WORKFORCE DEVELOPMENT

FY 2015 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

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Workforce Development

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Travis County Health and Human Services & Veterans Service
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 $17.5 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 *FY 2015 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. 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 within that issue area. Each program is classified into the issue area most closely aligned to its 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.

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 fiscal year calendar (October 1, 2014 through September 30, 2015) 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.

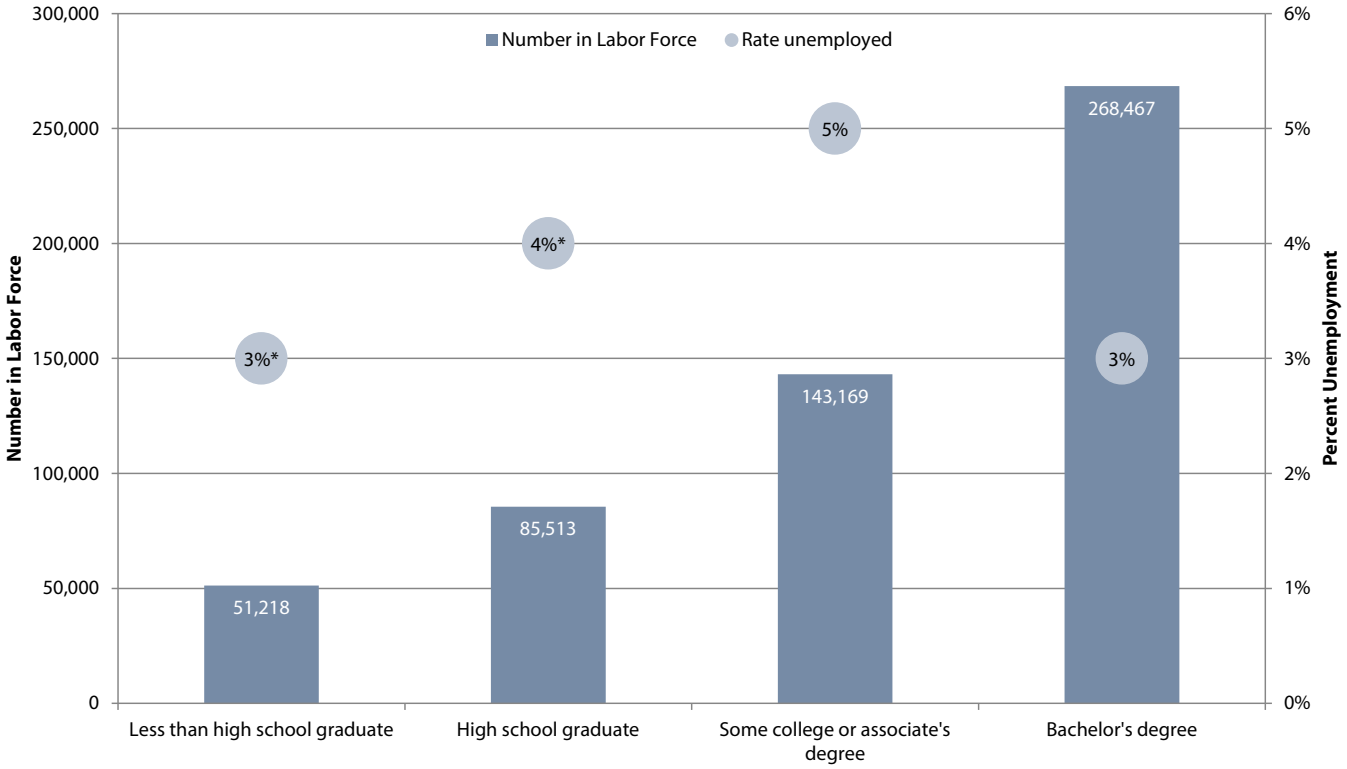
Impact

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]

Although the 2014 data displayed below demonstrates a possible exception, typically and historically as educational attainment levels increase, unemployment rates decrease.

Labor Force by Educational Attainment Levels and Unemployment Rates

Population 25 to 64 years, Travis County, 2014
(n = 548,367)



*This estimate is not reliable at a 90% confidence level
Created by: Travis County HHS/VS Research & Planning Division, 2015
Source data: 2014 American Community Survey 1-Year Estimates, B23006

As education level increases, earnings also rise. Among Travis County residents age 25 and over with earnings in 2014, 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 30%; from high school graduate to some college or associate's degree, 29%; from some college or associate's degree to bachelor's degree, 53%; and from bachelor's degree to graduate or professional degree, 28%.[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[a] 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

