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EL PASO WORKFORCE TRAINING PILOT PROJECT

The State of Texas is presently operating under a statute passed in 1995 that created a structure for the creation of an entity referred to as a Local Workforce Development Board. El Paso has a certified Local Board as of 10\13\97. These boards were created in anticipation of federal block granting of workforce related funding. They have all of the necessary state law to carry out a program of development of a regional workforce development strategy and operational plan that is driven by the local market and local needs. (See Attachments 1 and 2)

The El Paso Workforce Training Pilot Project envisions operation under a block grant that would include all current funding presently available under JTPA, School to Work, Tech prep, JOBS and all other welfare to work related funding. The Local Board would work under a performance contract with the Texas Workforce Commission or directly with DOL. In addition, the local board would run the NAFTA -TAA program for displaced workers in the region based on a plan described in Attachment 3. The Local Board will work in conjunction with the private foundation created by the local Chamber of Commerce in precisely the manner described in Attachment 3, but in the context of all training programs.

Note:

1. We are presently working with the Texas Workforce Commission to determine the specific waivers required for implementation of this plan.
2. The model for the performance contract can be found in MHMR funding and works quite well. All performance standards, priority populations, financial and programmatic oversight and accountability can be negotiated in this structure.
3. The basic model for operation of the board can be found in Attachments 1 and 2.
4. The programmatic model for general training programs will follow that described in Attachment 3 with respect to requirements for outreach, assessment, training, job development, placement, and retention.

Final Report:

Texas Workforce Commission

A Workforce Development System for Texas

December 1995

JOHN SHARP

Texas Comptroller of Public Accounts

EXECUTIVE SUMMARY

The Texas workforce development system is worn out, inefficient and ineffective. Too many agencies serve too few clients, with little state-wide planning and coordination. Too many Texans are unaware of training opportunities; too many companies cannot find Texas workers with the skills they need.

Too many educational institutions fail to focus on the training needs of local businesses. Business, labor and community interests only rarely join together to create useful workforce development initiatives.

And each year, Texas spends about \$1.5 billion in state and federal funds on workforce development programs—with little compelling evidence that this investment is paying off. Some good programs exist, but they lack the overall structure and direction needed to ensure Texas' competitiveness in the increasingly complex national and global economies.

In 1995, the Legislature approved H.B. 1863, ambitious legislation aimed at streamlining these programs and improving services while saving taxpayers millions of dollars. The new law required the Comptroller's office to develop a plan and timetable for merging 28 workforce programs spread among ten state agencies into a new Texas Workforce Commission (TWC). This report meets the law's December 1995 deadline for completing this blueprint. It also offers a timeline based on the legal requirements of H.B. 1863.

If all the Comptroller's recommendations are implemented, projected net savings will total \$5.6 million for the 1996-97 biennium. Annual savings from the consolidation should reach \$6.4 million beginning in fiscal 1998; however, most of the savings will be used to defray consolidation costs or provide services at the local level.

TWC faces significant challenges in bringing together disparate programs and staff unaccus-

tomed to sharing resources. The creative input of seasoned state workers will be vital to success.

The potential for dramatic breakthroughs in workforce development is largest at the grassroots, however. The creation of a workforce development system that consistently delivers quality training for all Texas workers and businesses will require the *support and involvement of local business leaders and officials*. Underlying nearly every step in this plan is the understanding that individual communities will have the tools and freedom to determine their own workforce priorities. Local workforce development boards will have a unique opportunity to fix a system that has not yet fulfilled its promise. The Comptroller's recommendations assume local boards can begin full operations as soon as July 1996.

Partnerships among business, labor and educational institutions will be encouraged by the Skills Development Fund, also created by H.B. 1863, with a 1996-97 balance of \$25 million. This fund will help public community and technical colleges create customized workforce training programs for local businesses, labor organizations and other interested parties. Grants will be awarded solely by the TWC director, a feature designed to hasten action and eliminate unwarranted delays.

This report outlines the first steps toward the new approach.

Chapter 1 explains the key components of H.B. 1863 pertaining to the creation of TWC, and explains certain basic principles incorporated in the Comptroller's proposed design. Chapter 2 describes the unique state-local partnership needed to create the system of local control contemplated by the new law. This chapter specifies the steps necessary to form local boards and create formal partnerships among the local officials who must make crucial choices in craft-

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Introduction

If you're unemployed and hunting for a job in Texas, chances are you will knock on the door of the Texas Employment Commission.

If you seek specialized training, you could enroll in a proprietary school under the wing of the Texas Education Agency.

If you're a mother on welfare needing basic training and child care, you may visit the Texas Department of Human Services.

If you're a senior citizen, the Texas Department on Aging may be able to help.

And the list goes on and on. Texas spends more than \$1.5 billion annually in state and federal funds on a bewildering variety of workforce development programs scattered across state government. Much of this money goes to support programs that are duplicative or of doubtful worth.

But now this is about to change.

With the help of good people caught in an ill-conceived system, the new Texas Workforce Commission (TWC) will merge programs around a new mission focused on greater efficiency and improved customer service.

At the direction of the 1995 Legislature, which ordered a sweeping reorganization of state workforce efforts, the Comptroller has outlined the first steps of this change. This outline is *explicitly* designed to meet the precise and often demanding legal requirements of 1995's H.B. 1863. Moreover, this report of necessity walks a difficult path between generality and micromanagement. But those who expect it to be a step-by-step guide through each twist and turn of the reorganization may be surprised—because *many key decisions will be left up to TWC and local communities on the front lines of workforce development*. Such freedom is essential to the creation of the decentralized and responsive system the Legislature desires.

Why Change the System?

Perhaps the best way to move forward is to look at the present system. Significantly, most Texas employers surveyed in 1995 complimented the Texas Employment Commission (TEC) for professionalism and friendly assistance. Still, the commission heard a good deal of grumbling about the failure of “tried and true” methods—the way things have “always” been done.¹

The system hasn't stood still entirely, of course. Credit is due to TEC's efforts to embrace technology, particularly in broadening the ways in which enterprising Texans can access job listings. In February 1994, for instance, TEC began placing electronic kiosks in public places such as shopping malls, grocery stores and government offices, which allow users to peruse state and national job listings. More than 50 kiosks are now in place, with an average usage rate of 56 people per day. In addition, since late 1993 the agency's computer bulletin board (*hi-TEC*) has been available around the clock via an Austin phone number and through the Comptroller's *Window On State Government*.²

But isolated success stories cannot obscure the larger truth: Our workforce systems simply aren't as effective or user-friendly as they should be—not yet.

And the challenges faced by today's workers will worsen tomorrow unless Texas completely retools its workforce training system, particularly for those workers who do not pursue higher education. For Texans who do not attend college, job training is increasingly important.

Unfortunately, there are plenty of recent examples of how Texas workforce development efforts have fallen short.

Participants in one Texas auto mechanics course supported by federal funds were limited

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ing community plans. Chapter 3 spells out TWC's responsibilities and organizational structure, a design that will emphasize comprehensive customer service. Chapter 4 contains a timeline illustrating the tasks to be accomplished to meet the Legislature's ambitious mandates for the new workforce system.

Chapter 5 is devoted to budget issues surrounding the new agency. Chapter 6 examines the federal funding implications of the TWC merger; federal programs supply nearly 80 percent of the new agency's resources. The chapter also examines the uncertain impact of proposed changes in federal workforce programs and funding. Chapter 7 outlines accountability measures designed to ensure both fiscal integrity and high-quality customer service.

One of the most important factors in TWC's creation will be the successful construction of an integrated information system. Chapter 8 details the current separate and unequal spread of information technologies among agencies involved in the merger. While urging central standards, the report makes it clear that local boards and TWC must have the flexibility to build information systems to meet their particular needs. Chapter 9 discusses the personnel implications of the TWC merger and outlines a way to achieve savings through the elimination of unnecessary indirect support positions. The merger also will entail changes in existing state facility needs; Chapter 10 recommends ways to reduce space demands without diminishing services. Chapter 11 lists guidelines for the effective administration of the

Skills Development Fund. And Chapter 12 details the Comptroller's fiscal estimates for potential state savings from the TWC merger.

As a part of this review effort, the Legislature also asked the Comptroller to review state adult education programs and the Smart Jobs Fund, which was established in 1993 to provide training grants to Texas employers. The Comptroller's review of the Smart Jobs program, in Chapter 13, cites some unnecessary delays and excessive paperwork as well as some praise from participating businesses. The adult education review in Chapter 14 identifies key drawbacks and benefits involved in a potential transfer of these programs from the Texas Education Agency to TWC.

Finally, a series of appendices supply greater detail on several key areas of the report; discuss significant lessons to be learned from similar program consolidation efforts in other states, and provide TWC's leaders with guidance on how to manage a changing business environment effectively.

Ideally, the new workforce development system will do much more than break down artificial walls between government programs. If state workers, local communities, business, labor and higher education work together, the system will become a national model for effectiveness and continuing innovation.

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to changing tires and the oil in one another's vehicles because of a lack of electronic diagnostics equipment. "A fuel pump," one former instructor said, "was way beyond their capacity." In another class devoted to air-conditioning repair, an ill instructor routinely shut off the lights and instructed class members to join him in taking a nap. The instructor was replaced, but his successor complained about a lack of equipment for proper training. A student from the same center who completed a six-month word processing program ended up as a switchboard operator at

Southern Methodist University—and was counted as a training *success*, even though her job did not relate to her studies.

The current system's failings are particularly evident in businesses' inability to find trained Texas workers. Consider one north Texas company that routinely recruits skilled technicians from Oklahoma, Kansas and even Nebraska to stay ahead of the curve. "I need 70 people today. If they walked in today, they would have jobs," said Larry Wright, service development manager for an Irving-based heavy equipment company.

The Odessa Experience

Two oil-patch companies saw a growing problem and, with the help of Odessa College, initiated a home-grown solution by investing \$10,000 in job training. The result? A dozen students completed an 80-hour training course in September 1995, and nine of them are at work on the construction of a new plastics plant.

"They're nine very, very good employees," a company official said.

The successful partnership between businesses and a college serves as an example of how Texas could proceed with the new Skills Development Fund, to be administered by the executive director of the Texas Workforce Commission. The fund, which has received \$25 million for the 1996-97 biennium, is designed to help community and technical colleges offer customized training programs for Texas business and to sponsor training networks for groups of small and medium-sized companies.

In Odessa, Ref-Chem Corp. and Rexene Corp. already had plans to build a new plant in Odessa. But officials assumed they would have to recruit skilled construction workers from out of town.

That's when somebody had a better idea.

"Instead of having to import people, we wanted to start taking advantage of the local labor supply," said Bill Brown, a Ref-Chem Corp. spokesman.

Also at issue, according to Brown and others, was a desire to involve more minorities in the oil-related construction industry. In south Odessa, in particular, a largely minority community had grown distrustful of oil plants in their backyards. The feeling was growing that these companies ignored their neighbors, especially in hiring

"One of the things we kept hearing was, 'They aren't giving us jobs,'" said Carolyn Tripp, a spokeswoman for Rexene Corp.

Joining with Odessa College, the companies announced a pilot program geared to training local citizens for construction work. The three-week program, handled by college personnel, covered safety, basic construction, employability skills, blueprint reading, math for industry and the use of hand and power tools. And, in an unusual twist, the selected students were paid \$5 an hour to participate.

About 100 people attended a community meeting to apply, Tripp said, and the resulting graduating class helped persuade the companies to continue the pilot for another round. Eventually, the companies hope other local businesses will see the merits of the effort and join in. "We don't want to pay for it the rest of our lives," Tripp said.

In the wake of the construction initiative, Odessa College has begun a similar program to train machinists. Fourteen trainees undertook a 44-hour course in October 1995. A unique characteristic of the 11-day effort, funded by companies who guarantee successful participants a job, is that employees are required to continue their education after training ends.

Nancy Stout, Odessa College's director of occupational programs, said the college sees other opportunities for job-training partnerships with local businesses, starting with welding and commercial driving.

And the concept has caught on.

"I think we can go on and on and on with this," Stout said.

"I'm probably getting 25 out of Texas." His prescription? A coordinated job-training *partnership* among government agencies, private businesses and educational institutions.

The support of expert state workers will be an important key to the improvement of Texas' workforce programs. Just as importantly, however, Texas businesses must be persuaded to take a meaningful role in the reform effort.

Why Reorganize the Entire System?

The path towards this necessary change has been marked first by studies encouraging innovation and then by the Legislature's approval of H.B. 1863, landmark 1995 legislation that requires the reorganization of Texas' workforce programs.

H.B. 1863 explicitly requires Texas to consolidate 28 separate programs from ten different state agencies. This consolidation *could* be little more than window-dressing; each program conceivably could remain separate within an umbrella organization, with little meaningful change in ineffective and redundant policies and procedures. The Comptroller's review team strongly recommends a more ambitious approach.

The TWC design described in this report goes far beyond a simple rearrangement of existing programs. Instead, it contemplates a complete reorganization that *eliminates* artificial and unnecessary boundaries between programs. The resources of 28 separate programs, each with its own rules and procedures, would be combined into coherent TWC divisions based on *common functions*, reducing duplication and improving customer service.

This process would begin with an initial transfer of Job Training Partnership Act (JTPA)

programs from the Texas Department of Commerce. This large federally supported program will provide a "backbone" for TWC's information system; in addition, the diversity of programs funded under JTPA will offer the resources TWC needs to begin filling out its functional organizational structure. At the same time, the Comptroller recommends the transfer of contracted programs—those that deliver client services through private providers—since the transfer of these programs will be primarily a contractual matter and entails little potential for service disruption. Furthermore, these contracted programs provide the best service delivery model for the new state-local workforce system that will contract for virtually all client services.

The Comptroller's transition proposals also call for TWC's largest component, TEC, to be transferred in two phases. This would give TWC time to divide TEC's staff members and resources among its divisions; it also would signal that TWC is to be more than window-dressing, and much more than an expanded TEC.

Now the hardest work begins. Its success will depend on the active, even passionate, involvement of local officials and state employees who already know the challenges and pitfalls in their realms of expertise. Governments and taxpayers alike will not benefit unless the best and brightest state workers invest their own goodwill and creativity.

In the end, the continuing health of the Texas economy may well be at stake.

¹ The Center for Business and Human Resource Analysis, Lamar University-Beaumont, "Employer Satisfaction Index Completion Report," May 1995, pp. 31-68.

² Interview with Mark Fenner, staff attorney, Texas Employment Commission, Austin, Texas, November 6, 1995.

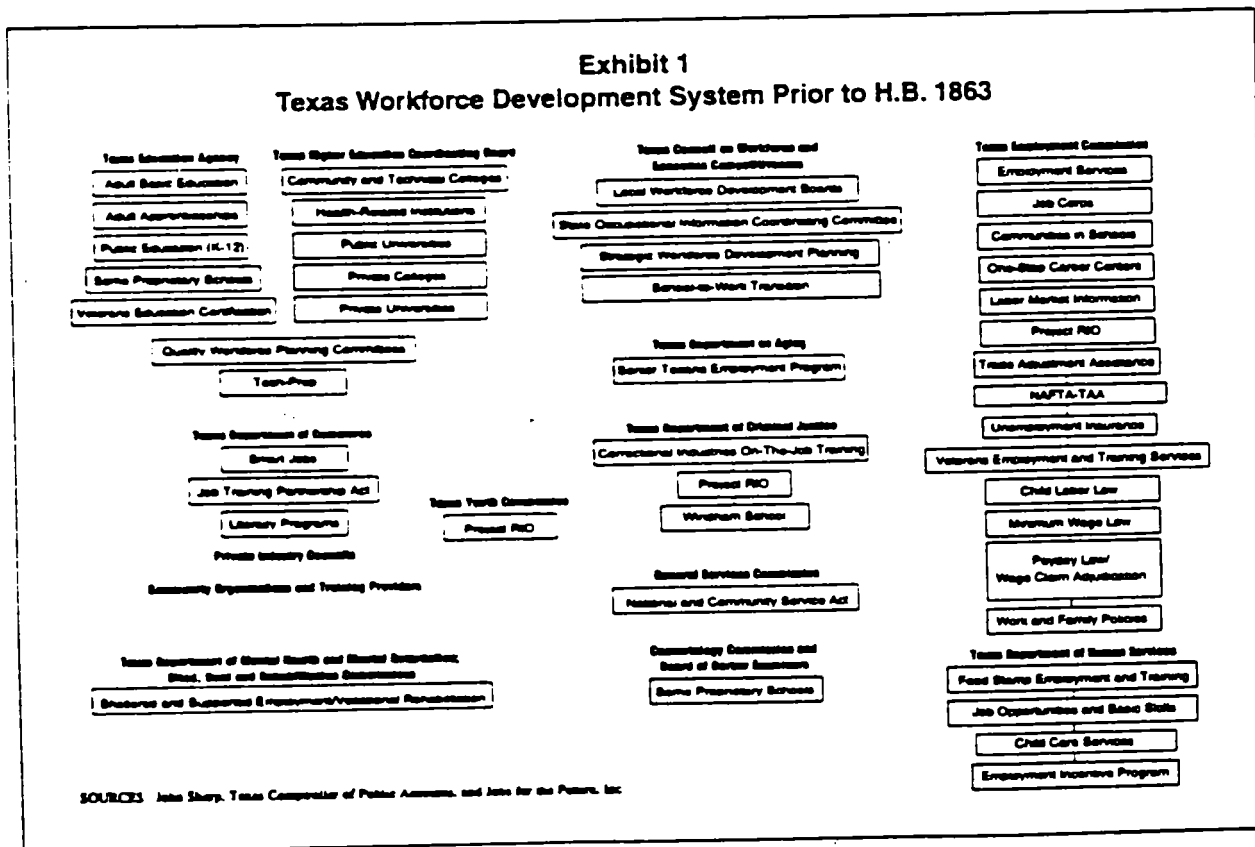
CHAPTER 1

Exhibit 1, showing 43 separate employment-related programs deployed under 16 different government agencies, goes a long way toward explaining why the Texas workforce system needs an overhaul. Put bluntly, *the sprawl of programs under multiple agencies overwhelms even the best intentions of coordination and customer service.*

Several years ago, a former chair of the State Job Training Coordinating Council called the state approach "... a maze of services reflecting a fragmented approach to workforce development. We have no system and what we do have is very expensive and inefficient."¹ Sounding a

similar theme in August 1995, Comptroller John Sharp noted that, "The current system doesn't work, and neither do many of its graduates."²

Despite valiant efforts on a program-by-program basis, the system as a whole falls short of meeting the ever-increasing training and guidance demands of students, dislocated workers, welfare recipients and other Texans seeking skills improvement and employment. Nor does the system as a whole provide all the help businesses need in finding and training skilled workers. Agencies such as the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), the Texas Depart-



ment of Human Services (TDHS), the Texas Department of Commerce (TDOC) and the Texas Employment Commission (TEC) offer many related programs. Yet, separated by different regulations, disjointed computer systems and distinct philosophies, the programs do not add up to a comprehensive and user-friendly system for businesses or potential employees. Instead, businesses in search of trained workers typically resort to private employment agencies, while job seekers depend on friends, relatives or the want ads. *In many cases, frustrated Texans cannot find potentially helpful programs because they are not clearly identified in the phone book.*

The result: Texas state government has poured billions of taxpayer dollars into a bureaucratic system that is largely irrelevant to the real needs of the state's businesses and workers. Too much money is spent administering an overly complex system, and not enough on useful services.

When this confusing array of programs reaches the local level, the overlap and duplication of services are magnified. Local officials involved in workforce development are doing what they have been asked, but requirements are not properly defined. There are too many programs that duplicate clientele, have different funding streams, use different measures of program success, require too many reports to be filed with different agencies and are governed by different rules for expenditures as well as burdensome state and federal regulations.

In 1991 and 1993, the Comptroller recommended state lawmakers overhaul job-training programs, and he was not alone. *A Quality Workforce: The Premier Chip in a High-Stakes Game*, a 1992 interim report by the Texas Senate Committee on State Affairs, also cited the need for a single workforce agency at the state level. The Governor's Task Force on Education and Economic Competitiveness came to similar conclusions. All these analyses stressed that the present system is inefficient, duplicative and fails to serve the needs of the Texas economy.

In response, the 1993 Legislature enacted S.B. 642, which created the Texas Council on Workforce and Economic Competitiveness (TCWEC) and charged it with submitting a plan for the consolidation of Texas' major workforce programs by November 15, 1994. TCWEC's 42 members represented business, organized labor, public and higher education and some of the

agencies potentially affected by a consolidation such as TEC, TDOC, TDHS, TEA and THECB.

In November 1994, the Comptroller released *Gaining Ground*, his third major performance review report to the Legislature. This report renewed the call for a consolidated state agency to oversee workforce initiatives. *Gaining Ground* also called for expanded literacy programs, stabilized funding for the Smart Jobs program, better supported employment programs and an increased focus on labor market outcomes in public vocational education.

The council, working through two subcommittees, delivered a consolidation plan in December 1994. The plan outlined programs to be included in a workforce agency but left the question of governance to the Legislature.

In early 1995, the Comptroller released *A Partnership for Independence*, which recommended sweeping reforms of Texas' welfare system, including a package of training-related proposals.

Both the welfare and workforce reform efforts figured prominently in the 1995 legislative session. The welfare reform package that emerged from this session in H.B. 1863 incorporated key workforce proposals of *Gaining Ground*.

Key Components

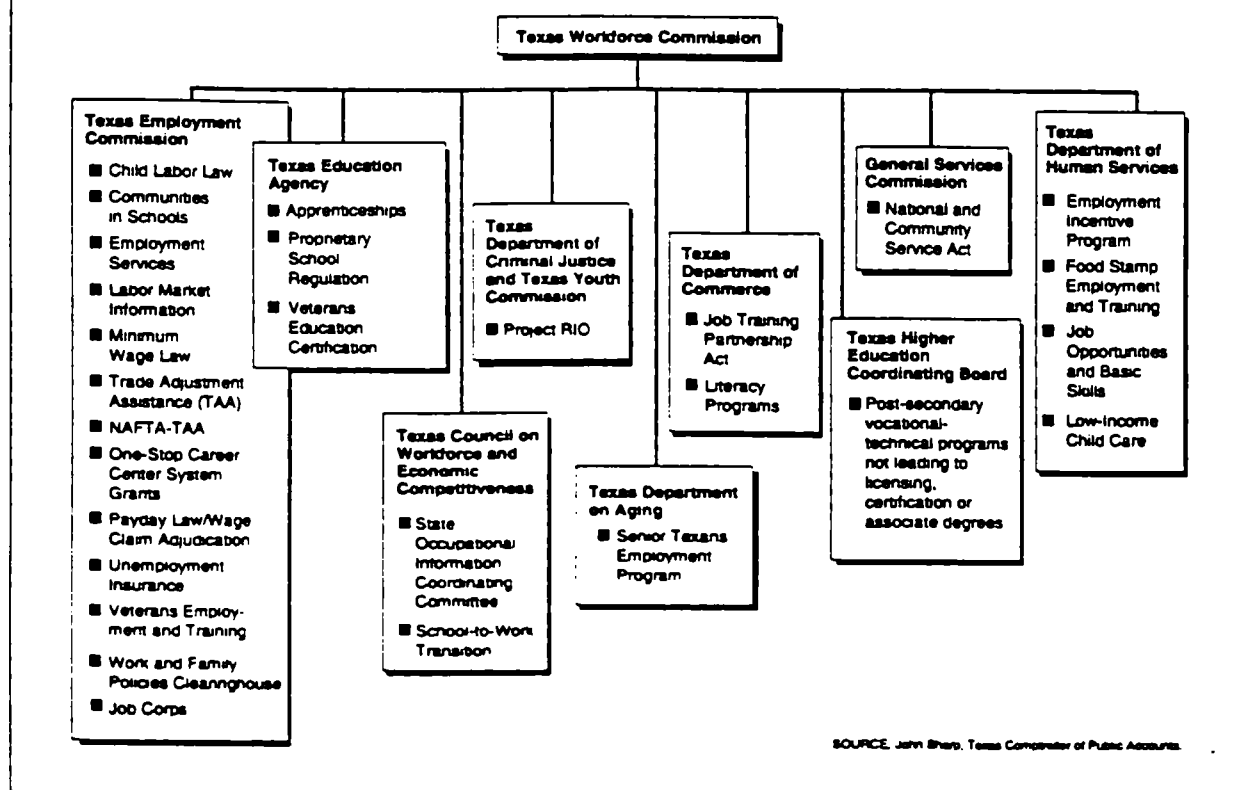
H.B. 1863 creates a single state agency to administer 27 of the state's employment and training programs as well as the state's Unemployment Insurance system (Exhibit 2). The Comptroller was directed to craft an integrated structure for the Texas Workforce Commission (TWC) and a program transition plan to be submitted to the governor, lieutenant governor and House speaker by December 1, 1995. This report is intended to meet that responsibility.

The most innovative aspect of the TWC consolidation is its use of block grants and local workforce development boards to provide communities an unprecedented degree of freedom in the design and implementation of workforce programs in their areas.

These block grants will contain funds from the Job Training Partnership Act (JTPA), Job Opportunities and Basic Skills (JOBS) program, Food Stamp Employment and Training (FSET), child care services administered by TDHS and TEC's employment services.

Gaining Ground renewed the call for a consolidated state agency to oversee workforce initiatives.

Exhibit 2 Workforce Programs to be Merged into Texas Workforce Commission



TWC can use no more than 20 percent of the funds earmarked for block grants on state-level responsibilities, such as administration, research and planning, system design and development and training and technical assistance. The remaining funds go to local areas with certified boards and local workforce plans approved by the governor. Programs in areas without local boards will receive funding through established formulas or, where no formulas exist, through need-based formulas to be devised by TWC.

The block-grant concept embodied in H.B. 1863 is unique among states. Other states have consolidated their workforce programs into one agency, but none have granted as much freedom to local authorities to decide how programs operate in their regions.

TWC, in turn, will be responsible for developing a state-local planning process for job-related services. TWC also will develop uniform statewide client application, eligibility determination and enrollment procedures.

The Governor's Office approves the local boards' workforce training and service plans based on the recommendations of TWC and the Texas Council on Workforce and Economic Competitiveness. TWC also will train local workforce board members and staff, either directly or through a third party.

Another innovation in H.B. 1863 allows TWC's executive director to award grants from the Skills Development Fund based on rules developed by the agency's commissioners. The new fund—first recommended in the Comptroller's *Gaining Ground* report and approved by the 1995 Legislature—will focus on customized vocational and technical training and will stress flexible scheduling by offering training at a variety of locations and times.

TWC also may recommend that the Legislature waive any requirements in Title 3 of the Texas Education Code that could impede the ability of public community and technical colleges to provide *customized* training for business and labor.

The TWC merger will be one of the most significant agency consolidations carried out by any state. Consolidation alone, however, is not the most important goal of this reorganization. Such a merger alone could lead to more efficient use of state resources, but would not necessarily result in a more *effective* system—one that consistently links job seekers with appropriate businesses.

- * To improve the effectiveness of programs, TWC and its local boards must completely change the way they do business. A large part of this effort will require local boards to take a lead in shaping job development activities in their areas. The challenge facing state officials will be to ensure that TWC supports the local boards while reducing the system's bureaucracy.

Six Principles

Problems built up over many years will not vanish overnight once the current structure dissolves. Accepting the need for deeper change, the Comptroller has developed six principles to guide reform. These principles should make workforce programs positive contributors to the Texas economy and the revamped workforce development system a model for the nation.

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Driven by Business and Labor

Texas workforce development programs have been driven by the requirements of different federal aid programs as well as rules promulgated by state agencies. Complex, sometimes conflicting requirements have prevented the state from addressing the real needs of Texas companies and workers.

The new system should be designed to satisfy labor market and employer needs, instead of government regulations, with the understanding that *business and labor participation is critical to collective success*. Business and labor will be active partners on both the local and state levels in identifying industry skills and educational needs as well as employment opportunities. Businesses will routinely be represented at the table with local government, educational institutions, labor and key community organizations.

Business and labor participation will:

- ensure that employers and employees are full partners in the system.

- link training and employment opportunities more effectively.
- encourage richer partnerships between education and training institutions.

Universally Available

Most existing workforce programs are restricted to serving specific groups such as parolees, disadvantaged youths or the poor. Programs generally exclude most of the state's population.

The second guiding principle is that *all Texans should be able to use the new workforce system and develop their skills and career potential*. By providing valuable information and services and fostering a local partnership that gives individuals greater choice and influence, the system will:

- provide a variety of training for diverse needs and capabilities.
- demand the highest standards of education and training for all citizens.
- help disadvantaged individuals without wasting their time in dead-end programs.

Locally Designed

The current workforce system evolved based on federal mandates and state regulations. Texas communities, with their different economic problems and opportunities, have had few chances to influence the design and maintenance of the system.

The third principle is that *the new system should allow community leaders to develop their own short- and long-term plans*. Local leaders will get a chance to say what kind of industries are appropriate for their areas and what sorts of skills and training are needed. By forging local partnerships involving business, labor, education and government players, this decentralized approach will:

- respond more quickly and easily to citizen needs as they change over time.
- provide local citizens with a voice in the types and number of career and technical education programs in their area.
- clearly define the separate roles of state and local officials.
- ensure that design and implementation are guided by those who know about specific industry needs, job opportunities and community resources.

CHAPTER 2

A Partnership for Progress

The TWC consolidation calls for a unique state and local partnership that will offer communities an unprecedented degree of control and decision-making authority over the workforce development system and its resources.

The most sweeping change involved, however, is optional. While local elected officials may continue to administer Job Training Partnership Act (JTPA) programs as they always have, they now can create *local workforce development boards* that will assume control over a variety of area programs currently administered by state agencies and their contractors. Each area of Texas must *choose* to actively participate in the development of the new workforce system envisioned in this report.

Local workforce boards will be the most important feature of the new system, and the largest single factor in determining whether TWC succeeds in its mission. Careful attention to the design of the local decision-making structure will be crucial to successful implementation.

Legal Requirements

Under state law, local elected officials choosing to create a board must comply with several requirements concerning the development and design of their local workforce system.

The officials must consider the views of all local organizations in the area affected by the formation of a local workforce board before making their decision. They must enter into an interlocal agreement that describes how local authority and control in the new workforce system will be shared among the local governments that are party to the agreement. Each board's staff must be separate from and independent of any organization providing workforce development services in the area. Local boards may not directly provide services.

Moreover, the chief elected officials, as representatives of their respective units of local government, must enter into a partnership agreement with their new board that designates a grant recipient and administrative entity for workforce funds *block granted* to the area, and determines procedures for the development of the local workforce plan. The officials also must adopt a "one-stop" approach to service delivery as broadly outlined in state law. This last requirement calls for a local delivery system with two main components: a *business services unit* that markets workforce services to businesses and a network of *career development centers* offering access to information and labor market services to local residents. Finally, state law also requires that persons providing one-stop services may not *also* provide developmental services such as basic education and skills training.

While state law does not define the term "one-stop," it lists the services to be provided by the career development centers and makes it clear that one-stop service delivery requires a common point of access for all workforce services available in the local system. Among the services one-stop centers must provide are independent assessments of client needs. To meet the tests of independence and objectivity, such assessments would have to be made by an entity *separate* from providers of other area workforce services.

Thus, the one-stop approach envisioned in state law requires consolidating under a *single entity* intake, eligibility determination, testing, assessment, counseling, employability development, case management and referral services for all workforce training programs in an area and separating these so-called front-end functions from the developmental services such as education and skills training. For referrals to be effective, professionals in the career centers must have the authority to tie resources (dollars and

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Lifelong Learning Opportunity

Texans generally come into contact with workforce development programs only when they lose their jobs or apply to college. The system has been largely unresponsive to others such as high school graduates seeking jobs without additional education or those who are employed but would like to improve their skills or find more rewarding work. Texans who get help from one program usually receive little or no information about other useful programs, because few program staff are aware of the full scope of state assistance.

This leads to the fourth principle driving reform: *Texans should feel welcome to use the workforce training system regardless of where they find themselves in their lives or careers.* They should be able to stop and restart training when it fits personal needs, without burdensome applications or the stigma attached to using public employment and training programs. TWC staff will need technology, training and the willingness to serve a variety of clients. This approach will:

- encourage young and adult citizens to learn new skills at the work site or in community college or university settings.
- provide one point of contact to all employers, large or small.
- set the stage for similar seamless integration with other human services, such as welfare and health care services.

Responsive to Customer Needs

The current system generates inadequate information on the types and quality of job development programs. Some programs require mandatory participation in education or training that may not respond to individual needs or allow for customer choice.

The fifth guiding principle is that *TWC should allow job seekers to make their own decisions about how and when they will learn new skills, taking into account business needs.* By providing workers and employers with information and flexible ways to reach training goals, the system should foster an entrepreneurial spirit and give individuals and businesses the tools to write their own success stories. A responsive agency will:

- help citizens understand requirements for obtaining training and jobs.
- give job seekers information about the quality of training offered by service providers.

- encourage clients to complete training and become responsible for their own learning and career paths.
- provide client businesses with a skilled workforce and quality labor-market information.

Accountability

The state's patchwork of workforce development programs is accountable to the federal and state governments for a number of complex and conflicting rules and procedures, but not for actual, real-world outcomes such as whether training benefited either the affected worker or their employer. The newly designed workforce system should follow the sixth guiding principle, which calls for *increased accountability through real-world, results-based performance measures.*

While TWC will grant considerably more freedom to local communities, this freedom must be accompanied by meaningful guarantees of fiscal soundness and effective performance. The new system is designed to contain stringent financial controls to ensure accountability to taxpayers. In addition, the system will feature accountability measures that weigh not just inputs (the number of people served, dollars spent or training sessions given) but actual *outcomes* of the workforce development system. The system will answer the following questions:

- How many people are placed in jobs that use skills learned in training?
- What is the average increase in wages after training over the short and long terms?
- How long do most newly trained workers stay in these high-skill, high-wage jobs?
- How often do citizens return to the system for more training, and what kind of new training do they seek?
- Are the skills delivered foundation skills that can be useful to different employers or are they customized for specific employer needs?
- What productivity gains do employers receive from employees who have participated in the system?

Such a system will not merely gather information from participants, but will ask what they think about its efficiency and usefulness. Regular customer surveys before, during and after training will focus the system on the guiding principles.

sulting with the parties most likely affected by the decision, developing an interlocal agreement among the chief elected officials in the area, appointing the local board and applying for state certification.

Consulting with Affected Parties

Prior to board formation, local elected officials must consider the views of all organizations in their area likely to be affected by the creation of a local workforce board, including private industry councils and quality workforce planning committees. Following preliminary rules adopted by TCWEC, in September 1994—which are no longer in effect due to TCWEC losing its status as a state agency under H.B. 1863—local officials should have consulted with a broad range of interested parties and held formal public hearings to solicit input and recommendations from the larger community.¹ Whether this process, as spelled out in the old TCWEC rules, will be required in the future depends on TWC, which is now charged with rule-making in this policy area.

Regardless of whatever TWC rules are forthcoming, broad-based consensus building on the design of the local workforce system is a wise plan. It will not compromise officials' authority under the new system; as representatives of their local governments, they ultimately have the final say as to whether or not a local board is formed.

Developing the Interlocal Agreement

TWC is designed to promote a workforce development approach oriented to the specific needs of local labor markets. As a result, each of the 29 local workforce areas designated includes one or more counties or contains a city with a population of 100,000 or more. This means that in all designated areas, more than one local government—and therefore, more than one chief elected official—will be involved in the decision to form a local board. Consequently, the second local step required in state law is the development of an interlocal agreement spelling out how local authority and control over workforce funding and services will be shared among eligible local governments.

While some may feel a strong temptation to move quickly and informally, especially in those areas of the state where local elected officials have worked cooperatively to administer JTPA and other programs, this agreement should be

carefully developed and officially ratified by the governing boards of each government that will be a party to it. Going through a more deliberate and thoughtful process will ensure that each party clearly understands the scope of its new authority and responsibilities and is fully aware of the liabilities associated with a larger and more flexible role in the workforce development arena.

The interlocal agreement should consider the following issues:

- *Nature of the agreement.* What process should be employed for the review and approval of the agreement before it is signed by the appropriate elected officials?
- *Purpose and scope.* Why are local governments choosing to work together to build a local workforce system? What are the problems to be addressed by the new system? What are the expected benefits of joint action?
- *Organizational structure.* Will the chief elected officials formally organize themselves to work in partnership with the local workforce board, or will they designate a member to represent them and carry out various tasks required by federal and state law on their behalf? In this case, how will other elected officials be kept informed? If they organize as a group, how will they make decisions? What will be their relationship to the newly appointed board?
- *Sharing authority.* Will each member government have an equal voice or will their decision-making authority be weighted according to their relative sizes? If authority is shared on the basis of size, how will size be measured—in terms of population, workforce funding currently received, share of area problems or some combination thereof?
- *Sharing resources.* How will workforce funds block granted to the area be distributed? How can local officials ensure that residents of their separate jurisdictions receive a fair share of the available services? How will "fair share" be measured—based on clients served, dollars expended or some other measure? More importantly, how will the liabilities inevitably associated with governing and

available training slots) to clients based on individual needs. This feature is absolutely essential; without it, any real integration of workforce services cannot occur.

These requirements clearly give local officials certain responsibilities, but the block-granting system will without question produce a net gain in local autonomy.

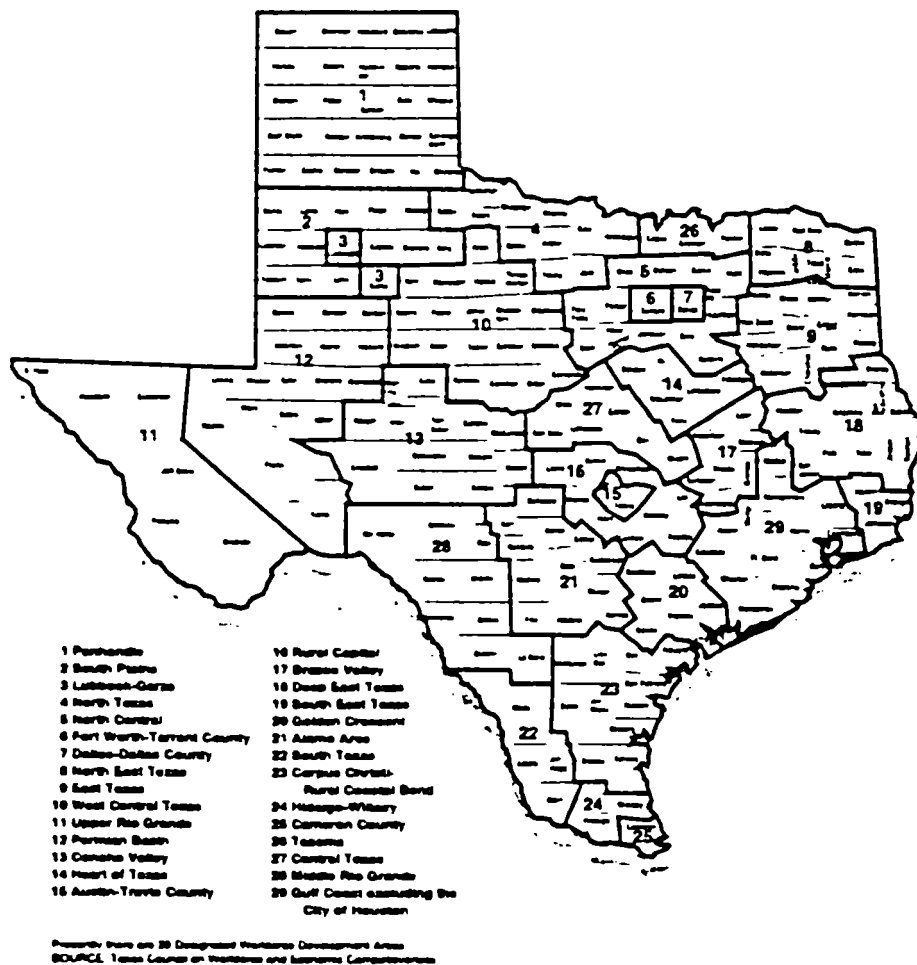
Key Steps to Forming Local Boards

Several steps are involved in establishing the local governance and management structure needed to satisfy legal requirements and create a framework for an effective local service delivery system.

The initial steps depend on action at the state level. First, the governor must officially divide the state into local workforce development areas and the Texas Council on Workforce and Economic Competitiveness (TCWEC) must develop specific criteria governing the formation of local boards. The governor must approve or modify these criteria; TWC then will develop necessary rules for establishing local boards consistent with the approved criteria. The Governor's Office already has designated 29 local workforce areas throughout the state, and rules for creating local boards are being developed by TWC according to the specifications of H.B. 1863 (Exhibit 3).

