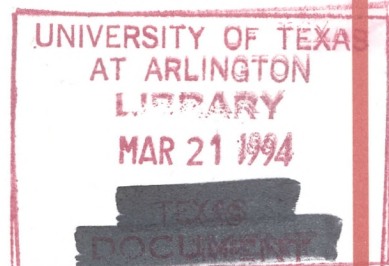


**Texas Council on Workforce and
Economic Competitiveness**

**Briefing Materials
February 3–4, 1994
Doubletree Hotel
Austin, Texas**

**Ann Richards
Governor
Tom Frost
Chair**



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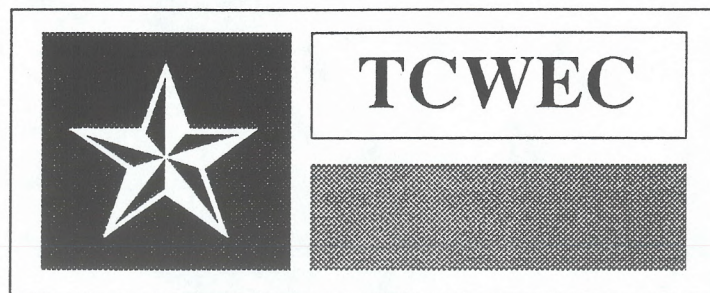
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Texas Council on Workforce and
Economic Competitiveness

Briefing Materials
February 3-4, 1994
Doubletree Hotel
Austin, Texas

Ann Richards
Governor

Bob Bullock
Lt. Governor

Pete Laney
Speaker

Tom Frost
Chair

**Texas Council on Workforce and Economic Competitiveness
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Martha Hinojosa-Nadler, Vice-Chair

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Mr. Max Arrell
Mr. Kenneth Ashworth
Ms. Nancy Atlas
Ms. Irma Caballero
Mr. Kenneth Carlisle
Ms. Cassandra Carr
Mr. Blas Castañeda
Mr. Eddie Cavazos
Sr. Pearl Ceasar
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Ms. Carolyn Crawford
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Mr. Walter Diggles
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Ms. Juliet Garcia
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Ms. Betty Helton
Ms. Ann Hodge
Ms. Deborah C. Kastrin
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Mr. Richard Ladd
Mr. Pat Lane
Ms. Mary Jane Leahy
Mr. A.C. McAfee
Mr. Lionel Meno
Mr. Ralph Merriweather
Ms. Gloria Parra
Mr. Raul Ramirez
Ms. Dianne Stewart
Ms. Nellie Thorogood
Mr. Pat Westbrook
Ms. Janet White
Mr. Roger Williams

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Joe Gunn, Labor
Betty Helton, Education
Dianne Stewart, Other
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Nellie Thorogood
Pat Westbrook
Roger Williams

Intervention Committee

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Sr. Pearl Ceasar, Vice-Chair
Irma Caballero
Blas Castañeda
Mary Choate
Robert Hawkins
Lee Glen Kitchens
Richard Ladd
Dianne Stewart
Janet White

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Note: In an effort to keep the book at a reasonable length and to emphasize the most important items, only action items and policy briefings are included in this book (with the exception of Performance Reports to the Evaluation Committee). Briefing items on the agendas will be presented on overheads at the appropriate meeting and copies of the overheads or more detailed information will be available upon request.

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SCHEDULE OF EVENTS

TEXAS COUNCIL ON WORKFORCE AND ECONOMIC COMPETITIVENESS

February 3-4, 1994
Doubletree Hotel
Austin, Texas

Thursday, February 3, 1994

8:30 a.m. - 12:00 Noon	Committee Meetings <ul style="list-style-type: none">• Intervention• Career Foundations• Worker Transition/Local Systems• Evaluation and Performance
12:00 Noon - 1:30 p.m.	Lunch (on your own)
1:30 p.m. - 3:00 p.m.	Committee Meetings (continued)
3:00 p.m. - 3:30 p.m.	Break
3:30 p.m. - 5:00 p.m.	Briefing and Discussion of Task Force Recommendations for Workforce Development Areas (Full Council)

Friday, February 4, 1994

8:30 a.m. - 1:00 p.m.	Full Council Meeting
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NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

AGENDA

TEXAS COUNCIL ON WORKFORCE AND ECONOMIC COMPETITIVENESS

Friday, February 4, 1994
Doubletree Hotel, Phoenix Central Ballroom
Austin, Texas

- 8:30 a.m. Call to Order
 Approval of Minutes
 Announcements
- 9:00 a.m. Public Comment
- 9:30 a.m. Consent Agenda
- JTPA Dislocated Worker Program Policy (PY 94)
 - Contact-Hour Funding Rate for Apprenticeship Program
 - Criteria for Assessing State Agency Plans for Consistency with Strategic Plan
 - Contact-Hour Funding Rate for Apprenticeship Training
- 9:45 a.m. Action Item: Adoption of Part One of State Strategic Plan
- 10:15 a.m. Break
- 10:30 a.m. Action Item: Designation of Remaining Five Workforce Development Areas
- 11:00 a.m. Committee Reports/Discussion from Committees
- 11:45 a.m. Action Item: Authorization for Interim Committee Action on Plan Approvals
- Worker Transition/Local Systems Committee
 - JTPA Dislocated Worker State Program Plan
 - Wagner-Peyser State Employment Service Plan
 - Intervention Committee
 - JTPA Governor's Coordination and Special Services Plan
 - JTPA Summer Youth Program Local Plans
 - Career Foundation Committee
 - State Plan for Vocational Education
 - Split of Carl Perkins Funds between Secondary and Post Secondary
- 12:00 Noon Briefing Item: School-to-Work Opportunities and Activities
- 12:30 p.m. Briefing Item: Regional Prosperity Plans
- 1:00 p.m. Adjourn

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

AGENDA

CAREER FOUNDATION COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, DeWitt Room
Austin, Texas

- 8:30 a.m. Call to Order
Public Comment
- 9:00 a.m. Strategic Plan Discussion
Final Review of Part One
Core Measures
Task and Timelines
- 9:30 a.m. Action Item: Assessing State Agency Plans for Consistency with State Strategic Plan*
- 10:00 a.m. Briefing Item: Apprenticeship In Texas
TEA, Chapter 33 programs; THECB, Community College Programs
- 10:30 a.m. Action Item: Contact-Hour Funding Rate
Recommended by: Apprenticeship and Training Technical Advisory Committee
- 10:45 a.m. Break
- 11:00 a.m. Briefing Item: Secondary Overview of Occupational and Technical Education
- 11:30 a.m. Policy Briefing Item: State Plan for Vocational and Applied Technology Education (Secondary Education)
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Briefing Item: Post Secondary Overview of Occupational and Technical Education
- 2:00 p.m. Policy Briefing Item: State Plan for Vocational and Applied Technology Education (Post Secondary Education)
- 2:30 p.m. Policy Briefing Item: Split of Carl Perkins Funds between Secondary and Post Secondary (TEA, THECB)
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

* This item can be found under the above title in the Worker Transition/Local Systems Committee materials.

AGENDA

EVALUATION AND PERFORMANCE COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, 5th Floor Boardroom
Austin, Texas

- 8:30 a.m. Call to Order
Announcements
Public Comment
- 9:00 a.m. Strategic Plan Discussion
Final Review of Part One
Tasks and Timelines
Core Measures
- 10:00 a.m. Break
- 10:30 a.m. Briefing Item: Recent Performance Reports
- Job Training Partnership Act
 - JOBS
 - Food Stamps Employment and Training Program
 - Adult Education (State and Federal)
 - Secondary and Post Secondary Vocational Education (State and Federal)
 - Employment Service
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Policy Briefing Item: JTPA Performance Standards and Incentive Policy
- 2:00 p.m. Committee Discussion: Development of Measures and Standards (Part Two-Strategic Plan)
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

AGENDA

INTERVENTION COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, 6th Floor Conference Room
Austin, Texas

- 8:30 a.m. Call to Order
Announcements
Public Comment
- 9:00 a.m. Strategic Plan Discussion
Final Review of Part One
Tasks and Timelines
Core Measures
- 10:00 a.m. Action Item: Assessing State Agency Plans for Consistency with State Strategic Plan*
- 10:15 a.m. Policy Briefing Item: JTPA Governor's Coordination and Special Services Plan
- 10:45 a.m. Break
- 11:00 a.m. Policy Briefing Item: Adult Education State Plan
- 11:30 a.m. Policy Briefing Item: State Plan for JOBS Training and Support Services
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Policy Briefing Item: JTPA Summer Youth Program Local Plan Approval Process
- 2:00 p.m. Policy Briefing Item: JTPA Youth and Adult Local Plan Approval Process
- 2:30 p.m. Briefing Item: JTPA Older Individual Program
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

* This item can be found under the above title in the Worker Transition/Local Systems Committee materials.

AGENDA

WORKER TRANSITION/LOCAL SYSTEMS COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, De Zavala Room
Austin, Texas

- 8:30 a.m. Call to Order
 Announcements
 Public Comment
- 9:00 a.m. Strategic Plan Discussion
 Final Review of Part One
 Tasks and Timelines
 Core Measures
- 10:00 a.m. Action Item: JTPA Dislocated Worker Program Policy
- 10:30 a.m. Break
- 11:00 a.m. Briefing Item: Update on the NAFTA Worker Security Act
- 11:30 a.m. Briefing Item: Waivers of Independent Staffing and Direct Service Requirements of SB642
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Briefing Item: Planning Grants for Local Workforce Development Boards and Common Eligibility Systems
- 1:45 p.m. Action Item: Assessing State Agency Plans for Consistency with State Strategic Plan
- 2:00 p.m. Policy Briefing Item: JTPA Title III State Plan for Employment and Training Assistance for Dislocated Workers
- 2:15 p.m. Policy Briefing Item: JTPA Title III Local Plan Approval Process
- 2:30 p.m. Policy Briefing Item: Wagner-Peyser State Employment Service Plan
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

MINUTES

TEXAS COUNCIL ON WORKFORCE AND ECONOMIC COMPETITIVENES
DECEMBER 3, 1993
OMNI HOTEL
AUSTIN, TEXAS

MEMBERS PRESENT

Voting: Tom Frost (Chair), Martha Hinojosa-Nadler (Vice-Chair), Bill Allaway, Irma Caballero, Blas Castaneda, Steve Jacobs representing Sister Pearl Ceasar, Shirlene Cook, Mary Choate, Mark Crandell, Steve Dement, Walter Diggles, Paul Ellis, Celeste Guerrero, Joe Gunn, Robert Hawkins, Betty Helton, Ann Hodge, Lee Kitchens, Pat Lane, Mary Jane Leahy, A.C. McAfee, Ralph Merriweather, Raul Ramirez, Dianne Stewart, Nellie Thorogood, Janet White, Roger Williams.

Ex Officio Voting: Kenneth Ashworth, Jim Boyd representing Cathy Bonner, Richard Ladd, Lionel Meno, Bill Grossenbacher.

Ex Officio Non-Voting: Kathy Hurley representing Max Arrell, Nancy Atlas, Vanessa Gilmore, Pat Westbrook.

MEMBERS ABSENT

Voting: Juliet Garcia, Gloria Parra.

Ex Officio Non-Voting: Cassandra Carr, Eddie Cavazos, Carolyn Crawford.

CALL TO ORDER AND OPENING REMARKS

Chair Tom Frost called the meeting to order at 8:30 a.m. at the Omni Hotel, Austin, Texas, and declared a quorum was present. Mr. Frost welcomed new members Lee Kitchens and Celeste Guerrero, and two members absent from the first meeting, Irma Caballero and Pat Lane, and stated Ms. Guerrero was taking the place of Ray Marshall who had resigned. He also introduced new staff members Susan Hadley and Gary Galvan. Mr. Frost then asked all members to introduce themselves.

MINUTES AND ATTENDANCE POLICY

Ralph Merriweather moved the acceptance of the Minutes of the September, 1993, meeting. The motion was seconded and unanimously approved.

Mr. Frost stated that if a member was in attendance for any portion of the official meeting, they would be counted as attending the full meeting. He asked for any comments on this to be submitted to him in writing.

PUBLIC COMMENT

Mr. Frost opened the meeting for public comment and recognized the following people: (1) Judy McDonald, President of the Service Delivery Area (SDA) Administrators Association, speaking on the many good things going on around the state and on the recognition of four exemplary Texas programs at a recent national conference and on local implications of SB642. She also spoke of the need to keep intact locally driven projects while maintaining flexibility and accountability; (2) Joe McComb, President of the Nueces County/Corpus Christi PIC, speaking on including a goal to support local workforce development efforts that are not exactly like SB642 in the State Strategic Plan and applauding and urging continued cooperative efforts of local service providers. The Workforce Development Corporation passed a resolution in support of the workforce effort that supported a twelve county (Coastal Bend) workforce development area; (3) Pam Janssen, Chair of the Texas Quality Work Force Planning Directors Association, speaking on her organization's support of the 24 regions recommended by the Council staff; (4) Marilyn Hart, Fort Worth Consortium Private Industry Council, speaking in favor of splitting the North Central Texas region into three separate regions; (5) Bob Hampton, Tarrant County Commissioner and Commission liaison to the Tarrant County Private Industry Council, speaking in favor of splitting the North Central Texas region into a minimum of three separate regions; (6) Bill Lofland, Rockwall County Judge and past president of the North Central Texas Council of Governments, speaking on splitting the North Central Texas region into three separate regions; (7) Jack Miller, North Central Texas Private Industry Council Chair, Denton City Council, speaking in favor of splitting the North Central Texas region into three separate regions; (8) John Baker, Texas Association of Private Industry Councils Executive Director, speaking on TAPIC's concurrence with the 24 region recommendation with consideration to dividing the 24 areas where chief elected officials want to define different boundaries; (9) Terry Hudson, Houston Works Executive Director, also commenting on behalf of Walter Criner, Houston Works Chair, applauded the Career Foundation Committee on postponing restrictions on use of 8% education coordination funds. He also asked the Council to postpone action on workforce development designations and questioned the need for SDAs to conform to local workforce development areas; (10) Noe Calvillo, Region One adult education programs, speaking on the 8% education coordination policy and urging the Council to support staff recommendations; and (11) John Fabac, East Texas Quality Work Force Planning Committee Executive Director, speaking in favor of the 24 region staff recommendation and on an apparent error in the boundaries of the proposed local workforce development areas (Camp, Marion, and Harrison Counties are in the wrong area). Mr. Frost stated that staff would look into the boundary error.

CONSIDERATION OF CONSENT AGENDA

Mr. Frost stated that the JTPA Education Coordination Policy action item had been removed from the Consent Agenda at the request of the Career Foundation and Intervention Committees. Walter Diggles moved the adoption of the consent agenda as amended. Betty Helton seconded the motion and it was adopted unanimously.

Mr. Frost called on Ann Hodge, Career Foundation Committee Chair, to present the JTPA Education Coordination Policy action item found on page 87 of the Council briefing book. Ms. Hodge then asked Cynthia Mugerauer, Council Deputy Director for Strategic Planning, for an overview of the item. Ms. Mugerauer reviewed the changes the Career Foundation and Intervention Committees jointly recommended which would allow the proposed policy to become effective in PY95 instead of PY94 to allow local programs time to successfully plan and form relationships necessary to make the transition. Ms. Mugerauer made a clarification for the record that the delay only applied to funds in recommendation numbers 2, 3 and 4 on page 96 of the Council briefing book. After substantial discussion on the implications of delaying the action for

one year, Ms. Hodge moved the adoption of the Career Foundation and Intervention Committees' joint recommendation to adopt the staff recommendations to become effective in PY95 instead of PY94. The motion was seconded. Janet White then moved to substitute that the Council accept and adopt the original recommendations by the staff without delaying action until PY95, for the motion made by Ms. Hodge. Martha Hinojosa-Nadler seconded Ms. White's motion. There ensued substantial discussion on the pros and cons of the original and substitute motions. Mr. Frost then called for the vote on the substitute motion (to approve the recommendations as they are stated in the briefing book) and the motion clearly failed by a show of hands. Mr. Frost then called for the vote on the original motion (to approve recommendation numbers 2, 3, and 4 to become effective in PY95 instead of PY94). Ms. Mugerauer asked to clarify that, even though this policy would become effective in PY95 instead of PY94, funds administration would still occur in PY94 under the current policy and would comply with U.S. Department of Labor (DOL) requirements on state/local agreement and competitive procurement process. The vote was then taken and the motion clearly passed by show of hands.

ACTION ITEM: DESIGNATION OF LOCAL WORKFORCE DEVELOPMENT AREAS

Mr. Frost called on Barbara Cigainero, Council Executive Director, to present this item found on page 33 of the Council briefing book. Ms. Cigainero briefed the Council on the background of the item and the written public comment, as well as public comment received at the hearings held in Houston, Arlington, Laredo, Lubbock, and Austin. Mr. Diggles moved to approve the recommendations found on page 37 of the Council briefing book for recommendation to the Governor for final approval and designation. Nellie Thorogood seconded the motion. Joe Gunn moved to amend the original motion by recommending the division of Region 16 into two areas: Harris County and the twelve remaining counties. Pat Lane seconded Mr. Gunn's motion to amend. After discussion and clarification on how to proceed on those areas where the public comments indicated concern over the proposed designation, Mr. Gunn amended his motion stating that he wished to delay splitting Region 16 until further study has taken place on the possible alternatives for designation of this area. The motion to amend passed by show of hands. A.C. McAfee moved to amend the motion by delaying action on Region 4 until further study has taken place on possible alternative action. Roger Williams seconded the motion to amend and it passed by show of hands. Irma Caballero moved to amend the motion by delaying action on Region 21 until further study has taken place on possible alternative action. The motion to amend was seconded and passed by show of hands. Paul Ellis moved to amend the motion by delaying action on Region 12 until further study has taken place on possible alternative action. The motion to amend passed by show of hands. Bill Allaway moved to amend the motion by delaying action on Region 2 until further study has taken place on possible alternative action. The motion to amend passed by show of hands. Mr. Frost called for a vote on the original motion, as amended by delaying action on Regions 16, 4, 21, 12, and 2 for further study on possible alternative action. The motion, as amended, passed by show of hands. Mr. Frost stated that he planned to appoint a committee to study the five regions on which action was delayed. Mr. Ellis suggested that the Council urge regions to come up with alternatives to present to the Council. Mr. Frost reminded the members that the Governor makes the final decision.

ACTION ITEM: ADOPTION OF RULES FOR GRANTING WAIVERS FOR EARLY CERTIFICATION OF LOCAL WORKFORCE DEVELOPMENT BOARDS

Mr. Frost called on Joe Thrash to present this item found on page 43 of the Council briefing book. Mr. Thrash briefed the Council on the staff recommendations, but stated that, because of questions that have been raised concerning the relationships and requirements of Private Industry Councils (PICs) and Service Delivery Areas (SDAs) under federal law, the justification which was offered by staff for requiring that each WDA have a single SDA must now be investigated. Staff will request a legal opinion from DOL on this issue. Bill Allaway moved adoption of the rules as published in the *Texas Register*. Ann Hodge seconded the motion. Mr. Diggles moved to amend the motion to exclude the parenthetical phrase found in the Council briefing book at the bottom of page 52 and the top of page 53 which stated that "(While a waiver of this requirement may be granted, no waiver of this requirement will be granted to an applicant requesting approval of the establishment of a board prior to January 1, 1995.)". The motion was seconded and passed by show of hands. Blas Castaneda moved that references to Mayors of cities of over "200,000" in the definition of Chief Elected Officials (CEOs) found on page 51 of the Council briefing book, be changed to Mayors of cities of over "100,000" to give more flexibility to cities to participate. Raul Ramirez seconded the motion and it passed by show of hands. Mr. Frost directed Council staff to seek clarification from DOL on the requirement of having one SDA for each WDA. Mr. Thrash requested clarification that the Council (1) is not approving any of the proposed amendments which came out of the public comment period and (2) is saying that they want the rule changed to permit granting waivers for independent staffing. It was moved and seconded to clarify the Council's actions as stated by Mr. Thrash. The motion passed.

Mr. Frost then stated that, because of the time taken up by the preceding action items, the committee comments and briefing items on the agenda would be postponed.

ACTION ITEM: ACCEPTANCE OF TCWEC OPERATIONAL BUDGET

Mr. Frost called on Barbara Cigainero to brief the Council on the operational budget and the action of the Executive Committee regarding the budget and internal agency strategic plan.

POLICY BRIEFING ITEM: DRAFT OF PART ONE OF THE STATE STRATEGIC PLAN AND REPORTS FROM COMMITTEES

Mr. Frost called on Cynthia Mugerauer to present this item found on page 55 of the Council briefing book. Ms. Mugerauer briefed the members on the process for adoption of the State Strategic Plan and then each committee representative presented the highlights of their discussion, as well as their committee's suggestions for any changes to the Strategic Plan. Ms. Mugerauer stated that all changes would be made and a draft presented to the Strategic Plan Task Force. Mr. Frost stated that a new draft of the Strategic Plan would be considered at the February, 1994, Council meeting when Part One will be presented as an action item..

Dr. Meno asked that, in the strategic plan, staff define the problem in detail so that all Council members have a common understanding of what the problem is, the strategies needed to solve it, and how we will know when it is solved. Mr. Frost asked Dr. Meno to express in writing his concerns and to further described what he is asking the Council staff to do.

CLOSING REMARKS AND ADJOURNMENT

Several Council members suggested that the meeting format be changed to allow more time for committee meetings and briefings by starting the meetings earlier on Thursday or by extending the Friday full Council meeting time. In addition, a request was made to mail Council briefing books out earlier, providing the members with more time to review the items.

Ms. Caballero requested an opinion from legal counsel on the liability that newly formed SDA or WDA boards assume.

Mr. Frost appointed the following to the Workforce Five-Region Committee pending a request from the Governor to do so: Paul Ellis (Chair), Joe Gunn, Roger Williams, Bill Allaway, Betty Helton, Irma Caballero (Vice-Chair), A.C. McAfee, and Walter Diggles.

There being no further business, Mr. Frost adjourned the meeting at 1:00 p.m.

**TEXAS COUNCIL ON WORKFORCE AND ECONOMIC
COMPETITIVENESS**

FULL COUNCIL ITEMS

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	Part One of State Strategic Plan
Committee	Full Council
Type of Action	<input type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input checked="" type="checkbox"/> Action Item
Presenter(s)	Cynthia Mugerauer, TCWEC
Summary of Item	<p>SB 642 requires that the TCWEC "develop and recommend to the Governor a single strategic plan that establishes the framework for budgeting and operation of all workforce development programs administered by agencies represented on the Council." The law requires the strategic plan to include goals, objectives, and performance measures for all workforce programs. Part One of the strategic plan, to be acted on at the February Council meeting, includes mission, goals and objectives and reflects changes suggested by the Committees and the Strategic Plan Task Force. Part Two, which will specify the strategies and performance measures, will be developed for presentation at the June Council meeting.</p>
Attachments	Attachment A: Texas Workforce Development System Strategic Plan 1994-1998 Part One.

ACTION ITEM PART ONE OF STATE STRATEGIC PLAN

PURPOSE

To propose for the Council's approval Part One of the State Strategic Plan (Plan) for Workforce Development in Texas.

BACKGROUND

Senate Bill 642 requires that the Council "develop and recommend to the Governor a single strategic plan that establishes a framework for budgeting and operation of all workforce development programs administered by agencies represented on the Council." The law requires the strategic plan to include goals, objectives and performance measures for all workforce programs. Part One of the Strategic Plan includes the vision, philosophy, mission, system goals, program goals, and objectives under each goal. Part Two, to be developed prior to the June Council meeting, will specify the performance measures, strategies, and timelines, as well as the budget framework, for implementation of the Plan.

The Strategic Plan Task Force (Task Force) met last November and provided direction to staff for development of Part One of the State Strategic Plan. A draft of Part One was presented to the Council at the December meeting, at which time it was considered by each committee. Upon report of the committees' changes to the full Council, the Chair directed staff to revise the Strategic Plan for consideration by the Strategic Plan Task Force.

At the December meeting, Commissioner Meno asked staff to compile data to support the general problem statement in the Strategic Plan. He argued that defining the problem will enable all Council members to have a common understanding of: 1) what the problem is; 2) the strategies needed to solve it; and 3) the measures that will demonstrate progress toward solving the problem.

DISCUSSION

The Strategic Plan Task Force met on January 12, 1994 to review the new draft of Part One of the Strategic Plan and to consider how to proceed with Part Two.

Per Commissioner's Meno's request, staff presented a summary of data collected to support the problem statement. In light of the findings presented, the Task Force members made further changes to the Plan. Staff informed the Task Force that they are in the process of collecting program effectiveness data from the agencies to further define the problem.

The Task Force also asked the staff to further review the data that defines the problem to ensure it is reflected in the goals and objectives. Upon that review, and in consideration of changes suggested by the Task Force, the staff is proposing the following:

Under Goal Three, break Objective One into two separate objectives:

Original Objective: To significantly improve the educational functioning level of participants.

The two new proposed objectives are as follows:

To significantly improve the literacy, math proficiency, and critical thinking skills of participants.

To increase the proportion of participants who complete secondary or post-secondary programs and are awarded a GED, high school diploma, or post-secondary degree as a result.

Rationale: The first objective specifically addresses literacy and basic education which the original wording did not convey. The second objective supports data demonstrating the completion of major educational levels is positively correlated with earnings.

Under Goal Two, eliminate Objective Two:

To establish a strategic planning and evaluation system that provides a base of information for recommending the integration, consolidation, and connectivity of workforce programs.

and add the following objective:

To develop strategies and action plans to exchange and connect information and programs which support a seamless system of education and training.

Rationale: The legislatively required consolidation plan is addressed in the agency strategic plan; however, there is the need to include in the Strategic Plan an objective regarding actual sharing of data and information among programs.

Under Goal Four, rewrite the first objective as follows:

Original objective:

To develop an industry-driven skills standards and certification system for major occupational clusters in Texas.

Recommended objective:

To develop an industry-driven skills standards and certification system that identifies skills, knowledge, and levels of proficiency necessary for individuals to succeed in the current and future workplace.

Rationale:

The rewritten objective clarifies that identifying what skills and knowledge are necessary and setting standards accordingly is essential in training individuals for future labor market success.

One additional result of the data and problem definition review is the need to identify specific priorities among the goals and objectives in the Plan. There are certain needs that are so pressing, e.g. increasing adult literacy levels and certain strategic projects e.g. skills identification, that must occur before other efforts can really succeed. Thus, it is recommended that, as strategies and timelines are developed, the staff also recommend priority objectives that need to be given immediate attention in resource allocation and other policy decisions. These recommended priorities will be reflected in Part Two of the Plan.

A final draft of Part One of the Strategic Plan is attached for Council action. The summary data that supports the problem statement is presented as an Appendix to Part One. A more lengthy volume, including findings regarding target populations and program effectiveness, will be prepared as working papers for use by planners, the Council, and others, as needed.

Proposed Process and Timeline for Development of Part Two

The Task Force discussed how to proceed with the next phase, the development of Part Two of the Strategic Plan. Mark Anderberg of the State Occupational Information Coordinating Committee (SOICC) addressed the Task Force and discussed issues the members need to consider in developing measures and standards. He also presented the Task Force with a list of possible performance measures for each of the objectives in Part One.

The Task Force agreed that development of Part Two of the Plan should include feedback from the affected agencies, other stakeholders, as well as outside parties. The consensus of the Task Force was to proceed along the following time line:

February 3 and 4 - Full Council Meeting

- Evaluation and Performance Committee begins development of a list of core performance measures for the State Strategic Plan. Additional meetings, as necessary, will occur to develop the core measures.

February - March

- Comment period on the preliminary performance measures. Allow agencies, other stakeholders, and outside parties to respond to the:
 - current availability of the data required;
 - cost of obtaining additional data; and,
 - meaningfulness of the measures in evaluating programs' progress in meeting major goals.
- Council and agency staff develop strategies and timelines for implementation of the strategic plan.

April - Evaluation and Performance Committee Meeting

- The Evaluation and Performance Committee meets to discuss public input and revise the core measures accordingly.

May - Strategic Plan Task Force Meeting

- A draft of Part Two of the Strategic Plan is forwarded to the Strategic Plan Task Force for consideration.

June 2 and 3 - Full Council Meeting

- The Strategic Plan Task Force presents a final draft of Part Two of the State Strategic Plan to the full Council for approval.

June

- The State Strategic Plan is presented to the Governor for final approval.

RECOMMENDATION

That the Council adopt "Part One of the Texas Workforce Development System Strategic Plan 1994 - 1998" and recommend to the Governor for approval (Attachment A).

If approved by the Governor, Part One will be transmitted to appropriate state and local agencies and their boards for use in planning and implementation of workforce development programs in Texas. Part One will be used as a working document during the February - June phase and will be finalized and distributed as one volume with Part Two in the Summer of 1994.

**TEXAS WORKFORCE DEVELOPMENT SYSTEM STRATEGIC PLAN
1994-1998 PART ONE**

PREAMBLE

The Workforce and Economic Competitiveness Act, passed in the 73rd Texas Legislative Session, requires the Texas Council on Workforce and Economic Competitiveness to develop a strategic plan for budgeting and operating the state's workforce development programs. Major programs include job training, vocational-technical education, literacy and adult basic education, employment and training for welfare and food stamp recipients, and employment service programs. This plan is intended to unify many stakeholders behind a common vision and mission, set out major goals and objectives, and define a plan for transforming the current fragmented array of programs and services into a workforce development system that serves all Texans.

The plan specifically addresses workforce development. However, it is clear that the workforce effort alone cannot solve larger problems rooted in basic social and economic conditions and trends. The success of the workforce development mission is dependent on effective linkages with other organizations and systems with different authority and influence. For example, the access to basic health and human services, including food, housing, health care, child care, and transportation, are essential to an individual's ability to benefit from education and training. Second, a world-class workforce is not possible without a world-class education system; assisting the entire education system in achieving equity and excellence for all students is also central to our mission. Third, the success of the workforce development system in Texas is linked to stable and dependable support reflecting a balanced participation among all groups benefiting from it; an equitable sharing of the responsibilities to perform and fund the system is essential. Finally, the success of the workforce development system is dependent on a Texas economy that is strong and growing so that real jobs in highly productive workplaces are available to Texas job seekers; working with the state's employers and their organizations, our local communities and others to ensure that our economy can create and retain quality jobs in Texas is a part of our mission.