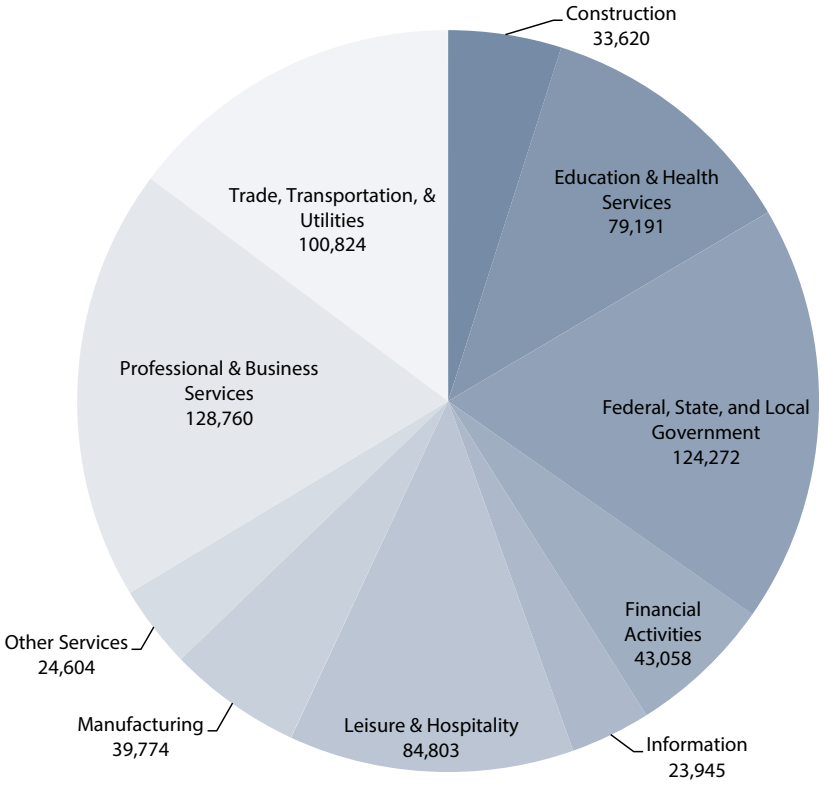
Changes in local businesses, such as workforce reductions or relocation of large employers, and changes in industry sectors affect service needs. In Travis County, the industries adding the largest number of employed individuals between 2014 and 2015 (according to second quarter figures) include professional and business services, with an increase of 8,408 people employed; leisure and hospitality, with an increase of 6,743 individuals employed; Education and Health Services, with 3,342 more people employed and trade, transportation, and utilities, with an additional 3,322 people employed.[15] This indicates a growth rate of 7%, 9%, 4%, and 3% respectively. Historically, federal, state, and local government together comprised the largest industry sector in Travis County;[b] however, in 2015 professional & business services became the largest industry sector in Travis County, providing 19% of the 685,804 total jobs.[16] Other leading industries include federal, state, and local government employment (18%), and trade, transportation, and utilities (15%).[17] In Travis County, overall employment totals increased 1% between November 2014 and November 2015.[18]

a 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.

b When comparing industry data from 2000 to 2014, federal, state, and local government have consistently comprised the largest industry in Travis County for that time period, according to third quarter data.

Employment by Industry

Capital Area Workforce Development Area, November 2015



Created by: Travis County HHS/VS, Research & Planning Division, 2015
Source data: TRACER Texas Labor Market Information, October 2015

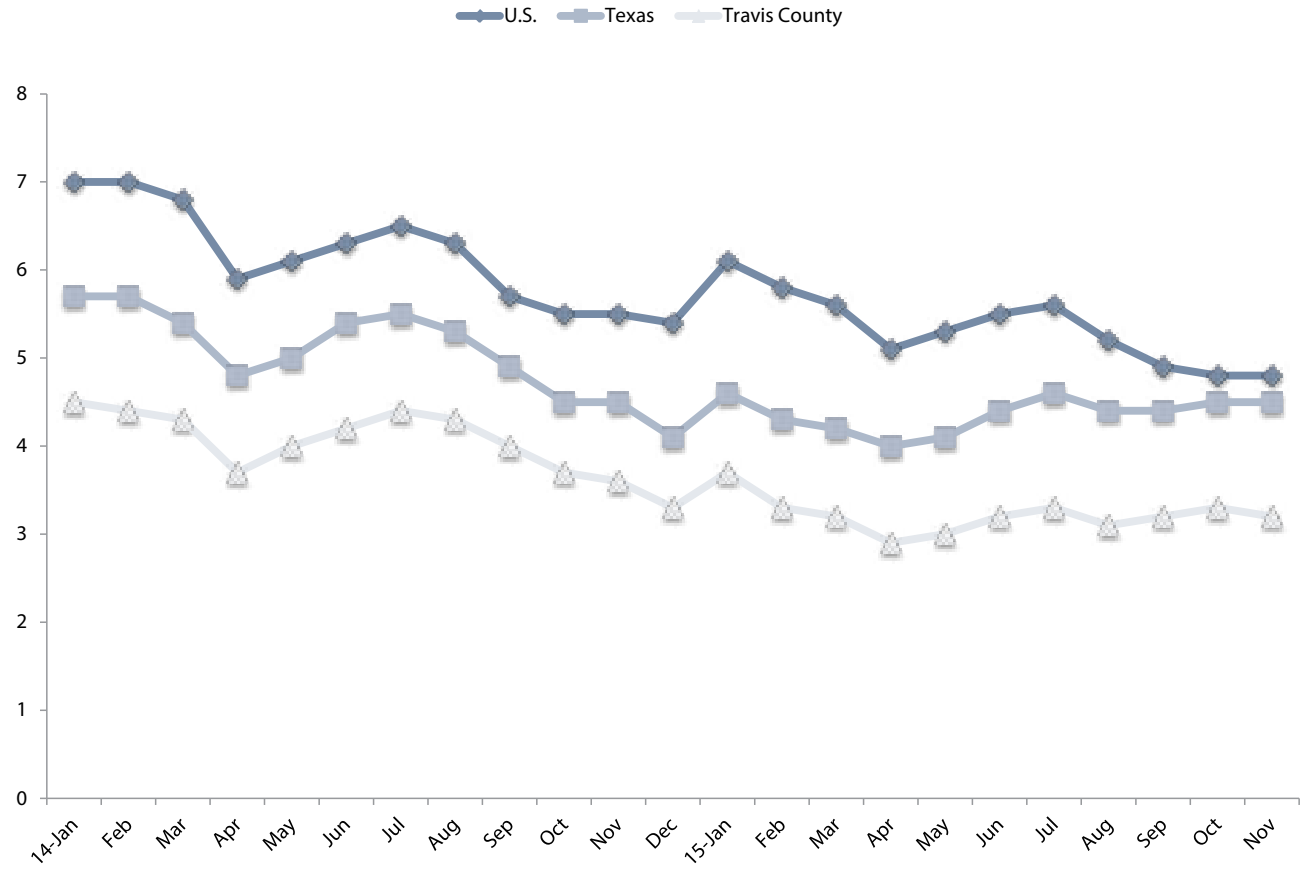
*Does not include Natural Resources & Mining or Nonclassified Jobs, which each comprise less than 1% of the total

