Austin Metro Area Master Community Workforce Plan

Baseline Evaluation Report

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RMC Ray Marshall Center
for the Study of Human Resources

TEXAS LBJ School
The University of Texas at Austin
Lyndon B. Johnson School of Public Affairs

Austin Metro Area Master Community Workforce Plan

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Key staff members of five community based workforce development organizations contributed data and information to this report. Traci Berry, Chief Learning and Engagement Officer of Goodwill of Central Texas coordinated the contributions of Goodwill staff including, Jennifer Tucker, Vice President of Workforce Advancement, Matthew Williams, Vice President of Education, Jason Walters, Data Analyst, and Erin Kingsbury, Manager of Career Advancement. Aaron Hill, Skillpoint Alliance Austin Programs Director, and Data Media Specialist Sarah Gebhardt provided program information and data to this project. David Clauss, YouthBuild Austin Program Director and Britni Trustman, Assistant Director Grants Management contributed information and data on the American YouthWorks program. Capital IDEA's Steven Jacobs, Executive Director, Eva Rios-Lleverino, Deputy Executive Director, and Marvin Leonard, I.T. Manager furnished data and program information. Workforce Solutions Capital Area Board team members, Janee White, Manager of Workforce Development Contracts/EO Officer, Amy Dutton, Special Projects Manager, and Ian Fitch, Data Analyst contributed data, and Gustavo Jimenez, Talent Pipeline Success Coordinator, provided guidance and insight throughout the process of working with programs to create this report.

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ACRONYMS

ABE..Adult Basic Education
ARCH ....Austin Resource Center for the Homeless
ACC ....Austin Community College
CBO .... Community Based Organization
CCDF ....Child Care Development Fund
CEP .... Community Eligibility Provision
CNA ....Certified Nurse Aide
CTE..Career and Technical Education
ECCE ....Early Childhood Care and Education
EITC...Earned Income Tax Credit
ECM...Empowered Case Management
ESL .... English as a Second Language
ETPS .... Eligible Training Provider System
FPG .... Federal Poverty Guidelines
GACC ....Greater Austin Chamber of Commerce
GAIN.....................................General Assessment of Instructional Need
GCTA.....................................Goodwill Career and Technical Academy
GED .... General Education Diploma
HSE..High School Equivalency
OT ....Occupational Training
OSHA...........................Occupational Safety and Health Administration
MCWP .... Austin Metro Area Master Community Workforce Plan
MSA...Metropolitan Statistical Area
NAEYC........National Association for the Education of Young Children
NSLP..National School Lunch Program
PLC .... Master Plan Leadership Council
RMC..Ray Marshall Center
RN .... Registered Nurse
SNAP ....Supplemental Nutrition Assistance Program
TABE..Test of Adult Basic Education
TANF.................................... Temporary Assistance for Needy Families
TSI..Texas Success Initiative Assessment
WERC.........................Workforce and Education Readiness Continuum
WFSCA Board ....Workforce Solutions Capital Area Board
WIC...Women, Infants, and Children
WIOA................................ Workforce Innovation and Opportunity Act

EXECUTIVE SUMMARY

OVERVIEW

The Austin-Round Rock Metropolitan Statistical Area (Austin Metro Area) is undergoing a period of unprecedented economic growth and prosperity. Total employment in the region grew more than 20% between 2010 and 2015, and the median household income increased by almost 20%. However, not all residents of the Austin Metro Area share in this prosperity.

The Austin Metro Area Master Community Workforce Plan (MCWP) lays out a common agenda and establishes a framework for collaboration to coordinate the efforts of the region's workforce development organizations and educational institutions. The overarching vision for this plan focuses on a more demand-driven workforce system that effectively engages employers, community-based organizations, and educational institutions; empowers residents to more efficiently match employers' skills needs; and successfully prepares economically disadvantaged residents for good jobs.

The MCWP estimates that over the next five years, the Austin Metro Area will seek more than 60,000 middle-skill jobs including both new and replacement positions. Of these middle skill openings, just over 50% stem from just three occupational sectors which compose the primary, though not exclusive, targeted industries as part of the MCWP: healthcare, information technology, and skilled trades. For the region's economically disadvantaged residents—those who earn less than 200% FPG, many of whom are currently employed—this prospective job growth represents better economic opportunity provided they obtain the skills and credentials required to find higher earnings employment.

This report employs a comprehensive qualitative and quantitative examination, including the five major community based organizations providing services [Goodwill, Capital IDEA, American YouthWorks, Skillpoint Alliance, and Workforce Solutions Capital Area] and Austin Community College in its role as a deliverer of workforce training and education. All organizations shared individual-level data linked to Texas Workforce Commission's Unemployment Insurance wage records to examine outcomes. This report seeks to determine which relevant services and training the region provided and establish unduplicated records across the workforce system during the baseline years to accurately measure the scale of efforts along with the outcomes of participants, including program completion, employment, and

earnings. As the region continues to implement the MCWP, this baseline evaluation report serves as a reference to how the system functioned prior to this effort and provides accurate baseline numbers with which to compare results of ongoing and future regional coordination and collaboration.

QUALITATIVE SUMMARY

The diversity of the workforce system reflects the diversity of needs low-income individuals face in an effort to improve their employment and earnings prospects. The most effective supports likely differ depending on the individual and their circumstances or situation, as hinted at in Table 4; for example, the best supports for veterans might differ from the best supports for those with judicial involvement. Individuals might require supports to facilitate timely training completion and employment integration (e.g., through enrolling in CBOs), while others may choose to apply to a program through ACC on their own and use college education-related financial (e.g., Pell Grant) and counseling supports to reach their education and employment goals. Moreover, results of training across organizations likely also differ not necessarily because different programs are 'better' but because one program focuses on a population with greater needs and limited access to employment opportunities (e.g., those with judicial involvement) while another focuses on a population with high skills and occasionally preferential access to some portions of the labor market (e.g., veterans). The wide variety of training opportunities and supports in the Austin area serve to meet the diverse needs of its population. Discussion around outcomes in the next section does not (and should not) mistake differential outcomes across organization types of the workforce system as an indicator of poor or excellent performance of one type of organization over the other. The MCWP intends to work with all stakeholders to improve programmatic performance across each organization type.

QUANTITATIVE HIGHLIGHTS

Over the three years examined, the region enrolled 11,524 unduplicated low-income individuals in specific CBO workforce training and ACC programs. The region served an average of 6,862 each year, including both previously enrolled and newly enrolled participants, of whom an average of 4,646 enrolled in a previous year and 2,216 newly enrolled each year. ACC enrolled 8,160 low-income students (71%) and CBOs enrolled another 3,364 (29%) low-income participants over the three-year period. Variation in the numbers from year to year,

notably the large jump in the 2015-2016 year, mostly represent increased data access and accuracy from participating agencies.

During the three-year period, 2,115 individuals completed a program. Of those who completed, 64% did so from a CBO and the remaining 36% did so from ACC. A calculated completion rate following 2013-2014 enrollees out to 2017 shows an overall 26% completion rate for the region, but this rate includes two very different types of organizations with different entry requirements and different patterns of enrollment.

More than nine in ten (91%) of CBO enrollees during the 2013-2014 year completed a program. Roughly a third to two-fifths of CBO completers, depending on the year, did so within 1 year, with an additional one-fifth completing within 2 years, and the remainder completing after 2 years. The median time to completion for CBO completers that year was 4 months, with the average being 13 months.

Just under one in ten (7%) of 2013-2014 enrollees completed an ACC Associate's Degree. The shares of 2013-2014 enrollees completing during this time period ranged from a high of 13% for ACC short-term credential seekers to a low of 4% for ACC certification programs. For 2013-2014 completers, the median time to completion for an Associate's Degree program was 2.34 years.

A total of 1,797 individuals completed a program and found employment one year after program completion, 85% of all completers; both ACC and CBO completers found employment at the same rate (85%). Once completing a program, the share of those employed in the healthcare industry doubled from 18% to 36% while those working in accommodation and food services declined by more than half, from 20% prior to program entry to 7% after program completion. A little less than half, 815 (45%) of employed completers earned above 200% FPG in the year following program completion. Completers earn more money on average than prior to entering their program. Collectively, their increased earnings from a single cohort (the 2015-2016 completers) totaled more than $12.5 million; over all three years, these increased earnings totaled more than $29 million.

IMPLICATIONS FOR THE MASTER PLAN

With 11,524 unique individuals participating in the workforce system over three years and a total of 815 completers earning above 200% FPG one year from completing a program, reaching the goal of 10,000 low-income residents earning above 200% FPG wages will require

effort across the entire spectrum of the workforce system as described in this report. Changes in enrollment numbers, tracking timely completion rates, securing good employment, and providing supports to completing participants to ensure they reach their earnings goals are the broad fronts to which this effort will need to focus.

RECOMMENDATIONS

- ❖ *Re-examine the mechanisms of change*: Prior work relied on improving persistence, completion, and placement, but these mechanisms work relatively well, so the region should consider additional methods of coordination and intervention.

- ❖ *Learn from one another*: Program completers receive greater labor market impact for an Associate's Degree, but it takes a long time to complete. CBOs effectively train participants, but don't get the same aggregate bump in earnings. Both organizations should learn which mechanisms work for the other they could emulate or coordinate on, for example creating mechanisms to identify current and new ACC students who might benefit from CBO programs, or developing appropriate transition processes for CBO completers to enroll in a related next-step ACC program.

- ❖ *Fill open capacity*: The one organization with open seats in programs with current funding is ACC. Stakeholders should work with ACC to appropriately fill these slots.

- ❖ *Regional Deep Dive on Credentials*: Create a middle skills credential committee through the Evaluation and Data/Education and Training (EDET) committee including both ACC and CBO participants to determine how credential data is collected and develop recommendations for improvements in process.

NEXT STEPS

Future MCWP reports from the Ray Marshall Center will describe the changes brought about by implementation of the plan and measure these same outcomes and compare results from year to year, providing regular and timely updates to the progress of the regional workforce effort.

INTRODUCTION

OVERVIEW

The Austin-Round Rock Metropolitan Statistical Area (Austin Metro Area) is undergoing a period of unprecedented economic growth and prosperity.[1] Total employment in the region grew more than 20% between 2010 and 2015, and the median household income increased by almost 20%. However, not all residents of the Austin Metro Area share in this prosperity. Although the median household income rose, the cost of housing rose more quickly. The most current data shows that 23% of homeowners and 48% of renters pay more than 30% of their incomes towards their mortgage or monthly rent. Furthermore, more than 99,000 families in the region live at or below 200% of the federal poverty guidelines (FPG), and more than 76,000 individuals living below the poverty level work.[i] (See Appendix A for 200% FPG amounts by family size for 2013-2018.)

The Austin Metro Area Master Community Workforce Plan (MCWP) lays out a common agenda and establishes a framework for collaboration to coordinate the efforts of the region's workforce development organizations and educational institutions. The overarching vision for this plan focuses on a more demand-driven workforce system that effectively engages employers, community-based organizations, and educational institutions; empowers residents to more efficiently match employers' skills needs; and successfully prepares economically disadvantaged residents for good jobs.

The MCWP estimates that over the next five years, the Austin Metro Area will seek more than 60,000 middle-skill jobs including both new and replacement positions. Of these middle skill openings, just over 50%

VISION:
A more demand-driven workforce system that:
• *Effectively engages employers, community based organizations, and educational institutions;*
• *Empowers residents to more efficiently match employers' skills needs; and*
• *Successfully prepares economically disadvantaged residents for middle-skill jobs.*
GOAL:
To make Austin more affordable by improving economically disadvantaged residents' access to better economic opportunities
OBJECTIVE:
10,000
Residents living at or below 200% of poverty will secure middle-skilled jobs by 2021
Source: Austin Metro Area Master Community Workforce Plan (June 2017). Workforce Solutions Capital Area

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[1] The Austin-Round Rock Metropolitan Statistical Area includes Travis, Williamson, Hays, Bastrop, and Caldwell Counties.

stem from just three occupational sectors: healthcare, information technology, and skilled trades. For the region's economically disadvantaged residents—those who earn less than 200% FPG, many of whom are currently employed—this prospective job growth represents better economic opportunity provided they obtain the skills and credentials required to find higher earnings employment.

This report seeks to determine which relevant services and training the region provided and establish unduplicated records across the workforce system during the baseline years to accurately measure the scale of efforts along with the outcomes of participants, including program completion, employment, and earnings. As the region continues to implement the MCWP, this baseline evaluation report serves as a reference to how the system functioned prior to this effort and provides accurate baseline numbers with which to compare results of ongoing and future regional coordination and collaboration.

AUSTIN'S WORKFORCE SYSTEM[2]

Participants in the MCWP effort receive funding from four primary sources: federal funding, distributed by the Texas Workforce Commission through Workforce Solutions Capital Area Board (WFSCA Board), the State of Texas, Travis County, and the City of Austin.[3]

Participating CBOs provide occupational training and additional supports to qualifying individuals either in-house, through contracts with and referrals to secondary providers, or through partnerships with the Austin Community College District (ACC). Supports provided by CBOs include, but are not limited to, guidance and counseling, financial assistance for specific types of needs such as child care and transportation, as well as help with pre-employment/job readiness skills such as resume writing and interviewing proficiency.

Austin Community College possesses 11 campuses and educates approximately 76,000 students each year offering over 100 programs in 10 areas of study leading to college credentials that include technical certifications, two-year associate degrees, and advanced technical awards.[4]

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[2] The wider workforce system in Austin includes local school districts providing career training and supports, including Career and Technical Education (CTE) courses and related dual credit courses coordinated with ACC, and apprenticeship opportunities.

[3] Funding sources across the three agencies include Workforce Innovation and Opportunity Act federal pass-through funds, Texas Workforce Commission grants and contracts, and local tax revenue. Services provided to individuals using these funds must meet specific federal, state, and/or local requirements in order to qualify for these supports.

[4] In December 2017, the Austin Community College District (ACC) Board of Trustees approved the college's first

Community Based Organizations and ACC provide training and support to tens of thousands of local residents each year. This baseline report builds upon the work of the Master Community Workforce Plan Data and Evaluation Working Group to present and describe workforce development program participant employment and wage outcomes from efforts of workforce training providers prior to the implementation of the Master Workforce Plan. This report focuses on low-income participants engaged in specific middle-skill training programs that aligns with the goals of the MCWP.[5]

GOALS

The MCWP aims "to make living in Austin more affordable by improving economically disadvantaged residents' access to better economic opportunities." By focusing on economically disadvantaged residents, the region hopes to connect under-skilled individuals with Austin's high demand for skilled labor.[6] Newly trained program completers enter the labor market with skills and a middle skills credential that enhances their salary prospects. By aligning the workforce system with employer needs, the region hopes to capitalize on available local talent to include more area residents in the growing prosperity of the Austin Metro Area.

METRICS

The MCWP's seeks to improve the economic wellbeing of 10,000 area residents living at or below 200% FPG through employment in middle-skill jobs by 2021. The MCWP presents a road map outlining the engagement of area stakeholders through four key strategies and targeted outcomes. For each strategy the plan also presents actions and tactics that will facilitate the achievement of the stated outcomes.

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bachelor's degree: BS in Nursing to be offered beginning Fall 2018.

[5] Occupational Skills Training: Training leading to an industry recognized Associate degree, certificate, certification or license, beyond a HSD/Equivalent and less than a 4-year degree that prepares participants for employment. These middle skills programs at ACC also include students in business-related programs.

[6] Economically disadvantaged individuals are defined in this report as those having an income at or below specific Federal Poverty Guidelines. See appendix A for more detail on FPG income thresholds and a map of poverty concentration in the MSA. See the technical appendix for a discussion on how FPGs were calculated for all participants in this study.

Strategies	Outcomes
Awareness & Enrollment: Cultivate interest in high-demand middle-skill careers.	Enroll **30,000** economically disadvantaged area residents in middle-skill training programs.
Training & Completion: Equip workers with skills they need to succeed.	Of the 30,000 enrolled in middle-skill training, **12,000** earn a credential.
Placement & Employment: Connect employers with local talent to fill middle-skill jobs.	Of the 12,000 earning a middle-skill credential, **8,000** placed in middle-skill jobs.
Upskilling: Assist frontline workers in acquiring skills to advance into middle-skill jobs.	**2,000** workers making below 200% FPG will be upskilled to enter employment with improved economic opportunity.

METHODS TO ACHIEVE GOALS

The community intends to achieve these goals through a variety of processes. First, by engaging in integrated community leadership, where participants from all major regional stakeholders are represented in leadership decisions. The MCWP Leadership Council (PLC) includes leaders from Travis County, ACC, WFSCA, the Greater Austin Chamber of Commerce (GACC), RMC, E3 Alliance, Capital Area Council of Governments, and Goodwill Central Texas. Including the primary funding agencies of the local workforce system in decision making is intended to ensure a level of collaboration that can support coordinated efforts to efficiently support the MCWP.

Data is a key component of this regional effort, used both confidentially and publicly. Confidential program-level performance metrics will be regularly presented to organizations as a feedback loop for reflection, allowing for changes in curriculum, supports, and other adjustments in future years. This report uses shared individual-level data across organizations to verify previously self-reported data and to allow the community to understand the starting point for the regional effort. Regional performance in future years will use the same metrics developed in this report to measure community progress.

While all participating organizations collect and maintain crucial participant data, not all organizations collect the same information and not all organizations use the same definition for specific data elements. The MCWP encourages agencies and programs to align data definitions, establish similar collection schedules, and consider how best to learn more with the data on hand.

This report provides agency-level context, including identifying training programs, describing their structure, and examining whether selected occupations allow individuals to escape poverty.

Another key effort includes program coordination. WFSCA will aid programs in developing, tracking, and meeting appropriate targets and increasing the ease of cross-program referrals, potentially developing cross-program referrals standard processes. Working together is intended to allow programs to collectively identify gaps in programs' internal processes, increasing the ability of programs to train individuals for high skilled and high paying employment. The regional approach also enables partner organizations to work together (with guidance from WFSCA) to determine local barriers to capacity, allowing the region to increase the number of individuals served and supported through workforce programs.