The initial challenge in developing this plan was to define the central problem in terms of the product and results expected. This plan identifies a well-educated, highly-skilled, world-class workforce as the desired result. Though there are many excellent programs and an identifiable segment of the population that fares extremely well under the current arrangement, the central problem is that growing segments of the population are not being well-served by the current system. Evidence for the problem exists in a myriad of statistics revealing increasing poverty rates, declining wages, and unacceptable rates of long-term unemployment, school attrition, and adult illiteracy. These conditions exist amidst evidence that success in the labor market of the future will depend upon more education and training, higher-level general and technical skills, and greater flexibility and adaptability on the part of every worker. This new environment requires nothing less than a world-class workforce capable of competing successfully in the global economy.

PROBLEM STATEMENT

The State's current workforce development effort does not sufficiently educate, train, or support the population with the skills necessary to fully participate in a world-class workforce required by today's rapidly changing and increasingly competitive domestic and global economies.

VISION STATEMENT

We, the Council on Workforce and Economic Competitiveness, envision a Texas where all people have the education, training, skills, and employment opportunities to enjoy a quality standard of living as members of a changing and internationally competitive workforce in a diversified Texas economy.

MISSION STATEMENT

To develop and support, through partnerships among business, labor, the public sector, community based organizations, and other communities of interest, an efficient and effective workforce development system that 1) meets citizens' needs for employment that yields a decent living wage, 2) meets employer and labor expectations for a qualified and competent workforce, 3) meets the State's need for a competitive workforce, and 4) supports a viable and expanding economy.

PHILOSOPHY

We believe that the people of Texas are best served by a workforce education, training, labor market system and information system that is equitable and accessible to all. While serving the population at large, this system must recognize the needs of the economically and educationally disadvantaged, dislocated workers, and special populations to whom many of the state's employment and training resources are directed.

Our immediate priority for the system is to vastly improve customer service by eliminating the frustration, inconvenience, and any discrimination that customers -- clients, students, and employers -- currently experience in seeking information and services. Additionally, the system should provide guidance, support, training and information to service providers so that they have the tools they need to successfully meet client needs.

Finally, our philosophy incorporates a belief that career and personal growth requires a commitment to life-long learning and continuing expansion of one's skills and abilities. Within this framework, currently employed individuals, as well as job seekers in need of immediate education and training, will be committed to keeping their skills current and their minds active and ready to learn.

GOALS AND OBJECTIVES

This plan will define common goals of both the Texas Council on Workforce and Economic Competitiveness and the agencies which administer workforce development programs. In the interest of suggesting the roles and responsibilities of the major players, the goals have been divided into System Goals and Program Goals. The System Goals address areas which represent major functions of the Council under SB642; thus, the Council and its staff will set the direction and serve as a unifying point in implementing the two System Goals. The agencies which administer the programs day-to-day will logically assume the lead in implementing the Program Goals. Even within this framework, however, certain objectives will require major support from different players within the system. Thus, all players will in some areas perform a lead role and in other areas a support role: both are critical to the success of the system as a whole.

For purposes of Part One of the Strategic Plan, objectives for each goal are stated below without specific performance or outcome measures. (The development of Part Two of the Plan, which will occur between February, 1994 and June, 1994 when agencies are revising their individual strategic plans, will define core measures and outcomes for the five sets of goals and objectives. Part Two will also specify strategies and time frames for implementation of the goals and objectives, and indicate the roles of the major players.)

SYSTEM GOALS AND OBJECTIVES

GOAL ONE

To develop a statewide system supporting local workforce development centers where all clients and employers can conveniently access a network of information and services responsive to their individual needs.

Objectives

To support and establish consolidated workforce development boards and "one-stop" service centers at the local level.

To develop a uniform state-wide client application and eligibility determination system for major workforce development programs.

To support and establish a state/local labor market and career information system that serves all stakeholders and is used as a tool for integrated assessment, case management, referral, and placement activities.

To establish, through the intake and assessment process, mechanisms to identify clients who do not need or who do not wish to pursue additional education or training, and provide them with the basic labor market, job search, and placement services to enable them to promptly become employed or re-employed.

GOAL TWO

To develop a state/local strategic planning, evaluation, and accountability system for the state's workforce development programs and activities.

Objectives

To implement policy changes which effectively and efficiently direct the state's workforce development resources toward strategic goals.

To develop strategies and action plans to exchange and connect information and programs which support a seamless system of education and training.

To enable the state to assess the results achieved and the return on investment realized through workforce development expenditures, including a reduction in dependency on public assistance and unemployment insurance.

To implement an accountability system that provides the information necessary for program and service providers to improve the quality of programs and delivery systems.

PROGRAM GOALS AND OBJECTIVES

GOAL THREE

All Texans will have the literacy, basic education and basic work place skills necessary for educational and career advancement.

Objectives

To significantly improve the literacy, math proficiency and critical thinking skills of participants.

To increase the proportion of participants who complete a secondary or post-secondary program and are awarded a GED, high school diploma, or post-secondary degree.

To increase the proportion of participants who, after completing one program or activity, are not only employable but also who continue in a career pathway with education, training or employment activities that increase their employment options.

To adopt a standard definition and accepted levels of achievement for work place basic skills and incorporate them into education and training programs.

GOAL FOUR

Participants/workers will acquire the occupational skills to meet workplace requirements for long-term employment and work toward sustaining employment in high-skill, high-wage occupational areas.

Objectives

To develop an industry-driven skills standards and certification system that identifies skills and levels of proficiency necessary for participants to succeed in the current and future workplace.

To improve the long-term employability of program participants.

To increase the earnings potential of participants.

To increase the proportion of participants who are educated, trained and employed in occupational areas which have definable career paths within high-skill, high-wage occupational areas.

To promote and support the development of highly productive work places and the upgrading of the skills of the active workforce.

GOAL FIVE

All youth will be prepared with the knowledge, skills, and behaviors necessary to make the transition into meaningful, challenging, and productive pathways in high-skill, high-wage careers, and for life-long learning.

Objectives

To increase the percentage of youth who are placed in full-time training-related employment upon completion of education.

To increase the percentage of youth who will transition from one education program and continue to the next level of education and/or next endeavor.

To increase the number of youth employed in high-skill, high-wage careers.

To increase the proportion of youth who are prepared for postsecondary education.

To increase the proportion of youth who obtain a high school diploma, a postsecondary degree or certificate, an industry-validated skills certificate, and are employed in occupations which have definable career paths within high-skill, high-wage occupational areas.

DEFINING THE PROBLEM

PROBLEM STATEMENT

"The State's current workforce development effort does not sufficiently educate, train or support the population with the skills necessary to fully participate in a world-class workforce required by today's rapidly changing and increasingly competitive domestic and global economies."

The findings below illustrate that there are growing segments of the population that are falling through the cracks. On the one hand, jobs of the future will require increasingly sophisticated skill levels. This is true even of entry-level positions. On the other hand, the evidence shows that not only are more groups losing income, but that their skills levels are failing to keep pace with change, thus perpetuating this downward spiral. Therefore, the "problem" is a widening gap between the skills demanded by the work place, and skills possessed by the Texas workforce.

Increasing Skill Requirements:

- Jobs in high skill occupations will rise from 24 percent to 41 percent of the American workforce by the year 2000. The mean number of years of education required for employment is projected to rise to 13.5 years.¹
- Forecasts indicate that one-third of all new jobs created in Texas in 1995 will require more than two years of vocational preparation and that more than one-half will require at least two years of vocational preparation. Conversely, less than a third of new jobs will be available to those with less than three months vocational training.² High school dropouts will be able to fill only 14 percent of the new jobs.³

Declining Real Wages/Earnings Linked to Educational Level:

- A U.S. Bureau of the Census study found a strong connection between education level and income.⁴

All Adults	\$1,284 /month
Professional	\$4,961
Doctorate	\$3,855
Master's	\$2,822
Bachelor's	\$2,116
Associate	\$1,672
Vocational	\$1,237
Some college, no degree	\$1,280
High School grad only	\$1,077
High School drop-out	\$ 492

¹ Johnston, William B. and Packer, Arnold H. Workforce 2000: Work and Workers for the Twenty-First Century. Indianapolis, Indiana: Hudson Institute. 1987.

² State Occupational Information Coordinating Committee.

³ Texas Comptroller of Public Accounts, "Fiscal Notes," July 1992, p. 2.

⁴ U.S. Bureau of the Census. "What's It Worth? Educational Background and Economic Status." Spring, 1990.

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- SOICC found a positive relationship between education and earnings in the Texas labor market.¹
 - The top 40 highest-paying occupations require a four-year college degree.
 - The 40 lowest paying occupations require on average less than three months of training.
 - During the 1980s, the real wage of the median 25- to 34-year old male worker in the U.S. fell almost 11 percent. This drop was confined to the less educated: High school graduates' earnings fell almost 15 percent, while workers with college degrees pocketed increases of more than 7 percent.²
 - Since 1969, the income of the top 30 percent of earners increased while those of the other 70 percent (low and middle income families) spiraled downward.³
 - In Texas, the average workers' real wages, with inflation considered, declined by about 5 percent from 1984 to 1990.⁴ Much of the decline in real wages can be attributed to the shift from manufacturing to service and retail jobs. From 1970 to 1990, manufacturing jobs as a percentage of non-agricultural employment in Texas fell from 20 to 14 percent. In the same period, services and retail trade jobs rose from 33 to 43 percent. In 1990, the average weekly wage for jobs in these sectors was: manufacturing \$540; services \$406; and retail trade \$240.⁵
 - Real wage growth, after adjusting for inflation, is expected to increase by only about 0.5 percent annually from 1991 to 2026.⁶

Shifting Demographics:

- The non-Hispanic white population has always been Texas' majority racial and ethnic group. That share has been declining, and by 2026, Texas will have no majority racial or ethnic group.⁷ According to national statistics, White males will comprise only 15 percent of new entrants to the labor market in the year 2000, as opposed to 47 percent in 1987.⁸

¹ State Occupational Information Coordinating Committee, "1992 Texas Occupational Handbook".

² "The Truth About The American Worker," Fortune, May 4, 1992.

³ National Center on Education and the Economy's Commission on the Skills of the American Workforce (June 1990). America's Choice: high skills or low wages! Rochester, NY: National Center on Education and the Economy.

⁴ Texas Employment Commission

⁵ Texas Employment Commission

⁶ Texas Comptroller of Public Accounts, "Fiscal Notes," July 1992, p. 4.

⁷ Texas Comptroller of Public Accounts, "The Changing Face of Texas," August, 1992, p. 10.

⁸ Johnston, William B. and Packer, Arnold H. *Workforce 2000: Work and Workers for the Twenty-First Century.* Indianapolis, Indiana: Hudson Institute. 1987.

Unprepared Workforce:

- A 1991 study found that 33 percent of Texans are functionally illiterate. Texas ranks 47th in adult literacy in the United States.¹ The current amount of adult education and literacy funds available for the eligible target population is one of the lowest in the nation.
- A 1992 study found that between 27 and 28 percent of the state's 13 million adults² rank at the lowest of five levels of proficiency across three scales measuring document, prose and quantitative literacy (compared to 22 percent nationally). Between 25 and 27 percent of adult Texans scored at level two of the proficiency scale.³ In summary, more than 50 percent of adult Texans scored at the lowest two levels of literacy.
- A disproportionate percentage of minority adults in Texas fall into the lower levels of literacy; between 77 and 81 percent of African American adults and between 75 and 76 percent of Latinos/Hispanic adults fell into the two lower levels of literacy, while between 37 to 41 percent of White adults fell into those two levels.⁴
- Nationally, Texas ranks third behind California and New York in the population of adults who lack a high school credential. Approximately 28 percent, or 3.4 million, of Texas adults do not have a high school diploma. At least one-third of Texas students drop out before they complete high school.⁵
 - Hispanic students are 2 times and Black students are 1.9 times more likely to drop out than White students.⁶
- Texas businesses are finding it increasingly hard to find qualified workers:⁷
 - 67 percent of Texas businesses report difficulty in locating technical and other skilled workers.
 - 43 percent of Texas employers report difficulty in hiring entry-level employees who possess basic skills in reading, writing, and math.

¹ Texas Literacy Council, "Developing Human Capital," Austin, Texas, 1991.

² The term "adult" refers to U.S. residents aged 16 and older.

³ Draft Report, "Adult Literacy in Texas," Educational Testing Service.

⁴ Draft Report, "Adult Literacy in Texas," Educational Testing Service.

⁵ Texas Education Agency

⁶ Texas Education Agency

⁷ Texas Literacy Council, "Developing Human Capital," 1991.

Unemployment:

- In 1991, approximately 200,000 Texas youth between the ages 16 and 24 were unemployed. Although the overall state unemployment rate that year was 6.6, youth aged 16 to 19 experienced a 20 percent unemployment rate, and those aged 20 through 24 experienced an 11 percent unemployment rate.¹ In 1992, the overall unemployment rate was 7.5 percent, and youth aged 16 to 19 experienced a 23.4 percent unemployment rate.² The minority youth unemployment rate is 26.7 percent.³
- Today, American workers who will never return to their old jobs are 44 percent of the unemployed who are actively seeking employment. This compares to 33 percent in 1975. Although the unemployment rate has not changed much over the years, the white collar⁴ share of the unemployed has rapidly grown from 22 percent in 1981-82 to 40 percent in 1990-92.⁵
- The Governor's Task Force on Economic Transition projected that Texas will lose almost 68,000 jobs directly through defense-related employment by 1997; 96,000 more jobs could be affected indirectly.⁶

Poverty:⁷

- The number of poor people in the United States rose for the third year in a row, to 36.9 million, or 14.5 percent of the population. That represents the greatest number of people living in poverty since 1962, when 38.6 million Americans were poor. About 40 percent of those living in poverty are children under the age of 18, though they represent only 26 percent of the population.
- In Texas, 3.1 million or 17.8 percent of the population lived in poverty in 1992. This compares to a national poverty rate of 14.5 percent. Nine states had a poverty rate that met or exceeded Texas' rate. The poverty rate was 33.3 percent for Blacks and 29.3 percent for Hispanics, which is consistent with national rates.

¹ Texas Employment Commission.

² Texas Employment Commission.

³ Texas Employment Commission.

⁴ "White collar" refers to managerial, professional, technical, sales and/or administrative support occupational categories.

⁵ James Medoff of Harvard University, "The New Unemployment," Prepared for the use of Senator Lloyd Bentsen, Chairman of the Subcommittee on Economic Growth, Trade and Taxes, Joint Economic Committee, April, 1992.

⁶ "Defense Transition: Economic Promise for Texas," A Report from the Governor's Task Force on Economic Transition, February, 1993.

⁷ "America's Poor Showing," Newsweek, October 18, 1993, p. 44.

Increasing Welfare Dependency:¹

- In 1990, one-third of all public school dropouts in Texas were pregnancy-related.
 - In 1991, Texas led the nation in births to girls age 14 and under.
 - Texas moved from 4th to 2nd that year in births to girls age 15-17.
- Since 1986, Texas has experienced an 80 percent increase in the number of AFDC-Basic caretakers, growing from 108,067 in 1986, to 194,171 in 1992.²
- In 1991, Texas spent over \$755 million on Aid to Families with Dependent Children (AFDC), Medicaid and Food Stamps for families begun by adolescents. That same year, only \$15 million was spent for primary prevention of adolescent pregnancy.
- In 1991, the cost associated with pregnancy related dropouts was over \$5.6 billion (including lost income, tax revenues, unemployment insurance).

These statistics indicate that an increasing number of Texans are falling further and further behind in the labor market. While many adult Texans lack even the basic skills necessary for low-skill, low-wage, entry-level jobs, the workplace is requiring increasingly sophisticated general and technical skills. The future will not provide a living wage for those segments of the population that are low-skilled or marginally prepared.

¹ Adolescent Pregnancy and Parenthood Advisory Committee, Report to the 73rd Texas Legislature, January, 1993.

² Texas Department of Human Services

TEXAS COUNCIL ON WORKFORCE AND ECONOMIC COMPETITIVENESS
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Agenda Item Information

Meeting Date	February 4, 1994
Agenda Item Topic	Designation of Remaining Five Workforce Development Areas
Committee	Full Council
Type of Action	<input type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input checked="" type="checkbox"/> Action Item
Presenter(s)	Paul Ellis, Five Region Task Force Chair
Summary of Item	See note on following page.
Attachments	

DESIGNATION OF REMAINING FIVE WORKFORCE DEVELOPMENT AREAS

Note: The Action Item concerning designation of the five remaining workforce development areas will be developed following the January 24 Five Region Task Force meeting. Every effort will be made to finalize this item and transmit to members in advance of the meeting. If time does not permit advance distribution, the item will be available on Thursday, February 3 at the registration table. This item will also be discussed thoroughly at the full Council briefing on Thursday afternoon at 3:30 p.m.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 4, 1994
Agenda Item Topic	Interim Committee Action on Plan Approvals
Committee	Full Council
Type of Action	<input type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input checked="" type="checkbox"/> Action Item
Presenter(s)	Cynthia Mugerauer, TCWEC
Summary of Item	This item proposes that the Full Council authorize committees to act on various program plan reviews and approvals in order to meet state and federal timelines.
Attachments	

<p style="text-align: center;">ACTION ITEM AUTHORIZATION FOR INTERIM COMMITTEE ACTION ON PLAN APPROVALS</p>
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PURPOSE

To gain full Council approval for committees to act on behalf of the Council in order to review and approve state and local plans for various workforce programs in accordance with state and federal timelines.

BACKGROUND

Article VII-B of the Council by-laws allow that a committee "to the extent expressly provided by resolution adopted by a majority of the Council, shall have and may exercise any designated part of the authority or perform any designated duties of the Council, except as otherwise provided in these bylaws."

Federal laws for programs under the Council's purview require that the Council perform varying roles in the review and approval of state plans submitted to the federal agencies; in some cases, for example JTPA, the Council also reviews local plans as well. Approval of these plans by the Council and subsequently the Governor are required in order for federal funds to flow to the State.

In order to assure timely review and approval of plans, this item recommends that individual committees be authorized by the full Council to review and/or approve plans and recommend their approval to the Governor prior to the June Council meeting.

DISCUSSION

At the February meeting, the Intervention, Career Foundation, and Worker Transition/Local Systems Committees will be briefed on their responsibilities and the process for review and approval of several state and local plans for programs under each committee's purview. Each of these committees will also consider an Action Item which identifies common criteria to be used to evaluate all state and local plans to ensure consistency with the Council's state strategic plan and compliance with federal requirements.

The state plans for vocational education, JTPA dislocated worker, JTPA youth and adult programs, JOBS, Food Stamp Employment and Training, and the Employment Service are due to the respective federal agencies at different times during the March-June, 1994 period. Accordingly, local plans to the state agencies have different due dates and approval schedules. Under these circumstances, it is much more efficient to allow individual committees, using standard criteria, to review the various plans than to convene the full Council to perform these functions. This procedure will be discussed with the respective committees at the February meeting and, with their approval, proposed to the full Council at the February 4 meeting.

RECOMMENDATION

It is recommended that the Council approve the following resolution:

Be it resolved that the Texas Council on Workforce and Economic Competitiveness authorizes review and approval action and recommendations to the Governor prior to June, 1994 on the following plans by the respective committees as listed below:

Worker Transition/Local Systems Committee

- JTPA Dislocated Worker State Program Plan
- Wagner-Peyser State Employment Service Plan

Intervention Committee

- JTPA Governor's Coordination and Special Services Plan
- JTPA Summer Youth Program Local Plans

Career Foundation Committee

- State Plan for Vocational Education

CAREER FOUNDATION COMMITTEE

AGENDA

CAREER FOUNDATION COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, DeWitt Room
Austin, Texas

- 8:30 a.m. Call to Order
Public Comment
- 9:00 a.m. Strategic Plan Discussion
Final Review of Part One
Core Measures
Task and Timelines
- 9:30 a.m. Action Item: Assessing State Agency Plans for Consistency with State Strategic Plan*
- 10:00 a.m. Briefing Item: Apprenticeship In Texas
TEA, Chapter 33 programs; THECB, Community College Programs
- 10:30 a.m. Action Item: Contact-Hour Funding Rate
Recommended by: Apprenticeship and Training Technical Advisory Committee
- 10:45 a.m. Break
- 11:00 a.m. Briefing Item: Secondary Overview of Occupational and Technical Education
- 11:30 a.m. Policy Briefing Item: State Plan for Vocational and Applied Technology Education (Secondary Education)
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Briefing Item: Post Secondary Overview of Occupational and Technical Education
- 2:00 p.m. Policy Briefing Item: State Plan for Vocational and Applied Technology Education (Post Secondary Education)
- 2:30 p.m. Policy Briefing Item: Split of Carl Perkins Funds between Secondary and Post Secondary (TEA, THECB)
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

* This item can be found under the above title in the Worker Transition/Local Systems Committee materials.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3, 1994
Agenda Item Topic	Apprenticeship Contact-Hour Funding Rate
Committee	Career Foundation Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input checked="" type="checkbox"/> Action Item
Presenter(s)	Mr. A.C. McAfee, Chair, Apprenticeship and Training Advisory Committee
Summary of Item	This item presents the recommendation of the Apprenticeship and Training Advisory Committee for the FY 1995 contact-hour rate for apprenticeship training programs funded under Chapter 33 of the Texas Education Code.
Attachments	Recommendation of the FY 1995 Contact-Hour Rate for Apprenticeship Training Programs Funded Under Chapter 33 of the Texas Education Code.

ACTION ITEM CONTACT-HOUR FUNDING RATE FOR APPRENTICESHIP TRAINING
--

PURPOSE

To recommend the FY 1995 contact-hour rate for apprenticeship training programs funded under Chapter 33 of the Texas Education Code.

BACKGROUND

The 73rd Texas Legislature appropriated \$1,400,000 in General Revenue funds for apprenticeship training programs for each year of the biennium.

The State Board for Vocational Education is statutorily required (Texas Education Code, 33.08) to adopt formulas for the distribution of available funds to apprenticeship training programs on the recommendation of the Apprenticeship and Training Advisory Committee. On February 10, 1973, the State Board for Vocational Education adopted the contact-hour formula as the method for the distribution of apprenticeship training funds to local education agencies which sponsor apprenticeship training programs. Since then, the Apprenticeship and Training Advisory Committee has recommended annually to the Board a contact-hour rate to fund apprenticeship training instruction classes for each year. In July 1993 the State Board for Vocational Education approved the recommendation of the Apprenticeship and Training Advisory Committee that the contact-hour rate for apprenticeship training programs for Fiscal Year 1994 be set at a rate not to exceed \$3.50 per contact hour.

Funds are used for classroom related instruction, supplementary instruction, and preparatory instruction on a priority basis. The funds are used to supplement the cost of instructor salaries, instructional supplies, instructional equipment, and other operating expenses.

DISCUSSION

S.B. 642, Section 2.11 (b) (4) states that the Council on Workforce and Economic Competitiveness shall assume the responsibilities formerly exercised by the Apprenticeship and Training Advisory Committee. The responsibilities include recommending forms, formulas, and administrative procedures for the distribution of available funds to apprenticeship training programs. The Apprenticeship and Training Advisory Committee will present its recommendation to the Career Foundation Committee for action.

RECOMMENDATION

The Texas Education Agency staff recommends that the FY 1995 contact-hour rate for apprenticeship training programs remain at \$3.50.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3, 1994
Agenda Item Topic	State Plan for Vocational and Applied Technology Education (Secondary Education)
Committee	Career Foundation Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Ms. Lorraine Merrick, TEA Ms. Judith Heatherly, TEA
Summary of Item	The State Plan for the Carl D. Perkins Vocational and Applied Technology Education Act must be submitted to the U.S. Department of Education by May 1, 1994. The Committee asked the Texas Education Agency (TEA) to provide information from their needs assessment and asked TEA to address four questions. This briefing will provide TEA an opportunity to address these questions and their vision for Carl Perkins funds and allow the Committee time to discuss possible recommendations to the State Plan.
Attachments	Core Standards and Measures Time Line for State Plan Needs Assessment will be mailed to Committee members.

<p style="text-align: center;">POLICY BRIEFING ITEM SECONDARY STATE PLAN FOR VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION</p>
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PURPOSE

To brief the Council on the State Plan for Vocational and Applied Technology Education and its review and development for the fiscal years 1995-96. The Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392) requires that the state's Council on Vocational Education review, comment, and make recommendations in formulating the State Plan. With the passage of S.B. 642, TCWEC (Texas Council on Workforce and Economic Competitiveness) will assume this responsibility.

BACKGROUND

The State Plan for Vocational and Applied Technology Education, in accordance with the Carl D. Perkins Act, will be submitted for federal compliance for fiscal years 1995-1997. In the past the State Plan was considered a compliance document. It was something that the state is required to do in order to receive the federal vocational education funds. The state has to make certain assurances to comply with the federal law. There will be six public hearings on the State Plan in January, 1994, and one before the State Board of Education in March. The entire approval schedule for the State Plan is attached. The State Plan must be submitted to the Secretary of the Department of Education by May 1, 1994.

The State Plan must reflect the findings of the needs assessment based on 10 criteria outlined in the law. The secondary needs assessment will be mailed to the committee members with the Briefing Books. Data for the needs assessment was collected from agency data bases, TCOVE evaluation reports, annual applications and public hearings. The State Plan will be evaluated by the core standards and measures developed by the Committee of Practitioners. To take a holistic approach to evaluation, one set of standards for all students in public schools has been established. This standard is reflected in the Academic Excellence Indicator System (AEIS) and is attached under the title, "Annual Performance Measures." The data collected in the future for students who have completed a coherent sequence of courses within a career pathway leading to employment or further education and training will be reported based upon the AEIS.

DISCUSSION

The Texas Education Agency has significantly changed the direction of the State Plan at the Secondary level by blending the State Plan for Vocational and Applied Technology Education with the Master Plan for Career and Technical Education. The Master Plan for Career and Technical Education is required by state law (Texas Education Code 21.113). The legislative intent of the Master Plan is to set up priorities and directions for improvement. The 1993 Master Plan was a tri-agency effort between the Texas Department of Commerce, the Texas Higher Education Coordinating Board, and the Texas Education Agency. The work on the Plan was guided by a 24 member committee which represented business and industry, public education, and higher education. Seven public hearings were held around the state from November through December, 1992. The Master Plan is focused around five common goals for students and adult learners, business and industry, faculty and staff, state communications, and adequate resources.

In order to reflect a holistic view and send a clear message to those that are implementing both Plans, the new State plan will follow the same initiatives as those found in the Master plan. The mandates for the federal vocational dollars are also included within the Master plan which will assure federal compliance. Blending the two documents has been suggested by the Texas Council on Vocational Education and others over the past years. This is a positive step in streamlining the state's planning process.

Needs Assessment

Using the needs assessment, Council staff and Texas Education Agency (TEA) staff identified several findings which should be brought to the Council's attention.

Special Populations: Most of the data reported in the needs assessment cannot be tracked by special population category. Because the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 very strongly targets special population needs, the lack of this data makes it very difficult to determine success of the State Plan initiatives. Program completion rates training related employment, and continuing education follow-up data does not include special population categories.

Integration of Academic and Occupational Education: Only 45.4 percent of students enrolled in career and technology education are passing all three parts of the Texas Assessment of Academic Skills (TAAS) versus 54.4 percent of all students. However, the percentage of students in career and technology education passing the test is increasing while the percentage of the general population passing the test is decreasing. The goal in the "Annual Performance Measures" is that 90 percent of students in career and technology coherent sequence of courses passed all sections of the TAAS examination.

Data collected on the TAAS results by special population category has shown that special populations enrolled in career and technology education are increasing their rate of improvement much faster than the general population. Part of the increase in scores could be related to a survey finding reporting that 76 percent of local education agencies were upgrading the academic components of career and technology education courses. However, only 25 percent reported fully integrating even one of their academic and occupational courses on their campuses. The needs assessment identifies a problem with obtaining higher academic skills. Teaching these skills in context has proven very successful, especially for disadvantaged youth. In general, the local school districts have not implemented the integration of academic and occupational competencies.

Completers: The one-year follow-up for career and technology completers showed that 24,154 or 69.9 percent were employed in the occupation for which they were trained, in the military, or pursuing additional education and training. The goal in the "Annual Performance Measures" is that 75 percent of students who were enrolled in a coherent sequence of courses meet the one year follow-up standard.

In addition, the number of completers does not match the number of high school seniors taking a vocational course the year before. The definition of completers is changing to include not just enrollment in one career and technology course but a coherent sequence of courses. As this definition is further defined, the number of program completers is likely to decline. It is important that students are successful after they leave high school. Research has shown a correlation between a coherent sequence of courses and success after high school. All career and technology students should be encouraged to take a coherent sequence of courses that will prepare them for further education or the workplace. There is little incentive to pull more students into a coherent sequence of courses under the current structure.

Council Concerns

At the December meeting, the Career Foundation committee asked several questions regarding the State Plan including:

1. How will the work-based, school-based, and connecting activities of the School-to-Work Opportunities Act be addressed in the State Plan?
2. How will the State Plan enhance the knowledge and skills of the professional staff including teachers, counselors, and administrators?
3. How will the State Plan encourage the development and use of current labor market information and career guidance and counseling assessment data?
4. How will the State Plan promote the development of competency-based curriculum that integrates academic and occupational skills?

The Texas Education Agency staff will address these questions, the needs assessment and the vision for Perkins during the Council meeting. The Council will have an opportunity to discuss State Plan goals, strategies and action plans with agency staff.

The committee should use this time to discuss possible recommendations for projects, action plans, goals and objectives. Specific recommendations will be developed by the Council staff using your discussion for action in March. The recommendations will be presented to the State Board of Education in March. The recommendations can also be forwarded to the U.S. Department of Education, if the Council would like to take this action.

