</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Physics, Medicine and Dentistry, Clerical <i>Skills:</i> Active Listening, Reading Comprehension, Social Perceptiveness, Speaking, Critical Thinking
5	29-2034	<u>Radiologic Technologists and Technicians</u> <i>Knowledge:</i> Customer and Personal Service, Medicine and Dentistry, English Language, Computers and Electronics, Education and Training <i>Skills:</i> Active Listening, Speaking, Reading Comprehension, Critical Thinking, Social Perceptiveness
6	29-2041	<u>Emergency Medical Technicians and Paramedics</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Public Safety and Security, Administration and Management, Law and Government <i>Skills:</i> Critical Thinking, Service Orientation, Active Listening, Active Learning, Reading Comprehension
7	29-2052	<u>Pharmacy Technicians</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Mathematics, Medicine and Dentistry, Clerical <i>Skills:</i> Active Listening, Reading Comprehension, Speaking, Critical Thinking, Monitoring
8	29-2055	<u>Surgical Technologists</u> <i>Knowledge:</i> Customer and Personal Service, Medicine and Dentistry, English Language, Education and Training <i>Skills:</i> Monitoring, Active Listening, Operation Monitoring, Coordination, Critical Thinking
9	29-2061	<u>Licensed Practical and Licensed Vocational Nurses</u> <i>Knowledge:</i> Medicine and Dentistry, Customer and Personal Service, Psychology, English Language, Therapy and Counseling <i>Skills:</i> Service Orientation, Active Listening, Coordination, Monitoring, Reading Comprehension
10	29-2072	<u>Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other</u> <i>Knowledge:</i> Customer and Personal Service, Clerical, English Language, Computers and Electronics, Medicine and Dentistry <i>Skills:</i> Critical Thinking, Active Listening, Speaking, Monitoring, Reading Comprehension

11	31-2011	<u>Occupational Therapy Assistants</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Psychology, Education and Training, Therapy and Counseling <i>Skills:</i> Active Listening, Speaking, Reading Comprehension, Social Perceptiveness, Time Management
12	31-2021	<u>Physical Therapist Assistants</u> <i>Knowledge:</i> Customer and Personal Service, Therapy and Counseling, English Language, Education and Training, Psychology <i>Skills:</i> Active Listening, Monitoring, Social Perceptiveness, Speaking, Active Learning
13	31-9092	<u>Medical Assistants *Certified</u> <i>Knowledge:</i> Customer and Personal Service, Medicine and Dentistry, English Language, Clerical, Computers and Electronics <i>Skills:</i> Speaking, Active Listening, Reading Comprehension, Social Perceptiveness, Monitoring
Education, Training, & Library		
14	25-2021	<u>Elementary School Teachers, Except Special Education</u> <i>Knowledge:</i> Education and Training, English Language, Mathematics, Psychology, Computers and Electronics <i>Skills:</i> Instructing, Speaking, Learning Strategies, Active Listening, Critical Thinking
15	25-2022	<u>Middle School Teachers, Except Special and Career/Technical Education</u> <i>Knowledge:</i> Education and Training, English Language, Customer and Personal Service, Psychology, Computers and Electronics <i>Skills:</i> Instructing, Speaking, Active Listening, Learning Strategies, Reading Comprehension
16	25-2031	<u>Secondary School Teachers, Except Special and Career/Technical Education</u> <i>Knowledge:</i> Education and Training, English Language, Psychology, Computers and Electronics, Customer and Personal Service <i>Skills:</i> Instructing, Speaking, Active Listening, Learning Strategies, Reading Comprehension
17	25-9045	<u>Teaching Assistants, Except Postsecondary 25-9041</u> <i>Knowledge:</i> English Language, Education and Training, Computers and Electronics, Customer and Personal Service <i>Skills:</i> Reading Comprehension, Active Listening, Instructing, Speaking, Learning Strategies
Business & Financial Operations		
18	13-2011	<u>Accountants and Auditors</u> <i>Knowledge:</i> Economics and Accounting, English Language, Mathematics, Administration and Management, Customer and Personal Service <i>Skills:</i> Active Listening, Reading Comprehension, Critical Thinking, Speaking, Writing
Office & Administrative Support		
19	13-1071	<u>Human Resources Specialists</u> <i>Knowledge:</i> Personnel and Human Resources, Clerical, Administration and Management, English Language, Customer and Personal Service <i>Skills:</i> Speaking, Active Listening, Reading Comprehension, Critical Thinking, Writing
20	23-2011	<u>Paralegals and Legal Assistants</u> <i>Knowledge:</i> Clerical, English Language, Law and Government, Customer and Personal Service <i>Skills:</i> Reading Comprehension, Active Listening, Speaking, Writing, Critical Thinking

21	43-3031	<u>Bookkeeping, Accounting, and Auditing Clerks</u> <i>Knowledge:</i> Customer and Personal Service, Clerical, Mathematics, Economics and Accounting, English Language <i>Skills:</i> Mathematics, Active Listening, Critical Thinking, Reading Comprehension, Speaking
22	43-4051	<u>Customer Service Representatives</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Clerical, Computers and Electronics <i>Skills:</i> Active Listening, Speaking, Service Orientation, Reading Comprehension, Critical Thinking
23	43-6013	<u>Medical Secretaries and Administrative Assistants</u> <i>Knowledge:</i> Customer and Personal Service, English Language, Clerical, Computers and Electronics, Administration and Management <i>Skills:</i> Speaking, Active Listening, Service Orientation, Reading Comprehension, Coordination
24	43-6014	<u>Secretaries and Administrative Assistants, Except Legal, Medical, and Executive</u> <i>Knowledge:</i> Clerical, English Language, Computers and Electronics, Customer and Personal Service, Administration and Management <i>Skills:</i> Active Listening, Speaking, Reading Comprehension, Writing, Service Orientation
Computer & Mathematical		
25	15-1231	<u>Computer Network Support Specialists 15-1152</u> <i>Knowledge:</i> Computers and Electronics, Telecommunications, Customer and Personal Service, Engineering and Technology, English Language <i>Skills:</i> Critical Thinking, Active Listening, Judgment and Decision Making, Reading Comprehension, Active Learning
26	15-1232	<u>Computer User Support Specialists 15-1151</u> <i>Knowledge:</i> Computers and Electronics, Customer and Personal Service, English Language, Telecommunications, Engineering and Technology <i>Skills:</i> Active Listening, Reading Comprehension, Speaking, Complex Problem Solving, Critical Thinking
27	15-1257	<u>Web Developers and Digital Interface Designers 15-1134</u> <i>Knowledge:</i> Computers and Electronics, English Language, Mathematics, Communications and Media <i>Skills:</i> Programming, Critical Thinking, Complex Problem Solving, Operations Analysis, Reading Comprehension
Transportation, Material Moving & Warehousing		
28	49-3023	<u>Automotive Service Technicians and Mechanics</u> <i>Knowledge:</i> Mechanical, Customer and Personal Service, Computers and Electronics, English Language, Engineering and Technology <i>Skills:</i> Repairing, Troubleshooting, Operation Monitoring, Equipment Maintenance, Operation and Control
29	49-3031	<u>Bus and Truck Mechanics and Diesel Engine Specialists</u> <i>Knowledge:</i> Mechanical, Transportation, Customer and Personal Service, Public Safety and Security <i>Skills:</i> Repairing, Troubleshooting, Operation and Control, Operation Monitoring, Critical Thinking

30	53-3032	<u>Heavy and Tractor-Trailer Truck Drivers</u> <i>Knowledge:</i> Transportation, Public Safety and Security, Customer and Personal Service, English Language, Mechanical <i>Skills:</i> Operation and Control, Operation Monitoring, Time Management, Critical Thinking, Monitoring
Construction & Extraction		
31	17-3023	<u>Electrical and Electronic Engineering Technologists and Technicians</u> <i>Knowledge:</i> Computers and Electronics, Engineering and Technology, English Language, Design, Mathematics <i>Skills:</i> Critical Thinking, Reading Comprehension, Complex Problem Solving, Active Listening, Troubleshooting
32	47-2111	<u>Electricians</u> <i>Knowledge:</i> Building and Construction, Mechanical, Mathematics, Design, English Language <i>Skills:</i> Troubleshooting, Repairing, Active Listening, Critical Thinking, Judgment and Decision Making
33	47-2152	<u>Plumbers, Pipefitters, and Steamfitters</u> <i>Knowledge:</i> Mechanical, Building and Construction, Design, Mathematics, English Language <i>Skills:</i> Critical Thinking, Active Listening, Judgment and Decision Making, Speaking, Complex Problem Solving
Installation, Maintenance, & Repair		
34	49-9021	<u>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</u> <i>Knowledge:</i> Mechanical, Customer and Personal Service, Building and Construction, Computers and Electronics, Physics <i>Skills:</i> Troubleshooting, Equipment Maintenance, Repairing, Operation Monitoring, Installation
35	49-9071	<u>Maintenance and Repair Workers, General</u> <i>Knowledge:</i> Mechanical, Building and Construction, Customer and Personal Service, Public Safety and Security, English Language <i>Skills:</i> Equipment Maintenance, Repairing, Troubleshooting, Critical Thinking, Equipment Selection
Production		
36	51-4041	<u>Machinists</u> <i>Knowledge:</i> Mathematics, Mechanical, Production and Processing, Design <i>Skills:</i> Operation and Control, Critical Thinking, Monitoring, Operation Monitoring, Active Listening
37	51-4121	<u>Welders, Cutters, Solderers, and Brazers</u> <i>Knowledge:</i> Production and Processing <i>Skills:</i> No skills met minimum score (ONET)
38	51-9161	<u>Computer Numerically Controlled Tool Operators 51-4011</u> <i>Knowledge:</i> Mechanical, Mathematics, Design, Computers and Electronics, Engineering and Technology <i>Skills:</i> Operation Monitoring, Monitoring, Critical Thinking, Quality Control Analysis, Operation and Control
Protective Services		
39	33-3012	<u>Correctional Officers and Jailers</u> <i>Knowledge:</i> Public Safety and Security, Law and Government, English Language, Clerical, Administration and Management <i>Skills:</i> Social Perceptiveness, Speaking, Active Listening, Monitoring, Critical Thinking

40	33-3051	<u>Police and Sheriffs Patrol Officers</u> Knowledge: Public Safety and Security, Law and Government, English Language, Psychology, Customer and Personal Service Skills: Active Listening, Critical Thinking, Speaking, Social Perceptiveness, Negotiation
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1. <https://www.shsu.edu/dept/hr/employment/hiring.html>

The analysis of the 40 Target Occupations listed on **Table 16** above titled, *Knowledge and Skills for Target Occupations*, indicates employers place a high emphasis on knowledge and skills ranked by frequency as outlined in the Occupation Summary Report across all industries and occupations. The frequency of knowledge and skills was derived by quantifying the frequency of the top five knowledge and skills as outlined by Occupation Summary Report available on the O*NET OnLine website.

Identifying the frequency of the knowledge and skills valued by employers is critical to ensure job seekers and employees are well-trained and aware of the skills employers expect in the listed occupations.

Table 17 - Frequency of Knowledge

Knowledge	Frequency
English Language	35
Customer and Personal Service	31
Computers and Electronics	17
Clerical	11
Medicine and Dentistry	10
Education and Training	10
Psychology	10
Mathematics	10
Mechanical	9
Public Safety and Security	6
Administration and Management	6
Engineering and Technology	5
Design	5
Law and Government	4
Building and Construction	4
Therapy and Counseling	3
Economics and Accounting	2
Telecommunications	2
Transportation	2
Production and Processing	2
Biology	1
Physics	1
Personnel and Human Resources	1
Communications and Media	1

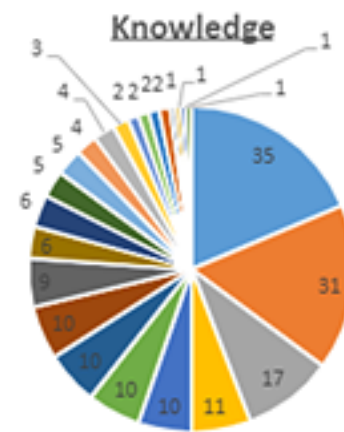
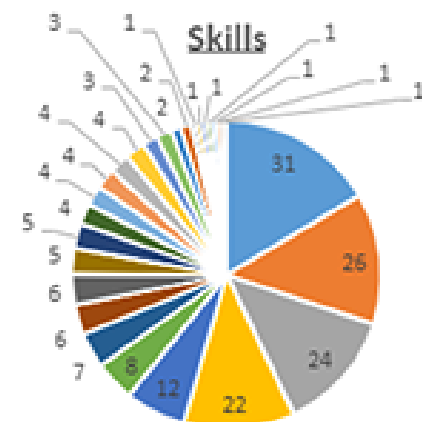
**Chart 22: Frequency of Knowledge**

Table 18 - Frequency of Skills

Skills	Frequency
Active Listening	31
Critical Thinking	26
Speaking	24
Reading Comprehension	22
Monitoring	12
Social Perceptiveness	8
Operation Monitoring	7
Service Orientation	6
Troubleshooting	6
Repairing	5
Operation and Control	5
Active Learning	4
Coordination	4
Instructing	4
Learning Strategies	4
Writing	4
Judgment and Decision Making	3
Equipment Maintenance	3
Time Management	2
Complex Problem Solving	2
Mathematics	1
Programming	1
Operations Analysis	1
Installation	1
Equipment Selection	1
Quality Control Analysis	1
Negotiation	1



- Active Listening
- Critical Thinking
- Speaking
- Reading Comprehension
- Monitoring
- Social Perceptiveness
- Operation Monitoring
- Service Orientation
- Troubleshooting
- Repairing
- Operation and Control
- Active Learning
- Coordination
- Instructing
- Learning Strategies
- Writing
- Judgment and Decision Making
- Equipment Maintenance
- Time Management
- Complex Problem Solving
- Mathematics
- Programming
- Operations Analysis
- Installation

Chart 23: Frequency of Skills

2.C. LABOR FORCE ANALYSIS AND TRENDS

In the WFS service delivery area, the business community continually demands the need for a high skilled workforce through their entry level positions. WFS in partnership with the business community collaborates to identify skills deficiencies to develop training initiatives designed to target individuals with barriers to employment.

The continuous efforts to increase the labor force, 25 years and over, in the higher levels of education remains an extremely important challenge for the region. According to **Tables 19-21**, the labor force with less than a High School diploma is 61.1% for Hidalgo County, 62% for Starr County, and 49.7% for Willacy County as of 2019. This segment of the population has a significant risk of losing employment opportunities along with High School graduates.

The populations of High School graduates and less than High School reported the highest unemployment rates. According to **Tables 19-21**, the educational segment with the highest unemployment rate in Hidalgo County was “High School Graduates” with 5.5%, in Starr County was the “Less than High School Graduates” with 14.2%, and in Willacy County was the “Less than High School Graduates” with 25.1%.

The lowest unemployment rates reported in 2019 were for the “Bachelor’s Degree or Higher” educational segment with Hidalgo County reported at 2.8%, Starr County at 2.4%, and Willacy County at a 3.6%.

