

**Introduction**

In Program Year 2011-2012, 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 ninety-one thousand, seven-hundred and ten (91,710) 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 2011-2012 program year. Texas has been awarded two consecutive WIA Incentive grants for exceeding performance. This narrative report describes those services and outcomes for the Program Year July 1, 2011 through June 30, 2012. In addition, it describes the state leadership activities that support the state’s adult education program and how the WIA Incentive grant supplemented those activities. 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:**

Texas has a total of two-thousand eight-hundred and fifty (2,850) full-time, part-time and volunteer teachers in the AEFLA-funded 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.

Management of the adult education program in 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 to adult education programs in assessment, instructional strategies, content standards, data collection, program management, and data driven customized training. In 2011-2012, (See Table 1)

Table 1: Professional Development Activity		
Total Teachers (full time, part-time and volunteers)	2,850	
Training	Number of Training Activities	Number of Participants
All PD Activities (individual and group opportunities)	3,003	21,954
TEAMS Training (MIS)	47	406
Assessment Trainings	107	804
Transition Trainings: (college, career, workforce)	92	1,024
Goal Setting Trainings	43	677

three-thousand, and three (3,003) individual and group training opportunities were provided state-wide, including pre-services, (group or individual) benefiting a duplicated count of twenty-one thousand, nine-hundred and fifty-four (21,954) participants. Of these, forty-seven (47) TEAMS (Management Information System) trainings were held for four-hundred and six (406) participants and ninety-two (92) transitions to post-secondary, trainings and employment trainings were held, benefiting one-thousand, and twenty-four (1,024) educators. In addition, one-hundred and seven (107) assessment trainings for eight-hundred and four (804) participants, and forty-three (43) trainings were held on goal setting, benefiting six hundred and seventy-seven (677) 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 sponsored by the state adult education office are held annually to increase the user-friendliness, collect user “wish lists” for enhancing the MIS, and for collecting input from users regarding planned changes. In addition, numerous trainings are provided across the state to assist programs in meeting the goals of the Texas State Plan for Adult Education most of which are described in the following activities and workshops that were provided with State Leadership funds.

