

STUDENT HIREABILITY NAVIGATOR PLAN

Three-year Action Plan

Start date: September 1, 2018

End date: August 31, 2021

1. Goals and Responsibilities:

Chapter 3.5.1.1.A

In consultation with the local VR offices in the workforce development area, identify the pre-employment transition services available to students with disabilities in the workforce development area.

Strategies:

During year one of the three-year plan, an analytical process will be conducted to determine what services to individual with disabilities are available, how the services are being delivered, and identify gaps or duplication in resources and services that exist. This includes interviews for: 1) gathering data and information; 2) creating community and employer awareness; and 3) organizing and engaging service providers:

- 1. *Data collection* will be conducted through interviews with consumers, employers, school districts, other educational institutions, Workforce Center, community based organizations, community leaders, and Vocational Rehabilitation staff for the purpose of, identifying services and gaps for students 14 to 22 with disabilities, who are transitioning or preparing to transition from secondary education;**
- 2. *Creating Awareness* of services for employers and the public will be done in discussion with above named groups, and creating collateral materials of the available services with other organizations such parent groups, clubs and organizations and media;**
- 3. *Organizing and engaging* the above named groups to develop *partnership strategic services* that may be provided to students 14 to 22 with disabilities transitioning out of secondary schools in the Brazos Valley Region. This will begin a system of collaboration that may result in integrated comprehensive services to meet the State goal of increased student with disabilities ages 14-22 with disabilities going to post-secondary education and training or gaining employment. The Regional approach will address the needs of each Brazos Valley county.**

Parties Involved:

All school districts, private and home-schooled, in the seven (7) county region
Blinn College
Brazos Valley Center for Independent Living
Choices Voucher Section 8 Housing
Junction 505
Medical Facilities, such as hospitals and physician offices
Mental Health Mental Retardation
Non-profit community and faith-based organizations
Project Search
Project Unity
Region Six (6) Education Service Center

Texas A&M University
Texas A&M System Agencies
Twin City Mission
Workforce Solutions Brazos Valley Board
Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 8/31/2019

Deliverables:

- A. Identify Target Audience of Service Providers – Those that can provide services for students 14-22.
- B. Establish the need in Regional report from the data analysis of gaps and duplication of service to achieve outcomes of the in: building capacity, partnering and collaboration, and informing and engaging employers.
 - 1. Expands capacity by increasing referrals and resource use to meet the State goals for students 14-22.
 - 2. Creates a resource guide for the general public of all services in all seven counties.
 - 3. Makes awareness presentations to employers and community groups.
 - 4. Uses collateral materials for sources of information for students 14 to 22 that are transitioning.
 - 5. Provides employers with information on resources and services available.
 - 6. Establishment of workgroups to develop strategic services for students 14 to 22 who are transitioning from secondary education.

2. Goals and Responsibilities:

Chapter 3.2.1.1.B

Convene partners, including school districts and Education Service Centers, to discuss successful strategies and services, gaps, and opportunities for collaboration to improve the quality and/or availability of pre-employment transition services to students with disabilities.

Strategies:

The Board will convene a group of interested parties on October 16, 2018, Disabilities Awareness Month, at the Center for Regional Services to discuss community needs related to transitioning students with disabilities, ages 14 to 22, in the Brazos Valley either into post-secondary education and trainings or employments. The groups will receive information on the Board's initial analysis of services then be asked to identify additional gaps in service to this population, duplication of services, and best practices for the Brazos Valley. The group will then be asked to prioritize the group's interests with measurable outcomes. The groups will then be accessed for their level of interest in serving on work groups.

The additional objective of the meeting is to:

Identify early adopter employers and individuals and/or organizations that have strategic interest in an on-going collaborative effort.

Identify a chair and vice chair for a steering committee.

Establish outcomes from the list prioritized by the community interest expressed at the meeting.

The Steering Committee will be brought back with a month to organize the input in complementary issues that can be assigned to no more than 3 work groups per year over 3 years. Steering committee

members will be asked to meet quarterly and workgroups to meet every other month. Workgroups will feed recommendations to the steering committee for decision making to achieve outcomes wanted by primary interest group.