Attachment

**STATE PLAN APPROVAL SCHEDULE VOCATIONAL AND APPLIED
TECHNOLOGY EDUCATION**

Timeline	Activity
October 29, 1993	Prepare tentative schedule for development of State Plan.
November 9, 1993	Review of State Plan schedule by Texas Education Agency Cabinet
November 1-30, 1993	Texas Education Agency (TEA)/Texas Higher Education Coordinating Board (THECB) Staff committee work.
December 2, 1993	Texas Council on Workforce and Economic Competitiveness (TCWEC) briefing on the State Plan
December 6-17, 1993	(1) Stakeholders meeting to validate results of ongoing needs assessments (2) TEA/THECB staff committee prepare preliminary draft of plan
December 10, 1993	Notice of Public Hearings (Texas Register)
December 27, 1993- January 7, 1994	TEA/THECB staff committee work on State Plan
January 10-21, 1994	(1) Conduct five public hearings (2) Review of preliminary draft of State Plan by Committee of Practitioners
January 21-31, 1994	TEA/THECB staff committee work on State Plan
February 3, 1994	TCWEC review draft of State Plan
February 10-11, 1994	State Board of Education (SBOE) study/discussion of State Plan
February 3-March 10, 1994	TEA/THECB staff committee work on State Plan
March 10, 1994	SBOE - Public Hearing
March, 1994	TCWEC recommends action for State Plan
March 10-April 8, 1994	SBOE discussion of State Plan
April 8-15, 1994	Editing and preparation of adopted State Plan
April, 1994	SBOE action on final draft of State Plan
April 15, 1994	Submission of adopted State Plan to the U.S. Department of Education

**ANNUAL PERFORMANCE MEASURES CAREER
AND TECHNOLOGY EDUCATION**

DEFINITION OF CAREER AND TECHNOLOGY COHERENT SEQUENCE OF COURSES:

A series of courses in which academic education and career and technology education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. This term includes the new core curriculum and competency-based education.

- *1. Students in career and technology coherent sequence of courses passed each section of the Texas Assessment of Academic Skills (TAAS) examination
Standard: 90 percent
2. Student attendance (those enrolled in career and technology coherent sequence of courses) increases
Standard: 97 percent
3. Drop-out rate (those enrolled in career and technology coherent sequence of courses) decreases
Standard: Less than or equal to 1 percent
4. Advanced course enrollment (those enrolled in career and technology coherent sequence of courses)
Standard: Percentage proportionate to the general population
- *5. Identified students complete a coherent sequence of courses graduate with their cohorts.
Standard: 99 percent
6. College entrance examinations (those enrolled in career and technology sequence of courses) increases
Standard: Standard set at 70 percent of graduating seniors taking the SAT and/or ACT
7. Identified student who completed a coherent sequence of courses take the college entrance examination and achieve the state criterion.
Standard: 35 percent of graduating seniors scoring over the criterion (1000 on SAT and 24 on ACT)
- *8. Twelfth grade students who were enrolled in a coherent sequence of courses in career and technology education programs: (a) obtained certification by an accepted licensing or certification agency, or (b) successfully completed a criterion-referenced test of occupational competency which has been validated, or (c) demonstrated completion and competency in the essential elements for the coherent sequence of courses.
Standard: 95 percent

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- *9. At one-year follow-up, students who earned their high school diploma after having completed a coherent sequence of courses in a career and technology education program: (a) enrolled in a postsecondary educational institution, or (b) enrolled in a registered apprenticeship program, or (c) in training related to their career and technology education program, or (d) in a military service, or (e) employed in a paid or unpaid job related to their career and technology education and training, or (f) in other work site programs.

Standard: 75 percent

- *10. Members of special populations will have access to quality coherent sequence of courses in career and technology education.

Standard: Comparable to the percentage of students who are special populations in grades 7-12.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3, 1994
Agenda Item Topic	State Plan for Vocational and Applied Technology Education (Post Secondary)
Committee	Career Foundation Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Ms. Laurelyn Carlisle, THECB Dr. Larry Key, THECB
Summary of Item	The State Plan for the Carl D. Perkins Vocational and Applied Technology Education Act must be submitted to the U.S. Department of Education by May 1, 1994. The Committee asked the Texas Higher Education Coordinating Board (THECB) at the last Council meeting to address four questions. This briefing will provide THECB an opportunity to address these questions and allow the Committee to discuss possible recommendations to the State Plan.
Attachments	Comparison of TCWEC Strategic Plan and Career Foundation Committee questions to the State Plan for Vocational and Applied Technology Education (Post Secondary).

<p style="text-align: center;">POLICY BRIEFING ITEM POSTSECONDARY STATE PLAN FOR VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION</p>
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PURPOSE

To brief the Council on the State Plan for Vocational and Applied Technology Education and its review and development for the fiscal years 1995-96. The Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392) requires that the state's Council on Vocational Education review, comment, and make recommendations in formulating the State Plan. With the passage of S.B. 642, TCWEC (Texas Council on Workforce and Economic Competitiveness) assumes this responsibility.

BACKGROUND

The Carl D. Perkins Act provides secondary, postsecondary and adult vocational education programs with federal assistance from July 1, 1991 - June 30, 1996. "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

The State Board of Education (State Board of Vocational Education) is the sole agency responsible for administration of the state plan and for the supervision of its administration by eligible recipients. It has all necessary power to cooperate with the U.S. Department of Education in the administration of this plan.

Section 116 of the Act requires that each State Board receiving assistance under the Act shall conduct an assessment using criteria to include the following factors:

- (1) integration of academic and vocational education;
- (2) sequential course of study leading to both academic and occupational competencies;
- (3) increased student work skill attainment and job placement;
- (4) increased linkages between secondary and postsecondary educational institutions;
- (5) institution and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter;
- (6) the ability of the eligible recipients to meet the needs of special populations with respect to vocational education;
- (7) raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students;
- (8) the relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies;
- (9) the ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce; and
- (10) basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.

The Texas Higher Education Coordinating Board (THECB) has completed their needs assessment and is in the process of updating the State Plan. Procedures include:

- (1) Maintaining a record of participation of TCWEC in the development of the State Plan;
- (2) Maintaining a record of the public hearings;
- (3) Performing the assessment and using the results to provide the framework for the State Plan; and
- (4) Maintaining a record of the various consultations with appropriate state educational agencies as required in the development of the State Plan.

DISCUSSION

At the December meeting, the Career Foundation committee asked several questions regarding the State Plan including:

1. How will the work-based, school-based, and connecting activities of the School-to-Work Opportunities Act be addressed in the State Plan?
2. How will the State Plan enhance the knowledge and skills of the professional staff including teachers, counselors, and administrators?
3. How will the State Plan encourage the development and use of current labor market information and career guidance and counseling assessment data?
4. How will the State Plan promote the development of competency-based curriculum that integrates academic and occupational skills?

The THECB staff has tracked not only the committee's questions but TCWEC Strategic Plan goals to the State Plan for Vocational and Applied Technology Education. Agency staff will address these questions and the vision for Perkins during the Council meeting.

The committee should use this time to discuss possible recommendations for projects, action plans, or goals and objectives. Specific recommendations and commendations will be developed by the Council staff using your discussion for action in March. The recommendations will be presented to the State Board of Education in March. The recommendations can also be forwarded to the U.S. Department of Education, if the Council would like to take this action.

Texas Council on Workforce and Economic Competitiveness

<p>Draft TCWEC State Strategic Plan</p>	<p>State Plan for Vocational and Applied Technology Education (Postsecondary -- Texas Higher Education Coordinating Board)</p>
<p>Goal One: To develop a statewide Network of local workforce development centers where clients and employers can conveniently access information and services responsive to their individual needs.</p> <p>Career Foundations Committee Question 3: Development and use of current labor market information and career guidance and counseling assessment and data?</p>	<p>Goal 1.8-3J: Basic and Higher Order Current and Future Workplace Competencies which will Reflect the Hiring Needs of the Employer.</p> <p>(c) The Coordinating Board and public community and technical colleges work with each Quality Work Force Planning Committee to develop a service delivery plan that targets occupations for each region.</p> <p>Goal 1.8-3C: Increased Student Work skill Attainment and Job Placement.</p> <p>(c) Technical Education Program Guidelines, effective April 1, 1993, require that approved programs have objectives which address regional or statewide labor market needs and occupational opportunities. Their design must be flexible and innovative and their curricula must be linked to business and industry standards which are of the highest world quality. Competency-based instruction and assessment procedures must assure that all students have the opportunity to attain both basic and mastery-level skills.</p> <p>(f) Community and technical colleges have advisory committees comprised of members of business and industry that provide input to identify state-of-the-art, high technology equipment to enable students to be trained to meet industry standards. Faculty also visit business and industries for training to stay on top of industry needs.</p> <p>(g) Community and technical colleges work with local and area employers to ensure that a variety of cooperative education and internship experiences are available for technical education students.</p> <p>(h) Institutions that offer any course or program in any format must be able to demonstrate that students on completion, have acquired appropriate levels of knowledge and competencies based on business and industry standards.</p> <p>Goal 1.8-3F: The Ability of the Eligible Recipients to Meet the Needs of the Special Populations with Respect to Vocational and Applied Technology Education.</p> <p>The provision of supplementary services to members of special populations is critical to the success of those students in vocational/technical programs. Since the ability of federal funds to meet those needs is limited, coordination with other agencies/programs is essential. The Higher Education Coordinating Board's goal is to encourage and facilitate coordination with other agencies, including TDOC, TEA, TDHS, TEC.</p> <p>Goal 1.8-3H: Relevance of Programs to the Workplace and to the Occupation for which Students are to be Trained, and to the Extent to which such Programs Reflect a Realistic Assessment of Current and Future Labor Market Needs, Including Needs in Areas of Emerging Technologies.</p> <p>(b) The State Occupational Information Coordinating Committee (SOICC) will continue its efforts to supply institutions and the Quality Work Force Planning Committees with the most current labor market needs and future trends for employment.</p>

<p>Goal Two: To develop a state/local strategic planning, evaluation, and accountability system for the state's workforce development programs and activities.</p>	<p>Goal 1.8-3C: Increased Student Work Skill Attainment and Job Placement.</p> <p>(a) The Coordinating Board has established a clearer, more specific definition of successful student outcomes and has mandated that all public community and technical colleges use that definition in their reporting.</p> <p>(b) Public community and technical colleges will aggregate results from examination for licensing by industry, state, or federal boards available for the Coordinating Board review team.</p> <p>(h) Institutions that offer any course or program in any format must be able to demonstrate that students, on completion, have acquired appropriate levels of knowledge and competencies based on business and industry standards.</p> <p>(i) A discretionary project entitled "Automated Student/Adult Learner Follow-Up system" provides data concerning student/adult learner labor market success as measured by job placement, retention, and wages and/or continued training or higher education. It will also provide data on program completion, wage information, job placement, etc. to assess the effectiveness of various vocational education programs as measured by the follow-up information for program completers.</p>
<p>Goal Three: All Texans will have the literacy/basic education and basic work place skills necessary for educational and career advancement.</p> <p>Career Foundations Committee Question 4: Development of competency-based curriculum that integrates academic and occupational skills?</p>	<p>Goal 1.8-3A: Integration of Academic and Vocational Education.</p> <p>(a) Public community and technical colleges will continue to integrate academic and technical skills through interdisciplinary strategies for students pursuing either the associate in applied science degree or technical certificates. Technical Education Program Guidelines, effective 4/1/93, require the integration of academic, technical and workplace competencies within the curriculum.</p> <p>(b) Technical programs are evaluated annually by the Coordinating Board and updated to ensure that students receive an education which reflects the most current technical advancements and academic skills for job placement.</p> <p>(c) Program development and curriculum planning for technical education is conducted by an institutional committee composed of both technical and academic faculty members. Advisory committees which also include industry representatives, review curriculum for appropriate integration of academics into vocational curricula.</p> <p>(d) Certification programs are being modified to enable students to receive integrated academic and technical skills which lead to career option.</p> <p>Goal 1.8-3B: Sequential Courses of Study Leading to Both Academic and Occupational Competencies.</p> <p>(a) Technical Education Program Guidelines, effective 4/1/1993, requires that technical education programs be offered in a competency-based format and be based on measurable achievement of competencies. There must be an orderly, identifiable sequence of academic and technical courses that lead to attainment of marketable skills in each certificate or degree program.</p> <p>(b) Public community and technical colleges have broadened their student intake assessment process to include work skills and work-related behaviors.</p> <p>(c) All public community and technical colleges will identify the needs of students and expand and document services in literacy skills, English as a second language, adult basic education, general education development, and similar support services to assist students seeking technical competencies.</p> <p>(d) Public community and technical colleges have developed a periodic review process to ensure that applied basic work skills are incorporated into the curriculum of each technical program.</p> <p>(e) Public community and technical colleges are developing a periodic assessment to ensure that competency-based instruction is incorporated in all programs.</p>

<p>Goal Four: All participants/workers will acquire the occupational skills to meet employer requirements and to sustain long-term employment activities that improve their employment potential.</p>	<p>Goal 1.8-3C: Increased Student Work Skill Attainment and Job Placement.</p> <p>(c) Technical Education Program guidelines, effective 4/1/93, require that approved programs have objectives which address regional or statewide labor market needs and occupational opportunities. Their design must be flexible and innovative and their curricula must be linked to business and industry standards which are of the highest world quality. Competency-based instruction and assessment procedures must assure that all students have the opportunity to attain both basic and mastery-level skills.</p> <p>(f) Community and technical colleges have advisory committees comprised of members of business and industry that provide input to identify state-of-the-art, high technology equipment to enable students to be trained to meet industry standards. Faculty also visit business and industries for training to stay on top of industry needs.</p> <p>(g) Community and technical colleges work with local and area employers to ensure that a variety of cooperative education and internship experiences are available for technical education students.</p> <p>(h) Institutions that offer any course or program in any format must be able to demonstrate that students on completion, have acquired appropriate levels of knowledge and competencies based on business and industry standards. Community colleges are the only education providers in Texas which guarantee the quality of their graduates. If an employer is dissatisfied with a graduate from a program which guarantees the performance of its students, the colleges will provide up to nine semester credit hours of tuition-free training to the student.</p>
<p>Goal Five: All youth will be prepared with the knowledge, skills, and behaviors necessary to make the transition into meaningful, challenging, and productive career pathways in high-skill, high-wage jobs.</p> <p>Career Foundations Committee Question 1: Work-based, school-based, and connection activities of the School-to-Work Opportunities Act?</p> <p>Career Foundations Committee Question 2: Enhancing the knowledge and skills of the professional staff, including teachers, counselors, and administrators?</p>	<p>Goal 1.8-3E: Instruction and Experience in All Aspects of the Industry Students are Preparing to Enter.</p> <p>(a) Public community and technical colleges provide professional development opportunities to continuously train, retrain, and cross train technical education faculty to enable them to remain abreast of current information in their respective fields.</p> <p>(d) Public community and technical colleges work with area employers to create opportunities for technical faculty members and administrators to participate in internships.</p> <p>(e) Tech-Prep programs provide for worksite-based training at the secondary level as well as capstone internships at the postsecondary level.</p> <p>(f) Postsecondary institutions work with local employers and other entities to develop work-site based learning experiences.</p> <p>Goal 1.8-3B: Sequential Courses of Study Leading to Both Academic and Occupational Competencies. Guidance and career counselors are critical to the success of students receiving a sequential course of study that leads to both academic and occupational competencies. One goal of the Higher Education Coordinating Board is to assure that Guidance/Career counselors have been provided professional development and inservice activities that enables them to provide expert advice and assistance.</p>

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3, 1994
Agenda Item Topic	Split of Carl Perkins Funds Between Secondary and Post Secondary
Committee	Career Foundation Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Lynda S. Rife, TCWEC Agency Staff Available for Questions
Summary of Item	The Texas Council on Workforce and Economic Competitiveness is required by S.B. 642 to make a recommendation to the State Board of Vocational Education regarding the split of federal funds from the Carl D. Perkins Vocational and Applied Technology Education Act between the secondary and post secondary levels. Approximate funding level is \$86 million. This briefing should prepare the Committee to make a formal recommendation regarding the split of Carl Perkins funds at the next meeting.
Attachments	

POLICY BRIEFING ITEM
SPLIT OF CARL PERKINS FUNDS BETWEEN SECONDARY AND
POSTSECONDARY

PURPOSE

To brief the Career Foundation Committee on the split of secondary and postsecondary vocational education funds as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. This item will prepare the Council to make recommendations to the State Board of Education in regard to the split of funds. The approximate amount of funding to be split between the two levels for fiscal year 1994 is \$86 million.

BACKGROUND

Perkins Act

The Carl D. Perkins Vocational and Applied Technology Education Act provides federal funding for secondary, postsecondary and adult vocational education. In the 1990 reauthorization of the Act, Congress chose not to impose specific funding set-asides for either the secondary or postsecondary levels, but opted to give each state the flexibility to determine the amount to be allocated to each. The only restriction placed on the amount of the split is that neither level, secondary nor postsecondary, should receive *less than 15 percent* of the total funding allocation.

The Act states that the distribution of funds should be based on the relative training and retraining needs of secondary, adult and postsecondary students. Although the needs assessment is not a requirement in the federal legislation in regard to the split, federal officials, in technical assistance workshops on preparation of the State Plan for Vocational Education, have reiterated that the intention of Congress in drafting the Act was that the secondary/postsecondary split of funds should be driven by the needs assessment. State Councils on Vocational Education would serve as major checkpoints in ensuring the split of funds on this basis.

TCWEC's Role

The Perkins Act charges the State Board of Education with the responsibility for determining the split of funds, in consultation with the Higher Education Coordinating Board. TCWEC assumed the responsibility of the Joint Advisory Committee, composed of representatives from the State Board of Education and the Coordinating Board, to recommend the division of the funds to the State Board of Education. TCWEC can provide linkage from vocational education to common planning and evaluation for workforce development.

Current Formula for Funding Split

For the past six years, based on recommendations from the Joint Advisory Committee, the Perkins funds have been divided according to certified vocational/technical student contact hour formula (i.e., number of hours a student spends in the classroom). Under the formula, TEA and the Coordinating Board each receive the percentage of funds which corresponds with their percentage of total student contact hours. For FY 1993-94, this formula distributed 58.22 percent of the state's Perkins allocation to secondary vocational programs and 41.78 percent to postsecondary technical programs. Once funds are split between levels, distribution of funds to the local level are based on special populations as defined by Pell Grant recipients and Chapter I enrollments.

DISCUSSION

Department of Education officials indicate that the reason Congress did not choose to impose specific set-asides for either the secondary or postsecondary levels, was so that each state--based on its unique demographics--could determine and target resources to the levels (i.e., secondary, postsecondary) where the populations to be served are concentrated.

In its last review of the funding split in February 1992, the Texas Council on Vocational Education (TCOVE) contacted several other states to determine approaches being used throughout the country. TCOVE found that:

- most states considered one or more factors in determining the division of funds. In particular, total enrollments and/or numbers of special population students were commonly used. Special populations include individuals with disabilities, limited English proficiency students, academically and economically disadvantaged students, students participating in programs to eliminate sex bias, and individuals in correctional institutions. Many states were beginning to examine performance issues.
- interpretation of legislative intent was a key factor in targeting basic grant funds to either level. This was done in the form of a policy statement or task force recommendation.

In 1992, TCOVE recommended to the State Board that 1992-93 be considered an additional transition year in which the formula would remain the same as the previous year. However, they recommended that the process to determine the split be modified in the future to include a base formula that takes into account auditable contact hour data that reflects: 1) the ratio of unduplicated special populations participating in vocational instructional programs at the secondary and postsecondary levels; 2) the ratio of total students participating in vocational instructional programs at these two levels; and 3) a higher weight assigned to special populations in the formula. The Joint Advisory committee rejected the recommendation because such data was not auditable or verifiable and that special populations were considered after the split was determined.

The Council will take action on this item at a specially called meeting of the Career Foundation Committee in March. The Council has several options it may want to consider:

Option 1: Accept Recommendation of the Joint Advisory Committee

At their January 1993 meeting, the Joint Advisory Committee recommended continuing the split of funds based on contact hours until the reauthorization of the Perkins Act in 1996.

Advantages

- Student contact hours are the only common data available from the two agencies that can be audited and certified as correct.
- Definitions and descriptions used by both agencies to generate the contact hour data are compatible.
- Long-range planning can occur if the method of split is stable and consistent.

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- Vocational/technical student contact hours are used, so the numbers of students in each level (secondary/postsecondary) of vocational education programming are accurately represented in the split.
 - Agency time and energy would be better spent on program quality and level of student training for employment, rather than on developing new methods to split funds.

Disadvantages

- Contact hours, while measuring the *relative training costs* at the secondary and postsecondary levels, do not necessarily measure the *relative training needs* of the state at each level.
- The Perkins Act strongly targets special populations; yet the formula for the split does not take into consideration the number of special populations served at each level, although special populations are considered in the distribution of the funds.
- Some students are not counted in the contact hour calculations because they do not receive state vocational funding i.e. middle school and adult vocational education students. Federal funds can be used for these populations.
- Some secondary schools are experimenting with block scheduling and work-based learning which may make contact hours more difficult to determine.

Option 2: Use Contact hour rate for 1 year and develop verifiable criteria which reflect the needs of Special Populations and/or performance issues to use for split

If this option is chosen, the committee would have to develop a timeline for input and develop the criteria the Council wishes to include in the formula.

Advantages

- Split of funds between levels more accurately reflects special populations, or performance issues depending on the focus given.
- Keeps current consistency, but pushes the agencies towards developing the data required for not only counting special populations but following up on performance issues.
- Gives agencies time to develop a formula and analyze the data from the needs assessment currently being conducted for the State Plan.

Disadvantages

- Agency time and energy required to develop formula takes away time from quality issues.
- Data collection might not provide a return on investment.

Option 3: Choice of Split based on needs assessment and concerns as long as the 15 percent minimum is met

Council has the option of recommending a split based on the goals, objectives and priorities of the State Strategic Plan. The Council's Strategic Plan covers 1994-1998. A policy statement would be developed for the action item and provided to the State Board for its consideration. If this option is chosen, the Committee may want to develop a task force to work with Council staff in developing the policy statement.

Advantages

- Allows Council maximum flexibility.
- Aligns Perkins State Plan for Vocational Education with Council's Strategic Plan priorities.

Disadvantages

- Recommendation not based on verifiable data.
- Council is advisory and recommendation must be submitted to the State Board of Education.
- Criteria for decision would need to be developed and defined.

Recommendations regarding the split of Carl Perkins funds between the secondary and postsecondary level will be developed as an action item for the next committee meeting.

EVALUATION AND PERFORMANCE COMMITTEE

AGENDA

EVALUATION AND PERFORMANCE COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, 5th Floor Boardroom
Austin, Texas

- 8:30 a.m. Call to Order
Announcements
Public Comment
- 9:00 a.m. Strategic Plan Discussion
Final Review of Part One
Tasks and Timelines
Core Measures
- 10:00 a.m. Break
- 10:30 a.m. Briefing Item: Recent Performance Reports
- Job Training Partnership Act
 - JOBS
 - Food Stamps Employment and Training Program
 - Adult Education (State and Federal)
 - Secondary and Post Secondary Vocational Education (State and Federal)
 - Employment Service
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Policy Briefing Item: JTPA Performance Standards and Incentive Policy
- 2:00 p.m. Committee Discussion: Development of Measures and Standards (Part Two-Strategic Plan)
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

Performance Reports

TEXAS COUNCIL ON WORKFORCE AND ECONOMIC COMPETITIVENESS
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Agenda Item Information

Meeting Date	February 3, 1994
Agenda Item Topic	Recent Performance Reports for Workforce Development Programs
Committee	Evaluation and Performance
Type of Action	<input checked="" type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Agency Representatives
Summary of Item	The following briefing items represent recent performance reports from JTPA, Job Opportunities and Basic Skills, Food Stamp Employment and Training, Adult Education, Vocational Education, and Employment Service.
Attachments	

BRIEFING ITEM JOB TRAINING PARTNERSHIP ACT PERFORMANCE REPORT
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PURPOSE

To brief the Council on Workforce and Economic Competitiveness (TCWEC) on JTPA performance for PY92.

BACKGROUND

The Job Training Partnership Act (JTPA) is designed to be a performance-driven program. In Section 106 of the Job Training Partnership Act, Congress recognizes that job training is an investment in human capital and not an expense. In order to determine whether that investment has been productive, Congress stated that it is essential that criteria for measuring the return of this investment be developed and that the basic return on the investment be measured by increased employment and earnings of participants and by reductions in welfare dependency. For youth participants, Congress recognized additional appropriate outcomes collectively referred to as Employability Enhancements. Congress charged the Secretary of Labor with the responsibility to prescribe performance standards to determine whether these basic measures are achieved. The Secretary can change the standards only once every two years. Thus, performance standards are the tools used to insure that the program is a productive investment in human capital. Performance standards provide the Governor with a means for determining those service delivery areas (SDAs) that are eligible for rewards, those that need technical assistance, and ultimately, those SDAs that require reorganization. It is important to note that performance standards are only one of several levers available to the State to influence program performance. Others include:

- The development of state policies about priority clients in the Governor's Coordination and Special Services Plan,
- The design and implementation of technical assistance efforts to improve program effectiveness and promote innovative services,
- The design of data collection systems to monitor program achievements, and
- The establishment of policies and mechanisms to promote coordination between JTPA and other agencies.

For PY92, DOL established six performance standards for Title IIA programs.

For adult and adult welfare participants in Title IIA programs, DOL established standards which assess individuals' employment and earnings status three months after they leave the Title IIA program. These standards are based on data gathered from a sample of former participants by telephone interviews conducted by the Public Policy Research Laboratory at Texas A & M University under contract to the Texas Department of Commerce. These performance measures are calculated by the following definitions:

- **Adult Follow-up Employment Rate:** The number of adult respondents who were employed during the 13th week after termination divided by the total number of adult respondents,

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- **Adult Follow-up Weekly Earnings:** The total weekly earnings for all adult respondents employed during the 13th week after termination, divided by the total number of adult respondents employed at the time of follow-up,
 - **Adult Welfare Follow-up Employment Rate:** the number of adult welfare respondents who were employed during the 13th week after termination divided by the total number of adult welfare respondents,
 - **Adult Welfare Follow-up Weekly Earnings:** The total weekly earnings for all adult welfare respondents who were employed during the 13th week after termination divided by the total number of adult welfare respondents employed at the time of follow-up.

For youth participants in Title IIA programs, DOL established two standards:

- **Youth Employability Enhancement Rate:** The total number of youth who attained one of the employability enhancements at termination, whether or not they also obtained a job, divided by the total number of youth who terminated.

The employability enhancements for PY90 and PY91 are:

- Attained (two or more) PIC-recognized Youth Employment Competencies, (There are three types of youth employment competencies: basic skills, job specific skills, and preemployment/work maturity skills)
 - Completed Major Level of Education resulting primarily from JTPA program participation of at least 90 calendar days or 200 hours.
 - Entered Non-Title II occupational skills employment/training program and retained in that program for at least 90 calendar days or 200 hours, or received a certification of occupational skill attainment.
 - Returned to and retained in full-time school for one semester or at least 120 calendar days, attained a basic skills or job specific skill competency (for 14-15 year olds, attained a basic skills or preemployment/work maturity competency), and made satisfactory progress (Dropouts only).
 - Remained in School for one semester or at least 120 calendar days, attained a basic skills or job specific skill competency (for 14-15 year olds, attained a basic skills or pre-employment/work maturity competency), and made satisfactory progress (At-Risk Youth only).
- **Youth Entered Employment Rate:** The total number of youth who entered employment at termination divided by the total number of youth who terminated excluding those who remained in school or returned to school.

For each performance measure DOL establishes a national standard which represents what DOL considers to be a minimal acceptable level of performance for a typical SDA. Because each SDA serves a unique mix of clients in a unique economic environment, it is inappropriate to apply the same numerical standard to all SDAs. "Poor performance" is a relative term. What may be poor performance for one area, based on its local conditions, may be good performance for another. Within parameters established by the Secretary of Labor, the Governor can make adjustments to the national standards to take into consideration the effects of economic factors, labor market conditions, characteristics of the population to be served, geographic factors, and types of services

to be provided. DOL has developed an adjustment methodology to assist Governors in evaluating whether a particular SDA is performing above or below a reasonable performance level given a selected set of local factors (participant characteristics and local economic and demographic conditions). The choice of whom to serve remains at the discretion of the SDA, with performance expectations adjusted accordingly.

Under DOL rules, performance against the DOL standards determine which SDAs are eligible for an incentive award (5% of the state's Title IIA allocation is used for incentive awards to SDAs exceeding performance standards and for providing technical assistance to SDAs to improve their performance against standards). However, the Governor can designate additional performance measures which can influence the amount of the incentive award. In this regard, state policy provides for the following bonus awards for Title IIA programs:

- Bonus for service levels to AFDC recipients. For each percentage point by which an SDA serves AFDC recipients (adult and youth) in excess of the incidence of AFDC recipients (age 14 and older) in the poverty population, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible. For the purposes of this bonus, the percent of AFDC recipients served shall be calculated as the number of AFDC terminees (adult and youth) expressed as a percentage of all terminees (adult and youth).
- Bonus for service levels to youth dropouts. For each percentage point by which an SDA serves dropouts (youth) in excess of the ratio of youth dropouts to youth in the area, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible.
- Bonus for service to adults and youth with multiple barriers to employment. For each percentage point by which an SDA serves adults and youth with multiple barriers to employment in excess of 25 percent, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible. Multiple barriers to employment is defined in the Texas JTPA MIS Manual.
- Bonus for adult skills training. For each percentage point by which an SDA exceeds the Adult Skills Training Completion Rate standard of 50 percent, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible. The Adult Skills Training Completion Rate is calculated as the percent of adult terminees who completed occupational skills training and/or adult basic education training. Occupational skills training includes both job specific classroom training and OJT. Adult basic education training includes classroom training which primarily provides basic education skills, literacy training, academic education, adult basic education, ESL, or GED.
- Bonus for service to JOBS participants. For each percentage point by which an SDA serves JOBS participants (adult and youth) in excess of the ratio of JOBS participants (adult and youth) in the AFDC population, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible.

DISCUSSION

In program year 1992, JTPA programs overall have served 139,458 participants through the fourth quarter. Among those participants, 111,796 completed their training program with 82.5 percent (92,245) receiving positive outcomes. Of the 139,458 about 39 percent were enrolled in Title IIA (78 Percent Adult and Youth programs); about 35 percent were Title IIB Summer Youth program participants; about 15 percent were Dislocated Workers program participants; about 9 percent were Title IIA Eight Percent Education Coordination program participants; and Older Workers and Veteran program participants constituted about 2 percent of overall JTPA participants.