## **2011-2012 State Leadership Activities**

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

**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.

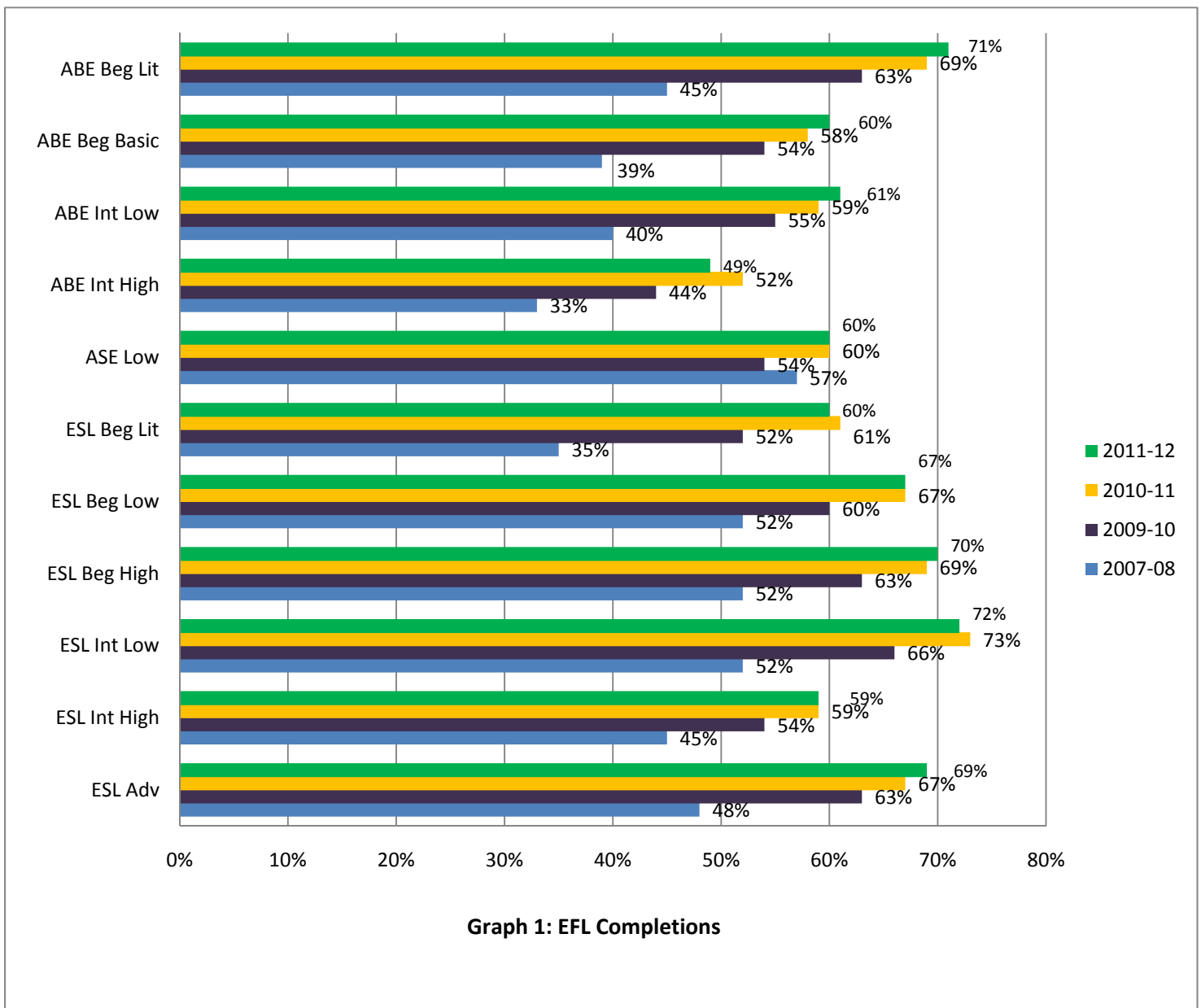
**Texas LEARNS-** Under an agreement with TEA, Texas LEARNS, housed in the Harris County Department of Education, provides nondiscretionary grant management functions, program assistance and other statewide support services to Texas Adult Education and Family Literacy Providers.

**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.

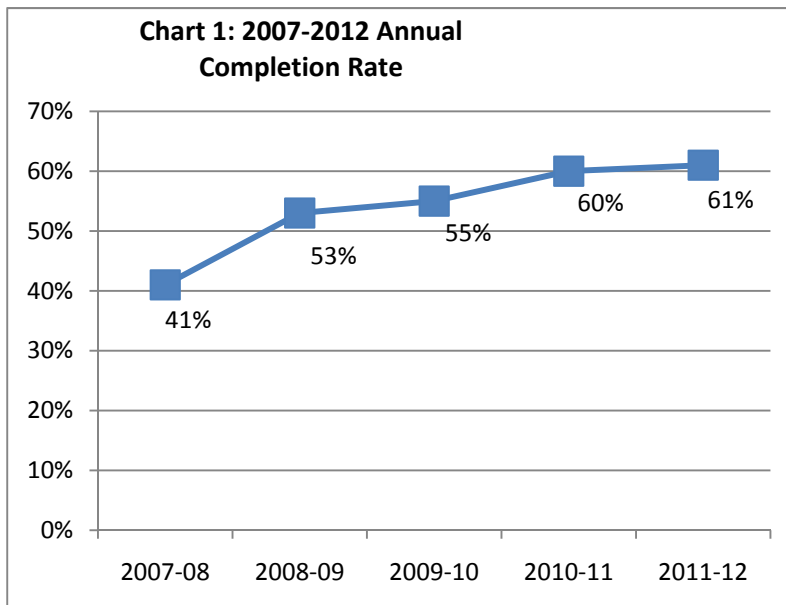
**PART II - Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

