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TRANSCRIPT OF PROCEEDINGS
BEFORE THE
TEXAS WORKFORCE COMMISSION
AUSTIN, TEXAS

PUBLIC MEETING)
FOR THE TEXAS)
WORKFORCE COMMISSION)

WORK SESSION
TUESDAY, MAY 22, 2018

BE IT REMEMBERED THAT at 10:40 a.m. on
Tuesday, the 22nd day of May, 2018, the above-entitled
matter came on for hearing at the Texas Workforce
Commission, TWC Building, 101 East 15th Street, Room 244,
Austin, Texas, before ANDRES ALCANTAR, Chairman; JULIAN
ALVAREZ and RUTH R. HUGHS, Commissioners

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P R O C E E D I N G S

TUESDAY, MAY 22, 2018

(10:42 a.m.)

CHAIRMAN ALCANTAR: All right. Good morning, everyone. I'd like to convene this work session on the Texas Industry Clusters and Careers Outreach Strategy and on our operating budget and LAR. Good morning, Tom.

MR. MCCARTY: Good morning, Commissioners. Tom McCarty, External Relations Director. With me today is Aaron Demerson with Employer Initiatives, Amy Shields with External Relations, and then we have from our partners, from our vendor, we have Mukta with Safal, and I'll have her introduce her team real quick that's going to present for you.

MS. PANDIT: Great. Thank you, Tom. For the record, this is Mukta with Safal Partners, and we are here today to -- sorry.

So for the record, this is Mukta Pandit with Safal Partners and we are really excited to have a chance in this work session to essentially present you with some high level concepts in terms of the research that has been done to date in terms of what we've heard from students, from industry, from some of the tri-agency partners, and then also, run by you a few of the creative concepts that we have and talk to you about the immediate plan.

1 And essentially we're looking for your
2 feedback and your direction, your input, and we will then
3 take that and our team will work on that to get back with
4 you on any of your follow-ups. And I'll go ahead and kick
5 it off and then I also have Adam Maurer and Diane from
6 Deutser, presenting with me on some of the specific
7 components of the presentation.

8 Should I go ahead and get started, Tom?

9 CHAIRMAN ALCANTAR: I'd like to welcome you
10 here this morning and look forward to your presentation.

11 MS. PANDIT: Okay. Thank you. So with that,
12 and if you could move to the first slide?

13 So essentially, we just wanted to take a
14 minute to just remind everybody of the campaign objectives
15 and I believe the Commissioners, you are very familiar with
16 the campaign objectives, but essentially, we are trying to
17 promote the image and the strength of Texas Industries. We
18 have a fantastic industry base in Texas. We want to go
19 ahead and promote that. We want to increase the awareness,
20 particularly in terms of the awareness for students, the
21 awareness for some of their influencers in the -- of the in-
22 demand careers and industries. We want to inspire and
23 attract a workforce with the skills and knowledge that helps
24 us bolster the job creation in Texas. And of course, we
25 want to build partnerships with employers and employer

1 associations, as well as with education, higher ed
2 institutions, and other stakeholders, to make sure we are
3 doing a coordinated effort.

4 The primary audience for this campaign are
5 the students, and when we define students, we are defining
6 an age group of 14 to 24 year olds. And as you will see
7 within that age group, there are actually a couple of
8 subgroups, so there's the younger subgroup and a slightly
9 older subgroup. And we will always be, you know,
10 personalize the campaign to that. But we are also targeting
11 as a secondary audience the influencers; so the parents, the
12 counselors, the teachers, anybody that can influence the
13 student, but front and center, this campaign is targeting
14 the students.

15 And this is a team you'll see throughout both
16 our -- my presentation and my colleagues, because we --
17 while we are -- while the content we are promoting is
18 industries, the Texas industries, we want to make sure that
19 this is a marketing campaign that is attracting students.
20 So there is a content we want to deliver, but we want to
21 make sure that we make it highly relatable to students. We
22 make it cool for students. We make it so that they can be
23 attracted and then once they're attracted to the campaign,
24 we will obviously work with the -- with the content pieces
25 to make sure we're giving them the information we need to

1 deliver.

2 So sometimes you'll see things like we may
3 not lead with exactly what you want to tell them, but that's
4 intentional because we're trying to draw them in into
5 something that a student would find interesting, and then go
6 back and share with them some of the perspectives that we
7 would want to make sure they have.

8 CHAIRMAN ALCANTAR: But in all that we do,
9 we're doing the first objective?

10 MS. PANDIT: Yes. In all that we do, we are
11 always -- we are promoting the Texas industries. That is
12 the base, but you'll see examples of where we are trying to
13 make that relatable to students. Because when you talk to
14 students, they don't really get clusters, they don't really
15 get, you know, just some of those terms that we are so used
16 to using in our lingo.

17 CHAIRMAN ALCANTAR: Yeah, and -- and I'm not
18 interested in educating them about clusters, but I do want
19 them to understand aerospace defense.

20 MS. PANDIT: Yes.

21 CHAIRMAN ALCANTAR: And I do want them to
22 understand advanced technologies and manufacturing. So if
23 there is a difference, when you talk to a student about a
24 cluster, and when you talk to them about these very
25 important industries in our economy -- but anyway, please

1 proceed.

2 MS. PANDIT: Absolutely, Chairman. So the
3 industries is the base of everything we will be doing and
4 you'll see that reflected throughout.

5 CHAIRMAN ALCANTAR: All right.

6 MS. PANDIT: With that, on the next slide, so
7 I just wanted to summarize for you the process that we have
8 followed to get to this point. So of course, as you
9 mentioned, industries is the base, so one of the first
10 things we wanted to do was listen to the industry and with
11 Aaron's help we were able to put together an industry
12 taskforce and have them come for a stakeholder workshop and
13 they provided fantastic input.

14 We also talked a lot to the tri-agency
15 partners so we've had multiple conversations with TEA, for
16 example, also the coordinating board, and then lastly, we
17 wanted to make sure we heard from students. So we tried
18 really hard to make sure we reached far and wide for
19 students, so we've actually done several focus groups, both
20 in rural markets, as well as big markets, as well as some of
21 the large markets.

22 And we were able to leverage a chance that
23 any arranged for us where we were able to field test some of
24 the creative concepts that we will be showing you with a
25 group of about 100 students. And we were really excited by

1 the amount of time some of these students took and they came
2 and they got engaged and they gave us detailed feedback and
3 perspectives. It was really rewarding to see them sort of
4 engaging with the creators and giving us their direct input.

5 Besides that, of course we did multiple
6 stakeholder interviews. We also did student surveys and
7 stakeholder surveys, so we got input from that as well. And
8 then we did the stakeholder workshop as I mentioned.

9 We also poured through a series of documents
10 that TWC already has that Amy was given to provide to us.
11 We also looked through your existing data sources like LMPI.
12 We also did a national scan of best practices and just ideas
13 on what other states have done, how have they approached
14 this topic.

15 And I know, Chairman, you want Texas to be
16 the leader on this, but we wanted to make sure we at least,
17 you know, looked and saw what was already being done in
18 other states.

19 So with that, I just wanted to sort of
20 emphasize a few things that came out.

21 So one was -- one was this concept of like
22 what do students want to know? So there was concept of like
23 where are the jobs, where are the internships, how much
24 money can I earn. That was definitely front and center of a
25 lot of their questions. Lifestyle was another one, like

1 what kind of lifestyle will I have was important to them,
2 and then also, this concept of like give me one, please.
3 Where I can at least start with the information, even if you
4 then send me to five other places, but let me start in one
5 place.

6 And then this concept about like how do we
7 reach them. So making sure it's a tech savvy, I mean, this
8 is a very tech savvy generation as everyone knows, making
9 sure it's youth-focused, it's using, you know, channels such
10 as Instagram and snapchat, making sure it's real life
11 stories and experiences. So they really responded well to
12 the whole story concept, like don't show me a fact, tell me
13 a story.

14 And that came in again and again in terms of
15 how to reach them. And then this whole concept of visual
16 resources, like don't give me three paragraphs, show me a
17 picture. You want to show me a lifestyle, show me the truck
18 that this person drives, don't describe to me in three
19 paragraphs what this person does.

20 And in terms of the message theme, we heard
21 about this no fluff concept, and so, the idea being like
22 tell me how it is, right? Don't sugar coat, don't try to
23 sell me stuff, like tell me the good, bad, the ugly. This
24 is a very smart generation and so just -- and they want to
25 write their own creative, they want to be their own thing,

1 so like give it to me like it is, like you know, shoot it
2 straight. Keep it simple, keep it focused.

3 Also, like talk in our terms, so you know,
4 give us language that we can relate to that we understand,
5 make it simple or we lose you. Make it fun. That was --
6 fun, engaging, cool came out a lot as well, inspirational of
7 course. And then lastly, this whole concept of we are
8 Texans, we do buy into that. So make it so that it
9 represents Texas youth and there is that sort of identity,
10 that Texas identity built in, which I think is fantastic
11 because I know that's what you guys would want as well.

12 And then, with that, so trying to design the
13 campaign to meet students where they are. And with that, if
14 you would go to the next slide, Amy.

15 I'd like to talk about so -- so our team took
16 all of that input and then we came up with some concepts.
17 But of course, these were adults coming up with concepts,
18 right, even though we tried to put ourselves in the shoes of
19 the student as much as we could, and we followed a process
20 where we did some intermediate work products and got some
21 kids, including some kids with employees of TWC who were
22 kind enough to share with their kids. But we tried to get
23 as much student input as we could and then in Waco we
24 actually had a chance to showcase some of these creative
25 concepts with students and get their reactions as to what

1 they like and what they didn't like. And we were also able
2 to get a diverse age group, so both middle schoolers and
3 high schoolers.

4 And I'm going to invite my colleague here to
5 present some of these in more detail. But what you'll see
6 across is, you know, we're trying to be bold, we are trying
7 to bring a Texas feel to it. We are trying to sort of talk
8 about them sort of owning the narrative, them sort of
9 writing their own story. We are trying to be sensitive to
10 the whole communication, social media aspect, as well as the
11 students. But I'm just going to go ahead and invite Diane
12 to come and showcase some of these creative concepts for
13 you.

