

Introduction

In Program Year 2010-2011, the Texas Education Agency awarded Federal Adult Education and Family Literacy Act (AEFLA) and state funding providing adult education services for the provision of Adult Basic Education, GED, English as a Second Language, English Literacy/Civics, and Family Literacy services to 99,333 Texas adults. Texas Adult Education has (81) local providers, of which, (47) were Local Education Agencies, (26) Community Colleges, and (8) Community based Organizations. Texas Adult Education continued to make great strides in specific areas of performance during the 2010-2011 program year. This narrative report describes those services and outcomes for the Program Year July 1, 2010 through June 30, 2011. Sections are arranged to follow the narrative guidance provided by the U.S. Department of Education.

Part I - Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

Statewide Professional Development System:

The state of Texas is divided into eight regions, each with a professional development center, i.e., Gaining Results Educating Adults in Texas (GREAT) Center Project, which is responsible for providing training in assessment, instructional strategies, content standards, data collection, program management, and data driven customized training. In 2010-2011, three-thousand, three-hundred and eleven (3,311) individual and group training opportunities were provided state-wide, including pre-services, (group or individual) benefiting a duplicated count of twenty-four thousand, two-hundred and twenty-five (24,225) participants. Of these, sixty-six (66) TEAMS (Management Information System) trainings were held for eight-hundred (819) participants and one-hundred fifteen (115) transitions to post-secondary, trainings and employment trainings were held, benefiting one-thousand, two hundred forty-eight (1,248) educators. In addition, two-hundred and twenty-three (223) assessment trainings for one-thousand, nine-hundred and thirty-five (1,935) participants, and forty-seven (47) trainings were held on goal setting, benefiting seven hundred and fourteen (714) participants. Professional Development includes customized training in addition to standardized and required trainings. Participants are expected to participate and follow up on any state initiatives that the state office with local program directors has identified as areas of need and program improvement for participants in the adult education programs in our state. The GREAT Centers also host a regional quarterly meeting of all the local program directors in their region to discuss program issues, program improvement, and professional development. Two Management

Information System (MIS) user meetings are held annually to collect user “wish lists” for enhancing the MIS and for collecting input from users on planned changes.

Texas has a total of three-thousand and twenty-eight (3,028) full-time, part-time and volunteer teachers in the adult education programs. Teachers that have two years experience in adult education and/or teachers with a K-12 certification are required to have twelve hours of in-service per year. Teachers that are new to adult education and do not have a K-12 certification, are required to have twenty-four hours of in-service per year. The following activities and workshops were provided with State Leadership funds and all activities assisted programs in meeting the goals of the Texas State Plan for Adult Education.

Table 1: Professional Development Activity

Total Teachers (full time, part-time and volunteers)	3,028	
Training	Number of Training Activities	Number of Participants (Duplicated)
All PD Activities (individual and group opportunities)	3,311	24,225
TEAMS Training (MIS)	66	819
Assessment Trainings	223	1,935
Transition Trainings: (college, career, workforce)	115	1,248
Goal Setting Trainings	47	714

2010-2011 State Leadership Activities

Assessment Training- Training is required for each assessment instrument. Some training must be provided by certified trainers by contacting their GREAT Center. *Delivery method: Face-to-face, CD, or Online*

Basic Model for Integrating College Readiness Strategies into ABE/ASE- The BASIC Model is facilitated by the GREAT Centers, and provides a framework for teachers to explore effective academic strategies necessary for post-secondary success. The BASIC Model is evidence based and includes practical transition strategies that can easily be integrated in the ABE/ASE Classroom. *Delivery method: Face-to-face*

Beginning ESL Instruction Best Practices- TX LEARNS, in collaboration with the CAELA Network, developed this training specifically for teachers of students in the lowest levels of ESL. *Delivery method: Face-to-face*

Content Standards- Implementation of Content Standards is required by all programs/ teachers. Training is provided by state approved trainers through the GREAT Centers. *Delivery method: Face-to-face*

Data Detective- A comprehensive training provided by the GREAT Centers or state staff for programs in need of improvement about the use of data collection and associated terms, TEAMS, TEAMS Reports, and assessment policy/rules for program improvement.

Distance Learning- First-time implementation of a distance learning program requires directors and teachers to attend Module 1 and 3 of the Distance Learning Academy. Additional training and support are available and encouraged. *Delivery method: Online*

Goal Driven Learning/ Goal Setting- Program staff must successfully complete a workshop that includes training on the policy, processes and tools for goal setting. *Delivery method: Online and/or Face-to-face*

Project GREAT- Adult Education Regional Centers of Excellence provide state developed and customized professional development. Eight (8) Centers are funded, one in each of eight service regions and are managed by the grantees in collaboration with TX LEARNS, Texas Education Agency (TEA), and the region's AE directors.

Integrating Career Awareness (ICA) - A ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. Designed for ABE and ESL classrooms and can be adapted for a range of students. *Delivery method: Online and/or Face-to-face*

Leadership Excellence Academy- Two-year leadership course for AE administrators in program improvement. Course developed by National Adult Education Professional Development Consortium (NAEPDC) and ProLiteracy and is facilitated by national trainers in Texas. *Delivery method: Online and/or Face-to-face*

Learning to Achieve- A federal training designed to deliver research-based PD to increase the achievement of adults with learning disabilities to the state and local program level. *Delivery method: Face-to-face*

Math Institute- A state PD that reinforces teachers' content knowledge using easy to implement strategies. *Delivery method: Online or Face-to-face and DVD*

Multi-Level Instruction Best Practices- The Multi-Level Classroom: Best Practices for Teaching Adult Learners, uses a four-step method to develop effective instruction in a multi-level class. It is facilitated by the GREAT Centers for all teachers. *Delivery method: Face-to-face*

New Administrator's Training- Annual "Orientation" training provided by TX LEARNS for new administrators who have been in AE less than two years. Other administrators may be required to attend based on program improvement plans. *Delivery method: Face-to-face*

Special Learning Needs- A PD that provides specific training to teach strategies to use in the classroom, resources, accommodations along with the training to use the Payne Learning Needs Inventory (PLNI). Training provides specific teaching strategies to use in the classroom, resources, accommodations along with the training to use the Payne Learning Needs Inventory (PLNI). *Delivery method: Face-to-face*

Student Achievement in Reading (STAR) – An OVAE funded national training to improve reading through evidence-based practices. Texas has nationally certified trainers that are available through the GREAT Centers. *Delivery method: Face-to-face*

TCALL- Texas Center for the Advancement of Literacy and Learning- Provides a variety of resources to the AE and literacy field and functions as Texas' official state literacy resource center.

