

Workforce Solutions Rural Capital Area Local Workforce Development Board Plan Program Years 2021-2024



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WORKFORCE SOLUTIONS
RURAL CAPITAL AREA

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Introduction

Under the Workforce Innovation and Opportunity Act (WIOA) §108 (20 Code of Federal Regulations §679.500–580), each Local Workforce Development Board (Board) is required to develop and submit to the state a comprehensive four-year plan (Board Plan) that identifies and describes policies and procedures as well as local activities that are in line with the State Plan. This Board Plan must be developed openly and be available to the public for comment for at least 15 days, but no more than 30 days, particularly to members of the business and educational communities as well as various other labor organizations. Along with submission of the Board Plan to the Texas Workforce Commission (TWC), the Board must submit all public comments of disagreement with the plan to TWC.

At the end of the first two-year period, the appropriate chief elected officials (CEOs) and the Board will review the local plan and prepare and submit modifications to reflect changes in the labor market and economic conditions, factors affecting the implementation of the plan, changes in financing, changes to the structure of the Board, and/or the need to revise strategies to meet local performance goals.

Part 1: Board Vision and Strategies

The strategic elements of the Local Workforce Development Board Planning Guidelines (Guidelines) are as follows:

A. Vision and Goals

(WIOA §108(b)(1)(E); 20 CFR §679.560(a)(5))

Boards must include a description of the Board's strategic vision to support regional economic growth and economic self-sufficiency. The description must include:

- goals for preparing an educated and skilled workforce, including early education services, and services for youth and individuals with barriers to employment; and
- goals relating to the performance accountability measures based on performance indicators described in WIOA §116(b)(2)(A).

Board Response

Mission

Preserve our integrated, employer-driven workforce system by actively involving employers in workforce decisions that allows them to: identify labor and economic trends, define skills and training standards and hire high skilled workers, while simultaneously providing job seekers with information, advice, job search assistance, supportive services, and training in the employer identified industries

and occupations so they will attain cutting edge skills that will lead to self-sufficient employment.

Vision

Our employers will have a highly skilled and educated workforce and our residents will have the competencies, skills, and education to become self-sufficient and live a quality life.

Values

Commitment

- We embrace our mission, vision, and values.

Professionalism

- We welcome diversity and treat everyone with respect, dignity, and courtesy.

Quality

- We have a passion for our customers and partners. We are self-critical, questioning and committed to providing accessible, accurate, complete, and timely services.

Integrity

- We are accountable, honest, and trustworthy.

Leadership

- We have the courage to lead change and shape the future.

Teamwork

- We work better together. We share our ideas and talents to find the best solutions. We support and rely on each other. We value clear and open communication.
- We make everyone better.

Rural Capital's mission, vision and values communicate and guide our efforts toward regional economic growth and family self-sufficiency. We are committed to planning and working collaboratively with all our program partners, economic development corporations, chambers of commerce, independent school districts, regional universities and community colleges, training providers, employers, and job seekers. The Board, Adult Education and Literacy (AEL) and Vocational Rehabilitation (VR) continue their tri-agency coordination using, an integrated referral form, recruitment information, and staff cross training.

Goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

Our primary customers are our employers. In our service area our employers have the greatest demand for middle-skill employees to fill middle-skilled jobs. These jobs require more than a high school degree but less than a four-year degree. While employment opportunities are continuing to grow in all industries except government, it is difficult to find qualified employees. Even though these jobs will lead to self-sufficiency and they offer advancement opportunities. As a result, middle skill jobs represent an important

opportunity for our youth, individuals with barriers to employment, and AEL customers. Our goal is to continue to convene working groups with our education and training providers, youth staff, vocational rehabilitation staff, and workforce center managers to secure class-size training designed to meet the specific employer skills for each middle-skilled job. The specifically developed curriculum is delivered in our rural communities close to where our job seekers live and will work. Our strategy has been to take the training to our job seekers and not ask them to commute to the urban education centers using the Integrated Education and Training (IET) model. In addition to IET, our youth and individuals with barriers to employment are provided with work-based learning including internships, work experience, and subsidized summer employment accompanied by financial literacy classes.

Due to COVID-19, the board is expanding opportunities for virtual, web based occupational and non-occupational training to provide the skills needed by area employers to the workforce.

The Board continues to provide up to date workforce data to assist customers in understanding local LMI and employment trends. The Board has developed career lattices for the target occupations in the Rural Capital Area. These sources of information are shared with and used by many of the required partners as well as community partners such as area ISDs. They are especially helpful in career development for youth and customers with additional barriers to employment. Additionally, these career lattices are available to the public on our website.

Goals relating to the performance accountability measure based on performance indicators.

Our goal is to meet or exceed all the measures. We have a well-established process for oversight of the performance measures which includes evaluating each performance measure on its own merit, identifying trends that might negatively impact our performance and correcting those negative trends before they impact performance. In the past two years we have met or exceeded all performance measures except one. We plan to continue to set our performance bar very high.

B. Board Strategies

(WIOA §108(b)(1)(F); 20 CFR §679.560(a)(6))

Boards must include a description of the Board's strategy to work with the entities carrying out the core programs and with the required partners to align resources available to the local workforce development area (workforce area) to achieve the vision and goals.

Board Response

The Board, AEL, and VR staffs have been working since February 2016 to ensure integration when delivering services to all customers. Our workforce center operator provides management of workforce programs and services and ensures Adult, Dislocated

Worker, Youth, Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Non-Custodial Parent (NCP), Employer Services (ES), Texas Veterans Commission (TVC) services and resources are delivered seamlessly. The workforce center staff determine the needs of the customer and matches the available resources in the center to meet the customer's needs.

All the partners have agreed to capture the opportunities provided by Texas Workforce Commission now serving as the administering umbrella for all WIOA core program partners to plan, implement, and continuously improve the partnership. The co-location of AEL and VR staff in Rural Capital's three largest workforce centers (Bastrop, San Marcos, and Round Rock) has strengthened the working relationships in all the programs.

This strengthened partnership is more important than ever, since:

- Resources to serve customers virtually is a priority due to the impact of COVID-19 and staff must update processes;
- Many customers served have multiple challenges to employment and need skills and credentials to get better jobs;
- Local employers confront increasing difficulties in finding the talent needed to meet the needs of their businesses;
- The Rural Capital Service Area is a very large geographic area with limited public transportation services and customer access to services must not be dependent on silo program locations requiring unreasonable travel; and
- Some performance expectations are now common to all partners and individual program partners will achieve greater success with an increased integration of services.

Currently, the Board is completing individual strategic plans for each of its nine counties. Each plan identifies the county's workforce challenges using LMI data and input from local elected officials, economic developers, chambers of commerce, independent school districts and community colleges, community organizations, and employers gathered during community meetings regarding the workforce. There is also a summary plan of common challenges shared by all counties and the common strategies to address them.

The following steps were taken in the development of the county plans:

- A. Identification of stakeholders in each county - elected officials, economic development corporations, chambers of commerce, employers, and education representatives to involve in the development of the county plans and implementation.
- B. Holding focus groups with the identified community stakeholder including WSRCA Board members and staff to understand how workforce services are currently provided, identify additional workforce services that are needed and opportunities to make significant improvements in delivery of workforce services.
- C. Facilitating additional discussions to include strategies for independent school districts, regional community colleges and training providers on ways they can work together to significantly improve access to education, training, and apprenticeship opportunities, especially in rural counties.

- D. Identification of ways to blend resources from a variety of federal, state, county, and city funding streams to enhance the delivery of local workforce training programs.
- E. Identification of organizations within each county that provide support services such as child care, transportation, housing, and training to assist individuals in overcoming barriers to obtaining and retaining employment.
- F. Defining short- and long-range strategies to improve employer and workforce services in each county.
- G. Defining benchmarks and developing community dashboards for reporting to Chief Elected Officials and community partners that demonstrate progress and effectiveness in areas such as:
 - Accountability for employment results;
 - Transparency for job seekers to help them make better career choices;
 - Employer engagement and services to businesses;
 - Coordination and collaboration across workforce; and educational programs.
- H. Exploration of possibilities of unrestricted county and city funding for use in meeting the needs of employers and job seekers when they are do not meet federal and state eligibility requirements to receive workforce services.

C. High-Performing Board

(WIOA §108(b)(18); 20 CFR §679.560(b)(17))

Boards must include a description of the actions the Board will take toward becoming or remaining a high-performing Board, consistent with the factors developed by the Texas Workforce Investment Council (TWIC).

Board Response

The Board uses several strategies to ensure it remains a high performing board. In the contract with the workforce center operator, profit is based on meeting or exceeding the State performance measures and locally set performance measures. Rural Capital uses local performance measures to track and measure local initiatives such as integration of AEL, VR, and child care services into the workforce system or addressing equity in service delivery by focusing on underrepresented populations. The locally set performance expectations are adjusted annually based on priorities developed by the Board of Directors, leadership, and key stakeholders. Performance is reviewed by board staff at the monthly contract meetings, and by the Board of Directors at the bi-monthly meeting.

The contract includes deliverables with due dates for specific tasks such as, but not limited to, Disaster Recovery Plan, Affirmative Action Plan, ADA/EEO Facility Compliance Inspections and Report, Assessment of LEP Customers, and ADA/EO Staff Training. Information from these deliverables are important in planning and delivering services for

universal customers and our target populations. The status of deliverables is reviewed at monthly contract meetings.

Reports from external program and financial monitors and the workforce center operator's internal quality assurance processes are used to identify issues with eligibility, data entry, reporting, and tracking service delivery. The monitoring also reviews policies and procedures to determine if they are up to date and followed correctly to ensure compliance with program guides and rules.

Part 2. Economic and Workforce Analysis

A. Regional Economic and Employment Needs Analysis

(WIOA §108(b)(1)(A); 20 CFR §679.560(a)(1))

Boards must include a regional analysis of the following:

- The economic conditions, including existing and emerging in-demand industry sectors, in-demand occupations, and target occupations
- The employment needs of employers in existing and emerging in-demand industry sectors, in-demand occupations, and target occupations

Board Response

The Rural Capital Area has continued to outpace most of the nation and state in population growth, directly affecting the growth of the industries within the area. This growth is more prevalent in counties along the I-35 corridor than the more rural areas. This variation of growth has produced many opportunities for Rural Capital as well as many potential barriers to ensure all counties continue to see high economic growth.

Rural Capital area had an overall estimated population of 1,041,892 in 2018 and projections show growth of 30.09% through 2028 with an estimated population of 1,355,441. With that noted, the growth for more rural counties is less. Growth in the different counties ranges from a low 6.13% in Fayette County to a high growth rate of 36.30% in Hays County.

	2018	2028	10 Year Change in Population	10 Year Percentage Growth
Region	Population	Population		
Rural Capital Area WDB	1,041,892	1,355,441	313,549	30.09%
Bastrop County, Texas	86,595	105,174	18,579	21.46%
Blanco County, Texas	11,648	13,556	1,908	16.38%
Burnet County, Texas	47,344	54,320	6,976	14.73%
Caldwell County, Texas	43,161	49,185	6,024	13.96%
Fayette County, Texas	25,278	26,827	1,549	6.13%
Hays County, Texas	222,706	303,539	80,833	36.30%

Lee County, Texas	17,097	18,279	1,182	6.91%
Llano County, Texas	21,600	25,120	3,520	16.30%
Williamson County, Texas	566,463	759,441	192,978	34.07%
Source: JobsEQ®				
Note: Figures may not sum due to rounding.				
Population Projections use historical data through 2019				

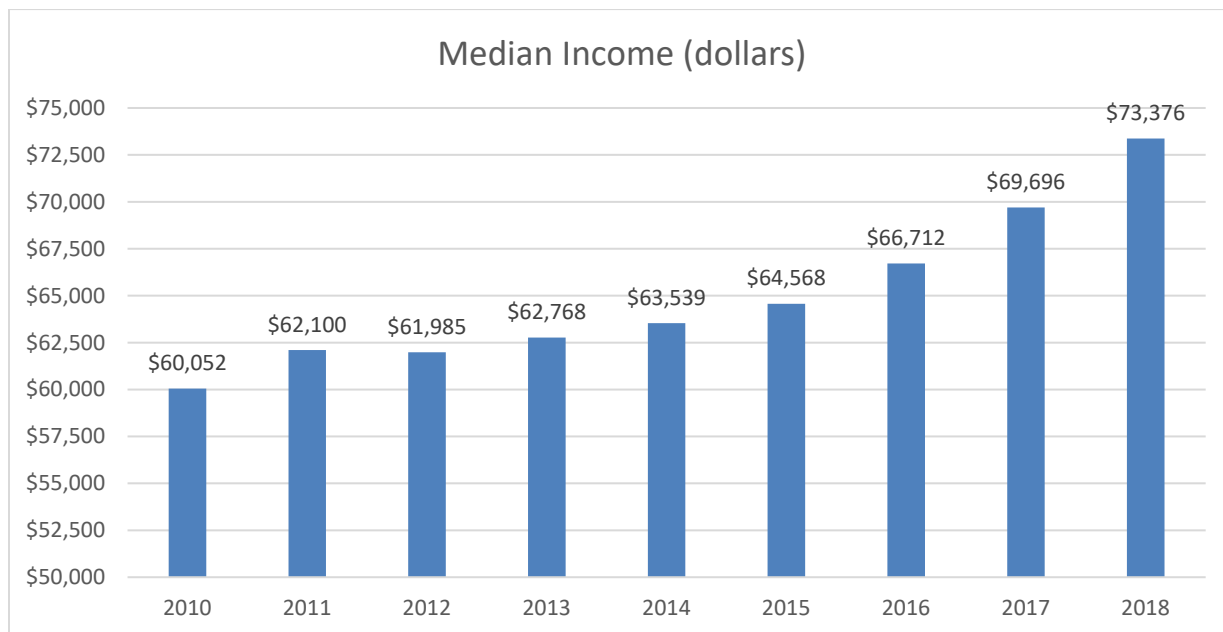
The population consist of approximately 49.52% males and 50.48% females with no mentionable changes in 2028. The population breakdown is also very similar to each respective county.

The Rural Capital Area's population is 58.5% White, 29.5% Hispanic, 5.6% Black, and 4% Asian. The Rural Capital Area has a relatively younger population with a high concentration of families.

According to the Census, 21% of the Rural Capital Area's population is children under 15 years old (versus 19% for the U.S.) and 28% of area residents are between the ages of 25 and 44 years old (versus 26% for the U.S.). As a result, the area has a lower concentration of residents over the age of 45.

The Rural Capital Area's median household income has consistently been higher than the national average with at \$73,376. The State of Texas median household income is \$59,570 with a US median household income of \$60,293.

The percent of overall population in poverty in the Rural Capital Area is as well below the state of Texas and the US at 9.7% compared to 15.5% and 14.1%, respectively.



The following industries in the Rural Capital Area are projected to experience the highest growth, by number, during 2018 – 2028. Health Care and Social Assistance continues to be one of the highest rapid growing industries. From the period of 2010 – 2017, that industry saw a grown of 10,737 new jobs which reflected a 45.31% growth. In addition, contributing to the population growth, the industries of Accommodation and Food Services, Construction, Retail Trade, and Educational Services are forecasting as a high growth. Professional, Scientific, and Technical Services industry reflects as the sixth largest industry growth by number of occupations.

Rural Capital – Employment by Industry				
Industry Title	Annual Average Employment 2018	Annual Average Employment 2028	Number Change 2018-2028	Percent Change 2018-2028
Health Care and Social Assistance	32,500	45,676	13,176	40.5
Accommodation and Food Services	37,086	50,048	12,962	35.0
Construction	25,752	37,311	11,559	44.9
Retail Trade	46,366	57,700	11,334	24.4
Educational Services	39,242	49,222	9,980	25.4
Professional, Scientific, and Technical Services	15,724	25,378	9,654	61.4
Other Services (except Public Administration)	14,564	20,071	5,507	37.8
Wholesale Trade	16,350	20,789	4,439	27.1
Manufacturing	22,401	26,265	3,864	17.2
Government, Except Postal Services, State and Local Education & Hospitals	14,693	18,516	3,823	26.0
Real Estate and Rental and Leasing	4,514	6,982	2,468	54.7
Arts, Entertainment, and Recreation	4,601	7,031	2,430	52.8
Transportation and Warehousing	8,636	11,037	2,401	27.8
Information	3,551	5,182	1,631	45.9
Agriculture, Forestry, Fishing and Hunting	1,765	3,300	1,535	87.0
Finance and Insurance	8,954	10,210	1,256	14.0
Utilities	1,860	2,339	479	25.8
Mining, Quarrying, and Oil and Gas Extraction	2,453	2,674	221	9.0
Data Source: www.texaslmi.com				

Additional breakdown and detailed information on growing industries are in the following charts.

Rural Capital - Industries Adding the Most Jobs				
Industry Title	Annual Average Employment 2018	Annual Average Employment 2028	Number Change 2018-2028	Percent Change 2018-2028
Total, All Industries	356,032	467,795	111,763	31.4
Restaurants and Other Eating Places	31,223	40,735	9,512	30.5
Elementary and Secondary Schools	31,426	39,829	8,403	26.7
Self-Employed Workers	41,843	50,157	8,314	19.9
Computer Systems Design and Related Services	4,192	8,768	4,576	109.2
Building Equipment Contractors	6,675	10,392	3,717	55.7
Local Government, Except. Education & Hospitals	12,212	15,576	3,364	27.5
Utility System Construction	4,159	6,646	2,487	59.8
Traveler Accommodation	3,129	5,562	2,433	77.8
Foundation, Structure, and Building Exterior Contractors	3,780	6,197	2,417	63.9
Services to Buildings and Dwellings	4,215	6,388	2,173	51.6
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	2,122	4,207	2,085	98.3
Professional and Commercial Equipment and Supplies Merchant Wholesalers	9,181	11,032	1,851	20.2
Offices of Physicians	3,880	5,589	1,709	44.0
Merchant wholesalers, durable goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	2,832	4,511	1,679	59.3
Automotive Repair and Maintenance	2,890	4,569	1,679	58.1
Offices of Dentists	2,638	4,313	1,675	63.5
Other Amusement and Recreation Industries	3,314	4,963	1,649	49.8
Child Day Care Services	3,234	4,860	1,626	50.3
Health and Personal Care Stores	2,339	3,946	1,607	68.7
Individual and Family Services	2,584	4,146	1,562	60.4
Offices of Other Health Practitioners	2,227	3,661	1,434	64.4
Gasoline Stations	3,423	4,838	1,415	41.3
General Medical and Surgical Hospitals	5,588	6,945	1,357	24.3
Management, Scientific, and Technical Consulting Services	2,469	3,791	1,322	53.5
Building Material and Supplies Dealers	3,758	4,969	1,211	32.2
Data Source: www.texaslmi.com				

Rural Capital Fastest Growing Industries by Percentage				
Industry Title	Annual Average Employment 2018	Annual Average Employment 2028	Number Change 2018-2028	Percent Change 2018-2028
Total, All Industries	356,032	467,795	111,763	31.39
Computer Systems Design and Related Services	4,192	8,768	4,576	109.16
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	2,122	4,207	2,085	98.26
Traveler Accommodation	3,129	5,562	2,433	77.76
Beverage Manufacturing	680	1,205	525	77.21
Business, Professional, Labor, Political, and Similar Organizations	509	883	374	73.48
Health and Personal Care Stores	2,339	3,946	1,607	68.70
Other Motor Vehicle Dealers	648	1,084	436	67.28
Rental and leasing services (5322, 5323, and 5324 only)	1,265	2,115	850	67.19
Other Schools and Instruction	1,288	2,134	846	65.68
Offices of Other Health Practitioners	2,227	3,661	1,434	64.39
Foundation, Structure, and Building Exterior Contractors	3,780	6,197	2,417	63.94
Offices of Dentists	2,638	4,313	1,675	63.50
Residential Building Construction	1,944	3,135	1,191	61.27
Individual and Family Services	2,584	4,146	1,562	60.45
Utility System Construction	4,159	6,646	2,487	59.80
Merchant wholesalers, durable goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	2,832	4,511	1,679	59.29
Automotive Repair and Maintenance	2,890	4,569	1,679	58.10
Personal Care Services	1,824	2,861	1,037	56.85
Building Equipment Contractors	6,675	10,392	3,717	55.69
Other Personal Services	734	1,131	397	54.09
Management, Scientific, and Technical Consulting Services	2,469	3,791	1,322	53.54
Outpatient Care Centers	1,055	1,619	564	53.46
Services to Buildings and Dwellings	4,215	6,388	2,173	51.55
Legal Services	1,149	1,730	581	50.57
Child Day Care Services	3,234	4,860	1,626	50.28
Data Source: www.texaslmi.com				