Within the focus groups, there will be proposed workgroups to align with the five requirements of Vocational Rehabilitation. Those include:

1. Job(career) exploration counseling
2. Work-based learning experiences – extension of SEAL
3. Counseling on opportunities for enrollment in comprehensive transition of postsecondary education
4. Workplace readiness training to develop social skills and independent living
5. Self-advocacy

There will be an overall leadership team (key stakeholder workgroup) from the focus groups to establish the primary desired outcomes for the collaboration as well as innovative strategies to enhance the quality and delivery of services.

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Start and End Dates: 9/1/2018 – 8/31/2021

Deliverables:

The organizing event is to create community awareness and bring representatives together to discuss services being provided to students 14 to 22 and identify gaps/duplication of service that may be strengthened for sustained outcomes.

Following the focus groups, smaller workgroups may be established by the service providers to seek closer working relationships and efficiency in Pre-ETS services. This would be followed by strategic visits with early adopter employers during year one.

It is scheduled during Disability Awareness Month to bring more awareness to the untapped resources for employment. A news release with identified spokesperson will be available to highlight the effort.

With low unemployment in this region and the state, highlighting this as potential source through the services provided could strengthen additional labor force.

An action-plan as defined by the focus groups on their proposed efforts and a comprehensive report of gaps, overlaps, labor market information, services provided will be provided to all participants after the organizing event is completed. This will be an organizing plan for the three-years to meet the objectives in 3.5.1.2, 3.5.1.3, and 3.5.1.4.to address student services in the targeted age group, 14-22.

3. Goals and Responsibilities:

Chapter 3.5.1.1.C

In consultation with the Board and the VR offices in the workforce development area, school districts, and other community partners, create this three-year action plan to achieve the deliverables in Sections 3.5.1.2 - 3.5.1.4.

Strategies:

The preparation of the three-year plan will establish sustainable outcomes tied with achieving 3.5.1.2-3.5.1.4.

Year one is focused on Awareness and Engagement.

Year two will be the strategic objectives established by the focus group event on implementation for students 14 to 22 and employers.

Year three is continuing a sustainable collaboration through incorporation in the integrated Workforce Development Plan.

Based on information collected during focus group organizing event, service provider interviews, schools, and employers, an actionable plan for implementation to increase capacity, encourage collaboration, and engaging employers is the expected deliverable. This may amend this three-year plan.

Parties Involved:

All school districts, private and home-schooled, in the seven (7) county region

Blinn College

Brazos Valley Center for Independent Living

Choices Voucher Section 8 Housing

Junction 505

Medical Facilities, such as hospitals and physician offices

Mental Health Mental Retardation

Non-profit community and faith-based organizations

Project Search

Project Unity

Region Six (6) Education Service Center

Texas A&M University

Texas A&M System Agencies

Twin City Mission

Workforce Solutions Brazos Valley Board

Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 10/31/2018

Deliverables:

Three year plan to be approved by the Workforce Board and submitted to the state.
This plan will be fluid during the life of the plan and may be amended as the process becomes more refined. Ultimately, the plan is designed to create a long-term sustainable effort of collaboration based on process not on individuals that can effectively deliver services efficiently.
This plan will become part of the overall integrated Workforce Solutions Brazos Valley Board Local Workforce Development Plan by separately identifying services, partners and programs for students in the 14-22 year old range, particularly those that are transitioning to employment.

4. Goals and Responsibilities:

Chapter 3.5.1.2.A
Increase community and service awareness of the resources and activities available to students 14-22 with disabilities related to the five required pre-employment transition services.

Strategies:

Establish a yearly awareness campaign strategy task project from partners to identify events to be attended or hosted to bring awareness to community members about students 14-22 eligible for Pre-ETS.
This includes training session arising from the focus groups that address: 1) career exploration; 2) work-based learning experiences (internships); 3) transition or post-secondary programs; 4) workplace readiness; and 5) self-advocacy.
Strategy is for ongoing counseling available at schools and Vocational Rehabilitation in conjunction with Blinn College and Texas A&M University of opportunities for students 14-22.

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Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

Marketing and capacity building strategic task plan will be delivered to the Workforce Board in September of each year of the three-year plan. Accountability measures will be included by documenting all participatory events, awareness, and referrals coming as requested by the partners.