A comparison of the fourth quarter program performance data for PY91 and PY92 shows that the overall number of participants and terminees in PY92 increased significantly, 8 percent for participants and 12 percent for terminees. The overall increase was primarily caused by the increase in the number of participants and terminees in Title IIB Summer Youth program. The increased services in the Title IIB program was a result of the supplemental program funding provided by the U.S. Department of Labor.

With respect to Title IIA 78 percent Adult and Youth program, there was a decline in the number of participants and terminees in PY92, 5 percent and 6 percent respectively. In spite of the decline in the number of participants served, the programs proportionally served more welfare recipients (23%), youth (59%), females (60%), and Hispanics (51%). In addition, the adult program showed increases on all performance measures.

With regard to Older Workers Programs, the number of participants in PY92 was about the same as that of PY91. For Title III Dislocated Workers Programs, there was a 5 percent decline in the number of participants in PY92. For Title IIA Eight Percent Education Coordination Program, there was an 16 percent decline in the number of participants in PY92. For Title IIB Summer Youth Program, there was a 49 percent increase in the number of participants in PY92, which was due, for the most part, to the supplemental program funding provided by the U.S. Department of Labor.

The following attachments provides a statewide summary of JTPA program performance and a detailed Title IIA and Title III performance standards information for each Service Delivery Area and Sub State Area.

JTPA PY92 FOURTH QUARTER PERFORMANCE REPORT

The following is a summary of JTPA program performance for the fourth quarter of program year 1992. The data used in this report, which covers the period from July 1, 1992 through June 30, 1993, is based on State Management Information System data.

Overall JTPA Performance

Number of programs	172
Number of participants	139,458
Number of terminations	111,796
Number of trainees entered employment	27,412
Number of overall positive outcomes	92,245
Percent of overall positive outcomes	82.5%

Title II-A 78% Adult and Youth Programs

Title II-A is the JTPA "core" program for providing training and support services to economically disadvantaged adults and youths. Funds are provided to Private Industry Councils who oversee programs in the Service Delivery Areas.

Number of programs	35
Number of participants	53,822
Number of terminations	38,059
Number of trainees entered employment	16,230
Youth positive terminations	17,484

Performance Measures: * = DOL core performance standards.

Adult Measures:

* Follow-up Employment Rate	63.4%
* Follow-up Weekly Earnings	\$246.95
* Follow-up Welfare Employment Rate	52.1%
* Follow-up Welfare Weekly Earnings	\$214.87
Average Weeks Worked During the Follow-up Period . .	8.2
Entered Employment Rate	64.0%
Welfare Entered Employment Rate	51.8%
Average Wage at Placement	\$5.99

Youth Measures:

* Entered Employment Rate	38.8%
* Employability Enhancement Rate	57.2%
Positive Termination Rate	78.0%

Title II-A 3% Older Worker Programs

Three percent of JTPA Title II-A funds are set-aside, by regulation, for providing training to economically disadvantaged individuals age 55 years and older. Funds are provided to contractors through a statewide Request for Proposal (RFP) process.

Number of programs	16
Number of participants	2,579
Number of terminations	2,275
Number of trainees entered employment ...	1,339
Entered Employment Rate	58.9%
Average Wage at Placement ..	\$5.62

Title III Dislocated Workers Programs-EDWAA

The goal of the Dislocated Workers program is to adequately prepare workers, who have lost their jobs due to lay offs or plant closings, for reemployment and to ensure their continued employability through a broad range of quality retraining, services and participant support. The data presented here includes the outcomes of formula funded and discretionary programs.

Number of programs	33
Number of participants	21,167
Number of terminations	12,644
Number of trainees entered unsubsidized employment:	
from retraining	5,364
from basic readjustment services only	3,354
Total number of trainees entered employment	8,718
Entered Employment Rate	68.9%
Average Wage at Placement ..	\$9.78

Title IV-C Veterans Programs

Texas contracts with the U.S. Department of Labor to operate Title IV-C programs which provide training opportunities specifically targeted to veterans. Funds are provided to contractors through a competitive RFP process.

Number of programs	2
Number of participants	452
Number of terminations	437
Number of trainees entered employment ...	314
Entered Employment Rate	74.6%
Average Wage at Placement ..	\$8.47

Title II-A 8% Education Coordination Programs

The Job Training Partnership Act sets aside eight percent of the Title II-A allocation to provide training to eligible individuals through cooperative agreements between education agencies and the SDA Administrative Entities. Eighty percent of the Title II-A 8% Education Coordination funds are contracted to the Service Delivery Areas to provide basic skills training and remedial education to dropouts, youth at-risk of dropping out of school and hard-to-serve adults. The remaining 20 percent of the funds is reserved for statewide coordination initiatives which do not serve participants directly.

Number of programs	51
Number of participants	12,181
Number of terminations	9,127
Number of terminees :	
entered employment	591
attained employability enhancements	1,232
attained local program objectives	4,979
Total number of positive outcomes	6,802
Positive Termination Rate	74.5%

Title II-B Summer Youth Programs¹

JTPA funds are contracted to the 35 SDA administrative entities to provide summer youth employment and training programs for disadvantaged young people.

Number of programs	35
Number of participants	49,257
Number of terminations	49,254
Number of terminees :	
entered employment	220
attained youth employability enhancements	34,885
attained local program objectives	11,716
Total number of positive outcomes	46,821
Positive Termination Rate	95.1%

Some of the outcomes of PY92 fourth quarter JTPA program performance, with comparison to PY91 fourth quarter program performance, are illustrated in the following charts.

¹Title IIB Summer Youth Program data covers the period from October 1, 1991 through September 30, 1992.

FIGURE 2. DISLOCATED WORKERS PROGRAMS
PY91 4th Quarter vs PY92 4th Quarter

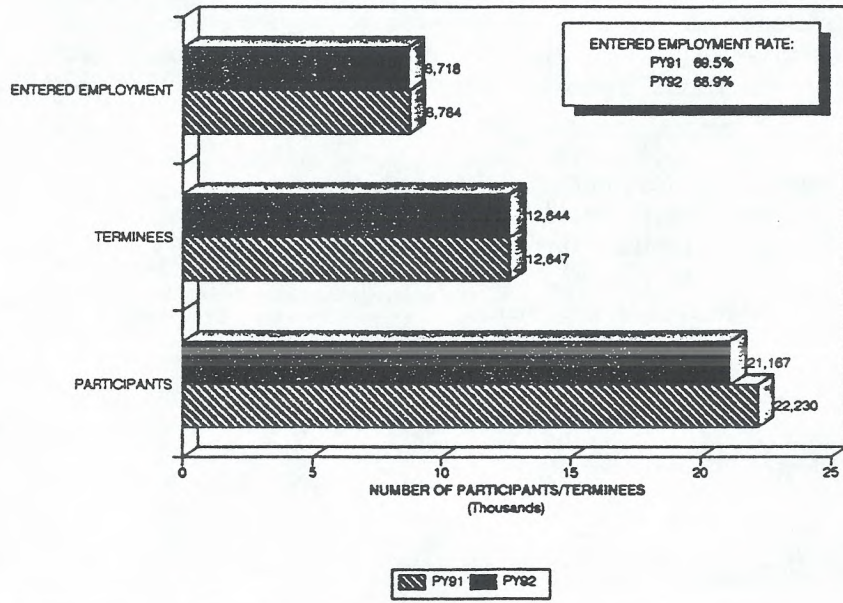
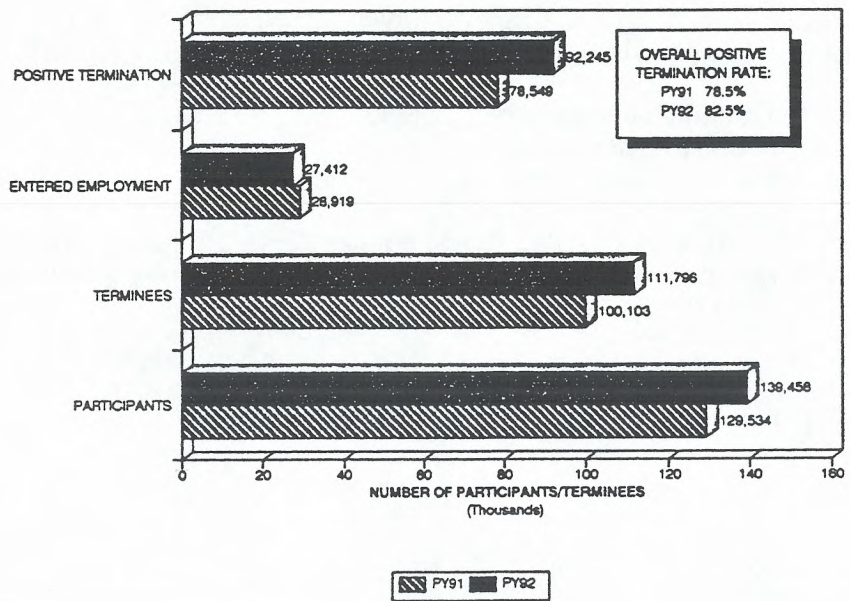


FIGURE 1. OVERALL JTPA PERFORMANCE
PY91 4th Quarter vs PY92 4th Quarter



TITLE IIA ADULT FOLLOW-UP EMPLOYMENT RATE
4TH QUARTER PY92

6 Jan 94

	ACTUAL FOLLOW-UP EMPLOYMENT RATE (PERCENT)	PREDICTED FOLLOW-UP EMPLOYMENT RATE (PERCENT)	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED (TIER II)			
COLLIN COUNTY	79.2	61.4	17.8
CONCHO VALLEY COG	82.0	65.9	16.1
MIDDLE RIO GRANDE	74.2	58.2	16.0
TEXAS PANHANDLE	86.0	70.0	16.0
SOUTH PLAINS	80.1	65.0	15.1
TARRANT COUNTY	69.5	55.1	14.4
HIDALGO-WILLACY	66.5	52.1	14.4
CITY OF AUSTIN	70.6	56.5	14.1
BRAZOS VALLEY PIC	73.5	60.9	12.6
CITY OF HOUSTON	65.2	53.6	11.6
DALLAS COUNTY	69.6	59.3	10.3
CITY OF DALLAS	61.9	52.6	9.3
PERMIAN BASIN	73.9	65.4	8.5
RURAL COASTAL BEND	64.9	57.8	7.1
NORTH CENTRAL TEXAS	69.1	62.1	7.0
EXCEEDED (TIER I)			
CORPUS CHRISTI	63.2	57.9	5.3
DEEP TEXAS COG	65.9	61.2	4.7
ALAMO	68.4	63.7	4.7
MET			
TEXOMA	69.2	65.9	3.3
CAMERON COUNTY	59.9	57.0	2.9
CENTRAL TEXAS COG	63.5	60.7	2.8
NORTH EAST TEXAS	61.3	58.6	2.7
LUBBOCK - GARZA	68.0	65.4	2.6
EAST EAST TEXAS COG	59.9	57.5	2.4
NORTH TEXAS	60.1	58.1	2.0
CITY OF FORT WORTH	56.3	54.4	1.9
GOLDEN CRESCENT	60.2	58.9	1.3
RURAL CAPITAL	61.1	59.8	1.3
SOUTH EAST TEXAS	55.1	54.0	1.1
* SOUTH TEXAS PIC	53.4	52.6	.8
WEST CENTRAL TEXAS	68.1	67.4	.7
HEART OF TEXAS COG	62.5	62.3	.2
UPPER RIO GRANDE	56.5	56.9	-.4
HARRIS COUNTY	61.5	63.1	-1.6
HOUSTON-GALVESTON	56.3	58.0	-1.7

* FAILED TO MEET STANDARD IN PY91

TITLE IIA ADULT FOLLOW-UP WEEKLY EARNINGS
4TH QUARTER PY92

6 Jan 94

	ACTUAL FOLLOW-UP WEEKLY EARNINGS	PREDICTED FOLLOW-UP WEEKLY EARNINGS	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED (TIER II)			
TEXOMA	\$388	\$247	\$141
LUBBOCK - GARZA	\$348	\$236	\$112
WEST CENTRAL TEXAS	\$304	\$219	\$85
TEXAS PANHANDLE	\$325	\$250	\$75
COLLIN COUNTY	\$338	\$263	\$75
NORTH EAST TEXAS	\$271	\$213	\$58
NORTH TEXAS	\$257	\$200	\$57
RURAL COASTAL BEND	\$270	\$214	\$56
CITY OF AUSTIN	\$275	\$221	\$54
PERMIAN BASIN	\$289	\$245	\$44
NORTH CENTRAL TEXAS	\$276	\$238	\$38
GOLDEN CRESCENT	\$243	\$206	\$37
HEART OF TEXAS COG	\$273	\$237	\$36
RURAL CAPITAL	\$243	\$210	\$33
HOUSTON-GALVESTON	\$264	\$232	\$32
DEEP EAST TEXAS COG	\$245	\$214	\$31
SOUTH PLAINS	\$255	\$226	\$29
CENTRAL TEXAS COG	\$263	\$240	\$23
CITY OF HOUSTON	\$255	\$235	\$20
EAST TEXAS COG	\$235	\$220	\$15
TARRANT COUNTY	\$272	\$257	\$15
EXCEEDED (TIER I)			
CAMERON COUNTY	\$209	\$196	\$13
BRAZOS VALLEY PIC	\$209	\$197	\$12
UPPER RIO GRANDE	\$205	\$194	\$11
SOUTH TEXAS PIC	\$174	\$165	\$9
MIDDLE RIO GRANDE	\$214	\$206	\$8
CITY OF DALLAS	\$251	\$243	\$8
HIDALGO-WILLACY	\$193	\$186	\$7
MET			
SOUTH EAST TEXAS	\$213	\$212	\$1
CORPUS CHRISTI	\$225	\$228	\$-3
CONCHO VALLEY COG	\$232	\$239	\$-7
ALAMO	\$226	\$235	\$-9
HARRIS COUNTY	\$287	\$296	\$-9
DALLAS COUNTY	\$261	\$271	\$-10
FAILED			
CITY OF FORT WORTH	\$219	\$255	\$-36

TITLE IIA ADULT WELFARE FOLLOW-UP EMPLOYMENT RATE
4TH QUARTER PY92

6 Jan 94

	ACTUAL FOLLOW-UP EMPLOYMENT RATE (PERCENT)	PREDICTED FOLLOW-UP EMPLOYMENT RATE	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED (TIER II)			
CONCHO VALLEY COG	81.4	50.0	31.4
* HEART OF TEXAS COG	74.5	44.5	30.0
TEXOMA	77.8	51.8	26.0
SOUTH PLAINS	71.1	45.9	25.2
DEEP EAST TEXAS COG	68.4	43.6	24.8
MIDDLE RIO GRANDE	69.6	45.6	24.0
* COLLIN COUNTY	70.6	48.1	22.5
RURAL COASTAL BEND	62.7	40.3	22.4
TEXAS PANHANDLE	80.0	57.8	22.2
BRAZOS VALLEY PIC	68.4	47.0	21.4
TARRANT COUNTY	61.7	41.8	19.9
CITY OF HOUSTON	60.3	40.9	19.4
NORTH CENTRAL TEXAS	62.8	44.7	18.1
CITY OF DALLAS	55.5	38.1	17.4
CITY OF AUSTIN	56.4	39.7	16.7
HIDALGO-WILLACY	53.6	38.6	15.0
SOUTH TEXAS PIC	51.8	39.3	12.5
EXCEEDED (TIER I)			
NORTH TEXAS	50.4	38.1	12.3
ALAMO	58.2	46.1	12.1
PERMIAN BASIN	57.7	46.1	11.6
RURAL CAPITAL	56.7	45.1	11.6
MET			
* CITY OF FORT WORTH	42.1	33.5	8.6
DALLAS COUNTY	54.0	46.0	8.0
CORPUS CHRISTI	51.2	43.8	7.4
EAST TEXAS COG	45.4	40.9	4.5
SOUTH EAST TEXAS	43.9	40.2	3.7
GOLDEN CRESCENT	45.6	44.4	1.2
NORTH EAST TEXAS	40.8	40.6	.2
WEST CENTRAL TEXAS	54.9	55.2	-.3
HOUSTON-GALVESTON	40.8	42.5	-1.7
CAMERON COUNTY	39.4	42.3	-2.9
LUBBOCK - GARZA	49.5	53.4	-3.9
CENTRAL TEXAS COG	45.2	49.2	-4.0
FAILED			
UPPER RIO GRANDE	39.8	44.4	-4.6
HARRIS COUNTY	43.6	50.2	-6.6

* FAILED TO MEET STANDARD IN PY91

TITLE IIA ADULT WELFARE FOLLOW-UP WEEKLY EARNINGS
4TH QUARTER PY92

6 Jan 94

	ACTUAL FOLLOW-UP WEEKLY EARNINGS	PREDICTED FOLLOW-UP WEEKLY EARNINGS	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED (TIER II)			
TEXOMA	\$477	\$219	\$258
WEST CENTRAL TEXAS	\$334	\$191	\$143
TEXAS PANHANDLE	\$318	\$222	\$96
HEART OF TEXAS COG	\$291	\$201	\$90
LUBBOCK - GARZA	\$305	\$216	\$89
* COLLIN COUNTY	\$308	\$239	\$69
RURAL COASTAL BEND	\$245	\$176	\$69
* MIDDLE RIO GRANDE	\$246	\$183	\$63
SOUTH PLAINS	\$271	\$213	\$58
NORTH EAST TEXAS	\$234	\$177	\$57
RURAL CAPITAL	\$223	\$189	\$34
SOUTH TEXAS PIC	\$190	\$158	\$32
CORPUS CHRISTI	\$231	\$201	\$30
GOLDEN CRESCENT	\$221	\$193	\$28
TARRANT COUNTY	\$252	\$227	\$25
HOUSTON-GALVESTON	\$218	\$195	\$23
NORTH CENTRAL TEXAS	\$223	\$200	\$23
CITY OF AUSTIN	\$209	\$189	\$20
EXCEEDED (TIER I)			
DEEP EAST TEXAS COG	\$196	\$181	\$15
ALAMO	\$213	\$202	\$11
CENTRAL TEXAS COG	\$215	\$204	\$11
HIDALGO-WILLACY	\$178	\$168	\$10
UPPER RIO GRANDE	\$182	\$172	\$10
MET			
SOUTH EAST TEXAS	\$189	\$186	\$3
CAMERON COUNTY	\$173	\$170	\$3
BRAZOS VALLEY PIC	\$165	\$163	\$2
CITY OF HOUSTON	\$222	\$221	\$1
PERMIAN BASIN	\$218	\$218	\$0
EAST TEXAS COG	\$176	\$177	\$-1
NORTH TEXAS	\$164	\$167	\$-3
HARRIS COUNTY	\$244	\$252	\$-8
FAILED			
CITY OF DALLAS	\$217	\$235	\$-18
DALLAS COUNTY	\$239	\$259	\$-20
CONCHO VALLEY COG	\$166	\$205	\$-39
CITY OF FORT WORTH	\$172	\$214	\$-42

* FAILED TO MEET STANDARD IN PY91

TITLE 11A YOUTH ENTERED EMPLOYMENT RATE
4TH QUARTER PY92

6 Jan 94

	ACTUAL ENTERED EMPLOYMENT RATE (PERCENT)	PREDICTED ENTERED EMPLOYMENT RATE (PERCENT)	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED (TIER II)			
TARRANT COUNTY	75.8	39.1	36.7
MIDDLE RIO GRANDE	59.6	23.7	35.9
HEART OF TEXAS COG	47.1	22.5	24.6
ALAMO	54.3	32.7	21.6
UPPER RIO GRANDE	51.6	31.2	20.4
SOUTH EAST TEXAS	37.4	17.7	19.7
COLLIN COUNTY	48.3	28.8	19.5
CENTRAL TEXAS COG	42.1	24.0	18.1
CORPUS CHRISTI	50.2	32.7	17.5
SOUTH PLAINS	56.5	39.4	17.1
TEXAS PANHANDLE	52.5	36.9	15.6
NORTH CENTRAL TEXAS	41.7	26.9	14.8
* PERMIAN BASIN	52.6	38.6	14.0
RURAL CAPITAL	47.1	33.8	13.3
CITY OF HOUSTON	25.3	12.9	12.4
CITY OF AUSTIN	32.5	20.2	12.3
RURAL COASTAL BEND	53.1	41.0	12.1
EXCEEDED (TIER I)			
WEST CENTRAL TEXAS	38.3	27.7	10.6
LUBBOCK - GARZA	45.8	35.2	10.6
NORTH TEXAS	46.3	37.7	8.6
BRAZOS VALLEY PIC	37.0	29.4	7.6
CONCHO VALLEY COG	42.4	35.0	7.4
DEEP EAST TEXAS COG	52.0	45.0	7.0
MET			
EAST TEXAS COG	37.4	32.2	5.2
GOLDEN CRESCENT	41.5	36.8	4.7
SOUTH TEXAS PIC	37.7	33.1	4.6
CITY OF DALLAS	44.7	40.1	4.6
HARRIS COUNTY	41.9	37.4	4.5
TEXOMA	44.6	40.8	3.8
CITY OF FORT WORTH	33.2	30.7	2.5
CAMERON COUNTY	42.2	40.0	2.2
DALLAS COUNTY	52.5	52.4	.1
HIDALGO-WILLACY	23.3	23.4	-.1
HOUSTON-GALVESTON	31.5	35.5	-4.0
NORTH EAST TEXAS	32.7	37.0	-4.3

* FAILED TO MEET STANDARD IN PY91

TITLE 11A YOUTH EMPLOYABILITY ENHANCEMENT RATE
4TH QUARTER PY92

6 Jan 94

	ACTUAL EMPLOYABILITY ENHANCEMENT RATE (PERCENT)	PREDICTED EMPLOYABILITY ENHANCEMENT RATE (PERCENT)	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED (TIER II)			
CITY OF DALLAS	72.2	27.9	44.3
DALLAS COUNTY	64.2	20.4	43.8
HEART OF TEXAS COG	88.6	53.7	34.9
CITY OF FORT WORTH	63.0	35.0	28.0
SOUTH PLAINS	74.0	46.7	27.3
ALAMO	65.3	40.8	24.5
BRAZOS VALLEY PIC	71.5	49.3	22.2
COLLIN COUNTY	69.9	47.8	22.1
CITY OF HOUSTON	72.8	53.4	19.4
HARRIS COUNTY	59.7	42.7	17.0
TEXOMA	51.8	36.5	15.3
PERMIAN BASIN	52.4	38.0	14.4
CORPUS CHRISTI	54.7	41.0	13.7
CITY OF AUSTIN	54.8	41.2	13.6
CONCHO VALLEY COG	52.8	40.4	12.4
GOLDEN CRESCENT	41.7	30.5	11.2
NORTH EAST TEXAS	51.6	40.5	11.1
CENTRAL TEXAS COG	62.0	51.5	10.5
LUBBOCK - GARZA	55.3	44.9	10.4
EXCEEDED (TIER I)			
NORTH CENTRAL TEXAS	56.2	46.5	9.7
HOUSTON-GALVESTON	47.0	39.0	8.0
NORTH TEXAS	52.7	44.8	7.9
RURAL COASTAL BEND	42.5	37.6	4.9
MET			
DEEP EAST TEXAS COG	39.0	34.9	4.1
TARRANT COUNTY	55.0	51.0	4.0
UPPER RIO GRANDE	46.6	44.5	2.1
MIDDLE RIO GRANDE	53.1	51.5	1.6
SOUTH TEXAS PIC	48.8	47.2	1.6
HIDALGO-WILLACY	54.0	52.6	1.4
RURAL CAPITAL	46.2	45.6	.6
SOUTH EAST TEXAS	52.5	52.2	.3
* EAST TEXAS COG	32.6	33.5	-.9
TEXAS PANHANDLE	43.5	45.2	-1.7
CAMERON COUNTY	37.1	41.4	-4.3
FAILED			
WEST CENTRAL TEXAS	44.6	50.6	-6.0

* FAILED TO MEET STANDARD IN PY91

TITLE III ENTERED EMPLOYMENT RATE PERFORMANCE STANDARD
4TH QUARTER PY92

	ACTUAL ENTERED EMPLOYMENT RATE (PERCENT)	PREDICTED ENTERED EMPLOYMENT RATE (PERCENT)	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED			
BRAZOS VALLEY PIC	96.1	64.0	32.1
SOUTH PLAINS	91.4	64.1	27.3
* CITY OF DALLAS	79.2	52.8	26.4
LUBBOCK - GARZA	91.4	65.9	25.5
DEEP TEXAS COG	88.0	63.2	24.8
HEART OF TEXAS COG	88.0	63.5	24.5
CONCHO VALLEY COG	90.7	66.7	24.0
* DALLAS COUNTY	82.7	59.5	23.2
TEXAS PANHANDLE	91.6	68.7	22.9
PERMIAN BASIN	86.1	63.6	22.5
GOLDEN CRESCENT	87.5	65.9	21.6
MIDDLE RIO GRANDE	71.4	49.9	21.5
CAMERON COUNTY	69.6	49.7	19.9
SOUTH TEXAS PIC	72.2	52.4	19.8
RURAL COASTAL BEND	77.8	58.4	19.4
CENTRAL TEXAS COG	83.0	64.5	18.5
UPPER RIO GRANDE	71.2	55.5	15.7
CORPUS CHRISTI	72.8	57.5	15.3
HOUSTON-GALVESTON SSA	71.3	60.0	11.3
CITY OF FORT WORTH	71.4	60.1	11.3
HIDALGO-WILLACY	55.0	43.8	11.2
TEXOMA	75.3	64.5	10.8
NORTH CENTRAL TEXAS	80.1	69.4	10.7
CITY OF AUSTIN	75.4	64.8	10.6
SOUTH EAST TEXAS	75.8	65.4	10.4
ALAMO	69.1	59.4	9.7
EAST TEXAS COG	67.1	57.4	9.7
NORTH EAST TEXAS	70.2	60.6	9.6
RURAL CAPITAL	75.4	67.5	7.9
* NORTH TEXAS	75.8	69.0	6.8
TARRANT COUNTY	72.0	66.7	5.3
COLLIN COUNTY	70.9	67.9	3.0
WEST CENTRAL TEXAS	66.7	63.7	3.0

* FAILED TO MEET STANDARD IN PY91

TITLE III AVERAGE WAGE AT PLACEMENT PERFORMANCE GOAL
4TH QUARTER PY92

	ACTUAL AVERAGE WAGE AT PLACEMENT	PREDICTED AVERAGE WAGE AT PLACEMENT	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED			
HOUSTON-GALVESTON SSA	\$12.77	\$11.74	\$1.03
NORTH EAST TEXAS	\$7.46	\$7.12	\$.34
CITY OF AUSTIN	\$12.80	\$11.47	\$1.33
CONCHO VALLEY COG	\$7.97	\$7.80	\$.17
EAST TEXAS COG	\$7.57	\$6.18	\$1.39
CITY OF FORT WORTH	\$11.39	\$10.48	\$.91
NORTH CENTRAL TEXAS	\$9.74	\$9.28	\$.46
TEXAS PANHANDLE	\$10.19	\$8.96	\$1.23
PERMIAN BASIN	\$8.95	\$8.94	\$.01
COLLIN COUNTY	\$14.66	\$12.78	\$1.88
SOUTH EAST TEXAS	\$10.48	\$8.95	\$1.53
SOUTH PLAINS	\$8.58	\$7.60	\$.98
GOLDEN CRESCENT	\$8.11	\$7.37	\$.74
RURAL CAPITAL	\$8.98	\$8.51	\$.47
CENTRAL TEXAS COG	\$7.78	\$7.77	\$.01
HIDALGO-WILLACY	\$4.74	\$4.09	\$.65
RURAL COASTAL BEND	\$7.63	\$6.93	\$.70
NORTH TEXAS	\$7.50	\$7.09	\$.41
FAILED			
BRAZOS VALLEY PIC	\$6.03	\$6.73	\$-.70
DEEP TEXAS COG	\$6.63	\$7.00	\$-.37
HEART OF TEXAS COG	\$7.95	\$8.25	\$-.30
MIDDLE RIO GRANDE	\$5.17	\$5.33	\$-.16
ALAMO	\$7.35	\$7.37	\$-.02
TARRANT COUNTY	\$10.51	\$10.69	\$-.18
LUBBOCK - GARZA	\$7.46	\$8.14	\$-.68
TEXOMA	\$8.17	\$8.28	\$-.11
SOUTH TEXAS PIC	\$6.61	\$6.97	\$-.36
WEST CENTRAL TEXAS	\$6.84	\$7.30	\$-.46
DALLAS COUNTY	\$11.48	\$12.14	\$-.66
CORPUS CHRISTI	\$7.10	\$8.03	\$-.93
CITY OF DALLAS	\$10.15	\$10.54	\$-.39
CAMERON COUNTY	\$5.56	\$6.04	\$-.48
UPPER RIO GRANDE	\$6.25	\$6.26	\$-.01

TITLE III FOLLOW-UP EMPLOYMENT RATE PERFORMANCE GOAL
4TH QUARTER PY92

	ACTUAL FOLLOW-UP EMPLOYMENT RATE (PERCENT)	FOLLOW-UP EMPLOYMENT RATE PERFORMANCE GOAL (PERCENT)	DIFFERENCE (ACTUAL MINUS PREDICTED)
EXCEEDED			
DEEP TEXAS COG	91.4	78.0	13.4
CITY OF DALLAS	84.1	74.4	9.7
COLLIN COUNTY	90.1	81.8	8.3
CITY OF AUSTIN	89.6	81.5	8.1
LUBBOCK - GARZA	89.3	81.9	7.4
CONCHO VALLEY COG	85.6	79.5	6.1
CAMERON COUNTY	76.1	70.0	6.1
TEXAS PANHANDLE	87.8	82.6	5.2
RURAL CAPITAL	84.6	80.0	4.6
BRAZOS VALLEY PIC	83.2	79.0	4.2
SOUTH PLAINS	85.8	81.6	4.2
PERMIAN BASIN	84.5	80.4	4.1
CENTRAL TEXAS COG	81.5	77.5	4.0
MIDDLE RIO GRANDE	67.6	67.0	.6
CITY OF FORT WORTH	77.7	77.5	.2
MET			
WEST CENTRAL TEXAS	78.6	78.6	.0
FAILED			
HEART OF TEXAS COG	79.3	79.4	-.1
SOUTH EAST TEXAS	80.3	80.6	-.3
DALLAS COUNTY	77.7	78.3	-.6
GOLDEN CRESCENT	79.1	79.8	-.7
RURAL COASTAL BEND	73.8	74.9	-1.1
UPPER RIO GRANDE	71.1	72.7	-1.6
CORPUS CHRISTI	73.0	75.4	-2.4
TARRANT COUNTY	77.5	80.1	-2.6
EAST TEXAS COG	71.6	75.2	-3.6
HIDALGO-WILLACY	60.5	65.3	-4.8
TEXOMA	74.0	79.7	-5.7
SOUTH TEXAS PIC	69.5	75.5	-6.0
NORTH TEXAS	74.9	81.1	-6.2
NORTH CENTRAL TEXAS	74.2	81.3	-7.1
HOUSTON-GALVESTON SSA	71.3	79.1	-7.8
ALAMO	66.0	76.0	-10.0
NORTH EAST TEXAS	61.4	76.6	-15.2

<p style="text-align: center;">BRIEFING ITEM PERFORMANCE REPORTS ON THE JOB OPPORTUNITIES AND BASIC SKILLS TRAINING (JOBS) PROGRAM</p>

PURPOSE

To brief the Evaluation and Performance Committee of the Texas Council on Workforce and Economic Competitiveness on the recent performance reports on the Job Opportunities and Basic Skills Training (JOBS) program.