With the high growth in industries, the growth in occupations for these industries has increased as well. Projections for occupational growth from 2018 – 2028 in the Rural Capital Area are in the chart below. *Note: due to the numerous occupations, the list reports only occupations with an annual growth rate of 50 new jobs.*

Occupation Title	Estimated Employment (2018)	Projected Employment (2028)	Change in Employment	Percentage Change	Avg Annualized Growth
Combined Food Preparation and Serving Workers, Including Fast Food	16,768	22,942	6,174	36.82	617
Retail Salespersons	14,691	18,396	3,705	25.22	371
Office Clerks, General	7,748	10,081	2,333	30.11	233
General and Operations Managers	6,020	8,352	2,332	38.74	233
Construction Laborers	5,563	7,831	2,268	40.77	227
Cashiers	10,377	12,288	1,911	18.42	191
Heavy and Tractor-Trailer Truck Drivers	4,657	6,406	1,749	37.56	175
Landscaping and Groundskeeping Workers	3,784	5,439	1,655	43.74	166
Personal Care Aides	2,428	3,952	1,524	62.77	152
Elementary School Teachers, Except Special Ed.	5,213	6,685	1,472	28.24	147
Waiters and Waitresses	5,023	6,481	1,458	29.03	146
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	4,163	5,522	1,359	32.64	136
Secondary School Teachers, Except Special and Career/Technical Education	4,593	5,901	1,308	28.48	131
Medical Secretaries	2,538	3,792	1,254	49.41	125
Customer Service Representatives	5,793	6,997	1,204	20.78	120
Accountants and Auditors	2,531	3,719	1,188	46.94	119
Registered Nurses	3,556	4,737	1,181	33.21	118
First-Line Supervisors of Retail Sales Workers	4,764	5,850	1,086	22.8	109
Childcare Workers	2,697	3,749	1,052	39.01	105
Software Developers, Systems Software	2,343	3,372	1,029	43.92	103
Maintenance and Repair Workers, General	2,614	3,630	1,016	38.87	102
Stock Clerks and Order Fillers	4,319	5,324	1,005	23.27	101
Cooks, Restaurant	2,135	3,129	994	46.56	99
Teacher Assistants	3,164	4,136	972	30.72	97
Supervisors of Construction and Extraction Workers	2,378	3,349	971	40.83	97

Occupation Title	Estimated Employment (2018)	Projected Employment (2028)	Change in Employment	Percentage Change	Avg Annualized Growth
Sales Representatives, Services, All Other	2,359	3,323	964	40.86	96
Substitute Teachers	3,382	4,329	947	28	95
Bookkeeping, Accounting, and Auditing Clerks	3,290	4,207	917	27.87	92
Electricians	1,785	2,673	888	49.75	89
Software Developers, Applications	1,872	2,758	886	47.33	89
Maids and Housekeeping Cleaners	2,105	2,987	882	41.9	88
Hairdressers, Hairstylists, and Cosmetologists	1,935	2,789	854	44.13	85
Computer Systems Analysts	1,290	2,117	827	64.11	83
Medical Assistants	1,690	2,515	825	48.82	83
First-Line Supervisors of Food Preparation and Serving Workers	2,644	3,463	819	30.98	82
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	3,788	4,599	811	21.41	81
Laborers and Freight, Stock, and Material Movers, Hand	2,371	3,179	808	34.08	81
Plumbers, Pipefitters, and Steamfitters	1,437	2,223	786	54.7	79
Middle School Teachers, Except Special and Career/Technical Education	2,534	3,250	716	28.26	72
Operating Engineers and Other Construction Equipment Operators	1,829	2,529	700	38.27	70
Secretaries & Administrative Assistants, Except Legal, Medical, & Executive	4,409	5,080	671	15.22	67
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,153	1,792	639	55.42	64
Preschool Teachers, Except Special Education	1,468	2,101	633	43.12	63
Construction Managers	1,636	2,268	632	38.63	63
Computer User Support Specialists	1,399	2,017	618	44.17	62
Business Operations Specialists, All Other	1,641	2,250	609	37.11	61
Dental Assistants	942	1,526	584	62	58
Food Preparation Workers	1,990	2,537	547	27.49	55
Hotel, Motel, and Resort Desk Clerks	812	1,346	534	65.76	53
Receptionists and Information Clerks	1,683	2,208	525	31.19	53
Nursing Assistants	2,208	2,720	512	23.19	51

Occupation Title	Estimated Employment (2018)	Projected Employment (2028)	Change in Employment	Percentage Change	Avg Annualized Growth
Light Truck or Delivery Services Drivers	1,195	1,704	509	42.59	51

The median earning for a family in Rural Capital Area is \$73,376, and the median earning for individuals in all occupations is \$36,777 (or \$17.68 per hour). This is near the Rural Capital Area's self-sufficiency wage of \$18.00 per hour. Therefore, reviewing the top growth of occupations adding at least 50 new jobs per year and removing those with median earnings less than the median earnings of \$36,777 provides the following occupations.

Occupation Title	Estimated Employment (2018)	Projected Employment (2028)	Median Wage	Education
General and Operations Managers	6,020	8,352	\$91,200.00	Bachelor's degree
Heavy and Tractor-Trailer Truck Drivers	4,657	6,406	\$37,300.00	Postsecondary nondegree award
Elementary School Teachers, Except Special Ed.	5,213	6,685	\$53,500.00	Bachelor's degree
Secondary School Teachers, Except Special and Career/Technical Education	4,593	5,901	\$54,000.00	Bachelor's degree
Accountants and Auditors	2,531	3,719	\$64,000.00	Bachelor's degree
Registered Nurses	3,556	4,737	\$66,300.00	Bachelor's degree
First-Line Supervisors of Retail Sales Workers	4,764	5,850	\$37,700.00	High school diploma or equivalent
Software Developers, Systems Software	2,343	3,372	\$95,900.00	Bachelor's degree
Supervisors of Construction and Extraction Workers	2,378	3,349	\$60,700.00	High school diploma or equivalent
Sales Representatives, Services, All Other	2,359	3,323	\$49,400.00	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	3,290	4,207	\$38,100.00	Some college, no degree
Electricians	1,785	2,673	\$47,300.00	High school diploma or equivalent
Software Developers, Applications	1,872	2,758	\$95,900.00	Bachelor's degree
Computer Systems Analysts	1,290	2,117	\$73,400.00	Bachelor's degree
First-Line Supervisors of Food Preparation and Serving Workers	2,644	3,463	\$38,800.00	High school diploma or equivalent
Plumbers, Pipefitters, and Steamfitters	1,437	2,223	\$46,500.00	High school diploma or equivalent
Middle School Teachers, Except Special and Career/Technical Education	2,534	3,250	\$53,000.00	Bachelor's degree

Occupation Title	Estimated Employment (2018)	Projected Employment (2028)	Median Wage	Education
Operating Engineers and Other Construction Equipment Operators	1,829	2,529	\$37,300.00	High school diploma or equivalent
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,153	1,792	\$38,400.00	Postsecondary nondegree award
Construction Managers	1,636	2,268	\$81,400.00	Bachelor's degree
Dental Assistants	942	1,526	\$38,600.00	Postsecondary nondegree award
Light Truck or Delivery Services Drivers	1,195	1,704	\$37,900.00	High school diploma or equivalent
Computer User Support Specialists	1,641	2,250	\$71,294.00	Some college, no degree
Business Operations Specialists, All Other	2,208	2,720	\$29,517.00	Bachelor's degree

The number of occupations remaining that show high growth and are within the median wage threshold are reduced from 52 occupations to 24. However, many of the occupations, that fall below median wage threshold are still important to Rural Capital Area and considered “Career Lattice” occupations with the potential for growth through career progression and increased earnings.

With the focus of providing a workforce driven by employer need, an analysis of the Industry and Occupation mix shows seven (7) industries with high growth in jobs also have over 300 or more distinct occupations in the new jobs.

Two Digit Industry	10 Year Job Growth	Number of distinct occupations
Educational Services	9632	367
Administrative and Support and Waste Management and Remediation Services	5461	346
Professional, Scientific, and Technical Services	7067	308
Other Services (except Public Administration)	5077	305
Public Administration	2626	305
Health Care and Social Assistance	13590	304
Manufacturing	5323	301
Wholesale Trade	3600	256
Retail Trade	10203	254
Construction	9098	226
Arts, Entertainment, and Recreation	1791	182
Transportation and Warehousing	3116	169
Real Estate and Rental and Leasing	1436	148
Finance and Insurance	2496	116
Accommodation and Food Services	10891	115
Mining, Quarrying, and Oil and Gas Extraction	643	112

Two Digit Industry	10 Year Job Growth	Number of distinct occupations
Management of Companies and Enterprises	297	111
Information	841	105
Agriculture, Forestry, Fishing and Hunting	440	44
Total Sum of Employment Growth	93629	803

Noting a total of 19 two level NAICS Industries in the analysis, the below chart shows how many occupations cross over into the different Industries. This analysis shows the ability for job seekers to utilize the occupations in a variety of industries. The chart below shows 133 occupations with a growth in at least 10 industries.

Occupation	Total Industries with Occupation
53-7065 Stockers and Order Fillers	19
49-9071 Maintenance and Repair Workers, General	19
43-5061 Production, Planning, and Expediting Clerks	19
37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	19
13-2011 Accountants and Auditors	19
11-9198 Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	19
11-3031 Financial Managers	19
11-1021 General and Operations Managers	19
49-1011 First-Line Supervisors of Mechanics, Installers, and Repairers	18
43-9061 Office Clerks, General	18
43-4051 Customer Service Representatives	18
43-3031 Bookkeeping, Accounting, and Auditing Clerks	18
43-1011 First-Line Supervisors of Office and Administrative Support Workers	18
41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	18
41-3091 Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	18
13-1198 Project Management Specialists and Business Operations Specialists, All Other	18
13-1151 Training and Development Specialists	18
13-1071 Human Resources Specialists	18
11-3013 Facilities Managers	18
53-7062 Laborers and Freight, Stock, and Material Movers, Hand	17
53-3033 Light Truck Drivers	17
53-3032 Heavy and Tractor-Trailer Truck Drivers	17
43-6014 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	17
43-5071 Shipping, Receiving, and Inventory Clerks	17
43-3051 Payroll and Timekeeping Clerks	17

Occupation	Total Industries with Occupation
41-2031 Retail Salespersons	17
41-1011 First-Line Supervisors of Retail Sales Workers	17
33-9032 Security Guards	17
27-3031 Public Relations Specialists	17
23-1011 Lawyers	17
15-1232 Computer User Support Specialists	17
13-2098 Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	17
13-1161 Market Research Analysts and Marketing Specialists	17
11-3121 Human Resources Managers	17
11-2022 Sales Managers	17
53-7051 Industrial Truck and Tractor Operators	16
53-1047 First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	16
43-5032 Dispatchers, Except Police, Fire, and Ambulance	16
43-4199 Information and Record Clerks, All Other	16
43-4171 Receptionists and Information Clerks	16
41-2011 Cashiers	16
41-1012 First-Line Supervisors of Non-Retail Sales Workers	16
15-1299 Computer Occupations, All Other	16
15-1256 Software Developers and Software Quality Assurance Analysts and Testers	16
15-1244 Network and Computer Systems Administrators	16
13-1081 Logisticians	16
13-1041 Compliance Officers	16
13-1023 Purchasing Agents, Except Wholesale, Retail, and Farm Products	16
11-3021 Computer and Information Systems Managers	16
11-2021 Marketing Managers	16
51-1011 First-Line Supervisors of Production and Operating Workers	15
43-9199 Office and Administrative Support Workers, All Other	15
43-3021 Billing and Posting Clerks	15
41-9099 Sales and Related Workers, All Other	15
37-3011 Landscaping and Groundskeeping Workers	15
19-5011 Occupational Health and Safety Specialists	15
15-1211 Computer Systems Analysts	15
13-1121 Meeting, Convention, and Event Planners	15
13-1111 Management Analysts	15
49-9098 Helpers--Installation, Maintenance, and Repair Workers	14
47-2111 Electricians	14
43-4161 Human Resources Assistants, Except Payroll and Timekeeping	14
43-3011 Bill and Account Collectors	14

Occupation	Total Industries with Occupation
35-3023 Fast Food and Counter Workers	14
27-1024 Graphic Designers	14
15-2031 Operations Research Analysts	14
15-1257 Web Developers and Digital Interface Designers	14
15-1245 Database Administrators and Architects	14
15-1231 Computer Network Support Specialists	14
11-3071 Transportation, Storage, and Distribution Managers	14
51-9199 Production Workers, All Other	13
51-4121 Welders, Cutters, Solderers, and Brazers	13
49-9099 Installation, Maintenance, and Repair Workers, All Other	13
49-9041 Industrial Machinery Mechanics	13
49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers	13
49-3031 Bus and Truck Mechanics and Diesel Engine Specialists	13
47-1011 First-Line Supervisors of Construction Trades and Extraction Workers	13
41-4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	13
35-1012 First-Line Supervisors of Food Preparation and Serving Workers	13
23-2011 Paralegals and Legal Assistants	13
15-1241 Computer Network Architects	13
15-1212 Information Security Analysts	13
13-1141 Compensation, Benefits, and Job Analysis Specialists	13
11-9141 Property, Real Estate, and Community Association Managers	13
11-9041 Architectural and Engineering Managers	13
11-3061 Purchasing Managers	13
11-1011 Chief Executives	13
53-7061 Cleaners of Vehicles and Equipment	12
53-3058 Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	12
49-3023 Automotive Service Technicians and Mechanics	12
47-2152 Plumbers, Pipefitters, and Steamfitters	12
47-2141 Painters, Construction and Maintenance	12
47-2061 Construction Laborers	12
47-2031 Carpenters	12
45-2093 Farmworkers, Farm, Ranch, and Aquacultural Animals	12
41-2021 Counter and Rental Clerks	12
37-2012 Maids and Housekeeping Cleaners	12
37-1012 First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	12
27-4011 Audio and Video Technicians	12
11-9021 Construction Managers	12
53-6021 Parking Attendants	11
53-3031 Driver/Sales Workers	11

Occupation	Total Industries with Occupation
51-4041 Machinists	11
49-9043 Maintenance Workers, Machinery	11
49-3042 Mobile Heavy Equipment Mechanics, Except Engines	11
47-2073 Operating Engineers and Other Construction Equipment Operators	11
43-5021 Couriers and Messengers	11
43-3061 Procurement Clerks	11
39-1098 First-Line Supervisors of Personal Service and Entertainment and Recreation Workers, Except Gambling Services	11
35-3031 Waiters and Waitresses	11
35-2021 Food Preparation Workers	11
29-1141 Registered Nurses	11
17-2141 Mechanical Engineers	11
11-9111 Medical and Health Services Managers	11
11-3051 Industrial Production Managers	11
11-2033 Fundraising Managers	11
53-7064 Packers and Packagers, Hand	10
51-9198 Helpers--Production Workers	10
49-2094 Electrical and Electronics Repairers, Commercial and Industrial Equipment	10
43-9051 Mail Clerks and Mail Machine Operators, Except Postal Service	10
43-6013 Medical Secretaries and Administrative Assistants	10
43-5111 Weighers, Measurers, Checkers, and Samplers, Recordkeeping	10
39-3091 Amusement and Recreation Attendants	10
35-9021 Dishwashers	10
35-9011 Dining Room and Cafeteria Attendants and Bartender Helpers	10
35-3041 Food Servers, Nonrestaurant	10
35-2014 Cooks, Restaurant	10
27-3042 Technical Writers	10
17-3023 Electrical and Electronic Engineering Technologists and Technicians	10
17-2112 Industrial Engineers	10
17-2072 Electronics Engineers, Except Computer	10
15-2098 Data Scientists and Mathematical Science Occupations, All Other	10
13-2031 Budget Analysts	10

Further analysis shows 88 of those occupation making at or above the median occupational wages within the Rural Capital Area of \$36,777.00. The chart below shows those occupations.