This would include: Press and media coverage, capacity building training for career exploration and internships that are extended from the SEAL program to year round opportunities, open sessions for the public for awareness, one-on-one counseling and/or groups with Blinn and Texas A&M, workforce readiness training provided by the partners, health services in the outer counties, and service providers to encourage all participants on how to self-advocate.

5. Goals and Responsibilities:

Chapter 3.5.1.2.B

Develop and sustain relationships with the school districts and Education Service Centers in the workforce development area to promote awareness and availability of pre-employment transition services and Workforce Solutions resources to schools, parents, and students.

Strategies:

Development and meeting (as determined by the organizing event) of a key stakeholder’s workgroup: School districts, Workforce Solutions, and community partners, and Vocational Rehabilitation will provide a listing of available services. This workgroup, unlike other work groups, would meet regularly during year one to establish an ongoing program of awareness of services for students 14-22 who are transitioning from the school environment to employability.

As a working subset of direct service providers in the community, this workgroup will serve as the umbrella team for implementation within the Workforce Development Plan for integration.

For students and parents and schools, understanding the resources available is critical to increasing opportunity and collaborative effort.

This strategy would be ongoing and will continue through all three years.

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Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

Update and refine three-year strategic plan with task assignments to achieve and increase (percentage as determined by the workgroup) of those needing services matched with those receiving services. This begins September 1, 2018 tracking referrals to Vocational Rehabilitation and Workforce.

Parent, student and school meetings led by the community partners as described in the focus groups to provide twice yearly resource meetings

This may include, but is not limited to, raising awareness on other issues that may be associated with service opportunity such as transportation within the region, central clearinghouse of information

available, and service provider database (to be determined by the organizing focus group events and interviews).

Delivery of how the Workforce Development Plan under Part B, Operational Elements, number 9 would serve as the reference in the integrated plan for Workforce Development.

6. Goals and Responsibilities:

Chapter 3.5.1.2.C

Promote the use of career exploration, postsecondary education planning, and work readiness tools available through TWC's Labor Market and Career Information Department.

Strategies:

Establishing under Workforce Solutions and Vocational Rehabilitation, training programs and awareness presentations about the tools available for use.

This would include close working relationships with Blinn College, CTE programs at the school districts, how to search for LMCI sources by stakeholders and to create a culture of employability.

This may include revising some processes to support employers, service providers and individuals on work readiness tools available through LMCI Department for student 14-22.

Parties Involved:

All school districts, private and home-schooled, in the seven (7) county region

Blinn College

Brazos Valley Center for Independent Living

Choices Voucher Section 8 Housing

Junction 505

Medical Facilities, such as hospitals and physician offices

Mental Health Mental Retardation

Non-profit community and faith-based organizations

Project Search

Project Unity

Region Six (6) Education Service Center

Texas A&M University

Texas A&M System Agencies

Twin City Mission

Workforce Solutions Brazos Valley Board

Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

Offering regular LMCI training sessions with presentations developed specifically for:

Transition Specialists
Vocational Rehabilitation Staff
Workforce Staff
School Districts
Community Presentations—such as Rotary, Lions, and related clubs

7. Goals and Responsibilities:

Chapter 3.5.1.2.D.i

In consultation with Workforce Solutions Offices, local VR offices, local education agencies, parents and students with disabilities, employers, and community partners, develop effective and innovative strategies to improve the transition to postsecondary activities of students who are members of traditionally unserved and underserved populations.

Strategies:

Under the guidance of the key stakeholder workgroup, an actionable plan from a vendor of two strategies for innovation to improve the transition services.

These would be non-traditional methods or processes to increase awareness to unserved and underserved populations.

For example, this may be outreach to unserved populations through home schools or charter schools.

Or it may be working with local charitable agencies on identifying non-traditional methods for underserved populations, such as those that are economically disadvantaged or living in shelters.

This could be directed toward Juvenile Justice Students that may not have accessed services previously.

This could be something that is tried outside of the school year or a creative way of team building within the various agencies providing services. The goal of the innovation is to think about unique instances where students may not have been accessed previously.