BACKGROUND

The Federal regulations require reports reflecting the percentage of participants in Federal target groups, as well as participation data for JOBS clients receiving Aid to Families with Dependent Children (AFDC) and AFDC-Unemployed Parents (AFDC-UP). Additionally, performance measures are reported to the Legislative Budget Office (LBO). A synopsis of the performance measure data reported to the LBO for FFY '93 is included in Attachment #1.

DISCUSSION

States are required to meet federal participation requirements in order to receive enhanced funding levels for the JOBS program. Regular funding levels are 50/50 federal/state match, while enhanced funding for Texas ranges from 90/10 federal/state match to 64/36 federal to state match. Participation requirements for each fiscal year and the participation rate achieved are:

Requirement	Rate Achieved
• FFY '92 - 11%	• FFY '92 - 12.1%
• FFY '93 - 11%	• FFY '93 - 12.8%
• FFY '94 - 15%	
• FFY '95 - 20%	
• FFY '96 - 20%	

While the JOBS program has included participation by clients receiving AFDC-UP, participation rate requirements were not mandated by federal regulations until October 1, 1993. The participation rate for individuals participating in the JOBS program because they are receiving AFDC-UP benefits follows:

- FFY '94 - 40%
 - FFY '95 - 50%
 - FFY '96 - 60%
 - FFY '97 - 75%
 - FFY '98 - 75%
-
- In addition to the participation rate requirements, 55% of the Federal JOBS funding must be spent on those clients in the Federally designated target groups. In FFY 93, 67% of funds were spent on JOBS clients in the Federally designated target groups. There is no specific participation rate required for individual target groups. The target groups are listed on Attachment #2.
 - The number of clients in each component activity for a 15 month period from August, 1992 through October, 1993 is reflected on Attachments #3 and #4. This information indicates that there has been an increase in the unpaid work experience component as well as an increase in the number of clients who have become employed.

JOBS PROGRAM STATISTICS FOR FFY 1993

Clients Served

Number of clients eligible per month.....	205,033
Number of clients served per month.....	40,174
Percent of AFDC eligible population who participate in JOBS.....	19.1%
Federally defined participation rate	12.8%

Services

Number of clients per month in:	
Education.....	9,457
Training.....	3,314
Job Search.....	5,673
Number of JOBS participants who completed adult education or training activities (annual)	10,891
Number of JOBS participants who completed components activities or became employed (annual)	71,944
Number of sanctions imposed.....	6,958

Support Services

Number of children of JOBS clients in child care per day	14,771
Number of JOBS clients receiving transportation services per month.....	14,409

Employment

Number of clients entering employment (annual).....	25,219
Average hourly starting wage	\$5.39
Percent of all JOBS clients entering employment whose starting salary is minimum wage.....	25.7%
Percent of JOBS clients entering employment whose starting salary is above minimum wage.....	66.3%
Percent of JOBS clients with training whose starting salary is minimum wage	19.5%
Percent of JOBS clients with training whose starting wage is above minimum wage	73.9%

TEXAS JOBS TARGET GROUPS

FEDERAL TARGET GROUPS:

- Individuals who have received AFDC for any 36 of the preceding 60 months.
- Custodial parents under age 24 who have not completed and are not enrolled in high school or a high school equivalency course at the time of AFDC application.
- Custodial parents under age 24 who have little or no work experience (six months or less) in the preceding 12 months.
- Members of a family in which the youngest child is within two years of being ineligible for AFDC because of age.

ADDITIONAL STATE DESIGNATED TARGET GROUPS:

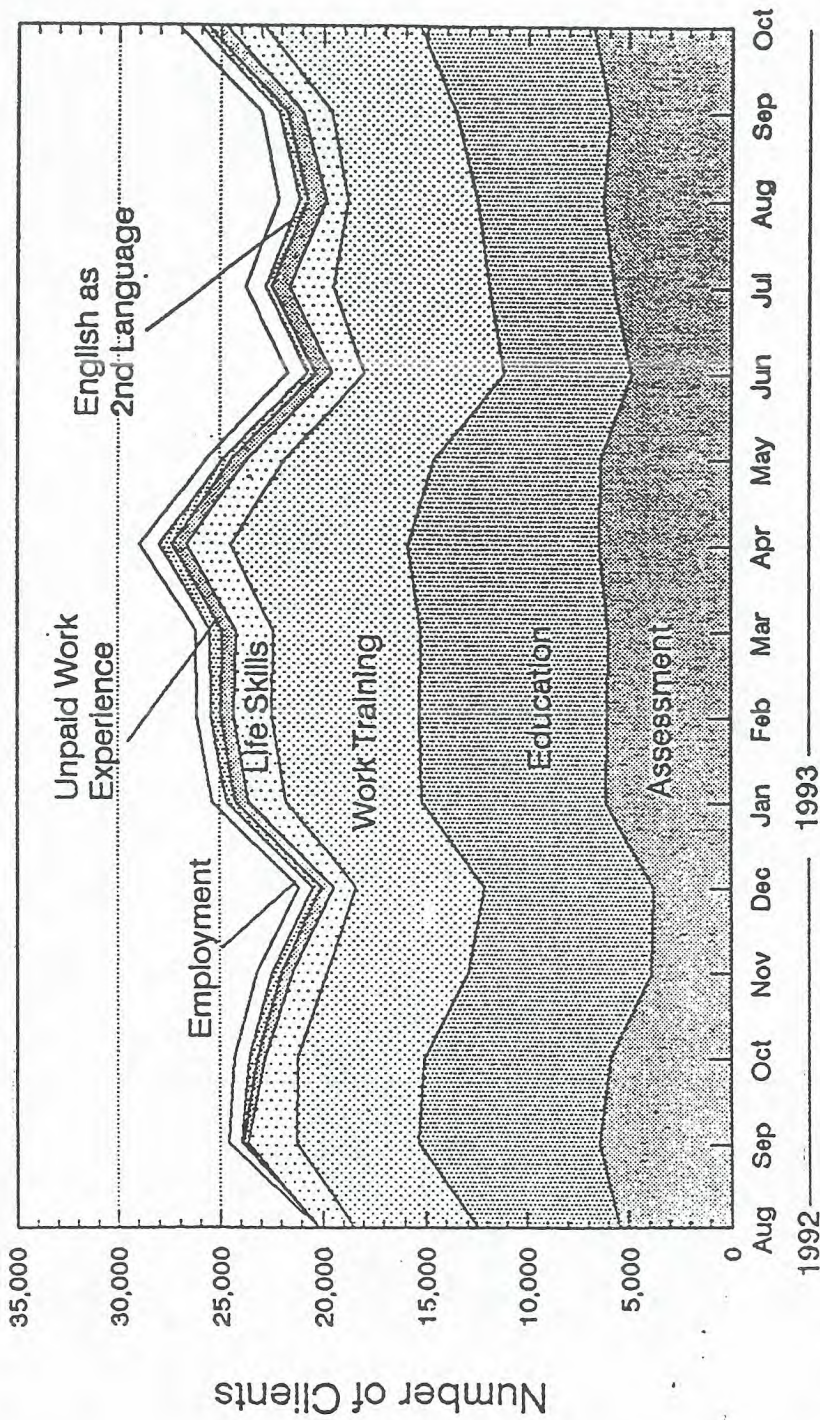
- AFDC youth age 16 and 17 who are not attending school (does not include clients who have already completed high school or received a GED).
- Members of an AFDC-UP case.
- All other clients.

Components	Clients in All JOBS Components Statewide by all Providers for the Last 15 Months												1993 Oct	% Chg 12 mo.*		
	1992															
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul			Aug	Sep
Assessment	5,438	6,414	5,855	3,904	3,756	6,076	6,044	5,966	6,422	6,360	4,837	5,672	6,249	5,891	6,736	72.5
High School	633	742	780	737	677	707	688	635	676	639	407	346	473	579	672	-8.8
GED	3,319	3,757	4,056	3,961	3,673	3,853	3,934	3,907	4,024	3,598	3,001	2,935	2,809	3,241	3,641	-8.1
Basic Education	986	1,070	939	839	760	803	831	896	907	677	616	581	606	605	618	-26.3
Post-Secondary Edn	875	1,430	1,439	1,428	1,333	1,594	1,618	1,572	1,536	1,367	861	869	944	1,391	1,559	9.2
Self Initiated Edn	1,206	1,987	1,996	2,022	1,894	2,089	2,167	2,204	2,247	1,950	1,456	1,489	1,404	1,872	2,077	2.7
Education Total	7,019	8,886	9,210	8,987	8,337	9,046	9,238	9,214	9,390	8,231	6,341	6,220	6,236	7,688	8,567	-4.7
Job Readiness	1,070	1,367	1,786	2,057	1,693	1,955	1,991	2,162	2,757	2,250	2,092	2,351	1,809	1,902	2,263	10.0
Job Skills	1,330	1,093	926	848	782	689	727	696	704	654	611	627	553	561	577	-32.0
Indiv. Job Search	1,469	1,410	1,153	1,622	1,528	1,722	1,702	1,852	2,241	1,940	1,997	2,129	1,743	1,554	2,020	24.5
Group Job Search	640	324	626	688	679	602	996	809	1,251	850	764	1,130	852	593	1,016	47.7
Self Initiated Training	1,410	1,707	1,582	1,642	1,507	1,598	1,634	1,624	1,607	1,468	1,230	1,282	1,280	1,417	1,623	-1.2
On-the-Job Training	68	66	55	57	58	67	67	49	48	45	68	73	38	30	31	-45.6
Work Trng. Total	5,987	5,967	6,128	6,914	6,247	6,633	7,117	7,192	8,608	7,207	6,762	7,592	6,275	6,057	7,530	8.9
Life Skills	1,683	2,313	1,558	1,623	1,112	1,776	1,863	1,797	2,229	1,744	1,635	2,078	1,074	1,354	1,879	15.8
Unpaid Wk Exp	0	219	411	543	606	653	656	717	743	786	774	897	916	745	932	71.6
English as 2d Lang	0	92	368	421	422	460	517	608	594	456	393	288	399	414	419	-0.5
Employed Full Time	76	653	714	760	664	734	740	751	979	861	839	965	959	827	1,086	42.9
Family Plng Info	0	944	1,233	937	798	1,626	1,410	1,267	1,681	1,265	1,087	1,589	1,630	1,394	1,846	97.0

*Or percent change from first month with clients reported.

Source: IL-201, IL-221, IL-301-01
Program AutomationProgram Analysis and Reporting
Mary Catherine Bailey

Clients in All JOBS Components Statewide by all Providers for the last 15 Months



Some clients are in more than one component; they may be counted more than once.

Source: Program Automation
TL-201, TL-221, TL-301-01

Program Analysis and Reporting
Mary Catherine Bailey

BRIEFING ITEM
RECENT PERFORMANCE REPORTS ON THE FOOD STAMP
EMPLOYMENT AND TRAINING (E&T) PROGRAM

PURPOSE

To brief the Evaluation and Performance Committee on accountability requirements and Federal and State Fiscal Year 1993 performance data for the Food Stamp E&T program.

BACKGROUND

The Food Stamp E&T program was implemented in April 1987. The U.S. Department of Agriculture (USDA) established a performance formula in 7 CFR Part 273.7 which compared the number of E&T participants "placed" to the number of E&T participants who were eligible to have been placed, including the count of food stamp recipients exempt from work registration who elect to participate.

In the federal rule referenced above, an individual is considered "placed" for the purpose of evaluating compliance with federal performance standards if he/she initiates an employment and training component or is sent a Notice of Adverse Action (NOAA) for failure to comply with program requirements. Rather than subtracting the number of individuals sanctioned from the denominator as is done in the JOBS program, USDA elected to give states credit in the numerator of the E&T performance formula for individuals they did not have an opportunity to impact but for whom administrative costs were incurred. Implementation of outcome-based performance measures has been delayed to allow coordination with ones which will be established for the JOBS program. Until that time, USDA will continue to track initiation of component activity rather than outcomes.

The performance formula is as follows:

$$\begin{array}{rcccl}
 \text{Total} & & \text{Total} & & \\
 \text{Mandatory} & + & \text{Volunteer} & + & \text{NOAA's} \\
 \text{Placements} & & \text{Placements} & & \\
 \hline
 & & & = & \text{Performance Level} \\
 \\
 \text{Total} & - & \text{Total} & + & \text{Total} \\
 \text{Work} & & \text{Exemptions} & & \text{Volunteer} \\
 \text{Registrants} & & & & \text{Placements}
 \end{array}$$

The Food Security Act of 1985 which authorized the E&T program allowed USDA to establish minimum performance levels. Beginning in Federal Fiscal Year (FFY) 1988, states were required to place 35% of non-exempt food stamp work registrants or risk fiscal sanction. The performance level was increased from 35% to 50% in FFYs 1989 through 1991. The mandatory performance levels, in conjunction with limited federal funding for the E&T program, resulted in most states providing broad-based programs whose primary component was job search. Federal legislation passed during FY 1992 reduced the minimum performance expectations from 50% to 10% for FFY 1992-93 and 15% for FFY 1994-95.

DISCUSSION

In response to the reduced performance requirements, the Texas program initiated efforts to target limited financial resources to those who could most benefit from program participation and to increase the scope of services available to participants. These efforts included:

- Service level screening for food stamp work registrants, with clients categorized as Service Level III exempted from participation. Individuals with less than an 8th grade education, no significant work experience, and no skills training OR significant personal barriers are categorized as Service Level III.
- Job search training (one week) was available in 29 of 56 E&T counties.
- Greater emphasis was placed on enrollment in educational or vocational training components.

In spite of these efforts, a lack of funding for supportive services such as transportation expenses limited the scope of services which could be provided. As a result, job search continued to be the component in which most E&T work registrants participated. Although the performance rate (calculated based on the previously defined formula) declined from 65% in FFY 1992 to 53% in FFY 1993, the percentage placed continued to be high due to the large number of individuals who could be served through the less costly job search component. Therefore, Texas exceeded the minimum federal performance standard of 10%.

FFY 1993 performance data submitted to USDA were as follows:

Number of mandatory work registrants:	728,324
Number of work registrants exempted by category:	
Geographical	150,852
Medical	47,679
Language	18,333
Lack of Transportation	113,886
Remoteness	7,679
Lack of Child Care	572
Migrant In-stream	1,851
Service Level III	<u>28,449</u>
	369,301
Number of participants by component:	
Directed Job Search	64,823
Job Search Training	22,284*
Vocational Training	5,951*
Educational Training	18,985*
Work Experience	11,038*
Refugee Services	<u>286</u>
	123,367
Number of work registrants receiving NOAA	92,376

* Includes individuals participating in JTPA funded activities.

In addition to federal performance requirements, data reported to the Legislative Budget Office for State Fiscal Year 1993 include:

Percent of work registrants (exempt and non-exempt) receiving services	22.5%
Percent of E&T participants entering employment*	22.1%

* Includes participants in all components who enter employment, including individuals participating in educational and/or training components for whom immediate employment is not the expected outcome.

BRIEFING ITEM
TEXAS ADULT EDUCATION ANNUAL PERFORMANCE REPORT -
FISCAL YEAR 1993

PURPOSE

To brief the Evaluation and Performance Committee on the Fiscal Year 1993 Adult Education Annual Performance Report for adult education programs administered by the Texas Education Agency under Section 11.18 of the Texas Education Code and the Adult Education Act (Public Law 91-230) as amended by the National Literacy Act of 1991 (Public Law 102-73).

BACKGROUND

The adult education program in Texas provides literacy, English language, basic academic and life-coping skills, and secondary level competencies for out-of-school individuals beyond the age of compulsory school attendance who function at a less than secondary completion level. The program enables adults, especially the educationally disadvantaged, to secure education necessary for literate functioning, effective citizenship, job training or retraining, productive employment, and achievement of a secondary school diploma or certificate of equivalency to become more employable, productive, and responsible citizens.

The Adult Education Act requires certain types of data to be collected from local programs and reported annually to the United States Department of Education. The annual performance report summarizes participant demographic characteristics, achievements of students, and other program aspects such as recruitment, retention, coordination, and accomplishment of the State Plan objectives. In addition, the Agency requires each program to administer the Student Evaluation of Adult Education Program survey to a sample of participants for their evaluation of the program. Program outcomes are also addressed in the Texas Education Agency's Strategic Plan. The plan calls for resources to build an equitable adult education and literacy program so that all adults without a high school education will have access to educational opportunities needed for literacy, citizenship, job training, life skills and completion of secondary education.

For reporting purposes, the federal report groups students in three multi-grade levels that include an Adult Basic Education (ABE) component and an English as a Second Language (ESL) component: Beginning (ABE grade equivalents 0-5.9 and Beginning ESL); Intermediate (ABE grade equivalent levels 6-8.9 and Intermediate ESL); and advanced (Adult Secondary grade equivalent levels 9-12 and Advanced ESL). Not more than 20 percent of the federal funds can be used for secondary level instruction.

Outcomes: Outcomes of the Texas Education Agency's adult education system include:

- Recruitment/Access - Expanded enrollment more than 380% since 1966 and 58% since 1982. Met the goal of serving 220,000 adults in 1993 by providing access to education to over 240,000 adults through various funding sources and leveraging of local resources:

Aid to Families With Dependent Children (AFDC/JOBS)	14,594
Homeless Assistance Act	5,435
State Legalization Impact Assistance Grant	14,386
Adult Education Act	209,871

-
- Equity - The Fiscal Year 1993 report reveals that the 209,871 participants served under the Adult Education Act represented various populations, the majority being minority, female, and functioning at the basic education level (Beginning "literacy" through completion of the Intermediate level). Participant characteristics are as follows:
 - 73% are minority with Hispanics comprising 53%;
 - 54% are women;
 - 87% are under age 44 (37% under age 25);
 - 68% enrolled in basic education and 39% enrolled the Beginning level, thus meeting the federal requirement of giving priority to these groups;
 - 85,020 were in the work force and enrolled to upgrade their basic skills;
 - 110,288 were unemployed;
 - 28,757 were students in correctional or institutional settings;
 - 46,799 were immigrants;
 - 55,605 resided in rural areas;
 - 6,983 were on parole or probation;
 - 19,749 were on public assistance; and
 - 78,256 were limited English proficient.
 - Coordination - As required by the Act, coordination occurred with numerous other public and private programs. In addition to public school entities, over 1,200 local agencies, institutions, and organizations participated, including correctional agencies, churches, businesses, and voluntary organizations.
 - Student Achievements - As required by the Act, student progress is reported within a multi-grade level, by progress from one level to the next; by achievement of a secondary school credential; or achievement of personal goals. The following 1992-93 outcomes are encouraging, especially in light of limited resources (\$86 expended per student) and provision of an average of 49 hours of instruction per student:

77.9% of students increased their proficiency in or completed a multi-grade level. This represents an improvement of 3.3% over 1992 and 6.3% over 1991. The completion rate of a multi-grade level exceeded the Strategic Plan projected rate of 36% by 1%.

The percent of students who completed the basic education level and continued to a higher level of instruction, increased by 17% over Fiscal Year 1992 to 69%.

16,492 students received secondary school certificates in comparison to 15,785 in 1992.

The 1992 Student Evaluation of the Adult Education Program survey completed by 25,887 students indicated overall satisfaction with the program. For example, 93% of respondents stated that they achieved some or all of their goals; and 90% stated that they would recommend the program to a friend.

Other positive results include removal from welfare rolls (2,068); obtained a job or job advancement (26,930); received U. S. Citizenship (1,262); and entered other education or training (11,632).

- Retention - The Act requires states to address improvement of student retention and dropout reduction. The student retention rate was improved from 1992 to 1993. The percent of students leaving the program in 1993 was 22.1%, a reduction of 4.3% from 1992 and 5.3% from 1991. The reasons cited for leaving the program include child care, employment, family, transportation, class schedule, and lack of interest.
- Cost - The average expenditure in 1993 was about \$86 per student. The cost per student contact hour was about \$1.75, which is 67% lower than the \$2.6 cost projected in the Strategic Plan.
- The total number of student attendance hours (10,328,290) exceed by 29% the projected number of 8,000,000 hours in the Strategic Plan.

DISCUSSION

State resources for the adult education program remained stagnant the past six years (\$7 million for adult education and \$2 million for AFDC). Increases in federal funds the past two years helped programs to maintain existing level of services for about 6.5% of adults statewide without a high school diploma and providing about 50 hours of instruction per student. Expansion and improvement of services would require access to additional resources and strong public/private partnerships, including financial commitments.

Resources are also needed for the development of an automated management information system (MIS). Through an MIS, a wide range of information would be gathered on the performance of individual students at each site and program in the state. Disaggregation of data for analysis of performance of specific subpopulations would be possible. Such a system would further facilitate program evaluation using the Indicators of Program Quality adopted by the State Board of Education in 1993.

BRIEFING ITEM SECONDARY CAREER AND TECHNOLOGY PERFORMANCE REPORT

PURPOSE

To brief the Council on secondary career and technology education measures and standards for students. The attachment reflects one set of standards for all students in public education. The asterisk items indicate those criteria determined by the Committee of Practitioners which needed to be included in the Academic Excellence Indicator System (AEIS). Public schools have an accounting system (Public Education Information Management System) which gathers the information reflected in the AEIS.

BACKGROUND

Prior to February, 1993, assessment of achievement on career and technology education students were being assessed based upon their enrollment in a course and not within a degree plan. After the State Board of Education adopted the Core Standards and Measures of Performance in February, 1993 the data will be assessed based upon the achievement of students who are in a career pathway (coherent sequence of courses).

In April, 1993, the State Board of Education adopted the Master Plan for Career and Technical Education. The measures of performance for public education within the Master Plan are those found in the AEIS. Proper data elements were included into PEIMS in order to abstract the information for assessment. Some of these data will be available through PEIMS beginning in the Spring of 1994. To assess success after the public education experience, staff will continue to use the Vocational Education Data Follow-Up Report until the Statewide Automated Student/Learner Follow-Up System is available.

DISCUSSION

The measures of achievement are attached for information. The standard for each measurement is also reflected on the attachment. Data are currently being collected and will be available to the Council at its June meeting.

**ANNUAL PERFORMANCE MEASURES CAREER
AND TECHNOLOGY EDUCATION**

DEFINITION OF CAREER AND TECHNOLOGY COHERENT SEQUENCE OF COURSES:

A series of courses in which academic education and career and technology education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. This term includes the new core curriculum and competency-based education.

- *1. Students in career and technology coherent sequence of courses passed each section of the Texas Assessment of Academic Skills (TAAS) examination
Standard: 90 percent
2. Student attendance (those enrolled in career and technology coherent sequence of courses) increases
Standard: 97 percent
3. Drop-out rate (those enrolled in career and technology coherent sequence of courses) decreases
Standard: Less than or equal to 1 percent
4. Advanced course enrollment (those enrolled in career and technology coherent sequence of courses)
Standard: Percentage proportionate to the general population
- *5. Identified students complete a coherent sequence of courses graduate with their cohorts.
Standard: 99 percent
6. College entrance examinations (those enrolled in career and technology sequence of courses) increases
Standard: Standard set at 70 percent of graduating seniors taking the SAT and/or ACT
7. Identified student who completed a coherent sequence of courses take the college entrance examination and achieve the state criterion.
Standard: 35 percent of graduating seniors scoring over the criterion (1000 on SAT and 24 on ACT)
- *8. Twelfth grade students who were enrolled in a coherent sequence of courses in career and technology education programs: (a) obtained certification by an accepted licensing or certification agency, or (b) successfully completed a criterion-referenced test of occupational competency which has been validated, or (c) demonstrated completion and competency in the essential elements for the coherent sequence of courses.
Standard: 95 percent

* Core Standards and Measures of Performance

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- *9. At one-year follow-up, students who earned their high school diploma after having completed a coherent sequence of courses in a career and technology education program: (a) enrolled in a postsecondary educational institution, or (b) enrolled in a registered apprenticeship program, or (c) in training related to their career and technology education program, or (d) in a military service, or (e) employed in a paid or unpaid job related to their career and technology education and training, or (f) in other work site programs.

Standard: 75 percent

- *10. Members of special populations will have access to quality coherent sequence of courses in career and technology education.

Standard: Comparable to the percentage of students who are special populations in grades 7-12.

BRIEFING ITEM RECENT PERFORMANCE REPORTS—POSTSECONDARY TECHNICAL AND ADULT EDUCATION

PURPOSE

To brief the committee on post-secondary technical and adult education programs administered by the Texas Higher Education Coordinating Board, to update them on the status of program evaluations and assessment, and to provide the latest available data on program performance.

BACKGROUND

Community and technical colleges offer education and training opportunities to students of diverse ages, ethnic groups, and backgrounds. They prepare students for transfer to universities; train them for new careers as technicians and paraprofessionals for almost every manufacturing, production and service job title in Texas; and/or update their skills for existing jobs. These institutions are the state's primary providers of basic reading, writing and math skills for underprepared students and adults seeking qualification for college-level work. They also provide a comprehensive community service and continuing education program of vocational, personal enrichment and business and industry support courses.

In 1986, responsibility for oversight of technical education at Texas public community and technical colleges was transferred by the Legislature from the Texas Education Agency (TEA) to the Coordinating Board. To ensure that educational programs prepare the Texas workforce for the increasingly technical jobs of the future, Coordinating Board staff work in partnership with other state and federal agencies and private business and industry on economic development, technology transfer, job training and retraining, apprenticeship programs, Tech Prep programs and other technical education programs.

PROGRAM DESCRIPTIONS

State Funded Technical Education

Technical education encompasses all programs currently defined as technical and vocational, or applied technologies. The Texas Higher Education Coordinating Board is responsible for approving postsecondary programs, including start-up, revisions and closures; developing funding criteria and formulas; adopting outcome requirements; and evaluating programs.

State support for postsecondary technical education programs is provided by biennial appropriations from the Legislature using formulas recommended by the Coordinating Board. The formulas are developed by Coordinating Board staff based on a biennial cost study which calculates for each college the cost per contact hour for eight elements of cost. Statewide median costs are calculated for each funding code. Each college receives funding based on this median contact hour cost for each program and the number of student contact hours generated in each course. Although the formulas are based on actual costs, the amount received depends on legislative appropriations and is usually only a percentage of actual cost.

Associate Degrees and Certificates

There are currently 3,278 technical associate degree and certificate programs offered at Texas community and technical colleges. Associate degrees and certificates, as defined in Section 61.003 of the Texas Education Code, are a grouping or sequence of subject matter courses approved by the Coordinating Board which, when satisfactorily completed, entitles a student to receive a certificate or associate degree. The Associate in Science and the Associate in Arts degrees are collegiate degrees related to baccalaureate degrees in sciences and arts. The Associate in Applied Arts (AAA) and the Associate in Applied Science (AAS) degrees are technical degrees issued to students who complete occupational curricula of collegiate level or character.

The AAA and the AAS degree programs are primarily designed for immediate employment. The technical specialty component of these degrees constitutes from 50 percent to 75 percent and the general education component constitutes a minimum of 25 percent of the course credits.

Under the 1993 Technical Education Program Guidelines, all degree and certificate programs must demonstrate that students are meeting basic skills and Secretary's Commission on Achieving Necessary Skills (SCANS) standards. Technical education programs also must have objectives which address regional or statewide labor market needs and occupational opportunities, and the curricula must be linked to business and industry standards. Competency-based instruction and assessment procedures are required, and career development services must be provided to help students pursue additional higher education credentials appropriate to their occupational objectives.

Tech Prep Programs

The Tech Prep Associate of Applied Science degree programs are under the tri-agency partnership of the Texas Education Agency (TEA), the Coordinating Board, and the Texas Department of Commerce (TDOC). This program consists of four years of study beginning in the junior year of high school and resulting in an associate of applied science degree with advanced skills from a public community or technical college.

Since 1990, implementation grants have been awarded to 25 consortia of community colleges and public secondary schools to coordinate and strengthen math, science and technology courses leading to associate degrees in technical fields. The grants total \$17.4 million, and 845 independent school districts are actively involved in Tech-Prep consortia. The curricula is cooperatively developed with input from business and industry; integrated into a coherent sequence of courses; strong in general and technical education components; competency-based; and non-duplicative. School-to-work transition components are integrated into the curricula through basic workplace skills and through supplementary and support services.

Business and industry participate by serving on steering committees, and helping design curricula for targeted occupations, providing workplace experiences for students and faculty, and helping evaluate and improve programs.

Apprenticeship Courses

Apprenticeship programs have begun to expand from secondary institutions to postsecondary institutions as the education of adults becomes more associated with these programs. Typically, employers are responsible for the apprenticeship program, and the colleges are responsible for related instruction. The program's objectives are determined by the local apprenticeship committee or employer who assigns work, does on-the-job training, provides on-site supervision, and pays for employment positions. Related instruction is funded at the adult apprenticeship rate, and there is no reimbursement for on-the-job training hours. The Texas Education Agency contracts directly with the schools or colleges for apprenticeship programs.