RAY MARSHALL CENTER'S ROLE

Workforce Solutions Capital Area Board contracted RMC to conduct an evaluation of outcomes for workforce development training participants, beginning with this report intended to measure enrollment and outcomes prior to the implementation of the MCWP to establish baseline numbers. The RMC's work includes obtaining data from all participating organizations, providing recommendations for improving program data, and developing both confidential program and regional metrics to measure community progress. CBOs collect data and use data definitions required by their various funders. RMC reviewed the currently available data and will make recommendations for future consistency in data collection across all CBOs to support the outcomes of the MCWP with respect for the current program priorities and limitations. Although the CBO participant outcomes presented in this report are aggregated for the total group of program participants, RMC will review with each CBO confidential program specific data to facilitate the organizations' participation in the MCWP objective.

REGIONAL WORKFORCE IN THE AUSTIN METRO AREA

In both 2017 and 2018 U.S. News and World Report named Austin the best place to live in the United States.[ii] Many things about Austin make it a great place to live: mild winters, a nationally known food community, a thriving craft beer scene, Barton Springs (a natural pool with temperatures consistently around 65 degrees), as an entrance to the Hill County, and, of course, the strong economy. Between 2017 and 2018, roughly 105 people moved from outside the area into Austin each day, adding to a total regional population of over 2.1 million residents.[iii] Since 2008, 25 high rises were added to the Austin skyline, with a further eight currently undergoing site preparation or under construction.[iv]

Featuring low unemployment (2.8% as of May 2018) and a high demand for skilled labor, the Austin Metro Area currently experiences rapid economic and population growth. As of April 2018, the Austin MSA had over 43,000 available job postings, of which over 20,000 were new in that month.[v] For 26 of the last 31 months, Austin has posted more jobs than there were individuals not employed and seeking employment.[vi] Opportunities appear to exist across education levels; of the top 20 job postings in April, 10 require no more than some college without a degree.

But this economic and demographic growth includes costs. The rapid influx of job seekers from across the country places a premium on housing. The median price of a home in Austin increased over 33% in the last 5 years (between May of 2013 and May of 2018) from $294,000 to $393,000.[vii] This significant rise in housing costs places additional tax burdens on those already in their homes and effectively prices out some individuals seeking to purchase a first home. According to a study by Governing Magazine, only 39% of families earning the median wage in Austin ($76,809) can afford a home with at least 2 bedrooms, while 10% of families earning 75% of the area's family median income ($57,607) are able to do so. Only three of the studied cities proved more unaffordable for families earning below the median family income: Los Angeles, New York, and San Francisco. High housing costs also impact renters. According to the Community Advancement Network Dashboard using data from the American Community Survey,[7] the vast majority (85%) of renters with a household income of less than

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[7] CAN developed and regularly updates a dashboard of seventeen indicators that collectively provide an overview of the well-being of Austin. Through regular updates, the CAN Dashboard identifies areas where collective attention and action are needed. More information is available at Canatx.org and more dashboard indicators at http://canatx.org/dashboard/.

$35,000 a year pay more than 30% of their total income on housing and over half of all households living in that income range pay more than 50% of their total income on housing.[viii]

Higher property values also imply higher property taxes. In 2017, the average Austin homeowner paid $7,607 in property taxes, up 21% over the past five years.[ix] Due to this additional and often unexpected expense, some individuals who bought their homes prior to the Austin housing boom or those with a tight budget sometimes elect to move into surrounding communities. For areas of Austin that have traditionally housed low-income individuals, the draw of relatively inexpensive housing combined with the push of higher tax burdens has generated clusters of gentrification, primarily east of Interstate 35 and south of the Colorado River.[x] These higher housing costs have brought about an 'affordability' problem in Austin. Housing costs have increased despite the region building over 110,000 new homes and apartments in Hays, Travis, and Williamson counties, an increase of 17%, between 2010 and 2017.[xi]

POVERTY IN THE AUSTIN-ROUND ROCK MSA

As discussed earlier in this report, more than 99,000 families in the region live at or below 200% FPG, and more than 76,000 individuals living below the poverty level are employed. The Center for Public Policy Priorities (CPPP) website provides an income calculator to estimate the expenses for families living in the various MSA's of Texas. Table 1 presents the estimated expenses and the income needed to meet specified living expenses for a family of three: one parent and two children in the Austin-Round Rock MSA. These estimates do not include any savings for emergencies, retirement or college. For a family of three the estimated annual income needed to live in the Austin-Round Rock MSA is $50,820, an hourly wage of $24.43: over 325% of the FPG for 2018. Earning a certification for a middle skill occupation is the first step toward opportunities to eventually earn a living wage. Further, families above 185% FPG are no longer eligible for many public benefits.[8]

Table 1. Austin-Round Rock MSA Household Monthly Expenses
Family of Three: One parent and two children

Budget Item	Expense
Housing	$1,195
Food	$562
Child Care	$1,003

Medical
    Insurance Premium
    Health Insurance Subsidy
    Out-of-pocket
	
	$557
	($238)
	$129

Transportation	$314
Other Necessities	$411
Total Basic Expenses	$3,934
Taxes (typical monthly amount)	$301
Total Monthly Income Needed	$4,235

Source: Center of Public Policy Priorities. Texas Family Budgets.
Available at: http://familybudgets.org/ Last updated 11/16/2017

Note: All numbers rounded.

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[8] For additional information regarding the impact of income on the eligibility for food supports and the limited availability of child care supports for working families see our supplemental publication *MCWP Supplement: Poverty* on our website www.raymarshallcenter.org.

TRAINING SERVICE PROVIDERS

DESCRIPTION OF SERVICES

This section presents a brief description of the current community-based workforce development organizations participating in the MCWP efforts.[9] Presented by organization, it includes all relevant programs offered, eligibility criteria, and supports provided. It's important to note that these organizations do not operate in isolation and already engage in collaborative efforts to help participants. For example, some CBOs rely on referrals from others, additional resources through WFSCA, and/or guide their participants to enroll at ACC. Additional detailed information regarding the training programs is presented in tables following the narrative descriptions and in two appendices at the end of this report.

Austin Community College

Program Description and Eligibility Criteria

By state mandate, Texas community colleges have a diverse, unique mission to provide programs for academic transfer; workforce education; foundation and access programs for the not yet college-ready population; and lifelong learning programs for continuing education, professional development, and personal enrichment.

Austin Community College District (ACC) is one of the primary post-secondary education providers and a major economic development asset in the Austin Metro Area. The ACC District was established in December 1972 by voters of the Austin Independent School District (AISD). In the fall of 1973, ACC registered 1,726. Today, ACC maintains 11 campuses enrolling over 76,000 students

> **Austin Community College Mission**
>
> The Austin Community College District promotes student success and community development by providing affordable access, through traditional and distance learning modes, to higher education and workforce training, including appropriate applied baccalaureate degrees, in its service area.

each year. The college also opened its new San Gabriel Campus in Leander in Fall 2018 (Figure 1). The ACC District service area reaches nearly 7,000 square miles and covers all or parts of Travis, Williamson, Hays, Bastrop, Blanco, and Caldwell counties.

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[9] Presented information obtained through the review of local, regional, state and federal organization websites; local, state and federal published reports; interviews and email exchanges with organization staff.

Figure 1. Austin Community College District and Service Area Map

Austin Community College District and Service Area Map

WILLIAMSON

San Gabriel
Round Rock
Cypress Creek
Northridge
Elgin
Highland
Rio Grande
Eastview
TRAVIS
Pinnacle
Riverside
South Austin
Southeast Travis County
Hays
BLANCO
HAYS
BASTROP
CALDWELL

ACC District Communities

Austin ISD	December 1972 (founding of ACC District)*
Leander ISD	November 1985
Manor ISD	November 1998
Del Valle ISD	May 2004
City of Austin	May 2005 (includes portions of Pflugerville and Eanes ISDs)
Round Rock ISD	May 2008
Elgin ISD	November 2010
Hays CISD	November 2010

*Taxing authority established March 1986

KEY
Service Area
ACC Taxing District
Campus — Campus Location
Location — Future Project

N

Source: ACC website.[xii]

The eleven campuses serving the Austin-Round Rock MSA offer over 100 programs in 10 areas of study leading to college credentials that include technical certifications, two-year associate degrees, and advanced technical awards (Table 2).[10]

Table 2. ACC Majors Offered: 2017-2018

ACC Majors Offered
32 Associate of Arts (AA)
17 Associate of Science (AS)
95 Associate of Applied Science (AAS)
3 Associate of Arts in Teaching (AAT)
117 Certificates

Source: ACC 2017-2018 Fact Book.
http://www.austincc.edu/oiepub/pubs/factbook/

In addition to college credit courses, ACC's Continuing Education Division offers a wide selection of noncredit courses in three areas: career and technology; community; and corporate training. The Continuing Education Division served 12,568 students during the 2017 academic year.[xiii] Its programs are designed to enhance the skills of incumbent workers and provide opportunities for students to enrich their knowledge in subjects of interest. Workforce Solutions Capital Area and Workforce Solutions Rural Capital Area partner with ACC to offer students financial assistance and support services in specific career paths including the MCWP target occupation training programs: Health Sciences, Information Technology and Skilled Trades/Advanced Manufacturing.[xiv] Being a large community college, ACC offers many degree and credential opportunities relevant to the three MCWP target sectors. A complete list may be found in Appendix B.

ACC has an open-door admissions policy, meaning everyone who meets the eligibility criteria is encouraged to enroll. Students with a High School Diploma or a high school equivalent must meet minimum scores on the Texas Success Initiative (TSI) Assessment, or meet one of the

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[10] In 2017, the Texas Legislature passed Senate Bill 2118 allowing the Texas Higher Education Coordinating Board to authorize qualified community colleges to offer certain bachelor's degrees, including a Bachelor of Science in nursing degree. In December 2017, the ACC District Board of Trustees approved the college's first bachelor's degree: BS in Nursing. The program will be responding to a critical workforce need in Central Texas. Currently, there are more than 7,700 registered nurses in the ACC service area who would qualify for the program.

qualifications for TSI exemption. Students applying for admission to non-credit courses in a Level 1 certificate program, and are taking courses only in the certificate award plan, are exempt.[xv]

Support Services

Austin Community College provides academic and personal support services for students. Tutors are on each campus and available online to help students in dozens of subjects. Computer and Learning Labs are available at each campus providing computer stations and staff to assist students. The Student Money Management office provides individual financial coaching sessions and education on money management through presentations, print material, social media and text messaging. Austin Community College also maintains a fund to assist students with emergencies and provides counseling services: academic, personal and career counseling as well as referring students to a wealth of other community support services. As well as support services provided to specific groups of students: veterans, current and former foster youth, and students requiring accessibility accommodations.

The ACC Adult Education Division offers a Career Pathways program. The Career Pathways program webpage provides a Career Center tab that links to additional pages of information on job readiness, finding a job and provides external links to other community support services. Each page of the Career Center site offers support and assistance either through email or over the phone.

Austin Community College's continual efforts to seek avenues of support for students is evident in a recent agreement between ACC and Capital Metro. ACC entered into a five-year agreement with Capital Metro to pay an annual fee of $429,000 in exchange for a waiver of the individual Capital Metro ACC Green Pass fee of $25. All credit and ABE students, faculty, and staff are eligible for the Green Pass. The pass provides free rides on all Capital Metro public transport: bus and rail.[xvi]

Other recent innovations include Z-Degree and the First Day Program. The First Day Program, launched Summer 2018, provides students discounts on digital textbooks and class materials for select courses. The program fees are included in course tuition and fees. Z-Degree provides students an opportunity to earn an associate degree without purchasing textbooks. Students save money by taking classes that use only open educational resources (OER) and other free materials. All course materials are immediately available online at no cost.

Community Based Organizations

Five community-based organizations (CBOs) participated in the MCWP Baseline Report: Capital IDEA, American YouthWorks (AYW), Workforce Solutions Capital Area Career Centers (WFSCA Career Centers), Goodwill Central Texas (Goodwill) and Skillpoint Alliance (Skillpoint). In addition, Austin Area Urban League (AAUL) participants through the WFSCA WERC program are also included in this report. Each organization provides participants with a case manager, navigator or coach to work in partnership with participants to: complete an initial assessment, engage in the process of goal setting, and establish supports needed for success. All programs provide some in-house funded supports and maintain relationships with an array of other service providers to arrange for additional supports. Each CBO weaves into their service model job readiness training that includes, but is not limited to: application and resume writing, interviewing skills, workplace behavior expectations, and interpersonal communication skill building.

Capital IDEA

Program Description and Eligibility Criteria

Capital IDEA provides non-traditional, low-income students with the opportunity to pursue long-term training in high-wage, high-demand occupations. The programs most popular among participants include Licensed Vocational Nursing and Registered Nursing.

> **Capital IDEA Mission**
>
> Capital IDEA's mission is to lift working adults out of poverty and into living wage careers through education and career advancement.

Eligibility for Capital IDEA includes at least a 5th grade skill level in reading and math, and a high school diploma or GED. Participants are enrolled in College Prep Academy if they score at a 5th grade level or lower on the Test of Adult Basic Education (TABE) and are determined to be unlikely to pass the TSI, which is required for college admission. The College Prep Academy, offered at the ACC Highland Campus, is an intensive 6.5 hours per day, five-day a week, 12-week program designed to build math, reading, writing, and study skills. The College Prep Academy training is customized to meet student specific needs with the goal of preparing students for success on the TSI within a short timeframe. Participants can obtain certifications and degrees through ACC while accessing a complement of ACC student supports in addition to the supports provided by Capital IDEA.[xvii]

Capital IDEA covers all tuition, fees and books. The program also covers the cost of uniforms, shoes, tools, training software, and anything required on a class syllabus. WFSCA Career Centers WIOA program partners with Capital IDEA to provide limited funding for some of these training related costs. Students attending ACC are eligible to receive a "green pass," which entitles them to free bus, rail, and Express Bus services in the region for the entire semester.

Participants receive assistance with purchasing school supplies including backpacks, printer ink, and paper. The program also covers the cost of other services important to learning, such as eye examinations and eyeglasses. Emergency utility vouchers, and mortgage and rent assistance are also available on a case-by-case basis.

Child care, an ongoing challenge for parents of young children, is provided through WFSCA Child Care for a limited number of qualifying participants. Capital IDEA supports a child care program specialist to assist students navigating the child care system. Qualifying families take advantage of Austin ISD Pre-K, and Child Inc. Early Head Start/Head Start programs. Capital IDEA has limited funds available for child care assistance for qualifying parents.[xviii]

American YouthWorks

Program Descriptions and Eligibility Criteria

The American YouthWorks (AYW) YouthBuild program offers college, high school, and GED classes, as well as job training programs based on a service learning model that combines academic instruction with occupational skills development and community service projects.

American YouthWorks Mission
The mission of American YouthWorks is to provide young people with opportunities to build careers, strengthen communities, and improve the environment through education, on-the-job training, and service to others.

YouthBuild implements three programs: Casa Verde Builders, Youth Media Corps and Health Corps. Participants in the Casa Verde Builders earn 18 credit hours at ACC upon the completion of the construction training. Participants also earn certifications through the Occupational Safety and Health Administration (OSHA) and the Home Builders Association. The Youth Media Corps and Health Corps participants receive certifications in technology and health care

respectively.

Most of the training provided happens at the program headquarters on East Ben White Boulevard or at the various program worksites. YouthBuild also provides an Early College Start program that offers students an opportunity to take college courses in welding and automotive technology at the ACC Riverside campus. Currently, the program is working toward another partnership with ACC to enroll participants in the distance learning course, Introduction to Computing, through the ACCelerator program.[xix] In FY 2016, YouthBuild entered into a partnership with the juvenile justice system to provide services to justice-involved youth. Justice-involved participants work with a re-entry specialist case manager. American YouthWorks program participants typically range in age from 16-24 years old and many have less than a high school diploma.

Support Services

YouthBuild provides a number of wrap-around support services to help individuals succeed. Transportation assistance is provided in a variety of forms: bus passes, gas cards, emergency car repair funds and AYW van transportation. The program also provides uniforms and safety equipment, tools, clothing for interviews, on-site child care, and emergency assistance for food, diapers, and other necessities. Participants in Casa Verde Builders receive bi-weekly stipends to help cover their living expenses while in training. Staff help participants with the job search process and internships, as well as counseling participants on how to overcome obstacles to success. Additional resources leveraged by AYW include interns from the University of Texas School of Nursing and School of Social Work.

YouthBuild student supports include an on-site, two-generation early childhood care and education program. AYW collaborates with Child Inc. and United Way to provide quality child care and developmental services to children from birth to age five. The program provides case management services and parenting education support sessions. The Child Inc. classrooms incorporate Head Start and Early Head Start slots and is pursuing certification from the National Association for the Education of Young Children (NAEYC), the gold standard in early childhood care and education.[11]

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[11] David Clauss, YouthBuild Austin Program Director, participates in the United Way sponsored 2-Gen Stakeholder Network strategic planning.

Workforce Solutions Capital Area Career Centers

<table>
<tr><td>
Workforce Solutions Capital Area Mission

The mission of Workforce Solutions Capital Area is to lead the region's workforce system in the development of a world-class workforce.
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Three Workforce Solutions Capital Area Career Centers (WFSCA Career Centers) provide training to residents in the City of Austin and Travis County through a number of programs. The MCWP includes two major WFSCA Career Centers employment and job training programs: The Travis County and City of Austin funded Workforce and Education Readiness Continuum (WERC) and the Workforce Innovation and Opportunity Act (WIOA) funded programs.

Program Descriptions and Eligibility Criteria

Workforce and Education Readiness Continuum

The purpose of the WERC program model is to prepare Austin and Travis County residents with the skills and supports they need to increase their economic prosperity and achieve self-sufficiency by providing wrap-around education and/or workforce services tailored to their current needs and long-term goals. WERC data included in this baseline report represents four of the eight partner organizations: Austin Area Urban League, American YouthWorks, WFSCA Career Centers, and Goodwill. The WFSCA Board administers the program, operating as the fiscal agent, providing program oversight, quality assurance monitoring of client eligibility and performance outcomes, and supporting the continuum of services among the larger network of programs through quarterly partner meetings.