Occupation	Total Sum of Avg Ann Wages
11-1011 Chief Executives	\$187,307.69
11-9041 Architectural and Engineering Managers	\$151,007.69
11-2022 Sales Managers	\$140,676.47
11-3021 Computer and Information Systems Managers	\$137,468.75
23-1011 Lawyers	\$124,035.29
11-2021 Marketing Managers	\$122,875.00
11-3031 Financial Managers	\$121,694.74
11-9111 Medical and Health Services Managers	\$118,436.36
11-3061 Purchasing Managers	\$118,384.62
11-2033 Fundraising Managers	\$115,727.27
11-1021 General and Operations Managers	\$113,600.00
17-2072 Electronics Engineers, Except Computer	\$110,700.00
11-3051 Industrial Production Managers	\$108,963.64
11-3121 Human Resources Managers	\$108,382.35
11-9198 Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	\$107,368.42
15-1241 Computer Network Architects	\$102,176.92
15-1212 Information Security Analysts	\$100,546.15
41-4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$96,953.85
15-2098 Data Scientists and Mathematical Science Occupations, All Other	\$95,520.00
15-1245 Database Administrators and Architects	\$95,357.14
11-3013 Facilities Managers	\$94,600.00
17-2112 Industrial Engineers	\$92,910.00
15-1256 Software Developers and Software Quality Assurance Analysts and Testers	\$91,831.25
11-9021 Construction Managers	\$90,216.67
11-3071 Transportation, Storage, and Distribution Managers	\$86,414.29
17-2141 Mechanical Engineers	\$84,900.00
15-1244 Network and Computer Systems Administrators	\$77,306.25
13-1111 Management Analysts	\$77,300.00
15-1211 Computer Systems Analysts	\$75,220.00
13-1198 Project Management Specialists and Business Operations Specialists, All Other	\$73,527.78
15-2031 Operations Research Analysts	\$71,850.00
13-1081 Logisticians	\$71,225.00
13-2098 Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	\$71,211.76
29-1141 Registered Nurses	\$70,154.55
15-1299 Computer Occupations, All Other	\$69,656.25
19-5011 Occupational Health and Safety Specialists	\$69,320.00
15-1257 Web Developers and Digital Interface Designers	\$68,664.29

Occupation	Total Sum of Avg Ann Wages
41-1012 First-Line Supervisors of Non-Retail Sales Workers	\$67,425.00
13-1161 Market Research Analysts and Marketing Specialists	\$66,758.82
13-2011 Accountants and Auditors	\$66,752.63
13-1071 Human Resources Specialists	\$65,800.00
17-3023 Electrical and Electronic Engineering Technologists and Technicians	\$63,750.00
13-2031 Budget Analysts	\$63,700.00
47-1011 First-Line Supervisors of Construction Trades and Extraction Workers	\$62,115.38
13-1041 Compliance Officers	\$61,825.00
49-1011 First-Line Supervisors of Mechanics, Installers, and Repairers	\$60,594.44
43-1011 First-Line Supervisors of Office and Administrative Support Workers	\$58,838.89
51-1011 First-Line Supervisors of Production and Operating Workers	\$58,713.33
27-3042 Technical Writers	\$57,300.00
13-1141 Compensation, Benefits, and Job Analysis Specialists	\$57,292.31
41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$56,927.78
11-9141 Property, Real Estate, and Community Association Managers	\$55,615.38
23-2011 Paralegals and Legal Assistants	\$55,276.92
15-1231 Computer Network Support Specialists	\$54,964.29
13-1023 Purchasing Agents, Except Wholesale, Retail, and Farm Products	\$54,625.00
49-2094 Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$54,170.00
27-3031 Public Relations Specialists	\$53,870.59
13-1151 Training and Development Specialists	\$52,938.89
41-3091 Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	\$52,438.89
49-3023 Automotive Service Technicians and Mechanics	\$51,691.67
49-9041 Industrial Machinery Mechanics	\$51,161.54
43-3051 Payroll and Timekeeping Clerks	\$51,070.59
47-2111 Electricians	\$49,914.29
53-1047 First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	\$49,387.50
27-1024 Graphic Designers	\$48,821.43
49-3042 Mobile Heavy Equipment Mechanics, Except Engines	\$47,890.91
13-1121 Meeting, Convention, and Event Planners	\$46,820.00
15-1232 Computer User Support Specialists	\$46,394.12
49-3031 Bus and Truck Mechanics and Diesel Engine Specialists	\$46,000.00
51-4041 Machinists	\$45,418.18
37-1012 First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	\$44,941.67
47-2152 Plumbers, Pipefitters, and Steamfitters	\$44,283.33
41-1011 First-Line Supervisors of Retail Sales Workers	\$43,317.65
49-9043 Maintenance Workers, Machinery	\$42,963.64

Occupation	Total Sum of Avg Ann Wages
49-9099 Installation, Maintenance, and Repair Workers, All Other	\$42,538.46
49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$42,046.15
43-5061 Production, Planning, and Expediting Clerks	\$41,852.63
35-1012 First-Line Supervisors of Food Preparation and Serving Workers	\$41,384.62
51-4121 Welders, Cutters, Solderers, and Brazers	\$40,976.92
39-1098 First-Line Supervisors of Personal Service and Entertainment and Recreation Workers, Except Gambling Services	\$39,945.45
43-3061 Procurement Clerks	\$39,554.55
53-3033 Light Truck Drivers	\$39,500.00
53-3032 Heavy and Tractor-Trailer Truck Drivers	\$39,323.53
43-4161 Human Resources Assistants, Except Payroll and Timekeeping	\$39,092.86
43-3031 Bookkeeping, Accounting, and Auditing Clerks	\$39,050.00
43-5032 Dispatchers, Except Police, Fire, and Ambulance	\$38,856.25
47-2073 Operating Engineers and Other Construction Equipment Operators	\$37,936.36
43-3021 Billing and Posting Clerks	\$37,186.67

Continuing with the Industry/Occupation mix, further analysis shows that 47 occupations crossing many industries will have an annual growth for the next 10 years of 500 new jobs or more, or 50 new jobs per year.

Occupation	10 Year New Jobs Created	Annual Jobs Created
35-3023 Fast Food and Counter Workers	4572	457
41-2031 Retail Salespersons	3257	326
15-1256 Software Developers and Software Quality Assurance Analysts and Testers	1801	180
35-2014 Cooks, Restaurant	1671	167
11-1021 General and Operations Managers	1644	164
47-2061 Construction Laborers	1635	163
35-3031 Waiters and Waitresses	1594	159
41-2011 Cashiers	1473	147
53-7065 Stockers and Order Fillers	1451	145
53-7062 Laborers and Freight, Stock, and Material Movers, Hand	1356	136
37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1331	133
43-9061 Office Clerks, General	1325	133
37-3011 Landscaping and Groundskeeping Workers	1266	127
43-4051 Customer Service Representatives	1236	124
29-1141 Registered Nurses	1188	119
53-3032 Heavy and Tractor-Trailer Truck Drivers	1026	103
49-9071 Maintenance and Repair Workers, General	861	86
35-1012 First-Line Supervisors of Food Preparation and Serving Workers	825	82

Occupation	10 Year New Jobs Created	Annual Jobs Created
13-1198 Project Management Specialists and Business Operations Specialists, All Other	794	79
13-2011 Accountants and Auditors	788	79
41-1011 First-Line Supervisors of Retail Sales Workers	784	78
41-3091 Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	725	72
41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	709	71
47-2111 Electricians	676	68
47-1011 First-Line Supervisors of Construction Trades and Extraction Workers	663	66
53-3058 Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	627	63
11-9198 Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	609	61
47-2031 Carpenters	597	60
43-1011 First-Line Supervisors of Office and Administrative Support Workers	596	60
37-2012 Maids and Housekeeping Cleaners	583	58
43-3031 Bookkeeping, Accounting, and Auditing Clerks	582	58
43-6013 Medical Secretaries and Administrative Assistants	574	57
43-4171 Receptionists and Information Clerks	567	57
15-1232 Computer User Support Specialists	546	55
11-9021 Construction Managers	544	54
53-3033 Light Truck Drivers	530	53
47-2152 Plumbers, Pipefitters, and Steamfitters	501	50

Summarizing the analysis thus far on growth and industries indicates that Rural Capital Area has a large diversity of occupations to focus on that will enable multiple industries to acquire the talent they need to ensure they can fill the projected job growth in our area.

One of the challenges facing Rural Capital Area is the diversity of the counties in which it serves. This is both in demographics and Industry and Occupation mix. Data showing the top 10 Industries by establishment in the Rural Capital Area and the in each county shows a focus must be developed for each area to ensure the entire business community of Rural Capital Area is served.

Rural Capital Area WDB	
Industry	Establishments
Professional, Scientific, and Technical Services	3,194
Construction	2,801
Retail Trade	2,624

Health Care and Social Assistance	2,575
Accommodation and Food Services	1,984
Other Services (except Public Administration)	1,771
Finance and Insurance	1,265
Administrative and Support and Waste Management and Remediation Services	1,216
Real Estate and Rental and Leasing	1,092
Wholesale Trade	1,011
Manufacturing	931
Transportation and Warehousing	510
Educational Services	394
Information	370
Public Administration	355
Arts, Entertainment, and Recreation	321
Agriculture, Forestry, Fishing and Hunting	292
Unclassified	206
Mining, Quarrying, and Oil and Gas Extraction	152
Utilities	113
Management of Companies and Enterprises	89
Total - All Industries	23,266
Source: JobsEQ®	
Note: Figures may not sum due to rounding. Growth demand is based on 4-qtr moving avg employment from the latest available date.	
Establishment counts are only available for covered employment; non-covered counts are not available. In addition, establishment data are not available for zip-code based regions.	

Not only is there a difference in the number of top 10 Industries by establishments by county, when reviewing the number of employers those industries employ produces yet another top 10 in some areas. This analysis shows that there could be multiple industries in an area, however the number of people working in those industries is small.

Industry Data, Covered Employment, Latest Available Data		Rural Capital Area WDB
Industry		Empl
Retail Trade		45,206
Educational Services		39,498
Accommodation and Food Services		35,360
Health Care and Social Assistance		34,671
Construction		29,148
Manufacturing		23,764
Professional, Scientific, and Technical Services		17,004
Wholesale Trade		16,795
Administrative and Support and Waste Management and Remediation Services		13,965
Public Administration		10,886

Other Services (except Public Administration)	10,037
Transportation and Warehousing	9,399
Finance and Insurance	9,206
Real Estate and Rental and Leasing	5,198
Arts, Entertainment, and Recreation	3,805
Information	3,646
Utilities	3,023
Mining, Quarrying, and Oil and Gas Extraction	2,201
Agriculture, Forestry, Fishing and Hunting	1,916
Management of Companies and Enterprises	1,061
Unclassified	241
Total - All Industries	316,030
Source: JobsEQ®	
Note: Figures may not sum due to rounding. Growth demand is based on 4-qtr moving avg employment from the latest available date.	

This analysis shows the Rural Capital Area continues to develop individual strategies and plans for each county according to Industry and Occupations. This requires continual data analysis and review of the effectiveness of initiatives developed and implemented.

B. Knowledge and Skills Analysis

(WIOA §108(b)(1)(B); 20 CFR §679.560(a)(2))

Boards must include an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs for in-demand industry sectors, in-demand occupations, and target occupations.

Board Response

According to the latest data from JobsEQ on Occupations Gaps with the projected growth, Rural Capital Area has a labor quota deficit in the following occupations per year.

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Software Developers and Software Quality Assurance Analysts and Testers	(59)	\$97,800
General and Operations Managers	(52)	\$112,700
Registered Nurses	(46)	\$66,500
Construction Managers	(24)	\$89,900
First-Line Supervisors of Construction Trades and Extraction Workers	(23)	\$62,900
Project Management Specialists and Business Operations Specialists, All Other	(21)	\$76,500
Carpenters	(20)	\$36,600
Police and Sheriff's Patrol Officers	(19)	\$63,900

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Electricians	(19)	\$49,800
Cooks, Restaurant	(18)	\$24,800
Maintenance and Repair Workers, General	(18)	\$34,700
Secondary School Teachers, Except Special and Career/Technical Education	(18)	\$54,900
Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	(17)	\$109,100
Accountants and Auditors	(17)	\$69,300
Financial Managers	(17)	\$127,000
Plumbers, Pipefitters, and Steamfitters	(16)	\$46,200
Medical and Health Services Managers	(16)	\$96,600
Heavy and Tractor-Trailer Truck Drivers	(15)	\$39,500
Operating Engineers and Other Construction Equipment Operators	(14)	\$38,400
Management Analysts	(13)	\$80,900
Licensed Practical and Licensed Vocational Nurses	(13)	\$44,700
First-Line Supervisors of Mechanics, Installers, and Repairers	(12)	\$60,900
Computer Systems Analysts	(12)	\$79,300
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	(11)	\$56,600
Market Research Analysts and Marketing Specialists	(11)	\$70,000
Nurse Practitioners	(11)	\$100,300
Industrial Machinery Mechanics	(11)	\$50,300
Farmers, Ranchers, and Other Agricultural Managers	(10)	\$64,700
Lawyers	(10)	\$119,200
Human Resources Specialists	(9)	\$66,600
Firefighters	(9)	\$54,300
Medical Assistants	(9)	\$32,100
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	(8)	\$44,000
Computer and Information Systems Managers	(8)	\$144,900
First-Line Supervisors of Office and Administrative Support Workers	(8)	\$58,200
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	(8)	\$48,700
Speech-Language Pathologists	(8)	\$66,400
Education Administrators, Kindergarten through Secondary	(7)	\$83,200
Real Estate Sales Agents	(7)	\$63,100
First-Line Supervisors of Production and Operating Workers	(7)	\$59,800
Property, Real Estate, and Community Association Managers	(7)	\$57,200
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	(7)	\$45,000
Physical Therapists	(7)	\$82,600
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	(7)	\$51,400

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	(7)	\$40,400
Sales Managers	(6)	\$144,100
First-Line Supervisors of Personal Service and Entertainment and Recreation Workers, Except Gambling Services	(6)	\$39,400
Information Security Analysts	(6)	\$103,700
Industrial Engineers	(6)	\$93,400
Facilities Managers	(6)	\$95,200
Dental Hygienists	(6)	\$77,600
Medical Secretaries and Administrative Assistants	(6)	\$34,000
Network and Computer Systems Administrators	(6)	\$80,100
Computer Occupations, All Other	(6)	\$75,300
Child, Family, and School Social Workers	(6)	\$46,500
Health Specialties Teachers, Postsecondary	(6)	\$77,700
Insurance Sales Agents	(6)	\$52,500
Veterinarians	(6)	\$132,800
Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	(6)	\$73,100
Educational, Guidance, and Career Counselors and Advisors	(5)	\$53,100
Physicians, All Other; and Ophthalmologists, Except Pediatric	(5)	\$205,400
Compliance Officers	(5)	\$61,400
Veterinary Technologists and Technicians	(5)	\$29,800
Massage Therapists	(5)	\$49,300
Clergy	(5)	\$45,900
Training and Development Specialists	(5)	\$53,100
Painters, Construction and Maintenance	(5)	\$34,300
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	(5)	\$96,900
Clinical, Counseling, and School Psychologists	(4)	\$63,400
Computer Network Support Specialists	(4)	\$57,000
Dentists, General	(4)	\$154,000
Drywall and Ceiling Tile Installers	(4)	\$39,200
Occupational Therapists	(4)	\$71,500
Social and Community Service Managers	(4)	\$65,600
Mobile Heavy Equipment Mechanics, Except Engines	(4)	\$47,200
Civil Engineers	(4)	\$81,700
Public Relations Specialists	(4)	\$55,100
Bus and Truck Mechanics and Diesel Engine Specialists	(4)	\$45,900
Pharmacy Technicians	(4)	\$33,400
Electrical Engineers	(4)	\$96,400
Operations Research Analysts	(4)	\$72,800

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Machinists	(4)	\$44,200
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	(4)	\$37,300
Instructional Coordinators	(4)	\$58,900
Physician Assistants	(4)	\$101,500
Mechanical Engineers	(4)	\$86,800
Nursing Assistants	(4)	\$27,000
Welders, Cutters, Solderers, and Brazers	(4)	\$41,100
Loan Officers	(4)	\$70,900
Respiratory Therapists	(4)	\$55,600
Securities, Commodities, and Financial Services Sales Agents	(4)	\$71,900
Structural Iron and Steel Workers	(3)	\$45,600
Logisticians	(3)	\$71,600
Industrial Production Managers	(3)	\$110,700
Sheet Metal Workers	(3)	\$44,100
Telecommunications Equipment Installers and Repairers, Except Line Installers	(3)	\$49,200
Telecommunications Line Installers and Repairers	(3)	\$47,800
Physical Therapist Assistants	(3)	\$59,900
Computer Network Architects	(3)	\$106,100
Transportation, Storage, and Distribution Managers	(3)	\$85,800
Interpreters and Translators	(3)	\$68,400
Mental Health and Substance Abuse Social Workers	(3)	\$40,400
Special Education Teachers, Secondary School	(3)	\$55,100
Database Administrators and Architects	(3)	\$100,200
First-Line Supervisors of Housekeeping and Janitorial Workers	(3)	\$40,000
Automotive Body and Related Repairers	(3)	\$43,100
Food Service Managers	(3)	\$59,500
Marketing Managers	(3)	\$131,300
Electrical and Electronic Engineering Technologists and Technicians	(3)	\$63,300
Radiologic Technologists and Technicians	(3)	\$54,100
Pharmacists	(3)	\$120,600
Musicians and Singers	(3)	\$37,500
Special Education Teachers, Kindergarten and Elementary School	(3)	\$55,400
Architectural and Engineering Managers	(3)	\$152,100
Dental Assistants	(2)	\$38,900
Engineers, All Other	(2)	\$100,100
Music Directors and Composers	(2)	\$62,900
Control and Valve Installers and Repairers, Except Mechanical Door	(2)	\$39,200
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	(2)	\$65,300

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB

Occupation	Annual Supply Gap	Avg Wages
Diagnostic Medical Sonographers	(2)	\$67,100
Occupational Therapy Assistants	(2)	\$62,200
Special Education Teachers, Middle School	(2)	\$53,900
Bus Drivers, Transit and Intercity	(2)	\$36,300
Computer Hardware Engineers	(2)	\$108,600
Chiropractors	(2)	\$81,400
Business Teachers, Postsecondary	(2)	\$116,300
Self-Enrichment Teachers	(2)	\$37,600
Personal Financial Advisors	(2)	\$84,700
Family Medicine Physicians	(2)	\$204,600
Barbers	(2)	\$37,700
Optometrists	(2)	\$112,100
Brickmasons and Blockmasons	(2)	\$45,200
Education Administrators, Postsecondary	(2)	\$115,200
Architects, Except Landscape and Naval	(2)	\$83,700
Career/Technical Education Teachers, Postsecondary	(2)	\$54,300
Librarians and Media Collections Specialists	(2)	\$57,000
Psychiatric Technicians	(2)	\$30,900
Aircraft Mechanics and Service Technicians	(2)	\$57,000
Emergency Medical Technicians	(2)	\$42,000
First-Line Supervisors of Police and Detectives	(2)	\$82,200
Installation, Maintenance, and Repair Workers, All Other	(2)	\$41,800
Electrical Power-Line Installers and Repairers	(2)	\$58,300
Court, Municipal, and License Clerks	(2)	\$37,500
Cement Masons and Concrete Finishers	(2)	\$36,700
Producers and Directors	(2)	\$65,000
Career/Technical Education Teachers, Secondary School	(2)	\$62,700
Medical and Clinical Laboratory Technologists	(2)	\$45,600
Healthcare Social Workers	(2)	\$50,600
Opticians, Dispensing	(2)	\$35,600
Web Developers and Digital Interface Designers	(2)	\$71,600
Electronics Engineers, Except Computer	(2)	\$118,500
Occupational Health and Safety Specialists	(2)	\$69,100
Ophthalmic Medical Technicians	(2)	\$30,100
Production, Planning, and Expediting Clerks	(2)	\$41,900
Cost Estimators	(2)	\$70,900
Automotive Service Technicians and Mechanics	(2)	\$49,300
Human Resources Managers	(2)	\$111,400
Medical Equipment Repairers	(2)	\$44,500

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Detectives and Criminal Investigators	(2)	\$65,800
Radio, Cellular, and Tower Equipment Installers and Repairers	(1)	\$40,100
Natural Sciences Managers	(1)	\$129,400
Geoscientists, Except Hydrologists and Geographers	(1)	\$99,400
Electrical and Electronics Drafters	(1)	\$56,500
Magnetic Resonance Imaging Technologists	(1)	\$69,300
Social Workers, All Other	(1)	\$45,300
Middle School Teachers, Except Special and Career/Technical Education	(1)	\$53,800
Earth Drillers, Except Oil and Gas; and Explosives Workers, Ordnance Handling Experts, and Blasters	(1)	\$39,600
Training and Development Managers	(1)	\$116,400
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	(1)	\$91,900
Legislators	(1)	\$40,300
Postsecondary Teachers, All Other	(1)	\$54,700
Psychology Teachers, Postsecondary	(1)	\$86,500
Rotary Drill Operators, Oil and Gas	(1)	\$50,800
Chemists	(1)	\$64,900
First-Line Supervisors of Gambling Services Workers	(1)	\$52,600
Water and Wastewater Treatment Plant and System Operators	(1)	\$41,200
Boilermakers	(1)	\$54,200
Mechanical Engineering Technologists and Technicians	(1)	\$52,800
Film and Video Editors	(1)	\$49,000
English Language and Literature Teachers, Postsecondary	(1)	\$66,400
Exercise Physiologists	(1)	\$42,600
Computer and Information Research Scientists	(1)	\$113,500
Glaziers	(1)	\$34,500
Rehabilitation Counselors	(1)	\$46,100
Chemical Technicians	(1)	\$47,000
Occupational Health and Safety Technicians	(1)	\$47,000
Administrative Services Managers	(1)	\$94,700
Marriage and Family Therapists	(1)	\$47,100
Surveyors	(1)	\$65,400
Urban and Regional Planners	(1)	\$58,500
Psychiatrists	(1)	\$169,900
Budget Analysts	(1)	\$64,100
Chemical Engineers	(1)	\$135,200
Writers and Authors	(1)	\$55,100
Fundraisers	(1)	\$52,300
Title Examiners, Abstractors, and Searchers	(1)	\$44,200