In 2007-08, Texas enrolled ninety-three thousand, two-hundred forty-two (93,242) in the AEFLA funded Adult



**Graph 1: EFL Completions**

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). Enrollment in 2011-2012 decreased eight percent (8%) to ninety-thousand seven-hundred and ten (90,710). The decrease may be attributed to programs receiving performance-based funding in the 3<sup>rd</sup> quarter in the program year not allowing them to open classes. During the 2011-2012 program year, there was also a 6% decrease in teaching staff. Although there was a decrease in enrollment in 2011-2012, the Completion of Educational Functioning Levels (EFL) has increased healthily in each EFL in comparison to the last complete year of data (2009-2010). Graph 1: EFL Completions on page 3, shows the 2007-2012 Completions by Educational Functioning Levels with dramatic increases in EFL's when comparing 2011-2012 to 2009-2010. Note that when setting the federal target performance for 2011-2012 program year, the actual performance from 2009-2010 was used as the basis for setting the targets. Of particular note, the Adult Basic Education Beginning Literacy and English as a Second Language Beginning Literacy levels gained eight (8) percentage points respectively. Performance Based Funding points for these two levels are higher for these two levels since students in these two levels are the hardest to serve. The other nine levels increased five to seven (5-7) percentage points. Overall performance has been raised by twenty-one (21) percentage points since 2007-08. (See Chart 1: 2007-2012 Annual Completion Rate.)



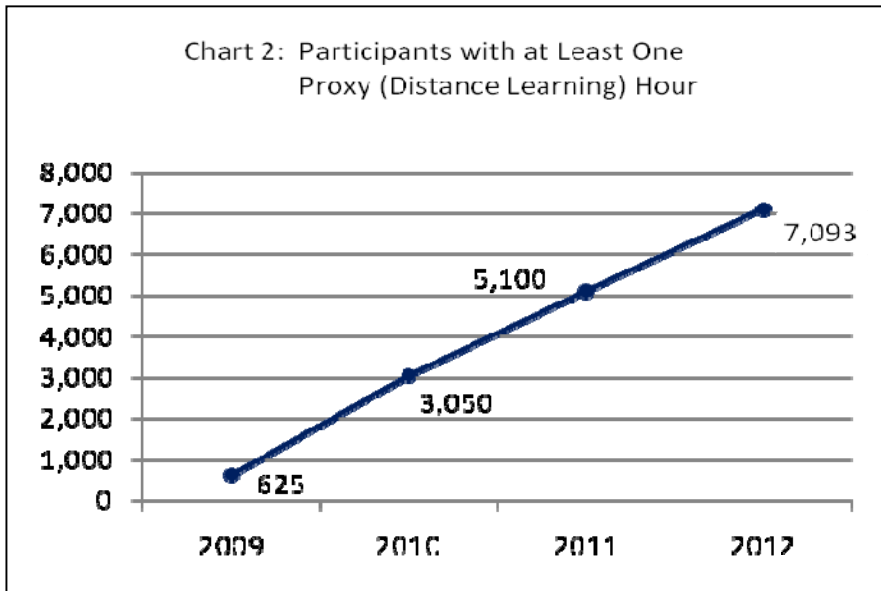
combination of the program improvement directive, managed enrollment, availability of data at the teacher and classroom level and requiring programs to provide program data to every teacher at the classroom level, and the implementation of performance-based funding have all been contributing factors to the dramatic increase in performance. In 2011-2012 the decrease in enrollment in combination with the dramatic increases in performance indicate a focus on providing a quality program and service, increased student persistence, and a concerted focus on providing college readiness and career awareness.

**Distance Learning (DL)** increased significantly in 2011-2012. From the 2010-2011 to the 2011-2012 year, there was a sixty-eight percent (68%) increase in enrollment. Texas DL policy states that a student will be considered a distance learner 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.)