14 MS. PITTMAN: Hi. For the record, my name is
15 Diane Pittman, and I am with Deutser.

16 CHAIRMAN ALCANTAR: Good morning, Diane.

17 MS. PITTMAN: Good morning. Well, I just
18 want to start by saying this project has been such a joy for
19 -- for the creative folks. You know, it's such a wonderful
20 thing that we're doing where we have this great news to
21 share about Texas jobs and we just really needed to align
22 with -- with young people about what they are and how they
23 can get there and -- and so it's really -- it's a
24 communication, obviously, issue. And -- and so, we -- we
25 really brainstormed hundreds of names and what to call this

1 and we vetted different things, and we, you know, we
2 researched it, and we really hit on three that rose to the
3 top. And we really feel strongly that all three of these
4 can carry the -- all the different things that we need it to
5 do, and you'll see, too, that we not only have the name for
6 the campaign, but we also have a tagline for each one,
7 because there might be one where the name is -- is a little
8 more straightforward but the tagline has a little bit of
9 that fun engagement. Or there might be one that has more of
10 a Texas emphasis but then the -- the tagline helps explain
11 what we need to explain.

12 So we'll start with the first one, and it's
13 "Level Up Texas." And the tagline that goes with Level Up
14 Texas is, "Create your future. Start here." And as Mukta
15 was explaining, we -- this one was sort of inspired by
16 gamification. You know, this generation has grown up with
17 technology and the gaming is -- I mean, it's just part of
18 their vocabulary, they're used to that, and -- and there's
19 so much that we can build on, there's so much latitude
20 within Level Up Texas because you get the, you know, move to
21 the next level with your -- with your education, level up
22 your career for the older, you know, college age kids, and
23 then the kids that are, you know, 23, 25, level up your
24 lifestyle. And it's all about opportunity.

25 The -- and I'd like to also share, we created

1 a poster just to show -- sort of start with how this might
2 be executed, but we're going to tailor each -- the messages,
3 you know, very specifically for the different audiences. So
4 this is almost just an example to show you what it might
5 looked like, but really, the -- thank you, Adam. And let me
6 just read the body copy.

7 Level Up Texas, create your future, start
8 here. Why not direct your studies toward the biggest
9 opportunities in Texas? Create your future. Find the right
10 skills and education you need. Start here.
11 LevelupTexas.com.

12 So everything we're doing is going to drive
13 them to the website where they're going to get more
14 information, more, you know, ways to click through, more
15 ways to bring the story to life of what -- what does a --
16 how do you get to buy a Ford F250? You know?

17 So that's the -- the first idea.

18 The second concept is Realize Texas. And the
19 tagline that accompanies this one is, write your own story.
20 And as the research showed, we really found that -- that the
21 -- the age group that we're talking to, which is pretty
22 broad, it's 14 to 24, they -- everyone wants to feel like
23 they have some control, they have -- they want to be able to
24 author their -- their future and create their own story,
25 curate, you know, the word curate is kind of, you know, pick

1 -- pick the things that they want to put together for their
2 life and realize story works on several levels. It -- it's,
3 you know, realizing your -- your -- your dream job, your
4 career, your potential, but also, it's realizing the reality
5 of what Texas has today to offer and connecting those dots.
6 And so this poster example has the sort of fill in the blank
7 approach, which the -- the group in Waco really gravitated
8 toward that sort of fill in the blank idea.

9 So realize your dream job, realize potential,
10 realize your future, write your own story. Realize what you
11 want in life. Make the smart move and go to
12 RealizeTexas.com to find out more about Texas jobs and how
13 to get them. Realize Texas. Write your own story.

14 CHAIRMAN ALCANTAR: That's so different from
15 the first one. It -- it has no visual pull for me, but I'm
16 not -- I'm not 16 or 17 or 18 or 21, but anyway, please keep
17 going.

18 COMM. HUGHS: And can I just ask, on Realize,
19 is that something that would be unique to this campaign or
20 are there other "realize" in other states in terms of that
21 specific message? I mean, I think we have an achieve Texas
22 in other areas, so I just wondered if -- how unique
23 "realize" was as a concept to Texas or to this program.

24 MS. PANDIT: If I can just interject. We
25 didn't see realize for any other state, but yes, we -- there

1 is Achieve Texas, so there is some similarity to that and I
2 think one of the reasons we were choosing "realize" over
3 something like achieve was they also need to realize the
4 skills they need to have to get to some of those jobs.
5 There was also that factor. But Chairman, your feedback in
6 terms of like where -- what you are liking, what you're not
7 liking, is exactly what we want to hear today, because we
8 are just presenting concepts here and I think based on your
9 feedback, we can go back and come with revised solutions.

10 COMM. HUGHS: And it does tell -- the
11 students though overwhelming chose the "realize" concept and
12 the visual at the Yes Expo?

13 MS. PANDIT: So I -- I will get a double
14 confirm, but it wasn't so much the word, it was the concept
15 of the writing your own story and this whole concept of like
16 having something handled and having a blank, being able to
17 like -- they want to feel like they own it, like it's their
18 narrative, they are -- they are in control of their own
19 narrative.

20 So I don't necessarily think -- and Diane,
21 you can correct me if I'm wrong, but it wasn't so much the
22 visual or the tagline, although we did get their feedback on
23 that, but that whole concept of like it's the handwritten,
24 it's the -- it's the empty like I fill in the blank concept,
25 that I think was the most appealing to them.

1 Diane, would you like to add to that?

2 MS. PITTMAN: No, I think that's accurate,
3 that they really like to feel the sort of sense of
4 independence. And I do want to mention that this is just
5 one execution so I think that if we can focus on more like
6 the name of the campaign that we -- we will do multiple
7 executions not just -- like we wouldn't just do fill in the
8 blank on Realize Texas. I think, for example, you might
9 imagine we'll be doing radio, also that like the -- we
10 talked about in social media doing some cool infographics
11 where you have little bubbles that show, you know, Maria who
12 drives a, you know, a Ford Festiva and what she makes and
13 what she pays for rent, and what her -- maybe her student
14 loans are. And then, you know, we'd have hundreds of those
15 and just sort of -- we would really bring it to real life
16 what it means to, you know, to realize what it takes, you
17 know, for the lifestyle you want in Texas.

18 CHAIRMAN ALCANTAR: Okay.

19 MS. PITTMAN: The third concept is "Jobs
20 Y'all." And the tagline is, the smart track to a Texas-
21 sized career. And obviously, this one has a little bit more
22 personality. We -- we really -- what inspired this was
23 thinking big, you know, we were thinking what is going to
24 break through the clutter, what is going to be the next
25 Don't Mess With Texas. And so this one -- while the others

1 are really strong, is -- is just a little bit I would say
2 maybe has a little more personality and a little more Texas
3 feel.

4 And the -- you know, it's positive, it's
5 conversational, and -- and again, we -- we feel like any of
6 these can -- can hold all the multiple practical things that
7 we need to do, and I'll just -- this particular execution
8 says Texas industries have the upper hand. Why not direct
9 your studies toward the biggest opportunities in Texas.
10 There are heaps of well-paying careers, but you have to have
11 the right skills and credentials to apply. Learn more at
12 JobsYall.com. Jobs Y'all, the smart track to a Texas-sized
13 career.

14 And then just to show you that when we were
15 saying multiple executions. We also took this one and
16 combined it with the "realize" idea to show you that it can
17 work. Sorry, this is a little bit smaller, but we have the
18 realize dream job, realize potential, realize your future,
19 with a hand drawn, kind of the graffiti feel, and then write
20 your own story, it's your future. Write -- make the smart
21 move to JobsYall.com and find out more about the best Texas
22 jobs and how to get them. Jobs Y'all, the smart track to a
23 Texas-sized career.

24 So we have -- we have flexibility with the
25 execution with each one.

1 So Commissioners, do you have any questions
2 for me?

3 CHAIRMAN ALCANTAR: Commissioners?

4 COMM. ALVAREZ: No questions.

5 COMM. HUGHS: Not yet. I'm going to have
6 questions at the appropriate time in terms of we have our
7 Texasrealitycheck.com, which is a lifestyle exercise, right?
8 So I'm just trying to figure out how we're going to leverage
9 our existing resources to make sure that we don't maybe
10 recreate the wheel if we have some resources that are
11 already guiding students. I don't know if that that's the
12 one stop sort of beginning place that they would be looking
13 and then we would implement graphics on top of that or if
14 we're talking about creating an entirely new website.

15 CHAIRMAN ALCANTAR: Well -- go ahead. I have
16 a -- I have a follow-up comment.

17 MR. MCCARTY: Okay. So with the applications
18 we have like reality check, career check, all of those,
19 those would be incorporated into the development of all
20 this, so we're not going to be recreating anything new over
21 that, but they would become parts of this.

22 CHAIRMAN ALCANTAR: Yeah. So what I see is
23 the important part is the -- the concept and then the
24 taglines and how we combine those and which one will
25 generate -- which one will sustain themselves over time and

1 time is six months to six years hopefully, and just an
2 evolving kind of campaign where we're heading these students
3 as they're having to select an endorsement in middle school,
4 decide on a college or a post-secondary journey for a
5 college student who's trying to have a reminder that there
6 are resources for them when they can't figure out what they
7 really want to do their degree in. And I -- and -- and so
8 we attract them, we remind them that there are all these
9 tools that they have had available to them for a number of
10 years, have been updated, and we update and our boards have
11 other tools and TEA and the co-board has tools, but nobody
12 uses them because they're not drawn to them. And we collect
13 a way to bring it all together and -- by highlighting our
14 industry partners so that they help us sustain this, they
15 become a part of this effort, and I think that's the only
16 way we make any use, any legitimate use, of these tools that
17 we spent a lot of time developing and making available and
18 enhancing like we've done over the past 18 months.

19 We have some really good tools but they're
20 not used. TEA has some good tools; they're not used. The
21 co-board has some stuff and they're not used.

