WORKFORCE DEVELOPMENT

2014 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

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Research & Planning Division

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TRAVIS COUNTY
HEALTH and HUMAN SERVICES & VETERANS SERVICE

PURPOSE

Who we are:

A Department of Travis County that serves the community under the guidance of the Commissioner's Court

What we do:

Address community needs through internal and external investments and services

What we strive to accomplish:

Maximize quality of life for all people in Travis County

- Protect vulnerable populations
- Invest in social and economic well-being
- Promote healthy living: physical, behavioral, and environmental
- Build a shared understanding of our community

VALUES

We value helping people.

- We provide accessible, person-centered services with respect and care.
- We work to empower people through our service to them, always honoring the strengths and differences of the individuals and families of Travis County.

We value the accountability and integrity of our staff.

- We value the diversity of our staff and the experience each of us brings to TCHHS/VS.
- We honor our collective service to the public, including the careful stewardship of public funds.
- We value the quality services we provide to the community in a spirit of shared responsibility.

We value cooperation and collaboration in the community at large and within TCHHS/VS.

- We are interdependent and connected.
- We treat one another with respect and value effective communication and teamwork.
- We honor our partners in the community and engage with them to more efficiently and effectively serve our clients.

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Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests nearly $16 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of TCHHS/VS investments in health and human services. The *2014 Community Impact Report* offers highlights of community conditions most pertinent to the services purchased, and details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Organization of Report

This report addresses nine issue areas: Behavioral Health, Child and Youth Development, Food and Transportation, Housing Continuum, Planning and Evaluation, Public Health, Safety Intervention Services, Supportive Services for Community Living, and Workforce Development[a]. The Investment Overview summarizes information from across all nine issue areas. Each issue area section begins with community conditions information and then provides performance highlights about the programs included within that issue area. Each program is classified into the issue area most closely aligned to its central goals and objectives.

Although this report highlights community conditions for individual issue areas separately, each issue area must be considered in a broader context. Community conditions related to a single issue area may have similar or related root causes and broad-level consequences. Current economic conditions also have a global impact on community conditions.

a TCHHS/VS issue areas were updated in February 2014 to more accurately reflect the Department's investment portfolio and priorities.

Performance highlights contribute to local knowledge about the Department's contracted community-based programs. This report provides detailed information about each program covered by an issue area, including an overview of program goals, services provided, eligibility criteria, and funding. Also captured are each program's performance results, compared to its contractual performance goals, and explanations of notable variance (+/- 10%) between the performance results and goals.

Notes on Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing. The majority of the social service contracts included in the report followed a calendar year schedule. Note that calendar year contracts are transitioning to a fiscal year for 2015; to assist with this transition, these contracts followed a 9–month (January–September) calendar during 2014. The remainder followed a fiscal year calendar (October 1, 2013 through September 30, 2014) unless otherwise noted. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Considerations When Reading This Report

Performance results provide only a starting point for understanding the impact of these programs. These summary statistics are not necessarily an indication of the programs' overall performance, but rather a snapshot of their performance over a one-year period. Within these reports, service providers offer explanations for variance in performance, which provides context and meaning to summary results.

Performance results do not reflect programs' full value to and impact on the community. Therefore, it is important to keep the following considerations in mind when reviewing program performance.

Readers should use caution when comparing output and outcome results across programs, as participant characteristics can significantly influence a given program's performance goals and results. For example, performance results may be lower for programs with clients who face considerable challenges (e.g., serious mental illness or addiction issues) and have little social support.

Factors beyond the program's control may also impact the program's performance. For example, the relative scarcity or abundance of jobs in the local economy will impact client employment rates for a workforce development program, regardless of the quality of training and support provided. Without controlling for these factors, the true impact or efficacy of the program on outcomes cannot be discerned.

Readers should also use caution when examining outcome results for programs with less than 30 clients, in which the outcome of just a few clients can greatly affect the program's total outcome result. In these instances, examining percentages may be less helpful than examining raw numbers.

Finally, this report captures a selection of performance measures, which may not reflect the program's full impact on participants and their families, peers, and neighborhood. Performance measures may not all be equal in importance or value to the community.

Community Conditions

Workforce Development Goals and Services

Programs and services within this issue area provide employment, training, and adult education services to help individuals improve workplace skills, obtain employment, succeed in the workplace, and help employers secure a skilled workforce. Services may include: literacy, GED, and adult basic education; English as a Second Language (ESL) classes; job readiness and occupation-specific training; job search and job placement assistance; and related instruction, coaching, or counseling leading to employment and earnings gain.

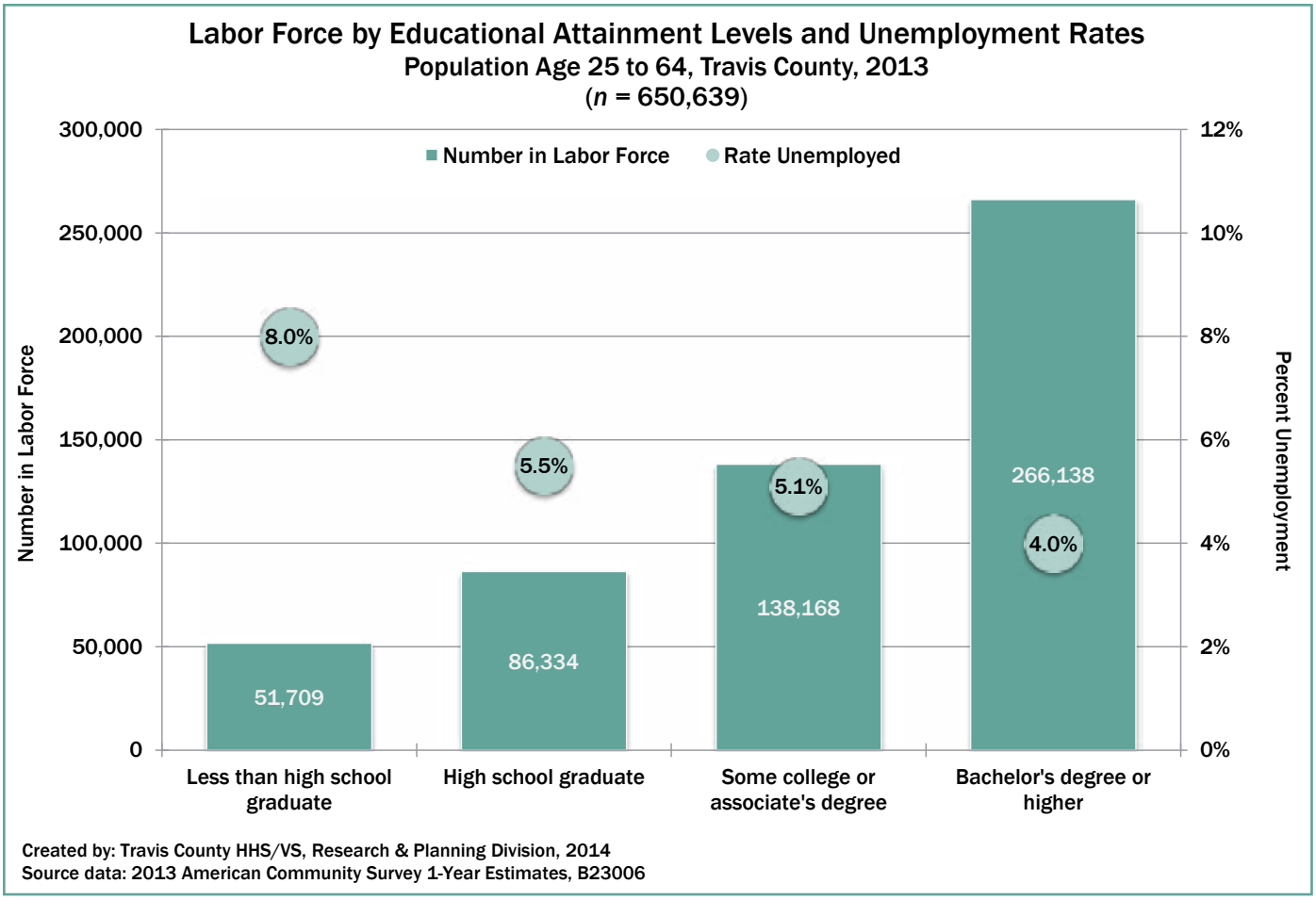
Highlights of Community Conditions

Travis County invests in workforce development as part of its efforts to promote social and economic well-being. Nearly two-thirds of all jobs in the U.S., and the majority of jobs paying a living wage, require additional skills from training or education beyond high school.[1] As education and skill requirements for good jobs increase, so does the disparity between those who have the education and skills and those who do not.[2] Travis County's investments in workforce development help prepare adults for the workforce or for further academic instruction, and include: short- and long-term occupational skills training; life skills training, such as financial literacy; adult education services, which typically highlight basic reading, writing, and math skills; and English language competency.