TEAL- Teaching Excellence in Adult Literacy (Pilot Stage) - An OVAE project designed to improve writing instruction for adults. Texas was selected to participate in this field test that is administered by A.I.R. Inc.

TEAMS Training- Training is required for data entry staff and program directors and is provided by the GREAT Centers. *Delivery method: Face-to-face*

TEAMS User Meeting- Bi-annual meetings held by TX LEARNS to gather user feedback about the state's AE MIS.
Delivery method: Face-to-face

Texas Adult Education Administrator or Teacher Credential- An optional credential for administrators or teachers (separate credential) of Texas AE programs administered by Texas State University Credential Project.

Texas LEARNS- Under an agreement with TEA, Texas LEARNS, housed in the Harris County Department of Education, provides nondiscretionary grant management functions, program assistance and other statewide support services to Texas Adult Education and Family Literacy Providers.

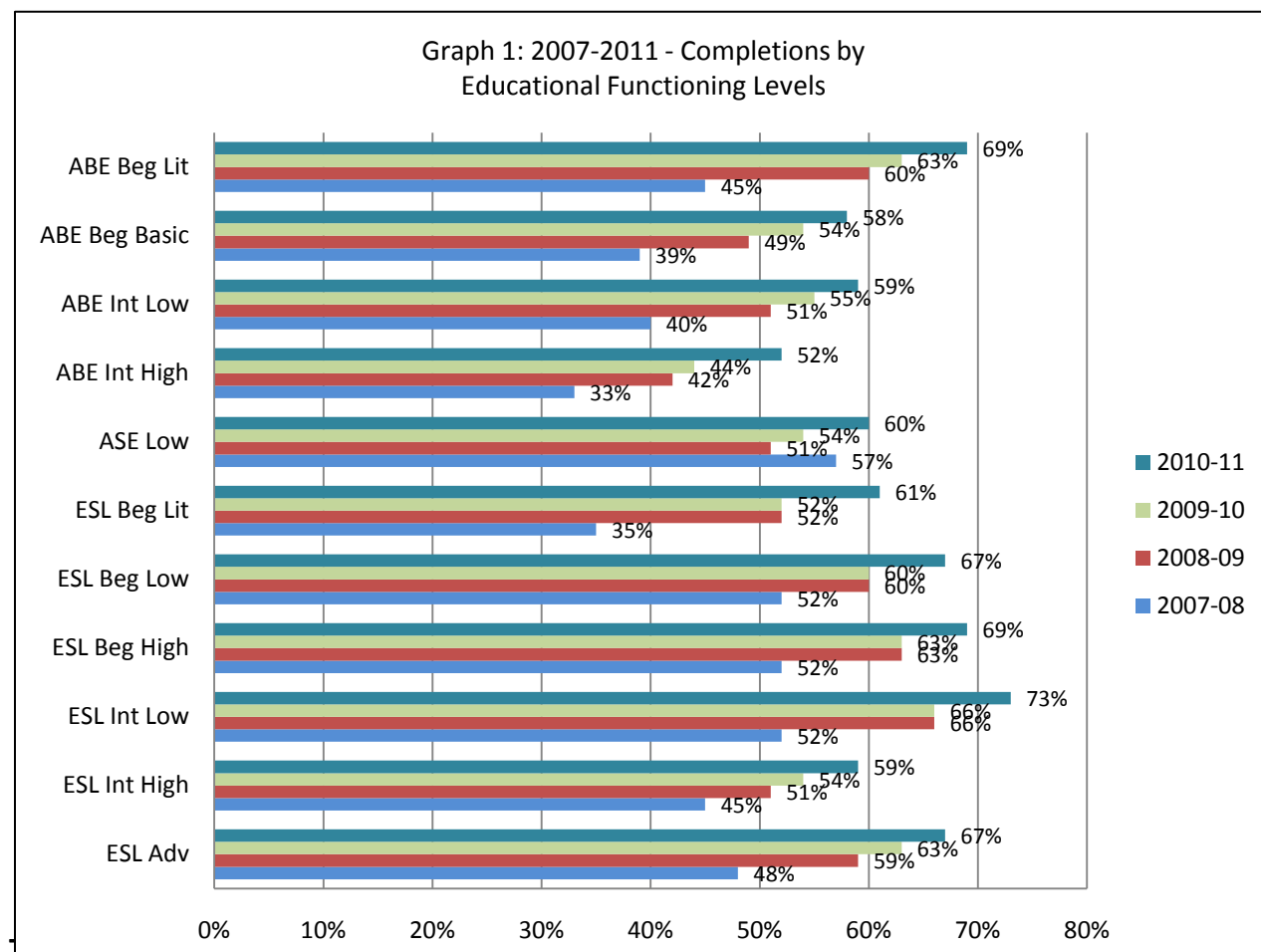
TISESL Texas Industry Specific English as a Second Language- TISESL is adult education's response to a demand for workplace-related literacy and basic skills curricula for adult learners. The curricula introduce English language learners to the following industry sectors Sales and Service, Healthcare, and Manufacturing. The curricula are modular in format and "bundle" skills together in thematic contexts that include English language learning, related math, technology, and employability. *Delivery method: Face-to-face*

Volunteer Training Initiative (VTI)- TCALL collaborates with stakeholders and the VTI Statewide Advisory Committee to build the capacity and quality of non-AEFLA funded volunteer and community-based literacy service providers.