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 3.7% in January 2015 but dropped to 3.2% in November.[21]

When comparing November unemployment rates for the past several years, 2015 had the lowest unemployment rate for Travis County since 2000.[22,c] Similarly, the November unemployment rate for Travis County has consistently remained lower than the state and national rates (November 2015 rates for the state and the U.S. are 4.5% and 4.8% respectively, not seasonally adjusted).[23,d] When comparing November figures, the number of unemployed people in Travis County declined by 2,338 between 2014 and 2015, while the number of people employed rose by 5,631.[24]



Created by: Travis County HHS/VS, Research & Planning Division, 2015
Source data: Texas Workforce Commission, Texas Labor Market and Career Information

Note: At the time of this report, 2015 Unemployment rate information was only available through November 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

c According to the Texas Workforce Commission, the unemployment rate (not seasonally adjusted) was 2.7% in November 2000.

d 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.

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 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.[e] For FY 2015 (October 2014 through September 2015), there were an average of 13.1 million Texans in the labor force (seasonally adjusted),[28] of whom 4.4% (approximately 577,000) were unemployed, another 0.3% (roughly 39,000) were discouraged workers, and 0.6% (about 78,000) 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 8.5% of the total labor force in Texas (down from 10.4% in FY 2014).[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, 11% of residents (about 88,000) 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,f]
- Overall, the foreign-born population in Travis County has lower educational attainment levels than their native[g] 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 49% of the native population.[35]

e 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.

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

g 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.

- Approximately 203,000 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]
- For approximately 81,000 people, or 8% 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 (87%) are foreign-born residents, who constitute more than one in three (35%) 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[h] 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]

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.

h 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.

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

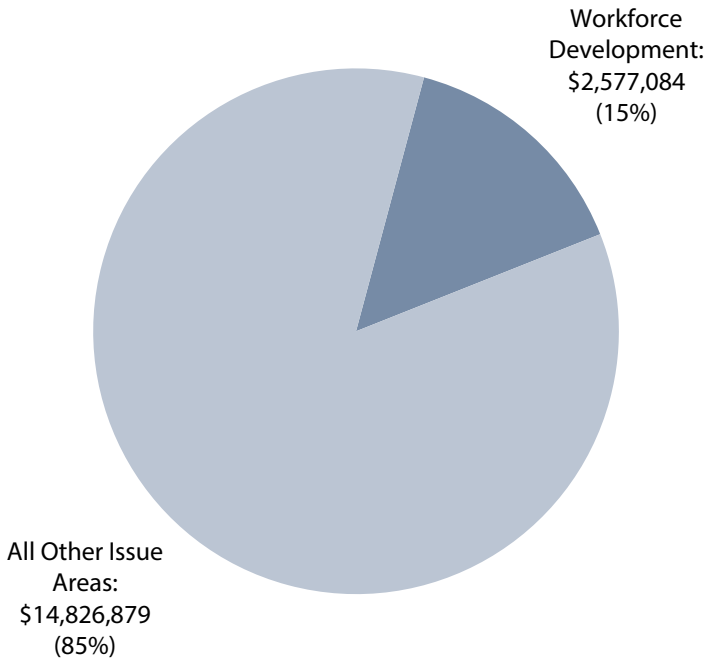
Texas Workforce Commission (TWC) is charged with overseeing and providing workforce development services to employers and job seekers of Texas. As of September 1, 2013, TWC also has oversight over the Adult Basic Education system (transferred from the Texas Education Agency).

Investment Overview

Our Investment

TCHHS/VS has contracted programs that offer workforce development services to help ensure the development of a skilled workforce.[i] 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, FY 2015