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Workforce Solutions Brazos Valley Board
Workforce Solutions Vocational Rehabilitation

Start and End Dates: 1/1/2019 – 8/31/21

Deliverables:

Develop RFP for Innovative Strategies for building capacity in unserved and underserved populations.
This would include criteria for determining innovative strategies and projected budget.

Release and award RFP.

This may be beta tested after strategies are determined and measured by increasing numbers of referrals and those that complete employability/work readiness as determined by the key stakeholder workgroup. Report to be produced with results of efforts.

This strategy could then be incorporated in the integrated Workforce Development Board plan for sustainability.

8. Goals and Responsibilities:

Chapter 3.5.1.2.D.ii

In consultation with Workforce Solutions Offices, local VR offices, local education agencies, parents and students with disabilities, employers, and community partners, develop effective and innovative strategies to expand or enhance the provision of the five required pre-employment transition services to students with disabilities in the workforce development area.

Strategies:

Under the oversight of the key stakeholder workgroup, a contractor will be selected to develop a strategy, plan and evaluation tool that addresses the five required pre-employment transition services to expand and/or enhance the referrals.

The strategy (an expectation) is that the work currently being delivered by Workforce Solution Offices and local Vocational Rehabilitation offices for 14-22 students results in an increase in referrals and expanding that number or enhancing the effectiveness of services. This will require partnering with a third-party provider to develop innovative and *effective* strategies that can be tested, measured, and evaluated for what results will increase the goals of the five required pre-employment transition services.

This is a process driven strategy with anticipated specific numbers driven results. Those goals of this strategy will be overseen by the key stakeholder workgroup.

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Workforce Solutions Brazos Valley Board
Workforce Solutions Vocational Rehabilitation

Start and End Dates: 1/1/2019 – 8/31/21

Deliverables:

Development of an RFP for innovation and effective strategies to expand and/or enhance the five required pre-employment transition services for student 14-22 with disabilities in the workforce development area.

Release and return of RFP by potential vendors.

Award RFP and beta test implementation strategy with final report to be delivered to the key stakeholder workgroup and the primary partners as identified at the focus group organizing event.

9. Goals and Responsibilities:

Chapter 3.5.1.2.E

Coordinate and/or monitor implementation of the strategies developed in Subsection D, above.

Strategies:

Beginning September 1, 2018, Workforce and Vocational Rehabilitation will track the number of referrals, point of origination, and measure on a quarterly basis after focus groups, events, awareness campaigns to measure any change in referrals of 14-22. This will be in aggregate numbers and divided by demographic information. PII will not be used.

Parties Involved:

All school districts, private and home-schooled, in the seven (7) county region
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Non-profit community and faith-based organizations
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Project Unity
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Texas A&M System Agencies
Twin City Mission
Workforce Solutions Brazos Valley Board
Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

Data base tracking and report for monitoring implementation of strategies for changes that expand the number or enhance the experience through qualitative surveys.

10. Goals and Responsibilities:

Chapter 3.5.1.2.F

Develop and/or disseminate information and resources to Workforce Solutions Offices, local VR offices, local education agencies, employers, community partners, parents, and students.

Strategies:

Develop and/or use pre-existing approved collateral materials about pre-ETS services for students 14-22 given to local employers, Workforce Solutions Offices, community partners, local education institutions, medical facilities and practitioners, service organizations. This would be done on a regular basis through health fairs, offices of community partners and educational institutions, as well as areas that would reach employers, parents, and students.

Parties Involved:

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Workforce Solutions Brazos Valley Board
Workforce Solutions Vocational Rehabilitation

Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

If collaterals are not readily available and approved, there would need to be approved materials prepared and disseminated as appropriate.

11. Goals and Responsibilities:

Chapter 3.5.1.3.A

Convene and/or attend workgroups, committees, coalitions, and cross-agency teams to foster system and community coordination of pre-employment transition services and activities for students with disabilities.

Strategies:

The Student HireAbility Navigator, will attend all workgroups, invitations to committees, already existing coalitions and cross-agency teams to foster community coordination. Also, the Navigator will serve as a liaison to advise others of groups meeting that may be beneficial to attend, acting in a clearinghouse capacity.

Parties Involved:

Workforce Solutions

Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

Create an approved presentation and materials that can be used by anyone within the workgroup to talk with groups about community coordination of pre-employment transition services.