Table 19 - Hidalgo County Educational Attainment and Employment Statistics 2019

Hidalgo County, Texas – Estimates				
EDUCATIONAL ATTAINMENT	Total	Labor Force Participation Rate	Employment/Population Ratio	Unemployment Rate
Population 25 to 64 years	394,467	73.8%	70.0%	4.9%
Less than high school graduate	109,760	61.1%	57.8%	5.5%
High school graduate (includes equivalency)	104,797	72.8%	68.3%	5.9%
Some college or Associate's degree	101,163	80.5%	75.9%	5.0%
Bachelor's degree or higher	78,747	84.2%	81.8%	2.8%

Source: Census, American Community Survey 2019, S2301

Table 20 - Starr County Educational Attainment and Employment Statistics 2019

Starr County, Texas - Estimates				
EDUCATIONAL ATTAINMENT	Total	Labor Force Participation Rate	Employment/Population Ratio	Unemployment Rate
Population 25 to 64 years	28,401	70.5%	62.2%	11.7%
Less than high school graduate	11,232	62.5%	53.6%	14.2%
High school graduate (includes equivalency)	8,442	70.4%	61.4%	12.7%
Some college or Associate's degree	5,532	73.3%	63.9%	12.8%
Bachelor's degree or higher	3,195	93.9%	91.6%	2.4%

Source: Census, American Community Survey 2019, S2301

Table 21 – Willacy County Educational Attainment and Employment Statistics 2019

EDUCATIONAL ATTAINMENT	Willacy County, Texas - Estimates			
	Total	Labor Force Participation Rate	Employment/Population Ratio	Unemployment Rate
Population 25 to 64 years	10,342	63.6%	56.4%	11.2%
Less than high school graduate	2,886	49.7%	37.2%	25.1%
High school graduate (includes equivalency)	4,154	61.8%	57.3%	7.2%
Some college or Associate's degree	2,428	76.2%	69.3%	9.0%
Bachelor's degree or higher	874	82.6%	79.6%	3.6%

Source: Census, American Community Survey 2019, S2301

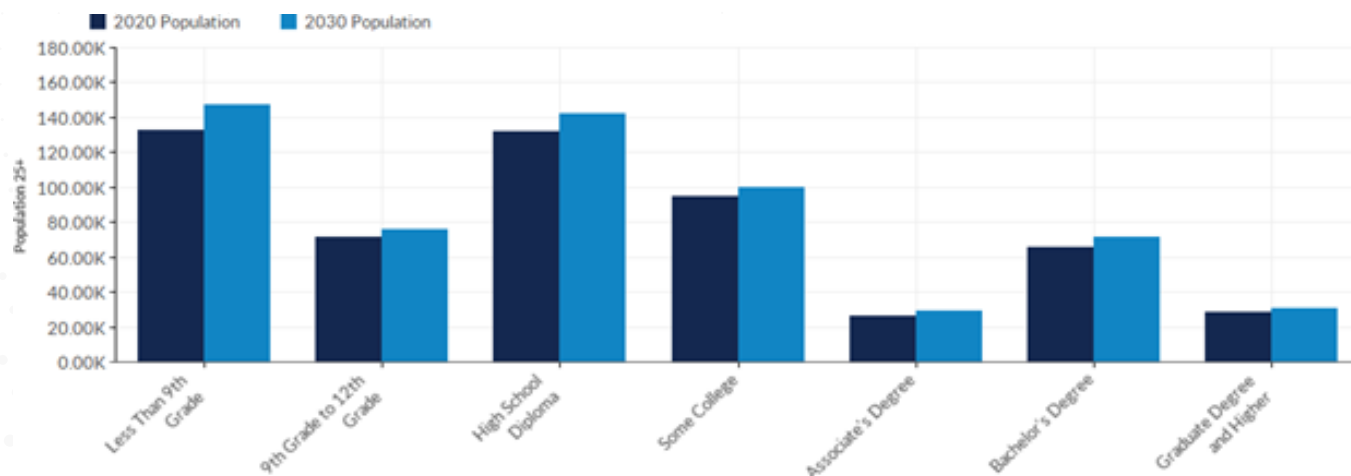
It is expected that the population 25 years and over in the WFS service delivery area will increase by 8.6% from 2020-2030. According to **Table 22** and **Chart 24**, the educational segments of the population that will experience the most significant increases are: Less Than 9th Grade with 10.8%, Associate's Degree with 10.9%, and Graduate Degree and Higher with 10.1%.

Combining Less than 9th Grade, 9th – 12th Grade, and High School Diploma populations, the total projected increase is 24.6%. Regional efforts to move up these segments of the population to Some College and above levels is critical for the economic development of the region in the next 10 years.

Table 22 – Three County Educational Attainment Projections 2020-2030

Education Level	2020 Population	2030 Population	2020-2030 Change	2020 Regional Population	2020 State Population	2020 National Population
Less Than 9th Grade	132,868	147,264	10.8%	24%	10%	6%
9th Grade to 12th Grade	71,497	76,004	6.3%	13%	8%	7%
High School Diploma	132,173	142,097	7.5%	24%	25%	27%
Some College	94,542	100,155	5.9%	17%	22%	21%
Associate's Degree	26,519	29,411	10.9%	5%	7%	8%
Bachelor's Degree	65,891	71,754	8.9%	12%	19%	19%
Graduate Degree and Higher	28,114	30,962	10.1%	5%	10%	12%
	551,604	597,648		100%	100%	100%

Source: EMSI Educational Attainment 2020-2030

Chart 24 – Three County Educational Attainment Projections 2020-2030

Source: EMSI Educational Attainment 2020-2030

The local unemployment statistics presented on **Table 23** show the unemployment rates during November 2019 in single digits ranging from 4.2% to 7.2% except for Starr County which reflected a unemployment rate of 10.9%. All rates were above the state and national rate of 3.3%. The unprecedented and

unexpected Covid-19 pandemic slowed down the global economy and significantly impacted the local region by pushing the unemployment rates to double digits in all counties and most of the cities in the RGV.

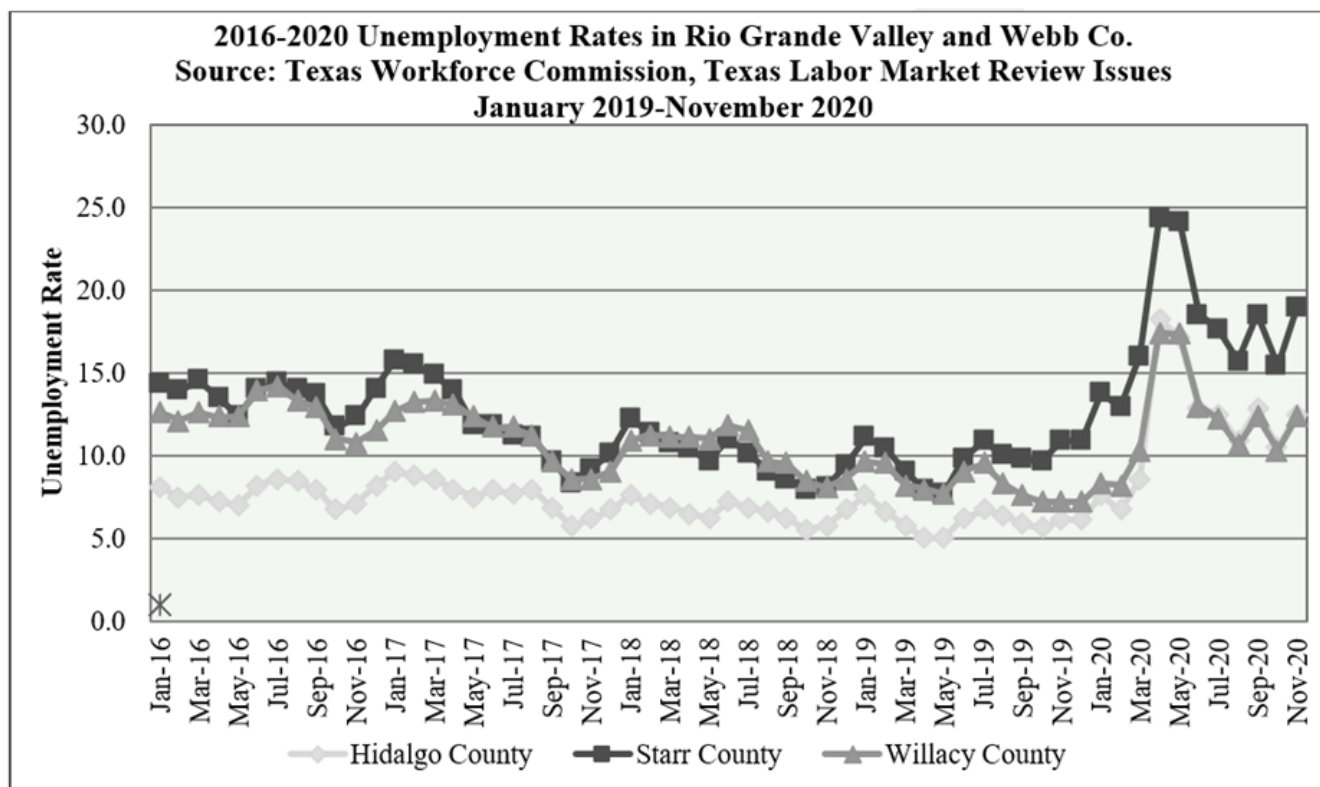
In November 2020, the unemployment rate reported for Hidalgo County was 12.5%, for Starr County 19%, and for Willacy County 12.4%. While the state and national level were 8% and 6.4% respectively. The lowest unemployment rate was reported for the cities of McAllen and Edinburg at 9.1%.

According to **Chart 25**, the economy in the three counties began a strong recovery in May 2020. However, the COVID-19 pandemic continues to cause ups and downs on the unemployment rate which ranges between 10% to 12% for Hidalgo and Willacy counties and between 15% to 19% for Starr County. The industry employment diversification is paramount for strong thriving economies but considering the effects of the COVID-19 pandemic had on all industry sectors, the challenge at hand is to bring the overall unemployment rates to single digits. Decreasing unemployment rates to single digits will be the main goal in the short and medium terms.

Table 23- Local Unemployment Statistics

	Nov-20			Oct-20	Nov-19
Geographic Area	Civilian Labor Force	Unemployed	Rate	Rate	Rate
USA	160,468,000	10,264,000	6.4%	6.6%	3.3%
Texas	14,204,927	1,129,593	8.0%	6.7%	3.3%
Workforce Solutions	392,651	50,808	12.9%	10.8%	6.4%
Hidalgo County	359,711	44,984	12.5%	10.5%	6.1%
McAllen	67,030	6,072	9.1%	7.8%	4.2%
Mission	35,884	4,514	12.6%	10.7%	5.9%
Edinburg	45,995	4,192	9.1%	7.9%	4.5%
Pharr	32,269	4,270	13.2%	11.5%	6.2%
San Juan	16,040	2,392	14.9%	12.3%	6.8%
Weslaco	16,405	2,020	12.3%	9.9%	6.3%
Starr County	26,232	4,993	19.0%	15.4%	10.9%
Willacy County	6,708	831	12.4%	10.3%	7.2%

Chart 25- Local Unemployment Statistics Trend 2016-2020



2.D. WORKFORCE DEVELOPMENT ANALYSIS

Skill gap issues exist within the WFS service delivery area and currently range from a 1.) lack of skilled labor force, 2.) to filling jobs related to new technology, 3.) to increasing numbers of skilled workers leaving the workforce for retirement.

Responding to Gaps:

Gap #1	Youthful population	WFS has developed, through a TWC funded Special Project, a strategic approach providing career services to public middle and high school students, grades six through twelve. The Workforce Career and Education Outreach Specialist Pilot Program provides career services to students and strives to direct students towards High Growth High
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Demand Occupations. Students receive in-depth education and direction on career choices as well as access to up-to-date labor market and career data. For more information about the special project, please access following link: [Seven Workforce Boards Awarded Funding for Career and Education Outreach Specialist Pilot Program](#) | [Texas Workforce Commission](#)

Gap #1	Educational attainment not matching employer needs:	WFS and regional partners are encouraging workers and job seekers to pursue career pathways that lead to industry-recognized, portable, stackable credentials, so that these individuals can fill in-demand jobs and increase their earnings.
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Gap #1	Job seekers and entry - level workers lack the soft/employability skills necessary for successful employment:	WFS is collaborating with ISDs, post-secondary and community-based organizations to train job seekers in soft/employability skills, making it more likely that they gain and retain employment.
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Gap #2	Workers need to be upskilled for new technologies:	WFS and partners in the region are continuing to encourage employers to use state and federal workforce programs that will help them upskill their current workers, increasing worker retention and wages.
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Gap #3	Aging workers leaving the workforce and taking skilled knowledge with them	WFS and regional partners are working together and will seek funding opportunities to encourage more apprenticeship programs with employers. This will help younger workers learn from more experienced workers and will ensure that companies do not lose important knowledge and skill sets.
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PART 3: CORE PROGRAMS



3.A. WORKFORCE DEVELOPMENT SYSTEM

Required Partners and Programs

WFS aims to yield the greatest benefits for job seekers and businesses in the service delivery area and is dedicated to ensuring all individuals, especially those with barriers to employment, have access to the WFS workforce system services in order to achieve economic self-sufficiency.

The COVID-19 pandemic forced many businesses to convert to virtual operations. At the same time, unemployment increased at a pace never seen before. WFS continues to provide services in a manner that is beneficial to employers, job seekers and staff, while leveraging the technology needed to virtually deliver services to complement face to face interactions wherever possible. The WFS Workforce Career Centers are taking the necessary precautions to maintain the safety of customers and staff as they remain open for individuals who need one-on-one interactions. In addition, WFS proposes to align the administration of the TWC programs below with the WIOA Texas Combined State Plan.

- WIOA Adult, Dislocated Worker, and Youth Programs
- Wagner-Peyser Employment Service (ES) Program
- Adult Education and Literacy (AEL) Program
- Vocational Rehabilitation (VR) Program
- Unemployment Insurance (UI) Program
- Trade Adjustment Assistance (TAA) Program
- Choices, Temporary Assistance for Needy Families (TANF) Employment and Training (E&T) Program
- Supplemental Nutrition Assistance Program Employment and Training

(SNAP E&T)

- Child Care and Development Fund (CCDF) Child Care/Texas Rising Star Program
- Apprenticeship Programs (Texas Education Code, Chapter 133)
- Veterans Employment and Training Programs
- Senior Community Service Employment Program

Working with Core Partners

WFS strives to consistently provide excellent service to workforce customers, both job seekers and businesses. All programs and services are coordinated with internal and external partners to help prepare local job seekers meet the employer's skill expectations. Strategies include:

- Strengthening collaboration with core and required partners such as: AEL, TWS-VRS and TVC to leverage resources and possible co-enrollment of customers.
- Collaborating with local organizations to secure and/or leverage resources.
- Identifying areas of opportunity to collaborate with community partners where there is goal and service alignment.
- Convening core, required and regional partners to align and expand services, where applicable.
- Maintaining the WFS referral system and adapting customized initial intake forms to ensure consistency across core partner agencies. These standardized electronic forms will support alignment of services across programs by reducing duplicate data collections and allowing core partners to work from the same basic customer information.
- Establishing local Memoranda of Understanding (MOUs) with core and required partners specifying how each agency's roles and responsibilities associated with supporting an educated and skilled workforce will be maintained (e.g., Senior Community Service Employment Programs (SCSEP), and AEL.
- Coordination of services includes the identification of opportunities and strategies, and improvement of service delivery, where applicable.
- Leveraging co-enrollment opportunities amongst programs whenever

beneficial to the customer.

- Supporting improved customer service and cross-program staff training to increase staff knowledge and capacity that allows for a seamless service delivery.
- Developing, supporting and/or collaborating with core, required and regional partners to create customized training for employers. (e.g., Skill Development Fund (SDF), High Demand Job Training (HDJT) grants).
- Responding to educational partners' consultations regarding the development of proposals related to workforce training (i.e., Jobs Education and Training (JET) and Self Sufficiency Fund (SSF) grants).
- Working with TWS-VRS to ensure a smooth transition and integration of TWS-VRS staff and services into WFS Workforce Career Centers. Collaborating amongst WFS Student HireAbility Navigators, TWS-VRS and vocational rehabilitation counselors to help connect individuals with disabilities to services that facilitate a successful transition to employment and/or post-secondary education.

3.B. CORE PROGRAMS—EXPAND ACCESS, FACILITATE DEVELOPMENT, AND IMPROVE ACCESS

WFS is actively engaged in collaborative community planning with partners to enhance the community's access to workforce services. Community agencies, education and training partners, and employers have a history of operating true collective impact models that leverage the full scale of partner resources, braid funding, and provide better outcomes for the area's residents.