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

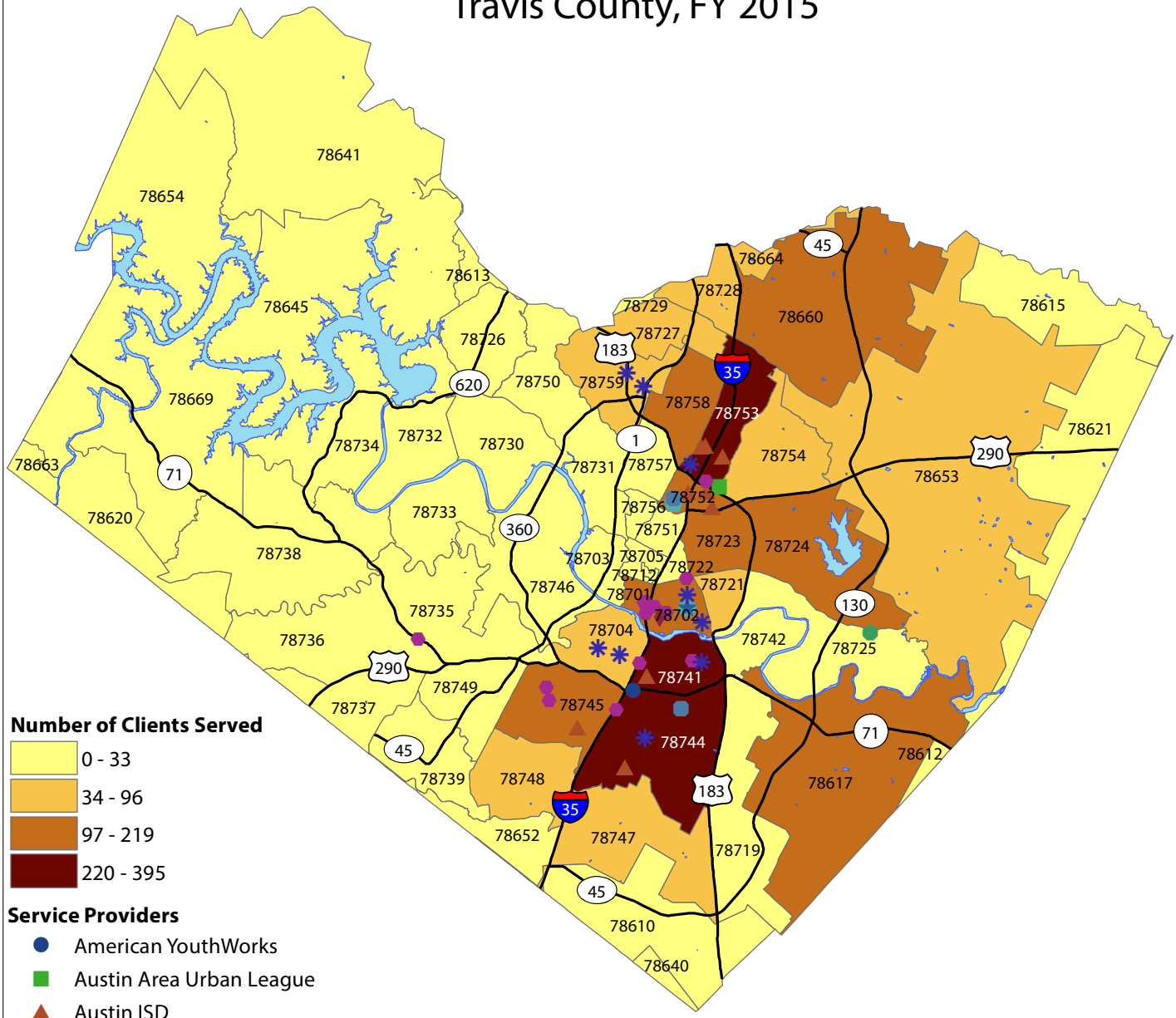
Funding Summary

The FY 2015 Funding Amount reflects 12–month funding (October 1, 2014 through September 30, 2015) unless otherwise noted.

Agency Name	Program Name	FY 2015 Funding Amount
American YouthWorks	Travis County Metro Parks Project	$83,300
American YouthWorks	Workforce Development	$207,765
Austin Area Urban League	Essential Office Skills Training	$45,774
Austin Independent School District	Adult Education and English Language Learners Program	$108,150
Capital IDEA	Long-Term Training	$875,000
Goodwill Industries of Central Texas	Ready to Work Plus	$137,439
LifeWorks	ABE - ESL	$33,249
Literacy Coalition of Central Texas	Literacy Illuminates	$53,061
Literacy Coalition of Central Texas	Workplace Competency	$43,609
Skillpoint Alliance	STEM/Youth College & Career and Adult Workforce	$493,580
Travis County Emergency Services District (ESD) 4	Travis County ESD 4 Fire and EMT Academy	$96,000
Workforce Solutions Capital Area Workforce Board	Rapid Employment Model	$400,157

Workforce Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, FY 2015



Number of Clients Served

- 0 - 33
- 34 - 96
- 97 - 219
- 220 - 395

Service Providers

- American YouthWorks
- Austin Area Urban League
- Austin ISD
- Capital IDEA
- Goodwill Industries of Central Texas
- LifeWorks
- Literacy Coalition: Workplace Competency
- Skillpoint Alliance
- Travis County ESD 4
- Workforce Solutions

Service provision locations are not included for the Literacy Coalition's Literacy Illuminates program due to the nature of the services provided.

Notes: This map shows 3,531 clients by ZIP code. 456 (11% 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. Client ZIP codes are not included for the Literacy Coalition's Literacy Illuminates program.

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

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0 2.5 5 Miles

American YouthWorks

Workforce Development

Program Description

The Workforce Development program at American YouthWorks (AYW) provides vocational training, job placement assistance, and post-program follow-up services to economically disadvantaged youth who live in Travis County, with the goal of obtaining employment in targeted occupations identified by labor market data. The vocational training focuses on real-world, hands-on projects that meet real community needs. It is designed to engage & retain at-risk youth within a team-based training environment, which is ideal for learning the 'soft skills' vital to employability. For Opportunity Youth who have not yet completed High School, the program blends academics (GED or high school diploma), focusing on academic remediation and employability skills, while teaching personal responsibility and the value of hard work. Program participants can earn industry-recognized certificates, college credits and college scholarships in addition to a high school diploma or GED. The program provides wrap-around support services to improve attendance and retention, and includes an extensive transition process that creates guided connections to college and careers for participants completing the program, including six months of post-program support & tracking.

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 from October 1, 2014 through September 30, 2015 was $207,765. This investment comprised 11.0% of the total program budget. The additional TCHHS/VS investment towards the Travis County Metro Parks Project for FY 2015 was $83,300.