Impact

There are clear and direct connections between improved skills, stable employment, and higher earnings.[3] Higher levels of education and literacy lead to higher worker productivity and lower unemployment, as well as higher wages.[4] It is estimated that a 1% rise in literacy scores leads to a 2.5% rise in labor productivity.[5] In Central Texas, residents who receive their GED earn an additional estimated $9,153 each year compared to those without a high school diploma or GED, and immigrants who have increased English skills are likely to earn between 13% and 24% more than immigrants who are not English proficient.[6]

As educational attainment levels increase, unemployment rates decrease, as illustrated in the following chart.



As education level increases, earnings also rise. Among Travis County residents age 25 and over with earnings in 2013, median earnings increase from one education level to the next: from less than a high school graduate to high school graduate (includes equivalency), earnings increase 27%; from high school graduate to some college or associate's degree, 30%; from some college or associate's degree to bachelor's degree, 43%; and from bachelor's degree to graduate or professional degree, 47%.[7] This has a positive effect not only on personal income, but also on state and federal revenue due to various taxes, and leads to decreases in public assistance and corrections.[8] Higher wages are also beneficial to children, as children of higher paid workers are less likely to grow up in poverty, be in poverty as adults, or rely on public assistance, and they are more likely to be better educated and earn higher wages as adults.[9]

For many Americans, the minimum wage does not provide a livable wage; thus, earning higher wages is often necessary for individuals and families to meet their basic needs.[10] Current minimum wage in Texas is $7.25 per hour, which is the same as the federal minimum wage.[11] The Center for Public Policy Priorities Family Budget Estimator[b] calculates that a single adult with employer-sponsored health insurance and no children must earn $10.81 per hour, almost one-and-a-half times the minimum wage, to live in the Austin-Round Rock MSA without relying on public assistance.[12] For families with children and/or without employer-sponsored health insurance, the required wage increases greatly—for example, up to $31.51 per hour, more than four times the minimum wage, for a two-parent, two-child household without employer-sponsored health insurance.[13] These wage calculations only consider what is needed to meet minimum basic expenses and do not include additional wages that would be needed in order to save for emergencies, retirement, or college.[14]

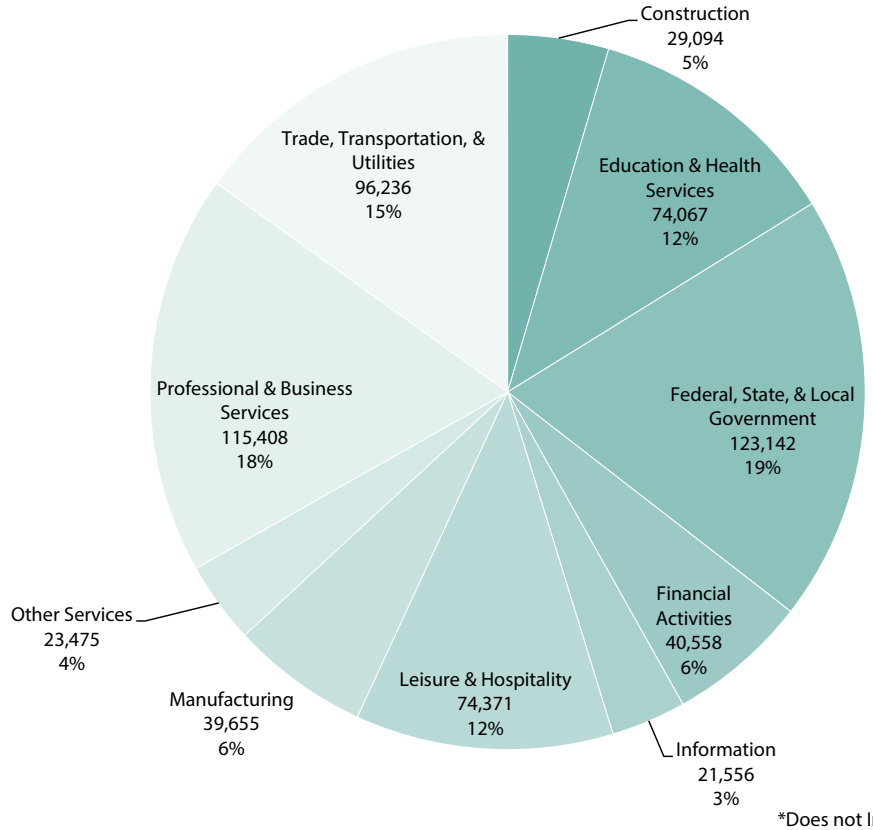
Employment

Changes in local businesses, such as workforce reductions or relocation of large employers, and changes in industry sectors affect service needs. In Travis County, the industries adding the largest number of jobs between 2013 and 2014 (according to first quarter figures) include professional and business services, with 6,351 new jobs; leisure and hospitality, with 4,870 new jobs; and trade, transportation, and utilities, with 4,800 new jobs.[15] This indicates a growth rate of 6%, 7%, and 5% respectively, when compared to the first quarter of 2013. Federal, state, and local government together still comprise the largest industry sector in Travis County,[c] providing 19% of the 640,158 total jobs.[16] Other leading industries include professional and business services (18%), and trade, transportation, and utilities (15%).[17] In Travis County, overall employment totals increased 3% between September 2013 and September 2014.[18]

b The Family Budget Estimator tool calculates expenses based on the cost of housing, food, child care, medical insurance, medical out-of-pocket expenses, transportation, taxes less tax credits, and other necessities.

c When comparing industry data from 2000 to 2013, federal, state, and local government have consistently comprised the largest industry in Travis County for that time period, according to third quarter data. Third quarter data was not available for 2014 at the time of this writing, but first quarter data indicates the same trend. (This information was provided by Philip Arnold, Labor Market and Career Information Department, Texas Workforce Commission, in an email message to Lori Axler Miranda, February 19, 2014.)

Employment by Industry*
Capital Area Workforce Development Area, September 2014



Created by: Travis County HHS/VS, Research & Planning Division, 2014
Source data: TRACER Texas Labor Market Information, September 2014

*Does not Include Natural Resources & Mining or Unclassified Jobs, which each comprise less than 1% of the total