A key strategy will be the continued collaboration amongst WFS and core partners, such as but not limited to AEL, TWS-VRS to seek alignment of services and outcomes. The primary focus is to provide increased access to individuals with barriers in accessing services, including individuals with disabilities, low educational attainment and English Second Language customers, and rural customers.

The collaboration strategy includes convening Executive Leadership meetings with agendas tied to the following planning tenets: (1) identify opportunities and identify strategies, (2) identify what the entity/organization can bring to the table, (3) build trust, (4) continuously seek to improve delivery of services, and (5) be outcomes oriented. Collaboration amongst agencies includes a commitment of shared outcomes to include, but not limited to:

- Customers
- Expertise, Competencies, Skills and Knowledge
- Programs & Services
- Resources
- Media Outreach
- Leveraging Resources
- Increasing Access through Partnerships
- On-Line Service Lists
- Connection to job opportunities
- Social Media Platforms

Adaptive Equipment and Services

Enhancing Accessibility of Centers – With the use of TWC’s Accessibility Requirements Guide, WFS in partnership with TWS-VRS, implemented auxiliary aids that enhance accessibility to customers with visual and hearing impairments. In addition to accessible stations with assistive technology, all six WFS offices are now equipped with Sorenson Video Relay Phones, Pocketalkers, braille and large print flyers. WFS also developed an Auxiliary Aids Manual for staff and provided trainings on the use of new equipment. WDB’s can use the following information and attached Manual to replicate these efforts:

Sorenson Video Relay Service® (SVRS®) is a free, 24-hour service that enables users to place and receive calls through a professional American Sign Language (ASL) interpreter via a videophone and a high-speed internet connection. WFS submitted the application below and a SVRS representative began installing equipment at all offices within a month. WFS was responsible for allotting space available for the equipment and providing internet access.

Video: https://www.sorensonvrs.com/vrs_call_sample

Application: http://www.sorensonvrs.com/sorenson_at_work

Pocketalker® Ultra System amplifies sounds closest to the listener while reducing background noise. It can be used with or without hearing aids. WFS purchased a device for each office to assist customers with hearing impairments. Disposable earphones were also purchased for hygienic purposes. <https://williamsav.com/product/pkt-d1-eh/>

Braille – WFS partnered with TWS-VRS to convert services flyer to braille format. All WFS offices now have this service available to the public. A Microsoft Word version of file had to be made available to convert text and print in braille format.

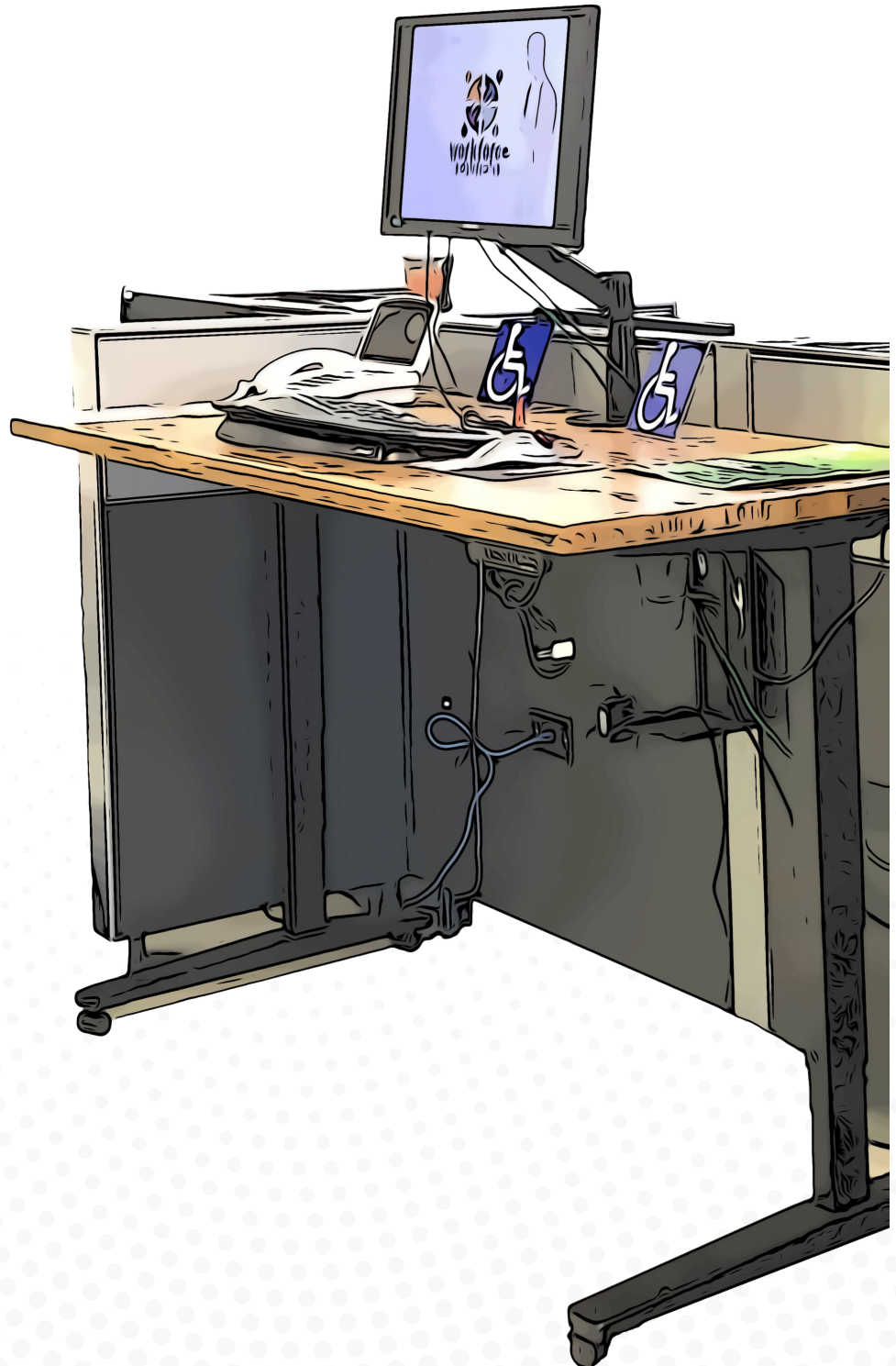
Large Print – In addition to braille, the services flyer was also edited to be available in Large Print format. A Microsoft Word version of the file had to be available in order to make required edits. Text is to be enlarged to a 16 or 18-point size.

Other equipment includes:

- ZoomText Screen Magnifier Software
- Microsoft Windows Magnifier
- Microsoft Windows Narrator
- Microsoft Windows On-Screen Keyboard
- Large Print Keyboards with Braille
- BigTrack Trackball Mouse(s)
- Volume Control CapTel Phones
- TTY Telephones
- Bi-Level Adjustable Height Workstations
- One-On-One Staff Assistance
- Staff “Notetakers”
- Staff “Readers”

- Bilingual Staff Available (Spanish)
- In-Person Sign-Language Interpreting (procured)

Auxiliary Aids Manual and a list of other auxiliary aids available can be found on WFS website: <https://wfsolutions.org/how-we-help/job-seekers/individuals-w-disabilities/auxiliary-aids.html>



PART 4: ONE-STOP SERVICE DELIVERY



4.A. ONE-STOP SERVICE DELIVERY SYSTEM

WFS ensures effective coordination of programs and services for target populations through a controlled process of (1) regional analysis, (2) service delivery design, and (3) accountability.

Regional Analysis: WFS analyzes the regional economy and labor market, contrasted with regional demographic data and local wisdom to identify target populations and service gaps and limitations. Analysis is completed collaboratively with WFS' sub-recipient and partners to ensure its fully contextualized and represents the interests of all constituencies.

Current target populations for the region include Public Assistance Recipients, Other Low-Income Adults, and Individuals that are Basic Skills Deficient. Additional priority/target groups include Eligible Veterans and Spouses, Migrant Seasonal Farm Workers, Individuals without a Diploma/GED, Foster Youth, Individuals with Disabilities, Referred Court Involved/Offenders, English Language Learners, Unemployed and/or receiving Unemployment Insurance, Individuals earning less than Self-Sufficiency Wage, Individuals with Cultural Barriers (including legal immigrants and refugees), and Individuals facing multiple barriers (such as substance abuse, mental health problems, and domestic violence issues).

(WFS Policy SKL# 021.01 Service Priority for Individualized Career Services and Training Services addresses/designates priority target populations. WFS Policy WSYS# 006.00 addresses veteran priority of service.) Veteran Priority of Service

Service Delivery Design: Analysis informs the development of programs, service design strategies and opportunities that will align the best interest of job seekers and employers. The WFS workforce system is designed to increase access to, and

opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment to include target populations.

WFS works with sub-recipients and partners to ensure all customers are given access to high-quality WFS Workforce Career Centers that connect them with the full range of services available in their communities (to include partner referrals). This occurs whether customers are looking to find jobs, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices. All programs and services are coordinated, with both internal and external partners, to meet the customer's individual needs. WFS Workforce Career Centers directly provide career services that encourage, support, and empower customers, including individuals with disabilities and other barriers, to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals.

Accountability: At the beginning of each contract year, WFS establishes service level targets based primarily on (1) TWC contracted measures, (2) target populations identified for specific grants, and/or (3) board/local priorities and service strategies. WFS ensures adherence to and accountability for service level targets, which include special target population enrollment/performance, via monthly data analysis and reporting priority service and activity levels.

The data documents whether projected outreach and service levels relative to WFS priorities and target populations are trending actual overages and/or deficiencies and are adjusted to achieve performance expectations. An example data point tracked by WFS is the Migrant Indicators of Compliance; the indicator provides data on levels of services provided within specific target population that alerts WFS to where services need improvement, increased outreach, and/or activity. In addition, each Workforce Career Center informs the accountability process by capturing customer requests for services, type of service requested and demographic characteristics to identify where the customer is within a specific target population.

Data is trended and analyzed by WFS staff, sub-recipient leadership, and Workforce Career Center leadership, and corrections to service strategies are made to meet service demand. Corrections are situation specific and collaboratively developed/implemented between relevant parties.

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

- a.To facilitate engagement of employers in the workforce development programs, including small employers and employers in in-demand industry sectors and occupations
- b.To support a local workforce development system that meets the needs of businesses in the local area
- c.To better coordinate workforce development programs and economic development
- d.To strengthen linkages between the one-stop delivery system and unemployment insurance programs

Note: This may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, use of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives must support the strategy described above.

2.a. Facilitating Engagement of Employers:

WFS business service delivery is structured to provide strategic staff resources to ensure an understanding of the needs of the business community through its Board Staff Community Engagement Department's Business Relations Representatives (BRR) team and its sub-recipient's Business Solutions Unit (BSU). The WFS Business Relations team provides services to all industries but has a focus on the following industries:

- 1.Healthcare - One of largest employment industries in the service delivery area
- 2.Information Technology - The demand of skilled professionals in the IIT sector is growing exponentially each year and exceeding the supply with an estimated shortage of 3 million workers by 2021.
- 3.Manufacturing - An economic growth sector that creates multiple sub-sectors that serve this industry.

The BRR and BSU collaborative work enables WFS to provide a full array of services to meet our employer’s workforce needs. WFS’ sub-recipient BSU provides direct employment services to business partners in the service delivery area including small businesses and new start-up businesses.

Table 24 below indicates how the two WFS departments facilitate engagement of employers in workforce development programs

Table 24: WFS Department Roles and Responsibilities

WFS Community Engagement Business Relations Representatives:	WFS Sub-Recipient Business Solutions Unit:
• Provides technical assistance to businesses • Updates the WFS target and demand industries and occupations (bi-annual) • Releases monthly Labor Market reports • Conducts Business Retention and Expansion visits (in partnership with area Economic Development Corporations (EDCs)) • Develop and coordinate two industry-led taskforces, Healthcare (hospitals and behavioral health) and Information Technology) • Coordinates and presents to EDCs on area workforce resources, labor force availability and skills, and TWC skills training related grant opportunities	• Assists employers in recruiting, screening, and referring qualified applicants to meet their hiring needs • Utilizes the WorkInTexas.com (WIT) system and navigating employers them through the job order process • Develops job descriptions to ensure quality matches in WIT and enters job postings into WIT • Manages job postings to ensure quality customer service • Coordinates and communicates with the WFS Workforce Career Centers on scheduling and logistics of hiring events and job fairs • Communicates hiring events and other activities through social media (e.g. RGV Operation Get Hired)

- Member of associations, chambers, coalitions, foundations, or organizes partner meetings, to discuss business issues, provide solutions and identify ways to improve the delivery of business services by WFS and partner organizations. Examples: Local Society for Human Resource Management (SHRM), South Texas Manufacturers Association (STMA), city chambers, economic development corporations, regional economic development organizations, and educational committees, advisory panels and support groups
- Researches and applies for grants, in partnership with employers, that bring additional resources or training opportunities for the business
- Maintains wfsolutions.org with content on labor market information and employer services available
- Manages WFS social media to provide employers with local economy, labor market information, jobs, and other related information
- Plans and coordinates large scale job fairs
- Outreaches, markets and distributes information about On
- Coordinates and works with the Workforce Career Center staff to assist customers that are exiting training to facilitate training related placement
- Communicate employer request details to Workforce Career Center staff to ensure employer human resource needs are met, as needed
- Follow-up regarding referrals made to employers
- Presents and provides labor market information in multiple formats to a diverse audience and extracts as necessary, relevant data for customer's needs
- Outreaches employers regularly by following up with repeat employer customers, reviewing other job announcement resources i.e. Local newspapers, job boards, and hiring websites
- Utilizes TWC provided tools to outreach new businesses including Texas Department of Labor Relations (TDLR) website to look for new business listings; The Workforce Information System of Texas (TWIST) new employer inquiry listings; and via active engagement with area chambers and economic development corporations

the Job Training, Work Experience, Skills Development, Work Opportunity Tax Credit, and Fidelity Bonding resources available to employers

- Works closely with local partners to maximize grant opportunities (e.g. TWC High Demand Job Training, Texas Industry Initiative Program, Texas Apprenticeship grants)
- Leads or supports education driven initiatives for better alignment of education/training to employer workforce skills needs. Examples: Educate Texas/RGV FOCUS collective impact initiatives and RGV LEAD (Ford Foundation) Next Generation Learning Academies with area high schools. These initiatives have a strong focus on bringing business and educational delivery systems together to discuss program design and curriculum development and training delivery. This helps ensure future workers leave the educational system with the right skills to fill open positions

- Manages Work Experience and On the Job training programs with employers
- Oversees and maintains a secondary WFS Facebook (e.g. RGV Operation Get Hired) page that targets job seekers and promotes businesses that are currently hiring
- Provides UI information
- Provides access to resource room (i.e. phone, computer labs, fax machine, copy machine, etc.)
- Supports and facilitates virtual job fairs.
- Conducts capacity building with both local employers and job seekers to maximize on-line virtual platforms

2.b. Meeting the needs of local business:

WFS develops and integrates a workforce system in the spirit of our Key Strategic Imperative #1, "Understand the needs of the business community to ensure a demand-driven system."

WFS accomplishes this by utilizing the Target Industry and Occupation research, and establishing functional partnerships with education, economic development, and community-based entities to ensure scarce resources are focused on meeting the workforce skills needs for the area's businesses. WFS will continue to look for new ways to leverage resources, better align educational/occupational trainings for customers and students through employer participation and feedback. It is WFS's position that this approach increases workforce service satisfaction for employers in the service delivery area.

2.c. Coordinating workforce and economic development:

WFS staff meet frequently with area economic development entities and collaborate regularly on employer focused services such as city specific job fairs, regional job fairs, business retention and expansion visits and increased sharing of data to benefit area businesses.

