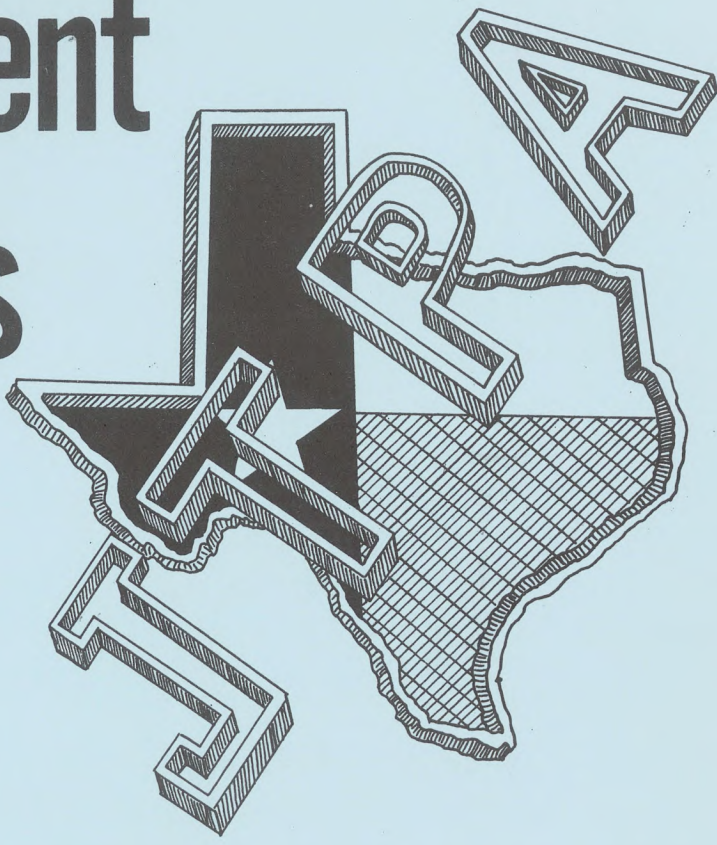


# Education and Employment Initiatives 1-2-3



A Guide to Section 123 Programs



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# TEXAS DEPARTMENT OF COMMUNITY AFFAIRS

MARK WHITE  
Governor

BOB D. WILLIAMS  
Acting Executive Director

April 1, 1986

Dear JTPA Colleague:

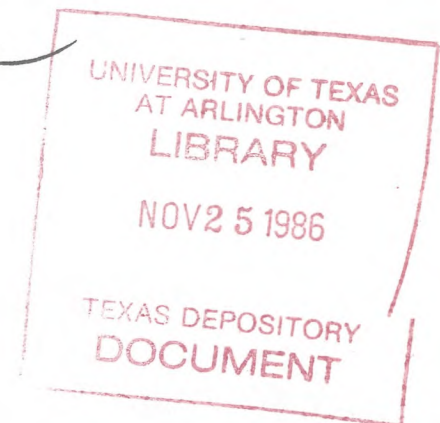
The Training and Employment Development Division of the Texas Department of Community Affairs is pleased to share with you this guide to the State's Section 123 Programs. What began as a State initiative to more effectively use Section 123 funds to meet the needs to "at-risk" youth and "hard-to-serve" adults has been developed at the local level by Private Industry Councils, Education Advisory Subcommittees, and JTPA and education personnel into an exciting array of projects for these two target groups. The purpose of this volume is to share with partners in Texas and other states the progress made thus far as well as our thoughts on the future of 123 programs and their potential for improving overall performance in the job training and education systems.

A number of groups and organizations have worked together to launch the PY1985 123 effort in Texas; in addition to TDCA, they include the Governor's Office, the Texas Education Agency, the State Job Training Coordination Council, local PICs, Education Advisory Subcommittees, the SDA-LEA Advisory Group, local JTPA and Education personnel, and numerous others connected to the various special projects and initiatives described herein. We wish to express our thanks for the support and interest of all involved.

We hope you find this guide an informative and helpful tool in developing coordinated program approaches using JTPA and education resources. TEDD staff are available for assistance should you need further information or wish to discuss the materials herein. We welcome your comments and any related information you may be able to provide to us.

Sincerely,

Clyde McQueen, Director  
Training and Employment  
Development Division



CMQ/CM/ss

Attachment

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# **TEXAS DEPARTMENT OF COMMUNITY AFFAIRS**

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Governor

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Acting Executive Director

EDUCATION/EMPLOYMENT INITIATIVES:  
TEXAS POLICIES AND PROJECTS FOR  
"AT-RISK" YOUTH AND "HARD-TO-SERVE" ADULTS

A Guide to Section 123 Programs

Training and Employment Development Division  
Clyde McQueen, Director  
Austin, Texas  
April, 1986



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## TABLE OF CONTENTS

### Director's Letter

I.	INTRODUCTION AND POLICY BACKGROUND . . . . .	1
II.	STATE CRITERIA AND DEFINITIONS . . . . .	6
III.	PY 1985 SDA PROJECT SUMMARIES . . . . .	21
	Statewide Overview . . . . .	21
	Executive Summaries by SDA . . . . .	25
IV.	RESEARCH/DEMONSTRATION PROJECTS . . . . .	63
	Jobstart . . . . .	63
	Texas School Dropout Survey . . . . .	65
	Adult Performance Level Study Update . . . . .	66
	AFDC/JTPA Initiative . . . . .	68
	Teen Parent Initiative Evaluation . . . . .	70
	Governor's Youth Programs . . . . .	71
	Ex-Offenders Initiative . . . . .	75
V.	FUTURE DIRECTIONS . . . . .	93

SECTION I

INTRODUCTION AND POLICY BACKGROUND

## SECTION I

### INTRODUCTION AND POLICY BACKGROUND

Section 123 of the Job Training Partnership Act (JTPA) sets aside special funds for programs which specifically coordinate education and JTPA services. In Texas, the amount designated for this purpose is approximately \$8 million in program years 1985 and 1986. Local JTPA Service Delivery Area (SDAs) are allocated by formula a specific amount for 123 programming. These 123 programs, sometimes referred to as 8% programs since they represent 8% of JTPA Title IIA funds, are planned and operated jointly by SDAs and local education agencies. Twenty percent of the 8% set aside is used for state level coordination and special research and demonstration projects.

In January, 1985 a Youth Policy Work Group at the Texas Department of Community Affairs began to analyze both current and potential uses of the state's in Section 123 funds. That analysis resulted in a year long dialogue among state and local JTPA personnel, educators, PIC and SJTCC members, consultants, literacy advocates, and others. The considerable interest in the relatively small pot of funds can most likely be attributed to several undercurrents (perhaps frustrations) that had been building since the beginning of JTPA implementation in Texas. First, there was frustration that the JTPA-education link had not progressed much beyond the talking stage. Second, it was obvious that the need to equip JTPA eligible participants with the basic education skills necessary to succeed in skills training and eventually the labor market was overwhelming. Third, the realization that over two-thirds of the participants served were high school graduates brought home the need to focus efforts on "hard-to-serve" groups. Finally, the pressure of new state

education reform legislation, the recently passed Carl Perkins Federal Vocational Education Act, and JTPA legislative mandates to serve youth, dropouts, and welfare recipients demanded some response and presented a positive opportunity for institutional change.

Since the federal performance standards made many SDAs hesitant to commit substantial IIA resources for individuals not likely to be placed in jobs, the 123 funds were seen as "enabling" monies to allow SDAs to develop strategies to effectively serve "hard-to-serve" groups. Such strategies were anticipated to include:

- 1) the development of and demonstration of competency-based education and training, to enable SDAs to positively terminate youth participants who do not enter employment immediately after JTPA participation;
- 2) the additions of literacy, ESL, ABE, and GED components to IIA adult programs, to enable SDAs to prepare adults for regular IIA training programs, which often could not "afford" prolonged basic education for hard-to-serve adults;
- 3) the development of model programs, to be tested in 123 programs, to serve particular populations e.g., dropouts, potential dropouts, welfare recipients, and offenders;
- 4) the development of coordination between JTPA program and local education agencies, through joint planning, design, and implementation of projects.

With the above strategies in mind, a new PY 1985 Section 123 policy, which defined a new direction for 123 funds, was developed. Specifically, the

initiative requires that all 123 (80%) projects address two major statewide goals: 1) to improve the quality and level of services to "at-risk" youth and 2) to improve the basic skills functioning and job readiness of "hard-to-serve" adults. While the state designates these broad goals, the SDAs develop specific objectives and design local projects that address state goals. Several state criteria are applied to the 123 (80%) funds and projects: 1) IIA performance standards are not applicable; 2) at PIC discretion, up to 25% of funds may be expended on participants who are not economically disadvantaged, but "educationally disadvantaged"; 3) minimum (\$70,000) and maximum allocations (\$400,000) are determined so that small SDAs receive enough funds to adequately implement projects; 4) a planning grant of \$35,000 (for PY 1985 only) to set up an Educational Advisory Subcommittee (EAS) to the local PIC is available to each SDA for the purpose of coordinating with vocational education, adult education, and the K-12 system within the SDA; 5) only education agency certified institutions can be utilized for training activities; and 6) the option to fund all or part of 123 project(s) from IIA funds or a combination of 123/IIA funds at the level of the PY 1985 123 allocation is available. The planning grants and establishment of the Education Advisory Subcommittee are the cornerstones of the new policy; also, an educational liaison signs off on all 123 project plans before presentation for PIC approval. This sign-off formalizes the role of education representatives in the approval system.

The above described policy was presented to the Planning Committee of the State Job Training Coordinating Council (SJTCC). The policy was first agreed upon by the Texas Education Agency (TEA), the Texas Department of Community Affairs (TDCA), and the Governor's Office. The TEA had some initial reservations about the policy since for PY 1983 and 1984, TEA had received the



entire 123 allocation to pass through to local education agencies, with only PIC approval required. Texas junior colleges, which had been major recipients of these 123 funds, also voiced concerns about targeting resources and potentially pulling funds back from their traditional occupational skills training programs. Some SDAs who had good working relationships with junior colleges and considered these funds relatively "trouble-free" were hesitant to take responsibility for joint 123 programming.

Despite reservations, however, a broad consensus was obtained through negotiation with TEA and establishment of an SDA-Local Education Agency (LEA) Advisory Group that reviewed the policy and lent its support. The policy was finally brought before a day-long meeting of the Planning Committee of the SJTCC, which after much (mostly favorable) discussion, recommended and obtained approval by the full Council and the Governor. In November, 1985, the SJTCC recommended to the Governor extension of the PY 1985 policy through PY 1986, and the extension was approved by the Governor.

Throughout the policy development process, it was assumed that the TDCA would contract all funds to TEA, as had been done in past years. However, it was later determined that TDCA would contract the 123 80% funds to SDAs, who, in turn, must contract with TEA-approved institutions to operate programs which meet state guidelines. This change in funding mechanism places the emphasis for coordination more intensely at the local level and allows for more SDA control of projects and funds. At the same time, SDAs are preparing to administer the LEA contracts and assuming property and other liabilities previously assumed by the education agency. Thus, start-up has been delayed and both state and local JTPA entities are working to accommodate the new arrangement.

The TEA will continue to review project plans, give assistance to SDAs and LEAs, assist in certifying CBOs, and coordinate with TDCA at the state level.

The 20 percent PY 1985 123 funds will be used for research, demonstration, and other special projects which address the two broad goals and/or programs approved by TDCA and the Governor. In previous years, 20 percent funds were used to start up and test three Governor's Youth Initiatives; a Texas Conservation Corps, modeled after the Civilian Conservation Corps, for dropout youth; the Communities-in-Schools program which stations staff from a number of youth-serving organizations in high schools to work with "at-risk" youth; and a 10-week university-based residential basic education and work program for 14-15 year olds at risk of dropping out of school. Support for these demonstrations will continue in PY 1985. Other PY 1983 and PY 1984 20% projects include development of a Job Hunter's Guide, support of the State Occupational Information Coordinating Council (SOICC), joint programs between LEAs and community-based organizations, and training for counselors in the Improved Career Decision Making system.

The following sections provide additional details on state criteria and definitions of "at-risk" youth and "hard-to-serve" adults, describe projects currently underway, and address future issues. Attachment A to this section provides policy detail on Section 123 programs.

SECTION II

STATE CRITERIA AND DEFINITIONS

## SECTION II

### STATE CRITERIA AND DEFINITIONS

#### Educational Advisory Subcommittees

The cornerstone of the Texas 123 policy is the establishment of Education Advisory Subcommittees described below. State criteria specify that such a subcommittee must be in place in order for the local 123 plan to be approved and contracting to occur. The description below describes state parameters for Education Advisory Subcommittees (EAS).

Purpose. The primary purpose of the EAS is to advise in formulation of projects under Section 123 (80%) and facilitate a coordinated approach to planning employment, training, and education activities on a continuing basis. This subcommittee will also serve to review and approve the SDAs' 123 plan, progress report, and final report.

Membership. The Education Advisory Subcommittee shall be appointed by the PIC chairperson and ratified by the membership of the PIC.

This subcommittee shall be comprised of representatives from each of the following educational entities: 1) adult education; 2) secondary institutions; and 3) post secondary institutions. Additional representatives may be appointed from entities such as proprietary schools, education service centers, community education, literacy groups, community-based organizations, and other educational organizations as deemed appropriate by the PIC.

A current education representative on the Private Industry Council serves on the subcommittee and acts as the Educational Liaison; if an education representative is not available to serve, the PIC chairperson may appoint an appropriate substitute. The EAS will select a chairperson from the membership. The Private Industry Council Chairperson may serve as an ex-officio member of the subcommittee.

Role of Educational Liaison. The Educational Liaison signs off on the plan, presents the plan to the PIC for approval, and cosigns the plan with the PIC. This person

should act as a liaison between the SDA and the LEAs and assist in resolving any problems/conflicts in implementing the projects. The Liaison also acts as an advocate of these projects, both to the PIC and to the private sector, as appropriate. In addition, the Liaison will be responsible for signing off on both the progress and final reports, and should coordinate recommendations for future funding.

### Target Group Definitions

The adoption of state goals to focus 123 funds on "at-risk" youth and "hard-to-serve" adults necessitated the formulation of definitions of these groups. The guiding principle behind the formulation of the definitions was that youth and adults be served who are at a disadvantage in the labor market beyond the economic disadvantage necessary to qualify for most JTPA programs. Since these were programs to be operated in conjunction with local education agencies, there was also a concern that educationally disadvantaged participants be served even if they are not economically disadvantaged. Thus, the 25 percent 123 window was allowed, at PIC discretion, to serve such individuals. Other obvious groups such as dropouts, potential dropouts, offenders, and welfare recipients were included in standard state definitions. Local programs may serve one or more of the groups mentioned in the definitions, elaborate/refine the state definition, or provide a rationale for serving groups not included in the definition listed below:

AT-RISK YOUTH - are individuals, ages 16 through 21\*, who have experienced difficulty or encountered barriers in education or to employment, above and beyond the fact of being economically disadvantaged.

\* Fourteen and fifteen year olds meeting this definition may also be served, provided such program is accordance with Section 205c of the JTPA legislation -- Exemplary Youth Programs.

These at-risk youth may include, but are not limited to dropouts and potential dropouts, welfare participants, offenders and potential offenders, handicapped, teen parents, wards of the state; those youth who have limited English speaking ability or who exhibit a dysfunctional reading/comprehension level that is below the 8th grade, or secondary school students who function below grade level in basic skill areas.

HARD-TO-SERVE ADULTS - are individuals, ages 22 and over, who have encountered significant barriers to employment, above and beyond the fact of being economically disadvantaged.

These hard-to-serve adults may include, but are not limited to: displaced homemakers, handicapped, substance abusers, dropouts, welfare recipients; those adults with limited English speaking ability, or who exhibit dysfunctional reading/comprehension below the 8th grade level.

EDUCATIONALLY DISADVANTAGED - Those non-economically disadvantaged individuals who function below the 8th grade level, or secondary school students, ages 16-21, who function below grade level in basic skill areas, and who require special services and assistance in order for them to succeed in educational programs. These educationally disadvantaged may also include migrants, dropouts, and potential dropouts, and individuals who have limited English language proficiency.

