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# **JOB TRAINING 2000**

## **COLORADO CONFERENCE**

### **NOVEMBER 18-19, 1992**

**JOB TRAINING 2000  
RED LION INN HOTEL  
COLORADO SPRINGS, COLORADO  
NOVEMBER 18-19, 1992**

**Sponsored by  
State Job Training Coordinating Council  
and  
Governor's Job Training Office**

**Funded Through  
U. S. Department of Labor**

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# STATE OF COLORADO

## GOVERNOR'S JOB TRAINING COORDINATING COUNCIL

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Denver, Colorado 80222  
Phone (303) 758-5020  
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Roy Romer  
Governor

Tony Zeiss  
Chair

December 18, 1992

Dear Coloradans:

The Job Training 2000 conference brought together nearly 175 professionals devoted to providing education, employment and training services to economically disadvantaged persons and dislocated workers in Colorado. They represented various state agencies, service delivery areas, community-based organizations, organized labor, and public education institutions.

During the two-day conference, the State Job Training Coordinating Council (SJTCC) was privileged to hear public comment from the employment and training system. The thoughtful and carefully prepared testimony has given the SJTCC a new understanding of needs in the system.

Focus groups met to formulate recommendations related to the "one-stop-shop", the Human Resource Investment Council, Vocational Training Certification, and Coordination Strategies. The report from each focus group is included.

On behalf of the SJTCC, I am pleased to present this Conference Report.

Sincerely,

Hazel Whitsett, Chair  
State Job Training Coordinating Council

## **AGENDA**

**JOB TRAINING 2000  
Red Lion Inn Hotel  
Colorado Springs, Colorado  
November 18-19, 1992**

### **Wednesday, November 18**

9:00am - 3:00pm	Registration	
10:00am - 10:15am	Welcome	Hazel Whitsett, Chair, SJTCC
10:15am - 12:00	Public Hearing	Dr. Dora Johnson, Facilitator
12:00 - 1:30pm	Lunch	
	Conference Orientation JT2000 Overview	Les Franklin, Director, GJTO Skip Sweeney, USDOL, Reg. VIII
1:20pm - 2:30pm	Resume Public Hearing	
2:45pm - 3:30pm	JTPA Amendments and HRIC	Skip Sweeney, USDOL
3:30pm - 5:30pm	Organize and Begin Focus Group Discussions	Dr. Dora Johnson
	1) Vocational Training Certification	
	2) One-Stop Shopping	
	3) Human Resource Investment Council	
	4) Strategies and Coordination for Implementation of JTPA Amendments	
5:30pm - 6:30pm	Happy Hour	
6:30pm - 8:30pm	Dinner	

**Thursday, November 19**

7:00am - 12:00	Registration	
7:30am - 8:15am	Continental Breakfast	
8:30am - 10:30am	Resume Focus Groups	Dr. Dora Johnson
	1) Vocational Training Certification	
	2) One-Stop Shopping	
	3) Human Resource Investment Council	
	4) Strategies and Coordination for Implementation of JTPA Amendments	
10:30am - 10:45am	Break	
10:45am - 12:00	Report-out from Focus Groups	
12:00 - 1:30pm	Lunch	
1:30pm - 2:15pm	State Restructuring Overview	Barbara McDonnell, Ex. Dir., State Dept. of Institutions
2:15pm - 2:45pm	Boulder County SDA JT200 Proposal	Michael Schneider, Director Boulder County Employment and Training Center
2:45pm - 3:00pm	Break	
3:00pm - 4:30pm	Employ Colorado	Joe Donlon, Ex. Director; Bob Hale, Colorado Department of Labor and Employment
4:30pm	Wrap-up and Adjourn	Hazel Whitsett

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# **PUBLIC FORUM TESTIMONY SUMMARY**

## **CONSUMER**

Dean Hughson Dislocated Worker from U. S. West	Limited length of training available in Dislocated Worker Programs
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## **DEVELOPMENTAL DISABILITIES**

Brian Lensink Division of Developmental Disabilities	Job training employment for the developmentally disabled
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Natalie Orrell Colorado Developmental Disabilities Planning Council	Employment and training needs of people with developmental disabilities
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Don St. Louis Rocky Mountain Resource and Training Institute	Transitions and other disability related issues
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## **HOMELESS/HOUSING**

Sherry Auer Colorado Coalition for the Homeless	Employment, training, and placement for homeless families
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Tracy D'Alano Colorado Coordinating Council on Housing and Homeless	Job training opportunities for homeless persons
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Teresa Duran CO Division of Housing	JTPA monies channelled to a case manager position for HUD family self-sufficiency
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Ann Ranney Family Tree	Transitional homeless families education and a living wage; the realities of entry level training
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## SENIOR WORKERS

Peggy Auker Green Thumb, Inc.	Senior Employment Issues: "one-stop shopping" does not work for older persons wanting to re-enter the work force
Jim Dolbier AARP Work Force Programs	Representing older workers in today's job market
Lu Horner Dept. Social Services/ Aging and Adult Services	Older workers
Lewis Kallas Seniors, Inc.	Employment and training needs of older workers

## WOMEN

Alice Daly Mi Casa Resource Center	Non-traditional employment options for women as it relates to the JTPA system
Katie Garcia Mi Casa Resource Center	Opportunities and systems barriers for AFDC clients
Joanne Roll Mi Casa Resource Center	Customer needs

## OTHER

Ken DeBey and Bob Green Colorado AFL/CIO	Training needs of dislocated workers
Mark Fuguere Grand Junction Resource Center	Community-based organizations
Dr. Mary Ann Parthum Emily Griffith Opportunity School	Barriers to skill training for refugees
Dr. Don Richardson State Council on Vocational Education	Use of post-secondary vocational funds
Walter Speckman Weld Division of Human Resources	Coordinating human service programs for effective implementation

SUBJECT: LENGTH OF TIME ALLOWED FOR FUNDED TRAINING

- After learning that my employer (U S WEST Communications) was about to downsize their workforce I began considering my options.
- I made the decision to make a career change, moving from the business world to an academic environment; which would necessitate my returning to school to acquire an advanced degree in special education.
- When I applied for assistance to fund my re-training under the Dislocated Worker Program, I was told that the training period (two years) was too long and that I would not be eligible for government assistance.
- After making some inquiries about the program and the targeted population, I learned that approximately \$160,000 had been returned to the federal government by the program, unused.
- Since it is my understanding that this program was initially designed by Congress to fund long-term training and incent dislocated workers to explore other career choices, when forced from their current situation, the administration of this program by the state of Colorado seems to be in direct conflict with this purpose.

Brian Lensink, Director, Division for Developmental Disabilities, Dept. of Institutions  
Job training employment for the developmentally disabled

The primary need of people with Developmental Disabilities is meaningful work in regular businesses. This challenges them, uses their talents, and provides access to the community. I urge you to focus considerable attention on this population. Also, there are agencies which can work with you to assist funding job coaches and even training coaches to make our mutual efforts more successful. This severely disabled, "hard to serve" population need a "person-centered approach. Please be careful at "wage" and "numbers served" criteria for success when evaluating the success of these programs, for these people need a person-centered, careful approach to succeed. Together, we can be successful and help people with developmental disabilities lead more productive, fuller lives.

NAME: Natalie Orrell  
TITLE: Council Member  
ORGANIZATION: Colorado Developmental Disabilities Planning Council

SUBJECT OF REMARKS:

The Planning Council works toward systems change in Colorado to meet the needs of people with developmental disabilities.

Prior to 1986 the majority of people with developmental disabilities nation-wide were in sheltered workshops or work activities day programs, both of which are segregated environments. The average wage was 42 cents an hour! There was no chance for advancement in a sheltered workshop, and no choice of the work a person will do.

Nation-wide statistics, as of 1990, show that about 70,000 people with disabilities are in supported employment or have typical jobs in the work world. Their average wage has risen to \$3.91 per hour for individual jobs and \$2.68 per hour for work crews.

Colorado has supported employment available statewide today, and serves the entire range of people with disabilities including those with severe physical challenges. However, there is a severe shortage of: job coaches, job coach availability, job opportunities, education of employers to hire people with disabilities and adequate transportation for the person with disabilities.

Donald St. Louis, Rocky Mountain Resource and Training Institute,  
Transitions and other disability related issues

Youth and adults with disabilities do not have access to JTPA system because of disincentives built into the governing policies, regulations, and guidelines. I recommend the following five changes: 1) Incentive grants be given to SDA to serve people with disabilities 2) Current performance standards be eliminated when serving people with disabilities 3) Alternative performance standards be developed for SDA's when serving people with disabilities 4) Each SDA be given a certain threshold (quota) of people with disabilities 5) Each SDA develop a specific plan on how they will link with other agencies in their community who serve people with disabilities and coordinate around those services.

In summary, any comprehensive employment and training program that attempts to help families with a history of homelessness needs to offer strong supportive services to address the physical and emotional health issues, the need for drug and alcohol treatment follow-up, and the needs for child care and transportation. For this population the focus should not be on how fast a parent gets through a training program or how many are graduated in a given time, but rather on developing the full potential of the person to function more adequately in the world they live in. Self-sufficiency is more than just a pay check. All the issues need to be addressed. Even then, all the efforts are in vain if the jobs don't provide a liveable wage.

Tracy A. D'Alanno, Administrator  
Colorado Coordinating Council on Housing and the Homeless  
Office of the Governor

Between July 1, 1991 and June 30, 1992 the number of clients who completed a JTPA program was 9,101. Four percent or 370 of those clients who completed a JTPA program were homeless. These statistics demonstrate that homeless clients are an underserved eligible population. In order to address this deficiency, more coordination on the local level is needed between Service Delivery Areas (SDA's) and homeless transitional housing and service providers.

Homeless transitional housing programs and services are designed to provide intensive case management, supportive services and housing to homeless individuals to advance people towards self-sufficiency. By coordinating with existing transitional programs, resources can be shared and the risk to SDA's working with homeless clients will be minimized. Clients in transitional housing programs are already receiving a variety of supportive services which will more effectively enable them to successfully participate in JTPA programs. I have attached a mailing list of transitional service providers and request that it be distributed to all SDA's and Private Industry Council's in Colorado to facilitate a concerted outreach effort to homeless individuals.

*The Colorado Division of Housing administers a federally funded housing assistance program called Section 8. This program provides a rental subsidy for low-income families who qualify. It has been mandated that in 1993 all funds awarded to this program be tied to a Family Self-Sufficiency (FSS) program.*

*The goal of the FSS program is to enable low-income families to become economically independent of government assistance programs. This is done by networking and packaging both public and private services in a community and empowering low-income individuals to take control of their lives. This is accomplished by education, job mentors and job placement.*

*A FSS program was established in Chaffee County in 1991 with the help of the Governor's Job Training Office which provided Title II-A 8% JTPA funds. These monies were used to employ a casemanager which is the key to operating a successful FSS program. These funds were vital in that the FSS program is mandated but no additional funds were being provided for the administration of this program. JTPA has committed funding for two years and has provided additional money for client education.*

*Of the twenty-four families participating in this program, seven are in college, four of which are on the Dean's Honor Roll. Four have successfully completed their GED and ten are employed.*

*The FSS program is crucial in providing a cure to breaking the welfare cycle by providing education to obtain decent jobs with decent pay. This program would not have operated successfully without JTPA funds.*

Ann Ranney, MA, Casemanager, Family Tree, Transitional Housing

It has been estimated that if a family of three were to total the dollar amounts for all public assistance benefits available, the dollar amount would be approximately 20,000 dollars per year, or 10 dollars per hour. Even with the help of JTPA vocational training programs, most entry level positions are well under public assistance monies. This reality discourages families from becoming self-sufficient. Recommendations which could truly help families become self-sufficient would include JTPA training programs which would lead to living wage employment. Services which demand the largest expenditures such as day care and health care should also be extended beyond the time currently allotted.

NAME: TITLE: ORGANIZATION:  
Margaret A. Auker (Peggy) Director Green Thumb, Inc.  
WY/CO/UT Program

SUBJECT OF REMARKS:

THE JOBLESS RATE AMONG THE 55 AND OVER GROUP HAS ALMOST DOUBLED SINCE THE RECESSION BEGAN IN THE SPRING OF 1990. IT IS BECOMING A SERIOUS PROBLEM. THESE WORKERS ARE NOT OFFERED WHAT THEY NEED TO STAY IN THE WORKFORCE BY 'ONE-STOP-SHOPPING' PROGRAMS WHICH FOCUS ON YOUTH AND YOUNG ADULTS AND ARE SILENT ON TARGETING SERVICES FOR THE OLDER WORKER.

OLDER WORKERS FIND ACCESS TO MOST GENERIC JOB TRAINING PROGRAMS DIFFICULT, BECAUSE OF THE AGE BARRIERS EXUDED BY JOB TRAINING PERSONNEL. OLDER WORKERS REPORT THAT THEY FEEL LOST IN THE COMPLEX MAZE OF JOB SERVICES OFFICES, JTPA PERFORMANCE STANDARDS AND THE FACT THAT MOST JOB TRAINING PERSONNEL DO NOT KNOW HOW NOR SOMETIMES CARE TO WORK WITH OLDER WORKERS IN ASSISTING THEM THROUGH THE CONFUSION OF ACCESSING THE MOST APPROPRIATE TRAINING OPPORTUNITY OR PLACEMENT ASSISTANCE.

EFFECTIVE COORDINATION MEANS MORE THAN SHARING REPORTS AND STATISTICAL RESULTS THROUGHOUT THE JOB TRAINING NETWORKS. IT MEANS EFFECTIVELY COMMUNICATING WHICH INVOLVES PROBLEM SOLVING AND FEEDBACK REGARDING SOLUTIONS THAT ADDRESS THE CHALLENGES IN WORKING WITH OLDER PERSON IN THE WORKFORCE. EFFECTIVE COORDINATION MEANS HAVING REPRESENTATIVES FROM THE TITLE V OLDER WORKER NETWORK ASSIST IN THE DEVELOPMENT OF INITIATIVES WITH THE JOB TRAINING SYSTEM.

Jim Dolbier Colorado State Coordinator AARP Work Force Programs  
American Association of Retired Persons

Remarks will address AARP WORKS, an employment planning program, consisting of a series of eight workshops, designed for midlife job seekers. Focus will be primarily on the purpose and structure of the program with some statistics on recent, nationwide successes. In Colorado, AARP WORKS has been a significant adjunct to senior worker funded programs.

**TOPIC:** In planning Colorado's human resource programs, policy makers should think in terms of keeping older workers in the work force.

- ♦ People are living longer and healthier lives. Older workers need an opportunity to work to amass the resources necessary to remain self-sufficient throughout longer retirement period.
- ♦ Workforce 2000 predicts mismatches between highly technical jobs at the turn of the century. Older Workers are a resource pool which can supply experience knowlege and a variety of skills to Colorado's workforce.
- ♦ Older Workers have been underserved in mainstream employment and training programs. It is to our benefit to train these individuals and to retain them as productive members of our workforce for as long as possible.

**JOB TRAINING 2000  
PUBLIC COMMENTS  
18 November 1992**

**Lewis N. Kallas**

**Executive Director**

**SENIORS! Inc.**

Within the next 18 years, the older population in the Denver Metropolitan area will more than double to over 500,000 persons. This demographic change and the aging of our workforce will require that as a society, we re-examine the role of and value we place upon older workers. To remain competitive and to fully utilize this experienced, knowledgeable and available pool of workers, we must not only recognize, but allocate employment and job training funds specific to the needs of persons over the age of 55. This new vision of aging increases employment and training opportunities for older workers and recognizes the economic and social relationship between older workers, their aging dependent parents, and their children and grandchildren. We must encourage those with age to be a part of our workforce and to impart their work ethic, experience and knowledge.

Alice Daly                Non-Traditional Job Specialist  
Mi Casa Resource Center for Women

Title: Non-Traditional Employment Options for Women

The information presented addresses non-traditional occupations (NTOs) as a viable alternative for women and highlights;

- Why NTOs are important
- Past program performance within the JTPA system
- Barriers faced by women entering NTOs
- Successful program elements
- A collaborative project in the Denver metro area.

Katie Garcia, Project WORTH specialist, Mi Casa Resource Center for Women ,Inc.,  
Opportunities and system barriers for AFDC clients

There is a need for:

- A. Transition period for women into training addressing personal barriers.
- B. Supportive services that are conducive to women participating in these programs.
- C. Programs that are community based and serve a multitude of women's needs.

Joanne Roll, M.S.W.

Coordinator of  
Adult Services

Mi Casa Resource  
Center for Women

If Colorado is going to implement a successful workforce development system it must be committed to the idea of designing a program that is customer driven. Primary consideration must be given to client needs, as they are perceived by the clients these programs are designed to serve. While legislators, planners, and educators may feel that education must be the priority, our clients are saying that if they do not get a job immediately they will lose their housing, or their heat will be turned off.

In addition to these critical financial concerns most of the customers in our system have significant personal barriers (low self esteem, histories of abuse, lack of success) that must also be addressed if they are to achieve success in this highly competitive job market.

These needs cannot be met by a mega "one stop shopping" governmental entity. Governmental programs have regulatory responsibilities that make them inherently paternalistic. Community based organizations can provide an empowering environment where these issues can be addressed as clients are assisted in their transition from governmental assistance to economic independence.

Ken DeBey and Bob Greene, Colorado AFL/CIO  
Training needs of dislocated workers

Dislocated workers need early intervention service if possible before going on unemployment benefits. Frequently, dislocated workers do not have transferable skills and thus do not find secure, well paying jobs. Furthermore, they need personal help in coping with job loss and training programs which give them new skills required for demand occupations.

Three major issues evident in EDWAA are: 1) The Statewide rapid response activities should be kept separate from sub-State area function; 2) The statewide rapid response program refers dislocated workers to 10 different sub-State areas with 10 different types of services or programs, 10 different applications, resulting in clients not receiving the same or equivalent services; 3) Lack of funding. Our recommendation is that the Governor's Job Training Office should develop a standardized application form and MIS system that would facilitate the dislocated worker, and secondly, establish guidelines which require all of the sub-State areas to provide the same or equivalent EDWAA services.

Mark Fuguere, The Resource Center in Grand Junction  
Community based organizations

The resource center administers a number of human service, job training, and educational programs that could not operate as efficiently on their own. In more than 90% of the cases, the community has brought programs to us because the need for a strong administrative entity was paramount. The resource center provides updated technology for those programs within its umbrella, such as the latest computer network systems and software programs and other resources which aid in staff training and development. One of the key factors of The Resource Center is the early intervention in an accessible manner before client problems become too magnified and too many. A neighborhood based center improves the outcomes and facilitates improved functioning of at-risk populations by offering information and services in a nonstigmatized environment.

Dr. Mary Ann Parthum  
Khoa Vu Nguyen M.S.W.

Principal  
Adm. Intern

Emily Griffith  
Opportunity School

**BARRIERS TO TRAINING FOR REFUGEES AND OTHER LIMITED ENGLISH  
PROFICIENT (LEP) IN COLORADO**

Urgent needs exist for resources and expanded access to training for REFUGEES and other LEP in Colorado. Increased numbers and limited skills of non-English speakers demand attention to cost-effectively assimilate them into the economy.

Barriers include restrictions on limited educational assistance, lag time for those who qualify, the one-year resident requirement to qualify for in-state tuition. A recent impetus that expects refugee resettlement agencies to meet a quota of 60% employment placement within the first six months is cause for fear, depression and helplessness of refugees.

Recommend better timing and support for family stability and economic self-sufficiency with GJTO immediate and ongoing support for marketable occupational, English and cultural skills. Colorado legislature needs to legislate in-state tuition status for arriving refugees to improve assimilation of new citizens.

Dr. Don Richardson, Executive Director, Colorado State Council on Vocational Education

Use of postsecondary vocational funds:

The proposal President Bush submitted to Congress for Job Training 2000 places all responsibility for planning, overseeing, and providing funding for many non-degree vocational training programs with Private Industry Councils. It is my concern that this would be a tremendous duplication since community college and area vocational schools already perform the activity of planning such programs. These programs are currently under the jurisdiction of the State Board for Community Colleges and Occupational Education through the Colorado Community Colleges and Occupational Education System. A portion of the funding for the majority of these programs is also provided through funds administered by the State Board for Community Colleges and Occupational Education.

It is my belief that there is continual progress being made between the JTPA and Vocational Education delivery system to coordinate on matters such as those proposed in Job Training 2000. I would encourage all individuals connected with JTPA to work with their congressional representatives to see that this provision is eliminated if Congress decides to continue its work on the legislation as introduced by President Bush.

Walter J. Speckman

Executive Director

Weld County Division of  
Human Resources

TOPIC: Coordinating human service programs for effective implementation

The following are the key points to be covered in the public forum.