22 There's commercial products out there that
23 differ boards are using and they're not effectively
24 incorporated into our schools or into our colleges and
25 technical schools. The colleges do some investment, the

1 ISDs do some investment, but there's nothing that brings
2 together our students in a forum and in a place that -- in a
3 campaign and if we're ever going to impact their behavior
4 and their behavior is to be -- is honoring their choice
5 about what they want to be and what they think they can be,
6 what they dream to be, we just need to kind of pull them
7 together into something where they hopefully talk about it
8 once or twice a year when they have these very important
9 choices to make and their parents are aware that this
10 information is there. And I think that's why this work is
11 important.

12 And -- and then we build up all these tools
13 and take them to the place where they can be and then -- and
14 so when I look at these, I like aspects of each of those,
15 like Texas Industries Have the Upper Hand. I like that.
16 But I also like -- I wasn't as crazy about Level Up when I
17 saw it earlier, but as I listened to you, I became a little
18 bit more comfortable with it, and -- and then with Realize
19 Texas, maybe not as much as Level Up, but in terms of the --
20 the graphics for Level Up, right, the visuals, but the fact
21 that you can integrate different aspects and -- but what is
22 our best tagline from your perspective?

23 And it's really a question to you as -- if
24 we're trying to accomplish that by making our students aware
25 of these different sectors, biotech, life sciences,

1 healthcare, it's just not one job, it's maybe a hundred
2 jobs; advanced technologies and manufacturing, it's some of
3 the same jobs that are in IT, some of the same jobs that are
4 in healthcare, but then you have all these other exciting
5 jobs in these different environments because it's a
6 different kind of industry. So how do you project that
7 advanced technology and manufacturing facility which is
8 clean, it's exciting, it's innovative, it's creative, it's
9 disrupting, it's -- you know, it's -- it's different aspects
10 of what touches us, and then highlight the broad range of
11 occupations.

12 And that's really the sweet spot in terms of
13 if, from my perspective, in terms of what we're trying to
14 hit, but Commissioners, anything else?

15 COMM. HUGHS: I have a question about when
16 you did receive feedback about these different programs, was
17 it broken down in terms of age or gender in particular or
18 was it just, you know, students kind of reacting to what
19 they liked and you just have numbers on that? Just
20 wondering if there's a gender preference for example?

21 MR. MAURER: This is Adam Maurer with
22 Deutser. So the creative focus in Waco specifically, we
23 tracked age group by grade and we have that data and can
24 share it.

25 What we noticed was the bolder more engaging

1 visuals were preferred by a younger more male demographic.
2 So they were drawn to the -- the Level Up arrows and snakes
3 and there were some anecdotally that would even associate
4 that with oh, I see that that's a path that I can get on,
5 that's like the maze that I have to navigate. The older
6 students were more drawn to the realized. They -- they
7 incorporated the words in their interpretation, so as they
8 said, you know, realize potential, okay, I understand that I
9 have potential, I need to realize my dream job.

10 So we definitely skewed more bold graphic
11 visually younger and male, more message older and female.

12 COMM. HUGHS: Interesting. So that tells me
13 we need to find a sweet spot in-between, right? Just to
14 make sure we don't miss half our demographic one way or the
15 other.

16 CHAIRMAN ALCANTAR: What was the sample size?
17 What was the sample size in terms --

18 MS. PANDIT: It was 100 students.

19 CHAIRMAN ALCANTAR: It was 100 students?

20 MS. PANDIT: And I just want to like sort of
21 reassure you that, I mean, I think once we settle on a broad
22 concept like each of these concepts, we'll have multiple
23 iterations so to speak. So there will be -- like, for
24 example, even if we took jobs y'all, we will probably have a
25 slightly different messaging, slightly different collateral,

1 slightly different outreach strategy for the younger
2 students, we would have slightly different ways to reach
3 some of the other regions. We will have -- you know, like
4 we will -- at this point, like we need to sort of, you know,
5 over the next few week or so, if we can just get the
6 overall, the overall arching, the overarching name, like
7 within it there is a lot of room for sort of flexibility,
8 interpretation, virtualizing it, microtargeting it, making
9 sure we tie it, for example, there's an advanced
10 manufacturing week, but you can still have a Joys Y'all
11 overall campaign theme and it would still stay this is
12 advanced manufacturing week, let's come to Jobs Y'all and we
13 talk about advanced manufacturing today.

14 Tomorrow you may want to talk about energy,
15 so like we want to make sure those spotlight features can be
16 reused and recycled and they will -- they are what we keep
17 the campaign fresh, but that overarching theme is what we
18 want to make sure is a memorable piece that students will
19 gravitate towards. And it'll stick onto them and they'll
20 remember to go there.

21 Because you're right, like we have so many
22 tools and they're all great tools, but the only challenge is
23 we -- we don't have enough traction on students. If we can
24 just give them their spot to come to and then essentially
25 link it to those other sites, that is what we would like to

1 be able to do.

2 COMM. HUGHES: And did the research all
3 include input by TEA or higher ed coordinating board or not
4 specifically?

5 MS. PANDIT: Yes, Commissioner Hughes,
6 absolutely. We spoke to multiple folks at TEA. We also had
7 them come for the stakeholder workshop. We also spoke to
8 the coordinating board. We also spoke to some of the
9 workforce development boards. They actually also helped
10 setup some of these focus groups, so yes, the tri-agency
11 partners were heavily involved.

12 COMM. HUGHES: Does that provide any
13 additional insight on guidance as to which one of these
14 campaigns might be more effective or that may not have come
15 up specifically in the stakeholder meetings, but I'm just
16 curious to know the full picture, particularly if -- are we
17 voting today? Is that what we're doing? Everything we do
18 when we pass something is by a majority vote, but I don't
19 know if that's what you're asking for or not.

20 MR. MCCARTY: So -- so right now what we're
21 looking for is guidance between the three concepts, if you
22 like any of the concepts or specific features of each of the
23 concepts, and we can then combine into one proposal that
24 they'd bring back to you.

25 COMM. HUGHES: Okay. Is that a vote?

1 MR. MCCARTY: Uhm --

2 CHAIRMAN ALCANTAR: Well, I think we can --
3 if we can agree, that -- that probably helps the process
4 along, right?

5 COMM. HUGHS: Yeah.

6 CHAIRMAN ALCANTAR: In terms of concentrating
7 and -- and some clarity to this. I think that's preferable
8 from the perspective of our partners, correct? You want to
9 keep moving, so you'd like -- what don't we like? I guess
10 is -- is the first question is you have four, you've already
11 knocked off one, we're left with three. Is there a
12 preference?

13 COMM. HUGHS: I mean, I like the -- I guess
14 I'm with the demographic of the females and older students,
15 I like the realized concept. I think Jobs Y'all is really
16 entertaining and catchy. I don't think the Chairman
17 necessarily agrees on that, but I think --

18 CHAIRMAN ALCANTAR: I have trouble with
19 "y'all."

20 COMM. HUGHS: -- combining Jobs Y'all with
21 all of the realized might start to get too busy. So we
22 might need to be more focused on whether, you know, if we
23 just go with realized.

24 Level Up is actually not at all engaging to
25 me.

1 COMM. ALVAREZ: I don't like level either.

2 CHAIRMAN ALCANTAR: I only like the graphics.

3 COMM. ALVAREZ: Yeah, I do, too.

4 CHAIRMAN ALCANTAR: And I like the tagline.

5 What was the tagline for Level Up?

6 COMM. HUGHS: I don't know, I'm not a gamer,
7 so.

8 MS. PANDIT: Create your future, start here.

9 MS. PITTMAN: Yeah, create your future, start
10 here.

11 MS. PANDIT: But we can use that tagline for
12 others if you like that tagline. And you like the graphics,
13 the pathways and the snakes, okay.

14 CHAIRMAN ALCANTAR: Yes. Yes. So Realize
15 Texas with different graphics. And the other one reminds me
16 of our old -- the dark and the colors reminds us of some of
17 our NASA related work from the turn of the century here, to
18 me.

19 COMM. HUGHS: The chalkboards?

20 CHAIRMAN ALCANTAR: No, well, the Our Texas
21 Cares, whatever it was called.

22 MR. MCCARTY: With the spinning gloves?

23 CHAIRMAN ALCANTAR: It's a little too retro,
24 yeah.

25 COMM. ALVAREZ: So can ask you why -- what

1 does level up mean? Where did you get that concept? I
2 mean, is it a young adult, 14 year olds, the group that you
3 were interviewing, understand what level up means? Because
4 I -- I'm not sure if that's catchy.

5 CHAIRMAN ALCANTAR: Adam's not in agreement.
6 He's younger than we are, but I don't know that he's young
7 enough to know.

8 MR. MAURER: It's the idea of playing a video
9 game where you -- your character reaches a certain
10 threshold, gets extra points, gets more power, gets to do
11 more fun stuff. So it's a milestone.

12 COMM. HUGHS: And, you know, it's interesting
13 like in the aviation area in Dallas they did the fly by
14 where they have the community college that created the video
15 game to get people interested in that industry. So I guess
16 I'm associating it with a commitment to, you know, maybe if
17 someone goes to a site that says Level Up Texas, that you're
18 going to hit some kind of a gaming type interaction or I
19 don't know. And -- and that's fine. I'm just not sure that
20 it reaches everyone the same way as kind of realizing your
21 own path might. So that was just why I leaned more towards
22 that one.

23 CHAIRMAN ALCANTAR: So Realize Texas --

24 COMM. HUGHS: They're all good, by the way.
25 Good job.

1 COMM. ALVAREZ: Uh-huh. Yeah, they're very
2 good. They're very good.

3 COMM. HUGHS: You put your vision out there
4 and then --

5 COMM. ALVAREZ: Yeah, they're very good.

6 CHAIRMAN ALCANTAR: I guess if this wasn't
7 involving education I'd be more comfortable with "y'all." I
8 don't know, it's -- but anyway.