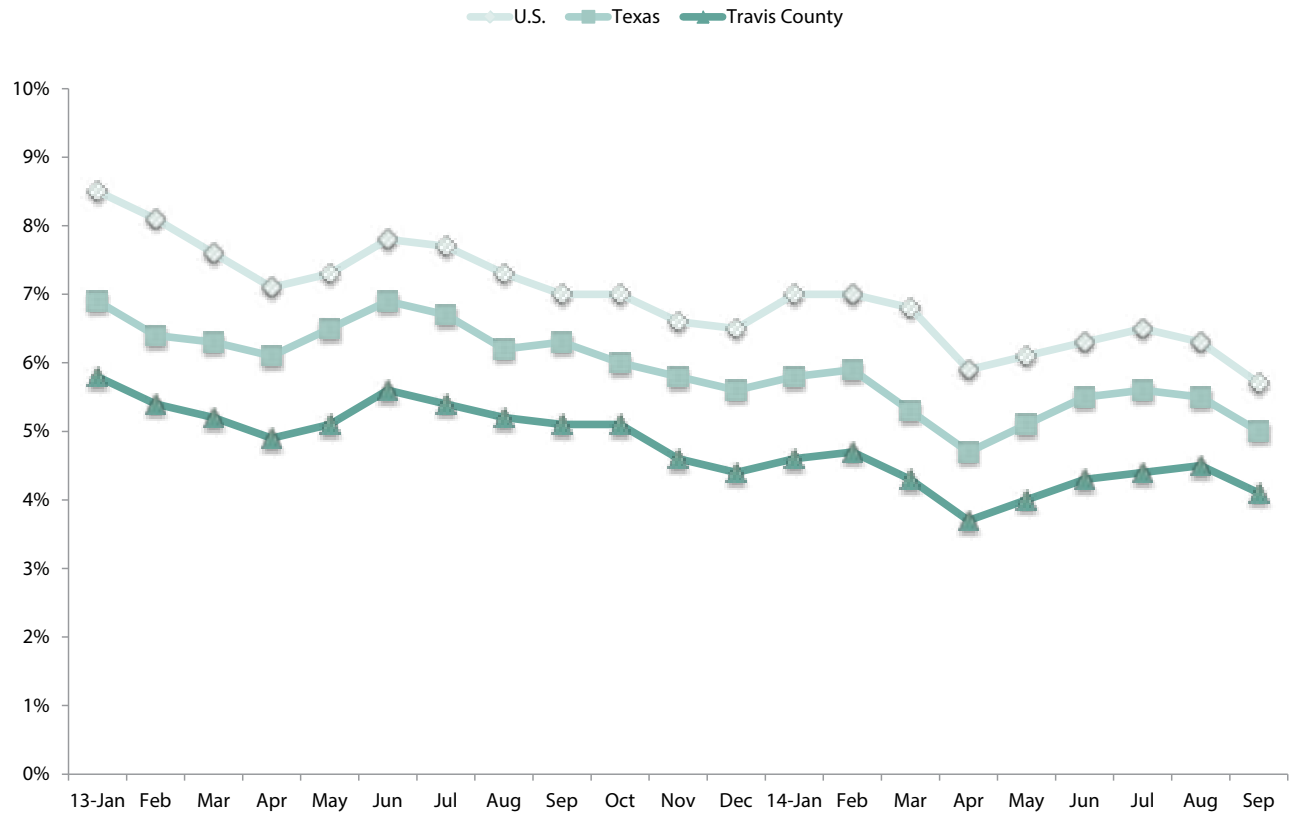
The industries exhibiting the most growth in our region often need workers with high-level skills, and the demand for high-skilled workers is only expected to increase.[19] According to the Texas Workforce Commission's Projected Labor Market Structure for 2016, more than one-quarter (27%) of jobs will be high-skilled, high-wage jobs that require a bachelor's degree or more; almost 29% of jobs in 2016 will require technical skills, like trade construction or health care skills; and almost one-half (45%) of the labor market will require short-term training.[20]

Unemployment

National, state, and local unemployment rates follow the same trend line, with Travis County consistently outperforming the state and nation. The unemployment rate for Travis County began the year at 4.6% in January 2014 but dropped to 4.1% in September.[21] When comparing September unemployment rates for

the past several years, 2014 had the lowest unemployment rate for Travis County since 2007.[22,d] Similarly, the September unemployment rate for Travis County has consistently remained lower than the state and national rates (September 2014 rates for the state and the U.S. are 5.0% and 5.7% respectively, not seasonally adjusted).[23,e] Between September 2013 and September 2014, the number of unemployed people in Travis County declined by 5,748, while the number of people employed rose by 18,195.[24]

Unemployment Rate 2013-2014



Created by: Travis County HHS/VS Research & Planning Division, 2014
Source data: Texas Workforce Commission, Texas Labor Market and Career Information

Note: 2014 Unemployment rate information was only available through September for Texas and Travis County

The standard unemployment rate, as defined by the Department of Labor, Bureau of Labor Statistics, includes "all jobless persons who are available to take a job and have actively sought work in the past four weeks."[25] Not included in the unemployment rate are those people who are "marginally attached to the labor force" or "discouraged workers." Both marginally attached and discouraged workers are "persons who are not in the labor force, want and are available for work, and had looked for a job sometime in the prior 12 months."[26] Marginally attached workers may cite any reason for a lack of job search in the past

d According to the Texas Workforce Commission, the unemployment rate (not seasonally adjusted) was 3.8% in September 2007.

e Seasonal adjustment is a statistical technique that attempts to measure and remove the influences of predictable seasonal patterns to reveal how employment and unemployment change from month to month.

four weeks, while discouraged workers specifically cite their belief that no jobs were available for them as the reason for not actively seeking work in the past four weeks.[27] These statistics are not available at the local level, but are calculated as a four-quarter rolling average at the national and state level.[f] For FY 2014 (October 2013 through September 2014), there were an average of 12.9 million Texans in the labor force (seasonally adjusted),[28] of whom 5.4% (approximately 700,000) were unemployed, another 0.3% (roughly 38,800) were discouraged workers, and 0.7% (more than 90,000) were marginally attached to the labor force.[29] The combination of unemployed, discouraged workers, marginally attached workers, and workers employed part time for economic reasons make up 10.4% of the total labor force in Texas.[30]

Service Needs

The need for services is influenced by various demographic and labor market factors. The need for adult education and literacy services is linked to the educational attainment, nativity, and English fluency of the population. Higher education and skills training needs are also influenced by educational attainment demographics as well as changes in the economy and labor market.

Literacy and Adult Education

Adult education services are focused on individuals who are 16 years of age or older who: are not enrolled in school; do not have a secondary diploma or equivalent; lack basic educational skills to function effectively in society; or are unable to speak, read, or write English.[31] The Texas Interagency Literacy Council Report, issued in 2012, estimates that there are approximately 122,428 individuals who are eligible for adult education in Travis County, based on educational attainment, nativity, and English fluency.[32]

- In Travis County, 12% of residents (about 89,000) age 25 or older report having less than a high school diploma or equivalency.[33] The majority (60%) of these residents are foreign-born.[34,g]
- Overall, the foreign-born population in Travis County has lower educational attainment levels than their native[h] counterparts: Of the Travis County residents age 25 or older, 32% of the foreign-born population have less than a high school diploma or equivalency, compared to 6% of the native population. Conversely, 32% of the foreign-born population have a Bachelor's degree or higher, compared to 50% of the native population.[35]
- Approximately 201,600 people in Travis County are foreign-born. Immigrants comprise 18% of the total county population, a proportion that has remained relatively stable over the past five years.[36]

f According to the Bureau of Labor Statistics, the use of four-quarter averages increases the reliability of the Current Population Survey estimates, which are based on relatively small sample sizes at the state level, and eliminates seasonality.

g The foreign-born population includes anyone who was not a U.S. citizen or a U.S. national at birth.

h The native population includes anyone who was a U.S. citizen or a U.S. national at birth, including people born in the United States, Puerto Rico, a U.S. Island Area (such as Guam), or abroad of American (U.S. citizen) parent or parents.

- For approximately 77,000 people, or 7% of the total population age five or older in Travis County, their ability to speak English is categorized as "not well" or "not at all."[37] The vast majority of these (90%) are foreign-born residents, who constitute more than one in three of foreign-born residents in the county.[38]

Literacy programs in Texas are serving less than 4% of the 3.8 million people in need of adult basic education services.[39] In Central Texas in 2010, approximately 3% of adults in need were able to access ABE or ASE services, while less than 5% of eligible adults were able to access ESL classes.[40] There are many more Texans in need of adult education and literacy services than there is the capacity to serve them.[41] This trend is anticipated to continue. One report estimates that by 2040, almost eight million Texans will be eligible for adult education services,[42] yet federal and state funding for employment and training services, including adult and technical education, is declining.[43,44] This highlights the need for continued investments in adult education and literacy so that capacity is adequate for demand.

Child Care and Transportation

Access to affordable child care is a common barrier to finding and maintaining employment. The Capital Area, which includes Travis County, has the most expensive child care in Texas.[45,46] Subsidized child care is a support service aimed at increasing participation in the workforce. While the relationship among these issue areas has long been recognized, there is an emerging trend toward "dual generational" models that intentionally address the needs of parents and children to foster long-term benefits for both. In current pilot projects, like the CareerAdvance® program in Tulsa, Oklahoma,[47] the focus is largely on parents with young children; career-focused education and training for adults is linked with high quality early childhood education for their children.

