

FINAL

**EXTENSION OF
TEXAS STATE PLAN
FOR
ADULT EDUCATION
AND FAMILY LITERACY**

July 1, 2013 through June 30, 2014

**Developed Under Title II – Adult Education
and Family Literacy Act
Workforce Investment Act of 1998**

**Texas Workforce Commission
July 15, 2013**

Philosophy and mission
of adult education and literacy as adopted by
the state board of education

PHILOSOPHY	All adults will be equipped to succeed in education, work, and life for a better Texas.
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MISSION	The mission of adult education and literacy is to ensure that all adults who live in Texas have the skills necessary to function effectively in their personal and family lives, in the workplace, and in the community.
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EXECUTIVE SUMMARY
PROPOSED REVISION TO THE TEXAS STATE PLAN FOR
ADULT EDUCATION AND FAMILY LITERACY
JULY 1, 2013 THROUGH JUNE 30, 2014

Effective September 1, 2013, with the passage of Senate Bill (SB) 307, 83rd Texas Legislature, Regular Session (2013), the adult education and literacy program will transfer authority from the Texas Education Agency (TEA) to the Texas Workforce Commission (TWC) no later than January 1, 2014. TEA and TWC are working together to make the transition as smooth as possible and minimize disruptions to current adult education service providers. TWC anticipates continuing to collaborate with the state agencies and organizations outlined in the State Plan and will develop written agreements where applicable.

The following revisions to the State Plan include the current efforts of TWC and TEA and the anticipated actions by TWC once program authority has been transferred.

The proposed revision to the Texas State Plan for Adult Education and Family Literacy is mandated by the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act, P. L. 105-220), using the authority contained in Section 422 of the General Education Provisions Act (GEPA)[20 U.S.C 1226 (a)]. In order to receive federal adult education funds, a state must have a state plan revision approved by the U.S. Secretary of Education with new agreed performance targets for 2013-2014. The performance targets contained in Section 5.0 of this plan have been preliminarily approved by a representative of the U.S. Department of Education's Department of Adult Education and Literacy (DAEL). **State plan revisions are due to the U.S. Department of Education (USDOE) April 1, 2013.**

As required by Section 224 (c) and (d) of the Adult Education Family Literacy Act, revisions include new performance targets that exceed actual performance measured in the prior year. States were also asked to indicate whether they intend to extend current grants or conduct a one-year competition. Revisions must be approved by the Governor and any comments made by the Governor must be submitted to the U.S. Office of Vocational and Adult Education with the plan revisions. Revisions must also include new uses of funds that were not incorporated in the existing State Plan and include updated certificates and assurances with original signatures.

Under this proposed revision, the State of Texas intends to extend 2012-2013 (current) grants for Section 231 and Section 225 until the conclusion of a new competition to be started in 2013-2014. Projects funded originally in a competitive process will not stray from what was originally proposed and approved. The extension means that programs will continue what they proposed to do in the competitive application for a longer period of time. 2013-2014 performance targets as stated in Section 5.0 exceed actual performance outcomes for the fiscal year 2011-2012. The Texas Education Agency will similarly extend EL Civics Section 231 (b) funds to existing grantees for 2013-2014. Texas will release a competitive RFP for 2013-2014 for Sections 231, 225 and EL Civics. Effective September 1, 2013, with the passage of SB 307, the adult education

and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. TWC anticipates conducting a competitive procurement in FY2014.

Revisions to the Original State Plan as Submitted in April 1999, the Revised State Plan submitted April 1, 2013, and the Revised State Plan submitted by TWC July 15, 2013

As directed in the document "Revising a State Plan" from the U.S. Office of Vocational and Adult Education (OVAE), revisions need only to be those that are pertinent revisions, not full plans. All revisions are simply updated sections to the original plan. Texas has included in its plan revision, a TWC organizational chart.

Components of the Plan

- Eligible agency certifications and assurances – new, signed copies submitted by TWC;
- needs assessment – revised to reflect transfer to TWC;
- description of adult education and literacy activities – updated organizational chart submitted; revised to reflect transfer to TWC;
- a description of the annual evaluation process – revised to reflect transfer to TWC;
- performance measures – the submitted performance targets for 2013-2014 have been preliminarily approved by a representative of the U.S. Department of Education's Department of Adult Education and Literacy (DAEL) and exceed actual performance outcomes for fiscal year 2011-2012 - revised to reflect transfer to TWC;
- the process and procedures for funding eligible providers including procedures for direct and equitable access to funds – revised to reflect transfer to TWC;
- the program strategies for various populations – revised to reflect transfer to TWC;
- integration with other adult education and training activities – revised to reflect transfer to TWC;
- programs for corrections and other institutionalized adults – revised to reflect transfer to TWC; and
- state leadership activities – revised to reflect transfer to TWC.

Funding and Eligible Providers

The Adult Education and Family Literacy Act (AEFLA) constitutes various categories of adult education service providers as eligible applicants and 82.5 percent of the federal funds are awarded to local adult education providers.

Eligible providers as delineated in Title II of the Workforce Investment Act of 1998, "The Adult Education and Family Literacy Act" are:

- a local educational agency;
- a community-based organization of demonstrated effectiveness;
- a volunteer literacy organization of demonstrated effectiveness;

- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described in any of these but has the ability to provide literacy services to adults and families; and
- a consortium of these agencies, organizations, institutions, libraries, or authorities.

Of the 82.5 percent funds, TWC will use not more than 10 percent as authorized in law for corrections education and adult education for other institutionalized adults. The remainder will be allocated according to the State Board of Education approved formula to each school district region.

Funds are awarded through a competitive Request for Proposal (RFP) process described in Section 6.0 and 10.0 of the plan. Section 231 of the law requires TWC to award multi-year grants or contracts on a competitive basis. In addition, the same grant or contract application process is to apply for all eligible providers. Eligible providers can form a consortium and apply through a fiscal agent or they can apply individually. Further, each fiscal agent must establish an advisory committee, which provides for local control in planning and implementing adult education services.

Implementing Adult Education and Family Literacy Act (AEFLA)

TWC will implement AEFLA with the assistance of the Harris County Department of Education (HCDE). TWC anticipates entering into a contract with HCDE to continue the work begun with TEA. TWC and HCDE are working together to transition the adult education duties and knowledge to TWC staff. TWC and TEA have entered into a Memorandum of Understanding (MOU) detailing the transfer of the adult education and literacy program, including measures to ensure against any unnecessary disruption to service providers.

A brief summary of the contract's main points are summarized below.

TWC will provide the discretionary duties to include:

- Distribute funds according to Federal and State guidelines;
- Develop, publish, and distribute competitive RFPs;
- Receive RFPs;
- Conduct the competitive RFP process;
- Approve funding and issue Notification of Grant Awards to applicants;
- Perform on-site monitoring of projects as identified as high risk in the risk assessment process; and
- Verify and submit annual reports to USDOE.

The non-discretionary duties and responsibilities, which TWC may outsource to HCDE, include:

- Technical assistance to grantees;
- Establishment of a regional center approach for technical assistance and professional development;
- Assistance to TWC with required reports and plans;

- Updating and maintenance of automated reporting systems;
- Assistance to TWC in establishing adult education performance measures; and
- Establishment of an Adult Education Advisory Committee of local providers and other related agencies to assist in examining issues related to access to funds and all related adult education activities.

Contents

1.0 Eligible Agency Certifications and Assurances

- 1.1 Certifications.
- 1.2 Assurances
- 1.3 Assurances for the Unified Plan Only

2.0 Needs Assessment

- 2.1 Individuals Most in Need
- 2.2 Populations

3.0 Description of Adult Education and Literacy Activities

- 3.1 Description of Allowable Activities
- 3.2 Special Rule [Uses of Funds for Family Literacy]
- 3.3 Description of New Organizational Chart

4.0 Annual Evaluation of Adult Education and Literacy Activities

- 4.1 Annual Evaluations

5.0 Performance Measures

- 5.1 Eligible Agency Performance Measures
- 5.2 Optional - Additional Indicators
- 5.3 Levels of Performance for First Three Years
- 5.4 Factors

6.0 Procedures for Funding Eligible Providers

- 6.1 Applications
- 6.2 Eligible Providers
- 6.3 Notice of Availability
- 6.4 Process
- 6.5 Evaluation of Applications
- 6.6 Special Rule

7.0 Public Participation and Comment

- 7.1 Description of Activities
- 7.2 Governor's Comments

8.0 Descriptions of Program Strategies for Populations

- 8.1 Strategies

9.0 Integration with other Adult Education and Training Activities

- 9.1 Description of Planned Integrated Activities
- 9.2 State Unified Plan

10.0 Description of Steps to Ensure Direct and Equitable Access

- 10.1 Description of Steps

10.2 Notice of Availability

11.0 Programs for Corrections

Education and other Institutionalized Individuals

11.1 Types of Programs

11.2 Priority

11.3 Types of Institutional Settings

12.0 Description of Proposed State Leadership Activities

12.1 Description of Activities

12.2 Collaboration with Other Related Agencies and Programs

12.3 Descriptions of Activities under Sec. 427 of the General Education Provisions Act (GEPA)

12.4 One-Stop Participation

Appendix A. Certifications and Assurances

Appendix B. The Adult Education Cooperative Delivery System Map

Appendix C. State Leadership Funded Regional Center of Excellence and Training

Appendix D. The One-Stop Service Delivery Areas (SDA's) Map from the Texas Workforce Commission

Appendix E. TWC Organizational Chart

Appendix F. Harris County Department of Education's Texas LEARNS Org Chart

Appendix G. Governor's Comments Placeholder

Appendix H. Indicators of Program Quality

1.0 Eligible Agency Certifications and Assurances

See Appendix A for Certifications and Assurances

2.0 Needs Assessment (Sec. 224 (b) (1))

2.1 Individuals Most in Need

The need for adult education services in Texas is acute. More than 4 million people in Texas (about 27 percent of the State's population) function at the lowest literacy level. For the Texas population living on and near the Texas/Mexico border, the needs are even greater. Up to 60 percent of this population is functioning at this lowest level. Additionally, the sharp increase in the Spanish-speaking population of Texas, as shown in the 2000 Census, presents an ever-growing need for English literacy as well as new approaches to increasing the timely employment readiness of this population.