Services are specifically targeted at economically disadvantaged City of Austin and Travis County residents, in particular judicially involved individuals, TANF-Choices and SNAP recipients, and low-income individuals with other barriers to employment.[12]

WERC participants receive services ranging from case management; ABE and ESL; job readiness instruction and job search assistance; assistance accessing a variety of short-term occupational training lasting less than six months, including industry-recognized credentials,

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[12] Temporary Assistance for Needy Families (TANF) Choices assists participants receiving cash assistance to transition from welfare to work through participation in work-related activities, including job search and job readiness classes, basic skills training, education, vocational training, and support services. Supplemental Nutrition Assistance Program (SNAP) provides a monthly supplement for purchasing nutritious food.

occupational certifications and licenses; and a limited number of paid internships funded through WERC.

Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA) program coordinates a market-driven training system intended to respond to the needs of employers and prepare workers for jobs that are available now and in the future. Three programs, WIOA Youth, WIOA Adult, and WIOA Dislocated Worker Services link job seekers with employment, education, training and the support services necessary to succeed in the local labor market.

WIOA Youth Services

WIOA Youth Services is a collaboration of four community partners working to help low-income youth, aged 14-24, transition from high school to post-secondary education, training, or suitable employment. Partners include: American YouthWorks, Communities in Schools, Goodwill, and LifeWorks.[13] The program prioritizes services for youth with less than a high school diploma, those needing literacy training, pregnant and parenting, disabled, homeless and runaway, current and former foster youth, and those judicially involved. Participants receive training opportunities through a number of area partners.

WIOA Adult and Dislocated Worker Services

The program provides services to individuals who are low-income adults eligible for TANF and/or SNAP benefits with barriers to employment, or eligible for unemployment benefits due to termination or lay-off.

Support Services

Participants can receive transportation assistance, emergency assistance (utility payments, auto repairs, etc.) and work-related expenses on a case-by-case basis. WIOA provides these additional supports: child care assistance while in training, interview clothing and workplace uniforms, and the tools needed for their new career.

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[13] These four organizations are also members of the broader Austin Opportunity Youth Collaborative that coordinates services for youth in the Austin Metro Area. For additional information: http://www.wfscapitalarea.com/YouthServices/AOYC

Austin Area Urban League

Program Descriptions

Austin Area Urban League Mission
The mission of AAUL is to provide tools to African-Americans and underserved populations to build a foundation for social and economic equality.

As one of the workforce partner organizations in WERC, the AAUL Workforce and Career Development program supports participant's financial self-sufficiency by providing career counseling, job placement assistance, professional development workshops, occupational training tracks, paid internships, financial literacy and long-term retention strategies.

The majority of participants are judicially involved and AAUL has developed a workforce development curriculum, Pathways to a Career Academy (PWTC), which employs a Cognitive Behavior Therapy (CBT) framework that guides AAUL clients to think differently about themselves and employment. PWTC, a six-week training course, focuses on developing financial literacy, workplace literacy (such as business math and business communications both verbal and written), and computer skills, with a particular emphasis on the Microsoft Office suite and Internet/email basics and job readiness skills. GED classes are offered two evenings a week and the TABE is used to identify the required skill level for technical training. AAUL entered into partnership with Goodwill to train participants in truck driving (CDL) and Certified Nurse Assistant (CNA).

PWTC job readiness training provides assistance with resume writing and interviewing, job search best practices training, as well as job leads and referrals. AAUL has established relationships with hiring managers in healthcare, insurance, customer service, construction, information technologies, and education among other fields.[14]

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[14] Additional information regarding AAUL will be included in the year one report.

Goodwill Central Texas

Program Descriptions and Eligibility Criteria

Goodwill provides services to individuals with complex barriers to employment: judicial involvement, homelessness, individuals with disabilities, individuals who lack a high school diploma or GED, opportunity youth, and others who face barriers in the labor market.[15] Training

Goodwill Mission
Goodwill works to enhance the dignity and quality of life of individuals and families by strengthening communities, eliminating barriers to opportunity, and helping people in need reach their full potential through learning and the power of work.

programs are accessible at several locations throughout Travis County, including the Excel Center, the Goodwill Career and Technical Academy (GCTA), and Workforce Advancement sites distributed around the City of Austin and Travis County. Two additional Workforce Advancement sites are in San Marcos, Hays County and Georgetown, Williamson County. Further, an Excel Center operates in the Lockhart Correctional Facility in Caldwell County.

Excel Center

The Goodwill Excel Center, a charter high school, accepts students aged 17-50 who have not completed High School or obtained a GED. Each school year has six terms that last approximately six to seven weeks long. Interested students meet with an intake coach who assists students to complete enrollment forms, submit necessary documents, complete assessments, and choose a class schedule. Incoming students are assigned a life coach who assists in scheduling, provides information about the facilities and program expectations, and supports students to resolve any obstacles to their success.

The Goodwill Excel Center holds classes Monday to Thursday 8:00 am to 9:30 pm and Friday 8:00 am to 3:30 pm. On-site child care is available during daytime classes from 8:00 am to 4:00 pm at The Exploration Center in the Excel Center building. The Excel Center also offers a number of Career and Technical Education (CTE) courses. Students have the opportunity to complete at least 1 industry certification while enrolled at the Excel Center. Students are encouraged to dual-enroll with GCTA while completing their high school curriculum to further advance their post-graduation employment potential.

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[15] Opportunity youth: 16-24-year-old participants not in school nor working.

Goodwill Career and Technical Academy

The Goodwill Career and Technical Academy (GCTA) provides occupationally focused accelerated training including short-term credentials in the three career tracks targeted by the MCWP: health care, skilled trades and technology. A limited number of paid internships are also available.

According to the Goodwill 2017 annual report, nearly 23% of the individuals served have a background of involvement with the judicial system. Justice-involved individuals receive assistance from career case managers specifically trained to guide participants to incorporate their history into the job search process. For example, how to appropriately write about and speak with employers about their circumstances. Goodwill also conducts outreach to employers through its Business Solutions staff to understand what participants need to be able to demonstrate to gain employment.

Support Services

Participants are assigned a career case manager who works with them to create an individualized plan to coordinate support services to assist participants with their goals. Other services offered to participants include transportation, help in obtaining identification cards, child care referrals, connections to food pantries, and resources for work/interview clothes. Case managers may also provide Goodwill gift cards per the program support service procedure.

As a result of its partnership with United Way, Goodwill has incorporated financial education into its programs. Participants are offered classes and one-on-one sessions with a financial literacy trainer, focusing on topics such as budgeting, credit repair, and the dangers of payday loans.

Skillpoint Alliance

Program Description and Eligibility Criteria

The objective of the Skillpoint Alliance program is to employ individuals in high-demand occupations, at a livable wage, through short-term training. Depending on the desired occupation, the 40 hours per week training may range from four to eight weeks. Each curriculum emphasizes project-based learning opportunities with a combination of class time and active hands-on skill development. Industry Advisory Committees work to match Gateway training to the needs of employers. Training programs are developed and adjusted to match the identified need within the area workforce. The program targets individuals who face barriers to employment, including: veterans, the homeless, currently incarcerated youth, and individuals with a history of judicial involvement. Participants in the skilled trade programs must demonstrate an 8th grade academic competency on the General Assessment of Instructional Need (GAIN) skills test.

> **Skillpoint Alliance Mission**
>
> The Mission of Skillpoint is to provide a gateway for individuals to transform their lives through rigorous skills-based training and education.

Skillpoint prepares participants for the workforce by creating a worksite style environment throughout the training period. Participants are expected to arrive on-time, be prepared to work and conduct themselves in a professional manner. Participants receive twelve hours of Employability Workshops that provide professional development and job readiness training including: application and resume development, interview preparation and practice sessions, job site visits, and how to discuss potential challenges to employment (for example, previous judicial involvement). A number of Skillpoint employer partnerships provide participants with direct introductions to employers seeking to hire skilled workers and opportunities for paid apprenticeship positions.

The Nurse Aide training program is a five week program that prepares participants to work in hospitals, home health care, or assisted living facilities. Nurse Aide training has been offered to both opportunity youth, through the Austin Can Academy charter school, and adults, in collaboration with the Marbridge Foundation. In partnership with the Williamson County

Juvenile Detention Center, opportunity youth are offered food handlers and OSHA certification trainings. Participants in these programs also received weekly professional development training.[xx]

Support Services

In addition to covering the full cost of the training and professional development activities noted above, Skillpoint also provides substantial support services to help participants cope with the travel, equipment, and clothing requirements of the programs. Services include bus passes, tools, work clothes, shoes, and books. Upon graduation, participants receive the tools needed for their vocation.

Distinctions and Similarities

The following section presents additional information for each CBO regarding the education requirements and types of training programs offered, target population served, the recruitment process and common referral sources, participant supports funded through each CBO, and common referrals made to social service organizations to provide additional participant supports.

Table 3 presents information on education requirements and training options for each of the CBO programs included in this report: Capital IDEA, Skillpoint, Goodwill, American YouthWorks and WFSCA Career Centers. The table identifies the programs that offer remediation education, a high school diploma/GED programs, and the level of certification or degree individuals may obtain during the course of their participation in the program.

Table 3. Community Based Organizations Education Requirements and Training Options

	Education Level Required			Program provides remediation	Training Options			
	Less than HS or GED	HS or GED	Minimum Test Score		GED/HS Diploma	Short Term certifications	1 or 2 year certifications	Associates Degree
Capital IDEA								
College level credentials and degrees		X	TABE (5th Grade reading and math) Or TSI passing scores	College Prep Academy			X***	X***
Skillpoint Alliance								
Skilled Trades		X	Skilled Trade: GAIN 7th grade reading & math			8 weeks skilled trade*		
CNA	X		Appropriate TABE score			4 week CNA		
Goodwill of Central Texas								
Excel Center	X		TABE; scores specific to training program	Cherter HS	X	X		
Career & Technical Academy	X	X	TABE; scores specific to training program			X		
American YouthWorks								
YouthBuild	X		TABE; scores specific to training program	GED & Premier Charter HS	X	Classroom training & community service model**		
Workforce Solutions Capital Area								
WERC	X	X	TABE; scores specific to training program	ESL, ABE, & GED	X	Training options are all less than 6 months		
WIOA Youth Program	X		TABE; scores specific to training program	GED & HS Equivalence	X	Training options are all less than 6 months		
WIOA Adult and Dislocated Worker Program	X	X	TABE; scores specific to training program			X	X***	X***

Notes: *The 8 week training in the skilled trades prepares participants to enter by a paid apprenticeship. **College credit awarded through ACC: construction management, graphic design, video production, welding, and automotive. *** Associate degrees awarded through ACC.

The CBOs participating in this report serve unique populations with varying degrees of need for supports. For example, at Skillpoint in 2017, over 1,400 applicants began the program screening process designed to select individuals who are very likely to successfully complete the training program. Of the 1,400 applicants, 227 were accepted into the program (15%), and 182 graduated (80%). In contrast, YouthBuild accepts referrals from high school drop-out recovery programs and the juvenile justice system among other organizations serving youth. Participants can have complex educational, social, psychological and emotional needs that YouthBuild supports with their unique in-house wrap around support service model. The education and training success of YouthBuild participants is wedded to this comprehensive web of supports. These two examples highlight the diversity of populations served by organizations and the supports needed for success.

Table 4 presents information on program eligibility requirements including income and education, and the target populations served by each CBO. WFSCA Career Centers WIOA Dislocated Worker program is not included in this table. This program does not have an income eligibility requirement (yet may prioritize recipients of public assistance and other low-income individuals when funds are limited), and serves individuals 18 or older. Potential Dislocated Worker program participants are either unemployed through no fault of their own or have received an official layoff notice, including veterans, the spouses of active military who lost employment as a result duty location or is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment, and displaced homemakers. [xxi]

Table 4. CBO Programs Income and Education Eligibility Requirement and Target Populations Served

	WFSCA Career Centers			Capital IDEA	Youth Build	Skillpoint	Goodwill	
	WERC	WIOA Adult	WIOA Youth				Excel	Career & Tech Academy
Income Limit: FPG	200%	100%	100%	200%	200%	200%	200%	200%
Age Range	16+	18+	14-24	18+	16-28	16+	17-50	17+
Education Level Required	>HSD/GED	>9th GR TABE	>8th GR TABE	HSD/GED	>HSD/GED		>HSD/GED	
Education Competency Demonstrated to Enter Certification/Degree Program	Specific to Program	Specific to Program	Specific to Program	Pass TSI	Specific to Program	8th GR GAIN	Specific to Program	Specific to Program
Judicial Involvement	X	X	X		X	X	X	X
Homeless	X	X	X		X	X	X	X
Opportunity Youth	X		X		X	X	X	X
TANF	X	X				X	X	X
SNAP	X	X				X	X	X
SSI		X					X	X
Veteran Status		X				X	X	X
Residing in Rural Area	X						X	X
Drug/Alcohol Issues							X	X
Pregnant and Parenting Youth	X		X		X			
LBGT Youth					X		X	
Limited English	X		X					
Currently Incarcerated Youth						X		
Current or Former Foster Youth		X	X		X		X	X
Mental Health Issues					X			
Disability		X	X		X		X	X
High Poverty Area			X			X	X	X
55 or older		X						

Note: "X" identifies the priority populations each CBO recruits to serve as a function of a specific funding requirement and/or the program mission. Populations not identified as a priority population for services are not excluded from seeking and receiving services from any organization.

Note: *WERC participants include WFSCA Career Centers, Austin Area Urban League, American YouthWorks and Goodwill.

Recruitment and Referral Sources

All CBOs agree that word-of-mouth referrals made by current and former program participants is their strongest recruitment tool. In addition, CBOs recruit participants using a number of strategies, including: maintaining relationships with other area service providers who provide referrals, onsite recruitment visits to organizations providing support services to the CBO target populations, tabling at relevant area events including job fairs, organization websites, social media, and paper flyer distribution during recruitment periods. The sources of referrals listed in Table 5 is not an exhaustive list, but rather the most common sources of referrals.

Table 5. Common CBO Sources of Participant Referrals

Organization	Organization Receives Participant Referrals From:
Capital IDEA	• Austin ISD (particularly HSs with CNA program to offer the next step along the career pathway) • CareerUp Information Meetings • Recruits from Skillpoint Alliance CNA graduates • Goodwill Excel Center • ACC Career and Technology Counselors
American YouthWorks	• American Conservation Corps website • Austin ISD (drop-out and recovery programs) • Community in Schools • Juvenile Probation • Del Valle Correctional Complex • Craigslist • LifeWorks • Southwest Keys • Goodwill • Premier Charter school partner
Goodwill	• Providers serving the homeless; Capital Area Alliance for the Homeless, ARCH, Foundation Communities, Safe Alliance • Del Valle Correctional Complex • Austin Transitional Center • Salvation Army • Integral Care • Austin Residential Reentry Center ARRC • LifeWorks • Area High Schools: Harmony and Can Academy • Substance abuse programs

Organization	Organization Receives Participant Referrals From:
Skillpoint	• WFSCA Career Centers • Capital IDEA • Internet, Flyers and Job Fairs; Austin Public Library
WFSCA Career Centers	WERC • Workforce Center walk-in customers • WIOA-seeking customers • Austin Transitional Center • TANF Choices, and SNAP qualifying customers WIOA Youth • Goodwill youth service information sessions WIOA Adult/Dislocated Workers • Workforce Center walk-in customers • Unemployment orientation for dislocated workers

For individuals who are not connected to any of the typical referral sources listed in Table 5, a common source of information is the internet. For example, a google search for *Austin area job training* yields the following results: the third listing on the first page is Workforce Solutions Capital Area, the fifth is Goodwill and the seventh is Skillpoint. By clicking on the link for Workforce Solutions Capital Area, the user is directed to a job training page that describes the available training programs with links for additional information for each program. Following the WIOA link, along with additional WIOA program information, the page directs the user to a link for a schedule of WIOA orientation training offered at the three different Workforce Solutions Career Centers. An interested person living in South Austin will have three opportunities a week to attend WIOA orientation session at the South Career Center.

Participant and Family Supports

For some individuals, their success, retention in, and completion of a training program is linked to a relationship with a case manager or coach offering support, guidance, and access to additional support services for themselves and their families. Table 6 presents the support services *funded directly through each CBO*. Support services are limited by available funding. Specific support categories may represent different but similar types of support, such as a short term use bus pass or a long term bus card.

Table 6. Participant and Family Supports

	PARTICIPANT AND FAMILY SUPPORTS						
	Parenting Support; Child Care	Transportation Support	Mental Health Services	Emergency Financial Assistance	Career Readiness Training	Financial Literacy Training	Services Specific for Justice Involved i.e. trained case managers
WFSCA Career Centers							
WERC	X	X		X	X	X	
WIOA Adult; Dislocated Worker	X	X		X	X	X	
WIOA Youth	X	X		X	X	X	
Capital IDEA	X	X		X	X	X	
AYW: YouthBuild	X	X	X	X	X	X	X
Skillpoint		X		X	X	X	
Goodwill	X	X	X	X	X	X	X

Note: Some supports are limited by available funding.

For example, Capital IDEA employs a part-time program specialist to assist families navigating child care systems and provides funding to support community-based child care arrangements, while Goodwill Excel Center and YouthBuild both offer child care onsite. Mental health services and case management services provided by specialists trained to support justice involved individuals are offered by only a few organizations: American YouthWorks and Goodwill. Both Goodwill and American YouthWorks are funded to provide services to fragile individuals within vulnerable populations.[16]

Training and Employment Supports

Table 7 identifies supports provided by CBOs specific to the participants training and employment. All programs provide supplies required for students to participate in their training program. Most programs offer a limited number of paid internships and Skillpoint participants are prepared and introduced to employers offering apprentice positions.

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[16] The word "fragile" is used by the CBOs to describe a client population that experiences more than the typical types of barriers of employment.

