Workforce Development

FY 2016 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

JANUARY 2017

Workforce Development

FY 2016 Community Impact Report

Travis County Health and Human Services & Veterans Service
Research & Planning Division

County Executive
Sherri E. Fleming

Project Leads
Courtney Bissonnet Lucas
Lori Axler Miranda
Brittain Ayres

Lead Writer
Lori Axler Miranda

Research & Planning Division
Lawrence Lyman, Division Director
Korey Darling, Planning Manager
Brittain Ayres
Tara Carmean
Rachel Coff
Courtney Bissonnet Lucas
Lori Axler Miranda
Tonya Pennie
Brook Son

Questions or Comments?

For questions or for more information, please contact the Research & Planning Division at HHS_R&P@traviscountytx.gov.

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.

Table of Contents

Introduction 5

Community Conditions 7

Investment Overview 21

American YouthWorks: YouthBuild Workforce Development 24

Capital IDEA: Long-Term Training 27

LifeWorks: Workforce Development. 29

Literacy Coalition of Central Texas: Workforce Infusion. 31

Literacy Coalition of Central Texas: Literacy Illuminates-Literacy Outreach & Parent Education Campaign. 33

Skillpoint Alliance: Gateway 35

Travis County ESD#4: Travis County ESD 4 Fire & EMT Academy 37

Workforce Solutions Capital Area Workforce Board: Workforce and Education Readiness Continuum-Travis County. 39

Appendix. 41

Endnotes 42

Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests over $18.8 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 2016 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—Access to Basic Supports, Behavioral Health, Child and Youth Development, Housing Continuum, Planning and Evaluation, Public Health, Safety Intervention Services, Supportive Services for Community Living, and Workforce Development—as well as a pilot project under Holistic Family Services. The Investment Overview summarizes information from all nine issue areas and the pilot project. 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, 2015 through September 30, 2016) 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 a continuum of 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 (including, but not limited to, vocational certification and formal higher education opportunities); 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. It is estimated that by 2018, nearly two-thirds of jobs created in the United States will require some type of postsecondary training and/or education.[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 invests in services which provide a continuum of adult education and workforce development to help individuals improve skills, obtain employment, and succeed in the workplace, and help employers secure a skilled workforce.

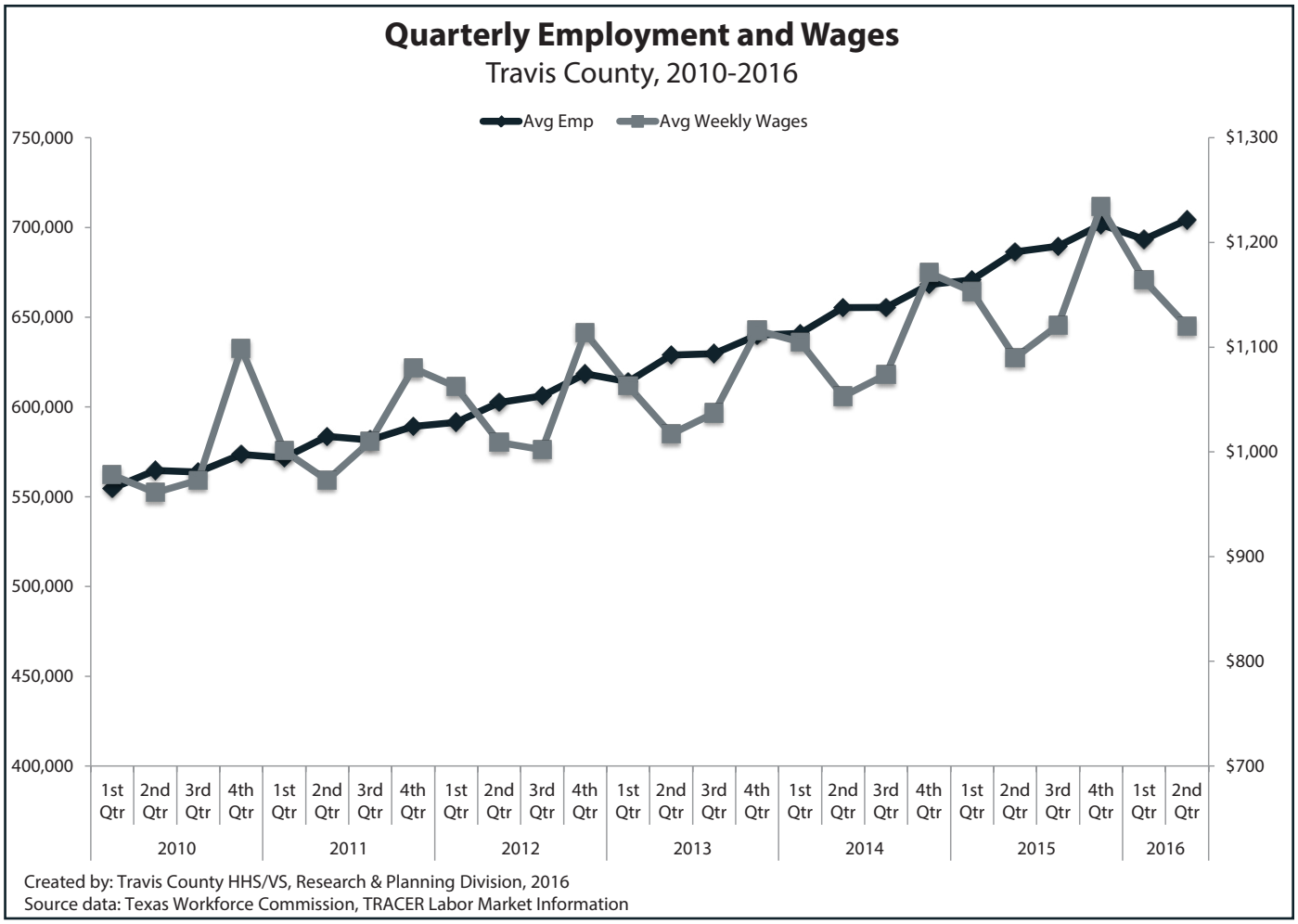
Current State of the Local Economy

Economic data can provide important information on the wealth and health of a local economy, including point-in-time snapshots and historical trends. Changes in local businesses, such as workforce reductions or relocation of large employers, and changes in industry sectors affect service needs.

Employment

In Travis County, the overall number of people employed increased 2% between October 2015 and October 2016.[3] An average of 704,287 individuals were employed with average weekly wages of $1,120

(according to 2016 second quarter data).[4,a] Between 2010 and 2016, the average number of individuals employed increased 25% while average weekly wages have increased 17% (according to second quarter data).[5]



When looking at employment by sector, the federal, state, and local government comprise 18% of total employment, while the majority (82%) of employment is within the private sector.[6,b]

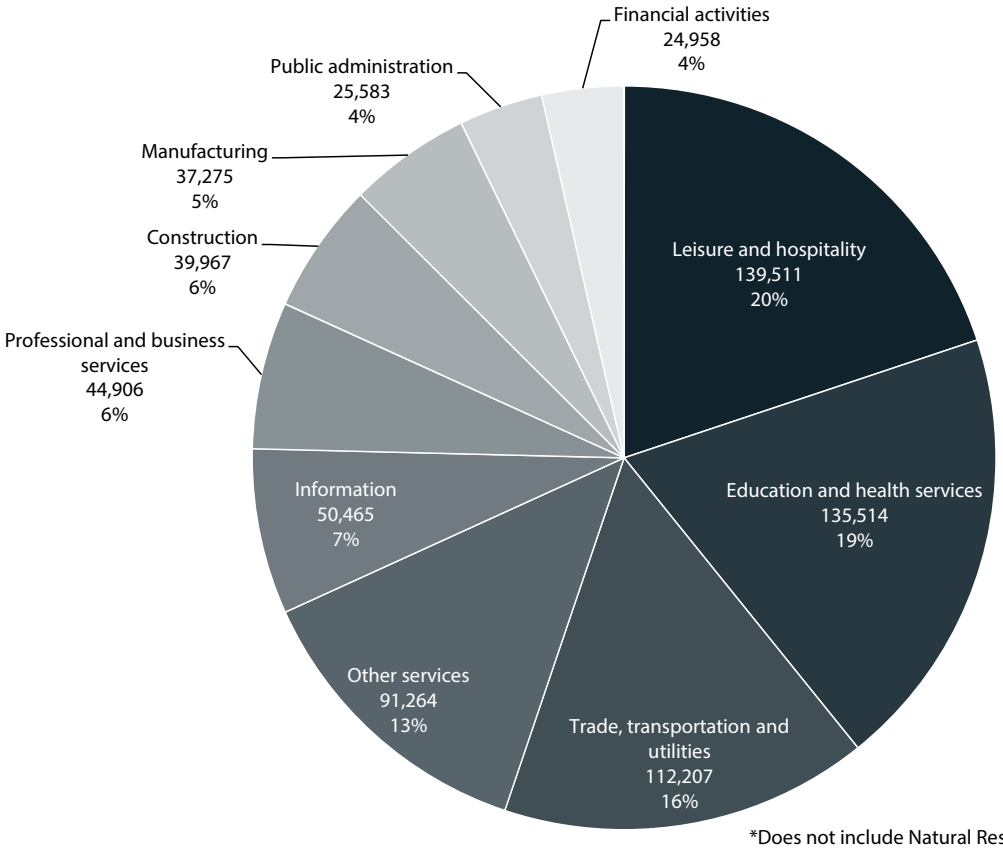
In Travis County, the industries adding the largest number of employed individuals between 2015 and 2016 (according to second quarter figures) include education and health services, with an increase of 5,960 people employed; trade, transportation, and utilities, with an additional 4,523 people employed; and other services, with an increase of 4,346 individuals employed.[7] This indicates a growth rate of 4.6%, 4.2%, and 5% respectively. Leisure and hospitality comprise 20% of employment within Travis County, education and health services comprise 19%, and trade, transportation and utilities comprise 16%.[8]

a At the time research was being conducted for this report, only first and second quarter data was available for 2016.

b Historically, the Workforce Development Area (WDA) profile reported employment by super sector, which included federal, state, and local government, as well as non-classified. The October 2016 WDA profile reports employment by industry, which does not include this breakdown. Additionally, the most recent WDA profile includes public administration as an industry, which was not previously included.