The WFS BRR and sub-recipient BSU teams attend and participate in economic development meetings and provide information about workforce programs available via the WFS Workforce Career Centers, including WIOA Adult, Dislocated Worker, and Youth programs, TANF, TANF NCP, SNAP, and other program funding. These partnerships allow for distribution of information on available human resource assistance for businesses as well as skills training, through TWC Skills for Small Business Program, Self-Sufficiency Fund and Skills Development Grants.

WFS staff, in collaboration with area EDCs, actively seek additional and/or special funding and grants geared toward local priorities such as entrepreneurship and training. WFS staff also prioritize development of key partnerships that connect with targeted economic development initiatives, such as the UTRGV Small Business Development Center, a key partner for providing new entrepreneurs with information and services, and programs to assist with business planning, financing, and technical guidance.

2.d. Strengthen linkages between the one-stop delivery system and unemployment insurance programs: WFS works to strengthen linkages between the one-stop delivery system and unemployment insurance programs by:

- Providing general information to Workforce Career Center customers about the Unemployment Insurance (UI) Program, as well as contact information for TWC department administering that program. This includes printed “How to” apply for UI benefits material.
- Utilize a monthly dashboard to identify active UI job seekers and develop jobs with quality matches.
- Leverage networks and collaborative strategies, which include labor exchange and career counseling services, aimed at providing enhanced services to UI job seekers.
- Analyze demographics, work history, and education/skill level characteristics of the population of individuals receiving UI, and aligning employer outreach for job postings, work experience, on-the-job training, and other activities.
- Collaborate with employers laying off individuals to identify retention strategies and/or strategies for rapid placement. Services are tailored to affected worker occupational and skill profiles.
- Increase awareness of WFS Workforce Career Center services and Rapid Response services, as appropriate, to the general public to reach individuals that may be engaged with the UI Program, but not actively engaged with the Workforce Career Center.
- Coordinate with TWC UI office representatives to notify them of local layoffs and schedule Rapid Response services, and to enable TWC UI representatives to present at affected employee orientations.
- Work with the TWC statewide Rapid Response coordinator to share information on statewide layoffs and help place affected workers across WDA service boundaries.

3. Continuous Improvement: WFS Board staff and WFS sub-recipient are responsible for the continuous improvement of all system operations, and for sufficiently meeting the needs of businesses, job seekers, workers, and child care customers. To ensure continuous improvement, the following strategies are in place: (1) contract performance measures are negotiated annually and (2) contracts include language obligating sub-recipient(s) to adhere to Strategic Goals and Objectives established by the WFS Board and (3) Contracts are structured to ensure the Statement of Work is aligned with the Board Goals and Strategies and

adherence is evaluated by multiple tiers of oversight.

In addition, WFS negotiates Key Performance Indicators (KPI) with sub-recipient(s). Current KPI are detailed below:

- Key Performance Indicators (KPI) that measure the quality and not quantity of services.
- KPI for eligible training providers related to cost reasonableness and quality services/outcomes for schools receiving WIOA participants. This provides for increased continuous improvement of eligible providers.
- Performance on WFS managed surveys that measure the quality of service from the Job Seeker, Employer, and the Child Care Customer perspective.

The WFS leadership team, which includes WFS Board staff and sub-recipient management staff meets regularly to review contractual performance, as well as progress and remedies for deficiencies.

Training Providers: WFS manages the Eligible Training Provider System (ETPS) and requires training providers to apply to the local workforce board for certification to receive WIOA training funds. To obtain approval and to ensure that employer needs are met, an analysis of the area's target industry and target occupations skill requirements is aligned to the training proposed before it is offered on the ETPS. WFS monitors the performance of each training provider that is certified and on the ETPS for program completion rate and entered employment. Regular oversight and updating of the ETPS, along with regular interaction with area employers, ensures that awareness of emerging employment trends and changing needs in the labor market is maintained.

WFS has policies and procedures in place for workforce system operations that are used to ensure efficient operation and continuous improvement of the ETPS, as well as the eligible providers within the system.

3.b. Facilitating Access to Services:

As Texas abruptly shut down under the Governor's Stay Home, Stay Safe executive

order, WFS shifted operations from primarily in-person to virtual delivery. To ensure no gaps in customer service delivery, WFS quickly developed innovative service strategies. Examples included rotating in-office staff teams to minimize contact, on-line resources (e.g. orientations, job readiness) and on-line recruitment events for employers that were hiring, Rapid Response virtual meetings via Zoom and/or Microsoft TEAMS to virtually address mass layoffs, and partnerships with regional organizations to support both business and job seekers. WFS board staff and sub-recipient staff spent countless hours supporting local business with up-to-date COVID-19 pandemic resource and answering phone calls and chat lines to help customers connect to vital resources like food, rental, and utility assistance.

- WFS uses technology to bring workforce services to the customers instead of requiring customers to visit the Workforce Career Center. Initiatives and technologies employed by WFS to enhance access to the workforce system, include:
- On-line Booking and Appointment Scheduling: Office 365 Bookings provides faster alternatives to scheduling appointments. Job Seekers can access online Bookings to optimize time for both job seeker and WFS career center staff. Online Booking can be accessed via: Workforce Solutions - Schedule Appointment(wfsolutions.org).
- Libraries and community centers: WFS partners with area municipalities and other government entities to leverage public infrastructure, including libraries and other community centers to host events and provide temporary office space, expanding the network of locations accessible by the public.
- Social Media (Facebook): WFS operates two active social media campaigns on Facebook (WFS and RGV Operation Get Hired) with a reach of more than 57k users. The campaign allows for broad distribution of events and jobs, outreach for workforce programs, and an opportunity to provide real time “help desk” services in a virtual space via messenger/chat.
- Affiliation with AEL sites: WFS leverages relationships with AEL providers to expand program services to their locations and market service offerings to AEL students.
- Community Engagement/Partnership: In addition to the initiatives above, WFS

maintains relationships with numerous agencies throughout the region that provide services and give WFS the opportunity to expand the footprint of the workforce system. Rural community partners and those that serve special populations are particularly critical to create an effectively coordinated community.

3.c. Compliance with WIOA §188 and with applicable provisions of the Americans with Disabilities Act of 1990: WFS performs a bi-annual review of all WFS Workforce Career Centers to determine compliance with the nondiscrimination and equal opportunity provisions of WIOA §188. Both programmatic and physical accessibility are addressed during an EO compliance review. In addition, TWC monitors WFS on-site and includes reviews of DOL's Civil Rights Center (DOL-CRC).

WFS provide various methods of access to services compliant with ADA 188. Websites and other electronic and information resources are accessible, and content is user friendly for individuals with disabilities or individuals with Limited-English Proficiency (LEP). WorkInTexas.com also has information accessible and is available to job seekers in both English, and Spanish. TWC's website is likewise available in Spanish, providing information regarding unemployment insurance, unemployment benefits, labor law, employment discrimination and housing discrimination. WFS Student HireAbility Navigators have worked in partnership with TWS-VRS and sub-recipient to equip WFS Workforce Career Centers with a range of adaptive equipment to increase accessibility of information and services for individuals with disabilities. Please reference Section C. Core Programs-Expand Access, Facilitate Development and Improve Access for listing of adaptive equipment available at Workforce Solutions Career Centers.

WFS also designates a staff person to coordinate and serve as a point-of-contact for all accessibility issues. The coordinator monitors compliance with accessibility policy of all WFS facilities and resources and facilitates prompt correction of any identified compliance concerns/issues. The coordinator partners with sub-recipient staff as an accessibility liaison for accessibility requirements, and assists in staff development, addressing the needs of individuals with disabilities.

The coordinator is also responsible for:

- *Scheduling TWC Training for One-Stop Staff* - TWC's Training and Development Department (T&D) provides WFS and sub-recipient staff with a comprehensive course, titled "Access for All," tailored to WFS Workforce Career Center staff that provide comprehensive instruction on serving individuals with disabilities. This training focuses on the basics of the Americans with Disabilities Act and the Rehabilitation Act and how to apply the rules and regulations in WFS Workforce Career Centers.
- Scheduling additional regular classroom training sessions on a range of accessibility topics.
- Maintaining an inventory of all adaptive equipment to meet the needs of ADA;
- Consulting on accessibility purchases and facilitating the exception request process; and
- Meeting with and ensuring contracted Workforce Career Center staff are updated and trained on ADA.

3.d. Integration with TWS-VRS Roles and Responsibilities: WFS is prepared for the co-location of TWS-VRS staff at its WFS Workforce Career Centers. Presently TWS-VRS staff are co-located at the WFS Workforce Career Center in Weslaco, TX and Mission, TX.

The role and resource contribution of each partner in an integrated workforce system is successful provision of services consistent with its mission and expertise. The co-location will allow specialized reviews and over-views of the systems to identify and improve services to the disabled population and will likewise enable full WFS resources for the benefit of individuals with disabilities. On-site location will provide immediate services as well as consistent training of all Workforce Career Center and partner staff to better understand how to serve our customers.

4.B. COOPERATIVE AGREEMENTS

WFS has executed cooperative agreements that explain how local service providers carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. Cooperative agreements include:

- Adult Education and Literacy: Region One ESC (Memorandum of Understanding- Region One Education Service Center)

WFS and its AEL partner have committed to assign appropriate staff to (1) provide system-wide staff training/development, (2) implement appropriate policies/procedures, and (3) compile 'operational manuals' that facilitate full integration of and access to partner services. This document will address the WIOA requirement that the workforce system, programs and service access are integrated sufficiently so regardless of point of entry, the customer receives information on all services, program requirements (if any) and captures the provision of these services through an automated electronic system for use amongst all partners.

In addition to the core partnerships, WFS maintains MOU relationships with additional partners, co-located and/or coordinating, to implement the region's workforce system service delivery model. MOU Partners include:

- The Senior Community Service Employment Program
- Motivation, Education, & Training (MET)
- Texas Department of Human Services
- La Reina Apartments
- La Sombra Apartments
- McAllen ISD Parental Involvement Program
- Oak Haven Apartments
- Reber Memorial Library
- La Rosita Library

- Abel B. Gonzalez Jr. Community Center
- Starr County Self Help Center
- Hidalgo Public Library
- Hidalgo County-University of Texas Rio Grande Valley
- Rio Grande Public Library
- RGV Literacy Center
- Weslaco Public Library
- PSJA ISD Library Project
- Office of the Attorney General – Non-Custodial Parent
- Gary Job Corps SFA
- Starr County Public Library
- City of San Juan Public Library
- STC Child Care Quality CEUs
- Cesar Chavez Foundation
- Texas Veterans Commission
- McAllen Housing Authority
- AVANCE Inc.
- BCFS Health and Human Services
- Edinburg Housing Authority
- Hamilton Valley Management
- Texas Early Childhood Professional Development Systems
- Texas Department of Family & Protective Services
- UTRGV Small Business Development Center
- Villa Vallarta Apartments
- Experience Works
- Pharr ISD High School Libraries

4.C. EMPLOYER ENGAGEMENT, ECONOMIC DEVELOPMENT AND UNEMPLOYMENT INSURANCE PROGRAM COORDINATION

WFS develops and integrates a workforce system in the spirit of our Key Strategic Imperative #1, “Understand the needs of the business community to ensure a demand-driven system.”

WFS accomplishes this by utilizing the Target Industry and Occupation research, and establishing functional partnerships with education, economic development, and community-based entities to ensure resources are focused on meeting the workforce skills needs for the area’s businesses. WFS works closely with business to promote, develop, and execute employer-based strategies including, but not limited to apprenticeships, On-the-Job Training, and internships opportunities. WFS seeks to develop and maintain relationships with local employers that need to fill jobs that pay a family self-sustaining wage and/or provide an on-ramp to a career pathway. WFS continues to look for new and innovative ways to leverage resources, better align educational/occupational trainings for customers and students through employer participation and feedback. It is WFS’s position that this approach increases workforce service satisfaction for employers in our area.

Coordinating workforce and economic development:

To improve coordination between workforce services and economic development efforts, WFS partners with a multitude of economic development corporations and stakeholders across the service delivery area to help connect the LRGV employers and job seekers with opportunities available through new economic development in the region. Through these relationships, WFS can identify in-demand employment opportunities, access local labor market information and employment trends, help new businesses attract, find, and retain talent, identify training opportunities, and support entrepreneurship.

WFS staff meet frequently with area economic development entities and collaborate regularly on employer focused services such as city specific job fairs, regional job fairs, business retention and expansion visits and increased sharing of data to benefit area businesses.

The WFS BRR and BSU teams attend and participate in economic development meetings and provide information about workforce programs available via the WFS Workforce Career Centers, including WIOA Adult, Dislocated Worker, and Youth programs, TANF, TANF NCP, SNAP, and other program funding. These partnerships allow for distribution of information on available human resource assistance for businesses as well as skills training, through TWC Skills for Small Business Program, Self-Sufficiency Fund and Skills Development Grants.

WFS staff, in collaboration with area EDCs, actively seek additional and/or special funding and grants geared toward local priorities such as entrepreneurship and training. WFS staff also prioritize development of key partnerships that connect with targeted economic development initiatives, such as the UTRGV Small Business Development Center, a key partner for providing new entrepreneurs with information and services, and programs to assist with business planning, financing, and technical guidance.

WFS Workforce Career Centers are the main point of customer intake and delivery for both Wagner-Peyser Employment Services (ES) and WIOA services. The workforce system will fully integrate service delivery between Employment Services and WIOA and improve coordination with Unemployment Insurance Agency (UIA) staff. The integration is intended to not only strengthen the linkage between the two programs, but also maximize the use and impact of resources.

WFS works to strengthen linkages between the one-stop delivery system and unemployment insurance programs by:

- Providing general information to Workforce Career Center customers about the Unemployment Insurance (UI) Program, as well as contact information

for TWC department administering that program. This includes printed “How to” apply for UI benefits material.

- Utilizing a monthly dashboard to identify active UI job seekers and develop jobs with quality matches.
- Leveraging networks and collaborative strategies, which include labor exchange and career counseling services, aimed at providing enhanced services to UI job seekers.
- Analyzing the demographics, work history, and education/skill level characteristics of the population of individuals receiving UI, and aligning employer outreach for job postings, work experience, on-the-job training, and other activities.
- Collaborating with employers laying off individuals to identify retention strategies and/or strategies for rapid placement. Services are tailored to affected worker occupational and skill profiles.
- Marketing and advertising Workforce Career Center services and Rapid Response services, as appropriate, to the general public to reach individuals that may be engaged with the UI Program, but not actively engaged with the Workforce Career Center.
- Coordinating with TWC UI office representatives to notify them of local layoffs and schedule Rapid Response services, and to enable TWC UI representatives to present at affected employee orientations.
- Working with the TWC statewide Rapid Response coordinator to share information on statewide layoffs and help place affected workers across WDA service boundaries.
- Staff cross training.

4.D. COORDINATION OF WAGNER-PEYSER SERVICES

WFS administers Wagner-Peyser through its Agency Board Agreement according to which merit staff are responsible for providing the core of Wagner-Peyser Act services, with WFS sub-recipient staff supplementing services. Additionally, under the agreement and consistent with the Texas Model of operations, sub-recipient staff are responsible for providing guidance, in coordination with TWC, of all merit staff.

WFS Career Center and partner staff are provided with community resource listings and utilize 2-1-1 with career customers to connect customers with appropriate agencies and services. 2-1-1 is a vital service that connects millions of people to help with essential needs such as supplemental food and nutrition programs shelter and housing options and utilities assistance as well as assistance with transportation to name a few. In addition, WFS also utilizes its inter-agency referral process to connect customers various agencies. The inter-agency referral process aids agencies to direct customers to another agency/service provider because he/she requires help that is beyond the expertise or scope of work of the current agency/service provider. The referral form allows for inter-agency referral of customers and self-referrals and can be access via the following link: [Workforce Solutions - Referral \(wfsolutions.org\)](https://wfsolutions.org).