Illiteracy is a long-term problem and basic education is still lacking for many adult Texans. It is estimated that adult illiteracy carries a price tag of more than \$17 billion per year as a result of lost income and tax revenue, welfare, unemployment, crime and incarceration, and training costs for business and industry.

Education: Adults who completed higher levels of schooling outperformed those with a limited education. In Texas, 81 to 83 percent of the individuals whose highest level of education was zero to eight years of school performed in the lowest level of literacy (Level 1). However, 50 to 52 percent whose highest level of education was 9 to 12 years of school performed in the lowest level. In contrast, 21 percent of individuals, whose highest level of education was a high school diploma or a high school equivalency certificate performed in Level 1. Educationally disadvantaged adults who are most in need are a primary target population for adult education and literacy services.

The 2000 U.S. Census shows that approximately 1,400,000 Texans over 25 years of age had less than 9 years of school and another 1,600,000 had completed 9 to 11 years of school but not received a high-school diploma. Ethnic minorities comprised the largest numbers of adults with less than a high school education. Since 1994, ethnic minorities served by adult education programs increased from 75 percent to 81 percent, with Hispanics comprising 64 percent of enrollments.

Since 1994, the percent of adults served in ABE and ESL programs has increased from 71 percent to 81 percent.

Ethnicity: In Texas, 14 to 15 percent of White respondents, 40 to 46 percent of African American respondents, and 50 to 51 percent of Latino respondents performed in the lowest level of literacy according to the Texas Adult Literacy Survey. African Americans and Latinos are disproportionately represented in Level 1 across the literacy scales.

Employment Status: Texans need basic skills to reach their employment goals. In 2001, over 55 percent of people who rely on Temporary Assistance for Needy Families (TANF) lacked a high school diploma. The closings of many garment and apparel factories along the Texas/Mexico border continue to leave workers -- many with limited education and limited English skills -- in need of strategic basic education programs that will assist them in transitioning back into the workplace.

The Texas Adult Literacy Survey (TALS) revealed that the literacy proficiency of Texas adults who are employed lag far behind that of their counterparts in the South and the nation -- performance which has significant implications for development of the workforce in regard to basic skills. According to the National Adult Literacy Survey (NALS), many more Texas adults (20 to 28 percent) in the workforce (full-time or part-time) performed at the lowest level of literacy (Level 1) than regional (8 to 9 percent) or United States (13 to 14 percent) adults. Among unemployed Texas adults who are looking for work, 26 percent performed at Level 1. The TALS revealed that even among employed adults (full-time and part-time), functional literacy is a serious problem, and that it is more serious in Texas than in the South or in the nation. Adult education targets adults who are unemployed but seeking employment as well as adults who are employed but in need of improved literacy proficiency. The percentage of unemployed adults served in adult education programs in Texas has increased from 44 percent to 53 percent since 1994.

According to the Texas Workforce Commission, *Strategic Plan 2001-2005*, the labor market needs of business and industry continue to require more specialized education and skills. Recent statistics show that Texans lack the education and training required for higher paying jobs, leaving business and industry struggling to fill jobs. Employers also face decisions about moving their companies where a skilled workforce already exists.

2. Populations

Low Income Adult Learners Who Are Educationally Disadvantaged: Literacy is strongly connected to economic status. Half of "poor or near poor" Texans also ranked in the lowest literacy level. In addition, Texas residents who were classified as poor or near poor did not perform as well as their counterparts nationwide. Poor or near poor adults are disproportionately single mothers. Low-income adults who are educationally disadvantaged are a primary target population for adult education and literacy services.

Individuals with Disabilities: One of the background questions included in the Texas Adult Literacy Survey asked respondents whether they have physical or mental conditions that keep them from participating fully in work, school, housework, or other activities. Ten percent of the adults in Texas reported having such conditions. Of the Texas residents who said they have limiting physical or mental conditions, 55 to 58 percent fell into Level 1. The average proficiencies of Texas respondents who reported limiting conditions had considerably lower proficiencies than those of individuals who reported no such conditions. One can assume that adults with disabilities are a major target population for adult education.

The Department of Assistive and Rehabilitative Services (DARS) is the state's vocational rehabilitation agency. Many DARS clients are also adult education students. Serving learning disabled adults in adult education is a critical issue facing adult education programs. It has been estimated that 50-80% of the students in Adult Basic Education and literacy programs are affected by learning disabilities. National Adult Literacy and

Learning Disabilities Center (1995). In Texas, this would potentially equate to 20,000 students. Funding for diagnosis is a challenge for adult learners and programs. Many adult education students have not had the benefit of special education, and inexpensive or free resources for diagnosis are almost nonexistent. DARS provides the major avenue for obtaining services for adults to document specific learning disabilities outside of K-12 special education services. In past years, TEA and DARS have worked together on special projects related to serving visually impaired and hearing impaired individuals in adult education. It is our goal to work together to help adult education students to receive the accommodations needed to succeed. TWC anticipates continuing these efforts.

Single Parents and Displaced Homemakers: The primary population of adult recipients of the various welfare programs, including Temporary Assistance for Needy Families (TANF) cash payments, are single parents, most often female. The Texas Adult Literacy Survey showed that more than 75 percent of adult respondents who were receiving TANF demonstrated skills in the two lowest literacy levels, and 41 to 48 percent performed in Level 1. Results with Food Stamp recipients are similar, with 47 to 51 percent performing in Level 1. In fiscal year 2003, 68.9 percent of adult TANF recipients lacked a high school diploma. A one-month snapshot in August of 2003 indicated 71.24 percent of adults who received TANF during that month had less than high school completion. TANF recipients are a major target population for adult education.

Local adult education programs and workforce centers will continue to use a standardized referral process for referral of TANF/ CHOICES welfare clients. Adult education and one-stop workforce centers will continue to identify services that adult education programs can provide to TANF/CHOICES participants without cost. The Test of Adult Basic Education (TABE) will serve to increase the exchange of assessment information available as local workforce centers and adult education programs serve the same client. Local adult education organizational arrangements may need to restructure to address performance accountability under AEFLA.

Limited English Proficiency: In the Texas Adult Literacy Survey, Texas residents who described themselves as not understanding, speaking, reading or writing English well had average prose, document, and quantitative proficiency scores that fell into the Level 1 range of each scale. In other words, adults in Texas who self report that they have restricted skills in English actually tend to demonstrate more limited proficiency than those who said they read, write and speak the language well or very well. The limited English proficient adult education population in Texas' adult education program comprises 46 percent of the entire adult education student population (an increase of 9 percent over 1994) and limited English proficient adults placed in Beginning English as a Second Language (ESL) classes are an overwhelming 65 percent of all ESL students. The 1990 U. S. Census showed that among adults in Texas whose native language is not English, 348,000 individuals indicated that they speak English "not well," and another 206,000 speak English "not at all."

The education needs of the immigrant population are reflected in the increase of ESL students. Over 70,000 immigrants are served annually. The need for ESL services will

continue to grow since Texas is among the top three states in the number of immigrants moving to the United States annually. Over 40,000 immigrants move to Texas annually. In addition, limited English proficient high school drop outs seek adult education services. It is clear that the language needs of the limited English proficient adult education population in Texas are substantial and this is a major target for adult education services.

More recently, the 2000 Census identified Texas as one of 22 states with an increase of more than 90% in foreign-born population during 1990-2000.

According to Census 2000, the following states experienced an increase of more than 90% in their foreign-born population between 1990 and 2000: Alabama, Arizona, Arkansas, Colorado, Delaware, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Minnesota, Mississippi, Nebraska, Nevada, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, and Washington.

Criminal Offenders in correctional institutions and other institutionalized individuals: Adults in institutions have significant learning needs. In Texas, the Windham School District (WSD) is the adult school system within the Texas Department of Criminal Justice (TDCJ). The mission of the WSD is to provide appropriate educational programming and services to meet the needs of the eligible offender population in the Texas Department of Criminal Justice (TDCJ) and reduce recidivism by assisting offenders in becoming responsible, productive members of their communities. The goals of the WSD shall include educating offenders to: (1) reduce recidivism; (2) reduce the cost of confinement or imprisonment; (3) increase the success of former inmates in obtaining and maintaining employment; and (4) provide an incentive to inmates to behave in positive ways during confinement or imprisonment.

The typical Windham student dropped out of school in the 6th or 7th grade and functions at about the 5th grade level. He or she is in the mid-thirties and has a history of academic failure compounded by other difficulties in leading a normal, productive life. Since offenders typically cycle from county jails to TDCJ, there is reason to think this profile also fits the offender served in adult education in county and other jails. Nationally, prison inmates differ from the regular household population with respect to many demographic characteristics. Generally, prison inmates tend to be male, minority, young and less educated than the household population. In the National Adult Literacy Survey, 31 to 40 percent of prison inmates performed in Level 1 across the three scales.

Seventy-six thousand, two hundred ninety-four (76,294) students were served in 2003-2004 by Windham School District through state appropriations. There is a tremendous need for education services as a priority for offenders released to the community. Currently, there is no appropriation to serve the educational needs of releasees. In addition, a great need exists for education services for incarcerated individuals outside Windham, in such facilities as county jails, city jails, halfway houses, restitution centers, substance abuse facilities, boot camps, and other residential facilities. The Community

Justice Assistance Division (adult probation) of TDCJ has a small source of funds to serve the educational needs of probationers; however, it is woefully inadequate. The offender and ex-offender population is a major target for adult education services.

For Lifelong Learners:

Adult education is an important component for achieving the goals of the State's *Closing the Gaps* plan. General Education Development (GED) completers and English as Second Language (ESL) students account for a significant portion of community college students. Texas identified transition to post-secondary education and further training as a priority in 2007-2008 and will continue as a priority in 2009-2010. For accountability purposes, Texas LEARNS will define post-secondary education and determine the most appropriate method to measure transition. In addition, teachers will receive additional training in goal setting, student orientation, and tools for assisting adult students with accessing post-secondary. The goal is to give more people the tools to move successfully through these programs and into postsecondary education and training while meeting student's employment needs.

Further Information

The data presented above provides significant rationale for serving the needs of the special populations through programs of adult education and literacy, including workplace literacy, family literacy, and programs for limited English proficient adults. Sections 3.0, 6.0, 8.0, 11.0, and 12.0 all present initiatives that may be undertaken during the period of the plan. Included in these initiatives is a mutual planning process with the other agencies who serve the same client, including the the local one-stop workforce centers, the Texas Department of Human Services, the Texas Department of Assistive and Rehabilitative Services, and the Texas Department of Criminal Justice.