Employment by Industry

Capital Area Workforce Development Area, October 2016



Created by: Travis County HHS/VS, Research & Planning Division, 2016
Source data: TRACER Texas Labor Market Information, October 2016

*Does not include Natural Resources & Mining or NonClassified Jobs (which was excluded from the TRACER summary), 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.[9] According to the Bureau of Labor Statistics, occupations needing some postsecondary education are expected to grow faster than average, while occupations typically requiring high school or less than high school education will grow at a slower rate than average.[10,c] It is estimated that by 2020, 65% of all jobs in the U.S. will require postsecondary education and training.[11] Current rates of college enrollment indicate that workers with at least some college will only increase 3% between 2000 and 2020 (compared with a 20% increase from 1980 to 2000).[12] At this rate, the U.S. is not producing enough educated workers at a time when baby boomer retirement is increasing.[13] Projections suggest that by 2020, the U.S. could under-produce five million workers with postsecondary education, resulting in an inability to meet workforce demands.[14]

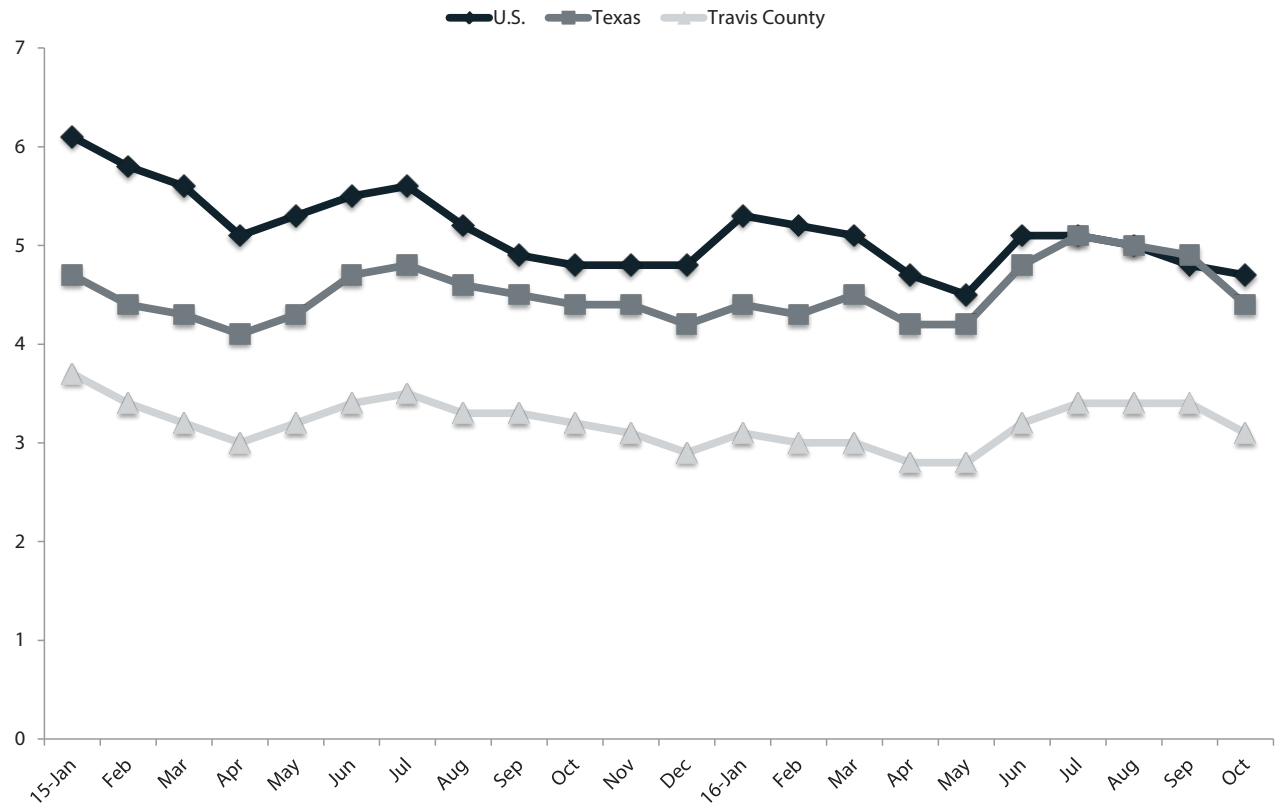
c The average rate of growth between 2010 and 2020 for all occupations is 14.3%.

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 2016 at 3.1% in January, dropping to 2.8% in April and May, and returning to 3.1% in October (the most recent month with unemployment data at the local level available at the time of research).[15]

Unemployment Rates

US, Texas, and Travis County, 2015-2016



Created by: Travis County HHS/VS, Research & Planning Division, 2016
Source data: Texas Workforce Commission, Texas Labor Market and Career Information

Note: At the time of this report, 2016 Unemployment rate information was only available through October for Texas and Travis County

When comparing October unemployment rates for the past several years, 2016 had the lowest unemployment rate for Travis County since 2000.[16,d] Similarly, the October unemployment rate for Travis County has consistently remained lower than the state and national rates (October 2016 rates for the state and the U.S. are 4.4% and 4.7% respectively, not seasonally adjusted).[17,e] When comparing October figures, the number of unemployed people in Travis County declined by 311 between 2015 and 2016,

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

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.

while the number of people employed rose by 15,309.[18]

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."[19] 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."[20] 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.[21] 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 2016 (October 2015 through September 2016), there were an average of 13.2 million Texans in the labor force (seasonally adjusted),[22] of whom 4.6% (approximately 609,000) were unemployed, another 0.3% (roughly 39,000) were discouraged workers, and 0.5% (about 66,000) were marginally attached to the labor force.[23] The combination of unemployed, discouraged workers, marginally attached workers, and workers employed part time for economic reasons make up 8.6% of the total labor force in Texas .[24]

Connections and Impact

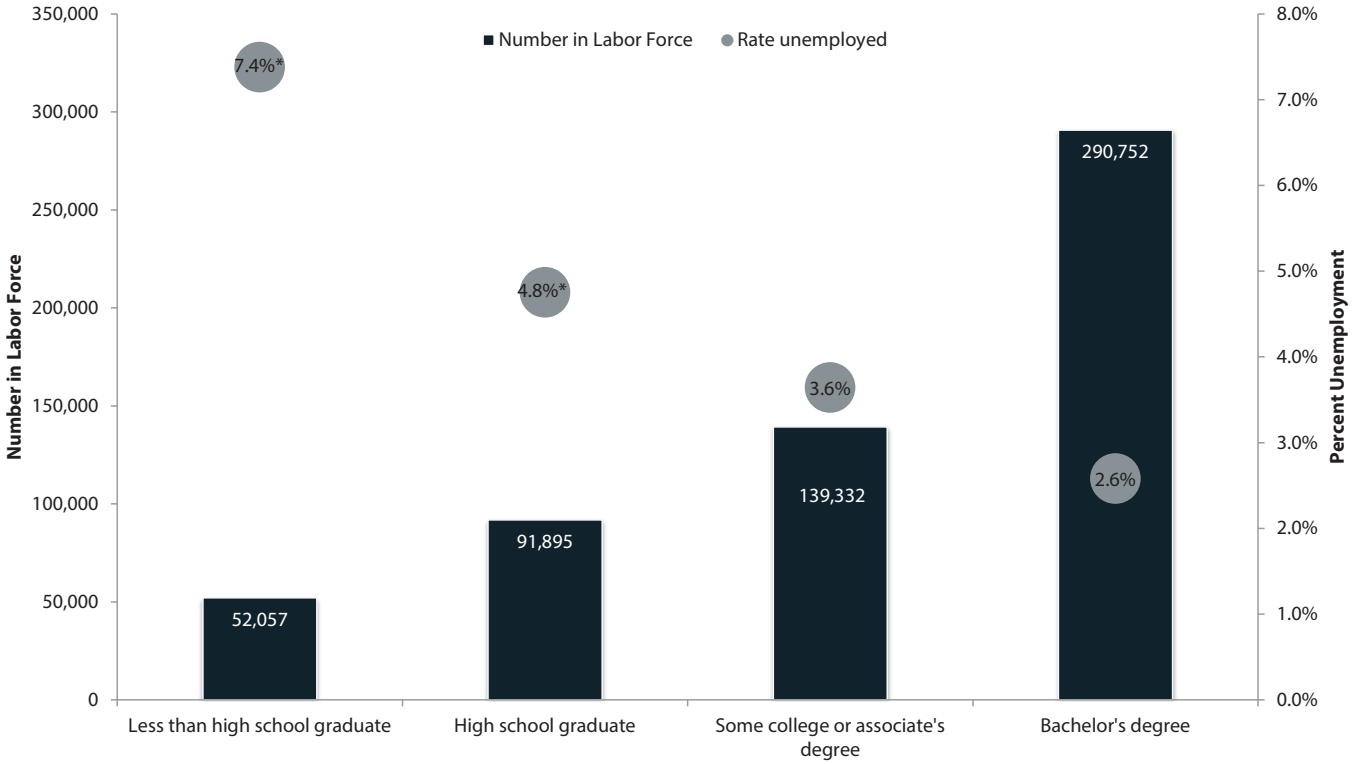
There are clear and direct connections between improved skills, stable employment, and higher earnings.[25] Higher levels of education and literacy lead to increased worker productivity and lower unemployment, as well as higher wages.[26] Increased wages have a positive effect not only on personal income, but also on state and federal revenue due to various taxes, and lead to decreases in public assistance and corrections.[27] 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.[28]

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

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.