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 dramatic 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 required 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 management information system was able to provide read only access to all teachers with approval from the program directors. The

2007-2008	43
2008-2009	93
2009-2010	379
2010-2011	424
2011-2012	716

In addition, the number of adult education students with at least one proxy hour has increased dramatically from the 2008-09 year to the 2011-12 year. In 2008-09 Texas served six hundred twenty-five (625), in 2009-10 served three thousand and fifty (3,050), in 2010-11 served five thousand and one hundred (5,100) and in 2011-12 served seven thousand and ninety-three (7,093) (See Chart 2: Participants with at Least One Proxy Hour.)

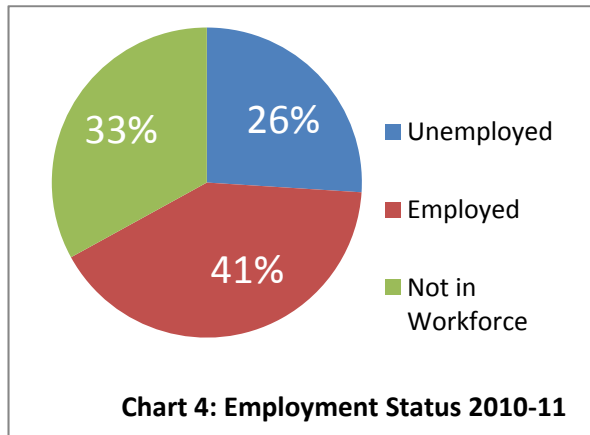
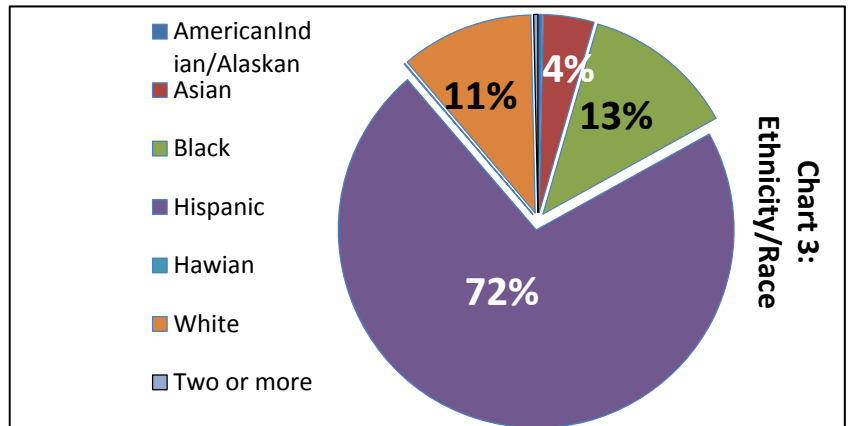


During the 2011-2012 year, the completion of Educational Functioning Levels for students with at least one proxy hour were greater with a seventy-three percent (73%) completion rate than the performance outcomes of students who received only face-to-face instruction with sixty-one percent (61%) completion rate and the distance learners reported on the Table IV-C with a sixty-seven percent (67%) completion rate. Fifty (50) or approximately 60% of all adult education and EL Civics programs have submitted plans that include 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.)

Year 2011-2012	Participants with No Proxy Hours		Participants with Less Than 50% Proxy Hours		Participants with Greater Than 50% Proxy Hours	
	Number Enrolled	% Completing Level	Number Enrolled	% Completing Level	Number Enrolled	% Completing Level
ABE	27,620	58%	3,645	68%	443	62%
ESL	44,167	63%	2,478	80%	230	75%
ASE	2,772	60%	244	68%	43	72%
ALL	74,559	61%	6,367	73%	716	67%