The allows for maximum coordination, enhanced and consistent service delivery, and minimal redundancy/duplication.

Other strategies may include:

- Webinars, cross -training opportunities to foster information sharing across agencies.
- Leadership meetings to discuss, align and coordinate agency services.
- Conduct a partner assessment, to maintain updated listing of services available across core and required partners.

4.E. INTEGRATED, TECHNOLOGY-ENABLED INTAKE AND CASE MANAGEMENT

WFS utilizes The Workforce Information System of Texas (TWIST) and WorkInTexas.com (WIT) as directed by TWC for integrated, technology-enabled intake and case management for programs carried out under WIOA and by one-stop partners. As core partners are incorporated into the service delivery model (e.g. AEL and Rehabilitation Services), WFS will modify practices as directed by TWC to integrate systems and/or enable data entry of core partners. Workforce Career Centers also utilize (1) Vos Greeter, an automated system from the point of entry to capture customer information and track to the core partner customer traffic, (2) an inter-office referral system to account for the services core partners provide and (3) a web-based system for service registration of individuals seeking AEL services and sharing this information with Region One ESC.

In addition, WFS will work closely with core partners and additional community partners who provide social services, educational services, etc. to develop and test requirements for a common system intake/referral system. The system will directly link representatives and core partner staff will capture common customer data requirements at point of entry and provide for efficient referral with clear description of services and anticipated outcomes. This system will also enable all partners providing services to document customer progress and outcomes to ensure a continuity of concurrent or sequential services and will be used to measure successful performance within each partner's unique services or additional reporting requirements.

PART 5: WORKFORCE INVESTMENT ACTIVITIES



5.A. ECONOMIC DEVELOPMENT AND ENTREPRENEURIAL/MICROENTERPRISE ACTIVITIES

WFS' work with economic development organizations includes partnering on industry-based work groups, sharing planning and evaluation information (e.g. WFS & the RGV Partnership Commission Study to Foster Industry Development: Economic Impact Study of the RGV Healthcare Bioscience Industry, coordinating grant proposals, and assisting in bringing new businesses to the region and retraining and supporting existing businesses (e.g. regional job fairs). WFS works closely with economic development partners to identify long-range issues such as the changing demographics of the region's workforce and a trend to lower educational achievement; and shorter-range issues such as transportation solutions to facilitate connecting job seekers to services and/or jobs.

The WFS BRR and BSU teams attend and participate in economic development meetings and business retention and expansion visits to provide information about workforce development programs available via the WFS Workforce Career Centers, including WIOA Adult, Dislocated Worker, and Youth programs, TANF, TANF NCP, SNAP, High Demand Job Training Grants and other program funding. The partnerships with area EDCs allow for the distribution of information to area businesses that include assistance with recruitment of qualified candidates for employment, Labor Market Career Information (LMCI), as well as the availability of funding for skills training, through TWC Skills for Small Business Program, Self-Sufficiency Fund and Skills Development Grants.

As mentioned above, WFS seeks to continuously enhance coordination with regional economic development partners by:

- Meeting frequently with regional EDCs, chambers of commerce, and other economic development agencies to better understand (1) the economic development initiatives and priorities operating in the region and (2) the needs of business, including the staffing and workforce concerns of their employer constituents.
- Developing employer focused service strategies that (1) support partner strategies and (2) address the community's needs, including city specific job fairs, regional job fairs, business retention and expansion visits.
- Sharing of targeted LMCI to enhance the business intelligence of partners and employers and support the development of fact-based business development activities. LMCI sources utilized by WFS include Bureau of Labor Statistics data/reporting, Department of Labor data/reporting, Census data/reporting, Texas Workforce Commission data/reporting (i.e. tracer2.com, texasindustryprofiles.com, etc.), HelpWantedAnalytics, SitesOnTexas, Economic Modeling Specialists Inc. (EMSI), etc.
- Collaborating with economic development partners to pursue additional funding through competitive grant proposals that support regional initiatives.

Entrepreneurial skills training and microenterprise services: WFS staff prioritize the development of integral partnerships that promote entrepreneurial-skills training and microenterprise services. The University of Texas Rio Grande Valley Small Business Development Center (UTRGV SBDC) is a key partner for providing pre-venture and existing business owners with information and services to assist with business planning, financing and technical guidance helping local businesses, meet and exceed their goals. In collaboration with UTRGV SBDC, WFS continues to host series of business trainings to help with business creation, ownership, and support with helping businesses adjust to how services are delivered and operate successfully in the changing business environment.

Additional entrepreneurship and microenterprise service partners include:

- McAllen Chamber of Commerce: The Chamber is a keystone in the local entrepreneurial ecosystem. It mentors, connects, fosters and provides funding to start-ups through Launch McAllen. The goal is to help all entrepreneurs lower the transactional costs and help them succeed. Launch McAllen has the following programs that drive innovation and sustain startups and entrepreneurs, they are as follows: (1) IDEAPLACE (2) DESIGNPLACE (3) CROWDFUNDING CATAPULT (4) THEGOODPITCH COMPETITION (5) TECHPLACE (6) THIRDPLACE ON THE 2ND FLOOR (7) VIRTUALPLACE (8) 1 MILLION CUPS (9) INVENTORS & ENTREPRENEURS NETWORK (7) THE LATINA HOPE NETWORK (8) MCALLEN FOOD TRUCK PARK (9) ENTREPRENEUR SUMMIT (10) MATCH200 A MENTORING PLACE. Click on the link for access to the webpage: [Innovation Programs - McAllen Chamber of Commerce](#)
- McAllen Creative Incubator: The Incubator is a venue that offers low cost studios for start-up artists. The Incubator is meant to foster the creativity of the tenants and provide emerging artists and organizations with managerial, legal, and technical support. The goal of the McAllen Creative Incubator is to support the continued professional growth of artists in order to enhance the cultural and economic vitality of our local community. The McAllen Creative Incubator markets and publicizes the Incubator as a creative cooperative. Marketing materials are created to promote the Incubator and its resident artists. Events are held at the incubator to develop dynamic relationships between art, artists, audiences and the public. Click on the link for access to the webpage: [McAllen Creative Incubator \(mcallenincubator.com\)](#)
- UTRGV Center for Entrepreneurship and Commercialization: The Center helps entrepreneurs develop and expand their business through education, offering an entrepreneurial laboratory where entrepreneurs inside and outside of the University can collaborate to take advantage of opportunities and create value. The Center has over 14 years of experience in providing

business assistance through the means of its experienced staff, UT System and community partners and delivers its services through its Business Incubation Membership, Entrepreneurship Development, Commercialization and Business Development programs. Click on the link for access to the webpage: [Entrepreneurship and Commercialization Center](#) [UTRGV](#)

5.B. RAPID RESPONSE ACTIVITY COORDINATION

The WFS BRR team oversees services pertaining to employers, to include Rapid Response activities. WFS has designated a Rapid Response Coordinator to serve as a single point of contact to ensure timely delivery of Rapid Response services in the service delivery area. WFS provides Rapid Response services to employers and dislocated workers as a result of a permanent closure or mass layoff at a plant, facility, or enterprise, or as the result of a natural disaster that results in mass job dislocation.

Upon the receipt of a WARN Notice from the TWC or employer notice, the Rapid Response Coordinator:

1. Makes immediate contact with the employer, representatives of the affected workers, and the local community. Based on the assessment of the layoff plans and employer needs, the Rapid Response Coordinator engages the sub-recipient BSU and the TWC Unemployment Insurance Representative to facilitate services.
2. Rapid Response Coordinator meets with employer to:
 - Discuss/plan potential for layoff aversion/shared work plan (in consultation with the TWC).
 - Plan utilizing the list of affected workers for background and probable assistance needs of the affected workers; reemployment prospects for workers in the local community.

- Determine whether a trade petition and/or employer/employee intervention is needed.

Throughout the process, the Rapid Response Coordinator, works with the BSU and WFS Workforce Center staff to ensure timely delivery of Rapid Response services.

3. The sub-recipient BSU:

- Engages with employer and worker representatives, to provide information and access to unemployment compensation benefits, inclusive of WFS Workforce Career Center services employment and training activities (including information on Trade Adjustment Act program), crisis counseling, financial planning assistance and debt management, interview techniques, resume and application preparation, stress and change management and referral to other partner agencies
- Coordinates with WFS Workforce Career Center staff to match affected workers with immediate job referrals or other available resources to meet short and long-term needs of dislocated workers.

4. WFS Career Center staff:

- Engages affected workers and provides services related to job search, WIOA and TAA training opportunities, financial management, coping with lay-off stress, etc.

In addition, the Rapid Response Coordinator coordinates with other state agencies and partners to ensure affected workers have access to other available services as needed.

5.C. YOUTH ACTIVITIES AND SERVICES

WIOA provides a comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment. The program includes 14 program elements which are required to be made available to youth customers.

WIOA is designed to help local youth secure employment, education, training (e.g. work experience, on-the-job training, internships and apprenticeships) opportunities and support services necessary to prepare and succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

Services provided to youth customers include the full range of employment and training activities offered through the WFS Workforce Career Centers (i.e. Work Experience, Individual Training Accounts (ITA's), Supervised Job Search and Job Readiness).

WFS understands that effective training programs must respond to real-time labor market analysis, that effectively uses direct assessment and prior learning assessments to measure an individual's/customer's prior knowledge, skills, competencies and experiences, and evaluate such skills, and competencies for adaptability, to support efficient placement into employment and/or career pathways.

An initial assessment is conducted of academic levels, skill levels and service need for customer is conducted. Assessments include a review of basic skills, occupational skills, prior work experience, employability interest, aptitudes (including interest and aptitudes for nontraditional jobs), supportive service needs, and developmental needs. A determination of need for individualized career services, as established by the initial assessment or the individual's inability to obtain employment through the career services provided is documented. If an

initial assessment indicates a customer is job ready, WFS immediately connects customer to employment opportunities via the State of Texas Application for job seekers, WorkInTexas.com. If customer requires additional assistance (e.g. training, upskilling, career advancement opportunities) a comprehensive objective assessment is conducted.

A comprehensive objective assessment includes customer's employment and training service needs and goals; academic levels; prior work experience; occupational skill levels, abilities and aptitudes; supportive service needs; barriers to employment and/or training; and employability potential and developmental needs. The WFS Workforce Career Centers offer a full range of assessment tools including Test of Adult Basic Education (TABE), CAPS & COPS and Spanish Assessment for Spanish only speaking customers (SUPERA). The TABE is designed to effectively assess both the knowledge and skills of learners while CAPs & COPS Assessment –A computerized career assessment that measures both aptitude and career interest to help begin the career or educational planning process.

Assessment results along with other relevant information help to shape the development of individual service strategies, to include the identification and enrollment into youth program elements/services as listed in **Table 25**.

In efforts to provide wrap around services and aide youth's success, WFS (1) leverages community partnerships to provide services to customers that are not available through the workforce system and (2) deploys technology to provide virtual services.

Table – 25 WIOA Youth Element & Services Provided

WIOA Youth Element	WFS Provider Services	Partner Services
(1) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential.	Tutor.com provides online tutoring to youth currently in high school or post-secondary education. Tutors offer specialized individual tutoring to assist in meeting youths' immediate educational goals. Tutoring topics include math, science, English, writing, social studies, business, computer software, foreign languages, college entrance exams and more.	Communities in Schools, GEAR UP
(2) Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language (ESL) training, assist youth who have struggled in traditional secondary education.	Identification of Barrier and referral	AEL providers, school recovery programs, South Texas College (STC)
(3) Paid and unpaid work experience that provide youth with opportunities for career exploration and skills development.	Youth with limited work experience get paid \$7.25 an hour at a job site aligned with their overall career goal. Youth with more	Local employers, School Districts with work experience programs

specialized training may gain employment through On-the-Job Training where youth will obtain employee training while doing the job. Youth get paid a wage comparable to other employees with same job title. Duration varies between 3 to 6 months.

(4) Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Boards must give priority consideration to training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area.

Youth with no post-secondary training may enroll in a TWC eligible training. Youth with a post-secondary training that seek to upgrade, may also enroll in a TWC eligible training. Youth are connected with occupational skills training that are aligned with local target and in-demand occupations.

Eligible Training Providers or WFS designated contracted trainings

WIOA Youth Element	WFS Provider Services	Partner Services
(5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster.	Remediation via service providers such as WIN Work Keys with courseware that provides foundational skills instruction encompassing career and education-oriented skills and proficiency areas needed in today's workplace.	Region One ESC and STC
(6) Leadership development opportunities encourage positive social behaviors. Services may include community service and peer-centered services.	A paid one-week Youth Workshop includes community service hours that enhance teamwork skills while encouraging positive social behaviors and responsibility. Other opportunities are integrated into work experience and other service options.	Local community organizations
(7) Supportive services for youth are services that enable an individual to participate in WIOA activities.	Support services may include transportation assistance, work attire, work-related tools, testing fees, books, utility bills, childcare and more.	Reference Support Service Policy (<u>Supportive Services Policy No.002.11</u>)
(8) Adult mentoring must last at least 12 months and may take place both during the program and following exit	Work Readiness Concepts (WRK) supports youths' career path by building distance mentoring relationships with youth. Relationship focuses on academic and career assistance. Youth are provided	Work Readiness Concepts (WRK)

with a mobile device. May also be integrated into work experience and other service options.

(9) Follow-up services for not fewer than 12 months after the completion of participation.

Placement in follow-up services is determined by WIOA Youth Career Counselor to ensure youth continue on target in achieving long-term career goals. Services include continued regular contact with youth, leadership development, adult mentoring, financial literacy education and more.

(10) Comprehensive guidance and counseling provide individualized counseling to customers. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

The Workforce Ready Concepts (WRK) Learning Platform provides youth with the opportunity to participate in online courses and interact on online discussion with peers. Participation is managed by an educational professional. Courses include pre-employment readiness, career development, business ethics, healthcare, Microsoft Office and more. For other types of guidance and counseling needed, referrals are made to partners as appropriate.

Access 211 listing here:
[Texas 211 Directory](#)
[Community Resources](#)

WIOA Youth Element	WFS Provider Services	Partner Services
(11) Financial Literacy	Financial literacy education is integrated into the Youth Workshop. Topics covered includes bank accounts, budgeting and credit reports. Youth also participate in interactive activities such as Texas Reality Check.	Access 211 listing here: <u>Texas 211 Directory</u> <u>Community Resources</u>
(12) Entrepreneurial skills training	Career advising, service planning and referral by Career Counselor	Small Business Development Center, University of Texas Rio Grande Valley
(13) Services that provide labor market information	Identification of activity by Career Counselor or other qualified staff to educate youth on local trends that may impact youths' career decisions.	Various modules available via links to STC, ISDs TWC Sites
(14) Activities that help youth prepare for and transition to postsecondary education and training	Identification of activity and referral by Career Counselor	Various modules available via links to STC, ISDs TWC Sites

WFS, through its sub-recipient(s), administers WIOA funds to provide employment and training activities for WIOA Youth through a network of five WFS Workforce Career Centers located throughout the service delivery area.

WFS Workforce Career Centers are in each of the three counties in the WFS service delivery area, ensuring maximum accessibility to services by locating facilities in high density population areas.

WFS Workforce Career Center	County
Edinburg Office 2719 W. University Dr., Edinburg, TX 78539 Tel: (956) 380-0008 / Fax: (956) 316-2626	Hidalgo County
Mission Office 901 Travis St., Ste. 7, Mission, TX 78572 Tel: (956) 519-4300 / Fax: (956) 519-4388	Hidalgo County
Raymondville Office 700 FM 3168, Ste.3, Raymondville, TX 78580 Tel: (956) 689-3412 / Fax: (956) 690-0285	Willacy County
Rio Grande City Office 5408 Brand St., Ste.1, Rio Grande City, TX 78582 Tel: (956) 487-9100 / Fax: (956) 487-9190	Starr County
Weslaco Office 1600 N. Westgate Drive Tel: (956) 969-6100 / Fax: (956) 969-6190	Hidalgo County

Additional Youth Service Initiatives:

E3 Youth Program: The E3 Youth Program (E3) is year-round and impacts in-school youth (ISY) and out-of-school youth (OSY). E3 offers an intensive selection of organized activities supporting the youths' short- and long-term career goals. The E3 model focuses on the in-demand industries of healthcare, education, public safety and retail/hospitality. The success of the E3 model is in offering a combination of activities that could potentially lead the youth to meaningful employment and self-sufficiency.