With these tasks accomplished, local officials involved in board formation can proceed with the four major steps required by state law: con-

Exhibit 3
Designated Local Workforce Development Areas



such as local education and economic development efforts. For example, appointing members of local education boards to the workforce board should help forge working relationships with education-related systems. Appointing leading employers and those in the forefront of local economic development efforts would provide a much stronger link to quality jobs.

Applying for State Certification

Under current state law, local boards must meet JTPA requirements regarding the composition of their membership and the process by which individuals are nominated and appointed. To this end, the governor must review the composition of each board as well as the local selection process and certify that federal rules and established state criteria have been followed. Since local officials must already comply with these same federal rules in appointing private industry councils for their JTPA programs, incorporating them in state law does not represent any new limits on local authority.

The governor's certification of local boards is simply a compliance-oriented step mirroring

provisions in federal law designed to ensure that the composition of the local board and the process used to select its members meet federal and state requirements. If the requirements of the law have been met, the governor *must* certify the local board. This certification should not be seen as an opportunity for the state to second-guess elected officials regarding individual appointments or to add onerous requirements unrelated to board functions and responsibilities.

H.B. 1863 shifted responsibility for the state certification process from TCWEC to TWC. TCWEC will retain responsibility for developing state criteria for forming local boards, but TWC develops the rules guiding the process. TWC will review local applications and make recommendations for certification to the governor. As noted above, H.B. 1863 ended TCWEC's status as an independent state agency on August 31, 1995, and so its rules for board certification are no longer valid.

TCWEC has finalized its criteria for local board certification and TWC has published draft rules. While TWC may simply adopt TCWEC's old rules, it should use this opportunity to sim-

Guaranteeing Independent Decision-making

Two key provisions in the state's new workforce laws are designed to guarantee the independence and objectivity of local workforce boards. One requires that the new boards maintain staff separate from and independent of any workforce program operating in the local area. The second prohibits local boards from providing workforce services directly to businesses or residents.

Together, these provisions should guarantee local boards the independence and objectivity needed to carry out their primary responsibilities—strategic planning, contracting, oversight and evaluation—and to function much like corporate boards of directors, above the day-to-day administrative and operational details of any single workforce program. With a broader vantage point, local boards will be better positioned to assess workforce needs, set priorities, identify resources and build local workforce systems that truly respond to local labor market needs. Moreover, the effective decentralization of decision-making should set the stage for breaking local dependence on any single federal or state funding source and shift the focus of local workforce programs from compliance to client service.

Meeting these provisions will require substantial changes in the way Texas job training and employment programs currently operate. Elected officials will have to make important choices in delineating local authority, roles and responsibilities, especially in those cases where the staff of a single administrative entity has been providing support to the private industry council, managing the local program and also delivering services directly to clients.

State law allows local elected officials to seek waivers of both provisions. Language in these laws and a subsequent letter clarifying legislative intent make it clear, however, that such waivers should be granted only in cases where local service capacity prevents effective implementation.³ Waivers offer only a temporary accommodation for special circumstances in some rural areas where no viable alternatives can be found.

The Comptroller recommends that such waivers be kept to an absolute minimum.

managing workforce block grants—in particular the liability for disallowed costs—be shared among the participating units of local government?

- *Workforce board appointments.* What will be the initial size of the local board? How will appointments to the board be apportioned among member governments? What will be the local process for nominating and selecting board members? How long will terms of appointment run? How will a chair and other officers be selected? Under what circumstances and how will board members be removed? How will vacancies be filled? What will be the process, if any, for changing the size of the board?
- *Local roles and relationships.* How will local governance and management responsibilities be shared between the elected officials and the local board? Which entity will receive workforce block grants? Who will be responsible for planning, contracting, overseeing and evaluating the local system and the services it provides?
- *Accommodating change.* What procedures will be used for reviewing and amending the interlocal agreement? For adding a new member government, or handling the withdrawal of a member? Under what conditions and how may the agreement be amended or terminated?

Local elected officials should take the initiative.

Appointing the Local Workforce Board

The third step in the local process involves the nomination and appointment of board members. Until federal law changes, local workforce boards also must function as private industry councils for JTPA programs, so their composition and the process by which members are nominated and appointed must meet JTPA provisions. State law simply adopts federal JTPA requirements as the criteria for local workforce boards.²

While the requirements are fairly straightforward, fulfilling them will require care. Difficulties can be avoided if local officials recognize the critical importance of the nominations and appointments process and become actively involved. From the beginning, they must clearly and consistently communicate their vision of the

new workforce system and what it can accomplish, the role of the local workforce board, the community leaders they want as board members and their concerns with potential conflicts of interest.

The first potential problem in the appointment process lies in the prescribed categories of membership—business, labor, community-based organizations, educational institutions and state agencies offering workforce or related services. Inherent in this mix is the risk of local boards being dominated by service providers. While they may not constitute a majority of the membership, provider groups will have a clear advantage over other members due to their knowledge of local programs and how government works. The involvement of local service providers is important, but care must be taken to prevent their participation from evolving into *control* either of the board or the local workforce system.

Furthermore, given the board's planning and resource allocation responsibilities, conflicts of interest are likely for some appointees, particularly those who represent local education and community-based organizations that provide workforce services funded from sources under the board's discretion. Representatives of these organizations have obvious special interests, particularly with regard to decisions affecting services and funding, which provide a strong motivation to influence decision-making in their favor. Appointing representatives of local service providers as ex-officio, non-voting members of the local board could offer a mechanism for limiting their influence; this option should be aggressively pursued, with application for any necessary waivers of federal regulations.

Local elected officials should take the initiative and manage the nominations process. Early on they should formally communicate their vision of the new system, the role the workforce board will play and the caliber of people they want as members. This information, along with a profile of the ideal board member, should go to all interested organizations as an official solicitation of nominations as part of a concerted effort to appoint the best board possible for the area.

Appointments to the local workforce board represent the most important decision elected officials will make in creating area workforce systems. At the same time, the appointments process offers a unique opportunity to better link workforce development with related activities

proach, planning for the career centers needs to start before the local board is officially certified.

The second key element is initial funding for local boards and staff. Once the workforce system is fully operational, funding for the local board and its staff will be included as part of the plan for the local area.

Funding to create the new board, support its activities during the transition and underwrite the development of local career development centers is another matter, however. Immediate support can come from shifting resources formerly used to support local private industry councils and other advisory bodies whose duties are now assumed by the new workforce board.

The state has responded to this local need for funds in a couple of ways. First, soon after S.B. 642 passed in 1993, TCWEC earmarked \$400,000 for planning grants to support the formation of local workforce boards. Second, TCWEC competed for and won a \$6.7 million federal grant to promote the implementation of various one-stop approaches to service delivery in Texas. This money provided additional funding to areas with previous planning grants and funded other areas moving to the one-stop approach without local boards.

Clearly, however, more funding is needed to get the new system off the ground. Every local area will be challenged to piece together funding

from other sources to make an effective transition. The state must identify discretionary funding for board formation, planning and implementation of the workforce system envisioned in the law. JTPA resources and the governor's Wagner-Peyser funds available to the state are primary sources of support. The state also must work closely with local officials to secure the necessary waivers so that other federal and state resources can be made available to local areas during the transition period.

¹ Letter from Joe Thrash, assistant attorney general, Texas Attorney General's Office, to Cynthia Mugerauer, executive director, Texas Council on Workforce and Economic Competitiveness, September 14, 1995.

² JTPA requires that a majority of private industry council members represent the private sector; at least 15 percent of the members must be representatives of organized labor and community-based organizations; and education, employment and public assistance agencies serving the local area also must be included.

³ Texas S.B. 642, 73rd Leg., Reg. Sess. (1993); Texas H.B. 1863, 74th Leg., Reg. Sess. (1995); and letter from Texas Senator Rodney Ellis to Tom Frost, chairman of the Texas Council on Workforce and Economic Competitiveness, September 8, 1994.

***More funding
is needed to
get the new
system off
the ground.***

plify the application process and focus on gathering the information necessary to carry out a state review to ensure that local boards' composition and the process used to nominate and appoint members meet federal and state requirements. Early indications are that both TCWEC and TWC are moving toward a much more streamlined process.

Developing the Local Partnership Agreement

✱ Once an area's local board is established and certified, the next step should be to develop a formal partnership agreement differentiating the roles and responsibilities of the new board from those of local elected officials. This document should spell out how local authority for governing and managing the area's workforce system will be shared. The provisions of this agreement will draw heavily on decisions reached earlier in the preparation of the interlocal agreement, especially those related to the board's roles and responsibilities.

Basic issues that must be addressed in this partnership agreement include:

- *Purpose.* What is the participants' vision for the new local workforce system? What can the new system be expected to achieve? What role should the local board play in achieving local expectations? What is the purpose of the partnership agreement?
- *Delineation of authority, roles and responsibilities.* What is the role of the local board relative to local elected officials? How will the major governance and management functions of policy development, planning, contracting, oversight and evaluation be shared between elected officials and the board? In what areas will the chief elected officials have final decision-making authority? In what areas will the board make final decisions? Where will authority be jointly shared between the two? These questions need to be answered in regard to:
 - determining the structure of the local service delivery system.
 - selecting the grant recipient and administrative entity for the workforce funds block-granted to the area and determining their respective duties and responsibilities.

- determining how the local workforce plan will be developed.
- establishing the local process for reviewing and approving the local workforce plan and submitting it to the state.
- determining how the contracting, oversight and evaluation functions will be carried out.
- establishing a process for developing a budget and approving funding for the local workforce board and its independent staff.

- *Accommodating change.* What will be the process for reviewing or amending the agreement? Under what conditions and how might it be terminated?

Moving to the New System

✱ Once the partnership agreement has been signed, the local workforce board can officially begin work. The board will face a number of immediate tasks. These include hiring executive and other professional staff and addressing organizational issues such as selecting board officers (if not specified in the interlocal agreement), developing by-laws, determining the committee structure and specifying voting procedures.

Next comes the important task of developing a plan for transferring the governance and managerial responsibilities of current job training and employment programs to the new board. Two key elements must be taken into consideration in planning this transition. The first relates to timing.

✱ The transfer of functions must be timed to minimize the disruption of services currently provided by the programs being consolidated; therefore, the board must decide early on when their planning decisions will first affect local program operations. It is likely that local planning for the new system will be separate but parallel with current program operations for some period to achieve a smooth and effective transition. The implementation of the new system must be carefully orchestrated with the cycles of the system's major funding sources. Another timing consideration is a legislative requirement that local career development centers be operational within 180 days of a local board's certification by the governor. Given the magnitude of the changes required to shift to the one-stop ap-

§ 2308.206GOVERNMENT CODE
Title 10**Historical and Statutory Notes****Prior Laws:**

Acts 1993, 73rd Leg., ch. 668, § 6.02.
 Vernon's Ann.Civ.St. art. 5190.7a, § 6.02.

[Sections 2308.207 to 2308.250 reserved for expansion]

**SUBCHAPTER F. CREATION AND ADMINISTRATION OF LOCAL
 WORKFORCE DEVELOPMENT AREAS AND LOCAL
 WORKFORCE DEVELOPMENT BOARDS**

§ 2308.251. Definition

See also italicized material following text of this section

In this subchapter, "board" means a local workforce development board.
 Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes**Prior Laws:**

Acts 1993, 73rd Leg., ch. 668, § 4.01.
 Vernon's Ann.Civ.St. art. 5190.7a, § 4.01.

§ 2308.252. Designation of Workforce Development Areas

(a) The governor shall, after receiving the recommendations of the council, publish a proposed designation of local workforce development areas for the planning and delivery of workforce development.

(b) A local workforce development area:

(1) is composed of more than one contiguous unit of general local government that includes at least one county;

(2) is consistent with either a local labor market area, a metropolitan statistical area, one of the 24 substate planning areas, or one of the 10 uniform state service regions; and

(3) is of a size sufficient to have the administrative resources necessary to provide for the effective planning, management, and delivery of workforce development.

(c) Units of general local government, business and labor organizations, and other affected persons and organizations must be given an opportunity to comment on and request revisions to the proposed designation of a workforce development area.

(d) After considering all comments and requests for changes, the governor shall make the final designation of workforce development areas.

(e) The governor may redesignate workforce development areas not more than once every two years. A redesignation must be made not later than four months before the beginning of a program year.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 3.01.
Vernon's Ann.Civ.St. art. 5190.7a, § 3.01.

§ 2308.253. Creation of Local Workforce Development Boards

See also italicized material following text of this section

(a) The chief elected officials in a workforce development area may form, in accordance with rules established by the council, a local workforce development board to:

- (1) plan and oversee the delivery of workforce training and services; and
- (2) evaluate workforce development in the workforce development area.

(b) The chief elected officials shall consider the views of all affected local organizations, including private industry councils and quality workforce planning committees, before making a final decision on the formation of a board.

(c) An agreement on the formation of a board must be in writing and must include:

- (1) the purpose for the agreement;
- (2) the process to be used to select the chief elected official who will act on behalf of the other chief elected officials;
- (3) the initial size of the board;
- (4) the process, consistent with applicable federal and state law, for the appointment of the board members; and
- (5) the terms of office of the board members.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 655, § 11.22

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 11.22 of Acts 1995, 74th Leg., ch. 655 amends § 4.01 of Vernon's Ann.Civ.St. art. 5190.7a [now this section and 2308.254] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so amended, § 4.01 reads:

"Creation of Local Workforce Development Boards. (a) The chief elected officials in a workforce development area designated by the governor under Section 3.01 of this Act may form, in accordance with rules established by the Texas Workforce Commission, a local workforce development board to plan and oversee the delivery of all workforce training and services programs and evaluate all workforce development

programs in the workforce development area. The authority granted under this subsection does not give a local workforce development board any direct authority or control over workforce funds and programs in its workforce development area, other than programs funded through that board.

"(b) Before a local workforce development board may be created, at least three-fourths of the chief elected officials in the workforce development area who represent units of general local government must agree to the creation of the board, including all of the chief elected officials who represent units of general local government having populations of at least 200,000. The elected officials agreeing to the creation of the board must represent at least 75 percent of the population of the workforce development area.

"(c) On agreement regarding the formation of a local workforce development board, the chief elected officials shall reduce the agreement to writing. The local government agreement shall include:

- "(1) the purpose for the agreement;
- "(2) the process that will be used to select the chief elected official who will act on behalf of the other chief elected officials;
- "(3) the process that will be followed to keep those chief elected officials informed regarding local workforce development activities;
- "(4) the initial size of the local workforce development board;
- "(5) how resources allocated to the local workforce development area will be shared among the parties to the agreement;
- "(6) the process to be used to appoint the board members, which must be consistent with applicable federal and state laws; and
- "(7) the terms of office of the members of the board.

"(d) The chief elected officials shall consider the views of all affected local organizations, including private industry councils and quality workforce planning committees, before making a final decision regarding the formation of a local workforce development board.

"(e) None of the powers and duties granted a workforce development board under this Act may be exercised in a workforce development area until the chief elected officials in that area reach an agreement providing for the establishment of a local workforce development board as provided by Subsection (b) of this section and the board is certified by the governor.

"(f) A private industry council in an area in which a local workforce development board is not created or in which the chief elective officers are unable to negotiate the establishment of a local workforce development board may not exercise any of the powers granted a local workforce development board by this Act, except for a power granted under the Job Training Partnership Act (29 U.S.C. Section 1501 et seq.).

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"(g) A member or former member of a local workforce development board may not be held personally liable for any claim, damage, loss, or repayment obligation of federal or state funds that arises from this Act unless the act or omission that causes the claim, damage, loss, or repayment obligation constitutes official misconduct on the part of the board member, wilful disregard of the requirements of this Act on the part of the board member, or gross negligence on the part of the board member."

"(h) In a state planning area in which there is more than one local workforce development area, the quality workforce planning committee of that state planning area shall continue in existence to provide labor market information for the entire area until local workforce development boards are certified in each workforce development area in the state planning area."

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.01.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.01.

§ 2308.254. Limitation on Exercise of Board Powers

(a) A power or duty granted a board under this chapter may not be exercised in a workforce development area until:

- (1) the chief elected officials in that area agree on the establishment of a board; and
- (2) the board is certified by the governor.

(b) A private industry council in an area in which a board is not created or in which the chief elective officers are unable to agree on the establishment of a board may not exercise any of the powers granted a board by this chapter, except for a power granted under the federal Job Training Partnership Act (29 U.S.C. Section 1501 et seq.).

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 655, § 11.22

See italicized note following V.T.C.A., Government Code § 2308.253.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.01.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.01.

§ 2308.255. Appointment of Board

(a) The chief elected officials shall appoint the board.

(b) The appointments must:

- (1) be consistent with the local government agreement and applicable federal and state law; and

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(2) reflect the ethnic and geographic diversity of the workforce development area.

(c) To provide continuity, the chief elected officials shall consider appointing persons to the local workforce development board who are serving or who have served previously on a private industry council, a quality workforce planning committee, a job service employer committee, and any other entity affected by this chapter.

(d) Board members serve fixed and staggered terms as provided by the local government agreement or applicable federal or state law and may continue to serve until successors are appointed.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.02.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.02.

§ 2308.256. Board Membership

(a) A board is composed as follows:

(1) representatives of the private sector, who:

(A) constitute a majority of the membership of the board; and

(B) are owners of business concerns, chief executives or chief operating officers of nongovernmental employers, or other private sector executives who have substantial management or policy responsibilities;

(2) representatives of organized labor and community-based organizations, who constitute not less than 15 percent of the membership of the board; and

(3) representatives of each of the following:

(A) educational agencies, including secondary and postsecondary practitioners representing vocational education, that are representative of all educational agencies in the service delivery area;

(B) vocational rehabilitation agencies;

(C) public assistance agencies;

(D) economic development agencies;

(E) the public employment service;

(F) local literacy councils; and

(G) adult basic and continuing education organizations.

(b) Private sector representatives on the board are selected from individuals nominated by general-purpose business organizations that have consulted with and received recommendations from other business organizations in the workforce development area. The number of the nominations may not be less than 150 percent of the number of individuals to be appointed under Subsection (a)(1). The nominations and the individuals selected from the nominations must reasonably represent the industrial and demographic composition of the

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business community. Not less than one-half of the business and industry representatives must be, if possible, representatives of small businesses, including minority businesses.

(c) The education representatives on the board are selected from individuals nominated by regional or local educational agencies, vocational education institutions, institutions of higher education, including entities offering adult education, and general organizations of the institutions within the workforce development area.

(d) The labor representatives on the board are selected from individuals recommended by recognized state and local labor federations. If a state or local labor federation does not nominate a number of individuals sufficient to meet the labor representation requirements of Subsection (a)(2), individual workers may be included on the council to complete the labor representation.

(e) The remaining members of the board are selected from individuals recommended by interested organizations.

(f) In this section:

(1) "General-purpose business organization" means an organization that admits for membership any for-profit business operating within the workforce development area.

(2) "Small business" means a private, for-profit enterprise that employs not more than 500 employees.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.02.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.02.

§ 2308.257. Recusal

A member of a board shall avoid the appearance of conflict of interest by not voting in a vote of the board that directly affects the funding of the member's organization or of any organization the member represents.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.02(i).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.02(i).

§ 2308.258. Presiding Officer

The presiding officer of a board is selected from the members of the board who represent the private sector.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

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Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.02(b).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.02(b).

§ 2308.259. Board Committees

A board may create committees as needed to carry out its duties and responsibilities.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.02(h).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.02(h).

§ 2308.260. Technical Advisory Groups

A board may create technical advisory groups composed of both council and noncouncil members to provide assistance to the board.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.02(h).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.02(h).

§ 2308.261. Certification of Board

(a) The governor shall certify a board on determining that the board's composition is consistent with applicable federal and state law and requirements and meets established state criteria.

(b) The governor shall certify or deny certification not later than the 30th day after the date a certification request is submitted to the governor.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.03.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.03.

§ 2308.262. Budget

See also italicized material following text of this section

A board shall adopt a budget for the board that must be included in the local workforce development plan submitted to the council.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., Ch. 655, § 11.26

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 11.26 of Acts 1995, 74th Leg., ch. 655 amends § 4.08(a) of Vernon's Ann.Civ.St. art. 5190.7a [now this section] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so amended, § 4.08(a) reads:

"A board shall establish a budget for the board that must be included in the local workforce development plan submitted to the division. A board may employ professional, technical, and support staff as necessary to carry out its planning, oversight, and evaluation functions. A board's staff shall be separate from and independent of any organization providing workforce education or workforce training and services in the workforce development area."

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.08(a).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.08(a).

§ 2308.263. Approval of Fiscal Agent

(a) The administering state agency must approve the fiscal agent selected by a board before any federal or state workforce development funds may be disbursed to the board.

(b) The agency shall base its approval on an audit of the financial capability of the fiscal agent to ensure that fiscal controls and fund accounting procedures necessary to guarantee the proper disbursement of and accounting for federal and state funds are in place.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.09.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.09.

§ 2308.264. Contracting for Service Delivery

(a) A board may not directly provide workforce training and services.

(b) A board may request from the council a waiver of Subsection (a).

(c) The request for a waiver must include a detailed justification based on the lack of an existing qualified alternative for delivery of workforce training and services in the workforce development area.

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(d) If a board receives a waiver to provide workforce training and services, the evaluation of results and outcomes is provided by the council.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.10.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.10.

§ 2308.265. Incentives and Waivers

(a) A board certified by the governor is eligible for incentives and program waivers to promote and support integrated planning and evaluation of workforce development.

(b) To the extent feasible under federal and state workforce development law, incentives include priority for discretionary funding, including financial incentives for the consolidation of service delivery areas authorized under the federal Job Training Partnership Act (29 U.S.C. Section 1501 et seq.).

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.11.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.11.

§ 2308.266. Nonprofit Status; Ability to Solicit Funds

(a) A board may apply for and receive a charter as a private, nonprofit corporation under the laws of this state and may choose to be recognized as a Section 501(c)(3) organization under the Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)).

(b) In addition to receiving funds specified in this chapter, a board may solicit additional funds from other public and private sources.

(c) A board may not solicit or accept money from an entity with which the board contracts for the delivery of services.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.14.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.14.

§ 2308.267. Staff

(a) A board may employ professional, technical, and support staff to carry out its strategic planning, oversight, and evaluation functions.

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(b) A board's staff shall be separate from and independent of any organization providing workforce education or workforce training and services in the workforce development area.

(c) The requirement for separate staffing does not preclude a board from designating a qualified organization to provide staff services to the board if the board:

(1) arranges for independent evaluation of any other workforce services provided by the staffing organization; and

(2) requests and obtains from the council a waiver of the separate staffing requirement.

(d) A request for a waiver under Subsection (c)(2) must contain a detailed justification for the waiver, including:

(1) cost-effectiveness;

(2) prior experience;

(3) geographic or budgetary considerations; and

(4) availability of qualified applicants.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.08.

Vernon's Ann.Civ.St. art. 5190.7a, § 4.08.

§ 2308.268. Assistance and Sanctions for Nonperformance

(a) The council shall provide technical assistance to local workforce development areas that do not meet performance standards established under this chapter and other applicable federal and state law.

(b) If a local workforce development area does not meet performance standards for two consecutive program years, the council shall develop and impose a reorganization plan that may include:

(1) restructuring the board;

(2) prohibiting the use of designated service providers, including state agencies; and

(3) merging the local workforce development area with another area.

(c) If nonperformance is directly attributable to a specific state agency, the council may select an alternative provider.

(d) A local workforce development area that is the subject of a reorganization plan may appeal to the governor to rescind or revise the plan not later than the 30th day after the date of receiving notice of the plan.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

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Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.12.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.12.

§ 2308.269. Sanctions for Lack of Fiscal Accountability

If, as a result of financial and compliance audits or for another reason, the administering state agency finds a substantial violation of a specific provision of this chapter or another federal or state law or regulation and corrective action has not been taken, the council shall:

- (1) issue a notice of intent to revoke all or part of the affected local plan;
- (2) issue a notice of intent to cease immediately reimbursement of local program costs; or
- (3) impose a reorganization plan under Section 2308.268 for the local workforce development area.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.13.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.13.

[Sections 2308.270 to 2308.300 reserved for expansion]

SUBCHAPTER G. RESPONSIBILITIES AND DUTIES OF LOCAL WORKFORCE DEVELOPMENT BOARDS

§ 2308.301. Definition

In this subchapter, "board" means a local workforce development board.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 5.01.
Vernon's Ann.Civ.St. art. 5190.7a, § 5.01.

§ 2308.302. Responsibility of Board

(a) A board is directly responsible and accountable to the council for the planning and oversight of all workforce training and services in the workforce development area. A board shall ensure effective outcomes consistent with statewide goals, objectives, and performance standards approved by the governor.

(b) A board is directly responsible to the administering state agency.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 655, § 11.23

See italicized note following V.T.C.A., Government Code § 2308.106.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.04(a).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.04(a).

§ 2308.303. Board Duties

(a) A board shall:

(1) serve as a single point of contact for local businesses to communicate their skill needs and to influence the direction of all workforce development programs in the workforce development area;

(2) develop a local plan to address the workforce development needs of the workforce development area that:

(A) is responsive to the goals, objectives, and performance standards established by the governor;

(B) targets services to meet local needs, including the identification of industries and employers likely to employ workers who complete job training programs; and

(C) ensures that the workforce development system, including the educational system, has the flexibility to meet the needs of local businesses;

(3) designate the board or another entity as the board's fiscal agent to be responsible and accountable for the management of all workforce development funds available to the board;

(4) create local workforce development centers under Section 2308.312;

(5) review plans for workforce education to ensure that the plans address the needs of local businesses and recommend appropriate changes in the delivery of education services;

(6) assume the functions and responsibilities of local workforce development advisory boards, councils, and committees authorized by federal or state law, including private industry councils, quality workforce planning committees, job service employer committees, and local general vocational program advisory committees;

(7) monitor and evaluate the effectiveness of the workforce development centers, state agencies and other contractors providing workforce training and services, and vocational and technical education programs operated by local education agencies and institutions of higher education to ensure that performance is consistent with state and local goals and objectives;

(8) promote cooperation and coordination among public organizations, community organizations, and private businesses providing workforce development; and

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(9) review applications for consistency with rules developed by the Texas Department of Commerce for funds under the smart jobs fund program under Subchapter J, Chapter 481.¹

(b) In performing its duties under Subsection (a)(9), a board may provide to the department relevant labor market information and information regarding the availability of existing workforce development.

(c) A provider must respond to a change recommended by a board under Subsection (a)(5) not later than the 30th day after the date the provider receives the recommendation.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

¹ V.T.C.A., Government Code § 481.151 et seq.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.04(c) to (e).

Vernon's Ann.Civ.St. art. 5190.7a, § 4.04(c) to (e).

§ 2308.304. Local Plan

See also italicized material following text of this section

(a) A board shall adopt a single plan for the delivery of all workforce training and services in the board's service area under the following:

- (1) Chapter 301, Labor Code;
- (2) postsecondary vocational and technical job training programs that are not part of approved courses or programs that lead to licensing, certification, or an associate degree under Chapters 61, 108, 130, and 135, or Subchapter E, Chapter 88, Education Code;
- (3) adult education programs under Section 11.18, Education Code;
- (4) apprenticeship programs under Chapter 33, Education Code;
- (5) the trade adjustment assistance program under Part 2, Subchapter II, Trade Act of 1974 (19 U.S.C. Section 2271 et seq.);
- (6) the senior citizens employment program under Chapter 101, Human Resources Code;
- (7) Subtitle A, Title 4, Labor Code;
- (8) literacy funds available to the state under the National Literacy Act of 1991 (20 U.S.C. Section 1201 et seq.);
- (9) the National and Community Service Act of 1990 (42 U.S.C. Section 12501 et seq.);
- (10) the job opportunities and basic skills program under Part F, Subchapter IV, Social Security Act (42 U.S.C. Section 682); and
- (11) the food stamp employment and training program authorized under 7 U.S.C. Section 2015(d).

(b) A local plan must identify:

- (1) goals, objectives, and performance measures;
- (2) the people and groups to be served;
- (3) the types of services to be provided;
- (4) the service providers; and
- (5) the structure of the delivery system.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 260, § 54

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 54 of Acts 1995, 74th Leg., ch. 260 amends § 4.05(a) of Vernon's Ann.Civ.St. art. 5190.7a [now this section] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so amended, § 4.05(a) reads:

"A local workforce development board shall develop a single plan for the delivery of all workforce training and services in the board's service area under the following programs:

"(1) the Texas Job-Training Partnership Act, Chapter 301, Labor Code ;

"(2) postsecondary career and technology job training programs that are not part of approved courses or programs that lead to licensing, certification, or an associate degree under Chapters 61, 108, 130, and 135, and Subchapter E, Chapter 88, Education Code;

"(3) adult education programs under Subchapter H, Chapter 29 , Education Code;

"(4) apprenticeship programs under Chapter 133, Education Code;

"(5) the trade adjustment assistance program under Part 2, Subchapter II, Trade Act of 1974 (19 U.S.C. Section 2271 et seq.);

"(6) the senior citizens employment program under Chapter 101, Human Resources Code;

"(7) the Texas Unemployment Compensation Act, Subtitle A, Title 4, Labor Code;

"(8) literacy funds available to the state under the National Literacy Act of 1991 (Pub. L. 102-73 et seq.);

"(9) the National and Community Service Act of 1990 (42 U.S.C. Section 12501 et seq.);

"(10) the job opportunities and basic skills program under Part F, Subchapter IV, Social Security Act (42 U.S.C. Section 682); and

"(11) the food stamp employment and training program authorized under 7 U.S.C. Section 2015(d)."

Amendment by Acts 1995, 74th Leg., Ch. 655, § 11.24

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 11.24 of Acts 1995, 74th Leg., ch. 655 amends § 4.05 of Vernon's Ann.Civ.St. art. 5190.7a [now this section] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so amended, § 4.05 reads:

"Local Plan. (a) A local workforce development board shall develop a single plan that includes the components specified in this section.

"(b) The plan must include a strategic component that:

"(1) assesses the labor market needs of the local workforce development area;

"(2) identifies existing workforce development programs;

"(3) evaluates the effectiveness of existing programs and services; and

"(4) sets broad goals and objectives for all workforce development programs in the local area consistent with statewide goals, objectives, and performance standards.

"(c) The plan must include an operational component that specifies how all of the resources available to the local workforce development area from the Texas Workforce Commission will be used to achieve the goals and objectives of the plan for the area. At a minimum, this component must establish:

"(1) the goals, objectives, and performance measures to be used in overseeing and evaluating the operation of all workforce training and services;

"(2) the segments of the population targeted for various services;

"(3) the mix of services to be provided and how they are to be provided; and

"(4) the structure of the local service delivery system.

"(d) Program resources included in the operational component are those under:

"(1) job training programs funded under the Job-Training Partnership Act (29 U.S.C. Section 1501 et seq.);

"(2) postsecondary vocational and technical job training programs that are not part of approved courses or programs that lead to licensing,

certification, or an associate degree under Chapters 61, 108, 130, and 135, and Subchapter E, Chapter 88, Education Code;

"(3) adult education programs under Section 11.18, Education Code;

"(4) employment services programs;

"(5) literacy funds available to the state under the National Literacy Act of 1991 (Pub. L. 102-73 et seq.);

"(6) the job opportunities and basic skills program under Part F, Subchapter IV, Social Security Act (42 U.S.C. Section 682); and

"(7) the food stamp employment and training program authorized under 7 U.S.C. Section 2015(d)."

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.05.

Vernon's Ann.Civ.St. art. 5190.7a, § 4.05.

§ 2308.305. Labor Market Information System

See also italicized material following text of this section

A board, in conjunction with the council, shall establish and operate an automated, interactive labor market information system to identify, by occupation, the labor demand by employers in each workforce development area.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 655, § 11.25

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 11.25 of Acts 1995, 74th Leg., ch. 655 amends § 4.06(a) and (f) of Vernon's Ann.Civ.St. art. 5190.7a [now this section and section 2308.308] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so amended, § 4.06(a) and (f) read:

"(a) A board shall review, verify, modify, and use local labor market information developed through the state's labor market information system to identify occupation-specific labor demand in each workforce development area."

"(f) A public community college shall promptly provide workforce training and services that are requested:

"(1) by the workforce development board based on the labor market information system available for the area;

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"(2) by employers located in the college's taxing district when the request is presented directly to the college by the employers or through the workforce development board; or

"(3) as part of an economic development incentive package designed to attract or retain an employer, including a package offered under the smart jobs fund program under Subchapter J, Chapter 481, Government Code."

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.06(a).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.06(a).

§ 2308.306. Report

A board shall periodically provide a report summarizing by occupation the labor demand to:

- (1) each public postsecondary institution providing vocational and technical education; and
- (2) each entity under contract to the board to provide workforce training and services in a workforce development area.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.06(b).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.06(b).

§ 2308.307. Filling Educational Needs

(a) If a need in the availability of workforce education is indicated by the labor market information system provided by the board, by a direct request of employers located in the workforce area, or as the result of economic development incentives designed to attract or retain an employer, an institution may apply to the Texas Higher Education Coordinating Board for approval to offer the needed workforce education.

(b) An institution that desires to provide the needed workforce education must apply to the coordinating board not later than the 30th day after the date the need is identified.

(c) The coordinating board shall give immediate priority to the institution's application and shall notify the institution of the board's approval or disapproval not later than the 100th day after the date the application is received.

(d) If more than one institution in a workforce development area applies to provide the needed workforce education, the coordinating board shall select one or more institutions to offer the needed education as provided by Section 61.051, Education Code.

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(e) If an institution approved by the coordinating board does not offer the approved workforce education in a timely manner, a board may solicit another qualified provider to apply to the coordinating board to provide needed education to be funded through state-appropriated formula funds.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws: Acts 1993, 73rd Leg., ch. 668, § 4.06(c) to (f). Vernon's Ann.Civ.St. art. 5190.7a, § 4.06(c) to (f).

§ 2308.308. Public Community College

A public community college shall promptly provide workforce training and services that are requested:

(1) by a board if the need for the training and services is based on the board's labor market information system for the board's area;

(2) by employers located in the college's taxing district when the request is presented directly to the college by the employers or through the board; or

(3) as part of economic development incentives designed to attract or retain an employer, including incentives offered under the smart jobs fund program under Subchapter J, Chapter 481.¹

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

¹ V.T.C.A., Government Code § 481.151 et seq.

Amendment by Acts 1995, 74th Leg., ch. 655, § 11.25

See italicized note following V.T.C.A., Government Code § 2308.305.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.06(f).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.06(f).

§ 2308.309. Institution of Higher Education

(a) An institution of higher education that has local taxing authority and is governed by a locally elected board of trustees is the primary provider of local workforce training and services that are needed by an employer within the taxing district and funded fully or in part by local funds, except in Cameron, McLennan, and Potter counties, or by technical vocational funds administered by the Texas Higher Education Coordinating Board.

(b) A board shall select another qualified local or statewide provider if the local institution does not promptly provide locally needed workforce training and services.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

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Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.06(g).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.06(g).

§ 2308.310. Certain Educational Services Not Prohibited

This subchapter does not prohibit an institution of higher education from offering workforce education or workforce training and services that:

- (1) are needed by an employer located in the institution's taxing district and that meet all applicable standards; or
- (2) have been approved under applicable law and that are reviewed by the Texas Higher Education Coordinating Board.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.06(h).
Vernon's Ann.Civ.St. art. 5190.7a, § 4.06(h).

§ 2308.311. List of Publicly Funded Programs and Classes

See also italicized material following text of this section

(a) Each local education agency and public or private postsecondary educational institution shall provide the board in its area a list of all vocational-technical programs and classes the agency or institution offers that are funded by state or federal funds.

(b) A board, with the assistance of the labor demand occupation report, shall evaluate the supply of vocational-technical programs in relation to the demand for the programs and report any discrepancies between supply and demand to the appropriate educational institution, the Central Education Agency, the Texas Higher Education Coordinating Board, the council, and the Legislative Budget Board.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 4.07.
Vernon's Ann.Civ.St. art. 5190.7a, § 4.07.

§ 2308.312. Workforce Development Centers

See also italicized material following text of this section

(a) A board shall establish workforce development centers accessible to students, workers, and employers throughout the workforce development area.

The board shall establish the centers not later than the 180th day after the date the board is certified.

(b) Each center shall provide information and services available in the workforce development area and shall address the individual needs of students, workers, and employers.

(c) The services available at a center must include:

(1) labor market information, including:

(A) skills available in the workforce area;

(B) job openings; and

(C) education, training, and employment opportunities in the local area, in the state, and, as feasible, in the nation;

(2) uniform eligibility requirements and application procedures for all workforce development;

(3) independent assessment of individual needs and the development of an individual service strategy;

(4) centralized and continuous case management and counseling;

(5) individual referral for services, including basic education, classroom skills training, on-the-job training, and customized training; and

(6) support services, including child care assistance, loans, and other forms of financial assistance required to participate in and complete training.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 611, § 1

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 1 of Acts 1995, 74th Leg., ch. 611 amends § 5.01 of Vernon's Ann.Civ.St. art. 5190.7a [now this section] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so amended, § 5.01 reads:

"Workforce Development Centers. A local workforce development board shall establish workforce development centers accessible to students, workers, persons formerly sentenced to the institutional division or the state jail division of the Texas Department of Criminal Justice, and employers throughout the workforce development area. Each center shall provide access to information and services available in the workforce development area and shall address the individual needs of students, workers, persons formerly sentenced to the institutional division or state jail division, and employers. The services available at a center shall be tailored to meet individual needs and shall include the following:

"(1) labor market information, including the skills of the area workforce, available job openings, and the education, training, and employment opportunities in the local area, in the state, and as feasible, in the nation;

"(2) common intake and eligibility determination for all workforce development programs and services;

"(3) independent assessment of individual needs and the development of an individual service strategy;

"(4) centralized and continuous case management and counseling;

"(5) individual referral for services including basic education, classroom skills training, on-the-job training, and customized training;

"(6) supportive services, including child care, loans, and other forms of financial assistance required to participate in and complete training; and

"(7) job training and employment assistance for persons formerly sentenced to the institutional division or the state jail division, provided in cooperation with Project Rio."

Amendment by Acts 1995, 74th Leg., Ch. 655, § 11.27

Section 1.02(a) of Acts 1995, 74th Leg., ch. 76 provides, in part, that the "repeal of a statute by this Act does not affect an amendment, revision, or reenactment of the statute by the 74th Legislature, Regular Session, 1995. The amendment, revision, or reenactment is preserved and given effect as part of the code provision that revised the statute so amended, revised or reenacted."

Section 11.27 of Acts 1995, 74th Leg., ch. 655 adds § 5.01 and amends §§ 5.02 and 5.03 of Vernon's Ann.Civ.St. art. 5190.7a [now this section and § 2308.313] without reference to the repeal of said article by Acts 1995, 74th Leg., ch. 76, § 5.81(b). As so added and amended, §§ 5.01 to 5.03 read:

"Sec. 5.01. Components. The local workforce development system is composed of two major components as follows:

"(1) an employer services component that provides labor market information and services and other services as appropriate to local employers; and

"(2) an integrated service delivery system composed of a network of career development centers serving the people of this state based on a 'one-stop for service' approach and supported by electronic access to comprehensive labor market information.

"Sec. 5.02. Career Development Centers. (a) A local workforce development board shall establish career development centers accessible to students and workers throughout the workforce development area. Each center shall provide access to information and services available in the workforce development area, including employment services, and shall

address the individual needs of students and workers. The services shall be tailored to meet individual needs and shall include the following:

"(1) labor market information, including available job openings and the education and training opportunities in the local area, in the state, and as feasible, in the nation;

"(2) a common intake and eligibility determination process for all workforce training and services;

"(3) independent assessment of individual needs and the development of an individual service strategy;

"(4) centralized and continuous case management and counseling;

"(5) individual referral for services including basic education, classroom skills training, on-the-job training, and customized training; and

"(6) supportive services, including child care, student loans, and other forms of financial assistance required to participate in and complete training.

"(b) Except as provided by Subsection (c) of this section, a person that provides one-stop services may not also provide developmental services, such as basic education and skills training.

"(c) The division may develop a waiver process for a person subject to Subsection (b) of this section. The request for a waiver must include a detailed justification based on the lack of an existing qualified alternative for delivery of developmental services in the applicable workforce development area.

"(d) The Texas Workforce Commission, in cooperation with local workforce development boards, shall provide for the filing of unemployment insurance claims through career development centers in each local workforce development area.

"Sec. 5.03. Right to Know. A local career development center shall provide each person, before the person participates in a vocational or technical training program, a written document that informs the person of current employment prospects, the current wage level for a person who completes the vocational or technical training program in which the person is considering participating, and the most recent information available on the performance of institutions providing that training in the local workforce development area."

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 5.01.
Vernon's Ann.Civ.St. art. 5190.7a, § 5.01.