Labor Force by Educational Attainment Levels and Unemployment Rates

Population 25 to 64 years in Labor Force, Travis County, 2015
(n = 574,036)



*This estimate is not reliable at a 90% confidence level
Created by: Travis County HHS/VS Research & Planning Division, 2016
Source data: 2015 American Community Survey 1-Year Estimates, B23006

As education level increases, earnings also rise. The median wages of a geographic region strongly correlate to the educational attainment of the workforce.[29]Among Travis County residents age 25 and over with earnings in 2015, 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 18%; from high school graduate to some college or associate's degree, 32%; from some college or associate's degree to bachelor's degree, 34%; and from bachelor's degree to graduate or professional degree, 34%.[30]

Median Earnings In The Past 12 Months* By Sex By Educational Attainment Population 25 Years And Over With Earnings, Travis County, 2015			
Educational Attainment	*Total*	*Male*	*Female*
Less than high school graduate	$21,830	$23,755	$16,983
High school graduate (includes equivalency)	$26,045	$28,057	$22,759
Some college or associate's degree	$36,006	$40,870	$31,375
Bachelor's degree	$50,960	$62,330	$43,704
Graduate or professional degree	$71,776	$96,556	$55,114

*In 2015 Inflation-Adjusted Dollars
Created by: Travis County HHS/VS, Research & Planning Division, 2016
Source data: 2015 American Community Survey 1-Year Estimates, B20004

Regardless of educational attainment, disparities in median wages among males and females exist at every education level: males with less than a high school diploma or GED earn 33% more than their female counterparts; Male high school graduates earn 21% more than female graduates; Males with some college or an associate's degree earn 26% more than females with the same education level; males with a bachelor's degree earn 35% more than their female counterparts; and males with a graduate or professional degree earn 55% more than females with the same educational attainment.

In Texas, women are disproportionally represented among hourly paid workers who earn at or below minimum wage: In 2015, two-thirds (66%) of the 287,000 workers who earned at or below minimum wage were women. [31] Overall, Texas has a high proportion of hourly paid workers earning at or below minimum wage – ranking sixth among all U.S. States and the District of Columbia.[32]

The minimum wage is designed to set an earnings threshold for individuals and families to meet basic needs; however, it does not account for the current cost of basic expenses.[33] 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.[34] Current minimum wage in Texas is $7.25 per hour, which is the same as the federal minimum wage, which was most recently set in 2009.[35] The Center for Public Policy Priorities Family Budget Estimator[g] 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 (this increases to $14.09 per hour for individuals paying for their entire health insurance premium).[36] 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.[37] These wage calculations only consider what is needed

g 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.

to meet minimum basic expenses and do not include additional wages that would be needed in order to save for emergencies, retirement, or college.[38]

Impacted Populations

Rural areas

Despite economic improvement in some urban areas, populations living in rural areas may continue to face workforce challenges, particularly for low-income populations.[39] High school completion rates for rural areas are typically lower than metropolitan areas, and completion of bachelor degrees is 13% lower than in urban areas.[40] Rural residents are often trained for jobs rather than careers, and job opportunities can be limited locally, due to a lack of economic development.[41,42] Limited job opportunities may mean long commutes with limited resources to support this – such as convenient and reliable transportation, gas money, and access to affordable and adequate childcare.[43] Social services and training programs typically cost more per capita in geographically isolated areas, limiting the availability and diversity of service delivery options.[44]

Formerly incarcerated persons

Former offenders face many more employment barriers than do people without a criminal history.[45] 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.[46] A 2014 report found that employment was the single most important influence on decreasing recidivism.[47] In addition to reducing recidivism, several economists suggest that removing job barriers for individuals with a criminal record helps the economy.[48] 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).[49] Research also suggests that with training, recidivism could be reduced by as much as 29%.[50] Making supports available to individuals both while incarcerated and after incarceration is critical in helping people obtain and maintain employment.[51]

Opportunity Youth

Young adults and teens have experienced the greatest impact from the Great Recession.[52] Not since the end of the 1930s Depression has the proportion of young people working been so low.[53] Wages for these youth are also typically low. One-half of people earning at or below the federal minimum wage are 16 to 24 years old.[54]

Opportunity Youth are 16 to 24 years old and are disconnected from school and/or work. There are

an estimated 15,000 Opportunity Youth in Travis County, (comprising 10% of the total population)[55] although that number is likely an underestimate given the difficulty in tracking youth that are, by definition, disconnected. Young adults who have earned at least an associate's degree are more likely to be employed than those who have a high school degree or less; however, with few young adults earning a postsecondary degree, it is likely the number of youth disconnected from education and employment will only increase.[56] Youth disconnected from work and school can benefit from an integrated combination of education, occupational skills, and support services.[57] As the retirement of baby boomers continues to increase, postsecondary training and education is critical in meeting workforce demands and ensuring youth are able to prosper.[58]

Veterans

Many veterans experience a challenging and difficult transition from military to civilian life, citing "finding a job" as the greatest challenge in their transition.[59,60] A lack of preparation for civilian life, unaddressed and under-supported mental health and substance abuse issues, difficulty relating to non-veteran civilians, and difficulty translating military experience into civilian experience are all barriers to obtaining and maintaining employment for veterans.[61] Between November 2015 and November 2016, the national unemployment rate for veterans 18 years and older increased from 3.6% to 4.8%, while the nonveteran population age 18 years or older experienced a slight decrease from 4.8% to 4.3%.[62] In November 2016, female veterans had a higher unemployment rate (7.4%) than their male counterparts (4.4%), and by age group, the unemployment rate was the highest for veterans ages 18-24, at 11.7%.[63] There are nearly 19 million veterans in the United States, almost 1.5 million in Texas, and close to 50,000 in Travis County.[64] Job training and support services can help ease the transition from military to civilian life and reduce barriers to re-integration and employment within the community.

Foreign-born individuals

Approximately 212,000 people in Travis County are foreign-born.[65] Immigrants comprise 18% of the total county population, a proportion that has remained relatively stable over the past five years.[66] In Travis County, there are about 93,000 individuals age 25 or older who report having less than a high school diploma or equivalency;[67] the majority (60%) of these residents are foreign-born.[68,h] Overall, the foreign-born population in Travis County has lower educational attainment levels than their native[i] 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, 33% of the foreign-born population have a bachelor degree or higher, compared to 52% of the native population.[69] Language

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

i 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.

can also create a barrier for the foreign-born population to participate in the workforce. In Travis County, more than one-in-three (35%) of foreign-born residents age five or older are categorized as speaking English "not well" or "not at all."[70] Immigrants who have increased English skills are likely to earn 13%-24% more than immigrants who are not English proficient.[71]

TANF Recipients

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 dramatically reformed the welfare system in the United States, now known as Temporary Assistance for Needy Families (TANF), which included requiring recipients to have a job or be in the process of finding one in order to receive assistance.[72] Despite this requirement and the emphasis on work, states were not required to spend their federal TANF funding on employment-related programs.[73] As a result, states on average spend less than 10% of TANF funding on employment services.[74] Texas spends 7.4% of TANF funding on Work Activities, and 0.4% total on both Work Supports and Supportive Services.[75,j,k] In Texas, nearly $1 billion in TANF funds were spent and transferred, with only 13.6% of that being spent on core activities, which include Basic Assistance, Child Care,[l] Work Activities, Work Support, and Supportive Services.[76,77]

Service Needs and Interventions

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. Training programs provide an opportunity for less-skilled and displaced workers to improve their circumstances and well-being.[78]

Adult Basic Education and Literacy

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.[79] The Texas Interagency Literacy Council Report, issued in 2012, estimates that there are approximately 122,428 individuals who are eligible for adult

j Work Activities comprise work, education, and training activities. Work Supports include transportation benefits, and goods to help obtain or maintain employment, such as tools, uniforms, license fees, etc. Supportive Services are services such as domestic violence services, and health, mental health, substance abuse and disability services, housing counseling services, and other family supports. For a full list and description of the activities in these categories, please visit: https://www.acf.hhs.gov/sites/default/files/ofa/tanf_financial_data_fy_2015.pdf.

k The remaining federal TANF funding in Texas is spent on Pre-K (37.5%), Child Welfare (36.5%), Other Services (7.2%), Basic Assistance (5.8%), and Administration and Systems (5.1%).

l Texas spends zero TANF dollars on childcare.

education in Travis County, based on educational attainment, nativity, and English fluency.[80] Services typically include: English as a Second Language (ESL), to develop and improve language fluency for adults who lack competence and proficiency in English; Adult Basic Education (ABE), which provides reading, writing, and math instruction to out-of-school youth and adults with a lower level of secondary education completion in order to improve basic education skills; and Adult Secondary Education (ASE), which includes instruction in a variety of disciplines in order to prepare individuals to take the GED exam or obtain a high school diploma.[81]

Literacy programs in Texas are serving 3.5% of the 3.8 million people in need of adult basic education services.[82] 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.[83] There are many more Texans in need of adult education and literacy services than there is the capacity to serve them.[84] This trend is anticipated to continue. One report estimates that by 2040, almost eight million Texans will be eligible for adult education services,[85] yet federal and state funding for employment and training services, including adult and technical education, is declining.[86,87] This highlights the need for continued investments in adult education and literacy so that capacity is adequate for demand.

Postsecondary Education

A postsecondary degree or industry recognized credential in a high-demand occupation is the single most important determining factor in the lifetime earnings of a worker.[88] An associate degree is a recognized higher education degree that takes less time to earn than a bachelor degree (typically two years compared with four years) and can be awarded in academic, professional, terminal career and technical programs.[89] Earning an associate degree before transferring to a bachelor degree program increases the chances of obtaining a bachelor degree.[90]

Vocational degree and certificate programs offer a market-driven alternative to traditional postsecondary degree programs that award a bachelor degree. Vocational programs can offer shorter-term services that result in a career or technical certificate, or longer, more intense programs that result in an associate degree.[91] Certificate programs provide the opportunity to complete an occupation-specific program of study with a credential necessary to obtain employment in a particular field in a relatively short period of time.[92] Completion rates among certificate programs are often higher than in degree programs and certificate programs can be relatively efficient in training individuals quickly.[93]

Job Search and Work Readiness Assistance

Training and education in a specific program of study helps individuals gain the content knowledge and skills necessary to perform a particular job; however, many job seekers, especially those who are

new to the job market, experience challenges and a lack of preparedness in searching for, obtaining, or maintaining a job. Services providing work-related assistance, such as preparing a resume, interviewing skills, and understanding work environment culture, can meet these needs and provide necessary support to traditional job training programs.[94] Services range from short-term, low-intensity activities, such as job search assistance, which can speed up job placement, to more high-intensity, longer-term assistance designed to increase persistence and success in the job market.[95] Research suggests that "soft skills," such as good time management, interpersonal skills, punctuality, and dependability, are highly correlated with positive work and educational outcomes.[96]

Support Services

Childcare

Access to affordable child care is a common barrier to finding and maintaining employment. The Capital Area, which includes Travis County, along with parts of the Dallas/Ft. Worth area, has the most expensive child care in Texas.[97,98] Subsidized child care is a support service aimed at increasing participation in the workforce. While the relationship among these issues has long been recognized, there is an emerging trend toward "dual generational" models (also known as two-generation models) that intentionally address the needs of parents and children to foster long-term social and economic benefits for the entire family. In this model, children receive health and education services in a variety of settings from the home to formal education programs, while parents learn parenting, literacy, adult basic education, and/or job training skills to increase competencies in these areas.[99]

Transportation

Transportation barriers are often cited as a predominant obstacle to employment and employment success once hired.[100] Research suggests automobile access is correlated with lower unemployment and higher income, although the cost of maintaining a car could exceed the income gains.[101] Low-income individuals, immigrants, and people of color are more likely to transition in and out of car ownership than their higher-income, native, and white counterparts.[102] Public transit can fill an important gap for those who do not own or have access to a car.[103] Austin/Travis County is considered a largely car-dependent region that fails to support other modes of transportation.[104] The rising cost of gasoline, heavy traffic, and lack of public transportation are considered significant challenges.[105] Transportation costs are the second greatest expense for the average American family, falling behind housing costs, and are almost twice as high for the bottom 90% of Americans compared to the top 10%.[106] Transportation support services and increased accessibility can help reduce the barriers transportation may pose to working families.