Table 7. Training and Employment Supports

	TRAINING SUPPORT			EMPLOYMENT SUPPORT			
	Education System Navigation Support	School Supplies: Required by course curriculum	Additional Supplies and Supports Needed for School i.e. eye glasses	Paid Internships; Paid on-the-job Training	Tour Job Sites; Introduction to Employers	Job Placement Assistance	Employment Supports i.e. tools, shoes, uniforms etc.
WFSCA Career Centers WERC		X	X	X		X	X
WIOA Adult; Dislocated Worker		X		X		X	X
WIOA Youth		X		X		X	X
Capital IDEA	X	X	X	X		X	X
AYW: YouthBuild		X		X	X	X	
Skillpoint		X			X	X	X
Goodwill	X	X		X	X	X	X

Common Referrals Made for Additional Support Services

CBO support staff rely upon multiple service organizations to assist in providing the lifestyle and emotional stability needed for participant success. Serving vulnerable, and often fragile individuals and families, case managers and job coaches work with participants to anticipate circumstances that may create struggles and together identify and build a support network. Some organizations, working with particularly fragile individuals, frame their support with the knowledge that a life circumstance that may be a minor setback for some individuals can be a major barrier for others. The list of common referrals presented in Table 8 is not an exhaustive list, but rather a list of the most common referral sources identified by each CBO.

Table 8. Common CBO Referral Made for Additional Supports

Organization	Referrals Made by Organization for Client Support Services
Capital IDEA	• Child Care: Head Start/Early Head Start • WFSCA Child Care Services • Housing: Housing Authority, Foundation Communities SafePlace • Mental Health: Samaritan Center and LifeWorks • Other: Dress for Success, Blue/Brown Santa, • Area food banks
American YouthWorks	• Child Care: Head Start/Early Head Start • WFSCA Child Care Services • Housing: LifeWorks, Foundation Communities, St. Louise House • Mental Health: LifeWorks, Integral Care • Food: HHS for SNAP • Healthcare: Medical Assess Program (MAP)
Goodwill	• Family: Any Baby Can, SAFE Alliance • Mental Health: Integral Care • Housing: Caritas • Travis County emergency assistance • Salvation Army • 211 or Aunt Bertha • ACC
Skillpoint	• Emergency rent and utility assistance: City of Austin Neighborhood Centers, Travis County HHS, Catholic Charities, St. Vincent de Paul • Plus One (via City of Austin) • Food assistance: Central Texas Food Bank, SNAP • Child care: Child Inc. (Head Start/Early Head Start), Other childcare providers • Referrals for other services as needed: pet food bank, finding an apartment, financial/tax classes, counseling, etc.
WFSCA Career Centers	• Clients are often co-enrolled in other programs providing wrap around support services (TANF Choices, SNAP and transition services) • Paid or unpaid internships; direct employment, on-the-job training (WIOA pays 50% of wage)

Regional Portrait and Collaboration

Education Pathway

       Figure 2 identifies each training provider within a workforce development pathway. Programs and education provided to participants are intended, once completed, to lead to other opportunities for learning and building skills. Austin Community College, Goodwill, AYW and Workforce Solutions offer participants an opportunity to complete a high school diploma or GED through the ACC Adult Education Program, Goodwill Excel Center, AYW Premier High School and referrals to other area adult education resources.

       Individuals seeking to enter the workforce quickly by completing short-term training and earning a credential may directly enroll in ACC's Continuing Education Division. Individuals receiving services from Skillpoint, Goodwill, AYW, and Workforce Solutions may also enroll in ACC or other area short-term training programs.

       Students pursuing credentials that require one or more years of training and associate degrees, receive support from Capital IDEA and Workforce Solutions to enroll in ACC where they join the larger group of ACC students pursuing 1 and 2 year credential and associate degrees.

Figure 2. Workforce Development Organizations along the Educational Path
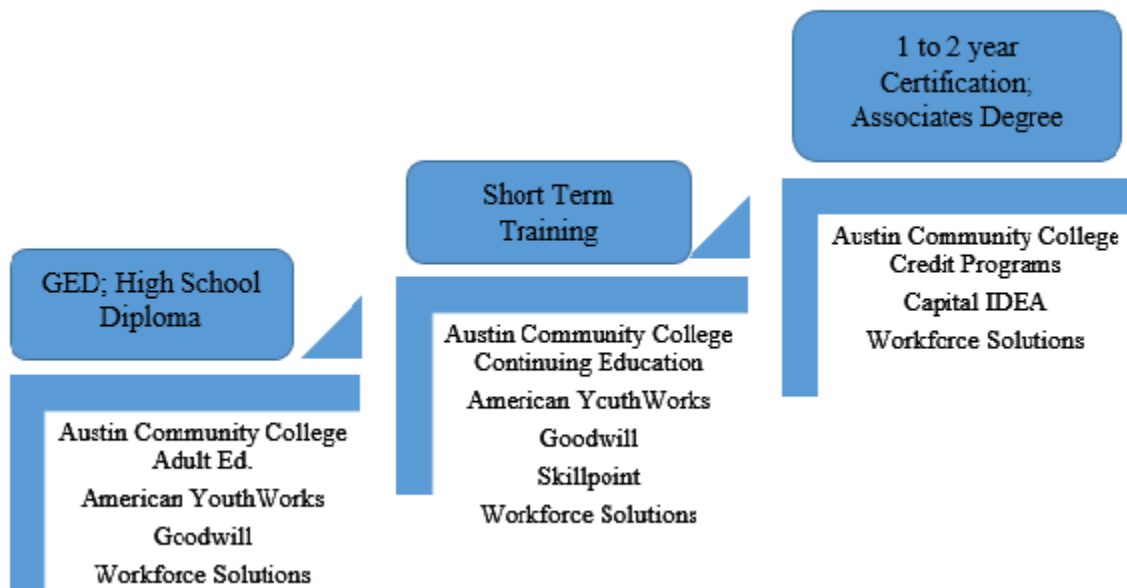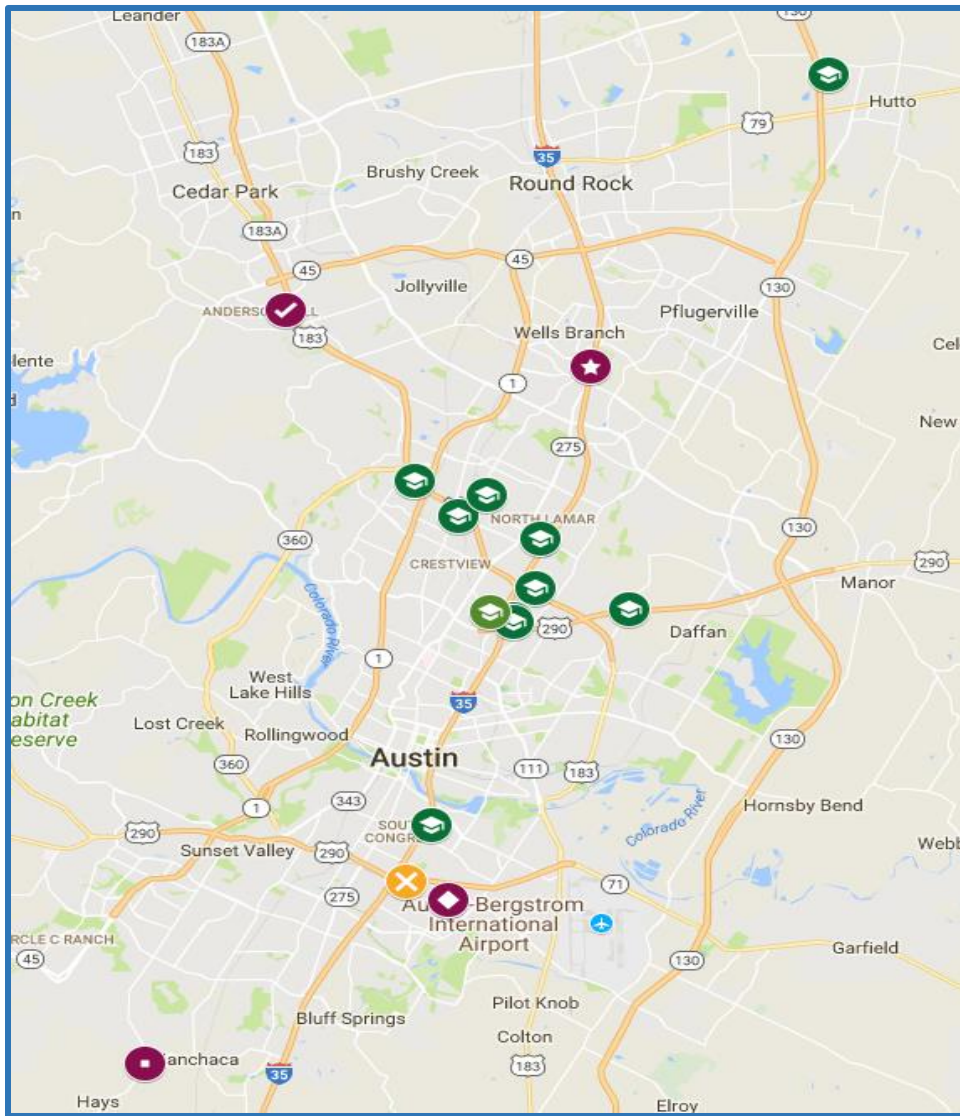
The geographic location of a number of the training partners identified by the organizations represented in this report are identified in Figure 3 map.[17] The sites identified as ETPS represent the area providers certified to receive WIOA and WERC funds. WIOA requires training providers to apply to a Workforce Development Board for approval and certification. WFSCA serves as the Workforce Development Board for Austin/Travis County.

Figure 3. Workforce Development Training Providers, FY 2017-2018*

- American YouthWorks
- Marbridge
- Austin Electrical JATC
- Virginia College in Austin
- Star of Texas Dental Assisting School
- ETPS: Goodwill Career and Technical Academy
- ETPS: Central Texas Network
- ETPS: Consulting Solutions Net
- ETPS: CyberTex Institute of Technology
- ETPS: Extellent Professional Development Centers
- ETPS: New Horizons Computer Learning Center
- ETPS: Altierus Career College
- ETPS: Austin Career Institute
- ETPS: Austin Carpenters & Millwrights Local 1266
- ETPS: Central Texas AC & Refrigeration
- ETPS: Texas State Technology College

Please refer to Figure 1 for locations of Austin Community College Campuses.

*Readers may access this map online.[xxii]

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[17] For a map of ACC campuses, please see Figure 1.

Workforce and Education Readiness Continuum

WERC is a collaboration of 8 community partners funded by the City of Austin who provide targeted education and workforce services to help prepare Austin area residents to enter or re-enter the job market. WERC Travis County (WERC TC) is a one element of WERC, and these partners receive funding from Travis County, in addition to City of Austin funding, for enhanced workforce services (e.g. paid internships). WFSCA Career Centers, Goodwill, Austin Area Urban League, and American YouthWorks participate in the WERC TC collaborative as the workforce partners. WERC funds occupational skills training that supports the needs of area employers.

WERC collaborative participating organizations are required to directly enter client information into the data management software system: CaseWorthy Empowered Case Management. CaseWorthy allows for the sharing of client data across programs, standardized reporting, and a single point of entry for WERC clients with a common intake form and income eligibilty requirement of 200% FPG, allowing clients to be referred to different providers in the WERC continuum of care without repeating the intake process.[xxiii]

Employer Relationships

CBOs work with a number of area employers to secure employment opportunities for participants. The WFSCA Career Center Business Solutions Team offers a wide array of services to help employers find, hire, train, and retain skilled workers. Services include: access to the WorkinTexas.com talent database; advanced candidate screening; skills assessments; job fairs; interview space; funds for specialized employee skills training (on-the-job training, internships/subsidized employment, skills development fund, and skills for small business); labor market information; work opportunity tax credit; fidelity bonding; and outplacement services. Organizations also coordinate with employers to provide paid internships that frequently lead to permanent employment for participants. It's important to note that both the City of Austin and Travis County have specific fair chance policies promoting opportunities for individuals with a history of judicial involvement.

Skillpoint coordinates quarterly industry Advisory Committees. The focus of the Advisory Committees is to match training to the needs of employers and the community, so that

individuals have the skills necessary to gain employment in high-demand occupations with promising career pathways. Skillpoint works directly with area skilled trade unions to secure apprenticeship positions for participants. Each training program supported at Capital IDEA is identified by area employers as an occupation in high-demand: healthcare, information technology, and the professional trades industries. Healthcare occupations (both patient care and allied health) historically have accounted for approximately 75% of the training in which participants are enrolled.

In order to support the goals of the Master Community Workforce Plan and meet employer demand for talent, employer-led partnerships in the three target industry sectors – healthcare, advanced manufacturing/skilled trades, and IT – will be established.

SUMMARY OF THE WORKFORCE SYSTEM

The diversity of the workforce system reflects the diversity of needs low-income individuals face in an effort to improve their employment and earnings prospects. The most effective supports likely differ depending on the individual and their circumstances or situation, as hinted at in Table 4; for example, the best supports for veterans might differ from the best supports for those with judicial involvement. Individuals might require supports to facilitate timely training completion and employment integration (e.g., through enrolling in CBOs), while others may choose to apply to a program through ACC on their own and use college education-related financial (e.g., Pell Grant) and counseling supports to reach their education and employment goals. Moreover, results of training across organizations likely also differ not necessarily because different programs are 'better' but because one program focuses on a population with greater needs and limited access to employment opportunities (e.g., those with judicial involvement) while another focuses on a population with high skills and occasionally preferential access to some portions of the labor market (e.g., veterans). The wide variety of training opportunities and supports in the Austin area serve to meet the diverse needs of its population. Discussion around outcomes in the next section does not (and should not) mistake differential outcomes across organization types of the workforce system as an indicator of poor or excellent performance of one type of organization over the other. The MCWP intends to work with all stakeholders to improve programmatic performance across each organization type.

BASELINE ENROLLMENT, COMPLETION, AND OUTCOMES

Presented information represents participants who enrolled in or completed occupational skills training or an Associate's Degree program between the early fall of 2013 through to the end of summer 2016 who experienced poverty prior to enrolling in those programs.[18,19] *Enrollment* represents any individual enrolled in a program during that year, regardless of whether the individual was newly enrolled in that year or whether the individual had previously enrolled in a prior year but had not completed. *Enrollment* represents all individuals in the local workforce system during that year.[20]

Completers include anyone who completed a program in that year, regardless of their entry period. So, an individual who started and completed a short-term training program is counted in completion numbers for that year and an individual who started a program three years prior to their completion year is counted in that year's completion numbers.

This snapshot approach to enrollment and completion acknowledges that individuals participating in these programs may take time to complete them; the number of completers in relation to the number of enrollees in any given year does not represent a completion or persistence rate, since enrollees might be engaged in longer term training and completers in that year might have entered a program prior to that year. The reports calculate a *completion rate* which indicates whether enrollees in that year were found to have completed a program.[21]

Participants in workforce training programs include those enrolled or who completed selected programs through American YouthWorks, Capital Idea, Goodwill of Central Texas,

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[18] Occupational skills training includes training that results in a non-degree credential such as a certificate, industry certification, and licenses. Future regional work will also include apprenticeship certifications.

[19] Each organization, in coordination with WFSCA and RMC, determined which programs to include in the baseline report, including which programs engaged in occupational skills training. Information on the process for identifying low-income individuals is included in the technical appendix.

[20] Numbers in all three years currently exclude those participating in WIOA and available in the TWIST data system maintained by TWC and served through WFSCA; a data request to TWC is pending. For each of the first two years of presented data, Goodwill Central Texas provided a limited number of participants; a request from Goodwill to describe the reasons behind these omissions is still pending and will be included in the final version. Capital IDEA's internal numbers of enrollees differ from those presented in this report and time constraints prevented modifications; Capital IDEA's completer numbers match those presented in this report.

[21] The denominator includes all individuals enrolled in that year and the numerator includes all those who ever completed in any of the years for which researchers gained access. Because individuals may be enrolled in a program over multiple years, the denominator in each year is not exclusive; an individual enrolled in the first two years of the study will be included in the denominator for each of those years. Presented completion rates are shown for each year, but to avoid confusion, wherever possible, the completion rate for a single year is cited, usually the 2013-2014 year as these enrollees had more opportunity to complete.

Skillpoint Alliance, and Workforce Solutions (WERC participants).[22] Enrollments and outcomes for participants in all of these programs are reported collectively under the banner of Community-Based Organizations (CBOs). College enrollees in Austin Community College identified as likely to be low-income may choose three types of programs: an Associate's Degree, a Certificate program, or a short-term credential.[23] Since each of these programs through ACC result in substantially different types of credentials, enrollments and outcomes for students at ACC are broken out for each wherever possible.

A chief benefit of this baseline evaluation report stems from producing unduplicated counts of participants, but, as discussed earlier in the report, many organizations collaborate and utilize available services from others where available and appropriate. While results combine participants from all CBOs into a single category, students enrolled in an ACC program and also participating in a CBO program must be attributed to either one or the other for reporting enrollment numbers. For example, in the 2015-2016 year, 69% (4,688) participants were enrolled in ACC, 25% (1,728) participants were enrolled in a CBO program, and 6% (371) of enrollees were co-enrolled or included in both an ACC and a CBO program (Figure 4). Note that this percentage likely undercounts this type of collaboration as it includes only those participating in a CBO and a relevant ACC program so does not include all types of collaboration. For example, Capital IDEA partners with ACC to enroll participants in ACC's College Prep Academy but, as those students are not seeking a middle skills credential through ACC they were not included in ACC's data.

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[22] WERC participants include participants in WERC-funded programs through Skillpoint Alliance and Austin Area Urban League. A number of WIOA programs managed by WFSCA and reported through The Workforce Information System of Texas (TWIST) are not included in these totals except where mentioned specifically in the text; it is hoped that the final version of this report will include these participants and their outcomes.

[23] ACC program types includes those who are seeking and Associates degree, students seeking a specific certificate, and, those in the short term credential category seeking a continuing education certificate, marketable skills achievement, or field of study credential.