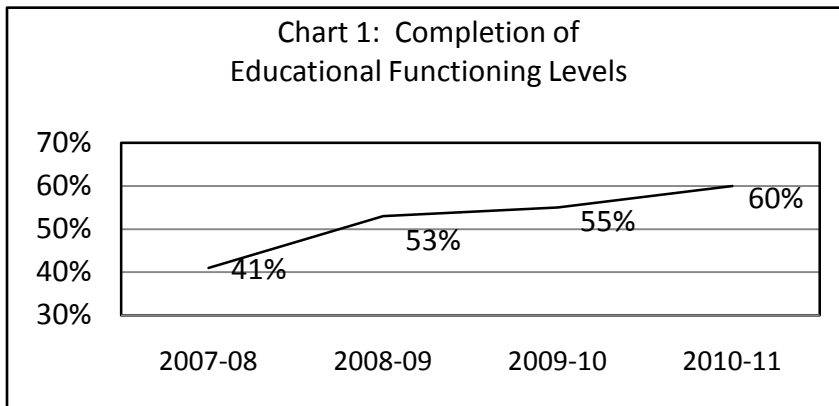
PART II - Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

In 2007-08, Texas enrolled ninety-three thousand, two-hundred forty-two (93,242) in the AEFLA funded Adult Education Program and in 2008-09 Texas enrolled eighty-four thousand, five-hundred and fourteen (84,514) a difference of eight-thousand, seven-hundred twenty-eight (8,728) students. The large decrease in 2008-09 was contributed in part to the devastation from Hurricane Ike. In 2009-10, Texas recovered and increased enrollment to ninety-eight thousand and sixty three (98,063) and continued to increase enrollment in 2010-11 to ninety-nine thousand, three hundred and thirty-three (99,333).

Completion of Educational Functioning Levels (EFL) has increased healthily in each EFL and overall by nineteen percent (19%) since 2007-08. (See Graph 1: 2007-2011 - Completions by Educational Functioning Level and Chart 1: Completion of Educational Functioning Levels.)



Several factors over the last 4 years have contributed to this success. The state office introduced managed enrollment in 2007-08 and a small percentage of programs began implementation in 2008-09. Growing pains included a decline in enrollment. Devastation from Hurricane Ike also contributed to the decline in enrollment the same program year. In spite of the down turn in enrollment, performance (completion of EFL's) began dramatic increases. The state implemented a policy for program improvement simultaneously with the introduction of managed enrollment which led programs toward meeting at least 50% of the state EFL's or face loss of funding. The combination of the program improvement directive, managed enrollment, availability of

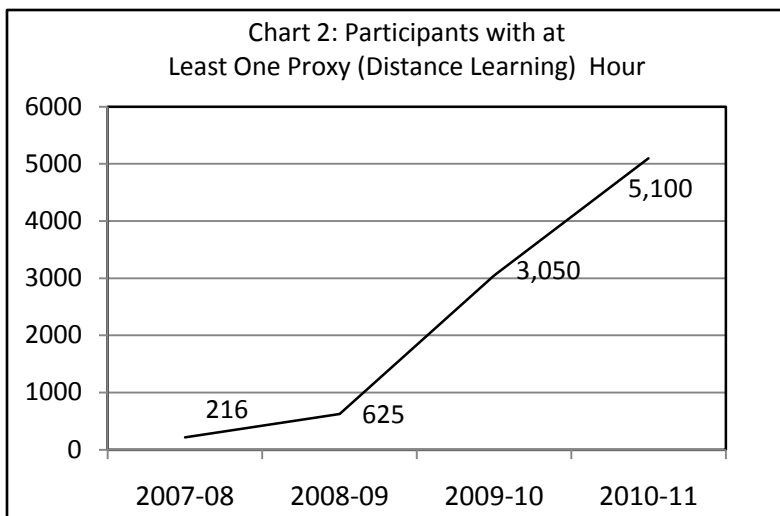


data at the teacher and classroom level and requiring programs to provide program data to every teacher at the classroom level, and the implementation of performance-based funding have all been contributing factors to the dramatic increase in performance.

Distance Learning (DL) increased significantly in 2010-11. Texas DL policy states that a student will be considered a distance learning student on the federal Table IV-C if more than fifty percent (50%) of the total contact hours are proxy hours. (See Table 2: Table IV-C Summary.)

Table 2: Table IV-C Summary (More Than 50% of Total Contact Hours are Proxy Hours)	
2007-2008	43
2008-2009	93
2009-2010	379
2010-2011	424

In addition, the number of adult education students with at least one proxy hour has increased dramatically from the 2007-08 year to the 2010-11 year. In 2007-08 Texas served two-hundred sixteen (216), in 2008-09 served six-hundred twenty-five (625), in 2009-10 served three-thousand and fifty (3,056) and in 2010-11 served five-thousand one-hundred (5,100). (See Chart 2: Participants with at Least One Proxy Hour.)