Apprenticeship program sponsors may choose several routes for the related training component: labor, employer, college, or high-school sponsored training. There are 650 programs registered with the Bureau of Apprenticeship and Training. Approximately one-third of the state's apprenticeship programs receive no federal or state funds because the employer sponsors the related training.

Adult Education

Adult vocational and continuing education courses are offered by community and technical colleges through contracts, classrooms and teleconferences. Supported by state funds, these courses train individuals and upgrade skills. Coordinating Board rules require that each course has occupational objectives. Many have articulated career paths, that is, they are part of technical programs that lead to licensure or certification. All adult vocational courses undergo a formal review; if a course has not been taught for five years, it is recommended for closure.

A handbook of standardized adult vocational courses that meet common needs throughout the state for occupational and work skill development is reviewed biennially by a Coordinating Board task force. The *Adult Vocational Guidelines and Common Course Manual* provides colleges with immediate flexibility to respond to training requests from business and industry. A recent five-year study (1987-1992) documented the most frequently taught adult courses: Law Enforcement, Emergency Medical Technology, Nurse Aid, Real Estate, Microcomputing Applications Technology, and Fire Protection Technology. The total average yearly contact hours for all courses was 6,331,404.

DISCUSSION

Evaluation and Assessment

Evaluation of technical education programs occurs on an ongoing basis through Coordinating Board and the Southern Association of Colleges and Schools (SACS) review. Evaluation and assessment of all vocational and technical education programs receiving state and federal funds began in 1987. Federal funds allocated to postsecondary education have been used as seed money to develop viable evaluation systems. The following strategies have increased knowledge about the quality of technical education in Texas.

Coordinating Board Review:

Using state-mandated criteria and Carl D. Perkins Act evaluation criteria, the Coordinating Board developed a peer-review system of on-site evaluation visits to be completed over five years. In spring 1992, the Board completed those reviews. 533 programs have been closed or deactivated since 1986.

Federal Performance Measures and Standards:

The statewide Committee of Practitioners was established in 1990 to develop performance measures and standards for postsecondary technical education programs. These measures and standards were developed and piloted between 1991 and 1992. The first statewide data for postsecondary will be available in Spring 1994.

Still under development are the definitions, the evaluation process, and the measures and standards to address adult education and the relation of these measures and standards to those of the Job Training Partnership Act and the Department of Health and Human Services.

State Performance Measures:

In October 1991, the Coordinating Board adopted two formal standards of successful student outcomes: 1) at least 85 percent of program graduates must be employed or enrolled in additional education; and 2) at least nine students must graduate from a program over a three year period. If colleges do not meet these standards, a corrective action plan must be filed with the Coordinating Board.

Based on data from the 1991-92 graduation follow-up of the Automated Student and Adult Learner Follow-up System, almost one-half (49 percent) of the total 1991-92 graduates in 187 programs grouped statewide by CIP code had at least 85 percent of their graduates employed or pursuing additional education. Almost two-thirds (63 percent) of these programs had placed at least 80 percent of their graduates.

When programs which have incomplete information (such as federal civil service, postal service, military, or self-employment) are excluded from the analysis, the placement rate significantly increases. Almost two-thirds (64 percent) of these programs meet the Coordinating Board's placement standard and 84 percent place at least 80 percent of their graduates.

Preliminary analysis of data indicates that associate degree graduates have significantly higher placement rates than certificate program graduates.

Institutional Effectiveness

In May 1993, a Task Force on Institutional Effectiveness was appointed to develop a state-level evaluation plan for Texas public community and technical colleges. The plan consolidates existing review processes, reduces reporting requirements from the institutions to the state, and remains sensitive to institutional differences. The plan focuses on state and federal goals and mandates, using campus data, and applies institutional effectiveness measures to all programs: vocational and technical, academic, developmental and continuing education.

The performance measures and standards data will be formatted into campus performance profile which will be used by individual campuses and the Coordinating Board as continuous improvement tools, for planning and assessment of goals, and as guides for technical assistance.

Two colleges were selected to pilot the new approach in fall 1993. Implementation is expected during the spring of 1994.

BRIEFING ITEM TEXAS EMPLOYMENT COMMISSION PERFORMANCE REPORT

PURPOSE

To advise the Council of TEC's performance measures and actual performance relating to employment services for the last annual reporting period.

BACKGROUND

Performance measures have been established within TEC as required by Texas' Strategic Planning and Budgeting System. Items measured are those agreed upon by the legislative and executive budget offices and TEC regarding agency activities and goals. Additionally, TEC has established internal performance standards used by management to monitor effectiveness.

DISCUSSION

Performance measures reported to the legislative and executive budget offices are subdivided into output measures (activity/workload); efficiency measures (effective use of resources); and outcomes (accomplishment of ultimate purpose). Accomplishments are compared to annual projections, and explanations and planned corrective actions are provided for variances over or under designated percentages. Some of these measures are projections of expected activity rather than desired levels of achievement; in these cases an explanation of the variance would address the reason(s) why the activity is different than expected and that corrective action is not appropriate.

Performance standards are compared to actual performance data on a monthly basis and distributed to all levels of TEC management. Data is calculated on a statewide, regional, and local office basis. This comparison indicates the degree to which resources are used efficiently toward achieving the agency's primary goal of individuals entering employment. In addition to being used for on-going management analysis, these performance factors are used for annual allocation of employment service staff.

TEXAS EMPLOYMENT COMMISSION PERFORMANCE REPORT

The following performance measures are reported quarterly to the Governor's Budget Office and the Legislative Budget Board. Data reported herein is for the state fiscal year ending August 31, 1993.

	Projected	Actual
<u>Output Measures</u>		
Number of job openings received from employers	521,024	559,112
Number of referrals to jobs.....	749,840	744,208
Number of applicants receiving service.....	869,792	1,045,196
Number of individuals participating in job search seminars	8,961	7,887
Number of individuals participating in self-directed activities.....	97,895	94,567
Number of veterans receiving service.....	196,732	192,915
<u>Outcome Measures</u>		
Number of applicants securing employment	305,910	329,121
Percent of job openings filled.....	70%	66.9%
<u>Efficiency Measures</u>		
Individuals entered employment per staff position.....	375	392
Individuals served in job search seminars per staff position.....	358	360
Applicants served per staff position.....	2,576	2,674
Veterans served per staff position.....	1,056	1,061

The following standards have been established by the Texas Employment Commission. Data is for the federal program year ending June 30, 1993.

	Standard	Actual
<u>Measurement</u>		
Individuals placed per staff position.....	275	358
Individuals entered employment per staff position.....	375	398
Total placements per staff position	375	488
Total entered employment per staff position	475	533

DEFINITIONS:

Individuals placed per staff position - the total number of individuals who went to work for a public or private employer after being referred directly by a TEC staff person, divided by the total number of staff positions providing employment services (in the respective office, region or statewide, as applicable) An individual is counted only once during the annual reporting period even though he/she may be placed in consecutive jobs.

Individuals entered employment per staff position - the total number of individuals who went to work for a public or private employer after being referred directly by TEC or having received another documented TEC service, divided by the total number of staff positions providing employment services (in the respective office, region or statewide, as applicable) An individual is counted only once during the annual reporting period even though he/she may have entered employment more than once.

Total placements per staff position - the total count of job placements divided by the total number of staff positions providing employment services (in the respective office, region or statewide, as applicable) An individual may be counted more than once if he/she was placed more than once.

Total entered employment per staff position - The total number of entries into employment either as a result of a direct TEC referral or following receipt of another documented service, divided by the total number of staff positions providing employment services (in the respective office, region or statewide, as applicable) An individual may be counted more than once if he/she was placed more than once and/or subsequently went to work for a different employer and received additional TEC service prior to the employment.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	JTPA Performance Standards and Incentive Policy
Committee	Evaluation and Performance
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Richard Rogers, TDOC
Summary of Item	The JTPA Reform Amendments substantially revised Section 106 of the JTPA, which mandates performance standards, and incentive policies. The attached briefing discusses the changes required in the state policy and presents information on the Governor's authority to set state standards and provide incentives to SDAs for meeting those standards.
Attachments	

POLICY BRIEFING ITEM JTPA PERFORMANCE STANDARDS AND INCENTIVE POLICY

PURPOSE

To brief the Council on the changes which will be required in the PY94 Performance Standards and Five Percent Incentives Policy for the State JTPA program for action at the next meeting.

BACKGROUND

The Job Training Reform Amendments of 1992 substantially revised Section 106 of JTPA, which mandates performance standards, including significant revisions to the language on incentive grants and sanction policies. In particular, Section 106(b)(7) now states that Governors shall award incentive grants to service delivery areas that:

- (A) Exceed the performance standards established by the Secretary...with respect to services to all participants;
- (B) Exceed the performance standards established by the Secretary...with respect to services to populations of hard-to-serve individuals;
- (C) Serve more than the minimum percentage of out-of-school youth...;
- (D) Place participants in employment that--
 - (i) Provides post-program earnings exceeding the applicable performance criteria; and
 - (ii) Includes employer-assisted employment benefits, including health benefits...; and
- (E) Exceed the performance standards established by the Governor....

This language introduces a basic change in incentive policies. The legislation provides a list of criteria to be included in incentive policies, some of which go beyond the Secretary's standards. While some of these were previously allowed (e.g., Governor's standards), others are new (e.g., serve more than the minimum percentage of out-of-school youth, and placing participants in employment that includes employer-assisted employment benefits).

DISCUSSION

The amended Job Training Partnership Act states that five percent of the allotment for Title IIA (Adult) and Title IIC (Youth) is available to provide incentive grants to SDAs which exceed performance standards. The Governor is allowed to use up to 33 percent of the money authorized for incentive grants to provide capacity building and technical assistance to service delivery areas and service providers. Sixty-seven percent of the funds must be provided directly to SDAs who exceed performance standards. If incentive funds are still available after all SDA incentive awards have been distributed, bonus awards can be distributed based on criteria specified by the Governor.

The Secretary has established the following six performance standards for Title IIA programs:

- Adult follow-up employment rate,
- Adult follow-up weekly earnings,
- Adult welfare follow-up employment rate,
- Adult welfare follow-up weekly earnings,
- Youth entered employment rate, and
- Youth employability enhancement rate.

The state must add two additional performance criteria:

- Serving more than the minimum percentage of out-of-school youth, and
- Placing adult participants in employment which includes employer-assisted benefits.

SERVING MORE THAN THE MINIMUM PERCENTAGE OF OUT-OF-SCHOOL YOUTH

The JTPA amendments include a requirement that at least 50% of Title IIC participants be out-of-school youth to assure that they are served equitably. Out-of-school youth includes youth enrolled in an alternative school. In-school individuals served as a part of a schoolwide project are not counted as a part of the ratio of in-school individuals to out-of-school individuals.

Options: To establish a minimum qualifying service level for an incentive award between 50% and 100% of youth terminees.

Approach: Adding the language providing incentives for SDAs that "serve more than the minimum percentage of out-of-school youth" suggests that Congress' intent is to encourage service to out-of-school youth beyond the required 50%. However, equitable service to in-school youth is also important. A minimum qualifying service level of 55% would encourage service above the minimum established by law but does not unduly discourage service to in-school youth.

PLACING PARTICIPANTS IN EMPLOYMENT WHICH INCLUDE EMPLOYER-ASSISTED BENEFITS.

Employer-assisted benefits is defined as fringe benefits consisting of, at a minimum, health insurance benefits and coverage under Social Security or an equivalent pension plan.

Options: To establish a minimum qualifying placement with employer assisted benefits rate for an incentive award between 1% and 100% of adult placements.

Approach: Data from the Current Population Survey show that about 53% to 56% of all civilian wage and salary workers participate in group health plans. As availability of health benefits vary by industry, setting a high level would be unfair to some SDAs due to the industrial mix in their area.

DISTRIBUTION OF INCENTIVE FUNDS AMONG THE PERFORMANCE STANDARDS

Due to the requirement to add the two additional performance criteria it is necessary to revise the distribution of funds among the criteria. Current policy distributes incentive funds as follows:

Adult follow-up employment rate	10%
Adult follow-up weekly earnings	10%
Adult welfare follow-up employment rate	20%

Adult welfare follow-up weekly earnings	20%
Youth entered employment rate	20%
Youth employability enhancement rate	20%

Options: There are no restrictions on the distribution of incentive funds among the eight performance criteria other than none can be zero weighted.

Approach: The following distribution places 45 percent of the incentive funds on youth criteria and emphasizes the importance of successful outcomes to welfare recipients.

Adult follow-up employment rate	10%
Adult follow-up weekly earnings	10%
Adult welfare follow-up employment rate	15%
Adult welfare follow-up weekly earnings	15%
Youth entered employment rate	20%
Youth employability enhancement rate	20%
Serving more than the minimum percentage of out-of-school youth	5%
Placing adult participants in employment which includes employer-assisted benefits	5%

Under the current policy, the state has established five performance criteria for which SDAs may qualify for bonus awards:

- Bonus for service levels to AFDC recipients,
- Bonus for service to JOBS participants,
- Bonus for completing adult skills training,
- Bonus for service to adults and youth with multiple barriers to employment, and
- Bonus for service levels to youth dropouts.

Approach: One approach would retain the bonus measures for service to AFDC recipients and JOBS participants. The bonus measures for AFDC recipients and JOBS participants responds to language in the State JTPA statute to encourage increased service to AFDC recipients and to Rider 12 of the Department of Commerce Appropriations Act which states that funds available under the JTPA be used, to the extent feasible, to supplement efforts directed toward securing employment for recipients of the AFDC program.

The bonus for adult skills training includes occupational skills training and adult basic education. Staff encourages the retention of this measure because completing skills training is positively associated with post-program employment and earnings.

Staff recommends that the bonus measures for service levels to youth dropouts and participants with multiple barriers to employment be deleted from the incentive awards policy as the reform amendments now define minimum service levels for hard-to-serve and out-of-school participants.

STATE STANDARDS

In addition to the standards established by the Secretary of Labor, the Governor may prescribe standards. Such additional standards may include criteria relating to establishment of effective linkages with other programs to avoid duplication and enhance the delivery of services, the provision of high quality services, and successful service to hard-to-serve individuals. The

Governor may use up to 25% of the funds which are available for incentives, to reward performance against state standards.

At the June meeting, Council and Commerce staff will recommend additional state measures which support the goals and objectives of the State Strategic Plan for Workforce Development programs.

OTHER POLICY CHANGES

In addition to the changes discussed above, the following policy for PY94 includes changes in the criteria for eligibility for incentive awards which are needed to bring the state policy into compliance with Department of Labor guidance for PY94:

- If less than 65 percent of the SDAs Title IIA terminations are hard-to-serve the SDA will be precluded from eligibility for incentive grants based on performance during PY94.
- If less than 65 percent of the SDAs Title IIC terminations are hard-to-serve the SDA will be precluded from eligibility for incentive grants based on performance during PY94.
- If an SDA fails three or more of the six DOL performance Standards or fails both of the DOL youth standards it will be precluded from eligibility for incentive grants based on performance during that year.

Framework for PY94 Five Percent Incentive Grant System

- Guiding Principles. To ensure the development of JTPA as a performance-driven system, the State's five percent incentive funds will be primarily used to reward SDAs on the basis of their performance.

The following three performance criteria are the basis for consideration in making awards:

- Department of Labor performance standards:
 - Adult follow-up employment rate (AFER);
 - Adult follow-up weekly earnings (AFWE);
 - Adult welfare follow-up employment rate (AWFER);
 - Adult welfare follow-up weekly earnings (AWFWE);
 - Youth employability enhancement rate (YEEN); and
 - Youth entered employment rate (YEER).
- Serving more than the minimum percentage of Out-of-School Youth; and
- Placing adult participants in employment which includes employer-assisted benefits.

Several underlying principles should be considered in designing the distribution system for allocating five percent incentive grants:

- At a minimum, the distribution system should be in compliance with the Act and any ensuing DOL regulations or issuances.
- The system should be relatively simple and comprehensible.

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- The system should provide equity in terms of access, possible share of funds and required performance levels across SDAs.
 - To emphasize service to AFDC recipients, especially Job Opportunities and Basic Skills Training (JOBS) participants, the system should provide rewards for increased service levels to these clients as well as rewarding performance which results in increased employability and employment retention.
 - Incentive dollars should be awarded only to SDAs who exceed established minimum performance levels.

Department of Labor Performance Standards:

For PY94, these are defined as the adjusted 50th percentile of national performance, i.e., the 50th percentile of national performance adjusted for SDA local factors by the DOL adjustment model. The adjusted standard is the actual predicted, or mid-point, values established for each SDA during the annual planning process and recalculated at the end of the Program Year based upon actual events (e.g., local economic conditions, service levels, etc.) during the year. For all standards, SDAs with actual performance within the zone between the adjusted 50th percentile of national performance and the lower confidence interval inclusive shall be considered to have met but not exceeded the standard. The lower confidence interval is the adjusted standard minus the greater of the tolerance range; or expanded tolerance range, for those standards for which the SDA has extreme values on two or more local factors.

For serving more than the minimum percentage of Out-of-School Youth the minimum performance is defined as 55.0 percent of youth terminations.

For placing participants in employment which includes employer-assisted benefits the minimum performance level is defined as 55.0 percent of Adult placements.

Failure to meet any one of these minimum values should reduce an SDA's chance to maximize its incentive award. Five percent incentive funds should only be used to reward good overall performance.

- General State Policies. PY95 five percent incentive funds will be used to award incentive grants to SDAs based on PY94 performance against standards established for JTPA Title IIA and Title IIC programs. In addition, SDAs may be eligible to receive "bonus" incentive funds based upon their service levels to AFDC recipients, JOBS participants, and for completion rates in adult skills training.

- Allocation of Five Percent Incentive Funds.

- Maximum potential SDA shares of the five percent incentive funds will be calculated. Shares will be proportionate to the SDA share, for the current Program Year, i.e., PY94, of the State's Title IIA and Title IIC allocation.

Note: *If total incentive and bonus awards is less than the total amount allocated for incentives, the balance will be prorated by award share to those SDAs eligible for an incentive award, and provided to SDAs as additional incentive grant funds. Total incentive awards and bonuses will not exceed the total amount allocated for*

- Allocation of Five Percent Incentive Funds.

- Maximum potential SDA shares of the five percent incentive funds will be calculated. Shares will be proportionate to the SDA share, for the current Program Year, i.e., PY94, of the State's Title IIA and Title IIC allocation.

Note: *If total incentive and bonus awards is less than the total amount allocated for incentives, the balance will be prorated by award share to those SDAs eligible for an incentive award, and provided to SDAs as additional incentive grant funds. Total incentive awards and bonuses will not exceed the total amount allocated for incentives (not less than 67% of the Title IIA and IIC 5% allocation). Not more than 25 percent of the total incentive funds distributed will be for bonus awards.*

- Eligibility/Special Restrictions.

- If less than 65 percent of the SDAs Title IIA terminations are hard-to-serve the SDA will be precluded from eligibility for incentive grants based on performance during PY94.
- If less than 65 percent of the SDAs Title IIC terminations are hard-to-serve the SDA will be precluded from eligibility for incentive grants based on performance during PY94.
- If an SDA fails three or more of the six DOL performance Standards or fails both of the DOL youth standards it will be precluded from eligibility for incentive grants based on performance during that year.

- Weighting.

- For PY94, the following two performance standards are weighted/ranked equally at 20.0 percent:
 - Youth entered employment rate (YEER), and
 - Youth employability enhancement rate (YEEN).
- The following two performance standards are weighted/ranked equally at 15.0 percent:
 - Adult welfare follow-up employment rate (AWFER),
 - Adult welfare follow-up weekly earnings (AWFWE),
- The following two performance standards are weighted/ranked equally at 10.0 percent:
 - Adult follow-up employment rate (AFER), and
 - Adult follow-up weekly earnings (AFWE).
- The remaining two performance criteria are weighted/ranked equally at 5.0 percent:
 - Serving more than the minimum percentage of out-of-school youth.
 - Placing adult participants in employment which includes employer-assisted benefits.

- Distribution Mechanism.

- Performance standard ranking. The priority ranking of the performance criteria will be as stated in the section on "Weighting", above.
- Funding tiers. For the DOL performance standards, two funding tiers will be included in the PY94 policy, thus allowing SDAs opportunity to increase their incentive award based on the degree by which they exceed their performance standards.
- Allocation of funds. For the DOL performance standards, eighty-five and 15 percent of the five percent incentive funds will be allocated to Tiers I and II, respectively. This allows SDAs to receive a share of their incentive funds for above average performance with an additional incentive for higher levels of performance.
- Required performance levels. The degree by which the DOL performance standards must be exceeded to qualify for funds in a given tier are as follows:
 - Tier I above the adjusted 50th percentile of national performance *
 - Tier II above the adjusted 65th percentile of national performance

*SDAs will not be rewarded for "meeting" their minimum performance standards.

- State performance measures

- Bonus for service levels to AFDC recipients. For each percentage point by which an SDA serves AFDC recipients (adult and youth) in excess of the incidence of AFDC recipients (age 14 and older) in the poverty population, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible. For the purposes of this bonus, the percent of AFDC recipients served shall be calculated as the number of AFDC terminées (adult and youth) expressed as a percentage of all terminées (adult and youth).
- Bonus for service to JOBS participants. For each percentage point by which an SDA serves JOBS participants (adult and youth) in excess of the ratio of JOBS participants (adult and youth) in the AFDC population, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible.
- Bonus for adult skills training. For each percentage point by which an SDA exceeds the Adult Skills Training Completion Rate standard of 50 percent, the SDA will be awarded a one percent bonus. This bonus is subject to availability of funds and shall not exceed 20 percent of the award amount for which the SDA is eligible. The Adult Skills Training Completion Rate is calculated as the percent of adult terminées who completed occupational skills training and/or adult basic education training. Occupational skills training includes both job specific classroom training and OJT. Adult basic education training includes classroom training which primarily provides basic education skills, literacy training, academic education, adult basic education, ESL, or GED.

INTERVENTION COMMITTEE

AGENDA

INTERVENTION COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, 6th Floor Conference Room
Austin, Texas

- 8:30 a.m. Call to Order
Announcements
Public Comment
- 9:00 a.m. Strategic Plan Discussion
Final Review of Part One
Tasks and Timelines
Core Measures
- 10:00 a.m. Action Item: Assessing State Agency Plans for Consistency with State Strategic Plan*
- 10:15 a.m. Policy Briefing Item: JTPA Governor's Coordination and Special Services Plan
- 10:45 a.m. Break
- 11:00 a.m. Policy Briefing Item: Adult Education State Plan
- 11:30 a.m. Policy Briefing Item: State Plan for JOBS Training and Support Services
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Policy Briefing Item: JTPA Summer Youth Program Local Plan Approval Process
- 2:00 p.m. Policy Briefing Item: JTPA Youth and Adult Local Plan Approval Process
- 2:30 p.m. Briefing Item: JTPA Older Individual Program
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

* This item can be found under the above title in the Worker Transition/Local Systems Committee materials.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	<i>JTPA Governor's Coordination and Special Services Plan (GCSSP)</i>
Committee	Intervention
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Joseph A. Yacono
Summary of Item	The <i>Job Training Partnership Act</i> (JTPA) requires the Governor to submit a plan every two years which outlines the proposed use of all resources granted to the state under the Act and which reviews the use of funds during the previous two years.
Attachments	Copies of the PY92-93 Governor's Coordination and Special Services Plan will be available at the committee meeting.

POLICY BRIEFING ITEM JTPA GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN
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PURPOSE

To brief the Council on its advisory and oversight role in the formulation of the *Governor's Coordination and Special Services Plan* (GCSSP) as required by the *Job Training Partnership Act* as amended (JTPA) and to prepare the Council to take action on the GCSSP in April.

BACKGROUND

The JTPA requires the Governor to "prepare a statement of goals and objectives for job training and placement programs within the State" and to assist in the preparation of the plans required of local regions which receive JTPA funding and section 8 of the *Wagner-Peyser Act*. The Governor's statement is known as the *Governor's Coordination and Special Services Plan* (GCSSP). The plan is to be submitted to the U.S. Department of Labor (USDOL) every two years as a basis for the state to receive funds under the Act. It must describe the use of all JTPA resources provided to the state and to its service delivery areas, and it must evaluate the experience of the preceding two years.

The GCSSP must cover the following items relative to the JTPA:

1. Establish criteria for coordinating activities between JTPA programs and local and state education and training agencies and other agencies the Governor determines to have a direct relation to employment and training and human resource use in the State.
2. Describe the measures taken and procedures used to avoid duplication between the state's JOBS program and the JTPA Title II programs in the planning and delivery of services.
3. Describe the projected use of resources, including oversight of program performance, program administration, and program financial management, capacity building, priorities and criteria for state incentive grants, and performance goals.
4. Include goals and activity pertinent to the training and related placement of women in non-traditional employment and apprenticeships, including those activities in coordination with the *Carl D. Perkins Vocational and Applied Technology Education Act* programs.
5. Describe how the state will successfully conduct training activities for eligible individuals whose placement is the basis for the state receiving federal incentive bonuses authorized by Title V of the JTPA.
6. Describe any adjustments made in performance standards and the factors used to make the adjustments.
7. The Governor has to submit modifications if any major labor market conditions change or if funding changes during the two years the plan covers.

The state uses the GCSSP as a baseline guide for administering JTPA programs as does the USDOL in conducting oversight activity. Similarly, the local delivery areas use it as a base for their planning activity.

DISCUSSION

In previous years, the USDOL provided detailed requirements for developing the GCSSP. Those requirements came in late February or early March, and the plan was due for submission in mid-May. Once the state receives firm information concerning the schedule for 1994 under the provisions of the JTPA as amended, the plan will be developed, reviewed and approved by the Council, and submitted to the USDOL.

The PY94-PY95 GCSSP is expected to include plans and policies for the conduct of all new activity under the amended JTPA as well as information concerning performance and use of funds for continuing activities.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	Adult Educaton State Plan
Committee	Intervention Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Pavlos Roussos, Texas Education Agency Deborah Stedman, Texas Education Agency
Summary of Item	The Adult Education Act (Public Law 91-230), as amended by the National Literacy Act of 1991 (Public Law 102-73), requires a state to develop a plan every four years as a prerequisite to receiving its adult education federal grant. Texas is currently operating under its approved State Plan for Federal Adult Education Funding which expires June 30, 1995. A new four-year plan must be submitted to the United States Department of Education before July 1, 1995. The Intervention Committee will be briefed on the State Plan requirements and procedures in formulating the plan.
Attachments	

POLICY BRIEFING ITEM ADULT EDUCATION STATE PLAN

PURPOSE

To brief the Intervention Committee on the Texas State Plan for Federal Adult Education Funding, which expires June 30, 1995, and state plan requirements and procedures in formulating the plan. This briefing is designed to assist the Committee in addressing adult education and literacy in the Texas Workforce Development System Strategic Plan and in providing guidance in the formulation of the new adult education plan in 1995.

BACKGROUND

The Adult Education Act (Public Law 91-230), as amended by the National Literacy Act of 1991 (Public Law 102-73), requires a state to develop a plan and application every four years as a prerequisite to receiving its adult education federal grant. The current Texas State Plan for Federal Adult Education Funding is effective through June 30, 1995. As a result of the National Literacy Act of 1991, the 1990-1993 State Plan was amended in April 1992 to extend it to June 30, 1995, and to incorporate new mandates of the Act, such as development of goals, objectives and activities for improving literacy levels, recruitment, retention, and long-term learning gains; distribution of funds on a competitive basis; eligible recipients for funds; direct and equitable access provisions; and development of indicators of program quality. The State Plan was amended in June 1993 to incorporate the indicators of program quality developed to be used in evaluating programs; the indicators are presented in Attachment A.

The adult education program in Texas provides literacy, English language skills for limited English proficient adults, basic academic and life skills, and secondary level competencies for out-of-school youth and adults who are beyond the age of compulsory school attendance who function at less than a secondary completion level. The purpose of the program is to enable individuals, especially educationally disadvantaged adults, to secure the education necessary for literate functioning, effective citizenship, job training or retraining, productive employment, achievement of a secondary school credential, to become more employable, productive and responsible citizens and lifelong learners.

Required Procedures: The Texas Education Agency is responsible for the development and administration of the State Plan. The State Board of Education must approve the plan. The plan must be submitted for review and comment to the State Job Training Coordinating Council, the State Board for Vocational Education, the Texas Higher Education Coordinating Board, the State Advisory Council for Adult Education, and the State Single Point of Contact for intergovernmental review. With the enactment of Senate Bill 642, the Texas Council on Workforce and Economic Competitiveness must review, comment, and make recommendations regarding the formulation of the plan. The plan must be submitted to the United States Department of Education by July 1, 1995. Usually, the United States Department of Education recommends the submission of the plan in April.

The Texas Education Agency must conduct at least two public hearings, providing sufficient notice so that all segments of the public and interested groups and organizations may present their views and make recommendations.

If an amendment to the plan is necessary, the same procedures used in developing the plan must be followed. The amendments must be submitted by July 1 preceding the fiscal year of operation to which the amendments apply.

Components of the Plan: The Act requires that the following components be addressed in the plan:

- State administration;
- Policies, activities, and procedures for approving local applications;
- Overview of accomplishments of the current plan;
- Formulation of state plan, public and private involvement, public hearings, and development of indicators of program quality;
- Needs assessment;
- Needs and services for various adult populations;
- Instructional resources;
- Major goals, objectives, and activities;
- Expansion of delivery system and outreach;
- Coordination;
- Utilization of volunteers;
- Evaluation and program reviews;
- State Advisory Council; and
- Special Experimental Demonstration Projects and Teacher Training (priorities, funding, applications).

The State Plan must also incorporate assurances that the state will comply with the requirements of the Act. The Act requires that not more than 20 percent of funds will be used for programs of equivalency for a certificate of graduation from a secondary school (grades 9-12). The Act earmarks about 30 percent of funds for particular purposes such as: corrections education and education for other institutionalized adults (10%); state administration (5%); and (15%) for special experimental demonstration projects and teacher training (two-thirds of the 15% must be used for teacher training). It is also required that funds be set aside for competitive two-year grants (Gateway Grants) to public housing agencies.