Figure 4. Share of Enrollees in 2015-2016, by Organization
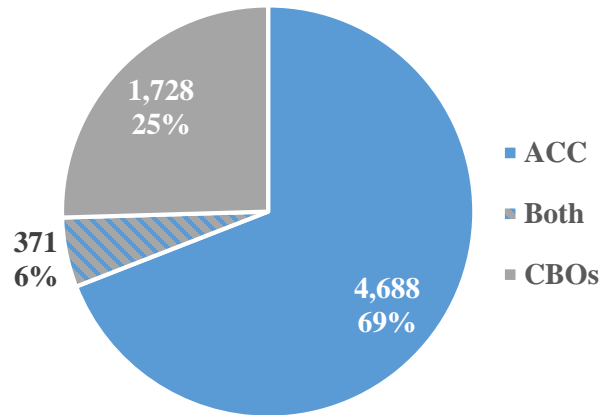
Researchers categorized those participating in both ACC and a CBO as CBO participants when examining enrollment figures, because for many of the individuals participating in CBO programs, their access to ACC derives from their relationship with the CBO and so may not have enrolled at ACC without this access. However, when examining credential attainment and other outcomes, completers from both ACC and CBOs are presented separately since attaining an ACC credential could impact employment and earnings prospects.

ENROLLMENT

Presented enrollment data include only individuals from the mentioned organizations for whom the Ray Marshall Center received data. Over the three years examined, the region enrolled 11,524 low-income individuals in CBO and ACC programs, an average of 6,862 each year, including both previously enrolled and newly enrolled participants, of whom an average of 4,646 enrolled in a previous year and 2,216 newly enrolled that year. ACC enrolled 8,160 low-income students (71%) and CBOs enrolled another 3,364 (29%) low-income participants over the three-year period. Enrollment numbers by year and organization type (Figure 2) include all enrollees, including previously enrolled and newly enrolled in each year. Variation in the numbers from year to year, notably the large jump in the 2015-2016 year mostly represent increased data access and accuracy from participating CBOs (Figure 5).[24] For this reason, most text in this report and conclusions drawn reference the 2015-2016 year.

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[24] All CBOs and ACC diligently worked to pull data from earlier years, but transitioning data systems and data archiving procedures made this earlier data much more difficult to obtain with fidelity.

Figure 5. Enrollment by Year and Organization Type

- ACC Associate seekers
- ACC Certificate seekers
- ACC Short-term Cred seekers
- CBOs (excluding WFS WIOA)
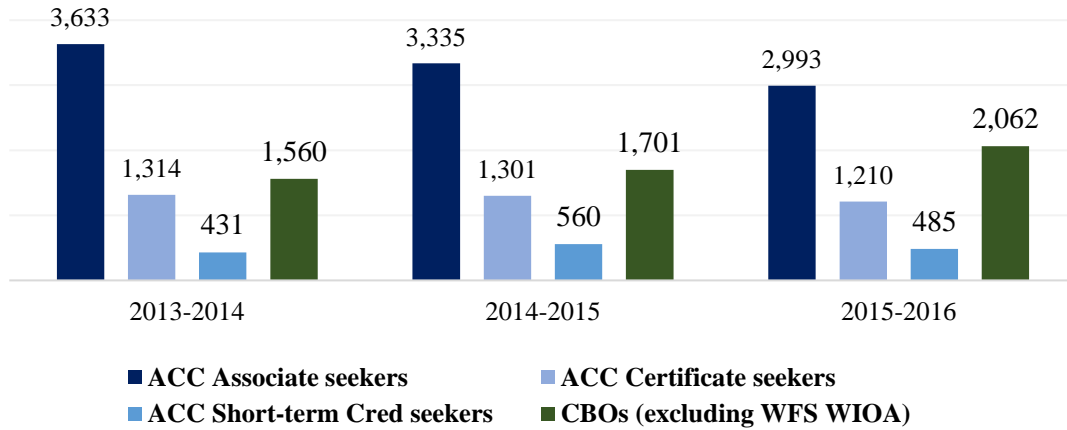
Enrollment figures represent the number of individuals participating during that year and include those who either newly enrolled that year or were previously enrolled and continued their enrollment (Figure 6). For the 2015-2016 year, 63% (4,242) of those enrolled in a program had been enrolled starting in a previous year and another 37% (2,508) were newly enrolled. Across all ACC programs, a larger share (70% in the 2015-2016 year) of enrollees entered their programs prior to that year than CBO enrollees (47% in the 2015-2016 year).

Figure 6. Enrollment Status, by Year and Organization Type

- Previously enrolled
- Newly enrolled
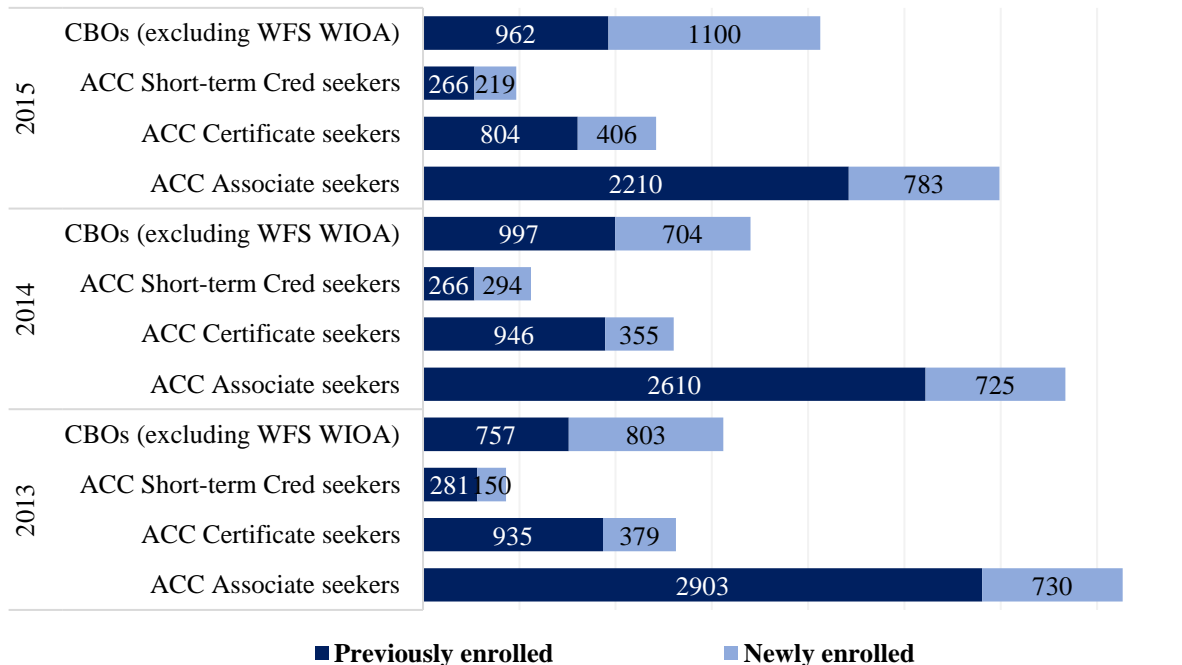
Enrollment status based on program entry shows that at least some local programs do not move individuals in and out through training in a year-to-year cycle, with some taking longer to complete than others.

Organizations tend to serve populations with unique needs and characteristics (Table 4). While roughly a third of participants are from a Hispanic background, the share of African American students varies widely from less than 10% of enrollees in ACC programs to nearly a third of all enrollees in CBOs. Enrollees in ACC's Associate degree and certificate programs tend to skew younger with 78% of them being under 22 years of age, while 62% of ACC's short-term credential seekers are over 22 years of age (Table 9).[25] More than half of enrollees at CBOs are between 22 and 39 years of age, with roughly 20% each being either under 21 or over 40.

Table 9. Demographic Characteristics of Enrollees, by Organization Type

	2015-2016 Enrollees			
	ACC Associate seekers	ACC Certificate seekers	ACC Short-term Cred seekers	CBOs (excluding WFS WIOA)
Age Group				
21 and younger	78%	79%	42%	24%
22 - 39 years	20%	18%	41%	53%
40 - 59 years	2%	3%	15%	20%
60 years & older	0%	0%	1%	3%
Gender				
Male	53%	57%	40%	42%
Female	47%	43%	60%	58%
Race/Ethnicity				
Non-Hispanic White	50%	49%	39%	20%
Non-Hispanic Black	7%	8%	12%	31%
Hispanic	32%	30%	35%	41%
Non-Hispanic Other	8%	11%	10%	6%
Total	**2,993**	**1,210**	**485**	**2,062**

ACC Associate Degree programs serve roughly equal shares of men and women, while ACC certificate seekers are more likely to be male (57%). Both ACC short-term credential seekers and CBO program participants are more likely to be women.

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[25] Demographic figures in Table 9 include all enrollees during the 2015-2016 year.

Just under 40% (37%) of enrollees lived in high-poverty zip codes, where at least 20% of residents earned below federal poverty guidelines the year prior to being surveyed. During the 2015-2016 year, the residences of enrollees living in high-poverty zip codes totaled 1,784 (Table 10).

Table 10. Enrollments by High Poverty Zip Codes, Austin MSA

Location	Zip Code	Number in Poverty	Share in Poverty	Number Enrolled 2015-2016
Austin	78705	12,961	65%	112
Austin	78741	18,029	35%	287
San Marcos	78666	21,940	32%	88
Austin	78721	3,516	29%	68
Austin	78752	5,808	29%	54
Austin	78724	6,707	29%	99
Austin	78723	8,699	27%	130
Austin	78744	12,408	26%	180
Austin	78702	5,481	25%	139
Austin	78753	13,570	24%	178
Austin	78758	10,471	23%	191
Austin	78751	3,097	21%	58
Del Valle	78617	5,016	21%	200

Source: Poverty measurements from American Community Survey 5-Year Estimates. Note that zip codes with fewer than 3,000 individuals in poverty are excluded from this table, but not aggregate information.

COMPLETION RATE

Due in part to their very different types of structures and target populations, participants in CBO programs or ACC program types experience different completion rates. CBO participants are provided additional supports and resources to ensure program completion, and while ACC does offer some types of supports and resources, individuals who enroll at ACC alone may be self-selecting a longer pathway to complete a program by going part time and the programs themselves (e.g., an Associate's Degree) likely take longer to complete than, for example, a four-week intensive training course designed to move someone quickly into the labor market. Calculated completion rates count those enrolled in a program in a given year who completed their program at any time as a completer, to account for individuals who might have taken more than a year to complete (Table 11).[26]

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[26] Considering completion rates beyond a single year accounts for longer term programs.

Table 11. Completion Rate, by Program Type

ACC Assoc.	Total enrolled	1 year or less	1 - 2 years	More than 2 years	% completed
2013-2014	3,633	0%	1%	7%	**8%**
2014-2015	3,335	0%	1%	6%	**7%**
2015-2016	2,993	0%	1%	4%	**5%**

ACC Cert.	Total enrolled	1 year or less	1 - 2 years	More than 2 years	% completed
2013-2014	1,314	0%	1%	3%	**4%**
2014-2015	1,301	0%	1%	2%	**4%**
2015-2016	1,210	1%	1%	2%	**3%**

ACC Short-term Cred. seekers	Total enrolled	1 year or less	1 - 2 years	More than 2 years	% completed
2013-2014	431	0%	2%	11%	**13%**
2014-2015	560	3%	1%	5%	**9%**
2015-2016	485	7%	1%	2%	**10%**

CBOs*	Total enrolled	1 year or less	1 - 2 years	More than 2 years	% completed
2013-2014	1,562	38%	17%	37%	**91%**
2014-2015	1,712	35%	20%	34%	**89%**
2015-2016	2,099	44%	18%	24%	**86%**

*Excludes WFS WIOA-funded participants

The overwhelming majority (91%) of CBO enrollees during the 2013-2014 year completed their program prior to 2017, with similarly high shares completing from the other two years. Roughly a third to two-fifths of CBO enrollees completed their program within 1 year, with an additional one-fifth completing within 2 years, and the remainder completing after 2 years.

TIME TO COMPLETION

Time to completion, the difference between a student's date of entry and their date of graduation, is calculated only for those individuals who completed a program of study during the

three years examined. This is a snapshot approach as it takes all completers in a given year and calculates their time to completion. The median time to completion for CBO completers that year was 4 months, with the average being 13 months. ACC completers traditionally take longer to complete, with a median completion time of 2.34 years for 2013-2014 completers in an Associate's Degree program. The shares of 2013-2014 enrollees completing during this time period ranged from a high of 13% for ACC Short-term credential seekers to a low of 4% for ACC Certification programs.

COMPLETERS

Over the three years examined 2,115 program participants completed their program, an average of 705 completers each year.[27] Once again, the data in the last year across all organizations more closely represents actual numbers served. In the 2015-2016 year, 925 participants completed a program. CBOs contributed the largest number of completers to the labor force in each year, approaching 590 during the 2015-2016 year (Figure 7).

Figure 7. Completers, by Year and Organization Type

■ ACC Associate seekers   ■ ACC Certificate seekers
■ ACC Short-term Cred seekers   ■ CBOs*
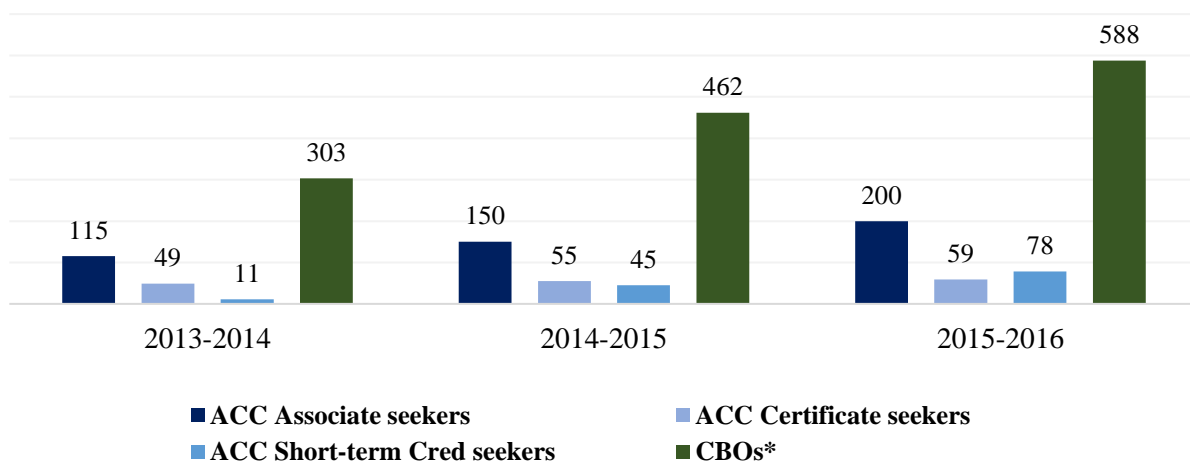
The demographic characteristics of completers shows that successful individuals do not necessarily exhibit the same characteristics of enrollers (Table 12). Whereas nearly 78% of enrollees in an Associate's Degree program at ACC were 21 and younger, only 56% of completers in that program were in the same age range.[28] Women seeking an Associate's Degree

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[27] Note that in the third year ACC implemented a new process for awarding reverse transfer degrees to students who transferred to 4-year institutions.

[28] All ages in this report refer to the age at program entry.

at ACC were more likely to complete than their male counterparts, though they made up a smaller share of enrollees. CBO completers more closely matched CBO enrollees, though those 21 and younger were also notably less likely to complete, making up only 10% of completers though they were nearly a quarter of the enrolled population.

Table 12. Demographic Characteristics of Completers, by Organization Type

	All Completers			
	ACC Associate seekers	**ACC Certificate seekers**	**ACC Short-term Cred seekers**	**CBOs (excluding WIOA)**
Age Group				
21 and younger	56%	50%	48%	10%
22 - 39 years	37%	38%	37%	53%
40 - 59 years	7%	10%	14%	26%
60 years & older	0%	1%	1%	4%
Gender				
Male	40%	49%	51%	48%
Female	60%	51%	49%	52%
Race/Ethnicity				
Non-Hispanic White	61%	55%	46%	22%
Non-Hispanic Black	5%	9%	13%	33%
Hispanic	20%	26%	31%	36%
Non-Hispanic Other	11%	8%	7%	7%
Total	**465**	**163**	**134**	**1,353**

CREDENTIALS

Certificate and credential information is notoriously difficult to track and poses its own unique challenges. For many of these middle skills programs, the goal of training is to prepare participants to qualify for and receive some credential for use in the job market. Completion of a program may not indicate full preparedness for a desired credential. Further complicating matters, the tightness of some job-specific labor markets means that firms may hire an individual who has yet to receive a credential but is skilled enough to perform the work. Where a credential is earned after completion of the program by taking a certification exam, organizations not responsible for issuing the credential are often forced to rely on students to return with evidence. This issue cuts across the type of program, including both ACC and CBOs. Occasionally instructors for specific programs are certified to proctor these credential tests or are connected to

the credentialing community and can bring instructors into the class to proctor an exam. In these cases, programs likely have a clearer sense of who completed and received a credential. Some types of middle-skills careers begin with the first of several credentials, each building up the skills of the worker and sometimes leading to licensure.

CBOs often rely on third-party credentials because they are often industry-specific, in high demand, and rigorous. CBOs can issue course completion information, which serves as an indicator of skills learned by participants, but this should be distinguished from the industry certified or recognized credential. Being a community college, ACC provides a credential to completers, but that too should be distinguished from third-party credentials, though it may hold greater weight in the job market than an indicator of course completion. The issue of what counts as an appropriate credential and the extent to which an organization has direct access to these credentials should be a prime topic for the region to discuss in the following year.