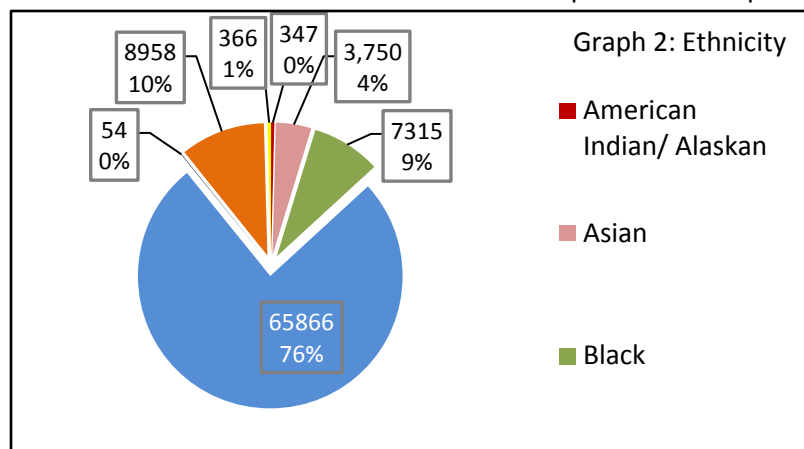
During the 2010-2011 year, the completion of Educational Functioning Levels for students with at least one proxy hour were greater with a seventy-seven percent (77%) completion rate than the performance outcomes of students who received only face-to-face instruction with fifty-nine percent (59%) completion rate and the distance learners reported on the Table IV-C with a sixty-one percent (61%) completion rate. Please see the chart at the top of Page 4. Forty-four (44) or approximately 53% of all adult education and EL Civics programs have developed plans through a distance learning on-line training academy that includes delivery of distance education, student and teacher screening, curriculum selection, and how to enter data into the MIS. The

GREAT Centers facilitate the training and the state office reviews distance learning plans, offers technical assistance, and organizes and manages a statewide committee that approves additional distance learning curriculum as recommended by users. (See Table 3: Comparison of Participants with No Proxy Hours, with Less Than 50% Proxy Hours, and with Greater Than 50% Proxy Hours.)

Table 3: Comparison of Participants with No Proxy Hours, with Less Than 50% Proxy Hours, and with Greater Than 50% Proxy Hours

Year 2010-2011	Participants with No Proxy Hours		Participants with Less Than 50% Proxy Hours		Participants with Greater Than 50% Proxy Hours	
Level	Number Enrolled	% Completing Level	Number Enrolled	% Completing Level	Number Enrolled	% Completing Level
ABE	42695	55%	2,701	72%	241	55%
ESL	48,249	63%	1,739	87%	154	75%
ASE	3,289	59%	236	65%	28	46%
ALL	94,233	59%	4,676	77%	424	61%

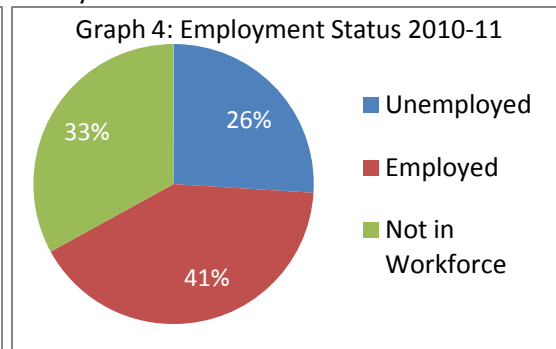
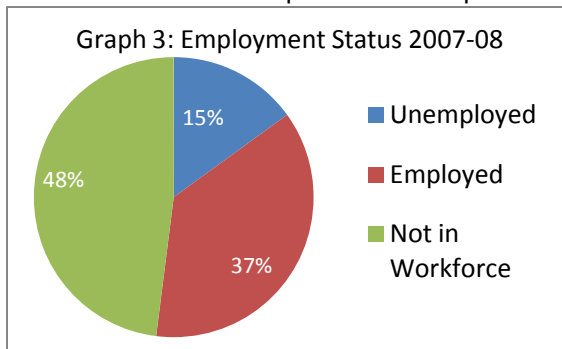
Texas serves a predominately Hispanic population of 76% with 9% Black/African American, 4% Asian, and 10% White. English as a second language (ESL) teachers move their students through the system and Hispanics dominate all levels of instruction. This dominance has implications for professional development and training of teachers. The



regional teacher training centers offer numerous trainings on second language teaching and learning annually to accommodate the high number of ESL students. The ESL population moves from the ESL level into the ABE and ASE program and teaching is adjusted to meet this demand. Texas recognizes and reports the GED in Spanish although AEFLA funded programs do not provide instruction in Spanish. When some Hispanic students take the GED test, they opt for the Spanish version. Teachers anecdotally report that non-native Spanish speaking students feel more at ease if they take the test in Spanish. One issue

teachers informally report is that not all employers accept the GED in Spanish. The border communities informally report that employers in El Paso and the Rio Grande Valley are more accepting of the GED in Spanish while employers in the urban areas farther from the border do not accept the GED in Spanish as readily.

In 2010-2011, the percentage of unemployed adult education participants rose to twenty-six percent (26%), from fifteen percent (15%) in 2007-08. The percentage of participants not in the labor force has declined from forty-eight percent (48%) in 2007-08 to thirty-three percent (33%) in 2010-11. And the percentage of employed participants has risen slightly from thirty-seven percent (37%) in 2007-08 to forty-one percent (41%) in 2010-11. The July 2007 employment rate in Texas was 4.4% and July 2010 was 8.1%.



Part III - Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the Texas Narrative Report 2010-2011

eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

Thirty-six percent (36%) of the twenty-eight (28) local workforce development boards (LWDB) have an AEFLA funded director or coordinator serving on the local boards. The representatives are for either Adult and Continuing Education or Literacy. The state office of adult education surveyed adult education directors to find out what their level of participation was on the local boards. The questions were: (1) "Do you serve on the LWDB?" (2) "If you don't, do you have a working relationship with the person who represents adult education?" Although 36% reported that they serve on the LWD, 100% reported that they have a good working relationship with their local workforce development boards.