9 COMM. ALVAREZ: And I like careers. I don't
10 -- I'm -- you know --

11 MR. MAURER: Interestingly -- sorry.

12 COMM. ALVAREZ: -- we try to use -- at least
13 I try to use the word career as much as possible. And so, I
14 mean, do we want our kids to go into jobs or do we want to
15 follow careers, career paths. We talk a lot about career
16 paths and when we're in school. I'm not sure how you can
17 incorporate that, but you know, like when we were talking
18 about Level Up Texas. I mean, I wrote down career up Texas.

19 I mean, I don't know. I just -- I like the
20 word career more than I like the word job. That's just my
21 input on that word.

22 CHAIRMAN ALCANTAR: So it sounds like, if I'm
23 --

24 COMM. ALVAREZ: Because, you know, on the 60
25 by 30 we talk about career paths.

1 CHAIRMAN ALCANTAR: I'm not speaking for my
2 fellow Commissioners, but having listened to them speak, and
3 I sounded like -- like we're all comfortable generally with
4 Realize Texas; is that fair? Yeah? Commissioner?

5 COMM. ALVAREZ: Yeah.

6 COMM. HUGHS: I hate to see Jobs Y'all go,
7 but if you're going to throw out proper grammar now.

8 CHAIRMAN ALCANTAR: We can do it like a video
9 spot with Jobs Y'all under Realize Texas, to make --

10 COMM. ALVAREZ: I'll let you borrow one of my
11 hats.

12 MS. PANDIT: If we can just offer one
13 negative input there, so I think it's easier for us to embed
14 the Realize Texas teams within and overarching Jobs Y'all.
15 It's probably slightly harder to embed Jobs Y'all within
16 Realized, just because Jobs Y'all is much bolder, more fun,
17 more memorable, it's like the Don't Mess With Texas sort of
18 stake in the ground.

19 So -- the Realize can be folded in much more
20 easily than Jobs -- like if you are liking both, I just
21 wanted to offer that as an input.

22 CHAIRMAN ALCANTAR: Okay. Well, we do have
23 stakeholders there. They all have children or know a child
24 or a -- paying for somebody to go to school.

25 COMM. ALVAREZ: Courtney.

1 COMM. HUGHS: She's voting silently.

2 CHAIRMAN ALCANTAR: Raise your hands. Well,
3 we may not honor the outcome of the vote just -- Realize
4 Texas raise your hands. Okay. Level Up Texas or Level Up?
5 Jobs Y'all? Okay. That was pretty instructive. Okay. And
6 it reflected our thinking. I don't know if that was
7 intentional or not.

8 Thank you for being so deferential on your
9 votes.

10 COMM. HUGHS: All right. Our staff mirrored
11 our votes.

12 COMM. ALVAREZ: Mine didn't vote.

13 CHAIRMAN ALCANTAR: All right.

14 COMM. HUGHS: And I will say while I like the
15 Jobs Y'all, the rest of it, the visual, I'm not sure that I
16 find as engaging or that it draws you in like the other
17 campaigns. It really is just the tagline. So knowing that
18 there's some discomfort with it, I think you're right,
19 Chairman. That may end up more in the -- in the Realize
20 space.

21 CHAIRMAN ALCANTAR: We can always go to Jobs
22 Y'all at a future date if this one falls flat.

23 MS. PANDIT: I hope not.

24 CHAIRMAN ALCANTAR: That would cost you
25 money. I know. I know.

1 MS. PITTMAN: Well, thank you very much for
2 that. Your feedback is wonderful. So now we can shift to
3 media.

4 CHAIRMAN ALCANTAR: I like working with you.
5 I like the -- like the good guidance there.

6 MR. MCCARTY: Commissioners, if I may.
7 Tagline wise y'all -- do you like the tagline that's
8 associated with Realize Texas? Did you have a preference
9 over the other taglines? Just so we can kind of -- you
10 know, kind of get that additional feedback from you all as
11 we move forward.

12 CHAIRMAN ALCANTAR: Great, your future starts
13 here.

14 COMM. HUGHS: Write your own stories --

15 CHAIRMAN ALCANTAR: Yeah.

16 COMM. HUGHS: -- is the Realize one.

17 MR. MCCARTY: Yes, ma'am. And then on Jobs
18 Y'all it was the smart track, the Texas-sized careers. And
19 on Level Up it was career your future start here.

20 COMM. HUGHS: I like write your own story,
21 but that's my two cents, y'all.

22 (Laughter)

23 CHAIRMAN ALCANTAR: The smart track, a Texas-
24 sized career, that's -- you want to focus on career,
25 Commissioner Alvarez.

1 COMM. ALVAREZ: I mean, we talk about them in
2 60 by 30. That's all we reference. We don't talk about
3 jobs. We talk about career paths.

4 CHAIRMAN ALCANTAR: What do you think? You
5 don't cons -- do you consider smart track to a Texas-sized
6 career to be fun, and it's not right. The only fun part of
7 Jobs Y'all is Jobs Y'all.

8 MS. PANDIT: Yes.

9 CHAIRMAN ALCANTAR: Okay.

10 MS. PANDIT: I mean, if you -- if you are not
11 going to take the Jobs Y'all title, I mean, that -- and it
12 --

13 CHAIRMAN ALCANTAR: The context.

14 MS. PANDIT: I was told by Amy not to share
15 my opinion, but in my opinion --

16 CHAIRMAN ALCANTAR: No, we want your opinion
17 actually. That's what we're paying you for.

18 COMM. ALVAREZ: We're paying for it.

19 MS. PANDIT: If you're not -- if you're not -
20 - if -- I mean, the Jobs Y'all is the best part of that
21 whole concept. So if you're going to not take that, I
22 wouldn't bother taking the other pieces. I would then stick
23 with the Realize Texas as is and do the write your own
24 story, because that did resonate a lot like --

25 CHAIRMAN ALCANTAR: Okay.

1 MS. PANDIT: The power of the Jobs Y'all is
2 just the bold memorable statement. So if you're
3 uncomfortable with that, I wouldn't try to salvage other
4 pieces from it.

5 CHAIRMAN ALCANTAR: Okay.

6 MS. PANDIT: Sorry, Amy.

7 CHAIRMAN ALCANTAR: So Realize Texas, with
8 some -- maybe some different graphical background. Does
9 that work?

10 MS. PANDIT: Yes.

11 CHAIRMAN ALCANTAR: It does?

12 COMM. HUGHS: And we'll have to just figure
13 out though to the -- to the Commissioner's point of how to
14 incorporate career as an important part of the guidance,
15 which may be self-evident as we go in here. I don't know
16 how to change write your own story to instead have a
17 reference to career and still keep it as short and succinct
18 to draw the audience in. But his point is well taken, that
19 we do have that sense of career kind of tying in to more of
20 a purpose and a lifestyle than just a job. Although job is
21 a shorter word.

22 COMM. ALVAREZ: And I'm actually thinking
23 about changing my vote to Jobs You All (sic).

24 CHAIRMAN ALCANTAR: Are you?

25 COMM. ALVAREZ: Because I'm thinking of the

1 marketing campaign, Chairman, where you'll be wearing a hat.

2 (Laughter)

3 CHAIRMAN ALCANTAR: I'm not going wear boots.

4 COMM. ALVAREZ: And a boot and --

5 COMM. HUGHS: You already have your two-step
6 for that.

7 COMM. ALVAREZ: -- maybe a -- and a tooth --
8 and a cigar or something; pipe.

9 CHAIRMAN ALCANTAR: Are we making a mistake
10 of letting go of Jobs Y'all?

11 COMM. ALVAREZ: I think we are.

12 MS. PANDIT: I don't think you're making a
13 mistake by picking any of these three. So it's really up to
14 your preference.

15 (Pause)

16 MS. PANDIT: Do you want us to try and see if
17 we could incorporate the Jobs Y'all piece somehow in the
18 Realize overall campaign? We could probably -- we can make
19 it a hashtag. We could do that.

20 CHAIRMAN ALCANTAR: Well, there you go.
21 That's an idea.

22 MS. PANDIT: Yeah.

23 COMM. HUGHS: Because I will say other than
24 Jobs Y'all --

25 CHAIRMAN ALCANTAR: I'm comfortable with

1 that.

2 COMM. HUGHS: -- I don't prefer the graphics,
3 the bold letters, the do put your eggs in one basket, I -- I
4 just -- I didn't get there at all unfortunately. I mean,
5 like the Texas industries having a -- none of that I thought
6 would speak to the audience compared to the others. So I
7 think that's where we would need a connection between Jobs
8 Y'all and a different type of graphic that is something that
9 students would react to more, you know, even as seen in the
10 little focus group that -- that was done. Well, I think it
11 came in third, right?

12 MS. PANDIT: The Level Up came third. Jobs
13 Y'all came second, I think. Right?

14 MR. MAURER: Yes, it was.

15 COMM. HUGHS: I think it -- I thought it was
16 Level Up and then -- Realize, then Level Up, and then Jobs
17 Y'all, but okay.

18 MS. PANDIT: Why don't we take your feedback,
19 I think this is fantastic feedback, and then we can come
20 back and what I'm hearing is overall liking the Realize
21 Texas, getting approval to move ahead with that, and then
22 figuring out a way to not use the -- just the Jobs Y'all
23 part of it and figuring out a way to integrate that. If
24 that's okay with you, we can -- we can move forward with
25 that.

1 CHAIRMAN ALCANTAR: Yeah.

2 COMM. HUGHS: I guess it's challenging
3 because there's such great parts in each of them, so -- but
4 I envision you know, New Jersey saying Jobs Yous, and all
5 kinds of applications across the country, and we'll have
6 y'all.

7 CHAIRMAN ALCANTAR: How do you say it in
8 Canada?

9 COMM. HUGHS: I don't know. You tell me.

10 (Laughter)

11 CHAIRMAN ALCANTAR: Jobs Eh?

12 MR. MAURER: It was interesting asking the
13 students specifically for feedback on Jobs Y'all. The most
14 common response was, well, it sounds like Texas.