Every individual (100%) who completed a program at ACC received a credential (Figure 8).[29]

Figure 8. Number of Completers Earning an ACC Credential
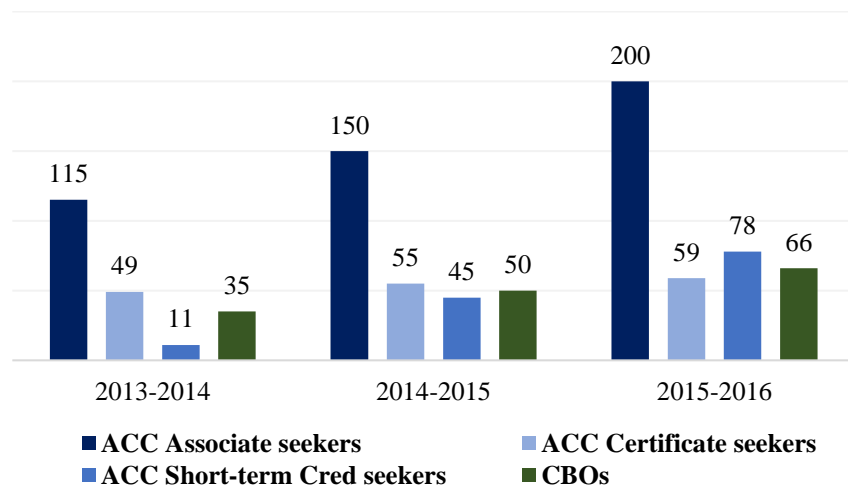
Completers from a CBO might also have received some form of credential (an Associate's, a Certification, or a shorter-term credential) through ACC. Researchers linked all CBO completers with data from ACC to determine whether an individual enrolled in a CBO had

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[29] Note that these figures represent estimates. The ACC dataset only included ACC students enrolled in the 3 program sectors of interest. Thus, when we say a CBO participant earned an ACC credential in the past 2 years, we mean a CBO participant earned an ACC credential in these 3 program sectors in the past two years. We only have 2-year history for the 2015-16 completers. For 2014-15 completers, we only have a 1-year history. For 2013-14 completers, we only have < 1-year history.

received an ACC credential up to two years prior to completing their CBO program while they were co-enrolled in both. For the 2015-2016 year, a total of 522 individuals (56%) completed a CBO program, with 337 (37%) completing an ACC program, while 66 (7%) completed a CBO program and received some type of credential from ACC (Figure 9).

Figure 9. 2015-2016 Completers, by Organization
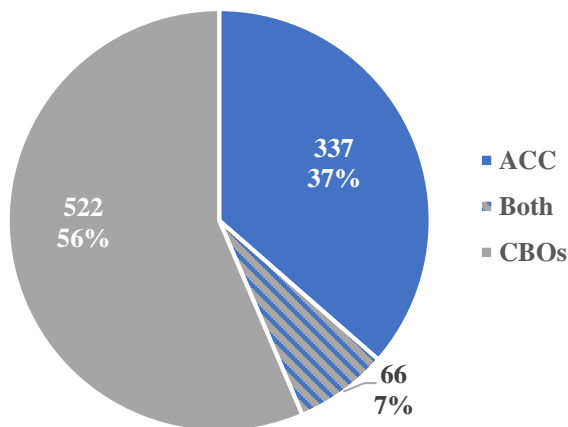
Because of the likely value in the labor market of receiving a credential, individuals completing a CBO program and obtaining an ACC credential are tracked separately in subsequent outcome analyses.

Only two organizations provided credential data with enough detail to include in this report: American YouthWorks and Skillpoint Alliance. Data from these organizations show that in the 2015-2016 school year, 92% of their completers also received a middle skills credential. Using either of these two credential sources (ACC credentials and those and reported by the two CBOs) for the 2015-2016 year provides a minimum of 690 issued credentials. That total represents 32% of all completers that year.[30]

Researchers look forward to obtaining consistent and reliable credential data from all participating organizations in future years to more clearly establish the relationship between receipt of a middle-skills credential and labor market performance.

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[30] Most of the grant programs Goodwill operated in 2013 did not ask for client level reporting on OT completions, credentials, or in-industry placement. The programs were primarily focused on connecting clients to work quickly. In fiscal year 2016 Goodwill began collecting more granular client level data and shifted service delivery to prioritize occupational training that led to industry recognized credentials. This change was made to align with Goodwill's strategic priorities and the evolving performance goals of our grant programs.

EMPLOYMENT[31]

A chief objective of these programs is to ensure individuals can find employment after training; CBOs are often mandated to encourage and verify this employment to secure ongoing funding. The share of employed completers one year following program completion varies some by organization type and year, with employment rates nearly always above 80% (Figure 10).

Figure 10. Share of Completers Employed One Year Following Completion, by Year and Organization Type
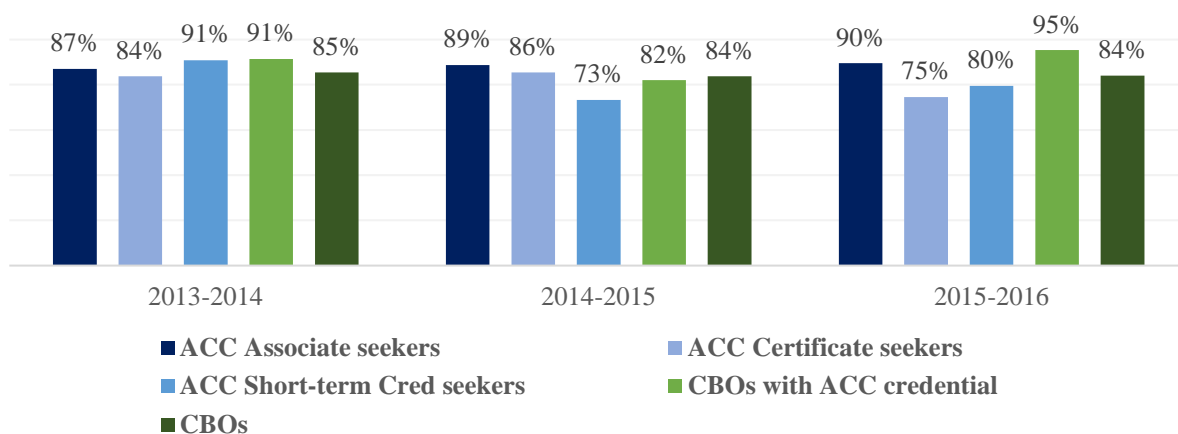
These employment rates contribute different numbers of employees to the region, with the largest contribution coming from CBOs (Figure 11).

Figure 11. Number of Completers Employed One Year Following Completion, by Year and Organization Type

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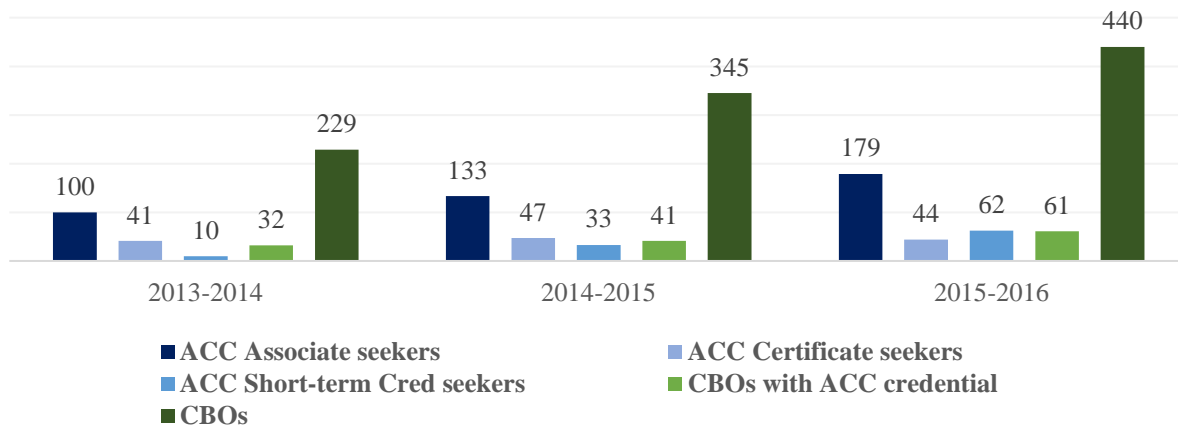
[31] Employment determined by linking individuals to their TWC Unemployment Insurance wage record reported to the state by their employer. This data includes all jobs worked and all money earned in regular employment. UI wage records do not indicate how many hours a week and individual worked.

For completers in the 2013-2014 years, employment outcomes remain relatively stable into the third year (Figure 12), with a small decline in the share employed for CBO graduates in the second year.

Figure 12. Share of 2013-2014 Completers Employed, by Year and Organization Type
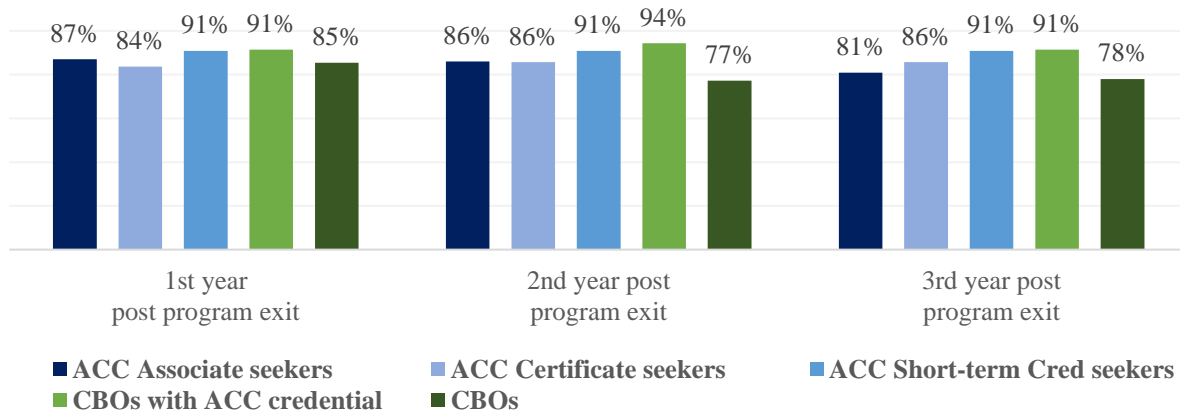
EARNINGS

The average earnings for completers one year following completion show that those who completed an Associate degree at ACC, either alone or in combination with a completing a CBO program, earned the most on average (Figure 13).

**Figure 13. Average Earnings One Year Following Completion,
by Year and Organization Type**
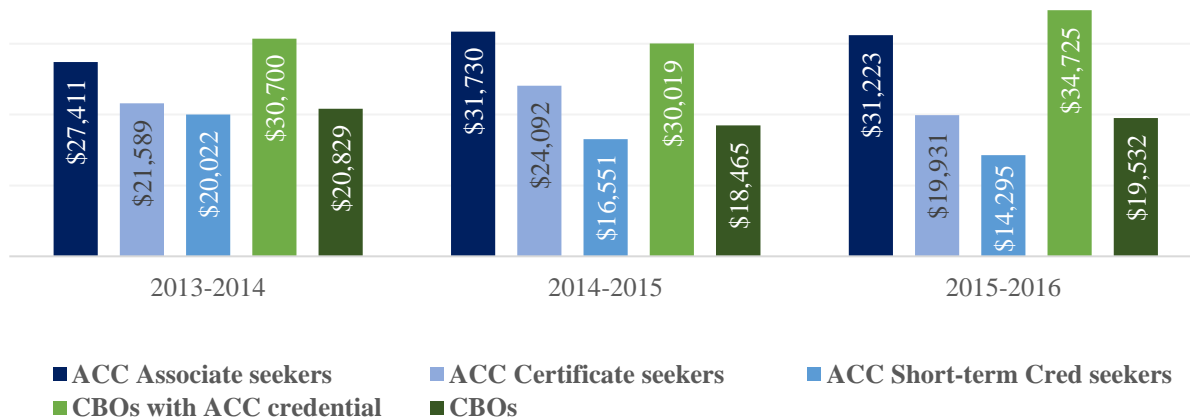
For the 2013-2014 year, completers experienced increases in their average earnings each year with the largest increase for those earning either an Associate's Degree or completing a CBO program in combination with receiving some credential through ACC (Figure 14).

Figure 14. Average Earnings Three Years Following Completion for 2013-2014 Completers, by Year and Organization Type

Legend:
- ACC Associate seekers
- ACC Certificate seekers
- ACC Short-term Cred seekers
- CBOs with ACC credential
- CBOs

1st year post program exit: $27,411; $21,589; $20,022; $30,700; $20,829

2nd year post program exit: $34,638; $27,338; $25,009; $39,366; $21,369

3rd year post program exit: $37,440; $28,312; $26,018; $39,728; $22,428
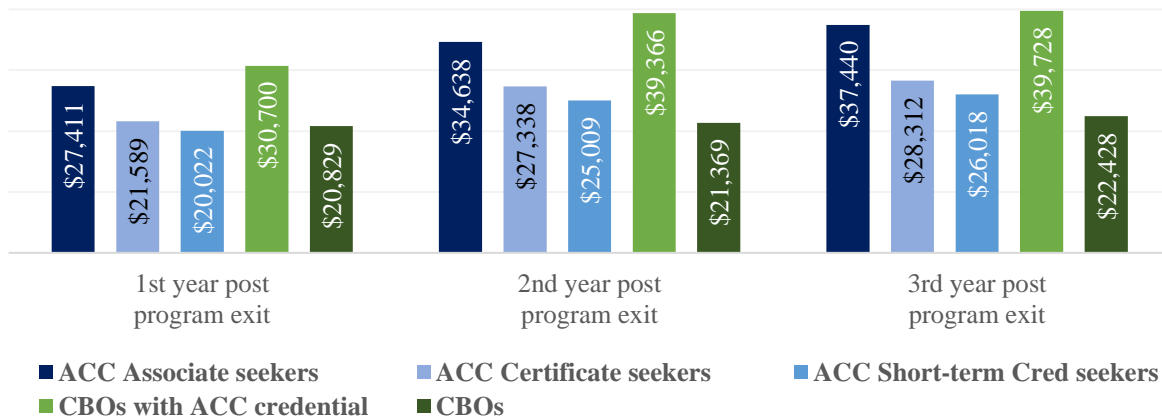
EARNINGS ABOVE POVERTY

The share of program completers moved out of poverty one year after completing a program differs by organization type (Figure 15).[32] In all years, the majority of those who earned an Associate's Degree or received an ACC credential while also completing a CBO program, were likely to earn above 200% of FPG. In the 2015-2016 year, roughly a quarter of those ACC students completing a short-term credential or those completing a CBO program earned above this threshold.

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[32] Poverty defined here counts individuals earning 200% FPG based on available household size.

Figure 15. The Share of Completers Earning Above 200% FPG One Year Following Completion, by Year and Organization Type
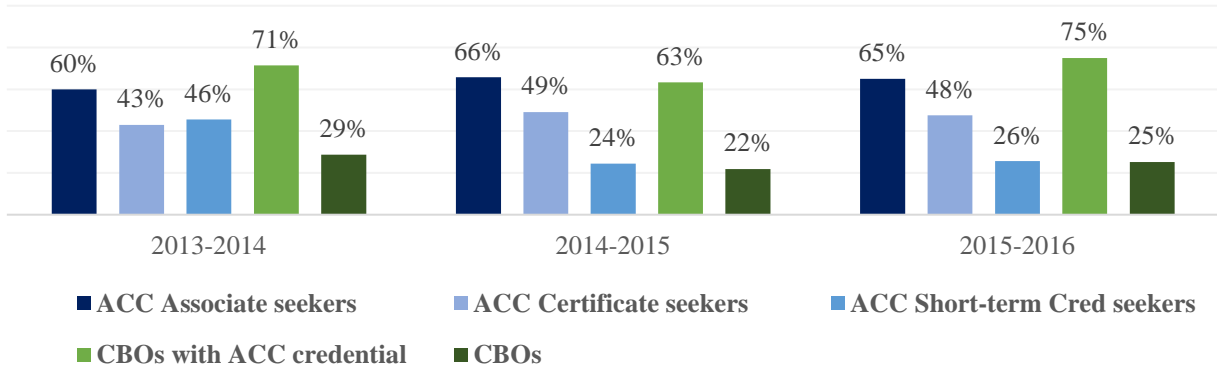
These percentages describe the share of completers reaching the poverty goal, but because there are so many more completers from CBO programs in a given year, the number earning above poverty shows that CBOs and ACC contribute roughly equal numbers of successful completers. Over all three years, 815 low-income individuals (an average of 272 a year) were moved out of poverty a year following program completion (Figure 16). For the 2015-2016 year, 358 program completers earned above poverty the year after finishing.

Figure 16. The Number of Completers Earning Above 200% FPG One Year Following Completion, by Year and Organization Type
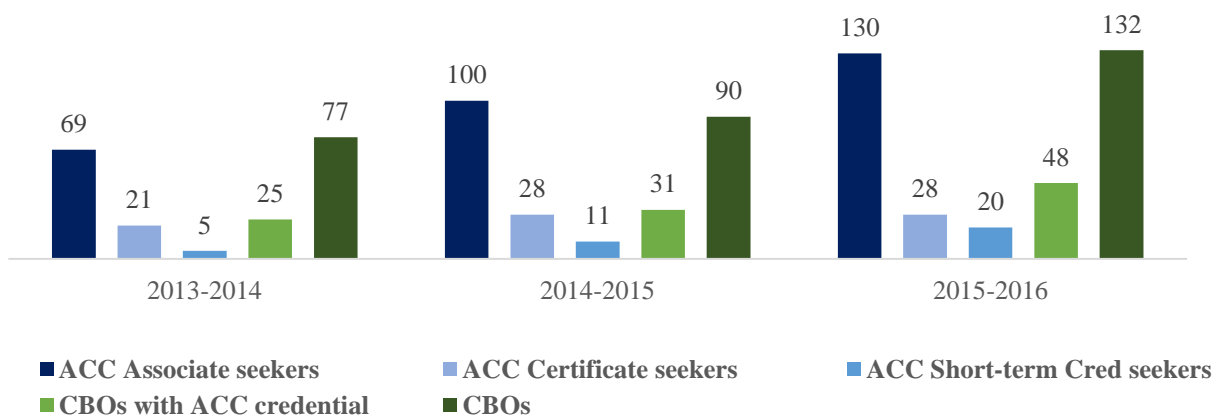
The programs seek to provide skills and knowledge allowing an individual to increase their earnings in the labor market, both short-term but also longer term. Individuals who might not have found high-wage jobs in the first year should still have relevant employer-ready skills. Completers in the 2013-2014 year show mostly an increase from year to year in the share of completers earning above 200% FPGs (Figure 17).