In addition to E3, our board area offers various youth special programs that focus on more specific populations. Some of these programs are:

- Summer Earn and Learn – offers a job readiness workshop and work experience to youth with disabilities.
- Texas Internship Initiative – offers an internship opportunity to high

school juniors and seniors.

- TANF Subsidized Employment Initiative – offers the E3 workshop and work experience during the summer for youth ages 16 to 24.

Workforce Outreach Specialists: Workforce Outreach Specialists (WOS) coordinate activities with secondary and postsecondary programs. WFS has five WOS on staff assigned to school districts representing different sections of the board service delivery area. The WOS are tasked with establishing and strengthening their partnership with each secondary campus within their assigned school districts. WOS coordinate with their assigned districts on dates and times of presentations and workshops for students, teachers, administrators, and parents of students in grades 6th – 12th. These workshops and presentations focus on career exploration, career pathways, post-secondary programs, work-based-learning opportunities, and the development of job readiness skills. WFS make concerted efforts to focus on providing LMCI on High Demand and Target Occupations as well as High Demand Middle Skilled STEM Occupations to help students make informed decisions on future careers.

TWC tools such as Texas Reality Check and Texas Career Check are utilized for career exploration. In addition, Career Coach, a board purchased platform, is used to enhance career exploration experience for youth to include information for post-secondary programs, resume writing, and access to employment opportunities. Presentations and workshops informing youth how to use these tools is shared with students, teachers, administrators, and parents through presentations and workshops scheduled by school districts and conducted by their respective WOS.

Virtual Learning Tools: In response to COVID-19 pandemic, WFS has pivoted how information is delivered, switching from a predominately in-person format to a virtual one. WOS have become fluent in virtual presentation platforms that include GoToMeeting, Zoom, Google Meets, and Microsoft Teams. The WOS team have utilized tools to increase engagement during presentations and workshops. These tools include but are not limited to Bitmoji, Kahoot, Padlet, and Screen Rec. The presentation of resources via a virtual platform is one that enables WFS to expand its service delivery and reach more students. Connecting on a virtual platform is a

viable option that will continue to be enhanced in the coming years.

In addition, WFS identified the need to adapt and pivot to provide services virtually to meet the distance learning needs of secondary and post-secondary education partners. WOS identified the following distance learning tools and resources to ensure virtual presentations are engaging, informative and are easily accessible to education partners.

Google Suites, most notably G Drive and Google Classroom, serve as depositories of literature, videos, quizzes, activities, and the WFS Job Readiness Curriculum. In speaking with local school districts, it was discovered that close to 100% of local districts utilize Google Classroom and G Drive. WOS have created G Drives and Google Classrooms for their assigned districts allowing quick and seamless accessibility for educators.

A video library has been created and will continue to be developed to be accessible via the WFS website (WFSolutions.org). The video library contains “How To” and “Employer Interview” videos. Topics covered in the “How To” videos include step by step instructions on how to use Texas Reality Check and Texas Career Check. Each of these videos highlight specific features of each online tool. In addition, quizzes and activities are available allowing educators to check for retention of material and assign videos as part of student assignments and learning curriculum.

Employer Interview videos assist employers who find it difficult to take time from their busy schedules to participate in school exploration events. These videos are available to teachers upon request and assist with meeting the requirements for career exploration for students in 6th through 12th grade. Industries represented by Employer Interview videos range from Health Care, Law Enforcement, Education, Construction, and Engineering.

Virtual interviews for job applicants are quickly becoming the norm for business. This format of interview requires a unique set of preparedness that is not required during face to face interviews. WFS is utilizing Interview Stream

Prep to assist students with mastering the skills needed for virtual interviews. The platform enables teachers to assign virtual interviews to students and then review the recorded session. Enabling teachers, the opportunity to provide students with feedback and recommendations and providing students the opportunity to view themselves and note areas for improvement. Students can also share the video with parents so as to allow parents to view the assignment and provide their feedback.

Youth with Disabilities:

Student HireAbility Navigators (SHNs) across the state of Texas are tasked with promoting, developing, and strengthening the processes and resources needed to ensure successful transition of youth with disabilities to post-secondary education and employment. WOS and SHNs work cohesively to ensure all services, resources, and tools are accessible to youth with disabilities. WFS ensures the use of Closed Caption function, if available via the presentation platform. Reading material is available in large print or in some instances, Braille when needed or requested. WOS and SHNs routinely present together at presentations, workshops, and events targeting students, educators, and parents. This is part of WFS holistic approach that focuses on providing all students with the tools needed to be successful in the workforce. Tools such as Interview Stream Prep, Google Suites, Microsoft Teams, and many of the TWC resources are accessible to youth with disabilities. Similar to WOS, the SHNs are assigned school districts within our board area. SHNs work with each district to provide information on student transition services to post-secondary and/or employment. Furthermore, SHNs help to connect TWS-VRS and school officials for Admission Review and Dismissal Committee reviews and to promote TWC-VRS services. SHNs assist in planning and hosting job fairs for school district Special Education departments and provide Job Readiness Curriculum (JRC) training to teachers for implementation of soft skills training for youth with disabilities. SHNs also work diligently with 18+ programs found in several districts in the service delivery area.

Successful Models Identified:

- WFS Job Readiness Curriculum Certificates of Completion. WFS has collaborated with South Texas College (STC), a post-secondary institution, to offer secondary students training and certification in Job Readiness Curriculum soft skills training program. Utilizing a WFS created JRC, which is comprised of 13 modules, WOS provides training to students and train-the-trainer sessions to educators utilizing the curriculum. Teachers have the option of having their students register with STC for a Certificate of Completion and Continuing Education Units upon completion of 12 hours of the soft skills training curriculum. The curriculum was created in response to the demand from employers seeking a more job ready workforce, one that had the soft skills to be successful in the workplace. Skills covered in the curriculum include Job Search, Interview Skills, Customer Service, Active Listening, Workplace Etiquette, Time Management, Problem Solving and Conflict Resolution, Coping with Stress, Financial Literacy and Critical Thinking. WFS recently added modules customized to meet the needs of youth with disabilities. The additional modules are Self Advocacy, Career Exploration, and Transition Resources. These were created in partnership with WFS SHNs and focus on providing soft skills training to individuals with disabilities and may be seamlessly integrated into the existing JRC.
- Connecting with local school districts by partnering with Region One ESC. Region One ESC is a vital partner in connecting with local districts. Through Region One ESC, WOS and SHNs have presented and networked with Career and Technology Education (CTE) directors for districts in the WFS service delivery area during quarterly CTE director meetings. SHNs have connected with Special Education directors from districts in the service delivery area during Special Education Directors Meetings. Attending these director meetings has enabled WFS to share new resources, tool, and projects with all of the districts in the WFS service delivery area in one meeting. Additionally, WOS and SHNs have been asked to present at Region One ESC events such as the CTE Summer Conference, GEAR UP Kick Off, and STEM conference.

5.D. COORDINATION WITH SECONDARY AND POST SECONDARY EDUCATION PROGRAMS

WFS staff including WOS and SHNs coordinate with several educational partners to enhance services and avoid duplication.

Workforce Outreach Specialist (WOS) provide career services to students at public middle and high schools, grades 6th – 12th, to provide youth with career exploration information focused on High Growth, High Demand Occupations. Students receive in-depth education and direction on career choices as well as access to up to date labor market and career data.

Student HireAbility Navigators (SHNs) are tasked with promoting, developing, and strengthening the processes and resources needed to ensure successful transition of students with disabilities to post-secondary education and employment. This is done by raising awareness and connecting disability stakeholders to services provided by workforce development boards and TWS-VRS services. SHNs are committed to collaborating with schools, employers, and community partners to create systemic solutions that advance inclusion.

WOS and SHNs fulfill their roles through presentations, utilization of TWC tools and resources, and leveraging of partnerships with community-based organizations and employers. WOS and SHNs work closely with their assigned districts. Presentations and workshops are scheduled and coordinated directly through each schools' administrators, counselors, or instructors. Assignment of districts avoids duplication of services and ensures a single point of contact for local school districts to connect with.

Partners include RGV LEAD (Linking Economic & Academic Development), RGV Focus, Educate Texas, South Texas Career And Technical Association (STCTAT), Region One ESC, Career and Technology Education (CTE) Directors Network, RGV Academy Leaders Coalition, P-16 Council, Counselors Network, South Texas College (STC), University of Texas Rio Grande Valley (UTRGV), University of Texas Youth Engagement Center, and GEAR UP grant recipients and Vanguard Academy.

WFS works with each of these organizations in providing services regarding career exploration, soft skills, and TWC resources and tools to students, educators, parents, and businesses. Working diligently to convene partners and schedule opportunities for strengthening partnership among these entities, leveraging resources, and seeking opportunities to impact the community and avoid duplication of services.

5.E. CHILD CARE AND EARLY LEARNING

The LRGV economy is comprised of a diverse array of employers. WFS mission is to provide job seekers with the skills, and business with talent, they need to be successful. Parents depend on reliable childcare so they can work. By extension, childcare is also essential for their employers, who depend on them to be at work and support business operations. Ensuring businesses have the labor force available, WFS provides employers with information on workforce services, to include services that aide the removal of job candidate barriers such as adequate child care. Information is disseminated via business webinars, recruitment fairs, partner meetings (e.g. Economic Development Corporations, Chamber of Commerce). Partnerships with economic development corporations, chambers of commerce and non-profit organizations across the RGV have collectively brought local businesses important information and services that supports a thriving economy.

Support services such as affordable high-quality child care is provided through subsidized Child Care Services Program which aids with retention strategies that provide eligible working families the assurance that their children are in a safe and stimulating environment that support learning and healthy development. WFS' efforts to increase visibility in the region utilizing social media strategies has helped expand the vision and mission to a vast number of businesses and job seekers in the service delivery area. As such, WFS continues to use these platforms to bring about the awareness that a high-quality early learning and development program for a child gives parents the stability to be productive employees.

Support improved school readiness through higher-quality child care, including Texas Rising Star, and through partnership opportunities such as prekindergarten partnerships

Support the needs of the child care industry, which could include assistance with business development or shared services, as well as opportunities to support professional growth and career pathways for early education.

Knowledge of child development and learning enables providers to create curriculum and environment that aligns to state standards/guidelines for early childhood programs. WFS supports the needs of the child care industry by providing early educational materials, curriculum, and an array of professional training opportunities geared towards promoting higher quality care that leads to improved school readiness. These professional development activities help improve quality and address the critical needs of young children and families which include but are not limited to:

- handling temperaments and developmental milestones of Infants and Toddlers
- promoting reasoning, language and social-emotional development
- learning about the impact of nutrition and movement on early brain development
- implementing low cost ideas for gathering and creating rich explorations in learning centers
- incorporating Science, Technology, Engineering, Arts and Mathematics activities
- leading effectively and maintaining a positive attitude
- generating revenue through customer service
- implementing organizational systems to focus on problem solving, productivity, effectiveness, and efficiency

Additionally, credentialing child care professionals in the region with a Child Development Associate (CDA), the most widely recognized credential in early childhood education (ECE), is a key stepping stone on the path of career advancement. Credentialed staff can help ensure the proper use and implementation

of curricula in classroom activities to positively affect early learning domains. WFS continuously focuses on connecting with child care providers and public-school administrators on adequate research-based curricula that will close achievement gaps and address instructional needs in the age groups served by Texas Rising Star (TRS) providers. The TWC TRS program is a quality rating and improvement system for Texas early childhood programs. These efforts help sustain TRS Category 3 Curriculum and promote a child's school readiness when transitioning from a child care provider facility setting into a school setting.

Additional resources to support capacity building for toddler expansion within child care centers include, but are not limited to: Early Literacy Center for infant, toddler, preschool and school age children, Social-Emotional Learning Kits, technological tools such as a HATCH Computer or HATCH tablet, and other additional incentives that help create a nurturing, safe, and early learning environment.

Along with promoting higher quality child care through the attainment of the TRS certification, WFS also support providers that have attained a Texas School Ready (TSR) designation. The TSR program is a comprehensive preschool teacher training program which combines research-based, state-adopted curriculum with ongoing professional development and progress tools. The goal of the TSR program is to support school readiness. WFS is equipped with knowledgeable, skilled, and credentialed board and sub-recipient staff to mentor and coach professional caregivers to intensify support models that help ensure the continuum of high-quality providers throughout our region. Both mentors and coaches conduct onsite visits, observe classroom settings, evaluate instructional curricula, and provide critical resources to increase professional development that nurtures a child's progress in their early learning development while responding to their needs.

Child care back-office solutions such as software licenses or subscription fees support sound business practices and promote management efficiencies for TRS-certified child care providers. These solutions allow child care providers to operationalize and deliver services more effectively and efficiently. WFS' has

contracted with a vendor for an all-in-one software platform for preschools, child care providers and afterschool programs. The software helps teachers manage their day and communicate with parents, giving parents deeper insights into what their children are learning, and automates the process of managing operations for child care administrators. Proper usage and implementation of these systems in the child care industry will foster overall parent engagement and satisfaction.

WFS supports the Child Care and Development Fund (CCDF) Plan for Texas FFY 2019-2021 in which Texas Rising Star (TRS) program has established goals for more subsidy providers to participate and develop and outreach campaign to educate both parents and providers on quality child care. WFS promotes family engagement through outreach and consumer education available at our centers, board website, and through key partners in our region that share the common interest in introducing education and other life skills early in a child's life starting in the home. It is through a holistic approach that we can provide our community with measurable outcomes while building community, trust, and social capital.

5.F. TRANSPORTATION AND OTHER SUPPORT SERVICES

Transportation: WFS provides transportation related support services to eligible customers in the form of gas cards and vehicle related repair assistance. In addition to support services, WFS collaborates to advise and build system capacity through its role as a member of the Regional Transportation Advisory Panel (RTAP).

The RTAP is operated by the Lower Rio Grande Valley Development Council (LRGVDC) and is comprised of 14 advisory members representing transportation entities, workforce development boards, and community-based organizations. Collectively the advisory members provide a unique perspective and offer their knowledge and experiences to better meet the public transportation needs of the region. The RTAP meets on a quarterly basis to provide the latest information concerning the availability of transit services and discuss the needs of public transportation.

Participation in RTAP helps to leverage resources for WFS customers in terms of maintaining constant coordination and communication of transportation services available and addressing the transportation needs collaboratively for the benefit of the region. WFS provides the group with current information concerning the workforce system and offers recommendations on updating bus routes, as well as coordination of transportation for special community events such as job fairs or health related events.

Additional regional transportation resources in the Lower Rio Grande service area include: Cities/County governments, LRGVDC, Federal Highway Administration, Texas Department of Transportation, Regional Mobility Authorities, Private Sector, Valley Metro, McAllen Metro, Brownsville Metro, Island Metro, and Workforce Solutions Cameron.

Other Support Services: WFS provides a broad range of additional support services including emergency assistance, work related clothing/tools/supplies, books (training related), and additional supports allowable based upon program. WFS, however, understands that traditional workforce system resources are insufficient to meet the community's need. To address this gap, WFS seeks to leverage resources to avoid duplication of services by developing partnerships with agencies that can supplement workforce system resources to better meet the customer's needs.

The WFS Community Engagement Department maintains a presence and a connection to the local community by serving in an advisory capacity on area Community-Based Organizations, Non-Profit Organizations, Educational Institutions as well as private foundations and public entities. A Memorandum of Understanding or Agreement is developed to identify the entity and the services provided.