American YouthWorks

Workforce Development

Eligibility Criteria

American Youthwork's target population is opportunity youth (out-of-school/out-of-work) living in the Austin/Travis County area. Participants 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 income at or below 80% of 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 2015. Staff explained that more clients were served, as well as enrolled in Vocational Training, than previously anticipated because of an unexpected grant expansion for the Texas Conservation Corps (see the first and second outputs). According to staff, several factors, such as the program's partnership with Goodwill, and the strength of American Youthworks' employment and post-secondary education specialists, contributed to an increase in participants who obtained employment, post secondary education, apprenticeship training, the military or other national service (see the first outcome). Staff noted that many jobs in Austin are starting workers out at a higher hourly wage than in previous years (see the second outcome), and a strong economy coupled with consistent, effective programming, continued attention to documentation, resource investment in post-program support, and coordination with program partners resulted in greater retention than anticipated (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	203	160	127%
Number of participants enrolled in Vocational Training	203	160	127%
Number of participants enrolled in academic classes	73	80	91%
Outcomes			
Percentage of successfully exiting participants receiving job placement services, who obtained employment, post secondary education, apprenticeship training, the military or other national service	87% (76/87)	78% (75/96)	112%
Percentage of successfully exiting participants who obtained employment at a livable wage of $9.00 or more	69% (50/72)	53% (28/53)	131%
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	82% (56/68)	75% (56/75)	110%

Austin Area Urban League

Essential Office Skills Training

Program Description

The goal of the Essential Office Skills (EOS) Training program is to equip participants with computer knowledge and technical skills, in addition to gaining proficient customer service skills with the opportunity for hands-on experience. The six-week program provides training in Microsoft Office products—MS Word, Excel, PowerPoint, and Access—and classes are offered during the day and evening. The EOS academy also focuses on the importance of internal/external customer service skills, allowing the participant to engage in building their own career path portfolio, with the end goal of sustainable employment.

Funding

The total TCHHS/VS investment in the Essential Office Skills Training program from October 1, 2014 through September 30, 2015 was $45,774. This investment comprised 10.9% of the total program budget.

Eligibility Criteria

Program participants must reside in Travis County, be 18 years or older, and have incomes at or below 200% of the Federal Poverty Income Guidelines (FPIG). Valid identification, proof of residence and income are required upon enrolling into the program. Priority populations include: low-income families; individuals transitioning from prisons; welfare recipients; public housing residents; and families facing significant barriers to self-sufficiency, health and well-being.

Austin Area Urban League: Essential Office Skills Training

Performance Goals and Results

The Essential Office Skills Training program had mixed performance results for 2015, meeting or exceeding one-half of their goals but falling slightly short on the other half. Program staff explained that staff turnover and the time needed for seeking qualified computer instructors resulted in fewer clients graduating or registering for employment related services (see the second and third outputs). According to staff, many clients are not able to pass mandatory drug tests or criminal background checks often required for higher paying jobs; as a result, these clients accept lower paying jobs that do not require these checks (see the second outcome). Staff attributed an increase in job retention due to a more hands-on approach during the hiring process, as well as post employment support and follow up (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	81	84	96%
Number of EOS Clients graduating from the day and evening Sessions	58	67	87%
Number of EOS Graduates registering for Employment Related Services	58	67	87%
Outcomes			
Percentage of EOS graduates registered for employment-related services who advance in or gain employment within 90 days of program exit	62% (36/58)	67% (45/67)	92%
Percentage of EOS graduates who obtain employment at a livable wage (greater than or equal to $10/hr)	56% (20/36)	64% (29/45)	86%
Percentage of EOS clients who advanced in or gained employment and retained employment for six months	89% (16/18)	60% (27/45)	148%

Austin Independent School District

Adult Education and English Language Learners Program

Program Description

The goals and objectives of the program are to provide sufficiently intensive classes to adult students with limited education and/or English skills to help them better prepare to become involved in the community through improved English reading, speaking, and writing proficiency; and to improve their ability to achieve self-sufficiency through increased employment and educational opportunities. The program also provides the Child Watch component for students with children. Parents who have young children are more likely to attend classes on a regular basis if their children are in a safe environment with caring mature adults. The children are watched three days a week, two and a half hours a day, and are engaged in age appropriate activities such as: reading, arts and crafts, and games. While attending the Child Watch, children ages eight through twelve will be provided with a one- on-one online tutorial program by Educate Online. Educate Online will provide certified teachers to focus on improving the reading skills of each child eligible.

Funding

The total TCHHS/VS investment in the Adult Education and English Language Learners Program from October 1, 2014 through September 30, 2015 was $108,150. This investment comprised 20.2% of the total program budget. TCHHS/VS also funds three additional programs at Austin Independent School District: the Austin/Travis County Mentoring Advisory program, which is described in the Planning and Evaluation issue area report; the Family Resource Center, which is described in the Behavioral Health issue area report; and the Travis County Collaborative Afterschool Program, which is described in the Child and Youth issue area report.

Eligibility Criteria

Clients are low-income residents of Travis County; residents who are Limited English Proficient; immigrants or foreign-born Travis County residents; persons with limited education; and persons who use language other than English in the home. Program participants with children can bring their children to the sites for child watch while they attend the instructional classes. Children must be between the ages of three and twelve, and parents must remain in class while their children are in Child Watch.