Emerging Trends

Fair Chance Hiring

On April 4, 2016, the City of Austin's Fair Chance Hiring Ordinance went into effect.[107] The ordinance places restrictions on some employers[m] regarding when they can ask about a job applicant's criminal history and how that information is used during the hiring process, in order to reduce recidivism and unemployment for individuals with a criminal background.

Master Community Workforce Plan

In 2016, representatives from the City of Austin, Travis County, Workforce Solutions Capital Area Workforce Board, and several community-based organizations began developing a master community workforce plan in order to align goals, efforts, and outcomes around workforce development within the Capital Area. The plan is expected to be finalized in early 2017.

Austin Two-Generation Pilot Project

Representatives from local service providers and community leaders within the workforce development, adult education, and early childhood education issue areas have been collaborating on ways to implement the first Two-Generation strategy in Austin. The pilot project is likely to begin sometime in the near future.[108]

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.

m The ordinance does not apply to private employers with less than 15 employees; employers headquartered outside of Austin that have more than 15 employees, but less than 15 primarily working from an Austin location; government employers on the federal, state, county, and municipal levels; public school districts; and private membership clubs exempt under Section 501 (c) of the Internal Revenue Code.

Austin Community College, Division of Adult Education

www.austincc.edu/abe/

As the fiscal agent of the Capital Area Adult Education Consortium for federally funded adult education (WIOA Title II) 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.raymarshallcenter.org/

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.texasworkforce.org/

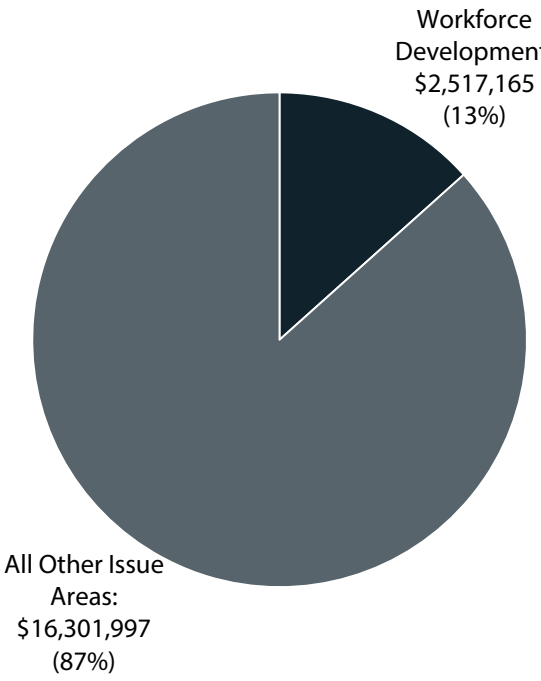
Texas Workforce Commission (TWC) is charged with overseeing and providing workforce development services to employers and job seekers of Texas. As of September 1, 2013, TWC also has oversight over the Adult Basic Education system (transferred from the Texas Education Agency). Their Labor Market and Career Information site provides access to labor market data, career resources, reports and publications, and career searches.

Investment Overview

Our Investment

TCHHS/VS has contracted programs that offer workforce development services to help ensure the development of a skilled workforce.[109] 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 2016



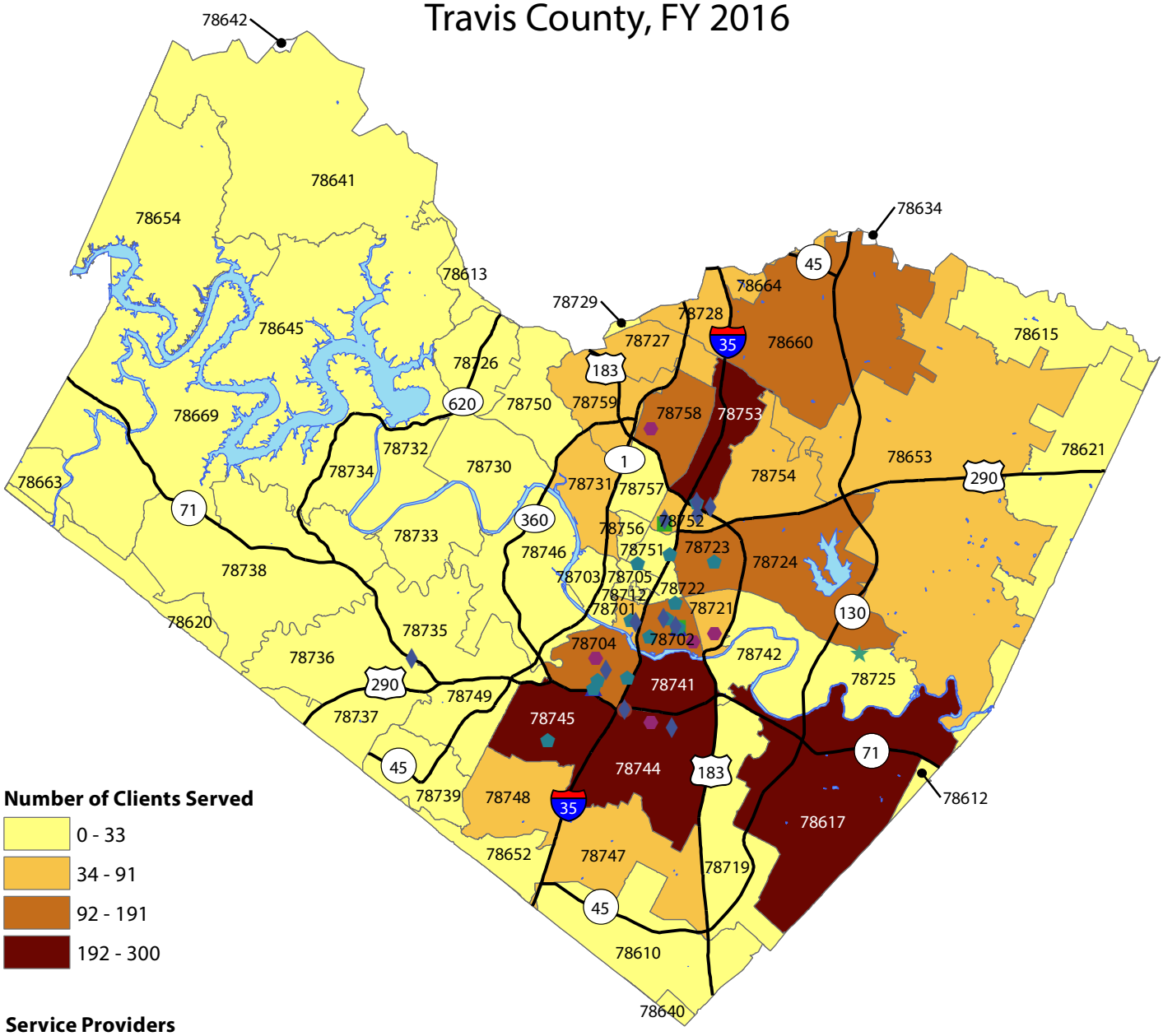
Funding Summary

The FY 2016 Funding Amount reflects 12–month funding (October 1, 2015 through September 30, 2016) unless otherwise noted.

Agency Name	Program Name	FY 2016 Funding Amount
American YouthWorks	Travis County Metro Parks Program	$100,000
American YouthWorks	YouthBuild Workforce Development	$145,000
Capital IDEA	Long-Term Training	$760,800
LifeWorks	Workforce Development	$241,196
Literacy Coalition of Central Texas	Literacy Coalition-Workforce Infusion	$241,196
Literacy Coalition of Central Texas	Literacy Illuminates: Literacy Outreach & Parent Education Campaign	$31,858
Skillpoint Alliance	Gateway	$270,800
Travis County ESD#4	Travis County ESD 4 Fire & EMT Academy	$96,000
Workforce Solutions Capital Area Workforce Board	Workforce and Education Readiness Continuum - Travis County	$630,315

Workforce Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, FY 2016



Notes: This map shows 3,508 clients by ZIP code. 428 (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.

Source data: Contracted service providers, FY 2016.
This map was created using ArcGIS Online shapefiles.
Created by: Travis County HHS, Research & Planning Division, 2017.

American YouthWorks

YouthBuild Workforce Development

Program Description

The goal of this program is to connect Opportunity Youth to employment and education. Participants gain hands-on experience while earning industry-recognized certificates, college credits, and college scholarships in addition to a high school diploma or GED. As a full-time program, students attending academic classes spend 16-20 hours/week in vocational training, while participants who have completed their GED or Diploma spend up to 40 hours per week in our vocational training programs. Training includes some classroom instruction, but mainly features hands-on practice on real-world projects that prepare students for the work environment, including lots of opportunity for practicing 'soft skills', such as communication and problem-solving, while participating in community-based service projects that give back to the community. Community Service is an essential part of the YouthBuild experience. Vocational training tracks include: construction, Media Corps: Computer Refurbishing, Media, & Design; TX Conservation Corps: Natural Resource Management; and Medical Careers.