The state legislature has also weighed in to create an Interagency Council made up of non-funded adult education and literacy programs and other public members. The Texas Workforce Investment Council (TWIC) has an adult education representative from the Texas Education Agency. The TWIC has implemented a strategic action plan to promote employment across the state for underemployed clients. TEA and Texas LEARNS have collaborated on two projects with the Title I partners.

Additional integration of Title II sponsored activities with other adult education, career development, and employment and training activities are noted below. Integration is accomplished in Texas through the ongoing coordination of state-level policies and plans, interagency agreements, collaborative planning, data sharing and matching, and joint efforts to leverage resources.

Texas Industry Specific ESL (TISESL)- TISESL programs were developed pursuant to the 79th Texas Legislative Session's Education Rider 82, which called for the Texas Education Agency and the Texas Workforce Commission to work together to train English Language Learners in industries where there is high demand for entry level employment. While job training and English language services have historically not been linked, TISESL allows adult education to be responsive to the work-related needs of adult English language learners. The curriculum is based on the Texas Industry Specific English Second Language initiative, or TISESL, designed to familiarize students with vocabulary in the three industry sectors of healthcare, sales and service, or manufacturing. Materials for each industry sector include four modules, each with five lessons. Each lesson requires approximately ten hours of instruction, so that every ELL will have at least 200 hours of instruction that includes ESL, industry-related math, technology and employability skills.

The Texas Education Agency (TEA) and Texas LEARNS partnered to apply for the Policy to Performance project funded by OVAE. The project has provided a 2-year long opportunity for adult education to affect positive changes in policy both formal and informal. Texas is piloting a project under the Texas Workforce Investment Council's Strategic Action Plan. The overall goal of pilot projects is to target adult learners functioning at NRS levels 4, 5, and 6 who, while their intent is to earn a GED, are functioning at a level where they are at risk of dropping out of the educational continuum before reaching this objective and the intent is to provide these individuals with intensive GED preparation and career readiness skills that will enable them to earn a GED and quality for job training and/or employment. Three local workforce development board areas were selected as having robust relationships with adult education programs in their respective board areas (Houston, Austin/Central Texas, and San Antonio Area) with both rural and urban programs participating. Workforce Literacy Resource Teams (WLRT) consisting of local adult education providers and local workforce partners (board or board staff; local vendors/contractors; business service directors) meet quarterly. The WLRT formed to discuss pilot goals and objectives and to identify roles and responsibilities of each partner. Development of a cross agency referral form for use in tracking and documenting student/client activities in both adult education and workforce venues and strengthening linkages between adult education and workforce partners is required in each pilot. A fast track GED component focusing on intensive writing and math components and assessment of students assessed is delivered in 4 to 6 week course and extended when necessary in response to student needs. Other unique features of instruction are that GED instruction is intensive and combined with career readiness/career exploration activities to better prepare individuals for employment opportunities; greater emphasis on workforce-related and career-related topics and materials; instructors trained in use of *Integrating Career Awareness into the ABE Classroom* (ICA) from World Education; and exploration of ways to award certificates of completion that reflect individuals' accomplishments. Challenges include development of partnerships with workforce partners at all levels; use of cross agency referral forms; availability of classroom space at one stop centers; recruitment of students who can commit to intensive instruction. See a copy of a joint letter signed by the Texas Workforce Commission (WIA: Title I) and the Texas Education Agency (WIA Title II) to kick off the pilot partnership on page 7.

Dear Workforce Partners:

By now you may have been contacted by one or more local adult education providers regarding a special pilot initiative referred to as the C-4 initiative. It is part of the Strategic Plan for the Texas Workforce System under the Texas Workforce Investment Council (TWIC), and is intended to enhance employment outcomes for adult populations requiring workplace literacy skills needed to enter employment, advance on the job, or participate in job training. The Houston, Austin, and San Antonio regions have been recognized for the unique and robust partnerships between adult education and local workforce development. Congratulations! One of the goals of the C-4 pilot initiative is to further enhance these partnerships that might then serve as replicable models for the rest of the state.

The C-4 pilot will run from July 2011 to June 2012 and will focus on supporting student transitions from adult education to workforce programs. Inclusive in the pilot is the development and field testing of a cross referral system that will track individuals through the steps in the referral process, including becoming eligible for both adult education and workforce services, receiving services, completing the GED, qualifying for job training, gaining employment, or advancing on the job. Your collaboration in developing and field testing this referral system is critical to the success of the pilot.

Adult education providers will be offering accelerated GED preparation integrated with career exploration/awareness studies that focus on essential workplace literacy skills. The targeted population for the C-4 pilot is adult learners functioning at adult education levels 4, 5, and 6. These are individuals who, while their intent is to earn a GED, are functioning at a level where they are at risk of dropping out of the educational continuum before reaching this goal. The intent of the pilot is to enable them to earn their GED and qualify for job training and/or employment. Participants in the pilot will have preferably completed the Reading portions of the GED and but still need to complete the Math and Writing portions.

In order for the C-4 pilot to be successful, local adult education providers and their workforce partners are being asked to collaborate to accomplish the following:

- formation of a local Workforce Literacy Resource Team (WLRT) to implement the C-4 pilot;
- development/strengthening of an infrastructure, including a Memorandum of Understanding and cross training of one-stop center and adult education staff to ensure that the pilot has the support needed to be successful and continuous despite changes in Workforce Center vendors;
- recruitment of cohorts of adult learners/clients who can be available and benefit from an intensive, enhanced GED course combined with career readiness;
- establishment of a class at a one-stop center for easy access by both one-stop clients and learners enrolled in adult education;
- confirmation of individual clients' eligibility or future eligibility for workforce related services offered by local workforce one-stop centers;
- administration of assessments to identify pilot participants' proficiency levels, interests, and eligibility for workforce-related services;
- sharing of guidelines for successfully navigating a workforce center and accessing its services;
- provision of case management services when available;
- strengthened linkages and a cross referral process for tracking individuals' movement between adult education and local workforce activities;
- linkage to the business services director and employers for possible employment; and
- identification of single points of contact in adult education and among workforce partners.

