

Introduction

In Program Year 2012-2013, 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, nine-hundred and six (91,906) 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 2012-2013 program year. Texas was awarded two consecutive WIA Incentive grants for exceeding performance. This narrative report describes additional state leadership activities funded with a portion of the incentive funds during the Program Year July 1, 2012 through June 30, 2013. Narrative 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

Table 1: 2012-2013 Professional Development Activity		
Total Teachers (Full time, Part time and Volunteers)	2,885	
Trainings	Number of Training Activities	Number of Participants (Duplicated)
All PD Activities (Individual and Group Opportunities)	3,143	26,451
TEAMS Training (MIS)	69	667
Assessment Trainings, including Assessment Policy Trainings	226	1,634
Goal Setting Trainings	91	1,687
Transition Trainings (College, Career, Workforce)	860	7,976

Texas has a total of two-thousand eight-hundred and eighty-five (2,885) full-time, part-time and volunteer teachers in the AEFLA-funded adult education programs an increase of approximately 1% or thirty-five (35) new teachers from the previous year. Texas State Board of Education rules require that all teachers have a minimum of a 4-year degree, e.g., bachelor’s degree. Teacher certification is not required by the state, but approximately 60% of teachers are certified (K-12, Special Education, or TESOL Certification). 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 for two years.

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 2012-2013, (See Table I) three-thousand, one-hundred and forty-three (3,143) individual and group training opportunities were provided state-wide, including pre-services, (group or individual) benefiting a duplicated count of twenty-six thousand, four-hundred and fifty-one (26,451) participants for a seventeen percent (17%) increase from 2011-2012. Of these, sixty-nine (69) TEAMS (Management Information System) trainings were held for six-hundred and sixty-seven (667) participants for a 39% increase over the last year. In addition, two-hundred and twenty-six (226) assessment trainings for one-thousand six hundred and thirty-four (1634) participants, and ninety-one (91) trainings were held on goal setting, benefiting one-thousand six-hundred and eighty-seven (1,687) participants. **Most notably eight-hundred and sixty (860) transitions to post-secondary, training and employment trainings were held, benefiting a duplicated count of seven-thousand nine-hundred and seventy-six (7,976) educators for a 900% increase in the number of transition trainings and a 770% increase in the number of teachers participating in transition training from the last program year.** 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.

A Management Information System (MIS) user meetings sponsored by the state adult education office was held December 12, 2012 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.

Fifty percent (50%) of the WIA Incentive Grant Funds awarded to Texas were distributed proportionately to one-hundred percent (100%) of locally funded AEFLA programs. Texas LEARNS involved a variety of individuals/organizations with diverse perspectives in the design, planning, and implementation of the project. Texas LEARNS partnered with Jobs for the Future (JFF), World Education, and local adult education programs to plan, design and carry out grant activities. Texas LEARNS engaged representatives from the eight (8) regional GREAT Center Projects and 55 local programs to implement the ***Integrating Career Readiness into the ABE and ESOL Classroom® (ICA)*** training. Jobs for the Future: 1) assisted with the creation of a transition coordinator/specialist resource guide; 2) piloted contextualized curriculum processes; and 3) implemented contextualized curriculum processes. The GREAT Centers recruited regional trainers and participated in their preparation to deliver JFF’s Counseling to Careers training. World Education provided training on their ***Integrating Career Readiness ® (ICA)*** curriculum through an online course and provided the development of an abbreviated Face-to-Face training.

With WIA Incentive Grant Funds, Texas LEARNS established a Technical Workgroup to revise the Adult Education Content Standards to the level of Texas College and Career Readiness Standard utilizing the Gap Analysis completed by Texas State University through the Texas Higher Education Coordinating Board (THECB). The Technical Work Group included representatives from Texas State University, Texas Education Agency, THECB, Texas LEARNS, local programs, GREAT Centers, and Texas Workforce Commission.

The purpose of the Adult Education Workforce Investment Act Incentive Project was to provide resources to advance the Texas adult education program structure and align it with postsecondary efforts as described in legislation (GAA, Article III, Rider 35, Texas Legislature) by creating and implementing tools, support and professional development for building student pathways to college and career readiness.