Transportation barriers are often cited as a predominant obstacle to employment and to employment success once hired.[48] While research suggests that car ownership increases the ability to job search, obtain a job, and retain a job, as well as decreases commute time, this is often not an option for low-income or unemployed individuals.[49] Public transportation can pose access challenges depending on the locations, times, and routes available.[50] Austin/Travis County is considered a largely car-dependent region that fails to support other modes of transportation.[51] The rising cost of gasoline, heavy traffic, and a lack of local public transportation are considered significant challenges.[52] Access to reliable transportation is a key component of a strong economy.[53]

Offender Re-Entry

Former offenders face many more employment barriers than do people without a criminal history.[54] People with a criminal history have a substantially higher unemployment rate than the general public,

and they often enter the job market without being employment-ready due to a lack of education.[55] One longitudinal study of prisoner reentry in Texas[i] found that education, training, and employment reduce the likelihood of re-offense: [56]

- Prisoners who participate in job training and educational programs while incarcerated are less likely to return to prison after release (8% of program participants and 14% of non-participants returned to state custody within 12 months).[57]
- Persons with stable employment after release from prison and state jail are less likely to be reincarcerated within 12 months (those who avoided reincarceration were employed 53% of the time during the first six months after release, while those who were reincarcerated spent 32% of that time working).[58]

Similarly, a 2014 report found that employment was the single most important influence on decreasing recidivism.[59] In addition to reducing recidivism, several economists suggest that removing job barriers for individuals with a criminal record helps the economy.[60] One analysis in Washington state found that providing a formerly incarcerated individual with job training and employment returned more than an estimated $2,600 to taxpayers (in 2014 dollars).[61] Making supports available to individuals both while incarcerated and after incarceration is critical in helping people obtain and maintain employment.[62]

Emerging Issues

The United States has approximately 6.7 million opportunity youth—defined as youth ages 16-24 years who are insufficiently attached to the education and workforce systems—who represent a tremendous amount of potential for the economy, including the advancement of future generations of low income children and families.[63]

The Austin Opportunity Youth Collaborative (AOYC) is a community-wide consortium, spearheaded by Workforce Solutions Capital Area Workforce Board (the workforce investment board for Travis County), and is comprised of funders, local government, service providers, research organizations, and community members, including youth. In July 2012, the AOYC was one of 21 sites awarded a $100,000 planning grant for a 12-month period.[64] Based on the work accomplished during the planning year, in 2014, the AOYC was awarded a 3-year implementation grant of $500,000. The first year of the implementation award began in September 2014, and will focus on setting baselines for the work of the Strategic Plan.

i Study participants are former prisoners in the first year after their return to communities in the Houston area. In 2004, over 14,000 prisoners were released to Houston area communities, with roughly one-half (49%) exiting from state prison and the remaining 51% exiting from state jail.

Further Resources

Workforce Development has strong ties with the Child and Youth Development, Food and Transportation, and Safety Intervention Services issue areas. Community conditions and trends related to these issue areas, as well as information on the Department's investments, can be found in their respective issue area sections.

Below are some selected resources for additional information regarding workforce development and related topics.

Austin Community College, Division of Adult Education

www.austincc.edu/abe/

As the fiscal agent for Travis County, Austin Community College is the largest regional provider of adult education services, as well as one of the ten largest providers in Texas. Classes include GED, ESL and Job Training.

Jobs for the Future

www.jff.org

Jobs for the Future works with partners in more than 100 communities across 39 states to design and drive the adoption of and improve education and career pathways leading from high school to college to family-sustaining careers.

Literacy Coalition of Central Texas

www.willread.org

The Literacy Coalition of Central Texas (LCCT) plays a central role in coordinating and supporting high-quality literacy services throughout Central Texas, including adult basic education, family literacy, workplace literacy, health literacy, and literacy for speakers of other languages. LCCT authored a community conditions review, "Literacy in Central Texas: a Snapshot of Conditions," which can be found at www.willread.org/resources/literacy-needs.

The Ray Marshall Center for the Study of Human Resources

www.utexas.edu/research/cshr/rmc1/

Part of the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin, the Ray Marshall Center is a university-based research center dedicated to strengthening education, workforce, and social policies and programs that affect current and future generations of American workers.

Texas Workforce Commission

www.twc.state.tx.us/svcs/adultlit/adult-basic-education.html

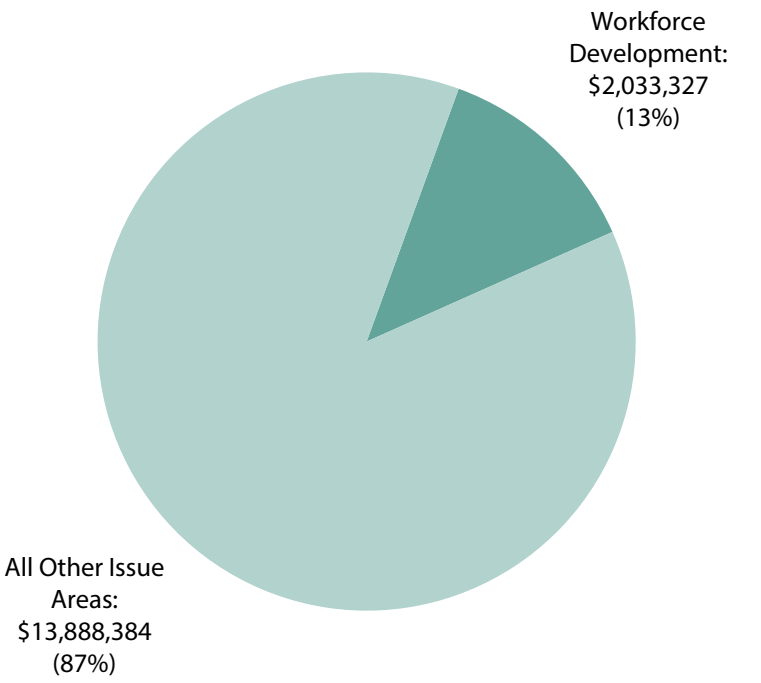
Texas Workforce Commission (TWC) is charged with overseeing and providing workforce development services to employers and job seekers of Texas. As of September 1, 2013, TWC also has oversight over the Adult Basic Education system (transferred from the Texas Education Agency).

Investment Overview

Our Investment

TCHHS/VS has contracted programs that offer workforce development services to help ensure the development of a skilled workforce[j]. Services focus on training, assistance, and adult education designed to help individuals gain the skills and knowledge necessary to obtain and retain employment, while helping meet employer demand for skilled workers.

Investment in Workforce Development and Other Issue Areas, 2014



j Results of the county-funded evaluation of local workforce investments are available on the Ray Marshall Center website: http://raymarshallcenter.org/