15 CHAIRMAN ALCANTAR: Okay.

16 MS. PANDIT: You can't have another state
17 copy that campaign, that's for sure.

18 CHAIRMAN ALCANTAR: And so for the record, I
19 am the elder statesman up here, so I'm probably the least
20 cool in terms of connected, but I do have three kids, so
21 that kind of gives me a little bit of wiggle room in turn.
22 But I guess I should have asked them what they thought,
23 right?

24 COMM. ALVAREZ: Jobs Y'all keeping it alive,
25 right?

1 COMM. HUGHS: I think that they're going to
2 see what they can do with that, right? And so we'll kind of
3 revisit that? But the guidance is somewhere in that sweet
4 spot.

5 CHAIRMAN ALCANTAR: I -- I've gotten a lot
6 more comfortable as we've talked about this.

7 MS. PANDIT: That's great.

8 CHAIRMAN ALCANTAR: So Realize Texas,
9 integrating/merging in Jobs Y'all as a hashtag at a minimum.

10 MS. PANDIT: Uh-huh.

11 CHAIRMAN ALCANTAR: And giving it some -- a
12 little bit more color or flavor to it.

13 MS. PANDIT: Okay. That's super helpful.

14 CHAIRMAN ALCANTAR: At least on the landing
15 page, right?

16 MS. PANDIT: Yes.

17 CHAIRMAN ALCANTAR: Okay.

18 MS. PANDIT: So let us move on to another
19 concept that we wanted to talk to. So, Chairman, absolutely
20 this whole campaign is based on industries and we want to
21 highlight industries. But what we also want to do is figure
22 out a way to make these industries come to life.

23 CHAIRMAN ALCANTAR: Uh-huh.

24 MS. PANDIT: So not just talk about the
25 industry in text, but have some images, have some specific

1 things that people can relate to that we can highlight.

2 So we started thinking about how can we make
3 that whole industry concept relatable to students and how
4 can we not have it where it's sort of like, you know, it's
5 Realize Texas. You come here oh, there are all these 200
6 jobs, now we'll figure it out. Right? So we wanted to have
7 something in the middle where even though we were leading
8 with the industry, we were going at least one level deeper
9 to give them something specific that was still simple and
10 focused and wasn't here's a huge database go figure it out.

11 CHAIRMAN ALCANTAR: Yeah.

12 MS. PANDIT: So from that, what we tried to
13 do was we took your -- we started with the TWC data as a
14 starting point, so you know, team like LMCI does fantastic
15 work. We took that data, we actually took the top 25
16 occupations for each cluster, for each of the industries,
17 the eight industries, and then we compared those top 25
18 occupations for each of the clusters, so that was a total of
19 200. Then we realized that a lot of the occupations were
20 actually common, so once we filtered it down to the unique
21 occupations, we got about 100. And then we said, well, we
22 also want to make sure that there is an entry-level wage
23 which is at least 35,000. And that does drop something like
24 a truck driver if you want to include that, that would be at
25 30,000, but that would be your call. But we did at 35,000

1 sort of filter and that narrowed the list of occupations.
2 And then we also said is there enough of a differential
3 between an entry-level wage and an experienced-level wage to
4 make sure that there's some growth in that career, like
5 we're not, you know, promoting something that's a dead end
6 sort of place.

7 So that narrowed it down even further. And
8 then we started looking at it, okay, so where are the most
9 sort of projected jobs in 2024 across the state of Texas.
10 So with all of that, we narrowed it down to about 12
11 occupations, and all of these occupations have very boring
12 sounding names, so I will -- we will work with our marketing
13 team to come up with a better description, but essentially,
14 we came up with 12 occupations. And then that was basically
15 Texas-wide.

16 So then we said we have to make this campaign
17 regional, so then we dig deeper into each of the regions and
18 the good news was, a lot of those -- and we looked at what
19 are the top 10 occupations for each region. And for each of
20 those regions, a lot of those occupations did overlap. So
21 those 12 that we selected statewide showed up in most of the
22 regions.

23 But then we found additional eight
24 occupations that were prominent for certain regions, but
25 they didn't -- they didn't like go all the way up to a state

1 level thing, but they were highly prominent in select
2 regions. So we did a combination of the 12 plus 8, we
3 figured 20 was a manageable number. And the one thing I
4 want to make sure we are very clear on is, we -- it would be
5 a mistake to sort of come out and say here are the 20
6 occupations we are promoting, right? Because that would be
7 a very short-term thing, it does not -- it's not going to be
8 sustainable, you're not really trying to move them to a
9 particular occupation, you want them to think careers, you
10 want them to think industry.

11 So the concept here is we still lead with
12 industry, but let's say on the advanced manufacturing
13 landing page, so we have the website with the Realize Texas,
14 there is a component, there's a -- there is a page for each
15 of the industries, one of them is let's say advanced
16 manufacturing, we want to bring it to life with examples,
17 but we want to include examples that are in demand, high
18 wage occupations and not just random ones.

19 So the idea for these 20 is they would
20 provide us with a folder to have sort of a rotating set of
21 ambassador stories, for example, like we could use a set of
22 videos for example that we could use. We could set up like
23 okay, come talk to software developer and see what they do
24 and maybe you have a Facebook Live or an Instagram or a
25 snapchat chat, that's highlighting that particular thing.

1 But we wanted to make sure that we were pulling these
2 stories from a pool that was vetted so we weren't
3 highlighting inadvertently a job and an occupation that you
4 really wouldn't want the kids to consider.

5 So that is the logic behind trying to come up
6 with a set of 20 that we can select. And then we
7 essentially tried to do two things.

8 We wanted to crosscheck this list with the
9 clusters to make sure all the clusters were represented,
10 that we weren't getting into a situation where 20 -- you
11 know, 15 of these occupations were from one cluster and then
12 there were five clusters that didn't have anything
13 highlighted. We also wanted to crosscheck these occupations
14 with regions and make sure that they represented a pretty
15 significant portion of the jobs that you're trying to
16 promote in that region.

17 So both of those, if Amy, if you could go to
18 the next slide. So I know this is a little bit hard to
19 read, but the idea here is it's simply listing you the top
20 20 occupations on the left-hand side and you will notice
21 these are very boring names. So please just know that we're
22 going to take the concept of that occupation and come up
23 with a -- sort of a much better way to describe it. But the
24 idea is we wanted to look at these occupations and -- and
25 these are the names from the LMCI dataset. And then compare

1 it across the -- the clusters, the eight industries that we
2 want to focus on.

3 And so you'll see that at least four
4 industries -- four occupations -- are highlighted within
5 every cluster. So no matter which cluster you pick, there
6 are at least four occupations that we can use to be able to
7 tell a story about that cluster. And in some cases, it's up
8 to seven. So like biotech and life sciences, if you just
9 kind of visually see wherever you see the green shading, is
10 where that occupation is represented in that cluster. So
11 something like accountants and auditors goes across
12 clusters. Every cluster has accountants and auditors as one
13 of its top occupations.

14 But then you have certain clusters like
15 transportation and logistics, like advanced technology and
16 manufacturing, like biotech, like energy, where it's even
17 more than the four occupations highlighted in that cluster.

18 And again, the main purpose here was to make
19 sure that we were doing somewhat of a representation that
20 wasn't totally skewed towards one industry versus another.
21 And then the -- if you go to the next slide, Amy. I don't
22 know if we have the regional breakdown. We don't. Okay.

23 Another view that we did was actually see how
24 these occupations broke down for the regions. And an
25 interesting statistic that we found was so if you look at

1 the top 25 occupations for each cluster that TWC's already
2 currently promoting, and you look at all of the jobs that
3 are in that list for each of the regions, if you don't look
4 at all 200 and just look at these 20 that you highlighted,
5 they still represent at least 70 percent, in some regions
6 it's higher than 70 percent, but at least 70 percent of the
7 projected job growth in 2024 for each of the regions.

8 So no matter which region you pick, you know,
9 if you highlight those 20, you at least are covering at
10 least 70 percent of the jobs that you are already trying to
11 promote with the 200 occupations.

12 So we felt like doing this sort of tackling
13 the occupations in a bit of an 80/20 way because we didn't
14 want to bombard students with like 200 and like only way you
15 deal with 200 is has a database, we'll figure it out. We
16 wanted to start with here are some examples, it's a small
17 enough number we can do video stories, rotating pieces, we
18 can certainly keep it fresh so we're not committed to these
19 20. Something can drop off, something can come in, and it's
20 a rotating piece that we can keep fresh and the idea is we
21 get them attracted and then of course we can say to find out
22 more go to the LMCI website for example or go to whatever
23 other websites we already have in place.

24 So that's the concept that we -- in attempts
25 of keeping it at the industry level but still trying to make

1 it relatable to the students. That's sort of our current
2 approach if that's -- if you have any feedback or questions
3 on that.

4 COMM. HUGHS: I think it's important to know
5 what educational attainment is required for each of the 20
6 and so it'd be nice to see that kind of breakdown so you
7 know if you're investing a year of your life, two years of
8 your life, four years of life, and kind of what that looks
9 like for each of those, and then I think they represent a
10 diversity in educational pathways, which is good.

11 But do you have that breakdown or --

12 MS. PANDIT: So Commissioner Hughs, the
13 interesting thing there is no easily available public source
14 of data that actually does that. Interestingly enough,
15 we're actually also working with the Texas Education Agency
16 to help them develop some programs of study so we will
17 probably know that and have that.

18 Our idea is this is not student facing
19 information, but for student facing, once we have that data,
20 this is exactly what we want to show them. We want to
21 answer three questions.

22 We want to have a visual image of the
23 occupation, something that visually attracts them rather
24 than a factual description.

25 We want to somehow very easily answer the

1 question how much money do I make, what sort of entry and
2 experience.

3 And we want to visually easily answer the
4 question what do I need to do to get there.

5 So your concept of does it require a post-
6 secondary, does it require a bachelor's, does it require a
7 technical credential, we would ideally, if we get agreement
8 on yes, use this approach, we will ideally dig a log deeper
9 in these occupations, work with the industry, and then we
10 could -- because I'm sure the industry people can easily
11 help us color coordinate this to say okay, these occupations
12 you have to have a bachelor's degree, these you don't, and I
13 believe from our first look, we have a fair amount of
14 diversity and -- within each of these occupations there are
15 different levels. So you can, for example, start at a
16 certain level, but to get to the experience level, you may
17 have to get a higher degree.