Without clear and effective pathways from the ABE Classroom to postsecondary education, Texas could not achieve even marginal college-ready and career-ready outcomes that lead to employment for undereducated adults. College, Occupational and Career Readiness are essential to the millions of undereducated adults in Texas who lack the credentials to seek employment with family sustaining wages. **The framework created and implemented with incentive grant resources began the process to press adult education and workforce partners forward with the implementation of tools aligned to the Texas College and Career Readiness Standards.**

The Incentive Grant Project provided Career Awareness training online and/or face-to-face training for all teachers/all levels over the two years following the end of the grant dovetailing this training with a one-hour online goal setting course for teachers. The Goal Setting course served as Module I and the Career Awareness Course served as Module II. Along with the coursework the project created a cadre of facilitators and course instructors at the Regional Teacher Training Centers operated out of the eight (8) regional Getting Results Education Adults in Texas (GREAT) Centers. In addition, the project created resources, professional development, tools, and a delivery framework including job descriptions for the transition counselor/specialist position who work at the local level to assist adult learners with development of an individual career pathways plan and to support the efforts of teachers in the classroom to implement career pathways program-wide. Each local program was required to develop and implement a college and career readiness plan and develop a transition to postsecondary class definition as reported to by the US Department of Education Office of Vocational and Adult Education National Reporting System. Additionally, training and tools for teachers on how to contextualize instruction allowed teachers to focus on specific occupations and/or academic courses.

Jobs for the Future worked with the Texas Higher Education Coordinating Board, the Texas Education Agency, and Texas LEARNS, the technical assistance contractor, to provide nationally recognized professional development on contextualizing adult basic education coursework to workforce training programs. The goal was to work with lead curriculum developers and lead trainers in GREAT Center Projects throughout the state to bridge the current workforce ESL curriculum at the lower levels Texas Industry Specific English as a Second Language®(TISESL) with intermediate and GED level curriculum at the upper end. Contextualization tools developed assisted teachers and curriculum developers

to respond to career pathways identified by their students. Texas upgraded the ABE Content Standards to align with the Texas College and Career Readiness standards to ensure students' postsecondary education, training, and employment success. The Technical Work Group made recommendations to revise the Adult Education Content Standards to the level of Texas College and Career Readiness Standards utilizing the Gap Analysis completed by Texas State University through the Texas Higher Education Coordinating Board (THECB). The Technical Work Group included representatives from Texas State University, Texas Education Agency, THECB, local programs, GREAT Centers, Texas Workforce Commission, and Texas LEARNS.

Utilizing the Incentive Grant Funds and beginning in the 2012-2013 program year, Texas LEARNS launched six inter-related components. These components which are listed below work together to provide local programs with the tools they need to help students make successful transitions to work and to college.

- Integrating Career Awareness: **Integrated Career Awareness** has been added to adult education instruction, leading students to develop more informed career goals.
- Counseling to Careers: **Counseling to Careers** provides more information to students about best bets for career choices in their local communities.
- Contextualizing Instruction **Contextualized Instruction** can be used in a general sense, such as teaching and practicing academic skills using the context of employability skills or career awareness exploration. However, **Contextualized Instruction** can be much more focused on a particular industry group or even on a specific occupation.
- GED to College Models: Local programs may choose to offer transition classes using particular **GED to College Models** that incorporates contextualized instruction in a particular career area that has been proven a best bet career choice through the Counseling to Careers process.
- College and Career Readiness Plans: Local program **College and Career Readiness Plans** help guide programs through the various components as they create a culture of transition for their students.
- Texas Adult Education Content Standards Review: The **Texas Adult Education Content Standards** drive instruction. These standards, however, have been reviewed and recommendations for revision have been made based on the new GED® 2014, the Texas College and Career Readiness Standards, and national College and Career Readiness Standards for Adult Education published in April 2013.

Additional activities funded through AEFLA State Leadership funds:

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*

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*

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.