2308.313. Right to Know

A workforce development center shall provide to each person, before the person participates in a vocational or technical training program, a document that informs the person of:

§ 2308.313

GOVERNMENT CODE
Title 10

- (1) current employment prospects; and
 - (2) the current wage level for a person who completes the vocational or technical training program in which the person is considering participating.
- Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Amendment by Acts 1995, 74th Leg., ch. 655, § 11.27
See italicized note following V.T.C.A., Government Code § 2308.312

Historical and Statutory Notes

Prior Laws:

Acts 1993, 73rd Leg., ch. 668, § 5.02.
Vernon's Ann.Civ.St. art. 5190.7a, § 5.02.

**CHAPTER 2309. NATIONAL DEFENSE
IMPACTED REGION ASSISTANCE**

SUBCHAPTER A. GENERAL PROVISIONS

Section

- 2309.001. Short Title.
- 2309.002. Purpose; Findings.
- 2309.003. Definitions.
[Sections 2309.004 to 2309.020 reserved for expansion]

SUBCHAPTER B. FUND

- 2309.021. Fund Administration.
- 2309.022. Fund Payments.
- 2309.023. Improvement Made With Fund Payment.
- 2309.024. Interest on Fund.
- 2309.025. Lapse of Fund.
[Sections 2309.026 to 2309.040 reserved for expansion]

SUBCHAPTER C. GOVERNOR'S PROCLAMATION

- 2309.041. Governor's Proclamation.

SUBCHAPTER A. GENERAL PROVISIONS

§ 2309.001. Short Title

This chapter may be cited as the National Defense Impacted Region Assistance Act.

Added by Acts 1995, 74th Leg., ch. 76, § 5.83(a), eff. Sept. 1, 1995.

Historical and Statutory Notes

Prior Laws:

Acts 1985, 69th Leg., ch. 69, art. 1, § 1.
Vernon's Ann.Civ.St. art. 689a-4d, art. 1, § 1.

§ 2308.206**GOVERNMENT CODE**
Title 10**Historical and Statutory Notes****Prior Laws:**

Acts 1993, 73rd Leg., ch. 668, § 6.02.
 Vernon's Ann.Civ.St. art. 5190.7a, § 6.02.

[Sections 2308.207 to 2308.250 reserved for expansion]

**SUBCHAPTER F. CREATION AND ADMINISTRATION OF LOCAL
 WORKFORCE DEVELOPMENT AREAS AND LOCAL
 WORKFORCE DEVELOPMENT BOARDS**

§ 2308.251. Definition

See also italicized material following text of this section

In this subchapter, "board" means a local workforce development board.
 Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

Historical and Statutory Notes**Prior Laws:**

Acts 1993, 73rd Leg., ch. 668, § 4.01.
 Vernon's Ann.Civ.St. art. 5190.7a, § 4.01.

§ 2308.252. Designation of Workforce Development Areas

(a) The governor shall, after receiving the recommendations of the council, publish a proposed designation of local workforce development areas for the planning and delivery of workforce development.

(b) A local workforce development area:

(1) is composed of more than one contiguous unit of general local government that includes at least one county;

(2) is consistent with either a local labor market area, a metropolitan statistical area, one of the 24 substate planning areas, or one of the 10 uniform state service regions; and

(3) is of a size sufficient to have the administrative resources necessary to provide for the effective planning, management, and delivery of workforce development.

(c) Units of general local government, business and labor organizations, and other affected persons and organizations must be given an opportunity to comment on and request revisions to the proposed designation of a workforce development area.

(d) After considering all comments and requests for changes, the governor shall make the final designation of workforce development areas.

(e) The governor may redesignate workforce development areas not more than once every two years. A redesignation must be made not later than four months before the beginning of a program year.

Added by Acts 1995, 74th Leg., ch. 76, § 5.81(a), eff. Sept. 1, 1995.

**EL PASO RE-EMPLOYMENT PILOT PROJECT
FOR
NAFTA DISPLACED WORKERS**

- I. JOB TRAINING COMPONENT**
- II. ECONOMIC DEVELOPMENT COMPONENT**
- III. FACILITY COMPONENT**
- IV. FUNDING**

I.

JOB TRAINING COMPONENT

I. Background:

The primary goal of the El Paso Re-Employment Pilot Project is to assist trade affected workers in making the most effective use of the 24 months of NAFTA funded training in order to assure facilitate gainful employment at the end of the worker development process.

II. Purposes:

1. To provide immediate assistance to El Paso trade affected workers who have exhausted Trade Readjustment Allowance payments. To provide, from the date of the project start, each currently recognized and each newly certified Trade Affected worker with 24 months of economic benefits and a maximum of 24 months of job training at \$7,500 per year.
2. To establish a new standard for comprehensive vocational training that integrates basic skills and vocational training through the use of innovative simultaneous job training and work based linguistic curricula as developed by consultants chosen for their demonstrated expertise and success in working with Spanish speaking displaced workers.
3. To establish vocational skills training based on employer's needs in conjunction with the Hispanic Chamber, Greater El Paso Chamber of Commerce and the Black Chamber of Commerce.
4. To make the most efficient and effective use of local, state and federal resources.
5. To provide adequate funding to accomplish the project's goals in the established time frame.

III. Pilot Population:

Trade impacted workers certified on or after the date of the first NAFTA displaced certified worker in El Paso. The pilot will add an additional 24 months of aid and training from the time of the project, and then an additional 12 months if necessary, for a possible total of 36 additional months for all participants who require this much time based on continuing assessments.

IV. Program Management:

1. The City of El Paso, Department of Community and Human Development, will have primary responsibility for the management of the El Paso Re-Employment Pilot Project. The City of El Paso will hire a Project Manager. The Department of Community and Human Development (C and HD) is a large umbrella Department within the City of El Paso which is tasked with administering the CDBG, HOME, ESG and EC HUD programs along with all the Social Services for the City. Total

annual budget is approximately \$17,000,000. The Department has been commended over the past several years for carrying out its programs in a timely and efficient manner.

2. The City of El Paso will contract for: Guidance Counselors, Case Managers, and Customized Training/Job Development. The City will administer the Pilot Project including contracting for the provision and administration of appropriate assessment instruments; identification of training programs, on-the-job training placements (OJT), job development, and placement. Any provider of service will be required to offer, at a minimum, outreach, orientation, assessment, training, job development and job retention services.

3. The City of El Paso will identify educational and training institutions with comprehensive bi-lingual vocational training programs. Work place literacy classes will focus on language skills related to work place needs. Contractors will be compensated based on training, job placement and retention of their participants.

4. The City of El Paso will contract for the preparation of written materials as well as PSAs giving local employers information on employment and training programs that will assist them in hiring qualified workers. In addition, materials will be developed for workers who are at-risk for NAFTA Displacement. A local phone number where employers can call for further information will be made available. Outreach will be coordinated with Unions, CBO's, and the three Chambers of Commerce.

5. The City of El Paso will contract with the Upper Rio Grande Private Industry Council for provision of the following activities: data base maintenance, reports, payment of Needs Related Payments/Support Services, and Internal Monitoring.

6. The City of El Paso will convene a Worker's Transition Committee and contract for Peer Advisors from local garment related unions and advocacy groups to provide outreach to participants and to assist the Program Manager and the City in providing direction to the Pilot Project. Members of the Worker Transition Committee will include representatives of the local business community, appropriate unions, La Mujer Obrera, workers and others. The City will select a neutral chairperson. Ad Hoc members of the Worker's Transition Committee will include Department of Community and Human Development staff, the Mayor's office and others as needed.

7. The Pilot will have a reporting system in place to document the number of participants in the program, their progress, the number who have completed training, the duration of their participation, and the amount obtaining employment.

8. The Pilot Project Administration will be portable and transferable to the Upper Rio Grande Workforce Development Board upon its administrative establishment.

V. Pilot Program Elements:

1. Department of Labor will provide income support payments for eligible participants during the 24 months of training eligibility.

2. Department of Labor will provide up to another 12 months of training and income support for those participants who having completed the initial 24 months of new Pilot Project NAFTA funded training and are assessed as needing additional training.

3. The emphasis of the Pilot will be to identify or create by contract work place literacy classes that emphasize work related skills attainment; bi-lingual vocational training and on-the-job training opportunities.

4. Participants will receive an orientation to the Pilot Project. The orientation will explain the enrollment and assessment process. The Contractor will clarify the requirements for receipt of Needs Related Payments and Support Services. This will be carried out in a one stop worker orientation center.

5. At enrollment each participant will be given a vocational assessment appropriate to their skills level. The Contractor will work with participants to review the requirements for available vocational training opportunities. Results of the assessment will be used in designing a training program that integrates work place literacy and vocational training. An Individual Retraining Plan will describe the participants retraining/employment plan and each party's responsibilities under the Pilot Project and a caseworker will be assigned to provide seamless service from start to finish, i.e., job retention. (see #6 below)

6. Should a participant choose not to enter a work place literacy class, the contractor job developers will assist the participant in finding part-time or full time employment until an appropriate opening is available. The RIP will reflect the participants choice and the program's responsibility to the participant.

7. At the end of the 24 month period participants will be assessed for job readiness. Participants who require additional training may receive up to 12 months of training and Needs Related Payments.

8. All Job Training will be defined by the employment market as defined in the existing Training GAP Analysis and ongoing updates of the Training GAP Analysis, as well as additional analysis provided by the Economic Development Research Institute at the University of Texas at El Paso. (see Attachment 1)

9. The Greater El Paso Chamber's Workforce Foundation will provide private investment tax benefits in order to leverage public dollars. (see Attachment 2)

10. The City of El Paso and Greater Chamber's combined Business Attraction Program will focus on providing new employment for dislocated workers through close cooperation with the Pilot Project.

II.

ECONOMIC DEVELOPMENT COMPONENT

Self-employment is another means of creating an economic future for displaced workers; they do not always have to solely be employees of someone else. Given the many existing skills of the Spanish-speaking workers, it also can be as or more cost-effective to invest in creating self-employment opportunities as in providing vocational or OJT training.

But just as with the decades-old lack of investment in training infrastructure for Spanish-speaking workers, there has been an equal lack of investment in self-employment support for them. Existing business development and support programs have no Spanish materials, and most have guidelines and criteria which make them inaccessible and unrealistic for the workers.

For that reason, there needs to be investment in a comprehensive self-employment infrastructure for Spanish-speaking workers. The Department of Community and Human Development will be the recipient of a Grant award from Economic Development Administration/Department of Labor to the City of El Paso. The purpose of these funds would include the development of the following:

- Entrepreneurial training and technical assistance for Spanish-speaking workers
- A facility to house a self-employment micro enterprise incubator for Spanish-speaking displaced workers
- A revolving loan fund to support the start-up of micro-enterprises and self-employment initiatives for Spanish-speaking displaced workers.

Upon receipt of these funds, the City of El Paso, through the Department of C and HD will prepare and solicit Requests for Proposals from qualified agencies to retain the necessary tasks required to insure the development of a comprehensive self-employment infrastructure for Spanish-speaking workers. The Department will insure that each RFP is written to include the necessary components to fulfill each objective and subsequently awards will be made in a timely manner to the successful applicants. Contracts will be prepared by the Department, approved by the Mayor and City Council and ultimately managed and implemented by the Department.

III.

FACILITY COMPONENT

A facility to house the one-stop displaced worker orientation/service center; the micro-enterprise incubator and related revolving loan fund is needed in the Central/Downtown area.

IV.

FUNDING

1. \$7,500.00 per worker/per annum/ contracts will be bundled into 100 or more per provider. A provider responding to an RFP will be allowed to show how they can leverage the bundled contract value into an expansion of capacity/infrastructure. A revolving loan fund in the amount of \$2 million dollars established by NAD Bank and administered by contract via RFP to local banks will be available to providers who wish to pledge the value of their contracts for up front infrastructure funding.

2. A fund of \$3 million will be jointly established by EDA and Department of Labor to fund a demonstration project and facility to house it and the micro-enterprise incubator and related micro-enterprise revolving loan fund. The award for the Demonstration Project would be done by RFP conducted by the City under the auspices of the Pilot Project and designed by consultants with a demonstrated expertise and success in serving monolingual displaced workers.

3. A pool of \$500,000 will be established by the Department of Labor to pay consultants as need is demonstrated by the City to the Department of Labor.

4. Administration of the Project will be paid by application of the City Department of Community and Human Development's approved indirect cost percentage (14%) to the total funds administered including all training funds, operational funds for the Demonstration Project, and revolving loan fund.

The El Paso Labor Market

A TRAINING GAP ANALYSIS

a project of the

El Paso Workforce
Development Foundation

Preliminary Report

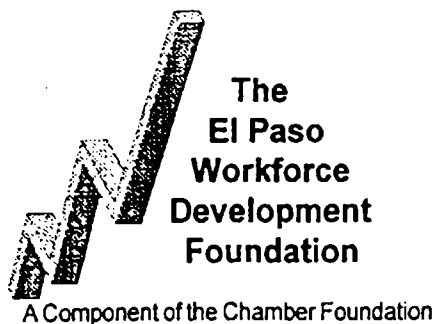


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This report is a product of the Greater El Paso Chamber of Commerce Foundation, Inc. Data and Information presented herein are based on current economic conditions and are meant to be used for general planning purposes only. No guarantees are made regarding the accuracy of the data nor the analysis based on it.

ACKNOWLEDGMENTS

The Greater El Paso Chamber of Commerce Foundation would like to acknowledge and thank the following organizations for their support and contributions to this project:

- Center for Employment Training
- City of El Paso
- City of El Paso Office of Economic Development
- County of El Paso
- El Paso Black Chamber of Commerce
- El Paso Building Trades Council
- El Paso Central Labor Council
- El Paso Community College
- El Paso Electric Company
- Fort Bliss
- Hispanic Chamber of Commerce
- La Mujer Obrera
- Private Industry Council
- Rio Grande Council of Governments
- Society for Human Resource Management
- State Comptroller's Office
- Tech Prep Consortium
- Texas State Tech College
- Texas Workforce Commission
- University of Texas at El Paso
- Western Technical Institute

INTRODUCTION

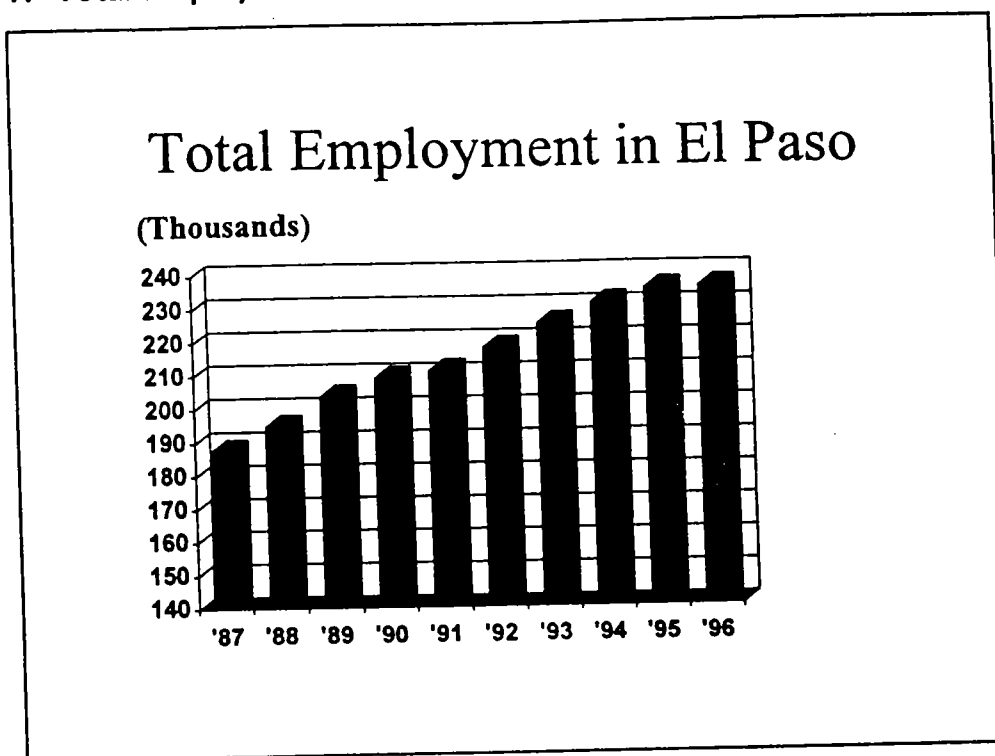
During the 1990's, El Paso's economy began an evolutionary process changing the composition of employment; a process which we expect will continue for some time to come.

Jobs in labor-intensive industries are disappearing while positions requiring higher skills are being created. This trend is visible nationally, but is even more pronounced in El Paso.

The apparel industry, a long-time mainstay of the local economy, has been moving offshore, taking with it many of the jobs El Pasoans had worked in for decades. The primary metals industry, particularly copper smelting and refining, has also plateaued and although not declining, is no longer a strong generator of new jobs in El Paso as it once was.

At the same time, electronics, fabricated metals, and service industries have been growing steadily. These industries will be the ones to take up the slack from a declining apparel sector, but the skills required to work in these industries are very different from what was needed in apparel. Therefore, it is imperative that the labor force in El Paso be properly trained to make the transition and take on these new positions. We believe that if we are to be successful in developing our surplus labor force, it will require new methodologies, and greater collaboration between employers, labor, and training providers.

Chart 1: Total Employment in El Paso



The fact that El Paso has a large surplus workforce is not sufficient reason to believe that these growing industries will find all the employees they seek as they continue to expand. There must be a match between the skills of the available workforce and the need of local employers.

One way to assess the compatibility of the two is to take an "inventory" of the skills available in the local workforce and those that are required by local industry. Using these measures, it is then possible to determine where the "gaps" exist between the available skills and the needs of industry. In a recent survey of El Paso businesses, the top impediment to growth identified by companies was having a *qualified* pool of job applicants to hire from. Given that El Paso has a large pool of available workers (unemployment as of June 1997 was 12%) this signals significant training gaps in the local economy.

Two significant organizations in El Paso have recently been created to focus on this issue of matching our labor force with industry needs:

In the public arena, the Local Workforce Development Board, created under the auspices of the Texas Workforce Commission and appointed by our Chief Elected Officials (the Mayor of El Paso and the County Judges of our 6 adjacent counties) will more effectively coordinate all state funding for workforce training at the local level. The local board, once certified, will provide oversight to what were once 29 separate programs formerly administered by 13 separate agencies.

On the private sector side, the Greater El Paso Chamber of Commerce Foundation, has created the Workforce Development Foundation that will leverage private sector funds and seek federal grant assistance in order to provide additional resources in support of programs such as School-to-Work, and industry internships, as well as technical training assistance.

As a first step towards ensuring that local resources are meeting the needs of industry and the labor force, the Chamber's Workforce Development Foundation has undertaken the task of conducting an extensive "Training Gap Analysis", to define and document the most critical areas in which training is needed, if we are to transform our surplus labor pool into an employable workforce. This preliminary report is the first step in fulfilling that task.

By identifying the areas in which gaps exist, policy makers and training providers in El Paso, as well as both the new Local Workforce Development Board and the Chamber's Workforce Development Foundation can ensure that local training programs are focused on developing the most appropriate skills for the job market.

Allocating resources to train El Paso's workforce without knowing the specific skills that local industry requires would be unwise. Through careful analysis of the job market, the appropriate skills are being identified for eventual transference to the workforce, thereby increasing the marketability of each worker, and their contribution to the local economy.

The analysis section of this report describes our preliminary findings of the training gaps in the El Paso labor market. Three additional steps to further analyze the local market will be completed by October: (1) a survey of all current (21,000) El Pasoans registered as active accounts in the TWC's unemployment database, (2) a survey of 300 of our community's largest employers, and (3) quantifying the numbers and types of training programs currently offered in El Paso.

The end results of this analysis will provide several benefits, in terms of developing our local workforce:

1. Provide direct input to the Local Workforce Development Board (which will not be operational until the latter part of 1997) in terms of their initial efforts to prioritize needs and allocate resources. (Completion of a workforce analysis is one of the requisites for the local boards certification by the state)
2. Document, for the purpose of procuring additional state and federal job training funds under NAFTA, the needs of displaced workers. This will especially help to support the needs of the workers displaced from the apparel industry.

3. Support the Chamber's Workforce Development Foundation in securing Federal School-to-Work funding, as well as private sector funding for technical training assistance.
4. Guide the Chamber's Workforce Development Foundation, in terms of focusing its resources in support of the primary needs identified for training.
5. Provide clear direction for local technical training providers.

BACKGROUND

In 1993 and 1994, the Chamber Foundation partnered with the Chamber to finance and facilitate an extensive 16 month economic strategic analysis of the Greater El Paso area, the purpose being to provide a *"blueprint"* for the future economic growth and development of the community.

The rationale for doing so was clear; although El Paso is the 19th largest city in America, both its income per capita and median wage are among the lowest in the country. An in-depth understanding of the factors driving our economy was and continues to be critical if we are to define and implement successful strategies to improve the standard of living for those who live in **"El Paso del Norte"**.

The process was directed by DRI McGraw Hill, guided by a local task force, composed of both public and private sector leaders, representing the diversity of the El Paso community's economic interests.

When DRI McGraw Hill presented its final report in November 1994, relative to El Paso's economic potential, it stated, *"If you want to be the low wage paying capital of the world, don't do anything, you're already there. But, if you want to create higher tech, higher paying jobs for a rapidly growing metropolitan area, you must adopt different strategies if you are to succeed."*

The report went on to state that El Paso potentially could be one of the world's most explosive economies, going so far as to contrast El Paso/Juarez to Hong Kong/China.

Essentially, the report indicated that El Paso/Juarez, seen as one large international metroplex, can provide a "total cost of doing business advantage" compared to any other location in North America, if certain strategies are put in place. One of those: to effectively utilize a large, diverse, surplus labor pool as an attraction to industry when many metropolitan areas are experiencing intense competition for labor, caused by shrinking school age populations.

El Paso's demographics underscore the need for a local workforce training initiative, based on several key factors:

- ◆ El Paso's rapid population growth is fueled by significant in-bound migration, both from the U.S. and Mexico, which is currently estimated at nearly 4% annually, as well as a high birth rate.
- ◆ El Paso is a young city; in the U.S., only Salt Lake City, Utah, has a larger percentage of its total population "in school".
- ◆ The United States is currently creating approximately 300,000 jobs each month, while approximately 100,000 each month are entering the workforce. Under this scenario, labor surplus communities become attractive to industry.
- ◆ As the nation's 19th largest city (population 665,000; Metro Area 2+ million) and one of the lowest per capita and per family income levels, creating jobs by recruiting capital intensive industry and training our work force for those jobs has become our single most critical issue.

DRI also indicated that El Paso was beginning to go through a transformation, in that low wage jobs were beginning to move out of the community, and high tech, higher wage jobs were beginning to move into the community.

This was attributed to the advantages promised by NAFTA, and to the natural evolution of the "twin plant" or maquila industry, whose presence has created significant purchasing capability on the border, amounting to \$8 billion annually. This in turn, has begun to attract suppliers and other service providers, such as plastics, metal stamping, tool and die, mold making, telecommunications, and computer assembly.

These transformations are well underway now. As our economy continues along this path, the skill level necessary for workers to remain competitive will continue to rise, and we must be prepared to meet this challenge if El Paso is to develop to its full potential. This also helps to explain how El Paso's economy has managed to post new employment growth every year, for the past ten years, despite the great numbers of displaced workers in apparel.

The challenge - to prepare a workforce primarily employed in minimum wage positions to enter the high tech, high skill job market. Essentially, the transformation of our labor force has become one of our top priorities. DRI's research indicated that one of our largest employers was the apparel industry, with nearly 21,300 people employed, and that these jobs would be the ones most likely to move due to the impact of NAFTA. As reported in Business Frontier (1997 first issue), between February 1994 and April 1997, 5,557 El Pasoans were certified as displaced under the NAFTA Transitional Adjustment Assistance program. This represents the largest concentration of displaced workers in the U.S.

As a community, there are 5 significant initiatives we should look to that have and will continue to impact Workforce Training in El Paso.

First, in 1994, the El Paso Collaborative for Academic Excellence (membership roster on page 58 in Appendix) organized and facilitated by the University of Texas at El Paso, brought together our University and Community College, our Independent School Districts, and primary private sector economic development organizations, primarily focused on ensuring that K-12 curriculum adequately prepared local students for community college or university level studies. It has also provided a forum for business leaders and educators to discuss long term training needs.

Second, in 1995, the Chamber launched a National Industry Sales Campaign, focusing its Economic Development Division on 14 primary industry recruiting targets that could be attracted to the community, providing higher paying, hi-tech jobs; this initiative has served as a primary catalyst for our job transformation, resulting in significant job growth within our city during the past two years.

Third, the 1995 legislation that created the Texas Workforce Commission also afforded local communities the option of creating a Local Workforce Development Board, bringing 29 programs formerly under the auspices of 13 organizations under the guidance and oversight of a single local board.

Our local board has been nominated (roster on page 59-60 in Appendix), and should be certified this fall.

Fourth, the El Paso Re-employment Pilot Project was authorized by the TWC earlier this year (1997) in response to the significant number of NAFTA displaced El Pasoans, primarily in the garment industry. Funded by \$7.2

million dollars in both state and federal funds, the project's advisory board (roster on page 61-62 of Appendix) is composed of employer, labor, and training provider representatives. The project has implications for future workforce development within the community.

Fifth, the **Chamber's Workforce Development Foundation**, created as a component of the Chamber Foundation in July, 1997, is focused on the support necessary to transform our surplus labor market into a trained, employable work force, by leveraging additional private sector resources, and collaborating with labor and training providers. Specifically, the Foundation will;

1. *Develop an endowment fund for technical training.*
2. *Serve as a clearinghouse to employers to assist in procuring technical training.*
3. *Conduct research, providing information and input (such as the Training Gap Analysis) to policy makers and training providers, relative to local workforce training and development needs.*
4. *Secure funds from both public and private sector sources in support of job training.*
5. *Operate School-to-Work and College-to-Industry programs.*

Demographically, our workforce is approximately 70% Hispanic, 25% Anglo, 3% African-American, and 2% Asian; 36% do not have a high school diploma, while 24% have not completed the 9th grade. Our median family income is \$28,200, and our per capita income is \$13,171 (U.S.: \$22,017), indicating the enormity of the challenge we face as a community, as we prepare our workforce to serve as an attractor to higher skilled, higher paying jobs.

METHODOLOGY

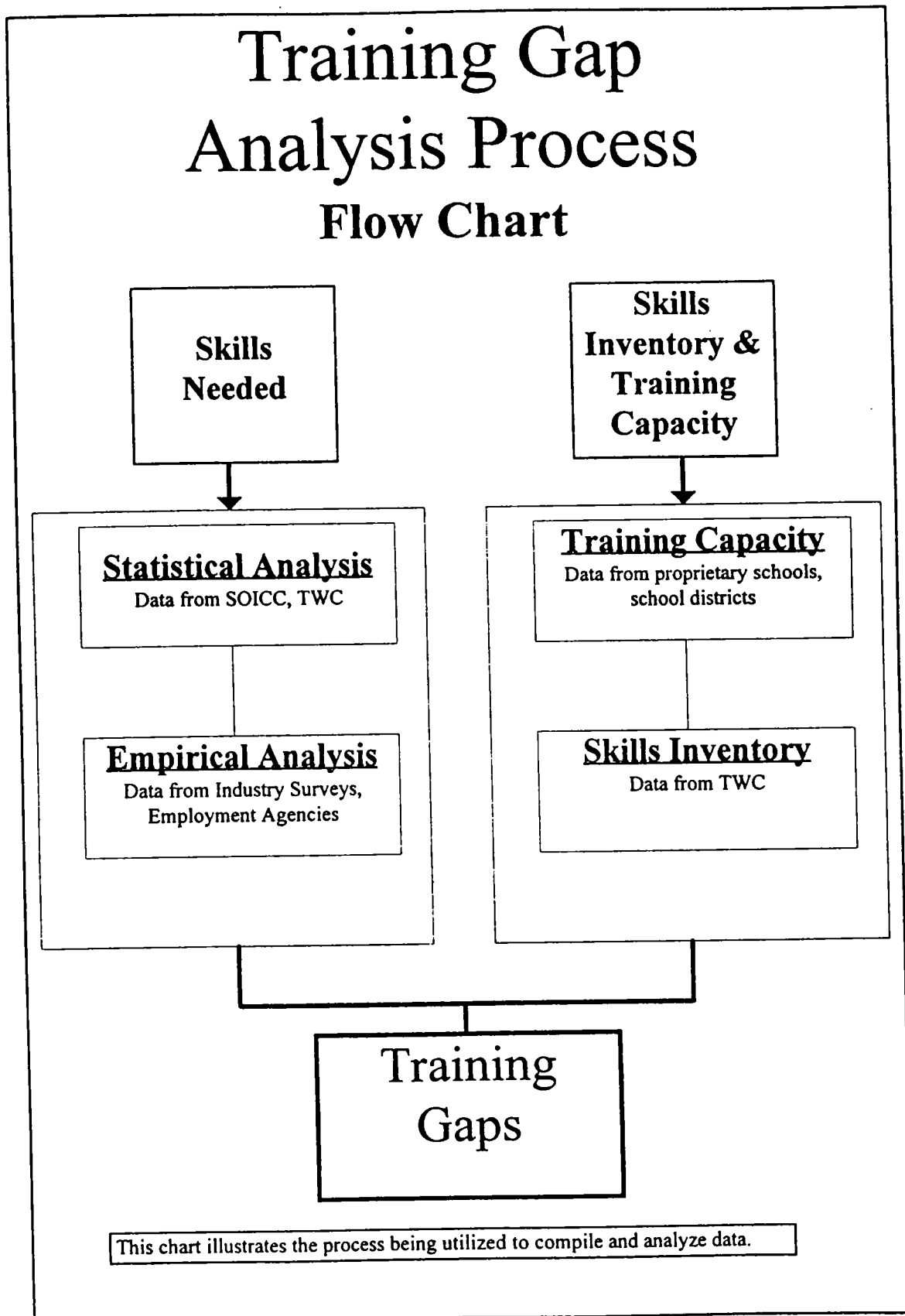
DETERMINING "SUPPLY" VS. "DEMAND"

As the intent of this study is to identify the areas of greatest potential for training El Paso's workforce, it is natural to think in the simplest terms of supply and demand. Once we have identified how to ascertain supply and demand for skills, it is a short leap to then compare the two and pinpoint the skills for which there is the greatest excess demand. Finding the proper measures of this supply and demand for skills is the real task.

There are various methods that can be used to determine the supply and demand for skills, with a rough break between the "statistical" and "empirical" types. By the term "statistical measures", we are referring to the projections prepared primarily by the Texas Workforce Commission and the State Comptroller's Office. These include employment estimates and forecasts on the demand side, and unemployment statistics on the supply side. The "empirical measures" we refer to are local in origin, and are based on specifically designed targeted surveys of both industry and the labor force. This type of data provides additional insight to the statistics gathered by the government, and either reinforces or brings into question the assumptions made in preparing those statistics for the local labor market.

This preliminary report is based largely on data of the statistical sort, with some use of our initial industrial survey. Following is a description of the data used to determine both demand and supply of skills for this report. Our final report will incorporate more fully the results of three additional research projects (empirical measures) that are currently being completed.

Chart 2: Process Flow Chart



Measuring Demand

The demand for skills in El Paso is estimated in this report by using projections made by the State Comptroller's office, comparing them to unemployment data from the TWC. By doing so, the data reported here represents the most current and reliable projection of job prospects for El Pasoans at the current time.

In the Fall of 1994, the State Comptroller and the Texas Workforce Commission jointly produced growth projections for over 650 job titles in the state of Texas and the twenty-six Council of Government regions within the state. El Paso County is part of the Upper Rio Grande region, and represents well over 90% of the employment in our otherwise rural region. Because El Paso is the primary location of employment for the Upper Rio Grande region, we have assumed that projections for the entire region will apply to El Paso-specific data as well.

The 1994 projections made for the Upper Rio Grande region were based on 1993 data. Currently, we have 1996 employment data available for El Paso County, and used it as the basis for our projections, which extend to 1998, 2000, and 2002. The growth rates identified by the Comptroller's office for each occupation were applied to the 1996 data to produce our estimates.

With these projections, we have estimated the potential for job growth in El Paso for over 600 occupations. It is important to note that these projections are based on the historical economic activity of the Upper Rio Grande Region. Because El Paso is in the midst of an economic evolution, some of these assumptions may not be fully accurate. Still, the forecast we prepared for this report is the most complete analysis based on current data, and will be supplemented with empirical findings here and in our final report, which should be completed and released by October, 1997.

In addition to the statistical analysis, this report takes into account the result of a workforce survey that was sent to approximately 400 El Paso businesses whose human resource staffs are members of the local chapter of the Society for Human Resource Management. Their completed surveys provide an additional measure of the skills local businesses are looking for in candidates for new job openings (The "demand"). Those 400 businesses were asked a wide range of questions, including the types of jobs they were unable to fill with local labor, and estimates of their future hiring by job type. They were also asked about existing employees and what types of skills upgrades would be necessary for their current labor force to remain competitive. Finally, these surveys reveal anecdotal evidence about where El Paso's labor force is either lacking or fulfilling the demands of our locally growing industries. (A copy of the survey instrument can be found in the appendix, pages 37 to 38).

Measuring Supply

As of June of 1997, El Paso had an estimated 35,600 unemployed people in its labor force (of which 21,000 were registered with TWC), for an unemployment rate of 12%. These 35,600 people represent both a challenge and an opportunity for El Paso in our efforts to attract new industry and new jobs. While this surplus labor force is attractive to industry, that attraction only goes as far as their skills capacity. Unfortunately, a significant percentage are in the traditional industries that have sustained the city's economy historically and are not well suited to the new growth industries.

For this analysis, data reported through the Texas Workforce Commission regarding the previous employment of applicants for unemployment insurance is used. This data provides a sketch of what types of skills El

Paso's surplus labor may have. Unfortunately, the data is reported under job titles used by the TWC, which are coded differently from that of the job titles used by the State Comptrollers Office in the employment demand forecast statistics. In addition, the TWC data is not collected directly from workers in El Paso, but rather is encoded by the Workforce Commission from benefits applications which contain exceedingly open-ended questions. Nonetheless, this preliminary report makes the assumption that we have a fair representation of the available skills in the labor force.

In order to provide more substantive data from the empirical prospective, a survey of the labor force is also being conducted. Once this data is collected, it will be used to confirm and supplement the current estimate of the labor force skills inventory. (The "Supply" side)

Measuring Training Capacity

In addition to surveying labor (supply) and employers (demand), we are taking into consideration the capacity of local training providers to impart new skills. Through the local association of proprietary schools, we are obtaining data from all area schools regarding graduation rates and classroom capacity for each of their programs. The data is then segmented into specific types of programs, such as health occupations, administrative, and electronics. Also included is data from area school districts' technical training centers. This information will be useful in determining where new curriculums may need to be developed and which existing curriculums should be expanded or modified.

Comparison: Supply vs. Demand

For this preliminary report, once we estimated new job openings in El Paso by job category, and the skills inventory of the available workforce, we simply compared the two. For example, we forecast 180 new job openings for security guards through 1998. Currently, we have an estimated 93 security guards unemployed. This represents a gap of 87 security guards that will be in demand through 1998. On the other hand, while we project positive growth for the occupation of food preparation, there are currently more than enough unemployed food preparers to fill this demand. This comparison was done for each occupation, resulting in an initial projection of those areas in which demand for employees is greater than the current number of unemployed individuals with the skills to fill those jobs, as well as those areas in which we have excess capacity (i.e. more qualified applicants than available jobs).

Not all of the comparisons will withstand the rigors of the empirical analysis, however. The shortcomings of a purely statistical approach are evident in occupations such as machining. Here, our forecast predicts only fifteen new jobs in this occupation through the end of 1998. Yet, empirical evidence from local businesses suggests this number should be much higher. This is likely a result of recent developments in the local economy not reflected in the assumptions of the statistical projections and gives credence to our approach of supplementing the statistics with empirical data from employers, labor, and training providers. Detailed descriptions of our preliminary results are contained in the portion of this report entitled "El Paso's Changing Job Market", starting on page 21.)

Consideration of Cd. Juarez

Although our analysis does not address the specifics as to the level of influence Cd. Juarez has on El Paso's labor market, it is important to provide a brief explanation of the interaction between the two cities. It would be ideal to include Juarez in any type of economic analysis of El Paso, however the lack of comparable and reliable data makes that very difficult, if not impossible.

Cd. Juarez, with its large infrastructure of maquiladoras, has been instrumental in the development of El Paso's newest industries such as plastics, metals, and electronics. The maquiladoras have also created many job opportunities for El Pasoans through direct employment. The number of El Pasoans working in Juarez is not known, but according to the Diario de Juarez, approximately 8,000 non-Mexicans work in the Mexican maquiladora industry. Given that Juarez accounts for approximately 23% of total maquiladora employment, the impact on El Paso is certainly significant. El Pasoans that work in the maquiladoras are primarily executive and managerial, requiring a high level of skills and education.

In addition to creating opportunities for El Pasoans, the maquiladora industry has also created a great deal of job opportunities for Mexicans. This has helped to increase wages in Mexico, slightly narrowing the very large gap between U.S. and Mexican wages. Still, migration into northern Mexico from other parts of the country, combined with the decline of the peso in 1994, have kept wages in Juarez well below the average pay in the U.S. This has the effect of depressing wages in El Paso for labor-intensive operations, and also attracts some Juarences to the El Paso job market. The number of Juarences working in El Paso is not known, and analyzing their effect on the El Paso job market could easily be a project all its own.

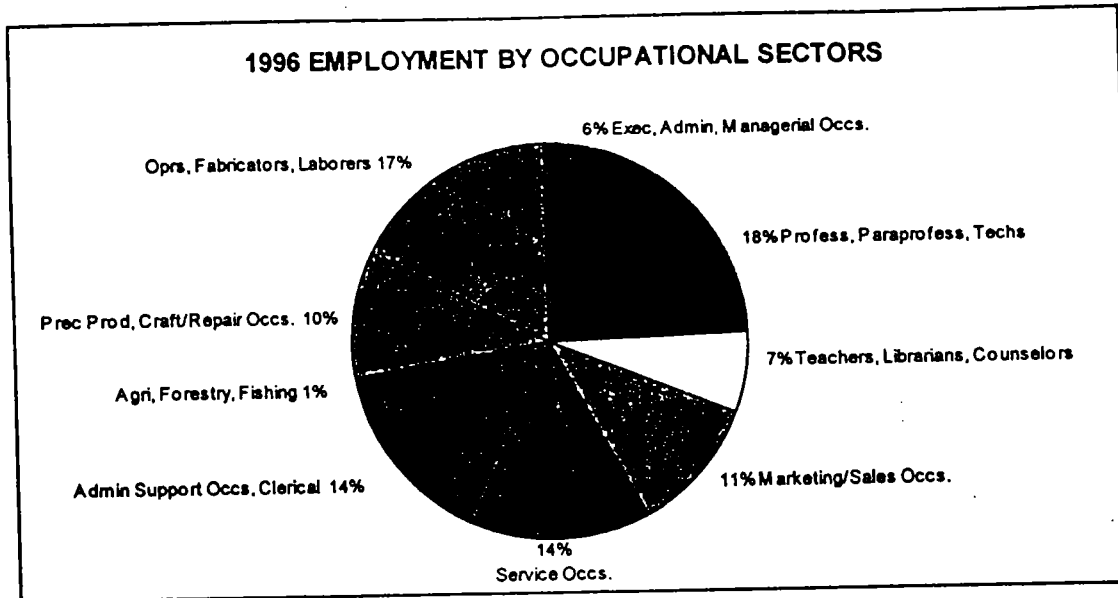
EL PASO'S CHANGING JOB MARKET: CAN WE RESPOND TO THE CHALLENGE?

The economic evolution that has taken hold of El Paso is evident in the everyday lives of many El Pasoans. Media stories about displaced workers are found alongside announcements of new or expanding businesses. The new jobs being created by these companies, however, are not easily filled by the workers who have been displaced from traditional El Paso occupations. In this section, we will report on which industries are growing, what occupations (skills) they require, and how many El Pasoans are currently qualified to fill those slots. Where training is needed, we look at the current capacity of El Paso training institutions to fulfill the needs of both industry and labor. And finally, we consider the issue of basic education and its role in the development of the El Paso workforce.

Employment Opportunities Forecast

As discussed in the methodology section, a forecast of employment growth was prepared using data from the Texas Workforce Commission and the State Comptroller's Office. The forecast divides employment into occupational titles - over 650 of them. These occupational titles can also be grouped into larger categories which are used to illustrate the employment breakdown of El Paso's job market.