Austin ISD: Adult Education and English Language Learners Program

Performance Goals and Results

The Adult Education and English Language Learners Program had mixed performance results for 2015, meeting or exceeding two measures but falling short on the remaining measures. Staff reported that enrollment was higher than anticipated (see the first output) but a lack of funding for the 2015-2016 school year resulted in no childcare being offered during the fourth quarter; this resulted in fewer children being watched than originally projected (see the second output). According to staff, 152 students served in the fourth quarter were not yet post-tested which resulted in fewer students demonstrating gains in the BEST Plus Oral exam and BEST Literacy test (see the second and third outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated adult students served	858	700	123%
Number of unduplicated children watched while parents attend classes	221	300	74%
Outcomes			
Percentage of students retained in the program for at least 12 hours of instruction	53% (458/858)	51% (357/700)	105%
Percentage of students who demonstrated gains in BEST Plus Oral exam	62% (305/491)	81% (290/357)	76%
Percentage of students who demonstrated gains in BEST Literacy test	62% (102/165)	71% (68/96)	87%

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, case management, developmental education, job training, and career placement services. Capital IDEA pays for tuition, fees, and books, as well as offers a range of wrap-around support services designed to help low-income adult students stay in school and focus on their long-term goals, including childcare, transportation assistance, and emergency financial assistance.

Funding

The total TCHHS/VS investment in the Long-Term Training program from October 1, 2014 through September 30, 2015 was $875,000. This investment comprised 25.0% of the total program budget.

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 but one goal for 2015. Program staff noted that significant outreach efforts resulted in greater enrollees (see the first output) and that more students required childcare services than anticipated (see the fourth and fifth outputs). Staff explained that the program stopped providing most entry-level basic education training a few years ago but those who were sponsored at the time of that change were "grandfathered" in; however, as they moved up to higher-level training, the number of basic education students has dwindled and the number entering higher level training has increased (see the second and third outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	825	700	118%
Number of clients who entered basic education skills training (ESL/ACC English)	12	20	60%
Number of clients who entered job training (degree- or certificate-level)	813	680	120%
Number of children receiving child care	149	100	149%
Number of participants (adults) whose children receive child care	106	88	120%
Outcomes			
Percentage of clients actively seeking employment who obtained employment	93% (75/81)	90% (63/70)	103%
Percentage of clients who obtained employment at a wage of $10.00/hr. or higher	100% (75/75)	95% (60/63)	105%
Percentage of clients who obtained employment at a wage of $15.90/hr. or higher	72% (54/75)	75% (47/63)	97%
Percentage of clients who obtained employment two (2) quarters prior and retained employment for six (6) months	99% (70/71)	95% (60/63)	104%
Percentage of clients receiving child care who remain in training/employment	96% (102/106)	92% (81/88)	105%

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, 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 incentivize goal attainment to encourage and reward work attachment, job retention, and other individual successes.

Funding

The total TCHHS/VS investment in the Ready to Work Plus program from October 1, 2014 through September 30, 2015 was $137,439. 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, TANF recipients, 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

This program had mixed performance results for 2015, meeting or exceeding most goals but falling short on two. Program staff explained that there were a large number of carryover clients from the previous fiscal year and rather than limiting the amount of clients served, the program opted to have higher enrollment (see the first and second outputs). Staff noted that in an effort to avoid service delays, eligible clients were enrolled in the program immediately without assessing the clients commitment to the program and, as such, several clients did not go past case management into placement services. According to staff, this inflated enrollment numbers with which employment percentages were based upon and which resulted in a lower percentage of clients who obtained employment. Staff noted that the expected placement goals were met but the percentage was not (see the first outcome). Program staff explained that clients served are those with the greatest barriers, particularly homelessness and/or a criminal background, and that often times these clients need immediate employment and are willing to accept a position making minimum wage (see the third outcome). Staff noted that they continue to work with these clients to find long-term, higher paying positions that fit within their career plan.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	780	605	129%
Number of clients enrolled into occupational skills training	127	100	127%
Number of clients who obtain employment	411	406	101%
Outcomes			
Percentage of clients who obtain employment	53% (411/780)	67% (406/605)	79%
Percentage of clients who obtained employment (2) quarters prior AND retained employment for 180 days	47% (211/453)	50% (203/406)	93%
Percentage of clients who obtained employment at $10/hour or more	37% (153/411)	50% (203/406)	74%

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 October 1, 2014 through September 30, 2015 was $33,249. This investment comprised 10.6% 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

Performance Goals and Results

This program met or exceeded all of their goals for 2015 except for one. Program staff explained that due to the agency's shift away from adult education and ESL for older clients towards GED, literacy and Workforce training for youth/young adults, the agency did not seek continued funding for this program. As a result, staff noted that no new clients were enrolled in the fourth quarter which caused the overall number of clients served to be lower than projected (see the output). Staff reported that the greater percentage of students who showed an increase in their TABE score was likely due to smaller class sizes and a greater degree of individualized tutoring provided (see the first outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	280	365	77%
Outcomes			
Percentage of clients tested who achieved a 4-point increase in the TABE score	70% (19/27)	61% (40/66)	116%
Percentage of clients tested who achieved a 4-point increase in the BEST Plus score	73% (119/164)	75% (197/263)	97%

Literacy Coalition of Central Texas

Literacy Illuminates: Literacy Outreach and Education Campaign

Program Description

The goals of the Literacy Campaign are to connect families in need of literacy instruction to a high quality program, and to improve the ability of parents with young children to promote high literacy rates among their children through a targeted public education and outreach campaign. The campaign provides trainings to case management professionals in area non-profits, City of Austin, Travis County, and AISD programs that provide direct services to vulnerable families. The trainings teach these professionals to identify low-literate families and make proactive referrals using the Literacy Coalition's web-based interactive database of area literacy programs. The Campaign also coordinates a public education campaign to improve family literacy by building skills among 8,000 parents to foster the literacy development of their children and connect to an array of free, community resources including library programs and community-based early literacy instruction programs. This includes the wide dissemination of strategic, evidence-based informational materials targeting parents.