In addition, TCHHS/VS pays the American YouthWorks TX Conservation 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 YouthBuild Workforce Development program from October 1, 2015 through September 30, 2016 was $145,000 . This investment comprised 9.9% of the total program budget. The additional TCHHS/VS investment towards the Travis County Metro Parks Project for FY 2016 was $100,000.

American YouthWorks

YouthBuild Workforce Development

Eligibility Criteria

The target population for this program is young people ages 16-28 who are disconnected from education and employment; most have family incomes at or below 80% of Median Family Income (MFI) or 200% of Federal Poverty Income Guidelines (FPIG) and face a variety of barriers to reconnecting, including homelessness, pregnant or parenting, LGBT youth, involvement in the criminal justice or foster care systems, mental health issues and persons with disabilities. One-half of enrollees have not have completed High School; no more than 10% fall outside the target population for age or income.

American YouthWorks: YouthBuild Workforce Development

Performance Goals and Results

The YouthBuild Workforce Development program met or exceeded all of its program goals, except for one. Program staff explained that more clients were served and enrolled in vocational training than expected due to several factors: rolling enrollment for the YouthBuild program, a grant which expanded the program to work with court involved youth, and a summer program run by Texas Conservation Corps, which increased numbers for the year (see the first and second output). According to staff, fewer participants obtained employment, post secondary education, apprenticeship training, the military or national services due to the number of participants who completed the program in the fourth quarter - 21 participants exited successfully in quarter four but are currently looking for placement (see the second outcome). Staff noted that they continue to work with these participants to ensure placement. Of those who obtained employment, a higher proportion of participants found employment paying at least $10/hr. than initially anticipated (see the third outcome). According to staff, this was due to many entry level jobs in Austin increasing their starting wage.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	241	160	151%
Number of participants enrolled in vocational training	241	160	151%
Number of participants enrolled in academic classes	88	80	110%
Outcomes			
Percentage of successfully exiting participants	77% (94/122)	80% (96/120)	96%
Percentage of successfully exiting participants receiving job placement services, who obtained employment, post secondary education, apprenticeship training, the military or other national service	68% (64/94)	78% (75/96)	87%
Percentage of successfully exiting participants who obtained employment at $10.00/hr. or more	66% (38/58)	53% (28/53)	124%
Percentage of successfully exiting participants who obtained employment, post secondary education, apprenticeship training, the military or other national service and retained placement for 6 months or longer	71% (48/68)	75% (56/75)	95%

Capital IDEA

Long-Term Training

Program Description

Capital IDEA's goal is to lift low-income adults out of poverty by providing financial and wrap-around support through multiple-year, certificate and degree-level education for in-demand, living wage occupations identified by area employers in need of highly skilled workers. Program components include developmental education, job training, and career placement services. In addition to having all tuition, fees, and books paid for by Capital IDEA, participants receive individualized case management, and wrap-around support services.

Funding

The total TCHHS/VS investment in the Long-Term Training program from October 1, 2015 through September 30, 2016 was $760,800 . This investment comprised 18.2% of the total program budget.

Eligibility Criteria

Capital IDEA's target population is low-income adults of Austin and Travis County who are unemployed, underemployed, or hard to employ and who are willing to commit to long-term training but who face multiple barriers to completing a long-term education program, such as an inability to pay for childcare, lack of funds for tuition, books, and fees, and poor academic preparation. In order to receive services, clients must have incomes at or below 200% of Federal Poverty Income Guidelines (FPIG), be a resident of Central Texas (10-County region), at least 18 years or older, a U.S. citizen or permanent resident, and have a high school diploma or GED but have not already completed a college degree.

Capital IDEA: Long-Term Training

The Long-Term Training program had mixed performance results for the program year. According to staff, the high school on-ramp program enrolled an unexpected amount of high school students who were not college ready, which resulted in more clients served within the program and College Prep Academy (see the first and second outputs). The percentage of participants seeking employment who obtained employment was lower than projected, which staff attributed to two factors: many students were waiting to pass their boards, which is required prior to gaining employment; and 22 participants graduated in August, leaving them only one month to find employment prior to performance reporting (see the first outcome). Staff reported that health care jobs typically pay higher wages than non-health care jobs but that with licensing and testing requirements, these jobs take longer to acquire. As such, non-healthcare graduates were placed into jobs faster than health care graduates, affecting the number of participants obtaining wages of at least $20/hr. (see the third outcome). According to program staff, a large number of participants enrolled in College Prep in the fourth quarter, which impacted the outcome rate for those who completed the program (see the fourth outcome). Staff reported that obtaining employment retention verification from the employer rather than participant is more reliable but often results in a reporting lag from employers who take long to respond (see the fifth outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,201	700	172%
Number of participants entering College Prep Academy	93	50	186%
Outcomes			
Percentage of participants seeking employment who obtained employment	74% (75/102)	90% (63/70)	82%
Percentage of participants obtaining employment at a wage of $12/hr or higher	96% (72/75)	90% (57/63)	106%
Percentage of participants obtaining employment at a wage of $20/hr or higher	37% (28/75)	51% (32/63)	74%
Percentage of participants who complete the College Prep Academy	72% (67/93)	90% (45/50)	80%
Percentage of clients who obtained employment two (2) quarters prior and retained employment for six months	82% (76/93)	95% (60/63)	86%

LifeWorks

Workforce Development

Program Description

LifeWorks provides underserved youth and young adults with the opportunity to enhance their skills and education to become work-ready. Educational services aim to increase the number of clients progressing to a higher academic level and completing their GED. Job placement/occupational support work to increase the number of clients entering and then retaining employment.

Funding

The total TCHHS/VS investment in the Workforce Development program from October 1, 2015 through September 30, 2016 was $241,196. This investment comprised 31.9% of the total program budget. TCHHS/VS also funds two additional programs at LifeWorks: the Counseling program, which is described in the Behavioral Health report, and the Housing program, which is described in the Housing Continuum report.

Eligibility Criteria

LifeWorks Workforce Development and Education services are designed to meet the unique skill set and needs of youth and young adults (ages 16 to 26) who have had high barriers to educational success and workforce experience. To be eligible for services, clients who are 18 years old or older must show proof of income. Most families have incomes at or below 200% of Federal Poverty Income Guidelines (FPIG), but the program does not exclude someone from participating based on income. Clients must be residents of Travis, Williamson, Hayes, or Bastrop counties, be able to show proof of identity, and evidence of the ability to read at a level sufficient to effectively engage in services.

LifeWorks: Workforce Development

Performance Goals and Results

The Workforce Development program had mixed performance results for FY16. Program staff reported that overall enrollment in GED services was lower than anticipated, due to a number of factors: increased graduation rates in Central Texas; the availability of credit recovery programs, which often offer evening classes and some on-site childcare, making it easier for youth who have fallen behind to catch up; the accessibility and availability of charter schools; new truancy laws; rising housing costs; and a more difficult and expensive GED test (see the second output). Staff explained that higher-than-anticipated enrollment numbers during the first quarter resulted in more clients served in Workforce services (see the third output). According to staff, many clients enter the program already employed in entry level positions and are able to move from job to job without a period of unemployment (see the third outcome). Staff report that the due to age and experience, many Workforce Development clients seek entry level employment opportunities where wages are lower than $12/hour (see the fourth outcome). Staff noted that they plan to continue to build the pool of employer contacts and begin developing relationships with career track employers that provide a higher wage.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served in workforce and education services	200	210	95%
Number of youth served in GED and Literacy services	142	160	89%
Number of clients served in Workforce services	74	50	148%
Outcomes			
Percentage of Literacy Track youth who progress to the next academic level	69% (102/148)	75% (102/136)	92%
Percentage of youth who pass a GED Ready subject-specific exam during the reporting period	70% (28/40)	75% (18/24)	93%
Percentage of youth entering employment	58% (43/74)	66% (33/50)	88%
Average starting hourly wage	$10/hr	$12/hr.	79%
Percentage of clients retaining employment at six months	37% (10/27)	39% (13/33)	94%

Literacy Coalition of Central Texas

Literacy Coalition-Workforce Infusion

Program Description

The Literacy Coalition-Workforce Infusion project provides literacy, ESL and Workforce Readiness services for low-income Travis County adult learners through an innovative model that builds upon the Literacy Coalition's network of community-based adult education providers to implement workforce-infused curricula across regional adult basic education programs. The goal of this program is to increase employment and career advancement, workplace readiness skills and certifications among adult learners, as well as the capacity and utilization of community literacy services.

Funding

The total TCHHS/VS investment in the Literacy Coalition-Workforce Infusion program from October 1, 2015 through September 30, 2016 was $241,196. This investment comprised 27.4% of the total program budget. TCHHS/VS also funds the Literacy Illuminates program, which is described later in this report.

Eligibility Criteria

This program targets low-skilled, working age adults who are currently enrolled in adult literacy programming at a community based organization in Travis County, and have goals to improve their job status and/or career trajectory. Clients must have gross family income at or below 200% of Federal Poverty Income Guidelines (FPIG), be at least 18 years of age, and be a current resident of Travis County in order to be eligible for services.

Literacy Coalition of Central Texas: Literacy Coalition-Workforce Infusion

Performance Goals and Results

The Workforce Infusion program exceeded the annual goals for the outputs, and program staff indicated they plan to make appropriate changes to the output projections in the next program year. According to staff, the total program goal for clients showing a learning gain mistakenly included clients who were not post-tested, skewing the results (see the first outcome). Staff explained that moving forward, only individuals who receive literacy instruction and complete a post-test will be included. Staff also noted that instructors were providing individuals with both literacy instruction and job coaching services, which reduced the instructors' capacity on all regards and directly impacted the proportion of clients completing a work-readiness credential (see the second outcome). According to staff, the structure of the program has been adjusted to include two separate instructors - one for job coaching and one for classroom instruction to help improve completion rates. Staff also noted that the restructuring of the program should help track participants' employment and retention better, since there were struggles in obtaining this information (see the third and fourth outcome). According to staff, some students did not wish to reveal employment information and other students that obtained employment did not return to class or provide documentation.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,005	755	133%
Number of unduplicated clients receiving literacy instruction (ESL, ABE, GED)	1,256	740	170%
Number of unduplicated clients receiving work readiness skill-building services	528	340	155%
Outcomes			
Percentage of clients showing a learning gain on a standardized test	43% (541/1,256)	60% (444/740)	72%
Percentage of clients successfully completing a work-readiness credential	47% (246/528)	70% (238/340)	67%
Percentage of clients with an improved employment status	9% (86/1,005)	25% (189/755)	34%
Percentage of clients reporting improved employment status who maintained their improved employment status at 6 months	29% (6/21)	50% (94/189)	57%
Average wage at initial report of employment status	$9.78/hr	$9.25/hr.	106%

Literacy Coalition of Central Texas

Literacy Illuminates: Literacy Outreach & Parent Education Campaign

Program Description

The Literacy Illuminates program conducts public education and outreach activities in an effort to address the community need for improved literacy levels. The goals of the program are to improve outreach to adults in need of literacy programs (basic reading, writing, ESL, workplace skills, and more) by creating new community events, helping parents understand their role as their child's first teacher through the distribution of educational materials, and connecting vulnerable populations to free community resources to improve the literacy level of entire families by training social service professionals to identify and refer clients to programs.