5.G. COORDINATION OF ADULT EDUCATION AND LITERACY (AEL)

WFS has a history of active coordination with Adult Education and Literacy (AEL) providers in the service area. In 2016, WFS hosted AEL partners, to include Region One ESC and other regional literacy partners, to work with a national consultant to identify strategies for alignment of AEL and the workforce system. Region One Education Service Center (ESC) is the TWC funded AEL provider for the region. As a result, stakeholders have engaged in cross-partnership, cross-functional workgroups to infuse traditional AEL services with work-based literacy and contextualized learning components that are aligned to WFS Career Pathways and Target and Demand Occupations. WFS intends to continue this work and to engage with Industry Task Forces to identify the ways adult education and literacy can better align to work-based skill requirements, skills gaps, and emerging industry skill needs; this continuous effort will better position AEL providers to meet educational benchmarks, gainful employment requirements, and employer skills demands.

Strategies that strengthen collaboration with core partners such as AEL partners are as follows:

1. Adult education and literacy remains a priority for WFS.
2. WFS convenes adult education and literacy leadership and stakeholders in regular discussions to address adult education and literacy needs in the RGV and strategize solutions to leveraging resources and partnerships.
3. Reviews application(s) submitted by adult education and literacy under Title II Adult Education and Literacy for services provided.
4. WFS has executed cooperative agreements that explain how local service providers carry out the requirements for integration and access to the set of services available in the local one-stop delivery system. Cooperative agreements include:
 - a. Adult Education and Literacy: Region One Education Service Center (ESC)
 - b. Rehabilitative Services: TWS-VRS Division
5. Develops Memorandum of Understandings with agencies to outline partnership roles and responsibilities.
6. Utilizes WFS On-Line Referral system to connect customers in need of agency services.

WFS meets regularly with agency leadership and entities that provide adult education and literacy program and services in service delivery area. A few are noted below:

- **Region One ESC Adult Education and Literacy Program** is the adult education and literacy provider for the LRGV and offers English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Literacy and Civics (EL Civics) classes. WFS collaborates with Region One ESC with all literacy programs via a.) regular meetings with leadership to discuss program progress/performance issues and solutions b.) an on-line service registration link, c.) supporting outreach and recruitment, d.) connecting with business and /or community-based organizations.
- **Rio Grande Valley Literacy Center** serves as a nonprofit organization providing adult education and literacy programs (English Second Language, Adult Basic Education and General Equivalency Degree preparations) in Pharr, Texas.
- **University of Texas Rio Grande Valley High School Equivalency Program** is a comprehensive federally funded program of adult education that strives to assist migrant-farm worker individuals to obtain the equivalent of a high school diploma. The program helps migrant and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training.

Review of Local Applications: WFS, as a coordinator and convener for the region, shall review applications to provide adult education and literacy activities under Title II Adult Education and Literacy for the service area to ensure (1) consistency with the local plan and (2) advises applicants on alignment of resources with additional adult education and workforce services. WFS staff may offer technical assistance, training, and relevant information sharing to assist applicants.

PART 6: ADULT, DISLOCATED WORKERS, AND YOUTH SERVICES



6.A. ADULT AND DISLOCATED WORKER EMPLOYMENT AND TRAINING

WFS, through its sub-recipient(s), administers WIOA funds to provide employment and training activities for WIOA Adults, Dislocated Workers and Youth through a network of five Workforce Career Centers located throughout the service delivery area. Services provided to Adult, Dislocated Worker and Youth customers include the full range of employment and training activities, i.e. Work Experience, Individual Training Accounts (ITA's), Supervised Job Search and Job Readiness.

Workforce Career Centers are in each of the three counties in the WFS service area, ensuring maximum accessibility to services by locating facilities in high density population areas.

WFS Workforce Career Center	County
Edinburg Office 2719 W. University Dr., Edinburg, TX 78539 Tel: (956) 380-0008 / Fax: (956) 316-2626	Hidalgo County
Mission Office 901 Travis St., Ste. 7, Mission, TX 78572 Tel: (956) 519-4300 / Fax: (956) 519-4388	Hidalgo County
Raymondville Office 700 FM 3168, Ste.3, Raymondville, TX 78580 Tel: (956) 689-3412 / Fax: (956) 690-0285	Willacy County

Rio Grande City Office

Starr County

5408 Brand St., Ste.1, Rio Grande City, TX 78582 Tel:

(956) 487-9100 / Fax: (956) 487-9190

Weslaco Office

Hidalgo County

1600 N. Westgate Drive

Tel: (956) 969-6100 / Fax: (956) 969-6190

In addition to the physical locations, WFS (1) leverages partner locations to provide services to customers that are not able to access the Workforce System easily and (2) deploys technology to provide virtual services.

The Workforce Career Centers also offer a full range of assessment tools including Test of Adult Basic Education (TABE), CAPS & COPS and Spanish Assessment for Spanish only speaking customers (SUPERA). The TABE is designed to effectively assess both the knowledge and skills of learners while CAPS & COPS Assessment –A computerized career assessment that measures both aptitude and career interest to help begin the career or educational planning process.

Assessment results along with other relevant information college help to shape the development of individual service strategies. Individual service strategies include:

- Customized career pathway plan
- Addressing barriers
- Setting goals and related activities
- The documenting of achievements/credentials

6.B. PRIORITY TO RECIPIENTS OF PUBLIC ASSISTANCE AND LOW-INCOME INDIVIDUALS

WFS ensures effective coordination of programs and services for target populations through a controlled process of (1) regional analysis, (2) service delivery design, and (3) accountability.

Regional Analysis: WFS analyzes the regional economy and labor market, contrasted with regional demographic data and local wisdom to identify target populations and service gaps and limitations. Analysis is completed collaboratively with WFS' sub-recipient and partners to ensure it fully represents the interests of all constituencies.

Current target populations for the region include Public Assistance Recipients, Other Low-Income Adults, and Individuals that are Basic Skills Deficient. Additional

priority/target groups include Eligible Veterans and Spouses, Migrant Seasonal Farm Workers, Individuals without a Diploma/GED, Foster Youth, Individuals with Disabilities, Referred Court Involved/Offenders, English Language Learners, Unemployed and/or receiving Unemployment Insurance, Individuals earning less than Self-Sufficiency Wage, Individuals with Cultural Barriers (including legal immigrants and refugees), and Individuals facing multiple barriers (such as substance abuse, mental health problems, and domestic violence issues).

WFS has policies in place address and designate priority target populations and is shared with WFS sub-recipient and partners. WFS Policy SKL#021.01 can be accessed by accessing the following link: [Accessing an Individual Training Account Policy](#)

PART 7: FISCAL AGENT, GRANTS, AND CONTRACTS



PART 7. A. FISCAL AGENT

WFS is responsible for the workforce development (WD) planning, contracting, oversight and evaluation of the local workforce system and the services it provides. WFS is the administrator of grants received and is responsible for disbursing the state and federal grant funds provided under this plan.

WFS is a non-profit, tax-exempt 501(c)(3) organization serving Hidalgo, Starr, and Willacy counties, in Texas with its corporate office located at 3101 West Business 83, McAllen, TX 78501. WFS was certified by the Governor of Texas in 1999 and incorporated in 2000. The WFS Board is a volunteer Board appointed by the CEOs of the WD area and is composed of a majority of representatives of private sector employers, labor, education, childcare, social services, community-based organizations, rehabilitation agencies and other local interests.

7.B. SUB-GRANTS AND CONTRACTS

Procurement is the process and procedures utilized to obtain goods and services from the marketplace. WFS ensures that the procurement of all goods and services is conducted, to the maximum extent practical, in a manner providing full and open competition consistent with applicable administrative requirements. The estimated amount of award or contract determines the procedures used to competitively procure goods and services. This process includes standards of conduct and detailed procedures for both small and large procurements as outlined below.

WFS maintains written standards of conduct, which govern the performance of individuals engaged in the award and administration of contracts and contain disciplinary action if such standards are violated. The definition of immediate family and substantial interest is included in the standards of conduct (WFS Procurement available by accessing the following link: [Procurement Procedures](#)). No employee, officer, or agent of WFS may participate in the selection, award, or administration of a contract that is supported by federal or state funds if a conflict of interest or apparent conflict of interest would be involved. In general, a conflict of interest exists when any of the following have a financial or other interest in a firm that is selected to receive an award:

- an employee, officer or agent;
- any member of the employee's immediate family;
- the employee's partner; or
- any organization that employs or is about to employ any of these groups.

WFS standards of conduct prohibit the solicitation and/or acceptance of gratuities, favors or anything of monetary value by an officer, employee, or agent of WFS from a bidder or sub-recipient. Every reasonable course of action shall be taken to maintain the integrity of the expenditure of public funds and to avoid any favoritism or questionable conduct. Any situation is avoided which suggests a decision was influenced by prejudice, bias, special interest, or personal gain. WFS Board, WFS staff, or agents involved in the procurement process are prohibited from accepting gifts, favors, or anything of monetary value from the existing or potential sub-recipients or contractors.

The small purchase method of procurement is used when purchasing goods or services for which the aggregate cost does not exceed the simplified acquisition threshold per 41 U.S.C. §403(11) of \$150,000. When using the small purchase method, WFS staff obtains price or rate quotations from an adequate number (usually two or more) of qualified sources.

Competitive proposal methods of procurement are appropriate when purchasing goods or services for which the aggregate cost exceeds the simplified acquisition

threshold of \$150,000. The competitive proposal method is used when two or more responsible bidders are willing and able to compete effectively for the business and the procurement lends itself to a fixed-price or cost-reimbursement contract. The competitive proposal method is generally used when conditions are not appropriate for the small purchase method.

Competitive proposal methods of procurements meet the following federal requirements:

- Requests for proposals (RFP) are advertised in the newspaper with the highest circulation and identify all evaluation factors and their relative importance. Any response to the advertised RFP is honored to the maximum extent practical;
- RFP is solicited from an adequate number (usually two or more) of qualified sources;
- The method for conducting technical evaluations of the proposals received and for selecting awardees is contained in the RFP;
- Awards are made to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
- Competitive proposal procedures for the qualifications-based procurement of architectural/engineering professional services are utilized whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of "professional services." It cannot be used to purchase other types of services.

All non-competitive or sole source procurements that will be conducted by WFS will have adequate documentation in the procurement file for auditor and monitor review.

PART 8: PERFORMANCE



8.A. BOARD PERFORMANCE TARGETS

WFS negotiates performance measures with the Texas Workforce Commission (TWC) to ensure standards are reflective of conditions/activity in the LRGV service delivery area; data is compiled by WFS and sub-recipient to support deviations from TWC proposed performance and to serve as the basis for negotiated measures.

All negotiated TWC measures are contracted to the sub-recipient for the Operation and Management of Workforce Career Centers. The sub-recipient is required to meet minimum standards and higher stretch goals are negotiated with the sub-recipient during the contract negotiation process. Performance is measured at monthly intervals utilizing The Workforce Information System of Texas (TWIST) and Work in Texas (WIT) reports as well as ad hoc data analysis. Failure to meet acceptable measures of performance requires WFS to implement Technical Assistance Plans, Corrective Action Plans and or up to including sanctions for continued low performance.

Eligible Training Providers (ETPS) must also meet the minimum performance standards established by WFS for inclusion in the Eligible Training Provider System. The Texas Workforce Commission (TWC) issues ETPs performance outcomes on all providers annually. ETPS providers not meeting minimum performance two consecutive years are not eligible to participate in the delivery of training services.

9.A. INDIVIDUAL TRAINING ACCOUNTS (ITAS)

WFS approves training providers through the TWC Eligible Training Provider System (ETPS). The basis for all trainings listed on the ETPS is the WFS Board adopted Target Occupations list. WFS staff conduct an analysis of regional economic conditions, and evaluate industry/occupational growth projections, economic development trends, and other regional factors to determine the occupations that represent the best targets for investment of workforce development resources. WFS staff also work with regional education providers (1) to encourage them to submit applications for inclusion on the ETPS for programs aligned to the Target and Demand Occupations List and (2) to encourage/assist them in developing programs aligned to regional economic and trainee needs.

WIOA customers (Adult, Dislocated Worker, and Out of School Youth) are provided access to training on the ETPS through Individual Training Accounts (ITA). Customers seeking to access training services complete a comprehensive assessment to determine the need, interest and eligibility for training services, and are provided with a full orientation and coaching regarding selection of an appropriate training provider and use of the ETPS. Information provided to customers seeking to access an ITA includes provider/program performance data, training cost, accessibility, and relevant labor market information and Career Pathway information. WIOA customers are counseled to review all information prior to making selection. ITAs are required to be within WFS Board approved allowable limits.

9.B. ITA LIMITATIONS

Under Title I of WIOA, training services must be provided in a manner that maximizes informed consumer choice in selecting an eligible provider. Through the WFS Career Centers, staff must make the Eligible Training Provider Listing (ETPL) available to customers. Eligible individuals may select training services from the ETPL, in consultation with a case manager, in order to maximize informed customer choice. Customer choice is a guiding principle of WIOA.

Currently, WFS has a maximum per participant funding cap for Individual Training Accounts (ITA) and contracted training set at \$9,000 with a maximum amount of time allowed for the use of an ITA at two (2) program years. This information may be found by accessing the link: Accessing an Individual Training Account policy ([Accessing an Individual Training Account-No.009.07](#)).

The policy also includes an exception to the ITA limits, this is primarily due to the high projected growth over the next ten years and the high entry level wages for registered nurse and licensed vocational nursing programs. The maximum amount for an ITA for training programs for these two occupations is increased as follows:

- Maximum amount of an ITA - \$18,000 (\$9,000 per program year)

WFS evaluates ITA limits on an annual basis to determine if additional revisions are warranted.

10.A. REGISTERED APPRENTICESHIP PROGRAMS

WFS encourages Registered Apprenticeship programs through collaboration with area educational institutions and employers to (1) identify apprenticeship programs currently operating that can be registered with the Eligible Training Provider System (ETPS) and (2) inventory current pre-apprenticeship programs or related initiatives that can be scaled up into full registered apprenticeship programs.

The WFS Community Engagement and Contract Administration departments work collaboratively with area higher education partners to outreach and educate employers regarding the benefits of apprenticeship programs to include:

- Registered Apprenticeship program eligibility in the ETPS: Under WIOA, all Registered Apprenticeship program sponsors are automatically eligible to be placed on the ETPS.
 - WFS encourages sponsors to request placement of all eligible Registered Apprenticeship programs on ETPS.
- Registered Apprenticeship benefits: Registered apprenticeships provide many benefits including: earn while they learn opportunities and nationally recognized credential for apprentices and state tax credits for businesses.

Outreach and marketing efforts are not limited to traditional apprenticeship industries (e.g. skilled trades, construction, manufacturing, etc.). WFS also outreaches non-traditional industries employers, such as healthcare, to participate in apprenticeship and pre-apprenticeship programs.

10.B. APPRENTICESHIP TEXAS

WFS understands the need to have a skilled workforce to meet industry needs and has established regional partnerships with employers, educational institutions, and stakeholders in order to develop a talent pipeline and to align education to business needs. WFS is committed to closing skills gaps by utilizing apprenticeships as a workforce development strategy. Serving as a liaison between industry and education through industry led business relations initiatives such as WFS Healthcare and IT taskforces and business retention and expansion visits, WFS is able to assist with expansion of apprenticeship programs by providing vital business intelligence and labor market information, bridging gaps between target and demand occupations and current training opportunities to include apprenticeships, and identifying industry training needs that would allow for new and expanded apprenticeship models throughout a broad range of industries.

WFS is an active participant in the TWC Apprenticeship Texas program, and supports program efforts by:

- Publicly recognizing support by including its logo on printed material and website;
- Aiding local entities, including industry leaders, economic development organizations, etc. in the development of registered apprenticeship training programs in the service area to include new occupations and underrepresented populations.
- Developing outreach strategies for both traditional and non-traditional industries.
- Outreaching underrepresented populations to include youth and individuals with disabilities.
- Facilitating successful entrance of underrepresented populations into registered apprenticeship training programs.