Funding

The total TCHHS/VS investment in the Literacy Illuminates program from October 1, 2014 through September 30, 2015 was $53,061. This investment comprised 69.2% of the total program budget. TCHHS/VS also funds the Workplace Competency program, which is described later in this report.

Eligibility Criteria

All efforts to refer low-literate adults to services target adults at high risk for low literacy. Adult learners are generally newly immigrated adults from various countries of origin and/or high school drop-outs seeking to improve their education and job skills. Most adult literacy students are working-age, low-income adults with young children.

Literacy Coalition of Central Texas: Literacy Illuminates

The Literacy Illuminates program had mixed performance results for 2015, meeting one goal but falling short on the remaining goals. Program staff reported that a training opportunity that had been planned and prepared for around 100 parent support specialists was cancelled, resulting in fewer professionals trained than originally projected (see the first output). Staff also noted that there were staffing changes around late summer that caused the program to be without a Campaign Coordinator for a large portion of the high-outreach activity time of August and July. Staff explained that as a result, outreach conducted was not as strategic or well-prepared as usual, and participation in a few events was cancelled for lack of staff resources (see the second output). According to program staff, while it is requested that training be made available to direct-service staff, often times attendees might not have an opportunity to use the tools and strategies delivered to them during the training in the course of their daily work (see the first outcome). Staff also noted that it is possible the attendee market was saturated during the first two years of conducting this training, and, as a result, future plans include scaling back the total number of trainees, as well as being more strategic regarding which agencies are engaged.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of social service professionals trained to identify low-literate families and refer them to a program	71	150	47%
Number of educational/informative resources distributed to parents of young children	6,918	8,000	86%
Outcomes			
Percentage of trainees reporting that they have successfully identified individuals or families needing literacy services	34% (24/71)	60% (90/150)	56%
Percentage of educational/informational materials produced and distributed	86% (6,918/8000)	80% (8,000/10,000)	108%

Literacy Coalition of Central Texas

Workplace Competency

Program Description

The Workplace Competency program, formerly a program of the Ascend Center for Learning, offers educational, occupational, and support services through classroom instruction, individualized education plans, counseling, job readiness training, and professional partnerships. The program offers 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 Job Readiness 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 Job Readiness Program provides job skills training and employment support, including basic and advanced computer skills, resume development, job search/placement assistance, interviewing skills, GED preparation, business math, case management, and wrap-around supports. 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 classes are offered during the day and in the evenings to accommodate students' schedules and to remove barriers to enrollment.

Funding

The total TCHHS/VS investment in the Workplace Competency program from October 1, 2014 through September 30, 2015 was $43,609. This investment comprised 9.7% of the total program budget. TCHHS/VS also funds the Literacy Illuminates program, which is described earlier in this report

Eligibility Criteria

This program serves residents of Travis County, ages 18 years or older, who are eligible for work in the United States, and who live in households with incomes at or below 200% of the Federal Poverty Income Guidelines (FPIG). 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.

Literacy Coalition of Central Texas: Workplace Competency

Performance Goals and Results

The Workplace Competency program had mixed performance results. Staff explained that many students entered the program with very low literacy levels, therefore the ABE portion was taking longer to complete before students reached the 8th grade literacy level to advance into Job Readiness and GED programs (see the second and third outputs, and the fourth outcome). According to staff, fewer clients completed intake testing than anticipated because the program had a waitlist for the evening program, limiting the capacity for new clients (see the fifth output). Staff noted that in October, the classroom setup and staffing structure was revamped in order to increase the number of seats in the evening program. Program staff reported that individualized customization and the intensity of the program meant that those clients completing the curriculum had more one-on-one support in obtaining employment (see the first outcome); however, challenges in maintaining contact with clients once they have completed the program resulted in lower retention than projected (see the second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	100	102	98%
Number enrolled in Job Development Training - GED Preparation	46	56	82%
Number enrolled in Job Development Training – Job Readiness	45	68	66%
Number enrolled in Adult Basic Education	71	68	104%
Unduplicated number of clients completing intake testing	115	136	85%
Outcomes			
Percentage of clients Completing Job Readiness who obtain employment	81% (13/16)	68% (25/37)	120%
Percentage of Job Readiness clients who retained employment after 6 months	35% (6/17)	76% (19/25)	46%
Percentage of clients enrolled in Job Readiness who obtain employment at $9/hour or more	69% (9/13)	76% (19/25)	91%
Percentage of clients completing Adult Basic Education	45% (32/71)	79% (54/68)	57%

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; 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 October 1, 2014 through September 30, 2015 was $493,580. This investment comprised 21.8% of the total program budget.