Funding Summary

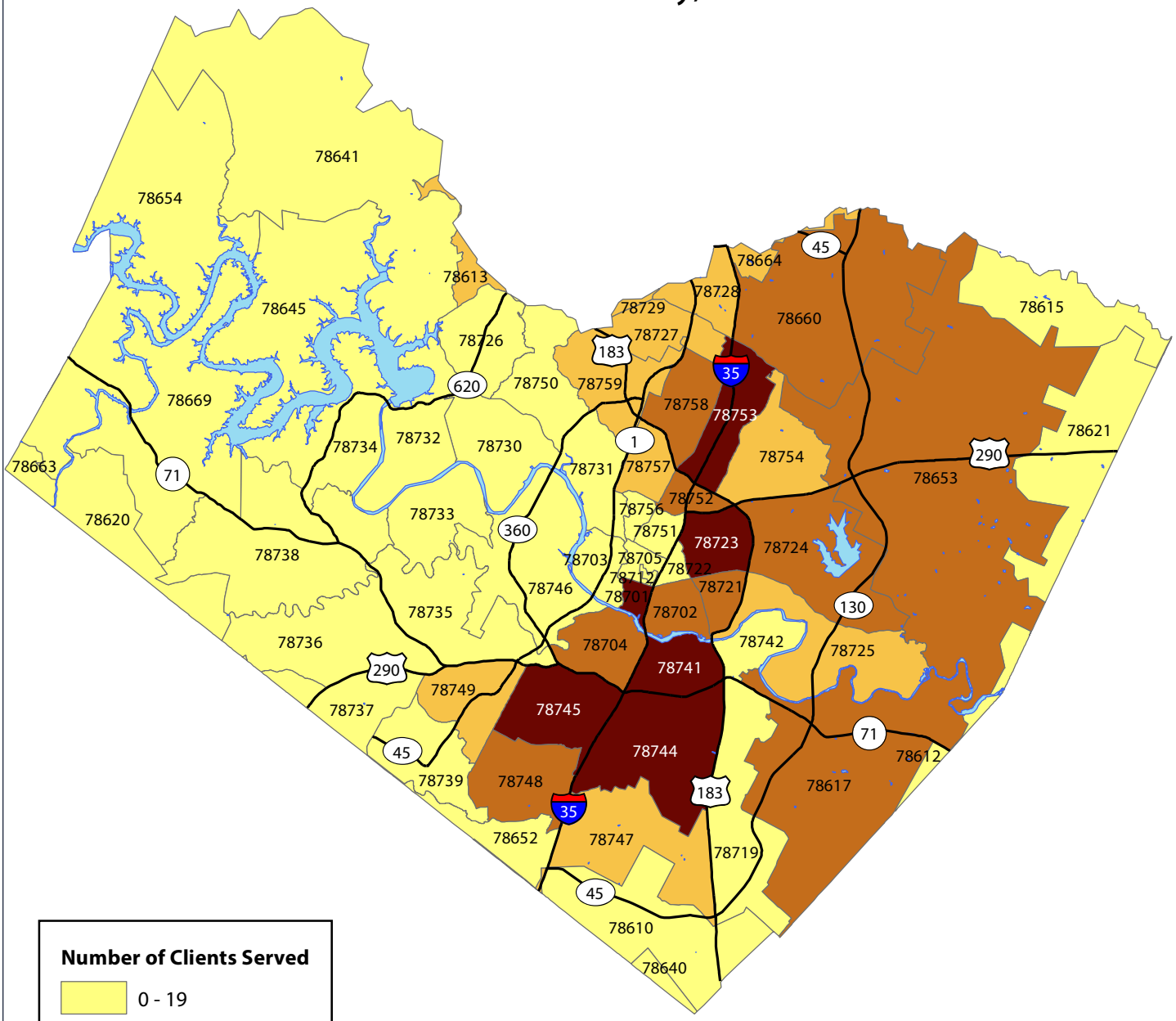
The 2014 Funding Amount reflects 9–month funding (January 1 through September 30, 2014) unless otherwise noted.

Agency Name	Program Name	2014 Funding Amount
American YouthWorks	Travis County Metro Parks Project	$62,475
American YouthWorks	Workforce Development	$191,229
Ascend Center for Learning	Workplace Competency	$32,707
Austin Area Urban League	Essential Office Skills Training	$34,330
Austin Independent School District	Adult English Language Learners Program	$81,113
Capital IDEA	Long-Term Training	$675,000
Goodwill Industries of Central Texas	Ready to Work Plus	$103,079
LifeWorks	ABE-ESL	$24,937
Skillpoint Alliance	STEM/Youth College & Career and Adult Workforce	$432,339
Travis County ESD 4	Travis County ESD 4 Fire and EMT Academy	$96,000*
Workforce Solutions Capital Area Workforce Board	Rapid Employment Model	$300,118

*Fiscal year funding (October 1, 2013 through September 30, 2014)

Workforce Development

Clients Served by ZIP Code
Travis County, 2014



Number of Clients Served

- 0 - 19
- 20 - 47
- 48 - 146
- 147 - 267

N

0 2.5 5 Miles

Notes: This map shows 2,906 clients by ZIP code. 313 (10% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries or they were homeless.

Source data: Contracted service providers, 2014.
This map was created using City of Austin shapefiles.
Created by: Travis County HHS/VS Research & Planning Division, 2015.

American YouthWorks

Workforce Development

Program Description

The Workforce Development program at American YouthWorks (AYW) provides job training and job placement services to economically disadvantaged youth who live in Travis County. The goal of the job training component is to prepare participants for successful entrance into and performance in the workforce. The objective is to enroll participants into project-based training programs, which include Casa Verde Builders, Green Energy Corps, TX Conservation Corps, and Youth Media Corps, as well as high school and GED classes at AYW's Service Learning Academy.

The goal of the job placement component is to aid participants in finding and securing employment after training. Participants work individually with an Academic Coach or Counselor who assists them in conducting a job search, gathering and completing applications, and creating a professional portfolio, which includes a resume, cover letter, references, preparing for and scheduling interviews, and acquiring professional clothing. Participants are able to participate in a variety of job development workshops, short-term internships, job shadowing, and community job fairs. The program offers a concurrent program of preparation for post-secondary education and training, including assistance with college application and enrollment, financial aid and scholarships, and connections to internships and apprenticeship programs.

In addition, TCHHS/VS pays the American YouthWorks Environmental Corps program through the Travis County Metro Parks Project to conduct improvements to Travis County parks. These projects serve as a hands-on, work-based learning opportunity for participants in the Workforce Development program described above.

Funding

The total TCHHS/VS investment in the Workforce Development program for 2014 was $191,229. This investment included both on-going funding ($49,609) and one-time funding ($141,620); these funding amounts comprised 3.0% and 8.3% of the total program budget, respectively. The additional TCHHS/VS investment towards the Travis County Metro Parks Project for 2014 was $62,475.

American YouthWorks

Workforce Development

Eligibility Criteria

American YouthWork's target population is opportunity youth (out-of-school and/or out-of-work) living in the Austin/Travis County area. Clients are male and female youth between the ages of 16 and 26 years old, ethnically diverse from low income families at or below 200% of the Federal Poverty Income Guidelines (FPIG), or with family incomes at or below 80% of median family income (MFI), regardless of immigration or ethnic background. Clients include homeless youth; teen parents; persons with disabilities; victims of abuse, neglect, or violence; ex-offenders; and those in need of basic educational services.

American YouthWorks: Workforce Development

Performance Goals and Results

The Workforce Development program met or exceeded all of their performance goals for 2014. Program staff reported that they decided to focus efforts on increasing the number of participants enrolled in the Job Training programs this cycle (see the third output); as a result, they only enrolled participants into Travis County who are participating in Job Readiness and Job Training. More participants obtained employment, post secondary education, apprenticeship training, the military or other national service than previously anticipated (see the first outcome), which staff attributed to the shorter three-quarter contract. Typically the fourth quarter is when most participants successfully exit the program with or without placements; those exiting the program prior to the fourth quarter due so because of placements.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	147	160	92%
Number of participants enrolled in job readiness training	147	160	92%
Number of participants enrolled in job training	147	120	123%
Outcomes			
Percentage of participants receiving job placement services, who obtained employment, post secondary education, apprenticeship training, the military or other national service	103% (35/34)	78% (56/72)	132%
Percentage of successful exits who obtained employment at a livable wage of $9.00 or more	61% (19/31)	53% (21/40)	117%
Percentage of successfully exiting participants who obtained employment, post secondary education, apprenticeship training, the military or other national service and retained employment for 6 months or longer	69% (42/61)	75% (42/56)	92%

ASCEND Center for Learning

Workplace Competency

Program Description

Ascend Center for Learning offers educational, occupational, and support services through classroom instruction, individualized education plans, counseling, job readiness training, and professional partnerships. All programs offer individualized and group instruction by teachers who accommodate learning differences and provide one-on-one classroom and homework assistance. Each student takes an initial Texas Adult Basic Education (TABE) test to indicate skill levels. Based on results, students are placed in the ABE Program or the GED to Work Program.

The ABE program focuses on teaching basic reading, writing, and math skills to students who possess a 3rd to 8th grade skill level. The GED to Work program prepares individuals to pass the GED examination and provides advanced workplace and computer skills training to prepare them for careers in the private or public sector. The workplace skills taught include: advanced computer skills, life skills, workplace competency, resume creation, job searches and interview skills.

The education components are self-paced so that students can move at a speed that suits their learning style and experience. Students are not charged fees, and Ascend offers classes during the day and in the evenings to accommodate students' schedules and remove barriers to enrollment.

Funding

The total TCHHS/VS investment in the Workplace Competency program from January 1 through September 30, 2014 was $32,707. This investment comprised 13.3% of the total program budget.

Eligibility Criteria

Ascend serves members of households with incomes under 200% of the Federal Poverty Income Guidelines (FPIG) who reside in Travis County. Although not an eligibility requirement, the majority of clients reside in Dove Springs, South Austin, Montopolis, Del Valle, East Austin, and Northeast Austin. Residents with low socioeconomic status and low educational attainment disproportionately populate these areas.