### Project Definition

The emphasis on providing 123 services to the target groups listed suggested a special mix of training and services to meet the needs of special groups; thus the state defined the term "project" for 123 purposes, requiring that 123 projects be discrete from regular or ongoing programs and designed according to the following definition:

A project is a program or series of programs which must meet the following criteria. A project 1) must adhere to state goals and policy, 2) contain measurable objectives, 3) develop standards by which these objectives may be measured, 4) design a series of activities to accomplish the objectives, 5) delineate time lines for achievement of objectives, and 6) provide both a progress and final report that describes the extent

to which all objectives have been met for submission and possible dissemination. In addition to these criteria, the project must show local coordination with LEAs by having the education liaison sign-off on the plan.

In addition to the above criteria and definitions, several other state criteria, for example, the non-application of federal performance standards, to 123 programs, were allowed as options. SDAs can develop and pilot innovative program designs which serve the target population without fear of performance standard consequences. Also, this allows for SDAs to set up remedial education or other programs to prepare hard-to-serve participants for IIA training, which is often job specific.

In sum, the thinking behind the 123 policy for PY 1985 and PY 1986 was to guide the JTPA system to accomplish some of the following:

1. Design effective, replicable models for "at-risk" youth and "hard-to-serve" adults.
2. Coordinate with the education community to integrate basic education components into all aspects of JTPA programming.
3. Enhance the knowledge base about the target populations to enable the system to better serve the target groups.
4. Use models and knowledge obtained to improve the IIA system and its ability to meet performance standards and expenditure requirements, especially for youth.

PY 1985 SECTION 123 POLICYI. BACKGROUNDA. Legislative and Regulatory Requirements

Section 123 of the JTPA legislation sets aside 8 percent of the Title IIA grant as discretionary funds to the Governor "to provide financial assistance to any state education agency responsible for education and training." At least eighty (80%) percent of the 8 percent funds are for participant services secured through cooperative agreements between administrative entities and local and state educational agencies. Up to twenty (20%) percent may be used to facilitate the coordination of education and training services for eligible participants, again through cooperative agreements. The Act also specifies that such cooperative agreements shall provide for a match to the JTPA 80 percent portion by state agencies and, if appropriate, local educational agencies.

The Act specifies that 123 funds may be used "to provide education and training, including vocational education services and related services to participants under IIA" and that such services may be designated for special groups by the Governor. The Act also requires that at least 75 percent of the 80 percent funds be spent on disadvantaged participants. Finally, there is a provision that, if no cooperative agreement is reached, the Governor may use Section 123 funds for coordination and special services activities, as he may determine. The



Act does not specify how funds are to be administered or allocated within the state so long as the previously stated provisions are met.

Federal regulations exclude the 20 percent coordination funds from the 15 percent limit on administration and all other cost category restrictions; 80 percent funds are subject to the 15 percent administrative limit but may exceed the normal 15 percent limitation on participant support services. Thus, the state may spend non-administrative funds from the 80 percent for any combination of training and supportive services.

B. GENERAL INFORMATION

The PY 1985 Section 123 Policy sets forth two major statewide goals: 1) to improve the quality and level of services to "at-risk youth"; and 2) to improve the basic skill functioning and job readiness of "hard-to-serve" adults. The main function of 123 monies should be to build and enhance overall capability to better serve these groups through coordination with the education community. This capacity building function suggests not only direct provision of services through model approaches, but the building of; 1) joint planning capability between education and employment and training systems; 2) competency systems developed jointly by JTPA and education; 3) an awareness of illiteracy and its effects and; 4) knowledge bases and research efforts to describe target populations and design appropriate program models to meet participant needs.

II. STATEWIDE GOALS

The PY 1985 Section 123 (80%) participant services funds shall be utilized to address the following broad goals:

Goal 1: To improve the quality and level of services to "at risk" youth.

Definition: "At-risk" youth are persons ages 14-21 who have experienced difficulty or encountered barriers in progressing through the natural system of education and employment, to include but not be limited to potential drop-outs, drop-outs, teenage parents, welfare recipients and youthful offenders.

Strategy: The implementation of the state youth policy, with its emphasis on serving "at-risk" youth through innovative model programs at the state and local level, developing competency systems, and coordination with the education (especially the K-12) system, is the recommended strategy for working toward this goal. While coordination with junior colleges and other post-secondary institutions is in place in many areas, coordination with the K-12 system is needed to better serve the in-school population.

Goal 2: To improve basic skills functioning and job readiness of "hard-to-serve" adult participants.

Definition: "Hard-to-serve" adults are those who have encountered barriers to employment including but not limited to limited English language speakers, welfare recipients, non-high school completers, and illiterates.

Strategy: Implementation of the operational aspects of the SJTCC's literacy agenda, the development of basic skills instruction and job preparation instruction, targeting of JTPA services to welfare recipients, and other activities to prepare "hard-to-serve" adults for employment is the recommended strategy for working toward this goal.

### III. LOCAL IMPLEMENTATION

Though the state has set forth broad goals through the PY 1985 123 policy, it will be the SDA's responsibility, in conjunction with local educational agencies, to develop specific objectives and to design particular programs, based on local need and capability. The SDAs will, in effect, submit Section 123 plans (developed jointly with the education community) which describe how the SDA will address the overall goals. Guidelines for these plans will be developed jointly by TEA and TDCA.

It should be noted that, depending on the program model and target population(s), a given model or activity may serve both youth and adults. For example, a competency-based pre-employment, basic education, or occupational specific skills program may well serve youth and adult drop-outs, youth and adult welfare recipients, etc. On the other hand, SDAs may design a specific basic skills program for youth drop-outs only or an occupational specific services program for adults. In sum, the local projects implemented under the Section 123 policy may address the two goals individually or together, but must address the overall intent to improve services to the target groups through the combined efforts of education and the local JTPA PIC/Administrative Entity.

IV. PY 1983 Section 123 80% CRITERIA

For PY 1985, a partially new set of rules shall facilitate the achievement of PY 1985 goals and objectives. The following criteria will be applied to any statewide contract to be negotiated between TDCA and TEA for PY 1985 Section 123 funds.

- A. IIA Performance Standards will not be applied. Although SDAs, in conjunction with local education agencies, will be required to: 1) set objectives, 2) measure results, and 3) provide analysis of program outcomes.

The federally prescribed IIA performance standards will not apply unless participants are coenrolled in IIA. The non-application of IIA performance standards for Section 123 shall be for one year only, initially. This flexibility will allow SDAs to experiment with innovative approaches or demonstration models for which results may not be directly measurable by participant outcomes, and research and develop competency systems. Such an arrangement will allow SDAs to offer remedial/basic education components to prospective "hard-to-serve" participants who would not normally be prepared to enter the IIA program. After one year, it is expected that some of the models and capabilities gained will be utilized under IIA, thus enabling SDAs to serve more "at-risk youth and "hard-to-serve" adults. Also, this approach will assist SDAs in meeting IIA performance standards and youth expenditures.

- B. Drop the 90/10 economically disadvantaged provision and utilize the 75/25 as allowed in Section 123 of the JTPA legislation.

Allowing for 25 percent of the participants in 123 to be non-economically disadvantaged will enable the educational entities to serve more "educationally disadvantaged" participants who are not economically disadvantaged. TEA is under mandated to serve educationally disadvantaged in a number of ways.

- C. Set a maximum and a minimum SDA 80% allocation. To allow some of the smaller SDAs to develop the model program approach, minimum allocation of approximately \$60,000 and a maximum of approximately \$400,000 will be set for PY 1985.

- D. Provide a planning grant for SDAs to set up an education subcommittee made up of representatives of various educational organizations (for example, junior and community colleges, secondary schools, and adult education programs, etc.) to advise the PIC and to work with JTPA staff in order to develop a coordinated approach to planning employment and training and education activities in a given SDA. Such a committee will also serve to assist in regional planning and coordination between vocational education programs (as required by the Carl Perkins Act) and PICs, and to improve coordination with adult education and community education as well. The

committee shall act in an advisory capacity, with final decisions on a given project rendered by the Private Industry Council.

TDCA will contract directly with each SDA for the planning grant, which will be funded half from the 80 percent and half from the 6 percent technical assistance monies for PY 1985 only.

- E. Under the 80%, only TEA certified institutions shall be utilized for training activities. TEA shall provide assistance to community-based organizations and other entities in acquiring TEA certification if the PIC desires the services of such organizations for Section 123 activities. The arrangement will have the dual effect of 1) improving the educational components of CBOs and other non-certified institutions, and 2) enabling TEA to expand its ability to serve groups not traditionally served by the public school network.
- F. Allow SDAs to fund education-coordination projects from IIA and/or 123

Projects may be funded either totally from Section 123 or with a combination of Section 123/IIA funds. If projects are funded under IIA only, then that level of funding must equal or exceed the amount allocated under Section 123. Any Section 123 funds not obligated to the proposed project(s) may be used at the

discretion of the PIC to continue existing 123 programs or other 123 activities.

This provision allows SDAs flexibility at the local level in choosing the most appropriate funding source for a given project but allows the overall state goals of building capacity to serve "at risk" youth or "hard-to-serve" adults to be retained. The 123 planning grants to create local education committees will serve as the basis and springboard for fostering coordination between JTPA and the education system, which is the overall purpose of the proposed 123 policy.

- G. Assign a joint JTPA/Education staff at the State level that has specific responsibility for implementation of the policy and technical assistance to administrative entities, LEAs, local education committees, and PICs in setting up coordinated approaches and programs at the local level. Other states' experience has shown that the dedication of specific staff to the effort is essential to implementing an innovative 123 strategy.

TEA's match of 123 funds from the Vocational Education Disadvantaged Funds will continue for the purpose of meeting the match requirement of th JTPA Legislation.



V. USE OF PY 1985 20% 123 FUNDS

For PY 1985, projects shall be approved by the Governor, the State Board of Education, and TDCA. The allowance for TEA administrative cost will continue, the 20 percent funds are recommended but not limited to be used to fund specific projects or areas which relate to the two overall Section 123 80 percent goals of establishing an education/JTPA cooperative approach for improving services to serving "at risk" youth and "hard-to-serve" adults. Projects under consideration for the PY 1985 20% funds include models for 1) welfare participants and offenders, 2) participation in a national dropout demonstration, 3) a regional planning effort between JTPA and vocational/adult education and 4) a customized skills training project. Support for implementation of the state Labor Market Information plan will continue.

VI. IMPLEMENTATION AT STATE LEVEL

TDCA will implement the following activities:

- A. TEA and TDCA will negotiate the contracting mechanism for the 80% funds. In devising a contracting arrangement that will allow for maximum and quality use of the PY 1985 80 percent monies, the following principles will be considered: 1) flexibility in order to allow for the use of a variety of training institutions and program options to meet the particular needs of the target groups; 2) ownership in order to assure that SDAs and educational institutions take joint responsibility for use of the funds; and 3) efficiency in order to streamline the process so that resources are allocated, program decisions are made, and funds are expended in a timely manner.
- B. Hold a joint TDCA-TEA conference to explain the PY 1985 Section 123 policy, issue 123 planning guidelines, give assistance in setting up model approaches, etc. The SDAs/educational entities will then develop local plans for the 123 effort and submit them to the state.
- C. Upon plan approval, PY 1985 program implementation (targeted for October 1, 1985 will begin. On-going coordination and technical assistance effort will be available through state level staff through June, 1986. At that time, projects will be evaluated and assessed by staff for replicability under IIA and IIB programs.

**SECTION III**

**PY 1985 PROJECT SUMMARIES**

## SECTION III

### PY 1985 PROJECT SUMMARIES

#### Statewide Overview

Executive Summaries for SDA projects are included in this section. From a statewide perspective, local plans indicate that in PY 1985, the following categories of participants will be served.

	<u>Number</u>	<u>Percent</u>
Total	5,537	100%
At-Risk Youth	4,210	76%
Hard-to-Serve Adults	1,327	24%
Economically Disadvantaged	4,598	83%
Educationally Disadvantaged	949	17%
Handicapped	343	6%
Offenders	401	7%
Dropouts	1,942	35%
Welfare Recipients	1,187	21%

#### Participant Characteristics

Of the planned total participants, 1,327 are identified as "hard-to-serve" adults. The largest target group to be served is at-risk youth, ages 14-21, for a planned total of 4,210, or 76%.

Under the 123 programs, up to 25% of funds may be expended for non-economically disadvantaged participants, at PIC discretion. State policy recommends that the "25% window" be used for educationally disadvantaged

participants who are not economically disadvantaged. Of the total planned participants, 4,598 or 83% will be economically disadvantaged. Twenty-five SDAs have chosen to serve the educationally disadvantaged, amounting to 17% of the total to be served.

Dropouts will comprise a major subgroup to be served: 1,942 or 35% of the total participants. In addition, groups including handicapped, offenders, limited-English speaking clients, and welfare participants will be served. Welfare recipients are the next highest target group, 1,187 or 21%.

#### Planned Activities and Services

In addition to the PY 1985 123 SDA Allocations which ranged between \$70,000 and \$400,000, each SDA was provided a \$35,000 planning grant. While most SDAs are using these funds for establishing the Education Advisory Subcommittee, program development, and coordination activities, four SDAs elected to use a major portion of the planning grant for training activities.

Though most SDAs are providing some supportive services under the 123 program, most are not using the full 30% (after administrative costs) allowed for services. Supportive services to be provided include transportation, day care, and health-medical services; some SDAs will pay work experience wages or needs-based payments or incentives to participants.

Funds for training are planned to be expended for activities such as pre-employment training, basic skills remediation, technical skills training, career awareness, job development, and job placement. Many SDAs are offering some type of job readiness and basic education skills preparation that will enable participants to enter the regular IIA program upon completion of 123 activities. Several SDAs are coordinating with school districts to serve

participants who failed the TEAMS minimum competency tests in an effort to enable them to pass the test, bring up course grades, and prevent attrition.

Most SDAs took advantage of the option not to apply federal performance standards to 123 programs while only a few SDAs are coenrolling participants in 123 and IIA, and thus are subject to federal performance standards. The 123 planning guidelines required SDAs to include local performance measures/outcomes in the 123 plan.

Some SDAs have chosen to utilize a part of their training monies for non-participant serving activities that will enhance an existing system or will develop a new system for that region. For example, some of the plans indicate the following activities:

- o Survey of service providers and services each provides
- o Survey of employers regarding occupations in demand
- o Survey of employers' perceived needs of special groups, i.e., dropouts, welfare participants, offenders, and handicapped.

Other activities that will serve participants after the products are developed include:

- o Training teams of peer tutors
- o Establishing a Literacy Council
- o Developing a brochure to explain and market programs/participants
- o An identification and referral system for dropouts
- o An orientation to the JTPA/123 package
- o A program to provide in-service training for counselors.

Some SDAs are purchasing computer hardware/software, including the Comprehensive Competencies Program package, automated GED software, and tutoring/remediation training programs. These programs will all benefit the targeted participants.

Two SDAs are utilizing 123 funds for participation in the Communities-in-Schools Governor's model program.

#### Executive Summaries

On the following pages, an Executive Summary for each SDA's PY 1985 Section 123 project(s) is included to assist local programs in developing future models and perhaps stimulate program ideas/models for different areas. Summaries are included for all SDAs that had submitted 123 plans to the State by March 20, 1986. The summaries include basic programmatic information, along with service provider names and products expected from the projects described. Following the summaries, a chart is presented showing service providers, activities, outcomes, products, and total budget by SDA. Supplements to this guide will later document actual outcomes and products of the 123 projects.

EXECUTIVE SUMMARY SHEET

SDA: Alamo

PROJECT: Section 123 Project

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The Alamo Service Delivery Area will address the two state goals that have been identified by the State Job Training Coordinating Council for Section 123 (80%) funds. The two goals that will be addressed are:

- (1) To improve the quality and level of services to "at-risk" youth;
- (2) To improve basic skills functioning and job readiness to "hard-to-serve" adult participants.

The local projects will address the state goals through three main services: (1) outreach and recruitment; (2) occupational skills training; and (3) job placement services.

The Alamo SDA will require that participants entering a Section 123 program activity be economically disadvantaged. The allowable 25% window to serve non-economically disadvantaged persons will not be utilized by the Alamo SDA.

Activities prior to enrollment into a Section 123 Activity may include academic upgrading in the Alamo SDA Learning Center, currently operated by Project SER. This center is currently being expanded with the use of bonus funds obtained by the Alamo SDA to serve the harder to serve JTPA participant. Along with academic upgrading, Section 123 participants may also be enrolled into a competency based academic program prior to enrollment into a Section 123 activity. The Alamo SDA will have a Comprehensive Competency Program in place funded by bonus funds obtained by the Alamo SDA.