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Sales Engineers	(1)	\$116,800
Computer Numerically Controlled Tool Programmers	(1)	\$61,800
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	(1)	\$36,600
Tapers	(1)	\$50,000
Photographers	(1)	\$44,600
Special Effects Artists and Animators	(1)	\$76,500
Eligibility Interviewers, Government Programs	(1)	\$39,700
Engineering Teachers, Postsecondary	(1)	\$121,500
Fundraising Managers	(1)	\$112,300
Wind Turbine Service Technicians	(1)	\$49,000
Maintenance Workers, Machinery	(1)	\$42,600
Education Teachers, Postsecondary	(1)	\$72,300
Biological Science Teachers, Postsecondary	(1)	\$95,000
Claims Adjusters, Examiners, and Investigators	(1)	\$55,500
Animal Trainers	(1)	\$31,200
Plasterers and Stucco Masons	(1)	\$43,500
Cardiovascular Technologists and Technicians	(1)	\$53,800
Judges, Magistrate Judges, and Magistrates	(1)	\$113,500
Petroleum Engineers	(1)	\$137,000
Technical Writers	(1)	\$62,400
Aerospace Engineers	(1)	\$109,200
Education Administrators, All Other	(1)	\$79,700
Public Safety Telecommunicators	(1)	\$38,100
Solar Photovoltaic Installers	(1)	\$49,300
Millwrights	(1)	\$49,200
Environmental Scientists and Specialists, Including Health	(1)	\$63,900
Architectural and Civil Drafters	(1)	\$54,700
Surgical Technologists	(1)	\$47,400
Purchasing Managers	(1)	\$118,800
Medical Scientists, Except Epidemiologists	(1)	\$82,200
Nurse Anesthetists	(1)	\$153,300
Commercial Pilots	(1)	\$93,100
Financial Examiners	(1)	\$68,100
Service Unit Operators, Oil and Gas	(1)	\$46,200
Data Scientists and Mathematical Science Occupations, All Other	(1)	\$94,600
Meeting, Convention, and Event Planners	(1)	\$44,900
Security and Fire Alarm Systems Installers	(1)	\$43,800
Statisticians	(1)	\$80,100

Potential Average Annual Occupation Gaps over 10 Years in Rural Capital Area WDB		
Occupation	Annual Supply Gap	Avg Wages
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	(1)	\$32,000
Audio and Video Technicians	(1)	\$35,100
Phlebotomists	(1)	\$32,300
Roustabouts, Oil and Gas	(1)	\$35,900
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	(1)	\$42,500
Art, Drama, and Music Teachers, Postsecondary	(1)	\$70,800
Health Information Technologists, Medical Registrars, Surgical Assistants, and Healthcare Practitioners and Technical Workers, All Other	(1)	\$35,100
First-Line Supervisors of Firefighting and Prevention Workers	(1)	\$70,900
Education and Childcare Administrators, Preschool and Daycare	(1)	\$43,200
Reinforcing Iron and Rebar Workers	(1)	\$39,900
Industrial Engineering Technologists and Technicians	(1)	\$44,300
Nursing Instructors and Teachers, Postsecondary	(1)	\$68,500
Appraisers and Assessors of Real Estate	(1)	\$53,300
Medical and Clinical Laboratory Technicians	(1)	\$45,600
Paramedics	(1)	\$42,400
Crane and Tower Operators	(1)	\$53,300
Civil Engineering Technologists and Technicians	(1)	\$49,800
Therapists, All Other	(1)	\$67,300
Highway Maintenance Workers	(1)	\$34,400
Teaching Assistants, Postsecondary	(1)	\$23,800
Roofers	(1)	\$33,500
Excavating and Loading Machine and Dragline Operators, Surface Mining	(1)	\$39,700
Skincare Specialists	(1)	\$36,300
Art Directors	(1)	\$76,400
Electrical and Electronics Repairers, Commercial and Industrial Equipment	(1)	\$53,600
Dietitians and Nutritionists	(1)	\$50,600
Real Estate Brokers	(1)	\$88,800
Manicurists and Pedicurists	(1)	\$27,100
Probation Officers and Correctional Treatment Specialists	(1)	\$42,100
Compensation, Benefits, and Job Analysis Specialists	(1)	\$57,500
Paving, Surfacing, and Tamping Equipment Operators	(1)	\$36,800
Construction and Building Inspectors	(1)	\$56,200
Tile and Stone Setters	(1)	\$34,100
Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	(1)	\$55,000

Additionally, current skill gaps showing to fill occupations with 10 or more openings in the Rural Capital Area consist of:

Skill Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Skill	#	#	#
Cash Handling (Cashier)	2,179	2,463	-284
Spanish	1,289	1,559	-270
Teaching/Training, School	1,902	2,143	-241
Bilingual	795	926	-132
Landscaping	281	396	-115
Automated External Defibrillators (AED)	83	177	-94
Mathematics	798	890	-92
Hospitality	430	522	-92
Food Preparation	437	523	-86
Bobcats	32	109	-77
Assembly	108	173	-65
Retail Management	144	208	-63
10-key Calculators	15	78	-63
Food Service	607	667	-59
Multi-line Telephone Systems	52	108	-56
Counseling	41	90	-49
Chain Saws	48	94	-45
Copy Machines	68	110	-43
Word Processing	305	345	-40
Bartending/Mixology	215	253	-38
Lawn Care	85	121	-36
Child Care/Babysitting	240	276	-36
Circular Saws	0	33	-33
Forklifts	696	729	-33
VMWare	66	98	-32
Patient Care	93	123	-30
Sprayers	2	32	-30
Intuit QuickBooks	309	338	-29
Bookkeeping	173	202	-29
Merchandising	910	939	-29
Metal Inert Gas Welding (MIG welding)	110	139	-28
Hand Tools	382	410	-28
SOAP	30	57	-28
Power Tools	438	465	-28
Barista	33	59	-26
Python	221	247	-26
Janitorial	60	85	-25
Cabling	21	46	-25
Apache Hadoop	20	45	-25
Culinary Arts	108	132	-25

Skill Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Skill	#	#	#
Aseptic Technique	11	35	-24
Typing 51-60 wpm	25	49	-24
Systems Development Life Cycle (SDLC)	47	70	-23
Masonry	40	63	-23
Manufacturing	553	576	-23
Soldering	151	174	-23
Microsoft Windows	74	97	-23
JavaScript Object Notation (JSON)	33	56	-23
Property Management	53	75	-22
Diesel Engines	19	41	-22
Electronic data interchange (EDI)	24	45	-21
Painting	130	151	-21
Microsoft Visual Studio Team Foundation Server (TFS)	26	47	-21
Generators	36	56	-20
NextGen	15	36	-20
Tableau	65	85	-20
Extensible Markup Language (XML)	51	71	-20
Packaging	30	50	-20
Hammers	2	22	-20
Mowers	27	47	-19
NoSQL	27	46	-19
Micrometers	48	67	-19
Restaurant Management	2	21	-19
Maintenance	137	155	-18
ICD-10	31	49	-18
Anatomy	25	42	-18
Critical Care	34	52	-18
Conduit Benders	4	21	-17
Gauges	2	19	-17
HTML5	39	56	-17
Statistical Analysis System (SAS)	42	58	-16
Working With Children	67	84	-16
Heavy Equipment Operation	260	276	-16
Sit-down Forklifts	21	37	-16
Federal Housing Administration (FHA)	16	31	-16
Electronic Medical Record System (EMR System)	3	18	-15
Occupational Safety and Health Administration Regulations (OSHA Regulations)	56	72	-15
Backhoes	182	197	-15
Graders	41	56	-15

Skill Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Skill	#	#	#
Google Sheets	11	25	-15
Boilers	45	59	-15
Mortgage	25	40	-15
Drill Presses	26	40	-14
Local Area Network Software (LAN Software)	61	76	-14
Intranet	3	17	-14
Manual Labor	23	37	-14
Data Entry	377	391	-14
Managed Care	24	38	-14
Git	91	104	-13
Model View Controller (MVC)	49	62	-13
Adobe Photoshop	181	193	-12
Machine Learning	39	51	-12
Building Maintenance	52	64	-12
AJAX	10	23	-12
Wound Care	25	37	-12
Apache Cassandra	8	20	-12
Assisted Living	13	25	-12
Music	53	65	-12
Client Management	21	33	-12
Oracle HRIS	62	73	-11
Mac Computers	63	74	-11
Sarbanes-Oxley Act	7	18	-11
Java Development Environment (JDE)	13	24	-11
Puppet	11	22	-11
Microsoft Power BI	14	24	-11
Teradata Database	6	16	-11
Apache Hive	8	18	-11
RabbitMQ	6	16	-11
AVImark	16	26	-11
Pivot Tables	63	73	-10
TCP/IP	39	49	-10
Inventory Control	373	383	-10
Milling Machines	13	23	-10
Corporate Communications	4	14	-10
Human Machine Interface Software (HMI)	7	17	-10
Jasmine	1	11	-10
Woks	0	10	-10
Tape Measures	0	10	-10
Juniper	4	14	-10

Skill Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Skill	#	#	#
Loss Prevention	39	49	-10
Sandblasters	15	25	-10
Java 2 Platform Enterprise Edition (J2EE)	17	26	-10
CSS	119	129	-10
Source: JobsEQ®			

There are certification gaps within the Rural Capital Area that are hindering many other occupations from being filled.

Certifications Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Certification	#	#	#
Certification in Cardiopulmonary Resuscitation (CPR)	738	791	-53
Licensed Practical Nurse (LPN)	29	69	-40
Patient Care Technician (PCT)	13	43	-30
Medical Assistant Certification (MA)	86	106	-19
Cisco Certified Network Professional (CCNP)	14	26	-12
Forklift Certified	72	81	-10
Cisco Certified Design Associate (CCDA)	0	9	-9
Licensed Master Social Worker (LMSW)	32	41	-9
AED Essentials	65	73	-8
Certified Pesticide Applicator	0	8	-8
Certified Dental Assistant (CDA)	15	22	-7
Certified Financial Planner (CFP)	7	14	-7
Licensed Clinical Social Worker (LCSW)	46	53	-7
Librarian Certificate	0	6	-6
Certified Apartment Maintenance Technician (CAMT)	2	7	-5
Certified Professional Public Buyer (CPPB)	1	5	-5
Certified Management Accountant (CMA)	9	14	-5
Doctor of Veterinary Medicine (DVM)	2	6	-4
Diagnostician	1	5	-4
Light Commercial Refrigeration Certification (NATE Certified)	0	4	-4
First Responder Certification	0	4	-4
Series 63	14	17	-4
Adult CPR	4	7	-3
Certified Welding Inspector (CWI)	3	6	-3
Series 65	2	5	-3
Certified Rehabilitation Registered Nurse (CRRN)	0	3	-3
Certified Criminal Justice Addiction Professional (CCJP)	0	3	-3
Certified Information Security Manager (CISM)	6	9	-3
Certified Associate in Project Management (CAPM)	3	5	-3
Certified Trainer	5	8	-3

Certifications Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Certification	#	#	#
Licensed Massage Therapist (LMT)	3	5	-3
The American Red Cross Certification	3	6	-3
GIAC Certified Incident Handler (GCIH)	1	4	-3
Certified Biomedical Equipment Technician (CBET)	0	2	-2
Certified Quality Technician (CQT)	0	2	-2
Chartered Property Casualty Underwriter (CPCU)	2	4	-2
Property and Casualty License	2	4	-2
Certified Social Worker	2	4	-2
Basic Cardiac Life Support Certification (BCLS Certification)	6	8	-2
Certified Industrial Hygienist (CIH)	0	2	-2
Chartered Financial Analyst (CFA)	1	3	-2
Licensed Respiratory Care Practitioner (RCP)	2	4	-2
Facility Management Professional (FMP)	0	3	-2
Registered Behavior Technician (RBT)	5	7	-2
Certified Professional in Learning and Performance (CPLP)	0	2	-2
Certified Hazardous Materials Manager (CHMM)	0	2	-2
Certified Nuclear Medicine Technologist (CNMT)	0	2	-2
Certified Government Financial Manager (CGFM)	0	2	-2
Microsoft Office Specialist (MOS)	1	3	-2
Registered Veterinary Technician (RVT)	1	2	-2
Certified Government Auditing Professional (CGAP)	2	4	-2
Certified Phlebotomy Technician (CPT)	3	4	-2
Adult Nurse Practitioner (ANP-BC)	0	2	-2
Certified Sterile Processing and Distribution Technician (CSPDT)	0	2	-2
Pediatric Nursing (RN-BC)	1	2	-1
Food Safety Manager Certification	1	2	-1
Group Exercise Instructor	0	1	-1
Emergency Response	0	2	-1
Certified Home Health Aide	10	11	-1
Certified in Internal Medicine	0	1	-1
Certified Energy Manager (CEM)	1	2	-1
Certified Personal Trainer (CPT)	39	40	-1
Certified Business Analysis Professional (CBAP)	0	1	-1
Certified Scrum Product Owner (CSPO)	2	3	-1
Accredited Residential Manager (ARM)	1	2	-1
Society for Human Resource Management Certified Professional (SHRM-CP)	5	6	-1
Certified Professional Biller (CPB)	0	1	-1
Certified Pool/Spa Operator (CPO)	13	15	-1
Certified Clinical Hemodialysis Technician (CCHT)	0	1	-1

Certifications Gaps: Rural Capital Area WDB	Candidates	Openings	Gap
Certification	#	#	#
Certified in Diagnostic Radiology	0	1	-1
Foreign Pharmacy Graduate Examination Committee Certification (FPGEC)	0	1	-1
Registered in Vascular Technology (VT)	2	3	-1
OSHA 511	0	1	-1
Certification in Risk and Information Systems Control (CRISC)	0	1	-1
Certified Safety Professional (CSP)	4	5	-1
Certified Fundraising Executive (CFRE)	0	1	-1
Certified Hospice and Palliative Nurse (CHPN)	0	1	-1
Certified in Production and Inventory Management (CPIM)	1	2	-1
Certified Welding Educator (CWE)	0	1	-1
Aquatics Facility Operator (AFO)	0	1	-1
Certified Cloud Security Professional (CCSP)	1	2	-1
Certified Food Manager (CFM)	1	2	-1
Certified Fiber Optic Technician (CFOT)	0	1	-1
Class C Commercial Driver's License (CDL-C)	0	1	-1
Certified Administrative Professional (CAP)	0	1	-1
Technologist in Cytogenetics (CG)	0	1	-1
Conditioning Specialist Certification (NSPA Certification)	0	1	-1
Certified Quality Auditor (CQA)	2	3	-1
Personal Trainer for Special Populations Certification (AFPA Trainer of Special Populations)	0	1	-1
Registered Cardiac Sonographer (RCS)	0	1	-1
Certified Measurement and Verification Professional (CMVP)	0	1	-1
CompTIA A+ Certification (A+ Certification)	6	7	-1
Professional in Human Resources (PHR)	20	20	-1
International Sports Sciences Association (ISSA) Certification	0	1	-1
Google AdWords Certification	0	1	-1
Certified Internal Controls Auditor (CICA)	0	1	-1
Information Systems Audit and Control Association Certification (ISACA)	0	1	-1
National Apartment Leasing Professional (NALP)	1	2	-1
Certified Trust and Financial Advisor (CTFA)	0	1	-1
Compounding Certification	0	1	-1
Group Fitness Instructor Certification (GFI)	0	1	-1
EPA Universal Certification	10	10	-1
Certified Occupational Therapy Assistant (COTA)	1	2	-1
Certified Financial Examiner (CFE)	0	1	-1
Geographic Information Systems Professional (GISP)	0	1	-1
Cisco Certified Design Professional (CCDP)	1	2	-1
Juniper Networks Certified Internet Associate (JNCIA)	0	1	-1

Certifications Gaps: Rural Capital Area WDB		Candidates	Openings	Gap
Certification		#	#	#
Certified Compensation Professional (CCP)		1	1	-1
Residential Building Inspector (RBI)		0	1	-1
Residential Electrical Inspector (REI)		0	1	-1
Registered Diagnostic Cardiac Sonographer (RDCS)		1	1	-1
Building Plans Examiner (BPE)		0	1	-1
Residential Mechanical Inspector		0	1	-1
Music Therapist - Board Certified (MT-BC)		1	1	-1
Residential Plumbing Inspector		0	1	-1
Commercial Electrical Inspector (CEI)		0	1	-1
Commercial Plumbing Inspector (CPI)		0	1	-1
Commercial Mechanical Inspector (CMI)		0	1	-1
Source: JobsEQ®				

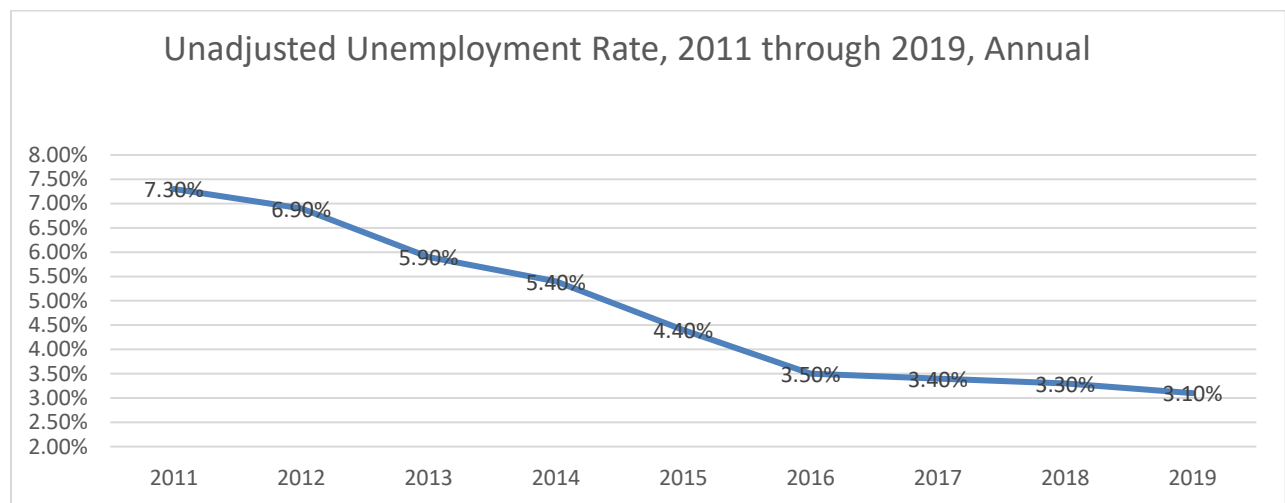
C. Labor Force Analysis and Trends

(WIOA §108(b)(1)(C); 20 CFR §679.560(a)(3))

Boards must include an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

Board Response

The Rural Capital Area unemployment rate has fallen from a peak of 7.3% in 2011 to 3.1% in 2019. The area rate has been consistently lower than the U.S. rate. During 2020 the unemployment rate reached a low of 2.8% in the month of February, however with COVID-19 effecting the entire nation the unemployment rate reached a new high of 11.5% in April 2020. As of December 2020, the unemployment had fallen to 5.1%, with all indications showing it would continue to decline. These number are the unadjusted rate.



The current workforce during that timeframe consisted of:

	2019			
Region	Labor Force	Employed	Unemployed	Unemployment Rate
Rural Capital Area WDB	557,493	541,780	15,712	2.8%
Bastrop County, Texas	42,899	41,608	1,291	3.0%
Blanco County, Texas	6,468	6,310	157	2.4%
Burnet County, Texas	23,570	22,930	640	2.7%
Caldwell County, Texas	19,669	19,011	658	3.3%
Fayette County, Texas	12,313	11,987	326	2.6%
Hays County, Texas	119,874	116,574	3,299	2.8%

Lee County, Texas	10,120	9,852	268	2.7%
Llano County, Texas	8,678	8,379	299	3.4%
Williamson County, Texas	313,899	305,127	8,772	2.8%
Source: JobsEQ®				
Note: Figures may not sum due to rounding.				