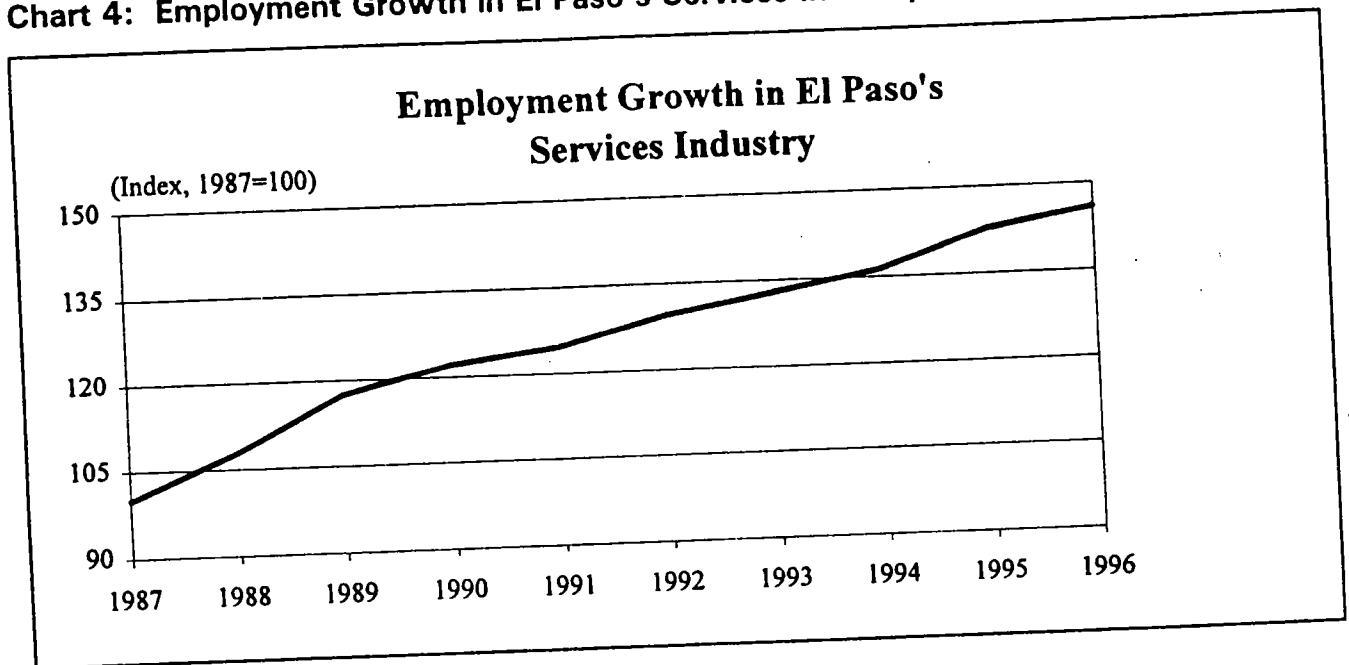
Chart 3: 1996 Employment by Occupational Sectors



As Chart 3 illustrates, the two largest components of the El Paso job market are the "Professional, Paraprofessional, and Technicians", comprising 18% and "Operators, Fabricators, and Laborers" divisions comprising 17%. The first of these is comprised of occupations such as accountants, engineers, scientists, and lawyers. This perhaps surprising revelation shows that El Paso is not as concentrated in lower skill jobs as is often presumed. Nonetheless, with over 46,000 people employed in the category of "Operators, Fabricators, and Laborers", El Paso still has a significant portion of its workforce in jobs that do not require high-level skills. Some of these positions are ones which are most vulnerable to continued displacement, while service and technical jobs are expected to offer the most sustainable opportunities.

Based on the industries that are growing in El Paso, occupational patterns will change. The health care industry is growing rapidly, bolstering employment figures in the service sector. Indeed, El Paso's service industry has grown almost 50% since 1987, as illustrated in Chart 4.

Chart 4: Employment Growth in El Paso's Services Industry



Other industries that are also presenting new opportunities for El Paso job-seekers are the Metals, Electronics and Plastics sectors (See Chart 5). Each of these has posted significant employment gains since the early 1990's and empirical data indicates this trend will not only continue, but will accelerate.

These industries also represent the top three industry sectors currently considering relocation or expansion into El Paso. Of 218 client companies (as of August 1, 1997) working with the Chamber's Economic Development Division, 95 represent Plastics, Metals, and Electronics (See Chart 6).

Chart 5: Historical Employment Growth by Industry 1993-1996

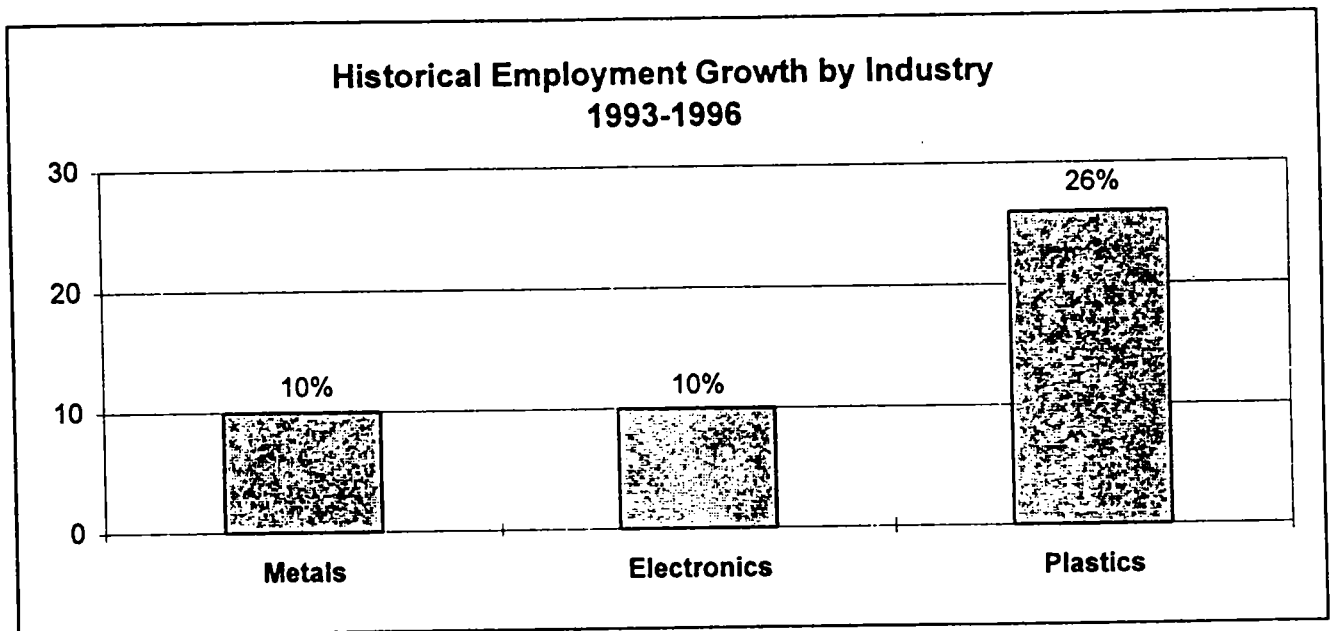
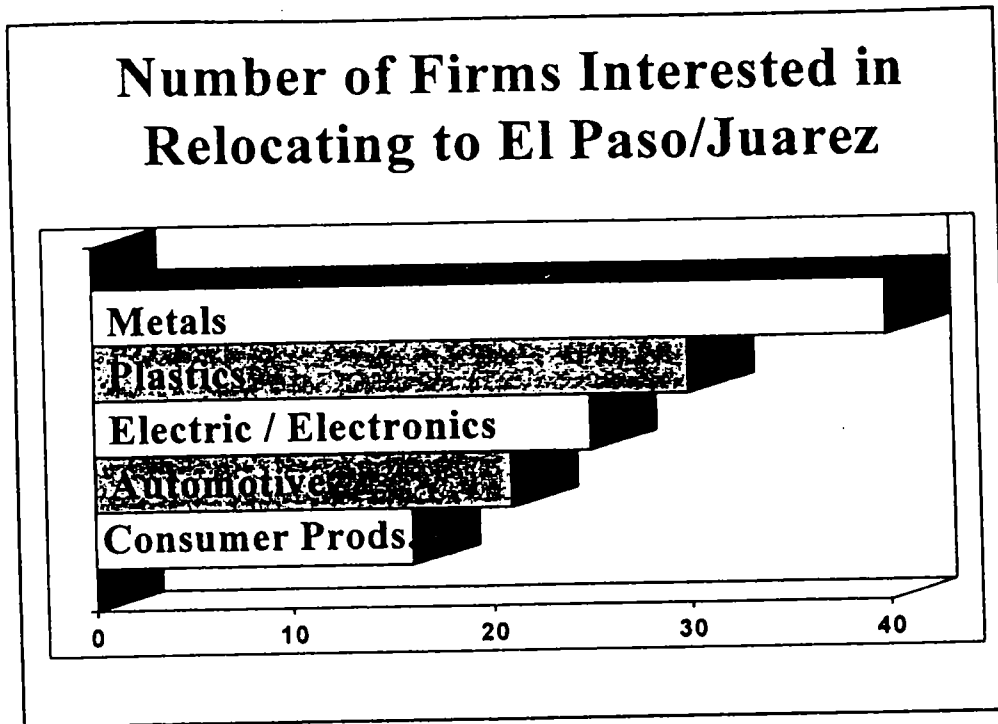


Chart 6: Number of Firms Interested in Relocating to El Paso/Juarez



These changes in the industrial composition of the El Paso economy imply similar changes in the occupational patterns of the local job market. Among the occupations expected to add the greatest number of jobs through the year 2000 are Machine Setters & Set-Up Operators, Health Practitioners & Technicians; Machine Mechanics, Installers, & Repairers; Retail Salespersons; and General Office Clerks.

These projections are supported by the survey data we collected through the Society for Human Resource Management as well. From a sample of El Paso firms, we identified over 1,300 new jobs to be created through company expansions. While the majority of these jobs were classified as Operators/Assemblers, these same firms indicated that the majority of their employees required technical skills. Many companies listed skills such as blueprint reading and soldering as necessary for their workers to have. Approximately 62% of responding firms indicated that their technical employees needed specialized training, while over 66% responded that administrative and professional staff could also use additional education or training. Temporary employment agencies also find that the highest-demand jobs are skilled and semi-skilled manufacturing occupations. This is followed by assemblers, warehouse occupations, plastic injection molding operators, and quality control inspectors.

Chart 7: New Job Growth in El Paso

New Job Growth in El Paso						
OCCUPATION TITLE	EMPLOYMENT	EMPLOYMENT FORECAST			ABSOLUTE CHANGE	
	1996	1998	2000	2002	1996-1998	1996-2000
Total, All occupations	247,800	256,717	265,956	275,526	8,917	18,156
Mach. Setters/Set-Up Opr.	17,700	18,337	18,997	19,680	637	1,297
Food/Beverage Preparation	16,350	16,938	17,548	18,179	588	1,198
General Office Occupations	15,500	16,058	16,636	17,234	558	1,136
Teachers & Instructors	13,050	13,520	14,006	14,510	470	956
Health Practicioners, Techns	10,550	10,930	11,323	11,730	380	773
Mchs/Installers/Repairers	10,250	10,619	11,001	11,397	369	751
Salesperson, Retail	8,050	8,375	8,712	9,063	325	662

OCCUPATION TITLE	EMPLOYMENT				ABSOLUTE	
	EMPLOYMENT 1996	FORECAST			CHANGE	
		1998	2000	2002	1996- 1998	1996- 2000
Managers, Admins, Other	8,200	8,495	8,801	9,118	295	601
General Office Clerks	6,400	6,669	6,949	7,242	269	549
Cashiers	6,700	6,939	7,186	7,442	239	486

On the other end of the spectrum, we have those occupations for which demand will be declining. Leading that list is the sewing machine operator. Out of 1,400 jobs predicted to disappear in El Paso through the year 2000, 722 of them are sewing machine operators. An additional 94 jobs expected to disappear are in sectors also related to the garment industry. While most labor-intensive operations are moving abroad, some apparel manufacturers are opting instead for technological upgrades. This is requiring a new kind of apparel machinery worker for those jobs that do remain, one who is comfortable with computers and who will produce many times over what the average apparel worker does today. It is these positions that will offer opportunity in the downsizing apparel sector. Other declining occupations are mostly farming and construction positions.

Labor Force Skills

In analyzing the need for training in El Paso, it is important to keep in mind that we are not starting entirely from square one. The large pool of available labor in El Paso is by no means devoid of skills. There are many different skills represented in the available labor force but, because of the evolving economy, many of these skills have been made obsolete. The largest pool of unemployed El Pasoans are former garment workers. Of over 5,000 NAFTA displacements documented in El Paso, the vast majority have been in this industry. Currently, there are approximately 1,440 idle Sewing Machine

Operators in El Paso. They are joined by another 1,400 Retail Salespersons, 800 Clerical Administrative Support Staff, and 590 Cashiers. Although these are not all declining industries, El Pasoans in these fields will find it difficult to find employment because of the great number of other workers also in their field.

Training Capacity vs. Demand

When a worker finds that their skills are either falling behind or are too common to gain them employment, they have the option of attending any one of a number of local training institutions. The programs offered are often in expanding fields, but in some cases, there could also be a surplus of training occurring in the local economy, again making it difficult to find employment. To assess the capacity of El Paso's schools to train the workforce, we sampled eight training institutions and two school districts (colleges and universities will be included in our final report). In the process, we identified almost 80 curriculums being offered locally, ranging from cosmetology to law enforcement to health care management.

Because of the wide range of curriculums being offered, it is difficult in this preliminary report to determine where we may be training a surplus of people in any one occupation and where we may lack courses for others, but some general observations can be made. With approximately 25 courses in computer applications, the availability of computer courses is a positive sign that training providers are keeping up to date with the job market. However, enrollment in these classes is dwarfed by most other courses. Another positive sign is the large number of students in health-related fields. As discussed earlier, we expect this to be a strong generator of job growth in El Paso for at least the next five years. In the electronics trade, there are 500 students enrolled in microcomputer and electronics courses. This is currently

producing a surplus; consequently, many of these students are being recruited by outside companies. Nonetheless, El Paso is starting to generate more jobs in this field, and local demand is expected to grow for people trained in electronics.

Training Gaps

To calculate El Paso's training gaps, we directly compare our employment forecast to the information we have regarding El Paso's available labor force. The major gaps identified are not particularly surprising, but there are some occupational gaps for which an explanation is required.

We have divided the gaps identified into three primary categories: (1) "Surplus Labor Gaps", (2) "Major Training Gaps", and (3) "Minor Training Gaps".

SURPLUS LABOR GAPS

Surplus Labor Gaps are those occupations for which the El Paso labor force has more than fifty excess workers available after all positions are filled. These are not gaps, but rather areas in which we have excess capacity. It is the people with these skills that must be re-trained into the new demand occupations, the top ten of which are listed on Chart 8 on page 30.

Chart 8: Surplus Labor Gaps

Surplus Labor Gaps					
OCCUPATION TITLE	EMPLOYMENT			ABSOLUTE AVAILABLE LABOR	
	EMPLOYMENT	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Sewing mach. Operators, Garment	8,750	8,381	-369	1,441	-1,810
Salesperson, Retail	8,050	8,375	325	1,414	-1,089
Cashiers	6,700	6,939	239	592	-353
Construction Managers	400	418	18	350	-332
Hand Material Movers	2,200	2,250	50	317	-267
Stock Clerks, Sales Floor	1,400	1,434	34	293	-259
Farm Workers	453	398	-55	158	-213
Hand Packers & Packagers	2,050	2,099	49	254	-205
Cooks, Restaurants	1,700	1,807	107	294	-187
Merchandise Displayers	100	100	0	185	-185

The surplus of retail salespeople and cashiers is a result of El Paso's young population. With so many of its residents in school, El Paso retailers have their pick of prospective employees. The surplus gap shown here as a result of our preliminary data comparison is very likely overstated. The rising Mexican economy has already begun to fuel El Paso's retail sector into a growth mode, a factor that was not considered by the Comptroller's Office in preparing the employment forecast. Still, there should be no need for training merchandise displayers, stock clerks, cashiers, or salespersons.

Major Training Gaps

The Major Training Gaps, where El Paso businesses are unable to find local talent to fill a position, are presented on page 32 (Chart 9). Major Training Gaps are defined as those occupations for which over fifty positions are expected to go unfilled through 1998.

Using only official employment data, we identified 90 occupations for which a gap of at least 50 jobs exists in the available labor force. The service industry accounts for many of the gaps, ranging in occupational titles from the very skilled to the not-so-skilled. Health Practitioners and other related fields represent a large portion of the jobs that the local economy is expected to create, without available people to fill them. These positions generally require a specialized education and training curriculum, but not necessarily a college degree, and are relatively well-paying.

Machine Operators and Mechanics also make up a significant number of El Paso's training gaps. These jobs are the new factory jobs - requiring not only assembly, but technical machine skills as well. Personal Services are also a large component of the gaps identified. This includes occupations such as barbers and cosmetologists, and subsequently bodes well for the graduates of the area's many cosmetology programs. Likewise many of the area's graduates from business and administrative schools should have job opportunities awaiting them in the coming years, as General Office Occupations are expected to grow at a healthy pace.

Chart 9: Major Training Gaps

Major Training Gaps					
	EMPLOYMENT		ABSOLUTE	AVAILABLE	LABOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
OCCUPATION TITLE	1996	1998	96-98		
Mach Setters, Set-Up Oprs.	17,700	18,337	637	0	637
Food/Beverage Preparation	16,350	16,938	588	0	588
General Office Occupations	15,500	16,058	558	0	558
Teachers & Instructors	13,050	13,520	470	0	470
Health Practicioners, Techns	10,550	10,930	380	0	380
Mchs/Installers/Repairers	10,250	10,619	369	0	369
Mgmt. Support Occupations	6,150	6,371	221	0	221
Health Assessment & Treatment	6,000	6,216	216	0	216
Registered Nurses	3,350	3,563	213	0	213
Handwork Occs., Inc. Assemblers	5,600	5,802	202	0	202

Engineers and related occupations also rank in the top twenty-five, with over 150 new jobs expected to be created in two years. While the University of Texas at El Paso and New Mexico State University produce a great number of highly qualified engineers, many of them are lured to other cities. Through increased awareness of the opportunities available locally, and more involvement of local business with internships, this gap can be filled with local talent. The same argument can be made for the gap in the General Managers & Executives category.

Minor Gaps

The Minor Gaps identified generally represent areas in which the local job market is in equilibrium. Minor Gaps are defined as those occupations for which the number of new job openings is expected to be within fifty of the

available workforce. This includes occupations where either unfilled jobs are expected to be less than fifty, or the number of unemployed is less than fifty. In light of local empirical data, however, comments should be made regarding some of the statistical results.

In the automotive mechanic occupation, we originally found a small surplus labor gap. This was true not because there are not enough mechanics jobs available, but because the new mechanics positions are requiring much higher-level skills. This is working to displace auto mechanics who have not been keeping up to date with the new technologies used in modern automobiles. Thus, we may have a surplus of auto mechanics, but they are not yet qualified to fill the slots are opening up. In light of this, we have incorporated empirical data showing 144 openings for auto mechanics into our analysis, moving the occupation into the major training gap category.

Another minor gap worth mention is in the field of electronic technicians. We show a small training gap of only 25, but in reality this gap is much larger. The recent growth of El Paso's computer and high-tech industries were not properly reflected in the forecast of employment, leading to this result. Once quantified, information on specific occupations such as these will be incorporated into our final report. Complete tables of the Major Training Gaps, Minor Gaps, and Surplus Labor Gaps can be found in the Appendix to this report on pages 39 to 56.

Overall, we find that services will be the fastest-growing sector. This is good for those occupations where wages are high, but also includes a fair amount of relatively low-paying jobs. By upgrading the skills of its labor force, El Paso can affect future growth and tilt the balance towards higher-paying jobs.

In the manufacturing sector, El Paso will continue to see strong demand for assembly and machine operator positions. But these jobs will be quite different from what they have been in the past. It is no longer sufficient for someone to earn a high school degree and expect to earn a living wage. Although many of these new positions will not require a college degree, they will require some sort of post-high school education. That may be in the form of technical training, a two-year degree, or an apprenticeship. Either way, the message is clear: even the simplest jobs in El Paso will be complex, and will require more thought than physical exertion.

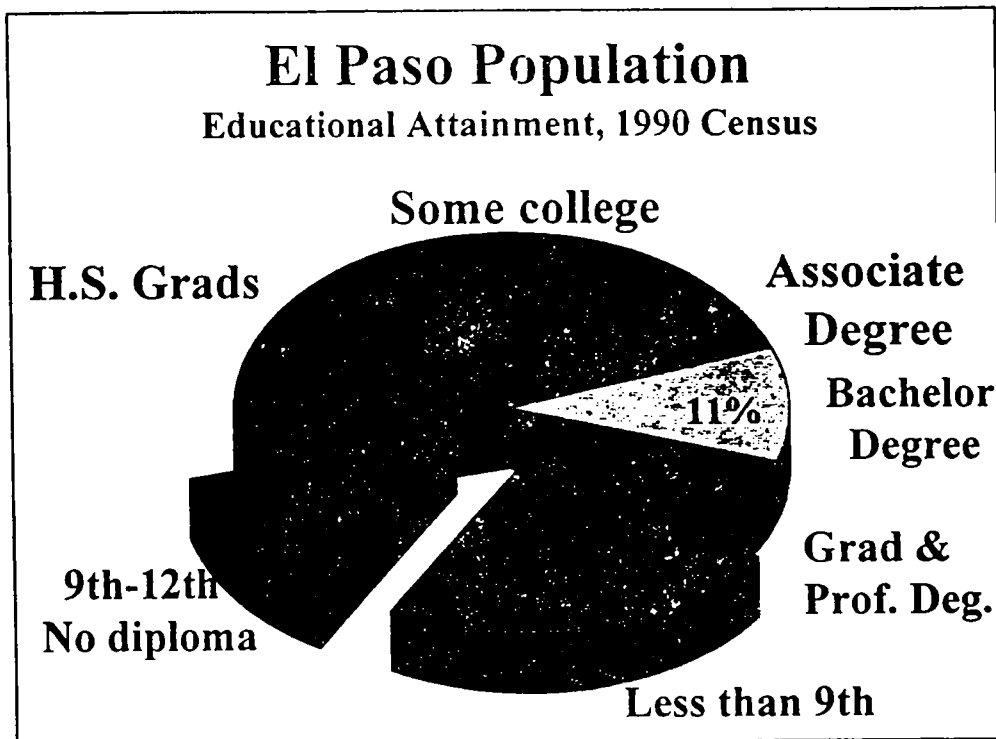
It should be clearly stated that even after the training gaps identified here are filled by means of training programs, El Paso will still have a surplus of labor available. If we succeed in properly training for the current needs of industry, El Paso will have an advantage over other cities for purposes of business recruitment in that we will have both available labor and proper workforce skills. The Economic Development Division of the Chamber of Commerce actively recruits businesses in selected industries, in an effort to fill the Surplus Labor Gaps identified here. Having a well-trained surplus workforce would be the single most effective selling tool available to this effort.

The Role of Basic Education

One last issue we will briefly discuss is the issue of basic education. It is difficult to train a person in a specific skill if they have not yet mastered the language in which they are being taught. In addition, even a skilled person will not hold a job if they do not have the interpersonal skills necessary to be productive in today's workplace. According to our survey of El Paso businesses, 62% indicated that basic skills (i.e. math, reading, and writing) are necessary for their employees to have, while 65% responded that interpersonal skills (i.e. teamwork, professional communication and

presentation) are also necessary for all their employees. These skills are classified as "basic" because they are expected of every high school graduate. Unfortunately 37% of the El Paso population has less than a high school education.

Chart 10: El Paso Population - Educational Attainment, 1990 Census



Further complicating the issue, many of El Paso's residents are not fluent in English. This presents a problem, in that training not only includes the teaching of specific skills, but also of these basic skills. One approach recommended by the El Paso Re-Employment Pilot Project Advisory Committee is to provide bilingual technical education, where students are taught English for the workplace, even though they may not be made proficient in the grammar of regular conversation. Whatever the solution, training institutions will have to be innovative in order to accomplish their task of educating El Paso's workforce. Hopefully, we have provided some direction to these same training providers as to which industries and occupations will generate the most job growth in El Paso in the next few years.

FURTHER STUDY

This preliminary report prepared by the Chamber's Workforce Development Foundation has reported on the statistics regarding the supply and demand as a "first step" in measuring the training gap. Our final report, due in October, will report on the empirical sources of information we are compiling in order to have a more complete overview of the training gaps in El Paso.

In order to prepare the final report, the Workforce Development Foundation is completing three final research projects. First, we are working with the Economic Development Research Initiative to complete a manufacturing survey of approximately 100 companies in the metals, plastics and electronics industries. The information gathered from that survey pertaining to training will be used as a supplement to this analysis.

Second, we are working in partnership with the Community College and El Paso Electric Company, supported by Whataburger, to conduct a survey of the labor force in El Paso. The focus is on measuring the skills and experience possessed by the unemployed in our community. This survey will be conducted during the month of August in conjunction with an awareness campaign for the Workforce Development Foundation.

Third, we are finalizing an assessment of our training capacity, working with local training and educational institutions to quantify the number and types of training programs currently offered in El Paso, relative to both their current enrollment and their student capacity. Our final report will be released in early Fall.

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PART I: COMPANY PROFILE

Company Name: _____
 Contact Name: _____
 Title or Position in Company: _____
 Mailing Address: _____

 Physical Address: _____
 Telephone: (915) _____ Fax: (915) _____
 E-mail address _____
 Individual Completing This Survey (Necessary for follow-up and clarifications, if needed)

PART II: Employee Information and Workforce Characteristics

How many of the following classes of employees does your company employ at all facilities in El Paso? What is your projected increase/decrease in the next 2 years? (Please record the number in the appropriate box.)

	Full-time	Part-time	Temporary	Contract	Projection
Managerial/Professional					
Technical/Sales/ Administrative Service					
Precision Production/ Craft/Repair					
Operators/Assemblers/ Laborers					
Other					

Overall, were you able to find and to hire the employees you need in your business from the *local* labor pool?
 (Please circle the appropriate answer.)

Managerial/Professional	Yes	No
Technical/Sales Administrative Service	Yes	No
Precision Production/Craft/Repair	Yes	No
Operators/Assemblers/Laborers	Yes	No
Others _____	Yes	No

Which of the following sources do you currently use to recruit new technical employees or train new employees?

	Recruit	Train
High School Career and Technology Programs		
Advanced Technology Center at EPCC		
El Paso Community College Job Placement and Cooperative Education Programs		
UTEP Job Placement and Cooperative Education Programs		
Proprietary School Job Placement and Cooperative Education Programs		
Vocational and Technical Schools		
Internal Notices		
Other (Please describe)		

When you used outside training did the providers meet your needs? (Please circle the appropriate answer.)
 Yes No Do Not Know

If No, why? _____

Do you feel there is a need in the El Paso area for additional training providers?

Yes

No

Do Not Know

Indicate in the first column which of the following programs your company has participated in the past. In the second column check the box if you are interested in learning more about this type of program.

	Company Has Participated	Would Like More Information
Smart Jobs		
Skills Development Fund		
Cooperative Education		
Non-Paid Internships		
Tech Prep Co-op Internships		
Private Industry Council		
Registered Apprentices		
Graduate Level Education		

In general, would you say the experience your company's experience with employee training programs has been positive or negative? (Please circle the appropriate answer.)

Positive

Negative

Do Not Know

Estimate the percentage of your employees who need additional education or skill training.

	None	1-25%	26-50%	51-75%	76-100%
Technical Employees					
Administrative Support Personnel					
Professional Employees					

What types of skills do your employees need? (Check all that apply.)

	Technical Employees	Administrative Support Personnel	Professional Employees
Basic Academic Skills (<i>Math, Reading English</i>)			
Technical Skills			
Workplace Communication Skills (<i>Oral/written Communication</i>)			
Other			

What level of education do the majority of your employees need to maximize its potential?

	Technical Employees	Administrative Support Personnel	Professional Employees
High School/GED			
Technical Certificate (2-3 quarters)			
Technical Skills Training			
Technical Diploma (1-2 years)			
2-year Associate Degree			
4-year Degree			
Other			

List the top three technical/job specific skills needed in your workforce. (e.g., filing, cashiering, carpentry, sewing machine operation, electrical wiring, machining, blueprint reading, etc.)

1. _____
2. _____
3. _____

Major Training Gaps

The following table contains all occupations for which we found job growth to exceed the available workforce capacity by over fifty jobs. The projections used are purely statistical, and may not reflect the most current changes in local economic activity. Also, because occupational definitions are so specific, some occupational titles may not always represent exactly what might be expected from the term's general meaning.

OCCUPATION TITLE	EMP.	EMPLOYMENT FORECAST	ABSOLUTE GROWTH	AVAILABLE LABOR	TRAINING GAP
	1996	1998	96-98		
Mach Seters, Set-Up Oprs.	17,700	18,337	637	0	637
Food/Beverage Preparation	16,350	16,938	588	0	588
General Office Occupations	15,500	16,058	558	0	558
Teachers & Instructors	13,050	13,520	470	0	470
Health Practicioners, Techns	10,550	10,930	380	0	380
Mchs/Installers/Repairers	10,250	10,619	369	0	369
Mgmt. Support Occupations	6,150	6,371	221	0	221
Health Assesment & Treatment	6,000	6,216	216	0	216
Registered Nurses	3,350	3,563	213	0	213
Handwork Occs, Incl Assemblers	5,600	5,802	202	0	202
Janitors/Cleaners, Incl. Maid	5,500	5,698	198	0	198
Material Record, Sched, Distrib, Occs	5,300	5,491	191	0	191
Hand Workers, Incl. Assem/Fabr	5,150	5,335	185	0	185
Fire, Police/Guard Occups	4,850	5,025	175	0	175
Personal Service Occups	4,800	4,973	173	0	173
Home Helath Aides	950	1,121	171	0	171
Precision Prod. Occupations	4,500	4,662	162	0	162
Personal Home Care Aides	1,300	1,460	160	0	160
General managers & Top Execs.	6,050	6,208	158	0	158
Marketing/Sales Supervisors	4,350	4,507	157	0	157
Teachers, Secondary School	3,850	4,005	155	0	155
Ind Specific Support Occs	4,300	4,455	155	0	155
Prod/Const/Maint Supervs	4,250	4,403	153	0	153
Engineers & Related Occupations	4,200	4,351	151	0	151
Helper, Laborer, Movers, Nec.	3,500	3,651	151	0	151
Food Preparation Workers	2,450	2,596	146	0	146
Health Service Occupations	3,950	4,092	142	0	142
First Line Sales Supervisors	4,350	4,488	138	0	138
Child Care Workers	1,100	1,232	132	0	132
Admin. Special Managers	3,550	3,678	128	0	128
Managers & Administrators, Nec.	2,050	2,175	125	0	125
Mach Mechanics:Inst, Rprs.	3,450	3,574	124	0	124
Gardening, Nursery, Lawn Occs.	3,300	3,419	119	0	119

Major Training Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT ABSOLUTE			AVAILABLE TRAINING	
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Vehicle/Mobile Eqp. Mechs	3,250	3,367	117	0	117
Secretaries	5,850	6,156	306	190	116
First Line Superv: Clerical	2,550	2,665	115	0	115
Mach Setrs/Oprs/Tenders, Other	2,950	3,056	106	0	106
Professional/Techns, Nec.	1,300	1,403	103	0	103
Haidressers & Cosmetologists	1,350	1,451	101	0	101
Accountants, Auditors, Fin Specs.	2,750	2,849	99	0	99
Correction Officers & Jailers	650	748	98	0	98
Waiters & Waitresses	3,900	4,109	209	113	96
Health Professions, Nec	1,100	1,194	94	0	94
Licensed Practical Nurses	1,650	1,744	94	0	94
Health Techs/Technologists	2,600	2,694	94	0	94
Admin Support Supervisors	2,550	2,642	92	0	92
Librarians/Archiv/Curators	2,450	2,538	88	0	88
Secretaries, Ex. Legal 7 Med.	5,050	5,137	87	0	87
Guards	2,000	2,180	180	93	87
Managers, Admins, Other	8,200	8,628	428	342	86
Writers/Artists/Entertainers	2,400	2,486	86	0	86
Engineers	2,250	2,331	81	0	81
College & Univ. Faculty	2,250	2,331	81	0	81
Food Service & Lodging Mangers	1,300	1,381	81	0	81
Computer Systems Analysts	650	730	80	0	80
Mech, Instrls, Reprs, Other	2,150	2,227	77	0	77
Sales Reps, Ex. Retail, Nec.	3,050	3,126	76	0	76
Marketing/Sales, Service	2,100	2,176	76	0	76
Service Supervisors, Nec.	1,450	1,524	74	0	74
Vehicle, Equipment Cleaners	850	923	73	0	73
Mgmt Support Workers, NEC	2,000	2,072	72	0	72
Vendors, Solicitors, Door-to-Door	1,050	1,119	69	0	69
Social Scientists, Rec, Religion	1,900	1,968	68	0	68
Bank/Secur/Finan/Credit Workers	1,900	1,968	68	0	68
Cooks, Fast Food	1,250	1,317	67	0	67
Teachers & Instructors, Nec.	2,300	2,367	67	0	67
Service Workers Supervs	1,850	1,917	67	0	67
Teachers Aides, Paraprofessional	1,450	1,515	65	0	65
Inspectors/Related Occps	1,800	1,865	65	0	65
Teachers, Special Education	750	814	64	0	64
Computer Engineers	350	414	64	0	64
Social Workers, Ex. Med. & Psych.	650	713	63	0	63
Lawyers	1,100	1,162	62	0	62
Engineering Techs/Technols	1,700	1,761	61	0	61
Elec Data Proc/ Office Mach Workers	1,700	1,761	61	0	61

Major Training Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	TRAINING
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Auto Mechanics	1,500	1,687	187	127	60
Social Rec, Relgn Wkrs	1,650	1,709	59	0	59
Law & Related Occupations	1,650	1,709	59	0	59
Comm. Equip. Oprs., Mail Wkrs	1,650	1,709	59	0	59
Farm Workers	1,600	1,658	58	0	58
Financial Managers	1,100	1,156	56	0	56
Computer & Math Occupations	1,550	1,606	56	0	56
Prof, Paraprof, Techns, NEC	1,550	1,606	56	0	56
Clerical/Admin Wkrs, NEC	1,550	1,606	56	0	56
Construction Trades Workers	1,500	1,554	54	0	54
Police Patrol Officers	850	903	53	0	53
Painters & Paperhangers	1,050	1,103	53	0	53
Welders & Cutters	550	672	122	69	53
Comp. Syst Analyst, Eng, Scien	1,450	1,502	52	0	52
Metal Workers, Precision	1,450	1,502	52	0	52

Surplus Labor Gaps

The following table contains all occupations for which we found job growth to fall short of the available workforce capacity by at least fifty positions. The projections used are purely statistical, and may not reflect the most current changes in local economic activity. Also, because occupational definitions are so specific, some occupational titles may not always represent exactly what might be expected from the term's general meaning. Some of the occupations for which we project no growth might very well see modest gains due to statistical coding or incorrect assumptions.

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	LABOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Sewing mach. Operators, Garment	8,750	8,381	-369	1441	-1,810
Salesperson, Retail	8,050	8,375	325	1414	-1,089
Cashiers	6,700	6,939	239	592	-353
Construction Managers	400	418	18	350	-332
Hand Material Movers, Nec.	2,200	2,250	50	317	-267
Stock Clerks, Sales Floor	1,400	1,434	34	293	-259
Farm Workers	453	398	-55	158	-213
Hand Packers & Packagers	2,050	2,099	49	254	-205
Cooks, Restaurants	1,700	1,807	107	294	-187
Merchandise Displayers	100	100	0	185	-185
Traffic, Shipping, & Rec.Clerks	1,800	1,839	39	212	-173
Machine Operators, Nec	550	564	14	169	-155
Assemblers, Precision	450	474	24	175	-151
General Office Clerks	6,400	6,669	269	410	-141
Janitors & Cleaners	3,700	3,767	67	182	-115
Food Service Workers, Nec.	300	322	22	128	-106
Industrial Truck & Tractor Opers.(Forklift)	1,150	1,197	47	148	-101
Pressing Mach. Opers, Textiles	650	674	24	125	-101
Bookkeeping, Account & Auditing	3,650	3,703	53	150	-97
Food Preparation, Serv. Fast Food	2,600	2,679	79	176	-97
Assemblers, Fabricators, Nec	2,100	2,114	14	108	-94
Truck Drivers, Heavy	3,850	3,975	125	218	-93
Cleaners & Servants, PVT House	441	514	73	156	-83
Nursing Aides & Orderlies	1,400	1,486	86	162	-76
Stone Masons	50	50	0	66	-66
Receptionists, Information Clerks	1,700	1,796	96	158	-62
Farmers	758	702	-56	0	-56
Data Entry Keyers, Ex Composing	750	794	44	98	-54
Electricians	900	915	15	65	-50
Housekeepers & Butlers	50	50	0	50	-50

Minor Gaps

The following table contains all occupations for which we found job growth to be within fifty (plus or minus) of the available workforce capacity. The projections used are purely statistical, and may not reflect the most current changes in local economic activity. Also, because occupational definitions are so specific, some occupational titles may not always represent exactly what might be expected from the term's general meaning. Some of the occupations for which we project no growth might very well see modest gains due to statistical coding or incorrect assumptions.