1. Services to clients are only provided at the local level.
2. The Weld County Division of Human Resources is a coordinated delivery system implementing a broad spectrum of programs as demonstrated in the attached chart.
3. The local level (service level) has coordinated delivery of services and tight resources will enhance the existing level of coordination. Noted exception are State controlled local agencies, i.e. like Job Services and Department of Social Services where staffing concerns will override service delivery.
4. Federal and state government, by their structure force locals from coordinated, integrated, and/or merged delivery systems at the local level.
5. Job Training 2000 is dead on arrival. The environment is:
  1. Clinton Administration and Congress economic stimulus and tight budgets
  2. Passage of Amendments #1, #6, and #8 and their impact in Colorado
  3. Colorado legislature and government

The national budget will probably not provide sufficient dollars to overcome the Colorado Amendments. Resources will be tight. There will be a premium on delivery of programs with

- A. Creativity - new solutions
- B. Flexibility to quickly adjust (to change)
- C. Political Acceptance (reality check)

6. As resources shrink, state agencies have traditionally cut back services to clients to prevent loss of state FTE. Examples are the WIN Program and AFDC-UP program.

The service level (local) may be reduced to service state staffing needs.

7. Elected officials and Advisory Committees will be put in the middle of battles to determine who gets what on an issue by issue basis.

## **FOCUS GROUP REPORTS**

- 1) Vocational Training Certification**
- 2) One-Stop Shopping**
- 3) Human Resource Investment Council**
- 4) Strategies and Coordination for  
Implementation of JTPA Amendments**

## FOCUS GROUP BACKGROUND

It is always difficult to read a focus group summary and understand its meaning. Some specifics seem to be missing and yet those present during the discussions grasp the meanings between the lines. They were the ones who made the leaps from early discussion to final report. Hopefully this summary will provide you some background for the following focus group reports.

The focus groups met for a total of 4 hours during the conference (2 hours both Wednesday and Thursday) with a report back of the group's conclusions on Thursday (see agenda section for specific times). The focus group members selected their group during registration. There was no attempt to equalize numbers among the groups nor to balance representation among the constituencies.

The focus group facilitators were Dr. Kent Jackson (State Farm Regional Office), Joanne Cohen (Joanne Cohen Associates, Inc.), Dr. Carroll Dierks (Communications +) and Patricia Romano (Center for Human Potential). Each facilitator was chosen for his/her facilitation skills and unbiased interest in the group's outcome. They were provided background material in advance of the conference and participants received the same material in their registration packet. The participants also had the expertise from their group members.

The same questions were used for all focus groups: 1) Can this focus group's topic be implemented? Yes or No (no Yes, Buts) 2) If the answer is no, then how is this service currently being delivered in a quality manner both at the State and Local levels? Where is it working and why? 3) If the answer is yes, then how must we go about implementing this service? What changes need to be made in order to implement it?

Idea writing was used for early discussion, but the remainder of the group process was at the discretion of the focus group facilitator. The questions were difficult, requiring a stretch from current operating procedure and an understanding and respect for the wide variety of service agencies represented.

In the following summaries, there was no attempt to standardize the format. The reports show the creativity, individuality, and diversity exhibited within the groups. The reports are just as they were presented with no attempt to abridge the content or meaning. Any names were left as these names have meaning to the participants and within Colorado.

Thank you to the facilitators. Each of you added uniqueness to the focus group discussion and promoted the outcomes requested of you and your group. Thank you to the focus group participants. Without your full participation in the discussions we could not have generated the quantity nor quality of the following summaries. You were the key. Your time and effort is appreciated.

Dr. Dora B. Johnson  
President, The Baldwin Center  
Conference Facilitator

# FOCUS GROUP I

## VOCATIONAL TRAINING CERTIFICATION

### I. The role of consumer is critical to the certification process.

Must define who the customer is: the unemployed, employer, local provider and the public

The customer defines expectations, provides process validation and feedback.

Customer provides dynamics for system; signals and triggers change.

Outcomes in balance with expectations . . . a continuum.

### II. What steps need to be taken to reshape the existing structure? (short term and long term)

Eliminate internal barriers—structure/compartmentalization/access restrictions.

Constraints to flexibility.

Model successful approaches to certification.

Don't re-invent what already works.

Provide ongoing forum (like this conference); involve customers.

Students, and employers need to be here.

Train certification agents as effective program monitors.

To be customer responsive.

To be outcomes oriented.

Remember! Silverado was monitored on a regular basis

To provide useful and timely feedback

Recommendations not a year or two after the fact.

Focus Group I (continued)

III. What should the certification system for all vocational education and training programs look like in the year 2000?

Should be customer driven.

Should expand, refine, and model already successful and existing certification programs.

Should emphasize flexibility and encourage entrepreneurial program development.

Shall provide a framework of guidelines rather than rules that force compliance.

# FOCUS GROUP II

## ONE-STOP SHOPPING

I. Definition: Interdependent agencies that operate under single entry processes to determine and coordinate the needs and services of community members.

II. Can one-stop shopping for employment, training, and educational services be implemented?  
Yes!

III. What changes are needed? Major Focus (summary).

Front end customer needs assessment (survey) (assumptions).

Application process to provide consistency.

Eliminate duplication

Simplify the system.

Service driven rather than process driven.

Eliminate red tape (front end).

State, federal legislation policies.

Customize services to meet individual geographic needs.

Neighborhood presence; allow for it but not impose all services under one roof.

Management Information System.

## Focus Group II (continued)

IV. Concern expressed during focus group report back regarding need to have community-based organization more specifically noted and represented.

V. Implementation suggestions by table—summarized in III

### *Table 1*

Local H.R.I.C. (advising board)  
private/community servants

Single entry point

H. R. Plan  
coop 101  
agency agreement  
central location; accessibility, i.e. (Stapleton)

Management information system "credible"  
common definitions between local, state, federal

Customize services to meet the needs of individual geographic areas

### *Table 2*

Single platform integrated system.

Consensus at state level of all departments involved allowing "development" at local level.  
customer satisfaction "internal and external." (publics)

"Who's in charge."

High quality specialized centers. (human touch)

Resources.

### *Table 3*

Need change.

Central intake.

Data base—own information card (control).

Stop double dip.

Common shared information and referral data base (resources), multi-lotto (pop-up information) (save staff time).

Manage information we have, not create more.

*Table 4*

Single purpose application for all programs that serve disadvantaged persons.

A neighborhood presence with satellite offices that house JTPA, Social Services, Voc-Rehab. Employment Service, Corrections, Mental Health, Veterans Service, Community College/Vocational Education representatives. Case management component.

Comprehensive state-wide automated system for reporting.

Each agency has to have a buy-in into the operation of one-stop shopping; especially equal funds being provided.

*Table 5*

Federal waivers funding, client eligibility, procurement.

State statutory/regulatory changes.

Administration/staffing/budget discussions.

Common automation system.

Logistical considerations in determining location.

*Table 6*

Comprehensive planning process/implementation.  
(all involved agencies—state and local)

Common definitions/standards/norms.

Retrain/train staff.

Educate public staff.



# FOCUS GROUP III

## HUMAN RESOURCE INVESTMENT COUNCIL

### I. Should HRIC be implemented?

Yes, with continued input to structure (addressing disadvantage) from councils.

Yes, because Governor will want to implement based on NGA. Role then becomes how to advise the Governor on how this structure is best developed.

Yes. Opportunity to take to another level. Limelight "position."

### II. What has to happen to implement HRIC?

Responsibility has to be assigned.

Assurances need to be made that those will be broad input from constituent group. (It is up to each group how that input is given.)

Composition of HRIC shall be determined by nominations from representative organizations and groups with the Governor appointing from those nominees.

Recommended composition: education 25%, labor 25%, business/industry 25%, other (CBO'S, etc.) 25%.

Assurance that all sectors of the state are represented (e.g. urban, rural, etc.)

### III. Possible process for paradigm shift to implement Human Resource Investment Council.

Job training coordinating council (long list).

Governor (short list).

Create transition team (suggested list at end of example).  
develop public relations? public information

### Focus Group III (continued)

Bring in Organizational Development firm to aid in implementing.  
organizational therapy  
Walt Disney training (creative)  
implement process  
manage the events

Human Resource Investment council.  
secure resources  
organizational therapy  
Walt Disney training  
implement process  
manage the event

Finalize mission.

### **CELEBRATE!**

#### IV. Example of local HRIC.

HRIC current members of existing councils, and meeting the mandated STPA requirements.

Units/considerations under the HRIC.

Support staff  
JOBS  
SCOVE  
JTCC  
Adult Education Act  
Wagner  
Community Service Act  
Miscellaneous groups that do jobs programs  
Service providers

Possible transition team members brings recommendation to the Governor.

Les Franklin  
Jerry Wartgow  
Hazel Whitsett  
Karen Beye  
Bill Randall  
Marty Joe Valdez  
Joe Donolon  
Don Richardson  
others???

#### V. Concern voiced during Focus Group report back that local areas must be involved at earliest phases of planning.

# FOCUS GROUP IV

## STRATEGIES AND COORDINATION FOR IMPLEMENTATION OF JTPA AMENDMENTS

- I. Major Goal: Economic self-sufficiency through employment.
  
- II. Services Needed: Job placement, training, education, support services, (counseling to transportation).
  
- III. How Can We Coordinate? Key factors
  - All levels of government need to coordinate.  
mandated in amendments, commitment, dollars, thinking, etc.
  
  - SJTCC mandates and identifies all agencies currently coordinating.
  
  - Evaluate current coordination and know all products and services available.
  
  - Develop human service council  
Identify agencies to participate.
  
  - Brokering.
  
  - Establish a common goal/mission.  
Develop trust with other agencies.
  
  - Centralize data base.

## Focus Group IV (continued)

### IV. Barriers—key areas.

Regulations.

Turf issues.

Lack of mandate from top down—bottom up.

Lack of incentives.

Communication.

Lack of common goals and mission.

### V. How do we go about coordinating in quality manner? Summarized in III.

#### *Table 1*

All levels of government need to coordinate.

mandate in amendments.

commitment.

money.

Know products and services available.

training on-going, everyone needs to be on same page.

Development of "HRIC" at the local level.

Brokering—assessments, aptitudes, interests, barriers and access to other services.

#### *Table 2*

Must be locally driven and state and federally supported.

Must be a change in bureaucratic thinking, actions, and regulations.

Identify what aspects of an operation are appropriate for coordination.

Establish a common mission.

Centralize data base.

## Focus Group IV (continued)

*Table 3*

SJTCC mandates: identify all agencies currently coordinating JTPA.  
state to SDA to sub-contractors  
state to PIC to vendors

Evaluate existing coordination activities.

Identify and recruit additional agencies to coordinate with JTPA system.

To understand, develop trust with other agencies.

## VI. Barriers—by group prioritized. (summarized in IV)

*Table 1*

Regulations.  
eligibility  
performance standards  
money tied to services provided  
paper work requirements

Turf issues.

Resistance to change.

Time and money.

Communication, lack of understanding of:  
policies  
regulation  
barriers  
client needs

Focus Group IV (continued)

*Table 2*

Eligibility criteria is different.

Turf issues.

Limited resources.

No incentives—need financial reward for exemplary coordination efforts where all coordinating parties benefit.

Coordination is already occurring.

need systematic approach to communicate coordination that is already occurring to increase awareness

*Table 3*

Administrative rules and regulations, state and federal.

Turf issues.

Lack of mandates from top down, bottom up.

personalities

staff turnover

lack of trust

resistance to change

Funding incentives.

Lack of incentives on part of government agencies to encourage coordination.

Lack of common goals and mission.

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Erma Zamora	Director, Mayor's Office of Employment & Training
Curtis Cook	American Association of Retired Persons

**PUBLIC FORUM TESTIMONY  
FULL TEXT**



## **CONSUMER**

Dean Hughson Dislocated Worker from U. S. West	Limited length of training available in Dislocated Worker Programs
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## **DEVELOPMENTAL DISABILITIES**

Brian Lensink Division of Developmental Disabilities	Job training employment for the developmentally disabled
--	--

Natalie Orrell Colorado Developmental Disabilities Planning Council	Employment and training needs of people with developmental disabilities
---	--

Don St. Louis Rocky Mountain Resource and Training Institute	Transitions and other disability related issues
--	---

## **HOMELESS/HOUSING**

Sherry Auer Colorado Coalition for the Homeless	Employment, training, and placement for homeless families
---	---

Tracy D'Alano Colorado Coordinating Council on Housing and Homeless	Job training opportunities for homeless persons
---	---

Teresa Duran Colorado Division of Housing	JTPA monies channelled to a case manager position for HUD family self-sufficiency
---	--

Ann Ranney Family Tree	Transitional homeless families education and a living wage; the realities of entry level training
---------------------------	--

## **SENIOR WORKERS**

Peggy Auker Green Thumb, Inc.	Senior Employment Issues: "one-stop shopping" does not work for older persons wanting to re-enter the work force
----------------------------------	---

Jim Dolbier                      Representing older workers in today's job market  
AARP Work Force Programs

Lu Horner                      Older workers  
Dept. Social Services/  
Aging and Adult Services

Lewis Kallas                      Employment and training needs of older workers  
Seniors, Inc.

## **WOMEN**

Alice Daly                      Non-traditional employment options for women as it relates to  
Mi Casa Resource Center      the JTPA system

Katie Garcia                      Opportunities and systems barriers for AFDC clients  
Mi Casa Resource Center

Joanne Roll                      Customer needs  
Mi Casa Resource Center

## **OTHER**

Ken DeBey and Bob Green      Training needs of dislocated workers  
Colorado AFL/CIO

Mark Fuguere                      Community-based organizations  
The Resource Center in  
Grand Junction

Dr. Mary Ann Parthum              Barriers to skill training for refugees  
Emily Griffith Opportunity  
School

Dr. Don Richardson              Use of post-secondary vocational funds  
State Council on  
Vocational Education

Walter Speckman                      Coordinating human service programs for effective  
Weld County Division of      implementation  
Human Resources

Dean A. Hughson

Dislocated Worker

SUBJECT: LENGTH OF TIME ALLOWED FOR FUNDED TRAINING

After learning that my employer (US WEST Communications) was about to downsize their workforce I began considering my options.

I made the decision to make a career change, moving from the business world to an academic environment; which would necessitate my returning to school to acquire an advanced degree in special education.

When I applied for assistance to fund my re-training under the Dislocated Worker Program, I was told that the training period (two years) was too long and that I would not be eligible for government assistance.

After making some inquiries about the program and the targeted population, I learned that approximately \$160,000 had been returned to the federal government by the program, unused.

Since it is my understanding that this program was initially designed by Congress to fund long-term training and assist dislocated workers to explore other career choices, when forced from their current situation, the administration of this program by the state of Colorado seems to be in direct conflict with this purpose.



## TESTIMONY

### Job Training 2000 Conference

My name is Brian Lensink, and I am the Director of the Division for Developmental Disabilities within the Department of Institutions. Thank you for this opportunity to provide suggestions and comments.

One, if not the primary need of people with developmental disabilities, which includes persons with mental retardation, is to have meaningful work in regular businesses which challenges them, utilizes fully their talents and skills, and provides them with purchasing power in our communities.

A meaningful job provides:

1. Income which gives people power and the wherewithal to make decisions in their lives;
2. A feeling of self-respect and self-worth which allows a person to excel in other areas of their life;
3. Important personal and social relationships within a person's life which makes life worth living; and,
4. A feeling that you are part of this community and that you are needed.

Meaningful jobs have been in short supply for people with severe disabilities. This is in no small part due to a shortage of training and employment options and, more important, eligibility for training and employment opportunities.

The new Job Training Reform Amendments emphasize that 65% of the Title II participants served should be "hard to serve" people which now includes people with disabilities. This should open up training options and I urge you to focus considerable attention to this population. The need is definitely there and you have a unique opportunity to work in conjunction with other agencies which have similar goals and can pool their resources and efforts. Together we can succeed in putting people with severe disabilities to work.

One of the important new concepts in working with people with severe disabilities is the "Job Coach". This concept is referenced in the (Title I) Reform Amendments. Job coaches and even job training coaches can be of great help in making our efforts successful. I urge you to become knowledgeable about this concept and then encourage its use in job training programs and employment efforts across the State.

The (Title I) Reform Act also references and encourages a "person-centered approach" in delivering individualized services. Again, this is an important concept in working with people who have severe disabilities and I encourage its use.

The changes in the (Title I) Reform Act have great promise for people with severe disabilities. I sincerely hope you will embrace this population fully and do everything you can to include and accommodate them in training and placement activities. I urge you to capitalize on the efforts of other agencies by working jointly to realize our mutual objectives. I also caution you to look closely at "wage" and "numbers served" type criteria when serving people with severe disabilities. These criteria can often be a severe disincentive for these people who so desperately need training and employment so they can live a fuller life and contribute to our society.

Attached is a small vignette about one person who got a job because of the collaborative efforts of several agencies including JTPA. I'd like to see this approach expanded in the future. Again, thank you for this opportunity. If the Division for Developmental Disabilities can work with you, please let us know.





## **BOULDER COUNTY ENTERPRISES, INC.**

Donna started a full time job at Advanced Forming Technology on November 9, 1992. Her job title is Metallurgy Technology Laboratory Assistant.

This job was created by Boulder County Enterprises giving an ADA presentation at Advanced Forming. Through the co-operation of three different agencies (Boulder County Enterprises, Colorado Rehabilitation Service and Boulder County Employment and Training Center) Donna was able to start her career.

A PASS Plan was written for Donna for the purchase of a wheelchair and also for occupational therapy and transportation so Donna can achieve her goal of a career in Metallurgy.

Donna felt really good about leaving the sheltered workshop, even though she would miss the many friends she had made. She held many part time jobs in the past but never had to make a complete break from the workshop.

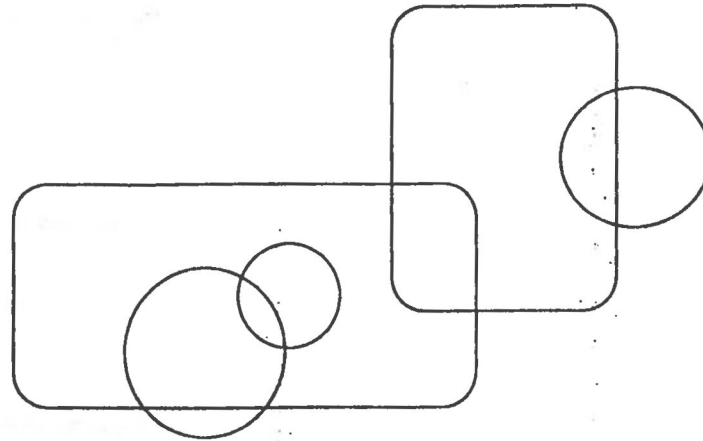
I feel this will be the first job that Donna will be challenged at and will also be a real educating experience for her. On her first day she was scared and she felt very overwhelmed, but by the second day she was doing her job with ease and very little assistance.

Donna stated that having this job will help improve her quality of life and she feels she is ready to meet the challenges of working in the community.

Written by Linda Scheiding, Job Coach

(Recent example of collaboration with JTPA)





# **Employment and Training Policy and Practice:** *Beyond Traditional Knowledge and Dogma*

**A Compilation of Professional Papers  
By Members of  
The Partnership for Training & Employment Careers**



**January 1990**

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Cynthia Davis  
Executive Director

# Employment Facilitation for People with Mental Retardation

by

Anastasia Stenson  
Regional Director  
Association for Retarded Citizens of the United States  
National Employment & Training Program  
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6897 Paiute Avenue  
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## Introduction

The past decade has been marked by rapid gains for individuals with mental retardation. Improvements in the quality of life have resulted from research, legislation and society's gradually changing attitudes. The outcome of these forces has been the realization for many that individuals with mental retardation have the competence and right to pursue independent lifestyles. While remunerative employment is an integral component for anyone wishing to effectively exercise life choices, it is especially salient for people with mental retardation who historically "come from the lowest socioeconomic realm."<sup>1</sup>

In the pages that follow, a number of issues related to the competitive employment of people with mental retardation are discussed. Research findings in the area of vocational training technology opens this discussion along with their potential for improving current vocational services. Then, an analysis of the dominant traditional vocational model for individuals with mental retardation (the sheltered workshop). This is followed by a description of one viable alternative, the Association for Retarded Citizens-United States/National Employment and Training Program's collaborative model of employment facilitation for people who have mental retardation and face serious barriers to employment.

The conclusion presented in this paper is one that resulted from review of research findings, employment project descriptions and the results of one year of a comprehensive (including the job coach component) employment service administered through the Regional office of the Association for Retarded Citizens' National Employment and Training Program. Title IV Job Training Partnership Act monies are used to administer the program while it is implemented on a local level through Title II-A of the Job Training Partnership Act, along with existing resources from private industry and community based organizations. It is apparent that the workshop model of vocational services, which originated over a century ago, is no longer serving the needs of current consumers. More effective models emphasizing the community have been developed and are being refined. As these models replace antiquated ones, the presently unrealized potential of workers with mental retardation will become increasingly evident.