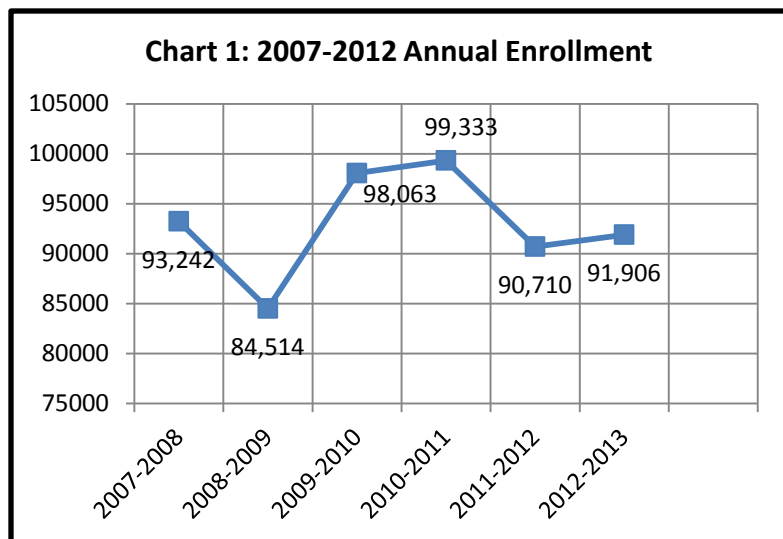
AE programs administered by Texas State University Credential Project.

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 provider

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

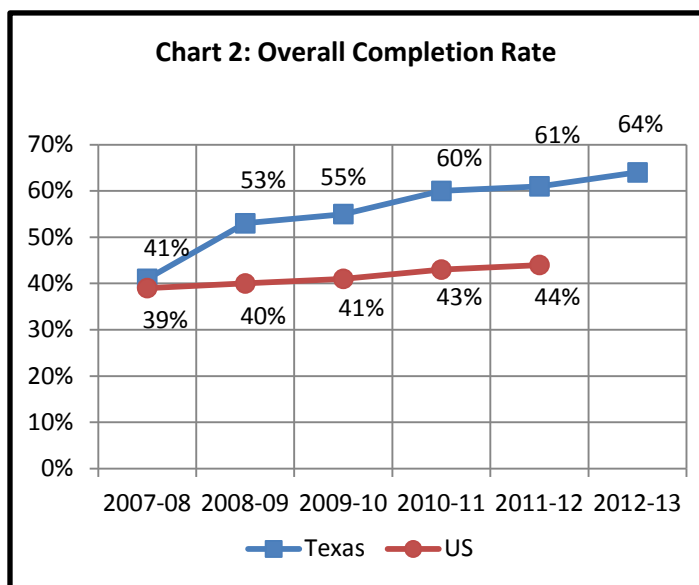


Education Program, and in 2008-09 Texas enrolled eighty-four thousand, five-hundred and fourteen (84,514) a difference of eight-thousand, seven-hundred twenty-eight (8,728) students. The large decrease in 2008-09 was contributed in part to the devastation from Hurricane Ike. In 2009-10, Texas recovered 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). Enrollment in 2011-2012 decreased eight percent (8%) to ninety-thousand seven-hundred and ten (90,710). The decrease may be attributed to the delay in programs receiving performance-based funding until the 3rd quarter in the program year not allowing them to open classes. During the 2011-