Data on employment for Employed Place of Residence vs Employed place of Work indicates that many of the counties do have a percentage of employed residence traveling outside of their residence county for employment.

Occupation Data, Total - All Occupations	2020Q3	
Region	Empl (Place of Work)	Empl (Place of Residence)
Rural Capital Area WDB	357,094	529,772
Bastrop County, Texas	22,093	37,383
Blanco County, Texas	4,273	5,392
Burnet County, Texas	17,405	19,230
Caldwell County, Texas	10,573	17,378
Fayette County, Texas	11,066	11,391
Hays County, Texas	79,792	120,343
Lee County, Texas	8,766	8,510
Llano County, Texas	5,826	7,664
Williamson County, Texas	197,297	302,481
Source: JobsEQ®		

Demographics of the residents of Rural Capital show to have a higher percentage of labor civilian force than that of the State of Texas average, including a higher median family earnings wage, higher overall level of education, and per capita income. Additionally Rural Capital Area shows a lower percentage of poverty level than that of the State average and a higher labor force participation of residents with a disability.

Demographics	Percent		Value	
	Rural Capital Area WDB	Texas	Rural Capital Area WDB	Texas
Population (ACS)	—	—	974,872	27,885,195
Male	49.6%	49.7%	483,456	13,849,775
Female	50.4%	50.3%	491,416	14,035,420
Median Age ²	—	—	36.7	34.4

Under 18 Years	24.8%	26.2%	241,516	7,292,686
18 to 24 Years	10.0%	10.0%	97,588	2,777,150
25 to 34 Years	13.2%	14.7%	128,478	4,094,297
35 to 44 Years	14.5%	13.5%	140,875	3,767,582
45 to 54 Years	12.9%	12.6%	126,208	3,511,040
55 to 64 Years	11.5%	11.1%	111,766	3,104,626
65 to 74 Years	8.2%	7.2%	79,545	2,000,715
75 Years, and Over	5.0%	4.8%	48,896	1,337,099
Race: White	82.2%	74.3%	801,659	20,720,689
Race: Black or African American	5.6%	12.1%	54,960	3,365,783
Race: American Indian and Alaska Native	0.3%	0.5%	3,285	136,061
Race: Asian	4.0%	4.7%	38,836	1,308,257
Race: Native Hawaiian and Other Pacific Islander	0.1%	0.1%	562	23,672
Race: Some Other Race	4.5%	5.7%	44,210	1,600,234
Race: Two or More Races	3.2%	2.6%	31,360	730,499
Hispanic or Latino (of any race)	28.9%	39.2%	281,756	10,921,556
Population Growth				
Population (Pop Estimates) ⁴	—	—	1,077,595	28,995,881
Population Annual Average Growth ⁴	3.2%	1.6%	28,862	419,412
People per Square Mile	—	—	144.7	111.0
Economic				
Labor Force Participation Rate and Size (civilian population 16 years and over) ⁵	65.8%	64.4%	499,732	13,728,630
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54) ⁵	83.6%	80.4%	330,104	9,095,705
Armed Forces Labor Force ⁵	0.1%	0.4%	1,009	89,701
Veterans, Age 18-64 ⁵	6.3%	5.0%	38,070	862,771
Veterans Labor Force Participation Rate and Size, Age 18-64 ⁵	80.1%	77.8%	30,480	671,366
Median Household Income ^{2,5}	—	—	\$73,376	\$59,570
Per Capita Income ⁵	—	—	\$32,881	\$30,143
Mean Commute Time (minutes) ⁵	—	—	29.1	26.4
Commute via Public Transportation ⁵	0.6%	1.4%	2,946	184,848
Educational Attainment, Age 25-64				
No High School Diploma	9.4%	15.7%	47,587	2,274,547
High School Graduate	23.5%	24.7%	119,153	3,571,759
Some College, No Degree	23.5%	22.1%	119,029	3,193,349
Associate's Degree	8.1%	7.5%	41,330	1,088,717
Bachelor's Degree	24.4%	20.0%	123,728	2,894,532
Postgraduate Degree	11.1%	10.0%	56,500	1,454,641

Housing				
Total Housing Units	—	—	371,975	10,769,900
Median House Value (of owner-occupied units) ²	—	—	\$218,375	\$161,700
Homeowner Vacancy	1.4%	1.6%	3,273	95,712
Rental Vacancy	7.1%	7.7%	7,966	308,747
Renter-Occupied Housing Units (% of Occupied Units)	30.9%	38.1%	101,667	3,635,275
Occupied Housing Units with No Vehicle Available (% of Occupied Units) ⁵	3.1%	5.4%	10,068	512,772
Social				
Poverty Level (of all people) ⁵	9.7%	15.5%	93,175	4,213,938
Households Receiving Food Stamps/SNAP	6.5%	12.2%	21,473	1,167,725
Enrolled in Grade 12 (% of total population)	1.5%	1.5%	14,575	405,822
Disconnected Youth ^{3,5}	2.1%	2.9%	1,155	46,016
Children in Single Parent Families (% of all children) ⁵	26.2%	34.6%	60,620	2,402,953
Uninsured	12.0%	17.4%	115,893	4,764,897
With a Disability, Age 18-64 ⁵	9.2%	9.6%	55,006	1,618,704
With a Disability, Age 18-64, Labor Force Participation Rate and Size ⁵	50.9%	44.3%	28,011	717,826
Foreign Born	10.5%	17.0%	102,761	4,736,692
Speak English Less Than Very Well (population 5 yrs and over)	6.8%	14.0%	62,277	3,617,887
Source: JobsEQ®				
1. American Community Survey 2014-2018, unless noted otherwise				
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.				
3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.				
4. Census 2019, annual average growth rate since 2009				
5. See Rio Arriba errata note in the Data Dictionary.				

D. Workforce Development Analysis

(WIOA §108(b)(1)(D); 20 CFR §679.560(a)(4))

Boards must include an analysis of workforce development activities in the region, including education and training.

Board Response

Rural Capital Area has multiple Community College, Universities, and private secondary education institutes within our nine (9) county area. With that noted, some educational opportunities in our more rural counties are not provided on the level of our more populous counties. Rural Capital Area has worked over the last two years in order to obtain more “mobile trainings” from our community colleges, partnered with local ISD’s to assist with CTE opportunities and provide LMI, applied for a received the Teacher Externship Grant for multiple years to assist the educators in their skills of preparing students for occupations, collaborated with other Board Areas to seek out other funding streams to promote and provide training opportunities for areas with fewer opportunities and residents with barriers to employment.

Rural Capital Area in is the final stages of developing individualized county plans that will provide insight to the needs of Rural Capital Area communities as a whole and each individual county.

Part 3: Core Programs

A. Workforce Development System

(WIOA §108(b)(2); 20 CFR §679.560(b)(1))

Boards must include a description of the workforce development system in the workforce area that identifies:

- the programs that are included in the system; and
- how the Board will work with the entities that facilitate core programs and other workforce development programs **to support alignment to provide services**, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, that support the strategy identified in the State Plan under WIOA §102(b)(1)(E).

Board Response

Our workforce development system is focused on developing human capital designed to meet the future needs of our local employers. Board, Workforce Center, and partner staff collaboratively work to identify three critical components: future employer needs, employee competencies and skill levels. These three components guide us in identifying occupations where skill gaps can be met by using the program funds that are available from all the partners.

The workforce centers utilize the following strategies to screen and refer customers to enhanced services. Referrals to individual programs are made from those attending orientation and career planning sessions.

- **UI / Initial Claimants**

Unemployed customers are outreached and informed about additional services available in the Workforce Centers during orientation.

- **WIOA**

Customers receive orientation to the WIOA programs and other types of outreach. Trade affected customers, customers who are eligible for UI, those who have attended Rapid Response events, and those participating in Choices and SNAP E&T receive information about the WIOA program. Staff utilize these referral sources and follow up with customers individually to complete the screening process for intake and enrollment.

- **Rapid Response**

Individuals who will lose their employment due to downsizing or closure will also receive orientations to Workforce Center services, including WIOA programs. Orientations are conducted at the employer site, the Workforce Center or at a neutral location depending upon the request of the employer.

- **TAA / TRA**

Customers may learn about the TAA / TRA program during UI Profiling sessions, TAA orientations held weekly, Rapid Response events, directly from their employer or through outreach efforts at the state level. Interested customers attend individual or group orientations at the Workforce Centers.

- **Services to Veterans**

Veteran's Employment Representative staff identify appropriate veteran job seekers through the Work-In-Texas system. Customers are contacted individually, or may self-refer, for job search assistance, case management, and potential referral to the *Veterans Retraining Assistance Program* (VRAP). The VRAP offers up to 12 months of training assistance to unemployed Veterans, provides training towards an associate degree, Non-College, Degree, or Certificate that leads to a high demand occupation. BSU and Veteran's Employment Representative staff also work to educate businesses concerning the availability of the Work Opportunity Tax Credit (WOTC). The WOTC provides a \$4,800 credit for firms that hire qualifying veterans within one year of discharge or release from active duty, and up to \$9,600 for those who have been unemployed for more than six months in the last year.

- **Limited English Proficiency (LEP)**

Texans with low literacy or poor English language fluency are identified through self-reporting, assessment by Workforce Solutions staff, and/or via the results of a literacy assessment test, such as the TABE.

When a job seeker identifies that he/she does not read, write or understand English very well, several different options are available to aid the job seeker. First, with low English language fluency, the initial method of providing services involves using the language-interpreting service to communicate more fully with the job seeker. Once

the formal method of communication has been established, staff identify the best course of assistance. Staff utilize partnerships with local Adult Education providers, such as the Literacy Council of Williamson County and Community Action Inc. our AEL provider, to provide low or no-cost ESL classes. As budget allows, staff may also refer the job seeker to funded ESL courses at a local community college or proprietary schools.

- **Individuals with disabilities**

Customers that have been unable to find work will be served through the Workforce Centers. The resource rooms have several types of adaptive equipment available, and Workforce Center staff work in conjunction with local advocacy groups.

Each orientation emphasizes the benefits of reentry to the labor force with the advantages of job retention and career advancement. Center staff provide an overview of available center services, conduct intake interviews to assist customers in determining the level and scope of services needed and identify any accommodations or supports needed to assist the customer in achieving employment success.

Center staff are cross trained in providing basic services to universal customers. Talent Engagement Specialists work with program staff to learn each program to refer job seekers to appropriate enhanced services. Integration and referrals with Adult Education and Literacy and Vocational Rehabilitation began in early 2016 and has advanced to the point where all partner staff are familiar with the services of each of the core partners. Adult Education and Literacy and Vocational Rehabilitation staff have been integrated into the workforce centers to ensure services are available to better meet the needs of customers. This model will continue as space and funding allow. There is great excitement between all the partners to have this opportunity to better serve our customers.

The Board is committed to supporting the strategies in the State Plan including strengthening and expanding all existing and developing partnerships to better serve our customers. The opportunities provided by the adoption of the Workforce Innovation and Opportunity Act and the Texas Workforce Commission, now serving as the administrative umbrella for all WIOA core program partners, allows us to plan, implement, and continuously improve services and performance for all program partnerships.

WIOA provides new opportunities for the Board and Career and Technology Education (CTE) to work together to prepare individuals for careers that meet employer skill needs—specifically targeting STEM and middle-skilled jobs. The Board supports the State Plan by:

- identifying career pathways (responding to industry talent needs) and offering customers the opportunity to obtain the skills and credentials necessary to find better jobs at better wages.

- enhancing employer engagement to build an occupational/skills demand-driven system, to improve business services, and provide more work-based learning opportunities.
- aligning individual program policies, procedures, and processes (when not constrained by program-specific law or regulation) to achieve greater partnership in service delivery—working side-by-side with ISD's and seven community college partners.
- seeking practical opportunities to share resources, reduce redundancies and waste, and make integrated service delivery more streamlined for customers.
- providing access to headlight and career headlight to improve access to up-to-date labor market and career information aligned with career pathways and occupational areas of study.
- assign board staff to serve on ISD education advisory committees and ACCTECH (guiding council for articulated credit) at ACC.
- assign business service and youth career staff to work with ISD, business and industry, EDC and COC staff on youth career fairs.
- provide teacher internships with industries—designed to improve teacher knowledge of industry skills needed in stem and middle-skilled careers; and,
- Supporting partner programs in achieving success with the performance indicators.

B. Core Programs—Expand Access, Facilitate Development, and Improve Access

(WIOA §108(b)(3); 20 CFR §679.560(b)(2))

Boards must include a description of how the Board will work with entities carrying out core programs to:

- expand access to employment, training, education, and support services for eligible individuals, particularly eligible individuals with barriers to employment;
- facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, including specific career pathways occupations that the Board currently includes on its Target Occupations List, and career pathways occupations that the Board is planning to develop; and
- improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

Boards must include a description of the Board's plan for working with at least one of the Governor's industry clusters.

Board Response

Every individual that seeks workforce assistance, is provided a comprehensive array of services. These include assessments, training and upskilling opportunities, case management and essential forms of support, such as housing, healthcare, transportation, legal assistance, clothing, and a wide range of counseling as appropriate. Detailed assessments are administered to determine immediate and long-term needs and set internal goals that act as mile markers on the individual's career pathway. Through established relationships with support service and training providers throughout the area ensures job seekers will have access to the services required to maximize the opportunities for participation in program services.

Low Income Adults/Choices (TANF) Recipients – Individual Employment Plans IEPs) that include short-and long-term goals, and assistance in education and financial planning that will result in higher wages and increased productivity are developed for TANF Recipients. The service plan includes collaboration with local businesses who have entry-level jobs; identification of workers whose current skills are unsatisfactory to maintain self-sufficient employment; and provision of information to local low-income neighborhood associations and community centers. The workforce team ensures this population gains work-readiness skills through work experience, training provided through partners, online training, and job readiness facilitation.

SNAP Recipients –Workforce Center staff provide daily support for supervised and supported job search during the required participation period for SNAP recipients. Assistance with registration in WIT, resume development, initial and new job leads, assisted job search, and application as job search continues is also provided. Development of job skills and completion of GED and AEL classes through local partners is made available to all SNAP Recipients.

Individuals with Disabilities – The Workforce Centers work with individuals with disabilities providing Workforce Services through collaboration with TWC Vocational Rehabilitation (VR). Participants are assessed for placement with businesses, and we provide information about hiring job seekers with disabilities, ensuring individuals are placed in the right situation to succeed. We build this platform through strong partnerships working with agency and program partners and by providing equipment and resources in our Centers designed specifically to assist identified needs for our non-hearing, non-speaking, or blind job seekers and targeted hiring events for workers with disabilities.

Ex-Offenders – The workforce team works to ensure individuals with criminal records have every opportunity to succeed. We work with probation, parole, and detention centers such as the United States Probation Office and the Texas Department of Criminal Justice,

to register these job seekers in WIT. We provide support during job search, determine programs of eligibility, and provide support throughout program participation.

NCP – Workforce Center staff in coordination with the Office of Attorney General (OAG) work with Individuals who do not meet their child support obligations. These individuals are identified by the OAG and ordered into the NCP program by the Child Support Judge. The goal of the program is to reduce jail time and increase the amount and timeliness of child-support payments through intensive job search and employment retention programming. A Talent Development Specialist completes an assessment, develops an IEP, and discusses the services available in the Workforce Centers, like Choices and SNAP Center services orientation. NCP customers register in WIT and receive assistance in job placement and support services as needed.

Veterans – Our work with veterans to help translate military skills and experiences into civilian terms that businesses understand is in direct coordination with Texas Veterans Commission (TVC) and Texas Veterans Leadership Program (TVLP) staff. Working with veterans, we can address multiple areas of diversity as this population also includes individuals from all target populations. Veterans are provided with priority services. In addition to our workforce veterans' partners TVC and TVLP, we work closely with veteran-serving agencies and organizations such as, the American Legion, Veteran of Foreign Wars (VFW) chapters, and National Guard units to ensure veterans are aware of available services. We provide talent development to veterans for intensive and support services through possible skill upgrades and/or work experience opportunities. Throughout the year the Board implements and supports hiring events and educational events aimed at making veterans aware of available services.

UI Claimants – Individuals on unemployment are connected quickly to businesses through close collaboration with the Business Services Unit (BSU). The workforce team provides a level of service to UI Claimants that assist them to move back to full employment as quickly as possible. Our standard procedures for service to UI claimants or potential claimants include:

- Any visitor to the Workforce Centers requesting information about filing for unemployment will not only receive this assistance but will also be registered on their first visit in WIT. Resume assistance through WIT, and if appropriate, a professional resume is offered. Information on other available training opportunities to assist claimants develop additional skills and/or refresh computer skills, customer service skills, and job search/interview skills are provided.

All these job seekers will be offered at least two job leads before leaving the Center.

- UI Claimants identified as high risk will be outreached by letter and invited into the Center for the Orientation to Workforce Services that their continued UI eligibility mandates.

- Same day registration into WorkInTexas.com, completion of a resume, development of a detailed, personalized IEP with our workforce professional's guidance, and receipt of at least two appropriate job leads is a required part of the orientation appointment.
- UI claimants are encouraged to return regularly or to call for additional assistance throughout their job search and are asked to inform us when they get a job.
- UI claimants are informed of the mandate to contact us within three weeks are encouraged to stay in close contact and are asked to return to the Center for additional job leads and assistance in job search, interview preparation, and online application skills. They are also informed to expect contact every two weeks after this period until they are employed.
- At each contact their IEP is updated and activity documented.

Individuals with Literacy/Language Barriers – The Workforce Center, and AEL provider, work with local GED and English as a Second Language (ESL) providers and have tools available to GED students at no additional cost. Career introduction and planning services and programs are available for GED students who may want/need to complete additional career training through WIOA programs. All services at the Workforce Centers are available in Spanish, and the team can access Language Line services for those job seekers who need an interpreter for other languages.

General Job Seeker – All job seekers are provided the tools they need to successfully obtain employment that leads to self-sufficiency. Job seekers have access to, training through facilitated workshops and job matching, as well as through WorkInTexas.com.

Part 4: One-Stop Service Delivery

A. One-Stop Service Delivery System

(WIOA §108(b)(6); 20 CFR §679.560(b)(5))

Boards must include a description of the one-stop delivery system in the workforce area, including explanations of the following:

- How the Board will ensure the continuous improvement of eligible providers and how providers will meet the employment needs of local employers, workers, and job seekers
- How the Board will facilitate access to services provided through the one-stop delivery system, including to remote areas, through the use of technology and other means
- How entities within the one-stop delivery system, including the one-stop operators and the one-stop partners, will comply with WIOA §188 (related to Non-Discrimination), if applicable, and with applicable provisions of the Americans with

Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals who have disabilities

- The roles and resource contributions of the one-stop partners

Board Response

The Board has monthly meetings with the workforce center operator to review the status of all aspects of the contract for the delivery of workforce services. To ensure continuous quality, the agenda includes a discussion on each of the areas from the monthly report:

- Performance
- Number of customers served in the previous month and year to date
- Budget vs. Actual for expenditures
- Obligations by program
- Status of progress to remediate monitoring and QA findings
- Program participant summary to see if the planned number to serve is being met
- Comments on customer satisfaction surveys that need addressing
- BSU report on employer interactions to ensure the Board remains employer driven
- Data on the number of workforce, VR and AEL documented referrals

In addition to the monthly meetings, key Board staff have weekly calls with the workforce center operator's leadership. This ensures that the Board is fully informed and aware of the health of the service delivery system.

Since March of 2020, the need to adapt service delivery using virtual resources has been a major focus. The Board has worked closely with required WIOA partners and community partners to deliver services using a variety of virtual platforms.