## Presentation

The accomplishments of Marc Gold have had an immense influence on the field of mental retardation. It is difficult to locate contemporary training technology research that does not cite his work in some fashion. His philosophy and methods have contributed to rising expectations regarding the capabilities of people with mental retardation and have influenced legislation and litigation resulting in improvement of the quality of life for these individuals.<sup>2</sup>

Prior to the early 1970's, vocational research utilizing people with mental retardation concentrated on production improvement (within sheltered workshops) using operant conditioning with little attention to training techniques. The training procedures necessary for persons previously described as untrainable were considered for the first time in "Stimulus Factors in Skill Training of the Retarded on a Complex Assembly Task."<sup>3</sup>

By applying instructional technology to the needs of individuals with mental retardation, Marc Gold synthesized procedures for developing highly adaptive task analyses, which when coupled with specific techniques, provide vocational trainers with a powerful paradigm. In his conceptualization of task analysis<sup>4</sup> Gold describes the components that make up a comprehensive training strategy. He begins with job method determination which should initially reflect the natural method found in the work place. Content analysis then refers to breaking the task into teachable components. For people with significant learning difficulty this may involve minute, discrete steps (e.g., the nut is picked up with a left handed pincher grasp). Process analysis describes the techniques for communicating teachable components which may range from verbal instruction to demonstration to physical manipulation at the learner's hands. Various techniques are then systematically modified to fit the needs of the particular worker. This can be considered a feedback loop or contingency management since training technique is modified on the basis of worker performance.

Other researchers, most notably Bellamy, Horner, Inman,<sup>5</sup> and others connected with the University of Oregon's Specialized Training Program, have expanded the use of task analysis in the training of workers with mental retardation. Some additional issues have been examined by Stark, Baker, Menousek, and McGee<sup>6</sup> which have expanded the technology to people with significant behavioral challenges.

There is limited evidence that the training technology, which has been available for over a decade, is currently being used in a systematic fashion.<sup>7</sup> One particular obvious reason for this is the antiquated attitude expressed by the public and professionals that these individuals may not be capable of learning demanding tasks.<sup>8</sup> Limited funding is another commonly stated reason.<sup>9</sup> Albin, Stark, and Keith<sup>10</sup> mention a variety of reasons for the lack of progress considering current training technology including excessive client caseloads, staff shortages or burnout, funding deficits, lack of adequate program time, the limited effects of many short term interventions, and problems of generalization.

The advances in training technology during the past decade are remarkable when compared to the knowledge in existence prior to that. Gold<sup>11</sup> created an alternative definition of mental retardation which characterizes people not by their behavior deficits but by the power of the training techniques required for them to learn. Technology implementation is often thwarted by attitudinal barriers. Public attitudes will shift only following consistent demonstration of the person with mental retardation's viability as a contributing member of society. A potent example of this concept is the person who pays taxes by holding a job.

Sheltered workshops were initiated in this country prior to 1900<sup>12</sup> to provide a setting in which individuals with disabilities could perform limited work since it was assumed that competitive employment was impossible. Two primary goals of sheltered workshops can be distinguished: (1) to provide remunerative work for individuals, and (2) to provide skill training for movement into competitive employment. Much of the literature indicates that sheltered workshops have rarely dealt with either of these goals in a successful fashion. According to a Sheltered Workshop Study by the U.S. Department of Labor,<sup>13</sup> figures on wages and on competitive employment placement are not encouraging. Average wage was \$.43 with placement rate between 7 and 8 percent annually.

Disapproval of current workshop characteristics and practices have been voiced by a number of researchers. Rusch and Schutz<sup>14</sup> have pointed to the lack of integration with nondisabled individuals, terminal placement without movement toward employment, and poor wages and fringe benefits as major problems. Simplistic contract work and "infantilizing" non-work activities are mentioned by Lynch.<sup>15</sup> Rudrud et al.<sup>16</sup> refer to the model as a "dismal failure" in achieving outcomes. Additionally, workshops serve to continue stereotypes regarding the vocational worth of individuals with mental retardation.<sup>17</sup> It has become obvious that, unlike other Job Training Partnership Act eligible participants, most people with mental retardation do not benefit from pre-employment training services, but rather from a place and then train model. Many researchers feel that community based competitive job training should be the focus of vocational services for people with mental retardation.<sup>18</sup> They cite the failure of sheltered workshops to effectively train individuals with mental retardation and the success of community based models.

Paul Wehman<sup>19</sup> has provided extensive details of the supported competitive employment model through his experience in Virginia. Wehman begins with an assessment of community job opportunities by searching for jobs exhibiting high turnover rates utilizing data from a variety of agencies and organizations. Potential job sites are visited to conduct informal meetings with employers so that attitudes toward hiring workers with disabilities and specific job openings and requirements can be determined. Trainees are evaluated on related vocational skills and critical nonvocational skills such as public transportation use, money management, and telephone use. Following this, trainees' skills and deficits are matched with the unique characteristics of the job. Performance objectives are determined based on discrepancies between trainee skills and skills deemed critical for successful employment. Training approval is then sought followed by setting a training period and attempting to inform all involved company personnel.

Training occurs following guidelines discussed previously including task analysis, contingency management, repeated practice in the work environment, and ongoing performance evaluation. In addition to skill training, advocacy actions with coworkers, supervisors, and parents should occur at this time. It is assumed that the probability of job retention is enhanced if coworkers can be enlisted to help the new workers when problems arise. Similarly, parental support can have a significant impact during and following training in helping the worker overcome job difficulties and frustrations. Trainer presence can be more easily faded once these alternative

support systems are put into operation. Discussions with the supervisor should attend to the facilitation of communication with and management of the new employee. Reliable performance data is another important aspect of the training period. Data should include work rate, on task behavior, frequency and type of trainer prompts, wages earned, and on-site staff time. Supervisory evaluations should be obtained at least every two weeks and should continue after the trainer leaves the work site.

When placement is complete the skills acquired during training must exhibit generalization and maintenance. This can be assured by periodic on-site checks, coworker advocate support, and, when necessary, retraining. It is essential for program staff to keep lines of communication open with the worker, supervisor, and parents for the first few months of employment so that appropriate interventions can occur in response to job difficulties.

A number of important concepts have arisen from community based training research. The degree of consistency between the procedures and objectives of vocational training organizations and those of society (most particularly employers) is referred to as social validation. This concept can provide important guidance in program development, evaluation, and revision. Rusch, Schutz and Agran<sup>1</sup> sent questionnaires to potential employers to determine their expectations for entry level employees in food services and janitorial services. The results were used to validate program objectives. Others have used this technique to determine employer and supervisor attitudes toward recently placed workers as an indication of program effectiveness.<sup>2</sup> The usefulness of social validation for improving vocational services cannot be overestimated. Its continued use should assure that appropriate goals and outcomes are achieved.

The Association for Retarded Citizens of the United States believes that individuals with mental retardation can be and should be placed in competitive jobs through community job training services. Some of these workers may require long term support and training. In 1988, the Association for Retarded Citizens Region 11 office (Colorado, Kansas, New Mexico, Wyoming and Nebraska) procured funding from the Job Training Partnership Act local Service Delivery Areas to employ nine employment facilitators. These II-A funds are used to supplement the United States Department of Labor's Title IV contract with the Association for Retarded Citizens-United States/National Employment Training Program.

The Arapahoe/Douglas Private Industry Council through the Arapahoe County Colorado Employment and Training Division is funding two Association for Retarded Citizens employment facilitators who assist people with mental retardation living in the Arapahoe/Douglas Service Delivery Area to obtain competitive employment.

The Greater Nebraska Private Industry Council through Job Training of Greater Nebraska is allowing the National Employment Training Program to operate in Scottsbluff, Grand Island and Norfolk with an employment facilitator in each location.

The New Mexico State Private Industry Council through the New Mexico Department of Labor is providing for four employment facilitators located

in Belen, Santa Fe and Las Cruces.

All of the above mentioned funding sources are allocating II-A Job Training Partnership Act dollars to the Association for Retarded Citizens/National Employment Training Program in order to employ workers with mental retardation who face serious barriers to employment and who most likely would remain on the unemployment rolls without this assistance.

The role of the Association for Retarded Citizens/National Employment Training Program employment facilitator varies with the particular needs of the individual with mental retardation. One approach is to secure full or part time employment within the private sector, and then place workers with mental retardation in these jobs. The Association for Retarded Citizens facilitator actually performs the job for as long as is necessary to analyze the job requirement and what social skills are needed for job success. Then, job-site training is provided until the employee satisfactorily learns the job.

When the worker with mental retardation achieves competence with the new job, the Association for Retarded Citizens facilitator slowly decreases his/her presence at the job site. Some individuals need only a week or two of facilitation in order to become successful on their jobs. Others require months and even longer to maintain employment. Therefore, it is vital to collaborate with existing community based organizations. When the short term training funds accessed by the Association for Retarded Citizens becomes exhausted, the local service organization commits to providing ongoing support to the new worker. This support is paramount to the success of the placement and involves retraining if job requirements change, maintaining contact and providing training for coworkers and employers, coordination with family and friends, assisting with transportation issues, job modification and anything else that may be necessary to assure the satisfaction of the new employee and the employer.

The Association for Retarded Citizens facilitator is available to provide technical assistance on any employment related issue such as the Targeted Jobs Tax Credit and Social Security. If the Association for Retarded Citizens facilitator has difficulty matching an individual to a job, he/she gets to know the desires of the person with mental retardation and looks for a specific job close to the individual's home. Flexibility is extremely important on the part of the facilitator as there can be as many roles and functions as there are people who want to secure meaningful employment.

The Region 11 office served over one hundred employers of people with mental retardation in 1988 in various capacities. These employers have given many reasons for participating in the Association for Retarded Citizens' National Employment and Training Program, a few of which are:

- it gives them an opportunity to be seen as a leader in the community
- lower absenteeism
- less turnover
- increase in morale at the business
- competent workers

- like the service provided by the National Employment Training Program facilitator
- provides a positive public image along with name recognition (the Albuquerque Journal recently published a Statewide feature which focused on several local employers and the National Employment Training Program)<sup>23</sup>
- labor shortages in the service industry
- decrease tax burdens in the community
- to fulfill affirmative action requirements
- consistency
- high quality of work
- monetary supports (tax credits, training funds)
- save money in training costs
- saved personnel costs (National Employment Training Program screens the job applicants and matches them to the job requirements)
- like the availability of the National Employment Training Program facilitator and the fact that they handle any necessary paperwork for them
- they enjoy the ongoing relationship with the facilitator

In addition to business, family members, society and the person with mental retardation also benefit from the National Employment Training Program. Families have the opportunity to see their loved one as a productive, contributing member of society. Additionally, they may have increased freedom to pursue other activities including their own employment. Society benefits because more persons are actively engaged in commerce and the production of goods and services. People with mental retardation, through their activities and greater economic self sufficiency, make contributions to society and are less dependent on government resources. Most importantly, the person with mental retardation receives an opportunity for paid employment which leads to relationships, community participation, skill development, economic self sufficiency, the exercise of choice and dignity and respect.<sup>24</sup>

### Conclusion

There is reason for optimism when one considers the potential impact of future vocational services for individuals with mental retardation. Training technology and its application to community programs will provide an increasing base for enhancing society's expectations regarding the contributions these persons can make. As a result, many of the detrimental stereotypes of the past will give way to valued images.

As community employment programs are expanded and refined, their superiority over sheltered workshops in the achievement of competitive employment will be conclusive. It is obvious that the technology necessary for the competitive employment of people with mental retardation is available. The longer that vocational programs wait to apply this knowledge, the more mired we will become in the historical lack of consideration for the person with mental retardation.

### Notes

<sup>1</sup> Thomas Stamatelos, "Mental Retardation in Perspective: Social, Political, and Economic Issues." Paper presented at the annual meeting of the American Association on Mental Retardation, Dallas, TX, June, 1983.

<sup>2</sup> Frank Laski, Legal Strategies to Secure Entitlement to Services for Severely Handicapped Persons, p. 4, cited by G. Thomas Bellamy, Vocational Rehabilitation of Severely Handicapped Persons (Baltimore: University Park Press, 1979), p. 85.

<sup>3</sup> Marc Gold, "Stimulus Factors in Skill Training of the Retarded on a Complex Assembly Task," American Journal of Mental Deficiency 76 (1972): pp. 517-26.

<sup>4</sup> Marc Gold, Try Another Way: Training Manual (Champaign, IL: Research Press, 1980), p. 12.

<sup>5</sup> G. Thomas Bellamy, Robert Horner, and D. P. Inman, Vocational Habilitation of Severely Retarded Adults: A Direct Service Technology (Baltimore: University Park Press, 1979), p. 82.

<sup>6</sup> Kevin P. Lynch, William E. Kiernan, and Jack A. Stark, Prevocational and Vocational Education for Special Needs Youth: A Blueprint for the 1980's (Baltimore: Paul H. Brookes Publishing Co., 1982), p. 213.

<sup>7</sup> Ibid, p. 215.

<sup>8</sup> Paul Wehman, Competitive Employment: New Horizons for Severely Disabled Individuals (Baltimore: Paul H. Brookes Publishing Co., 1981), p. 5.

<sup>9</sup> E. H. Rudrud et al., Proactive Vocational Habilitation (Baltimore: Paul H. Brookes Publishing Co., 1984), p. 57.

<sup>10</sup> T. J. Albin, Jack Stark, and K. D. Keith, Vocational Training and Placement: Behavior Analysis in the Natural Environment (Baltimore: University Park Press, 1979), pp. 161-180.

<sup>11</sup> Marc Gold, Try Another Way: Training Manual (Champaign, IL: Research Press, 1980), p. 5.

<sup>12</sup> Claude W. Whitehead, Sheltered Workshops in the Decade Ahead (Baltimore: University Park Press, 1979), pp. 71-73.

<sup>13</sup> U.S. Department of Labor, Sheltered Workshop Study, Workshop Survey (U.S. Department of Labor, Washington, D.C., 1977), Table 98.1, Statistical Appendix to Vol. 1, pp. 583-588.

<sup>14</sup> Frank P. Rusch and R. P. Schultz, "Non-Sheltered Competitive Employment of the Mentally Retarded Adult: Research to Reality," Journal of Contemporary Business 8 (1979): pp. 85-98.

- 15 Kevin L. Lynch, William E. Kiernan, and Jack A. Stark, Prevocational and Vocational Education for Special Needs Youth: A Blueprint for the 1980's (Baltimore: Paul H. Brookes Publishing Co., 1982), p. 83.
- 16 E. H. Rudrud et al., Proactive Vocational Habilitation (Baltimore: Paul H. Brookes Publishing Co., 1984), p. 54.
- 17 Paul Wehman, Competitive Employment: New Horizons for Severely Disabled Individuals (Baltimore: Paul H. Brookes Publishing Co., 1981), p. 5.
- 18 Joann Sowers, A Model for Training and Placement of the Mentally Retarded (Baltimore: University Park Press, 1979), pp. 181-182.
- 19 Paul Wehman, Competitive Employment: New Horizons for Severely Disabled Individuals (Baltimore: Paul H. Brookes Publishing Co., 1981), pp. 8-14.
- 20 Rudrud et al., Proactive Vocational Habilitation (Baltimore: Paul H. Brookes Publishing Co., 1984), pp. 28-29.
- 21 Frank Rusch, R. P. Schutz, and Martin Agran, "Validating Entry-Level Survival Skills for Service Occupations: Implications for Curriculum Development," Journal of the Association for Persons with Severe Handicaps 7, (3) 1982, pp. 32-41.
- 22 Mark Hill and Paul Wehman, "Employer and Nonhandicapped Co-worker Perceptions of Moderately and Severely Retarded Workers," Journal of Contemporary Business 8 (1979), pp. 107-112.
- 23 Albuquerque Journal, 30 November 1988.
- 24 Powell et al., Supported Employment in Connecticut: Manual published by Corporation for Supported Employment, 1988, p. 15.

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Presentation by Natalie Orrell, Member of  
Colorado Developmental Disabilities Planning Council  
To The Governor's Job Training Office Public Forum

November 18, 1992

Hello, my name is Natalie Oriel. I am very pleased to be here today to speak with you as a member of the Colorado Developmental Disabilities Planning Council. (Natalie will introduce herself as a blind college student who receives services from Vocational Rehabilitation. She plans to work with people with disabilities after graduation.)

The Planning Council is a federally funded organization, whose 24 members are appointed by the Governor. Fifty percent of the Council's membership is people with disabilities or parents or guardians of such people. Each of the 50 states and several territories have Planning Councils which are established through Public Law 101-496.

The Planning Council's mission is to advocate in collaboration with, and on behalf of people with developmental disabilities, for the establishment and implementation of public policy, which will further their independence, productivity and integration. The general charge of the Council is to implement effective delivery of appropriate services and work toward systems change to meet the needs of people with developmental disabilities. The Council operates under the federal definition of developmental disabilities which includes people with cognitive and/or physical disabilities.

Each Planning Council is mandated to have Employment as a priority area. The Council has funded five major employment projects in various areas of the state in the last five years. The projects ranged from training for people who market supported employment to natural supports in the workplace for people with disabilities. They have also in part supported conferences dealing with employment for people with disabilities.

Supported employment is the arena through which most people with disabilities begin their work career. In supported employment, a trained job coach assists people with disabilities to secure a job and ensure that they can make personal choices and decisions about their careers and jobs. The job coach enables them to build and maintain relationships with others in, and beyond the job; and enables them to respond and contribute to the demands of the job. The amount of time a job coach spends with the person with disabilities, on or off the job, depends on the person's needs. Supported employment situations are typical jobs where employees have minimal assistance to keep on task and integrate into the corporate culture.

The Developmental Disabilities Act of 1984 mentions supported employment. In 1985, systems change projects around supported employment began, and in 1986 regulations for supported employment went into the Rehabilitation Act Title 6C.

Prior to 1986, the majority of people with developmental disabilities nation-wide were in sheltered workshops or work activities day programs. The average wage for them was 42 cents an hour! These work experiences were "sheltered" from the typical work world, and were segregated because only people with developmental disabilities worked there. There was no chance for advancement in a sheltered workshop,

Nation-wide statistics, as of 1990, show that about 70,000 people with disabilities are in supported employment or have typical jobs in the work world. Those people were not employed in 1985, and were deemed ineligible or incapable of employment. Now more than three-fourths of those people work 20 hours or more per week, and one-half of those people work 30 hours or more per week. Their average wage has risen to \$3.91 per hour for individual jobs and \$2.68 per hour for work crews. These wages are still below the minimum wage.

Today there are a number of corporations with policies in place which say they hire people with disabilities. Among them are: IBM, McDonalds, Pizza Hut, Sears, Marriott Hotels, Arbys, and DuPont. U. S. West is in the process of developing such a policy.

Colorado is one of the few states that has supported employment available statewide. When supported employment was in the beginning stages, pilot projects were done statewide. Fickle Rickets was, in part, responsible for this accomplishment. In 1986 there were 153 people in supported employment in Colorado, and in 1991 that number had increased to 1,817 people.

Supported employment is available through Rehabilitation Services and through the Division for Developmental Disabilities. Community Integrated Employment is one of the programs for supported employment through the Division for Developmental Disabilities. The Division states that as of November 30, 1991, 1,847 people in adult day programs were enrolled in Community Integrated Employment. This represents 43.2% of all people eligible for work. The percent of adults in day programs who are enrolled in Community Integrated Employment more than doubled between June 1987 and June 1990.

Fiscal support for supported employment comes from federal funding, state funding and funding through grants. There is a shortage of: job coaches, job coach availability, job opportunities, education of employers to hire people with disabilities, and adequate transportation for the person with disabilities. Even though we are progressing in this endeavor, current resources cannot meet the demand for supported employment.

Today supported employment in Colorado serves the entire range of people with disabilities including those with severe physical challenges. The use of assertive technology and the rapid improvements in that field make this possible. Employers are also becoming more educated about what good employees people with disabilities can be. People with disabilities are very dependable employees, many do not mind redundant tasks, and they are prideful of their work.

Some strategies for increasing supported employment services are as follows:

- Arrange for speakers from corporations with successful placement of people with disabilities and people with disabilities to speak at various business association meetings.
- Encourage retiree volunteers as job coaches in selected industries.
- Invite agencies involved in supported employment to come to business sites to identify jobs that would work well for supported employees.
- Support public relations that demonstrate how supported employment reduces traditional support costs to society.
- Publicize the tax credit funding stream for employers who employ people with disabilities.
- Help companies to understand reasonable accommodation under the Americans with Disabilities Act.

We are asking you today to openly consider and fully support people with developmental disabilities as you create your priorities and goals for the coming years. Your coordination with current programs through Rehabilitation and other employment arenas of supported employment will make the scarce resources stretch further. The Planning Council would be very happy to meet with you and form a collaborative effort. The names of people to contact are at the end of this paper.