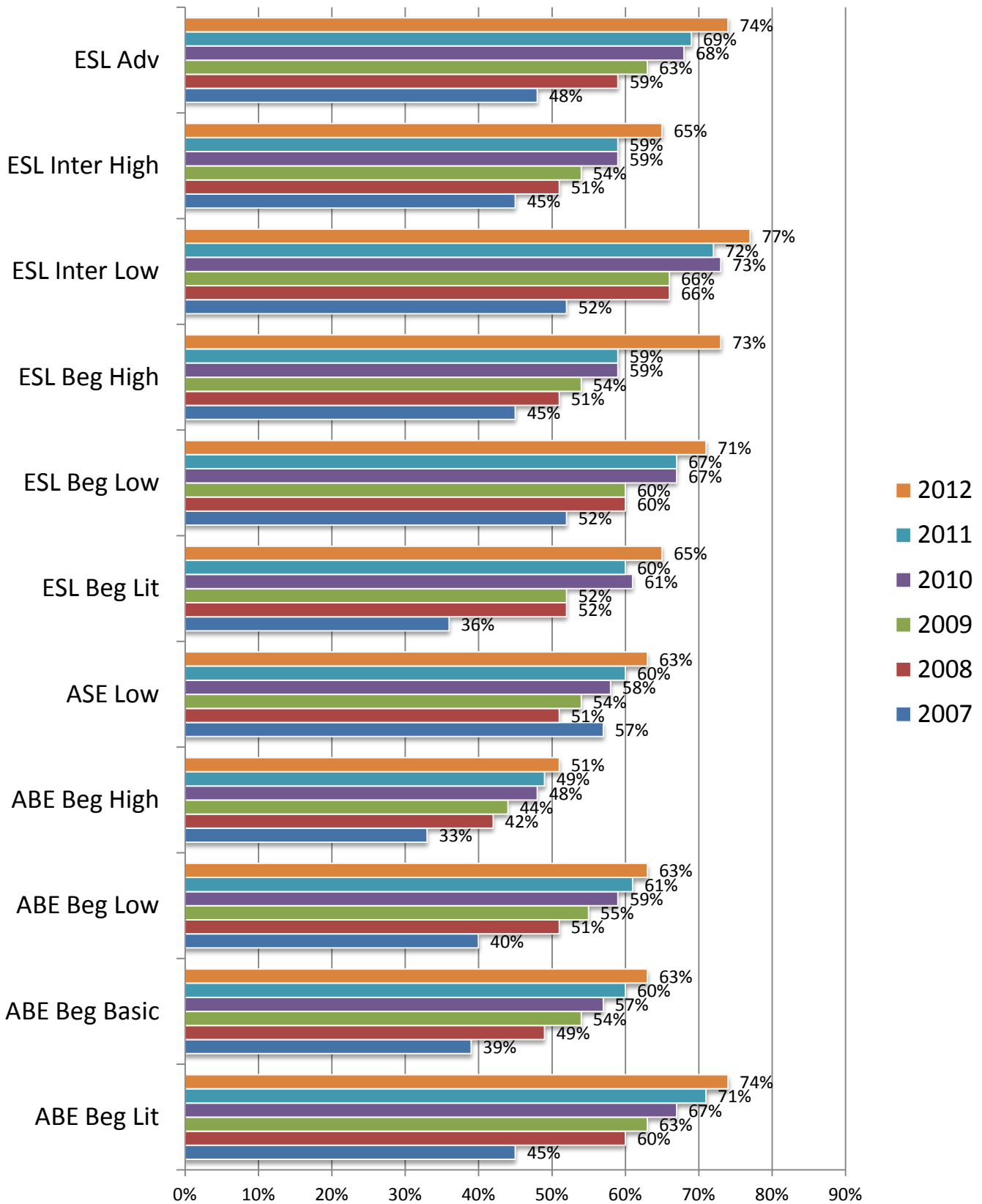
2012 program year, there was also a 6% decrease in teaching staff. Although there was a decrease in enrollment in 2011-2012, the Completion of Educational Functioning Levels (EFL) increased in each EFL in comparison to the 2009-2010 program year. (Chart 2) Enrollment in 2012-2013 increased three percent (3%) to ninety-one thousand nine-hundred and six (91,906) and the completion rate increased by 3 percent from 61% to 64%. As noted earlier, the number of teachers increased in 2012-2013 by thirty-five (35) teachers a one percent (1%) increase. (See Table 1)

Overall performance has been raised by twenty-three (23) percentage points since 2007-08. (Chart 2) Several factors over the last 5 years have contributed to this success including managed enrollment, required program improvement plans, targeted data driven professional development, and performance based funding.

Chart 3 shows the 2007-2012 Completions by individual Educational Functioning Levels. In spite of the lower enrollment, performance has increased by 2 to 6 percent in each level with an average of a 4 percent gain.



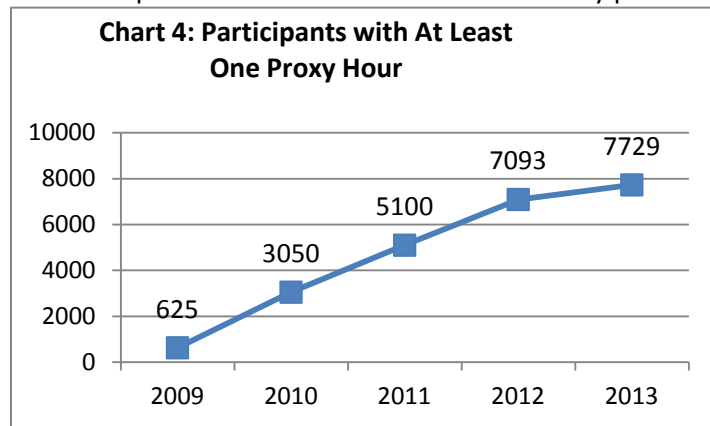
Educational Functioning Level 6 Year Comparison