ASCEND Center for Learning: Workplace Competency

Performance Goals and Results

The Workplace Competency program fell short on all of their performance goals for 2014. Despite increased outreach efforts, program staff reported that low enrollment affected the number of clients served and enrolled in various programs (see the first through fourth outputs). Additionally, staff reported that the new GED test intimidated or frustrated many potential students. According to staff, barriers to employment, such as background issues, child care, and transportation, contributed to fewer clients obtaining employment than originally anticipated (see the first outcome). Staff noted that they are working with a Job Developer at Workforce Solutions in an effort to remedy these issues, as well as providing bus passes and priority placement on child care assistance wait lists whenever possible. While the Job Readiness instructor tried to obtain retention information by visiting clients at their homes and places of employment, staff reported that obtaining retention information from clients who have left the program proved difficult (see the second outcome). According to staff, many students end up taking lower wage jobs so they are able to work while working towards their GED or out of immediate necessity (see the third outcome). Fewer clients completed Adult Basic Education than anticipated (see the fourth outcome), which staff attributed to the students that tested up and moved into Job Readiness. Those who did not test up started at very low levels and may take significantly more time to complete ABE.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	106	165	64%
Number enrolled in GED to Work/GED Preparation	33	39	85%
Number enrolled in GED to Work/Job Readiness Training	42	55	76%
Number enrolled in Adult Basic Education	41	117	35%
Outcomes			
Percentage of clients enrolled in job readiness who obtain employment	38% (16/42)	64% (35/55)	60%
Percentage of Job Readiness clients who retained employment after 6 months	45% (13/29)	74% (26/35)	60%
Percentage of clients enrolled in job training who obtain employment at $9/hour or more	31% (5/16)	71% (25/35)	44%
Percentage of clients completing Adult Basic Education	37% (15/41)	80% (94/117)	46%

Austin Area Urban League

Essential Office Skills Training

Program Description

The goal of the Austin Area Urban League's (AAUL) workforce development programs are to provide computer training, employability skills workshops, professional development and job placement assistance to unemployed, underemployed, low-income, ex-offender and minority clients. The Essential Office Skills ("EOS") Division provides training in Microsoft Office products- MS Word, Excel, PowerPoint and Access. This program also provides basic office protocol training as needed for priority populations. The EOS program is a six-week program offered twice quarterly, with sessions offered both during the day and at night. Employment Related Services are provided by the Workforce Development Division (WFD) and provide clients direct access to community and employer job fairs, as well as current Central Texas job listings. The WFD maintains an employer database of employers and partner agencies who utilize the program's job search assistance and placement services.

Funding

The total TCHHS/VS investment in the Essential Office Skills Training program from January 1 through September 30, 2014 was $34,330. This investment comprised 9.7% of the total program budget.

Eligibility Criteria

The program's target population includes the unemployed or under-employed, individuals transitioning from prisons or welfare to work, and the homeless within the greater Austin and Travis County area. Most clients have incomes less than 200% of the Federal Poverty Income Guidelines (FPIG).

Austin Area Urban League: Essential Office Skills Training

Performance Goals and Results

The Essential Office Skills Training program had mixed performance results for 2014, meeting two performance goals but falling short on the rest. Program staff noted that fewer clients were served than originally anticipated (see the first output) but that staff are focusing efforts on increased marketing and recruiting to serve more clients in the future. According to staff, there were numerous challenges with the computer lab and client case management that resulted in fewer clients graduating from the program (see the second output). Not as many graduates obtained employment within 90 days of program exit (see the first outcome) or retained employment for six months (see the third outcome) as expected.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	59	84	70%
Number of Essential Office Skills (EOS) Clients graduating from the Day and Evening Sessions	28	50	56%
Number of Essential Office Skills (EOS) Graduates registering for Employment Related Services	28	27	104%
Outcomes			
Percentage of EOS graduates registered for employment related services who advance in or gain employment within 90 days of program exit.	57% (16/28)	67% (18/27)	86%
Percentage of EOS clients who obtain employment at a livable wage(greater than or equal to $10/hr)	57% (8/14)	61% (11/18)	94%
Percentage of EOS clients who advanced in or gained employment and retained employment for six months	29% (4/14)	61% (11/18)	47%

Austin Independent School District

Adult English Language Learners Program

Program Description

The Adult English Language Learners Program provides English literacy instruction to adults to improve proficiency and understanding, as well as to help better prepare individuals for community involvement through improved English reading, speaking and writing proficiency. Classes are held primarily in the evenings at Austin ISD facilities and childcare is provided for parents attending classes.

Funding

The total TCHHS/VS investment in the Adult English Language Learners Program from January 1 through September 30, 2014 was $81,113. This investment comprised 21.6% of the total program budget. TCHHS/VS also funds three additional programs at Austin Independent School District: the Travis County Collaborative Afterschool Program (Ongoing) and the Travis County Collaborative Afterschool Program (Expansion), which are described in the Child and Youth Development issue area report; and the Austin/Travis County Mentoring Advisory program, which is described in the Planning and Evaluation issue area report.

Eligibility Criteria

Clients served by this program are low-income residents of Travis County who: are Limited English proficient; immigrants or foreign born residents; undereducated persons; persons who use a language other than English in the home; and residents in need of child care while they attend classes.

Austin ISD: Adult English Language Learners Program

The Adult English Language Learners Program met or exceeded all of their performance goals. Program staff noted that students who attend regularly and take post-tests tend to main gains in proficiency, as evidenced by the higher than anticipated performance (see both outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Total number of unduplicated Adult students served	485	492	99%
Total number of unduplicated children served in childcare component	243	246	99%
Outcomes			
Percentage of Adult students demonstrating a Gain in oral proficiency as measured by the BEST Plus assessment	90% (187/207)	75% (277/369)	120%
Percentage of Adult students demonstrating a Gain in literacy proficiency as measured by the BEST Literacy assessment	83% (89/107)	71% (157/221)	117%

Capital IDEA

Long-Term Training

Program Description

Capital IDEA's goal is to provide long-term educational sponsorship to low-income adults so that they can reach life-long self-sufficiency by entering high-skilled, high-paying careers. This program includes outreach, assessment, counseling and case management, referral for English for Speakers of Other Languages (ESOL), specialized education for entry into employer-sponsored training, Texas Higher Education Assessment (THEA) preparation, high skills education for targeted occupations, wrap-around social services, placement, and retention services. Program staff leverage financial assistance and/or pay for tuition, fees, books, and tutoring needed by participants to enter full-time, classroom-based coursework at ACC, Temple College, or another appropriate institution of higher education in the central Texas region. Program staff coordinate all necessary social services, particularly childcare, transportation, emergency assistance, grooming and clothing, and special needs. In addition, program staff help prepare graduates for job interviews and ensure that all participants (especially in healthcare) have all necessary licenses and certifications. They follow through with graduates and participants who pursue early placement until they secure employment at or above $10.00/hr. Finally, program staff follow up with employed participants and their employers for at least six months.

Funding

The total TCHHS/VS investment in the Long-Term Training program from January 1 through September 30, 2014 was $675,000. This investment included both on-going funding ($600,000) and one-time funding ($75,000); these funding amounts comprised 24.2% and 3.0% of the total program budget, respectively.

Eligibility Criteria

This program serves Central Texas residents (10–county region) with incomes at or below 200% of the Federal Poverty Income Guidelines (FPIG). Clients must also be U.S. citizens or permanent residents, be 18 years of age or older, have a high school diploma or GED, have not completed a college degree, and make a commitment to give back to the community upon graduating. Capital IDEA focuses on traditionally disadvantaged populations through its outreach at schools, churches, homeless resource centers, and low-income communities both in and outside Travis County.