Thank you again for the opportunity to speak with you today.

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JTPA PUBLIC HEARING  
Don St. Louis - Written comments

Good morning. My name is Donald St. Louis. I am the executive director of the Rocky Mountain Resource and Training Institute. I have been working in the area of disability programs and services in Colorado for the past 20 years. I come to you today with mixed emotions: excited about the opportunity to share with you some of my thoughts that I have accumulated over that 20 year period, and frustrated that there is so much to say with so little time to say it. Regardless, I do appreciate the Governor's Job Training Office for conducting this public forum and for being open to my input.

The stated purpose of the Act is to "establish programs to prepare youth and adults facing serious barriers to employment for participation in the labor force...". The purpose is noble and commendable. There **are** many youth and adults who daily face serious barriers to employment, who can't participate in the labor force, who feel dependent instead of independent, who feel isolated instead of belonging, who feel insufficient instead of self-sufficient.

Wouldn't it be nice to wave a magic wand and solve the problems and remove the barriers to employment these

individuals face? Simple? - yes. Effective? - yes. Real? - no. This is 1992; this is Colorado, not Wonderland, and we are concerned citizens, not Alices. So we replace our magic wands with legislation and programs. We hope they can do the same things and be as effective as our magic wands.

And for the most part, the legislation and the programs do help. They do remove barriers to employment, they do get people to work. Most people, that is.

There is still one large population of disadvantaged people who have not benefited from the Job Training Partnership Act. I am talking about people with disabilities. Adults with disabilities and youth with disabilities.

We know from our data that a year after graduation, most youth with disabilities are caught in what we could call a terrible nightmare. A year after graduation, 80% still live with their parents. Most are unemployed - only about 10% have full time jobs. The average pay for those who do work is minimal. They are not connected with their communities, they have nowhere to go and nothing to do. I am reminded of the song by the Statler Brothers - "Counting Flowers on the Wall". The lyrics go something like this "Smoking cigarettes, watching Captain Kangaroo, now don't tell me I have nothing to do." I am sure the Statler Brothers were not singing of youth with disabilities, but they might as

well have been. That's about how it is for many of our youth with disabilities.

Over the years I have attempted to use the Job Training Partnership Act to help my clients - the adults and youth with disabilities whom I served. But my successes were limited. The limits were not imposed by those individuals with disabilities with whom I was working. The limits were not imposed by their lack of ability to learn. Or their lack of an eagerness to work. Or their lack of a desire to improve themselves. No, the limits were imposed by the regulations, guidelines and policies governing the Job Training Partnership Act.

I have example after example of being told my clients were bad risks, or they wouldn't make enough in a job to earn the incentive for the JTPA provider, or they weren't employable, or....or....

There were lots of "ors". The bottom line, the JTPA system was loaded with disincentives to work with people with disabilities.

But all of that is changing now. At least I sense an opportunity for change. And I have some specific recommendations for change that will result in people with disabilities at least being given access to the JTPA system.

First, I recommend that incentive grants be given to programs that serve people with disabilities. Let's make it more financially desirable for those providers to outreach to people with disabilities.

Secondy, I recommend that the current performance standards be eliminated for services to people with disabilities. These standards have done far more harm in the past than anyone realizes.

Thirdly, I recommend that alternative performance standards be developed for measuring services to people with disabilities. As a taxpayer, I want accountability; but let's keep a proper perspective and build standards that support serving people with disabilities, not discourage service.

Fourth, I recommend that each SDA meet a certain threshold of service to people with disabilities in order to qualify for incentive funds in other Titles of the Act.

Finally, I recommend that each SDA develop a specific plan on how they will outreach and serve people with disabilities, adults and youth. Included in that plan should be specific strategies that link the SDA provider with the other agencies serving people with disabilities in

that community. There are a multitude of other providers - schools, rehabilitation offices, developmental disability providers, mental health centers, and so forth. They should be seen as resources to each SDA provider. Let's force linkages with others who are serving this population. It is fiscally responsible, it is ethically responsible and it makes common sense.

Thank you for listening and for providing me this opportunity to share a few thoughts. If there are any questions, I would be pleased to answer them.





# Colorado Coalition for the Homeless

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## COLORADO COALITION FOR THE HOMELESS

### METRO DENVER HOMELESS FAMILIES PROJECT

**Presenter:** Sherry Auer  
Intake and Services Coordinator  
Metro Denver Homeless Families Project

The Colorado Coalition for the Homeless has been in existence since 1983 as a non-profit organization whose mission is to work collaboratively towards the prevention and elimination of homelessness.

In August of 1990, the Metro Denver Homeless Families Project began as part of a nationwide demonstration project funded by the Robert Wood Johnson Foundation in conjunction with the U.S. Department of Housing and Urban Development to provide services enriched housing to chronically homeless families with multiple problems. It operates in collaboration with housing and social service providers in Adams, Jefferson and Denver Counties.

The target population for this project is families who have been on the streets or in shelters for at least 30 days and who have a history of homelessness due to lack of education and job skills, lack of child care, physical or mental health problems, or are in recovery from alcohol or drug addiction.

Since June of 1990, nearly 600 families have been screened, 250 initial applications taken, and 153 families accepted into the project. There has been a 30% attrition rate and currently we have 96 families with Section 8 certificates housed in apartments, houses or duplexes throughout the tri-county area. We have gathered extensive data on the families we have interviewed and have compiled a profile of the typical family that we serve:

A white, female, single parent, between the ages of 22 and 30, with two children. She has not finished high school and

... Working to eliminate homelessness in Colorado.

has no GED certificate. The mother has usually left home due to an intolerably abusive situation and dropped out of high school. She is unable to earn an adequate income with the low paying jobs she is able to get and begins to double up with young males in the same situation. She soon finds herself pregnant and alone and becomes dependent upon public assistance. What often follows is a succession of unsuccessful relationships with other men, and more children until she ends up in a shelter.

We have found that the needs of people who have a pattern of recurrent or long-term homelessness are much greater than those who may not have travelled as far in the downward spiral. We find that there are a number of personal issues that our families have to work out before they are able to make the kind of commitment necessary to participate in a job training program. Intensive counseling and supportive services are usually needed for a minimum of six months after they come into our program. Others may need much longer than that depending on the extent of the abuse they may have suffered as children and adults. Low self-esteem is a major deterrent to their ability to function at a level suitable for the employment market.

There are several other realities that seem to be limiting the ability of undereducated and unskilled people to become self sufficient.

There seems to be a negative "trickle-down" factor at work in the employment market now. High paying jobs seem to be filled to capacity and people with advanced degrees and years of experience are having to apply for positions that offer salaries for much less than they are used to receiving. In many cases, these highly educated people are taking jobs that would ordinarily be available for our target population.

A second problem we have encountered has been clients who have used up their Pell Grant and student loan monies at alternative schools which offer certification in business, cosmetology and various levels of the medical field but the graduates have then been unable to find jobs. This causes two problems:

1. They are now ineligible to access any financial aid for other education because their Pell Grant allowance is used up and they have outstanding student loans.
2. They now have to add the repayment of the loans to their already overextended budget. Unless they have a reasonable salary, they cannot afford to get off AFDC only to have wages garnisheed for loan repayment.

In summary, any comprehensive employment and training program that attempts to help families with a history of homelessness needs to offer strong supportive services to address the physical and emotional health issues, the needs for drug and alcohol treatment follow-up, the need for child care and transportation. For this population the focus should not be on how fast a parent gets through a training program or how many are graduated in a given time, but rather on developing the full potential of the person to function more adequately in the world they live in. Self-sufficiency is more than just a pay check. All the issues need to be addressed. Even then, all the efforts are in vain if the jobs don't provide a liveable wage.

Tracy A. D'Alanno, Administrator  
Colorado Coordinating Council on Housing and the Homeless  
Office of the Governor

Between July 1, 1991 and June 30, 1992 the number of clients who completed a JTPA program was 9,101. Four percent or 370 of those clients who completed a JTPA program were homeless. These statistics demonstrate that homeless clients are an underserved eligible population. In order to address this deficiency, more coordination on the local level is needed between Service Delivery Areas (SDA's) and homeless transitional housing and service providers.

Homeless transitional housing programs and services are designed to provide intensive case management, supportive services and housing to homeless individuals to advance people towards self-sufficiency. By coordinating with existing transitional programs, resources can be shared and the risk to SDA's working with homeless clients will be minimized. Clients in transitional housing programs are already receiving a variety of supportive services which will more effectively enable them to successfully participate in JTPA programs. I have attached a mailing list of transitional service providers and request that it be distributed to all SDA's and Private Industry Council's in Colorado to facilitate a concerted outreach effort to homeless individuals.

Lori Haukeness  
P.O. Box 1328  
Durango, CO 81302

Larimer County Shelter Care  
4432 Poco Drive  
Fort Collins, CO 80526

Bobbie Shaw  
3324 S. Field, Unit 194  
Lakewood, CO 80227

Scott Houser  
112 West 'D' Street  
Pueblo, CO 81003

Philip Lucero  
4407 Morrison Road  
Denver, CO 80219

V.O.A.  
Southwest Safehouse  
P.O. Box 2107  
Durango, CO 81302

S.W. Community Services  
572 East 6th Avenue  
Durango, CO 81301

Jennifer Cortner  
3220 West 21st Avenue  
Denver, CO 80211

George Van Buran  
3335 Benton  
Wheatridge, CO 80212

Steve Clifton  
P. O. Box 9033  
Woodland Park, CO 80866

Kathy Thompson  
P. O. Box 157  
Fort Morgan, CO 80701

J.R. "Hap" Jantzen  
Montrose County Housing Authority  
P. O. Box 1333  
Montrose, CO 81402

Janice Abbate  
La Puente House  
P. O. Box 1235  
Alamosa, CO 81101

Coleen Abeyta, Executive Director  
Martin Luther Home/C.S.  
5376 Tomah Drive, #100  
Colorado Springs, CO 80918

Jim Alice Scott  
City of Colorado Springs  
City Administration Building  
P.O. Box 1575  
Colorado Springs, CO 80909

Terry Allen  
Colorado Springs Neighborhood  
Housing Service  
431 West Bijou  
Colorado Springs, CO 80905

Charlie Allinson, Executive Director  
Community Options, Inc.  
P. O. Box 31  
Montrose, CO 81402

Joyce Alm  
Colorado Federation Parents for  
Drug Free Youth  
6536 South Dayton, #1000  
Englewood, CO 80111

Rod Wilson  
Pikes Peak Community Action Agency  
722 S. Wahsatch  
Colorado Springs, CO 80903

Toni Anderson  
Alternate Care Facility  
404 Dickson Street  
Longmont, CO 80501

Mary Ann Gleason  
Stout Street Clinic  
2100 Broadway  
Denver, CO 80205

Arturo Arberberry  
HELP  
1725 East 17th  
Denver, CO 80218

Alice Archibald, Executive Director  
Southwest Colorado MHC  
P. O. Box 1328  
Durango, CO 81301

Judy Atencio  
Atlantis Community, Inc.  
3005 West Gill Place  
Denver, CO 80219

I.O. Baker  
Commerce City Housing Authority  
5291 East 60th Avenue  
Commerce City, CO

Sheila Baler, Executive Director  
Mental Health Corporation  
601 South Irving Street  
Denver, CO 80204

Andy Bane  
Step 13  
2251 South Williams  
Denver, CO 80210

Steve Barbier, Executive Director  
Neighbor to Neighbor  
424 Pine Street, #102  
Fort Collins, CO 80524

Raul Barela  
VETERANS AFFAIRS  
44 Union Blvd  
Denver, CO 80225

Brian Barhaugh  
Neighborhood Housing Service  
1812 East 33rd Avenue  
Denver, CO 80205

Rita Barreras  
Aging and Adult Services  
1575 Sherman, 4th Floor  
Denver, CO 80203-1714

Eric Bostwick  
Six Points Evaluation & Training  
P.O. Box 1002  
Gunnison, CO 81230

Willie Cain  
ENERGY  
P.O. Box 26257  
Lakewood, CO 80226

Tribal Chairman  
Southern Ute Tribe  
P. O. Box 737  
Ignacio, CO 81137

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Division of Youth Services  
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Colorado Springs, CO 80906

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Horizons for the Handicapped  
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Steamboat Springs, CO 80477

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17971 East Gunnison Place  
Aurora, CO 80017

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Fort Collins, CO 80527

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Mt. Gilead Housing Corporation  
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Denver, CO 80224

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Catholic Community Services  
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Colorado Springs, CO 80903

Sandy Bedder  
Family Tree  
3805 Marshall  
Wheatridge, CO 80033

Katie Brown  
Social Caseworker III  
DAY House  
838 Grand Avenue  
Grand Junction, CO 81501

Marge Carlow  
Archdiocesan Housing  
200 Josephine  
Denver, CO 80206

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Ute Mountain Ute  
P. O. Box 140  
Towaoc, CO 81334

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Denver, CO 80204

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Denver, CO 80206

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West Central MHC  
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Canon City, CO 81212

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Catholic Community Services  
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Colorado Springs, CO 80903

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Warren Village  
1323 Gilpin Street  
Denver, CO 80218

David Eisner, Executive Director  
Third Way Center  
2270 East 13th Avenue  
Denver, CO 80206

Linda Bloom, Executive Director  
Cheyenne Village  
183 Crystal Park Road  
Manitou Springs, CO 80829

Eric Busch  
Larimer County  
4432 Poco Drive  
Fort Collins, CO 80525

Lisa Castillo  
Del Norte  
3401 Pecos  
Denver, CO 80211

Bill Chastain, Executive Director  
Southeastern Colorado Family  
Guidance and MHC  
711 Barnes  
La Junta, CO 81050

Bruce Christensen, Executive Director  
Mountain Valley Developmental  
Services  
P. O. Box 338  
Glenwood Springs, CO 81602

Juan Cordova  
HHS  
1961 Stout Street, 9th Floor  
Denver, CO 80294

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FEMA  
Federal Center, Bldg 710  
P. O. Box 25  
Denver, CO 80225-0267

Paul Denham  
HHS  
1961 Stout Street, Room 1076  
Denver, CO 80294

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Eastern Colorado Services for  
the Developmentally Disabled  
P. O. Box 1682  
Sterling, CO 80751

Mary Erickson  
Laradon Hall  
5100 Lincoln  
Denver, CO 80216

Robert Ervais  
Boulder Shelter for the Homeless  
4645 North Broadway  
Boulder, CO 80304

Dr. Eugene McGee  
Centennial MHC  
910 East Railroad  
Fort Morgan, CO 80701

Craig Foreman  
USDA  
1244 Speer Blvd., Room 903  
Denver, CO 80204

Bob Gallegos  
Adams County Mental Health  
2127 Williams Street  
Denver, CO 80205

Ernest Giron  
Catholic Community Services  
460 Linden Center Drive  
Fort Collins, CO 80526

Milt Gonzales  
U. S. Dept. Labor/VETS  
600 Grant 8th Floor  
Denver, CO 80203

Ed Guerrere  
Catholic Community Services (N)  
1311 11th Street  
Greeley, CO 80631

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1001 West 124th Avenue  
Westminster, CO 80233

Kathy Hartman  
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9808 West Cedar  
Lakewood, CO 80226

Dee Hickerson  
Family Crisis Center  
P. O. Box 308  
Canon City, CO 81215-0308

Lon Erwin, Executive Director  
Community Connections  
P. O. Box 1159  
Durango, CO 81302-1159

Pamela Fincher  
Christian Family Services of  
Colorado, Inc.  
1399 South Havanna, #204  
Aurora, CO 80012

Mr. Frank Quintana  
Prata House  
2250 South Clayton  
Denver, CO 80212

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1600 West 24th  
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Dr. Harriet Hall, Executive Director  
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9808 West Cedar  
Lakewood, CO 80226

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2955 Grove Street  
Denver, CO 80211

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325 Broadway  
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Pueblo, CO 81003

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Brighton, CO 80601

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Denver, CO 80202

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Sheridan, CO 80236

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The Center for Prevention of Domestic  
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VA Medical Center  
1055 Clermont Street  
Denver, CO 80220

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Mercy Housing  
3005 East 16th Avenue, Suite 260  
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The Uptown Partnership  
625 East 16th Avenue  
Denver, CO 80204

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Denver, CO 80206

Gerry McCafferty  
Legal Aid Society  
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Denver, CO 80203

Getabecha McKonnon  
Northeast Denver Housing Center  
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Denver, CO 80206

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Archdiocese of Denver  
200 Josephine Street  
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Del Maxfield  
Denver Rescue Mission  
1130 Park Avenue West  
Denver, CO 80217

Dave McFann  
Heritage Christian Center  
1301 South Clinton  
Denver, CO 80231

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Developmental Pathways  
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Aurora, CO 80012

Chip Misgen  
Arapahoe House  
3530 West Lehigh Avenue  
Sheridan, CO 80236

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Denver, CO 80222

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Boulder MHC  
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Boulder, CO 80302

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Colorado Springs, CO 80905

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Arapahoe Mental Health Center  
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Littleton, CO 80120

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La Junta, CO 81050

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Grand Junction, CO 81501

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Denver Indian Health & Family  
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Denver, CO 80206

Karen Musikka  
Office of Community Outreach  
Adams County  
450 South 4th Avenue  
Brighton, CO 80601

Patsy Occhiato  
Pueblo County  
215 W. 10th Street  
Pueblo, CO 81003

Charlie Sauro  
Metro Denver Homeless Families  
Project  
2100 Broadway  
Denver, CO 80204

Dale Peterson  
Weld MHC  
510 13th Avenue  
Greeley, CO 80631

Paula Pfrimmer  
Step 13 Women's Center  
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Denver, CO 80206

Paul Pryor  
Weld County Housing Authority  
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Greeley, CO 80632

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Division of Youth Services  
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Grand Junction, CO 81505

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Colorado State Hospital  
1600 West 24th  
Pueblo, CO 81003

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Volunteers of America  
1555 Xavier Street  
Denver, CO 80204

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Spanish Peaks MHC  
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Pueblo, CO 81001

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Colorado Housing Finance Authority  
1981 Blake Avenue  
Denver, CO 80202

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Family Crisis Service  
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Canon City, CO 81215-0308

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Southeastern Developmental  
Services, Inc.  
P. O. Box 328  
Lamar, CO 81052

Margaret Soto  
Brothers Redevelopment  
1111 Osage, Suite 210  
Denver, CO 80204

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Community Outreach and Technical  
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Denver, CO 80203

Bill Robinson  
Boulder Shelter  
4645 North Broadway  
Boulder, CO 80302

Mr. Rogers  
Mental Health  
534 30 Road  
Grand Junction, CO 81504

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A Woman's Place, Inc.  
P.O. Box 71  
Greeley, CO 80632

Youlon Savage, Executive Director  
Adams County MHC  
4371 East 72nd Avenue  
Commerce City, CO 80022

William Schroer, Executive Director  
ACCESS Housing, Inc.  
6978 Colorado Boulevard  
Commerce City, CO 80022

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Boulder County AIDS Project  
P. O. Box 4375  
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Denver, CO 80203

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Colorado West Mental Health  
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Denver Social Services  
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Colorado Springs, CO 80903

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Colorado Springs, CO 80910

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Developmental Disabilities Center  
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Flo Tonelli  
Colorado Department of Institutions  
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Denver, CO 80203

Charles Vorwaller  
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Colorado Springs, CO 80905

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Englewood, CO 80110

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Denver Rescue Mission  
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Senior Housing Options  
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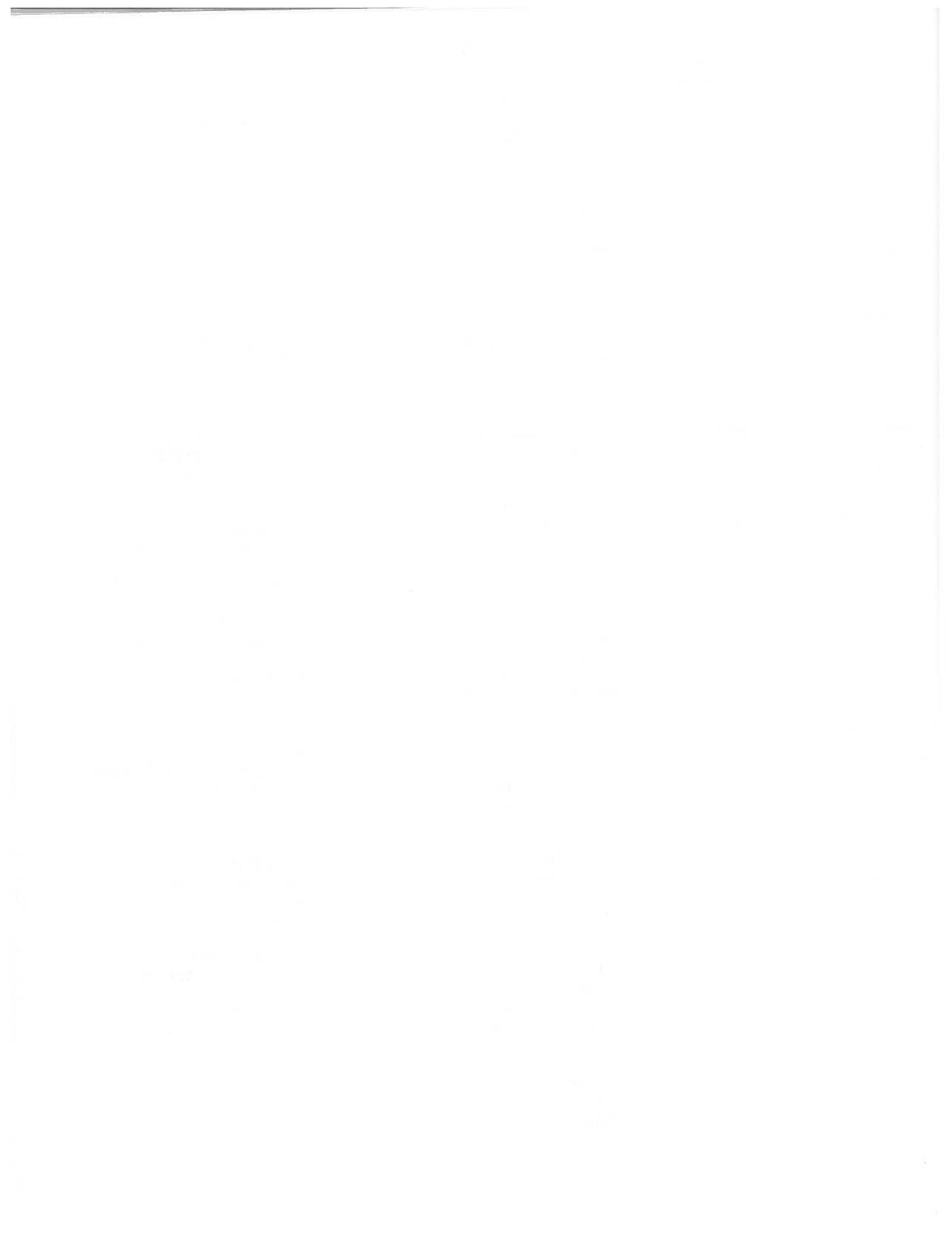
John Wooster, Ed.  
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Evans, CO 80620

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R-OMHI  
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307 Coffman  
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Longmont, CO 80501

Marc Lubline  
Traveler's Aide  
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Denver, CO 80218



**Teresa Duran**

**Administrative Officer**

**CO Division of  
Housing**

The Colorado Division of Housing administers a federally funded housing assistance program called Section 8. This program provides a rental subsidy for low-income families who qualify. It has been mandated that in 1993 all funds awarded to this program be tied to a Family Self-Sufficiency (FSS) program.