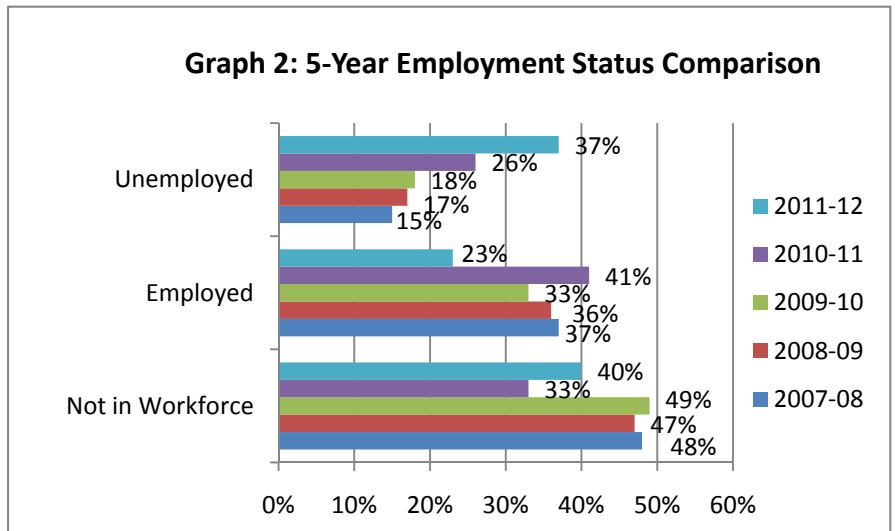
Texas served a predominately Hispanic population of 72% with 13% Black/African American, 4% Asian, and 11% White (See Chart 3: Ethnicity/Race). English as a second language (ESL) teachers move students through the system and Hispanics dominate all levels of instruction. This dominance has implications 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.

(See Chart 4: Employment Status 2010-11 and Graph 2: 5-Year Employment Status Comparison) In 2011-2012, the percentage

of un-employed adult education participants rose to thirty-seven percent (37%) during a time when the Bureau of Labor Statistics reported the state of Texas's unemployment rate was 8.1%. In 2007-08, fifteen percent (15%) served were unemployed while the unemployment rate was 4.4%. The percentage of participants not in the labor force rose from thirty-three percent (33%) in 2010-2011 to forty percent (40%) in 2011-12. Dramatically, the percentage of employed participants declined from forty-one percent (41%) in 2010-11 to twenty-three percent (23%) in 2011-2012. Texas did not meet the employment performance targets in 2011-2012. The performance target was set in 2009 based on performance data from 2007 when the unemployment rate in Texas was 4.4%.



**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 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 created an Interagency Literacy 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 strategic planning, policies and plans, interagency agreements, collaborative planning, data sharing and matching, and joint efforts to leverage resources. According to the state demographer, it is projected that almost eight million Texans will be eligible for adult education services by 2040, almost double the need in 2008. Volunteer groups served about 80,000 students in 2011 as documented by the Texas Workforce Investment Council. Texas Education Agency (TEA)-funded adult education classes served approximately 100,000 in the same year. This means that approximately 180,000 students, or 4.2 percent of the eligible Texas population, received adult education services in 2011 from these sources.

**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 contextualized 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.

**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 and this objective became a pilot in the Policy to Performance project described in this report.

### **Texas Interagency Literacy Council**

was created for the purpose of “the study, promotion and enhancement of literacy in the state.” According to TWIC, some 4.3 million Texans met the federal requirements of qualifying for adult education in 2011—they were over age 16, not in school, did not have a high school degree or a GED credential, or could not speak, read, or write English well. The Interagency Literacy Council produced a document entitled *Barriers to Literacy in Texas and Developed Action Items to Address the Barriers*. The report will be submitted to the Texas Legislature for the 2013 Session to be considered for action in statute or rider. The identified barriers and action items are summarized in the insert.