Upon completion of the Section 123 Activity, all participants will be provided Job Search activities, the Service Provider to ensure job placement.

SERVICE PROVIDERS: South Central Texas Regional Training Center, Southwest Paramedical School

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	209
AT-RISK YOUTH	88
HARD-TO-SERVE ADULTS	121
ECONOMICALLY DISADVANTAGED	209
EDUCATIONALLY DISADVANTAGED	0
HANDICAPPED	17
OFFENDERS	13
DROPOUTS	49
WELFARE RECIPIENTS	36

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 51,937.00
SERVICES	\$ -0-
TRAINING	\$294,308.00
<u>TOTAL</u>	<u>\$346,245.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>36</u>



EXECUTIVE SUMMARY SHEET

SDA: Austin/Travis County

PROJECT: Communities-in-Schools - Austin, Inc.

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The proposed Communities in Schools - Austin, Inc. (CISA) high school project is a school-based dropout prevention program which will improve the quality and level of services to "high risk" youth. Project objectives will include:

- 1) Developing methods of identifying "high risk" youth,
- 2) Determining services necessary to hold students in school while they develop employment skills,
- 3) Coordinating and delivering counseling, health, academic and recreational services,
- 4) Evaluating program effectiveness.

Services will include but not be limited to tutorial/remedial instruction; individual and group counseling; before and after school recreation; training for jobs, job placement and supervision (summer employment program); referrals to social agencies; case management; student advocacy or other success oriented experiences.

Approximately 100 students will be identified as "high risk" and given the necessary services to increase their motivation for completing school and to prevent the failure cycle so characteristic of school dropouts. Subsequently, it is expected that at least 80% of the students referred to the CISA program will improve their attendance, their academic achievement, their school behavior, and their employment skills. Further, it is anticipated that referred students will become more concerned about completing high school, staying out of trouble, and finding and keeping meaningful employment.

SERVICE PROVIDERS: Communities-in-Schools - Austin, Inc.

PRODUCTS: Annotated Bibliography on Dropout Characteristics; Referral Format; Training Agenda; Brochure; Community Agencies and Services List; Annual Report

PARTICIPANT SUMMARY:

TOTAL	100
AT-RISK YOUTH	100
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	75
EDUCATIONALLY DISADVANTAGED	25
HANDICAPPED	20
OFFENDERS	25
DROPOUTS	0
WELFARE RECIPIENTS	0

BUDGET SUMMARY:

ADMINISTRATIVE	\$ -0-
SERVICES	\$ -0-
TRAINING	\$ 90,648.00
<u>TOTAL</u>	<u>\$ 90,648.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>36</u>

EXECUTIVE SUMMARY SHEET

SDA: Balance of Dallas County

PROJECT: Education Projects

GOAL(S): X At-risk youth     Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

Three projects will be conducted to address the goal of improving the quality and level of service to "at-risk" youth.

A. The Balance of Dallas County Service Delivery Area (SDA) will conduct an identification and referral project with a local independent school district (ISD) to promote the ability of the ISD to identify "at-risk" youth and effectively refer the youth to appropriate JTPA training and services. The SDA will assign a staff member to coordinate with the ISD to identify existing ISD information which can be used to identify economically or educationally disadvantaged youth. After the analysis of school records, referral procedures will be developed and the ISD and SDA staff will be trained regarding referrals between the systems. This project is designed to be non-participant serving.

B. The SDA, the El Centro Job Training Center (ECJTC), and the Dallas County Juvenile Department (DCJD) will conduct a pre-employment training and basic/remedial education program for thirty youth on probation. The participants will attend 420 hours of pre-employment training and basic/remedial education instruction during a fourteen week training period. The expected results for the participants who complete the training are: achievement of one-grade level improvement in reading and math; attainment of GED; placement in unsubsidized employment; or transfers to other SDA training programs.

C. The SDA, DCJD, and the Buckner Children's Home will conduct a basic/remedial education program for twelve youth on probation. The participants will receive on-site instruction in reading, math, and GED preparation. The expected results for participants who complete the program are: achievement of one-grade level improvement in reading and math; attainment of GED; or transfer to other SDA training programs.

SERVICE PROVIDERS: Local ISD (to be determined); El Centro Job Training Center; Buckner Children's Home

PRODUCTS: Referral/Information System; System of Identification of Potential Eligible Participants

PARTICIPANT SUMMARY:

TOTAL	42
AT-RISK YOUTH	42
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	32
EDUCATIONALLY DISADVANTAGED	10
HANDICAPPED	0
OFFENDERS	42
DROPOUTS	30
WELFARE RECIPIENTS	0

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 7,028.00
SERVICES	\$ 8,400.00
TRAINING	\$ 70,205.00
<u>TOTAL</u>	<u>\$ 85,633.00</u>

PERFORMANCE MEASURES: 17

EXECUTIVE SUMMARY SHEET

SDA: Balance of Harris County

PROJECT: Section 123

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The Harris County Private Industry Council, the Education Advisory Subcommittee, and the SDA Administration selected both North Harris County College and San Jacinto Community College to administer Section 123 projects. A broad range of services and training will be made available to the participants which includes recruitment, assessment, pre-employment training; basic skills in math, reading and English; occupational skills training, academic and career counseling, GED and ESL classes, various other vocational courses, and job development and job placement.

Approximately 100 youth and adults who are determined during intake to meet the TDCA definition of "at risk youth" and "hard to serve adults" will be enrolled into the 123 projects.

Coordination efforts will continue with LEAs in the community to provide the participant with a complete package of job readiness skills.

SERVICE PROVIDERS: San Jacinto Community College; North Harris County College

PRODUCTS: N/A

PARTICIPANT SUMMARY:

BUDGET SUMMARY:

TOTAL	100
AT-RISK YOUTH	20
HARD-TO-SERVE ADULTS	80
ECONOMICALLY DISADVANTAGED	70
EDUCATIONALLY DISADVANTAGED	30
HANDICAPPED	5
OFFENDERS	2
DROPOUTS	20
WELFARE RECIPIENTS	22

ADMINISTRATIVE	\$ 36,720.00
SERVICES	\$ 53,380.00
TRAINING	\$154,854.00

TOTAL \$244,954.00

PERFORMANCE MEASURES: 27

EXECUTIVE SUMMARY SHEET

SDA: (Balance of) South Plains Rural SDA

PROJECT: "At-Risk" Youth

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

This project is three-fold. The three individual segments will be acting independently, but at the same time, they will have corresponding objectives.

First Component: Employ a certified counselor to work closely with Caprock Community Action, Hale County and the secondary schools in that area. He/She will identify drop-outs, potential drop-outs, and hard-to-serve adults. He/She will assess each individual situation and help develop a plan to systematically pursue the options available. He/She will instruct classes on employability.

Second Component: Upon the co-decision of the project coordinator and South Plains Community Action, Levelland, Hockley County, a number of qualified, mature-thinking adults will be placed in classroom training. Upon completion of the training, the job developers at South Plains Community Action will assist the participant in obtaining permanent employment.

Third Component: Texas Tech University will be contracted under this project, to employ one full-time certified program counselor, and three graduate assistants (part-time). They will be traveling extensively to the rural counties. All interested secondary schools in our SDA will be served. The services are to identify potential drop-outs, and drop-outs, to counsel with each individually, to assess, and to help the participant pursue appropriate options. Staff will also incorporate classes, workshops, seminars on employability information, job retention skills, job seeking skills, interest inventories and career exploration, which will be integrated into each secondary school's existing system; at the discretion of the school administration.

SERVICE PROVIDERS: Texas Tech. University, South Plains College, Wayland Baptist University, Texas Conservation Corp, other ISDs to be Determined

PRODUCTS: Identification/Assessment of At-Risk Youth and Hard-to-Serve Adults; Mobile Assessment Teams

PARTICIPANT SUMMARY:

TOTAL	<u>110</u>
AT-RISK YOUTH	<u>95</u>
HARD-TO-SERVE ADULTS	<u>15</u>
ECONOMICALLY DISADVANTAGED	<u>90</u>
EDUCATIONALLY DISADVANTAGED	<u>20</u>
HANDICAPPED	<u>6</u>
OFFENDERS	<u>5</u>
DROPOUTS	<u>15</u>
WELFARE RECIPIENTS	<u>10</u>

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 6,000.00
SERVICES	\$ 3,500.00
TRAINING	\$67,000.00
TOTAL	<u>\$76,500.00</u>

PERFORMANCE MEASURES: To Be Determined

EXECUTIVE SUMMARY SHEET

SDA: Balance of Tarrant County

PROJECT: Basic Employment Skills Training

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

In conjunction with the state goal to improve the quality and level of services to "at risk" youth, the first project will be designed to serve youth who are (1) economically disadvantaged and (a) are performing behind grade level or (b) exhibit a dysfunctional reading/comprehensive level that is below 8th grade or (c) identified as a potential dropout or (d) handicapped or (e) teen parents or (2) or will be served through the 25% window and are educationally disadvantaged. The project will include coordinating with the various I.S.D.'s in the Balance of Tarrant County in order to identify at risk youth who are economically disadvantaged or educationally disadvantaged. In an effort to apply capacity building mechanisms, Tarrant County Employment and Training will enhance the Cooperative Education Program by strengthening and expanding the concept of Education for Employment Centers.

The second project will target hard to serve adults who are economically disadvantaged and have other barriers to employment or are educationally disadvantaged. The goal will be to improve basic skills functioning and job readiness of "hard to serve" adults by combining basic skills training with occupational skills training. The project will include comprehensive assessment and testing that will identify "hard to serve" adults. The participants will attend the Tarrant County Learning Center to improve their basic skills or prepare for their GED in order to be better prepared for skills training at the Fort Worth Skills Center.

SERVICE PROVIDERS: Fort Worth ISD, Keller ISD, Mansfield ISD, Crowley ISD, Everman ISD, other ISDs to be identified

PRODUCTS: Referral System; Establish Education for Employment Centers; DevelTop Coordination Network

PARTICIPANT SUMMARY:

BUDGET SUMMARY:

TOTAL	60
AT-RISK YOUTH	25
HARD-TO-SERVE ADULTS	35
ECONOMICALLY DISADVANTAGED	51
EDUCATIONALLY DISADVANTAGED	9
HANDICAPPED	20
OFFENDERS	5
DROPOUTS	12
WELFARE RECIPIENTS	8

ADMINISTRATIVE	\$ 6,370.00
SERVICES	\$ 19,089.00
TRAINING	\$ 44,541.00
TOTAL	\$ 70,000.00
PERFORMANCE MEASURES:	<u>7</u>

EXECUTIVE SUMMARY SHEET

SDA: Brazos Valley

PROJECT: 123 Program for At-Risk Youth

GOAL(S): X At-risk youth    Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

This program addresses the goal related to youth. This goal is to improve the quality and level of services to at-risk youth. The categories addressed are improving student retention and school completion and improving basic skills.

The objectives of the program are related to giving remedial computer assisted instruction to potential drop-outs, providing computer assisted instruction to occupational orientation, and providing limited work experience for several students with financial needs. Strategies and curriculum will also be developed to meet these needs and documents will be available for reproduction.

Funds will be provided for personnel, material, computers and limited work experience.

The success of the program will be determined by documented results that will include the following:

1. Did the student attain a higher grade in academic areas in which he was deficient after this new approach?
2. Were the students in the limited work experience successfully employed and did they remain in school?
3. Did 90% of the students remain in school?
4. Did the students become competent in 80% of the competencies developed?
5. Were documents produced for duplication?

SERVICE PROVIDERS: Bremens ISD; Brenham ISD; College Station ISD; Snook ISD; Franklin ISD

PRODUCTS: Strategies for Remediation of Disadvantaged.

PARTICIPANT SUMMARY:

TOTAL	245
AT-RISK YOUTH	245
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	184
EDUCATIONALLY DISADVANTAGED	61
HANDICAPPED	10
OFFENDERS	5
DROPOUTS	0
WELFARE RECIPIENTS	20

BUDGET SUMMARY:

ADMINISTRATIVE	\$ -0-
SERVICES	\$ 84,240.00
TRAINING	\$195,760.00
TOTAL	\$280,000.00
(includes \$210,000 of regular IIA)	
<u>PERFORMANCE MEASURES:</u>	<u>7</u>

EXECUTIVE SUMMARY SHEET

SDA: Cameron County PIC

PROJECT: Cameron County Youth Projects (CCYP)

GOAL(S): X At-risk youth     Hard-to-serve adults     Non-participant serving

PROJECT SUMMARY:

The Section 123 Plan for Program Year 1986 addresses three separate projects. The projects are tailored to serve at a minimum 175 at-risk youths who are economically disadvantaged. A small pre-determined percentage of the at-risk youth population will be representatives of juvenile offenders and potential offenders. One of the projects is entitled the "In-School Work Experience/CRT-Other Pre-Employment/Work Maturity Program" which is intended to serve 90 high school potential drop-outs. The second program is entitled the "Out of School OJT/CRT-Other Pre-Employment/Work Maturity Program" designed to serve 60 drop-outs. Finally, the third project is entitled the "CRT-Occupational for Juvenile Offenders/Potential Offenders" designed to serve 25 JTPA eligible at-risk youths.

The PIC will couple PY 85-86 Title IIA funds with Section 123 funds to operate the In-School Program and Out-of-School Program. The Program for Juvenile Offenders/Potential Offenders" will be completely funded out of Section 123 funds.

SERVICE PROVIDERS: Brownsville ISD in conjunction with other ISDs

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	175
AT-RISK YOUTH	175
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	175
EDUCATIONALLY DISADVANTAGED	0
HANDICAPPED	0
OFFENDERS	25
DROPOUTS	85
WELFARE RECIPIENTS	0

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 18,061.00
SERVICES	\$ 25,000.00
TRAINING	\$157,440.00
TOTAL	\$200,501.00
PERFORMANCE MEASURES:	14

EXECUTIVE SUMMARY SHEET

SDA: Central Texas COG

PROJECT: Educational/Coordination Model Programs

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

The project consists of four (4) separate programs: New Horizons Youth Competency, Employer Survey, Adult Literacy Council, and Childcare Worker Training. Two (2) programs are targeted to at risk youth and two (2) are targeted to hard-to-serve adults.

The primary purpose of the program approach is to evaluate projects for possible application and continuation under Title IIA funding. The EAS has identified a deficiency in educational attainment which makes these target populations unemployable, therefore, the PY'85 Section 123 project is the initial step towards a comprehensive program of deficiency related training for permanent employment.

SERVICE PROVIDERS: Killeen ISD; New Horizons; Adult Education Center; Central Texas College

PRODUCTS: Employer Survey; Adult Literacy Council; Directory of Service Providers and Services; Tutorial Training Curriculum; Cadre of Trained Tutors

PARTICIPANT SUMMARY:

TOTAL	30
AT-RISK YOUTH	10
HARD-TO-SERVE ADULTS	20
ECONOMICALLY DISADVANTAGED	26
EDUCATIONALLY DISADVANTAGED	4
HANDICAPPED	0
OFFENDERS	0
DROPOUTS	10
WELFARE RECIPIENTS	10

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 5,826.00
SERVICES	\$ 1,971.00
TRAINING	\$ 62,203.00
TOTAL	\$ 70,000.00
PERFORMANCE MEASURES:	14



EXECUTIVE SUMMARY SHEET

SDA: City of Fort Worth; The Working Connection

PROJECT: PY 85 123 Program

GOAL(S): X At-risk youth     Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

The Working Connection PY1985 123 Program will address the goal of improving the quality and level of services to "at-risk" youth. The program will consist of two phases: a planning phase to develop the project design and an implementation phase to pilot test the newly designed project. The EAS has begun the planning phase and has determined that the pilot project will serve potential dropout and dropout youth with both Basic Academic Skills Training and Pre-employment Skills Training. The EAS is making every effort to ensure that the project will not be merely a duplication of current IIA programs.

Representation of the EAS includes all ISDs in the service delivery area, the community college and CBOs. Therefore the pilot project to be implemented during the second phase will be developed totally by the committee without a request for proposals. The EAS will consider using a portion of the 123 funds for small projects proposed by LEAs if they address the local goal and target populations. The majority of the funds, however, will be used for implementation of the EAS designed project.

The planning phase should be completed at the midterm of the program; specific information describing the pilot project to be implemented during the second phase will be forwarded to TDCA as an amendment to the plan at that time.

SERVICE PROVIDERS: To Be Determined.