The goal of the FSS program is to enable low-income families to become economically independent of government assistance programs. This is done by networking and packaging both public and private services in a community and empowering low-income individuals to take control of their lives. This is accomplished by education, job mentors and job placement.

A FSS program was established in Chaffee County in 1991 with the help of the Governor's Job Training Office which provided Title II-A 8% JTPA funds. These monies were used to employ a casemanager which is the key to operating a successful FSS program. These funds were vital in that the FSS program is mandated but no additional funds were being provided for the administration of this program. JTPA has committed funding for two years and has provided additional money for client education.

Of the twenty-four families participating in this program, seven are in college, four of which are on the Dean's Honor Roll. Four have successfully completed their GED and ten are employed.

The FSS program is crucial in providing a cure to breaking the welfare cycle by providing education to obtain decent jobs with decent pay. This program would not have operated successfully without JTPA funds.

RECENT CASE IN PUEBLO

EMPLOYMENT VS ADC

ADULT FEMALE - TWO CHILDREN

CURRENT STATUS

ADC	\$356.00/month
Food Stamps	<u>+259.00/month</u>
	\$615.00/month
PHA Rent	<u>-36.00</u>
	\$579.00 Disposable income after rent
	(Plus has medical card)
	(Plus eligible for LEAP Payments)

JOB OFFER - \$5.00/HOUR - 2080 HRS./YR.

Monthly Gross	\$866.67
FICA	-66.37
Federal Tax	-13.13
State Tax	<u>-12.71</u>
	\$774.46
New PHA Rent	<u>-189.00</u>
	\$585.46
Child Care	<u>-100.00</u>
	\$485.46
Food Stamps	<u>+100.00</u>
	\$585.46 Disposable income (but has no <u>medical coverage</u> and is ineligible for LEAP)

## **Transitional Homeless Families: Education, Employment and the Living Wage**

ANN RANNEY, Family Tree

Self-sufficiency programs stress the importance of education, with the assumption of subsequent employment, as a way to pull families from the grips of poverty. However, finding employment after being educated does not necessarily guarantee that the individual or family can be defined as being poverty-free or self-sufficient. The government's median income guidelines for Denver, Colorado state that a family of three earning \$19,450.00 or less would qualify as being at the low to very low income level. This translates to \$10.00 an hour. It has been estimated that if a family of three were to total the dollar amounts of all the services and benefits available the dollar amount would be close to \$20,000, which is also approximately \$10.00 per hour.

JTPA based programs are designed to be a helping educational and training adjunct; one which will support a person's desire to better themselves in the shortest time span. Current public assistance programs insist that a person who has been on public assistance for extended periods of time or who have school aged children be employed a certain amount of hours a week or be in a vocationally-bound education endeavor to continue to receive public assistance benefits. While this is indeed a philosophical step in the overall right direction, short or time-limited educational programs may fall short of what may be needed to more properly insure families escaping the jaws of poverty for the longterm.

Escape from poverty will not occur when someone, who must support a family, makes \$ 7.50 per hour. This is still not a living wage for those who must pay for all the services and benefits which were provided prior to employment. A living wage implies that a person would need little outside assistance and is reasonably self-sustaining. It also implies that the

person's employment will continue to be financially supportive. Many entry-level jobs have little or no security. Furthermore, even with the best future projections, changing global, political, and economic climates often dictate the direction of employment trends. While local PIC's can provide a reasonably accurate picture of employment needs at a time and in a particular geographic area, some difficulty may arise in predicting future employment opportunities which would require the current education and training objectives. Additionally, current trends of vocational training, which sometimes become a type of generalized funneling into specific occupational fields, may create a bottle-neck glut of similarly trained workers. This, in turn, creates a lack of employment opportunities within that geographic area.

These employment trends can impact those with the least educational backgrounds or experiences, leaving them vulnerable to poverty and possible homelessness once again. Participants in self-sufficiency programs such as Family Tree's Transitional Housing Program have a profound desire to never be homeless again. They recognize how easily it would be to become homeless. If the educational programs which they participated did not adequately prepare them to move into other directions within the field they had chosen, the likelihood of losing what they had gained could be again lost. This does not strike a hopeful cord for those who are desiring to be free of public assistance.

Those who participate in JTPA programs often deal with other public assistance programs. This can be an exceedingly confusing proposition and one that requires large amounts of tenacity, time, and patience. For many homeless families the idea of navigating the tides of government is too much to bear. This can be especially true if there are young children in

tow, or if the person is disabled in some way (take, for example, the person who must carry a time-limited oxygen tank to a food stamp or AFDC orientation and are told to plan on spending the entire day waiting for a counselor). Because many have difficulty negotiating for what they want or need the chance for discouragement is often high. This discouragement can often spill over into a lack of motivation to pursue educational needs or goals. However, once enrolled in an educational program, which they may have designed for and by themselves, many of these neophyte students discover they hunger for more of the educational process. Unfortunately, these whetted appetites are wharted by time and financial constraints. Conversely, many are focused on a specific outcome, go through the necessary training, and achieve their personal goals.

While personal goals and educational outcomes may be adequate for the individual for the short term, a person with a family to support will be faced with changing monotary needs for many years. These changing needs are especially evident among single parent households which are predominately female-headed. A living wage becomes particularly elusive for the woman without the comprehensive extended education necessary to more fully prepare her for the changing needs of her family. This is also true for the male head-of-household. Lifelong educational skills demand more than a one or two-year vocational training program which often cannot provide the necessary long range training to those who must earn a living wage in this ever-changing, competitive world.

The living wage must provide for more than a marginal existance for the individual and their family. Its overt function is to provide adequate monies for the essentials in a family's life such as housing, clothing, educational needs of their children, food, and transportation. It's more subtle covert function is to provide a base from which an individual or

family can derive a sense of pleasure from working and therefore, a heightened sense of self.

One only has to contact the local daycare center to discover that any sense of financial freedom is soon dashed with the knowledge of the enormous expense of caring for one or more children. Daycare is the largest expenditure for a family making entry level wages. Add to this the particular ages of the children and the monthly daycare bill can be more than the family's housing expense. JTPA programs do not currently assist in the longterm subsidization of daycare. Longterm commitments of up to five years after the completion of vocational training or education needs to be implimented if the family is to truly stablize financially and emotionally. Without this stablization period many families are likely to find themselves precisely where they started.

COMMENTS PRESENTED AT THE  
COLORADO JOB TRAINING 2000 CONFERENCE  
NOVEMBER 18-19, 1992  
RED LION INN  
COLORADO SPRINGS, COLORADO

BY  
MARGARET A. AUKER (PEGGY), DIRECTOR  
GREEN THUMB, INC.  
WYOMING/COLORADO/UTAH PROGRAM

ONCE OLDER PERSONS START LOOKING FOR NEW EMPLOYMENT, THEIR SEARCH IS OFTEN HOBbled BY A SOCIETY THAT SEEMS TO VALUE YOUTH OVER EXPERIENCE.

IT HAS BEEN CLEARLY DOCUMENTED IN PAST LABOR STUDIES THAT ONCE THE ECONOMY PICKS UP STEAM, OLDER WORKERS ALSO SEEM TO HAVE MORE DIFFICULTY THAN YOUNGER ONES FITTING BACK INTO THE WORK FORCE.

THE NUMBER OF AGE DISCRIMINATION COMPLAINTS FILED NATIONALLY HAS RISEN SHARPLY IN THE LAST TWO YEARS. ACCORDING TO THE EEOC THIS NUMBER CLIMBED 20 PERCENT TO 29,000 LAST YEAR AND IS EXPECTED TO HIT THAT LEVEL AGAIN THIS YEAR. <sup>1</sup>

THE JOBLESS RATE AMONG THE 55 AND OVER GROUP HAS ALMOST DOUBLED SINCE THE RECESSION BEGAN IN THE SPRING OF 1990. IT IS BECOMING A SERIOUS PROBLEM. THESE WORKERS ARE NOT OFFERED WHAT THEY NEED TO STAY IN THE WORKFORCE BY "ONE-STOP-SHOPPING" PROGRAMS WHICH FOCUS ON YOUTH AND YOUNG ADULTS AND ARE SILENT ON TARGETING SERVICES FOR THE OLDER WORKER.

THE TITLE V SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP) PROVIDES TARGETED EMPLOYMENT AND TRAINING SERVICES FOR INCOME ELIGIBLE PERSONS AT LEAST AGE 55. IT PROVIDES NEW LABOR FORCE ENTRANTS AND DISPLACED OLDER WORKERS WITH JOB TRAINING AND WORK EXPERIENCE WHILE PROVIDING ESSENTIAL COMMUNITY SERVICES.

THIS MODEL IS NOT NEW, THE PROTO-TYPE TITLE V PROGRAM STARTED IN 1965 AND FOCUSED ON PLACING LOW INCOME, LOW SKILLED, OLDER WORKERS BACK INTO THE WORKFORCE. IN MANY WORKSITES, OLDER WORKERS ACT AS ROLE MODELS FOR YOUNGER WORKERS THAT NEED TO LEARN GOOD WORK HABITS IN ORDER FOR THEM TO BE SUCCESSFUL IN MAKING A COMMITMENT TO LONG TERM EMPLOYMENT.

OLDER WORKERS FIND ACCESS TO MOST GENERIC JOB TRAINING PROGRAMS DIFFICULT, BECAUSE OF THE AGE BARRIERS EXUDED BY JOB TRAINING PERSONNEL. OLDER WORKERS REPORT THAT THEY FEEL LOST IN THE COMPLEX

MAZE OF JOB SERVICES OFFICES, JTPA PERFORMANCE STANDARDS AND THE FACT THAT MOST JOB TRAINING PERSONNEL DO NOT KNOW HOW NOR SOMETIMES CARE TO WORK WITH OLDER WORKERS IN ASSISTING THEM THROUGH THE CONFUSION OF ACCESSING THE MOST APPROPRIATE TRAINING OPPORTUNITY OR PLACEMENT ASSISTANCE.

REPRESENTING THE LARGEST AND OLDEST PROGRAM FOR OLDER WORKERS IN THE COUNTRY, I ENCOURAGE PRIVATE INDUSTRY COUNCILS AND OTHER DECISION-MAKERS TO EFFECTIVELY COORDINATE WITH THE OLDER WORKER PROGRAMS ACROSS THE STATE SO THAT OLDER WORKERS HAVE A VOICE IN THE DEVELOPMENT OF JOB TRAINING INITIATIVES WHICH WILL RESULT IN A POSITIVE OUTCOME FOR THEM.

EFFECTIVE COORDINATION MEANS MORE THAN SHARING REPORTS AND STATISTICAL RESULTS THROUGHOUT THE JOB TRAINING NETWORKS. IT MEANS EFFECTIVELY COMMUNICATING WHICH INVOLVES PROBLEM SOLVING AND FEEDBACK REGARDING SOLUTIONS THAT ADDRESS THE CHALLENGES IN WORKING WITH OLDER PERSON IN THE WORKFORCE. EFFECTIVE COORDINATION MEANS HAVING REPRESENTATIVES FROM THE TITLE V OLDER WORKER NETWORK ASSIST IN THE DEVELOPMENT OF INITIATIVES WITH THE JOB TRAINING SYSTEM.

IF JOB TRAINING 2000 OR ANY OTHER NATIONAL TRAINING AND EMPLOYMENT INITIATIVE IS TO BE SUCCESSFUL, OLDER WORKERS NEED TO BE TARGETED TO RECEIVE SERVICES. THIS CAN BE ACCOMPLISHED THROUGH IMPROVED

ACCESS TO INFORMATION AND THE NECESSARY SUPPORTS IN ORDER FOR OLDER WORKERS TO BENEFIT FROM SUCH PROGRAMS .

THE STANDARDS AND ACCOUNTABILITY OF THE NATIONAL AND STATE TITLE V PROGRAMS , HAVE PROVEN TO BE AN EFFECTIVE VEHICLE FOR ADDRESSING AND MEETING THE EMPLOYMENT AND TRAINING NEEDS OF OLDER WORKERS . THIS HAS BEEN ACCOMPLISHED BY WORKING THROUGH REAL OR IMAGINED AGE DISCRIMINATION BARRIERS BY ASSISTING LOW INCOME, LOW SKILLED OLDER WORKERS WITH THE OPPORTUNITY TO LEARN REQUIRED SKILLS AND ULTIMATELY RE-ENTER THE COMPETITIVE WORKFORCE.

THE TITLE V SYSTEM IN COLORADO PROVIDES PROFESSIONALS IN THE FIELD OF GERONTOLOGY, REHABILITATION AND OTHER RELATED AREAS TO ASSIST OLDER WORKERS ACQUIRE THE NECESSARY JOB SKILLS TO COMPETE WITH YOUNG PEOPLE. THIS ASSISTANCE IS CLIENT-BASED AND MAY TAKE ON VARIOUS ROLES INCLUDING ADVOCATE, JOB COACH, CASE MANAGER, JOB DEVELOPER, ETC.

IN FACT, MANY OLDER WORKERS GAIN ACCESS TO THE FORMAL SKILLS TRAINING OF JTPA ONLY THROUGH THEIR TITLE V PROGRAM REPRESENTATIVE ACCESSING THE SERVICES FOR THEM. THE MYRIAD OF PAPERWORK AND DIFFERENT ELIGIBILITY GUIDELINES ARE MANAGED BY THE TITLE V REPRESENTATIVE RATHER THAN THE OLDER WORKER. WITHOUT THIS ASSISTANCE MANY OLDER WORKERS HAVE "DOORS OF OPPORTUNITY SHUT. "

TITLE V PROGRAMS LINK WITH BUSINESSES TO CHANGE NEGATIVE ATTITUDES AND STEREOTYPES ABOUT OLDER WORKERS THROUGH DEMONSTRATED SUCCESS. THROUGH THE DEVELOPMENT OF OPPORTUNITIES THAT PROMOTE INNOVATIVE WORK ALTERNATIVES, SECOND CAREER TRAINING AND THE PLACEMENT OF OLDER WORKERS INTO EMPLOYMENT WITH PRIVATE BUSINESSES WE ARE GAINING ON THE MYTH THAT "YOU CAN'T TEACH AN OLD DOG NEW TRICKS."

BY USING THEIR TALENTS, SKILLS AND ABILITIES, OLDER WORKERS HELP CHANGE NEGATIVE STEREOTYPES ABOUT AGING AND OLDER PEOPLE. THEY DEMONSTRATE THE VALUE OF SENIORS AS FULL PARTICIPANTS IN OUR NATION'S WORKFORCE - A WORKFORCE THAT WILL INCREASINGLY DEPEND ON THEM TO FILL ITS LABOR NEEDS AS THE "BABY BOOM" GENERATION BECOMES THE "SENIOR BOOM."

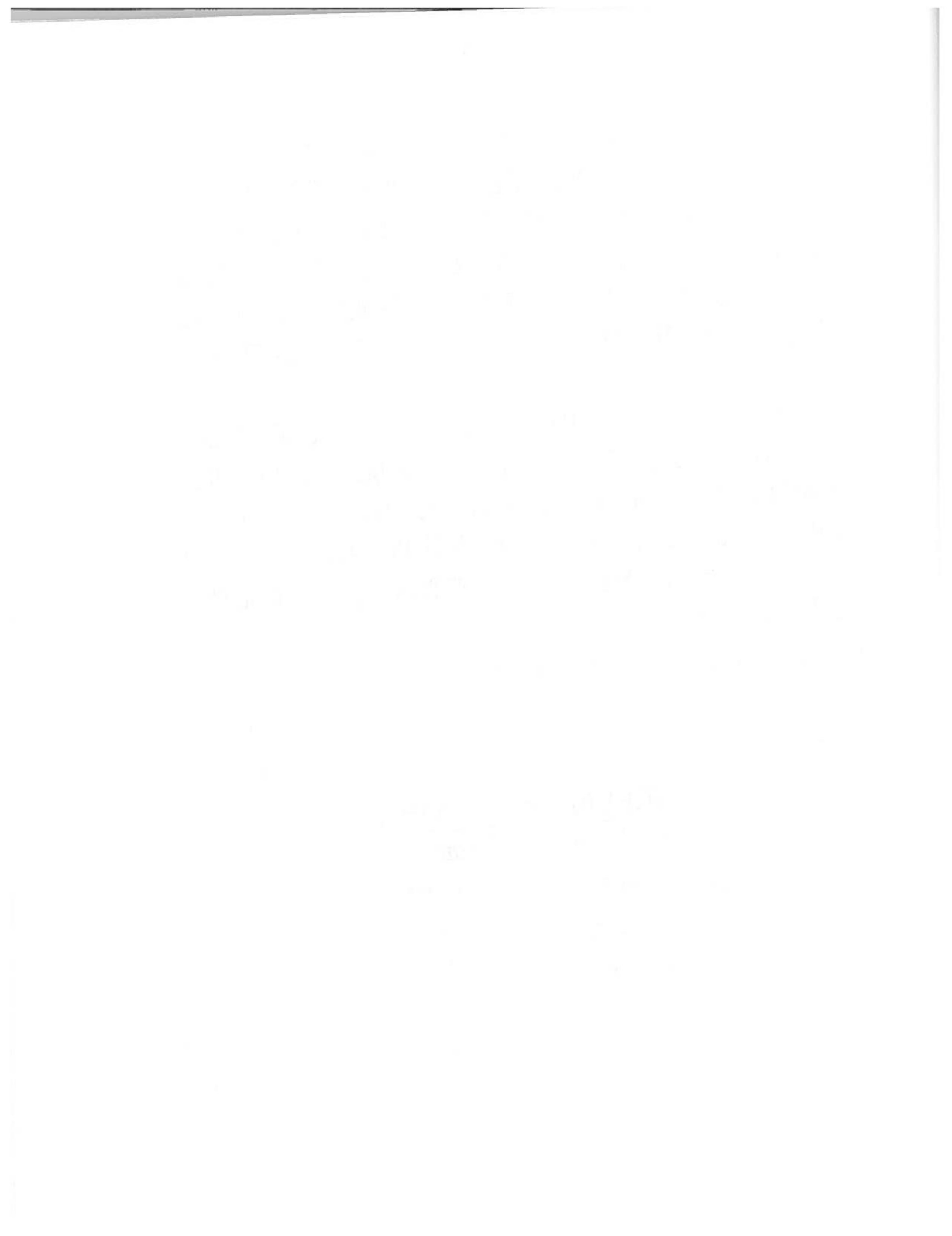
1. Washington Post, Tuesday, September 29, 1992

GREEN  THUMB, INC.  
*employment and training*

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*Director*

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Good morning! My name is Jim Dolbier. I am a volunteer with with the American Association of Retired Persons (AARP) and the Colorado State Coordinator for AARP Work Force Programs.