3.0 Description of Adult Education and Literacy Activities (Sec 224 (b) (2))

3.1 Description of Allowable Activities

This section describes the scope, content, and organization of local adult education and literacy activities. These activities include programs that provide adult education and literacy services including workplace literacy services, family literacy services, and English literacy programs. Section 231 (b) of AEFLA requires TWC to require each eligible provider receiving a grant or contract to offer one or more programs in one or more of these categories.

Effective September 1, 2013, with the passage of SB 307 and the establishment of Chapter 315 of the Texas Labor Code, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. Effective September 1, TWC will assume responsibility for state leadership activities. TWC anticipates executing a contract with Texas LEARNS effective September 1, 2013, to transition knowledge and duties to TWC through the transition period. The purpose of the adult education program is to assist adults to become literate and obtain the knowledge and

skills necessary for employment and self-sufficiency; to assist adults who are parents to obtain the educational skills necessary to become full partners in the education development of their children; and to assist adults in the completion of a secondary school education.

Adult education provides out-of-school individuals who are beyond the age of compulsory school attendance and who function at a less than secondary school completion level with basic literacy skills, English language proficiency for limited English proficient adults, preparation for the attainment of the General Educational Development (GED) certificate or high school diploma, and literacy skills to become more employable, productive, and responsible citizens, as appropriate.

Adult Education and Literacy Services including English Literacy Programs

Section 203 of AEFLA says that the term "adult education" means services or instruction below the postsecondary level for individuals --

- A) who have attained 16 years of age;
- B) who are not enrolled or required to be enrolled in secondary school under State law; and
- C) who --
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - are unable to speak, read, or write the English language.

Texas' compulsory school attendance law specifies that a child shall attend school until he/she is 18 years old. Children who are 17 years old may be exempted from compulsory school attendance if he/she is attending a GED preparation program with parental permission or required to do so by a court order. Children who are 16 years old may be exempted from compulsory school attendance *only* if the child is attending a GED preparation program and is required to do so by a public agency that has supervision or custody of the child under a court order.

The U.S. Department of Education currently requires that adult students be classified into the following functional levels for reporting: Adult Basic Education (ABE) Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ABE Intermediate High, Adult Secondary Education (ASE) Low, ASE High, Beginning Literacy ESL, Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL and Advanced ESL. Description of these levels is provided in the National Reporting System Education Functioning Level Descriptors. Texas will continue to provide literacy services and report number enrolled and contact hours based on these levels.

A management information system (Adult and Continuing Education System – ACES) was operationalized in 1998 and continued to collect individual student data from local providers until June 30, 2005. In 2005, the entire system was redesigned to a new platform and released on July 1, 2005. The newly redesigned system is Texas Educating Adults Management System - TEAMS. The reporting structure, then, operationally defines the program structure within adult education and literacy services. The State of Texas has adopted, under the legislative mandate of HB 1640, two standardized assessment instruments to measure performance by participants in adult education programs by the above-mentioned levels. The Test of Adult Basic Education (TABE) is used for Basic Skills and Secondary Education students and the Basic English Skills Test (BEST) and BEST Plus for Limited English Proficient (LEP) students and second language learners.

Texas has fully implemented the Basic English Skills Test Plus (BEST Plus) for assessing oral skills of English Language Learners (ELL) and the newest Form D on the BEST Literacy Test. Twenty- five BEST Plus test trainers were certified by the Center for Applied Linguistics (CAL) in July 2004. These trainers are working through and will continue to work through the GREAT Centers (Regional Teacher Training Centers) to train test administrators. The management information system has been redesigned to accept the new version of the BEST.

Scope, Content and Organization of Local Activities

Adult Basic, Adult Secondary Education, and English as a Second Language programs are designed to meet the diverse needs of adult education students. Instructional arrangements range from the traditional classroom to adult learning centers, to one-on-one tutoring. Where feasible, adult education classes are as homogeneous as possible; however, the simple fact is that many classes have students at different educational levels.

The Indicators of Program Quality (IPQ's) [See Appendix H] provide the framework for the scope and content of Texas adult education programs. As the foundation for the curricula mentioned above and for professional development efforts (Texas has developed teacher proficiencies based on the IPQ's as well), they include learner outcomes for Academic Development as well as Real World Applications, Preparation for Transition, Workforce Development and Personal Development.

Texas has joined a consortium of states to develop Content Standards. With input and assistance from other states and OVAE, Texas has chosen to align the Texas Standardized Curriculum Framework, Equipped for the Future Standards, Secretaries Commission on Necessary Skills standards, and the National Reporting System guidelines. The Texas 75th Legislature asked TEA to develop an industry specific curriculum to better serve the limited English proficient population job seekers. This too will be incorporated into the Content Standards as a strand for workforce development. All programs must implement the Texas Adult Education Content Standards (TAECS) in

the design of their program and instructional delivery. In addition, trainers who train teachers in the use of the TAECS must complete training through the Regional Teacher Training Center Projects – Getting Results Educating Adult in Texas (GREAT) Centers. The Standards and associated training procedures are located on the TEA Adult Education Webpage: <http://www.tea.state.tx.us/adult/> **(State Requirement)** TWC is working closely with TEA to transition information to the TWC web site to be available by September 1, 2013.

In order to maximize what is known about adult learning, instruction in adult education occurs through functional context and uses authentic materials. Cognitive and metacognitive strategies are stressed through professional development. Instructional strategies and lesson plans included in curricula and professional development take a learner-centered approach through the context of real world (including workforce) competencies. Curricula are viewed as dynamic and are based on learner needs. Thematic units and project-based learning are a reality in many adult education classrooms. Higher-level thinking and problem solving skills are the intended outcomes of instruction. Texas has adopted both TABE, (forms 7, 8, 9, & 10) the BEST (Forms B,C, and D) including the BEST Plus, and both of these standardized assessment instruments present assessment items in real world contexts. However, in the classroom, standardized tests are considered part of the student's portfolio and assessment makes use of a variety of assessment approaches.

Texas' need for adult education services is significant as documented by the needs assessment section of this plan. Resources available for adult education services in the state, however, are still minimal. In order to maximize all available resources for direct service delivery and minimize costs of administration, local adult education programs form partnerships of educational and other human services agencies to plan and collaborate and to use a single administrative entity in a geographic area. This single administrative entity or fiscal agent is also responsible for maintaining the activities and their scope that were funded in the original competitive application. Through collaborative relationships, administrative costs can be minimized and related services can be leveraged. Each fiscal agent has a collaborative advisory committee made up of a broad spectrum of partners, including workforce development. The advisory committee reviews the activities of and makes recommendations to the fiscal agent in planning, developing, and evaluating the adult education program. The advisory committee assists the single administrative entity to ensure that the funded project is doing what was funded in the original competitive application. An interactive map of the 2005-2006 literacy providers in Texas may be found on the Texas Center for Advancement of Literacy and Learning (TCALL) website: <http://www-tcall.tamu.edu/texasLearns/>. The Clearinghouse is funded with State Leadership funds and is housed at Texas A&M University.

Many different types of organizations are used to deliver local adult education services. Table 1 below illustrates the rank order of the locations of adult education classes (including English literacy classes) in regard to the numbers of participants served:

Rank	Location of Class
1	Elementary/Secondary School
2	Adult Learning Center
3	Community College
4	Community Based Organization
5	Correctional Institution
6	Faith-based or Religious Facilities

Currently 25 Junior/Community Colleges, 19 Independent School Districts, 8 Education Service Centers, 2 Community Based Organization, and 1 County Department of Education are fiscal agents. A competitive process selected these fiscal agents.

Workplace Literacy Services

Section 203 (18) of AEFLA defines workplace literacy services as literacy services offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills. Such services are offered by and integrated into local adult education programs in Texas, and are also based on the Indicators of Program Quality. Both employed and unemployed adults are provided services annually. Applicants for adult education funds must address in the application indicators of program quality relating to workforce development. Additional information about adult education and workforce development is provided in Section 10.0 of this plan.

Texas' local workplace literacy programs have a number of configurations, but fall into three categories:

- 1) Adult Education programs configured specifically for students who are bound for the workplace, frequently offered in collaboration with workforce development partners including employers, one-stop workforce centers, colleges and other job training entities;
- 2) Collaborative, shared-cost, on-site projects with local employers; and
- 3) Collaborative projects co-located with workforce development board contractors and/or one-stop workforce centers.

Planned Workplace Literacy Activities Under AEFLA:

- In order to reduce duplicative assessment, TEA and TWC will explore administration of common assessment tools and assessment data sharing between adult education and workforce partners. (This activity is described in more detail in Section 9.0). TWC is working closely with TEA on the transition of knowledge, tools, and data and will continue to work with workforce partners to reduce duplicative assessment.

- Under AEFLA, TWC will continue to require in the application for funding local adult education provider collaboration with workforce development boards and local one-stop workforce centers, including consultation with them in the development of adult education services and the provision of adult education to workforce clients. As indicated in Section 9.0 of this plan, strong collaborative partnerships exist, and TWC will collaborate to facilitate new local partnerships.
- Under AEFLA State Leadership Activities, TWC will fund regional training centers to promote collaboration among partners for the delivery of workplace literacy services, with emphasis on the collaboration between adult education, local workforce boards, and one-stop workforce centers. The project will also provide technical assistance on effective instructional strategies for workplace education. One-stop partner staff will have access to training provided by these centers.
- The Texas Education Agency/ Texas LEARNS, Texas Workforce Commission, and the Texas Higher Education Coordinating Board have entered into a Tri-Agency Action Plan. The proposed major tasks and milestones are listed on the next page. The intended outcome of the long term objective is as follows:

Intended Outcomes

Partner agencies participate in collaborative state- and local-level planning and in the development, refinement, and standardization of administrative systems and processes. Technical assistance and training for system partners including teachers and local advisory committees are enhanced. Program content, delivery method and access options are implemented and evaluated. The System recognizes certain participant outcomes as indicative of success. Achievement of this Long Term Objective will demonstrate programmatic successes within the greater workforce development system.

TWC anticipates continuing the efforts of the Tri-Agency Action Plan.