PRODUCTS: A Comprehensive Plan for the SDA.

PARTICIPANT SUMMARY:

TOTAL	<u>65</u>
AT-RISK YOUTH	<u>65</u>
HARD-TO-SERVE ADULTS	<u>0</u>
ECONOMICALLY DISADVANTAGED	<u>49</u>
EDUCATIONALLY DISADVANTAGED	<u>16</u>
HANDICAPPED	<u>10</u>
OFFENDERS	<u>0</u>
DROPOUTS	<u>20</u>
WELFARE RECIPIENTS	<u>11</u>

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 14,802.00
SERVICES	\$ 44,358.00
TRAINING	\$103,502.00
<u>TOTAL</u>	<u>\$162,662.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>16</u>

EXECUTIVE SUMMARY SHEET

SDA: City of Houston

PROJECT: Houston ISD Communities-in-Schools (CIS) - Houston

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The HISD-CISH Section 123 project will serve 800 at-risk youth, 14-21 years of age, as per TDCA's definition/guidelines, from the 9, 10, and 11th grades by providing the following primary services: a) youth employment competency curriculum - for pre-employment skills training, as approved by the TDCA and the HJTPC, b) educational tutoring - using HISD curriculum goals, TEAMS preparation and/or GED competency achievement levels as instructional guidelines, to keep youth in school and/or help them complete their education, c) personal counseling - to help youth resolve individual, school, peer, and/or family problems to help keep the youth in school and/or complete their education, d) mentor program - provide a successful role-model person to serve as an advisor and personal achievement motivator for the youth.

SERVICE PROVIDERS: Houston ISD

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	800
AT-RISK YOUTH	800
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	680
EDUCATIONALLY DISADVANTAGED	120
HANDICAPPED	16
OFFENDERS	80
DROPOUTS	75
WELFARE RECIPIENTS	160

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 36,400.00
SERVICES	\$ -0-
TRAINING	\$363,600.00
<u>TOTAL</u>	<u>\$400,000.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>4</u>

EXECUTIVE SUMMARY SHEET

SDA: Concho Valley COG

PROJECT: Education Success Projects (ESP) I & II

GOAL(S): X At-risk youth    Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

The Education Success Projects (ESP) I & II will be implemented through the joint efforts of the Concho Valley Private Industry Council and the San Angelo Independent School District (SAISD). The mission of the project will be to improve the level of service to the at-risk youth population.

ESP I will target the out-of-school dropout, ages 16-21. It will be implemented by the Adult Basic Education (ABE) Division of the SAISD. Through the referral of dropouts by the SAISD, the Concho Valley Private Industry Council will initiate a class for the JTPA eligible participants for GED certification. The ABE Division will provide participants with remedial academic training through the use of the Steck-Vaughn GED 100 Series. Upon completion of a 300 hour program, the participant will then be counseled, tested, and selected for either job placement, job training or further vocational education.

ESP II will target the severe learning disabled students, ages 14-21. It will be implemented through the Special Education Department of the SAISD. The Special Education Department will provide computer assisted instructional programs in the regular classroom designed to improve basic skills (literacy and math) of JTPA eligible students. With the addition of computers and software not currently available, the teachers will be able to provide more individualized instruction in both math and the language arts. Computers also tend to be motivational factors for students, therefore providing incentives for them to stay in school. The participant will also be further identified for other appropriate IIA services, specifically Try-Out-Employment, Limited Work Experience, or Vocational Skills Training.

SERVICE PROVIDERS: San Angelo ISD

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	114
AT-RISK YOUTH	114
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	86
EDUCATIONALLY DISADVANTAGED	28
HANDICAPPED	96
OFFENDERS	5
DROPOUTS	20
WELFARE RECIPIENTS	5

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 6,370.00
SERVICES	\$ -0-
TRAINING	\$63,630.00
TOTAL	\$70,000.00
<u>PERFORMANCE MEASURES:</u>	<u>9</u>

EXECUTIVE SUMMARY SHEET

SDA: Deep East Texas

PROJECT: Basic Education Skills Training (BEST)

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

The Deep East Texas Council of Governments, serving as Administrative Entity for the Deep East Texas Service Delivery Area, will establish a Training Agreement for two Section 123 State Coordination Projects during PY '85 with Interactive Systems Laboratories (ISL). The program will concentrate efforts on providing a coordinated approach to educational services for "at-risk" youth (especially dropouts, welfare recipients and teen-parents) and "hard-to-serve" adults (especially displaced homemakers, handicapped individuals, substance abusers, school dropouts, and welfare recipients.) JTPA applicants who may not fall within the framework of those two groups may be served through the 25% window.

The Interactive Systems Laboratories (ISL) which has agreed to furnish sites for instruction, teachers and management, certification, testing services and routine progress reports (one per month) will provide two programs: (see description on Program Design chart)

1. Basic Education Skills Training (BEST)
2. Basic Office and Secretarial Skills Program (BOSS)

The location for designated training site(s) will be identified by the Deep East Texas Private Industry Council.

SERVICE PROVIDERS: Interactive Systems Laboratories (ISL); To Be Determined

PRODUCTS: Plan of Coordination

PARTICIPANT SUMMARY:

TOTAL	30
AT-RISK YOUTH	12
HARD-TO-SERVE ADULTS	18
ECONOMICALLY DISADVANTAGED	22
EDUCATIONALLY DISADVANTAGED	8
HANDICAPPED	3
OFFENDERS	6
DROPOUTS	15
WELFARE RECIPIENTS	6

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 5,668.00
SERVICES	\$ 11,378.00
TRAINING	\$ 96,714.00
TOTAL	\$113,780.00
PERFORMANCE MEASURES:	6

EXECUTIVE SUMMARY SHEET

SDA: East Texas

PROJECT: Summary Plan

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The East Texas Private Industry Council (PIC) and its Education Advisory Committee (EAC) have determined that PY 1985 Section 123 funds will be used to serve at-risk youth and hard-to-serve adults. However, priority will be given to projects emphasizing services to youth. In situations where coordination with education programs will be enhanced, non-economically disadvantaged individuals, who are also educationally disadvantaged, may be served.

A request for proposals (RFP) for Section 123 projects has been issued to local school districts, universities, junior colleges and private, proprietary schools throughout the service delivery area. Thirteen proposals have been received and they will be reviewed by the EAC and the PIC by March 31, 1986. Projects approved by the PIC will be transmitted to TDCA for final approval and will be implemented in April, 1986. Projects may extend through December, 1986. The Plan will be revised and resubmitted after individual projects are approved and under contract.

SERVICE PROVIDERS: To be determined

PRODUCTS: NA

PARTICIPANT SUMMARY:

TOTAL	242
AT-RISK YOUTH	212
HARD-TO-SERVE ADULTS	30
ECONOMICALLY DISADVANTAGED	182
EDUCATIONALLY DISADVANTAGED	60
HANDICAPPED	4
OFFENDERS	2
DROPOUTS	33
WELFARE RECIPIENTS	32

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 18,869.00
SERVICES	\$ 56,545.00
TRAINING	\$131,937.00

TOTAL	\$207,351.00
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PERFORMANCE MEASURES: To Be Determined

EXECUTIVE SUMMARY SHEET

SDA: Golden Crescent

PROJECT: Basic Educational and Academic Training (BEAT)

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The "Basic Educational and Academic Training" (BEAT) Program will be implemented and operated by the Region III Educational Service Center through the Gross Adult Learning Center in Victoria. The program will utilize the "Comprehensive Competencies Program" (CCP) developed by the Remediation and Training Institute. The SDA's allocated 123 funds along with the 123 planning grant, will be used to implement and operate the program. Transportation assistance will enable residents of all seven counties in the SDA to utilize the program.

Implementation of the program, and program operation will be coordinated effort between Region III, Gross Adult Learning Center, the Educational Commission, and other human service agencies in the Golden Crescent SDA.

The program will address both state goals of improving the quality and level of services to at-risk youth and by improving the basic skill functioning and job readiness of hard-to-serve adults. The program will assist participants in improving basic skills functioning. This will increase school retention and completion for in-school youth, and aid out-of-school youth, and adults in obtaining G.E.D.'s and gaining basic skills necessary to enter other training or find unsubsidized employment.

SERVICE PROVIDERS: Region III ESC, Gross Adult Learning Center, other LEAs to be determined

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	232
AT-RISK YOUTH	96
HARD-TO-SERVE ADULTS	116
ECONOMICALLY DISADVANTAGED	174
EDUCATIONALLY DISADVANTAGED	58
HANDICAPPED	35
OFFENDERS	25
DROPOUTS	142
WELFARE RECIPIENTS	40

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 11,781.00
SERVICES	\$ 12,000.00
TRAINING	\$ 81,219.00

TOTAL	\$105,000.00
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<u>PERFORMANCE MEASURES:</u>	<u>13</u>
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EXECUTIVE SUMMARY SHEET

SDA: Heart of Texas COG \*

PROJECT: Job Training Center Start-Up

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

The Job Training Center Start-Up will serve at-risk youth and adults in the Waco-McLennan County Area. Through coordinated efforts with area agencies, youth and adults who are experiencing barriers to employment and education will benefit from the Job Training Center Start-Up. The Job Training Center model will utilize a vacated air conditioned high school, blending IIB and 123 funds.

The funding of this project will continue the skill training already in progress through PY85 123 funds of hard to serve youth and adults at McLennan Community College, Waco, Texas. It will also allow for the start-up planning for the Job Training Center. Through a coordination of effort among the Education Advisory Subcommittee, Waco ISD, Department of Human Services, and various human service agencies, coordination of planning for the Job Training Center will begin.

SERVICE PROVIDERS: Waco ISD, McLennan Community College, Texas State Technical Institute

PRODUCTS: Establishing a Job Training Center for coordinated planning/implementation of programs; Survey on Assessment of local teenage pregnancy

PARTICIPANT SUMMARY:

TOTAL	338
AT-RISK YOUTH	300
HARD-TO-SERVE ADULTS	38
ECONOMICALLY DISADVANTAGED	300
EDUCATIONALLY DISADVANTAGED	38
HANDICAPPED	5
OFFENDERS	1
DROPOUTS	4
WELFARE RECIPIENTS	10

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 3,640.00
SERVICES	\$ 0
TRAINING	\$ 76,360.00

TOTAL	\$ 80,000.00
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PERFORMANCE MEASURES:	11
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\* The implementation of this project has been delayed. HOTCOG will substitute similar activities for the current 123 project.

EXECUTIVE SUMMARY SHEET

SDA: South East Texas

PROJECT: Basic Employment Preparation

GOAL(S):    At-risk youth   X   Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

The Private Industry Council of the South East Texas Service Delivery Area will address the state goal of improving the basic skill functioning and job readiness of hard-to-serve adults in its Section 123 project. The goal shall be addressed through the categories of literacy and the development of basic education skills. The services will include three components which are: a GED component, an Adult Basic Education component and a Remedial component for non-high school completers. These components will also have elements of motivation, pre-employment skills and communications.

The project is currently in an Invitation for Bid process. Once service providers are selected, performance measures will be addressed and the plan will be amended.

SERVICE PROVIDERS: To Be Determined

PRODUCTS: NA

PARTICIPANT SUMMARY:

TOTAL	125
AT-RISK YOUTH	0
HARD-TO-SERVE ADULTS	125
ECONOMICALLY DISADVANTAGED	125
EDUCATIONALLY DISADVANTAGED	0
HANDICAPPED	4
OFFENDERS	6
DROPOUTS	90

WELFARE RECIPIENTS 60

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 32,965.00
SERVICES	\$ 32,965.00
TRAINING	\$158,829.00
TOTAL	\$219,759.00

PERFORMANCE MEASURES: To Be Determined



EXECUTIVE SUMMARY SHEET

SDA: Texoma

PROJECT: H.S. Dropout/GED/ABE Programs for Texoma

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

The Section 123 Programs in Texoma will concentrate efforts on providing a coordinated approach to education services for "At-risk" youth (especially dropouts, welfare participants and teen parents) and "Hard-to-Serve" adults (especially displaced homemakers, handicapped, substance abusers, school dropouts and welfare recipients) in the Texoma region. The Section 123 funding will provide a pre-employment skills program for the two groups mentioned above; however, JTPA applicants who may not fall within the framework of those two groups may be served on a space-available and not-to-interfere basis.

Three basic type programs will be provided with four separate local contractors. A summary of those contractors and programs are shown below:

	Pre-Employment Skills Training  (Youth & Adults)	G.E.D./ Dropouts  (Youth & Adults)	Adult Basic Education Upgrading (Youth & Adults)
Grayson County College	X		
Cooke County College	X	X	X
Bonham Independent School District		X	X
Sherman Independent School District		X	X

The Pre-Employment Skills Training program will be one week in length. The GED/Dropout and the Adult Basic Education Upgrading programs can be up to 6 months in length, and can be extended in special circumstances. The programs at Cooke County College and Bonham I.S.D. are continuations of existing programs.

SERVICE PROVIDERS: Grayson County College; Cooke County College; Bonham ISD; Sherman ISD

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	173
AT-RISK YOUTH	87
HARD-TO-SERVE ADULTS	86
ECONOMICALLY DISADVANTAGED	173
EDUCATIONALLY DISADVANTAGED	0
HANDICAPPED	12
OFFENDERS	24
DROPOUTS	50
WELFARE RECIPIENTS	40

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 6,370.00
SERVICES	\$ 6,751.00
TRAINING	\$56,879.00
TOTAL	\$70,000.00
PERFORMANCE MEASURES:	14

EXECUTIVE SUMMARY SHEET

SDA: Upper Rio Grande PIC

PROJECT: Seven Projects

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

- I. Project Reduction Enrichment Class: To provide at-risk youth teenage parents with sufficient pre-employment training skills to allow them to return to school or enter GED program.
- II. Literacy Education Action Program: To provide tutoring in basic education skills whereby 80% of participants will demonstrate an increase of 2 grade levels in reading skills and demonstrated improvement in writing skills.
- III. Alternative Education for At-Risk Youth: To provide youth with sufficient basic skill training to allow 80 at-risk youth to return to high school or obtain their GED.
- IV. Alternative School Program for At-Risk Youth: To provide at-risk youth with sufficient basic skills training to return to school or obtain GED. Part-time work experience will also be provided to improve employability skills.
- V. YISD Literacy Center: To provide high risk participants with basic skill instruction to improve command of English language and prepare them to obtain a GED.
- VI. Basic Skills Remedial Training: To provide at risk-youth with sufficient tutoring in basic skills to bring them up to their assigned grade level.

SERVICE PROVIDERS: El Paso Community College; El Paso ISD; Socorro ISD; Ysleta ISD; Alpine ISD; Presido ISD

PRODUCTS: Volunteer Tutor Teams; Alternative School Program

PARTICIPANT SUMMARY:

TOTAL	600
AT-RISK YOUTH	280
HARD-TO-SERVE ADULTS	320
ECONOMICALLY DISADVANTAGED	492
EDUCATIONALLY DISADVANTAGED	108
HANDICAPPED	15
OFFENDERS	11
DROPOUTS	510
WELFARE RECIPIENTS	160

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 18,306.00
SERVICES	\$ 11,992.00
TRAINING	\$225,413.00
TOTAL	\$255,711.00
PERFORMANCE MEASURES:	29

EXECUTIVE SUMMARY SHEET

SDA: West Central Texas COG

PROJECT: Rural Pre-Employment Training (RPET)

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

The Rural Pre-Employment Training (RPET) project is designed to improve the quality and level of service to at-risk youth and improve the job readiness skills of at-risk youth and hard-to-serve adults, especially in rural areas. The SDA would coordinate with all interested TEA certified local education agencies to make the program available throughout the nineteen county area.

The education agencies would provide the job readiness training in a small group setting utilizing the 70001 curriculum. Subsequent to successful completion, the participant would be eligible to receive a "success" payment of \$100 and could be enrolled in a appropriate Title IIA or IIB activity.