Did you know that of the nearly 34 million members of AARP (people 50 years and older), 11 million are still in the active work force? And of the 23 million who are not, clearly 1/3 would like to be working - either on a full time or part time basis. Today I want to give you some timely information about one of our programs, AARP WORKS, an employment planning program for midlife job seekers, who we refer to as the mature worker.

There's nothing so exciting as an unexpected superior result. That's what happened with AARP WORKS employment planning workshops in 1991. The number of people who accepted new positions shot up to more than 50 percent!

In previous years, only 32 to 35 percent of the participants got jobs as a result of techniques they learned as a part of the workshops. In spite of the recession, the high unemployment rate, the scarcity of both blue- and white-collar jobs, the AARP WORKS programs were outstanding successes throughout 1991.

AARP WORKS is the only national employment program designed specifically for this group in the United States. In 1991 there were 90 sites across the country with more than 400 volunteers conducting career development and job search workshops. Since its beginnings in 1987, some 5,025 persons have attended the workshops.

Even though AARP WORKS is not a job placement program, it equips midlife and older persons to find jobs that meet their needs and abilities. The workshops especially help job seekers identify and redefine their skills, interests and work experience.

AARP's Work Force Program Department recognizes that a growing number of midlife and older people need employment planning assistance. AARP WORKS can help men and women who have retired but want or need meaningful employment - persons in transition - or those seeking alternative careers - and women returning to work without recent paid experience.

The workshops begin with a two-hour orientation and continue with seven intensive three and 1/2 hour sessions. When participants complete the program, they will have learned, among other things, how to complete a self-assessment that includes identifying and prioritizing personal interests, skills and preferred work; write resumes, cover letters, thank you letters, and application forms; identify job options; develop personal interviewing skills; and develop a job search plan.

Participants who had been job seeking for long periods of time have been highly enthusiastic about the program. Comments, such as the following quote, are commonly heard: "AARP WORKS gave me direction. It helped me realize how valuable my skills are in the marketplace. Before this program, I had no direction; that has all changed".

For information about job planning workshops in Colorado, contact me. My address is:  
1888 South Paris Court, Aurora, CO 80012,  
and my telephone number is area code (303)  
752-2706; or you may write to AARP Work Force  
Programs Department, 601 E Street, N.W.,  
Washington DC, 20049.

Thank you!

Lu Horner  
Department of Social Services/Aging and Adult Services

## Older Workers

I am Lu Horner of Aging and Adult Services of Colorado Department of Social Services. We are the State Unit on Aging for Colorado and administrators of the Senior Community service Employment Program. This year the Senior Community Service Employment Program will create at least 634 part-time jobs in community service for low income individuals over the age of 55.

I would like to talk today on the need to increase employment and training opportunities for older workers in our state human resource system.

Since World War II, our nation has followed an unwritten policy of encouraging early retirement from the labor market. And this policy has been extremely successful in removing older workers from the workplace. In 1950, almost half of men over 65 were working. By 1989, only 17% remain in the workforce. In 1950, more than 90% of men aged 55-64 were working. By 1989 only 80% remained in the workforce. The labor force participation of women in these age groups increased in the same period, but only because the women tended to have no retirement options available. The ability of women to prepare for a self-sufficient retirement is a great concern. Older women are disproportionately represented in the part-time and the contingent work force, working in jobs which offer no benefits and little opportunity to prepare for retirement.

This trend toward early retirement for older men coupled with underemployment for older women, flies in the face of the labor market and societal needs of Colorado. Workforce 2000 tells us that in the near future we will face a mismatch between highly technical jobs and the skills of the labor force. **YET WE CONTINUE TO PUSH OUR MOST EXPERIENCED, MOST MOTIVATED WORKERS OUT OF THE LABOR FORCE, RATHER THAN RETAINING THEM AND PROVIDING THEM WITH TRAINING NEEDED TO MAINTAIN SKILLS IN A HIGHLY TECHNICAL WORLD.**

In addition to meeting the needs of the labor market, there is a social issue here. People are living longer and healthier lives. A person retiring at age 55 may have a 25 year retirement. Will this person be able to support him/herself throughout that long retirement, or will a lack of resources force this person to depend on public income maintenance programs?

Many people are talking about the aging of our society and of our workforce as an issue which should be considered in planning for the future. It stands to reason, then, that older workers should be targeted for training and other employment services to keep them productive.

Our history to the present has not been positive in this regard. Older workers have not been served in the past in mainstream employment programs. So, few older workers were served under CETA that the 3% older worker set aside was added to JTPA to ensure that some level of service would be offered to older workers.

Our track record is not improving. For example, older workers are greatly impacted by lay-offs and structural changes in the labor market, yet only 8% of people served in EDWA are over the age of 55.

**I WOULD ASK THE PLANNERS OF COLORADO'S HUMAN RESOURCE PROGRAMS TO THINK IN TERMS OF KEEPING OLDER WORKERS IN THE WORK FORCE TO INCREASE SELF-SUFFICIENCY AND TO THINK OF OLDER WORKERS AS A RESOURCE POOL WHICH CAN SUPPLY EXPERIENCE, KNOWLEDGE, AND A VARIETY OF SKILLS TO OUR STATE'S LABOR MARKET.**



**JOB TRAINING 2000**

**PUBLIC FORUM**

**November 18, 1992**

**My name is Lewis Kallas and I am the Executive Director of SENIORS! Inc., a private nonprofit organization located in Denver. Since 1969, SENIORS! Inc. has been a provider of older worker employment services within the six county Denver Metro area. For 23 years, SENIORS! Inc. has sponsored the Community Service Employment Program through contracts with the Colorado Department of Social Services and the National Council of Senior Citizens in Washington, D.C. Collectively, these two contracts employ 162 low income adults over the age of 55.**

**SENIORS! Inc. also sponsors three separate JTPA older worker programs that serve or will serve older persons including displaced homemakers and older ex-felons/offenders. We are also a recipient of a Carl Perkins Vocational Education grant through Colorado Community**

**Colleges to administer a displaced homemaker link program.**

**While over 70% of our \$2 million budget is related directly to the employment and training of persons over the age of 55, it is becoming increasingly apparent that employment and training programs specific for older workers are not keeping pace with demographic trends. For example, in the last 12 years, the older population in the Denver Metro area has increased by roughly 44% to well over 260,000 persons. In the next 18 years, this population will more than double, representing the fastest growing segment of our state. People are living longer. Already, 25% of our lives are spent in retirement, many years which are devoid of meaning and purpose. As John F. Kennedy said in 1960, we've added years to our lives, but not life to our years.**

**There is a prevailing attitude within our society that we can discard our elderly and older persons like we discard an old car...throwing them into the junk heap. We disregard the experience, knowledge, wisdom that comes with age, and frequently overlook the contributions of older people working both within our homes and in the workplace. We falsely believe that older persons "work" to "keep busy".**

**When will we begin to understand that a person at age 55 frequently has the same personal and economic needs as do their younger counterparts? That there continues to be a need to learn, to grow and to contribute to our society through employment. At age 55, individuals are ineligible for early social security, face blatant age discrimination in the workplace, and have fewer and fewer opportunities to work. By failing to respond to the employment and training needs of the older persons, we are turning our backs on the generations who built what we have today, and are predisposing the older worker and their families to a life with inadequate income. Because for many older persons, their ability to obtain a good job means that they will continue to be able to care for their aging parents and young grandchildren. Frequently, this requires employment and training programs sensitive to and specific to the needs of older persons.**

**Employment at age 55 and over equates to survival, both for the older person and their extended families. Older workers do not live or work in a vacuum. Increasingly, this is the generation sandwiched between caring for aging dependent parents, and younger dependent children and grandchildren. Their ability to obtain employment is central**

**to the family. Few older persons we serve at SENIORS! Inc. have private pensions, and few can maintain a decent standard of living solely on social security, OAP or SSI. Employment and training for older persons is critical.**

**Collectively, we need to embrace a new vision of aging; one which increases employment and training opportunities; one which recognizes the economic and social relationship between older workers, their aging, dependent parents and their children and grandchildren; one which encourages those with age to be a part of our workforce and to impart their work ethic, experience and knowledge.**

**Our challenge is to respond to the world as it is today. We cannot disregard the employment and training needs of our older population, not at a time when this population is increasing faster than any other, or at a time when we need their knowledge, experience and work ethic. And history has demonstrated that mainstreaming older workers simple does not work. I urge you to consider the demographics, consider the multi-generational implications, to consider what is fair...and then develop plans that are equitable and reflect the needs of older workers.**

**Thank you.**



**Lewis N. Kallas**

**Executive Director, SENIORS! Inc.**

**777 Grant Street, Ste. 603**

**Denver, Colorado 80203**

**(303) 832-5565**



Prepared for Job Training 2000 - Public Forum  
November 18, 1992

Alice Daly  
Non-Traditional Job Specialist  
Mi Casa Resource Center for Women, Inc.  
571 Galapago Street  
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(303) 573-1302

Title: Non-Traditional Employment Options for Women

I would like to talk about the importance of non-traditional occupations (NTO's) for women, barriers women entering these occupations face, and some work currently being done to provide access into these careers.

Non-traditional occupations (NTO's) are those defined by the Department of Labor as including fewer than 25% women, i.e., construction, drivers, welders, and engineers.

Historically, since the JTPA was enacted in 1982, the programs have served more women than men, but the quality and outcomes of programs have been less strong for women. Women are often channelled into training in traditionally female occupations in the clerical or service fields, which are notoriously low paying. In 1990 the average wage at placement in Colorado was \$5.93, hardly enough to achieve self-sufficiency. Data also shows that only approximately 9% of women served were placed in non-traditional training jobs.

To address the problem, the Non-Traditional Employment Act for Women (NEW) was passed in December, 1991. This act amends JTPA and requires states to develop and implement plans for training and placing women in NTO's.

Why are NTO's important? Because NTO's result in higher wages for women, they can provide a way out of poverty and up the ladder of self-sufficiency. In addition to the salary consideration, some women are not interested in, nor well suited for, more traditionally female occupations. Workforce 2000 information clearly shows that the majority of new entrants into the workforce will be women and minorities, people who deserve opportunities for career options.

There are barriers, both internal and external, that must be addressed. A woman entering a non-traditional environment must be well prepared to deal with a very different work setting. A job readiness program that includes assessment and work on self-esteem is critical. Issues such as sex role stereotyping, sexual harassment, and safety in the work place must be adequately addressed for a woman to be successful. Ongoing support and networks improve the success and retention rate.

Some external barriers are caused by the JTPA system itself. In the program I work in, less than 30% of the clients were AFDC recipients, although many more were JTPA eligible. However, we also serve a good number who are not JTPA eligible because, even though they were working for low wages, they could not meet income guidelines. These are "the working poor". Ongoing vocational training is not an option for these people. Even with grants and scholarships to help finance education, immediate full time employment was needed to pay living expenses. Thus, direct placement into employment is a critical element.

Another system barrier is the termination issue. In many cases, particularly if a woman enters the construction trades, even in an apprenticeship, the work may be seasonal, or by project. The employment may not be considered "permanent". Two issues may arise; 1. An employer may decline to verify employment as permanent, thus disallowing a placement for the agency, or 2. A client may be terminated after an initial placement, only to find herself out of work and ineligible to reapply for JTPA support services for that contract year. The system processes should be re-evaluated to allow more flexibility around these types of placements.

I would like to share with you a little about the metro Denver program I work in. It is the "The Non-Traditional Careers Collaborative Project". This is a program funded by Colorado Community College and Occupational System (CCCOES). It is a collaborative project conducted by four Denver community based organizations; Mi Casa, Northeast Women's Center, Empowerment Program, and Denver Indian Center. The program includes the job readiness elements to address internal barriers, a strong case management approach, and ongoing support. We have established close linkages with area employers, community colleges, apprenticeship programs, and are in the process now of assisting to establish a local chapter of the National Tradeswomen Network.

The program started in January 1992. To date, 113 women have been served, with 72 of those attending in depth job readiness workshops. So far, we have placed 29 women into non-traditional

occupations or apprenticeships, with average starting wage of \$9.60. In contrast, we have also placed 9 women in traditional occupations with an average placement wage of \$6.88. Some food for thought!

I believe, that it is through these types of collaborative efforts that we can better utilize our resources to minimize barriers and increase the potential and power of our employment and training programs.

JTPA FORUM  
PREPARED FOR JOB TRAINING 2000  
NOVEMBER 18, 1992

Katie Garcia  
Project W.O.R.T.H. Specialist  
Mi Casa Resource Center for Women, Inc.  
571 Galapago Street  
Denver, Colorado 80204  
(303) 573-1302

Good Afternoon:

My name is Katie Garcia, I am the Project W.O.R.T.H. Specialist at Mi Casa Resource Center for Women, Inc. W.O.R.T.H. stands for "Women Organized to Regain Their Hope". Project W.O.R.T.H. is a three phase intensive self-sufficiency program in which our participants may be involved up to two years. I am also a former AFDC recipient and although it's been over 22 years, since I was on the system, little has changed. This afternoon, I will identify some barriers and opportunities women on AFDC face. The barriers women face are that most programs are designed for functional people. We need to address the dysfunction created by being on the system. The impact of having little or no money on women is that they have become isolated from the main stream. Many are depressed, they have little or no confidence, they have limited social outlets and many feel hopeless. There needs to be a transition period into training. In many cases supportive services need to be made available. Many women bring past and present histories of abuse, such as, chemical dependency, co-dependency, physical and sexual abuse. Supportive services in the form of counseling and treatment programs are not conducive to women

participating in these programs and must change in order for women to get the help they need. Cost, child care, and transportation are major issues that prevent women from getting these services. Our system in many cases continues to be judgemental and punitive rather than supportive, creating the barriers I have mentioned.

The programs that have been and continue to be successful in working with these women use a more holistic approach. This approach serves a multitude of women's needs and focuses on long term solutions rather than the quick fix. A program that will address personal barriers as well as career barriers.

In closing I ask that we stop and take a look at what is happening in the once Soviet Union. In the transition from socialism to a free market economy, the people are expected to move from dependency on the system to economic independence too quickly. As a result, many are rejecting change, I believe, because there is no transition period. Here in the United States we are also dealing with people who have been greatly impacted by the system. If we think that providing career training, job training, and jobs alone are the answers without offering transitional support we are setting them up to fail.

Joanne Roll, M.S.W.

Coordinator of Adult Services

Mi Casa Resource Center for Women

Several states that are working to implement their workforce development programs emphasize the importance of making sure that programs developed are "customer driven". If Colorado is going to successfully implement a workforce development system it must also be committed to the idea of "customer driven". It is, however, essential that we be clear about who the customer actually is. There are those who may feel that the "customer" is the taxpayer who is supporting the system. Others feel the "customers" are the legislators and governmental agencies that enact and enforce legislation. Programs designed to meet the needs of these groups may identify regulation and enforcement as their primary objectives. Any program that is primarily designed to meet these needs is in danger of failing to address the needs of the JTPA population. In my opinion, if we are to be successful, we must begin with the assumption that the "customer" is the "consumer", the person these programs are designed to serve.

Beginning with this assumption then, I would like to identify some of the consumer needs we have experienced working with our clients at Mi Casa:

1. Despite the fact that most of the current direction

for JTPA funding appears to be towards education and training, the overwhelming need and demand of most of the adult clients in the JTPA system is immediate employment. These clients have immediate financial needs which must be addressed. Most are not eligible for AFDC because they are not single parents with children under 18. They are single men, single women with no children, displaced homemakers with children over 18, women who do not have their children with them, or they are part of the working poor who are desperately trying to stay off of AFDC. These customers are not asking for schooling, they are asking for employment. They do not have the financial support to go to school for 3 months let alone 2 years. If we are going to identify education and training as the primary solution we are going to have to find ways to pay for the living expenses of many individuals not now being supported by the system.

2. Many of the customers identified above do not have the education or training they need because they were not successful in school in the first place. Many had very negative experiences that left them feeling they did not have the ability to make it in an educational setting. To place them in a traditional educational setting, is to set them up for failure. We must not only work to change their attitudes but we must seek new, innovative ways to educate this population.

3. Most customers who are eligible for J.T.P.A. assistance need more than skills training if they are going to become self sufficient over the long term. Our clients have significant barriers which include environmental issues, personal issues, and

self esteem issues, in addition to a lack of meaningful work experience. These barriers are such that, if left unaddressed, even with recently acquired skills, many will have trouble finding, and keeping employment at a self sufficient wage. In this competitive job market our customers are competing with individuals with the same or better skills, more experience, and a level of education that often exceeds the job requirements.

4. If J.T.P.A. clients are to become successful they need support to address these issues within an empowering environment. It is my opinion that, for the most part, a governmental entity cannot provide this kind of empowering support. Governmental agencies are inherently not customer driven because they are mandated by law to focus first on client eligibility and programatic requirements. The practice of providing financial assistance, telling the customer what they can and cannot do, and then monitoring that customer to make sure they are doing it is a paternalistic approach that either fosters the very dependency we are trying to break, or fosters self destructive rebellion. Through providing services that are located and supported by the community they serve, community based organizations are in a unique position to provide a bridge between dependence on the system and economic independence.

In conclusion, although the idea of streamlining a system by centralizing its services may appeal to both the taxpayers and legislators, a customer driven system must first of all be designed to meet the needs of its' customers. The customers in

our system have a variety of needs that require a variety of services to meet these needs. A centralized governmental entity, serving a large number of individuals, will require an assembly line approach to services. I strongly encourage that we implement a system with a variety of ways to access services, with a variety of options that are designed to meet the various needs of our customers.

Statement by Robert Greene, Representative from the AFL-CIO, to the Job Training 2000 Public Forum on training needs of dislocated workers.

I appreciate this opportunity to present some of the concerns of the Colorado AFL-CIO on issues relating to the needs of dislocated workers in Colorado.

I am also enclosing with my remarks statements and case scenarios from dislocated workers who have tried to access the EDWAA system for services, but have been unable to receive the necessary assistance.

Plant closing and mass layoffs have threatened the jobs of thousands of Colorado workers. The Colorado AFL-CIO Employment and Training Office has been assisting Colorado's dislocated workers find secure, well-paid jobs. People who have spent most of their working lives in a single plant are seldom prepared to look for different work. Frequently, the workers' skills are not transferable to, or required, in a different job.

Stress and disillusionment are natural reactions immediately after workers lose their jobs. But these reactions get much worse as unemployment stretches out and job prospects seem dismal.

Dislocated workers need personal help in coping with their job loss. They need emotional support and counseling, during this period of upheaval in their personal lives.

Educational and training programs must be designed to help laid-off workers get the skills required for jobs at, or close to, their previous wages. Some workers need instruction in reading and math. They need to get high school equivalency certificates, or associate or bachelor degrees. A high school diploma, and increasingly, a college degree, are often minimum requirements for many new jobs.

Programs for dislocated workers should also provide skills training for new occupations. This should include classroom training, on-the-job training, or degree work at a local community college or university.

Job placement assistance is, of course, a key to reentering the work force, but

workers must first focus on building skills in demand.

One strategy that must be continually developed is the early intervention strategy, which should include advance detection of impending layoffs, on-site contact with employers and employee representatives, economic development assistance in averting closures, and replacing job loss. The best method of delivering early intervention services is through the development of Labor/Management Committees, at the earliest possible time and as far in advance of the layoff as possible.

I would like to mention three major issues I see with EDWAA:

- 1) The statewide rapid response activities should be kept separate from the Sub-State Area function, but should be linked with a strong coordination agreement between the Governor's Job Training Office, the Sub-State Areas, Colorado Department of Labor and Employment, and other service providers.
- 2) The statewide rapid response program referring dislocated workers to 10 different Sub-State Areas with ten different types of services or programs, ten different applications, resulting in clients not receiving the same or equivalent services.
- 3) Lack of funding. Colorado received 18 to 20% less EDWAA funds for PY92, resulting in the Sub-State Areas having committed all of their EDWAA funds six months into the program year.