Finally, adult education providers will want to know if you currently award any kind of entry level work readiness certificate for which C-4 participants might qualify. Ideally, participants in the C-4 pilot could be recognized for completing their studies and improving their work readiness.

Your cooperation and assistance in implementing the C-4 pilot is essential. We anticipate learning what works and doesn't work well, thereby being able to develop best practices that can be shared across the state.

Thank you for your attention to this letter. We wish you and your adult education partners success in launching the C-4 initiative.

Sincerely,


Lizzette Reynolds
Deputy Commissioner
Texas Education Agency


Laurence M. Jones, Director
Workforce Development Division
Texas Workforce Commission

Legislative Riders 82nd Texas Legislature, HB1, Article III, 2011- Rider 35(TEA) and 29 (THECB) reinforce ongoing collaboration efforts by mandating the development and implement an action plan to align Adult Basic Education and post-secondary education and in the provision of data necessary to analyze performance outcomes. The Riders seek to increase the number, success and persistence of students transitioning to post-secondary education. The action plan will address: outreach and advising; assessment, curriculum and instruction; persistence interventions; state-level accountability systems to monitor performance; service-provider-level performance measures and program evaluation; standards to enhance data quality and sharing among state agencies and service providers; needs assessment of students and service-providers to identify other structural issues and barriers; and grants (including Federal Funds and Other Funds) to maximize effective use of limited General Revenue Funds. Fourteen innovation grants to create I-BEST models included adult education in 2010-11. Below is a letter from El Paso Community College regarding graduates from one of the programs:

El Paso Community College
Workforce/Economic Development and Continuing Education
Workplace Literacy Programs
Adult Basic Education Innovation Grant December 13, 2011

Dear Joanie,

We would like to congratulate the ten students who graduated on December 9, 2011 from the El Paso Community College Adult Basic Education Innovation Grant project with Information Technology (Level 2) certificates. The following students completed a 27 credit hour program in Information Technology: Data Support Specialist and received certificates last Friday. Congratulations!

Maria G. Chavira	Elisa Guerra De Orozco	Jose A. Rosales
Graciela Contreras	Jose M. Lopez	Julia Villagran
Maria Del Carmen Garcia	Actinia Marin	
Susana Gracia	Angelica Quinones	

We'd like to thank all our project partners for their continued support: Texas Higher Education Coordinating Board, the EPCC IT Faculty, Socorro Community Learning Center, San Jacinto Adult Learning Center, Ysleta Community Learning Center, Project Amistad, DEDP, and the EPCC Career Center.

Again, congratulations to all the graduates for their hard work and persistence! Well done!

Sara Martinez, Director
Workplace Literacy
and the ABE-IG Team

Texas Workforce Investment Council (TWIC)- The Council assists the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce development system. In fulfilling this responsibility, the Council promotes the development of a well-educated, highly skilled workforce for Texas, and advocates for the development of an integrated workforce development system that provides quality services. The Council has four primary functions in the workforce development system: 1) strategic planning, 2) evaluation, 3) research and 4) review of state and local workforce plans and reports to ensure alignment with statewide goals and objectives. TWIC is made up of representatives from eight different state agencies and includes an adult education representative from the Texas Education Agency. The Council issued a strategic action plan, *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010-2015)*, to promote employment across the state for underemployed clients. TEA and Texas LEARNS have partnered on two objectives with the Title I partners. The first objective addresses English Language Learner (ELL) Employment and aims to design and implement integrated Adult Basic Education and workforce skills training programs to enhance employment outcomes for the English language learner population by 2013. The second objective addresses ABE / Low Literacy Level Employment as described on page 8. TWIC highlighted 3 adult education student success stories in the TWIC July 2011 Focus on Success publication.

See page for a copy of the news letter. URL is: <http://governor.state.tx.us/files/twic/Profile11.pdf>

Profiles in Success

Adult Education

Adult Basic Education, Adult Secondary Education, and English as a Second Language
in Kyle, New Braunfels, and Fort Worth

Within the Texas workforce system, adult education programs play a crucial role in developing a well-educated and highly skilled workforce for the state of Texas. These programs provide basic education and literacy to people over 18 years of age who are not in school and do not have a high school diploma or equivalency. Generally speaking, adult education is geared toward individuals with low levels of education, low levels of proficiency in English, or both.

The Texas Administrative Code defines adult education as basic and secondary instruction, along with services for adults. Adult basic education (ABE) services consist of instruction in reading, writing, English, and math, including functional literacy. Adult secondary education (ASE) services include instruction in reading, writing, literature, math, science, and social studies below the college credit level. English as a second language (ESL) refers to instruction for adults who are beyond the age of compulsory education, and lack proficiency in English.

The system of delivering adult education services in Texas is quite complex, and involves a wide range of organizations functioning at the community, regional and state levels. Adult

education falls under both state and federal mandates, with each legislation defining program scope and determining funding allocation. At the federal level, the Adult Education and Family Literacy Act under Title II of the 1998 Workforce Investment Act (WIA) defines and supports adult education for the United States (U.S.). At the state level, the Texas Education Agency (TEA) has statutory responsibility for adult education in Texas. Other legislation exists that call for collaboration in programs and projects between the Texas Workforce Commission, the Texas



Project, Project GREAT, the Texas Family Literacy Resource Center and the Adult Education Center. Each of these projects is associated with an Institute of Higher Learning in Texas. For example, the Adult Literacy Clearinghouse Project is run by the Texas Center for the Advancement of Learning and Learning or TCALL, which is at the College of Education and Human Development at Texas A&M University.