OCCUPATION TITLE	EMPLOYMENT			AVAILABLE LABOR	MINOR GAP
	EMP. 1996	FORECAST 1998	ABSOLUTE GROWTH 96-98		
Cleaning/Building Serv. Occps.	5,500	5,787	287	239	48
Counter & Rental Clerks	700	746	46	0	46
Property & Real Estate Managers	750	796	46	0	46
Lawyers and Judicial Workers	1,250	1,295	45	0	45
Clerical & Admin Suprt Wkrs, Nec	1,500	1,544	44	0	44
Health Diagnosis Occs	1,200	1,243	43	0	43
Customer Service Reps. Utilities	350	393	43	0	43
Laundry, Drycleaning Mach. Opers.	850	892	42	0	42
Marketing, Adv, Public Rel. Mgrs	850	890	40	0	40
Constr Trades, Extractive Occs	6,550	6,892	342	302	40
Hand Workers, Nec	650	690	40	0	40
Financial Managers	1,100	1,140	40	0	40
Sales Agts, Business Services	400	438	38	0	38
Mail Message Distrib. Workers	1,050	1,088	38	0	38
Painters and Related Workers	1,050	1,088	38	0	38
Gerdeners & Groundkeep Ex. Farm	750	788	38	0	38
Stock Clerks: Stockroom or Wareh.	1,600	1,637	37	0	37
Social Workers, Med & Psych.	300	337	37	0	37
Physicians	750	786	36	0	36
Sales Agts, Real Estate	600	635	35	0	35
Recreation Workers	350	385	35	0	35
Emergency Medical Technicians	200	235	35	0	35
Bus, Tryck, Diesel Eng Mechanics	700	734	34	0	34
Transporatation Workers, Nec.	250	281	31	0	31
Refuse Collectors	250	281	31	0	31
Plumbers & Related Workers	850	881	31	0	31
Construct Trades Wkrs, Other	850	881	31	0	31
Computer Programmers	500	531	31	0	31
Maids & Housekeeping Cleaners	1,250	1,280	30	0	30
Carpenters	1,300	1,330	30	0	30
Legal Secretaries	400	430	30	0	30
Drafters	450	480	30	0	30
Purchasing Agents & Buyers	800	829	29	0	29
Natural Scientists, Related Occs.	800	829	29	0	29

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT ABSOLUTE			AVAILABLE LABOR	MINOR GAP
	EMP. 1996	FORECAST 1998	GROWTH 96-98		
Ind. Specific Workers, Other	800	829	29	0	29
Metal/Plastic Procs Mach Strs	800	829	29	0	29
First Line Superv: Production	1,650	1,678	28	0	28
Teachers Aides & Educators Asst.	550	578	28	0	28
Bank Tellers	700	727	27	0	27
Adjustment Clerks	700	727	27	0	27
Designers, Ex Interior Designers	600	627	27	0	27
Therapists	750	777	27	0	27
Electrical & Electronic Engineers	450	477	27	0	27
Bus Drivers	450	477	27	0	27
Health Service Workers, Nec.	400	426	26	0	26
Loan Officers & Counselors	350	376	26	0	26
Medical Secretaries	350	376	26	0	26
Driver/Sales Workers	650	675	25	0	25
Electrical & Electronic Techs.	550	575	25	0	25
Bus Drivers, School	750	775	25	0	25
Physical Therapists	200	225	25	0	25
Paralegals	150	174	24	0	24
Inspectors & Compliance Officers	350	373	23	0	23
Fire Fighters	500	523	23	0	23
Service Workers, Nec.	300	322	22	0	22
Occupational Therapists	100	122	22	0	22
Brokers, Real Estate	100	122	22	0	22
Demonstrators, Promoters, Models	100	122	22	0	22
Nursery Workers	100	122	22	0	22
Combination Mach. Tool Oprs, M/P	100	122	22	0	22
Plastic Molding Casting Set/Opers	100	122	22	0	22
Offset Lithographic Press Settrs	100	122	22	0	22
Paper Goods Mach. Setters/Opers.	100	122	22	0	22
Painting Mach. Opers. & Tenders	100	122	22	0	22
Personnel Specs, Related	600	622	22	0	22
Telephone Operators	600	622	22	0	22
Mach Tool Cut/Form Settrs/Ops	600	622	22	0	22
Amusement & Recreation Attendant	400	421	21	0	21
Maintenance Repairers, Gen. Util	2,350	2,452	102	81	21
Order Fillers, Sales	450	470	20	0	20
Printing, Binding, Related Occs	550	570	20	0	20
Cabinetmakers & Bench Carpenters	300	320	20	0	20
Sales & Related Occs, Nec.	400	420	20	0	20
Bill & Account Collectors	400	420	20	0	20

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	MINOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Dining Room & Bartender Helpers	600	619	19	0	19
Aeronautical & Astro Engineers	150	168	18	0	18
Architects, Ex Lnscep & Marine	150	168	18	0	18
Dental Hygienists	150	168	18	0	18
New Accounts Clerks	150	168	18	0	18
Court Clerks	150	168	18	0	18
Interviewing Clerks , Ex. Personnel	150	168	18	0	18
Meter Readers, Utilities	150	168	18	0	18
Food Servers	150	168	18	0	18
Physical, Correct Therapy Assist	150	168	18	0	18
Extruding & Forming Operators	150	168	18	0	18
Plant & System Occs. Nec.	150	168	18	0	18
Taxi Drivers & Chauffeurs	150	168	18	0	18
Parking Lot Attendants	150	168	18	0	18
Engineers, Nec.	400	418	18	0	18
Hosts & Hostesses: Rest, Lounge	450	468	18	0	18
Plumber, Pipefitter, Steamfitter	750	767	17	0	17
Speech Pathologists, Audiologists	200	217	17	0	17
Data Processing Equip. Repairers	200	217	17	0	17
Plastic Molding, Casting Opers.	550	567	17	0	17
Heating, A/C, Refrig. Mech.	600	617	17	0	17
Financial Specialists, Nec.	250	266	16	0	16
Civil Engineers, Inc Traffic	250	266	16	0	16
Cooks, Short Order	250	266	16	0	16
Electrical Powerline Instal/Rprs	250	266	16	0	16
Machine Setters, Nec	250	266	16	0	16
Teachers, Knder, Educ Serv	450	466	16	0	16
Selected Insurance Workers	450	466	16	0	16
Woodworkers, Precision	450	466	16	0	16
Pharmacists	300	316	16	0	16
Med/Clinical Lab Technicians	300	316	16	0	16
COunter Attendants	600	616	16	0	16
Mechanical Engineers	350	366	16	0	16
First line Superv: Transport.	350	366	16	0	16
Personnel, Training, Lab Rel. Mgs	400	416	16	0	16
Administrative Service Managers	400	416	16	0	16
Medicine & Health Service Mgrs.	400	416	16	0	16
Cleang, Bldg. Service, Wkrs, Nec	400	416	16	0	16
Sheet Metal Workers	400	416	16	0	16
Mechanic & Repairer Helpers	450	465	15	0	15
Teachers, Preschool/Kindergarten	200	215	15	0	15

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	MINOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Instructor & Coaches, Sports	500	515	15	0	15
Electrical, Electronics Assembles	500	515	15	0	15
Psychologists	150	165	15	0	15
Shoe & Leather Workers	850	865	15	0	15
First Line Superv: Const. Extrac	1,050	1,065	15	0	15
Title Examiners & Absatractors	67	82	15	0	15
Chiropractors	67	82	15	0	15
Spotters, Dry Cleaning	67	82	15	0	15
Power Generating Plant Opers.	67	82	15	0	15
Clergy	119	134	15	0	15
Insurance Slaes Workers	371	385	14	0	14
Legal Assts Technicians	400	414	14	0	14
Lodging and Travel Workers	400	414	14	0	14
Management Support Wkrs. Nec.	700	714	14	0	14
Order Clerks: Materials, Service	650	664	14	0	14
Billing, Cost & Rate Clerks	500	514	14	0	14
Purchasing Managers	450	464	14	0	14
Personnel, Train, Lab Rel. Specs.	450	464	14	0	14
File Clerks	400	414	14	0	14
Production, Expediting Clerks	400	414	14	0	14
Industrial Machinery Mechanics	400	414	14	0	14
Mechanics, Installers, Rprs, Nec.	400	414	14	0	14
Communication, Transp. Util Mgrs.	350	364	14	0	14
Dispatcher: Ex Police, Fire, Ambln.	350	364	14	0	14
First Line Superv: Help Laborers	350	364	14	0	14
Machine Feeders & Offbearers	350	364	14	0	14
Med/Clinical Lab Technologists	300	314	14	0	14
Cost Estimators	250	263	13	0	13
Protective Service Wkrs, Nec.	250	263	13	0	13
Bakers, Bread & Pastry	250	263	13	0	13
Dental Assistants	250	263	13	0	13
Education Administrators	900	913	13	0	13
Human Services Workers	200	213	13	0	13
Mail Clerks, Ex. Mail Machine	200	213	13	0	13
Messengers	200	213	13	0	13
Concrete & Terrazo Finishers	200	213	13	0	13
Sales Reps, Scientific, Ex. Retl	750	763	13	0	13
Industrial Engineers. Ex. Safety	150	163	13	0	13
Respiratory Therapists	150	163	13	0	13
Physician Assistants	150	163	13	0	13

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	MINOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Opticians, Dispensing & Measurg	150	163	13	0	13
Medical Records Technicians	150	163	13	0	13
Radiologic Technologists	150	163	13	0	13
Radiologic Technicians	150	163	13	0	13
Public Relations Specialists	150	163	13	0	13
Athlete, Coach, Umpire & Related	150	163	13	0	13
Securities, Financial Serv. Sales	150	163	13	0	13
Insurance Adjusters, Investgators	150	163	13	0	13
Dispatcher: Police, Fire, Ambulance	150	163	13	0	13
First Line Superv: Nec.	150	163	13	0	13
Tool & Die Makers	150	163	13	0	13
Aircraft Pilots, Flight Engrs.	150	163	13	0	13
Physical, Life Science Techs.	350	363	13	0	13
Insurance Sales Workers	350	363	13	0	13
Road, Rail, Const, Maintenance	350	363	13	0	13
Law Clerks	100	112	12	0	12
Service Sales occs, Nec.	100	112	12	0	12
Insurance Claims Clerks	100	112	12	0	12
Child Care Wkrs. Pvt household	100	112	12	0	12
Police Detective	100	112	12	0	12
Ushers, Lobby Att. Ticket Taker	100	112	12	0	12
Graders & Sorters, Agr Product	100	112	12	0	12
Meat, Poultry, Fish Cutters	100	112	12	0	12
Engineering, Math, Nat Sci. Mgrs.	400	412	12	0	12
Counselors	400	412	12	0	12
Management Analysts	300	312	12	0	12
Artists & Commercial Artists	250	261	11	0	11
Inspectors, Tester, Graders, Prec.	250	261	11	0	11
First Line Superv: Mech & Repr	800	811	11	0	11
Chemical Engineers	50	61	11	0	11
Geologists, Geophysicst, Ocenog.	50	61	11	0	11
Social Scientists, Nec.	50	61	11	0	11
Engineering Teachers	50	61	11	0	11
Credit Checkers	50	61	11	0	11
Inspectors, Testers, nec.	50	61	11	0	11
Sheet Metal Duct. Installers	50	61	11	0	11
Painting & Coating, Hand	50	61	11	0	11
Social Scientists	300	311	11	0	11
Service Workers, NEC	300	311	11	0	11
Precision Workers, Other	300	311	11	0	11

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE GROWTH 96-98	AVAILABLE LABOR	MINOR GAP
	EMP. 1996	FORECAST 1998			
Select mach. Setrs/Oprs/Tndrs	300	311	11	0	11
Teachers, Vocational Education	500	511	11	0	11
Tax Examiner, Collector, Rev. Agts.	200	211	11	0	11
Loan & Credit Clerks	200	211	11	0	11
Insurance Policy Process Clerks	200	211	11	0	11
Aircraft Mechanics	200	211	11	0	11
Paving, Surfacing, Tamping Oprs.	200	211	11	0	11
Water & Waste Treat. Plant Oprs.	200	211	11	0	11
Library Assistants & Bookmobile	150	160	10	0	10
Police & Detective Supervisors	150	160	10	0	10
Pressers, Hand	150	160	10	0	10
Sheriffs & Deputy Sheriffs	250	260	10	0	10
Sewers, Hand	200	209	9	0	9
Life Scientists	250	259	9	0	9
Private Household Workers	250	259	9	0	9
Extractive/Related Workers	250	259	9	0	9
Metal Fabricating Mach Setrs/Opr	250	259	9	0	9
Construction, Bldg. Inspectors	100	109	9	0	9
Computer Programmer Aides	100	109	9	0	9
Precision Workers, Nec.	100	109	9	0	9
Graduate Assistants, Teacheing	400	409	9	0	9
Engineering, Technicians, Nec.	250	259	9	0	9
Truck Drivers, Light	2,000	2,104	104	96	8
Architects & Surveyers	200	207	7	0	7
Physiscal Scientists	200	207	7	0	7
Court, Municipal, Lic Clerks	200	207	7	0	7
Food Workers, Precision	200	207	7	0	7
Number, Comb Mach Setrs/Ops	200	207	7	0	7
Housekeepers Supv, Institutional	150	157	7	0	7
Material Workers, Nec.	100	107	7	0	7
Material Moving Ops, Nec.	100	107	7	0	7
Teachers, Elementary	3,900	3,980	80	74	6
Surveying & Mapping Techs.	50	56	6	0	6
Musicians, Instrumental	50	56	6	0	6
Cleaners/Servants, Private	150	155	5	0	5
Supervs, Farm, Forest, Agri	150	155	5	0	5
Agric, Forest, Fishing, NEC	150	155	5	0	5
Bicycle Repairers	150	155	5	0	5
Floor Related Workers	150	155	5	0	5
Printing Workers Precision	150	155	5	0	5
Highway Maintenance Workers	100	105	5	0	5

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	MINOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
General Farm Workers	100	104	4	0	4
Computer Support Specialists	100	104	4	0	4
Residential Counselors	100	104	4	0	4
Optometrists	100	104	4	0	4
Farm Managers	100	104	4	0	4
Communication Eqp. Mechs	100	104	4	0	4
Station Installers/Rprs, Telephone	100	104	4	0	4
Fence Erectors	100	104	4	0	4
Metal/Plast Oprs/Tndrs, NEC	100	104	4	0	4
Woodworking Machine Setters	100	104	4	0	4
Chemists	50	52	2	0	2
Physical Scientis	50	52	2	0	2
Directory Assistance Operators	50	52	2	0	2
Transportation Agents	50	52	2	0	2
Musical Instrument repairers	50	52	2	0	2
Jewelers and Silversmith	50	52	2	0	2
Metal/Palst Setrs/Oprs, NEC	50	52	2	0	2
Woodworking Mach Oprs/Tenders	50	52	2	0	2
Postmasters, Mail Superintendent	50	50	0	0	0
Industrial Production Managers	400	400	0	0	0
Gvmt. Chief Exec & Legislator	100	100	0	0	0
Typists, Inc. Word Processing	100	100	0	0	0
Credit Analysts	50	50	0	0	0
Tax Preparers	200	200	0	0	0
Budget Analysts	100	100	0	0	0
Wholesale/Retail Buyers, Ex. Farm	350	350	0	0	0
Purchasing Agts. Buyers, Farm	50	50	0	0	0
Purchasing Agts. Ex Who/Ret/Farm	400	400	0	0	0
Employment Interviewers	150	150	0	0	0
Assessors	50	50	0	0	0
Surveying & Mapping Scientists	50	50	0	0	0
Civil Engineering Technicians	100	100	0	0	0
Industrial Engineering Techs.	100	100	0	0	0
Mechanical Engineering Techs.	250	250	0	0	0
Chemists	50	50	0	0	0
Foresters, Conservation Sciencs	50	50	0	0	0
Agricultural & Food Scientists	50	50	0	0	0
Biological Scientists	100	100	0	0	0
Medical Scientists	50	50	0	0	0
Life Scientists, Nec.	50	50	0	0	0

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT ABSOLUTE			AVAILABLE LABOR	MINOR GAP
	EMP.	FORECAST	GROWTH		
	1996	1998	96-98		
Biological, Agric, Food Techs.	50	50	0	0	0
Chemical Technicians, Ex Health	100	100	0	0	0
Science Technicians, Nec.	200	200	0	0	0
Computer Scientists, Nec	50	50	0	0	0
Operations & Research Analysts	50	50	0	0	0
Financial, Analyst, Statistical	50	50	0	0	0
Economists	50	50	0	0	0
Directors, Religious Activ/Edu	100	100	0	0	0
Religious Workers, Nec.	100	100	0	0	0
Judges & Magistrates	100	100	0	0	0
Adjudicators & Hearing officers	100	100	0	0	0
Legal Assistants, Nec.	50	50	0	0	0
Nursing Instructors	50	50	0	0	0
Life Science Teachers	350	350	0	0	0
Chemistry Teachers	50	50	0	0	0
Physical Science Teachers, Nec.	50	50	0	0	0
Social Science Teachers	200	200	0	0	0
Health Specialities Teachers	150	150	0	0	0
English & Foreign Lang. Teachers	200	200	0	0	0
Art, Drama & Music Teachers	100	100	0	0	0
Mathematical Science Teachers	150	150	0	0	0
Computer Science Teachers	50	50	0	0	0
Post Secondary Teachers, Nec.	500	500	0	0	0
Instructoirs, Nonvocational Ed.	400	400	0	0	0
Farm & Home Management Adv.	50	50	0	0	0
Librarians, Professional	250	250	0	0	0
Technical Assistants, Liabrary	150	150	0	0	0
Audio-Visual Specialists	50	50	0	0	0
Curators, Archivists, Museum Techs.	50	50	0	0	0
Instructional Coordinators	150	150	0	0	0
Dentists	200	200	0	0	0
Optometrists	100	100	0	0	0
Veterinarians, Vet Inspectors	100	100	0	0	0
Recreational Therapists	50	50	0	0	0
Therapists, Nec.	50	50	0	0	0
Pharmacy Technicians	150	150	0	0	0
Dietitians & Nutriotionists	100	100	0	0	0
Dietetic Technicians	50	50	0	0	0
Cardiology Technologists	50	50	0	0	0
Surgical technicians	100	100	0	0	0
Psychiatric Technicians	100	100	0	0	0

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE	AVAILABLE	MINOR
	EMP.	FORECAST	GROWTH	LABOR	GAP
	1996	1998	96-98		
Veterinary Techs. & Technols	50	50	0	0	0
Writers & Editors	200	200	0	0	0
Technical Writers	50	50	0	0	0
Reporters & Correspondents	50	50	0	0	0
Photographers	200	200	0	0	0
Interior Designers	150	150	0	0	0
Dancers & Choreographers	50	50	0	0	0
Air Traffic Controllers	150	150	0	0	0
Funeral Directors & Morticians	50	50	0	0	0
Ensamblers	50	50	0	0	0
Real Estate Appraisers	100	100	0	0	0
Travel Agents	200	200	0	0	0
Sales Agts, Advertising	200	200	0	0	0
Sales Engineers	100	100	0	0	0
Salespersons, Parts	600	600	0	0	0
Credit Authorizers	50	50	0	0	0
Statement Clerks	50	50	0	0	0
Brokerage Clerks	50	50	0	0	0
Welfare Eligibility Workers	50	50	0	0	0
License Clerks	50	50	0	0	0
Reservation & Trans. Ticket Agts	150	150	0	0	0
Hotel Desk Clerks	200	200	0	0	0
Proofreaders & Copy Markers	50	50	0	0	0
Real Estate Clerks	50	50	0	0	0
Stenographers	150	150	0	0	0
Typists, Inc. Word Processing	700	700	0	0	0
Personnel Clerks, Ex. Payroll	250	250	0	0	0
Correspondence Clerks	50	50	0	0	0
Procurement Clerks	150	150	0	0	0
Statistical Clerks	150	150	0	0	0
Payroll & Timekeeping Clerks	300	300	0	0	0
Bill, Post, Calculate Mach. Oprs.	150	150	0	0	0
Duplicating Machine Operators	100	100	0	0	0

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE GROWTH 96-98	AVAILABLE LABOR	MINOR GAP
	EMP. 1996	FORECAST 1998			
Mail Machine Operators	150	150	0	0	0
Peripheral Edp. Equip. Operators	50	50	0	0	0
Office Machine Operators, Nec.	100	100	0	0	0
Switchboard Operators	400	400	0	0	0
Central Office Operators	150	150	0	0	0
Weighters, Measures, Checkers	50	50	0	0	0
Marking Clerks	150	150	0	0	0
Fire Fighting & Prev. Supervisors	50	50	0	0	0
Bailiffs	100	100	0	0	0
Criminal Investigators, Federal	100	100	0	0	0
Crossing Guards	450	450	0	0	0
Bartenders	250	250	0	0	0
Butchers & Meat Cutters	1,050	1,050	0	0	0
Cooks, Institution/Cafeteria	200	200	0	0	0
Psychiatric Aides	50	50	0	0	0
Occupational Therapy Assistants	50	50	0	0	0
Ambulance Drivers & Attendants	100	100	0	0	0
Pharmacy Assistants	150	150	0	0	0
Pest Controllers & Assistants	100	100	0	0	0
Barbers	100	100	0	0	0
Manicurists	50	50	0	0	0
Shampooers	50	50	0	0	0
Baggage Porters & Bellhops	150	150	0	0	0
Flight Attendants	3,550	3,550	0	0	0
Agri, Forestry, Fishing	100	100	0	0	0
Farm Managers	50	50	0	0	0
First Line Superv: Ag, Forest, Fis.	50	50	0	0	0
Supervisors, Farm Workers	150	150	0	0	0
Animal Caretakers, Ex Farm	150	150	0	0	0
Lawn maintenance Workers	50	50	0	0	0
Veterinary Assistant	350	350	0	0	0
Agric., Forestry, Fishing, Nec	250	250	0	0	0
Machinery Mechs: Sewing Mach.	150	150	0	0	0
Machinery mechanics Water/Power	100	100	0	0	0
MAchinery Mechanics, Nec.	100	100	0	0	0
Millwrights	150	150	0	0	0
Machinery Maintenance Workers	500	500	0	0	0
Auto Body & Related Repairers	200	200	0	0	0
Mobile Heavy Equipment Mechanics	50	50	0	0	0
Rail Car. Repairers	50	50	0	0	0
Farm Equipment Mechanics					

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT			ABSOLUTE GROWTH	AVAILABLE LABOR	MINOR GAP
	EMP.	FORECAST				
	1996	1998	96-98			
Mail Machine Operators	150	150	0	0	0	
Peripheral Edp. Equip. Operators	50	50	0	0	0	
Office Machine Operators, Nec.	100	100	0	0	0	
Switchboard Operators	400	400	0	0	0	
Central Office Operators	150	150	0	0	0	
Weighters, Measures, Checkers	50	50	0	0	0	
Marking Clerks	150	150	0	0	0	
Fire Fightning & Prev. Supervisors	50	50	0	0	0	
Bailiffs	50	50	0	0	0	
Criminal Investigators, Federal	100	100	0	0	0	
Crossing Guards	100	100	0	0	0	
Bartenders	450	450	0	0	0	
Butchers & Meat Cutters	250	250	0	0	0	
Cooks, Institution/Cafetreria	1,050	1,050	0	0	0	
Psychiatric Aides	200	200	0	0	0	
Occupational Therapy Assistants	50	50	0	0	0	
Ambulance Drivers & Attendants	50	50	0	0	0	
Pharmacy Assistants	100	100	0	0	0	
Pest Controllers & Assistants	150	150	0	0	0	
Barbers	100	100	0	0	0	
Manicurists	100	100	0	0	0	
Shampooers	50	50	0	0	0	
Baggage Porters & Bellhops	50	50	0	0	0	
Flight Attendants	150	150	0	0	0	
Agri, Forestry, Fishing	3,550	3,550	0	0	0	
Farm Managers	100	100	0	0	0	
First Line Superv: Ag, Forest, Fis.	50	50	0	0	0	
Supervisors, Farm Workers	50	50	0	0	0	
Animal Caretakers, Ex Farm	150	150	0	0	0	
Lawn maintenance Workers	150	150	0	0	0	
Veterinary Assistant	50	50	0	0	0	
Agric., Forestry, Fishing, Nec	350	350	0	0	0	
Machinery Mechs: Sewing Mach.	250	250	0	0	0	
Machinery mechanics Water/Power	150	150	0	0	0	
MAchinery Mechanics, Nec.	100	100	0	0	0	
Millwrights	100	100	0	0	0	
Machinery Maintenance Workers	150	150	0	0	0	
Auto Body & Related Repairers	500	500	0	0	0	
Mobile Heavy Equipment Mechanics	200	200	0	0	0	
Rail Car. Repairers	50	50	0	0	0	
Farm Equipment Mechanics	50	50	0	0	0	

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE GROWTH	AVAILABLE LABOR	MINOR GAP
	EMP. 1996	FORECAST 1998			
Furniture Finishers	50	50	0	0	0
Textile, Apparel, Furnish Wkrs	1,950	1,950	0	0	0
Patternmaker, Layout Wkrs, Fab.	200	200	0	0	0
Upholsters	150	150	0	0	0
Pressers, Delicate Fabrics	100	100	0	0	0
Precision Textile, Apparel, Nec.	100	100	0	0	0
Strippers, Printing	50	50	0	0	0
Slaughterers & Butchers	50	50	0	0	0
Bakers, Manufacturing	50	50	0	0	0
Food Batchmakers	100	100	0	0	0
Patternmakers, Model Makers	50	50	0	0	0
Dental Laboratory Technicians	100	100	0	0	0
Sawing Mach Tool Settrs/Oprs, M/P	50	50	0	0	0
Lathe, Turning Mach Sttrs/Oprs, M/P	50	50	0	0	0
Milling, Planing Mach Set/Ops, M/P	50	50	0	0	0
Grinding Mach. Setrs/Oprs M/P	50	50	0	0	0
Machine Tool Cutting Opers, M/P	100	100	0	0	0
Punching Mach Setters/Oprs, M/P	50	50	0	0	0
Press Brake Mach. Setter/Ops, M/P	50	50	0	0	0
Shear, Slitter Mach. Set/Ops, M/P	50	50	0	0	0
Rolling Machine Setters/Oprs., M/P	50	50	0	0	0
Machine Forming Operators, M/P	250	250	0	0	0
Numerical Control Mach. Tool, M/P	50	50	0	0	0
Combination Mach. Tool Set/op, M/P	50	50	0	0	0
Welding Machine Setters/Opers.	50	50	0	0	0
Welding Machine Operators	50	50	0	0	0
Metal Fabricators, Structural Met.	100	100	0	0	0
Electrolytic Plating Opers, M/P	50	50	0	0	0
Furnace Operators & Tenders	50	50	0	0	0
Met & Plas. Mach. Set/Ops, Nec.	150	150	0	0	0
Sawing Maching Opers/Tenders	50	50	0	0	0
Woodworking Machine Operators	50	50	0	0	0
Specialty Materials Printing	50	50	0	0	0
Screen Printing Mach. Setters/Ops	50	50	0	0	0
Printing Press Machine Opers.	200	200	0	0	0
Bindery Machine Operators	50	50	0	0	0
Textile/Rel. Setters/Oprs	11,850	11,850	0	0	0
Textile Machine Operators	250	250	0	0	0
Textile Dyeing Machine Opers	150	150	0	0	0
Shoe Sewing Machine Opers.	200	200	0	0	0
Electronic Semiconductors	200	200	0	0	0

Minor Gaps, Continued

OCCUPATION TITLE	EMPLOYMENT		ABSOLUTE GROWTH 96-98	AVAILABLE LABOR	MINOR GAP
	EMP. 1996	FORECAST 1998			
Photographic Processing Mach. Ops.	100	100	0	0	0
Cooking Machine Ops.Food/Tob	50	50	0	0	0
Cooling, Freezing Equip. Ops.	50	50	0	0	0
Cooling, Freezing Equip. Ops.	50	50	0	0	0
Dairy Processing Equip. Operators	50	50	0	0	0
Cutting & Slicing Setters/Operators	50	50	0	0	0
Cutting & Slicing Machine Operators	100	100	0	0	0
Painters, Transportation Equip.	100	100	0	0	0
Coating, Painting Setters/Operators	50	50	0	0	0
Cementing & Gluing Machine Oper.	100	100	0	0	0
Separating, Filtering mach. Ops	250	250	0	0	0
Crushing & Mixing Machine Operators	300	300	0	0	0
Extruding & Forming Operators	150	150	0	0	0
Packaging & Filling Machine Oprs.	600	600	0	0	0
Machine Builders, Assemblers	50	50	0	0	0
Fitters, Struc. Metal, Precision	50	50	0	0	0
Electromechanical Eq. Assemblers	50	50	0	0	0
Electrical, Electronic Assemblies	300	300	0	0	0
Machine Assemblers	50	50	0	0	0
Coil Winders, Tapers, Finishers	50	50	0	0	0
Solders & Brazers	50	50	0	0	0
Cutters & Trimmers, Hand	250	250	0	0	0
Cannery Workers	150	150	0	0	0
Metal Pourers, Basic Shapes	50	50	0	0	0
Molders & Casters, Hand	50	50	0	0	0
Engraving & Printing, Hand	50	50	0	0	0
Grinding & Polishing, Hand	100	100	0	0	0
Gas Plant Operator	50	50	0	0	0
Power Distributors & Dispatchers	50	50	0	0	0
Stationary Engineers	50	50	0	0	0
Motor Vehicle Operators, Nec	100	100	0	0	0
Railroad Conductors, Yardmasters	100	100	0	0	0
Locomotive Engineers	100	100	0	0	0
Railroad Brake, Signal, Switch	150	150	0	0	0
Service Station Attendants	400	400	0	0	0
Excavation Loading Machine Operators	100	100	0	0	0
Grader, Dozer, Scraper Operators	150	150	0	0	0
Crane & Tower Operators	100	100	0	0	0
Conveyor Operators & Tenders	50	50	0	0	0
Pump Operators	50	50	0	0	0
Helpers, Carpenters	450	450	0	0	0

Minor Gaps, Continued

OCCUPATION TITLE	EMP.	EMPLOYMENT	ABSOLUTE	AVAILABLE	MINOR
	1996	FORECAST 1998	GROWTH 96-98	LABOR	GAP
Helpers, Electricians	250	250	0	0	0
Helpers, Painters, Plasterers	50	50	0	0	0
Helpers, Plumbers, Pipefitters	250	250	0	0	0
Helpers, Roofers	100	100	0	0	0
Helpers, Construction, Nec.	400	400	0	0	0
Electrical Workers	900	947	47	55	-8
Prod. Direct Actors, Entertainers	50	41	-9	0	-9
Dyers, Precision	50	41	-9	0	-9
Portable Machine Cutters	150	138	-12	0	-12
Postal Mail Carriers	450	437	-13	0	-13
Custom Tailors & Sewers	500	487	-13	0	-13
Production Inspectors, Graders	1,450	1,436	-14	0	-14
Sewing Mach. Oprs, Non-Garment	1,050	1,036	-14	0	-14
Announcers, Radio & TV	150	134	-16	0	-16
Drywall Installers	150	134	-16	0	-16
Broadcast Technicians	100	82	-18	0	-18
Electri/Electro Eqp. Mechs	1,350	1,421	71	92	-21
Helpers, Brick & Masons	200	178	-22	0	-22
Brick Masons	300	276	-24	0	-24
Accountants & Auditors	1,750	1,800	50	74	-24
Computer Operators, Ex Periph	500	472	-28	0	-28
Medical Assistants	400	430	30	59	-29
Operating Engineers	300	320	20	53	-33
Postal Service Clerks	200	164	-36	0	-36
Investigative/Related Workers	500	526	26	65	-39
Machinists	650	665	15	59	-44

El Paso Collaborative for Academic Excellence **Board Members 1996 - 1997**

Name of Participant	Contact	Mailing Address	Email Address	Phone/Fax
Dr. Arturo Pacheco, Dean	Susan / Irma	University of Texas at El Paso College of Education 79968	apacheco@mail.utep.edu	747-5572 747-5755
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Dr. Adriana Barrera, President	Vicky	El Paso Community College P.O. Box 20500 79998	adrianab@epcc.edu	594-2112 594-2470
Ms. Victoria Perea Corporate Advisor	Dorothy	Education Committee Chair P.O. Box 982, 79960		543-2247 521-4766
Mr. David Porras, Chairman	Liz	Texas Tech El Paso Chamber of Commerce 4800 Alberta Avenue, 79905		545-6540 566-4066 545-6521
Dr. Romy Ledesma, Director		EPA AmeriCorps: Burges Hall University of Texas at El Paso	rledesma@mail.utep.edu	747-5494 747-5145

**UPPER RIO GRANDE
LOCAL WORKFORCE DEVELOPMENT BOARD
CEO APPOINTMENTS**

PRIVATE SECTOR

By statute the board must contain 51% membership from the private sector. As required by law, these appointments were made from a list of nominees by a joint working group from the Hispanic Chamber, the Black El Paso Chamber, and the Greater El Paso Chamber.

Gilbert Moreno	Principal, INOVA
Ruben Guerra	Principal, The Financial Services Group
Rey Veselka	President, Marfa National Bank
Oscar Espinosa	Owner, multiple business interest including trucking and retail
Ceci Miles-Mulvihill	President, RM Personnel
Tim Johnson	Senior VP, Management Assistance Corporation of America
Joe Leyva	President, First Presidio National Bank
Randy L. Kuykendall	President, Western Technical Institute
Patsy Gutierrez	Human Resources Director, Southwestern General Hospital
Michele Quinn	General Manager, D.J. Plastics
Mary Melendez	Human Resources Director, Rockwell International
Annette Morales	Community Affairs Manage, Levi Strauss & Co.
Gil Blancas	Human Resources Manger, Leviton
Irene Chavez	Development Officer, Sierra/Providence Health Network
Hugo Bustamante	President Prontolube

Local Workforce Board Appointments, Continued

NON-PRIVATE SECTOR APPOINTMENTS

These appointments are made to fill categorical slots required by statute. These appointments were made from nominations submitted by appropriate groups representing particular categories as required by law and Texas Workforce Commission rule.

Margie Murphy	Regional Budget Director, Texas Department of Human Services
Gilbert Gutierrez	Administrator, Adult Education, EPISD
Mary Kaye Hooker	Director of Libraries, City of El Paso
Carmen E. Wright	Employment and Child Care Manager, Texas Workforce Commission
Keith Fulp	Area Manager, Texas Rehabilitation Commission
Dr. David Cockrum	Vice President for Academic and Student Affairs, Sul Ross State University
Dr. Adriana Barrera	President & CEO, El Paso Community College District
Manny Pacillas	Director, Institute for Manufacturing, and Materials Management, UTEP
Leticia Paez	Director, Kellog Community Partnership; Board member YWCA
Cindy Arnold	Development Coordinator, La Mujer Obrera
Frances Weaver	President, El Paso Federation of Teachers and Support Personnel
Martha Sanchez	Coordinator, Rio Grande Workers' Alliance
Bill Arballo	Joint Board Manager, UNITE
James B. Lujan	Sierra Blanca ISD, Member at Large

EL PASO RE-EMPLOYMENT PILOT PROJECT

WORKER TRANSITION COMMITTEE

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Greater El Paso Chamber of Commerce Foundation, Inc.

1997 Board of Directors Roster

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Ex Oficio to all committees

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Greater El Paso Chamber of Commerce Foundation

PART V

PROGRAM NARRATIVE

NARRATIVE

I. COMPREHENSIVE LOCAL SCHOOL-TO-WORK PLAN

I.A THE COLLABORATIVE

El Paso, Texas is located in far west Texas, bordering the state of New Mexico and the country of Mexico. The area's unemployment rate, averaging 11.6% in 1996, is consistently higher than the rest of the state (5.9%) and the nation. Furthermore, according to 1997 Department of Labor figures, 11,137 displaced workers have been identified in the state of Texas, of which 5,557 reside in El Paso.

In 1993 and 1994 the Greater El Paso Chamber of Commerce Foundation joined with the Greater El Paso Chamber of Commerce to finance and facilitate a 16-month economic strategic analysis of the El Paso area to provide a blueprint for the future economic growth and development of the community. The final report stated: "If (El Paso) wants to be the low wage paying capital of the world, don't do anything, you're already there. But if you want to create higher tech, higher paying jobs for a rapidly growing metropolitan area, you must adopt different strategies if you are to succeed."

Today, the market value of a high school diploma has fallen nationally and locally. The proportion of men between the ages of 25 and 54 with high school diplomas who earn less than enough to support a family of four above the poverty line is growing at an alarming rate. In 1989 more than two in five African-American men, one in three Hispanic men, and one in five white non-Hispanic men, all with high school diplomas, did not earn enough to lift a family of four above poverty. Unless there is a second earner, these families do not have an acceptable level of income. It is further noted that in El Paso, Texas, the economic and job situation demands that changes be made in the education system in order to meet the requirements of the workplace.

Utilizing available information, a strategic plan was developed, identifying three initiatives to enhance the workforce of the El Paso community:

1. The El Paso Collaborative for Academic Excellence brought together area Independent School Districts, local two- and four-year colleges, and primary economic development organizations to focus on K-12 curriculum and its relevance to tomorrow's work environment.
2. The Greater El Paso Chamber of Commerce's Economic Development Division focused on 14 primary industry recruiting targets that could be brought to the community.
3. The Greater El Paso Chamber of Commerce's Workforce Training Initiative focused on the support necessary to transform El Paso's surplus labor market into a trained, employable workforce.

In support of the Workforce Training Initiative, the Greater El Paso Chamber of Commerce Foundation has developed the El Paso Workforce Training Foundation, focused on building partnerships between students, parents, employers and educators to create School-to-Work and "College to Industry" career systems. The rationale for developing the Foundation is clear; although El Paso is the 19th largest city in the nation, both its per capita income and median wage are among the lowest in the nation. An in-depth understanding of the factors driving the economy was and continues to be critical if successful strategies are to be defined and implemented to improve the standard of living for residents of El Paso, Texas.

The Chamber Foundation will coordinate the efforts of business and the educational/training sector providers to better serve the El Paso community by creating jobs, supporting local business retention and expansion, and promoting quality education and health care, which are vital to positioning El Paso as a major center of high tech commerce. The focus will be on demand occupations in targeted industries - Manufacturing, Health Care, Service, and Electronics. The goal is to create a pool of skilled applicants to enhance job creation and industry relocation, and is the impetus for establishing the Workforce Training Foundation. The Workforce Foundation has developed partnerships with local community organizations to define the areas in which training assistance in technical areas could be utilized. A moderate number of programs exist for students wishing to pursue technical training, but a lack of funding is the primary barrier discouraging more. To remedy this, the Workforce Foundation will develop an endowment fund specifically targeted to provide financial assistance to 16-24 year old youth and adults in El Paso County who are pursuing technical training in demand occupations. This endowment will be funded through private sources, highlighting the strong support of the business community. The Workforce Foundation will also provide an avenue through which employers can direct training curriculum, ensuring relevant training for jobs in high skill, high wage occupations.

Through the coordination of school-based, work-based, and connecting activities in grades K-12 (which include career exploration, career investigation, coherent sequence of technical courses, and integrated rigorous academic core curriculum) a seamless transition can be made to continued post-secondary education programs (community and technical colleges, career schools, and BAT approved Registered Apprenticeships and Training programs) in high skill, high wage demand occupations. Every effort will be made to bring out-of-school youth (16-21) into the school system through various existing entities (JTPA, Job Corps, Gang Intervention, and Drop-out Recovery programs). The Chamber Foundation will address the out-of-school older youth and adult (to age 24) providing a mechanism for entering

the system utilizing private training dollars for those who do not qualify under Pell Grant, JTPA, or other entities.

Thus, a partnership where all stake-holders work together for a common goal has been established to improve the quality of life for residents in El Paso, Texas, with emphasis in this proposal on a northeast section of the city.

I.B SCHOOL-BASED LEARNING

I.B.1 INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING

Integrated learning is an educational reform strategy that coordinates and sequences academic and vocational courses and/or programs so that students can develop both academic and technical competencies. Triggering the reform movement in vocational education are the increasingly high dropout and illiteracy rates, along with employers' criticisms that schools are delivering workers who lack problem-solving abilities, higher-order thinking skills, and communication/employability skills—all crucial for work in a global economy. Vocational educators have been criticized for promoting overly specific training and encouraging a dual structure that segregates vocational and academic education. Academic educators, on the other hand, suffer criticism for providing curriculum that lacks participatory forms of learning and opportunities for students to connect learning to "real world" situations. In addition, both academic and vocational educators are facing reduced enrollments and program offerings, and increased graduation requirements with external pressures for accountability. Thus, the integration of vocational and academic education offers an opportunity to effect change in an educational system that is in need of reform (Grubb, et.al., NCRVE, Berkeley, 1991).

The integration of vocational and academic education offers an opportunity to implement positive change in an educational system that some perceive no longer meets the present or future needs of students or employers.

INTEGRATED LEARNING - THE CONTEXT

Employers are looking for a new kind of worker with a broad set of workplace skills and competencies built on a strong foundation of basics that will facilitate job performance, critical thinking, problem-solving, and learning on the job (Workplace Basic: The Skills Employers Want, 1989). Additionally, students are looking for educational experiences that are more relevant to their real life and work experiences. Integrated learning addresses these two issues by employing innovative teaching strategies that combine academic and vocational competencies within the context of workplace skills.

Students often have difficulty studying academic subjects when they are presented in isolation from relevant and practical applications. They sometimes fail to recognize the importance of academic subjects because they do not

see the connection between the material they are learning in the classroom and the skills they think they need for the workplace. Integrated learning engages students actively in learning activities that relate academic content to the world of work. It emphasizes the use of academic and technical content and processes to complete tasks typically found in the workplace.

INTEGRATED LEARNING - BENEFITS

The benefits of integrated vocational academic learning are many: teacher collaboration, higher educational expectations, relevant education, effective learning, combining the strengths of academic and vocational curricula, and continuous improvement, resulting in a better prepared student.

The two conditions which do not define entry into the world of work for young people are the globalization of commerce and industry and the explosive growth of technology on the job ("A SCANS Report for America 2000," 1991). These conditions are particularly evident in the El Paso area. The Texas-Mexico border has seen an explosive growth of international commerce in Ciudad, Juarez. The new companies that come to the border are not "iron and steel," but rely on computers, electronics, plastics, and customized fabrication.

El Paso Community College has completed nearly four years of a multi-year U.S.D.O.E. grant to integrate vocational and academic learning. Several high enrollment vocational courses such as Accounting and Introductory Computer Science have been re-designed to contain the "SCANS" skills and competencies and workplace applications. Eighty faculty members form a cadre of potential trainers and consultants to facilitate the expansion of integration efforts with the target schools in the proposal.

I.B.2 ARTICULATION

Articulation of over 200 secondary career and technology education courses with post-secondary courses currently exist. Project OWN will develop an advanced articulation among the El Paso Independent School District, the Ysleta Independent School District, El Paso Community College, and the University of Texas at El Paso for successful high school co-op education graduates. Currently, high school graduates entering El Paso Community College and the University of Texas at El Paso must complete 30 credit hours and have a minimum college grade point average of 2.5 prior to being allowed to enter the co-op programs. The Project proposes to establish guidelines allowing successful independent school district graduates to enter the El Paso Community College co-op program in their first semester at the college. This will allow many students to keep their co-op jobs, allow employers an uninterrupted workforce, and

will give students an added incentive toward post-secondary education. El Paso Community College is currently in the planning stages with the University of Texas at El Paso to create an affiliation agreement allowing successful El Paso Community College co-op transfer students to enter the University of Texas at El Paso co-op program without having to establish a University of Texas at El Paso grade point average first. Only successful El Paso Community College graduates will be eligible for this special entry into the University of Texas at El Paso program.

I.B.3 SCHOOL-BASED FACULTY AND PROFESSIONAL DEVELOPMENT

An initial needs assessment has been developed and will be given to all teachers and counselors (to include K-12, special education, academic, and career and technology) to identify gaps in knowledge and abilities. The assessment will include questions in the areas of:

1. industry knowledge,
2. job availability, demand, and salary ranges,
3. women in non-traditional jobs,
4. Americans With Disabilities Act,
5. Total Quality Management,
6. knowledge of other innovative School-to-Work and cooperative education programs, and
7. building team work, forming good relationships with parents, and consensus building.