DISCUSSION

Unlike other programs, a new plan for adult education is not required for the coming year. The state does have the option of amending the plan and the Council has the authority to recommend revisions. However, the plan was amended in April, 1992 after extensive public hearings and comment. Neither TEA or TCWEC staff are recommending amending the plan for PY94. However, the new plan due July 1, 1995 will take into consideration the state strategic plan and TCWEC recommendations for modifications and amendments. The time line for formulating the new State Plan will be influenced by Congressional action to reauthorize the National Literacy Act. It is anticipated that the U. S. Department of Education will issue guidance to States in October 1994. If there are no delays at the Federal level, the State Plan could be developed and submitted in April 1995.

INDICATORS OF PROGRAM QUALITY FOR ADULT EDUCATION AND LITERACY PROGRAMS

AREA: LEARNER OUTCOMES

1. Academic Development: Adult learners demonstrate increased proficiency in oral and written communication, problem-solving, and numeracy in the context of real world competencies.

This means that:

- oral and written communication proficiencies are an established part of the program;
- problem solving proficiencies are an established part of the program;
- numeracy proficiencies, as appropriate, are an established part of the program; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in oral and written communication, problem-solving, and numeracy in the context of real world competencies.

2. Real World Applications: Adult learners demonstrate improved capacity to participate responsibly and productively as lifelong learners.

This means that:

- real world competencies are an established part of the program outcomes; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined real world competencies.

3. Preparation for Transition: Adult learners demonstrate progress toward attainment of skills and/or credentials that will allow them access to further education or training opportunities.

This means that:

- outcomes for transition are an established part of the program; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined transition proficiencies.

4. Work Force Development : Adult learners demonstrate increased proficiency in academic skills needed to enter the work force and/or progress in the high performance work place of the 21st century.

This means that:

- outcomes for participation in the work force are an established part of the program;
- measurement is directly related to outcomes; and
- instruction addresses competencies outlined in SCANS -- resources, interpersonal information, systems, and technology.

Measure: Assessment demonstrates student progress toward collaboratively defined work force proficiencies.

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5. Personal Development: Adult learners demonstrate increased proficiency in setting personal goals, assessing their own progress, and incorporating changes as needed.

This means that:

- personal development outcomes are an established part of the program; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in setting personal goals, assessing their own progress, and incorporating changes as needed.

AREA: PROGRAM PLANNING

1. Needs Assessment. The program planning process is guided by an extensive needs assessment of the target population to be served.

This means that:

- the needs assessment reflects the community demographics;
- the needs assessment includes local work force requirements;
- the needs assessment reflects perceived needs of learners;
- the needs assessment considers available resources; and
- the needs assessment considers barriers to access to adult education and literacy programs.

Measure: (a) The needs assessment indicates that community demographics, perceived needs of learners, data about available resources, and data about barriers to access to adult education and literacy programs is used.

Measure: (b) The program's plan of action is based on the needs identified by stakeholders in the needs assessment process.

2. Participatory, Evaluation-Based Planning. The program planning process is ongoing, participatory, and based on formative and summative evaluation.

This means that program planning:

- reflects collaborative input from representatives in the community, including both public and private sectors;
- is broad-based;
- reflects the need for upgrading learner's work force skills;
- reflects input from the targeted population;

This means that evaluation:

- is collaboratively developed;
- determines the the accomplishment of program goals and objectives;
- is timely and provides managers with feedback about implementation and the need for mid-course corrections;
- includes students in evaluation procedures; and
- involves both quantitative and qualitative measures.

Measure: (a) Evidence indicates that the program plan results from on-going collaboration with stakeholders, including, but not limited to, employers.

Measure: (b) Evidence indicates that the program goals, objectives, outcomes, and implementation procedures are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation.

AREA: RECRUITMENT OF EDUCATIONALLY DISADVANTAGED ADULTS AND OTHER UNDEREDUCATED ADULTS

1. Identified Needs. Program recruitment is based on identified needs of educationally disadvantaged adults and other undereducated adults.

This means that:

- recruitment reflects outreach efforts to adults who may have been unaware of or reluctant to use adult education and literacy services;
- recruitment reflects the needs of unemployed adults;
- recruitment reflects the needs of individuals who are unable to function independently in society;
- recruitment reflects the personal development needs of adult learners, including, but not limited to, parenting skills.

Measure: Evidence indicates that recruitment is the result of an organized, on-going collaboration among stakeholders.

2. Appropriateness. Recruitment strategies are appropriate for the target group(s) being recruited.

This means that:

- recruitment strategies are proven to be effective in recruiting specific targeted groups; and
- recruitment strategies are consistent with program outcomes.

Measure: Evidence indicates that the identified target learner groups are being recruited through effective, appropriate activities.

AREA: CURRICULUM AND INSTRUCTION

1. Adult Learning Theory: Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.

This means that:

- the instructional program is built upon the language, experience, and prior knowledge of the learners;
- learners have input into and help make program choices;
- grouping is flexible and exists to facilitate learner collaboration;
- learning is active and interactive;
- the language skills of listening, speaking, reading, and writing are integrated holistically;
- literacy instruction and mathematics instruction are integrated holistically. • administrators, teachers, and curriculum developers articulate what they are teaching, why they are teaching it, and how they are teaching it;
- practitioners/administrators account for their instructional choices, methods, and content; and
- there is a rationale for the curriculum based on the theory and informed practice.

Measure: Evidence indicates that curriculum and instruction are based on learner outcomes and are consistent with holistic adult learning.

2. Learner Centered and Participatory: Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.

This means that:

- language is always presented in context;
- problem solving and other metacognitive outcomes (e.g., learning to learn, team work, interpersonal skills) are emphasized;
- the higher order cognitive skills are emphasized regardless of the functional skill levels of learners.
- curricula are dynamic and evolving;
- learners are actively involved in making decisions about curriculum content;
- curricula reflects learners' identified goals and needs; and
- curricula reflect the diversity of the learner population.

Measure: Evidence indicates that learners articulate their needs and goals which are linked to curriculum and instruction.

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3. Functional Contexts: Curricula content and instructional practices are based on functional contexts within a holistic framework.

This means that:

- curriculum content and materials are based on meaningful life situations that reflect learners needs and interests;
- curriculum addresses work force competencies: resources, interpersonal, information, systems, and technology.
- This means that curriculum is integrated and related to the whole person and attends to such dimensions as affective, cognitive, and social.

Measure: Evidence indicates that lessons, materials, and activities are functional and holistic.

4. Thinking and Problem Solving: Curricula and instructional processes contribute to the development of independent problem solvers and thinkers.

This means that:

- curricular content includes such areas as metacognitive strategies, survival skills, life long learning strategies, collaborative learning processes, and self-determination strategies.

Measure: Evidence indicates that problem solving and critical thinking processes are developed.

5. Curriculum and Instruction are Dynamic: Curriculum and instruction are adapted according to evaluation information.

This means that:

- curricula are dynamic, and changes are based on the most recent formative and summative evaluation information.

Measure: Evidence indicates that curriculum and instruction are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation. (Note: this is essentially a "subset" of the Program Planning 2b measure).

6. Holistic Assessment: Curricular and instructional assessment are consistent with and supportive of a holistic, learner-centered instructional approach.

This means that:

- assessment is directly related to identified proficiencies, curriculum, and desired outcomes;
- assessment procedures make use of authentic language in a variety of approaches, such as observation and other informal assessments, and performance based assessment;
- student assessment procedures are used to determine progress; and
- there is an on-going system of collaborative assessment of progress with students.

Measure: Evidence indicates that curricular and instructional assessment are learner outcome-based, integrate learner goals and objectives in a functional context, and contribute to the development of independent problem solvers and thinkers.

AREA: SUPPORT SERVICES FOR EDUCATIONALLY DISADVANTAGED ADULTS AND OTHER UNDEREDUCATED ADULTS

1. Identification of Support Needs. The program identifies support service needs of students and their families that affect participation in the program and promotes student access to these services.

This means that:

- there is a user-friendly system established to identify support service needs.

Measure: Evidence indicates that there is a system to identify and refer learners to needed support services.

2. Community Resources. The program educates students concerning community resources and methods for accessing services.

This means that:

- curricula include community resources components; and
- information about community resources is reflected in professional development planning.

Measure: Evidence indicates that curriculum and professional development include information about community resources and how to access them.

3. Support Service Agreements. The program has collaborative, current agreements with community resources for the delivery of support services that are available.

This means that:

- the program negotiates written agreements with social services and other community resources for the provision of support services to adult students; and/or
- the program develops systematic procedures with community resources for the delivery of support services to adult students.

Measure: Evidence indicates collaborative, current agreements with social services and other community resources for the delivery of support services for adult learners.

4. Family Support Services. The program participates with community resources for the whole family.

This means that:

- the program participates in an existing system of community support services for the whole family; or
- the program participate in efforts to organize systems of community support services for the whole family.

Measure: Evidence indicates active participation in existing systems of community support services for the whole family, or in efforts to organize such a system.

AREA: PROFESSIONAL DEVELOPMENT

1. Collaborative Planning Based on Proficiencies. Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes.

This means that:

- professional development is a process of constant renewal and improvement;
- collaborative planning includes planning with staff;
- collaborative planning includes input from students;
- professional development includes a comprehensive menu of resources approach; including, but not limited to, workshops, conferences, institutes, college courses, or self-directed professional development; and
- professional development provides for the acquisition of new proficiencies, the practice of these proficiencies; and the use of a systematic plan for follow-up.

Measure: (a) Evidence indicates a professional development plan based on collaborative needs assessment data for administrative and instructional personnel.

Measure: (b) Evidence indicates implementation to provide for individual professional needs by providing a comprehensive menu of staff development resources.

2. Consistent with Holistic Instruction. The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program.

This means that:

- professional development planning is based on a holistic instructional philosophy of adult learning; and
- professional development planning is based on assessed student needs and stated program outcomes.

Measure: (a) Evidence indicates that the professional development plan and activities reflect a holistic, learner-centered philosophy of education.

Measure: (b) Evidence indicates that professional development contributes to continuous student progress.

AREA: STUDENT RETENTION

1. Achievement of Goals. The program is designed to enable undereducated adult students to remain in the program long enough to achieve their goals and/or make a successful transition.

This means that:

- the program has a process to assist students in realistic goal setting;
- the program encourages a peer support network of participants and an atmosphere of caring;
- the program provides for recognition of student accomplishments and achievement;
- a plan for retention is collaboratively designed and implemented by staff and students;
- the program components are coordinated to ensure continuity and timeliness; and
- program retention strategies are reflected in professional development planning.

Measure: (a) Evidence indicates that the program provides the learner with a supportive and encouraging learning environment.

Measure: (b) Evidence indicates that learners are assisted in realistic personal goal setting

Measure: (c) Evidence indicates that various educational and training services are coordinated to enable learners to make a timely transition between or among components.

Measure: (d) Evidence indicates that adult students remain the program long enough to achieve their goals and/or make a successful transition.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3, 1994
Agenda Item Topic	Requirement for Development and Approval of Job Opportunities and Basic Skills Training (JOBS) Program and Supportive Services State Plans.
Committee	Intervention Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Irma Bermea, DHS
Summary of Item	<p>Federal regulations require that the state agency responsible for administering the JOBS program submit the JOBS and Supportive Services state operating plans to the U.S. Department of Health and Human Services (DHHS).</p> <p>This item provides the Intervention Committee with information regarding the state operating plans.</p> <p>This item provides the following:</p> <ol style="list-style-type: none"> 1) information regarding the timeframes and format for the state plans 2) information regarding the system used for determining the level of services to be provided to clients based on individual need 3) information regarding component activities in which clients may participate 4) information regarding the supportive services available to participating clients
Attachments	The current JOBS and Supportive Services State Plans will be available at the committee meeting.

<p style="text-align: center;">POLICY BRIEFING ITEM STATE PLAN FOR JOBS TRAINING AND SUPPORT SERVICES</p>

PURPOSE

To brief the Intervention Committee of the Texas Council on Workforce and Economic Competitiveness on the requirements of development and approval for the Job Opportunities and Basic Skills Training (JOBS) Program and Supportive Services State Plans.

BACKGROUND

The Department of Human Services (DHS) is the single state agency responsible for administering the Aid to Families with Dependent Children (AFDC) program. As the single state agency, the law further requires DHS to administer the employment component of this program. Program participants are individuals who receive AFDC benefits and live in any one of the 87 JOBS counties. These individuals must, as a condition of their eligibility, participate in employment services designed to assist them to become self-sufficient through employment. Some clients are exempted from this requirement based on circumstances such as the age of the client, the age of the client's youngest child, or medical conditions that prevent the client's participation.

As the single state agency responsible for administering the program, DHS is required to submit the JOBS and Supportive Services state operating plans to the U.S. Department of Health and Human Services (DHHS) not less than every two years. The update is considered a new plan and must be submitted to DHHS for approval at least 90 days prior to the beginning of the next biennial period. The State Plan material is provided by the DHHS as a fill-in-the-blank format on a pre-printed document, requiring that the state address each program requirement and identify services provided. Items specified include program goals and objectives, the administrative structure, local and state office level coordination, and service provision structure. The plan must specify the range and method of service provision in each subdivision or area of the state served.

DISCUSSION

The JOBS State Plan outlines the procedures to be followed by DHS staff as well as contractor staff in providing services to AFDC and AFDC - Unemployment Parent (UP) recipients. Basic AFDC provides cash assistance and medical coverage to children who are needy and deprived of support of a legal parent for reason of absence, death, incapacity or unemployment. AFDC-UP provides aid to a dependent child who is deprived of parental support or care by reason of the unemployment of the parent who is the principle wage earner.

With limited resources and in recognition of the fact that not all clients require the same level of intervention, DHS established a "triage" system, whereby a client's response to questions asked by program staff resulted in their assignment to one of three service levels based on the amount of intervention needed. These three service levels are:

- Service Level I - Those clients who have recent work experience at above minimum wage, or a high school diploma or its equivalent, or have completed job skills training. Typically, these clients will be referred to the employment services contractor, the Texas Employment Commission, for job search assistance and additional training if necessary.

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- Service Level II - Those clients who have completed eighth grade or higher but who have not completed high school or its equivalent. These clients may have some work history or job training experience, but need extensive support services, education, and training. These clients are assigned to a DHS case manager to coordinate needed support services. Activities for these clients may involve education, job skills training, unpaid work experience, job readiness or life skills training.
 - Service Level III - Those clients who have completed less than the eighth grade, have limited or no work experience, no skills training, or have personal or family barriers. These clients receive specific referrals to community education, training, and social service providers to address their needs.

The JOBS program contains the component activities that clients may participate in either with DHS or through referral to a provider. These activities are:

- Education
 - high school education or its equivalent
 - basic or remedial education
 - education in English proficiency
- Job Skills Training
- Unpaid Work Experience
- Job Readiness
- Job Development or Job Placement
- Individual Job Search
- On-the-Job-Training
- Self-initiated Training
- Post-Secondary Education

The Supportive Services State Plan specifies the supportive services available to JOBS participants, such as the allocation for transportation and one-time work-related expenses, as well as eligibility for child care. These supportive services are:

- Transportation allowance up to \$2.50 per day for JOBS component activities. Actual cost up to \$10.00 per day may be paid on a case-by-case basis. The maximum amount of transportation payments may not exceed \$230.00 per month.
- One-time work-related expenses payments not to exceed \$65.00 per year.
- Payment of GED testing fees and for the certificate of high school equivalency.
- JOBS participants are eligible for dependent care through the statewide Child Care Management Services system.

Federal regulations require the state plans to be reviewed by the Governor's Office and the Texas Council on Workforce and Economic Competitiveness 60 days prior to the submittal to the Department of Health and Human Services.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	JTPA Summer Youth Program Plan Approval Process
Committee	Intervention
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Annemarie McCracken, Texas Department of Commerce
Summary of Item	<p>The IIB Summer Youth Employment and Training Plans must be submitted to the Texas Department of Commerce by March 11, 1994. These plans are reviewed by Commerce staff and presented to the Council for review and approval. This policy briefing updates the Committee on the current status of the CY 94 IIB planning process, provides the allocation amounts, and gives two examples of IIB programs. It is proposed that the Intervention Committee will be presented an Action Item for approval of IIB local plans at an April interim meeting.</p>
Attachments	<p>Policy Briefing, Exemplary Program Examples Allocations by SDA will be provided as a handout at the committee meeting.</p>

POLICY BRIEFING ITEM JTPA SUMMER YOUTH PROGRAM PLAN APPROVAL PROCESS

PURPOSE

To brief the Council on the Summer Youth Employment and Training Program Plan Approval Process which will require Council action in April to approve local plans.

BACKGROUND

Funding for summer youth programs is made available under JTPA Legislation, Title IIB, Section 251, which requires Title IIB funds to be used for economically disadvantaged youth to "(1) enhance the basic educational skills of youth, (2) encourage school completion or enrollment in supplementary or alternative programs, and (3) provide eligible youth with exposure to the world of work." Section 254 of the Act stipulates that these programs shall be conducted during the summer months or a vacation period that is treated as the equivalent of a summer vacation within the jurisdiction of a local education agency. Eligible participants must be between the ages of 14 and 21.

Funds are used for a variety of activities including, but not limited to, work experience, basic skills and remedial education, employment counseling, and supportive services as necessary for youth to participate in the program.

One hundred percent of the funds are formula allocated to the Service Delivery Areas (SDAs) based on demographic information which includes poverty levels and unemployment rates. At this time, the total Service Delivery Area budget includes only the current years allocation. Administrative funds are limited to 15% of the total allocation with the remaining 85% used for training and support services.

In the previous two Calendar Years (CY), supplemental funding was received by the states to increase enrollment in the summer program. During CY 93, the Department of Labor used the funding to promote the Summer Challenge Initiative which encouraged SDAs to provide academic enrichment activities and promote private sector work experience initiatives through the local Private Industry Councils (PICs). Funds were delayed as a result of national legislative obstacles, and the State of Texas did not receive funds until July; mid-way through the summer program. Some SDAs had over-enrolled in anticipation of the funds. However, other SDAs, anxious about the availability of the supplemental funds, had to resume the intake process with only four weeks left in the program. Despite the lateness of funds and the lack of planning time for the additional money, Texas SDAs managed to enroll over 42,000 youth participants in either work experience and/or academic enrichment activities.

DISCUSSION

Section 104 of the Reform Amendments requires that each Service Delivery Area develop a plan to provide activities for economically disadvantaged youth. In addition, Section 105 requires that the Governor review and approve all such job training plans. Recommendations are made by the Council on Workforce and Economic Competitiveness for the approval of the plans by the Governor.

At this time, CY 94 IIB plans have not been submitted to Commerce for review. However, Program Year (PY) 94 Planning Guidelines have been released to the Service Delivery Areas so they may begin the planning process. The time line for IIB plan submission is as follows:

Date of Local Publication of Proposed Plan or Plan Summary for Review and Comment
-February 1, 1994

Date of Final Publication for General Public and State Legislature - March 11, 1994

Submission to the Department of Commerce - March 11, 1994

Statewide allocations have been released by the Department of Labor and Texas will receive approximately \$63,204,944 for CY 94, up 7.11% from last years allocation (see handout for IIB allocation by Service Delivery Area).

The Summer Youth Employment Program allows SDAs the opportunity to provide youth with short-term work experience in a variety of settings and approaches. During CY 93, the Department of Labor recommended that SDAs include academic enrichment as a major component of the summer program. It is expected that the Department of Labor will encourage SDAs to provide academic enrichment to participants during CY 94. It should be noted that most SDAs in the past have provided remedial services in basic education skills during the summer program and continue to provide those services without Department of Labor mandate.

Attached are two exemplary programs from CY 93. Both programs were nominated for JTPA Presidential Awards, and made the final stages of the selection process at the national level. These programs are indicative of the training services provided by Texas Summer Youth Employment Programs.

SAN ANTONIO PRE-FRESHMAN ENGINEERING PROGRAM

Sponsored by the University of Texas at San Antonio
JTPA Funding Level: \$134,400
Additional Funding: \$965,000
Number Served: JTPA 109/non-JTPA 1,170

The San Antonio Pre-freshman Engineering Program (PREP) is a mathematics-based academic enrichment program for middle school and high school students interested in science and engineering careers. The San Antonio PREP Program is based on Tex PREP, the Texas Pre-Freshmen Engineering Program, which is offered in 11 Texas cities. PREP spans an eight week period during the summer at the University of Texas at San Antonio and seven additional college campuses in the community. Historically, the program targets minority populations. During CY93, 90% of JTPA participants enrolled in the program were Hispanic. Program emphasis is on the development of abstract- reasoning skills and problem solving skills through a hands-on structured program in math and engineering. Students take a variety of classes in engineering, logic, technical writing, problem solving, and career awareness receiving state credit for the courses they successfully complete.

The PREP Program is exemplary in many aspects. First and foremost is the development of an outstanding summer engineering and math program for women and minorities. Fifty-two percent of previous enrollment was female and 53% from low income families. Programs developing high tech skills for this population have been scarce or non-existent in the past. PREP offers this population the opportunity to grow and excel. The San Antonio PREP program has made huge strides in overcoming these obstacles, providing quality training to an up and coming workforce. As JTPA strives to provide quality training and meet the needs of our customers, (business and industry in a global market), more initiatives that involve the private- and public- sector will have to collaborate in a fashion similar to San Antonio PREP.

The San Antonio PREP program has received many awards for its efforts including a Certificate of Merit from the Business Higher Education Forum of the American Council on Education Anderson Medal Competition, the Ford Motor Company Hispanic Salute, and a Texas Senate Resolution (#215) commending the extraordinary program efforts. Local contributors to the program include the Southwest Research Foundation, Alamo Area Student Intervention, United Services Automobile Association (USAA), Chevron, the San Antonio Water Association, and Xerox.

PROJECT ESOS-EDUCATING STUDENTS THROUGH OPPORTUNITY AND SERVICE

Sponsored by the Austin ISD - Community Education/ At-Risk Recovery Dept.

JTPA Funding Level: \$206,880

Additional Funding: \$ 25,000

Number Served: 90 JTPA Youth

Project ESOS (ESOS is the Spanish word for "those") gives Hispanic gang leaders work experience in professional occupations and a chance to improve basic skill levels. As a result of program efforts, the project has helped decrease gang activity and has increased the math and language arts levels of JTPA participants. By creating an "alternative" gang and building self-confidence, basic skills, and self-discipline, the ESOS approach gives young people the opportunity to succeed in school, stay out of gangs, and be a positive force in the community.

Project ESOS is a amalgam, created from bits and pieces of other programs after the Community Education Department budget was reduced by 50%. JTPA funding was added so the program could continue to operate in a low-income neighborhood and not pass the costs on to the residents, many of which would be unable to afford it. The project hoped to get at the root of gang problems which had plagued the area by recruiting gang leaders. By recruiting gang leaders, other gang members would be more likely to join the program.

Project ESOS operated simultaneously at three campuses with participants divided into teams. Each team had a Job Coach, a Team Leader, and four or five participants. The teams integrate five main components into the daily curriculum: personal counseling, applied academic skills, computer and/or video technology, vocational counseling, and work experience. Over 150 people were involved in the training activities. Partnerships were formed with the local Police Department Gang Unit, the Health Department, the Texas Youth Commission, and other non-profit groups.

Education was large part of the program. All participants had jobs requiring some post-secondary schooling to promote the importance of education. The education component also combined work experience and basic skills to illustrate the connection between school and work. Participants were placed in news, video, or service teams consisting of eight or nine participants. At the end of the summer, each team would have produced a concrete product of their efforts.

News Teams were responsible for producing a newsletter with stories of interest to the community. Team members improved writing skills, learned copy lay out, prepared photographs for printing, and maintained a printing budget of \$300. Video Teams wrote, filmed, directed, and produced a half-hour TV programs. Community Service Teams participated in graffiti clean-up projects and curbside recycling. The graffiti clean-up also included the creation of murals. Participants were responsible for determining the size of the mural and the amount of paint needed for completion. All of the tasks completed by the teams required knowledge of reading, language arts and math skills and the application of those skills to the work place.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	JTPA Youth and Adult Local Plan Approval Process
Committee	Intervention Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Don Shepard, TDOC
Summary of Item	<p>As part of its duties under Title II of the Job Training Partnership Act, the TCWEC must approve or disapprove of local Service Delivery Area job training plans which describe services to be provided to disadvantaged youth and adults. In June of 1994, Council will be considering the Title II, two-year job training plans for approval. Each Program Year (PY) spans 12 months, beginning on July 1 of one year and ending on June 30 of the following year. The two-year plan will include actual allocations for Program Year 1994 (PY94) and estimated allocations for PY95. In 1995, Service Delivery Areas will submit, for consideration by Council, a modification to the two-year plan which incorporates the actual PY95 allocation and performance standards changes, if any.</p>
Attachments	Attachment A - Categories of SDA Identified Hard-to-Serve Individuals

<p style="text-align: center;">POLICY BRIEFING ITEM JTPA YOUTH AND ADULT LOCAL PLAN APPROVAL PROCESS</p>
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PURPOSE

To brief the Council on the process for State approval of the local job training plans for disadvantaged youth and adults served under Title II of the Job Training Partnership Act (JTPA).

BACKGROUND

Sections 104 and 105 of the Act require that the State Council review and make recommendations to the Governor for approval of Service Delivery Area job training plans. Two-year Title II job training plans for Program Years 1994 and 1995 (PY94-95) will be submitted by the SDAs to the State on April 8, 1994. Plan review, revision, and staff recommendation for approval or disapproval of the plans will occur within 30 days of receipt of the plans in the Work Force Development Division of the Texas Department of Commerce. Council approval of satisfactory job training plans will occur at the June 1994 Council meeting.

Briefly, Title II programs are designed in accordance with requirements stated in subsections of the Act as follows:

- Adult Program (JTPA Title IIA) - provides job training services through local Private Industry Councils, within Service Delivery Areas, to economically disadvantaged adults. Allowable activities include basic educational skills training, on-the-job training, work experience, bilingual training, and skill upgrading and retraining.
- Summer Youth Employment Training (JTPA Title IIB) -provides work experience and academic skills training in a cooperative effort between Private Industry Councils, schools and public employers to economically disadvantaged youth ages 14-21. Allowable activities include work experience, basic educational skills training, and occupational training.
- Year-Round Youth Program (JTPA Title IIC) - offers job training services and academic skills training through local Private Industry Councils, within Service Delivery Areas, to economically disadvantaged youth ages 14-21. Allowable activities under JTPA Title IIC include basic educational skills training, on-the-job training, work experience, and school-to-work transition services.

Title II Planning Guidelines, which guide the preparation of the PY94-95 two-year job training plan, were distributed to all SDAs in December of 1993. Training in the use of the PY94-95 Title II Planning Guidelines was provided to Commerce and SDA staff members on January 27, 1994 at the State Annual Planning Conference.

DISCUSSION

The Title II Planning Guidelines are based on the Act and U.S. Department of Labor (USDOL) Regulations. The Act and Regulations require that extensive planning processes be undertaken at the state and local levels to ensure program quality and integrity. For PY94-95 Title II programs, the plans will first be reviewed by the Program Representatives assigned to each SDA. Plans will be reviewed for accuracy, consistency in program design and delivery, and compliance with the Act, USDOL Regulations, and State Policy.

Following the initial review, the Program Representative will meet with specialty readers, such as the Labor Market Information Specialist, Fiscal Coordinator, and Youth Programs Planner, to discuss the technical merits of each plan. Finally, the Program Representative will meet with the Title II Planner to jointly assign a plan status. Plan status may be one of the following:

- Satisfactory status will be assigned to plans that meet all of the requirements stated in the Act, USDOL Regulations, and state policy;
- Satisfactory Conditional status will be assigned to plans that meet the majority of the requirements stated in the Act, USDOL Regulations, and state policy, but are incomplete;
- Unsatisfactory status will be assigned to plans that meet few of the requirements stated in the Act, USDOL Regulations, and state policy, or if an SDA is unable to submit an adequate plan.

SDAs will be given the opportunity to correct any deficiencies and resubmit the plans. The plans will then be given a final review by staff and a recommended final status will be assigned. Following Council approval, the State Council staff will prepare an action item concerning the status of the plans and forward the same to the Governor for signature.

In accordance with Federal Regulations (628.426), the Governor must allow 20 days for an unsatisfactory SDA plan to be corrected and resubmitted. SDAs with a final plan status of unsatisfactory have the right to appeal the Governor's decision to the U.S. Secretary of Labor within 30 days of receipt of the notice of plan status. All SDAs with a satisfactory plan status as approved by the Governor will proceed with the contracting process and begin implementation at the local level July 1, 1994.

Council may also be asked to approve SDA developed categories of hard-to-serve individuals. The JTPA Reform Amendments specify several categories of hard-to-serve individuals and allow SDAs to identify one additional category for each of the following groups:

- under Title IIA -Adults (Section 203(d))
- under Title IIC - In-School Youth (Section 263(h))
- under Title IIC - Out-Of-School Youth (Section 263(h))

Sections 203(d) and 263(h) of the Act include a requirement that the SDA submit a request to the Governor for approval of the additional categories of hard-to-serve individuals that identifies the additional category and justifies its inclusion in the plan. Steps for approval of the additional categories of hard-to-serve individuals are as follows:

STEP 1: SDAs request the Governor's approval of additional hard-to-serve categories in the Title II Plan which will be submitted on April 8, 1994. Appropriate categories will initially be approved during the plan review process, pending TCWEC action and Governor's approval.

STEP 2: The TCWEC approves the Title II SDA plans which include a listing of the acceptable SDA developed hard-to-serve categories and the justification for each of the identified categories.

STEP 3: Ultimate approval of additional SDA hard-to-serve categories will take place when the Governor signs off on the PY94 Title II SDA Plan Approval Action Item.