Funding

The total TCHHS/VS investment in the Literacy Illuminates: Literacy Outreach & Parent Education Campaign program from October 1, 2015 through September 30, 2016 was $31,858. This investment comprised 100% of the total program budget. TCHHS/VS also funds the Literacy Coalition-Workforce Infusion program, which is described previously in this report.

Eligibility Criteria

While there are no eligibility requirements for this program, there are two distinct target populations: adults and families in Travis County who experience low literacy, and social service professionals working at area health and human service agencies and educational institutions who interact with low literate individuals. Adult literacy learners are generally newly immigrated adults from various countries of origin and/or citizens who dropped out of high school and now seek 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

Performance Goals and Results

The Literacy Illuminates program met only one performance goal for the program year. According to staff, community participation has been low and relatively unsuccessful, so they no longer plan to pursue the strategy of literacy fests as a vehicle for outreach (see the first and second outputs). While the program was able to meet its goal in the number of trained service professionals, they were unsuccessful in getting those professionals to respond to the follow-up survey (see the outcome). In response to low performance, program staff plan to restructure the Literacy Illuminates program with new strategies for the next year.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of Literacy Kits distributed to families	421	1,000	42%
Number of new community outreach events coordinated to engage populations in need of literacy services	2	4	50%
Number of social service professionals trained to identify and refer individuals to literacy programs	161	150	107%
Outcomes			
Percentage of newly-trained social service professionals who report using Literacy Coalition materials/resources to refer clients to services	0% (0/103)	60% (72/120)	0%

Skillpoint Alliance

Gateway

Program Description

The goal of this program is to deliver industry-recognized training to a targeted population by providing scholarships to the program's rapid, entry-level employment training and certifications required to enter the industry. With close employer partnerships, Skillpoint provides supports to participants in order to obtain employment.

Funding

The total TCHHS/VS investment in the Gateway program from October 1, 2015 through September 30, 2016 was $270,800 . This investment comprised 32% of the total program budget.

Eligibility Criteria

In order to receive services, a client must be a resident of the Central Texas 35 corridor Counties: Travis, Williamson, Hayes, Bastrop, Guadalupe, Comal, Bell, Coryell, McClennan, and Falls counties; be eligible to work in the United States; and have income at or below 200% of Federal Poverty Income Guidelines (FPIG) - except in extenuating circumstances. In addition to these requirements, the program targets individuals who are former offenders, veterans, homeless, and currently incarcerated youth.

Skillpoint Alliance: Gateway

Performance Goals and Results

The Gateway program had mixed performance results for FY16. According to program staff there were many data collection challenges that impacted performance outcomes, including staff turnover, non-responsiveness from participants, and unexpected challenges associated with gathering data from Texas Workforce Commission's unemployment records (see the second and third outcomes). Staff also noted that while construction and machine operator jobs consistently offer $15/hr and higher, CNA training consistently produces low hourly wages (see the fourth outcome). As a result, Skillpoint Alliance indicated they are exploring extensions for the CNA program, which they hope will result in rising wages.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	238	240	99%
Outcomes			
Percentage of participants who graduate job training	78% (186/238)	85% (204/240)	92%
Percentage of graduates who find work within 30 days	53% (98/186)	75% (153/204)	70%
Percentage of employed graduates who are employed continuously for180 days	54% (61/114)	60% (92/153)	89%
Percentage of employed graduates with a starting wage of at least $12/hr.	35% (34/98)	60% (123/204)	58%

Travis County ESD#4

Travis County ESD 4 Fire & EMT Academy

Program Description

The goal of the ESD 4 Fire & EMT Academy is to provide comprehensive EMT and firefighter training to cadets so that each cadet is equipped with the knowledge and skills to obtain fire certification through the Texas Commission on Fire Protection (TCFP) and obtain the National Registry of Emergency Medical Technicians' (NREMT) EMT-Basic certification, so they are able to become employed as professional first responders. Cadets in the program receive all services tuition-free, including textbooks, gear, and uniforms. In addition, cadets receive $300/month to help with gas and transportation costs.

Funding

The total TCHHS/VS investment in the Travis County ESD 4 Fire & EMT Academy program from October 1, 2015 through September 30, 2016 was $96,000. This investment comprised 68.6% of the total program budget.

Eligibility Criteria

This program targets high school graduates in the Central Texas area who have an interest in a firefighting or EMT career, who may not otherwise have the opportunity to attend a fire academy due to cost. In order to be eligible for the program, clients must reside in the six county area: Williamson, Hayes, Bastrop, Caldwell, Bell, or Travis counties; have a high school diploma or GED; and meet TCFP and NREMT criteria regarding criminal background.

Travis County ESD#4: Travis County ESD 4 Fire & EMT Academy

Performance Goals and Results

The Travis County ESD 4 Fire & EMT Academy met or exceeded all of the performance goals for the program year. All of the cadets who took the firefighter exam passed (see the first outcome), and all of those cadets were able to obtain part-time employment with Travis County ESD#4 while they look for full-time employment (see the third outcome). Note: wages for cadets who find employment within the Fire/EMS service are consistently at least $12/hr., regardless of full- or part-time status.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	12	12	100%
Number of Cadets from Travis County	10	8	125%
Outcomes			
Percentage of Cadets passing the Texas Commission on Fire Protection Structural Firefighter Exam	100% (10/10)	83% (10/12)	120%
Percentage of Cadets passing the National Registry of Emergency Medical Technicians' Exam	83% (10/12)	83% (10/12)	100%
Percentage of graduates who obtain employment in the Fire/EMS Service with a minimum wage of $12/hr	100% (10/10)	60% (6/10)	167%
Percentage of graduates who obtain employment in the Fire/EMS Service and retain employment for 6 months	100% (8/8)	100% (6/6)	100%

Workforce Solutions Capital Area Workforce Board

Workforce and Education Readiness Continuum–Travis County (WERC TC)

Program Description

The Workforce and Education Readiness Continuum–Travis County (WERC-TC) is a component of the larger WERC program, which is a collaboration of 8 community partners who provide assessment, targeted education services, occupational training, GED training, work readiness education, and support services to help clients obtain employment and transition out of poverty. Four WERC partners make up WERC–TC: Goodwill, Austin Area Urban League, American Youthworks, and Workforce Solutions. These partners coordinate to ensure clients receive the specific services they need by developing an Individual Employment Plan with clients and, depending on the need, provide High School Diploma or GED (Opportunity Youth Only) preparation, Work Readiness Instruction, Vocational Certification Programs, Training-related Paid Work Experiences/Internships, Resume, Interviewing, and Job Search Workshops, Customized Job Search and Placement Assistance. Partners also assist clients in transitioning into the next appropriate service or employment.

Funding

The total TCHHS/VS investment in the Workforce and Education Readiness Continuum–Travis County (WERC-TC) program from October 1, 2015 through September 30, 2016 was $630,315. This investment comprised 26.2% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions Capital Area Workforce Board–the Child Care Local Match program, the Continuity of Child Care Services System program, and the Quality Child Care Collaborative program, all of which are described in the Child and Youth Development issue area report.

Eligibility Criteria

All WERC–TC clients are residents of Travis County; over the age of 16; earn less than 200% of the Federal Poverty Income Guidelines (FPIG); and are a United States citizen, have "Right-to-Work" status or are in the process of gaining this status. Clients are promising candidates who have barriers to enrollment, such as: limited English proficiency; no high school diploma/GED; teen parenting; former incarceration; homelessness; and/or drug/alcohol issues. In particular, staff target formerly incarcerated persons, recipients of other public assistance, Opportunity Youth, and clients living in rural areas.

Workforce Solutions Capital Area Workforce Board: WERC–TC

Performance Goals and Results

The WERC-TC program met or exceeded all of the program goals for FY16. Staff reported that several factors contributed to more clients being served than expected: a large amount of carry-over clients in the first quarter; high demand to enroll in occupational training before the holidays; and summer outreach for program ramp-up when children go back to school (see the first and third outputs). According to staff, some students interest in both GED services and employment and support services resulted in dual enrollment in WERC and more served in the high school and GED program (see the second output). Staff noted that the percentage of clients who successfully complete a GED Program is higher than expected because case managers prepare clients for the amount of work and time needed to pass the GED before enrollment (see the first outcome). According to staff, partner agencies thoroughly assess the suitability and capability of a client before enrolling them into occupational training (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	1,039	600	173%
Number of unduplicated clients enrolled in a High School or GED program	10	7	143%
Number of unduplicated clients enrolled in an occupational training program	454	300	151%
Number of unduplicated clients enrolled in an Internship	76	75	101%
Outcomes			
Percentage of Clients who successfully complete a GED program or gain High School diploma	100% (5/5)	71% (5/7)	140%
Percentage of Clients who successfully complete an Occupational Training program	95% (260/275)	80% (240/300)	118%
Percentage of Clients who successfully complete an Internship program	88% (57/65)	80% (60/75)	110%
Percentage of Clients who obtain or improve employment or enter post-secondary education/ training/national service	73% (491/673)	70% (420/600)	104%
Percentage of Clients who obtain or improve employment or enter post-secondary education/ training/national service and retain employment or continue post-exit pathway after 6 months	58% (242/420)	50% (210/420)	115%
Average Wage at Entry	$12.69/hr	$12/hr.	106%

Appendix

2016 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	$5,940	$11,880	$14,850	$17,820	$23,760
2 persons	$8,010	$16,020	$20,025	$24,030	$32,040
3 persons	$10,080	$20,160	$25,200	$30,240	$40,320
4 persons	$12,150	$24,300	$30,375	$36,450	$48,600
5 persons	$14,220	$28,440	$35,550	$42,660	$56,880
6 persons	$16,290	$32,580	$40,725	$48,870	$65,160
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: "2016 Poverty Guidelines for the 48 Contiguous States and the District of Columbia," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 25, 2016, https://aspe.hhs.gov/poverty-guidelines.