SERVICE PROVIDERS: To Be Determined

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	150
AT-RISK YOUTH	100
HARD-TO-SERVE ADULTS	50
ECONOMICALLY DISADVANTAGED	150
EDUCATIONALLY DISADVANTAGED	0
HANDICAPPED	20
OFFENDERS	30
DROPOUTS	50
WELFARE RECIPIENTS	20

BUDGET SUMMARY:

ADMINISTRATIVE	\$ -0-
SERVICES	\$15,000.00
TRAINING	\$60,163.00
<u>TOTAL</u>	<u>\$75,163.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>5</u>

EXECUTIVE SUMMARY SHEET

SDA: Hidalgo Willacy SDA

PROJECT: Section 123 JTPA-Education Coordination Projects

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

This project is designed to address JTPA and the Hidalgo-Willacy PIC goals of assisting eligible participants in acquiring technical skills, while receiving employment enhancement classes and support services. Funds for the project will come from JTPA monies being matched by PELL grants and Student Loans. The intention of the coordinating parties is to use their funds in the most cost effective way possible.

SERVICE PROVIDERS: South Texas Vocational Technical Institute; Texas Vocational School; Hidalgo-Starr Adult Education

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	<u>139</u>
AT-RISK YOUTH	<u>55</u>
HARD-TO-SERVE ADULTS	<u>84</u>
ECONOMICALLY DISADVANTAGED	<u>139</u>
EDUCATIONALLY DISADVANTAGED	<u>0</u>
HANDICAPPED	<u>0</u>
OFFENDERS	<u>7</u>
DROPOUTS	<u>84</u>
WELFARE RECIPIENTS	<u>28</u>

BUDGET SUMMARY:

ADMINISTRATIVE	\$ -0-
SERVICES	\$106,814.00
TRAINING	\$212,780.00
TOTAL	<u>\$319,594.00</u>
PERFORMANCE MEASURES:	<u>12</u>

EXECUTIVE SUMMARY SHEET

SDA: Lubbock and Garza Counties

PROJECT: Section 123 Project

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

The PIC and Educational Advisory Committee have approved the following projects to be implemented through Interactive System Laboratories (ISL):

1. The Basic Employment Skills Training (BEST) Program is a comprehensive training program designed to develop the basic skills and retail sales skills. The program builds on what the trainee knows to help the trainee do well in the basic skills of math, reading, writing, and following complex instructions as well as other functional skills. Additional training in retail sales skills and computer-use opens many new job opportunities. The program is competency-based, self-paced and individualized for fast advancement and offers the opportunity for participants to prepare for GED testing.
2. The Basic Office & Secretarial Skills (BOSS) Program is a highly motivating, intensive course that provides the trainee with the fundamental knowledge and skills for entry-level clerk typist and secretarial positions. The program covers all of the basics from typing, record keeping, and general office skills up to elementary accounting. The trainee learns the things needed to get a good job and keep moving up. Graduates of this program have skills that are in great demand now and of lasting value in the job market.

SERVICE PROVIDERS: ISL

PRODUCTS: Implementation of CCP

PARTICIPANT SUMMARY:

TOTAL	50
AT-RISK YOUTH	20
HARD-TO-SERVE ADULTS	30
ECONOMICALLY DISADVANTAGED	38
EDUCATIONALLY DISADVANTAGED	12
HANDICAPPED	1
OFFENDERS	1
DROPOUTS	50
WELFARE RECIPIENTS	8

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 5,000.00
SERVICES	\$ -0-
TRAINING	\$100,000.00
TOTAL	\$105,000.00
PERFORMANCE MEASURES:	26

EXECUTIVE SUMMARY SHEET

SDA: North Texas

PROJECT: A Four-Part Project

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

1. TEAMS Failures Remediation - The goal is to improve the quality and level of services to at-risk youth by providing remedial instruction to those high school students in Burkburnett ISD and Wichita Falls ISD who have failed one or both parts of the TEAMS test administered in the fall of 1985. The students are at risk of dropping out of school if they do not receive remediation in order to pass the TEAMS test at the next taking.
2. Educating Youth Dropouts/Education for Employment - To improve the quality and level of services to at-risk youth by providing combination GED/job readiness training to dropouts.
3. Community Needs Survey - This project will address both state goals by aiding in the identification and recruitment of at risk youth and hard to serve adults. It will also increase community awareness of the various social services available to the target populations, and will serve to enhance coordination between the various agencies. An advisory committee will be formed from the EAS that will be responsible for developing the survey instrument and approving the logistics and dynamics of the survey as well as evaluation of the project. Data gathered in the survey will be made available to all members of the EAS as well as other interested organizations.
4. Literacy - This project will address both state goals by improving and expanding the services available to functionally illiterate adults and youths in Wichita County and will provide a tutor trainer and various materials. The tutor trainer will be responsible for training the volunteer tutors in instructing the WALC students. The trainer will also be responsible for constant contact with the tutors and students, including introducing new material, and evaluating student progress, as well as facilitating group workshops for tutors. This will allow more tutors to be trained and result in the expansion of services available to the illiterate.

SERVICE PROVIDERS: (1) Burkburnett ISD, Wichita Falls ISD. (2) Wichita Falls ISD, DHS, Wichita Co. Family Court Services, Wichita Adult Literacy Council; (3) EAS; (4) Region IX ESC, Wichita Adult Literacy Council

PRODUCTS: Survey of Community Needs; Training Tutoring Teams

PARTICIPANT SUMMARY:

TOTAL	205
AT-RISK YOUTH	205
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	160
EDUCATIONALLY DISADVANTAGED	45
HANDICAPPED	7
OFFENDERS	14
DROPOUTS	25
WELFARE RECIPIENTS	40

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 4,209.00
SERVICES	\$ 2,000.00
TRAINING	\$ 65,791.00
<u>TOTAL</u>	<u>\$ 72,000.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>19</u>

EXECUTIVE SUMMARY SHEET

SDA: North East Texas

PROJECT: Section 123 (80%)

GOAL(S): X At-risk youth    Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

This program is designed to serve at-risk youth who are potential dropouts, and dropouts who are experiencing educational deficiencies, and who do not possess marketable skills necessary to enter the world of work. Through coordination, local educational agencies, community service agencies, and the JTPA program will offer programs and services that will elevate clients 9 - 12 who are performing below the 8th grade level. The measurable objective is to serve approximately 500 individuals of which 340 will complete remediation, 30 to be placed in subsidized employment/training, 150 to be served by the work experience component, 10 unsubsidized employment placement and 175 to successfully complete the GED program. Individuals will be referred by agencies to the JTPA offices located throughout the SDA. These referrals will be screened by the JTPA staff for eligibility and participation in the program. The assessment/testing portion will be provided by the local education agencies in the appropriate county where the participant resides. Based on the individual results of the assessment/testing, participants who are dropouts will be advised to enter General Education Development program and individuals in the 9th and 10th grades who are functioning below 8th grade level shall be directed to the Remedial Education Center. Whenever clients complete all requirements under the remedial education, they will be referred to the GED/ABE section for further educational assistance. Those individuals who have successfully completed the GED program can be referred to programs offered under JTPA unsubsidized employment or seek employment on their own. Extensive coordination between the local education agencies, community service agencies, Employment Services, and JTPA took place to develop a vehicle for the implementation of the program.

SERVICE PROVIDERS: LEAs to be determined

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	500
AT-RISK YOUTH	500
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	375
EDUCATIONALLY DISADVANTAGED	125
HANDICAPPED	4
OFFENDERS	12
DROPOUTS	33
WELFARE RECIPIENTS	306

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 8,506.00
SERVICES	\$ 25,490.00
TRAINING	\$ 59,477.00
<u>TOTAL</u>	<u>\$ 93,473.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>10</u>





EXECUTIVE SUMMARY SHEET

SDA: Panhandle

PROJECT: Panhandle Educational Project

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

The Panhandle Education Project is a cooperative effort among area educators and the Private Industry Council to provide additional and innovative educational services to "at-risk" and "hard-to-serve" adults. This project and its activities reflect the intent to link the common goals of the Job Training Partnership Act (JTPA), Texas House Bill 72, and the Carl Perkins Vocational Education Act.

Major positive outcomes of this local initiative are expected to be direct involvement of local education agencies in the planning, designing, and operation of JTPA programs and tangible, lasting services to participants through employability development.

The project has three major program components:

Component A - comprehensive and specific identification and assessment of the target groups and their needs in this vast area of 25,000 square miles;

Component B - design and development of innovative approaches to provide educational and training services to the targeted groups in the area;

Component C - implementation of trial remedial education programs operated within rural and urban secondary schools which demonstrate tangible linkage of the common goals of JTPA, the Carl Perkins Vocational Education Act, and Texas House Bill 72.

SERVICE PROVIDERS: Region XVI Education Service Center; Hereford ISD; Dalhart ISD; Amarillo College; Amarillo ISD.

PRODUCTS: Target Group Identification and Needs Analysis; Feasibility Study for Learning Center.

PARTICIPANT SUMMARY:

TOTAL	180
AT-RISK YOUTH	150
HARD-TO-SERVE ADULTS	30
ECONOMICALLY DISADVANTAGED	155
EDUCATIONALLY DISADVANTAGED	25
HANDICAPPED	9
OFFENDERS	12
DROPOUTS	1
WELFARE RECIPIENTS	0

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 7,446.00
SERVICES	\$ 2,000.00
TRAINING	\$ 92,882.00
TOTAL	\$102,328.00

PERFORMANCE MEASURES: 21

EXECUTIVE SUMMARY SHEET

SDA: Permian Basin SDA

PROJECT: School Community Alternative Education Guidance Center and ECISD  
Alternative Evening School

GOAL(S):  At-risk youth  Hard-to-serve adults  Non-participant serving

PROJECT SUMMARY:

The existing Alternative Education Center will be expanded to become a School-Community Alternative Education Guidance Center. At the heart of this concept will be two full-time counselors, funded under Section 123, who will test, solicit information, counsel and recommend referred students to various school and community education components. These counselors will have available a range of options from which to recommend programs ranging from public school to community-based alternatives. Many students who, for reasons beyond the control of school personnel will be temporarily unable to function at a level consistent with their potential and/or who will exhibit behavior which is unacceptable to the schools and community will be referred to one or more of several alternative education components.

Students will receive individualized instruction through programs selected to suit their needs. Potential drop-out students will receive help to prevent such an act. Dropouts will have an opportunity to complete their high school education and to enter the job market.

The proposed Alternative Evening School will be an educational component of the School-Community Alternative Education Guidance Center and will be designed to offer an opportunity to secondary, at-risk, students who are currently not enrolled in public schools or who are potential drop-outs from public schools. The instructional setting for this project will be in nine (9) academic classrooms at the Alternative Education Center. A well-equipped science laboratory, a computer laboratory, and typing laboratory will comprise an essential part of this proposed school.

SERVICE PROVIDERS: Ector County ISD

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	295
AT-RISK YOUTH	295
HARD-TO-SERVE ADULTS	0
ECONOMICALLY DISADVANTAGED	221
EDUCATIONALLY DISADVANTAGED	74
HANDICAPPED	15
OFFENDERS	31
DROPOUTS	170
WELFARE RECIPIENTS	30

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 8,542.00
SERVICES	-0-
TRAINING	\$ 96,668.00
TOTAL	\$105,210.00
PERFORMANCE MEASURES:	3

EXECUTIVE SUMMARY SHEET

SDA: Rural Capital

PROJECT: Basic Employment Skills Training (BEST)

GOAL(S): X At-risk youth X Hard-to-serve adults    Non-participant serving

PROJECT SUMMARY:

Williamson-Burnet County Opportunities, Inc., doing business as Employment Resources, plans to establish a Training Agreement for the Section 123 State Education Coordination projects during PY 1985 with the Interactive Systems Laboratories (ISL). The first project Basic Employment Skills Training (BEST), will serve to meet both statewide goals. The BEST project is a competency based, individualized, self-paced, modularized, open entry/exit, and mixed media learning program that is computer assisted.

The primary goals of the BEST program are to address the lack of basic academic, functional, interpersonal, and occupational skills of JTPA participants. The primary objectives include (1) the provision of basic employment competencies to help improve employability and employment intensity and/or preparation for occupational skills training; (2) the provision of occupational skills to participants integrated with basic academic learning; and (3) to provide an alternative approach to learning for JTPA participants.

The second project planned for PY 1985 is a pilot project designed for in-school youth. The BEST-Academic Program targets eleventh grade youth who (1) are economically disadvantaged (or will be served through the 25% window); (2) have failed to meet minimum competency on the October 1985 T.E.A.M.S. Test; and (3) are performing behind grade level.

The BEST-Academic Program will be on hundred (100) hours in length at ten (10) hours per week. The Program will provide specific remediation, i.e., math or reading, based on the T.E.A.M.S. results, class grades, and school counselors' recommendations. A maximum of fifteen (15) youth will participate in the initial Program at the ISL Center in Round Rock. The BEST-Academic Program goals will include improvement in related course grades with the major emphasis on the improvement in related areas of the T.E.A.M.S. Test. The T.E.A.M.S. Test scores in March will be used to determine success of the BEST-Academic Program project.

SERVICE PROVIDERS: Interactive Systems Laboratory

PRODUCTS: N/A

PARTICIPANT SUMMARY:

TOTAL	67
AT-RISK YOUTH	37
HARD-TO-SERVE ADULTS	30
ECONOMICALLY DISADVANTAGED	56
EDUCATIONALLY DISADVANTAGED	11
HANDICAPPED	2
OFFENDERS	4
DROPOUTS	30
WELFARE RECIPIENTS	11

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 6,370.00
SERVICES	\$19,089.00
TRAINING	\$44,541.00
<u>TOTAL</u>	<u>\$70,000.00</u>
<u>PERFORMANCE MEASURES:</u>	<u>6</u>

EXECUTIVE SUMMARY SHEET

SDA: Rural Coastal Bend PIC

PROJECT: Section 123 JTPA-Education Coordination

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

This project addresses the following categories:

1. Identification and referral of "at-risk" youth.
4. Educating dropouts; attainment of next major level of education.
8. Developing coordinative planning guidelines; model programming for LEA input into JTPA Programs of TDCA Goal 1 -- "To improve the quality and level of services to "at-risk" youth and category 1. "Literacy" of TDCA Goal 2. To improve basic skills functioning and job readiness of "hard-to-serve" adults.

The objectives of this project are to:

1. Develop and implement an information system that will provide a data base sufficient for joint planning between the SDA and the 27 LEAs served by the SDA.
2. Identify and refer youth who drop out of school and who need JTPA services.
3. Provide GED and basic skills training to youth who have dropped out of school and hard-to-serve adults.

The emphasis of this project is to be responsive to the TDCA function of capacity building through: (1) the development of joint planning capability between the education and employment and systems, and (2) the development of knowledge bases and research efforts.

SERVICE PROVIDERS: Beeville ISD; Kingsville ISD

PRODUCTS: Information system to serve as data base for planning; Identification and Referral Procedures

PARTICIPANT SUMMARY:

TOTAL	250
AT-RISK YOUTH	105
HARD-TO-SERVE ADULTS	145
ECONOMICALLY DISADVANTAGED	188
EDUCATIONALLY DISADVANTAGED	62
HANDICAPPED	15
OFFENDERS	15
DROPOUTS	250
WELFARE RECIPIENTS	75

BUDGET SUMMARY:

ADMINISTRATIVE	\$ -0-
SERVICES	\$11,984.00
TRAINING	\$79,520.00
TOTAL	\$91,504.00
PERFORMANCE MEASURES:	13

EXECUTIVE SUMMARY SHEET

SDA: South Texas

PROJECT: Section 123 Project

GOAL(S): X At-risk youth X Hard-to-serve adults X Non-participant serving

PROJECT SUMMARY:

The South Texas Service Delivery Area will address the two state goals that have been identified by the State Job Training Coordinating Council for Section 123 (80%) funds. The two goals that will be addressed are: (1) To improve the quality and level of services to "at-risk" youth"; and (2) To improve basic skills functioning and job readiness to "hard-to-serve" adult participants.

The local project will address the stated goals through: Phase I - "Dropout Youth Information and Referral Program - will gather data on drop-out youth (16-21) and develop referral system to JTPA Administrative Entity. The activity will provide information on training needs of dropout youth which will be used in transitioning at-risk-youth into JTPA employment and training activities.

Phase II - "Basic/remediation education, GED, Pre-employment Training." The activity will be expected to achieve a gon-grade level improvement in reading and math; attainment of GED; or gain sufficient education level to transfer to other SDA training programs. The activity will be open-entry/open-exit; two hours a day, five days a week, for 30 weeks. The instruction will be enhanced by hands-on use of computers with the necessary software to reinforce teaching.