**Policy to Performance:** 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. Agencies that attended 2 face-to-face meetings were from Texas Higher Education Coordinating Board, Texas Workforce Commission, and the Texas Workforce Investment Council. Texas chose to pilot a project under the Texas Workforce Investment Council’s Strategic Action Plan as part of the pilot. The overall goal of the pilot projects was to target adult learners functioning at NRS levels 4, 5, and 6 who, while their intent was to earn a GED, were functioning at a level where they are at risk of dropping out of the educational continuum before reaching this objective. The intent was to provide these individuals with intensive GED preparation and career readiness skills that would enable them to earn a GED and qualify 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

**Texas Narrative Report 2011-2012**

### **INTERAGENCY LITERACY COUNCIL IDENTIFIED BARRIERS TO LITERACY IN TEXAS AND DEVELOPED ACTION ITEMS TO ADDRESS THE BARRIERS**

#### ***Literacy Barrier: Lack of Information about Community-Based Adult Education Services***

1. **Action Item:** Develop an Ongoing Method for Identifying Adult Education Providers
2. **Action Item:** Encourage Local Literacy Collaborative Efforts in Texas

#### ***Literacy Barrier: Lack of Career Paths for Adult Education Students***

3. **Action Item:** Integrate Adult Education and Employment Training, Placing Adult Learners on Career Paths for More Rapid and Consistent Advancement
4. **Action Item:** Enable the Exchange of Adult Education Student Information for Career Path Planning and To Support Career Counseling

#### ***Literacy Barrier: Texas Employers Face Obstacles to Finding Job-Ready Employees***

5. **Action Item:** Increase the Completion of High School Equivalency Certificates in Texas as New System is Implemented
6. **Action Item:** Increase Community College Recognition of Standardized Industry Certification and Credentials
7. **Action Item:** Provide Employers Information to Showcase Exemplary Literacy/Skills Training Programs and Curriculum

#### ***Literacy Barrier: Lack of Information on the Use of Current Technology to Enhance Adult Education Services***

8. **Action Item:** Identify Best Use of Technology, Especially Electronic Tablets and Smartphones, for Literacy Training
9. **Action Item:** Encourage the Use of Distance Learning, Especially in Rural Areas and for English as Second Language Adult Learners

#### ***Literacy Barrier: Need for Changes in TEA’s Federal and State-Funded Adult Basic Education (ABE) System***

10. **Action Item:** Include Relevant Recommendations from Report in Rebid of TEA’s ABE Contracts
11. **Action Item:** Expand Nonprofit Literacy Programs through Texas Libraries and Increased State Training of Train-the-Trainer Nonprofit Volunteers and Texas Libraries
12. **Action Item:** Eliminate or Reduce Legal Barriers and Practices to Give Community Colleges Greater Flexibility in Setting Fees for TEA’s ABE Services



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) met 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 was required in each pilot. A fast track GED component focusing on intensive writing and math components and assessment of students assessed was delivered in 4 to 6 week course and extended when necessary in response to student needs. Other unique features of instruction were that GED instruction was 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. A joint letter signed by the Texas Workforce Commission (WIA: Title I) and the Texas Education Agency (WIA Title II) kicked off the pilot partnership. The pilots will continue into the next program year. A summary is found in the insert below.

**Policy to Performance  
Pilot: C4  
Project Summary**

- \$400,000 divided by 3 regions
- 3 Fiscal Agents (one per region)
- 3 Regional Workforce Literacy Resource TEAMS formed
- 7 providers
- 21 sites
- 27 classes
- 482 enrolled in 2011-20112
- 65 contact hours per participant
- 68% had Language gain on TABE
- 70% had Math gain on TABE
- 66% had Reading gain on TABE
- 165 obtained GED to-date

Legislative Riders 82<sup>nd</sup> 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.

***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 2011-12 to programs which included thirteen (13) community colleges, thirty-five (35) local education agencies, and seven (7) community based organizations. These programs served thirteen-thousand and thirty (13,030) students which is a sixteen percent (16%) increase over the 2010-2011 enrollment figures. Local programs surveyed students to find that two-hundred and eighteen (218) received citizenship, one-hundred and twelve (112) voted for the first time, and one-thousand, six-hundred and sixty-one (1,661) achieved citizenship related skills. Sixty-eight percent (68%) of the EL Civics students completed the level in which they were enrolled resulting in an increase of one percent (1%) over last year.

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 United States Citizenship and Immigration System (USCIS) to provide training to the EL Civics programs in Texas. The training provided gave programs information about the new citizenship test and 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.