Capital IDEA: Long-Term Training

The Long-Term Training program met or exceeded all program measure goals except for one outcome measure. Program staff reported that a greater enrollment push and increased funding resulted in more clients served overall and within each of the program's components, as well as those receiving childcare (see outputs). According to staff, most graduates find employment within 3 months of completing the program, although there are some who take several months, or even a year to find employment (see the first outcome). Staff also noted that there are several factors that contribute to some graduates not finding employment, such as the pursuit of higher education, family or personal emergencies, or an inability to obtain necessary certifications/licensures.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	772	650	119%
Number of clients who entered basic education skills training (ESL/ACC English)	15	13	115%
Number of clients who entered job training (degree- or certificate-level)	757	637	119%
Number of children receiving child care	104	90	116%
Number of participants (adults) whose children receive child care	73	66	111%
Outcomes			
Percentage of clients actively seeking employment who obtained employment	75% (52/69)	90% (47/52)	83%
Percentage of clients who obtained employment at a wage of $10.00/hr. or higher	100% (52/52)	96% (45/47)	104%
Percentage of clients who obtained employment at a wage of $15.90/hr. or higher	69% (36/52)	74% (35/47)	93%
Percentage of clients who obtained employment two (2) quarters prior and retained employment for six (6) months	97% (34/35)	96% (45/47)	101%
Percentage of clients receiving child care who remain in training/employment	98% (193/197)	92% (61/66)	106%

Goodwill Industries of Central Texas

Ready to Work Plus

Program Description

The goal of the Ready to Work Plus program is to assist low-income persons with barriers to employment in finding and retaining employment in the local job market. The program's target populations are ex-offenders, individuals experiencing homelessness, and individuals lacking a GED or High School diploma. Services are accessed through the Rosewood Center located in East Austin, the Goodwill Careers Academy in East Austin, the Goodwill Community Center in Northeast Austin, the Goodwill Resource Center in Southeast Austin, South Lamar Job Help Center and the Travis County Service Centers at Palm Square and Pflugerville. In addition to walk-in services, Goodwill Industries has implemented an Intake Hotline number that prospective clients call to conduct a screening over the phone. The program's objectives are to: assist clients to establish and attain the goals in their Individual Service Plan; develop job preparation skills for clients; assist clients to attain employment through the provision of job placement services; assist clients to attain employment at a livable wage; provide opportunities for attaining certification in high-need occupational skills; provide retention services that enable clients attaining employment to maintain employment; and reward responsible behavior leading to work attachment and job retention

Funding

The total TCHHS/VS investment in the Ready to Work Plus program from January 1 through September 30, 2014 was $103,079. This investment comprised 13.6% of the total program budget.

Eligibility Criteria

This program serves unemployed and working poor residents of neighborhoods which have the highest unemployment and poverty rate in Austin and Travis County. Participants must live at or below 200% of the Federal Poverty Income Guidelines (FPIG). The target population includes residents of housing developments and surrounding neighborhoods, permanent supportive housing residents, welfare residents, single-parent families, persons who are homeless, persons with criminal backgrounds, persons with minimal work experience, the working poor, and persons needing life and work skills. This program also places an emphasis on serving individuals who have previously been incarcerated or who have a criminal background.

Goodwill Industries of Central Texas: Ready to Work Plus

The Ready To Work Plus program had mixed performance results, meeting or exceeding most goals but falling short on two outcome measures. According to staff, a larger number of carryover clients resulted in more clients being served than anticipated (see the first output). Staff noted that moving forward they plan to be more proactive about exiting inactive clients to avoid a larger carryover number. Program staff reported that an increased number of classes were offered, which resulted in a higher number of clients enrolling and completing occupational training (see the second output). According to staff, a more cohesive partnership between the Goodwill business development group, Goodwill Staffing Group and the Ready to Work Program staff connected clients to more employment opportunities (see the third output). Although the number of clients who obtained employment was higher, because more clients were served overall, the percentage of clients who obtained employment was lower than anticipated (see the first outcome). Retention was low during the first quarter, and, as staff noted, increased retention support for case managers did increase retention by the end of the contract year but it was not enough to affect the overall performance (see the second outcome). Program staff reported that with the new retention support, they expect future retention to improve.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	640	454	141%
Number of clients enroll into occupational training	95	77	123%
Number of clients who obtain employment	346	305	113%
Outcomes			
Percentage of clients who obtain employment	54% (346/640)	67% (305/454)	80%
Percentage of clients who obtained employment (2) quarters prior AND retained employment for 180 days	44% (104/234)	50% (153/305)	89%
Percentage of clients who obtained employment at $10/hour or more	39% (136/346)	40% (123/305)	97%

LifeWorks

ABE-ESL

Program Description

The goal of the ABE–ESL program is to reduce the rate of functional illiteracy in greater Austin by helping adult students learn to read English, which will enable them to improve the quality of their lives and in many instances help them to achieve greater economic stability. This program provides instruction in basic literacy and English as a Second Language for adults age 17 and older who read below the sixth grade level. Achieving level 6 reading is adequate preparation for enrollment in pre-GED or vocational classes.

Funding

The total TCHHS/VS investment in the ABE-ESL program from January 1 through September 30, 2014 was $24,937. This investment comprised 12.9% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks: the Housing program, which is described in the Housing Continuum issue area report; the Youth Development program, which is described in the Child and Youth Development issue area report; and the Counseling program, which is described in the Behavioral Health issue area report.

Eligibility Criteria

Clients served by this program are those adults whose literacy or English communication levels are so low that it limits their ability to compete for even the lowest wage jobs. Services are provided to residents living in the City of Austin and Travis County, and whose incomes are below 200% of the Federal Poverty Income Guidelines (FPIG).

LifeWorks: ABE-ESL

The ABE-ESL program met or exceeded all of their performance goals. Program staff reported that a large number of clients were already enrolled in the program at the beginning of the contract period, which resulted in more clients served and more clients with personalized learning goals (see the outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	351	300	117%
Number of unduplicated clients who have personalized learning goals	343	231	148%
Outcomes			
Percentage of clients tested who achieved a 4-point increase in the TABE score	64% (14/22)	61% (28/46)	105%
Percentage of clients tested who achieved a 4-point increase in the BEST Plus score	70% (97/138)	75% (139/185)	94%

Skillpoint Alliance

STEM/Youth College & Career and Adult Workforce

Program Description

The goal of the STEM/Youth College and Career (YCC) program is to work with schools to build and deliver programs that prepare students for college and career success by creating partnerships with industry and community organizations. The objectives of the YCC program are to work with industry and regional school districts to provide professional development for teachers to equip them with occupationally referenced, "real world" instructional content, with an emphasis on science, technology, engineering, and mathematics (STEM) subjects; to work with teachers, administrators, and counselors to build and deliver college and career awareness programs and activities for students, generally in middle and high school, to encourage and enhance student preparation for postsecondary training and high-skill, high-wage employment after high school; leverage private sector support, both direct and indirect, for these programs and activities by correlating workforce needs with local education curricula and skills preparation; assist regional ISDs to improve the successful transition of students from high school to college and/or the workforce and to meet the challenges of college or postsecondary training through programs and activities that improve student learning, especially in the STEM areas; and engage in other activities—public awareness efforts, grass roots activities with regional districts and organizations, and long-term regional research and evaluation—that enhance the education and workforce development system and its ability to cultivate versatile skills to meet 21st-century workforce demands.

The goal of the Adult Workforce program is to reach Central Texas residents who face significant barriers to success, providing these individuals with tools and life skills that will strengthen themselves, their families, and the entire community. Gateway is a program that: provides rapid, in-depth career training; awards an industry-recognized certification to graduates upon course completion; consistently achieves high completion rates and high employment rates upon course completion; provides professional development and employment services; and increases graduates' self-esteem and self-worth.

Funding

The total TCHHS/VS investment in the STEM/Youth College & Career and Adult Workforce program from January 1 through September 30, 2014 was $432,339. This investment included both on-going funding ($183,724) and one-time funding for the Adult Workforce program ($248,615); these funding amounts comprised 9.0% and 18.5% of the total program budget, respectively.

Skillpoint Alliance

STEM/Youth College & Career and Adult Workforce

Eligibility Criteria

The targeted population of Skillpoint's YCC Velocity programs are students in grades 9-12 in Independent School Districts in the Central Texas region, especially those from Title 1 schools. Skillpoint's Adult Workforce programs target unemployed and underemployed individuals who meet one or more of the following criteria: at or below 200% of the Federal Poverty Income Guidelines (FPIG); former offenders; veterans; homeless; currently incarcerated youth.