PRODUCTS: Dropout Characteristics; Referral Format

PARTICIPANT SUMMARY:

TOTAL	60
AT-RISK YOUTH	45
HARD-TO-SERVE ADULTS	15
ECONOMICALLY DISADVANTAGED	45
EDUCATIONALLY DISADVANTAGED	15
HANDICAPPED	0
OFFENDERS	0
DROPOUTS	45
WELFARE RECIPIENTS	5

BUDGET SUMMARY:

ADMINISTRATIVE	\$ 25,806.00
SERVICES	\$ -0-
TRAINING	\$146,233.00
TOTAL	\$172,039.00

PERFORMANCE MEASURES: To be determined

PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES*	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL ** BUDGET
ALAMO	So. Central Texas Regional Training Center Southwest Paramedical School	CRT (occupational) Job Placement Services	Assessment Attain unsubsidized employment	N/A	346,245
RURAL CAPITAL AREA	Interactive Systems Laboratories	Pre-Employment Competencies Occupational Training Basic Skills Remediation	Attain employability competencies Increase attendance in classes Increase academic achievement levels Achieve passing scores on TEAMS test	N/A	70,000
RURAL COASTAL BEND	Beeville Independent School District (ISD) Kingsville ISD Alice ISD	Identification/Referral Inservice training for Referral Procedures GED Pre-Employment Competencies	Attain Pre-employment skills Attain GED Identify participant needs; correlate with local services	°Agenda/program for orientation of LEAs °Data collection instrument for I.d. of partici- pants needs and for referral °Computer package developed for data analysis	91,504

\* Abbreviations Used:

CRT = Classroom Training  
 ESL = English as a Second Language  
 LWE = Limited Work Experience  
 OJT = On-the-job Training  
 ABE = Adult Basic Education

\*\* For those SDAs showing a budget in excess of their 123 allocation, it should be noted that these SDAs have chosen to add all, or a portion of, their \$35,000 planning grant to the program. Some SDAs have also selected to add either IIA or IIB funds.

PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL BUDGET
BAL OF HARRIS CO.	North Harris County College San Jacinto Community College	Pre-Employment Training Basic Skills Occupational Skills GED ESL Job Development/placement LWE	Improve basic skills Develop logical progression of training/services leading to unsubsidized employment Attain GED for dropouts Pre-employment skills Job placement	Develop coordinated package of job readiness skills	242,396
BRAZOS VALLEY	To Be Determined	CRT (occupational) Pre-Employment Competencies Basic skills LWE	Erase academic deficiencies Attain competencies Employment enhancement	N/A	280,000
CAMERON COUNTY	SDA ISDs coordinated by the Brownsville ISD	CRT (occupational) Pre-Employment Competencies OJT Basic Education LWE GED	Attain GED for dropouts Complete high school (for in-school) Attain competencies Secure unsubsidized employment	N/A	200,501
CENTRAL TEXAS COG	Central Texas College New Horizons Adult Education Center Killeen ISD	Youth Competencies Career Awareness CRT (occupational) Basic skills Tutorial/remedial Instruction	Enhance basic skills Enhance employability Develop Literacy Council Develop Employer Survey re perceived deficiencies of participants	Employer Survey Adult Literacy Council Tutorial Program List of Service Providers	70,000
AUSTIN/TRAVIS	Communities-in-Schools Austin, Inc.	Student Advocacy Programs CRT (occupational) Pre-Employment Competencies Tutorial/remedial Comprehensive Counseling	Develop methods for i.d. and referral of at-risk youth Academic/remedial training Develop referral systems format In-service training for ISD staff Assessment of problems/needs/participants	List of agencies and services Annotated bibliography re dropouts Develop training agenda Brochure on CISA Annual Report Curriculum for parent training	90,648

PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL BUDGET
CORPUS/NUECES	Del Mar College Corpus Christi ISD HIALCO - OIC Corpus Christi State University	Basic skills GED Tutorial/Remedial Writing-to-Read Job Readiness	Developmental studies for AFDC Recipients Peer Tutoring At-risk youth will pass TEAMS test in academic areas trained Attain GED Improvement of basic skills/literacy	Peer Tutor Teams Dropout Youth Information & Referral System	137,002
CONCHO VALLEY	San Angelo ISD Adult Education Division Special Education Division	ABE GED Pre-Employment Skills Extensive Counseling CRT (occupational)	Increase literacy/basic skills Attain GED Employability enhancement Decrease drop-out rate	Instrument for measuring/ comparing drop- out rates	70,000
BAL. OF DALLAS CO.	EI Centro Job Training Center Local ISDs To Be Determined Buckner Children's Home	Pre-Employment Training Basic Skills/Remediation GED	Achievement of 1 grade level Attain GED Obtain unsubsidized employment	Identification/ Referral System	85,633
BAL. OF TARRANT CO.	Fort Worth ISD Keller ISD Mansfield ISD Crowley ISD Everman ISD Other ISDs to be Determined	Basic Skills Training Occupation Skills Training GED	Enhance/Expand the Cooperative Education Center Improve grades in related subjects Obtain unsubsidized employment Attain GED for dropouts	Establish Ref- erral System Establish Edu- cation for Employment Centers Develop Coord- ination Network	70,000



PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL BUDGET
DEEP EAST TEXAS	ISL	Basic Education Skills Training Basic Office and Secretarial Skills Program Basic Employment Competencies	Improve employability Preparation for occupational skills training Provide alternative approach to learning	Implementing CCP	113,780
NORTH TEXAS	Burk Burnett ISD Wichita Falls ISD Wichita Adult Literacy Council Region IX ESC	TEAMS failures Remediation GED/Job Readiness Training Community Needs Survey	Passing TEAMS Test in Remediated Areas Attain Youth Competencies Achieve GED Certification Obtain unsubsidized employment Improving/expanding services	Survey of Community Needs Trained Tutoring Teams	72,000
CITY OF FORT WORTH	To Be Determined	Basic Academic Skills Training Pre-Employment Skills Training	To Be Determined	A Comprehensive Plan for the SDA	162,662
HIDALGO/WILLACY	So. Tex. Vocational Institute Texas Vocational School Hidalgo-Starr Adult Education Women Employment Education Services	Occupational Training Basic Skills Job Enhancement Pre-Employment Competencies Supportive Services	Basic skills training Pre-employment skills Job counseling	N/A	319,594

PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL BUDGET
GOLDEN CRESCENT	Region III ESC Gross Adult LEAs to be determined	Basic academic skills instruction for youth and adults	GED attainment Improved school retention rate Basic skills improvement Enter employment	N/A	105,000
MIDDLE RIO GRANDE	To be determined	Competency-Based Pre- Employment Training Transportation Medical Child Care Needs-Based Payments	Attainment of Pre-Employment Work Maturity Competencies	° Revised Compe- tency-Based Sys tem for Pre- Employment/Work Maturity	130,463
BALANCE OF SOUTH PLAINS	Texas Tech University South Plains College Wayland Baptist University Texas Conservation Corps ISDs to be determined	Counseling Employability Training Occupational Training Referral Services	Attainment of Pre-Employment competencies Decrease in dropout rate Enter employment Enter TCC	° Identification and assessment of "at-risk" youth and "hard- to-serve adults ° Mobile Assess- ment Teams	76,500
SOUTH EAST TEXAS	To be determined	Literacy training GED ABE Communication Skills Motivation skills	Improved basic education skills Improved communication skills Attainment at Pre-Employment skills	N/A	219,759
HEART OF TEXAS COUNCIL OF GOVERNMENTS*	Waco ISD McLennan Community College Texas State Technical Institute	Basic education instruction Employability training Welfare client referral Speech instruction Computer literacy Counseling Career skill training	Improved basic skills Improved employability Entry into employment	° Establishment of alternative training center ° Survey or assessment of teenage pregnancy	80,000

\* The state has been informed by HOTCOG that implementation of this project has been delayed.

PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL BUDGET
PERMIAN BASIN	School-Community Alternative Education Guidance Center Ector Co. ISD	CRT Basic Skills Computer Literacy Coordinated Services WE	Enhance basic skills/literacy Enhance student retention Completion of high school Employability enhancement	N/A	105,210
TEXOMA	Grayson County College Cooke County College Bonham ISD Sherman ISD	GED ABE Pre-Employment Skills	Enhance basic skills Employability enhancement Attain GED	N/A	76,735
WEST CENTRAL TEXAS	To Be Determined	Pre-Employment Skills CRT (other)	Employability enhancement Attain youth competencies	N/A	150,163
PANHANDLE	Region XVI Education Service Center Hereford ISD Dalhart ISD Amarillo College Amarillo ISD	Pre-Employment Skills Training Classroom Training - Remedial Education Competency-based GED Training Computer Assisted Instruction	Identification of dropouts Students functioning below grade level Improvement in school retention and basic skills Recommended responses to problem of dropout and potential dropouts Learning center design Competency system design	Target Group Identification and needs analysis Feasibility Study for Learning Center	102,328
CITY OF HOUSTON	Houston ISD	Pre-employment training Basic education GED Counseling Mentor Program	Competency attainment in pre-employment/work maturity Increased high school graduation rate Increased basic skills Improved grades	N/A	400,000
NORTH EAST TEXAS	To be determined	GED assessment/testing Basic academic skills training ABE	Improved academic skills Unsubsidized employment Work experience GED completion	N/A	93,473

PY 85 SECTION 123 (80%) SUMMARY : PLANNED PROGRAMS/PRODUCTS

SDA	SERVICE PROVIDERS	SERVICES/ACTIVITIES	SUMMARY OF EXPECTED OUTCOMES	PRODUCTS	TOTAL BUDGET
LUBBOCK/GARZA	Interactive Systems Laboratory	Basic academic instruction skills training Motivational training Employability development Computer literacy Pre-employment training	Improved basic skills Improved pre-employment skills GED attainment Entry into employment	Comprehensive competency program implementation	105,000
EAST TEXAS	To be determined	Occupational skills training Basic education tutoring Pre-employment skills training	Improved TEAMS score Entry into Employment Improved basic education skills Attainment of pre-employment competencies	N/A	207,351
SOUTH TEXAS	To be determined	Dropout referral Basic education instruction Pre-employment training GED instruction Computer literacy	Referral to regular IIA programs GED attainment Increase in grade level functioning in basic skills Attainment of pre-employment competencies	Dropout characteristics Referral format	172,039
UPPER RIO GRANDE	El Paso Community College El Paso ISD Socorro ISD Ysleta ISD Ysleta Literacy Center Alpine ISD Presidio ISD	Pre-employment skills training Supportive Services CRT: occupational Basic skills training GED ESL	Increases in grade levels Learn occupational skills Attain competencies Increase basic skills Obtain GED Develop command of English language	Volunteer tutor teams Alternative schools program	255,711

SECTION IV

RESEARCH/DEMONSTRATION PROJECTS

SECTION IV  
RESEARCH/DEMONSTRATION PROJECTS

Twenty percent of the State's 123 funds is set aside for special demonstration and research projects which coordinate JTPA and education organizations and services. The following projects, some of which are continued from previous years, are representative of the State's effort in the 20% program.

- o Participation in Manpower Demonstration Research Corporation's Jobstart National Dropout Demonstration
- o Texas School Dropout Survey
- o Update of the University of Texas Adult Performance Level Study
- o Governor's AFDC/JTPA Initiative
- o Teen Parent Initiative Evaluation
- o Governor's Youth Models
- o Governor's Ex-Offender Initiative

The above programs are particularly relevant to the 123 initiative to better serve "at-risk" youth and "hard-to-serve" adults. Those projects and the expected outcomes are described below.

Jobstart

At the beginning of PY 1984, some \$250,000 in 20% funds were set aside for Texas' participation in the Jobstart National Demonstration, which is essentially designed to test the effectiveness of a non-residential program modeled after the Job Corps (see Attachment A). After a lengthy site selection process, City of Dallas and Corpus Christi were selected and received

approximately \$125,000 each to bring on-going efforts for dropouts up to the standards of the model required by MDRC. The Corpus Christi project began in October, 1985 and by the end of January, 1986 had enrolled the required 100 participants in the experimental group and identified the 100 control group participants. Corpus Christi was the first site in the nation to attain recruitment and enrollment goals. The program site for Jobstart in Corpus Christi is SER Jobs for Progress which offers computer-assisted academic instruction using the Plato "Fair Break" System and offers occupational training for typists, account clerks, auto mechanics, and auto paint and body repair persons. Thus far, 100 percent of enrollees have attained Pre-Employment/ Work Maturity Competencies, 67% have attained a two grade level increase or attained the GED. With only two training classes completed, 26% attained job specific competencies, and 31% have been transferred to the TEC Placement Unit for permanent job placement. As additional enrollees complete training, the above rates will increase significantly. Additional detail on the Corpus Christi program is included as Attachment B to this Section.

The City of Dallas was selected for the second Texas Jobstart site. The program will be operated by the El Centro Job Training Center, which has extensive successful experience in serving the Jobstart target population. The Jobstart program has just begun in Dallas; thus evaluative information is not yet available.

The state expects that the data collected by MDRC on the Texas sites, together with the comparison of state to national data, will yield valuable information about the population served and the impact of the model.

## Texas School Dropout Survey

Attachment C provides specific information on the Texas School Dropout Survey, which is funded from PY 1985 123 20% monies at the level of \$150,000. The study has important implications for future JTPA programming inasmuch as it will establish an information base to accomplish the following:

1. to develop JTPA youth policies to more effectively serve "at-risk" dropout youth;
2. to modify existing programs and/or develop model or exemplary programs for the at-risk dropout population;
3. to facilitate linkages and referral systems at the local level among alternative service providers, school districts, community colleges, vocational technical institutes, and the private sector to more effectively serve dropouts;
4. to create greater interagency coordination at the state level to facilitate dropout intervention programs; and,
5. to formulate recommendations to the Texas Legislature concerning actions to ameliorate the dropout problem in Texas.

The design for this project was created in the Planning and Coordination section of TDCA with the assistance of an outside design consultant. This design was incorporated in the Request for Proposals issued by TDCA on November 29, 1985. Research was initiated on March 13, 1986, and a Formative Evaluation Report is due on July 16. Final research findings will be presented at a public hearing/dropout conference to be scheduled in October, 1986. A final report, mandated under House Bill 72, is due by December 31, 1986, to be submitted to the 69th Texas Legislature.



## Adult Performance Level Study Update

On May 24, 1985, the State Job Training Coordinating Council adopted and on June 17, 1985 the Governor approved a strategy for implementing a Texas Illiteracy Reduction Program. Major elements of this strategy include the following:

- o involving Private Industry Councils throughout the state in helping to identify the magnitude of the illiteracy problem, the resources available to combat illiteracy at the local level, and the effectiveness of existing literacy programs in Texas;
- o working with experts in the literacy field to identify resources available at the state level that could be included in a coordinated attack on the problem of functional illiteracy in Texas;
- o updating a study conducted by the Adult Performance Level Project at the University of Texas-Austin in 1974 which is widely recognized as being a pathbreaking study of the problem of functional illiteracy in the U.S. and Texas;
- o examining how other states are attempting to systematically attack the problem of functional illiteracy;
- o increasing the awareness of policy makers, business and industry leaders, educators, employment and training professionals, and the general public about the long-term benefits that will accrue to the state by enacting an illiteracy reduction program;
- o proposing and marketing new programs to more systematically attack the problem of functional illiteracy in Texas; and
- o developing recommendations to be considered by the 70th session of the Texas Legislature.

That portion of the Illiteracy Reduction Program that involves update of the Adult Performance Level Study is funded from 20% 123 funds and is described below.

#### Updating Adult Performance Level Project (APL)

The U.S. Department of Education in 1971 funded and commissioned APL to: 1) redefine literacy in terms of life coping skills necessary for persons to function effectively within contemporary U.S. Society; 2) develop assessment instruments which could measure functional literacy; and 3) conduct a national survey to determine the functional literacy levels of the total adult population of the United States. The APL met these objectives for the U.S. and the State of Texas by region. The APL study established a definition and the extent of illiteracy for the mid 1970's. The State Job Training Coordinating Council and its Governor's Task Force on Adult Literacy want to update the APL study to have information on the requirements for functional literacy in Texas now and in the future and the existing levels of functional literacy of adult Texans by geographic region, age, ethnicity, formal education level and occupation.

The objectives of this study are:

1. To update existing research to identify both the competency skills and knowledge areas required for adult functional literacy in the State of Texas.
2. To develop a two dimensional matrix of the skills (dimension 1) applied to the knowledge areas (dimension 2) identified in Objective 1 above to update and redefine adult functional literacy requirements in terms of the cultural and technological changes occurring in Texas society.