12. Goals and Responsibilities:

Chapter 3.5.1.3.B

Provide information, training, and technical assistance to Workforce Solutions Offices, local VR offices, school districts, Education Service Centers, community partners, and employers, regarding resources and activities available to assist students with disabilities to transition successfully to postsecondary education, employment, or both.

Strategies:

Make public presentations to the community partners (the speaking circuit), meet one-on-one with employers or small groups of employers within a cluster, Workforce Solutions offices, school districts and Vocational Rehabilitation offices. The strategy is part of the marketing and strategic task plan that will be submitted to the Workforce Board every August for review and report.

Parties Involved:

All school districts, private and home-schooled, in the seven (7) county region
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Workforce Solutions Vocational Rehabilitation

Start and End Dates: 1/1/2019 – 8/31/21

Deliverables:

Provide a written report of all training, assistance, and information dissemination by the Student HireAbility Navigator on transition services for students 14-22 completing secondary education and going into the workforce and/or to post-secondary education.

13. Goals and Responsibilities:

Chapter 3.5.1.3.C
Develop and coordinate events, campaigns, and other activities to increase and foster student and family awareness of and access to pre-employment transition services provided by local VR offices, school districts, Education Service Centers, other Workforce Solutions programs, and community partners and resources.

Strategies:

Under the guidance of the key stakeholder workgroup tied to either specific events or notable dates, such as Disability Month, develop and coordinate events and campaigns, such as Walk and Roll, to generate awareness of pre-employment services will be initiated. For 2018, the original meeting for Focus groups will be held on October 16, and opened with information about Disability's month and addressed by a keynote speaker at lunch. There is also an annual HYPE Fair for career exploration that has been in the community for several years. It would now include information about Pre-employment transition services.

Meet regularly with key stakeholder workgroup to identify and secure volunteers for events and campaigns.

Parties Involved:

All school districts, private and home-schooled, in the seven (7) county region
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Workforce Solutions Brazos Valley Board
Workforce Solutions Vocational Rehabilitation

Start and End Dates: 8/1/2018 – 8/31/21

Deliverables:

Develop a campaign plan with specific materials for conferences, fairs, and one-on-one meetings.

14. Goals and Responsibilities:

Chapter 3.5.1.4.A

In consultation and coordination with local VR offices, and other Board and Board contractor staff, such as business services staff, organize events and activities to increase employers' understanding of the abilities of students with disabilities.

Strategies:

With the focus group meeting scheduled for fall 2018, in October 2019 and 2020, schedule a similar type event during Disabilities Awareness month specifically targeted for employers. This event would be a long lunch format with information from area providers and school districts

This event would focus on some of the barriers to entry in the workforce. Data such as there are 53 million disabled and only 17.6% are employed and the skills that can be supplemented such a job coaches and resources available for employers.

Work one-on-one with employers to identify early adopters and those that can benefit from expanded workforce.

Parties Involved:

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Workforce Solutions Vocational Rehabilitation

Start and End Dates: 1/1/2019 – 8/31/21

Deliverables:

The creation of a presentation to be used by all on disability etiquette specifically designated for employers.

15. Goals and Responsibilities:

Chapter 3.5.1.4.C

In consultation and coordination with local VR offices, and other Board and Board contractor staff, such as business services staff, collaborate with partner agencies to develop work-based learning opportunities for students with disabilities, including internships, summer employment, other employment opportunities available throughout the school year, and apprenticeships.

Strategies:

The Summer Earn and Learn program had 38 participants this summer. The strategy would be to continue and expand those programs to fulfill a semester or a year-long program, not specifically designated for summer. This would include recruitment of employers and increasing the number each year of student placements for 14-22 year old students.

This is a close collaboration of Workforce Solutions, school districts, employers in the seven county region, and Vocational Rehabilitation.

This includes one-on-one visits with employers and transition coordinators at schools, business services staff and community agencies to expand the availability of placement for students.

Parties Involved:

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Start and End Dates: 9/1/2018 – 8/31/21

Deliverables:

Increased numbers of participants in year-long or semester programs for students 14-22 in the workplace.
These include both public and private sector employers.