WFS collaborated with South Texas Colleges on two (2) Apprenticeship Grants. These grants will result in the increase of new Registered Apprenticeship Programs and new apprentices which in turn support statewide apprenticeship expansion efforts. WFS will continue to seek and pursue new opportunities that are presented and will actively outreach regional stakeholders to support and participate in the initiative.

APPENDIX: TEXAS WORKFORCE INVESTMENT COUNCIL REQUIREMENTS

Local Workforce Development Board Strategic Planning

Consistent with The Texas Workforce Investment Council (TWIC) is charged under Texas Government Code §2308.101(5), 2308.302(a), and 2308.304(a)(b) (4), and the Workforce Innovation and Opportunity Act of 2014 (WIOA) (Public Law 113-128) with recommending the plans of Local Workforce Development Boards (Boards) to the governor for consideration for approval, WFS Lower Workforce Development Board Plan Program Years 2021-2024 was published and made available for review and commentary to the Chief Elected Officials, WFS Board of Directors, members, business representatives, labor organizations, educational entities, and the public.

WFS (Lower Rio) made available to stakeholders the WFS Lower Rio Workforce Development Board Plan Program Years 2021-2024 as follows:

- A Notice of Public Comments ad was placed in print media with largest circulations in service delivery area, to include Cameron County.
- The Board Plan was made available during the review period of January 28, 2021-February 12, 2021, for viewing and public comments at the administration office, made available via electronic and hard copy.
- The Board Plan was made available for viewing and public comments during the review period via the Corporate Website: www.wfsolutions.org
- As required, WFS forwards all comments that express disagreement with the Plan to TWC.
- The Board Plan was provided for review to the Board of Directors and Board Committees, three County Judges representing WDA, and the Mayor of McAllen.
- General publication date of Public Notice: January 25, 2021
- Board Action of Approval February 24, 2021

Demonstrating Alignment with Texas' Strategic Plan for the Workforce System

The four sections below list and describe the four system goals from The Texas Workforce System Strategic Plan FY 2016–FY 2023 (2020 Update) that identify critical, high-priority system issues for the state. **For each goal, briefly describe one significant Board strategy or initiative that fulfills the intent of the goal. Also, please include the corresponding page number(s) within your plan that further details the identified strategy or initiative.**

System Goal 1 and Rationale

Focus on Employers

By accessing critical education and labor data sets, employers can better find and plan for skilled workers to meet their needs in both the immediate time frame and the future. Through greater engagement with employers, education and training providers can better design career and technical education content and delivery options that are more aligned with industry needs.

Providers can adjust in program content to benefit employers and students, as well as address both state and regional economic needs.

System Goal 1—Local Board Response

Board Response: The ability for individuals to access education and training opportunities is critical to support regional economic and employer needs. As such, WFS Corporate goal(s) provide a means by which WFS achieves and sustains success.

Board Initiative: WFS recognizes that the Healthcare Industry in the RGV is amongst the fastest growing in the region, with a projected growth of 32.1% by the year 2030. To better provide for the workforce readiness needs of future healthcare workers, WFS and the Rio Grande Valley Partnership (RGVP) commissioned an Economic Impact Study by the University of Texas Rio Grande Valley Data and Information Systems Center, of which the findings were presented on Wednesday, October 28, 2020, during the WFS Healthcare Taskforce meeting.

The study was funded via \$7,000 in federal funds awarded to WFS by the TWC Texas Industry Partnership Grant and leveraged by matching contributions from RGVP. The purpose of the study was to measure the regional impact to the Healthcare Industry, focusing on wage data for high-demand, middle-skilled occupations. The data collected, provides wage and salary information on the existing workforce and highlights training needs in specific occupations to continue to build the talent pipelines in the healthcare industry for a better trained workforce.

Information gathered via the study is shared with a multitude of stakeholders, to include but not limited to regional leadership, K-12 education, post-secondary education, adult education and literacy institutions, business, and economic development corporations. Information within the study can help develop strategies to meet immediate and future employer needs in the healthcare industry.

To access the full report please access the following link: [Economic Impact Study of the RGV Healthcare Bioscience Industry.pdf \(wfsolutions.org\)](#)

System Goal 2 and Rationale

Engage in Partnerships

Through collaborative and transparent processes, workforce system partners focus on outcomes that improve the employability of all program participants—from across a wide spectrum of capabilities and experiences—to meet employer needs. The leveraging of partnerships to enhance system alignment and outcomes depends on trust, a culture of collaboration both within and external to the workforce system, deep working relationships, and technical capacity to communicate to share needs, data, and information. Partnerships can provide for common planning, intake, and reporting on outcomes, as well as ensuring a “no wrong door” approach to the provision of workforce programs and services.

System Goal 2—Local Board Response

Board Response: WFS fosters collaboration and builds trust among partners to achieve collective impact outcomes. In response to the COVID-19 pandemic,

community stakeholders (workforce development, economic development corporations, chambers of commerce and educational institutions) convened to meet the needs of business by providing business partners with real-time critical information to assist with helping them safely re-open.

Board Initiative: WFS collaborates with local economic development corporations to bring forth critical COVID-19 Pandemic employer information and resources.

In an effort to adapt to the changing environment brought on by COVID-19, the State of Texas began reopening businesses in phases, in addition to those providing essential services, on May 1, 2020. Reopening the economy while containing the spread of the COVID-19 virus is a daunting balancing act requiring mitigating safety protocols and close monitoring of public health data. WFS has actively partnered with economic development corporations, chambers of commerce, educational institutions and non-profit organizations to collectively bring local businesses important and pertinent information. Since the onset of COVID-19, approximately **55** presentations have been conducted, with approximately **2,543 participants in attendance**. Listing of events are noted below:



DATE	PARTNER(S)	PRESENTATION(S)/TOPICS
3/26/2020	Brownsville Chamber & of Commerce	Small Business Administration (SBA) Disaster Loans
3/30/2020	Weslaco Chamber of Commerce	University of Texas Rio Grande Valley (UTRGV), Small Business Development Center (SBA & CARES Act) & WFS
3/30/2020	Pharr Economic Development Council (EDC)	SBA Disaster Loans

DATE	PARTNER(S)	PRESENTATION(S)/TOPICS
4/1/2020	Rio Grande City EDC & Starr County Industrial Foundation	SBA Disaster Loans
4/1/2020	Brownsville Chamber & BCIC	Cameron Workforce Covid-19 Resources: Mass Unemployment Claims
4/2/2020	RGV Hispanic Chamber	SBA Disaster Loans
4/2/2020	Pharr EDC & Chamber of Commerce	Coronavirus Aid, Relief and Economic Security (CARES) Act Paycheck Protection Program
4/3/2020	Edinburg Chamber of Commerce	SBA Disaster Loans
4/7/2020	Mission Chamber of Commerce	UTRGV SBDC (SBA & CARES Act) & WFS
4/15/2020	Rio Grande City EDC	Governor's Small Business Webinar Series
4/15/2020	Pharr EDC & Lone Star National Bank	Insight on The Valley's Bank: Paycheck Protection Loans for Small Businesses
4/16/2020	Mission Chamber of Commerce	SBA Disaster Loans and Small Business Relief
4/17/2020	Pharr EDC & Chamber of Commerce	Small Business Relief Webinar
4/21/2020	Brownsville Chamber of Commerce	Save Small Business Webinar
4/22/2020	US Hispanic Chamber of Commerce & Google	Keeping Your Business Open During Covid-19
4/23/2020	Rio Grande Valley (RGV) Hispanic Chamber	Covid-19 Tax Relief Webinar
4/24/2020	Rio Grande City EDC	Opening Texas Information Session
4/28/2020	Mission Chamber of Commerce	Texas Dept of Health of State Services and tip for retail
4/29/2020	McAllen Chamber of Commerce	Senator John Cornyn discusses Covid-19 business issues

DATE	PARTNER(S)	PRESENTATION(S)/TOPICS
4/29/2020	Mission Chamber of Commerce	Webinar with Plant Manager at Royal Technologies
4/30/2020	McAllen Chamber of Commerce	Small Business Relief Webinar
5/5/2020	McAllen Chamber of Commerce	McAllen Chamber Talks Tax Strategies for Covid-19
5/5/2020	Mission Chamber of Commerce	Mission Open 101
5/5/2020	RGV Hispanic Chamber	Ted Cruz Cares Act Updates
5/6/2020	Pharr EDC, Pharr San Juan Alamo (PSJA) Independent School District (ISD), Cobalt Digital Marketing	Pharr EDC Brick To Click - Engaging In E-Commerce
5/6/2020	Mission Chamber of Commerce	The Way Forward
5/12/2020	Pharr EDC	Workforce Strategies Webinar
5/12/2020	Mission Chamber of Commerce	Planning for Recovery Webinar
5/13/2020	Brownsville Chamber of Commerce, RGV Women's Business Center	Small Business Association Roundtable
5/18/2020	City of Pharr	Business Resources Webinar
5/19/2020	RGV Hispanic Chamber	WFS Services
5/21/2020	RGV Hispanic Chamber	WFS Services
5/22/2020	Hidalgo County Economic Development Department	Business Resources Webinar
5/28/2020	City of Mission	2020 Census Webinar
6/2/2020	Brownsville Chamber of Commerce	Facing the Realities of Under-Served Communities During Covid-19
6/17/2020	McAllen Economic Development Corporation	United States-Mexico-Canada Agreement: A new Beginning in Cross Border Trade Webinar
7/1/2020	Edinburg Chamber of Commerce	Public Affairs Live Stream: Covid-19 Healthcare Forum

DATE	PARTNER(S)	PRESENTATION(S)/TOPICS
7/8/2020	Mission Chamber of Commerce	UTRGV Dr. Contreras: Covid-19 Toll on Texas
7/30/2020	RGV Partnership	Economic Indicators in Housing and Commercial Markets - Texas & RGV
7/31/2020	WFS & Edinburg EDC	WFS Services Available Webinar
8/4/2020	RGV Hispanic Chamber	Mistakes that Lead to Success
8/5/2020	Governor's Office	Webinar Series: Business Strategies for an Evolving Future
8/6/2020	WFS, University of Texas Rio Grande Valley (UTRGV) Small Business Development Center (SBDC), Texas Manufacturing Assistance Center (TMAC)	Business Recovery: Safety First
8/11/2020	TWC- Office of Employer Initiatives	Office of Employer Initiatives Business & Industry Upskill Forum: Aerospace and Defense
8/19/2020	Governor's Office	Webinar Series: Starting a Business in Texas
9/10/2020	RGV Hispanic Chamber	Financing Options
9/15/2020	University of Texas San Antonio (UTSA) Small Business Development	A Return to the Work Environment: Cybersecurity Considerations
9/17/2020	Pharr EDC	SBA Disaster Loans: Hurricane Hanna
9/17/2020	TWC Commissioner Representing Employers	Texas Conference for Employers presents Lunchtime Live
9/22/2020	Small Business Administration	Lower Rio Grande Valley SBA Small Business Awards
9/24/2020	UTRGV Small Business Development Center	Strong Entrepreneur Bootcamp Zoom Webinar
10/7/2020	Governor's Office	Webinar Series: Business Strategies for an Evolving Future
10/28/2020	Governor's Office	Webinar Series: Optimizing Online Marketing and Selling
10/28/2020	WFS Healthcare Taskforce	WFS Healthcare Taskforce Meeting
10/28/2020	South Texas Manufacturers Association	Webinar Series: Prospecting in Today's Environment

System Goal 3 and Rationale

Align System Elements

By improving transitions, aligning programs, and ensuring portability and transferability, Texas improves access and the ability of all participants to complete programs of study, earn credentials, transition to further education, and gain critical employability skills. Texas employers are better positioned to find and hire the employees they need through an enhanced education and training pipeline.

System Goal 3—Local Board Response

Board Response: WFS is committed to aligning programs, ensuring the portability and transferability of programs of study and credentials in support of continuing education to gain the necessary and critical employability skills to meet the needs of business.

Board Initiative: In efforts to support an enhanced education and training pipeline, WFS hosted the 2020 Careers In Texas Youth conference on October 12, 2020-October 15, 2020. For the first time the event was hosted in a virtual platform due to the continuation of COVID-19 pandemic, and in compliance with local health department guidance to ensure the safety of staff, students, and educators. The virtual conference was held in collaboration with RGV Partnership and Region One ESC. The event was designed to further align education to business by assisting in the improvement of transitions from education to the labor-force, aligning programs and creating opportunities for youth to access labor market information including information on career pathways. The RGV Partnership is composed of community-minded business leaders that are devoted to successfully promote community growth to our business entities within the four-county region. Region One ESC is part of the state-wide system of 20 regional education service centers across the State of Texas, they work closely with the region's school districts to improve student performance, enable school districts to operate more efficiently and economically and support the implementation of initiatives. Through their networks, RGV Partnership engaged regional employers to participate in the event and share first-hand the critical skills required for employees to find success in the

workplace. In addition, Region One ESC aided in connecting local school districts across the service delivery area to ensure they were able to participate in conference. The event reached 4,447 students, parents, and educators, representing 11 area school districts. Each day offered three concurrent sessions, Career Exploration, Soft Skills, and Parental Engagement. In efforts to increase accessibility, the Career Exploration Tract was be broadcast via You Tube to allow educators and students access. The Parental Engagement Tract had a Spanish Translator providing access to presentations in Spanish through Zoom. All sessions were broadcast through the WFS Facebook Live page. Below is a breakdown of the daily attendance as well as a listing of take-aways for each grouping of stakeholders:

WFS 2020 Careers in Texas Conference

DATE	Zoom Login	YouTube Login	Facebook Login
<i>Monday, October 12</i>	198	718	885
<i>Tuesday, October 13</i>	217	593	405
<i>Wednesday, October 14</i>	169	369	229
<i>Thursday, October 15</i>	196	199	269
TOTAL:	780	1,879	1,788

Business	• Share with education partners' employer needs (knowledge, skills abilities (KSA), soft and technical skills) in order to sustain and /or expand workforce. • Labor Market Information (wages, target and demand occupations, unemployment rates). • Local businesses were recognized for their partnership and support with local school districts
Educators	• Listen and learn first-hand what employers are saying they need from students to be work-ready. • Engage and network with employer partners. • Partner with workforce board and access up-to-date information on target and demand occupations within the region. • Share best practices amongst various school districts that support persistence to completion via career exploration.
Parents	• Opportunity to engage in career exploration event, as attended by their child/student. • Listen and learn first-hand what employers are saying they need from students to be work-ready. • Learn about LMI, target and demand occupations to support career decisions.
Students	• Opportunity to network with business community • Listen and learn first-hand what employers are saying they need from students to be work-ready. • Learn about LMI, target and demand occupations to support career decisions.

System Goal 4 and Rationale

Improve and Integrate Programs

Accelerate employment and improve efficiencies through shared resources that can be leveraged to create new, relevant, and innovative opportunities that serve the needs of all stakeholders. By addressing high-priority programmatic needs through an integrated strategy, decision-making at the system, partner, and participant levels is improved and system service delivery is enhanced.

The changing economic and educational landscapes provide opportunities to share relevant data through appropriate “push” mechanisms in an organized manner to key stakeholders who rely on information generated by system partners.

System Goal 4—Local Board Response

Board Response: WFS commits to strengthening data sharing and utilizing data to support data driven decisions. The use of relevant data will allow and support continuous improvement of programs and services.

Board Initiative: WFS continues to plan and convene core partners to support system integration, as referenced in the WIOA final rules and regulations. WFS and core partners convene regularly to identify strategies that support system alignment. Strategies may include the enhancement of a cross agency reference guide to better facilitate customer connections, where applicable, customized initial intake form, standardized electronic forms and partnership agreements with core agencies/ programs.