18 But we absolutely intend to kind of make that
19 real life story come alive.

20 CHAIRMAN ALCANTAR: I believe our LMCI team
21 does have a lot of this educational data because they
22 present it to us on a routine basis --

23 MS. PANDIT: Oh.

24 CHAIRMAN ALCANTAR: In terms of these
25 occupations, in terms of educational attainment levels.

1 MR. MCCARTY: Yes, Sir, we do have that. I
2 believe we have incorporated that into the Texas Careers
3 Application that's --

4 CHAIRMAN ALCANTAR: And it's in reality
5 check, too.

6 MR. MCCARTY: And reality check, that's
7 right.

8 CHAIRMAN ALCANTAR: Okay. So just to be
9 clear, can we go ahead and get to the media plan and
10 production?

11 MS. PANDIT: Yes. Absolutely.

12 CHAIRMAN ALCANTAR: Since they -- and then
13 I'll make my comments relative to that -- related to that?

14 MS. PANDIT: Sure.

15 CHAIRMAN ALCANTAR: All right.

16 MS. PANDIT: Absolutely. So very quickly,
17 and I'm -- if you'd just put the next slide, Amy. The only
18 thing I wanted to set up on the media plan and then Eric can
19 go into more detail, is we are trying to emphasize region or
20 city. So we want to try and focus sort of some of our more
21 expensive buying in areas where we can get the most sort of
22 bang for the buck. But then we also want to have tools that
23 will allow us to reach the variety of regions that we have.

24 And also, we are showcasing some pretty
25 different production ideas. These are just very high level

1 initial concepts for input, but we have a lot of flexibility
2 in terms of how we set these up. Adam, do you want to go in
3 more?

4 MR. MAURER: Hi. I'm Adam Maurer from
5 Deutser and I think that's a great introduction.

6 So we wanted to put the preliminary media
7 plan out with the goal of reaching as many diverse
8 constituencies within our primary and secondary targets as
9 we possibly could, and that certainly meant that we needed
10 to cover the entire state of Texas.

11 We are fortunate that the demographic that
12 we're targeting also is very tech savvy and is highly
13 engaged in social, social media and digital devices, so that
14 enables us to reach a broader geography across Texas at a
15 more reasonable cost per impression. And so, we put a
16 majority of our budget towards both digital and social media
17 ad purchasing. So whether it's a display ad that comes up
18 when you're on a particular website or retargeting if you
19 have shown interest in potential career paths or even
20 promoted tweets or ads on Facebook, we think that we can
21 reach all primary audience across the entire state that way.

22 We talked initially about going from
23 awareness through acquisition, but earlier, Chairman
24 Alcantar said we need to attract and collect, so it's the
25 exact same thesis there. So we want to do some -- some

1 blanketing engagement work around the Realize Texas
2 campaign, around the Jobs Y'all hashtag, around whatever the
3 creation execution is that we come at a high level to really
4 raise awareness of the campaign to bring students into
5 wanting to get more information and to drive them then with
6 specific calls to action. Whether that is to send a text
7 message to a number that will give them information back or
8 whether it is to visit the website and learn more.

9 Additionally, we want to have tools for when
10 they talk to the secondary audience that both enables the
11 student to talk to their -- their counselor or parent and
12 allows the parent to give information back to the -- to the
13 student.

14 So the -- the overall engagement piece we
15 talked about doing some TV and radio buys. We'd concentrate
16 those around the six largest dominant market areas in Texas.
17 That would reach about 90 percent of the audience that we're
18 looking for, but we definitely don't want to ignore or
19 neglect the other audiences, hence, the higher proportion of
20 spend on digital and social.

21 The production pieces are just mooted at this
22 point, but we want to make sure that it is engaging and
23 answers the three key points that Mukta had talked to. So
24 we're thinking TV and radio in both Spanish and English,
25 maybe some online videos, some day in the life type events,

1 snapchat stories, insta-stories, an opportunity for the
2 youth to really engage with the career itself.

3 Other than that, that's basically the -- the
4 approach that we had planned to take to most efficiently
5 spend the money available.

6 CHAIRMAN ALCANTAR: Okay. And that's --
7 since we're spending money and this is a significant part of
8 the investment, I want to make sure I understand what we're
9 -- what we're getting. When we do these videos or stories
10 or brochures, it's really a question for both of you, Adam
11 and Mukta, is when we're looking at this, it's not just an
12 occupation -- I understand we have top 20, but top -- so if
13 I'm looking at a video spot or an -- or a brochure, because
14 on the brochure it says 21 occupation. We have those and,
15 you know, I don't really want to do that. But if we're
16 talking about online videos, each one would be an occupation
17 or we have eight clusters that you've leveled and each of
18 those will have one, two -- the four occupations.

19 So run me through your vision of what the
20 video is and what it does. So Realize Texas, you know, your
21 future starts here, whatever the tagline was, it's not that,
22 but -- and then you get into did you realize that in Texas
23 advanced technology and manufacturing are -- walk me
24 through.

25 MS. PANDIT: Sure. So I think absolutely we

1 will have in the age we can certainly -- sorry. I keep
2 forgetting to do this. So for the record this is Mukta.

3 So absolutely, I think I see where -- what
4 you're asking, right? So none of the production aspects
5 that we would create would be sort of you highlight an
6 occupation and you throw it away, right? So we totally get
7 that you want to promote the industry, so for example, as
8 we're doing the videos for the clus -- for the eight -- the
9 eight videos, we could definitely do a video broadcaster. I
10 think the -- the point is we may lead in with an example
11 occupation or two to get the kid hooked in, and then end
12 with you know, there are lots and lots of such opportunities
13 in advanced manufacturing, go here to find out.

14 Where it says -- leading with advanced
15 manufacturing, advanced manufacturing, you know, we would
16 probably want to lead with one of the more sort of relatable
17 occupations and talk about the story of a person and then
18 say, you know, for advanced manufac -- this is one of many,
19 like now go here to find more.

20 Same thing on the -- the occupa -- the
21 trifold. You'll notice we've actually edited that based on
22 your feedback, Chairman Alcantar. But essentially, the idea
23 -- even when we were doing 20, was to have a creative team
24 design a template, so they would only do one template, but
25 then the idea was you could kind of populate it with the

1 data that we have from your LMCI team and create a version
2 for 10, 20, rotating basis of occupations that you could
3 then send out, right? So for example, if you're having an
4 industry day or if you're having a local workforce
5 development board do an event, like we weren't actually
6 planning to do a whole lot of print production unless you
7 wanted us to. But the idea was let's get the template down,
8 the template can then be customized by data for different
9 pieces, and depending on the event, depending on the day,
10 you can kind of mix and match and have as many things
11 printed as possible.

12 So as long as you're looking at -- because
13 your production pieces right here are much more tangible and
14 longer lasting, so we want to make sure any money we are
15 spending, particularly on TV, on video, on, you know, any
16 design, like those are all repurposable, reusable, if that
17 makes sense.

18 CHAIRMAN ALCANTAR: Yeah. And the reason I
19 think I want us to be careful is because we all understand
20 in our work with industry and our work with our regional
21 partners, that these occupations are changing and that --
22 and that many of our -- need to realize that many of these
23 jobs don't even exist today, right?

24 MS. PANDIT: Absolutely.

25 CHAIRMAN ALCANTAR: And so it's those

1 different aspects of not being caught up -- and like you
2 said, in the titles because the titles themselves don't have
3 any relevance or meaning, it's the skills and the sort of
4 things that you alluded to earlier that are the important
5 part. And I think if we do that around these great sectors
6 of opportunity, whatever the cluster is or whatever we're
7 talking about, then I think -- it sounds like we're on the
8 same page.

9 MS. PANDIT: Okay. Awesome. I would just
10 replace the word occupations with stories. We are literally
11 trying to use stories from places we want to highlight to
12 talk about the industry and we're using it as a way to
13 connect to the student and use their lingo, that's all. But
14 the industry overlay is there everywhere.

15 MR. MAURER: One of the great opportunities
16 in using digital buying is that we have a lot of places that
17 we can measure engagement and impact. So we can serve up
18 pre-roll vides before YouTube ads and see which ones do they
19 watch all the way to the end. And so what is really
20 resonating with the students and we can tweak the production
21 pieces to target that specifically.

22 We can look at what is driving students to
23 click through to the website. Is it a -- an occupation
24 forward approach, are there particular occupations that seem
25 to drive more engagement, is it a -- you know, a high level

1 visual of the facilities or is it the people. So we can do
2 a lot of AP testing. We -- we test, we measure, we change
3 the approach and we test and measure and rinse and repeat.

4 COMM. HUGHS: And correct me if I'm wrong,
5 but I do understand you will be tracking that traffic and so
6 we'll be able to have some kind of real-time pivoting or
7 adjusting as we go through the process? One of the things
8 we're all going to ask, as you can appreciate with the state
9 funding and public monies, is you know, what is the return
10 on investment? And I think that when you're talking about
11 students and impacting their lives and their career choices,
12 that's -- you know, that's a big ask.

13 But to the extent that we -- we can really
14 know sort of what is the outreach goal, will we meet it,
15 what will that look like, that is something that I think we
16 need to put an emphasis on and -- and kind of have -- I
17 don't know if that's a separate written plan, but I really
18 want to see what the outreach goal is and then how we track
19 that so that we can and tell our stakeholders this is what
20 we're hoping success looks like and also, this is what we
21 have or haven't achieved or -- or what changes we need to
22 make going forward.

23 MR. MAURER: Absolutely. I think it's an
24 important part of the final media plan and we'll look at
25 number of impressions, number of engagements, whether that

1 be a website visit, and then different metrics on that
2 engagement.

3 COMM. HUGHS: Thank you.

4 MR. MAURER: Great thought.

5 MS. PANDIT: And we can certainly follow-up
6 with you, Commissioner Hughs. We have a lot more
7 information on the media plan and website, tech space
8 campaign, as well as some of the social pieces. And we'll
9 be tracking all of those channels.