3. To develop an objectives based, criteria referenced assessment instrument for the measurement of functional literacy in Texas.
4. To produce the Governor's Report to the Legislature on the state (needs, projections, and program implications) of adult literacy in Texas.

The APL update will contribute to overall state efforts to identify and evaluate basic education systems which teach functional and academic skills to underprepared youth and adults.

#### AFDC/JTPA Initiative Corporate Coordination Model

The Corporate Coordination model was recommended for Governor's approval at the February, 1986 State Job Training Coordinating Council. Though this model will be funded from 6% funds for "hard-to-serve" participants, it addresses Section 123 goals. The model was developed by TDCA staff in conjunction with an interagency work group of Texas Department of Human Services (TDHS) and TDCA staff. That Interagency work group has been expanded to include representatives from the Texas Employment Commission (TEC), the State Job Training Coordinating Council, and the Governor's Economic Development Division. This group will oversee site selection and implementation of projects. The charts in Attachment D detail the model's various components and provide a description of the administrative structure for this initiative.

The Corporate Coordination Model, upon Governor's approval, will be implemented in a large urban community. The corporate model will encourage coordination of resources and will emphasize the partnership at the local level. Employer specified training will be the key component of training.

Participants will engage in specialized pre-employment skills training according to a curriculum prescribed by the employer. A corporation capable of hiring large numbers of employees will be targeted to deliver OJT to AFDC recipients.

The models will be based on the intensive local coordination of all JTPA, TDHS, TEC, and community resources. The establishment of local level SDA/TDHS Coordination Agreements is critical to implementation of the models. A locally developed coordination plan for delivering services such as outreach, referral, childcare assistance, job development, and placement will be developed by the participating SDA and local TDHS and TEC offices. The plan must be in accordance with the broad structure provided by the Governor. The Private Industry Council will form the key partnership with the local employer. The PIC could initiate a partnership agreement with the local employer/division of the corporation. The local "Corporate Partnership Agreement" would specify PIC/SDA and corporation responsibilities. It is important that the employer be seen as a full partner in the planning, design, and operation of the project.

While employment and training systems from the state level should provide some flexibility for local discretion, the framework should be highly structured. Local implementation should be consistent with the design specification provided by the Governor. Through the local Corporate Partnership Agreements, the employer and the PIC will establish selection criteria for program participation.

It is recommended that only those corporations which provide benefits such as health insurance should be selected as sponsors. OJT positions should provide opportunity for advancement and provide wages which are above the federal minimum.

## Teen Parent Initiative Evaluation\*

The Interagency Teen Parent Initiative Workgroup was established by staff members of the Texas Department of Community Affairs, the Texas Department of Health, the Texas Department of Human Services, and the Texas Education Agency. The workgroup was formed to develop coordination and to improve the delivery of services to pregnant and parenting teens in Texas.

Recently, the seven state agencies initiated an Interagency Agreement which will establish an Interagency Advisory Council: Texas Department of Human Services (TDHS); Texas Department of Community Affairs (TDCA); Texas Department of Health (TDH); Texas Department of Mental Health and Mental Retardation (MHMR); Texas Education Agency (TEA); Texas Health and Human Services Coordinating Council (THHSCC); Texas Youth Commission (TYC). The Council, comprised of the agencies' chief decision makers, will promote and support a statewide initiative that incorporates both existing and newly identified services for the pregnant and parenting teen population. The focus of JTPA's involvement is to incorporate an Education/Job Training component into the program design and assess the effectiveness of the approach.

In conjunction with the Interagency Teen Parent Initiative, the Training and Employment Development Division of the Texas Department of Community Affairs is currently funding an evaluation of the two self-sufficiency projects for teens and teen parents. The programs, "Project Redirection" in El Paso, and "Training and Employment for Adolescent Mothers" (TEAM II) of Houston, deliver services to pregnant and parenting teens through comprehensive coordination efforts via local schools, health care agencies, Private Industry Councils, employment programs, and local human service organizations.

\* TDCA is funding an evaluation of the Teen Parent Programs in Houston and El Paso from the 20% 123 funds. Background information on the Initiative is included here as relevant to Section 123 goals.

Through research and support of such models and the identification of needs and services, the Teen Parent Initiative will develop a service delivery package. The package will be made available to JTPA Service Delivery Areas and other service providers.

In addition to formulating a service delivery package, a legislative package to include recommendations for long range strategies and appropriation requests for demonstration projects will be developed.

State Agency staff are currently working with the Texas House Committee on Human Services. The Committee has been charged with preparing a final report to the 70th Session of the Texas Legislature regarding the problems of preventing unwanted teenage pregnancy, preventing poor parenting by teenagers, and preventing unemployment and poverty in families headed by teenagers.

It is anticipated that a validated, comprehensive and coordinated approach to delivering services will impact the education and employment outcomes of this population.

#### Support for Governor's Youth Programs

The 20% Section 123 funds have been utilized extensively for state level support for the Governor's model programs for "at-risk" youth: The Youth Opportunities Unlimited Programs (YOU); the Communities-in-Schools (CIS) program; and the Texas Conservation Corps (TCC). These three models, described below, represent a comprehensive approach to serving potential dropouts and dropouts. The University-based YOU program serves 14 - 15 year olds during the summer months while the Communities-in-Schools program assists eligible youth during the school year. TCC targets services to those youth who have already dropped out of school and focuses on high school completion, further skills

training, and labor market entry. Brief descriptions of each program and updates of current activity are included below:

#### Youth Opportunities Unlimited (YOU)

YOU is a residential, university-based education and work experience summer program constituting an eight-week total immersion experience for fourteen and fifteen year-olds in danger of dropping out of high school. Participants attend class one half-day five days a week and receive academic credit in mathematics and English; the other half-day is spent at meaningful on-campus jobs for which participants earn minimum wage. Participants are also provided individualized tutoring, career awareness sessions, and personal and vocational counseling. In addition, a full weekend and evening agenda of cultural and recreational programs adds to the total immersion experience. Parental involvement is encouraged and parents are invited to the campus site for one weekend during the program.

In the summer of 1985, the following Texas campuses hosted YOU programs: Southwest Texas State University (San Marcos); Pan American University (Edinburg); Prairie View A&M (Prairie View); University of Texas (El Paso); University of Texas (Austin); Texas Tech (Lubbock); Sam Houston State University (Huntsville); Angelo State University (San Angelo); Stephen F. Austin (Nacogdoches); and North Texas State University (Denton).

It is expected that programs will continue at the above Universities in 1986; several additional sites are being considered as well for the PY 1986 YOU program.

## Communities-in-Schools

CIS is a drop-out prevention program located within public elementary, junior, and senior high-schools. CIS establishes a program staff within the school setting to work with approximately 100 students in danger of dropping out of school or becoming involved in criminal activity. The staff is unique in that it includes repositioned staff from a number of social agencies (human services, criminal justice, etc.), as well as personal, vocational, and academic teachers and counselors. The elementary and junior high school program concentrates on extensive personal counseling, consultation with parents, and tutoring in academic subjects.

At the high school level (where JTPA involvement occurs), a three strand curriculum in career, academic, and personal development is offered. Services provided include training in pre-employment/work maturity skills, summer work experience, enrichment and cultural activities, personal and vocational counseling, and tutoring in academic subjects. Emphasis at the upper high school level is on developing individual career and continuing education plans and assuring successful school-to-work transition. The program is guided by a state-level advisory board led by Linda Gale White and Advisory Boards in each city.

Schools in Houston (23), Dallas (3), Austin (3), El Paso (3) and San Antonio (3) are the current programs locations. The program model is based on the "Cities in Schools" model begun in Houston in 1979; the program was recognized as a Governor's Youth Program in 1984 and began operation in four more urban areas in September, 1985. There are plans underway to expand CIS to non-urban areas during the next year.



## Texas Conservation Corps

Texas Conservation Corps (TCC) is a residential, education/work program that provides youth 18 - 21 years of age the opportunity to learn good work habits, skills, and attitudes. The program consists of a two-to-three week academy ("boot camp") at National Guard training sites and a four month assignment at worksites such as Bastrop State Park, Buescher State Park, McKinney Falls State Park, Sheldon Wildlife Area, or a disaster/emergency site. The program teaches basic work skills in renovation, maintenance, construction, etc. in addition to training in tool use, safety, first aid, water safety, and fire-fighting. Instruction in academic subjects, GED preparation, college coursework and credit, recreational activities and field trips are also provided. Program emphasis is on developing effective attitudes toward work through a disciplined work and physical fitness routine. Corps members are paid for their work and paid \$5 a day for academy participation. During the work portion of the program, a portion of the cost of meals and housing are deducted from pay. The program is modeled after the original Civilian Conservation Corps and the more recent California Conservation Corps. TCC is currently in its second full cycle of program operation. Approximately 18 SDAs are currently sending participants to the TCC program.

The YOU and CIS model youth programs have been or will be subject to independent evaluation, to gauge their effectiveness and potential for replication. Results of evaluations are routinely made available to the JTPA system.

## Governor's Ex-Offender Initiative

Though the Ex-Offender Initiative is funded through Wagner-Peyser 7(b) funding, JTPA 20% 123 funds will fund the educational component of the second phase of the program. Phases 1 and 2 are described below.

In October 1986, a pilot project (Phase 1) was initiated in Dallas and Houston to extend employment assistance to parolees being released from the Texas Department of Corrections (TDC) and returning to these two major metropolitan areas. This project is a joint endeavor between the Texas Department of Corrections (TDC), Texas Board of Pardons and Paroles (TBPP), and Texas Employment Commission (TEC). The Ex-Offender Project is funded under federal employment service monies (Wagner-Peyser 7(b) funding) granted to the Governor's Office for discretionary allocation. Governor Mark White asked TEC to develop a special employment plan to assist job-ready parolees to move directly into suitable employment opportunities. Dallas and Houston were selected as pilot bases as 43 percent of TDC's prison releasees return to these two areas.

TEC thus prepared a pilot demonstration program with specialized job search assistance and intensive placement efforts for releasees, and dedicated TEC staff in Houston and Dallas to work exclusively with this project. TEC has the lead responsibility for the operation of this program but relies upon TDC and BPP for cooperation and coordinational components. The designated TEC staff in Houston and Dallas offer immediate individualized employment services for the prison releasees including (1) intake, (2) counseling assessment, (3) testing, (4) job development skills, (5) referral to appropriate community support services and training opportunities, (6) intensive placement efforts, and (7) monitoring and follow-up.

It is anticipated that the Ex-Offender Project in Dallas and Houston will each serve 150-200 prison releasees per month and will aim to secure jobs for a minimum of 50 percent of the releasees who sign up for assistance with the project. By matching ex-offenders with suitable employment, providing opportunities to help releasees enhance their employment potential and working closely with the Parole Board to cultivate community support services, the project ultimately seeks to have a significant impact on the TDC recidivism rate.

To build on Phase 1, the Governor's Office is in the process of developing an additional component to the efforts already in place. JTPA Section 123 funds will be utilized for the addition of a basic educational remediation component to the pre-release program. The funds will also be used for the expansion and more effective coordination of the Pre-Release Program operated by the Windham School System.

The Windham School System's Pre-Release Program serves those inmates who are eligible to be released within six months, as determined by the Board of Pardons and Paroles. Participation in the program is voluntary. The Pre-Release Program consists of 72 hours of instruction and covers the following instructional areas:

- o Self-evaluation
- o Employment Evaluation
- o Health
- o Community Resources
- o Civic and Legal Responsibilities
- o Money Management
- o Drug and Alcohol Abuse

- o Parole Planning
- o Defensive Driving
- o Coping with the first 48 hours of release.

A strengthening of this education component through the use of 123 20% funds will increase the intensity of these services when they are most needed by the service population.

#### Conclusion

The state anticipates that knowledge gained from the various projects described in this Section will enhance the JTPA system's ability to serve certain target groups, meet expenditures levels for youth mandated by law, increase knowledge of basic education and functional skills necessary for employment, and document effective approaches to coordination of human services resources.

Attachment A

JOBSTART

Background

JOBSTART is a national demonstration designed to find solutions to the employment difficulties of economically disadvantaged school dropouts. To accomplish this, it will test a program offering:

- o Instruction in basic academic skills using an individualized, competency-based curriculum;
- o Skills training in occupational areas where job growth is evident or expected;
- o Support services on an as-needed basis, including individual and group counseling, monitoring, tutorial help, monetary incentive payments, work-readiness and life skills training, child-care and transportation assistance;
- o Job placement assistance.

One idea behind Jobstart is to test a local version of the Job Corps program.

Program Objectives

JOBSTART addresses two persistent concerns: 1) the serious under-employment of economically disadvantaged youths, particularly minority school dropouts, many of whom have severe educational deficiencies; and 2) the need for reliable data on the effectiveness of proposed solutions to this problem. JOBSTART's four major objectives are:

- o To operate sound local programs that provide comprehensive training and educational services to dropout youths, and thereby serve as

benchmarks for other JTPA Operators seeking to establish effective programs for dropouts;

- o To assist Service Delivery Areas (SDAs) and Private Industry Councils (PICs) to capitalize on the opportunities in JTPA for addressing the educational and employment needs of school dropouts;
- o To produce reliable research on whether these programs make a difference in the employment and earnings of participants, and whether they are feasible and cost-effective; and
- o To inform policy development at the national, state and local levels through the dissemination of demonstration results.

#### The Pilot Phase

The project was officially launched in April 1984, with a year-long pilot phase. During this period, the suggestive evidence from prior research studies was combined with the knowledge and experience from five operating programs to develop both the model most likely to be appropriate for this target group and the research design that will be used to evaluate its effectiveness. The five pilot sites included Bank Street Academy/Jobs For the Future (New York), Brooklyn's Haitian Ralph and Good Shepherd (Brooklyn), Connelley Skill Learning Center (Pittsburgh), Center for Employment Training (San Jose) and EdCo Youth Alternative (Boston).

#### Target Population

The program will be offered to youths meeting the following eligibility requirements:

- o Between the ages of 17 and 21 (inclusive) at the time of enrollment;
- o School dropouts lacking a high school diploma or GED;

- o Reading below the eighth-grade level; and
- o Economically disadvantaged, as defined by JTPA.

### The Research Design

The research has three parts. An impact analysis will examine the program's effects on employment and earnings, on childbearing patterns, educational status, and criminal activity. A benefit-cost analysis will compare benefits and costs to determine the program's cost-effectiveness. A third study, the implementation analysis, will describe the program services offered by JOBSTART sites, the patterns of participation and program departure; the institutional arrangements that emerged during the implementation of the project; the role of JTPA; and the extent to which participants gain in reading and math skills.

### Reports

Three major reports are scheduled for the demonstration. The first, scheduled for Fall 1986, profiles the local programs and discusses the critical early phase, including JTPA involvement. A second report in early 1988 will more fully analyze program implementation and the in-program experiences of participants, including the youths' progress and their attitudes toward the program and patterns of participation. Job placement strategies and the evolving relationships between the program, the JTPA system and the private sector are other important issues. The final report, slated for 1989, will cover program impacts on participants' earnings, employment, welfare dependency, educational status and criminal activity. It will also present program benefits and costs to determine cost effectiveness.

### Program Sites

MDRC selected 10 - 15 programs for the demonstration. The selection process, under way since early 1985, extended through March, 1986. Participating projects are expected to have a strong management capacity, experience operating programs for school dropouts, a willingness to adjust to JOBSTART's operating guidelines, an ability to reach and enroll the target population, and an interest in youth policy and research.

Three of the original pilot sites are expected to join the demonstration. These include Bank Street/Jobs For the Future, Connelley Skill Learning Center and the Center for Employment Training. States with projects interested in JOBSTART include California, Connecticut, Florida, Massachusetts, Michigan, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Texas, Washington, D.C. and Wisconsin. The group selected also will be diverse in operating environment.

### Funding

A dual funding strategy has been developed for JOBSTART. Most of the program operating funds will be generated through existing funding systems at the state and local level, primarily JTPA. The central costs of managing and evaluating the demonstration and communicating its results are being supported by a consortium of national foundations and public agencies. Funders include the Rockefeller, Mott, Hewlett, American Telephone and Telegraph, and Ford Foundations, the U.S. Department of Labor and the National Commission for Employment Policy.



Implementation in Texas

Personnel from the Manpower Development Research Corporation (MDRC) contacted TDCA and Governor's Office personnel in the interest of designating two sites in Texas to be one of 10 - 12 sites nationwide for the Jobstart demonstration. An MDRC representative presented the Jobstart demonstration to the SJTCC and Council recommended that staff pursue site designation.