<p>Long Term Objective: Increase the percentage of adult education students completing the level enrolled from 64% to 70% by Q4/07.(State Measure)</p>
<p>Major Tasks and Milestones</p>
<p>Facilitate local collaborative planning and partnerships between ABE and workforce boards, and other workforce network stakeholders in order to provide innovative and responsive services.</p>
<p>Collaborate on the development of the Texas State Plan for Adult Education and Family Literacy to be submitted to the U.S. Department of Education. [WIA Title II]</p>
<p>Share data between agencies to increase efficiencies, reduce duplication, and enhance the evaluation of program outcomes.</p>
<p>Evaluate and recommend changes to the funding allocation methodology and performance-based contracting model for Adult Basic Education grants.</p>
<p>Develop and implement curricula for teacher training to support employer-driven services for job seekers.</p>
<p>Develop and implement orientation tools for local advisory committees</p>
<p>Review the ABE customer base to generate an analysis of the customer universe, learners' goals, and expected outcomes. Determine the extent to which: Prioritize the development and implementation of ABE services for job seekers.</p>
<p>Prioritize the development and implementation of distance learning approaches.</p>
<p>Develop and implement a plan to encourage learners who participate in ABE programs to pursue post-secondary education opportunities leading to certificates and degrees.</p>
<p>Research, develop, and implement ABE/ESL services to employers.</p>
<p>Prioritize the development and implementation of customized workplace ABE and/or ESL services to support the literacy needs of incumbent workers.</p>
<p>Develop and implement curricula and programs that utilize industry sector approaches.</p>
<p>Develop and implement outreach services for incumbent workers to employers through ABE and workforce network partnerships.</p>
<p>Implement joint TEA/Texas LEARNS, TWC and THECB state-level ABE and Literacy planning:</p> <ul style="list-style-type: none"> • WIA Title I State Plan; • Strategic Plan for Texas Public Community Colleges, revisions and updates; • <i>Closing the Gaps</i>, revisions and updates; and • P-16 Council activities.
<p>Examine the feasibility and changes required to implement consistency across TEA/Texas LEARNS and TWC ABE and literacy-related activities:</p> <ul style="list-style-type: none"> • Proposal process, • Contracting, and • Evaluation/reporting requirements and documentation.

Planned Family Literacy Activities under AEFLA

Adult education will be integrated into family literacy programs to provide basic skills training for parents. TWC is evaluating how family literacy services are being delivered, including determining how AEFLA-funded providers and unfunded community based organizations support family literacy services. TWC is hosting regional stakeholder meetings in order to solicit input from the adult education provider community. Stakeholder input will be very valuable in informing TWC of the future direction for family literacy services.

English Literacy Programs (Sec. 231)(b)

The English Literacy and Civics Education (EL Civics) program will support projects that demonstrate effective practices in providing and increasing access to English literacy programs linked to civics education creating an integrated program of services incorporating English Literacy and Civics Education. Civics education means an educational program that emphasizes contextual instruction on the rights and responsibilities of citizenship, naturalization procedures, civic 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. They must be able to understand and navigate governmental, educational, and workplace systems as well as key American institutions such as banking and health care.

Funding for English Literacy and Civics Education is awarded to eligible applicants on a competitive basis for local assistance projects. Note that the TEA will distribute funds through continuation grants to existing grantees for 2013-2014, contingent on the availability of federal funds. EL Civics programs are strictly for immigrants who are limited English proficient and these immigrant participants are served in the six English as a second language levels. The BEST and/or BEST Plus are administered to determine the functioning levels and needs of the students.

Suggested activities are, but are not limited to:

- Develop resource activities to research and make accessible to classes;
- Develop materials to improve language and literacy skills focusing on government, educational, workplace systems, and key institutions;
- Arrange site visits to governmental agencies/offices and community agencies as part of an integrated instructional unit that incorporates language and literacy development goals;
- Schedule classroom presentations and demonstrations by outside agencies, organizations;
- Develop structured employment activities; and
- Use internet based and/or other distance learning strategies.

The GREAT Centers are providing local, regional, and statewide professional development to EL Civics programs. An English Literacy and Civics Resource Center may be funded if funds are available through State Leadership Funds (Sec. 223) to support and provide professional development, coordination, mentoring and networking

of programs, and exploration of the most feasible ways to use technology to enhance and accelerate learning.

TEA has issued an extension of EL Civics grants to expire on September 15, 2013. TWC anticipates executing contracts with the El Civics providers to be effective September 1, 2013. TWC anticipates initiating a competitive procurement in late January or early February 2014. This will allow TWC sufficient time to evaluate proposals in the spring with contract development and execution in the summer of 2014.

3.2 Special Rule [Uses of Funds for Family Literacy]

As an eligible agency awarding a grant or contract under Sec. 231 [of AEFLA], TWC shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(1), except that TWC may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, TWC shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec. 231(d)).

3.3 Descriptions of New Organizational Arrangements and Changes

One-Stop Partnerships

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. During the transition of the adult education and literacy program, TWC anticipates continuing to collaborate with TEA as outlined in the Tri-agency action plan (see plan in Section 3.1 Description of Allowable Activities- Planned Workplace Literacy Activities under AEFLA.) In addition, TWC will work closely with TEA and the Higher Education Coordinating Board to match the data with the Texas Workforce Commission and transfer capabilities to TWC, i.e., TEA's Texas Educating Adults Management (TEAMS) and TWC's Texas Workforce Information System of Texas (TWIST) (see section 9.0 for more detail). A strong partnership exists between TWC and TEA during this transition period to ensure that one-stop clients' needs are met and services are not duplicated. In addition, Texas Adult Education is part of *Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 – FY2015)* (*Advancing Texas*), a statewide integrated strategic plan described in this executive summary:

Since 1995, the Texas workforce system has been highly progressive and successful in implementing federal workforce programs through the development of local workforce boards; establishment of over two-hundred thirty (230) One-Stop Centers and satellites; development of an award-winning client information, eligibility and performance measurement system; and, outstanding program performance. Despite these significant successes, current and future changes in the workforce environment require continued efforts to align, coordinate, collaborate and enhance outcomes for system participants.

The Texas workforce system is a complex system of numerous programs and agencies that are interrelated because they serve either a common customer or are charged with achieving similar employment and education outcomes for their targeted customer groups. Therefore, the systemic strategic planning process was designed to identify and focus upon systemic issues that affect multiple parts of the system - either programs or agencies - and that address broad, or "big picture", workforce issues. Because the system strategic plan focuses on issues that cross agencies and programs, it fulfills a unique and complimentary role in the workforce system and does not duplicate the purpose or scope of other agency or program plans.

Advancing Texas is the fourth strategic plan developed by the Council and its system partners. It builds upon the systems approach to workforce planning first incorporated into *Destination 2010: FY2004-FY2009 Strategic Plan for the Texas Workforce Development System (Destination 2010)*.

A systems approach provides the method to represent and understand complex organizations and the relationships between the key sub-components. Analyzing the system as a whole - and targeting initiatives to affect change in the system -enabled the Council to identify key areas to target activities that will improve and enhance system performance, reduce redundancy, and assist workforce partners in working more cohesively toward the overall mission of the Texas workforce system.

The experience gained over the last planning cycle provided valuable information and feedback for process design and implementation. The planning process included the Council's eight partner state agencies as well as the Texas Association of Workforce Boards, an association of local workforce development board chairs and directors. Guided by the Council's Executive Committee and facilitated by the independently procured contractor, INFUSE, Inc., the strategic planning process included a series of joint and individual meetings resulting in the development of the strategy map for the

Texas workforce system. (*Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 – FY2015)*)

http://governor.state.tx.us/files/twic/Advancing_Texas.pdf

TWC is committed to work with direction from the Texas Workforce Investment Council (TWIC) to demonstrate success within the greater workforce partnership.

Administration of Adult Education

[See organizational charts for TWC, TEA, HCDE and Texas LEARNS in Appendices E-G]

TWC will administer and implement AEFLA with the assistance of Harris County Department of Education (HCDE), a local government entity, to transition knowledge and activities to TWC. TWC will provide for the discretionary duties to include:

- Distribute funds competitively according to Federal and State guidelines;
- Develop, publish, and distribute competitive RFPs;
- Receive RFPs;
- Conduct the competitive RFP process;
- Approve funding and issue Notification of Grant Awards to applicants;
- Perform on-site monitoring of projects as identified as high risk in the risk assessment process; and
- Verify and submit annual reports to USDOE.

The non-discretionary duties and responsibilities, which TWC may outsource to HCDE during the transition period include:

- Technical assistance to grantees;
- Establishment of a regional center approach for technical assistance and professional development;
- Assistance to TWC with required reports and plans;
- Updating and maintenance of automated reporting systems;
- Assistance to TWC in establishing adult education performance measures;
- Establishment of an Adult Education Advisory Committee of local providers and other related agencies to assist in examining issues related to access to funds and all related adult education activities; and
- Bridge the working relationship with the one-stop delivery system and other partners with TWC staff.

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014.

Effective September 1, TWC will assume responsibility for state leadership activities.

TWC anticipates executing a contract with Texas LEARNS effective September 1, 2013, to transition knowledge and duties to TWC through the transition period.

Service Delivery Systems

Once continuation grants for AEFLA are awarded by TEA, TEA will transfer the negotiated continuation applications to TWC and TWC anticipates entering into a contractual relationship with existing program providers as of September 1, 2013. Texas LEARNS provides technical assistance to the cooperative (co-op) delivery system. The co-op system ensures that every school district or county geographic area is provided adult education and family literacy services. The boundaries may change with each competition.

Regional training centers provide professional development services and are required to form an advisory committee made up of all the fiscal agents for adult education in their respective region. They must also include a work force development representative.

One stop partners deliver service through 28 service delivery areas. Partnerships are active between the fiscal agents and one-stop partners. See Service Delivery System Maps in the following Appendices:

- The Adult Education Cooperative Delivery System Map (see Appendix B)
- Technical assistance regions and State Leadership funded Regional Centers of Excellence and Training (see Appendix C)
- The One-Stop Service Delivery Areas (SDA's) Map from the Texas Workforce Commission (TWC) (see Appendix D)

TWC and Texas LEARNS are working together to transition the adult education duties and knowledge to TWC, including measures to ensure against any unnecessary disruption to service providers.