Figure 17. Share of 2013-2014 Completers Earning Above 200% FPG Three Years Following Completion, by Year and Organization Type

Legend:
- ACC Associate seekers
- ACC Certificate seekers
- ACC Short-term Cred seekers
- CBOs with ACC credential
- CBOs

1st year post program exit: 60%, 43%, 46%, 71%, 29%
2nd year post program exit: 70%, 55%, 55%, 83%, 30%
3rd year post program exit: 71%, 59%, 73%, 80%, 32%
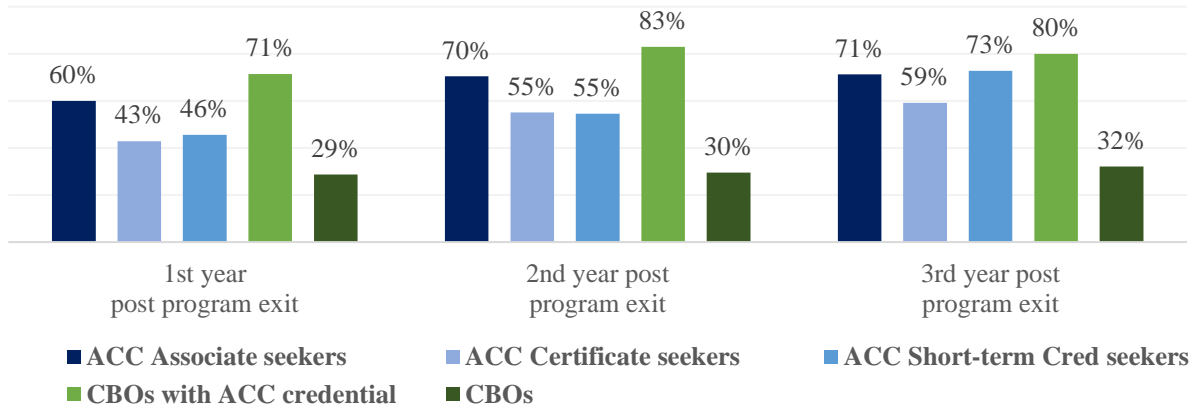
EARNINGS GAINS

In the first year after program exit in 2015-2016, completers' earnings gains (their earnings for the year following program completion minus their earnings the year prior to entering the program) totaled over $12.7 million. Individual average earnings increased at the lowest about $8,000 a year and at the highest, over $27,000 (Figure 18). The largest individual earnings gains for all cohorts occurs for ACC Associate Degree completers, with earnings gains over $20,000.

Figure 18. Average Earnings Gains for Completers, by Year and Organization Type

Legend:
- ACC Associate seekers
- ACC Certificate seekers
- ACC Short-term Cred seekers
- CBOs with ACC credential
- CBOs

2013-2014: $23,052, $16,603, $14,906, $14,297, $9,209
2014-2015: $27,287, $19,139, $12,096, $17,698, $7,968
2015-2016: $26,460, $15,356, $9,165, $18,991, $8,778
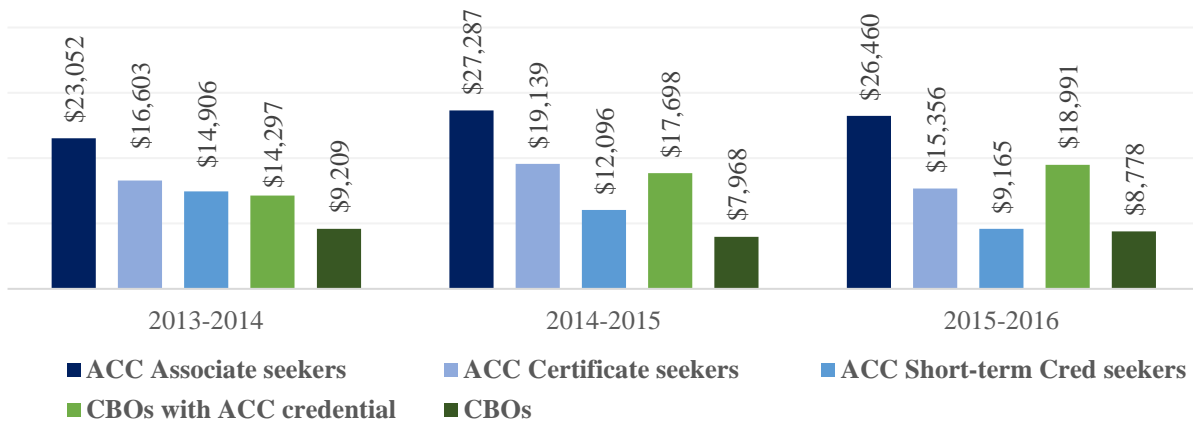
The average earnings gains for the 2015-2016 completers were highest for the 200 individuals completing an Associate's Degree ($26,460). While the average earnings gains for

CBO completers was lower ($8,778), the larger number of completers in this group (588) means that their overall earnings gains exceeded $4.5 million (Table 13).

Table 13. Total One Year Earnings Gains, by Year and Organization Type

	2013-2014	2014-2015	2015-2016
ACC Associate seekers	$2,650,965	$4,093,060	$5,291,988
ACC Certificate seekers	$813,567	$1,052,663	$905,985
ACC Short-term Cred seekers	$163,964	$544,332	$714,866
CBOs with ACC credential	$500,392	$884,911	$1,215,449
CBOs	$2,467,973	$3,282,994	$4,599,642
All completers	$6,596,861	$9,857,959	$12,727,930

INDUSTRY OF EMPLOYMENT

Prior to enrolling in a workforce program, 38% of program completers worked in the retail trade or accommodation and food services industries; after completion, just 15% of program completers worked in these industries (Figure 19). After completion, more than one third (37%) worked in the health care and social assistance industry. Program completers also increased their participating in the construction and manufacturing industries.

**Figure 19. Share of Employed Completers in Industry,
by Pre-Program and Post-Program Status**

- ■ **Health Care & Social Assistance**
- ■ **Administrative & Support & Waste Management & Remediation Services**
- ■ **Retail Trade**
- ■ **Accommodation & Food Services**
- ■ **Construction**
- ■ **Manufacturing**
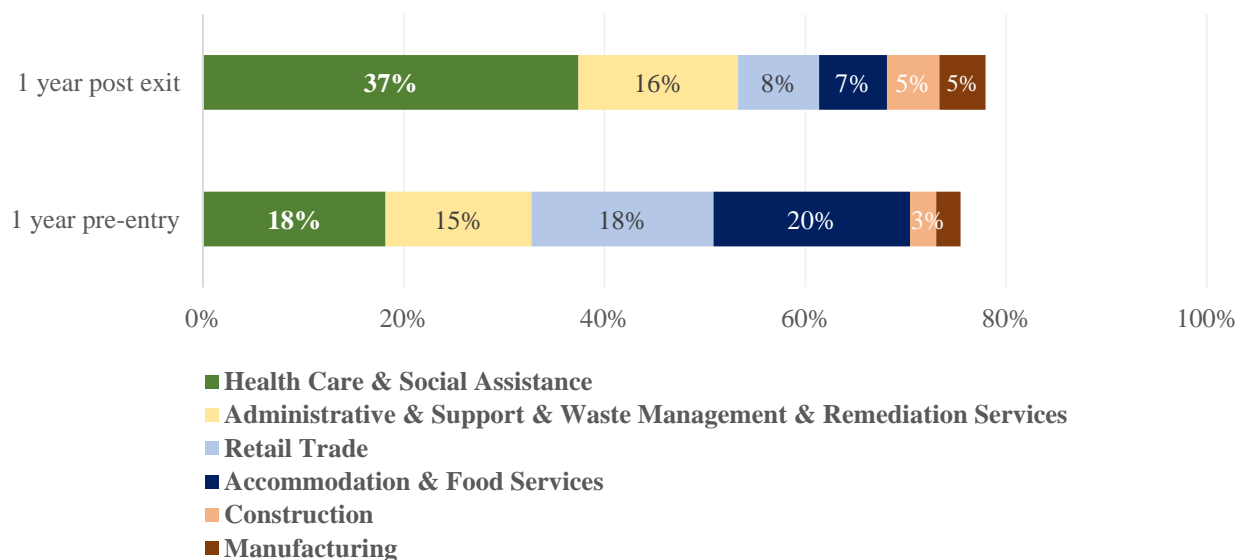
Post-completion median earnings by industry and program type demonstrate some
industries provide a clear differential between having and not having some sort of higher
education credential (Table 14). For those in the healthcare industry, those with an Associate's
Degree earned more than $20,000 more than those who did not. This large difference is related to
how the healthcare system operates, requiring additional levels of education and certification in
order to increase earnings.

Table 14. Post-Completion Industry Median Earnings, by Program Type

Health Care & Social Assistance	N completers	Median
ACC Associate seekers	217	$43,992
ACC Certificate seekers	40	$29,458
ACC Short-term Cred seekers	24	$17,651
CBOs with ACC credential	68	$43,478
CBOs	328	$20,308
All completers	677	$28,999

Administrative & Support & Waste Management & Remediation Services	N completers	Median
ACC Associate seekers	41	$24,390
ACC Certificate seekers	19	$27,433
ACC Short-term Cred seekers	20	$23,765
CBOs with ACC credential	20	$32,197
CBOs	188	$16,432
All completers	288	$18,700

CONCLUSION

Prior to thinking through the implications of this report on regional goals through the Master Community Workforce Plan, the region should reflect on the system as it exists in this report. The wider regional workforce system serving as the focus of the MCWP enrolls low-income residents, provides them training that they tend to complete, finds them employment, and, for those employed, brings some out of poverty. The combined increased earnings the year after completing a program of more than $29 million for the enrollees examined in this report justify regional workforce funds spent on this effort.

The workforce system described in this paper arose out of many years of effort and collaboration between participating CBOs, Austin Community College, and the primary local funding agents: Workforce Solutions Capital Area, Travis County, and the City of Austin. Together these organizations provide a diversity of services, serving a varied population with unique needs. CBOs rely on local funders and ensure organizational survival in part by avoiding competing with other similar organizations; by serving specific populations in need, they build familiarity with participant needs and have the capacity to adjust their services to meet those needs. The workforce system during the years examined (2013-2016) in this report developed to provide comprehensive support to a wide range of low-income participants and meet the demands placed on CBOs by funding partners outlined through contracts or through other evaluative metrics.

While the system as a whole may not force collaboration among the CBOs, there are plenty of examples where they engage with one another. CBOs rely on and coordinate with primary funders, for example shifting their occupations of focus to align with those identified as being in greatest demand by Workforce Solutions Capital Area. CBOs and ACC both collaborate by dually enrolling participants and referring individuals for supports offered by the other. Some CBOs enroll completers from other CBOs, progressively building participant skills. Collaboration is also more widespread across the community as represented in the referrals section.

Outcome differentials across organization type are not necessarily comparable because those targeted for and receiving services likely differ by organization type. One year employment outcomes for a low-income 20 year old student taking courses to complete an Associate's Degree at ACC should not be compared to a low-income recently single mother of two taking short term

training through a CBO; the local workforce system is comprehensive because there are available services for each of them. While there may be lessons to learn across organizations, prioritizing one pathway over any other may reduce the capacity of the system to provide services to all of those in need.

Remember that the workforce system information in this report represents a subset of the larger workforce and employment systems in Austin. This baseline evaluation report does not address any of the three following populations:

- This report focuses on low-income individuals. While the CBOs are required to serve these populations, many thousands of individuals enroll at ACC or other programs seeking job training or re-tooling who were not included in this analysis because they did not meet income requirements identifying them as living in poverty.

- The qualitative and quantitative discussions in this work focus on targeted occupations and industries using occupational skills when appropriate; both ACC and CBOs educate and train individuals in additional occupations not on this targeted occupation list in an effort to serve participant needs.[33]

- Outside of the workforce system, a historically low unemployment rate in Austin labor markets hints at opportunities for low-income individuals to find better paying work that could bring them out of poverty without intervention.

Implications for the Master Community Workforce Plan

Despite a system that generally works efficiently, the numbers presented herein indicate the need for regional effort. This report demonstrates that moving 10,000 low-income individuals out of poverty in 5 years through the system as it existed during the years in this report will prove challenging, and also that some of the key strategies intended to reach target goals outlined in the MCWP will likely need revision.

Enrollment

The MCWP set a goal of enrolling 30,000 low-income participants in the workforce system (CBOs and ACC) over the next 5 years. With a total of 11,524 unique participants enrolled over 3 years, reaching that goal under the system examined in this report, assuming 2,508 new enrollees (as in the 2015-2016 year) would take many years. The region will need to develop appropriate targets to reach this enrollment goal. To meet the goal, organizations will

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[33] Outside of this analysis is also the entire K-12 system, including recent high school graduates transitioning into the labor market.

need significant increases in enrollments (more than 40%) each year. How to effectively execute such a rapid increase in enrollment on the training provider side will need to be addressed. ACC staff indicate there may be open seats and open slots in relevant programs without additional funding, at existing locations, with current instructors. CBOs generally fill nearly all open slots in their programs each year and are often limited by funding to add capacity. The MCWP does provide guidance on increasing the supply of individuals seeking training, for example, by carefully choosing training sites to align with low-income neighborhoods, growing the availability of publicly funded training opportunities, and scaling up academic readiness initiatives, among other initiatives.

Persistence

The MCWP focuses on persistence and completion rates, including helping "providers identify where, when, and why economically disadvantaged students are dropping out," and adopting "the use of evidence-based models for improving persistence among economically disadvantaged students." These strategies were developed based on initial research indicating a likely 39% persistence rate with a regional effort to increase this persistence rate to 44%. With actual completion rates for CBOs around 90%, this work, while still important, is unlikely on its own to provide needed increases in the numbers of program completers to reach target goals. Completion rates for ACC, while much lower, reflect in part the longer time needed to complete some of their programs. Furthermore, efforts to increase persistence to completion rates at ACC face challenges encountered by many community colleges across the country.

The regional workforce system also moves more slowly than anticipated in the MCWP, with the average CBO completer taking more than 13 months to complete a program and the average ACC Associate Degree completer taking more than two and a half years. For the 2015-2016 year, 59% of all enrollees in the workforce system were previously enrolled, with 47% of those in a CBO program having been previously enrolled. This lag to completion means that the 'persistence' metric calculated in the MCWP (dividing the number of completers by the number of enrollees in that year) does not accurately represent actual completion rates. For example, dividing the number of CBO completers in the 2015-2016 year (588) by the number of CBO enrollees that year (2,062) would give a 'persistence' rate of just 29%, but this excludes those who do complete, just not in that year, eventually yielding a completion rate for CBO enrollees that year of 86%. Thus, any regional efforts intended to increase enrollment may take longer than

expected to bear fruit in terms of outcomes.

Employment

The Master Plan also estimated a 55% employment rate after completion, setting a target of eventually reaching a 75% employment rate. Actual data suggests much higher employment rates (85% for CBOs and 85% for all ACC programs) for completers. The MCWP offers a number of initiatives intended to increase employment opportunities for program completers both on the employment side (e.g., encouraging "employers to seek local talent first to fill their middle-skill talent needs") but also on the training provider side (e.g., training to improve online client profiles like LinkedIn and Indeed).

Middle Skill Credentials

The MCWP describes earning a middle skill credential as a gateway to better employment opportunities both in the short and long term. Unfortunately, consistent and accurate information about middle skill credential recipients prevented a correlational analysis of this relationship. From provided data, at a minimum, 568 completers received either a middle skills credential up to or including an Associates' Degree during the 2015-2016 year. Assuming that every completer received an appropriate credential the goal of 12,000 individuals receiving a middle skill credential with the workforce system as it stands will be challenging.

Earnings above Poverty

The Master Plan goal is to bring 10,000 low-income residents out of poverty. Results from this analysis demonstrate the difficulty in doing so. There is a clear labor market benefit for earning an Associate's Degree; more than two-thirds of these individuals earned above 200% FPG earnings the year following their program completion. Roughly a quarter of individuals who completed either a short-term credential through ACC or completed a CBO program (without receiving an Associate's Degree) earned above the established poverty threshold. For the three-year period, 815 low-income program completers earned above the poverty threshold. Assuming 358 individuals meet this threshold (the number for the 2015-2016 year) for the next five years, the region would move roughly 1,800 low-income individuals out of poverty.

Findings

The MCWP initial community analysis used the best data available at the time and specifically called out the need for conducting a baseline evaluation using unduplicated participant data. Positive figures for completion and employment demonstrate where programs are being successful, which is good news. Enrollees tend to complete these programs (particularly those enrolled in CBOs) and completers are likely to find employment. However, with persistence and placement being two of the primary levers the MCWP focuses on in order to move individuals out of poverty, relatively high rates make those levers shorter; it is likely harder to move a persistence rate from 90% to 91% than from 39% to 40%, simply because there are many more individuals in the latter.

RECOMMENDATIONS

With 11,524 unique individuals participating in the workforce system over three years and a total of 815 completers earning above 200% FPG one year from completing a program, reaching the goal of 10,000 low-income residents earning above 200% FPG wages will require effort across the entire spectrum of the workforce system as described in this report. Changes in enrollment numbers, tracking timely completion rates, securing good employment, and providing supports to completing participants to ensure they reach their earnings goals are the broad fronts to which this effort will need to focus.

- ❖ *Reexamine the mechanisms of change*: The primary levers for inducing desired outcomes in the MCWP through training programs were increasing persistence to completion rates and increasing placement rates. While there is always room for improvement, this report identifies these measures as being more successful than expected.

- ❖ *Learn from one another:* Greater labor market impact for an Associate's Degree, but it takes a long time to complete. CBOs effectively train participants, but don't get the same aggregate bump.