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

Performance Goals and Results

This program had mixed performance results for 2015, meeting or exceeding all of their goals but falling short on three goals. Program staff reported that the significant success of the Velocity program this contract year directly impacted the number of participants served, as well as student interest in STEM careers and post-secondary education, since more Velocity Prep programs were offered to multiple school districts, and retention in the program was incredibly high, with only 4 students withdrawing (see the first and second outputs, and the first and second outcomes). According to staff, some difficulties with the Machine Operator class during the fourth quarter as well as one class of 20 participants that did not graduate until mid-October (but who were counted in the number enrolled) attributed to low Gateway program completion (see the third outcome). Program staff explained that challenges with post graduation follow-up in the fourth quarter limited how many graduates were counted in the employment outcome (see the fourth outcome). According to staff, CNA graduates are a large percentage of the programs total graduates, and there has been a decline in starting CNA salaries during this year, for reasons as of yet undetermined (see the sixth outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated participants served	720	620	116%
Number of unduplicated participants served in Velocity Capstone and Prep programs	183	120	153%
Number of unduplicated participants served in Adult Workforce programs	477	500	95%
Number of unduplicated participants served in Gateway Job Training	245	240	102%
Outcomes			
Percentage of students with increased interest in pursuing STEM careers	98% (179/183)	60% (72/120)	163%
Percentage of students with increased interest in pursuing post-secondary education	98% (179/183)	90% (108/120)	109%
Percentage of participants served in Gateway who successfully complete/"Graduate" training	74% (181/245)	85% (204/240)	87%
Percentage of Gateway graduates obtain employment	40% (73/181)	80% (163/204)	50%
Percentage of graduates who obtain employment and retain employment for 6 months	60% (55/92)	60% (98/163)	99%
Percentage of employed graduates earning $11.00/hr or more	41% (30/73)	70% (114/163)	59%

Travis County Emergency Services District (ESD) 4

Travis County ESD 4 Fire and EMT Academy

Program Description

The Travis County ESD 4 Fire and EMT Academy conducts EMT-Basic and firefighter workforce development services and activities for clients from the local areas and provides potential career paths in these professions. The program is an intense, six-month course of study, with two-and-a-half months dedicated to emergency medical technician training and the remaining three-and-a-half months dedicated to firefighter curriculum. Cadets are prepared to complete both EMS and Firefighter certification exams. Cadets are also required to participate in proficiency skills training one Saturday each month. Additionally, each cadet class is scheduled to participate in numerous community service and middle/elementary school activities throughout the duration of the academy.

Funding

The total TCHHS/VS investment in the Travis County ESD 4 Fire and EMT Academy program from October 1, 2014 through September 30, 2015 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, immunization records, and driving records. 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. Applicants interested in applying for the academy are required to participate in no less than two 12-hour ride-outs at fire stations in order to become eligible to submit their application. Clients are recruited and selected from diverse populations to assist in increasing the diversity of local emergency medical and firefighting entities.

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

This program met or exceeded all of their performance goals except for two. Program staff reported that the academy was under new management at the end of 2014, which corrected deficiencies in the academic instruction and improved the success of the cadets (see the second and third outputs and outcomes). Staff also noted that the hiring process for fire departments can easily take over six months (see the fourth output and outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	19	18	106%
Number of cadets graduating	19	13	146%
Number of cadets passing the firefighter exam	17	13	131%
Number of Cadets hired within 6 months of graduating	8	9	89%
Outcomes			
Percentage of cadets from Travis County	84% (16/19)	83% (15/18)	101%
Percentage of cadets graduating	89% (17/19)	72% (13/18)	124%
Percentage of cadets passing the firefighter exam	89% (17/19)	72% (13/18)	124%
Percentage of cadets hired within 6 months of graduating	42% (8/19)	50% (9/18)	84%

Workforce Solutions Capital Area Workforce Board

Rapid Employment Model

Program Description

The goal of the Rapid Employment Model (REM) program is to improve work readiness, job placement, and retention among disadvantaged residents eligible for services. The 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 October 1, 2014 through September 30, 2015 was $400,157. This investment comprised 100% of the total program budget.

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 or below 200% of Federal Poverty Income Guidelines (FPIG); 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

Performance Goals and Results

The Rapid Employment Model met or exceeded all of their performance goals for 2015. Staff noted that this program was highly requested resulting in an increase in enrollment (see the first output). According to staff, retention was greater than anticipated because clients were enrolled in training and matched with employment that best suited clients' interests and lifestyle (see the second outcome). Staff attributed higher entry wages to the certification and training received through the program and the access this provides to in-demand, higher paying occupations (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	121	106	114%
REM clients completing pre-employment training	79	75	105%
REM clients completing occupation specific training or intensive employment training (80% of #2)	59	60	98%
Outcomes			
Percentage employed or enrolled in advanced training resulting in a 1-year certificate or greater within 3 months of training completion	69% (41/59)	75% (45/60)	93%
Percentage retained in employment or advanced training resulting in a 1-year certificate or greater for 6 months	81% (42/52)	56% (25/45)	145%
Average wage at entry for REM completers	$16.31	$12.00/hr.	136%

Appendix

2015 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	$5,885	$11,770	$14,713	$17,655	$23,540
2 persons	$7,965	$15,930	$19,913	$23,895	$31,860
3 persons	$10,045	$20,090	$25,113	$30,135	$40,180
4 persons	$12,125	$24,250	$30,313	$36,375	$48,500
5 persons	$14,205	$28,410	$35,513	$42,615	$56,820
6 persons	$16,285	$32,570	$40,713	$48,855	$65,140
7 persons	$18,365	$36,730	$45,913	$55,095	$73,460
8 persons	$20,445	$40,890	$51,113	$61,335	$81,780
For families/households with more than 8 persons, add $4,160 for each additional person.					

Data source: "2015 Poverty Guidelines," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 22, 2015, http://aspe.hhs.gov/poverty/15poverty.cfm.

2015 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	$16,150	$26,900	$43,050
2 persons	$18,450	$30,750	$49,200
3 persons	$20,750	$34,600	$55,350
4 persons	$24,250	$38,400	$61,450
5 persons	$28,410	$41,500	$66,400
6 persons	$32,570	$44,550	$71,300
7 persons	$36,730	$47,650	$76,200
8 persons	$40,890	$50,700	$81,150

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