Access to Services

The Board's certified Comprehensive Center is the Bastrop County Workforce Center in Bastrop, TX. The other workforce centers locations are in:

- Burnet, TX (Burnet TX)
- Lockhart, TX (Caldwell County)
- LaGrange, TX (Fayette County)
- San Marcos, TX (Hays County)
- Giddings, TX (Lee County)
- Round Rock, TX (Williamson County)

In partnership with Community Resource Centers, workforce center staff have office space, designated office hours, and the Board provides computers for customers to access workforce services in the following locations:

- Marble Falls (Burnet TX)

- Llano, TX (Llano County)
- Liberty Hill, TX (Williamson County)
- Johnson City, TX (Blanco County)

In addition to our physical service delivery locations the Board provides web-based information on services available to customers—i.e., business services, job seeker services, child care services, labor market information and a link to Work-In-Texas so both employers and job seekers can self-serve.

Adaptive Equipment and Services

Board and workforce center staff conduct annual training on WIOA 188, the Americans with Disabilities Act and proper use of accessibility software and hardware. Board monitoring and QA staff conduct annual accessibility reviews to improve or correct accessibility barriers for individuals with disabilities.

The workforce center operator provides customers equal opportunity to access all facilities, programs, and services without regard to race, color, religion, gender, marital status, age, national origin, disability, political affiliation or belief. We manage and operate the Rural Capital Area Workforce in compliance with EO and ADA requirements.

Minimum Accessibility Standards

To comply with minimum accessibility standard drafted in March 2016, the array of adaptive equipment and services provided for customer use as been expanded in order to assure full accessibility to all available programs and center services. The following is list of adaptive strategies used by contractor staff in each office to assist customers requiring accommodation:

- JAWS Screen Reading Software
- MAGic Screen Magnifier Software
- Microsoft Windows Magnifier
- Microsoft Windows Narrator
- Microsoft Windows On-Screen Keyboard
- Purple Video Interpreting Service (VRI)
- Purple P3 Video Relay Service (VRS)
- MAGic Large Print Keyboards
- BigTrack Trackball Mouse(s)
- Chattervox Voice Amplifiers
- Large Button VOIP Hearing Aid Compatible Telephones
- TTY Telephones (Bastrop, Round Rock, & San Marcos Offices)
- Bi-Level Adjustable Height Workstations
- One-On-One Staff Assistance
- Staff “Notetakers”
- Staff “Readers”

- Bilingual Staff Available (*Spanish* – Bastrop, Cedar Park, Giddings, Lockhart, Round Rock, and San Marcos Offices)
- Language Identification Cards
- Telephonic Language Interpreting
- In-Person Sign-Language Interpreting

Roles and Resource contributions of Partners

The Board has supported the development of trust and a team spirit among center partners that promotes integration and cooperation from staff and partners. The helpful, accurate, and honest flow of information from management to and among staff is crucial to successful integration and alignment of goals amongst center partners. Supervisor and/or site meetings are held to disseminate performance and program information to staff and to promote dialog among staff members about changing service delivery and problem resolution.

Staff training opportunities continue to become more integrated. Topics such as FMLA, Sexual Harassment, ADA Compliance, Violence in the Workplace, Communication, Anger Management, Destructive Behavior and Problem Solving are a few of the modules staff are requested to review. The training program is an innovative computer-based system that guides and engages staff and customers in real workplace scenarios and situations.

Each new staff member receives an intensive New Employee Orientation that covers workforce center operations, customer service, information systems, and other topics. The orientation also introduces new staff to the Workforce Services management system, and the tools available to each Workforce Center staff member, such as the SharePoint, programmatic procedures, quality assurance, monitoring tools, etc.

The co-location of AEL and VR staff in three of Rural Capital's workforce centers has provided for actual time interactions among all the staff. VR, AEL, and workforce staff can routinely share information and resources on an informal basis.

B. Cooperative Agreements

(WIOA §108(b)(14); 20 CFR §679.560(b)(13))

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

assistance, use and sharing of information, cooperative efforts with employers, and other efforts.

Board Response

WSRCA maintains strong working relationships with WIOA required local partners and local service providers to streamline and enhance service delivery to job seekers and employers. A list of the executed cooperative agreements is here, and copies will be provided upon request.

- AARP Foundation – SCSEP Program
- Capital IDEA
- Experience Works SCSEP Program
- Literacy Council of Williamson County
- Community Action Inc. of Central Texas (Adult Education and Literacy)
- Attorney General's Office
- Crescent Village LTD
- Community Resource Centers of Texas (Llano, Marble Falls,
- Opportunities for Williamson and Burnet Counties (OWBC)
- Capital Area Council of Governments
- Early Childhood Coalition of Hays County
- Creekside Townhomes
- First Call for Help - 211
- Georgetown Housing Authority
- Northwest Apartments
- San Marcos Housing Authority
- UT Health Science Center at Houston

C. Employer Engagement, Economic Development, and Unemployment Insurance Program Coordination

(WIOA §108(b)(4); 20 CFR §679.560(b)(3))

Boards must include a description of the strategies and services that will be used in the workforce area to do the following:

- Facilitate engagement of employers in the workforce development programs, including small employers and employers in in-demand industry sectors, in-demand occupations, and target occupations
- Support a local workforce development system that meets the needs of businesses in the workforce area
- Better coordinate workforce development programs and economic development
- Strengthen links 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.

Board Response

Workforce Solutions Rural Capital Area, through its Business Services Unit (BSU), brings businesses and job seekers together. We work with Unemployment Insurance (UI) claimants and assist customers that need specific help. We outreach and foster business relationships with employers by educating them on the availability of skilled job seekers in their area, obtainable tax credits, and the opportunity to participate in activities such as on-the-job training. The BSU maintains an “inventory” of available job seekers we have in Work in Texas in each county and the Employers in each county that do the most hiring. BSU staff make personal contact to the Chamber of Commerce’s and Economic Development Cooperative’s to build strong and continuing relationships with them.

To further ensure employer engagement, the Board is completing individual strategic plans for each of its nine counties. Each plan identifies the county’s workforce challenges using LMI data and input from employers, local elected officials, economic developers, chambers of commerce, independent school districts and community colleges, and community organizations gathered during community meetings regarding the workforce. There is also a summary plan of common challenges shared by all counties and the common strategies to address them.

The following steps were taken in the development of the county plans:

- A. Identification of stakeholders in each county - elected officials, economic development corporations, chambers of commerce, employers, and education representatives to involve in the development of the county plans and implementation.
- B. Holding focus groups with the identified community stakeholder including WSRCA Board members and staff to understand how workforce services are currently provided, identify additional workforce services that are needed and opportunities to make significant improvements in delivery of workforce services.
- C. Facilitating additional discussions to include strategies for independent school districts, regional community colleges and training providers on ways they can work together to significantly improve access to education, training, and apprenticeship opportunities, especially in rural counties.
- D. Identification of ways to blend resources from a variety of federal, state, county, and city funding streams to enhance the delivery of local workforce training programs.

- E. Identification of organizations within each county that provide support services such as child care, transportation, housing, and training to assist individuals in overcoming barriers to obtaining and retaining employment.
- F. Defining short and long range strategies to improve employer and workforce services in each county.
- G. Defining benchmarks and developing community dashboards for reporting to Chief Elected Officials and community partners that demonstrate progress and effectiveness in areas such as:
 - Accountability for employment results;
 - Transparency for job seekers to help them make better career choices;
 - Employer engagement and services to businesses;
 - Coordination and collaboration across workforce; and educational programs.
- H. Exploration of possibilities of unrestricted county and city funding for use in meeting the needs of employers and job seekers when they are do not meet federal and state eligibility requirements to receive workforce services.

Internal Business Services

Internal Business Services are provided by the Talent Engagement Specialist (TES), whose primary assignment is to work with Unemployment Insurance (UI) claimants, assist universal customers that need specific help, and assist employers within the center. Within this context, the TES performs the following tasks:

UI Claimant Support

Each week all TES staff receive a list which shows new UI claimants. The database is a developed program that tracks the UI claimants' job search progress within the first ten weeks of their UI period. The TES will:

- make initial contact with the claimant and provide WIT service(s) within 48 hours
- provide information on center services available to the claimant up to and including workshops
- provide job seeking tips along with job matches from WIT
- direct claimant to applicable orientations and workshops
- refer claimant to other program assistance where applicable
- review claimant Work-In-Texas.com application and suggests possible improvements to increase the potential for job match
- prepare center orientation material, including job search process and Employment Plan process
- look for a possible job development opportunity when there are no jobs matched in WIT; refer to BSU
- share information regarding virtual job training options that are available for skills upgrades

- recommend other job search sites to maximize the claimant's exposure in the job market
- make contact every week to check on claimants' job search progress, provide job search recommendations and encouragement, and document hires
- enter employment verification from UI claimants in WIT within 24 hours of notification

Re-Employment Services Eligibility Assessment

Re-Employment Services Eligibility Assessment (RESEA) connect unemployment insurance claimants who are likely to exhaust their benefits with reemployment services to help them find new employment as quickly as possible. The activities include orientation, staff assistance with developing an individualized employment plan, conducting an unemployment benefits eligibility assessment, providing the claimant with customized labor market information, and other staff-assisted career services provider either at our offices or virtually.

Each week, the RESEA Talent Development Specialists review the list of claimants to outreach from WorkInTexas.com. The list is provided by the TWC UI department, based on the profiling score assigned to the claimant that indicates the likelihood the claimant will exhaust UI prior to returning to work. All claimants above the cutoff score must be outreached for an orientation session each week.

Once the claimant is outreached, the RESEA staff work to provide the orientation and required services within the correct time frames and ensure appropriate data entry.

Universal Customer Support

Many customers need specific assistance in their job search efforts. The Board has invested in telework equipment and training for staff, as well as training options for job seekers and incumbent workers. In these instances, a TES talks with these customers, determines their needs, and provides the appropriate assistance. Support includes similar activities as listed above in the UI section above.

TES staff members also provide significant in-house services to the business community. One of these is job posting support and monitoring. TES staff members review daily all new postings submitted directly to WIT by the business. During this activity, the TES will:

- Perform a quality assurance review of each new business posting assigned to the office,
- Run veterans first day job matches and send the matched job seeker notification of the match for follow up, (first 48 hours is veterans only) then run third day matches for the general job seeker population, run weekly matches for follow up,
- Follow-up weekly with employers on open postings,
- Provide weekly follow-up on close-pending postings,

- Assist employers that contact WSRCA offices by telephone for issues such as:
 - Determine specific needs of customer,
 - Set- up accounts for business in WIT or update existing accounts as appropriate,
 - Talk business through the process of entering a posting themselves ,
 - Enter job posting for the employer if they so desire,
 - Explain details of job matching such as matching process, veteran's preference, etc.,
 - Discuss other services such as hiring events, etc.,
 - Provide information on services outside of office such as TWC Tax Dept info, etc.,
 - Assist employers with job fairs inside WSRCA offices.
- Assist employers that come into WSRCA offices in person – similar to those that call in above.
- Refer employers to the Rural Capital Headlight website (<http://www.ruralcapitalheadlight.com/>) to provide Labor Market Information (LMI)
- Assist other Workforce staff with questions about job postings
- Coordinate/communicate with other Workforce offices regarding business/job posting issues.

External Business Services

WSRCA staff work to deliver services and programs relevant and responsive to employers' needs. Staff recognizes the importance of quality customer service beginning with the initial contact with a new employer. To "sell the system" and ensure continued usage, staff must provide quality, responsive services on a consistent basis. The primary goal of the Business Services Unit is to meet employer needs, so they return and promote Workforce Solutions services to other employers.

External Business Services are provided by Business Services Unit (BSU). BSU staff engage employers, Chambers of Commerce, and Economic Development Cooperatives and provide direct support to them as appropriate. The BSU meets with employers at their place of business and offers a summary explanation of the general services available to employers, while detailing specialized services such as WOTC, subsidized employment, temporary statewide initiatives, OJT opportunities, and other board directed projects. As with all WSRCA staff, each BSU has specific state and local goals that must be achieved through the performance of assigned responsibilities.

Support activities provided by the external BSU include:

- **Recruitment and Hiring Assistance**

BSU staff use WIT as a primary tool to search for qualified employees. By taking advantage of WIT job matching features and evaluating previous jobs, better candidates can be presented to the employer. Additionally, labor market research by the BSU gives the employer better insight to the local competition for employees and the pay scales that will increase hire chances for the employer.

- **Customized Job Postings**

Staff assists Employers in the creation of higher yield job postings. This is done by using knowledge of the local business market, the expectations of current job seekers, in-depth knowledge of how WIT works, use of industry key words, detailed understanding of the employer expectations, etc. All of these contribute to finding the best employee match in WIT.

- **Labor Market Information**

LMI provides key economic data about occupations and in-demand industries along with information about labor market trends, local economic conditions, future economic developments, and overall labor supply in the local area. The BSU will refer employers to the Rural Capital Headlight website (<http://www.ruralcapitalheadlight.com/>) for Labor Market Information (LMI). This is one component of our Business Services Unit Plan.

- **Facilities for Interviewing**

Staff arranges space for employer job fairs/hiring events in local offices. Additionally, BSU coordinates space needs with employers if office space is either unavailable or inadequate.

- **Screening and Referring Qualified Applicants**

Staff can assist employers in a screening process, i.e., place jobs on level 2 or 3 in order to find an employee that closely matches the employer's need.

- **Liaison for TWC Information and Services**

BSU staff can provide specific information regarding TWC publications and data such as *Just For Employers*, etc.

- **Business Seminars**

The TWC Commissioner for Employers sponsors annual employer seminars around the state. Employers are encouraged to attend at least one of these seminars to learn the nuts-and-bolts information on state and federal employment laws and how to deal with the unemployment claims and appeals process. The BSU staff provides information to employers about these sources of business information.

- **Tax Credit Information**

Staff can inform Employers of Tax Credit incentives such as WOTC and similar programs.

- **Fidelity Bonding**

This program delivers a unique bonding service that is not duplicated by any other program in the U.S. to secure the job placement of ex-offenders and other high-risk job applicants, it provides employers with a financial incentive to hire the hardest-to-place jobseekers.

- **On-the-Job Training**

On-the-Job Training (OJT) provides unique opportunities for participants who already possess some job-related skills and the knowledge to "learn as they earn". By participating in training as an employee, the participant not only acquires new skills and knowledge, but also receives the same wages and benefits as current employees.

- **Work Experience**

Staff will serve as Liaisons between Case Managers and Employers to place Eligible Job Seekers in an unpaid work sites to benefit both the Employer and Job Seeker. This service will also include subsidized work experience for the Choices program.

- **Rapid Response Service**

At the Board's direction, the Business Services Unit (BSU) and center staff coordinate with the employer where rapid response services are being provided to provide on-site workshops and job search. Beyond mere presentations of Workforce Center services, the BSU connect affected job seekers to the Texas Workforce Network to speed their transition to new employment or, when appropriate, training. By leveraging and localizing center activities to the employer site, the BSU acclimatizes job seekers to our job search systems and reduces their anxiety concerning unfamiliar processes and technical systems. With a sense of familiarity created, more job seekers would more effectively participate and utilize our offices, equipment, and systems at their option.

WSRCA ensures our regional populations are educated, prepared and trained for the highly technical, knowledge-based careers our EDC partners are recruiting to the area. To drive the economy forward, the region's workforce will require significantly different and higher levels of education and training than ever before. WSRCA coordinates with local Chambers of Commerce, Economic Development Councils, industry representatives and small business owners to determine the issues that affect regional growth and create plans for improvement. Skills gaps continue to be widely regarded as a restraint to employment growth.

To meet some of these skills needs, WSRCA coordinates with local community colleges, AEL and VR to work with EDC partners and employers to customize training options for both the employers' incumbent and new hire employees. WSRCA uses resources such

as High-Demand Job Training (HDJT) grants, Texas Industry Partnership (TIP) grants, Skills Development funds and other business grants and supports to mitigate the skills needs, based on employer demand. Additionally, the Business Solutions Consultants hosts targeted job fairs, participate in business recruitment, retention and expansion efforts with local EDCs and Chambers to ensure training is targeted at the current and future needs of the employers.

WSRCA collaborates with the Texas State University Small Business Development Center to better understand the opportunities, needs and challenges in our local economies and develop successful entrepreneurs. WSRCA partners with Texas State University to offer Entrepreneurial Boot Camps throughout the nine county area.

D. Coordination of Wagner-Peyser Services

(WIOA §108(b)(12); 20 CFR §679.560(b)(11))

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

Board Response

Staff Integration

The Onestop Operator has worked systematically to develop trust and a team spirit among Workforce Center staff to promote integration and cooperation for both staff and programs. All Workforce Center staff, including partner staff, have access to immediate supervisors and support staff whose leadership provides consistent information and direction.

The online customer feedback program is for all staff. The goal of the program is to develop positive behaviors and teamwork across the entire staff and is based on the common purpose “We create an environment of hope and success by empowering those we serve through respect and care.” This model of staff enrichment allows independent feedback from each employee to improve the workforce center experience for the customer and the client.

Supervisor and site meetings are held monthly or more frequently to disseminate factual, performance and program information to staff and to promote dialog among staff members about changing service delivery and problem resolution. Information and orientation meetings are held to inform and connect staff facing transition into a more integrated service model and to apprise all staff of these changes.

Staff training opportunities continue to become more integrated. Topics such as FMLA, Sexual Harassment, ADA Compliance, Violence in the Workplace, Communication, Anger Management, Destructive Behavior and Problem Solving are a few of the modules staff

are requested to review. The training program is an innovative computer-based system that guides and engages staff in real workplace scenarios and situations.

Each new staff member receives an intensive New Employee Orientation that covers workforce center operations, customer service, information systems, and other topics. The orientation also introduces new staff to the WSRCA; workforce management system; and the tools available to each Workforce Center staff member, such as SharePoint, programmatic procedures, quality assurance, monitoring tools, etc.

Staff Training

Our staff members are expected to deliver services in a way that implements the WSRCA's vision and mission and complies with all governing rules and policies. We provide them with the ongoing training needed to meet this expectation. All current staff received and continue to receive on-going training in documenting case files, utilizing State information, use of reporting systems such as TWIST and WIT and are proficient in these areas, as applicable to their respective jobs. Monthly, Bi-Monthly or Quarterly meetings are held with program staff, by group, during which policy and procedure updates and skills-training is conducted.

Training plans have been developed by job description for all staff. Each new staff member participates in program specific training plans outlined to train staff in both universal topics and program specific topics. Training methods will include online self-training, along with group and one-on-one training provided by managers. This approach to training will ensure more consistent and comprehensive skills for everyone.

The online staff training includes use by workforce center staff to train in the following topics:

- FMLA, ADA, Sexual Harassment, and Preventing Violence in the Workplace
- Job Success Training on such topics as Anger Management, Problem Solving, Leadership and others
- Effective Supervision

The online training offers a tracking, recording, and reporting system for the management of staff training.

Each year, staff members receive:

- Cross-training across various programs to ensure integrated service delivery,
- Annual ethics and ADA/EO training,
- Policy and systems training,

- And other topics as needed to ensure contract compliance, attainment of performance goals and continuous quality improvement.

All workforce center employees are required to complete annual ethics training, which covers confidentiality of information. Guidelines regarding proprietary information are provided to each new staff member during new employee orientation and at numerous times during the year. In addition, confidentiality of information is addressed on the P41 and Standards of Conduct forms, which each staff member is required to sign.

E. Integrated, Technology-Enabled Intake and Case Management

(WIOA §108(b)(21); 20 CFR §679.560(b)(20))

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

Board Response

The one-stop centers use the State required systems.