Organizational Charts

- TWC Organizational Chart is Appendix E
- Harris County Department of Education - Texas LEARNS Organizational Chart is Appendix F

Performance Reporting for Eligible Providers

State Leadership funds are used to maintain and enhance the state's adult education management information system. Formerly named the Adult and Continuing Education System (ACES) and designed in 1998 for Texas adult education providers, this system was modeled from the National Reporting System (NRS) guide provided to states. Texas released a redesigned system (TEAMS – Texas Educating Adults Management System) in July 2005 giving end-users a more user-friendly system, making the system capable of accepting two different years of a data simultaneously, using a .NET platform, and satisfying the need for types of reports local providers have traditionally produced using shadow or local systems. One goal of the ACES redesign was to eliminate the need for local providers to maintain a second/shadow system. Local provider can enter data via a web-based application that is real time and produces real time reports at the statewide level, the local program and the teacher/instructor level. Evaluation and program

improvement plans take place in real time based on real data. The system further enhances the electronic desk review system that went into production in July 2004.

Other State Leadership Activities

The law requires that not more than 12.5 percent of funds be used for a number of activities, such as professional development and technical assistance. The state leadership activities will be administered in accordance with the provisions of Section 223 of the law. Activities funded under state leadership include the provision of professional development; technical assistance; technology assistance; access to literacy resources and research; monitoring and evaluation of adult education and literacy activities; incentives for program coordination, integration, and awards; development and dissemination of curricula; and coordination efforts to ensure the availability of support services to increase the successful completion of adult education and literacy activities. Leadership activities will also focus on the integration of literacy instruction and occupational skill training, ensuring the needs of employers are integrated into the design of those efforts.

TCALL provides literacy resources and research, professional development, as well as serving as a clearinghouse for adult education and literacy resources. The current TCALL grant expires on August 31, 2013. TWC anticipates executing a contract with TCALL to be effective September 1, 2013 through August 31, 2014, to continue to provide State Leadership activities.

Texas LEARNS has a grant with TEA to manage the eight GREAT Centers of Excellence. These centers provide professional development, technical assistance, technology assistance, and follow up to all adult education and family literacy programs in the region. This grant expires August 31, 2013. TWC anticipates executing a contract with each of the GREAT Centers to be effective September 1, 2013 through May 31, 2014. During this contract period, TWC will evaluate the services and develop a strategy to continue the delivery of professional development services. TWC will ensure that professional development services are provided beyond May 31, 2014.

TWC intends to retain flexibility by considering all allowable uses of state leadership funds to meet the needs of the adult education and literacy population in Texas. TWC is evaluating all state leadership activities to determine the use of funds for FY2014.

4.0 Annual Evaluation of Adult Education and Literacy Activities **(Section 224(b)(3) Section 224(b)(3) requires a description of how the TWC will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212 of AEFLA.**

4.1 Annual Evaluations

Evaluation of local adult education and family literacy program will be conducted quarterly through the Adult Education Guidance Information System (AEGIS) with a final report due annually to ascertain the extent to which both the Texas statewide program and each local provider have met projected levels of performance for each core indicator established in the State Plan. AEGIS will perform automatic quarterly desk reviews for each grantee based on the performance measures and core indicators negotiated with USDOE and set by the program in their application thus comparing targets to actual student data entered into the management information system. Quarterly, programs will submit a Data Sign Off report to the agency to verify the integrity of data and that data has been entered into the web-enabled Texas Educating Adult Management System (TEAMS), i.e., management information system AEGIS will raise issues and electronically notify programs if satisfactory progress toward performance measures is not being made. The two major focuses of the evaluation will be the effectiveness of Texas statewide and local providers in attaining the core indicators negotiated with the USDOE and established in the state and to identify areas where state leadership activities, technical assistance, and staff development may be directed for program improvement. **Applicants are required to maintain an acceptable rating on their performance measures as negotiated by TEA and/or TWC and the program division. Programs that do not continue to achieve acceptable improvements or are not complying with program established improvement plans are subject to termination of their contract and terms for non-renewal of a continuation grant. Acceptable performance is defined as meeting or exceeding at least 50% of the 11 Educational Functioning Level Performance Targets. (State Requirement)**

TWC will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212 of AEFLA. TWC and TEA are working together to transition automated systems, duties, and knowledge to TWC staff, including measures to ensure against any unnecessary disruption to service providers.

Management Information System

Adult education data that will be collected and used in the performance accountability system will originate from the Texas Educating Adult Management System (TEAMS) management information system. TEAMS is Texas' state-of-the-art, web-enabled system that maintains student-by-student data including demographic, assessment data, outcomes, as well as information about class, site, program, and provider information. TEAMS users can analyze his/her class, site, or program data through use of the standard reports that can be generated at the user level. TEAMS provides a wide range of information about adult education, including snapshots of student and program performance, personnel qualifications, staff development activities, and evaluation of staff development.

Real-time reports generated through the TEAMS will be used by local providers to conduct their own analysis and comparisons of their program's performance and develop

action plans for continuous improvement. These reports will also be useful to local workforce boards and one-stop career center partners in identifying local providers for referral of workforce clients. TEAMS will serve as a warehouse of information for AEGIS (described above) to compare actual data to compliance with target measures.

Desk Review and Self-Evaluation

On-site visits are completed on a minimum of 20% of programs each year. In addition, the Adult Education Guidance Information System (AEGIS) will assist programs across the state in improving program quality and to perform self-evaluation. AEGIS gives the needed tools for program managers to know the program status at any given point of time, and it also provides a mechanism to assist programs in need of assistance. Desk reviews and notifications are conducted electronically.

AEGIS performs the following functions:

- Collects data entered by local service providers/fiscal agents from TEAMS;
- Compares data reported by fiscal agents to thresholds for acceptable performance on indicators mandated by law;
- Assesses risk in program performance;
- Identifies discrepancies in data;
- Displays desk review results quarterly for grantees and administrative staff;
- Flags programs for investigation;
- Alerts staff to potential problems;
- Tracks status on corrective actions; and
- Stores information entered by grantees and administrative staff including issues, notifications, and improvement plans.

The issues raised electronically through AEGIS are copied to the state office for adult education and monitored by a manager, who works with each program to develop program improvement and professional development plans. All correspondence between programs and the state office that is generated by the system is kept in a database for historical purposes and future reference.

A final evaluation report is submitted by each program to the state agency and the state agency utilizes the information to provide technical assistance, professional development, and to create mentoring partnerships and networking for program improvement state-wide.

TWC and TEA are working together to transition automated systems, duties, and knowledge to TWC staff, including measures to ensure against any unnecessary disruption to service providers.

An Academic Excellence Indicator System for Adult Education

Federal performance measures and program and budget reports are submitted via email or through the National Reporting System (NRS) administered by OVAE. Reports are annual and due the last day of December for the prior federal fiscal year program activities and expenditures. Because the program year for reports due December 31, 2013

falls primarily within the timeframe for which TEA has been the responsible agency, TEA will report all data to OVAE in the required formats and copy TWC. TWC will request access to NRS from OVAE upon submittal of the revised state plan. TWC and TEA will continue working together to transition automated systems, duties, and knowledge to TWC staff, including measures to ensure against any unnecessary disruption to service providers.

Other state performance measures may be submitted to the Texas Legislative Budget Board and Texas Workforce Investment Council (TWIC). The Council was created by the Governor and the Legislature to carry out certain strategic planning and evaluation functions in order to promote the development of a well-educated, highly skilled workforce for Texas and to advocate the development of an integrated workforce development system that provides quality services to address the needs of businesses and workers. The Council is also charged by the Legislature and designated by the Governor to carry out the federal and state duties and responsibilities of advisory councils required by federal law or regulation, including serving as the State Workforce Investment Board under the federal Workforce Investment Act of 1998. [See executive summary for TWIC in Section 3.3]

The performance accountability system for adult education includes the Indicators of Program Quality (Appendix H) and core indicators established in the State Plan. Additional indicators may be added to the system as it is refined. The level of detail necessary for such an accountability system will be possible thanks to the amount of adult education data resident in the adult education management information system, ACES. ACES assessment data will be used to determine demonstrated improvement in literacy skill levels.

To calculate the numbers and percentage of Adult Secondary Education students who achieve a GED or diploma, Texas will use an automated record match of the TEAMS student records with the Agency's GED database and K-12 database (PEIMS) nightly to give programs daily updated information about GED attainment.

To calculate the numbers and percentages of adult education students who enter postsecondary education, employment, or job training, Texas will use data reported in TEAMS as well as an automated record match of the TEAMS student records with the TWC databases of participants in job training and Unemployment Insurance (UI) and the Texas Higher Education Coordinating Board database of public colleges and universities annually. A memorandum of understanding exists between TEA and the Texas Higher Education Coordinating Board to match data in the Higher Education database and for Higher Ed to match for TEA with the database of TWC.

During the next two years, TWC will gather and analyze data and explore the possibilities for recognizing programs through an approved incentive system that demonstrate performance above the state standard. Programs whose performance falls below the adopted state standard will be provided technical assistance and may have an approved system of monetary sanctions applied.

Based on the results of program evaluations, programs that employ scientifically-based or evidence-based research for the design and implementation of programs which exceed

target performance measures thus exhibiting excellence in providing services to special populations and show continued promise, may be considered for additional resources to further the investigation of the effectiveness of the strategy or dissemination of information about its initial findings to other local programs.

Indicators of Program Quality are the basis of program planning, academic excellence, teacher proficiencies, learner outcomes, program planning, curriculum and instruction, support services for educationally disadvantaged adults and other undereducated adults, professional development, and student retention.

5.0 Performance Measures (Section 224(b)(4))

5.1 Eligible Agency Performance Measures (Sec. 212)

Management Information System

All adult education data that will be used in the performance accountability system will originate from the Texas Educating Adult Management System (TEAMS) management information system. TEAMS is Texas' state-of-the-art, web-enabled system that maintains student-by-student demographic and achievement data as well as information about class, site, program, and provider information. While TEAMS provides TEA with a comprehensive statewide database, TEAMS is also each local program's own database and is always accessible for information and analysis. TEAMS users can analyze class, site, and/or program data through use of the standard reports that can be generated at the user level. TEAMS provides a wide range of information about adult education, including snapshots of student and program performance.