Distance Learning (DL) enrollment decreased slightly in 2012-2013 from 716 to 704 students meeting the definition for Distance Learning, i.e., more than 50% of contact hours are proxy hours. 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)

In spite of the slight decrease in from last year to 2012-2013, the number of adult education students with at least one proxy hour increased dramatically from the 2008-09 year to the 2012-13 year. In 2008-09 Texas served six hundred twenty-five (625), and in 2012-13 served seven thousand seven hundred and twenty-nine (7,729). (Chart 4)

During the 2012-2013 program year, the completion of Educational Functioning Levels for students with at least one proxy hour was greater with a seventy-eight percent (78%) completion rate than the performance outcomes of students who received only face-to-face instruction with sixty-three percent (63%) completion rate and the distance learners reported on the Table IV-C with a seventy percent (70%) completion rate. Programs have concluded that



students with both proxy and direct hours make considerably higher gains than all other students.

Approximately 60% of AEFLA funded local programs have submitted Distance Learning program plans that include delivery of distance education, student and teacher screening, curriculum selection, and instructions regarding data collection and entry into the TEAMS the state's management information system.

The regional teacher training projects, i.e., GREAT Centers, facilitate the training and the state office reviews distance learning plans, offers technical assistance, and organizes and manages a statewide committee that

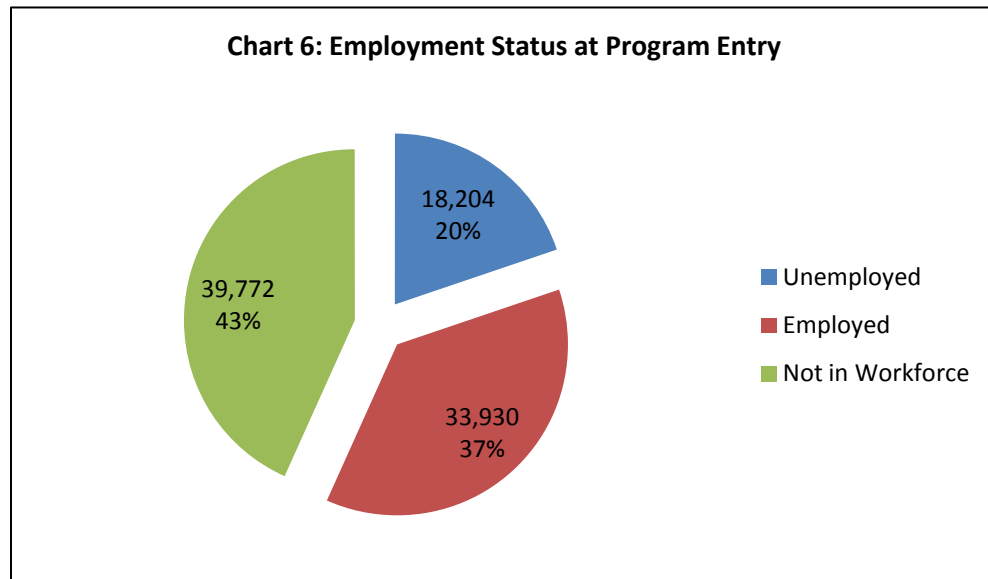
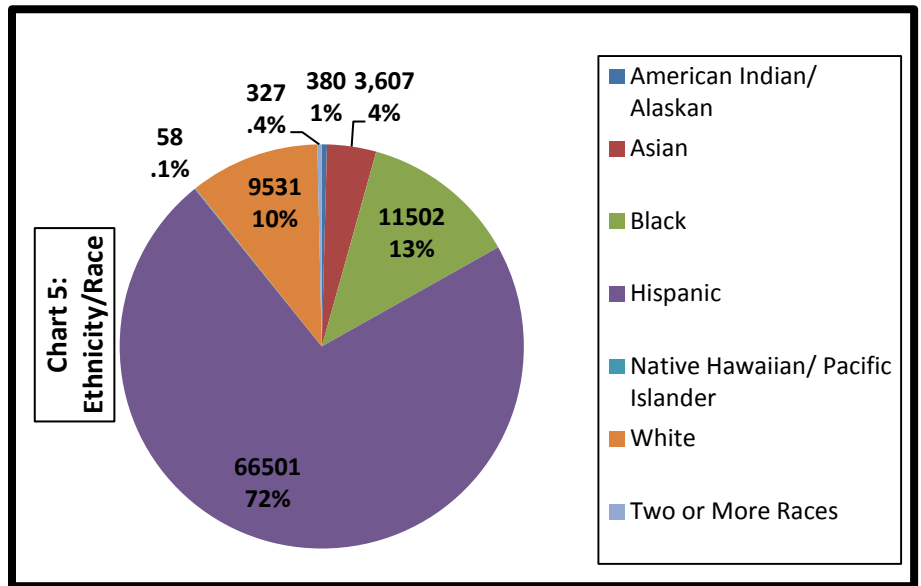
approves additional distance learning curriculum as recommended by users. (Table 3)