- WorkInTexas is the online job search and job matching system developed and maintained by TWC, it provides job matching options based on skills, experience, LMI, and is available to both employers and job seekers.
- The Workforce Information System of Texas (TWIST) is used for integrated intake, eligibility, case management, and reporting of employment and training services. This program allows intake information and service history information to be shared by staffs providing multiple employment and training services and the information can be accessed statewide.
- Child Care Attendance Automation is used by parents to record attendance.
- Cash Draw and Expenditure Reporting is used to draw funds from program allocations.

The Board also uses Microsoft SharePoint, a browser-based collaboration and document management platform from Microsoft. It allows workforce center, adult education and literacy and vocational rehabilitation staff to use a centralized, password protected space for customer referral, tracking and document sharing.

Part 5: Workforce Investment Activities

A. Economic Development and Entrepreneurial/Microenterprise Activities

(WIOA §108(b)(5); 20 CFR §679.560(b)(4))

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

Board Response

WSRCA ensures our regional populations are educated, prepared and trained for the highly technical, knowledge-based careers our EDC partners are recruiting to the area. To drive the economy forward, the region's workforce will require significantly different and higher levels of education and training than ever before. WSRCA coordinates with local Chambers of Commerce, Economic Development Councils, industry representatives and small business owners to determine the issues that affect regional growth and create plans for improvement. Skills gaps continue to be widely regarded as a restraint to employment growth.

To meet some of these skills needs, WSRCA coordinates with local community colleges, AEL and VR to work with EDC partners and employers to customize training options for both the employers' incumbent and new hire employees. WSRCA uses resources such as High-Demand Job Training (HDJT) grants, Texas Industry Partnership (TIP) grants, Skills Development funds and other business grants and supports to mitigate the skills needs, based on employer demand. Additionally, the Business Solutions Consultants hosts targeted job fairs, participate in business recruitment, retention and expansion efforts with local EDCs and Chambers to ensure training is targeted at the current and future needs of the employers.

WSRCA collaborates with the Texas State University Small Business Development Center to better understand the opportunities, needs and challenges in our local economies and develop successful entrepreneurs. WSRCA partners with Texas State University to offer Entrepreneurial Boot Camps throughout the nine county area.

B. Rapid Response Activity Coordination

(WIOA §108(b)(8); 20 CFR §679.560(b)(7))

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

Board Response

WSRCA will partner with the State Rapid Response unit to ensure local employers and workers receive timely and appropriate services. The need for rapid response services may be identified in several ways:

- Reading / receiving an announcement or notification of a permanent closure of a business location regardless of the number of workers affected,
- Announcement or notification of a mass layoff affecting 50 or more workers, or receiving notice that a Worker Adjustment and Retraining Notice (WARN) has been filed regardless of the number of workers affected by the announce layoff,
- A mass dislocation resulting from a natural disaster or other event, as defined by state or local emergency management sources,
- The filing of a Trade Adjustment Assistance (TAA) petition.

Once the need for rapid response services is identified, the rapid response coordinator works with the assigned business solutions consultant to reach out to the employer to begin discussions on layoff aversion and transition and re-employment services to affected workers. During this conversation, the business solutions consultant works in collaboration with the authorized representative at the business to determine the appropriate method for delivering the information to the affected employees.

Once agreement has been reached regarding how to interact with the affected employees, the rapid response coordinator and the business solutions consultant will work with the local talent impact units within the workforce solutions offices to prepare the information to provide to affected employees. This information will include information on:

- Training on and registration in WorkInTexas.com
- Providing information on basic eligibility for unemployment benefits and how to apply for UI.
- Job search assistance
- Accessing community resources
- Job application and résumé preparation
- Assessing accomplishments and skills
- Résumé development assistance
- Interviewing skills and effective interviewing techniques
- Coping with job loss
- Labor market information—including information on target and demand occupations
- Customized lists of current job openings
- Customized and targeted job fairs
- Coordination of language interpreters and services for the visually and hearing impaired
- When appropriate, information on how to petition for TAA
- Group stress management seminars, and
- Group financial management seminars

The Business Solutions Consultants use this opportunity to foster ongoing relationships with the businesses affected. This creates opportunities to support businesses and share information about other services that are available to the employer. The consultative process in employer relationship development fosters the ability to support businesses in periods of growth and decline.

If the layoffs are the result of a natural disaster, TWC and the Board rapid response teams coordinate services with other Federal and State agencies, including the Federal Emergency Management System (FEMA), the Texas Division of Emergency Management, and the Office of the Governor, Disaster Preparedness. The coordinated natural disaster rapid response services provide early intervention assistance designed to transition workers to their next employment as soon as possible. If a disaster assistance period is declared, Disaster Unemployment Assistance (DUA), which provides unemployment benefits for individuals who lost their jobs or self-employment, or who are no longer working as a direct result of a major disaster, is coordinated between TWC and board staff.

C. Youth Activities and Services

(WIOA §108(b)(9); 20 CFR §679.560(b)(8))

Boards must include a description and assessment of the type and availability of workforce investment activities for youth in the workforce area, including activities for youth with disabilities. This description must include an identification of successful models of such activities.

Board Response

Our program structure starts with career and academic assessment for our Youth customers to strengthen career readiness, while also seeking to identify in this early stage, potential barriers that may impede the progress of each individual. Staff use an open-entry, open-exit series of activities and workshops and activities. For in-school youth we offer presentations, workshops, and other enrichment activities onsite within their schools. Facilitated workshops are offered to help young adults determine a strategy for preparing for and finding employment based on their skills. Using **labor market information** in visual, interactive, and easy-to-understand career lattices, the Youth program facilitates tangible job search, career readiness and job preparation activities while participation in the workshops provide us with the opportunity to identify young adults that may need more career services compared to those who have the skills to find employment with less preparation.

Youth customers are given the opportunity to further develop their financial literacy using our relationship with **MoneySKILL**®, an online curriculum that educates young adults in the basic understanding of money management fundamentals in the content areas of income, expenses, saving, investing, credit and insurance. Each youth creates a

household budget will be able to articulate information about saving and making informed financial decisions.

- **Leadership development** activities are provided throughout the program and include individual and group activities, such as teamwork training, peer mentoring, guest speakers from and field trips to postsecondary educational institutions, guest speakers from partner agencies on leading healthy lifestyles, parenting classes, and group planning and conduct of community service projects.
- **Web-based learning tools** are available that offer a library of more than 4,000 vocational skills, job readiness, motivational, and Adult Basic Education/General Education Diploma courses, which have been developed by industry-leading experts to ensure the courses build talent and develop a more knowledgeable, productive, and valuable workforce. Some of the courses the staff may assign to support youth work readiness and retention goals include:

Strategies for Resolving Workplace Conflicts	Professionalism, Business Etiquette, and Personal Accountability
Receiving Feedback and Criticism	Effective Team Communication
Achieve Goals Through Perseverance and Resilience	Ethical Decision-Making in the Workplace
Critical Thinking Essentials: What is Critical Thinking?	Developing Your Reputation for Professionalism and Business Etiquette
Business Grammar, the Mechanics of Writing	Interpersonal Communication: Communication with Confidence
Get Ready, Get Hired-Social Networking for Job Seekers	Creating a Positive Attitude
Setting Goals	Coping with Conflicting Priorities
Workplace Safety	Campus to Corporate: Developing a Professional Image

Time Management: Planning and Prioritizing Your Time	Managing Your Career: Getting on the Right Track
Managing Your Career: You and Your Boss	Getting Results Without Authority: Building Relationships and Credibility

Through participation in WIOA, all youth will receive extended instruction on how to prepare a resume and will be coached on how to enter and upload their full resume into www.WorkinTexas.com. Workshops, that both in-school and out-of-school youth access, empower them to create and complete resumes and other documents (cover letters, reference pages, thank you letters) using industry and employer-oriented content that enable them to target jobs by industry groups using O*NET job families.

We strengthen our relationships with young adults and gain their full understanding of and commitment to the program and their individual goals during the assessment process. Participants build peer relationships that strengthen their program participation and they become enthusiastic about their career pathways goals after doing the research to understand and be fully committed to them.

All youth with low basic skills at enrollment or who lack a high school diploma are provided with **tutoring, study skills training and instruction**, which may include **alternative secondary school instruction or dropout recovery services**. Those who are in school receive one-on-one and small group assistance based on their needs to address any deficiencies that could prevent their graduation. Out-of-school youth will be connected to Adult Education and Literacy classes and staff will also provide services using **GED Academy™**, which was developed in partnership with Essential Education, the premier publisher of adult learning materials. **GED Academy™** is an online, stand-alone, self-paced, and fully customizable preparation program consisting of 600 interactive lessons for ABE instruction and GED/HSE tests. The program meets NRS grade equivalents from Low Intermediate Basic Skills (4.0 - 5.9) through High Secondary (11.0 - 12.9).

Our approach to academic instruction is to ensure it is skill appropriate and provided in settings, whether at our location, on campus at the Community College, or through virtual or distance learning, that are appropriate for young adult participants. Staff that facilitate learning will have appropriate experience and education to do so and use regular pre-and post-tests, guided by the learning management system, to document participation, progress, and academic skills gains.

Within each of the tracks, we provide opportunities for youth to gain **occupational skills** related to their career pathway goals. This training can occur in a number of contexts, depending on the individual needs of each participant, such as:

- Concurrent enrollment at a local college for short-term occupational training in demand occupations;
- Use of **web-based learning tools** to build skills in a number of occupational areas such as:

Microsoft Office Skills	Accounting and Finance	Introduction to Technology
Call Center	Programming/Web Design	Human Resources
Language	Industrial Trades	Security Guard
Helpdesk Hardware/Software	Medical Billing	Customer Service
Business Grammar/Writing	Food Service and Hospitality	Office Receptionist
Basic Office Skills	Effective Communications	Custodial Maintenance
Computer Software	Sales and Marketing	Healthcare

Occupational skill training will be offered concurrent with, and in the same context as, skills needed for the positions targeted for placement.

Follow Up

All youth exited from the WIOA Youth program will be put into a follow-up service where educational and employment progress is monitored for one year after exit. Youth also have an opportunity to remain in contact with their career counselor to keep them informed of any life changes or situations that require support assistance. It is our goal to assist youth on their path and provide tools to allow youth to be successful on their journey.

D. Coordination with Secondary and Postsecondary Education Programs

(WIOA §108(b)(10); 20 CFR §679.560(b)(9))

Boards must include a description of how the Board will coordinate its workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

Board Response

WSRCA will use career fairs to provide initial career path information to students beginning at the middle school level and continuing throughout their education. We will also use our Career Progression Lattices to provide skills information to school counselors, parents, students, and employers. Rural Capital Headlight provides access to useful knowledge about career education programs and activities by county, area, or region.

We work with local Chambers and ISDs to provide classroom teachers with professional development through teacher externship programs. Working with industry allows the teachers to increase their knowledge of the skills required within a specific industry and then share their knowledge and experiences with other classroom teachers and students.

The Board coordinates access to training with our AEL partners to better integrate adult education job seekers into the workforce by expanding adult ESL (“English as a Second Language”) programs and bi-literacy efforts as well as jointly providing integrated education and training (IET) opportunities in Demand Occupations.

E. Child Care and Early Learning

(40 TAC §809.12 Board Plan for Child Care Services)

Each Board must include a description of how the Board is strategically managing child care and early learning within its workforce system to enhance school readiness and strengthen and support the child care industry.

Note: This may include efforts to:

- Coordinate with employers, economic development, and other industry leaders to increase the awareness and importance of early learning as a workforce and economic development tool
- 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

Board Response

WSRCA has long understood the critical importance of safe, high-quality, stable early care and education as a backbone to economic development of the rural areas. Our child care and early learning services include strategies to support parents and child care providers as businesses and employers.

Parents and Children

WSRCA supports parents who are enrolled in the child care program in several ways. Parents applying for child care services and throughout their service delivery receive informational material about the resources and assistance available through the workforce system, emails and updates to programs and services and invitations to workshops and virtual events. Additionally, the WSRCA convenes quarterly meetings with the workforce and child care contractors to discuss and improve the referral mechanism between both programs. Systems are developed that support ongoing communication and interaction using the state provided information systems. Procedures are in place for Child Care Solutions to refer to Workforce Solutions in the following instances:

- Parents who have lost employment and are on a time-limited job search,
- Parents who are close to completion of an education / training component,
- Parents who have continued participation with Child Care Services and may be interested in upskilling for career enhancement.

Providers as Businesses and Employers

Additionally, WSRCA supports early care and education providers with their business and employment functions. All WSRCA early care and education providers are outreached by the Business Services Consultants when a provider agreement is signed with WSRCA. This outreach provides the early care and education provider with information on the tools and supports offered by WSRCA to support the provider's business and hiring needs. Providers are provided with registration into www.workintexas.com and receive information on small business support and expansion, if applicable. The Business Solutions Consultants will periodically check in with early care and education businesses to offer assistance with staff screening and hiring support.

Coordination with EDC's and Industry Leaders

WSRCA has identified access to and availability of safe, stable, high-quality early care and education as a core economic development restraint, based on stakeholder input and

feedback in our nine-county area. Community coalitions are being established in each county to address core issues that affect economic development and prosperity in the community. Industry leaders, economic development councils, chambers of commerce, early care and education advocates and school district representatives will be included as participants of these coalitions and working groups.

Additionally, WSRCA is active in building Pre-kindergarten (pre-k) partnerships between private early care and education providers and local school districts. Creating sustainable partnerships between education and industry increases the capacity in the community, allowing more families the opportunity to access early care and education. Texas Rising Star providers have the framework to build strong relationships with local school districts for pre-k coordination and expansion.

Professional Development in the Early Care and Education Field

WSRCA has also created a system of Career Lattices that shows the career progression for early care and education professionals. This lattice attracts new talent into the early care and education field and provides a framework for career advancement. Additionally, WSRCA is a proud partner of several professional development initiatives and will continue to look for and expand participation in future opportunities:

- Child Development Associate (CDA) training and credential offered through Quality Initiatives funding
- Texas School Ready (TSR) program is a comprehensive preschool teacher training program combining a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. Teachers enrolled in TSR are provided tools to help them learn more about specific instructional needs of children to help children be better prepared for school.
- Together 4 Children Leadership Academy is designed to increase administrators' capacity to lead teams toward program excellence. Directors are challenged to think differently to discover new ways to inspire a thriving work climate and promote teacher retention through leadership.
- Collaborative for Children Business Accelerator program to increase the number of quality child care centers and family child care homes, with a specific focus on increasing capacity in underserved areas and to strengthen Texas' child care system. The business accelerator provides eight weeks of intensive business training to improve the efficiency of business back-office functions.
- Start Smart Hays and Caldwell is a community coalition designed to help every child become school ready and have a good start in life. The coalition shares resources, best practices and creates awareness in the community to connect families to needed resources.
- Bastrop County Cares (BCC) works to provide solutions in the community to improve social determinants of health. WSRCA participates with BCC on the early childhood coalition with a goal of increasing capacity in the county, with a specific emphasis on quality. Additionally, BCC and WSRCA work with the local EDC's to

identify ways to leverage funding to better support the community with early care and education services.

- Cedar Park – Leander Early Childhood Coalition is a pre-k partnership designed to connect interested TRS providers with local elementary schools to expand access to pre-k instruction for young learners.

F. Transportation and Other Support Services

(WIOA §108(b)(11); 20 CFR §679.560(b)(10))

Boards must include a description of how the Board will provide transportation, including public transportation, and other appropriate support services in the workforce area in coordination with WIOA Title I workforce investment activities.

Board Response

The Board coordinates a mix of supportive services based on individual job seekers needs--like child care, transportation, work related expenses and other financial assistance. These collaborations are not only with our partners in the one-stop center but also with local human services agencies and educational institutions.

Customers enrolled in WSRCA sponsored programs can receive support services to remove barriers to employment, education, training, and participation in workforce programs. Support services are provided as authorized by program rules and if determined to be necessary and reasonable. Support services may include:

- Child care
- Transportation
- Special assistance (pre-employment and post-employment)

G. Coordination of Adult Education and Literacy (AEL)

(WIOA §108(b)(13); 20 CFR §679.560(b)(12))

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

Board Response

WSRCA has created the Rural Capital Area Integrated Services Initiative that brings together the WSRCA as the workforce development partner, the Adult Education and Training provider and the Texas Workforce Solutions – Vocational Rehabilitation Services teams to create a leadership council. This partnership is designed to facilitate the seamless integration of the three agency's services into the one-stop centers. The

underlying goal of the partnership is to help job seekers access the education, training, and support services they need to find self-sufficient employment, with a complementary goal to match employers with the skilled workers they need to compete in the global economy.

The leadership council meets on a quarterly basis and includes three workgroups comprised of frontline staff from each organization:

- The Customer Welcome workgroup – this workgroup will develop plans and tools for the sharing of system services by program partners that focuses on outreach, intake, orientation, and initial assessments.
- The Customer Connections workgroup – this workgroup will develop plans and tools for the seamless sharing of customer information by program partners that focus on referrals between programs, services, and coordination of activities.
- The Business, Job Search and Job Attainment workgroup – this workgroup will develop plans and provide specific details for the delivery of integrated business services for all partners, establish tools for integrating current partner business services teams so they will connect more system customers to employment and support achievement of performance goals of all system partners.

Each workgroup meets at least quarterly, or more often if needed, and will address the goals / tasks identified by the leadership council. An example of one goal is the partnership and development of Integrated and Educational Training (IET) for customers requiring occupational training paired with Adult Basic Ed training.

The leadership council provides the oversight to ensure integrated, coordinated service delivery across programs, appropriate sharing of data and information related to referrals, and the outcomes associated with those referrals.

Board staff will review applications submitted under Title II to ensure service delivery and performance goals are consistent with those elements included in the Board's cooperative agreement on integration and alignment of services and training--also included in the board plan.

Part 6: Adult, Dislocated Workers, and Youth Services

A. Adult and Dislocated Worker Employment and Training

(WIOA §108(b)(7); 20 CFR §679.560(b)(6))

Boards must include a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the workforce area. Boards must include a description and assessment of the type and availability of

adult, dislocated worker and youth employment and training activities in the workforce area.

Boards must also include the list of assessment instruments (tools) used for adult, dislocated worker, and youth.

Board Response

Basic Career Services

Any customer entering the workforce center for the first time will receive basic career services. Basic career services include:

- Outreach (including worker profiling), intake and orientation to information and other services available in the workforce system
- Preliminary needs assessment
- Job search and job placement assistance, including the provision of information on nontraditional employment and in-demand industry sectors and occupations for job seekers
- Referral and coordination with other programs and services within and outside of the workforce system
- Provision of workforce and local, regional, state, and national labor market information (LMI) including:
 - Job vacancy listings
 - Job skills needed to obtain vacant positions
 - Information on demand occupation earnings, skill requirements and opportunities for advancement
- Information and assistance for filing unemployment insurance (UI) claims
- Work In Texas (WIT) registration
- Job search, job referrals (self or staff assisted). Placement assistance and where appropriate career counseling.
- Internet browsing related to career or training search
- Use of self-directed career exploration and other online resources.
- Referrals to other community resources
- Resume critique
- Use of resource room materials, equipment and information
- Use of Eligible Training Provider System (ETPS) for training provider information
- Group Sessions and Workforce Center Workshops
- Initial screening for referrals and information about activities leading to other Workforce Center programs.
- Referral to other staff or workshops.
- Other self-service and information services.