Adult Education Guidance Information System (AEGIS)

Evaluation of the adult education and family literacy program will be conducted quarterly through the Adult Education Guidance Information System (AEGIS) with a final report due annually to ascertain the extent to which both the Texas statewide program and each local provider have met projected levels of performance for each core indicator established in the State Plan. AEGIS will perform automatic quarterly desk reviews for each grantee based on the performance measures and core indicators negotiated with USDOE and set by the program in their application thus comparing targets to actual student data entered into the management information system. Quarterly, programs will submit a Data Sign Off report to the agency to verify that data has been entered into TEAMS, i.e., management information system. AEGIS will raise issues and electronically notify programs of satisfactory and unsatisfactory progress toward performance measures. The two major focuses of the evaluation will be the effectiveness of Texas programs statewide and local providers in attaining the core indicators negotiated with the USDOE and established by the state and to identify areas where state leadership activities, technical assistance, and staff development may be directed for program improvement.

Standardized Assessment Policy

The State of Texas has adopted, under the legislative mandate of HB 1640 two standardized assessment instruments to measure performance by participants in adult education programs. The Test of Adult Basic Education (TABE) is used for Basic Skills and Secondary Education students and the Basic English Skills Test (BEST) for Limited English Proficient (LEP) students and second language learners. Texas will implement during 2005-2007 the BEST Plus as Center for Applied Linguistics (CAL) phases out BEST forms B and C. Texas will continue to use the BEST Literacy version of the BEST series. Programs assess students after at least 60 hours of instruction but not before at least six weeks of instruction have been completed. This policy is flexible to accommodate various configurations of schedules, i.e., sites that offer 4 to 6 hours of instruction per week and those that offer up to 35 hours of instruction per week. The purpose is to allow flexibility, not test students too often, and allow students who exit the program hastily to have a post assessment. Special needs students are tested with the Literacy subtest of the TABE and the raw score is entered into TEAMS. Local providers do not enroll students into TEAMS without an approved assessment and the Literacy subtest of the TABE provides formality for special needs students without frustrating them.

Federal Performance Measure #1: Demonstrated improvement in literacy skills, reading writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills

Methodology: Calculate the numbers and percentage of students who demonstrate a gain in scores on standardized tests adopted by the Texas Education Agency from baseline assessment to progress assessment over a specified time period.

Federal Performance Measure #2: Achievement of a High School Equivalency Certificate (GED) or a high school diploma

Methodology: Use an automated record match of the Texas Educating Adult Management System (TEAMS) student records with the TEA's GED database and PEIMS at the close of the fiscal year at least annually. (At present, the system matches GED completions nightly.)

Federal Performance Measure #3: Required Transitions: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement

Methodology: Use an automated record match of the Texas Educating Adult Management System (TEAMS) student records through a memorandum of understanding with the Texas Higher Education Coordinating Board to perform a match with the Texas Workforce Commission databases of participants in job training and Unemployment Insurance (UI) and the Texas Higher Education Coordinating Board database of public colleges and universities annually to calculate the numbers and percentages of adult education students who enter employment, postsecondary education, or job training.

(At present, post-secondary institutions are not required to enter data into a statewide system; therefore, Texas is considering a combination data match and survey method.

5.2 Optional - Additional Indicators

Additional indicators to the AEFLA core indicators of performance will be added to the Texas adult education accountability system.

State Accountability Performance Measure #4:

Retention:

Methodology: Using TEAMS student records, calculate the numbers and percentages of students enrolled [who have participated in baseline assessment] who attend at least 12 hours of instruction and the percentage of those who participate in progress assessment (after a specified time period).

Retention #1: Percent of the students with 12 hours of instruction and baseline assessment.	75% (percent)
Retention #2: Percent of the students with baseline assessment and progress assessment.	65% (percent)

State Accountability Performance Measure #5:

Required Gains: Percent of students who will demonstrate gains in a Standardized Assessment

Methodology: Calculate the numbers and percentage of students who demonstrate a gain in scores on standardized tests adopted by the Texas Education Agency from baseline assessment to progress assessment (over a specified time period).

State Accountability Performance Measure #6:

Transition: Percent of adult learners enrolled in Adult Secondary Education who achieve a GED or diploma within the fiscal year

Methodology: Use an automated record match of the Adult and Community Education System (ACES) student records with the TEA’s GED database and PEIMS at the close of the fiscal year and at 6- and 12-month intervals to calculate the numbers and percentage of Adult Secondary Education students who achieve a GED or diploma.

Levels of Performance

#	TX Proposed 2013-2014 Federal and State Performance Measures	Negotiated 2013-2014 Targets
1	(FEDERAL) Percentage of adult students who will complete Beginning Literacy ABE level by end of grant year.	72%
2	(FEDERAL) Percentage of adult students who will complete Beginning ABE level by end of grant year.	61%
3	(FEDERAL) Percentage of adult students who will complete Low Intermediate ABE level by end of grant year.	62%
4	(FEDERAL) Percentage of adult students who will complete High Intermediate ABE level by end of grant year.	50%
5	(FEDERAL) Percentage of adult students who will complete Low ASE level by end of grant year.	61%
6	(FEDERAL) Percentage of adult students who will complete Beginning Literacy ESL level by end of grant year.	61%
7	(FEDERAL) Percentage of adult students who will complete Low Beginning ESL level by end of grant year.	68%
8	(FEDERAL) Percentage of adult students who will complete High Beginning ESL level by end of grant year.	71%
9	(FEDERAL) Percentage of adult students who will complete Low Intermediate ESL level by end of grant year.	73%
10	(FEDERAL) Percentage of adult students who will complete High Intermediate ESL level by end of grant year.	59%
11	(FEDERAL) Percentage of adult students who will complete Low Advanced ESL level by end of grant year.	70%
12	(FEDERAL) Percentage of learners who obtain employment who are unemployed and in the labor force when they entered the program and who exit during the program year.*	43%
13	(FEDERAL) Percentage of learners who retain employment that were not employed at time of entry and in the labor force, who entered employment by the first quarter after exit quarter and participants employed at entry who exit during the program year.*	64%
14	(FEDERAL) Percentage of learners who obtain a secondary credential that take all GED tests who exit during the program year.*	72%
15	(FEDERAL) Percentage of learners who enter postsecondary education or training that earned a secondary credential while enrolled in adult education, or who had a secondary credential at entry, or who are enrolled in a class specifically designed for transition to postsecondary education or training, who exit during the program year.*	23%
16	(STATE) Percentage of all adult students enrolled in Adult Secondary Education who achieved a GED or a diploma within the calendar year.	53%

#	TX Proposed 2013-2014 Federal and State Performance Measures	Negotiated 2013-2014 Targets
17	(STATE) Percentage of adult students with at least 12 hours of instruction and baseline assessment.	75%
18	(STATE) Percentage of adult students with baseline assessment and progress assessment.	69%
19	(STATE) TABE Reading: Percentage of adult students who will demonstrate required gains in TABE reading.	72%
20	(STATE) TABE Language Arts: Percentage of adult students who will demonstrate required gains in TABE language.	76%
21	(STATE) TABE Mathematics: Percentage of adult students who will demonstrate required gains in TABE mathematics.	76%
22	(STATE) BEST Oral Interview: Percentage of adult students who will demonstrate required gains in BEST Plus oral skills.	84%
23	(STATE) BEST Literacy Skills: Percentage of adult students who will demonstrate required gains in BEST Literacy skills.	77%
24	(STATE) GAIN English: Percentage of adult students who will demonstrate required gains in GAIN English.	33%
25	(STATE) GAIN Mathematics: Percentage of adult students who will demonstrate required gains in GAIN mathematics.	75%
26	(STATE) TABE CLAS-E Speaking: Percentage of adult students who will demonstrate required gains in TABE CLAS-E speaking.	68%
27	(STATE) TABE CLAS-E Listening: Percentage of adult students who will demonstrate required gains in TABE CLAS-E listening.	42%
28	(STATE) TABE CLAS-E Reading: Percentage of adult students who will demonstrate required gains in TABE CLAS-E reading.	46%
29	(STATE) TABE CLAS-E Writing: Percentage of adult students who will demonstrate required gains in TABE CLAS-E writing.	51%

* These follow-up measures will not be used to calculate incentive grant award for data submitted in December 2012 and 2013. These measures will be used to establish a baseline to negotiate targets for July 2014.

b. Description of Federal Core Measures

Outcome Measures

1. Federal Core Outcome Measure #1: Educational Gain

- **Definition:** Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program.
- **Applicable Population:** All learners.
- **Collection Procedure:** At intake, an individual learner's educational functioning level is determined within the functional level descriptors, using a uniform, standardized assessment procedure approved by the state. The assessment procedure may be a standardized test or a performance assessment with standardized scoring protocols. The functional level descriptors describe what a learner entering that level can do in the areas of reading and writing, numeracy, speaking and listening. The local program need not assess the learner in all areas, but the assessment should be in the areas in which instruction will be focused. If the learner is functioning at different levels in the areas, the lowest functioning level will be the basis for initial placement. To determine gain, the learner will be assessed again at least once after at least 40 hours of instructional or at the end of the class or at the end of the program year. If more than one assessment is given, the latest assessment will be used to determine completion or advancement. An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement. The lowest functioning level will be used to make this determination. Texas will use the Test of Adult Basic Education (TABE, Forms 7-8 and forms 9-10), total reading and total math scale scores and grade equivalents; Student Performance Levels (SPL) for ESL in both speaking and reading; and oral scores of the Basic English Skills Test (BEST) for ESL.
- **Federal Reporting:** Total number of learners who complete a level during the program is reported and a rate or percentage of level completion can be computed. The number who continue in the program after completing a level, the number who fail to complete a level and leave the program, and the number who remain in the same level are recorded to obtain a fuller picture of student flow and retention.

2. Federal Core Outcome Measure #2: Entered Employment

- **Definition:** Learner obtains a job by the end of the first quarter after the program exit quarter.
- **Applicable Population:** Learners who are not employed at time of entry and in the labor force who exit during the program year.
- **Collection Procedure:** At intake, the local program collects the individual learner's employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit quarter by data matching procedures. Note that a job obtained while the student is enrolled can be counted for entered employment but is reported on exit from the program. Employment is defined as working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or business operated by a family

- member or the student. The exit quarter is the quarter when instruction ends, the learner terminates, or has not received instruction for 90 days and is not scheduled to receive further instruction.
- Federal Reporting: Total number of learners who enter employment is reported to compute a rate or percentage, divide this total by the total relevant population (number of unemployed learners in the labor force who enter employment and exit during the program year.)