Program Year	(More Than 50% of Total Contact Hours are Proxy Hours)
2007-08	43
2008-09	93
2009-08	379
2010-11	424
2011-12	716
2012-13	704

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

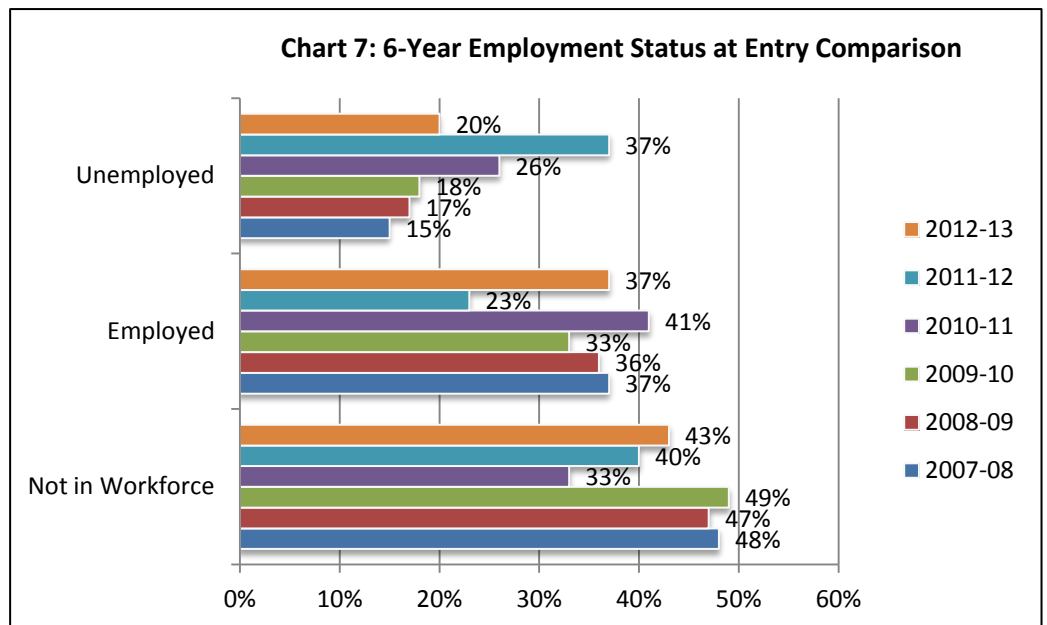
2012-2013 Level	Participants with No Proxy Hours		Participants with Less Than 50% Proxy Hours (& Direct Hours)		Participants with Greater Than 50% Proxy Hours	
	Number Enrolled	% Completing Level	Number Enrolled	% Completing Level	Number Enrolled	% Completing Level
ABE	38,403	59%	4,461	73%	443	67%
ESL	42,464	67%	2,966	86%	230	78%
ASE	2,606	61%	302	73%	43	52%
ALL	83,473	63%	7,729	78%	716	70%

Texas served a predominately Hispanic population of 72% with 13% Black/African American, 4% Asian, and 11% White (Chart 3). 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.

Texas exceeded its 2012-2013 employment follow-up performance target measures for Obtaining Employment and Retaining Employment. The target for Obtain Employment was forty-three percent (43%) and fifty percent (50%) of the new cohort obtained employment. The target for Retain Employment was sixty-four percent (64%) and seventy-two percent (72%) of the new cohort retained employment. Of the five thousand four hundred and twenty (5,420)



participants who reported at entry into the program that they were unemployed, three-thousand eight-hundred and fifty-seven (3,857) were positive responses in UI Data. Of the three-thousand eight-hundred and fifty-seven (3,857) positive responses, one-thousand nine-hundred and twenty-six (1,926) became employed based on the data match to UI data. Of the eleven-thousand eight-hundred and seventy-two (11,872) participants who were employed at entry or participants who became employed in their first quarter after their exit from the program, seven-thousand seven-hundred and ten (7,710) were positive responses in the UI data match. Of seven-thousand seven-hundred and ten (7,710) positive responses, five-thousand five-hundred and fifty (5,550) participants retained their job three quarters after their exit quarter.