Using this information, the PROJECT OWN team will implement the Texas School-to-Work professional development plan, which includes school-based, work-based, and connecting activities, similar to the overall School-to-Work process. The project team will contract with the State's School-to-Work training collaborative, composed of education and training professionals, to conduct a workshop in El Paso for project faculty and staff. The project team will work with the State trainers to tailor the workshop to the needs of the El Paso population. Anticipating a one-time contract, project team members will be trained to use the materials and information presented by the state training collaborative to present more workshops throughout the duration of the project.

I.B.4 INNOVATIVE TECHNOLOGY

Innovative technology is the value added component of any school to work system. Development of pc to pc video conferencing over ISDN lines connecting students to employers provides mentoring capabilities that geography and time cannot limit. Relatively inexpensive at this time using existing school computers, students can tap into a wealth of expertise through this venue. Students can experience many more opportunities for career exploration with a "real-time" person versus videos that may not be culturally familiar.

Additionally, the college's distance learning program is an integrated bi-directional voice/data/video fiber optic infrastructure which is capable of linking to other local, regional, and national networks. While attention to the technical design and expansion of the Distance Learning Network is important, it is also essential to recognize the significance of developing a credible plan for the utilization of this network. Faculty involvement and participation in all aspects of the project are a critical component to its success.

I.B.5 THE TARGET CURRICULA AND PROPOSED CURRICULAR ACTIVITIES

The participating independent school districts are mandated by the Texas Education Agency to employ the following tenants when building curriculum. The target curricula selected for this proposal will:

1. Point students toward occupations which are meaningful and satisfying, while providing employment and an above minimum wage level;
2. prepare a student for a "family of jobs," not a dead-end, whereby a student-employee may have lateral, as well as upward mobility within an industry;
3. cause a student to complete the necessary requirements for entry into a Texas institution of higher learning in the target curricula, or a new focus should the student's interest change; and
4. be accessible to all students who possess the basic requisites for entrance.

The target curricula for this proposal have been selected for the following reasons:

1. These programs are growing in terms of demand for employees, the salaries that are earned in related employment provide an adequate standard of living, and the employment opportunities are open to all persons regardless of sex, background, or disability.
2. The target vocational courses, the supporting vocational courses and the academic foundations are taught by the cooperating schools and El Paso Community College, Western Technical Institute, and Registered Apprenticeship and Training Committees. Therefore, there are opportunities for several linkages that provide students with a seamless transition to the workplace or to higher education.
3. Tech-Prep articulation agreements exist between the target schools and El Paso Community College, Western Technical Institute, and Registered Apprenticeship and Training Committees. These target programs are part of an arrangement that allows students to receive college credit and advanced standing in degree programs at post-secondary institutions and through Registered Apprenticeship and Training Committees should they decide to seek entry to higher education. The foundation for continued articulation is in place allowing for other programs to be included in future years.
4. Additionally, community advisory committees of employers are in place to hire students from each institution and provide direction for strengthening the target programs.
5. Encourages and supports recruitment of young women into technical careers in key industries that offer high wages.

This proposal design describes enriched curriculum and teaching strategies through professional development. The model targets elementary, middle and high schools with seamless linkages to El Paso Community College, Western Technical Institute, Registered Apprenticeship and Training Committees, and the University of Texas at El Paso when appropriate.

Two sets of independent school districts are involved in the proposal; the El Paso Independent School District and the Ysleta Independent School District. The El Paso Independent School District schools are: Irvin High with feeder schools Canyon Hills Middle School and Wainwright Elementary, and Andress High with feeder schools Charles Middle School and Bradley Elementary. The Ysleta Independent School District schools are Parkland High, with feeder schools Parkland Middle and Parkland Elementary.

The proposed staff development activities include:

1. El Paso Community College, in conjunction with the staff development departments of the two Independent School Districts, would offer the teachers of the School-to-Work target schools workshops in the following activities: integrated vocational academic learning, critical thinking, and assessment. The faculty will create and refine integrated curriculum with business, industry, and labor input for use in academic and vocational classrooms.
2. The high school programs will be designed to impact the target career pathways or occupational clusters. Applied academics will be aligned with vocational training to produce students with the skills required by the workplace.
3. The elementary and middle schools in the School-to-Work target area will receive the training plan and professional development for implementation.

The curricula clusters lead to demand occupations as identified by the Upper Rio Grande Tech Prep/STW Consortium (the state recognized regional labor market information entity). Skill standards/certification options are also listed below:

Parkland High School- Law Enforcement: security guard certification and TCLOSE certification post-high school and **Business Computer Applications:** skill standards available in various software applications.

Andress High School- Automotive Technology: ASE certification in one of eight areas available. During the 1997-1998 year, Tech Prep will fund the Contractor's Safety Certification offered by the Texas Safety Association. Five teachers will be certified as trainers in workplace safety issues, OSHA compliance, and a healthy work environment. At the end of the year, 100 students will be certified. **Business Computer Applications and Office Information Systems** have various skill standards available.

Irvin High School- Automotive Technology: ASE Certification, **Office System:** various skill standards available, **Child Care:** certification at the post-secondary level, and **Metal Trades:** journeyman credentials at the completion of the apprenticeship.

Skill standards will be implemented through the Upper Rio Grande Tech Prep/STW Consortium in each area.

These programs have the following characteristics:

1. All are part of the local Tech Prep program which allows students to enroll in a coherent sequence of courses, a rigorous academic core and earn articulated credit to attain an associate degree in less than two years.
2. Cooperative job placement is available for students studying in these programs.
3. Advanced Metal trades are offered at El Paso Community College's Advanced Technology Center as a non-credit program that is driven by the El Paso Mold Makers Tool and Die Registered Apprenticeship and Training Committee.
4. Child Care is a Tech Prep program between the high schools and El Paso Community College. Also, students who wish to become teachers have the option of studying Education at El Paso Community College thus creating a seamless articulated pathway with the University of Texas at El Paso providing the baccalaureate degree.
5. Business Computer Information and Computer Information allow for added employment opportunity and industry skill standard certification for bi-lingual students and allow for up to 15 hours of articulated credit under the Tech Prep Program.
6. The curricula clusters contain occupations that are defined in the region as high demand. This designation is determined through criteria of 300 or more job openings per year, average hourly wage of \$8.75 or more, a training time of greater than four to six months, and a positive growth to replacement ratio (Appendix A is a listing of the key industries and demand occupations for the region). The following chart depicts the integrated vocational/academic learning component and staff development programs.

Year I	Activity	Responsible Person	Performance Measure
Fall 1997	1. Provide integrated learning workshop at schools (gr 9-12)	EPCC IVALP team, schools team	Attendance logs, curriculum units created
Spring 1998	2. Conduct integrated learning workshop at middle schools (gr 6-8)	EPCC IVALP team, schools team	
Spring 1998	3. Provide critical thinking workshop at elementary schools (gr 4)	EPCC Critical Thinking Project	
Year II	Activity	Responsible Person	Performance Measure
Fall 1998	4. Student assessment workshops conducted at high schools (gr 9-12)	EPCC IVALP team	Attendance logs, curriculum units created
Spring 1999	5. Critical thinking workshops conducted at high schools (gr 9-12)	EPCC Critical Thinking Project	
Year II	Activity	Responsible Person	Performance Measure
Fall 1999	6. Evaluate Grade 11 cohort on success measures	EPCC, School personnel	TAAS scores, retention
Year II	Activity	Responsible Person	Performance Measure
	7. Provide integrated learning workshops to other feeder schools	EPCC, School personnel	Attendance logs, curriculum units created

I.C CAREER GUIDANCE AND DEVELOPMENT

Curriculum and career counseling should link students to workplace requirements while ensuring successful preparation for employment opportunities. Traditional curricula addresses skills in isolation, segregating the workplace from the classroom. Course objectives may not be continuously validated against employer skills standards, while career counseling often focuses on a baccalaureate education rather than employability after high school and/or a two year technical degree. By involving employers, the focus of high school counseling may be made more relevant to today's workplace. A comprehensive vocational guidance/career assessment workshop will be developed and implemented during Project OWN's duration. This workshop will be designed for counselors at the elementary, middle and high schools, and community college and career schools; providing them with a practical framework to facilitate career exploration activities with their students. Through these workshops, participants will be able to review career stage development, understand changing dynamics in today's career planning strategies, implement SCANS skills, develop awareness of career needs of special populations, and review decision-making/goal-setting strategies. Workshops will be scheduled and facilitated during years two to four of the project at all three high schools, all feeder schools, and the impacted community college and career school faculty. Evaluations of these workshops will also be conducted for pre- and post-workshop assessment. The results of these evaluations will be utilized for on-going workshop improvement.

The goal of career planning is to give every student the information he or she needs to make informed career decisions, and to help students, parents, and teachers understand that the goal of schooling is. . . preparation for life (Successful Strategies: Building a School-to-Careers System, AA). Career planning strategies for Project OWN will follow a sequence of activities that will allow students to see the connection between school and work and be prepared for that transition. These activities will be ongoing throughout the student's educational career and will enhance his or her school-based, work-based and connecting activities learning experiences, such as field trips to local business and industry sites (for which transportation costs will be provided by the Workforce Development Foundation), classroom presentations by local business and industry representatives, state and regional labor market information, and classroom workshops conducted by project staff on interviewing techniques, resume development and basic job preparedness. The school-based, connecting and work-based components will be coordinated by each schools's School-to-Work liaison and will be a vertical structure of elementary, middle, and high school.

Project OWN's career learning plan will begin with a student orientation to the process. At this point, the

student's social and psychological readiness will be assessed. A Gang Prevention/Drop-Out Liaison will be available to address special needs issues or to work with at-risk children. The assessment will occur at both the elementary and secondary level.

Awareness building will begin by exposing students to career opportunities. The courses they will need to take to support their career choice will be discussed. The developed Tech Prep Student/Parent Handbook will be utilized (Appendix B). Academic and vocational skills assessments will be conducted, such as the Armed Services Vocational Aptitude Battery, Strong-Campbell, or MECCA. The Texas Assessment of Academic Skills test and the IOWA Basic Skills test are currently being administered by the schools. These assessment findings will be included in the student's portfolio that will also include skill/interest/ability inventories, resumes, grade reports, and any special project. The student's career learning plan (portfolio) will be monitored, evaluated, and reviewed by the student, parent and his/her counselor on an annual basis. Decision-making activities will be encouraged for the student to determine if a change in career pathway and/or course selection may be needed. All these activities will be coordinated by the School-to-Work liaison.

National skills standards are being implemented in automotive and law enforcement secondary programs. The Upper Rio Grande Tech Prep School-to-Work Consortium is heading this effort with plans to expand to the office programs and computer-related programs in the next 18 months, and electronics in the next 24 months.

In concert with the El Paso and Ysleta Independent School Districts the goal will be for all students to complete requirements for graduation from high school and to continue and complete a certificate, degree, or journeyman credentials.

I.D WORK BASED COMPONENT FOR ALL STUDENTS

Project OWN will offer a work-based component for all students in the Project's census area. This will include, but not be limited to: job shadowing for middle school students, mentoring on-the-job with project employers as well as other community people, non-paid internships for freshmen and sophomores, and the opportunity for paid work experience through cooperative education programs for juniors and seniors, and college students. The School-to-Work liaison will work with the El Paso Community College staff to develop safe and healthy work-based sites and provide workshops to students.

Prior to any work-based learning situation, students will be prepared for the work environment through the

following workshops:

- pre-employment interviewing skills
- identifying and preventing sexual harassment
- Equal Employment Opportunities regulations
- Occupational Safety & Health Administration regulations and safety in the work place
- Student and Teacher Preparedness for Industry (prepared by the Upper Rio Grande Tech Prep STW Consortium)
- resume writing
- Americans with Disabilities Act
- Sexual Harassment

Students and employers will also participate in video-taped mock job interviews where the questions will be "job specific." The interview will be critiqued, showing and discussing with the students their strengths and weaknesses. The project team will work with the schools to integrate workshops into the existing school curriculum to allow all students to participate. The Upper Rio Grande Tech Prep STW Consortium also developed videos specific to each work-based program. These are currently available at each secondary campus and will be made available to all feeder schools. They are an excellent resource to introduce students to various types of work-based activities.

I.D.1 JOB SHADOWING

Job Shadowing, as defined in the Upper Rio Grande Tech Prep School-to-Work Consortium's training video and guide books, is a way to introduce an industry to students by hosting a one-day program during which middle or high school students "shadow" one or more employees for the day. Every student in the middle schools involved with Project OWN will have the opportunity to shadow an employer for one day each semester. Students will choose the types of companies they wish to explore with review of interest and aptitude assessment results, and every effort will be made to match students with the career location of their choice. Following the BSA policy, each student will have a student "buddy" that will also shadow in the same company. This is for protection of all involved parties. Since this will continue throughout the middle school years, every student will have to chance to explore different career choices. Employers will complete a short evaluation of each student which will become a part of the student's portfolio. Over 1800 students participated in job shadowing experiences during the 1996-1997 school year. The STW liaisons will coordinate this activity.

Work-based programs are fluid in nature, allowing flexibility of programs between 9th and 14th grade. Students

can select from shadowing, internships, part-time employment, volunteerism, cooperative education and registered apprenticeships, with the ideal being a system of exploration (shadowing) to short term training (non-paid internship, volunteerism) to paid work experience (co-op, part-time employment, and registered apprenticeship) but reality dictates flexibility. So, 12th graders may still be participating in shadowing and/or internships, but the availability of jobs, sites, transportation, and school scheduling will impact a student's ability to participate at all levels.

I.D.2 NON-PAID INTERNSHIPS

As defined in the Upper Rio Grande Tech Prep School-to-Work Consortium's training video and guide books, Non-paid Internships help students gain a foothold in an industry by having the students train in the company. During the freshman and sophomore years, all high school students involved in the project will have the opportunity to select a business related to their career choices and perform a one-week non-paid internship each semester. Over the course of two years, each student will participate in four internships. It will give students an understanding of the skills, both technical and interpersonal, required in each particular workplace. Each student's immediate supervisor will complete a short evaluation of the student, assessing his/her ability to adapt to diverse work situations, technical knowledge, and the ability to work as a member of a team. This will become part of the student's portfolio. Currently, 10th-12th grade automotive students at Andress High School participate in year long, non-paid internships, with their teacher present as a facilitator, in an industry setting. Overall, over 450 students participated in some variation of a non-paid internship in the 1996-1997 school year. Of these, 100 internships resulted in summer employment opportunities for students qualifying under JTPA or employer paid positions.

I.D.3 PAID COOPERATIVE EDUCATION

Paid Cooperative Education, as defined in the Upper Rio Grande Tech Prep School-to-Work Consortium's training video and guide books, is an entry-level position made available to high school and college students who already possess specialized training and entry-level skills needed to work in the industry. During the junior and senior years, the School-to-Work liaisons will develop jobs in the students' area of study where they will work 15-20 hours per week in paid, cooperative education positions. Employers will consider the students as regular employees, subject to the rules of performance and conduct required of all workers. A member of the project's team will visit each work site at least

once each semester, and the supervisor will evaluate the student twice each semester. The evaluation will incorporate the SCANS Softskills Guidelines. The students will also complete a final work experience report about their co-op experience and its relationship to their career goals. The student and employer will compose a training plan outlining the goals, objectives, and responsibilities of both parties. Students will also be able to continue participation in non-paid internships, volunteerism activities, and part-time employment activities that are related to school courses but not a part of co-op education programs. Parkland, Andress, and Irvin High Schools have strong co-op education programs, averaging 260 students per year. It is now available in all high schools in the districts. Also, El Paso Community College's co-op ed program is one of the strongest and largest in the state. It serves an average of 450 students per year (unduplicated head count), all of whom earned academic credit for their work experience. Each earned an average of \$1,500 per semester which enabled many of the students to continue their education. El Paso Community College's co-op ed program is a school-to-work initiative that aids in student retention and graduation. Over the past five years, on average, El Paso Community College co-op students comprised 2% of the student population while they make up 19% of each graduating class. The El Paso Community College Job Placement Office hosts recruiters for in and out of town employment and places approximately 1000 students and graduates in jobs each year.

I.D.4 REGISTERED APPRENTICESHIP

As defined in the Upper Rio Grande Tech Prep School-to-Work Consortium's training video and guide books, Registered Apprenticeships are long-term paid training programs that combine on-the-job training with related instruction leading to recognized credentials in skilled occupations. Approved Bureau of Apprenticeship and Training registered apprenticeship training programs are in place through the Upper Rio Grande Tech Prep STW Consortium in Moldmaking and Tool and Die, and Plumbing, Heating and Ventilation, which are industry driven and Electrician (labor driven). All are demand occupations and award articulated credit. Curriculum alignment is essential for the success of these programs which culminates in globally recognized journeyman credentials. Expansion of this program will be conducted by the Tech Prep/School-to-Work Consortium. Currently, twelve students have entered one of these three programs.

I.D.5 MENTORING

To encourage employer involvement, mentoring will be offered to individual students and/or small groups of

students. Selected employers may "adopt" a certain class (K-12), teach a weekly class, talk about their jobs, and explain the educational and training requirements of their jobs, as well as participating in pc to pc "mentoring." Students will have the chance to apply what they learned in career awareness workshops and will be able to discuss personal and employment issues that normally are not raised during group career awareness activities.

This component will strengthen community ties while giving students a more personal look into their choice of careers. The Project will make every effort to find mentors in diverse occupations. Career and Technology, two- and four-year college bound, special needs, and at-risk students will all have the chance to explore every option available to them, thus facilitating college and career decisions.

I.D.6 VOLUNTEERISM

"If the era of big government is over, the era of big citizen is just getting underway," said President Clinton at the nonpartisan Summit for America's Future during the week of April 21, 1997. This summit was aimed to mobilize corporate America and a vast volunteer army to rescue "at-risk" youths with tutoring, mentoring, and other services. According to *Newsweek*, April 28, 1997, Public/Private Ventures published a three year study in 1995 based on mentoring activities of the Big Brothers/Big Sisters program. "They (Big Brothers/Big Sisters) found that those kids in the programs (ages 10-16 in eight cities) were 46% less likely to start using drugs. African-American youths were a staggering 70% less likely to try drugs." Since Project OWN is aiming at all students, this could be an excellent opportunity for younger students to learn about commitment, responsibility, and community service while earning their education.

Project OWN proposes to dovetail this philosophy of Volunteerism with School-to-Work opportunities by assisting all youth in the service area to volunteer a few hours each week. At the present time students from Andress tutor at the Full Gospel Evangelist Temple under the auspices of the National Association for the Advancement of Colored People. Project OWN proposes to enhance this activity as a cornerstone of the volunteerism component. Additional volunteering activities, such as students reading to the elderly at a retirement home or cleaning cages at the Humane Society, will be developed. A model program at Hanks High School, "Teen Volunteer Corp," also in the Ysleta School District, will be duplicated. This nationally recognized model program matches students with not-for-profit

organizations. Currently, over 250 students participate. The hours a student accumulates volunteering will be gathered over his or her educational career and kept in a "Bank of Hours." When the student graduates from high school, he or she can cash in the "Bank of Hours" (referred to as Time Dollars, Edgar Cahn and Jonathan Rowe) toward a stipend at the El Paso Community College contributed to by local employers through the Workforce Development Foundation.

Parkland High School has proposed a volunteer pilot program to require that students volunteer as a condition of graduation. Project OWN will assist in the development of this program with Parkland. It is envisioned that this program will be expanded to include the students in the Andress and Irvin high schools.

I.D.7 PART-TIME EMPLOYMENT

A certain percentage of students will not be able or willing to participate in cooperative education programs, however they will be employed part-time. There is an opportunity, through incentives, to provide these students with the same workshops and activities provided co-op students. Of the over 2,500 students from El Paso and Ysleta independent school districts participating in non-paid work-based experiences, 3.5% took miscellaneous part-time employment in fields unrelated to their technical training. JTPA served 3,300 youth during the 1997 summer youth program in paid employment positions.

I.E WORK-BASED FACULTY AND PROFESSIONAL DEVELOPMENT

In order to understand and implement new and innovative School-to-Work strategies, teachers and counselors will have a variety of professional development activities offered through Project OWN. These will include teacher internships in industry during off-school hours, one-day shadowing in industry on in-service days, and placement through temporary agencies during the summer. The Upper Rio Grande Tech Prep STW Consortium has developed the Business Education Resource Guide (Appendix C) that can be used as a foundation for teacher and student activities. Currently, over 200 teachers have participated in shadowing activities.

The project team will work with local employers to offer a one-day internship in business and industry to all Independent School District teachers and counselors who wish to take advantage of this opportunity. Substitutes for the teachers will be paid by the Workforce Development Foundation.

Teacher internships are vital to all STW projects because teachers will be able to see what skills and abilities their students will need to enter the workforce and can apply their experiences to the classroom, business professionals can have more "hands-on" input in designing curriculum and delivery, and ultimately ties between education and business will be strengthened.

Additionally, industry persons will need some preparation for accepting teachers and students into the workplace, so that the experience is meaningful for all involved. The previously mentioned videos will be utilized in each industry site to assist in development of programs and the Chamber Foundation will host workshops during various conferences and through the Chamber's Business Information Center. Videos will be available to all businesses through the Upper Rio Grande Tech Prep STW Consortium (Appendix D - copy of guidebooks only).

I.E.3 CONNECTING ACTIVITIES

Regional Workshops

The Texas Cooperative Education Association (TCEA) is a region-wide organization of co-op professional from high schools, two- and four-year colleges, and business. PROJECT OWN will send two Independent School District co-op teachers to the annual Texas Cooperative Education Association conference which is held in a different Texas city each year. The project teachers will select their two representatives. It is vital for School-to-Work participants to become aware of what college co-op can offer their students, as well as which businesses hire high school and college co-ops, and in which disciplines. Through networking at the conferences, the attendees will become voting members of Texas Cooperative Education Association, thus receiving the latest information on hiring, and they will meet business and government recruiters who hire co-op students.

An annual information workshop will be scheduled upon the representatives' return where they can share their findings with project teachers, students, parents, and community members.

Other connecting activities will include presentations on state, regional, and local labor market information to students, teachers, counselors, administrators, and parents. Career days and field trips will be provided for all students (over 50,000 students in the El Paso and Ysleta districts were involved in career days and/or field trips related to careers during the 1996-1997 year). Secondary and post-secondary career and technology education students will participate in elementary school career days as presenters. Parents will be invited to participate, and generally at the elementary level, parents are more participatory. A flexible system that provides defined linkages from school to employment and

school to continued training will be emphasized.

LEVERAGING RESOURCES AND SUSTAINABILITY

The three major partners of Project OWN, the Greater El Paso Chamber of Commerce, El Paso Community College, and the local Independent School Districts, all have a successful history of involving employers in the development of the school to work system in the region. This involvement has resulted in many hours of "in-kind" time in planning and attending advisory committees in numerous projects. On a more tangible level, scholarship funds have been provided and major gifts of equipment for instructional use have been donated by employers.

The employers involved in Project OWN will actively recruit other business members, and as federal funding lowers and eventually is ended, the Project's industry base will assist El Paso Community College and the Independent School Districts with funding to enable the Project to expand over the years. The partners have committed in excess of \$230,000, and it is anticipated that additional funding will be forthcoming as the project develops:

<u>Committed/Promised In-Kind Resources</u>	<u>Dollar Amount</u>
Mentoring at schools and on-the-job	\$32,000
Tech Prep Consortium in presentations (time) and promotional materials	\$20,000
University of Texas at El Paso for a percentage of time and materials	\$ 4,500
El Paso Independent School District staff time in planning, development and implementation, faculty time	\$75,000
Ysleta Independent School District staff time in planning, development and implementation, faculty time	\$25,000
El Paso Community College staff time from Cooperative Education and Placement, Career Center, Tech Prep Development, Curriculum Office, and Institutional Administration in planning, development, and implementation (Institutional \$75,000 & Carl Perkins \$27,000)	\$102,000
Social Service Agencies for staff time and use of existing gang /drop out prevention materials and resources	\$10,000

Based on the extreme need of the area, the El Paso region has received federal Carl Perkins funding. Tech-Prep, El Paso Community College, and all the Independent School Districts have used these funds wisely to develop coordinated systems that support the growth of technical education. As an example, funds have been used for articulation, curriculum development, and program re-direction in addition to student recruitment and retention activities with emphasis on women and at-risk youth and the usual program improvements. The main emphasis, however, has always been on activities that build a sustainable system.

Certainly Project OWN will give the area a boost in expanding the current and developing School-to-Work system. It will also give the Project's partners the opportunity to collect some early data on outcomes. This will be extremely important in establishing a track record for future expansion of the project with the inclusion of new employers, community volunteers, and neighborhood resources.

II. LOCAL PARTNERSHIP

As a business-led entity, the Chamber Foundation represents the interests of the Greater El Paso business community. This support is evident through the funding of the Chamber Foundation, as well as business' willingness to work with the educational community to build a stronger, more competitive workforce in El Paso. The Chamber Foundation has formed a collaborative with government and state agencies: Upper Rio Grande Private Industry Council, Upper Rio Grande Tech Prep School to Work Consortium, Fort Bliss, Texas military base, City of El Paso Department of Economic Development, and Rio Grande Council of Governments - educational institutions: University of Texas at El Paso, El Paso Community College, Career Schools, Texas State Technical College, and independent school districts- employers: El Paso Hispanic Chamber of Commerce, El Paso Black Chamber of Commerce, and independent business representatives - and organized labor entities: La Mujer Obrera.

The El Paso Community College Cooperative Education Department has also formed the El Paso Cooperative Education Coalition with co-op professionals from all local high schools and the University of Texas at El Paso. PROJECT OWN will expand this group to include all project K-12 teachers and counselors. This Coalition, the only one of its kind in the state, holds annual conferences and workshops in El Paso to disseminate information about secondary and post-secondary cooperative education opportunities. PROJECT OWN, in conjunction with the coalition,

will sponsor quarterly workshops to discuss partnerships, employer involvement in education, and technological developments in education. This will be in addition to the regular annual conferences.

II.A EMPLOYER INVOLVEMENT

Local employers and employer organizations have been on the Project's Advisory Committee since its inception, and will be primary participants in all workshops, conferences, and classroom presentations. This core group will initially provide jobs and internship opportunities for students and faculty. Some representatives are: the Greater El Paso Black Chamber of Commerce, Boeing, M Q Plastics, the YWCA, Communities in Schools, the National Association for the Advancement of Colored People, and the Agency For The Prevention and Treatment of Drug Abuse (ALIVIANE) (Partnership list, Appendix E). Additionally, Project OWN members will work with members of the Neighborhood Empowerment Organization (NEO), which is comprised of businesses and residents of the Enterprise Zone that Project OWN has targeted. El Paso Community College's current School-to-Work team members are also active in local and regional collaborations with the Society for Human Resource Management, the West Texas State Agency Roundtable, Texas Rehabilitation Commission, Texas Attorney General's Child Support Division, and the Texas Workforce Commission's One-Stop Center.

STW liaisons will schedule employer activities to support career education, including the following: schedule employers to teach a weekly class, be a guest lecturer, assist in designing/enhancing programs with career focus, provide tours of their facilities, and partner with other firms in their industries to broaden student opportunities.

SUSTAINING MEMBERSHIP

In a city with a high unemployment rate, project members realize that as the grant progresses and more students and teachers are included, more employer participation will be necessary. The project's plan for recruiting more businesses includes the following: presentations to civic groups in the neighborhood (Rotary Clubs, the Northeast Chamber of Commerce, the Optimist Club/Skyline, the Enterprise Community Coordinating Committee, and church organizations), developing brochures and fliers for presentations, having students and employers tell their "success stories" about their involvement in the project. A film written and produced by El Paso Community College's Co-op Education Department entitled "WHY CO-OP?" showing high school co-op students on the job talking about the ways

that cooperative education has given them a better focus on their career goals while enabling them to earn money will be widely shown. Rental of time prior to movie theater showings to air the five minute video will reach diverse audiences. In addition, the videos created by the Upper Rio Grande Tech Prep Consortium will be shown to assist students, teachers, and industry representatives in preparing for the various School-to-Work programs. The project will also invite neighborhood companies and agencies to participate in career days at both the high schools and El Paso Community College.

In addition, El Paso Community College's Co-op Education and Job Placement Department has a computerized system with a database of over 10,000 local companies which Project OWN will be able to access. An El Paso Community College institutionally funded job developer will assist the team in job development. Project OWN also plans to reach out to more employers by offering employee participants free tuition for one 3 credit-hour continuing education or credit class at El Paso Community College to further their knowledge of ongoing developments in their fields. These classes can include those offered by El Paso Community College's Advanced Technology Center and Northwest Center such as: computer numeric control, advanced plastic injection molding, and North American Free Trade Agreement(NAFTA)/customs broker.

Employers' and students' roles and responsibilities will be clearly outlined in a Memorandum of Understanding that will be developed and signed by the employer, school, student, and parent (sample, Appendix F). The employer's role in identification of appropriate skill standards to be integrated into the school curriculum, along with other relevant material will be clearly outlined to all participating employers. The determination of outcomes, evaluation of teacher and student work-site experiences, recruitment of other employers, and training as a work-based site will be developed into workshops and provided at numerous and opportune times to participants.

II.B PARENTAL INVOLVEMENT

There is a "strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education" (Henderson and Berla, 1994; Hickman, 1996). Many children view school as a second home, yet many parents do not participate in their children's education. Project OWN views parental involvement in the School-to-Work project as the most vital link for success

and has devised strategies to reach as many parents as possible through the following:

1. brochures sent to parents outlining the changes that will be ongoing in the schools,
2. workshops each semester at each of the three high schools for all parents,
3. survey to determine parents' attitudes about accessibility to their children's schools and teachers, and
4. opportunity to become proactive members of the School-to-Work team through participation in staff meetings, the Advisory Committee, and by volunteering in schools.

II.B.1 BROCHURES/MARKETING

Immediately upon initiation of the grant, the project team will design a brochure for all parents which will outline the project's School-to-Work plan and the outcomes anticipated from the objectives. Since 48% of the served population is Hispanic, the brochures will be provided in both English and Spanish. Feedback and suggestions will be requested, as well as an invitation to any parent to meet with team members individually. The state development marketing items will be utilized (brochures, billboards, TV and radio spots) as well as the local Tech Prep STW Consortium recruitment materials.

II.B.2 INFORMATION WORKSHOPS

The project team will hold workshops for parents at each of the high schools' middle and elementary schools within the census tracts within three months of the grant's start. The workshops will include:

1. Future job trends in El Paso and the state presented by the Upper Rio Grande Tech Prep Consortium.
2. Educational requirements for those jobs presented by the Upper Rio Grande Tech Prep Consortium.
3. Equity issues presented by El Paso Community College's Women in Technology Program.
4. Local college information (admissions, financial aid, degrees offered, etc.) presented by representatives of El Paso Community College, the University of Texas at El Paso, New Mexico State University, and Western Technical Institute.
5. Business perspective on what employers are looking for in recent high school and college graduates presented by the School-to-Work Advisory Committee members from business and industry.
6. Discussion of what the project plans to accomplish through the implementation of the grant.
7. Request for input and parent volunteers for the project.

II.B.3 SURVEY OF PARENTS' ATTITUDES

Many parents may be reluctant to become involved with schools because they may feel intimidated by the rules and regulations of public education or do not feel welcome visiting their children's schools. The project members realize

that we must address this concern in order to get as many parents involved in the School-to-Work process as possible. The project team members will develop a "blind" survey (English and Spanish language) which will be sent to all parents through direct mail. It will address their ideas on how the Project can make schools more inviting for parents, how their input is welcome to the Project, and ask for areas that parents feel need to be changed in order to get more of them involved in their children's education.

This survey will be "no fault"- focusing on what needs to be done not on who is to blame. Project team members will stress that the focus of any School-to-Work process is decision by consensus (whenever possible) and that family input will be heard. Team members will be available to meet with parents in their homes, at school, or anyplace that will provide a mutually comfortable atmosphere.

II.B.4 EMPLOYMENT ASSISTANCE FOR PARENTS

With El Paso's unemployment rate consistently above 10%, many parents may not have the resources to become involved with area schools. To help in this area, PROJECT OWN will offer the services of El Paso Community College's Job Placement Office to assist parents who become proactively involved with the project.

These services will include:

1. job interview preparation,
2. resume writing workshops,
3. use of department's computer for resumes,
4. mock job interviews,
5. assistance in GED, ESOL, and college entrance, and
6. job referrals from the department's openings.

As more parents become employed, they will become more involved with their children's education and School-to-Work innovations.

II.C ENTERPRISE COMMUNITY EZ/EC PRIORITY

The target area for this proposal, Northeast El Paso, is served by an Enterprise Community (EC). The enterprise community is funded by the City of El Paso which subcontracts with private and public entities to provide various services. The Enterprise Community has a strategic plan which identifies nine (9) priorities and activities. The priorities are listed below.

- Priority 1: Job Training
- Priority 2: Small Business Development
- Priority 3: Marketing Materials for the Development of Business/Industry
- Priority 4: Resident Initiative
- Priority 5: Child Care Services
- Priority 6: Youth/Parent Involvement
- Priority 7: Volunteer Youth Mentoring
- Priority 8: Adult Education
- Priority 9: Utilization of Public Schools Facilities for Community Activities

The School-to-Work system will coordinate with the Enterprise Community in the following ways:

1. The School-to-Work Coordinators will visit neighborhood associations, housing projects, Head Start Centers, YWCA, and Parent Teacher Associations in the Enterprise Community zone. These visits will be for the purpose of sharing the availability of services offered by all the partners.
2. Referrals will be made to the appropriate agencies for participants needing assistance.
3. Career and academic guidance will be available to match participant interests with education and job opportunities.
4. Particular focus will be given to linking gang youth, out-of-school youth, and teen parents to schools and services offered by the Enterprise Community partners, and other service providers.

II.D GANG PREVENTION PARTNERSHIP

The School-to-Work Partnership, particularly El Paso Community College and the Ysleta Independent School Districts (Parkland), are paired with the Agency For The Prevention and Treatment of Drug Abuse (ALIVIANE), which operates its JVL (Jefas y Vatos Locos-"Mothers and Crazy Guys") gang prevention program in the El Paso School-to-Work target area. JVL Interventionists and paraprofessional human services persons patrol target schools during lunch hours, after school and in the evenings, building rapport with gang youth and making referrals to social agencies, sponsor field trips (mountain hiking, museums) in order to provide the gang youth opportunities to see life outside of their neighborhood, schedule recreational activities (basketball, picnics) on neutral sites, allowing rival gangs to interact peacefully, and make "house calls" to see what items are needed at home (food stamps, medical assistance). Young women involved in gang activity can be positively impacted by this type of intervention.

It is proposed that an out-of-school gang youth coordinator be employed full-time at the Transmountain El Paso

Community College campus with a small budget, to be the formal contact between the JVL program and the gangs in the target area. This coordinator would cooperate with the areas schools and present "opportunity" workshops to out-of-school gang youth providing information about adult education, programs, financial aid, social services.

II.E THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)

The Transmountain El Paso Community College campus has a long history of working cooperatively with the El Paso branch of the National Association for the Advancement of Colored People, jointly sponsoring student activities, student leadership and Martin Luther King activities.

The minister of the Full Gospel Evangelistic Temple (in the target area) is the President of the El Paso National Association for the Advancement of Colored People and also serves as the President of the El Paso Black Chamber of Commerce. The Full Gospel Church operates an after school tutoring program for all comers, a college bridge program in engineering with the local University of Texas branch, and provides diversity and sensitivity training for local organizations and schools.

Since much school and gang conflict in the School-to-Work target area tends to revolve around racial and cultural differences, it is proposed that the School-to-Work partnership incorporate a diversity outreach activity into its programming. This activity would promote the creation of instruction units in courses at El Paso Community College that explore the rich cultural mosaic of the American Southwest and train volunteers at schools, colleges, worksites, and community agencies to perform sensitivity training and who can mediate conflict in racially-ethnically-charged circumstances.

II.F COORDINATION AND INTEGRATION WITH EXISTING SCHOOL-TO-WORK PROGRAMS

The Upper Rio Grande Tech Prep/STW Consortium is the state recognized regional school-to-work partnership. Utilizing the foundations developed through Tech Prep, the regional STW efforts have been able to enhance existing school, connecting, and work-based activities. The Consortium will provide technical assistance and full participation in this proposal. In addition to a highly successful co-op program, El Paso Community College also houses a number of other successful and specialized projects which deal with School-to-Work opportunities. Program coordination will be facilitated through the El Paso Community College project's coordinator.

Women in Technology - funded by the Texas Higher Education Coordinating Board through the Carl D. Perkins Vocational and Applied Technology Education Act, this program increases the number of women entering non-traditional technical/vocational training, education, and ultimately non-traditional occupations by assisting women, especially disadvantaged women, in clarifying realistic career goals.

Project FORWARD - funded by the Texas Education Agency, this program provides life planning curriculum which integrates the development of language, literacy, and basic skills for AFDC recipients.

Advanced Technology Center - institutionally funded, part of this program provides increased skills to the current labor pool to encourage expansion of existing companies and to help facilitate the relocation of new industry to El Paso.

INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROJECT- El Paso Community College is completing a four-year USDOE project for the Integration of Vocational and Academic Learning. Accomplishments are: 80 El Paso Community College faculty trained, strategies have been disseminated to hundreds of educators, and complete courses are available on El Paso Community College's Website.

SCHOOL-TO-WORK TRANSITION PROGRAM - a successful cooperation between the private sector and public agencies in vocational education while assisting vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment

III. PARTICIPATION OF ALL STUDENTS

The concept of developing a wider vision and greater self-esteem as solutions to the lack of information, cultural, and poverty barriers is inherent throughout the project from career awareness at the elementary level to options and the chance to change directions at the college level. All students age 0-24 in the areas of the census tracts will have access to all services, regardless of any special needs, limited English, gender, or at-risk status. Additional access to social services, educational alternatives, financial aid, and job referrals will be available for the 16-year old plus population through the One Stop Career Center coordinated with the Texas Workforce Commission, the Private Industry Council, El Paso Community College, and other educational and social service entities in the region. Equity training, through El Paso Community College's Women in Technology Program, will be integrated into the staff development component. The community at large will be included in equity awareness through public media stories and other

promotional materials.

El Paso Community College, the Ysleta and El Paso Independent School Districts are well experienced in access and retention for all students. Their programs focus on the students completing secondary school requirements and then successfully transitioning to a regular school program operated by the district. Project OWN will be available to assist these students with work opportunities.

Integrating Project OWN with existing community resources and programs, such as communities in schools to provide services to AFDC recipients, will enable the school to work system to become more effective and will help eliminate duplication of services.

III.A COLLEGE BOUND STUDENTS

Project OWN members realize that students who are planning on attending a two- or four-year college or technical school will be in the workplace someday, and the school-based, work-based, and connecting activities in any School-to-Work proposal will be requisite for successful careers. Many college students change their majors, losing credit hours and adding to their amassing loan debt. Through Project OWN, students have a realistic idea of what college degree plan to follow to achieve the career they wish to pursue, enabling college-bound students to make wiser decisions.

All services listed in Project OWN will be available for college-bound students, including career awareness, mentoring, shadowing, internships, service learning, and paid cooperative education (where possible).

Project OWN plans to initiate a pilot program for seniors with advanced standing at Parkland High School to offer them dual-enrollment at El Paso Community College during their final year. The high school will arrange transportation to El Paso Community College's Transmountain Campus (which is in the census tract area), and the students will each enroll in one college-level class. Project OWN will enroll 10 students, beginning in January 1998, as a pilot. Depending on the results, the program will be expanded in years three, four, and five to include college-bound seniors from the two other high schools in this grant. We anticipate that Project OWN employers and other community-based organizations will assist in paying the students' tuition after year two.

III.B ADDRESSING STUDENTS WITH SPECIAL NEEDS

Programs for youth with special needs will be planned, implemented, and evaluated as part of the total project plan, not as a set-aside system. Full integration within the school will offer youth with special needs access to the same range of services and opportunities provided to all students, and will promote their integration into the mainstream education system. Project transition coordinators will work closely with employers to foster stronger links between business and school, ensuring that job requirements match the skills being developed in the classroom.

Another anticipated result is that students with special needs will develop a stronger sense of self-esteem, and that employers will come to have increased expectations of youth which will, in turn, promote higher education standards. Project OWN will schedule a workshop for employers in conjunction with the Chamber Foundation each semester where ADA regulations will be explained and teachers and students with special needs can meet with employers to network.