#### **RECOMMENDATION**

The Governor's Job Training Office and the State Job Training Coordinating Council should develop a standardized application form, and an MIS system that would facilitate the dislocated worker. (Sometimes it appears that we are a MIS-driven system, instead of a service-driven system.) Establish guidelines that require all the Sub-State Areas to provide the same or equivalent EDWAA services.

Congress needs to be encouraged to include funding for this very important

employment and training program.

The establishment of a combined Sub-State Area Dislocated Worker Resource Center, (Denver Metro Area), with a separate Rapid Response Program that provides early intervention activities, so workers can take full advantage of their unemployment benefits for income support when in training or when receiving other EDWAA services. The Rapid Response Program would refer EDWAA participants to the Center for services.

Whatever structure is set up should require and encourage coordination and cooperation between all service providers.

Thank you.

opeiu #5

afl-cio



November 12, 1992

Carmella Dicker  
Colorado AFL-CIO  
360 Acoma Street  
Denver, CO. 80223

Dear Ms. Dicker:

This letter is an endorsement and a thank you to the Colorado AFL-CIO, Employment and Training Program. During my ongoing trials and tribulations of seeking employment over the last two years your office has been the only organization which has held out its hand to assist me, the only office which did not say there's nothing we can do for you.

To better understand my situation and what has happened to me over the last few years I'd like to give you a brief history of my career. In 1972 at the age of twenty, I graduated from college and decided on a career in Banking and by 1976 had been promoted to Vice-President. In 1979 I moved to Denver from Florida and became the Credit Manager for a local wholesale firm, in 1983 I had the opportunity to join Honeywell TID as the senior credit administrator. While with Honeywell I was promoted several times and by 1989 was the supervisor of both the Accounts receivable and accounts payable departments.

I give you this brief history simply to document that up to this point in my life I had what I consider to be a successful career. Then in June of 1990, at the very moment that the economy began what has been called a downturn, I was included in the layoff statistics that at my particular division has now claimed over 800 casualties. It seems that everyone I know is unemployed or has left the area.


I left Honeywell with no animosity and believed my first experience with the unemployment line would be but a brief if not nonexistent footnote in my resume. That was two years ago and during this time I have never felt more like the forgotten person then each time I visit the State Unemployment Offices. I am sure that they would like to help me but to date other than rewriting my resume some fifty times they have provided little if any assistance in my job search.

Even the Federal Government has not provided me with any service, my unemployment benefits had expired prior to the extension of jobless benefits being signed into law, thus disqualifying me from participation. I would like to say however that I have not lost my pride and have not asked for welfare, food stamps or any other such program. I stay alive by doing any odd job that I can find, usually earning less in a week than I used to earn in a day.

The above describes my situation, I am educated, experienced, honest and willing to work. I had been involved in my children's schools, paid my taxes and been what I considered to be a good citizen, until I was laid off, then I became a statistic, a forgotten man, until your offices reached out to help me. After two years of knocking on doors, of people saying I haven't got time right now, call me next month, or the dreaded lets redo your resume, your office actually said, "come in let me help you."

While unfortunately I am still looking for work it is an immeasurable benefit to me to know that someone cares and is willing to help me, that there is someone who has a plan and a program of action to assist me. I know that my situation will not go on forever but what will go on forever is my appreciation for the assistance and support you have provided me.

Sincerely,



M. S. Massey



# COLORADO AFL-CIO

EMPLOYMENT AND TRAINING COORDINATOR

105 DENVER LABOR CENTER • 360 ACOMA STREET • DENVER, COLORADO 80223 • PHONE 303/698-1922

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AREA OFFICES

Colorado Springs  
80903  
416 W. Pikes Peak Avenue  
(719) 635-4611

Grand Junction  
81501  
200 Grand Avenue  
Suite 320  
(303) 241-0709

Pueblo  
81004  
P.O. Box 2070  
1414 East Evans  
(719) 561-0730

Apprentice Outreach  
360 Acoma Street No. 207  
Denver, Colorado 80223  
(303) 698-0601

## MEMORANDUM

To: Ken DeBey, Director  
From: Suzy Farrell, Area Coordinator  
Date: November 17, 1992

This is in response to your request for information for the public hearings to be held in Colorado Springs this week.

### Dennis Hill - Arapahoe County SDA

In April 1990, Mr. Hill was in an Unemployment Survival Workshop at Aspen Airways. Mr. Hill was referred to Arapahoe County Service Delivery Area for services.

He spent the entire summer going through all of their workshops, always requesting training. They never would acknowledge acceptance or rejection of his request. His specific request was for a program that was funded through CCCOES at Red Rocks Community College, and would have cost the SDA no money.

Still, Mr. Hill could not obtain a referral to this other training program.

The concern is that staff have better referral system and coordination of services.

### Labor/Management Committees

This statement is in support of Labor/Management Committees, especially for the State of Colorado employees. Due to the new regulations for "most in need," it is our concern that many needy dislocated workers will not be served in the regular process if they were not served through a Labor/Management Committee.

Some examples of this would be the U.I. Tax Auditors, Division Director and Assistant Director of the Colorado Law Enforcement Training Academy. Many of the most-in-need policies throughout the sub-state areas do not take into account these special needs.

SF/mhm  
opeiu #5  
afl-cio



NOTE: Fashion Bar and Telecheck are closures and Martine Marietta is a documented Mass Lay-off--both relatively easy to establish documentation.

Mr. William D. Davis  
238-84-7838 Lay off from Fashion Bar

Several letters on file with Governor's Job Training Office from Mr. Davis. He went through intake and orientation, completed an application (from Fashion Bar, a closure) and was told to research a training program. This was through an SSA in SE Denver; eventually, they told him they could not serve him. He found GJTO on his own and was referred to a large metro-Denver SDA. Again, he went through their intake session and was put-off for almost two months. In frustration, he contacted the Rapid Response team. At this time, again, paperwork was completed but within one week Mr. Davis was approved under a discretionary grant for training. However, he was not eligible for the UI Emergency extension and felt he could not attend school without the weekly benefit. He has sold many of his belongings, and is what we call a "Couch person"--no permanent address, staying on friends' couches while he looks for work.

Mr. Franklin Hagey  
478-62-2243 Lay off from Martin Marietta

Mr. Hagey is a non-degreed engineer from Martin Marietta. He vigorously pursued services, both through Martin's out-placement center and the SSA in SE metro Denver. He was ultimately told that all they could do for him was train him to fill out an SF-171 (Federal application).

Mr. Franco Amoroso  
466-47-3183 Lay off from Telecheck

Mr. Amoroso patiently waited after going through intake and orientation at the metro-Denver SSA. He was told by the case manager that he was approved, definitely, for training dollars to get his CNE, if he had some way of paying for the balance. He was referred to Rapid Response, at which time we approved the balance with discretionary money. We immediately completed the paperwork (same day) and sent a letter to the school of the approval. MOET had several steps--counselors apparently meet once a week to discuss approvals. In the mean time, Mr. Amoroso continued to look for work. He landed a job--based on the training he had been approved for. When MOET found he had a job lined up, they denied him, even though the training was approved before and he was hired based on his training.

Ms. Linda Froemke  
389-64-3155 Lay off from oil and gas industry (twice)

Dislocated twice from the oil and gas industry in the last five years. She took an asbestos abatement class on her own in an effort to land a project management job in environmental--not to wear the space suit and clean up. MOET determined her ineligible under the asbestos abatement--not unlikely to return under her oil and gas and refused to serve. She was requesting

To: Ken DeBey

From: Mike Guagliardo

Subject: JTPA (EDWAAA) problems

1           I had they opportunity to speak to a retired steelworker by  
2   the name of Joyce Krizman and about her experiences dealing with  
3   Pueblo County Job Training.

4           Ms. Krizman was recruited by the C.F. & I. Retiree Program  
5   in July of 1989. She had been forced by C.F. & I. to retiree.  
6   Ms. Krizman who was 51 years old, wanted to go to school and  
7   start a new career.

8           Matt Peulen and Ted Lopez had set up a special orientation  
9   for approximately 40 retirees with Pueblo County Job Training.  
10   This was after meeting with myself, John Kent, director, about  
11   the availability of funds to provide services to those retirees  
12   who wanted to participate in the program. We were assured, by  
13   Kent, that there was plenty of money to help those participant.  
14   At this meeting was Cheryl Neumister, who was put in charge by  
15   Kent to deal with the retiree program.

16           The orientation was set for August of 1989 at Pueblo County  
17   Job training offices at 701 N. Court. Ms. Neumister started the  
18   orientation with the statement that there were no funds to serve  
19   you people. All the money will be used to serve displaced  
20   homemaker and people like that, and not people who have worked  
21   all their life and were forced to retire.

22           At this point Ms. Krizman stated that about 10 of the people  
23   got up and walked out, and the rest were wondering why in the  
24   world did they have us come down here.

1           Ms. Neumister then informed the remaining people that she  
2 would need all their financial information, such as savings, bank  
3 account, etc., if they want to become involved with Pueblo County  
4 Job Training.

5           This goes against what was agreed to by Kent, myself, Peulen  
6 and Lopez at the meeting mention above. We agreed that the  
7 retiree's financial status would not be reviewed by PCJT because  
8 it was irrelevant to their eligibility under Title III. Kent was  
9 informed that most of the retirees would not share their  
10 financial information with PCJT, and if they (PCJT) insisted, it  
11 would block participation by those people.

12           Ms. Neumister closed the orientation by stating those who  
13 are still interested can make an appointment with her. Several  
14 raised their hand to do so including Ms. Krizman, Neumister told  
15 them that she forgot her appointment book. A retiree asked her,  
16 what was the telephone number they could call to make the  
17 appointment. Her response was I can't remember the number.

18           Ms. Krizman is still upset about what happened some three  
19 years ago and feels that the retirees were caught in some sort of  
20 numbers game by Pueblo County Job Training.

21           We held a meeting with Kent after this orientation. He felt  
22 that this was just a miscommunication between Peulen, Lopez and  
23 Neumister.

24           It appears that Pueblo County Job Training did every thing  
25 in its power to keep down if not totally eliminate any  
26 participation by eligible retirees from C.F. & I.

8160 Piute Road Sp 88  
Colorado Springs, Co. 80926  
November 16, 1992

TO WHOM IT MAY CONCERN


I was laid off at Fort Carson, CO on January 31, 1992 due to the lack of funds. I was a temporary employee, working at the Ammunition Supply Point. I was in the first group of employees to be laid off from work.

I was told in the briefing that we were given that I could get help from the Job Training Partnership Act and Program. When I went to apply with JTPA, I was told that I was a temporary employee and they could not help me, and that I had to have been a permanent employee before JTPA could help.

After getting such a run around at the JTPA office by the man in charge, I felt that it would be better if I waited to enroll in this program. After finding what they had done to my friend, I just would not even try to use this program.

I found that the effort in getting into this program would cost more than it was worth in the long run.

Respectfully yours,

  
Edwin A. Halderman



REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
HEADQUARTERS, FORT CARSON  
AND  
HEADQUARTERS, 4TH INFANTRY DIVISION (MECHANIZED)  
FORT CARSON, COLORADO 80913-5000

January 29, 1992

Directorate of Logistics

The Workers Adjustment Program  
416 W. Pikes Peak Avenue  
Colorado Springs, Colorado 80905

Dear Sirs:

The following temporary/intermittent personnel will be terminated on January 31, 1992, due to budgetary constraints:

	HIKE DATE*		HIKE DATE*
Ronald D. Renville	2-13-89	William Vanheemsbergen	7-10-91
Pablo J. Jacquez	12-27-90	Edward P. Pacheco	5-30-89
✓ Edwin A. Halderman	6-5-89	Gerald D. Shaw	5-15-89
Barney L. Rohrer	5-1-89	Harrison Tompkins	12-4-89
Jesse J. Tageant	5-1-89	Leon E. Austin	11-27-89
Carl Thompson	7-15-91	Crystal J. Martin	5-20-91
Kenneth Davis	7-29-91	Shawna Alvarez	4-15-91
James Glover	7-3-89	Roy Chaney	12-4-89
William Clayborne	10-29-90	Regina L. Di Tullio	6-17-91
Francisco Perez	2-6-89	Zachary T. Waller	5-1-89
Carol Hitz	5-8-89	Marcelino Duran	11-18-85
Ronald E. Cochran	5-27-86	Leola A. Anderson	2-11-91
Frank W. Mangus	5-15-89	Dale E. Ballenger	5-8-89
Edward C. Ortiz	2-23-87	Ernest P. Everett	8-7-89
James Hanson	1-16-91	Richard J. Kramer	7-24-89

Request your assistance in obtaining employment for these individuals.

The Directorate of Logistics point of contact is Mr. John Radej, phone 579-2626.

Sincerely,

*John K. Duggan*  
Philip A. Weber  
Lieutenant Colonel, U.S. Army  
Director of Logistics

\* 2-26-92 per Vance Valen, FC CDO

COLORADO DEPARTMENT OF LABOR AND EMPLOYMENT  
DIVISION OF EMPLOYMENT AND TRAINING  
P.O. Box 1730, Denver, Colorado 80201-1730  
(303) 861-5515 (Denver metro area or outside Colorado)  
1-800 388-5515 (Outside metro area)

DATE MAILED

02/27/92

Route  
to  
T

# MONETARY DETERMINATION OF UNEMPLOYMENT INSURANCE BENEFITS

**IMPORTANT:** Earnings reported below will affect your benefits. If you have any questions, call the appropriate telephone number above. Keep this document for your records.

HALDERMAN/EDWIN A  
8160 PIUTE ROAD #88  
COLO SPRINGS CO 80926

**DO NOT RETURN THIS FORM,  
IF WAGES ARE CORRECT**

Examine this notice carefully. Be sure that it includes all employers and wages during the quarters shown. If employers or wages are missing or incorrect, complete the reverse side of this form to request a correction of wages and mail this form to: DIVISION OF EMPLOYMENT AND TRAINING, REDETERMINATION UNIT, 639 E. 18TH AVENUE, DENVER, CO 80203-1483.

1. SOCIAL SECURITY NUMBER	2. MONETARILY ELIGIBLE	3. WEEKLY BENEFIT AMOUNT	4. MAXIMUM PAYABLE	5. BENEFIT YEAR END
585-24-1150	YES	211.00	5,486.00	01/30/93

6. EMPLOYER NAME	7. BASE PERIOD WAGES				8. TOTAL
	OCT-DEC 90	JAN-MAR 91	APR-JUN 91	JUL-SEP 91	
PIKES PEAK CH 34 IK WALT 308362006	1,005.10	0.00	0.00	0.00	1,005.10
COMMANDER DEPT OF THE AR 252422007	4,276.56	3,181.22	3,518.86	3,949.75	14,926.39
B. G. MAINTENANCE MGMT OF 202703008	0.00	0.00	0.00	1,701.00	1,701.00
Unemployment benefits are subject to state and federal income taxes. These taxes will not be withheld from your benefits.				9. TOTAL ALL EMPLOYERS	\$17632.49

- \* Being monetarily eligible does not automatically mean that you will receive benefits. If you left any employment during the last 15 to 18 months for any other reason than lack of work, you could be penalized. If you are not able and available for work, your claim could be disallowed until you become able and available. If you are penalized, or your claim disallowed, you will be notified. If benefits are paid erroneously, or if a decision to pay you is reversed, you must repay the Division of Employment and Training all monies paid in error.

An "S" after the employer's name indicates seasonal wages which may be used to pay benefits only during the employer's seasonal period. A "C" indicates both seasonal and non-seasonal wages; these may be used to pay benefits regardless of the season.

If you have filed a Federal, Military or Combined Wage Claim or requested a change in wages when you filed your claim, these may not be included on this determination. Continue to mail your bi-weekly claim forms. You will be notified of any changes in your monetary eligibility.



REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
HEADQUARTERS, FORT CARSON  
AND  
HEADQUARTERS, 4TH INFANTRY DIVISION (MECHANIZED)  
FORT CARSON, COLORADO 80913-5000

February 10, 1992

Directorate of Logistics

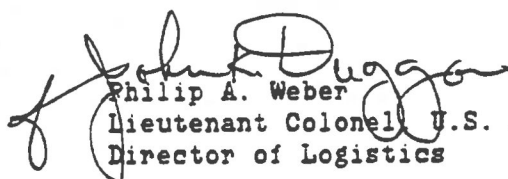
The Workers Adjustment Program  
416 W. Pikes Peak Avenue  
Colorado Springs, Colorado 80905

Dear Sirs:

This is to certify that some of the temporary/intermittent personnel that were terminated on January 31, 1992 were employed in excess of eight years.

The Directorate of Logistics point of contact is Mr. John Radej; phone 579-2626.

Sincerely,

  
Philip A. Weber  
Lieutenant Colonel U.S. Army  
Director of Logistics

# MEMO

## City of Colorado Springs - Industrial Training Division

Date: February 28, 1992

To: [REDACTED]  
Ed Raye  
Tom Gross  
Elizabeth Gonzalez  
Cathy Gonzalez  
Marie Parker  
Don Snowden

From: Mike St. Clair

Subject: EDWAA Eligibility - Recent Ft. Carson Layoff

Attached is a Letter from Philip A. Weber, Director of Logistics for the 4th Infantry Division at Ft. Carson. This letter indicates that thirty people have been notified that they will be laid off due to budgetary conditions on January 31, 1992. Although these persons were hired on a temporary/intermittent basis, many have worked for several years as their employment agreement was extended time after time. The hand written hire dates were furnished to Debbie Strong by the Ft. Carson Civilian Personnel Office.

After reviewing this situation, I believe that these persons should be considered eligible for EDWAA/Dislocated Worker Services:

- o Eligibility Category C  
Layoff/Unemployment Insurance/Unlikely to Return

Individuals named on this list seeking assistance from EDWAA should be prepared to furnish documentation from the Colorado Unemployment Insurance Division that they are monetarily eligible for unemployment insurance. The attached letter serves as sufficient documentation that they were laid off. From Colorado's EDWAA Eligibility Handbook, we will consider them as unlikely to return under the category of "Local Layoff Impact" since thirty people were laid off at one time.

Please contact me if you have any questions.

The Resource Center, as an umbrella institution, administers a number of human services, job training, and educational programs that could not operate as efficiently on their own. In more than 90% of the cases, the community has brought programs to us because the need for a strong administrative entity was paramount. One of the best features of an umbrella-type human service system is the fact that program staff can concentrate totally on providing the best possible service to clients, while leaving the accounting, management, and financial worries to administrative staff. This allows program staff the opportunity to spend more time with clients, and more time planning and implementing innovative methods for service to the community.

The Resource Center provides updated technology for those programs within its umbrella, such as the latest in computer network systems and software programs, state of the art telephone voice mail, central reception, the services of a certified public accountant on staff, and greatly increased opportunities for staff training and development. In addition, a centralized executive director and board of directors set policies and procedures for eight large programs rather than needing the same for each of eight programs if they operated alone. Employee benefits are greatly enhanced within a larger organization that would ever be possible if each program tried to stand on its own.

One of the key factors for success of The Resource Center is the early intervention in an accessible manner before client problems become too magnified and too many. Through this early intervention, the ability of high risk individuals and families to resolve their own problems through a variety of human service programs is increased. A neighborhood-based Center improves the outcomes and facilitates improved functioning of at-risk populations by offering information and services in a non-stigmatized environment.

EMILY GRIFFITH OPPORTUNITY SCHOOL  
1250 Welton Street, Denver, Colorado 80204  
Dr. Mary Ann Parthum, Principal  
Telephone: (303) 575-4720

**BARRIERS TO SKILL TRAINING FOR REFUGEES  
AND OTHER LIMITED ENGLISH PROFICIENT IN COLORADO**

**NEEDS:** To provide resources and expand access to training for REFUGEES and other Limited English Proficient in Colorado.

**Numbers of Limited English Proficient**

- Growth in non-native English speakers in Colorado  
From 1980 to 1990 the number of non-native speakers in Colorado grew by 13.9% to 320,631 total. (U.S. Census 1990)
- Growth in Spanish-speakers in Colorado  
From 1980 to 1990 the number of Spanish speakers in Colorado grew by 16.6%. In Denver alone there are 51,641 individuals whose native language is Spanish. (U.S. Census 1990)

**Needs of the Limited English Proficient:**

A 1992 Colorado Refugee Service study on newly legalized immigrants (INCO/SLIAG) revealed:

- Educational Needs:  
Average level of education is 5.8 years.  
75% report they have trouble communicating in English  
93% could not read a sentence in English at the 6th grade level
- Economic Needs  
22% have incomes of less than \$10,000  
55% report they need further education and training to meet their occupational goals  
75% are in poverty. (Colorado Department of Education Study of Amnesty program participants in 1990)

**BARRIERS:** Until recently, refugees were provided governmental services, such as public assistance and health services for twelve months. Within the first year they are expected to become self-sufficient. Educational assistance for employability skill training is limited to those who can enroll in Pell eligible programs of 600 hours or more and attend school at least 15 hours per week. The lag time in qualifying for and receiving this support can be as long as three months. Refugees must reside in the state for one year to qualify for in-state tuition.