3. Federal Core Outcome Measure #3: Retained Employment

- Definition: Learner remains employed in the third quarter after exit quarter.
- Applicable Population: Learners who, at time of entry were not employed and who entered employment by the first quarter after exit quarter; and learners who are employed at entry and in the labor force, who entered employment by the first quarter after exit quarter, and learners employed at entry.
- Collection Procedure: For students who obtain a job while enrolled, students who obtain a job by the end of the first quarter after the exit quarter, and students who are employed at entry, retained employment is measured in the third quarter after exit quarter. Data will be obtained by data matching.
- Federal Reporting: Total number of learners who retained employment is reported to compute a rate or percentage by dividing this total by the total relevant population (number of learners in the workforce who were not employed at entry, who entered employment; and learners employed at entry).

4. Federal Core Outcome Measure #4: Receipt of a Secondary School Diploma or GED

- Definition: Learner obtains certification by attaining passing scores on the General Education Development (GED) tests, or who obtains a diploma.
- Applicable Population: All learners who pass all of the GED tests or obtain a secondary school diploma or its recognized equivalent,
- Collection Procedure: Learners who pass all parts of the GED test or receive a secondary school diploma is obtained through data match from GED testing agency. GED test passage attainment is recorded any time up to the reporting deadline (December 31).
- Federal Reporting: Total number of learners who obtain GED certification and secondary school diplomas and number who took all parts of the GED. To compute a rate or percentage of attainment, the number of students receiving a secondary school diploma or GED is divided by the total number of learners who took all parts of the GED.

5. Federal Core Outcome Measure #5: Placement in Postsecondary Education or Training

- Definition: Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.
- Applicable Population: All learners who pass the GED or complete a class specifically designed to transition to postsecondary education. Collection Procedure: Information on enrollment into training or postsecondary educational program is obtained through data match from other education and training agency such as job

- training programs, adult postsecondary education programs, and community and four-year colleges and universities. Placement is recorded any time up to the reporting deadline (December 31).
- **Federal Reporting:** Total number of learners who enter postsecondary education or a training program. To compute a rate of placement, the number of students enrolling in postsecondary education or training is divided by the total number of learners who pass the GED or complete a class specifically designed for transition to postsecondary education.

c. Levels of Performance

Texas' adopted performance measures for its system of accountability are consistent with the core indicators contained in AEFLA; in fact, the wording of performance measures 1 - 3 mirrors the actual language of the legislation. In accordance with AEFLA and under direction of the Commission, Texas' performance measures are objective, quantifiable, and measurable (methodologies for measuring were included in the specifications adopted by the Task Force). Also, in accordance with AEFLA and under direction of the Commission, Texas will set levels of performance that will show the progress of Texas' statewide system of adult education and literacy toward continuously improving performance.

Federal performance measures and program and budget reports are submitted via email or through the National Reporting System (NRS) administered by OVAE. Reports are annual and due the last day of December for the prior federal fiscal year program activities and expenditures. Because the program year for reports due December 31, 2013 falls primarily within the timeframe for which TEA has been the responsible agency, TEA will report all data to OVAE in the required formats and copy TWC. TWC will request access to NRS from OVAE upon submittal of the revised state plan. TWC and TEA will continue working together to transition automated systems, duties, and knowledge to TWC staff, including measures to ensure against any unnecessary disruption to service providers.

State ABE performance measures are submitted via the Automated Budget and Evaluation System of Texas (ABEST), the Legislative Budget Board (LBB) performance measure reporting system, thirty (30) days past the last day of each fiscal quarter. TEA will continue to submit required performance measures via ABEST for FY 2013. TWC will request access to ABE performance reporting platforms in ABEST and begin reporting performance measures following the end of the first quarter of FY14.

The Texas Workforce Investment Council (TWIC) requires additional data submissions for required reports and performance documentation. TEA will continue to submit required data to TWIC through the end of FY13 and TWC will begin providing required data and reports beginning with the first quarter of FY14.

5.3 Factors (Sec. 212 (b) (3) (A) (iv))

The Texas Workforce Investment Council (TWIC) has collaboratively developed a strategic plan entitled "*Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 – FY2015)*."

One of the Council's key responsibilities is the development of an overarching strategic plan for the Texas workforce system. Chapter 2308.104 of the Texas Government Code mandates the Council develop a "single strategic plan that establishes the framework for budgeting and operation of the workforce system." The Texas workforce system partners include:

- Economic Development and Tourism
- Texas Association of Workforce Boards
- Texas Department of Criminal Justice
- Texas Education Agency
- Texas Health and Human Services Commission and its Department of Assistive and Rehabilitative Services
- Texas Higher Education Coordinating Board
- Texas Veterans Commission
- Texas Workforce Commission
- Texas Juvenile Justice Department

The state's workforce system is comprised of a number of programs, services and initiatives administered by these eight state agencies and local workforce development boards, as well as independent school districts, community and technical colleges and local adult education providers. System partners are responsible for the delivery of over 19 workforce education and training programs and related services, and education programs that support career preparation and advancement.

While the system strategic plan is intended to guide system partners in delivering workforce programs and services, it is not intended to duplicate partner agency strategic plans. Rather, the system plan is strategic in nature and is designed to focus on the critical few long term outcomes that will make significant progress in achieving the system vision.

In September 2009, the Council completed a year-long planning process, culminating with the development of the new strategic plan for the state's workforce system, *Advancing Texas*. The system plan is a compilation of the overarching issues and strategies identified and developed by system partners and the Council. Following Council action in September 2009, the plan was submitted to the Governor for approval. Approved on October 23, 2009, it fulfills the legislative planning responsibilities of the

Council, building on the solid foundation of work accomplished under *Destination 2010*. (*Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 – FY2015)*) http://governor.state.tx.us/files/twic/Advancing_Texas.pdf

6.0 Procedures for Funding Eligible Providers (Sec. 224 (b) (7))

6.1 Applications

Texas will extend current grants until the conclusion of a new competition to be started in 2013-2014. Section 232 of AEFLA requires that eligible providers desiring a grant or contract shall submit an application to the Texas Workforce Commission containing required information and assurances, including:

- (1) a description of how funds awarded will be spent; and
- (2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. TWC anticipates initiating a competitive procurement in late January or early February 2014. This will allow TWC sufficient time to evaluate proposals in the spring with contract development and execution in the summer of 2014.

Allocation of Funds

Section 222 (a) of AEFLA requires the state to use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225 programs for corrections education and other institutionalized individuals.

Of the 82.5 percent funds, not more than 10 percent will be set-aside for statewide competitive grants for programs for corrections education and other institutionalized adults (Section 225). Adult education funds will be allocated in accordance with the methodology used for the 2012-2013 school year. Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC. Rules, including those relating to the allocation of funds, will transfer and remain in effect until TWC adopts new rules.

6.2 Eligible Providers (Sec. 203 (5))

Eligible providers for a grant or contract under AEFLA have not been revised are:

- (1) A local educational agency;
- (2) A community-based organization of demonstrated effectiveness;
- (3) A volunteer literacy organization of demonstrated effectiveness;
- (4) An institution of higher education;
- (5) A public or private nonprofit agency;

- (6) A library;
- (7) A public housing authority;
- (8) A nonprofit institution that is not described in (1) through (7) and has the ability to provide literacy services to adults and families; and
- (9) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of items (1) through (8) (Sec. 203)(5))

Under the Texas Education Code §29.252 ff, eligible providers for a state grant are:

- (1) public school districts;
- (2) public junior colleges;
- (3) public universities;
- (4) public nonprofit agencies; and
- (5) community-based organizations approved in accordance with state statutes and rules adopted by the State Board of Education.

6.3 Notice of Availability

Awards will be extended in the 2013-2014 year until a new competition is completed, to be started in 2013-2014. Extensions to grant awards will be made based on compliance with state and federal guidelines. TWC anticipates initiating a competitive procurement in late January or early February 2014. This will allow TWC sufficient time to evaluate proposals in the spring with contract development and execution in the summer of 2014. The process for selection, including evaluation of proposals, will be posted on the Electronic State Business Daily and in the Texas Register. The competition and selection process will be in accordance with all federal statutory requirements and regulatory guidance.

6.4 Process

Adult education eligible providers submitted continuation applications directly to the Texas Education Agency in accordance with established standard procedures and instructions. Eligible providers applied directly to the state education agency for federal funds to provide services to a school district region, a portion of a school district (based on the numbers of undereducated adults to be served), to multiple school district regions, to a county, to a portion of a county, or to multiple counties. Current TEA grants to local providers end on September 15, 2013. TEA will transfer the negotiated continuation applications to TWC and TWC anticipates entering into a contractual relationship with existing program providers as of September 1, 2013. TWC anticipates initiating a competitive procurement in late January or early February 2014. This will allow TWC sufficient time to evaluate proposals in the spring with contract development and execution in the summer of 2014.

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014.

An RFP will be issued based on a standard format used by TWC. The amount of formula funds available to each geographic area is will be included in the RFP in accordance with State Board of Education Rules (SBOE) as is the timeline for applying for funds. SBOE rules will continue to be in effect until superseded by a rule or other appropriate action by TWC.

All applicants follow the same application procedures. The RFP will provide instructions for preparation of proposals, a deadline for submitting a notice of intent to apply and a deadline for receipt of the proposals, review criteria, assurances, and other legal, fiscal, and program requirements.

Collaborative Planning

Since collaborative planning at the local level is an ongoing process, adult education and family literacy applicants must gather the necessary needs information, conduct surveys, meet with advisory committees, identify resources, establish priorities, develop objectives, develop evaluation plans, develop staff development plans, develop outreach plans, and budget funds to various line items. TWC will encourage collaboration with the regional teacher training centers and resource centers.

Consortia

State Board of Education rules require that grant applicants who will serve as fiscal agents for a consortium of eligible providers must consult with other service providers in the consortium in developing the proposal. Each grant recipient will be required to have written agreements delineating specific responsibilities in regard to fund expenditures and/or services to clients with other eligible entities that are participating in a consortium included in the proposal. Fiscal agent responsibilities are delineated in the SBOE rules. SBOE rules will continue to be in effect until superseded by a rule or other appropriate action by TWC.

Plans developed by consortia must provide for a system of instructional services delivered through participating eligible providers and must include cooperation with other public and private agencies, businesses, and organizations with undereducated adult clients and/or employees. Each fiscal agent must also have an advisory committee composed of a broad spectrum of community representatives, including workforce development, as required by State Board of Education rules. SBOE rules will continue to be in effect until superseded by a rule or other appropriate action by TWC.