Criteria for State acceptance of SDA established categories include the identification of a portion of the local population who encounter a condition which constitutes a substantial barrier to employment. Examples from the USDOL Eligibility Documentation Technical Assistance Guide (1993) include the following examples of acceptable categories:

Individuals (adults, in-school & out-of school youth) residing in a high crime area and/or high poverty area census tracts or in public housing;

Individuals (adults, in-school & out-of school youth) who have a history of substance abuse;

Individuals (adults) who are non-cash welfare recipients;

Individuals (in-school & out-of school youth) who are members of families receiving cash welfare assistance); or

Individuals who are female heads of households, with children under the age of six (adults);

Vietnam-era veterans (adults);

Individuals (in-school youth) meeting at-risk criteria, as specified by a nationally recognized program, such as Jobs for America's Graduates;

Categories which are expressly forbidden as additional categories in the Act at Sections 203(d) and 263(h) for both youth and adults are:

"(2) the additional category is not solely * comprised of-

(A) individuals with a poor work history

(B) individuals who are unemployed;"

Note: The word solely is used in 203(d) and 263(h) to mean that even though items (2)(A) and (2)(B) above may not serve as stand-alone hard-to-serve categories, each may be combined with additional criteria and be an acceptable additional category.

Several SDAs included requests for approval of categories in their PY93 Title II Plan Modification at the May 1993 State Job Training Coordinating Council meeting. Since that time, several additional requests have been submitted by SDAs identifying categories of hard-to-serve individuals.

Attachment A of this briefing item lists the SDA identified categories in two ways:

- 1) approved categories of SDA identified hard-to-serve individuals that were submitted with the PY93 Title II Plan Modification and approved by the Governor during 1993; and
- 2) categories of SDA identified hard-to-serve individuals that have been submitted subsequent to the PY93 Title II Plan Modification approval process and have not yet been approved by the TCWEC or the Governor (these items are shaded grey).

Approval by TCWEC and the Governor of these recently submitted categories, as well as any additional requests for approval of SDA identified categories that are received after the February Council meeting, will be included as part of the June 1994 TCWEC Action Item for Governor's approval of the PY94-95 JTPA Title II disadvantaged youth and adult local plans.

ATTACHMENT A

SDA Name	IIA Adult	IIC In-School Youth	IIC Out-Of-School
Alamo	Veterans	none	none
ArkTex	single heads of households	at-risk of dropping out	public assistance recipient
Austin/Travis	none	none	none
Brazos Valley	none	none	none
Cameron County	single parents	at-risk of dropping out	single parents
Central Texas	single parents	none	none
Collin Co.	single heads of households	Females seeking Non-Traditional Employ.	lacks employable skills & higher ed.
Concho	none	none	none
Corpus	AFDC recipient	child of single parent	child of single parent
Dallas City	none	none	none
Dallas Co.	none	none	none
Deep East	food stamp eligible	at risk of dropping out	food stamp recipient
East Texas	none	none	none
Fort Worth	single heads of households	child of single parent	child of single parent
Golden Cres.	unemployed food stamp rec.	none	none
Gulf Coast	none	none	none
Harris Co.	single parents	child in single parent family	child in a single parent family
Heart of Texas	none	none	none
Hidalgo/Willacy	none	none	none
Houston	lacks employable skills	lacks employable skills	lacks employable skills
Lubbock/Garza	family member rec. food stamps	family members rec. AFDC/food stamps	family members receiving AFDC/food stamps
Middle Rio	none	none	none
North Central	food stamp recipient	food stamp recipient	food stamp recipient
North Texas	none	none	none
Panhandle	single parent	none	none
Permian Basin	single head of household	not passing TAAS test	child of single head of household
Rural Capital	family member on pub. assis.	at-risk of dropping out	family member on pub. assis.
Rural Coastal	none	not passing TAAS test	not passing TAAS test
South East	none	none	none
South Plains	none	none	none
South Texas	none	none	none
Tarrant Co.	food stamp recipients	welfare/food stamp recip.	welfare/food stamp recipient
Texoma	receiving public assistance	receiving public assistance	receiving public assistance
Upper Rio	single parents	child in a single parent family	child in a single parent family
West Central	non-cash welfare rec.	at-risk of dropping out	non-cash welfare rec.

Justification: In accordance with the USDOL Eligibility Documentation TAG, Section D1-2, SDAs must "carefully examine their local demographics and current/previous client characteristics to determine an additional category which is specific and appropriate to their locality."

WORKER TRANSITION/LOCAL SYSTEMS COMMITTEE

AGENDA

WORKER TRANSITION/LOCAL SYSTEMS COMMITTEE

Thursday, February 3, 1994
Doubletree Hotel, De Zavala Room
Austin, Texas

- 8:30 a.m. Call to Order
 Announcements
 Public Comment
- 9:00 a.m. Strategic Plan Discussion
 Final Review of Part One
 Tasks and Timelines
 Core Measures
- 10:00 a.m. Action Item: JTPA Dislocated Worker Program Policy
- 10:30 a.m. Break
- 11:00 a.m. Briefing Item: Update on the NAFTA Worker Security Act
- 11:30 a.m. Briefing Item: Waivers of Independent Staffing and Direct Service Requirements of SB642
- 12:00 Noon Lunch (on your own)
- 1:30 p.m. Briefing Item: Planning Grants for Local Workforce Development Boards and Common Eligibility Systems
- 1:45 p.m. Action Item: Assessing State Agency Plans for Consistency with State Strategic Plan
- 2:00 p.m. Policy Briefing Item: JTPA Title III State Plan for Employment and Training Assistance for Dislocated Workers
- 2:15 p.m. Policy Briefing Item: JTPA Title III Local Plan Approval Process
- 2:30 p.m. Policy Briefing Item: Wagner-Peyser State Employment Service Plan
- 3:00 p.m. Adjourn
- 3:30 p.m. *Council member briefing from the Five Region Task Force on recommendations regarding workforce development area designations to be considered at the full Council meeting (public invited).*

NOTICE - Persons with disabilities who plan to attend this meeting and who may need auxiliary aids or services, or persons who need assistance in having English translated into Spanish, should contact Alexa Ray, 512/305-7007 (or Relay Texas 800/735-2988), at least two days before this meeting so that appropriate arrangements can be made.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	JTPA Dislocated Worker Program Policy
Committee	Worker Transition/Local Systems Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input checked="" type="checkbox"/> Action Item
Presenter(s)	Linda Williamson, TDOC Jennifer Jacob, TDOC
Summary of Item	In keeping with the proposed changes to the Title III program on the federal level, staff is recommending revision to the current Dislocated Workers policy in the areas of distribution of PY94 allotment and services to displaced homemakers.
Attachments	

ACTION ITEM JTPA DISLOCATED WORKER PROGRAM POLICY
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PURPOSE

To present to the Council the recommended revisions to the Title III Dislocated Worker Program State Policy for their review and approval.

BACKGROUND

Among the primary functions assigned to the State under the Job Training Partnership Act (JTPA) and the Implementing Regulations, is the flexibility to target funds to the most critical dislocation problems occurring within the State [Section 631.1 (a)]. To assist in this function, the Act provides the Governor with guidance on the in-state distribution of the funds and the authority to move the funds from areas of lesser need to those areas experiencing major dislocation activity.

Section 302 specifies that no less than 50% of the total amount allotted to the State in any given program year may be allocated by formula to the Substate Areas (SSAs), that not more than 10% of the total funds be allocated to the SSAs on the basis of need, and not more than 40% of the total state allotment be reserved for the following state-directed activities.

- (A) State administration, technical assistance, and coordination of the programs authorized under Title III;
- (B) Statewide, regional, or industrywide projects;
- (C) Rapid response activities as described in Section 314(b);
- (D) Establishment of coordination between the unemployment compensation system and the worker adjustment program system; and
- (E) Discretionary allocation to provide additional assistance to areas that experience substantial increases in the number of dislocated workers.

The State may earn administrative funds totaling up to 15% of the total of categories (A) through (D). Any discretionary allocation to an SSA becomes part of the individual substate area's allocation total.

To insure meeting the 80% expenditure level for the State as a whole, the Governor has enacted a policy of Reobligation/Deobligation through which unexpended SSA funds may be moved from SSAs not using the funds to SSAs which need additional funds. The procedures based on this policy will be modified slightly to allow for a first quarter expenditure goal rather than a mandatory requirement.

The Act prescribes the data factors to be utilized in the allocation formula through which the Governor provides program funds to the local Substate Areas (SSA). The formula directs funds to areas experiencing dislocation activity.

Major Changes Ahead for EDWAA:

The Clinton Administration continues to view job training, particularly retraining dislocated workers, as a major budget priority. This is reflected in the 118% increase in Texas' EDWAA funds to \$56,861,875. It is anticipated that additional resources will be added in subsequent years under the Administration's Workforce Investment Strategy to be proposed to Congress in February. This legislative package will consolidate and link all of the dislocated worker programs, (EDWAA, TAA, Clean Air, Defense) and propose a more accessible one-stop approach to service delivery. NAFTA legislation also has added new responsibilities to the EDWAA program.

Prior to the introduction of this legislative package, USDOL is moving rapidly to introduce and implement many of these elements in the current planning process, PY94. States are to begin considering changes to the EDWAA system including steps toward the one-stop design, and emphasis on customer-oriented, outcome-based service delivery. DOL has focused on these proposed changes in the guidelines for preparation of the State Plans for Title III Dislocated Worker Services, specifically addressing issues of program capacity and program quality.

DISCUSSION

Based upon the information outlined above regarding existing requirements, administrative options available to the State, the substantial increase in funds and the new direction that the Title III program will be taking beginning in PY94, there is a recognized need to revise the existing Title III program policy at the State level in order to move the Texas Dislocated Worker system in the new direction established for the nation. Texas must stay on the cutting edge of changing events and be prepared to accommodate these changes. Commerce's role becomes that of enhancing the capacity of the current structure to accommodate change by providing, through policy, the flexibility necessary to deliver the "customer-oriented, outcome-based" services of the future.

To prepare the state for the on-coming changes, there are two (2) recommended revisions to the Title III Dislocated Worker Program State policy:

1. Distribution Options for the PY94 Allotment

Current policy provides for the formula allocation of 80% of the total funds directly to the SSAs. The remaining 20% is retained at the state-level and utilized for state administration, Rapid Response and Rapid Response Grants to SSAs.

The following options have been developed for possible distribution of the PY94 allotment.

OPTION #1

70%	(\$39,803,313)	Allocated to SSAs (91% increase over PY93)
30%	(\$17,058,562)	State-level funds

OPTION #2

60%	(\$34,117,125)	Allocated to SSAs (63% increase over PY93)
40%	(\$22,744,750)	State-level funds

OPTION #3

50%	(\$28,430,938)	Allocated to SSAs (36% increase over PY93)
10%	(\$ 5,686,187)	Provided to SSAs based on need within the first three quarters
40%	(\$22,744,750)	State-level funds

The State-level funds outlined in all of the above options would include funding for the six (6) following areas:

AREA	OPTION #1	OPTION #2 & #3
State Administration	\$2,108,784	\$2,108,784
Rapid Response Operations	2,000,000	2,000,000
Rapid Response Grants to SSAs	4,000,000	4,000,000
NAFTA Affected Industries	2,949,778	3,000,000
Additional Assistance to SSAs	3,000,000	5,635,966
Statewide, Regional and Industrywide Projects	3,000,000	6,000,000
TOTAL	\$17,058,562	\$22,744,750

STATE ADMINISTRATION -

administrative costs and those costs associated with preparation for implementation of new initiatives

RAPID RESPONSE OPERATIONS -

costs associated with Dislocated Worker Unit (DWU) provision of rapid response activities

RAPID RESPONSE GRANTS TO SSAS -

start-up funds in case of large layoff, also includes vendors under recent procurement

NAFTA AFFECTED INDUSTRIES -

to include costs of providing rapid response services, training and needs related payments to workers in NAFTA affected industries

ADDITIONAL ASSISTANCE TO SSAS -

to cover the costs of services when a substantial increase in the number of dislocated workers occurs in an SSA

STATEWIDE, REGIONAL AND INDUSTRYWIDE PROJECTS -

to fund one-stop centers such as those under the new initiatives for Title III and SB642

Because the regulations stress the need for flexibility to target funds to the most critical dislocation problems occurring within the State [Section 631.1(a)], a transfer authority within the State-level budget is required. As in past policies, state level transfer of funds between the six (6) State-level budget categories will be in accordance with all applicable regulations and shall be affected only upon approval of the Director of the Work Force Development Division. Documentation of justification for such a transfer will be maintained in the fiscal records.

2. Displaced Homemakers

Section 311(b)(4) of the Act allows the State to provide services to displaced homemakers under Title III provided the Governor determines such services would not adversely affect the delivery of services to eligible dislocated workers. For the purposes of the Title III program, a Displaced Homemaker is defined as follows:

Individuals who were full-time homemakers for a substantial number of years and derived the substantial share of his or her support from:

- a. a spouse and no longer receives such support due to the death, divorce, permanent disability of, or permanent separation from the spouse; or
- b. public assistance on account of dependents in the home and no longer receives such support.

Due to the lack of available funding under Title III, services to displaced homemakers have been discontinued since PY91.

RECOMMENDATIONS

- Staff recommends that the Council approve Option #1, (70%-30%) for the distribution of the PY94 allotment in an attempt to assure an 80% overall expenditure level.
- In keeping with the intent of policy flexibility and in view of the large funding increase in PY94, staff recommends that the Governor approve the provision of services to displaced homemakers provided the local SSA verifies in their Title III Plan that such services would not adversely affect the delivery of services to eligible dislocated workers.
- Commerce staff should develop and implement a re-obligation/de-obligation policy that provides sufficient management tools to ensure an 80% grant expenditure level.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	Assessing State Agency Plans for Consistency with the State Strategic Plan
Committee	Career Foundation, Intervention and Worker Transition/Local Systems Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input type="checkbox"/> Policy Briefing Item (Action at next meeting) <input checked="" type="checkbox"/> Action Item
Presenter(s)	Council Staff
Summary of Item	S.B. 642 requires the Council to develop state plans required by Federal law, to develop a state-local planning process and to develop a strategic plan for all workforce development programs under the Council's purview. This briefing proposes criteria to be used to evaluate the consistency between the Council's Strategic Plan and other state and local planning efforts.
Attachments	

ACTION ITEM ASSESSING STATE AGENCY PLANS FOR CONSISTENCY WITH THE STATE STRATEGIC PLAN

PURPOSE

To establish criteria for assessing state plans for workforce development programs for consistency with the Council's Strategic Plan for Workforce Development. These criteria will be used to assess the state plans which will come before the Council for approval and recommendation to the Governor throughout the coming year; planning guidelines and requests for proposals sent to the local level from state agencies will also be reviewed against these criteria.

BACKGROUND

The Federal government requires states to submit plans for each federally funded workforce development program within the state. The state plans, which are submitted to the federal administrative agency responsible for each program, must describe how the state intends to expend its allocation of federal dollars. The federal administrative agency is responsible for providing states with instructions and guidance on the specific elements which are to be included in each state plan. These instructions vary across programs from fill-in-the-blank formats to narrative descriptions that address specific areas.

The Workforce and Economic Competitiveness Act, requires the Council to "develop with the assistance of the appropriate state agencies, and recommend to the Governor state plans required by applicable federal laws in order for the state to receive federal funds." (Section 2.06 (a)22(b)(1)). Of the federal workforce programs for which the Council has oversight, six require state plans i.e. Carl Perkins Vocational and Technical Education, Job Training Partnership Act, Adult Education and Literacy, Wagner-Peyser Employment Service, Job Opportunities and Basic Skills and Food Stamp Employment and Training. The Council is also required at Section 2.06 (a)(9) to "design and implement a state-local planning process for the state's workforce training and services programs."

In addition to recommending state plans to the Governor and designing a state-local planning process, the Council must develop a strategic plan which includes goals, objectives and performance measures for all workforce development programs of the state agencies that are represented on the Council. The goals, objectives and performance measures which are set forth in the Council's strategic plan are intended to provide the framework for the budgeting and operation of all of the workforce development programs that are administered by the represented state agencies. Once the Council's strategic plan has been approved by the Governor, state agencies are required by S.B. 642 to use the strategic plan to develop the agency's operational plan.

DISCUSSION

Although federally funded workforce development programs often serve the same clients and have the same ultimate goal of moving individuals to economic self sufficiency through employment and skills training, there are various federal agencies that oversee the programs and also direct the development of state plans. Recently there have been discussions at the federal level concerning the consolidation of the planning and administrative functions for these federal programs, but the discussions have not yet resulted in legislation being passed by Congress.

In Texas, the Workforce and Economic Competitiveness Act (Act) directs the Council to begin work on integrating the planning and budgeting functions of the various federal and state workforce development programs. The Act also requires that the Council submit a plan to the Governor for the consolidation of workforce development program administration by November of 1994. The Council's responsibilities to integrate program planning and budgeting functions for workforce programs as outlined under state law, must be achieved in spite of the barriers which exist due to lack of integration at the federal level. The Council may be required to seek waivers on federal regulations and/or administrative policies when these policies impede state efforts.

The Council can begin the integration of planning and budgeting functions for the state's workforce development programs and start to define a state to local planning process through the State Strategic Plan for Workforce Development programs. The Act clearly intends that the Council's strategic plan impact the way federal workforce dollars are spent within the state. The goals, objectives and performance criteria which the Council sets forth in the strategic plan are to be reflected in each state agency's operational plans and therefore should also be reflected in the state plans which the agencies submit to the federal government and local plans from grant recipients.

Despite the fact that state plan formats requirements vary across federal workforce development programs, there are common elements. The following common elements are present in some form in each of the state plans for which the Council is responsible for making recommendations:

- Goals and Objectives;
- Use of Resources/Distribution of Funds;
- Program Activities; and
- Performance Measures and Standards.

In keeping with the intent of the Workforce and Economic Competitiveness Act to use the State Strategic Plan as the guiding force for state planning of workforce development programs, staff are proposing the criteria in Attachment A for use in evaluating state agency plans for consistency with the Council's Strategic Plan. As stated earlier, a consolidated state and local plan for all the federal workforce development programs is the ultimate goal and may require the State to seek federal waivers if the State's initiatives move faster than federal consolidation efforts. In the meantime, the State can still move towards this vision by incorporating the goals, objectives and performance measures from the Council's Strategic Plan into state plans for federal funds submitted by the agencies, and in the operational plans at the state and local level.

RECOMMENDATION

Staff recommend that the Council adopt and recommend to the Governor the criteria presented in Attachment A to be used to assess state workforce development plans for consistency with the State Strategic Plan for Workforce Development Programs.

Attachment A

**CRITERIA FOR ASSESSING STATE PLANS FOR CONSISTENCY WITH
THE STATE STRATEGIC PLAN FOR WORKFORCE DEVELOPMENT
PROGRAMS**

1. Extent to which the **goals and objectives** in the state plans for workforce development programs include or reflect the goals and objectives of the State Strategic Plan;
2. Extent to which state plans that do not have specific goals and objectives noted, incorporate the State Strategic Plan's goals and objectives by adding the goals and objectives to the plan or by inclusion in the use of resources and/or program activities;
3. Extent to which the **coordination efforts** which are described in the state plans support Goal One and Goal Two of the State Strategic Plan which specifically address an integrated system and the program goals which rely on standardization of definitions and skill standards;
4. Extent to which the **use of resources and program activity planning** which are detailed in state plans address Goal Two of the State Strategic Plan which is to develop a state to local strategic planning, evaluation, and accountability system for the State's workforce development programs and activities;
5. Extent to which the **performance measures and program incentives** which are used in workforce development programs and discussed in state plans support and/or reflect the goals, objectives and core measures of the State Strategic Plan and provide the data or information necessary to assess the degree to which the goals are being met; and
6. Extent to which the state plans describe/support/initiate a local planning process that addresses Goal One and Two of the State Strategic Plan.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	JTPA Title III, State Plan for Employment and Training Assistance for Dislocated Workers
Committee	Worker Transition/Local Systems Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	Jennifer Jacob, TDOC
Summary of Item	Section 311(a) of JTPA requires the Governor to submit a biennial state plan to the Secretary of Labor in order to receive funds for operation of Dislocated Worker Programs in Texas. The Council is required to review and provide comment on this plan. This briefing piece outlines the purpose and anticipated content of the State Plan. It is proposed that the Title III Plan be reviewed and approved at an interim meeting of the Intervention Committee in April.
Attachments	PY 92-93 State Plan will be provided as a handout at the committee meeting.

POLICY BRIEFING ITEM
PY94-95 STATE PLAN FOR DISLOCATED WORKERS

PURPOSE

To brief the Council on the requirement for the State to submit a State Plan for Dislocated Workers to the Department of Labor (DOL) on a biennial basis and on the Council's role in review and approval of the Plan.

BACKGROUND

Section 311(a) of the Job Training Partnership Act (JTPA) requires the Governor to submit a biennial state plan to the Secretary of Labor in order to receive funds for operation of Dislocated Worker Programs in Texas. Section 317 requires that the Council review and submit comments on the Plan, as appropriate. The Council then recommends the plan to the Governor for approval in accordance with Section 311(a).

This State Plan for Dislocated Workers is a "compliance" document, required to be submitted to DOL by May 1, 1994 in order for the State to begin services to eligible participants on July 1, 1994 and continue under this plan until June 30, 1996.

DISCUSSION

DOL, in close consultation with State and local partners, is currently undertaking a significant review of the dislocated worker system since the inception of EDWAA. This extensive process will ultimately lead to a legislative proposal to be submitted to Congress in 1994 to establish a new comprehensive dislocated worker program planned to begin implementation in PY 1995. Thus, PY 1994 has become a transitional year in which DOL intends to prepare the dislocated worker employment and training system for the changes to be enacted in the near future.

Additionally, Congress has increased the appropriation of funds to the Title III program. The PY94 allotment for the State of Texas is \$56,861,875 which represents a 117% increase over PY93.

The focus for the development of the transitional planning year will be based upon expanding and improving the quality of services to and outcomes for dislocated workers and employers. In this manner, States can prepare for implementation of the new legislative mandates to be authorized in PY1995.

The State must address the following planning activities in the PY94-95 State Plan for Dislocated Workers. By taking these activities into account, the planning process for PY1994/1995 will more effectively utilize the additional resources available in PY 1994.

Customer Focus:

Establish a strong customer focus and orientation, and improve the responsiveness of services to the individual needs of the dislocated worker;

Expand Customer Options:

Increase the availability of services by expanding options and giving customers more choice in the selection of options;

Quality Outcomes:

Focus performance management on the attainment of quality-based outcomes such as increased earnings recovery and high wage placements;

Improve Data:

Improve the collection, analysis and dissemination of labor market information, and collect and review feedback from customers and employers on the quality of program services;

Increase System Capacity:

Expand and improve the capacity of the dislocated worker delivery system to provide quality services to more dislocated workers; improve staff skills;

Improve Early Intervention:

Significantly increase the effectiveness of outreach and the timeliness and effectiveness of early intervention activities.

Each State Plan must indicate how the State will meet the new goals of program quality and increased capacity. Guidance in the form of Planning Guidelines will be issued by DOL in January, 1994.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
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Agenda Item Topic	JTPA Title III Local Plan Approval Process
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Committee	Worker Transition/Local Systems Committee
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Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
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Presenter(s)	Jennifer Jacob, TDOC
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Summary of Item	In order to receive an allocation of funds, Substate Areas must submit a local plan to the Governor. These plans require review and comment by the Council and recommendation of approval to the Governor. The briefing piece outlines the process by which local plans are reviewed and provided to the Council for final recommendation of funding to the Governor.
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Attachments	
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<p style="text-align: center;">POLICY BRIEFING ITEM JTPA TITLE III LOCAL PLAN APPROVAL PROCESS</p>
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PURPOSE

To brief the council on the submission requirements and review and approval process for the PY94-95 Title III Substate Plans in preparation for Council action in June, 1994.

BACKGROUND

In order to receive an allocation of funds, the Substate Area must submit a plan to the Governor. The Title III Plan shall meet all the federal and state requirements and be approved by the Governor prior to the allocation of funds to the Substate Grantee [Section 631.50(a)]. The Act further states that the substate plan shall contain a statement of the following:

1. the means for delivering services described in Section 314 of the Act to eligible dislocated workers;
2. the means to be used to identify, select, and verify the eligibility of program participants;
3. the means for implementing the requirements of Section 314(f);
4. the means for involving labor organizations in the development and implementation of services; and
5. the performance goals to be achieved consistent with the performance goals contained in the State Plan.

The local job training plan must be developed by the Private Industry Council and the Substate Grantee in partnership with the Chief Elected Officials of the area, [Section 313(b)(8)]. As such, the plan represents the decisions which have been made regarding local needs and priorities, and actions which will be taken to address those needs. The plan defines the path for future action and reflects both the analysis of local needs and a statement of local objectives and values.

Other programmatic planning responsibilities of this partnership include, but are not limited to:

- plan job training programs through the determination of local goals and objectives;
- identify participants to be served and determine the program mix, design, strategies and deliverables;
- implement programs; and
- maintain program and fiscal accountability.

The local plan also presents the manner in which the PIC/CEO partnership makes the State program and coordination objectives operational within the SSA. The plan contains the description of the intended program delivery system and the employment and training activities to be undertaken during the program year. The plan should be a guide for program development and operation to ensure that those individuals in need of employment and training assistance are

provided such service as evidenced by individual progress of each participant regarding their specific training plan, the achievement of planned program outcomes, the attainment of performance standards, and the success of coordination efforts within the SSA.

The Act also requires that the Governor issue instructions for the preparation and submission of a local job training plan for employment and training services to be provided under Title III. Title III Planning Guidelines for preparation of the 1994 plans were distributed and presented to Substate Areas on January 27, 1994 at the State JTPA Planning Conference.

Sections 313(a) and 317(4) of the Job Training Partnership Act and Section 631.50 of the JTPA regulations require Council review and comment on Substate Area (SSA) Dislocated Worker program plans. These comments must be submitted to the Governor prior to final approval by the Governor of the Substate Plans.

The following discussion outlines the process for review and approval of the PY94-95 Title III Plans.

DISCUSSION

Substate Plans must be submitted to the Texas Department of Commerce for review and approval by April 8, 1994. The plans are first reviewed by the EDWAA Specialists assigned to each SSA. Plans are reviewed for accuracy, consistency in program design and delivery, and compliance with the Act and State policy.

Following the initial review conducted by the EDWAA Unit, the EDWAA Specialist meets with the Title III Planner to jointly assign initial status to the plan. Plan status may be one of the following:

Satisfactory: Meets all minimum requirements and contains all necessary items.

Satisfactory Conditional: Does not meet all requirements but meets the majority; some items may be missing or incomplete.

Unsatisfactory: Meets few requirements and/or does not contain required items or the SSA declines to provide required information.

SSAs are given the opportunity to correct any deficiencies and re-submit their plans. The plans are given a final review by TDOC staff and the recommended final status is assigned.

All plans received and reviewed will be assigned a recommended status and presented by the Planning Unit to the Worker Transition/Local Systems Committee of the Council for comments and recommendations for approval. Staff will then prepare an action item concerning the status of the plans and forward the same to the Governor for signature.

In accordance with the Federal Regulations 628.426, if a plan is assigned an unsatisfactory status, the Governor must provide the SSA twenty (20) days in which to correct the deficiencies and re-submit the plan before a final status may be assigned. SSAs with the final plan status of unsatisfactory have the right to appeal the Governor's decision to the U. S. Secretary of Labor within thirty (30) days of receipt of the notice of plan status.

All Substate Areas (SSA) with a satisfactory plan status as approved by the Governor, will proceed with the contracting process and may start implementation at the local level beginning July 1, 1994.

**TEXAS COUNCIL ON WORKFORCE AND
ECONOMIC COMPETITIVENESS**

Agenda Item Information

Meeting Date	February 3-4, 1994
Agenda Item Topic	Wagner-Peyser State Employment Service Plan
Committee	Worker Transition/Local Systems Committee
Type of Action	<input type="checkbox"/> Briefing/Information Only <input checked="" type="checkbox"/> Policy Briefing Item (Action at next meeting) <input type="checkbox"/> Action Item
Presenter(s)	George Davis, Texas Employment Commission
Summary of Item	The Texas Council on Workforce and Economic Competitiveness is responsible for review and comment on the state plan for employment services administered by the Texas Employment Commission. This briefing provides general information about the plan. Action regarding recommendation of the plan to the Governor will be required at the next meeting. It is proposed that the Intervention Committee review this Plan at its April interim meeting.
Attachments	The current state plan (PY93) will be available as a handout at the committee meeting.

<p style="text-align: center;">POLICY BRIEFING ITEM WAGNER-PEYSER STATE EMPLOYMENT SERVICE PLAN</p>

PURPOSE

To brief the Council on the State Employment Service Plan for Program Year 1994. This plan will be presented to the Council for action at the interim meeting of the Worker Transition Committee.

BACKGROUND

One of the responsibilities of the State Job Training Coordinating Council listed in Section 122(b) of the Job Training Partnership Act (JTPA) is to review and comment on the state plan developed for the state Employment Service agency (Texas Employment Commission). As a human resource investment council in accordance with Section 701 of the JTPA, this responsibility is assumed by the Texas Council on Workforce and Economic Competitiveness. The plan is submitted by the Governor to the U.S. Department of Labor for approval.

DISCUSSION

The plan covers the time period July 1 - June 30. The preliminary funding level for the state is published in the Federal Register January 31, and the final funding level is published March 31. (Funding for the current program year is \$50,352,268.) The plan is due to the U.S. Department of Labor by June 1.

The state plan follows U.S. Department of Labor guidelines. As a plan for a statewide program, it includes program goals and objectives; descriptions of basic labor exchange services; services for the agricultural community; outreach services for migrant and seasonal farmworkers; an affirmative action plan for each local office in which ten percent or more of the applicants are migrant and seasonal farmworkers; and assurances to follow federal laws and regulations as a condition for receiving federal funds. The plan for each local Texas Employment Commission office is included as a component of the respective Service Delivery Area JTPA Plan, and any of these plans in dispute are addressed in the state plan. Also, the state plan explains the uses of funds (10% of the allocation) which are available at the Governor's discretion for performance incentives for Employment Service offices, services for groups with special needs, and the extra costs of exemplary models for basic labor exchange services.

The Texas Employment Commission is required by federal regulations to provide special services to veterans and migrant and seasonal farmworkers. To ensure appropriate services, the state plan is forwarded for comments to the State Director for the Veterans Employment and Training Service, the State Monitor Advocate for Migrant and Seasonal Farmworkers, and organizations which serve migrant and seasonal farmworkers.

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