STUDENTS EXITING HIGH SCHOOL TO EMPLOYMENT

Students who elect not to immediately continue after high school to post-secondary education will be provided with various options for employment and/or military service. They will be provided with a resource pamphlet outlining the One Stop Center and available resources there, as well as employment placement services available through post-secondary institutions.

LINKING STUDENTS TO REGISTERED APPRENTICESHIP PROGRAMS

Students will be given information throughout their secondary school years on available Registered Apprenticeship and Training programs in the area. The Upper Rio Grande Tech Prep STW Consortium maintains a database with specific program requirements and will be available to provide information to interested students.

OUT-OF-SCHOOL YOUTH (16-24)

The Greater El Paso Chamber of Commerce Foundation will provide a vital and increasingly important function in workforce development for the region. Currently, students wishing to pursue post-secondary technical training must fund their education in one of the following ways: Pell or other grant, scholarship, personal finance, student loans, JTPA funding, or through employment paid tuition programs. There is a large population of "working poor" who do not economically qualify for any federal or state assistance, scholarship, and/or lack personal financial resources to attend school.

To meet the needs of key industries in the area with a demand for technically proficient employees, the

Chamber Foundation proposes to leverage private corporate dollars to fund training in these demand occupations for this population. The Foundation will contract with area training providers, ensuring the curriculum is designed to meet business/industry/labor needs, to train a specified number of qualified, employable applicants. The applicants will then be matched with employers. Those that are hired will be required to sign an agreement outlining a commitment to work in the area for two years in their trained field. If they successfully complete this training and employment requirement, the training loan is forgiven. If they choose not to complete, the cost of the training must be re-paid to the Foundation.

An outside evaluator will be contracted to provide project evaluation that will include follow-up on completers and placements, with a planned expansion of the Foundation program anticipated in years 3-5 of the program.

IV. COLLABORATION WITH THE STATE SCHOOL-TO-WORK PLAN

Articulating with the Texas School-to-Work program will result in a system with the concepts and standards outlined under the umbrella of the state-wide plan, particularly in the construction of a curriculum (years 1 and 2) designed to serve all students in the region. The state listed priority system-building activities include professional development, career guidance, professional development and technical assistance, integrated school-based and work-based curriculum, marketing, technical assistance guide for work-based learning, assistance for students with disabilities, evaluations study, and automated follow-up; all integral parts of Project OWN. In addition, state developed and financed marketing material will be utilized whenever possible. Technical assistance from the state will be most heavily requested during years 1 and 2 with less support required in the subsequent years.

Goals 2000 has been implemented in Texas in grades K-3 with emphasis on reading ability. A perfect opportunity exists to encourage and enhance reading and provide career exploration in these grades through the system. Project OWN also resolves to implement outcomes consistent with the State plan and Federal School to Work Opportunities Act of 1994. El Paso Community College's current, in-place School-to-Work Department has been and will continue to be in contact with the State's School-to-Work office through the internet and personal correspondence. In addition, the Project will have the State School-to-Work trainers come to El Paso and present a professional development session for all teachers, counselors, and administrators in the independent school districts.

IV.A STUDENT OUTCOMES AND THE STATEWIDE STUDENT AND ADULT LEARNER FOLLOW-UP SYSTEM

El Paso Community College, the El Paso and Ysleta Independent School Districts have participated in the development of the performance outcomes measures for the State of Texas at both the secondary and post-secondary

levels as mandated in the 1990 Perkins legislation. The Texas Higher Education Coordinating Board (THECB) has developed an annual data survey of all of the College's programs which is compiled from the various reports that the College completes and submits to the Texas Higher Education Coordinating Board. The annual data survey is then returned to the college and updated annually. The format conforms to the established performance measures and allows the College to react to or develop plans for correction of deficiencies in areas in which the outcomes are below the established benchmark. Other post-secondary institutions have similar processes and precedents in place for continuing improvement toward the goal.

In addition, the College is very involved in the State Lonestar System for student tracking. Lonestar cohorts are established each Fall semester and then followed through for five years comparing a number of differing factors such

as:

*	retention	*	graduation rates	*	job placements
*	ethnicity	*	gender	*	age
*	other factors				

The data outcomes are widely distributed and utilized throughout the College for continuous quality improvement in all programs. The College both provides and utilizes data through the State Occupational Information Coordinating Committee (SOICC). All of these measures will be utilized in assessing Project OWN's students' progress throughout this project.

A Task Force for Evaluation has been organized to develop an overall plan of evaluation and continuous quality improvement for the K-14 cohort. Initially, data will be collected and analyzed on the students in this project. Such data elements as retention and program completion by gender, race, ethnicity, socioeconomic background, limited English proficiency, grade point average, and disability will be recorded. Other data may be identified and requested by the Task Force. The data will be developed in a data base with strict adherence to confidentiality. An outside evaluation will be conducted during the project by a representative of the Southern Regional Education Board to provide external feedback to the members of the project. The Foundation will contract with an outside evaluator from industry to conduct the annual over-all project evaluation.

V. MANAGEMENT PLAN

V.A IDENTIFYING POTENTIAL BARRIERS

A major barrier has been identified in the way parents' perception of the path their children should take after high school. This often differs from the student's. To many parents, a 4-year college degree is expected for their

children, which may result in an unrealistic approach to career planning. The validity and job outlook for technical occupations will be presented not only to parents but to students as early as possible, and the short and long-term employment outlook will be presented at the yearly conferences. Although not a barrier, certainly a challenge will be to develop numerous quality work-based sites in the designate area. Solutions include advertisement to employers through conferences, workshops, and presentations to community groups, with full support of the Greater El Paso Chamber of Commerce membership and the Black Chamber of Commerce.

The Greater El Paso Chamber of Commerce, in cooperation with the University of Texas at El Paso, the City of El Paso, El Paso Electric, and the Hispanic Chamber of Commerce, conducted a survey in the fall of 1996 to determine the general business climate in El Paso. The survey indicated that the most significant impediment to business' growth in El Paso is a lack of qualified job applicants and overall low workforce skills. Over half of the firms responding indicated that this was a problem for them. This result holds true regardless of the size and type if industry in which the firm is engaged. After worker skills, the next largest impediments to business growth in El Paso were the cost of doing business and regulatory restrictions.

V.B TIMELINES AND BENCHMARKS

At the end of the **first year** the following goals will be met by the project staff:

1. The Texas School-to-Work trainers will have conducted local workshops for professional development. All Independent School District teachers, counselors, and administrators will be invited to attend.
2. Teacher internships will be identified and implemented. The project will start with 40 Independent School Districts participants during the first year.
3. Teachers and staff will have attended conferences as listed.
4. The Co-op Coalition will have had its annual workshop for all independent school district teachers.
5. The workshop for parents will be held, and their input will be used to fine tune the focus of the grant.
6. The workshop on ADA will be held for students, employers, and teachers.
7. Employer mentors will be identified and mentoring will be underway for all students who request it, with emphasis on young women.
8. All participating 7th - 12th grade students will receive an orientation on OSHA health and safety standards for the workplace. Industry trainers will provide this training as it is so much a part of their everyday job duties.
9. Middle school students will have placements for shadowing. The project anticipates having 45 students/campus during the first year.
10. Freshmen and sophomores will be placed in non-paid internships. The project anticipates 50

students/campus during the first year.

11. Paid co-op will expand at the high schools with an additional 20 students/campus involved.
12. Course articulation will be reviewed and increased, as feasible.
13. Curriculum development for the vocational guidance/career awareness workshops will be designed.
14. Twenty five field trips will be conducted for middle and elementary school children to visit local business and industry sites as part of career exploration activities.
15. Classroom presentations and career awareness activities will be conducted by project staff and local business and industry representatives to all elementary and middle school students.
16. Work-readiness activities will be held for all high school students to include interviewing techniques, resume development, and portfolio development.
17. Career centers will be in place at all elementary, middle, and high schools, the area public library, and the Community College.

YEAR 2

1. All identified objectives will be expanded; the shadowing component will add 15 new students, non-paid internships will add 15 new students, and paid co-op will add another 10 students, and additional mentors will be in place.
2. All workshops, field trips, and training will continue and be expanded.
3. All input from project participants will be evaluated and incorporated in the overall plan.
4. Four vocational guidance/career awareness workshops will be conducted for vocational and academic counselors at the middle schools and high schools in the service area; serving 20 counselors.

YEARS 3-5

1. Student, mentor, and employer involvement will increase by a minimum of 20% per year. By the end of the grant period every student will have either mentoring, shadowing, internship, or paid co-op, or a combination of these experiences. Students will have complete access to all components of the Project, and 5-10 students will have enrolled at El Paso Community College under the articulation agreement.
2. Seventy-five percent of all area citizens will understand the goals and components of the project.
3. Forty percent of area employers will participate in the project as either employers, mentors, or project advisors and increase by 10% each year.
4. Career workshops will continue serving all counselors at the elementary, middle, and high schools.

V.C EVALUATION DESIGN FOR INTEGRATED LEARNING (SCHOOL-BASED) COMPONENT

The evaluation component is a combination of formative and summative activities. Formative activities include recording of all activities and meetings, as well as copies of all curricula developed by the proposal. A curriculum consultant will review the curricula created by the projects. Input from the advisory committee will be taken during the curriculum development process. Workshop participants will evaluate workshops.

Summative evaluation will be comprised of evaluating the Year 3 high school students in the Junior Year on a number of variables. It is hypothesized that:

1. Retention will be significantly better in favor of the 1999 Junior Class Cohort than that of the 1997 Junior class cohort.
2. TAAS scores for the 1999 Junior class cohort will be higher than for the 1997 Junior class cohort.
3. The Year 2000 Senior class cohort will have a higher graduation rate than the 1997 graduating class.
4. The Year 2000 Senior class cohort will demonstrate increased enrollment in Cooperative Education programs which accompany target career pathways.

PROGRAM EVALUATION

Program evaluation will primarily examine the effectiveness of school-to-work components as a systemic change agent for education. The five year grant will allow longitudinal data to be collected on student and teacher attitude, classroom teaching strategies, integration, career choices, completion of high school and enrollment in post-secondary training and wages earned. Parental and employer involvement will be tracked with various models for recruitment examined. Short term and long term student gains will be analyzed, as well as return on investment of federal, state, and local dollars.

V.D MANAGEMENT PLAN

Management of Project OWN depends upon the cooperation of many diverse groups. The Project OWN Foundation coordinator will be responsible to the Greater El Paso Chamber of Commerce CEO/President and will fully understand the grant application's goals as well as the duties of all contacted personnel. The College's project coordinator and assistant coordinator, Gang Interventionist, and independent school district STW liaisons will report to the project's Foundation Coordinator.

The College's coordinator and assistant coordinator will liaison with businesses, schools, and the Greater El Paso Chamber Foundation, primarily in development and delivery of integrated curriculum and professional development activities. Additionally, they will work with the liaisons and Foundation to recruit business/industry/labor, community, civic and parental involvement. The STW liaisons will each be based at one high school and will coordinate all school, work, and connecting activities between elementary, middle, and high school, and college with counselors and teachers to involve all students in the career awareness/planning process, and with area businesses

and industry to develop job sites that afford a safe working environment (Appendix G - Organizational and Management Chart; Appendix H - Job Descriptions). The liaisons will also coordinate activities with the Communities in Schools representatives to assure that social and support services are being provided for all identified students.

The fiscal agent for the grant will be the Greater El Paso Chamber of Commerce Foundation.

Project OWN will supply the Texas School-to-Work office and the federal School-to-Work office copies of all materials developed through the project and will disseminate strategies, experiences, and successes with others through the Internet, web pages, local, regional, and national presentations. When added to the information from other School-to-Work projects throughout the nation, Project OWN's data will help facilitate other region's development of new educational opportunities and will help change the way America looks at schools and employment.

EVALUATION MEASURES

OBJECTIVE: Create and implement enhanced integrated vocational academic curricula through a program of faculty development*.

ACTIVITIES	PERFORMANCE MEASURES	PERFORMANCE AGENTS	TIMELINES
1. Assess instructional development needs of target teachers (grades 9-12)	Attendance logs, curriculum units created, assessment questionnaire created.	EPCC IVALP team, schools team	Fall, 1997
2. Provide integrated learning workshop at schools (grades 9-12)			Spring, 1998
3. Conduct integrated learning workshop at middle schools (grades 6-8)			Spring 1998
4. Provide critical thinking workshop at elementary schools (grade 4)			
5. Classroom assessment workshops conducted at high schools (grades 9-12)	Attendance logs, curriculum units created	EPCC IVALP team	Fall 1998
6. Critical thinking workshops conducted at high schools (grades 9-12)		EPCC Critical Thinking Project	Spring 1999
7. Evaluate integration/critical thinking activities Grade 11 cohort on success measures	TAAS scores, retention	EPCC, School personnel	Fall 1999
8. Provide integrated learning workshops to other feeder schools.	Attendance logs, curriculum units created	EPCC, School personnel	

* STW team includes Foundation coordinator, EPCC coordinator and assistant, Gang Prevention and ISD STW liaisons.

OBJECTIVE: Establish a work-based training component which encompasses job development, employment opportunities for in- and out-of-school youth, and faculty exposure to work-based experiences.

ACTIVITY	PERFORMANCE MEASURES	PERFORMANCE AGENTS	TIMELINES
1. Provide all listed workshops (parents, faculty, students and employers)	Attendance logs	STW teams	Fall 1997
2. Set up internship, co-op, shadowing slots, and volunteering	Jobs developed	STW liaisons	Fall 1997
3. Create and disseminate all brochures in English and Spanish	Samples	STW team	Fall 1997
4. Enroll Parkland High School seniors at EPCC	Number of students enrolled	STW team	Spring 1998
5. Set up faculty externships for summer	Number of slots developed	EPCC coordinator	Spring 1998
6. Place faculty in externships	Faculty response	EPCC coordinator/assistant	Summer 1998
7. Arrange for TCEA Conference	Information from conference	EPCC coordinator/assistant	Summer 1998

8. Continue developing jobs for students, faculty and parents	Number of jobs developed	STW team	Summer 1998
9. Develop internship, co-op, part-time employment for out-of-school youth	Number of placements	STW team	Summer 1998
10. Coordinate activities with Communities in Schools contacts to ensure support for social services	Number of contacts	ISD liaisons Communities in Schools	Year 1
Note: All activities will continue in years 2-5. The number of co-op, internship, shadowing and mentoring and service learning jobs each year, will increase thus increasing student placements. In years 2-5, the STW team will review the success of the Parkland High School seniors' dual enrollment at EPCC; Project OWN will expand the dual enrollment option to qualified seniors at Andress and Irvin High Schools. All information from surveys, faculty externships, dual enrollment and parental involvement will be evaluated to make necessary adjustments in following years.			

OBJECTIVE: Implement a career development process that provides a broad range of occupational and educational options for students through cooperating secondary and post secondary institutions.

ACTIVITY	PERFORMANCE MEASURES	PERFORMANCE AGENTS	TIMELINES
1. Development of all career curriculum to be used during years 2-4 of the project	Career curriculum units created, assessment questionnaire created	EPCC Coordinator and Career Counselor Consultant	Year 1
<u>Grades K-5</u> 2. Introduce all students to the world of work through classroom activities such as employee presentations and job specific videos	Number of students served	STW Liaisons	Years 2-4
3. Take students on field trips to local business/industry	Number of students served	STW liaisons & parents	Years 2-4
4. Take students on field trips to EPCC and visit various academic and vocational classes	Number of students served	STW team	Years 2-4
5. Working seniors will share experiences/expectations through classroom presentations	Number of students served; working seniors will provide experience/expectation information to project team	STW liaisons	Years 2-4
<u>Grades 6-8</u> 6. Business/industry tours will continue	Number of students served	Foundation coordinator, employers, STW liaisons	Years 2-4
7. Classroom activities such as employer presentation and job specific videos continue; interest/skill/ability assessments and resume development activities begin; discussion of non-traditional careers/equity issues /community issues begin	Number of students	STW liaisons Communities in schools	Years 2-4
8. Students introduced to career awareness/exploration activities; career exploration courses; career aptitude testing; career information and counseling, career options	Number of students served, portfolio development begins	STW liaison	Years 2-4

9. Working seniors will share experiences/expectations through classroom presentations	Number of students served; working seniors will provide experience/expectation information to project team	STW liaisons	Years 2-4
10. Counselors and career exploration teachers will attend in-service activities on career awareness/exploration techniques	Number of counselors and career exploration teachers served; goals/actions/timelines and follow-up assessments will be developed	Coordinator and assistant	Years 2-4
<u>Grades 9-10</u> 11. Career Awareness/ exploration activities; career exploration courses; career aptitude testing; career information and counseling; career options; portfolio development will continue	Number of students served	STW liaison, Employers	Years 2-4
12. Discussions and information sharing concerning non-traditional careers and equity issues; community issues will continue	Number of students served; working seniors will provide experience/expectation information to project team	Coordinator, assistant, and Gang Prevention Liaison	Years 2-4
13. Interest/skill/ability assessments; resume development; job preparedness issues will continue	Goals, actions, timelines; follow-up assessments will be documented; number of students served	STW team	Years 2-4
14. Students will be informed of articulation process and Tech Prep opportunities	Number of students served	STW team	
15. Counselors and career exploration teachers will attend in-service activities on career awareness/exploration techniques	Number of counselors and career exploration teachers served; goals/actions/timelines and follow-up assessments will be reviewed and revised	EPCC Coordinator and assistant	Years 2-4
<u>Grades 11 - 12</u> 16. Career awareness/exploration activities; career exploration courses; career aptitude testing; career information and counseling; career options; and portfolio development will continue	Number of students served	STW liaisons	Years 2-4
17. Discussions and information sharing concerning non-traditional careers and equity issues; community issues will continue	Number of students served; working seniors will provide experience/expectation information to project team	STW Liaisons, EPCC Coordinator and Gang Prevention liaison	Years 2-4
18. Interest/skill/ability assessments; resume development; job preparedness issues will continue	Goals, actions, timelines; follow-up assessments will be documented; number of students served	STW Liaisons	Years 2-4
19. Information concerning the articulation process and Tech Prep opportunities will continue	Number of students served	STW team	
20. Counselors and career exploration teachers will attend in-service on career awareness/exploration techniques.	Number of counselors and career exploration teachers served; goals/actions/timelines and follow-up assessments will be reviewed and revised	EPCC Coordinator and assistant	Years 2-4
21. Implementation of skill standards in Career and Technology courses in demand occupation areas	Number of implemented skill standards culminating in industry awarded certificates	URGTPSTWC and STW team	Years 1-5

OBJECTIVE: Implement a system for out-of-school youth (ages 16-24) to access training (through funding from the Greater El Paso Chamber Foundation) in demand occupations.

ACTIVITY	PERFORMANCE MEASURE	PERFORMANCE AGENTS	TIMELINES
1. Identify corporate funding sources	Number	Foundation Coordinator	Year 1-5
2. Identify demand occupations/industry		Foundation Coordinator, Tech Prep/STW Director, Greater El Paso Chamber	Year 1-5
3. Contract with training providers to train set number of employable applicants	Successful contracts	Foundation Coordinator	Year 1-5
4. Ensure curriculum meets industries' needs	Minutes indicating validation by industry	Foundation Coordinator	Year 1-5
5. Match trained workforce with employers	Number	Foundation Coordinator	Year 1-5
6. Facilitate contracted agreement between employer, applicant, and Foundation (must work 2 years in city in trained field or pay back training costs)	Number employed	Foundation Coordinator	Year 1-5
7. Follow-up on completers and placements	Number	Foundation Coordinator	Year 2-5
8. Program expansion	Number and dollar commitment	Foundation Coordinator	Year 3-5
9. Program evaluation		Outside evaluator	Year 1-5

OBJECTIVE: Measure the project's formative and summative student outcomes

ACTIVITY	PERFORMANCE MEASURE	PERFORMANCE AGENTS	TIMELINES
1. Student/teacher attitude	Pre- and post participants	Outside evaluation	Year 1-5
2. Classroom teaching strategies	Number of classes utilizing effective strategies	Outside evaluation	Year 1-5
3. Integration	Number of classes utilizing effective strategies	Outside evaluation	Year 1-5
4. Number of students selecting career pathways	Number	Outside evaluation	Year 2-5
5. High school completers	Number	Outside evaluation	Year 1-5
6. Enrollment post-secondary education	Number	Outside evaluation	Year 1-5
7. Number exiting to work in related field to training	Student follow-up	Outside evaluator	Year 2-5
8. Wages earned over time	Student follow-up	Outside evaluator	Year 2-5
9. Employer involvement	Number	Outside evaluator	Year 1-5
10. Employer satisfaction	Pre- and post-survey	Outside evaluator	Year 1-5
11. Student gains, attendance, drop-out, TAAS scores	Number	Outside evaluator	Year 2-5
12. Return on investment federal, state, local dollars	Analysis of financial	Outside evaluator	Year 2-5

TALKING POINTS ON FAST TRACK AND FOREIGN POLICY

Fast Track and American Leadership -- Overview

- **The fast track debate is about much more than trade. It is about American leadership in the world.** Other governments, particularly those in Latin America, view fast track as a test of whether the United States intends to maintain our half century of leadership -- or retreat and turn inward.
- **A failure of U.S. leadership would be a huge mistake.** For over 50 years, we have led the world toward freer markets -- reducing average tariffs from 40% at the end of World War II to about 5% today. That has led to a 90-fold increase in trade, which has enormously benefitted the U.S. We must not turn our back on that progress.
- **American leadership is not divisible. If we fail to lead on trade, our influence will suffer in other areas.** The patterns of trade developed in the coming decades will create patterns affecting our national security, foreign relations and political interests. If Latin America is permitted -- by default in our leadership -- to turn increasingly to Europe and Asia in its trade relations, it will weaken our relationship with Latin America. Rejecting fast track would also send a terrible signal to emerging markets, undermining the developing world trend toward free market policies and democracy.

Exports and U.S. Growth

- **For the U.S., the case for fast track is clear: if we are to sustain our economic growth, we must export.** Since 1993, one-third of our growth has come from exports. Over the next decade, the economies of Latin America and Asia are expected to grow at three times the rate of the U.S. economy. In a world where 96% of the world's consumers live outside our borders, we must export to grow. It's that simple.
- **We are in a perfect position to compete. Our economy is the envy of the world.** We are once again the world's most competitive economy, the world's largest exporter, the leading producer in key industries like automobiles, semiconductors and pharmaceuticals. It makes no sense to sideline ourselves now.
- **But we cannot afford to take our economic leadership for granted.** Throughout the world, other countries are moving to reach trade deals opening their markets. We can either lead this process -- or watch it proceed without us:
 - In Latin America and Asia alone, other countries have reached more than 20 preferential trade agreements without us. Today every major economy in the hemisphere has a preferential trade deal with Chile, except the U.S.
 - The EU is seeking a preferential trade agreement with MERCOSUR, a market of over 200 million people and a GDP exceeding \$1 trillion. President Chirac has declared "the future of the region rests with Europe, not the United States."

Fast track and American Foreign Policy

- **Fast track is a test of our foreign policy.** As the sole remaining superpower, the United States has a fundamental interest in aiding both security and prosperity around the world -- particularly in our own hemisphere. Stable trading relationships are critical to that end. In the post Cold-War world, trade agreements serve some of the same purposes security pacts played during the Cold War: They bind nations together through a set of shared interests and common objectives.
- **If the U.S. fails to lead, we risk losing influence by default.** The trade patterns set in coming decades will have enormous strategic importance too. That is part of the strategy behind FTAA and APEC processes. They are not just economic: they are also intended to reinforce broader U.S. engagement in Latin America and Asia, two regions where U.S. foreign policy strategic and security interests are deeply implicated. Rejecting fast track would signal retreat from these initiatives.
- **That would clearly undermine broader U.S. interests.** Latin America sees trade as the linchpin of a stronger hemispheric relations -- our failure to engage would undermine cooperation on a range of issues including drug interdiction, immigration, environmental protection and corruption. In Asia, the industrialization of 3.5 billion people in the arc from Korea to Pakistan will be perhaps the greatest development of the 21st Century. It is critical to America's economic and security interests that we be deeply engaged in the transformation. Without fast track, we are crippled in that effort.
- **The cause of democracy and free markets would also suffer.** After decades of failed experiments and anti-Americanism, many of the world's emerging markets today are embracing free markets, democracy and other American values. Today -- for the first time in history -- one half of the world's population lives under elected rulers. But this fragile progress will continue only if we continue to press countries to embrace free trade policies, build stronger middle classes and strengthen the building blocks of democracy. Rejecting fast track would send a terrible signal that we are not serious about trade liberalization and reform.

Conclusion

- **The United States faces a critical choice.** We can continue to make our economy the model for the rest of the world, open foreign markets, and reaffirm our global leadership. Or we can convince ourselves that we cannot compete, turn inward, and cede that leadership to others eager to take our place. The choice is that stark -- and that important.

WHY AMERICA WON'T GET ITS FAIR SHARE OF JOBS WITHOUT FAST TRA

America needs fast track to continue to create higher-paying jobs for more Americans. Without it, America's role as the largest exporter in the world will be put in jeopardy. And with more markets opening around the world, it is now more important than ever to give the President traditional trade authority to break down trade barriers for American goods and services.

The U.S. needs to maintain its leadership role in opening markets through tough, fair trade agreements.

- Since 1992, 49 states have experienced an increase in overall goods exports and 45 states have experienced an increase in jobs supported by trade.
- 46 states have higher exports to Mexico and 47 states have higher exports to Japan.

In the upcoming WTO negotiations, President Clinton needs fast track to have the flexibility to negotiate agreements in agriculture, commercial services and government procurement. In each of these areas, the U.S. is the most competitive nation in the world and stands to benefit the most from writing the rules of trade.

AGRICULTURE

The U.S. is the world's largest agricultural exporting country -- shipping a record \$60 billion in exports abroad. In 1996, total world agricultural exports totaled \$600 billion. U.S. exports accounted for only 10% of that -- \$60 billion.

- U.S. agricultural exports support nearly a million jobs and this number is rising. Since 1990, the value of U.S. agricultural exports has increased by \$20 billion, or nearly 50%. Each week last year, on average, American producers and processors shipped out more than \$1.1 billion in farm and food products to foreign markets.
- Last year, our agricultural exports were twice the level of our agricultural imports -- a claim no other industry sector can make. Dollar for dollar, we export more corn than coal, more wheat than steel, more meat than aluminum and more fruits and vegetables than CD's, records, and tapes. U.S. exports are growing more than three times as fast as domestic demand for foods.
- U.S. agriculture will pay a price if fast track is not granted.
 - ☞ More than 30 bilateral and regional trade agreements are already operating here in the Western Hemisphere, and the U.S. is party to only one -- NAFTA. While these preferential trade agreements multiply, the U.S. share of the region's total agricultural imports is declining.
 - ☞ Chile has already signed trade agreements with Bolivia, Colombia, Ecuador, Mexico, Venezuela, MERCOSUR and most recently Canada.

The U.S. has already lost an estimated \$500 million in exports to other countries that have duty preferences already in place.

- Chilean fresh fruit pays a 2% duty when entering Venezuela (due to the Chile-Venezuela FTA) whereas American producers pay a 15% tariff. The U.S. Embassy estimates that the U.S. market share would grow from its current 39% to 67% if U.S. producers had equivalent access to the Venezuelan market.

Without fast track, the U.S. will lack credibility to push for a fast start on WTO agricultural negotiations scheduled to start at the end of 1999. Agriculture remains one of the most protected and subsidized sectors in the world economy. American exports still continue to face trade barriers through high tariffs and preferential trade deals that exclude the U.S. Already, since 1992, in Latin America and Asia alone, our competitors have negotiated 20 trade agreements that do not include the United States.

The best way we can continue to increase our agricultural exports and create more higher-paying jobs is through broad negotiations where the U.S. has the ability to seek additional commitments from other countries to reduce their barriers to American agriculture.

COMMERCIAL SERVICES

Exports of services by U.S. firms supported an estimated 3.9 million U.S. jobs in 1996. U.S. service exports have more than doubled over the last ten years, increasing \$135 billion since 1987 and \$84 billion since 1990 to \$250 billion in 1996. In 1995, U.S. service exports accounted for 16% of global service exports; our closest competitors that year were France (8%) and Germany, Italy, Japan and the U.K. (between 5% and 6%).

- U.S. exports to emerging markets have grown at impressive rates: nearly 30% to China, Taiwan and Korea; and over 20% to Hong Kong and Argentina. The U.S. also exported over \$1 billion in 1995 to the emerging markets of Argentina, Brazil, China, Hong Kong, the Philippines, India, Indonesia, Korea, Malaysia, Singapore and Thailand.
- Service exports are estimated to reach \$300 billion by 2005 and \$350 billion by 2010. With the expanding electronic commerce market, the growth trend in the service sector may easily surpass these estimates. For example, look at the health care services industry. In 1994, exports reached \$812 million. The industry is estimated to grow to \$1.03 billion by 1998 and continue its growth to \$1.4 billion by 2002.
- Unless negotiated away, barriers will inhibit increased U.S. service exports. In Korea, a number of service sectors remain restrictive for foreign investment, including audio-visual services, insurance, telecommunications and advertising. Brazil has restrictive investment laws, lack of transparency in administrative

procedures and limits on foreign capital participation. Distribution in the domestic market is restricted in Indonesia.

- **Fast track will strengthen U.S. efforts to reduce trade barriers and expand these international markets which are key to maintaining U.S. competitiveness and innovation.**

GOVERNMENT PROCUREMENT

- **In 1996, government procurement totaled \$200 billion in U.S. exports in 1996 in a total world market of \$600 billion. Sectors relating to government procurement include civil aircraft, which supports over 450,000 high-wage jobs, energy equipment supporting 350,000 workers, environmental technologies and services supporting 1.3 million workers and medical equipment employing over 260,000 workers.**

Civil Aircraft

- **One out of every two civil aircraft manufactured in the U.S. is exported. Asia has become the fastest growing foreign market for U.S. civil aircraft, accounting for about 45% of U.S. civil aircraft exports in 1996. Korea is in the midst of a major civil aviation expansion -- a ten year procurement program plans the purchase of some 230 aircraft worth about \$20 billion. With ASEAN, there is a large and growing demand for airport and ground support equipment. The Philippines has initiated a \$3 billion refleet and modernization program. Almost all of Thailand's demand must be met by imports.**
- **High tariffs and government subsidization are major barriers. Low and middle income country tariffs range from 3 to 40% while the U.S. has no tariffs.**
- **Competition isn't waiting for U.S. leadership. Canada is competitive in Latin America, especially in the business and regional jet aircraft sectors. Canada already has a Free Trade Agreement with Chile which will provide a three percentage point tariff advantage over U.S. suppliers by 1997. This tariff differential, which will increase to 11 percentage points when the FTA is fully implemented, provides the Canadian industry a significant advantage in certain segments of the market.**

Energy Equipment

- **Since 1990, U.S. exports of energy equipment have doubled reaching \$15.5 billion in 1996 with a trade surplus of \$6.5 billion. U.S. exports to the big emerging markets, China and FTAA countries more than doubled since 1990. Exports account for an estimated 34% of the U.S. industry's product shipments.**

By 2005, energy equipment exports are expected to exceed domestic shipments.

- **The demand for energy in low and middle income countries is expected to grow at more than twice the rate of industrialized countries.** Thailand is expected to invest \$22 billion in new power plants; Indonesia is spending \$40 billion developing a natural gas field; China and India represent even larger potential markets as each country attempts to meet increasing demand.
- **Competition doesn't wait for U.S. leadership.** MERCOSUR countries are in the process of privatizing the electricity sector and expect increased demand for generation and distribution equipment. Imports supply approximately one-fifth of the equipment demand, and the U.S. supplies one-third of that. Yet, with tariffs ranging up to 24%, U.S. companies will be at a significant disadvantage if other countries are given preferential access.

With U.S., German and Japanese companies providing almost equal shares of energy equipment in world markets, any preferential access to low and middle income countries by our competitors will hurt U.S. workers and companies.

- **Fast track will strengthen U.S. efforts to reduce trade barriers and expand these international markets which are key to maintaining U.S. competitiveness and innovation.**

Environmental Technologies and Services

- **U.S. ET exports increased 26% from \$11.5 billion in 1994 to \$14.5 billion in 1995 -- making the U.S. the world's largest supplier.** Growth in exports was responsible for 40% of the \$7.5 billion in 1995 environmental technology industry growth. The global market is projected to grow from about \$440 billion in 1995 to approximately \$600 billion by the year 2010. While the U.S. enjoys over \$14 billion in environmental exports only 8% of the U.S. environmental industry's revenue comes from exports. Major competitors, such as Germany and Japan, export in excess of 20%.
- **Opportunities abound for U.S. environmental technology.** The market in Indonesia exceeds \$1.3 billion of which \$300 million is from the U.S.). Thailand's market exceeds \$1 billion (U.S. exports account for two-fifths of that) and could double over the next five years. Malaysia's market is around \$700 million and is expected to grow at 15-20% per year through 2000.
- **Competition doesn't wait for U.S. leadership.** \$10 billion in new investment is expected through the year 2000 in Brazil. U.S. exports last year amounted to about \$100 million. Tariffs range up to 18%, although MERCOSUR partners receive duty free treatment and other Latin American countries receive a 60% duty reduction.

Medical Equipment

- **Total medical device exports reached \$11 billion in 1996 -- a 14% rise from 1995.** Exports as a share of industry shipments were 20% in 1990 and are expected to be 30% by 2005. Since 1990, U.S. medical devices exports to China, ASEAN and the other big emerging markets (excluding Mexico) doubled, reaching \$2 billion in 1996. Thailand's medical device market exceeds \$600 million, and Indonesia's market has been growing by over 10% annually. Malaysia has budgeted \$1.4 billion this year to upgrade health care quality, and Singapore has over \$500 million earmarked for redevelopment projects.
- **The industry faces tough barriers in low and middle income countries** which include approval procedures for imported devices; government health care reimbursement policies which discriminate against U.S. products; and non-transparent government procurement policies. MERCOSUR countries are developing import and standard regulations which will negatively impact U.S. medical device manufactures.

Fast track will strengthen U.S. efforts to reduce trade barriers and expand these international markets which are key to maintaining U.S. competitiveness and innovation.

- The vast majority of low and middle-income countries have not signed the WTO Government Procurement Code and the United States cannot negotiate government procurement obligations in plurilateral negotiations.
- Current WTO negotiations on establishing elements of a transparency agreement offer the opportunity to secure more transparency in foreign government bids, to the benefit of U.S. firms and workers.

KEEPING AMERICA AND ITS WORKERS THE MOST COMPETITIVE IN TH

America Needs Fast Track to Continue to Create Higher-Paying Jobs for More Americans. Without it, America's role as the largest exporter in the world will be put in jeopardy. And with new markets opening around the world, it is more important than ever to give the President traditional trade authority to break down trade barriers that put American products made by American workers at a disadvantage. We will continue to ensure that America's workers will benefit from expanded trade by fighting for increased training and education opportunities.

I. AMERICAN WORKERS STILL FACE A DISADVANTAGE BECAUSE TOO M FOREIGN COUNTRIES PLACE RESTRICTIONS ON AMERICAN GOODS. W FAST TRACK TO LEVEL THE PLAYING FIELD FOR AMERICAN WORKER

What We Inherited. In 1993, President Clinton came into office at a time when the U.S. continued its commitment to free and fair trade, but other countries maintained high tariffs and other obstacles to fair trade to the disadvantage of America's workers.

President Clinton Moved to Address this Disadvantage by Completing the Uruguay Round Agreements, Negotiated Under Fast Track Authority. We have repeatedly leveled the playing field by negotiating tough, fair agreements -- securing more concessions from our trading partners than we had to give up. For example, Australia has cut its tariffs five times more than we have had to, Korea six times more than the U.S. and Peru has cut its tariffs ten times more than the U.S. since the Uruguay Round of GATT. Because of the ongoing benefits from the Uruguay Round, it is estimated that trade will continue to grow by an average of 9% per year until 2000.

American Workers Still Face a Disadvantage. Even with the recent progress in GATT, American exports still face higher tariff rates than our own. For instance, U.S. agricultural exports average 38%, while our own rates average 11%. U.S. electric machinery exports average 5%, while our rates average under 2%. Without Fast track authority, these conditions will only persist when more and more countries negotiate their own preferential trade deals to the detriment of America's workers. American workers deserve better.

Open and Fair Trade is in the Best Interest of American Workers and their Families. As the American people prepare for the challenges of the 21st century, we face a critical choice: We can meet the challenges of the future, write the trade rules and continue America's remarkable economic growth -- or we can turn our back on the world and fail to compete for new markets, new contracts, new business and new jobs. All over America, jobs have been created in small, medium and large companies that would not be here today if we did not have the ability to negotiate fair trade agreements.

- Over the last four years, American manufacturing exports rose 42%, high technology exports jumped 46%, service exports climbed 33% and farm exports rose 41%.
- From 1990-1996, U.S. auto exports to the biggest emerging markets (excluding Mexico) rose \$500 million and are estimated to reach \$6.1 billion by 2010. U.S. parts exports to these emerging markets are expected to more than triple from the current

\$3 billion to \$10 billion in 2010.

- The U.S. dominates 75% of the global software market. More than one-half million workers are employed in the industry -- double the level a decade ago. This industry is expected to grow 9% *per year* worldwide over the next decade.
- The U.S. once again dominates the world's semiconductor industry -- after trailing Japan for years. More than one-quarter million American are employed in the semiconductor industry -- up 13% over the last three years. The global semiconductor market nearly tripled in size between 1990 and 1995 -- and sales are expected to reach \$200 billion by the year 2000 -- a fourfold increase over a decade.
- Exports of goods and services have risen from about 4% of GDP in the early 1960's to over 13% today. Over 15% of the total American workforce is employed in the manufacturing sector. U.S. exports have grown 3 times faster than Japan's, 5 times faster than Germany's since the mid 1980's.

II. TO ENSURE THAT ALL AMERICAN WORKERS BENEFIT FROM EXPANDED THE CLINTON ADMINISTRATION HAS FOUGHT FOR INCREASED TRAIN EDUCATION OPPORTUNITIES.

We need a growth strategy in which we take every action possible to ensure that all Americans can benefit from economic change. We need to break out of the old arguments that say you are either for blocking change or you are for the market, but everyone has to fend for themselves. Government needs to help workers, communities and those not in the job market realize the benefits of expanded trade.

- The Administration is developing a comprehensive plan to help communities and workers who have been affected by trade. President Clinton is building on his strong record of helping workers and families secure more opportunities to improve their educations and obtain higher paying jobs. The President will announce his plan early next week.

A Record of Strong Action to Help Families and Workers

- **Fought To Ensure Low-Income Families Benefitted from Child Tax Credit.** Because of the President's efforts, 13 million children from families with incomes below \$30,000 will receive the tax credit -- up to 7.5 million more than under the House plans. Families making under \$30,000 -- such as young teachers, police officers, farmers, nurses and others who work hard and play by the rules -- will now receive the child credit.
- **20% Tuition Tax Credit.** The balanced budget deal provides for a 20% tuition tax credit applied to the first \$5,000 of qualified education expenses and to the first \$10,000 thereafter for college juniors, seniors, graduate students, and working Americans pursuing lifelong learning.
- **\$1,500 Hope Scholarship Tax Credit.** The balanced budget deal also includes a

\$1,500 Hope Scholarship to make the first two years of college universally available. For a student attending the average four-year college, the Tuition Tax and HOPE Scholarship tax credits will provide tax savings of up to \$5,000.

- **Doubled Dislocated Worker Funding.** The funding for dislocated workers has been doubled, from \$651 million in FY93 to \$1,286 million in FY97. This year, the dislocated worker program will assist 580,000 workers, up about 300,000 since President Clinton took office.
- **Largest Pell Grant Increase in Two Decades.** The Balanced Budget agreement boosts the maximum 1998 Pell grant from \$2,700 to \$3,000, and expands the program to more poor independent students -- that's the largest increase in two decades.

III. IF THE PRESIDENT DOES NOT HAVE THE SAME AUTHORITY THAT EVE PRESIDENT HAS HAD SINCE 1974, OUR COMPETITORS, NOT AMERICAN WILL REALIZE THE BENEFITS OF THE NEW ECONOMY.

Today, we have the opportunity to permanently create the types of jobs that pay more and provide our workers with more security -- if we continue to increase our exports and open more markets. But if the President does not have the authority to negotiate tough and fair trade agreements with Congress' consent, our competitors will get the best jobs for their workers, while the U.S. will be relegated to the sidelines.

- **Without fast track, the U.S. will lack credibility to push for a fast start on global negotiations scheduled to start at the end of 1999. The United States stands the most to gain in these negotiations because of its comparative advantage in agriculture, commercial services and government procurement.**

☞ **Agriculture.** Agricultural exports support nearly a million U.S. jobs. Agriculture remains one of the most protected and subsidized sectors in the world economy. American exports still continue to face trade barriers through high tariffs and preferential trade deals that exclude the U.S.