2016 Austin Median Family Income Guidelines

Some 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, TX Metropolitan Statistical Area (MSA).

Household Size	Income Limits by Household Size		
	Extremely Low*	Very Low (50%)	Low (80%)
1 person	$16,350	$27,250	$43,600
2 persons	$18,700	$31,150	$49,800
3 persons	$21,050	$35,050	$56,050
4 persons	$24,300	$38,900	$62,250
5 persons	$28,440	$42,050	$67,250
6 persons	$32,580	$45,150	$72,250
7 persons	$36,730	$48,250	$77,200
8 persons	$40,890	$51,350	$82,200

*The FY 2014 Consolidated Appropriations Act changed the definition of extremely low-income to be the greater of 30/50^{ths} (60%) of the Section 8 very low-income limit or the poverty guideline as established by the Department of Health and Human Services, provided that this amount is not greater than the Section 8 50% very low-income limit.

Data source: "Austin-Round Rock, TX MSA FY 2016 Income Limits Summary," U.S. Department of Housing and Urban Development, https://www.huduser.gov/portal/datasets/il/il2016/2016summary.odn.

Endnotes

1 "How Career and Technical Education Can Help Students Be College and Career Ready: A Primer," College & Career Readiness & Success Center at American Institutes for Research, March 2013, accessed December 3, 2016, http://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf

2 "The Credential Differential: The Public Return to Increasing Postsecondary Credential Attainment," Heath Prince and Vickie Choitz, April 2012, accessed December 6, 2016, http://www.clasp.org/resources-and-publications/publication-1/Full-Paper-The-Credential-Differential.pdf.

3 "Capital Area Workforce Development Area October 2016," WDA Profile, TRACER Texas Labor Market Information, accessed December 7, 2016, http://www.tracer2.com/admin/uploadedpublications/1739_capitalareawda.pdf.

4 "Quarterly Employment and Wages," TRACER Texas Labor Market Information, accessed December 7, 2016

5 Ibid.

6 "Capital Area Workforce Development Area October 2016," WDA Profile, TRACER Texas Labor Market Information, accessed December 7, 2016, http://www.tracer2.com/admin/uploadedpublications/1739_capitalareawda.pdf.

7 Ibid.

8 Ibid.

9 "Texas Interagency Literacy Council Report Presented to the Texas Legislature, Governor Rick Perry, the Texas Workforce Investment Council," Texas Workforce Commission, November 1, 2012, accessed December 28, 2015 http://www.twc.state.tx.us/svcs/adultlit/interagency-literacy-report.pdf.

10 "Occupational Employment projections to 2020," C. Brett Lockard and Michael Wolf, Monthly Labor Review, Bureau of Labor Statistics, January 2012, accessed January 5, 2017, https://www.bls.gov/opub/mlr/2012/01/art5full.pdf.

11 "Recovery: Job Growth and Education Requirements Through 2020, Executive Summary" Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, Georgetown Public Policy Institute, Georgetown University, 2010, accessed January 5, 2017, https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_.Web_.pdf.

12 "Help Wanted: Postsecondary Education and Training Required," Anthony P. Carnevale, Jeff Strohl, and Nicole Smith, New Directions for Community Colleges, No. 146, Summer 2009, accessed December 22, 2016, https://s3.amazonaws.com/PCRN/docs/PostSec_Ed_Trng_Carnevale_Strohl-Smith.pdf.

13 Ibid.

14 "Recovery: Job Growth and Education Requirements Through 2020, Executive Summary" Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, Georgetown Public Policy Institute, Georgetown University, 2010, accessed January 5, 2017, https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_.Web_.pdf.

15 "Unemployment Rates and Labor Force (LAUS)—United States, Texas, County, TRACER Texas Labor Market Information, accessed December 14, 2016, http://www.tracer2.com/cgi/dataanalysis/labForceReport.asp?menuchoice=LABFORCE.

16 Ibid.

17 Ibid.

18 Ibid.

19 "Alternative Measures of Labor Underutilization for States, Fourth Quarter of 2015 through Third Quarter of 2016 Averages," Bureau of Labor Statistics, updated October 28, 20165, accessed December 15, 2016, http://www.bls.gov/lau/stalt.htm.

20 Ibid.

21 Ibid.

22 "Unemployment Rates and Labor Force (LAUS)— United States, Texas, County, TRACER Texas Labor Market Information, accessed December 15, 2016, http://www.tracer2.com/cgi/dataanalysis/labForceReport.asp?menuchoice=LABFORCE.

23 "Alternative Measures of Labor Underutilization for States, Fourth Quarter of 2014 through Third Quarter of 2015 Averages," Bureau of Labor Statistics, updated October 23, 2015, accessed December 15, 2016, http://www.bls.gov/lau/stalt.htm.

24 Ibid.

25 "An Evaluation of Local Investments in Workforce Development: 2015 Update," Dan O'Shea and Kristin Christensen, Ray Marshall Center for the Study of Human Resources, February 2016, http://raymarshallcenter.org/files/2016/09/Evaluation-of-Travis-County-Investments-in-Workforce-Development_2015-Update.pdf.

26 "Texas Interagency Literacy Council Report Presented to the Texas Legislature, Governor Rick Perry, the Texas Workforce Investment Council," Texas Workforce Commission, November 1, 2012, accessed December 15, 2016, http://www.twc.state.tx.us/svcs/adultlit/interagency-literacy-report.pdf.

27 "The Credential Differential: The Public Return to Increasing Postsecondary Credential Attainment," Heath Prince and Vickie Choitz, April 2012, accessed December 15, 2016, http://www.clasp.org/resources-and-publications/publication-1/Full-

Paper-The-Credential-Differential.pdf.
28 "A Well-Educated Workforce is Key to State Prosperity," Noah Berger and Peter Fisher, Economic Policy Institute, August 22, 2013, accessed December 21, 2016, http://www.epi.org/publication/states-education-productivity-growth-foundations/.
29 "A Well-Educated Workforce Is Key to State Prosperity," Noah Berger and Peter Fisher, Economic Policy Institute, August 22, 2013, accessed December 6, 2016, http://www.epi.org/publication/states-education-productivity-growth-foundations/
30 U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates, Travis County, B20004. http://factfinder2.census.gov.
31 "Minimum Wage Workers in Texas – 2015," Bureau of Labor Statistics, United States Department of Labor, Updated May 18, 2016, accessed December 21, 2016, https://www.bls.gov/regions/southwest/news-release/minimumwageworkers_texas.htm.
32 Ibid.
33 "New 2015 Living Wage Data," Dr. Amy K. Glasmeier, Massachusetts Institute of Technology, June 20, 2016, accessed December 21, 2016, http://livingwage.mit.edu/articles/18-new-2015-living-wage-data.
34 Ibid.
35 "Minimum Wage Laws in the States—January 1, 2015," United States Department of Labor, Wage, & Hour Division, http://www.dol.gov/whd/minwage/america.htm#Texas.
36 "Better Texas Family Budgets," Center for Public Policy Priorities, accessed December 21, 2016, http://www.familybudgets.org/.
37 Ibid.
38 Ibid.
39 "The Need to Integrate Work Programs for Low-Income Rural Residents," Policy Brief, December 2012, National Advisory Committee on Rural Health and Human Services, accessed December 21, 2016, https://www.hrsa.gov/advisorycommittees/rural/publications/ruralworkforcebrief2012.pdf.
40 Ibid.
41 Ibid.
42 "Meeting the Challenge of Social Service Delivery in Rural Areas," W.K. Kellogg Foundation, February 4, 2004, accessed December 21, 2016, http://www.wkkf.org/news-and-media/article/2004/02/meeting-the-challenge-of-social-service-delivery-in-rural-areas.
43 Ibid.
44 Ibid.
45 "Building Successful Strategies for Offender Reentry," Austin/Travis County Reentry Roundtable, 2011, accessed December 22, 2016, http://reentryroundtable.net/wp-content/uploads/2012/01/ATCRRT_Employment-Issue-Paper_2011.pdf.
46 Ibid.
47 Austin/Travis County Reentry Report Card," September 2014, Austin/Travis County Reentry Roundtable, accessed December 22, 2016, http://www.reentryroundtable.net/wp-content/uploads/2014/08/ATCRRT-report-card-revised-Sept14-Final.pdf.
48 "Ban the Box" Research Summary, National Employment Law Project, accessed December 22, 2016, http://nelp.3cdn.net/5a46a52e15014e5a4b_23m6b0k40.pdf.
49 Ibid.
50 "Help Wanted: Postsecondary Education and Training Required," Anthony P. Carnevale, Jeff Strohl, and Nicole Smith, New Directions for Community Colleges, No. 146, Summer 2009, accessed December 22, 2016, https://s3.amazonaws.com/PCRN/docs/PostSec_Ed_Trng_Carnevale_Strohl-Smith.pdf.
51 "Building Successful Strategies for Offender Reentry," Austin/Travis County Reentry Roundtable, 2011, accessed December 22, 2016, http://reentryroundtable.net/wp-content/uploads/2012/01/ATCRRT_Employment-Issue-Paper_2011.pdf.
52 "Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century," Harvard Graduate School of Education, February 2011, accessed December 22, 2016, http://www.gse.harvard.edu/sites/default/files//documents/Pathways_to_Prosperity_Feb2011-1.pdf.
53 Ibid.
54 "Who makes minimum wage?," FactTank, Pew Research Center, September 8, 2014, accessed December 3, 2016, http://www.pewresearch.org/fact-tank/2014/09/08/who-makes-minimum-wage/
55 Opportunity Index, Travis County, 2016, accessed January 11, 2017, http://opportunityindex.org/#6.00/30.306/-94.367/Travis/Texas.
56 "Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century," Harvard Graduate School of Education, February 2011, accessed December 22, 2016, http://www.gse.harvard.edu/sites/default/files//documents/Pathways_to_Prosperity_Feb2011-1.pdf.