Beginning November 1992, refugee resettlement agencies are expected to meet a quota of 60% employment placement within the first six, rather than twelve months. We are particularly concerned about the fear and depression reports we receive on the helplessness of refugees that could be eased with better timing and coordination of educational assistance. Better timing and support would contribute to family stability and economic self-sufficiency.

#### **RECOMMENDATIONS:**

1. The Governor's Job Training Office should fund a sizeable renewable Request for Proposals for Skill/Vocational English Training for the Limited English Proficient to meet imminent needs of refugees currently present in the state and those to follow. The goal of this project is to fund programs which provide LEP trainees with:

- marketable occupational skills that enable participants to compete in the labor market upon completion of training
- English and cultural skills necessary to work in English speaking environments
- ongoing support for upgrading language proficiency and occupational skills

2. The Colorado legislature should enact legislation enabling refugees, who are "people without a country" to qualify for "in-state tuition" for easier immediate access to established educational institutions. (Minnesota affords refugees in-state tuition if they have not previously resided in another state. There may be others)

- Attached is a suggested resolution for further consideration.

Emily Griffith Opportunity School has a 75-year history and an international reputation for assisting refugees and immigrants from over 50 countries with English-as-a-Second Language and vocational skill development in the programs offered at the school. It is an ongoing challenge to assist funding agencies to acquire the maximum amount of education and training for their resources. We are dedicated to providing the most cost-effective services possible to provide our potential new citizens with the educational assistance they deserve to become contributing citizens in the economy.

**RESOLUTION: IN-STATE TUITION STATUS FOR REFUGEES**

WHEREAS, a refugee "is a person. . . who is unable to return to his/her country because of persecution" and therefore can be considered stateless in that he/she has never domiciled in any other state in the United States,

WHEREAS, it is projected that there will continue to be large numbers of refugees arriving in Colorado throughout the 1990's,

WHEREAS, the mandate in the Federal Refugee Act of 1980 encourages refugees to be self-sufficient within twelve months after arriving in the United States,

WHEREAS, many refugees are in need of vocational training in order to be self-sufficient,

WHEREAS, refugees qualify for other state and local governmental services such as public assistance through the Department of Social Services and health services through the Department of Health,

WHEREAS, the current Colorado Revised Statutes (23-7-102 (5)) require that individuals must be domiciled in Colorado for 12 or more continuous months prior to enrolling in higher education classes in order to qualify for in-state tuition,

WHEREAS, a precedent has been set to make exemptions to the "tuition law" for military personnel and Olympic athletes,

THEREFORE, BE IT RESOLVED, that: the Colorado Revised Statutes (23-7-102) be revised to classify refugees as "in-state" students at the time at which they arrive in Colorado.



**DENVER PUBLIC SCHOOLS  
EMILY GRIFFITH OPPORTUNITY SCHOOL (EGOS)  
1250 Welton Street, Denver, Colorado 80204  
Khoa Vu Nguyen, M.S.W. (Administrative Intern)  
Certified School Social Worker/Psychotherapist**

**PURSUING THE POTENTIAL FOR  
FINANCIAL SUPPORT FOR EDUCATIONAL SERVICES FOR REFUGEES**

Majority of Refugees: (Major refugee group represented)  
VIETNAMESE, RUSSIAN, ETHIOPIAN

I interviewed students in the English as a Second Language (ESOL) classes at Emily Griffith Opportunity School (EGOS) to get a better understanding and learn the deficits as the Vietnamese students perceive them. Below is a composite of what I learned from the interviews.

Resettlement efforts involving refugees/immigrants and their influx into the American schools have been frequently marked by case management break-ups and misunderstandings caused by the lack of awareness of local and federal agencies, and individuals. What is involved is a twofold fact: a "culture shock" for the Vietnamese students on the one hand and a lack of Americans and social institutions on the other hand. These two aspects are intertwined and account for most of the failure of smooth resettlement. Success cannot be achieved if either aspect is ignored!

The impact of the inevitable culture shock on refugees is aggravated by the fact that there is not enough funding support for ESOL and vocational programs, and lack of Vietnamese advocacy in Colorado. The Vietnamese students are hampered in finding help because they lack the essential foundation as a new citizen in the American country.

As a Vietnamese-born resident of the United States for 17 years, I have a variety of educational and professional social work experience in Denver, Colorado. I quickly became aware of a great number of problems facing the resettlement of the Vietnamese.

Religion and religious philosophies play a very important role in influencing the Vietnamese culture. The Vietnamese system of values does not place great emphasis on material well being or monetary success per se. In the Vietnamese tradition, hard work, wealth, and possessions are recognized as merits, not values as such. Rather, the values which are highly esteemed are based on four broad categories of consideration: spirituality, education, family, and humanism.

A second type of values is established on knowing the basics of education. By and large being educated is held in high esteem by the Vietnamese whether they are rich or poor, educated or illiterate, urban or rural, sophisticated or unsophisticated. Education has always been one of the main concerns of Vietnamese people. By tradition, learning and knowledge are held in great respect.

During my brief informal observations and interviews with EGOS Vietnamese students, they expressed that they feel highly respected by the EGOS staff. The Vietnamese students at EGOS have tremendous difficulty adjusting to a totally new

educational system and the country's environment. The other refugee groups also have the same concerns.

The refugee students have learned they will spend less time in the ESOL classroom due to the funding cuts. Also, the first week of November 1992, refugee resettlement agencies are expected to meet a quota of 60% employment placement within the first six months instead of the present twelve months. The Vietnamese students are worried about the future of their education and their employment possibilities. They are now having a difficult time concentrating on their learning. The level of their frustration and depression is high due to the language barrier, and their not being able to speak English has been one of the major obstacles for the Vietnamese emigrant's resettlement in the U.S. These maladies will continue, especially for those middle-aged or older. English is a difficult language for the Vietnamese to learn. Many letter sounds and vowels or sentence structure very trying for Vietnamese learners. The resettlement process will never be completely successful until this formidable language barrier is overcome.

The EGOS provides a great opportunity for Vietnamese students to practice the communicative and social language skills which will prepare them for the workplace. The students I interviewed said they feel very comfortable at EGOS.

If future funding becomes available from the government or other sources, the Vietnamese students will have the opportunity to continue to learn the English language. I believe they will be able to more quickly make a valuable contribution to American society in becoming gainfully employed and members of American communities.

The refugee students at EGOS would like to:

1. have extended English classes up to one year period, and more hours.
2. take the advantage of the vocational program because these programs are shorter than community colleges.
3. have tuition-free to complete vocational programs if they live outside of the Denver area.
4. have Colorado residency status for financial aid.
5. understand more about careers/jobs

Now that the recent Vietnamese emigrants have been in Colorado for a year or less, verbal reports indicate that although they are resettling quietly in various parts of the state, they are all still fighting five difficult problems: unemployment, underemployment, weather, loneliness, the language barrier, and adjustment to a new culture. Of the adolescents who come to this country without families, relatives, friends, and guidance, quite a few become troublesome cases for the case workers and American authorities. The absence of their parents or lack of support make the situation more difficult.

November, 1992

Dr. Don Richardson, Executive Director, Colorado State Council on Vocational Education

Use of postsecondary vocational funds:

The proposal President Bush submitted to Congress for Job Training 2000 places all responsibility for planning, overseeing, and providing funding for many non-degree vocational training programs with Private Industry Councils. It is my concern that this would be a tremendous duplication since community college and area vocational schools already perform the activity of planning such programs. These programs are currently under the jurisdiction of the State Board for Community Colleges and Occupational Education through the Colorado Community Colleges and Occupational Education System. A portion of the funding for the majority of these programs is also provided through funds administered by the State Board for Community Colleges and Occupational Education.

It is my belief that there is continual progress being made between the JTPA and Vocational Education delivery system to coordinate on matters such as those proposed in Job Training 2000. I would encourage all individuals connected with JTPA to work with their congressional representatives to see that this provision is eliminated if Congress decides to continue its work on the legislation as introduced by President Bush.



Job Training 2000  
Public Forum Presentation Outline

<u>NAME</u>	<u>TITLE</u>	<u>ORGANIZATION</u>
Walter J. Speckman	Executive Director	Weld County Division of Human Resources

TOPIC: Coordinating human service programs for effective implementation

The following are the key points to be covered in the public forum.

1. Services to clients are only provided at the local level.
2. The Weld County Division of Human Resources is a coordinated delivery system implementing a broad spectrum of programs as demonstrated in the attached chart.
3. The local level (service level) has coordinated delivery of services and tight resources will enhance the existing level of coordination. Noted exception are State controlled local agencies, i.e. like Job Services and Department of Social Services where staffing concerns will override service delivery.
4. Federal and state government, by their structure force locals from coordinated, integrated, and/or merged delivery systems at the local level.
5. Job Training 2000 is dead on arrival. The environment is:
  1. Clinton Administration and Congress economic stimulus and tight budgets
  2. Passage of Amendments #1, #6, and #8 and thier impact in Colorado
  3. Colorado legislature and government

The national budget will probably not provide sufficient dollars to overcome the Colorado Amendments. Resources will be tight. There will be a premium on delivery of programs with

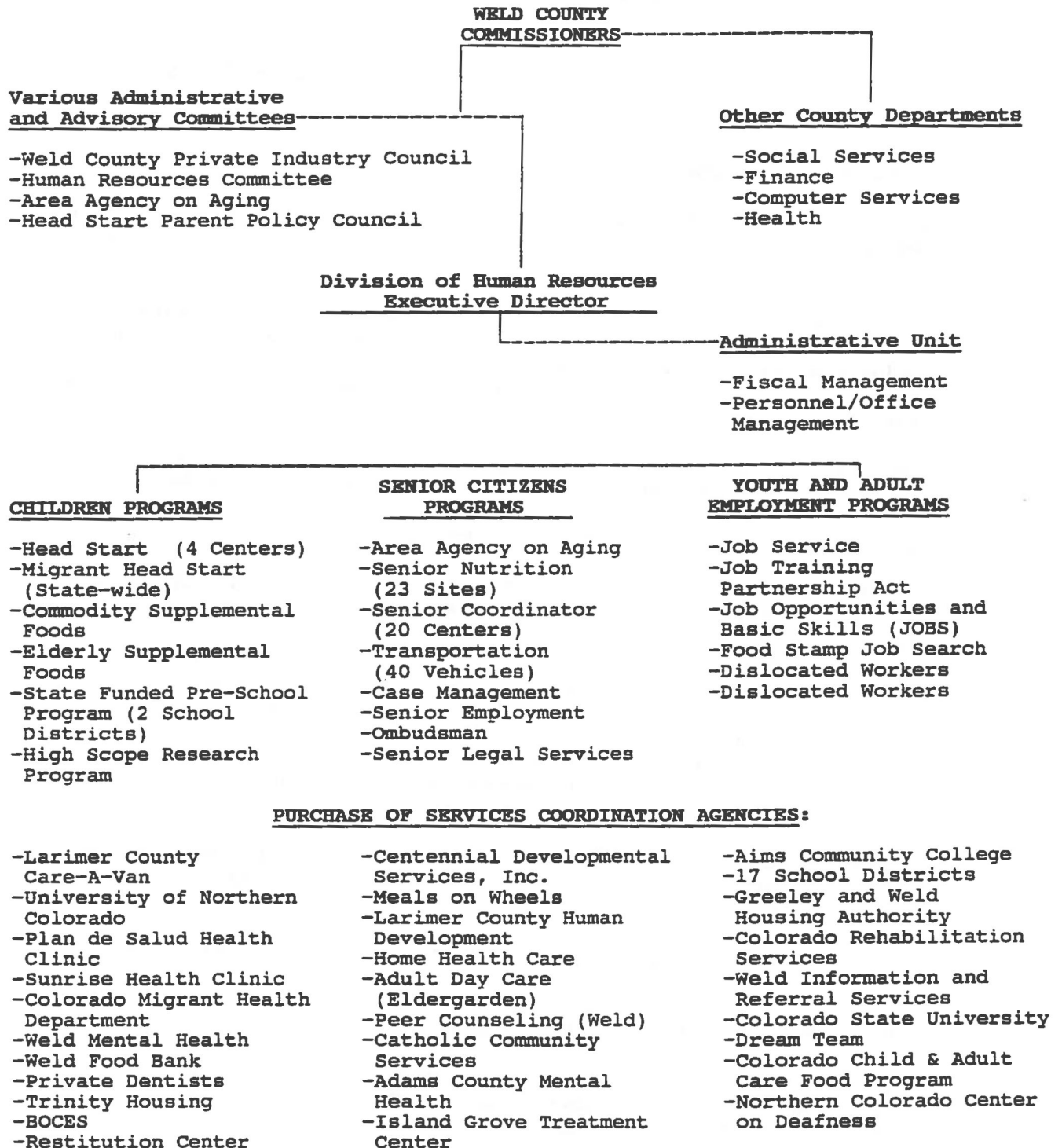
- A. Creativity - new solutions
- B. Flexibility to quickly adjust (to change)
- C. Political Acceptance (reality check)

6. As resources shrink, state agencies have traditionally cut back services to clients to prevent loss of state FTE. Examples are the WIN Program and AFDC-UP program.

The service level (local) may be reduced to service state staffing needs.

7. Elected officials and Advisory Committees will be put in the middle of battles to determine who gets what on an issue by issue basis.
8. Policy decisions by federal and state agencies need to encourage local involvement and provide the flexibility to deliver programs at the local level to maximize available resources.

**WELD COUNTY DIVISION OF HUMAN RESOURCES  
ORGANIZATION CHART**



# EVALUATION



## JOB TRAINING 2000 CONFERENCE

### EVALUATION SUMMARY

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1. What was the most valuable session(s) in the conference and why?

- Public Hearing  
Michael Schneider  
Joe Donlon
- Group had a chance to talk with other programs and their needs.
- Group focus reports very interesting.
- The focus groups were very good. I felt that we had an opportunity to give input to the system and how it will be changed.
- All sessions were valuable. One-stop shopping was very thought provoking and a lot of new ideas represented.
- Wednesday - Public comments.  
Wednesday & Thursday - Subgroups for HRTC and large group for subgroup explanation.
- Everything was good. The Focus groups gave us an opportunity to discuss and suggest the directions Job Training should take.
- Focus Groups.
- Focus groups on Human Resources Investment Council.
- The recap, because this was my first day here.
- State restructuring plan.
- The focus group. It required a diverse group of people to put aside their individual attitudes and work for the bottom line the client, i.e., customer, etc. in their best interest to promote self sufficiency.
- The Focus Groups - These provided the opportunity to see first-hand many aspects of some critical issues. Also they showed us to be a pro-active part of the system and, hopefully, a path to some solutions.
- Public hearing session. Reinforced why jobs are so important. Opened my eyes to things I didn't think about, things I took for granted.
- No one thing most important. All things were valuable to me because they helped me understand what is going on conceptually in the employment and training arena. The JTPA amendments were clearly explained as well as how they will impact local JTPA programs.
- The Focus Groups.
  - Breadth of people involved in formulating recommendations, really form of "local input".
  - The facilitator and their approaches.
- Focus Groups
- Public Forum and my focus group - one-stop shopping.

- The Focus Groups. People came together to share ideas on common problems and how they can be approached to better the system.
- All the sessions were good, but I really enjoyed The Public Hearings as they gave me a better insight and understanding of programs, what they are, who they provide services to, etc..
- Focus Group activity.
- Reports of the Focus Groups. Provided an overview of where the participants believe Colorado's Employment/ Training should be transitioned to.
- Breaks out utilizing nominal process and subsequent group presentations in plenary sessions.
- Opportunity to work in small groups.
- The Focus Groups. Difficult, forward looking issues were addressed with equally forward looking results.
- Kent Jackson (facilitator) Group -very well done-. Also information on Colorado Job Training Partnership.

2. Did you gain any new or useful information:

- Handouts will be useful.
- That each Department is aware that change is needed to be able to provide services in the future.
- Appreciated information from Mr. Donlon and his staff re: Direction for Future. Will share with my bosses.
- Yes. All of this was useful information.
- Yes! Exchange of ideas is always informative and helpful.
- Much!
- Yes. The amendments to the Act.
- Yes. As usual, it was helpful to compare notes with others in the field to check against what we are doing.
- Reorganization of Human Resources.
- Useful information - yes.
- Yes. Through networking - new focus for the future. The process of restructuring from all levels with an eye to the customer who provides the need for "Human Services" agencies.
- Yes.
- Whole Job 2000 idea, simply because I am a novice at job training.
- Yes. Very much so. Good information presented and the group exercises allowed for strategies and thought for implementation.
- Learned (not in formal conference proceedings, but through conversations with some individuals) that some decisions about certain matters being discussed, may have already been made at GJTO level. Hope not. Not too much accountability in government, if so.
- Yes. Better understanding of the overall operation of Job Training in Colorado.

- Yes. Restructuring State Government. The "Employ Colorado" presentation was interesting from the standpoint that the focus group - one-stop shopping came up with some similarities in the operation.
- Yes. There were many new ideas and new contacts made.
- Once again the Public Hearings were very informative for me.
- Yes. Insight to the unique work and needs of other agencies.
- Not really.
- As usual, the sharing of ideas with colleagues.
- Yes - several areas.
- Yes. As an "outsider", I acquired a wealth of information concerning organization's structures and personalities; who the actual players are in Job Training 2000 business.
- Yes. Always valuable to "network", listen directly to policy makers and have one opportunity to give input into policy development.

3. What process would you suggest we use to implement suggestions/recommendations?

- Use JTCC to follow up.
- Regional meetings.
- I feel that from this, a plan should be developed and another forum be held to evaluate the plan.
- Changes need to start at administrative levels and get input from the grass roots level.
- Present to JTCC for consensus then to governor for implementation.
- Analyze all suggestions/recommendations and design changes from them.
- Continue to have communications with regard to the issues discussed.
- Focus Groups.
- On-going Focus Groups to work on the material.
- Assimilate all the information into what is the most important way to utilize our dollars, our services, and cooperativeness as a group to cut through the red tape and confusion and establish beginning dialogue between federal, state, local CBOS, etc.
- Allow participation of some consumers of the services represented who might provide some valuable insights.
- Use a sample task force to implement HRIC - find a way to get reaction from policy makers, federal and state, so we know our work was accepted if not adopted.
- Provide some sort of summary information to all who participated and please follow up with feedback to us on the transition. Suggest making this an annual conference so that we can see what changes have occurred and build upon the positive changes.

- Have to use the vehicle(s) already in place, i.e., GJTCC, use information, (although from conversations I had with others in attendance at the Conference, it sounds like GJTO may have already made some decisions to issues that participants were asked to discuss).
- Two things can be done:
  - 1) Provide the recommendations, from the focus groups. to USDOL and/or the appropriate entity, or
  - 2) Form mini "ad hoc" committees from the focus groups to develop specific recommendations to be implemented more.
- Government Cabinet - Don't know.
- Need more time and input to digest all that occurred here, then make recommendations.
- 1) Turn in recommendations.
- 2) Gather feedback and distribute to all participants.
- 3) Hold similar, but smaller conference with all agencies represented to formulate an action plan.
- Continue to foster communication .
- Prepare overall implementation plan based on conference outcomes - disseminate to participants for comment and suggestions prior to final plan, then implement on an established schedule.
- Involve all groups, agencies, etc. in further discussions, etc.
- Adopt Dora Johnson's challenges she issued at the conclusion of Thursday A.M. session.
- Meeting in early January with CDLE, GJTO and others on status of JTPA amendments, etc. that came out of this meeting.

#### 4. Any further suggestions or comments.

- Do again.
- It was great to share change in this way - keep it up.
- Conference was excellent!
- S-o-o-o-o much information. This could have been expanded to another day.
- Kudos to the facilitator who kept the program according to scheduled time.
- A conference in January to discuss implementation of the regulations.
- Only that everything learned in the past two days be shared with all attendees. Keep us informed on issues new and those bottle-necked.
- Good job. A good conference in all respects.!!
- The policy makers were not here. They need to be part of the process - their buy in is critical.
- It is easier to take notes at a table.
- Thank you for inviting me.
- What happens next? Does GJTCC utilize it? Governor's Office?
- I would recommend that GJTO & USDOL sit down and look at

the concerns expressed by the public and determine if any changes can be made in the JTPA system to address some of the issues. I think that a written response to those who testified would be appropriate, letting them know what action was taken in reference to their testimony.

- Good Conference. A lot of good ideas, information. Hope we can continue this effort. Please continue to do follow-up with recommendations given.
- Each focus activity should have had at least one representative of each agency.
- A ten-year plan from the Governor setting direction for Colorado's Human Resources.
- Request a copy of conference summary report to include forum remarks. Appreciate the opportunity to participate on behalf of AARP, a non-funded agency. Thanks.