10 COMM. HUGHS: Thank you. All right.
11 Commissioner Alvarez, did you have any other further
12 comments?

13 COMM. ALVAREZ: No.

14 COMM. HUGHS: Okay.

15 MR. MAURER: Thank you.

16 COMM. HUGHS: Thank you.

17 MR. MCCARTY: Commissioners, thank you for
18 your feedback. We'll take those, we'll follow-up with you
19 on the -- the items that we talked about as far as the
20 concepts, kind of reworking the concepts as well as the
21 blended concept, and we'll visit with your offices.

22 COMM. ALVAREZ: Great presentations by all of
23 you. Thank you. Thank you, Tom and Amy, for your hard
24 work.

25 MS. PANDIT: Thank you.

1 COMM. HUGHS: Thank you.

2 CHAIRMAN ALCANTAR: Thank you.

3 MR. MCCARTY: Commissioners, we also want to
4 publicly thank your industry partners and stakeholders for
5 their work and their efforts. They've been with us from the
6 very beginning and continue to be with us, providing their
7 time and talent, so publicly just thanking those industries.

8 COMM. HUGHS: Thank you and thank you for
9 your role in making sure that we have that kind of
10 participation so we're hearing from the people who we hope
11 to meet their demands with our job -- with our skilled
12 workers in Texas, so. All right.

13 Do we need to adjourn?

14 MR. MCCARTY: I believe y'all are going to
15 move to another work session.

16 COMM. ALVAREZ: Yes.

17 COMM. HUGHS: Oh.

18 MR. MCCARTY: With Randy, so we're going to
19 adjust the tables just slightly and then he'll jump in.

20 COMM. HUGHS: Okay. Then we'll go -- we'll
21 take a brief break. Thank you.

22 MS. PANDIT: Thank you.

23 (Pause)

24 CHAIRMAN ALCANTAR: All right. Randy, let's
25 start the work sess -- let's continue the work session going

1 into the budget.

2 MR. TOWNSEND: Chairman, Commissioners, for
3 the record, Randy Townsend, Chief Financial Officer.

4 I've handed out a 15-page document. I'm
5 obviously going to hit the highlights of this. There's a
6 few items coming up that we -- as far as the budget goes
7 that we'll be starting to process.

8 We owe to the LBB here this week a base
9 reconciliation and on page 2 of your document, I'm just
10 showing you at the high level for 2018 by the method of
11 finance, essentially broken down between capital and non-
12 capital we'll be staying. The point on this page will be --
13 will be row one.

14 On the 8.9-million of VR funds as you may
15 recall, this relates to 33-million of -- pulling down \$33-
16 million of Voc Rehab funds. We thought we'd get a waiver,
17 we did not. We are -- staff is recommending we proceed with
18 the idea of we've already advance funded the 9-million here
19 from the '19 year, and that we just submit our request with
20 a supplemental and then late the legislature decide during
21 the upcoming session if they would choose to fund that. And
22 if not, then -- we will not -- we will not be the only
23 agency making that request for supplemental funds to make up
24 the difference.

25 So that's -- if you have some direction for

1 us, we can certainly, you know, consider that, but that was
2 our thoughts as we read the Article 9 provisions relating to
3 supplemental requests for general revenue.

4 Other than that, the general revenue that was
5 appropriated to the agency for '18/'19, would be what we
6 would budget for -- for that -- for the biennium. So again,
7 that's just a point there.

8 We've got a little cleanup to do if you see
9 some negatives there, we'll clean the rest of that up, but
10 the Voc Rehab thought was that that would be listed as a
11 supplemental request for general revenue, so.

12 The -- the other point I'll make at the --
13 I'm starting on row 26 of this page is that -- row 26 and
14 row 27, you're going to see a sizable increase for the
15 childcare program. As you may recall, the grant, at least
16 for one year, we're hoping for future years, has increased
17 from about 290-million to about 520-million.

18 This reflects some of that increase on the
19 '19 year. I know there's still some decisions to make in
20 how much of that is actually available for the -- the
21 childcare program in terms of the allocations and -- and
22 that sort of thing.

23 The WIOA funds, we see a fairly sizable
24 increase and actually, we just got information yesterday
25 afternoon that the WIOA funds has increased another \$7-

1 million and so we'll bring that to you for your
2 consideration on the 12th for the allocation. So the
3 planning estimates were actually low compared to the -- to
4 the final allotment numbers for this upcoming program year,
5 so that's a lot of good news there.

6 The Adult Ed we're still waiting for that --
7 that amount, so at this point, we're being pressed to put a
8 -- an estimate together for the '19 year for the federal
9 funds and so we're trying to make sure we reflect as good an
10 estimate as we possibly can. And there's still some
11 decisions that can be made as part of the final '19
12 operating budget. So did want to just point that out to
13 you.

14 The third -- third page of the document will
15 wrap up the other funds for the -- what I'm referring to as
16 the non-capital. And then starting with the capital page on
17 page 4, this is where you're going to start to see where we
18 have -- we'd like to get some direction from the
19 Commissioners here.

20 This -- starting on page 4 and 5 is a break
21 out of this 2018 and '19 capital budget request or capital
22 budget that we have appropriated and I'll have a page here
23 in just a second and we'll show you what the staff is -- has
24 so far for your consideration for the 20/21.

25 And on page 6, we will start that part of the

1 discussion. So what I'm trying to do for 20/21 is show you
2 the -- the base projects. The base project there's a
3 listing with descriptions starting on page 8. I wasn't
4 going to go to that, I will just tell you how those -- give
5 you a little broader description. We maintain our
6 buildings, we have to have the datacenter for our mainframe,
7 there's telecenter, telecom -- telecommunications, that are
8 maintained for our call centers, building maintenance and
9 that sort of thing.

10 Those are -- we are viewing that as a
11 continuation from year to year, biennium to biennium, on the
12 capital budget projects. We had about 82-million in that
13 category this current biennium. This base request will put
14 you at about 80-million. However, there's three significant
15 projects on page 7, you start -- you see highlighted there
16 that, you know, I think they've been discussed individually
17 with your offices, but we've tried to -- to identify them
18 here as the UI replacement project, the workforce case
19 management, and then the eligible training provider and
20 career schools. And those total up to about \$80-million.

21 I will tell you, we're still working to
22 identify whether there's enough funding for the UI, for
23 example. I think we're probably a little bit short of this
24 request at 58 that's -- that's in here right now, or almost
25 59, so we need to go and take another look at that and make

1 sure that we can -- we actually have enough -- we have a
2 sizable balance, but I believe with what we're requesting in
3 the budget, that that would outstrip the resources here that
4 would be identified here. But we'll work with IT, we'll
5 work with the program area, and see what our options are on
6 that to bring that back for a little bit more discussion, if
7 you're -- if you're agreeable to pursuing this a little bit
8 more in depth I guess as far as that -- that system
9 replacement.

10 And then the -- so maybe the easiest way for
11 you to look at this actually because you probably want to
12 see the funding a little bit, is go to page 11. You'll see
13 those three projects highlighted there, but it's broken down
14 between the federal, multi-federal sources, and I just
15 mentioned the UI project on page 11. The workforce case
16 management we've got a cost allocation mix, for example,
17 that's made up of almost \$6-million of childcare funds for
18 that total project. I understand that the childcare,
19 there's not a system out there as it exists, and so there
20 might be a strategy to take an existing -- say TWIST system
21 and make some modifications to that. But this lays out the
22 authority that we'd be needing on a capital budget project,
23 extending into the future to be able to update or replace or
24 modernize, whatever the case might be, for the workforce-
25 related and childcare-related case -- and I guess Voc Rehab

1 as well, case management systems that exist today.

2 But you can see that if you -- if you were to
3 take, say childcare out of the mix, it would be 14-million
4 less for the case management system. If you don't have
5 childcare and VR, you'd be looking at \$9-million under this
6 proposal. And then if you just focus on the workforce
7 programs, you know, excluding childcare, voc rehab and --
8 and AEL, you'd be looking at \$7-million.

9 So that just gives you some sense of how the
10 -- how the magnitude of projects break out.

11 CHAIRMAN ALCANTAR: Let me share some
12 comments real quick. On the UI system, I think, you know,
13 we don't know what it's going to cost, so let's assume we
14 have enough money for it based on the dollars that we do
15 have and then we can always go after some other federal
16 funds that -- if that's the case. But, in building this
17 system, I just would hope that the new system that we
18 develop, that it would be an intuitive system, that it
19 improves customer service for businesses and workers, and
20 meets the administrative requirements, that it's one that
21 provides for efficiency and maximizes agility and new
22 processes. That our process should mirror flexibility of
23 the new system that we secure and procure.

24 Systems should function in a modern fashion
25 and not just be an update to the leg of what we already have

1 in terms of the operating environment. And by that I mean
2 that workstations and the way the system functions needs to
3 be modern, not updated.

4 Need decision flows, not just better looking
5 systems. All right? Better looking screens.

6 I need heavy involvement from our internal
7 users on what's meeting their needs. And I think in
8 whatever we do, we need to involve in terms of framing our
9 solution, pull in employers, Commissioners, so you could
10 help us pull in some of these. And I'm not talking about
11 the Commissioners that are offering these -- or the
12 employers that are offering these services, I'm talking
13 about these other innovative companies that we have in the
14 city. I'd like to -- I intend to reach out to some of those
15 if we move forward with this, so they help us scope some of
16 the considerations that we might be aware of, given the
17 significance of this investment and the fact that it impacts
18 so many of them indirectly.

19 I wanted to share that. In terms of the
20 workforce case management system, I'm a big supporter of --
21 of maybe considering this one, looking at the available
22 funds obviously will be -- will be key. Workforce case
23 management system; we need to do that. Rehab works, right,
24 TWIST and what it would mean for our providers and the
25 inefficiency that we experience because of our reliance on

1 these systems, we certainly need to consider that.