Individualized Career Services

If a customer is eligible for WIOA services and needs individualized career services to obtain or retain employment, WIOA Talent Development staff develops an Individualized Employment Plan (IEP) to include individual career services, a career pathway and occupational goals and steps to achieve these goals. Individualized career services may include:

- Comprehensive assessment using diagnostic testing for determination of skill level and in-depth interviewing
- Development of an individual employment plan (IEP) to identify employment goal, barriers and support service needs
- Short term prevocational services defined as training for:
- Communication, interviewing, punctuality, personal maintenance, and professional conduct skills (referred to as “soft skills”) to prepare customers for unsubsidized employment; or
- Non-occupationally specific skills in demand by employers such, as but not limited to, Microsoft Office, and introductory classes to industry clusters.
- Workforce preparation activities
- Financial literacy
- Computer literacy
- Internships, paid and unpaid work experience linked to a career pathway
- English language acquisition and integrated education and training programs (IET)
- Soft skills for long term job seekers and professional development
- Out of area job search and relocation assistance

Training Services

Training services may be available to customers who:

- Are unlikely to obtain or retain employment leading to a self-sufficiency wage;
- Are unlikely to obtain or retain employment with wages comparable to, or higher than, wages from previous employment; and
- Have the skills and qualifications to participate successfully in training services.

Workforce center staff determines which customers meet the criteria through interviews, assessments, and career planning. If the customer is appropriate and WIOA eligible, Talent Development Specialists develop or amends the Individual Employment Plan to include training services. Training Services may include:

- Occupational skills training, including training for nontraditional employment in Target Occupations as defined by the Workforce Solutions Rural Capital Area board.
- Integrated Education and Learning that combines academics and occupational training
- On the job training (OJT) including registered apprenticeship

- Incumbent worker training
- Workplace training and cooperative education programs
- Private sector training programs
- Skills upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training provided in combination with other training listed above
- Adult education and literacy including English language acquisition (ELA) and IET programs in combination with training
- Customized training with commitment by employer/s to hire customer upon successful program completion

Center staff primarily use the TABE for academic skill testing. Other informal web based academic assessments are used as well. Since the outbreak of COVID-19, the Board has greatly expanded virtual options for soft skills training as well as occupational and non-occupational training. Virtually, customers have access to Metrix and the Academy, virtual entrepreneurial boot camps, and PATHS training for customer facing occupations.

The Board continues to provide all customers with access to “Headlight” for labor market and career information. Career lattices linked to the Board’s target occupations is now included in Headlight and offers additional information for customers in developing their employment plan or for incumbent workers to plan their upskilling for a better job.

B. Priority to Recipients of Public Assistance and Low-Income Individuals

(20 CFR §679.560(b)(21))

Boards must include the Board policy to ensure that priority for adult individualized career services and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, consistent with WIOA §134(c)(3)(E) and §680.600 of the Final Regulations, as well as veterans and foster youth, according to the priority order outlined in the WIOA Guidelines for Adults, Dislocated Workers, and Youth. Boards must also include a list of any Board-established priority groups, if any.

Board Response

Service Priority for Individualized Career Services and Training Services

WSRCA gives priority for individualized career services and training services in the following order.

Priority #1

- Veterans and eligible spouses with one of the criteria in Priority #3

Priority #2

- Foster youth or former foster youth up to age 21 with one of the criteria in Priority #3

Priority #3

- Public assistance recipients or
- Individuals with basic skills deficiencies or
- Low income individuals

Priority #4

- Veterans and eligible spouses who do not meet any of the criteria in Priority #3

Priority #5

- Individuals with disabilities
- Members of family with an income more than 70% and less than 175% of the Federal Lower Living Standard Income Level

Note: When funds are available, individuals in Priority #5 may receive support services and training services. If funds become limited, the Board notifies the workforce center operator in a directive.

Low Income Criteria for Adult Priority #3 Services

An individual meeting any one of the following satisfies the low income requirement for Priority #3 WIOA adult services.

- Receives, or in the past six months has received, or is a member of a family that is receiving or in the past six months has received, assistance through SNAP, TANF, or the Supplemental Security Income (SSI) program
- State or local income based public assistance (WSRCA defines this as CHIPS, CCS, Medicaid, WIC, Public Housing including Section 8) in the past six months
- Member of family whose income is 70% or less of the federal poverty guidelines
- Homeless
- Foster youth
- Individual with a disability whose income (as a family of one) is 70% or less of the federal poverty guidelines
- Receives or is eligible to receive a free or reduced-price lunch under the National School Lunch Program (for the WIOA adult program, this only applies to the individual receiving the free or reduced price lunch.)

Basic Skills Deficient

WSRCA defines basic skills deficient (BSD) as an individual who computes or solves problems, reads, writes, or speaks English at or below 8.9 grade level using a Board approved assessment instrument.

Part 7: Fiscal Agent, Grants, and Contracts

A. Fiscal Agent

(WIOA §108(b)(15); 20 CFR §679.560(b)(14))

Boards must include identification of the entity responsible for the disbursement of grant funds described in WIOA §107(d)(12)(B)(i)(III), as determined by the CEOs or the governor under WIOA §107(d)(12)(B)(i).

Board Response

The Rural Capital Workforce Development Board, Inc. dba Workforce Solutions-Rural Capital Area is responsible for the disbursement of grant funds.

B. Sub-Grants and Contracts

(WIOA §108(b)(16); 20 CFR §679.560(b)(15))

Boards must include a description of the competitive process that will be used to award the sub-grants and contracts for WIOA Title I activities.

Board Response

The Board is currently in the second year (October 1, 2020 through September 30, 2021) of the contract for the Workforce Center Operator

The steps used by the Board to ensure free and open competition process are below.

- The decision to procure the Workforce Center Operator is initiated by the Chief Executive Officer (CEO) and formalized in an authorization memo.
- A procurement calendar identifying Board staff and their tasks in the development of the Request for Proposal (RFP) is prepared.
- Public notices of the intent to issue and issue date are posted on the Board's website, the Electronic State Business Daily (ESBD), and sent to entities on the bidders list.
- The RFP is posted on the issue date on the Board's website and the ESBD.
- A Bidders Conference is held.
- Responses to questions (Q&A) are posted on the Board's website and the ESBD.
- Proposals are logged in upon arrival.
- Each proposal is reviewed for responsiveness.

- The evaluation process begins with an Evaluator Meeting that includes the following
 - Code of Conduct
 - Conflict of Interest
 - Score Sheets and scoring criteria
- Evaluator scores are compiled.
- Oral Interviews may be held.
- Final recommendation for the Board of Directors approval is submitted.
- Once approved notification of intent to negotiate is sent to the selected proposer and other proposers informed.
- Contract Negotiations begin.
- Debriefings are scheduled with non-awardees as requested.

Part 8: Performance

A. Board Performance Targets

(WIOA §108(b)(17); 20 CFR §679.560(b)(16))

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

Board Response

The Board negotiates local performance measures with the State, providing documentation on specific extenuating circumstances that will justify a request for a lower performance measure. Examples of extenuating circumstances are economic downturns in the board service area, or changes in characteristics of the customer/population served, such as:

- Increased numbers of individuals receiving SNAP benefits,
- Increased numbers of individuals identifying a disability,
- limited English,
- high school dropouts, or
- ex-offenders.

Additionally, natural weather event or critical community incidents, such as natural disasters, fires, floods, or hurricanes may have a significant impact on performance which may initiate a request for a lower performance measure.

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

- All Employed/Enrolled Q2 Post Exit
- All Median Earnings Q2 Post Exit
- All Employed/Enrolled Q2 - Q4 Post Exit
- All Credential Rate
- All Measurable Skills Gain
- Adult Employed Q2 Post Exit
- Adult Median Earnings Q2 Post Exit
- Adult Employed Q4 Post Exit
- Adult Credential Rate
- Adult Measurable Skills Gain
- Dislocated Worker Employed Q2 Post Exit
- Dislocated Worker Median Earnings Q2 Post Exit
- Dislocated Worker Employed Q4 Post Exit
- Dislocated Worker Credential Rate
- Dislocated Worker Measurable Skills Gain
- Youth Employed/Enrolled Q2 Post Exit
- Youth Median Earnings Q2 Post Exit
- Youth Employed/Enrolled Q4 Post Exit
- Youth Credential Rate
- Youth Measurable Skills Gain

Part 9: Training and Services

A. Individual Training Accounts (ITAs)

(WIOA §108(b)(19); 20 CFR §679.560(b)(18))

Boards must include a description of how training services outlined in WIOA §134 will be provided through the use of ITAs, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of ITAs under that chapter, and how the Board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.

Board Response

All individuals entering a Workforce Center have multiple assessments available. The customer's assessment results, skills, interests, abilities, and experience are the basis for the individualized employment plan that includes a career pathway. Those who are interested in occupational training research the available training programs, discuss their findings with the case manager, and select a program to enter. The case manager sends an ITA request to a manager to review. The manager ensures:

- the training is directly linked to employment opportunities listed on the Board's Target Occupation List
- conducted by approved providers listed in the state's Eligible Training Provider System (ETPS) or appropriately procured
- the job seeker has applied for the Pell Grant, if appropriate
- the cost of the training is reasonable.

B. ITA Limitations

(20 CFR §663.420)

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

Board Response

The Individual Training Account (ITA) maximum is \$8,000 per customer for a one-year period beginning October 1st and ending September 30th. WSRCA funds occupational training programs that are designed to be completed within two years. The maximum ITA amount may be used for each year the customer is in training. Multiple funding sources may be used for an individual customer's ITA. The \$8,000 maximum applies to the individual customer, not the funding source. The Board allows the workforce center operator to review and approve exceptions of the ITA maximum up to \$10,000, when necessary and reasonable, and when funding is available. To request an exception that exceeds the \$10,000 maximum, workforce center staff submit a Notification Form to the WSRCA with justification for the exception. The Board's Chief Operations Officer reviews and determines if the exception is approved.

WIOA requires other funding sources pay first for tuition, training material and supplies and fees required by the provider. Other funding sources may be Pell grants, scholarships, grants, or financial assistance from federal and state programs. However, the Board allows customers to keep the portion from a funding source, such as a Pell Grant, designated for living expenses to be used to support living expenses.

The Board does not fund tuition, materials, supplies and fees:

- For any portion or term of training for which the customer signed a loan as part of financial aid; or
- For any portion or term of training paid by the customer or other source, prior to WIOA program registration.

Part 10: Apprenticeship

A. Registered Apprenticeship Programs

Boards must include a description of how the Board will encourage Registered Apprenticeship programs in its workforce area to register with the Eligible Training Provider System in order to receive WIOA funding.

Board Response

WSRCA encourages and supports employers throughout the region in developing and increasing access to Registered Apprenticeship programs. WSRCA educates companies and regional leaders on the value that apprenticeships add to the workforce/talent development system through events and seminars and provides guidance and technical assistance in how to develop registered apprenticeships.

Several companies throughout our region currently utilize Registered Apprenticeship to enhance their talent pool, including Anchor Ventana, TDIndustries, multiple skilled trades contractors that are active in local unions, Pedernales Electric, and others. Many companies opt to partner with a training provider that can support the administrative function and formal education of these programs and place these students at their companies. This strategy helps to reduce costs and make a Registered Apprenticeship more advantageous but does place their formal location of the apprenticeship in an alternate city/region.

As a fast-growing region that is a part of the Austin MSA, we support incoming companies with recognizing the value of establishing a Registered Apprenticeship early on as a part of its employee ramp up process. We guide them through the resources available to establish this type of program quickly and offer technical assistance and support to ensure that we are successful in this process.

As an organization that supports rural communities, we also look creatively at how we can utilize Registered Apprenticeships to improve opportunities locally. We work in conjunction with our local community partners and the State to amend policies that would incentivize more rural students to enter a skilled trades apprenticeship, become licensed, and increase the number of highly qualified skilled tradesmen in the rural areas to address the shortage.

The Business Solutions Consultants provide information on the benefits of RA for both the employer and the trainee when they meet with local employers. Trades related employers and union staffs in our service area are attending DOL sponsored information seminars on opportunities for the employers and unions to participate in the RA program.

And, center staff encourages military veterans, retirees and their family members to submit an application for a license or apprenticeship and to obtain credit for verified military experience, service, training, or education.

B. ApprenticeshipTexas

Boards must include a description of the Board’s strategy and commitment to support ApprenticeshipTexas efforts across the state, as applicable.

Board Response

WSRCA actively promotes apprenticeship opportunities to job seekers within the centers, across the region through social media platforms, and to students in our regional ISDs. We partner with community stakeholders to distribute information and hold community events to celebrate apprenticeship opportunities.

Partnerships are developed with local economic development corporations, community colleges, independent school districts, and trades related employers to increase the availability of integrated work-based learning—work experience, pre-apprenticeship, apprenticeship, internships, job shadowing and on-the-job training.

Our apprenticeship options across industries is expanding to include opportunities in IT and marketing.

Part 11: Public Comment

Boards must include a description of the process used by the Board, consistent with WIOA §108(d), 20 CFR §679.550(b) and §679.560(b) and (e), to:

- make copies of the proposed local plan available to the public through electronic and other means, such as public hearings and local news media;
- include an opportunity for comment by members of the public, including representatives of business, labor organizations, and education;
- provide at least a 15-day, but no more than a 30-day period for comment on the plan before its submission to TWC, beginning on the date that the proposed plan is made available, before its submission to TWC; and
- submit any comments that express disagreement with the plan to TWC along with the plan.

Board Response

We published a public notice in the newspapers announcing that the plan is available on the board’s website or by email request and it will be available at Board open meetings to ensure transparency and offer the public and opportunity to make comments. Workforce board members including those from business, education and labor organizations, core program partners and mandatory one-stop partners have been an integral part of the

planning process. The notice was published January 29, 2021 at 12:00 am until February 14, 2021. This met the 15-day requirement. No public comments were received.

Appendix: Texas Workforce Investment Council Requirements

Local Workforce Development Board Strategic

Planning

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. TWIC reviews each Board Plan to ensure that local goals and objectives are consistent with the statewide goals and objectives in the system plan, The Texas Workforce System Strategic Plan FY 2016–FY 2023, which can be found at <https://gov.texas.gov/uploads/files/organization/twic/System-Strategic-Plan-Update.pdf>.

Additionally, state law charges TWIC with reporting annually to the governor and to the Texas legislature on the implementation of the system’s strategic plan and monitoring the operation of the state’s workforce system to assess the degree to which the system is effective in achieving state and local goals and objectives. Therefore, TWIC also reviews Board Plans and plan modifications to determine each Board’s progress in implementing strategies that align with the strategic plan for the Texas workforce system. Following consideration for approval at a regularly scheduled quarterly meeting, TWIC recommends the Board Plans to the governor for consideration for approval. Boards’ responses to the following planning elements are reviewed by TWIC for alignment and are the basis for recommending approval.

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 make adjustments 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 and corresponding plan page number(s):

Rural Capital Headlight

Rural Capital Headlight is a data center designed to provide up-to-date information on the labor market and economic conditions of the Rural Capital Area. Headlight LMI provides key economic data about occupations and in-demand industries along with information about labor market trends, local economic conditions, future economic developments, and overall labor supply in the local area.

Rural Capital Headlight is utilized by the BSU to refer employers for Labor Market Information (LMI). This is one component of our Business Services Unit Plan. Chambers of commerce, economic development councils, county coalitions and other community stakeholders all use Rural Capital Headlight as a source of local economic and labor market data. Additionally, workforce center staff use Rural Capital Headlight when interviewing and assessing customers in RESEA, WIOA and other programs to provide real-time labor market information that will inform the customers' individual employment plans and career development. Ultimately, this results in customers making more informed choices for their career pathways that will meet the needs of the employers in the community.

Pages 50, 60 – 61, 72, 78

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 and corresponding plan page number(s):

Integrated Rural Capital Integrated Service Initiative

The Board, AEL, and VR staffs have been working since February 2016 to ensure integration when delivering services to all customers. Our workforce center operator provides management of workforce programs and services and ensures Adult, Dislocated Worker, Youth, Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Non-Custodial Parent (NCP), Employer Services (ES), Texas Veterans Commission (TVC) services and resources are delivered seamlessly. The workforce center staff determine the needs of the customer and matches the available resources in the center to meet the customer’s needs.

All the partners have agreed to capture the opportunities provided by Texas Workforce Commission now serving as the administering umbrella for all WIOA core program partners to plan, implement, and continuously improve the partnership. The co-location of AEL and VR staff in Rural Capital’s three largest workforce centers (Bastrop, San Marcos, and Round Rock) has strengthened the working relationships in all the programs.

Based on this, WSRCA has created the Rural Capital Area Integrated Services Initiative that brings together the WSRCA as the workforce development partner, the Adult Education and Training provider and the Texas Workforce Solutions – Vocational Rehabilitation Services teams to create a leadership council. This partnership is designed to facilitate the seamless integration of the three agency’s services into the one-stop centers. The underlying goal of the partnership is to help job seekers access the education, training, and support services they need to find self-sufficient employment, with a complementary goal to match employers with the skilled workers they need to compete in the global economy.

The leadership council meets on a quarterly basis and includes three workgroups comprised of frontline staff from each organization:

- The Customer Welcome workgroup – this workgroup will develop plans and tools for the sharing of system services by program partners that focuses on outreach, intake, orientation, and initial assessments.

- The Customer Connections workgroup – this workgroup will develop plans and tools for the seamless sharing of customer information by program partners that focus on referrals between programs, services, and coordination of activities.
- The Business, Job Search and Job Attainment workgroup – this workgroup will develop plans and provide specific details for the delivery of integrated business services for all partners, establish tools for integrating current partner business services teams so they will connect more system customers to employment and support achievement of performance goals of all system partners.

Each workgroup meets at least quarterly, or more often if needed, and will address the goals / tasks identified by the leadership council.

The leadership council provides the oversight to ensure integrated, coordinated service delivery across programs, appropriate sharing of data and information related to referrals, and the outcomes associated with those referrals.

More information can be found on page 7 and on page 75.

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 and corresponding plan page number(s):

Career Lattice / Career Progression System

The Board continues to provide up to date workforce data to assist customers in understanding local LMI and employment trends. The Board has developed career lattices for the target occupations in the Rural Capital Area. These sources of information are shared with and used by many of the required partners as well as community partners such as area ISDs. They are especially helpful in career development for youth and customers with additional barriers to employment. Additionally, these career lattices are available to the public on our website.

WSRCA will use career fairs to provide initial career path information to students beginning at the middle school level and continuing throughout their education. We will also use our Career Progression Lattices to provide skills information to school counselors, parents, students, and employers. Rural Capital Headlight provides access to useful knowledge about career education programs and activities by county, area, or region.

The Board coordinates access to training with our AEL partners to better integrate adult education job seekers into the workforce by expanding adult ESL (“English as a Second Language”) programs and bi-literacy efforts as well as jointly providing integrated education and training (IET) opportunities in Demand Occupations.

Pages 6, 68, 72, 73, 78.

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 and corresponding plan page number(s):

County plans

Currently, the Board is completing individual strategic plans for each of its nine counties. Each plan identifies the county’s workforce challenges using LMI data and input from local elected officials, economic developers, chambers of commerce, independent school districts and community colleges, community organizations, and employers gathered during community meetings regarding the workforce. There is also a summary plan of common challenges shared by all counties and the common strategies to address them.

Pages 7-8, 58

WORKFORCE SOLUTIONS

RURAL CAPITAL AREA

A proud partner of the American  network



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(979) 968-8553

Workforce Solutions of Llano County
100 Legend Hills Boulevard
Llano, TX 78643
(325) 248-0275

Workforce Solutions of Burnet County
1001 West Buchanan Drive
Suite 1
Burnet, TX 78611
(512) 756-6769

Workforce Solutions of Hays County
4794 Transportation Way
Building 5, Suite 500
San Marcos, 78666
(512) 392-1291

Workforce Solutions of Williamson County
575 Round Rock West Drive
Building H, Suite 240
Round Rock, TX 78681
(512) 244-2207

Board Office
701 East Whitestone Boulevard
Suite 200
Cedar Park, TX 78613
(512) 244-7966

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Child Care Administration Office
1101 Arrow Point Drive
Suite 401
Cedar Park, TX 78613
(512) 260-1937

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Auxiliary aids and services are available upon request to individuals with disabilities.
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