☞ **Commercial Services.** Service exports of U.S. firms supported nearly 4 million jobs in 1996. Unless negotiated away, barriers will inhibit increased U.S. service exports. In Korea, a number of service sectors remain restrictive for foreign investment including telecommunications and insurance. Brazil has restrictive investment laws, lack of transparency in administrative procedures and limits on foreign capital participation. Distribution in the domestic market is restricted in Indonesia.

☞ **Government Procurement.** Some sectors relating to government procurement include civil aircraft, energy equipment, environmental technologies and services

and medical equipment which employ over 2 million American workers. The vast majority of low and middle-income countries have not signed the WTO Government Procurement Code and the U.S. cannot negotiate government procurement obligations in plurilateral negotiations.

GENERAL TALKING POINTS ON THE IMPORTANCE OF FAST TRACK

Introduction

- I think you know the arguments for fast track authority. One-third of our growth since 1993 has come from exports. About 96% of the world's consumers live outside our borders. If we are to continue to grow, we must export. It's that simple. And that's all we are seeking under fast track: the opportunity to negotiate new agreements that break down foreign trade barriers, level the playing field, and increase our ability to export our world-class goods and services.
- We are in a perfect position to compete. Our economy is the envy of the world. We are once again the world's most competitive economy, the world's largest exporter, the leading producer of automobiles, semiconductors, and pharmaceuticals. It makes no sense to sideline ourselves now.

Fast Track and American Leadership

- We also must understand that the importance of fast track extends beyond trade alone; it is about American leadership in the world today. This debate is being viewed in Latin America and other world capitals as nothing less than a test of whether we intend to maintain our leadership role -- or to retreat and turn inward.
- Defaulting on our leadership role would be a terrible mistake. Under our lead, average tariffs have fallen from 40% at the end of World War II to about 5% today. This has led to a 90-fold increase in trade, which has benefited us enormously. One-third of our strong economic growth over the past five years has come from exports. We must not turn our back on those achievements.
- We cannot afford to take our leadership for granted. Throughout the world, especially in Latin America, others are moving to reach trade deals opening their markets. And they are not waiting for us -- with some 20 preferential trade deals already that exclude the United States. The EU is seeking such an agreement with MERCOSUR -- a market of over 200 million people with a GDP exceeding \$1 trillion. And President Chirac has stated that "the future of the region rests with Europe, not the United States."
- Let's face it: American leadership is not divisible. If we do not lead on trade, our influence is bound to suffer in other areas as well. The patterns of trade affect our national security and strategic interests as well -- particularly in this hemisphere. Trade agreements can bind us together through shared interests and institutions. If by default in our leadership we permit Latin America to turn increasingly to Europe and Asia in its trade relations, it will weaken our relationship with them in other areas as well -- from drug interdiction to immigration to environmental protection to fighting corruption.

- Rejecting fast track would send the wrong signal to developing countries in particular. After decades of failed experiments and anti-Americanism, many today are embracing free markets, democracy, and other American values. But this progress is still fragile -- and it will continue only if we continue to press countries to embrace free trade policies, build stronger middle classes, and strengthen the building blocks of democracy. Having preached the benefits of open trade to these countries for so long, the United States must not turn in precisely the opposite direction at this critical time.

Efforts to Address Members' Concerns

- I believe that as we expand trade, we should ensure that everyone shares in the benefits. That not only is the right thing to do -- it is also essential if we want to keep public support for a policy of expanded trade. That begins with extending the Trade Adjustment Assistance program -- as the Finance Committee has done with bipartisan support. The Administration has been working on a series of other initiatives to help both workers and communities, which we will be announcing in the next few days.
- Let me also tell you why our critics have it wrong on labor and the environment. I am convinced we can break down foreign trade barriers and advance worker rights and environmental protection at the same time. The Finance Committee bill strikes a sensible, balanced approach to allow us to do just that. And look at it this way: if we have fast track, Chile will conclude labor and environmental side agreements with us -- in fact, they already have agreed to do so. If we don't, they won't. Rejecting fast track is the best way to ensure that labor and environmental concerns simply are ignored in the years ahead.

Conclusion

- This is a very important vote. We face a critical choice. We can continue to make our economy the model for the rest of the world, open foreign markets, and exert global leadership. Or we can convince ourselves that we cannot compete, turn inward, and cede that leadership to others eager to take our place. The choice is that stark -- and that important. That's why I feel so strongly about fast track, and why I ask for your support.

POSSIBLE FAST TRACK QUESTIONS AND PROPOSED RESPONSES

Labor and the Environment

Q: Why have you embraced fast track bills in both the Senate and House that treat labor and the environment as second-tier concerns, not fundamental parts of trade agreements?

- Your characterization of these bills is wrong. They contain principal negotiating objectives aimed specifically at worker rights and the environment. That's more than has ever been contained in fast track legislation before. Under the bills, we will be able to use trade agreements to keep other governments from weakening their labor, environmental, or health and safety laws to gain an advantage in trade or investment (House bill)/to attract investment or inhibit U.S. exports (Senate bill).
- The President also retains ample authority to address these issues in a variety of international fora, as my Administration has been doing for the past 4 ½ years. And with fast track, the President also will be able to pursue labor and environmental side agreements where appropriate, including with Chile. Our goal should be to work with other countries to help them better protect the rights of their workers and improve their environments -- whether or not we are engaged in trade negotiations with them at any given point in time.

The Need for Fast Track

Q: How can you claim fast track is needed for trade agreements, when you have concluded over 200 such agreements without it?

- Fast track is needed only when we intend to make changes to U.S. law. Many agreements we negotiate with Japan and other countries include changes only by the foreign government, not us -- usually in response to our pressure to open their markets. But the largest and most important agreements -- like NAFTA and the Uruguay Round, and the future agreements we are seeking on agriculture, services, and in other areas -- require that all countries involved make some changes to their laws. We need fast track for those agreements.
- If we don't have fast track, other countries simply will not negotiate with us. They won't enter into one negotiation with the President, then let Congress unilaterally change the terms of the deal reached -- in effect, a second negotiation. Either the foreign country won't give the Administration their bottom line, best offer (fearing they'll have to make additional concessions to Congress), or they will simply refuse to negotiate in the first place. That's Chile's position; they have refused to negotiate with us unless we have fast track.
- History bears this out. In the late 1960s, the Administration brought back a GATT trade agreement that Congress amended unilaterally. After that, other countries simply refused to negotiate with us for several years. That's precisely why fast track procedures were enacted by Congress in 1974 -- to get us back in the game and leading again on trade.

Effects of NAFTA

Q: Why should we support fast track when we see such negative effects from NAFTA?

- First, I reject the critics' claims about NAFTA. The best available information shows that NAFTA has had a *positive* job impact -- creating 90,000 to 160,000 U.S. jobs, despite the 1995 peso crisis and its effect on Mexico's economy. And thanks to NAFTA, our exports to Mexico are already recovering from that temporary setback -- whereas we needed seven years for our exports to rebound after Mexico's last major financial crisis in the early 1980s. NAFTA has given us the chance to sell more to Mexico -- and to work more closely than ever before on other issues, including labor and the environment.
- But regardless what you think, this fast track debate is not about NAFTA. It is about our global trade agenda, our ability to negotiate new international agreements on agriculture and services and in those sectors in which we are the most competitive nation in the world. And it is about our ability to go after foreign trade barriers that remain much higher than our own -- to work to level the playing field for our workers and firms.

Helping Workers and Communities

Q: Why should I support fast track without guarantees that trade-impacted workers and communities will be helped adequately?

- President Clinton has done more than any other President to ensure that American workers benefit from expanded trade. And for those who may not share in the benefits of our strong economy, this Administration has fought successfully for increased training and educational opportunities. We have doubled the funding for dislocated workers since 1993 to nearly \$1.3 billion; have fought to ensure that 13 million children from low-income families benefit from the child tax credit; have made college more affordable with the Hope Scholarship and tuition tax credit programs; and have pushed successfully for a variety of other measures.
- And the President is committed to doing even more to build on this strong record. The Administration has been working on a set of additional initiatives to help both individuals and communities that may be affected by trade flows, and President Clinton will be announcing the details of those plans in just a few more days.

The U.S. Trade Deficit

Q: Why should we move ahead with fast track and new trade agreements when our trade deficit continues to balloon?

- The trade deficit is the result of a range of complex factors, and is not the sign of a weak economy. It is hard to argue that this is harming us when we have been growing at about 3% annually over the past five years, have the lowest unemployment in 23 years, rising income levels, a rapidly shrinking budget deficit, high consumer demand, and record exports.

- And we are seeing some very positive signs: our exports are up 10% this year, despite sluggish growth in many other countries and a strong U.S. dollar. And our trade balances with our NAFTA partners -- now our two largest export markets -- have improved greatly this year, as we have cut the deficit with Canada 24% and with Mexico 15%.
- In any event, the best way to attack the deficit is to increase our exports -- and the best way to do that is through fast track trade agreements that break down foreign barriers. If you are concerned about the trade deficit, you should support giving the President the authority to attack the remaining trade barriers and negotiate tough new agreements to help our exporters.

Trade Agreements with Developing Countries

Q: Why should we negotiate trade agreements with countries where workers earn a fraction of U.S. wages?

- The truth is we are competing quite successfully with low-wage countries. Over the past decade, our exports to those countries are up 240% -- nearly double the increase to richer countries and more than three times the gain in domestic sales. Today, they account for 42% of our total exports -- creating jobs that pay about 15% more than non-export related jobs.
- We remain the strongest economy in the world, with the most productive workers. And we will gain through trade agreements with developing countries, whose existing barriers are several times higher than our own.

PRESIDENT CLINTON DELIVERS THE FIRST BALANCED BUDGET IN A GENERATION AND A MAINSTREAM TAX CUT

- ✓ **Roughly \$900 Billion in Net 10 Year Deficit Savings.**
- ✓ **First Balanced Budget since 1969.**
- ✓ **Largest Investment in Higher Education Since the G.I. Bill in 1945:**
 - **\$1,500 HOPE Scholarship to Help Make Two Years of College Universally Available.**
 - **20% Tuition Tax Credit for College Juniors, Seniors, Graduate Students and Working Americans pursuing Lifelong Learning to upgrade their skills.**
- ✓ **Single Largest Investment in Health Care for Children Since 1965.**
- ✓ **A \$500 Per Child Tax Credit for Approximately 27 Million Families.**
- ✓ **Critical Long-Term Entitlement Reforms -- Extends Solvency of Medicare Trust Fund for at Least a Decade.**
- ✓ **Brownfields and Empowerment Zones Tax Incentives to Revitalize Our Nation's Distressed Areas.**
- ✓ **A \$ 3 Billion Welfare-to-Work Jobs Initiative Targeted to High Poverty Areas.**
- ✓ **Treats Legal Immigrants Fairly -- Restores Health and Disability Benefits.**

THE FIRST BALANCED BUDGET IN A GENERATION

FIRST BALANCED BUDGET SINCE 1969

- ✓ **Net savings of roughly \$900 billion over ten years.**
- ✓ **1993 Economic Plan has cut the deficit more than 75% from \$290 billion in 1992 to \$67 billion or lower in 1997. This agreement finishes the job -- balances the budget in 2002 and puts the budget in surplus at least through 2007.**

SINGLE LARGEST INVESTMENT IN HEALTH CARE FOR CHILDREN SINCE THE PASSAGE OF MEDICAID IN 1965

- ✓ **An unprecedented \$24 billion for children's health care.**
- ✓ **Guarantee of meaningful health coverage including full range of benefits to as many as 5 million uninsured children.**
- ✓ **Provisions to ensure that states use this investment to provide health care coverage to children who do not currently have health insurance and that there are adequate cost protections so that families are not burdened with excessive costs so that care is affordable.**

CRITICAL LONG-TERM ENTITLEMENT REFORMS

- ✓ Between \$400-\$450 billion in ten-year Medicare savings.
- ✓ Extends the life of the Medicare Trust Fund for at least a decade.
- ✓ Prepares Medicare for the 21st century -- more choice, competition, improved payment systems.
- ✓ \$4 billion in preventive benefits to fight diseases like breast cancer, diabetes & colon cancer.
- ✓ \$1.5 billion to help pay the premiums of low-income Medicare beneficiaries.

PROTECTS THE PRESIDENT'S CRITICAL DOMESTIC PRIORITIES. The Budget Agreement, which will be enacted in the Appropriations bills in the fall, includes 99% of total amount of President's 5-year Domestic Discretionary Budget.

- ✓ Largest education investment in 30 years.
- ✓ Pell Grant expansion -- maximum grant increased to \$3,000.
- ✓ New child literacy initiative consistent with President's America Reads.
- ✓ Head Start expansion -- on track to 1 million children in 2002.
- ✓ Full funding for President's training budget, including Job Corps.
- ✓ President's FY 98 budget request for EPA Operating Budget
- ✓ National Park Service full funding for operations budget, plus land acquisition and state assistance, and Everglades Restoration.
- ✓ Superfund -- clean-up of 500 toxic sites in next four years (if policies can be worked out).
- ✓ COPS -- funding on track to put 100,000 more police officers on streets by 2000, plus full funding for overall Violent Crime Reduction Trust Fund.

MOVES PEOPLE FROM WELFARE TO WORK & TREATS LEGAL IMMIGRANTS FAIRLY

- ✓ \$3 billion to help states and local communities move people from welfare to work.
- ✓ \$12 billion to restore both disability and health benefits for 350,000 legal immigrants in 2002 who are currently receiving assistance or become disabled, ensuring that they will not be turned out of their apartments or nursing homes or otherwise helpless.
- ✓ Preserves the minimum wage and other labor protections for welfare recipients moving from welfare to work. Does not include the House-passed provision to leave workfare participants unprotected by the
- ✓ Fair Labor Standards Act and other employment laws. Protects workers from displacement by those leaving the welfare rolls, and establishes a strong process for workers to raise grievances with an independent agency.

A MAINSTREAM TAX CUT

On December 15, 1994, President Clinton proposed the Middle Class Bill of Rights, which included a \$500 Child Tax Credit, an expanded IRA to allow people to withdraw money tax-free and without penalty for education, and a tax deduction for post-high school education expenses. Each of the President's proposals is included in this budget:

A CHILD TAX CREDIT FOR APPROXIMATELY 27 MILLION FAMILIES.

- ✓ \$500 Per-Child Tax Credit for approximately 27 million families with 45 million children under 17. The credit begins to phase out for couples with incomes above \$110,000.
- ✓ 13 million children from families with incomes below \$30,000 will receive the child tax credit -- up to 7.5 million* more than would have under the Congressional plans. Families earning under \$30,000 such as young teachers, police officers, farmers, and nurses who work hard and play by the rules will now receive the Child Tax Credit. *Comparison to House passed bill; vs. Senate bill: 5.9 million.

A VICTORY FOR MIDDLE CLASS PARENTS TRYING TO PAY FOR THEIR CHILDREN'S COLLEGE AND FOR WORKING PEOPLE TRYING TO UPGRADE THEIR SKILLS.

- ✓ **\$1,500 HOPE Scholarship** to make the first two years of college universally available. The final agreement includes the President's initiative to help make the 13th and 14th grades as universal as a high school diploma is today. Students will receive a scholarship of 100% on the first \$1,000 of tuition and fees and 50% on the second \$1,000.
- ✓ **20% Tuition Tax Credit** for college juniors, seniors, graduate students and for working Americans pursuing lifelong learning to upgrade their skills. The 20% credit will be applied to the first \$5,000 of qualified education expenses through 2002, and to the first \$10,000 thereafter. The President has long understood that the economy is changing and that people need the opportunity to enhance their skills throughout their working lives. This is why the President insisted on the 20% tuition tax credit that is in the final bill and was a major improvement over the bills passed by Congress.

TAX INCENTIVES TO REVITALIZE OUR NATION'S DISTRESSED URBAN AREAS.

A key component of the President's tax cutting agenda has been to spur economic activity in distressed areas of our nation's cities. This budget reflects the President's agenda:

- ✓ **A New Tax Cut Plan Helps to Clean Up and Redevelop Brownfields.** The 3-year Brownfields tax incentive will reduce the cost of cleaning up thousands of contaminated, abandoned sites in economically distressed areas by permitting clean-up costs to be deducted immediately for tax purposes. This will, in turn, encourage redevelopment of these areas. *The Treasury Department estimates that this \$1.5 billion tax incentive would leverage more than \$6 billion for private sector cleanups nationwide, allowing redevelopment of 14,000 brownfields.*
- ✓ **New Empowerment Zones (EZs).** The budget includes a second-round of EZs -- 15 urban and 5 rural EZs. The new EZs will benefit from a different blend of tax credits from the first-round communities. For example, the EZs will be eligible for the Brownfields tax incentive, special expensing of business assets, and qualification for private-activity bonds.

HELPING MOVE PEOPLE FROM WELFARE TO WORK

- ✓ **A Welfare to Work Tax Credit.** This provision will give employers an added incentive to hire long-term welfare recipients by providing a credit equal to 35% of the first \$10,000 in wages in the first year of employment, and 50% of the first \$10,000 in the second year, paid to new hires who have received welfare for an extended period. The credit is for two years per worker to encourage not only hiring but retention.
- ✓ **\$3 Billion to Help Move 1 Million People from Welfare to Work.** Includes President's proposal to create \$3 billion Welfare to Work Jobs Challenge to move long-term welfare recipients into lasting, unsubsidized jobs. These funds can be used for job creation, job placement and job retention efforts, including wage subsidies to private employers, and other critical post-employment support services. The Labor Department will provide oversight but the dollars will be placed in the hands of the localities who are on the front lines of the welfare reform effort.

PRESIDENT CLINTON DELIVERS THE LARGEST SINGLE INVESTMENT IN CHILDREN'S HEALTH CARE SINCE THE PASSAGE OF MEDICAID IN 1965

The President fought hard to ensure that the Budget Agreement includes \$24 billion to provide meaningful health care coverage to as many as five million of our nation's ten million uninsured children. This investment includes a meaningful benefits package, ensures that states use this money to cover uninsured children and not replace existing public or private spending, and guarantees adequate cost-sharing protections for families.

- ✓ **INVESTS UNPRECEDENTED \$24 BILLION FOR UNINSURED CHILDREN.** The President insisted on increasing the investment for children's health from \$16 billion to \$24 billion by including revenue from a new tobacco tax. Because of the President's leadership, this budget will contain the largest children's health care budget increase since the enactment of Medicaid in 1965. Including these additional revenues in the children's health initiative will not only further reduce the number of uninsured children, but it will also serve as a financial barrier to help prevent our children from starting smoking in the first place.
- ✓ **ENSURES MEANINGFUL HEALTH CARE COVERAGE, WHILE ALLOWING STATES TO DESIGN THEIR OWN BENEFITS PACKAGES.** The President fought hard to ensure that this investment guarantees the full range of benefits -- from checkups to surgery -- that children need to grow up strong and healthy. The President also worked to ensure that prescription drugs, vision, hearing, and mental health coverage now offered at the state level are extended to millions of uninsured children.
- ✓ **GIVES STATES THE FLEXIBILITY TO DESIGN BENEFITS THAT MEET THEIR NEEDS.** States will be able to choose from any of four benefits packages: (1) the FEHPB model; (2) the benefits package of the most popular state HMO; (3) the state employee plan; and (4) the actuarial equivalent of any of the three stated benefit plans as long as prescription drugs, vision, hearing, and mental health services now offered in these plans are guaranteed to equal at least 75 percent of the value of these services.
- ✓ **SUPPLEMENTS, NOT SUPPLANTS, CURRENT HEALTH CARE COVERAGE.** Includes provisions to ensure that states provide health care coverage to children who do not currently have health insurance. It requires that states maintain their current Medicaid eligibility levels of spending to access Federal dollars to ensure that this investment is not used to replace public or private money that already covers children.
- ✓ **ENSURES ADEQUATE COST-SHARING PROTECTIONS.** The President fought to ensure that families are not forced to shoulder excessive costs for their children. The Agreement guarantees that families under 150 percent of poverty will be protected against overly burdensome cost sharing.

PRESIDENT CLINTON DELIVERS A \$500 CHILD TAX CREDIT FOR APPROXIMATELY 27 MILLION FAMILIES

MAIN FEATURES OF THE CHILD TAX CREDIT:

- **Age.** Covers children under 17.
- **Amount per child.** \$400 in 1998. \$500 thereafter.
- **Income limits.** Begins to be phased out for couples making over \$110,000 and for one parent families making over \$75,000.
- **"Stacking."** Child tax credit will be calculated or "stacked" before the EITC, and will therefore be available for the up to 7.5 million children in working families who have incomes below \$30,000 and who were denied the child tax credit under the congressional bills.
- **For families with more than two children -- Refundability to cover out-of-pocket income and payroll taxes.** Because many large families have little income tax liability, but pay significant out-of-pocket payroll taxes, the child tax credit for these families is partially refundable. These families will receive a child credit for their income taxes plus the extent to which their out-of-pocket (employee share) payroll taxes exceed their EITC.
- **Savings Incentive.** Taxpayers will be given the opportunity to contribute \$500 each year to an education Individual Retirement Account (IRA). Earnings would accumulate tax-free in the account, and no taxes will be due upon withdrawal for an approved purpose.

A CHILD TAX CREDIT FOR FAMILIES WHO WORK HARD AND PAY TAXES.

13 million children from families with incomes below \$30,000 will receive the child tax credit -- up to 7.5 million* more than would have under the Congressional plans. Families making under \$30,000 like young teachers, police officers, farmers, nurses and others who work hard and play by the rules will now receive the Child Tax Credit. *Comparison to House passed bill; vs. Senate bill: 5.9 million.

President Clinton worked to ensure that under any final agreement, these young parents would receive a child tax credit to make it easier for them to raise their children.

Consider a family of four with two small children: the father is a rookie police officer making \$23,000, and the mother has chosen to stay at home. Both congressional bills would have denied this family, and millions of others, the child tax credit. Under the final agreement, this family will receive a child tax credit of \$675.

	President Clinton's Proposal	Agreement	House Bill	Senate Bill
Child Tax Credit for family of rookie police officer making \$23,000	\$767	\$675	\$0	\$0

PRESIDENT CLINTON DELIVERS EDUCATION TAX CUTS TO HELP MIDDLE CLASS FAMILIES PAY FOR COLLEGE

THE PRESIDENT'S HOPE SCHOLARSHIP AND TUITION TAX CREDIT

From the beginning, promoting expanded educational opportunity has been the centerpiece of President Clinton's budget and his middle class tax cut proposal. Promoting education is the centerpiece of this final tax cut bill:

- ✓ **\$1,500 HOPE Scholarship to make the first two years of college universally available.** The final agreement includes the President's program to advance the goal of making the 13th and 14th grades as universally available as a high school diploma is today. Students will receive a scholarship of 100% on the first \$1,000 of tuition and fees and 50% on the second \$1,000.
- ✓ **20% Tuition Tax Credit for College Juniors, Seniors, Graduate Students and working Americans pursuing lifelong learning to upgrade their skills.** The 20% credit will be applied to the first \$5,000 of tuition and fees through 2002, and to the first \$10,000 thereafter. The President has long understood that the economy is changing and that people must have the opportunity to enhance their skills throughout their working lives. This is why the President insisted on the 20% tuition tax credit that is in the final bill and is a major improvement over the Congressionally-passed bills.

A SUMMARY OF ADDITIONAL EDUCATION TAX CUTS

- **Education and Retirement Savings Accounts.** Allows penalty-free IRA withdrawals for undergraduate, post-secondary vocational, and graduate education expenses. Additionally, taxpayers are given the opportunity to deposit \$500 into an education IRA. Earnings would accumulate tax-free and no taxes will be due upon withdrawal for an approved purpose.
- **Employer-Provided Education Benefits.** Extends Section 127 of the tax code for three years, which allows workers to exclude \$5,250 of employer-provided undergraduate education benefits from their taxable income.
- **Student Loan Interest Deduction.** Allows a deduction for up to \$2,500 per year of interest on education loans for expenses of students enrolled at an institution of higher education. This deduction will be available even if the taxpayer does not itemize deductions.
- **Community Service Loan Forgiveness.** In most circumstances, a loan that is forgiven is considered income and is therefore taxable. To encourage programs that offer loan forgiveness to borrowers who take lower-paying, community-service jobs, the agreement excludes from taxable income both loan amounts forgiven through programs run by nonprofit tax-exempt charitable or educational institutions. Currently, the exclusion generally covers only certain forgiveness arrangements between students and government entities.
- **Repeal Cap on Tax Exempt Bond Issuance by Colleges and Universities.** Repeals the \$150 million bond cap that affects private higher education institutions and certain other charitable institutions. The repeal applies to tax-exempt bonds issued by these institutions to finance new capital expenditures.

PRESIDENT CLINTON DELIVERS A BUDGET THAT STRENGTHENS AND PRESERVES MEDICARE

The Budget Agreement preserves and strengthens the Medicare program, saving \$115 billion over five years and extending the life of the Medicare Trust Fund for at least ten years. It modernizes Medicare by including new market-oriented reforms that have proved successful in the private sector plus \$4 billion in new preventive benefits. As this agreement strengthens and preserves the Medicare program, it also creates a Medicare Commission to examine the long-term needs of the program so that Medicare will be prepared for the retirement of the baby boomers.

- ✓ **SAVES APPROXIMATELY \$115 BILLION OVER FIVE YEARS.** Includes about \$115 billion in savings over five years and between \$400-\$450 billion over ten years.
- ✓ **EXTENDS THE LIFE OF THE MEDICARE TRUST FUND FOR AT LEAST TEN YEARS.** This agreement will keep Medicare solvent until at least 2007.
- ✓ **IMPLEMENTS NEW MARKET-ORIENTED REFORMS INCLUDING:**
 - (1) Empowering the Secretary of Health and Human Services to implement competitive market mechanisms;
 - (2) Opening up new options that offer more choice among competing health plans and have proven effective in the private sector, including Preferred Provider Organizations (PPOs) and Provider Sponsored Organizations (PSOs);
 - (3) Providing Americans with meaningful choices by reforming annual Medigap enrollment; and
 - (4) Building on Medicare's success in controlling hospital costs, restructuring the payment systems for home health, agencies, skilled nursing facilities and hospital outpatient departments so that rates are set in advance through a prospective payment system.
- ✓ **INCLUDES \$4 BILLION OVER FIVE YEARS FOR NEW PREVENTIVE BENEFITS.** Expanding coverage for mammograms and colorectal screening and improving self-management of diseases like diabetes.
- ✓ **ENSURES NEW PREMIUM PROTECTIONS FOR LOW-INCOME MEDICARE BENEFICIARIES.** The budget agreement invests \$1.5 billion over five years to pay the premiums for beneficiaries up to 135 percent of poverty. Beneficiaries over 135 percent of poverty to as high as 175 percent of poverty will get assistance as well.
- ✓ **TAKES STEPS TO ENSURE THAT VULNERABLE HOSPITALS ARE PROTECTED.** The Agreement reduces the Medicare Disproportionate Share Hospitals cut from \$2.4 billion in the Senate-passed bill to \$600 million over five years.
- ✓ **ESTABLISHES A MEDICARE COMMISSION.** The agreement creates a 17-member Medicare Commission which contains eight Democrats and eight Republicans and a Chair who will be selected jointly by the President and the Congressional leadership. The Commission will release a report in 1999 and require an 11 of 17 majority to ensure that its recommendations are bipartisan.

THE BUDGET AGREEMENT PROTECTED THE PRESIDENT'S PRIORITY PROGRAMS, INCLUDING EDUCATION, ENVIRONMENT AND LAW ENFORCEMENT

The Budget Agreement achieved 99% of the President's budget for non-defense discretionary spending over the next 5 years. While priority items are protected, there are \$61 billion of savings in non-defense discretionary outlays over the next 5 years -- a 10% real cut by 2002. These priorities will be ratified in the appropriations process under the budget agreement.

LARGEST INCREASE IN EDUCATION INVESTMENT IN 30 YEARS

The budget agreement endorsed President Clinton's overall plan for investing in education and training -- \$63 billion more than the Republican plan over five years. With the tax cuts for education, this represents the largest increase in the Federal investment in education in 30 years. The agreement specifically calls for:

- ✓ **Increases funding for Head Start to continue on road to achieve enrollment of 1 million kids in 2002.**
- ✓ **Largest Pell Grant increase in two decades - boosts the maximum 1998 Pell grant from \$2,700 to \$3,000, and expands the program to more poor independent students.**
- ✓ **Adopts the President's budget request to launch a child literacy initiative consistent with his America Reads program.**
- ✓ **Increases funding for bilingual (27% increase) and immigrant education (50% increase).**
- ✓ **Includes all of the \$579 million increase in funding requested by the President in his FY 1998 budget of \$5.3 billion for Training and Employment Services, including Job Corps.**

BOLSTERS ENVIRONMENTAL ENFORCEMENT AND KEY PROGRAMS

- ✓ **Provides a 9% increase for EPA's Operating program which includes research, enforcement, state grants and regulatory programs.**
- ✓ **Doubles the pace of Superfund cleanups, if policy details can be worked out.**
- ✓ **Provides a 6 percent increase for operation of the National Parks, and a more than doubles funding (\$156 million) for Everglades Restoration.**

PUTS MORE POLICE ON THE STREET

- ✓ **Protects funding for the Community Oriented Policing Services (COPS) initiative, which should put 100,000 more police officers on the street by 2000.**

URBAN INITIATIVES

- ✓ **Expansion of Community Development Financial Institution Fund.**

PRESIDENT CLINTON DELIVERS TAX CUTS TO CLEAN UP AND REVITALIZE URBAN AREAS...

✓ **THE BROWNFIELDS TAX INCENTIVE WILL REDUCE THE COST OF CLEANING UP THOUSANDS OF CONTAMINATED, ABANDONED SITES IN ECONOMICALLY DISTRESSED AREAS** by permitting clean-up costs to be deducted immediately for tax purposes. This will, in turn, encourage redevelopment of these areas. The tax incentive will be available for three years. *The Treasury Department estimates that this \$1.5 billion tax incentive would leverage more than \$6 billion for private sector cleanups nationwide, allowing redevelopment of 14,000 brownfields.*

✓ **THIS PROPOSAL IS A MAJOR PRIORITY FOR MANY OF AMERICA'S MAYORS.** Chicago Mayor Richard Daley, writing recently on behalf of the U.S. Conference of Mayors, urged Ways and Means Chairman Archer to include the President's Brownfields proposal in the tax bill: "This is a high priority for communities across the nation." [Letter to Chmn. Archer, 6/11/97]

✓ **CREATES NEW EMPOWERMENT ZONES.** Under the President's 1993 Empowerment Zones and Enterprise Communities initiative, participating communities develop a strategic plan to spur economic development, and they receive Federal tax benefits, social service grants and flexibility in use of Federal funds in order to put these plans into effect. The EZs and ECs are urban or rural areas with high poverty and unemployment rates.

- **A Strong Start since 1994.** The 105 communities selected as EZ/ECs in 1994 amassed over \$8 billion in public-private commitments. In the six urban Empowerment Zones, the private sector has made or pledged \$2 billion in new investments.
- **A Second Round to Build on Successes.** In response, the President proposed, and the bill includes, a second round of EZs -- 15 urban and 5 rural EZs. The new EZs will benefit from a different blend of tax credits from first-round EZs. They will be eligible for the Brownfields tax incentive, special expensing of business assets, and qualification for private-activity bonds.

...AND TO MOVE PEOPLE FROM WELFARE TO WORK

✓ **A WELFARE-TO-WORK TAX CREDIT.** This provision will give employers an added incentive to hire long-term welfare recipients by providing a credit equal to 35% of the first \$10,000 in wages in the first year of employment, and 50% of the first \$10,000 in wages in the second year, paid to new hires who have received welfare for an extended period. The credit is for two years per worker to encourage not only hiring, but also retention.

✓ **\$3 BILLION TO HELP MOVE 1 MILLION PEOPLE FROM WELFARE TO WORK.** Includes President's proposal to create \$3 billion Welfare to Work Jobs Challenge to move long-term welfare recipients into lasting, unsubsidized jobs. These funds can be used for job creation, job placement and job retention efforts, including wage subsidies to private employers, transportation and other critical post-employment support services. The Labor Department will provide oversight but the dollars will be placed in the hands of the localities who are on the front lines of the welfare reform effort.

✓ **PRESERVES THE MINIMUM WAGE AND OTHER LABOR PROTECTIONS FOR WELFARE RECIPIENTS MOVING FROM WELFARE TO WORK.** Does not include the House-passed provision to leave welfare participants unprotected by the Fair Labor Standards Act and other employment laws.

✓ **PROTECTS WORKERS FROM DISPLACEMENT BY THOSE LEAVING THE WELFARE ROLLS,** and establishes a strong process for workers to raise grievances with an independent agency.

PRESIDENT CLINTON FOUGHT TO PROTECT OUR MOST VULNERABLE PEOPLE

Several provisions in last year's welfare reform bill had nothing to do with the goals of welfare reform. The President said so at the time and promised to work to correct these provisions. That's why he fought to ensure that any agreement protects the most vulnerable in our society. The President fought to better protect:

CHILDREN

- ✓ **KEEPING THE MEDICAID GUARANTEE.** Preserves the Federal guarantee of Medicaid coverage for the vulnerable populations who depend on it, and contains additional investments to extend coverage to uninsured children. Also ensures that 30,000 disabled children losing SSI because of the new tighter eligibility criteria keep their Medicaid coverage.

LEGAL IMMIGRANTS

- ✓ **CURRENT RECIPIENTS.** Restores both SSI and Medicaid benefits for immigrants now receiving assistance, ensuring that they will not be turned out of their apartments or nursing homes or otherwise left helpless.
- ✓ **CURRENT RESIDENT NONRECIPIENTS.** Does not change the rules retroactively. Immigrants in the country as of August 22, 1996 but not receiving benefits at that time who subsequently become disabled will also be fully eligible for SSI and Medicaid benefits. The budget will restore benefits to over 350,000 legal immigrants in FY 2002.
- ✓ **REFUGEES AND ASYLEES.** Extends the SSI and Medicaid eligibility period for refugees and asylees from 5 years after entry (the limit in the welfare bill) to 7 years to give these residents more time to naturalize. Adopts Administration proposal to treat Cuban and Haitian entrants and Amerasian immigrants as refugees to preserve benefits for these groups that have endured extraordinary hardships.

POOR ELDERLY AND DISABLED, INCLUDING CITIZENS

- ✓ **RECIPIENTS OF STATE SSI SUPPLEMENTS.** Does not include the House-passed provision that would have repealed the maintenance-of-effort requirement applying to State supplementation of SSI benefits which would have permitted States to reduce or eliminate benefits to almost 3 million poor blind, elderly and disabled individuals.

PEOPLE WHO WANT TO WORK BUT CAN'T FIND A JOB

- ✓ **235,000 MORE WORK SLOTS.** Last year's welfare reform bill restricted food stamps for able-bodied childless adults to only 3 out of every 36 months, unless they were working. This move ignored the fact that finding a job often takes time. The budget bill provides nearly \$1 billion for an estimated 235,000 work slots over 5 years and food stamp benefits to those who are willing to work but, through no fault of their own, have not yet found employment.
- ✓ **ALLOWS STATES TO EXEMPT UP TO 15 PERCENT OF THE FOOD STAMP RECIPIENTS (70,000 Individuals Monthly) WHO WOULD OTHERWISE BE DENIED BENEFITS AS A RESULT OF THE "3 IN 36" LIMIT.**

AN HISTORIC BALANCED BUDGET: BUILDING ON THE PRESIDENT'S STRONG RECORD OF DEFICIT REDUCTION AND GROWTH

President Clinton has achieved a balanced budget agreement that includes critical investments in education, health care, and the environment while strengthening and modernizing Medicare and Medicaid -- just as he promised last year. This achievement finishes the job of balancing the budget, a key priority for the President since he took office.

ONLY FOUR YEARS AGO. In 1993, the President inherited a budget deficit of \$290 billion that was expected to explode to over one-half trillion dollars in 2002. A decade of large deficits had weakened the foundation of our economy and sapped our power and prestige abroad. Unemployment was 7.5% in 1992, and job growth was sluggish.

THE PRESIDENT PASSES HIS 1993 ECONOMIC PLAN. President Clinton addressed this problem of fiscal instability immediately on a pledge to cut the deficit in half. Working with Democrats in Congress, he implemented an economic program designed to reduce the deficit and to invest in critical priorities, such as education and training. *The 1993 economic plan has exceeded all expectations: the deficit has fallen by more than 75%, dropping for a likely fifth year in a row to \$67 billion or lower in 1997; equipment investment has been the strongest since Kennedy was President; the economy has produced over 12.5 million new jobs; and the unemployment rate this year is the lowest in 24 years.*

THE PRESIDENT ACHIEVES BIPARTISAN AGREEMENT TO FINISH THE JOB. The President began his second term determined to fulfill his goal of balancing the budget. As we head into the next century, this bipartisan agreement protects our priorities, solidifies the nation's economic foundation, restores faith in our ability to govern ourselves, and bolsters America's preeminent position in the world economy. The balanced budget agreement includes roughly \$900 billion in 10 year net deficit savings and delivers the first balanced budget in a generation.

The First Balanced Budget in a Generation*		
1993	\$310	\$255
1994	\$302	\$203
1995	\$301	\$164
1996	\$298	\$107
1997	\$347	\$67
1998	\$387	\$90
1999	\$429	\$90
2000	\$475	\$83
2001	\$521	\$53
2002	\$576	\$1 Surplus

BUDGET STAYS IN BALANCE. In addition to delivering a balanced budget in 2002, the budget agreement delivers budget surpluses for each of the second five years of the budget window, 2003-2007, putting the nation on a solid fiscal path at a critical time as the baby boom generation edges toward retirement.

Year	Surplus*
2003	\$5
2004	\$20
2005	\$24
2006	\$30
2007	\$34

* Numbers from the budget agreement. Final Budget numbers from reconciliation still being tallied.

The Balanced Budget Delivers a Mainstream, Middle Class Tax Cut

How Typical American Families Will Benefit

Example #1

Consider a family of four with an income of \$40,000 a year. The father is a carpenter who makes \$25,000, and the mother works at a local department store and makes \$15,000. They have two children, a son who is 14 and a freshman in high school and a daughter enrolled full-time in her first year at a state university. Her tuition is \$5,000 a year.

This family benefits from the tax cut in at least two ways. They will receive a child tax credit of \$500 for their son, plus a HOPE Scholarship of \$1,500 for their daughter. In total, they will receive a \$2,000 tax cut.

Tax Cut

Family of four with two children
aged 14 and 18 and \$40,000 income:

Child Tax Credit for 14 year old	\$500
HOPE Scholarship for 18 year old	<u>\$1,500</u>
Total tax cut:	\$2,000

* Tax Year 1999

Example #2

Consider a family of three making \$55,000 a year. The father has a degree in accounting and works for a local business in the accounting department. The mother works part-time at the local library. They have one daughter aged 7. The father would like to return to school to prepare for his CPA examination. He is going to attend the local liberal arts college. He has signed up for two courses with total tuition of \$4,000.

This family will receive a \$500 child tax credit for their daughter and an \$800 tuition tax credit to help pay for the father's course work.

Tax Cut

Family of three with one child
aged 7 and \$55,000 income:

Child Tax Credit for 7 year old	\$500
Tuition tax credit	<u>\$800</u>
Total tax cut:	\$1,300

* Tax Year 1999

Example #3

Consider a family of three making \$80,000 combined. They have a daughter who is 17 years old and is trying to decide where to go to college. She is leaning towards a private liberal arts school. Her parents are staring at tuition payments in excess of \$10,000 a year for four school years and wondering how they will pay for it.

This tax cut will help. Their daughter will be eligible for a \$1,500 HOPE Scholarship in each of her first two years in college. During her junior and senior years, she will be eligible for a tuition tax credit of \$1,000. (because four school years fall across five tax years she will be eligible for another \$1,000 in the fifth year).

<u>Year</u>	<u>Tuition Tax Credits</u>
1998	\$1,500 Hope Scholarship
1999	\$1,500 Hope Scholarship
2000	\$1,000 Tuition Tax Credit
2001	\$1,000 Tuition Tax Credit
2002	\$1,000 Tuition Tax Credit
Cumulative Tax Cut to Help	
Pay for Daughter's Education	
	\$6,000

Example #4

A single mother lives with her six year old daughter in California. She's been working as a bank teller for several years and her pay is now \$20,000 a year. Working towards becoming a loan officer, she is taking one course a semester towards a bachelor's degree. Her tuition is \$1,000. This family will receive a \$500 child tax credit for the daughter and a \$200 tuition tax credit.

Tax Cut

Family of two with one child
aged 6 and \$20,000 income:

Child Tax Credit for 6 year old	\$500
Tuition Tax Credit	<u>\$200</u>
Total tax cut:	\$700