2 And on the eligible training provider system
3 and career school system, certainly would like, to the
4 extent possible, keep the funding for anything that we do
5 here within the career schools, the colleges, and funding
6 dedicated funds, and limit the impact to the other programs
7 as much as possible would be my preference on if we move
8 forward with that one at a future date.

9 We're not deciding exceptional items today,
10 right, Randy?

11 MR. TOWNSEND: That's right. Just getting
12 direct --

13 CHAIRMAN ALCANTAR: You're just laying out
14 what these are. I'm just sharing my initial thoughts.

15 MR. TOWNSEND: Sure.

16 CHAIRMAN ALCANTAR: We'll have plenty of time
17 to discuss these as exceptional items. We'll have to depend
18 on the guidance in terms of the instructions that we were
19 given by the Governor and LBB and we'll take such action
20 accordingly. Thank you.

21 MR. TOWNSEND: I did just want to mention as
22 far as the career schools that would probably be funding, if
23 that's the moving forward, that would be above the base, and
24 so that would be one of the items we need to look -- we'll
25 bring back for your consideration because we're not making

1 decisions at this point on the -- on the -- how we actually
2 would pay for that, because that's considered general
3 revenue and that's -- of course, a lot of that's through
4 fees that are assessed on the career schools and colleges,
5 so I did want to just point that out.

6 Were there any other questions on the capital
7 budget part? I was going to move to the -- just briefly to
8 the, you know, the statewide initiatives.

9 COMM. ALVAREZ: No questions.

10 CHAIRMAN ALCANTAR: Okay.

11 MR. TOWNSEND: On the statewide initiatives
12 on page 12, that starts the process -- this is the --
13 really, the main point of this is focusing on the 19
14 initiatives. At this point I know Reagan and Courtney and
15 their staff have some interest in trying to as soon as we
16 can get some, you know, kind of a path forward on the 19
17 initiatives we've -- there have been -- already been some
18 discussions as we developed the legislative appropriation
19 request a couple years ago now. Just so if there's
20 procurement processes that have to be carried out and that
21 sort of thing, we have a -- you know, we don't get too late
22 a start in moving forward on that. So I'm not trying to
23 decide that today, but did want to get it on your -- out in
24 front of you and then for additional information you need,
25 you know, we can make some decisions here in the next month

1 or so probably would be helpful to -- to start that process
2 a little bit earlier than we have in the past.

3 So what I've attempted to do here starting on
4 page 12, this is by program, so the first part of this is
5 the childcare program.

6 It gives you the '17 year amounts that were
7 spent, the '18 amount that we're estimating, what the
8 current unexpended balance, in other words, it may still
9 have a contract out there, but we just haven't fully
10 expended that contract, so what that expended balance
11 remaining as of April was, and then what the '19 budget is
12 reflecting there is either the -- the amount that was
13 assumed -- was approved I guess when we put the
14 appropriation request together a couple years ago, or if the
15 Commissioners have taken action in -- during this fiscal
16 year for any -- you know, that would have impacted the '19
17 initiatives.

18 Now, if there's something you don't think is
19 correct there or what have you, then we can certainly have
20 that conversation as well. We've attempted to try to
21 reflect those, although Reagan did point out to me that some
22 of the initiatives that may have been -- be reflected as
23 being continuing really were not intended to be continued.
24 So we may need to do some -- some cleanup on that part of
25 it, which would then add to the potential balance.

1 I did want to say though at the very top of
2 the righthand page on the -- on row 1, that \$40-million on
3 the far righthand column is essentially for '19 and I guess
4 you could say the same for the '18 estimate of 11-and-a-
5 half-million. With the additional federal funds, we simply
6 reflected a placeholder there for the time being. I know
7 there's still some decisions, several decisions to be made
8 about the quality initiatives or how you want to spend the
9 childcare funds.

10 This would be the initiatives portion only,
11 it does not address -- we've got it estimated in there --
12 would not address the childcare allocations to the workforce
13 boards. And there's still some work we -- we're trying to
14 do on all that to figure out what those numbers even look
15 like for your -- for your consideration. But I did want to
16 just tell you it's just because we need to reflect a number
17 there for the -- for the base reconciliation. I didn't want
18 to -- I wanted to give you as much flexibility to make some
19 decisions for '19 as possible based on the available funds.
20 But if there's a decision made, we don't need to fully spend
21 that in the '19 year, then there's still that flexibility as
22 well, so.

23 The WIOA numbers there at the -- on --
24 starting on row 35, I mentioned that we just yesterday late
25 got information on the allotments from the -- from

1 Department of Labor. It was good years that there's
2 additional funds, roughly 85 percent of that goes out to the
3 boards and we'll be updating the -- the allocations for the
4 -- for the WIOA and then there will be some additional
5 statewide funds available. So we'll be -- I feel pretty
6 certain we'll be updating that reserve balance so that
7 you're seeing almost \$10-million. So I think it'll be
8 again, good news there.

9 And then let me see, I think on pa --
10 Commissioner Alvarez, I did want to point out on the WIOA on
11 row 64, I know you are interested in what we're dedicating
12 for the apprenticeship program in addition to the general
13 revenue, so there you're seeing roughly \$1-million that have
14 been assumed for '19. And again, we're not making decisions
15 today, but I did want to point that out. I think there'll
16 be a TANF number for 150,000 you'll find on page 14 on row
17 105.

18 So there isn't right now reflected here, of
19 course I realize the Commissioners need to vote on this and
20 approve that, but that would be one point -- just between
21 1.1, 1.2-million of WIOA and TANF funds that -- and those
22 have been used traditionally in the past up to this point,
23 to supplement the almost 2.8-million or so of state funds.
24 So and that goes into funding that contact hour rate. So
25 just -- I did want to just make sure you could see where

1 those were included there.

2 And then I guess at this point if there's --
3 on the -- well, let me point out one more thing and then on
4 page 14 of Voc Rehab there's a listing of preemployment
5 training services initiatives there that again, and Cheryl
6 can be involved in the conversation about, you know,
7 additional information that's needed for that for the '19,
8 but we -- we attempted based on what we understood to be the
9 -- the plans moving forward to reflect that here on the page
10 and -- and so we can get a good status of where we -- we
11 think we stay in with the preemployment training services
12 budget funds.

13 So just really have done a summary level
14 listing of everything and we can get additional information
15 about the initiatives if that's what would be helpful and
16 some additional information. Whatever you're requiring as
17 far as that goes. Because I know this probably doesn't
18 completely address all the questions you might have as far
19 as what we're doing with these initiatives and all of that.

20 MS. MILLER: And we had planned on setting up
21 individual briefings with your offices to go over this and
22 have discussions about the initiatives.

23 COMM. HUGHS: Great. Yeah, let's -- yeah.
24 That certainly would be my request, to kind of be able to
25 break this down a little bit further and digest some of

1 what's proposed. And then I know you're going to need
2 guidance from us in terms of innovative academies and other
3 areas and whether those are ongoing funding or not. I know
4 you made a reference to updating some of this with respect
5 to some that are not necessarily continuing, so if we could
6 get that updated, then have briefings and then you'd bring
7 it back, that'd be very helpful.

8 MR. TOWNSEND: Right.

9 COMM. ALVAREZ: So Reagan, Randy, I have two
10 things. One is last year you provided us with narratives
11 and can I have a copy of that so I can see if there's any
12 balances? I got this from last year, so it's pretty much
13 the budget you have but it gave us a description of what
14 each one of these --

15 MR. TOWNSEND: Yeah.

16 MS. MILLER: Yes.

17 COMM. ALVAREZ: -- programs?

18 MS. MILLER: Yes.

19 COMM. ALVAREZ: Could I have a narrative on
20 that?

21 MS. MILLER: Yes.

22 COMM. ALVAREZ: Okay. Great. And then the
23 other thing is regarding the budget for the biennium of
24 apprenticeships. I asked that staff would do a calculation
25 as to what it would cost to ensure a final contact hour rate

1 of \$4 per hour, what funding level needed to -- what funded
2 -- what funding level needed for a final contact hour rate
3 of \$4 per hour. What is the expected growth in apprentices
4 for those biennium, next biennium. Other than that, I have
5 nothing else to add.

6 COMM. HUGHS: All right.

7 MR. TOWNSEND: So what I understand that
8 request to be is that we'll take a look at the available
9 funding that we have and then, based on the number of
10 apprentices that we're estimating for the '19 year, first,
11 what would that -- I guess that will generate what an
12 estimated contact hour rate was or would be, and I think
13 it's probably under \$4 at this point, and then we'll figure
14 out what additional funding would be necessary to get you to
15 \$4, if that's the desire to --

16 COMM. ALVAREZ: Yes.

17 MR. TOWNSEND: -- accomplish that. So we'll
18 pull that together --

19 COMM. ALVAREZ: Thank you.

20 MR. TOWNSEND: -- for your consideration.

21 And what I was planning on doing is kind of
22 the number 7 item on the agenda there is the -- I think the
23 next Commission Meeting is on the 12th and so we will
24 hopefully can -- can definitely bring forward the
25 allocations for the WIOA. We'll have those numbers put

1 together here pretty shortly, hopefully by the end we'll
2 also have Adult Education final allotment numbers, so we can
3 get you those numbers as well in the allocations, and then
4 we'll see if there's any other allocation updates that we
5 can provide on that July 12th and maybe the statewide
6 initiatives can be -- after we've done the briefings, we can
7 have if there's any additional guidance or decisions that
8 you want to make regarding '19 at the 12th or if you want to
9 make some and put some off, that's fine.

10 And I believe that wraps up the -- our part.

11 COMM. HUGHS: Thank you for the update and --
12 okay. And I move that we adjourn.

13 COMM. ALVAREZ: I will second that. Randy,
14 great work.

15 MR. TOWNSEND: Thanks.

16 COMM. ALVAREZ: Thank you.

17 (Proceedings concluded at 12:10:38 p.m.)
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C E R T I F I C A T E

STATE OF TEXAS)

COUNTY OF TRAVIS)

I, Kimberly C. McCright, Certified Vendor and Notary in and for the State of Texas, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 1st day of June, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

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