57 "What Works in Job Training: A Synthesis of the Evidence," U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of Education, and U.S. Department of Health and Human Services, July 22, 2014, accessed January 5, 2017, https://www.dol.gov/asp/evaluation/jdt/jdt.pdf.
58 "Help Wanted: Postsecondary Education and Training Required," Anthony P. Carnevale, Jeff Strohl, and Nicole Smith, New Directions for Community Colleges, No. 146, Summer 2009, accessed December 22, 2016, https://s3.amazonaws.com/PCRN/docs/PostSec_Ed_Trng_Carnevale_Strohl-Smith.pdf.
59 "Exploring the Economic & Employment Challenges Facing U.S. Veterans: A Qualitative Study of Volunteers of American Service Providers & Veteran Clients," Sara Kintzle, Mary Keeling, Elizabeth Xintarianos, Kamil Taylor-Diggs, Chris Munch, Anthony M. Hassan & Carl A. Castro, USC School of Social Work, Center for Innovation and Research on Veterans & Military Families, May 2015, accessed January 4, 2017, https://www.voa.org/pdf_files/a-study-of-volunteers-of-america-service-providers-and-veteran-clients.
60 "Veterans' Employment Challenges: Perceptions and experiences of transitioning from military to civilian life," Prudential, 2012, accessed January 4, 2017, https://www.prudential.com/documents/public/VeteransEmploymentChallenges.pdf.
61 Ibid.
62 "November 2016: Veteran Employment Update by the Numbers," United States Department of Labor, updated December 2, 2016, accessed January 4, 2017, https://www.dol.gov/vets/newsletter/pdf/November2016-VETS.pdf.
63 Ibid.
64 U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates, Travis County, B21001, http://factfinder2.census.gov/.
65 U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates, Travis County, B05002, http://factfinder2.census.gov/.
66 Ibid.
67 U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates, Travis County, B15002, http://factfinder2.census.gov/.
68 U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates, Travis County, B06009, http://factfinder2.census.gov/.
69 Ibid.
70 U.S. Census Bureau, 2014 American Community Survey 1-Year Estimates, Travis County, B16005, http://factfinder2.census.gov/.
71 "Literacy in Central Texas Part II: A Snapshot of the Capacity to Meet the Need," Literacy Coalition of Central Texas, 2010, https://static1.squarespace.com/static/56cca10d8a65e25ea16a6f61/t/5783e79915d5dbb3d92cea84/1468262298362/SnapshotPart2_Capacity.pdf.
72 "The Personal Responsibility and Work Opportunity Reconciliation Act of 1996," U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, September 1, 1996, accessed December 21, 2016, https://aspe.hhs.gov/report/personal-responsibility-and-work-opportunity-reconciliation-act-1996.
73 "How are States Using Welfare Funding? Often, Not to Help People Work," J.B. Wogan, Governing, October 26, 2016, accessed December 21, 2016, http://www.governing.com/topics/health-human-services/gov-welfare-work-state-spending.html?utm_term=How%20Are%20States%20Using%20Welfare%20Funding%20Often%2C%20Not%20to%20Help%20People%20Work.&utm_campaign=How%20Are%20States%20Using%20Welfare%20Funding%20Often%2C%20Not%20to%20Help%20People%20Work.&utm_content=email&utm_source=Act-On+Software&utm_medium=email.
74 Ibid.
75 Ibid.
76 Ibid.
77 "FY 2015 Federal TANF & State MOE Financial Data," Administration for Children and Families, August 18, 2016, accessed December 21, 2016, https://www.acf.hhs.gov/sites/default/files/ofa/tanf_financial_data_fy_2015.pdf.
78 "Building America's Job Skills with Effective Workforce Programs: A Training Strategy to Raise Wages and Increase Opportunities," Adam Looney and Michael Greenstone, The Brookings Institution, November 30, 2011, accessed December 7, 2016, https://www.brookings.edu/research/building-americas-job-skills-with-effective-workforce-programs-a-training-strategy-to-raise-wages-and-increase-work-opportunities/.
79 "A Primer on Adult Education in Texas," Texas Workforce Investment Council, 2010, accessed December 21, 2016, http://governor.state.tx.us/files/twic/A_Primer_on_Adult_Education_in_Texas.pdf.
80 "Texas Interagency Literacy Council Report Presented to the Texas Legislature, Governor Rick Perry, the Texas Workforce Investment Council," Texas Workforce Commission, November 1, 2012, accessed December 28, 2015, http://www.twc.state.tx.us/files/partners/texas-interagency-literacy-council-report-twc.pdf.

81 "Adult Education Providers: Instructional Approaches and Service Delivery Methods," Texas Workforce Investment Council, June 2010, accessed December 22, 2016, http://gov.texas.gov/files/twic/Adult_Education_Providers.pdf.
82 "Adult Basic Education: Aligning Adult Basic Education and Postsecondary Education," Texas Higher Education Coordinating Board, September 30, 2008.
83 "Literacy in Central Texas Part II: A Snapshot of the Capacity to Meet the Need," Literacy Coalition of Central Texas, 2010, accessed December 22, 2016, http://static1.squarespace.com/static/56cca10d8a65e25ea16a6f61/t/5783e79915d5dbb3d92cea84/1468262298362/SnapshotPart2_Capacity.pdf.
84 "A Primer on Adult Education in Texas," Texas Workforce Investment Council, 2010, accessed December 21, 2016, http://governor.state.tx.us/files/twic/A_Primer_on_Adult_Education_in_Texas.pdf.
85 "Texas Interagency Literacy Council Report Presented to the Texas Legislature, Governor Rick Perry, the Texas Workforce Investment Council," Texas Workforce Commission, November 1, 2012, accessed December 28, 2015, http://www.twc.state.tx.us/files/partners/texas-interagency-literacy-council-report-twc.pdf.
86 "How Effective Are Workforce Development Programs? Implications for U.S. Workforce Policies," presentation to the Federal Reserve Bank of Cleveland Policy Summit on Housing, Human Capital and Inequality, June 29, 2012, accessed December 30, 2015, http://raymarshallcenter.org/files/2012/07/King_Workforce_%20Effects.FRB.June2012.Final.pdf.
87 "The Credential Differential: The Public Return to Increasing Postsecondary Credential Attainment," Heath Prince and Vickie Choitz, April 2012, accessed December 22, 2016, http://www.clasp.org/resources-and-publications/publication-1/Full-Paper-The-Credential-Differential.pdf.
88 "What Works in Job Training: A Synthesis of the Evidence," U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of Education, and U.S. Department of Health and Human Services, July 22, 2014, accessed January 5, 2017, https://www.dol.gov/asp/evaluation/jdt/jdt.pdf.
89 "Structure of the U.S. Education System: Associate Degrees," International Affairs Office, U.S. Department of Education, February 2008.
90 "Value of an Associate Degree," Austin Community College, accessed December 22, 2016, http://www.austincc.edu/degrees-and-certificates/earn-a-degree-and-transfer/value-of-an-associate-degree.
91 "Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges," Ann Huff Stevens, Michal Kurlander, and Michel Grosz, Working Paper 21137, National Bureau of Economic Research, April 2015, accessed January 4, 2017, http://papers.nber.org/tmp/56326-w21137.pdf.
92 "Expanding Certificate Programs," Brian Bosworth, Issues in Science and Technology, Volume XXVIII, Issue 1, Fall 2011, accessed January 4, 2017, http://issues.org/28-1/bosworth-2/.
93 Ibid.
94 "What Works in Job Training: A Synthesis of the Evidence," U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of Education, and U.S. Department of Health and Human Services, July 22, 2014, accessed January 5, 2017, https://www.dol.gov/asp/evaluation/jdt/jdt.pdf.
95 Ibid.
96 "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century," National Research Council, 2012, accessed January 5, 2017, https://www.nap.edu/read/13398/chapter/4.
97 "2015 Texas Child Care Market Rate Survey: Final Report," Child and Family Research Institute at the University of Texas and Ray Marshall Center for the Study of Human Resources, LBJ School of Public Affairs, 2015, http://sites.utexas.edu/cfri/files/2015/08/FinalReport_2015_Market_Rate_Final7.9.15.pdf
98 "Child Care in Travis County," E3 Alliance, 2011, accessed January 5, 2017, http://www.austintexas.gov/edims/document.cfm?id=159542.
99 "The Two-Generation Approach," Ray Marshall Center, The University of Texas at Austin, accessed January 5, 2017, https://raymarshallcenter.org/two-generation-approach/.
100 "A Perspective from Main Street: Long-Term Unemployment and Workforce Development," Board of Governors of the Federal Reserve System, last updated February 4, 2013, accessed January 5, 2017, https://www.federalreserve.gov/communitydev/barriers-for-workers.htm.
101 "A Longitudinal Analysis of Cars, Transit, and Employment Outcomes," Michael J. Smart, Ph.D, and Nicholas J. Klein, Ph.D, Mineta National Transit Research Consortium, Rutgers University, September 2015, accessed January 5, 2017, http://transweb.sjsu.edu/PDFs/research/1244-cars-transit-employment-outcomes-longitudinal-analysis.pdf.
102 Ibid.
103 Ibid.
104 "Community Health Assessment: Austin/Travis County, Texas," December 2012, accessed January 5, 2017, http://austintexas.gov/sites/default/files/files/Health/CHA-CHIP/cha_report_Dec2012.pdf.

105 Ibid.

106 "An Economic Analysis of Transportation Infrastructure Investment," The National Economic Council and the President's Council of Economic Advisers, The White House, July 2014, accessed January 5, 2017, https://www.whitehouse.gov/sites/default/files/docs/economic_analysis_of_transportation_investments.pdf.

107 "Fair Chance Hiring," Human Resources Department, City of Austin, accessed December 22, 2016, http://www.austintexas.gov/fairchancehiring.

108 "The Two-Generation Approach," Ray Marshall Center, The University of Texas at Austin, accessed January 5, 2017, https://raymarshallcenter.org/two-generation-approach/.

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