In 2012-2013, the percentage of un-employed adult education participants served declined by seventeen percent (17%). Twenty percent (20%) of participants reported that they were at entry into the program unemployed during a time when the Bureau of Labor Statistics reported the state of Texas's unemployment rate was 6.9%. 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 slightly by three percent (3%) from forty percent (40%) to forty-three percent (43%) in 2012-13. Dramatically, the percentage of employed participants increased from twenty-three percent (23%) in 2011-12 to thirty-seven (37%) in 2012-2013. 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%. **(Chart 7)**

In addition, Texas met another follow-up measure under the new cohort designation rules for obtaining the GED. Six-thousand three-hundred and sixty (6,360) participants took all sections of the GED, and five-thousand one-hundred and ninety-seven participants passed all five sections and obtained the GED for an eighty-two percent (82%) achievement rate.

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.

In 2011-12, 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 was submitted to the Texas Legislature for the 2013 Session to be considered for action in statute or rider.

Policy to Performance and the Texas Workforce Investment Council Project “C-4”: 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 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 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 C-4 initiative is Adult Education’s response to one of fourteen long term objectives outlined in *Advancing Texas: The Strategic Plan for the Texas Workforce System*. C-4 calls for the design and implementation of adult education initiatives

by 2013 that enhance employment outcomes for adult populations requiring workplace literacy skills. The C-4 initiative targets adult learners functioning at levels 4, 5, and 6 as defined by the National Reporting System (NRS).

During the first year of the C-4 pilot (spring 2012), seven adult education providers in three regions served 482 adult learners in 27 classes at 21 sites. Participants were provided 31,131 hours of instruction. Students were provided with an average of 16 hours of instruction per week for an average of 64 hours of instruction. Cohorts of students participated in classes lasting six to eight weeks, with several programs running continuous classes for a semester or more. Distance learning extended instructional time for 116 participants. One hundred and thirty-one (131) individuals earned the GED® certificate.

In the second year of the initiative, 486 adult learners were served in 48 classes at 23 sites. Students received an average of 68 hours of instruction over a minimum of six to eight weeks. Distance learning extended instructional time for 151 participants. One hundred and fifty-one (151) students had obtained the GED® certificate when classes ended on June 30, 2013.

In summary, the unduplicated participant count for the 2-year project is nine hundred sixty-nine (969); total number of classes was one hundred and three (103); total number of sites was thirty-six (36) with an overall average of sixty-nine (69) hours per student; two hundred sixty-seven (267) students participated in distance learning; and three hundred and two (302) obtained a GED® certificate.

Innovative practices that have proven to be key to the success of the C-4 initiative have included the hiring of transitions counselors/coordinators to assist learners in making wise choices and successful transitions to postsecondary education, training, and employment; strengthened partnerships with local workforce partners brought together in local Workforce Literacy Resource Teams (WLRTs); and intensified GED® instruction coupled with career awareness, career readiness activities, and the use of local labor market information to identify career pathway options.

Challenges were found in referring learners to job training and employment services accessible only through workforce partners, but progress was made by the pilot initiatives. Helping students to successfully navigate the workforce one-stop centers has required persistence by 8 instructors and transition counselors/coordinators. Disparity between adult education performance measures and workforce partners' reporting goals and performance measures was a challenge. Still, the academic success of larger numbers of adult learners, coupled with programs' ability to merge instructional and workforce-related services, is noteworthy.

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.

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 2012-13 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 two-hundred and fifty-three (13,253) participants which is a two percent (2%) increase over the 2011-2012 enrollment figures. Local programs surveyed students to find that eighty-six participants (86) received citizenship, forty-four (44) voted for the first time, and one-thousand, three-hundred and sixty-six (1,366) achieved citizenship related skills. Seventy-five percent (75%) of the EL Civics students completed the level in which they were enrolled resulting in an increase of seven percent (7%) 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.