Texas Workforce Investment Council

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At TEA, administrators adult education under Title II of the WIA, it coordinates the federal funding with matching state funds for adult education programs. TEA retains discretionary grant management, but contracts out administration of adult education to TEA LEARNIS, the State Office of Adult Education and Family Literacy, located at the Harris County Department of Education. TEA LEARNIS provides management, program activities, and other support services for Texas adult education and family literacy providers. Its primary focus is on technical assistance and services related to ABE, ASE, and ESL, including for programs taught through adult education cooperative that receive federal and state funding through TEA.

There are professional and volunteer associations that do not receive funding through TEA that also provide adult education in Texas. For example, the Texas Association for Literacy and Adult Education and Literacy Texas meet annually and provide professional development for adult education teachers and administrators. There are also advocacy groups such as the Texas Council for Adult Basic Education and the Texas Family Literacy Organization.

Funding for adult education in Texas comes from diverse local, state, and federal sources, but

the majority comes from the U.S. Department of Education, Office of Vocational and Adult Education under WIA. The Texas State Family Literacy program, also administered by the U.S. Department of Education under the Even Start Family Literacy, Elementary and Secondary Education Act, is another source of funding. Federal funding is distributed according to a nationwide allotment formula where each state receives a basic allotment, and then an additional allotment depending on the number of "qualifying adults" residing in that state. Qualifying adults are individuals who must meet certain criteria such as being over the compulsory age of school attendance and not having a high school diploma or equivalent.

In addition, some federal funding comes from the U.S. Department of Health and Human Services through the Temporary Assistance for Needy Families block grant. TIA participate in the drawdown of federal funds by submitting a three-year statewide plan for adult education in Texas and providing a 25 percent matching of funds and/or in-kind services.

The profile below focus on individuals who have completed ABE, ASE or ESL programs administered by TEA through Texas LEARNIS.

Adult Basic Education - Profiles in Success



Having grown up in Mexico, Esther Ramirez moved to Chicago when she was 14 years old. Being the eldest of four children, Esther had

the responsibility of taking care of her younger siblings while their mother worked. When she married at the age of 18, she and her husband established a household for three younger siblings. Both Esther and her husband held good jobs with General Binding Corporation, an office supplies manufacturer. They worked for this company thirty years and earned high school diplomas. Esther eventually achieved a stable and comfortable hourly wage.

Rather than three children of her own, and tragically, one developed bone cancer when she was only 11 years old. Esther spent many long years where her daughter received treatment and eventually became a volunteer in the nutritional program, working with the children in the pediatric cancer ward at the University of Chicago.

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Texas Workforce Investment Council

Esther is considering several options. She had originally wanted to be an oncology nurse, based on her experience years ago when her daughter was battling cancer. Now, she is thinking more along the line of studying medicine. She imagines running a clinic where health care would be provided to people of all walks of life, regardless of their background, medical history, or insurance status.

In addition, Esther currently perceives a real need in the Hispanic community for basic information about health care. In particular, she plans to earn

certificates in nutrition and diabetes care so that she can spread the word about the importance and relatively easy steps people can take to exercise preventative care.

As Esther reflects upon the challenges she and her husband have faced these last thirty years, she has one thing remain steadfast in her mind: the adult basic education classes and continuous assistance she received at the Kyle Learning Center allowed her to advance, to meet her personal and professional goals, and to achieve the career opportunity that she has today.

Adult Secondary Education - Profiles in Success



Esther's accident made Ramiro pause and rethink his life, and he began considering other ways to earn a living and support his family. He quit his construction job and went to work as a driver for the John Peter Smith Hospital network in Fort Worth. Ramiro did not eagerly enjoy this job, but one thing the driving allowed him to do was think—think about his future, think about his wife missing, and think about what he could do to improve his station in life.

Ramiro understood that getting a General Educational Development (GED) certificate was essential to moving forward in his life. As good luck would have it, the dispatcher on this particular job knew of Ramiro's background in construction, and understanding Ramiro's restlessness, urged him to investigate job possibilities where his husband worked as a plumber. Ramiro went to SKIHI Enterprises, a full-service mechanical and industrial contracting and met his future supervisor, an individual who would eventually have considerable impact upon his life.

Once employed with SKIHI, Ramiro began work as a plumber's apprentice. He completed a four-year apprenticeship through the Construction Education Foundation of North Texas and continued working for the same supervisor. However, without his GED, Ramiro could not act for his plumber's license, nor could he advance on the pay scale. Ramiro had in fact, started work on his GED once before, but at a pace of four hours a week, he became discouraged and let it go. He

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understood he would need to focus full-time, and after his wife located a GED program for him, he decided to take six months off of work in order to prepare for the GED. The class was taught at Workforce Solutions Tarrant County, Westlake Workforce Center. Workforce Solutions provides the space and the Fort Worth Independent School District partners with Workforce Solutions to provide the teacher, instruction and materials.

Ramiro's teacher administered a diagnostic test and then prescribed a course of study based on his needs. His teacher stated, "Ramiro always displayed a desire to achieve, a strong work ethic, and positive attitude." Ramiro says that looking back on it, he believes he was functionally illiterate and the program he made in those six months was remarkable. His teacher worked with him diligently and with her considerable patience and support, he was able to methodically hone his math and academic skills. Ramiro eventually passed all portions of the GED, although he recalls that the essay was an immense challenge. He says without the perseverance and encouragement of his teacher, he would not have stayed with it.

There were some starts and stops for Ramiro as he navigated his work place, due to temporary layoffs at his employer's business. Ramiro took advantage

of his down time and armed with new-found confidence of having achieved his GED, he studied and in preparation for the exam to become a licensed plumber in Texas. He traveled to Austin to take it, and he remembers being the last person to finish his test. But he had a good feeling about it, and about two weeks later, he received news that he was now a licensed plumber. He called his supervisor, and Ramiro chuckled as he recalls his supervisor saying, "Look out world, Ramiro got his license!" The two of them went off together, and Ramiro feels he is on a steady path forward. His supervisor is gradually giving Ramiro more responsibility to prepare him to take the position of foreman on future jobs.