SKILLPOINT ALLIANCE: STEM/YOUTH COLLEGE & CAREER AND ADULT WORKFORCE

The STEM/Youth College & Career and Adult Workforce program met or exceeded all of their performance goals for 2014. According to staff, higher enrollment rates resulted in more students served in the Velocity Programs (see the first output). Staff also reported that participants in the Velocity Programs demonstrated an increased interest in pursuing STEM careers at a higher rate than expected (see the first outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of 9-12 grade students participating in Velocity Programs	162	100	162%
Number of unduplicated participants served in Adult Workforce programs.	377	350	108%
Number of unduplicated participants served in Gateway Job Training	181	180	101%
Outcomes			
Percentage of students with increased interest in pursuing STEM careers	86% (139/162)	60% (60/100)	143%
Percentage of students with increased interest in pursuing post-secondary education	90% (146/162)	90% (90/100)	100%
Percentage of participants served in Gateway who successfully complete training	83% (150/181)	85% (153/180)	97%
Percentage of Gateway graduates obtain employment	74% (111/150)	80% (122/153)	93%

Travis County ESD 4

Travis County ESD 4 Fire and EMT Academy

Program Description

The Travis County ESD 4 Fire and EMT Academy is an intense, six-month course of study, with 8 weeks dedicated to emergency medical technician training and the remaining 18 weeks dedicated to firefighter curriculum. The ESD 4 Fire Academy program aims to provide each student with the knowledge and skills to become certified through the Texas Commission on Fire Protection as a Basic Structural Firefighter, become certified through the National Emergency Medical Technicians (EMT) Registry, and be licensed through the Texas Department of State Health Services as an EMT-Basic. This prepares the ESD 4 Fire Academy cadet graduates with the requirement which most fire departments in the State of Texas require to receiving consideration for employment as an EMT/Firefighter. The program conducts EMT-Basic and Firefighter workforce development services and activities to eligible local clients and provides a potential career pathway to a population demographic that may not previously have considered the fire or emergency medical services as viable career options.

Funding

The total TCHHS/VS investment in the Travis County ESD 4 Fire and EMT Academy program from October 1, 2013 through September 30, 2014 was $96,000. This investment comprised 56.7% of the total program budget.

Eligibility Criteria

To be eligible for the academy, applicants are required to have completed and submit their high school diploma or GED equivalent diploma. Each applicant is required to have a DPS criminal background check performed and the sealed record submitted to ESD 4 for review. Cadets do not have to be Travis County residents; however, the goal is to conduct an academy with 18 cadets, of which at least 15 cadets are Travis County residents. The program is focused on garnering applications from demographic populations not highly represented in the fire service profession, including females of all ethnicities and males from Hispanic, Black, and Asian groups.

Travis County ESD 4: Travis County ESD 4 Fire and EMT Academy

Travis County ESD 4 met or exceeded all of their performance goals. Program staff reported that a change in the EMT curriculum, which happens every five years, resulted in more cadets graduating from the academy and more passing the firefighter exam than originally anticipated (see the second output, second outcome, and third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated cadets served	18	18	100%
Number of cadets graduating from the academy	15	13	115%
Number of cadets scoring 70 and above on state firefighter exam	14	13	108%
Number of cadets hired into the workforce within 1 year from graduating	12	13	92%
Outcomes			
Percentage of cadets from Travis County	83% (15/18)	83% (15/18)	100%
Percentage of cadets graduating from the academy	83% (15/18)	72% (13/18)	115%
Percentage of cadets scoring 70 and above on the firefighter certification exam	82% (14/17)	72% (13/18)	114%
Percentage of cadets hired into the workforce within 1 year from graduating	67% (12/18)	72% (13/18)	92%

Workforce Solutions Capital Area Workforce Board

Rapid Employment Model

Program Description

The Rapid Employment Model (REM) program utilizes a consistent, holistic process to recruit and assess clients for overall program eligibility/suitability and implements a customer-driven system to provide an array of employment services including short-term (six months or less) occupation specific training and job placement, intensive employment services and job placement, or immediate placement for on-the-job learning. The program also provides individualized, tailored case management services to clients, as well as placement assistance and post-placement support for participants who successfully complete work readiness and occupation specific or intensive employment training. Finally, REM works to improve placement outcomes for additional hard-to-serve participants that do not enroll in the full REM continuum (pre-employment, training, placement).

Funding

The total TCHHS/VS investment in the Rapid Employment Model program from January 1 through September 30, 2014 was $300,118. This investment comprised 100% of the total program budget. TCHHS/VS also funds four additional programs at Workforce Solutions: the Child Care Local Match program; the Continuity of Child Care System Services program; and the Quality Child Care Collaborative program, all of which are described in the Child and Youth Development issue area report, as well as the Austin Opportunity Youth Collaborative program, which is described in the Planning and Evaluation issue area report.

Eligibility Criteria

Participants enter the program via the Workforce Solutions Career Center or TCHHS/VS Community Centers. Participants are assessed by Workforce Solutions program specialists and must meet one of the following eligibility criteria: individuals referred by Travis County Probation or released from Del Valle Correctional Center; individuals seeking financial assistance from Travis County who are at 200% or less of poverty; or individuals determined to be eligible for the Supplemental Nutrition Assistance Employment Training (food stamp recipients) or Choices (TANF recipients).

Workforce Solutions: Rapid Employment Model

The Rapid Employment Model met or exceeded all of their performance goals for 2014. Staff reported that more clients expressed an interest in receiving a CDL for truck driving because of the training's low tuition and the occupation's high entry wages. This resulted in an increase in the number of clients served, the number that completed training, and the average wage at entry (see the first, third output, and third outcome). According to staff, Workforce Solutions developed relationships with various employers that were willing to hire REM clients upon graduation (see the first outcome). This relationship resulted in career counselors successfully matching and identifying clients in productive, long lasting job placement. Program staff attributed higher retention rates (see the second outcome) to these successful new relationships as well as additional supportive services and incentives that helped encourage clients to maintain employment.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	102	80	128%
REM clients completing pre-employment training	59	57	104%
REM clients completing occupation specific training or intensive employment training	53	45	118%
Outcomes			
Percentage employed or enrolled in advanced training resulting in a 1-year certificate or greater within 3 months of training completion	85% (45/53)	71% (32/45)	119%
Percentage retained in employment or advanced training resulting in a 1-year certificate or greater for 6 months	74% (32/43)	50% (16/32)	149%
Average wage at entry for REM completers	$15.02	$10.00	150%

Appendix

2014 Federal Poverty Income Guidelines

Most TCHHS/VS contracts require programs to serve participants with household incomes at or below 200% of the Federal Poverty Income Guideline (FPIG) level. Some programs have chosen to follow a more stringent threshold. The following table presents the federal poverty thresholds by household size and income.

Household Size	Income Limits by Household Size				
	50%	100%	125%	150%	200%
1 person	$5,835	$11,670	$14,588	$17,505	$23,340
2 persons	$7,865	$15,730	$19,663	$23,595	$31,460
3 persons	$9,895	$19,790	$24,738	$29,685	$39,580
4 persons	$11,925	$23,850	$29,813	$35,775	$47,700
5 persons	$13,955	$27,910	$34,888	$41,865	$55,820
6 persons	$15,985	$31,970	$39,963	$47,955	$63,940
7 persons	$18,015	$36,030	$45,038	$54,045	$72,060
8 persons	$20,045	$40,090	$50,113	$60,135	$80,180
For families/households with more than 8 persons, add $4,060 for each additional person.					

Data source: "2014 Poverty Guidelines," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 22, 2014, http://aspe.hhs.gov/poverty/14poverty.cfm.

2014 Austin Median Family Income Guidelines

The Blackland Community Development Corporation and Foundation for the Homeless contracts require participants in their programs to have a household income at or below 50% of the Austin Median Family Income (MFI) level. Other programs may also use Austin MFI guidelines when measuring client incomes. The following table presents the median family income limits established by the U.S. Department of Housing and Urban Development (HUD) for the Austin-Round Rock-San Marcos, TX Metropolitan Statistical Area (MSA).

Household Size	Income Limits by Household Size		
	30% (Extremely Low)	50% (Very Low)	80% (Low)
1 person	15,850	26,400	42,250
2 persons	18,100	30,200	48,250
3 persons	20,350	33,950	54,300
4 persons	23,850	37,700	60,300
5 persons	27,910	40,750	65,150
6 persons	31,970	43,750	69,950
7 persons	36,030	46,750	74,800
8 persons	40,090	49,800	79,600

Data source: "Austin-Round Rock-San Marcos, TX MSA FY 2014 Income Limits Summary," U.S. Department of Housing and Urban Development, http://www.huduser.org.

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