## A Report on the Corpus Christi Jobstart Project

The Corpus Christi SER Jobs for Progress, Inc. affiliate has been providing skills training since 1965. In May, 1985, the City of Corpus Christi awarded SER JTPA IIA funds totalling \$410,000 to operate a classroom based employment and training program for high school dropouts and low functioning high school graduates. In October, what was a local initiative that would combine remedial education with training in high demand occupations (typist, account clerk, auto mechanics, and auto body paint and repair) became the second operational JOBSTART site. Upon completion of the program youth are expected to have increased their reading proficiency two grade levels, attain PIC approved Pre-Employment/Work Maturity and job specific competencies, attain vocational competencies, and are then transferred to SDA Placement Unit for placement assistance.

PRE-EMPLOYMENT/WORK-MATURITY:

This activity will occur during the first week of training and will be conducted six (6) hours a day, five (5) days a week.

Training Hours:	30 hours
Number of Weeks:	1 week

REMEDICATION:

Remediation will be conducted two and one-half (2.5) hours a day, five (5) days a week and will consist of remediation activity utilizing the computer assisted module.

Training Hours:	200 hours
Number of Weeks:	16 weeks

VOCATIONAL CLASSROOM TRAINING:

Vocational training will be conducted for a total of 22.33 weeks, three and one-half (3.5) hours a day, five (5) days a week. Utilizing traditional teaching methods, vocational training will be taught concurrently with Remedial activity for the first sixteen (16) weeks.

In the remaining six point thirty-three (6.33) weeks vocational training will be conducted sixteen (6) hours a day, five (5) days a week.

Training Hours:	470 hours
Number of Weeks:	22.33

SER, Jobs For Progress, Inc. is one of twelve national test sites to assist in the implementation of a Jobstart Program. In recognition of the importance of Jobstart, the SER program has received a grant of 8% funds from the Texas Department of Community Affairs (TDCA) totaling \$128,000 to support their participation. These funds have been used to purchase the Plato Fair Break System which provides individualized, self-paced, competency-based math, reading instruction, as well as to provide for the wages and fringe benefits for an additional instructor, and to pay the necessary additional space and utility costs associated with Jobstart requirements.

A total of 1,200 youth were recruited and interviewed for Jobstart program. SER will serve a minimum of 100 participants, and there will be an equal number of Jobstart eligible youths randomly assigned to a control group.

The Administrative Entity and SER staff have shared in the responsibility for identifying and recruiting at least 200 youth who are eligible for Jobstart and signed an informed consent form signifying their agreement to participate in the Jobstart research study.

Under a performance based contract, SER receives payments upon successful completion of performance in the following categories:

	Accomplished to Date
(1) Enrollment	100% attainment
(2) Attainment of Pre-Employment/work maturity competencies	100% attainment
(3) Attainment of a two-grade functioning level increase or attainment of GED	67% attainment
(4) Attainment of competencies of vocational course curriculum.	26% attainment*
(5) Documented transfer of specified participants to the TEC Placement Unit	31% attainment*

\* Only two classes have completed training to date.

The PIC approved the use of an MDRC grant to provide \$15,000 to the SER program to use for incentives to participants for good performance.

Following is a breakdown of Incentive Plan:

- Tier 1: Attainment of a "B" or better vocational training average. 141 estimated participants x \$25.00 incentive payment
- Tier 2: Attainment of an "A" vocational training average. 59 estimated participants x \$20.00 incentive payment
- Tier 3: Reading grade - level increases. 2 grade level increase (avg.) x 150 participants x \$20.00 per grade level increase
- Tier 4: Successfully passing the Pre-GED test will result in SER using the incentive funds to pay for the participants' GED tests. 91 estimated participants x \$20.00 per test
- Tier 5: Attainment of the GED 62 estimated participants x \$40.00

Summary of accomplishments thus far are as follows (based on 150 participants):

- \* 14 participants - Attainment of "A" vocational training average
- \* 29 participants - Attainment of "B" or better vocational training average
- 89 participants - Have had Reading grade level increases
- \*\* 66 participants - Have successfully passed the Pre-GED tests
- 36 participants - Have attained their GED
- \* 2 classes have completed as of this date
- \*\* 30 participants have been scheduled to take GED examination

Texas School Dropout SurveyBackground

- o House Bill 72 amends the Texas Job Training Partnership Act authorizing the TDCA to enter into educational service contracts with private, nonprofit organizations that conduct model or exemplary youth programs that meet the unique educational needs of student dropouts. The bill mandates that the TDCA shall seek proposals from qualified research organizations and prepare a report for the Legislature that includes:
  1. research into the problem of student dropouts, including a cost-benefit analysis of the effect student dropouts have on the criminal justice system and the economy of this state;
  2. evaluations of various programs for educating student dropouts; and
  3. educational and employment-based proposals to solve the problem of student dropouts and their involvement in criminal activities.
- o The bill also mandates that the Department shall present the report to the 69th Legislature not later than December 31, 1986.
- o The source of funds is the U.S. Department of Labor Program Year 1985 JTPA Title IIA 123 (20% Education Coordination Funds). Total funds available for this project are \$150,000.

Current Status

- o Presently, there is no comprehensive information base regarding the extent and nature of the dropout problem in Texas. There is a strong need for information networking and the development of linkages and referral systems to address the unique problems of local dropout populations.
- o The Carl Perkins Vocational Education Act calls for closer coordination between education and JTPA Programs. Approximately \$75 million was allocated in Texas through Title IIA and IIB of JTPA to provide services to "at-risk" youth. JTPA programs are mandated to serve school dropouts on an equitable basis taking into consideration their proportion of the target population. These services can include both in-school, out of school, and alternative educational programs for youth.
- o The design for this project has taken a comprehensive scope to investigate the dropout problem, and it includes four different research tasks: to measure the extent of school dropout in Texas; to document principal causes for school dropout; to analyze the impact of dropouts on the criminal justice and human service systems; and to identify and evaluate in-school and alternative training programs for dropouts.

Program Applications

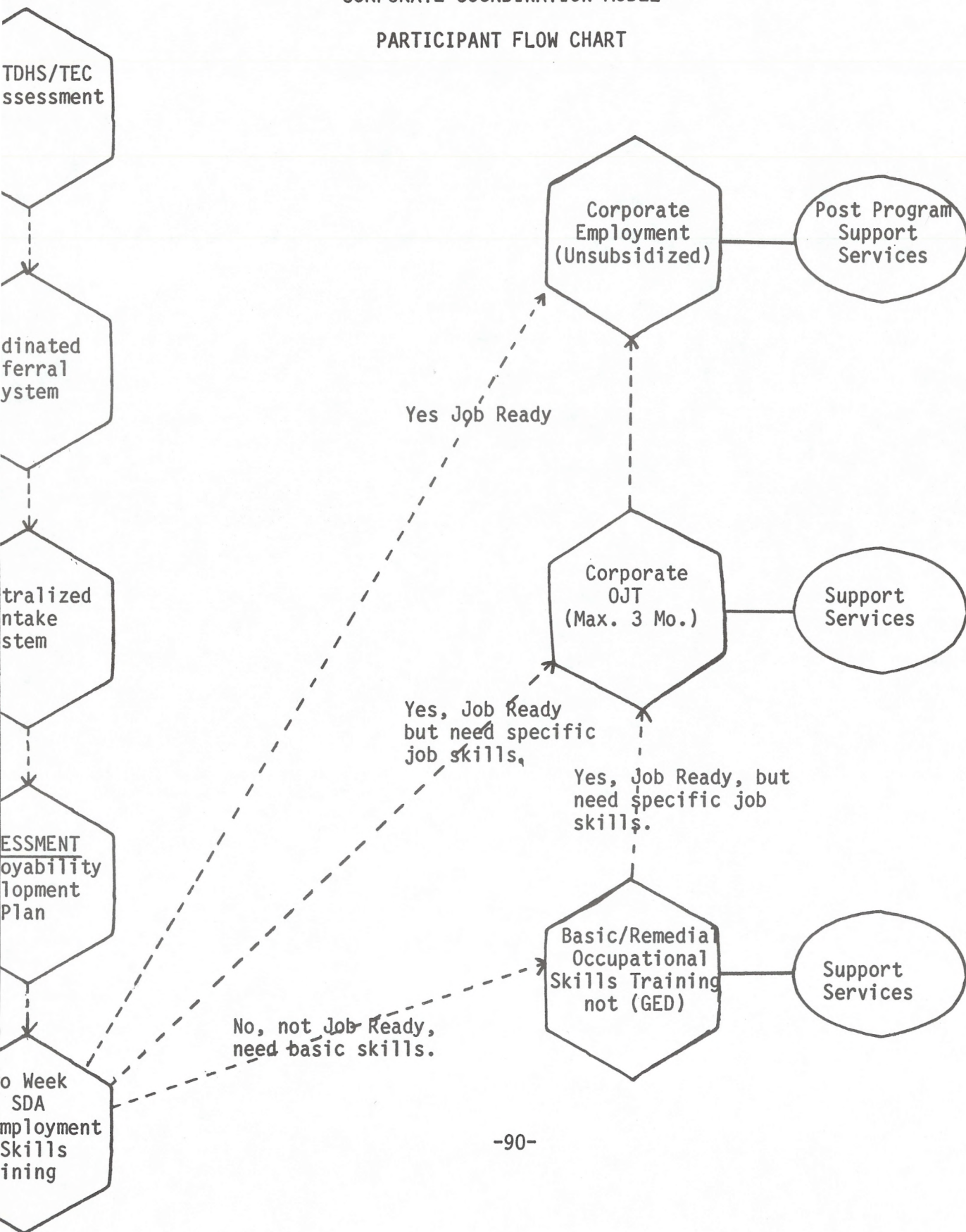
- o The strategy for this project is to provide reliable information at the local level to support JTPA planning. The research will document regional variations of the dropout problem and a matrix of model or exemplary programs that are successful with specific dropout populations.

- o The strategy also includes the identification of critical participants at state and local levels who can affect the dropout problem. These individuals will be invited to the public hearing/dropout conference to be scheduled in the Fall of 1986 to participate in analyzing research findings and formulating recommendations to the Legislature.
- o Local SDAs will be encouraged to use the research information to develop program activities that will benefit the dropout populations.
- o Currently, the following SDAs have submitted 123 (80%) plans incorporating studies on dropouts or related programs dealing with at-risk youth:

  1. Austin/Travis
  2. Balance of Dallas County
  3. Balance of South Plains
  4. Balance of Tarrant County
  5. Corpus/Nueces
  6. Heart of Texas COG
  7. North Texas
  8. Panhandle
  9. Rural Coastal Bend
  10. Upper Rio Grande
- o It is important at this point for each SDA to identify special task forces or projects in their area focusing on school dropouts and at-risk youth and to begin establishing linkages for the development of JTPA programs. The research findings which will be presented in the Fall will provide further guidelines for addressing problems at the local level.



DESIGN SPECIFICATIONS  
CORPORATE COORDINATION MODEL  
PARTICIPANT FLOW CHART



## DESIGN SPECIFICATIONS FOR CORPORATE COORDINATION MODEL

Necessary components to a successful Corporate Coordination Model include:

Outreach and Referral - Through locally developed agreements, the SDA, TDHS and TEC will jointly conduct outreach to AFDC recipients and refer clients to the JTPA Program Operator.

Intake - The SDA will conduct intake, eligibility, and enrollment procedures. A centralized intake system for AFDC recipients is critical to this model.

Assessment - Prior to training, each participant's skills and interests will be assessed by the SDA in accordance with a standardized methodology and an individual training plan will be developed. The SDA will confer and share the training plan with the appropriate TDHS staff. (It is important that the SDA's assessment system is thoroughly reviewed prior to implementation of projects. If the local system is found to be deficient, the state should provide an approved assessment system).

Specialized Pre-Employment/Basic Skills Training - After assessment, each participant will be enrolled in an intensive two-week (employer specified) pre-employment skills training. Those who are determined to be job-ready will be referred for placement into OJT. Those who are in need of basic skills training will be referred to remedial/occupational-related basic skills training for a period not to exceed 3 months.

Support Services - As necessary, the SDA and TDHS will provide support services such as transportation and childcare assistance to enable program participation. These services are critical to the AFDC recipient's successful completion.

Counseling - On a regular basis, employment and life management counseling will be conducted by the SDA, TDHS, and/or local agencies.

On-The-Job-Training - OJT slots with the corporate employer will be developed for job-ready participants. OJT participation will not exceed 3 months.

Job Search - When a participant is determined to be job ready (after pre-employment or basic skills training) but is not selected by the corporate employer for participation in OJT, the SDA will assist the participant in an active job search.

Placement - Placement into unsubsidized employment and employment intensity are the ultimate program goals.

Follow-Up - Follow-up will be conducted at three month and six month intervals. Follow-up focus on wage and employment intensity.

Evaluation - The SDA will assist, as needed, in evaluating the project.

SECTION V

FUTURE DIRECTIONS

ADMINISTRATIVE STRUCTURE  
"Corporate Coordination Model"

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STATE PARTNERSHIPS

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Governor

Governor's Economic Development Division

- o Initiates development of Model Projects
- o Solicits Corporate Sponsors
- o Provides policy and guidance
- o Final approval for projects/sites/evaluation

SJTCC

- o Assists in developing models & sites
- o Recommends policy/projects to Governor
- o Provides oversight and evaluation

Advisory Committee

- (Not yet in place)
- o Ensures oversight of projects & evaluation
  - o Ensures coordination
  - o Broad base support

Interagency Workgroup  
GEDD/SJTCC/TDHS/TDCA/TEC/TEA

- o Provides coordination of services
- o Provides site selection
- o Provides assistance to deliverers
- o Assists in evaluation

State Agencies

- o Assists in developing models and sites
- o Administers programs
- o Provides technical assistance to deliverers
- o Assists in evaluation

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LOCAL PARTNERSHIPS

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Private Industry Council

- o Forms partnership with local Corporate employer
- o Provides oversight for planning and implementation
- o Ensures coordination at local level
- o Ensures that programs are consistent with the Governor's model structure

Service Delivery Area

- o Develops local delivery plan within the parameters of the design specifications
- o Develops & maintains coordination at local level
- o Involves employer in curriculum design
- o Implements models
  - Develops appropriate training
  - Initiates OJT contracts
  - Provides follow-up
  - Assists in evaluation

Regional DHS/TEC

- o Assists in planning
- o Develops & maintains coordination
- o Performs pre-assessment
- o Refers clients
- o Provides services as determined through joint planning

SECTION V  
FUTURE DIRECTIONS

With the first year of Section 123 programming under the new policy still underway, it is difficult to draw conclusions concerning its success in meeting programmatic and coordination goals. Likewise, most 20% projects are in early or middle stages. Future directions for 123 (and IIA) programming will largely depend upon the types of models developed at the local level for the target populations, the success of the Education Advisory Subcommittees and of the overall shift of the responsibility for coordination with education to the local level.

There are, however, a number of state level efforts planned to facilitate state and local level coordination between JTPA and education agencies. These efforts include establishment of pilots for a dropout referral system by which schools would routinely refer dropouts to JTPA programs; a comparative evaluation of both computer assisted and manual basic education programs; development of a state level TAT plan between TEA and TDCA, to formalize the role of various education agency divisions in relating to state level JTPA; and to encourage further development of Education Advisory Subcommittees by providing meaningful ways which they can relate to the Governor's statewide literacy effort and vocational education planning at the local level.

The three Governor's models for "at-risk" YOUTH will continue to expand, and the possibility exists for identification and implementation of a fourth youth model.

Also critical to the statewide approach is the development, implementation and evaluation of models for "at-risk" youth and "hard-to-serve" adults at the local level -- models that can be standardized and marketed at the state level for SDAs that need new ways of serving hard-to-serve populations and successfully coordinate community resources to assist these populations.

Service Delivery Areas will be reporting at mid-point and end of program to the state on current 123 project progress and results. In July, 1986, new PY 1986 projects -- continuing to operate under the PY 1985 policy -- will begin. The state commitment is to document these efforts in documents like this one and assume a role in disseminating and refining successful, replicable approaches initiated at the local level. Thus, the future direction of 123 and other programs for "at-risk" youth and "hard-to-serve" adults is highly dependent upon local level innovation and the state's commitment to maximize the positive effects of such innovations.