- ❖ *Fill open capacity*: Investigate the number of open seats and open programs that individuals could enroll in through ACC or participating CBOs. Develop a regional plan with short- and long-term plans to fill these seats.

- ❖ *Increase program capacity*: Identify barriers to increasing enrollment from the point of view of ACC and the CBOs. Work as a community to reduce or remove these barriers for these organizations. Execute MCWP access initiatives designed to increase the supply of academically and financially ready low-income residents (MCWP 2.3.1 through 2.3.4).

- ❖ *Down and out*: Examine lower level programs feeding into CBOs and the onboarding process in detail for the CBOs to ensure that qualified candidates are not being rejected (MCWP 2.3.5).

❖ *ACC employment supports focus*: In the baseline years examined, CBOs collaborate with ACC by sometimes co-enrolling their students, but there should be mechanisms in place to identify individuals already enrolled at ACC in a program to potentially receive CBO-type supports. These supports might reduce the time to completion for ACC for low-income participants, effectively increasing the number of completers and their completion rate.

❖ *Examine CBO employment links*: CBOs do a good job ensuring that program completers find employment and the average yearly wage gain for their completers is nearly $9,000. But this improvement only brings a relatively small share (about 30%) of completers out of poverty within a year. CBOs should collectively discuss their employment follow-up procedures under the guidance of WFSCA, ensuring everyone has established an appropriate target wage that represents the community focus on higher earnings. Where appropriate, CBOs should learn from each other's successes, building on learned processes and procedures to develop appropriate standards.

❖ *Credentials*: Create a middle skills credential committee through the Evaluation and Data/Education and Training (EDET) committee including both ACC and CBO participants to determine how credential data is collected and develop recommendations for improvements in process.

APPENDIX A: MASTER PLAN TARGET OCCUPATIONS AND ACC AVAILABLE PROGRAMS

Health Care		Information Technology	
Master Plan Occupation	**ACC Program**	**Master Plan Occupation**	**ACC Program**
Home Health Aides	Certified Nurse Asst	Computer User Support Specialist	IT - User and Computer Support Specialist
Nursing Assistants	Certified Nurse Asst	Computer Network Support Specialist	Cisco Certification
Medical Assistant	Medical Assistant	Web Developers	Web Programming
Phlebotomists	Phlebotomy	Computer Programmers	Computer Programming
Medical Secretaries	Medical Admin Asst Specialization	Network & Computer Systems Admin	LAN Systems Network Admin
	Ophthalmic Assistant	Computer Occupations, All Other	CE- Linux, Oracle, Python, CAD, Apple SWIFT, etc.
Pharmacy Technician	Pharm Tech	Database Administrators	CIT Database Level 1
Dental Assistants	Dental Assistant	Computer Systems Analysts	
Medical Records & Health Info Technicians	Health Information Technology	Information Security Analysts	Information Security
	Biotechnology	Software Developers, Systems Software	Comp Program- Software Spec
Licensed Practical/Vocational Nurses	Vocational Nursing	Software Developers, Applications	Comp Program- Software Spec
Surgical Technologist	Surg Tech	Computer Network Architects	N/A
Radiologic Technologist	Radiology		
Respiratory Therapy	N/A (Offered at Texas State)		
Physical Therapy Assistants	Physical Therapy Assistants		
Registered Nurses	Nursing		
Occupational Therapy Assistants	Occupational Therapy Assistant		
Diagnostic Medical Sonographers	Medical & Cardiovascular Sonography		
Dental Hygienists	Dental Hygiene		
Medical & Clinical Lab Technicians	Medical Laboratory Technology		

Skilled Trades			
Master Plan Occupation	**ACC Program**	**Master Plan Occupation**	**ACC Program**
Helpers - Pipelayers, Plumbers, Pipe/Steamfitters	Plumbing	Automotive Service Technician & Mechanics	Automotive Technology
Helpers - Electricians	Pre-apprentice Electrician	Heavy & Tractor-Trailer Truck Drivers	Truck Driving
Electronic Equip. Install/Repair, Motor Vehicles	Automotive Technology	Welders, Cutters, Solderers & Brazers	Welding Tech
Maintenance & Repair Workers, General	Building Maintenance	HVAC/Refrig Mechanics & Installers	Heating AC Refrig Tech
Semiconductor Processors	Nanoelectronics Manuf Tech Spec	Machinists	N/A
Computer, ATM, & Office Machine Repairs	Electronics Tech Spec	Security & Fire Alarm System Installers	N/A
	Commercial Vehicle Operator	Bus/Truck Mechanics & Diesel Engine Specialist	Automotive Technology
Water/WW Treatment Plant Operators	N/A	Electricians	Electrical Construction Level 1 Certificate
Carpenters	Carpentry Specialist	Plumbers, Pipefitters, & Steamfitters	Plumbing
Sheet Metal Workers	Welding	Industrial Machinery Mechanics	N/A
Solar Photovoltaic Installers	Renewable Energy Specialization	CNC Machine Programmers, Metal/Plastic	Automation, Robotics & Controls Tech Spec
Electrical Power-Line Installers & Repairers	Utility Line Worker	Elec/Electronics Install & Repair, Transp. Equip.	Automotive Technology
First-Line Supervsr, Production & Operating Workers	Logistics & Supply Chain Mgnt		

APPENDIX B: MASTER PLAN TARGET OCCUPATIONS

Includes Mater Plan Target Occupations, ACC Available Programs, 2017 CBO's Trainings Offered, and 2018 DOL Hourly Wage and Annual Salary

	HEALTH CARE								
2018 Occupation SOC code	**Master Plan Occupation**	**ACC Program**	**WFSCA Career Centers**	**Capital IDEA**	**Goodwill**	**AYW**	**Skillpoint**	**Median hourly wage**	**Annual Salary**
31-1121	Home Health Aides	Certified Nurse Asst						$9.05	$18,824.00
31-1131	Nursing Assistants	Certified Nurse Asst	X	X	X	X	X	$11.96	$24,876.80
31-9092	Medical Assistant	Medical Assistant	X	X				$14.61	$30,388.80
31-9097	Phlebotomists	Phlebotomy		X				$14.88	$30,950.40
43-6013	Medical Secretaries	Medical Admin Asst Specialization						$15.23	$31,678.40
29-2057		Ophthalmic Assistant		X				$15.36	$31,948.80
29-2052	Pharmacy Technician	Pharm Tech	X	X				$15.82	$32,905.60
31-9091	Dental Assistants	Dental Assistant	X					$16.84	$35,027.20
29-9021	Medical Records & Health Info Technicians	Health Information Technology	X	X				$18.21	$37,876.80
19-4021		Biotechnology		X				$20.17	$41,953.60
29-2061	Licensed Practical/Vocational Nurses	Vocational Nursing	X	X				$21.82	$45,385.60
29-2055	Surgical Technologist	Surg Tech	X	X				$22.66	$47,132.80
29-2034	Radiologic Technologist	Radiology	X					$27.52	$57,241.60
29-1126	Respiratory Therapy	N/A (Offered at Texas State)	X					$28.37	$59,009.60
31-2021	Physical Therapy Assistants	Physical Therapy Assistants	X	X				$33.29	$69,243.20
29-1141	Registered Nurses	Nursing	X	X				$34.01	$70,740.80
31-2011	Occupational Therapy Assistants	Occupational Therapy Assistant	X	X				$34.05	$70,824.00
29-2032	Diagnostic Medical Sonographers	Medical & Cardiovascular Sonography	X	X				$34.52	$71,801.60
29-1292	Dental Hygienists	Dental Hygiene		X				$35.81	$74,484.80
29-2012	Medical & Clinical Lab Technicians	Medical Laboratory Technology		X				$24.89 national	$51,771

INFORMATION TECHNOLOGY										
2018 Occupation SOC code	Master Plan Occupation	ACC Program	WFSCA Career Centers	Capital IDEA	Goodwill	AYW	Skillpoint	Median hourly wage	Annual Salary
15-1232	Computer User Support Specialist	IT - User and Computer Support Specialist	X		X	X		$23.77	$49,441.60
15-1231	Computer Network Support Specialist	Cisco Certification	X					$32.83	$68,286.40
15-1254	Web Developers	Web Programming	X					$33.01	$68,660.80
15-1251	Computer Programmers	Computer Programming	X					$39.72	$82,617.60
15-1244	Network & Computer Systems Admin	LAN Systems Network Admin	X	X				$41.43	$86,174.40
15-1299	Computer Occupations, All Other	CE - Linux, Oracle, Python, CAD, Apple SWIFT, etc.						$42.29	$87,963.20
15-1242	Database Administrators	CIT Database Level 1	X					$42.45	$88,296.00
15-1211	Computer Systems Analysts		X					$42.76	$88,940.80
15-1212	Information Security Analysts	Information Security						$44.53	$92,622.40
15-1252	Software Developers, Systems Software	Comp Program - Software Spec	X					$51.61	$107,348.80
15-1253	Software Developers, Applications	Comp Program- Software Spec	X					$51.79	$107,723.20
15-1241	Computer Network Architects	N/A						$55.90	$116,272.00

	SKILLED TRADES								
2018 Occupation SOC code	**Master Plan Occupation**	**ACC Program**	**WFSCA Career Centers**	**Capital IDEA**	**Goodwill**	**AYW**	**Skillpoint**	**Median hourly wage**	**Annual Salary**
47-3015	Helpers - Pipelayers, Plumbers, Pipe/Steamfitters	Plumbing	X				X	$14.58	$30,326.40
47-3013	Helpers - Electricians	Pre-apprentice Electrician	X		X		X	$15.93	$33,134.40
49-2096	Electronic Equip. Install/Repair, Motor Vehicles	Automotive Technology	X	X		X		$16.12	$33,529.60
49-9071	Maintenance & Repair Workers, General	Building Maintenance	X		X			$16.58	$34,486.40
51-9141	Semiconductor Processors	Nanoelectronics Manuf Tech Spec						$16.90	$35,152.00
49-2011	Computer, ATM, & Office Machine Repairs	Electronics Tech Spec		X				$17.07	$35,505.60
53-3099		Commercial Vehicle Operator			X			$17.65	$36,712.00
51-8031	Water/WW Treatment Plant Operators	N/A						$17.96	$37,356.80
47-2031	Carpenters	Carpentry Specialist	X		X	X	X	$18.07	$37,585.60
47-2211	Sheet Metal Workers	Welding	X					$18.29	$38,043.20
47-2231	Solar Photovoltaic Installers	Renewable Energy Specialization		X				$18.82	$39,145.60
49-3023	Automotive Service Technician & Mechanics	Automotive Technology	X	X	X	X		$19.12	$39,769.60
53-3032	Heavy & Tractor-Trailer Truck Drivers	Truck Driving	X		X			$19.40	$40,352.00
51-4121	Welders, Cutters, Solderers & Brazers	Welding Tech	X			X		$20.33	$42,286.40
49-9021	HVAC/Refrig Mechanics & Installers	Heating AC Refrig Tech	X	X	X		X	$20.80	$43,264.00

	SKILLED TRADES (cont.)									
2018 Occupation SOC code	**Master Plan Occupation**	**ACC Program**	**WFSCA Career Centers**	**Capital IDEA**	**Goodwill**	**AYW**	**Skillpoint**	**Median hourly wage**	**Annual Salary**
51-4041	Machinists	N/A	X				X	$20.93	$43,534.40
49-2098	Security & Fire Alarm System Installers	N/A	X					$21.03	$43,742.40
49-3031	Bus/Truck Mechanics & Diesel Engine Specialist	Automotive Technology	X					$21.63	$44,990.40
47-2111	Electricians	Electrical Construction Level 1 Certificate	X				X	$22.78	$47,382.40
47-2152	Plumbers, Pipefitters, & Steamfitters	Plumbing	X				X	$23.01	$47,860.80
49-9041	Industrial Machinery Mechanics	N/A	X					$25.31	$52,644.80
51-9162	CNC Machine Programmers, Metal/Plastic	Automation, Robotics & Controls Tech Spec						$25.52	$53,081.60
49-9051	Electrical Power-Line Installers & Repairers	Utility Line Worker	X	X				$26.80	$55,744.00
49-2093	Elec/Electronics Install & Repair, Transp. Equip.	Automotive Technology						$27.92	$58,073.60
51-1011	First-Line Supervsr, Production & Operating Workers	Logistics & Supply Chain Mgnt						$29.57	$61,505.60

Source: Texas: May 2017 State Occupational Employment and Wage Estimates. Available at: https://www.bls.gov/oes/current/oes_tx.htm

Notes: These occupational employment and wage estimates are calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas in Texas.

Program participation information was obtained through the review of program annual reports, program staff interviews and WFSCA *Current Training Provider Capacity 2015*. Available at: http://www.wfscapitalarea.com/Portals/0/all-content/News-Resources/AppendixACurrentTrainingProviderCapacity.pdf

APPENDIX C: TECHNICAL NOTES

STUDY POPULATION SIZE

- Study population is restricted to individuals enrolled in programs at the study organizations during the study period i.e. 01 October 2013 to 30 September 2016 for CBOs and ACC CE students, 01 August 2013 to 31 July 2016 for ACC UG students.

- Co-enrolled individuals at multiple CBOs are only counted once for this aggregate baseline report.

- If enrolled at both ACC and a CBO in any given snapshot year, the individual is only counted once, for the CBO, and is not included in ACC counts and outcomes. This same logic applies for completers.

DEMOGRAPHIC INDICATORS

AGE

- Age is used to build a categorical age variable with the following categories: under 20 years, 20 to 39 years, 40 to 59 years, 60 years and older. Age is missing for 1.5% of enrollees and 5% of completers.

GENDER

- A tiny percentage of records report gender as trans-gender. Trans-gender is not an option available across all agency datasets. Therefore, tables and charts report gender as male or female only. Gender is missing for 0.1% of enrollees and 0.2% of completers.

RACE AND ETHNICITY

- Race has multiple categories, depending on the agency. Race is recoded to fit into the following categories: Non-Hispanic White, Non-Hispanic Black, Hispanic and Non-Hispanic Other. Race is missing for 10% of enrollees and 4% of completers.

- Ethnicity is missing for 1.6% of enrollees and 6% of completers.

EDUCATION LEVEL

- Education level has multiple categories, depending on the agency. Education level is recoded to fit into the following categories: Less than 12th Grade, 12th Grade or GED, Attended or Graduated College.

- Education level is missing for 70% of enrollees and 48% of completers, driven largely by the large amount of missing data for ACC and the unavailability of data for Capital idea

and Goodwill. However, most students at ACC meet state requirements of having a high school diploma or GED.

- As of the writing of this report, education level was not yet made available to RMC by Goodwill and Capital Idea, but is expected to be available for the next report.

FEDERAL POVERTY GUIDELINES

200% of the Federal Poverty Guidelines from 2013-2018

Persons in Family/Household	2013	2014	2015	2016	2017	2018
1	$22,980	$23,340	$23,540	$23,760	$24,120	$24,280
2	$31,020	$31,460	$31,860	$32,040	$32,480	$32,920
3	$39,060	$39,580	$40,180	$40,320	$40,840	$41,560
4	$47,100	$47,700	$48,500	$48,600	$49,200	$50,200
5	$55,140	$55,820	$56,820	$56,880	$57,560	$58,840
6	$63,180	$63,940	$65,140	$65,160	$65,920	$67,480
7	$71,220	$72,060	$73,460	$73,460	$74,280	$76,120
8	$79,260	$80,180	$81,780	$81,780	$82,640	$84,760
Each additional family member	$8,040	$8,120	$8,320	$8,280	$8,360	$8,640

Source: https//aspe.hhs.gov/prior-hhs-poverty-guidelines-and-federal-references

HOUSEHOLD SIZE

- Household size plays a large role in determining whether an individual is above or below poverty, for example, a person living on their own and earning $50,200 in 2018 would have earned income above 200% FPG. That same person with three dependents is at 100% of FPG. This report uses household size wherever it was available, but in cases of missing household size used the following logic:

- For any CBO with reported household size for some participants, the median household size for those with the information is used for those missing this information.

- Since household size is not collected by ACC and no alternate source of information is available, a household size of 1 is used.

Agency	N completers	Household Size
ACC	12,574	Not available
AYW	354	Available for a majority of records
Capital Idea	224	Not available; imputed from study sample mean
Goodwill	169	Not available; imputed from study sample mean
Skillpoint	394	Available for a third of records
WFS	614	Available for a majority of records

POVERTY DETERMINATION

- Entrants to all CBO-led programs must provide proof of household income between 200% of FPG prior to enrolling in these programs. All enrollees in these programs are considered in poverty prior to enrollment.

- ACC lacks income requirements, so researchers and ACC staff developed and tested several methodologies using UI data to determine whether an enrollee was in poverty prior to enrolling in ACC. Individuals with two years of income history prior to enrolling in ACC who earned at or below 100% FPG the year prior to enrolling in ACC are considered in poverty prior to enrollment.

OUTCOME INDICATORS

PROGRAM COMPLETION

- For ACC, program completion is identified via credential enrollment.

- Credential attainment and employment and earnings outcomes are examined only for program completers.

CREDENTIAL ATTAINMENT

- For CBO participants, ACC credential attainment is identified by examining ACC credentials earned up to two years prior and one month post program exit date. Note that these figures represent estimates. The ACC dataset only included ACC students enrolled in the 3 program sectors of interest. Thus, when we say a CBO participant earned an ACC credential in the past 2 years, we mean a CBO participant earned an ACC credential in these 3 program sectors in the past two years. We only have 2-year history for the 2015-16 completers. For 2014-15 completers, we only have a 1-year history. For 2013-14 completers, we only have < 1-year history.

- As of the writing of this report, middle skill credential attainment is only available for AYW and Skillpoint.

EMPLOYMENT & EARNINGS

Insufficient follow-up time for long term employment & earnings outcomes

- RMC has UI data through 2018 Q1 only. Hence,

- 1-year, 2-year and 3-year post exit earnings outcomes can be calculated for the 2013-14 snapshot

- Only 1-year and 2-year post exit earnings outcomes can be calculated for the 2014-15 snapshot

- Only 1-year post exit earnings outcomes can be calculated for the 2015-16 snapshot

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