For Ramiro, one of the most satisfying aspects of completing his ASE program and getting the GED has been that he is able to present himself as a positive role model for his children. When his oldest son began to lose interest in completing high school, Ramiro was able to point to his own personal struggle and resulting achievement. He explained that if he'd been able to do it years after leaving high school, his son could certainly make the push and graduate from high school in a timely fashion. Ramiro did indeed enjoy the satisfaction of seeing his son graduate. Now, the two of them serve as models for Ramiro's younger sons.

English as a Second Language - Profiles in Success



of German descent, and she and her family live out in the country in Central County. Alejandra first learned about adult education classes taught at the West Side Community Center in a local newspaper. Later, friends and her mother-in-law encouraged her to go to the center and register for classes.

The West Side Community Center in New Braunfels performs many functions. The Center houses The Institute for Public Health and Education Research, or TIPIHE, which runs several programs including a health clinic, a health literacy program, a soup kitchen, diabetes prevention education and most importantly for Alejandra, English as a second language (ESL) classes.

ESL classes at the Westside Community Center are open to beginning and intermediate English

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Medical Center. She was the only parent who was consistently available to care sick children in-student and it was Esther's daughter who pointed out how important her presence was to all the children on the floor. Her daughter asked her to promise she would continue to come for the benefit of the kids, and at that time Esther made a personal decision. She promised herself that if the opportunity ever presented itself, she would study, learn and work in the medical profession.

Years later and rather suddenly in 2008, General Binding Corporation began experiencing financial difficulty and the Ramires were among many employees who were let go. As the company struggled through reorganization, the couple lost their pensions, but they did receive stipends for college-level training. However, as a prerequisite to attending college, Esther needed to earn her General Educational Development (GED) certificate.

Esther's younger sister lives in Kyle, and as she and her husband were trying to make plans for themselves during the economic downturn, Esther came to Texas for a visit. Realizing the economic climate was better here, the Ramires decided to move to Texas, leaving her daughter already settled in Chicago and Washington State.

Upon arriving in Texas, Esther's husband found part-time work as a bus driver for Hays Independent School District while she geared up to enter postsecondary education. She registered for GED preparation classes at the Kyle Learning Center, one of several sites operated by Community Action, Inc., in Hays County. Community Action is a nonprofit organization that provides numerous services to the community, including adult basic education supported by the Texas Education Agency through federal adult education funding.

Esther needed to be enrolled in higher education by February 2010 in order to take advantage of the stipend offered by her prior employer. This meant that earning her GED expeditiously was of utmost importance. She began her coursework at the Kyle Learning Center in August 2009 and worked at a frenetic pace for the next six months, taking both morning and evening classes. She and her husband did not have a car, so she walked to and from classes daily.

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Language Learners (ELLs) and classes are supported by the Adult Education Cooperative of Seguin. The curriculum is based on the Texas Industry Specific English Second Language Initiative, or TISESLI, designed to familiarize students with vocabulary in the three industry sectors of healthcare, sales and services, or manufacturing. Materials for each industry sector include four modules, each with five lessons. Each lesson requires approximately ten hours of instruction, so that every ELL will have at least 40 hours of instruction that include ESL, industry-related math, technology and employability skills.

TISESLI programs were developed pursuant to the 76th Texas Legislative Session's Education Rider 13, which called for the Texas Workforce Commission and the Texas Education Agency to work together to train ELLs in industries where there is high demand for entry level employment. While job training and English language services have historically not been linked, this program allows adult education to be responsive to the work-related needs of adult English language learners.

After being enrolled in ESL classes for two and a half years, Alejandra was able to find entry-level employment at the Kibbenwood Manor Nursing and Rehabilitation Center in New Braunfels. The healthcare TISESLI, provides an excellent opportunity for her to build both vocabulary for her daily work and industry-related competence while she is studying to learn English.

She works full-time at Kibbenwood Manor, and takes ESL classes on each of her two days off, for a total of six hours of class a week. Alejandra had completed high school in Honduras and had some postsecondary secondary training before moving to Texas. She has progressed rapidly in the TISESLI program, having started at zero, and now testing at level four.

The Texas Workforce Investment Council promotes the development of a well-educated, highly skilled workforce for Texas and advocates a workforce system that provides quality workforce education and training opportunities.

For more information, visit: <http://govconnect.texas.state.tx.us/twifc/>

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Part IV - Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

EL Civics funds were distributed through a continuation grant application process in 2010-11 to programs which included thirteen (13) community colleges, thirty-five (35) local education agencies, and seven (7) community based organizations. These programs served ten-thousand nine-hundred and thirty-nine (10,939) students. Local programs surveyed students to find that one-hundred and ninety-seven (197) received citizenship, one-hundred and fifty-one (151) voted for the first time, and 1,783 achieved citizenship related skills.

The purpose of the English Literacy and Civics Education program is to support projects that demonstrate effective practices in providing and increasing access to English literacy programs linked to civics education. The purpose of the program is not simply to expand English Literacy services, but to create an integrated program of services incorporating English Literacy and Civics Education. The state office partnered with Homeland Security to provide training to the EL Civics programs in Texas. The training provided gave programs information about attaining citizenship that can be shared with participants pursuing citizenship.

Local programs provide civics education which is an educational program that emphasizes contextual instruction on the rights and responsibilities of citizenship, naturalization procedures, civics participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. Programs assist students to become full participants in American life and to be successful as workers, parents, family members and citizens. Programs teach adults to speak, read and communicate in English and understand and navigate governmental, educational, and workplace systems as well as key American institutions, such as banking and health care.