Non-consortium applicants

Eligible applicants who choose not to be members of a consortium must also provide evidence of coordination with existing services sponsored by other providers in the area proposed to be served so that unproductive duplication of services does not exist. In addition, they must also either have a local advisory committee as required by State Board of Education rules or indicate in the application the procedures that will be used to establish an advisory committee if they are funded. SBOE rules will continue to be in effect until superseded by a rule or other appropriate action by TWC.

Funds Availability

Funding of adult education is subject to availability of funds from the federal government. The State Board of Education may require applicants to provide the share of matching funds, cash or in-kind, required by federal law. Applicants are required to report a minimum of at least a 25% in-kind match for activities allowable under the Title II of the Workforce Investment Act (WIA) Adult Education and Family Literacy Act (AEFLA). (State Requirement) A delay in the receipt of the federal allocation for Texas may delay the issuance of a contract. SBOE rules will continue to be in effect until superseded by a rule or other appropriate action by TWC.

6.5 Evaluation of Applications (Sec. 231 (e))

Applications Review

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. TWC anticipates conducting a competitive procurement in FY2014, September 1, 2013 through August 31, 2014. During competitive years, applications are reviewed by TWC staff and external reviewers, as appropriate, for programmatic as well as fiscal criteria required by state and federal guidelines. Competitive proposals are ranked in descending order from highest average total score received.

As required by AEFLA, in awarding grants under this section, TWC shall consider the following required criteria in the review of applications:

- (1) *The degree to which the eligible provider will establish measurable goals.*
- (2) *The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, in meeting or exceeding such performance measures, especially with regard to those adults with lower levels of literacy.*
- (3) *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.*
- (4) *Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.*
- (5) *Whether the activities are built on a strong foundation of research and effective educational practice.*
- (6) *Whether the activities effectively employ advances in technology, as appropriate, including the use of computers.*

- (7) *Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.*
- (8) *Whether the activities are staffed by well-trained instructors, counselors, and administrators.*
- (9) *Whether the eligible provider coordinates with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.*
- (10) *Whether the eligible provider offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.*
- (11) *Whether the eligible provider maintains a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.*
- (12) *Whether the local communities have a demonstrated need for additional English literacy programs (Sec. 231) (e).*

6.6 Special Rule (Sec. 223 (c))

State Board of Education rules address staff qualifications and training, program elements, program evaluation, tuition and fees, delivery system, advisory committee, allocation of funds, consortia, fiscal agent responsibilities, and high school diploma programs.

7.0 Public Participation and Comment (Sec. 224 (b) (9))

7.1 Description of Activities

Various WIA agency and program partners are involved in the transition of the adult education and literacy program from TEA to TWC. These program partners, service providers, and stakeholders will help inform TWC in the revision of the state plan.

TEA and TWC will jointly notify all current grant recipients and contractors of the change in authorized agency and advise them of contract or grant extension, change in reporting dates, and continuation funding, as appropriate.

TWC will also host regional stakeholder meetings in order to solicit input from the adult education provider community. Stakeholders are invited to attend these meetings to provide ideas and suggestions about current successes and challenges, and opportunities for further advancement. Meetings will be held across the state; stakeholders are invited to attend any, or all, meetings. Additional comments provided after the stakeholder meetings may be submitted by e-mail to TWC.

7.2 Governor's Comments (Sec. 224 (d))

TWC will submit the revisions of the state plan to the Governor of Texas for review and comment and ensure that any comments regarding the state plan are submitted to the Secretary (Sec.224)(d)). TWC will submit any comments received from the Governor to OVAE.

8.0 Description of Program Strategies for Populations (Sec. 224 (b) 10))

8.1 Strategies

This section presents a framework of both instructional and non-instructional strategies to address the various populations of adult learners and their diverse needs, including low income adults, individuals with disabilities, single parents and displaced homemakers (see Section 9.0), and individuals with multiple barriers including limited English proficient adults (see Section 9.0). Other sections of the plan, including 3.0, 9.0 and 12.0, provide additional details about services to these populations, especially through integrated activities described in Section 9.0. A section entitled "Non-Instructional Strategies and Plans under AEFLA" addresses strategies such as recruitment, support services, childcare, transportation, flexible schedules and counseling.

Why Do Adults Come To School?

Adult students have varied reasons for attending adult education. Testimony at the state plan hearings and at various other hearings have yielded the following:

- to get a job; to get a better job; to keep a job;
- to help their children in school;
- to feel like somebody and be respected; to "recover" from life's circumstances;
- to be able to be independent and make one's own decisions; to not have to rely on others to interpret or translate written documents, including materials from their children's schools; and
- to be able to "make it" in the United States and be able to defend themselves.

The following quotations speak for themselves:

"I am a 33-year-old mother of two small children. I see myself as a hardworking person, whose only wish is to give my children a better life. I feel, if it were not for

my teachers and the welfare program, I would still be left out in the dark trying to make it for myself.

For the last six years, I have made many mistakes in my life, but the mistake I've regretted most was quitting school. When I started this (adult education) class, I felt so stupid and insufficient, but now I know that I'm smart and have the ability to learn much, much more.

Some of the things that I've learned already are that there are other people in the same position as I'm in. I've also learned by listening to others. This will help me. I think that I'm a better person for coming here.

Not only have I furthered my education and plan on continuing it forever, but I have also learned who I am. I owe everything to this program and programs like these everywhere. It makes me feel that society hasn't given up on us. This program has given me more than an education. They have given me back my life."

Curriculum and Instruction in Adult Education in Texas

The State Board of Education Policy Statement on Adult Education says: "Well-designed adult education and literacy instructional programs provide for active participation of learners and build on their prior knowledge, drawing on a lifetime of experiences as natural resources for learning. Adults construct meaning by integrating new experiences and information into what they have already learned." In other words, strategies for working with adult learners must incorporate students' reasons for being in school. Those strategies must use what adults students already know as the building blocks for learning. Program strategies, then, accelerate learning and growth for adult learners. They center on problem solving and design to meet specific needs; experience-centered, drawing on a lifetime of experiences as natural based on meaningful experiences of the adult learner; inclusive of opportunities for the learner to reflect upon and evaluate inclusive of goal-oriented feedback as a means of evaluating progress toward action.

These principles of adult education lend themselves to dynamic curriculum and project based learning in the classroom and to integrating functional context throughout the curriculum.

Strategies for Adult Literacy

Appropriate and meaningful instructional and program strategies for adult literacy in Texas are the most powerful incentive for adults most in need, as identified in Section 2.0 of this plan, to remain in the program long enough to achieve their goals and/or make a successful transition.

The State Board of Education Task Force on Adult Education and Literacy recommended a balanced reading program for adult literacy, including:

- a sight vocabulary from students' own environments;
- efficient and simple word identification strategies, including phonemic awareness;
- knowledge of sound-symbol relationships;
- comprehension strategies for meaningful narrative text and informational text;
- strategies for organizing and communicating ideas;
- positive reading attitudes (reading is constructing meaning; reading is useful and pleasant); and
- application of reading to the home, workplace, community.

Reading Strategies in Adult Education

Teachers of adult new readers use meaningful materials in their classrooms, including environmental print and other materials contributed by the learner. The Language Experience Approach (LEA) is a core of beginning-level classes for adult new readers who write down, in collaboration with the teacher, their own experiences and stories. These stories become the texts for initial reading instruction. Adult new readers are involved in publishing their stories using themes generated collaboratively by the class. For instance, CHOICES students in the central Texas area have published a cookbook and a volume entitled *Stories of Women with a Common Goal*.

Through group projects, adult new readers read to identify, investigate, classify, analyze, and evaluate information, solve problems and make decisions. They may even share information, experiences, and conclusions using electronic networks as they develop their reading and writing proficiency. Adult new readers are involved with literature as teachers read to them and they discuss a story or book or as they read literature generated and published by other adult new readers. They may also be using children's literature to learn to read to their children or to investigate their own interests.

Numeracy Strategies in Adult Education

Just as reading is gaining meaning from print, so numeracy strategies involve learning to communicate and reason mathematically. For example, problem-solving skills are enhanced as adult learners become involved in numeracy -- they learn to value mathematics, become confident in their abilities to do mathematics and become mathematical problem-solvers. In fact, these are the overall curriculum goals and standards developed by the Adult Education and Literacy Study Group of the National Council of Teachers of Mathematics for teaching numeracy. Instructional strategies for assisting adult learners with becoming mathematically proficient include using manipulatives and incorporating real-life mathematical problem solving into the curriculum.

Numeracy instructional practices focus less on traditional formats and more on hands-on activities and real-world tasks. Classroom activities include collaborative learning and problem solving. The use of manipulatives allow adult learners to increase the "connections" between mathematics and their daily lives.

Meeting the Needs of Limited English Proficient Learners through Program Strategies

English as a Second Language (ESL) learners in Texas come from varying educational backgrounds. Some may already possess educational credentials, including high school diplomas or college degrees, from their native countries. Others have minimal or no literacy skills in their native language or English. Although some limited English proficient adults function very successfully in jobs, virtually all limited English proficient adults will experience limited access to upward mobility, including better paying jobs, if they lack adequate literacy skills in English.

Instruction, curriculum, and assessment appropriately address the diverse needs of adult ESL learners. These learners' native language and culture are valued and used as resources in the instructional process. Students with minimal or no English or literacy skills benefit initially from native language literacy instruction that leads to transition to English. Others need second language instruction to help them move quickly into a job, additional academic education or occupational training. Job specific ESL helps learners already on the job or into occupational training integrate their new language into everyday activities.

Competence in English includes:

- (1) communicating in person and over the telephone;
- (2) understanding various forms of written English (including prose and document literacy);
- (3) providing information or expressing ideas in writing;
- (4) knowing how to access and use the systems and services particular to the U.S.;
- (5) managing to negotiate in an English speaking environment with imperfect English language skills; and
- (6) using culturally appropriate behavior at work, at school, and in the community.

In the accelerated adult education ESL classroom, language, literacy, and culture are all part of the content, and content is related directly to students' social context. Adult learning theory applies to language learners, and ESL instruction includes all of the principles of curriculum and instruction set forth in this report. The overall goal of ESL is to promote English language acquisition through making meaning.

ESL programs "bring literacy to life" through hands-on experiences, using learner-generated materials, using native language as a bridge to English, linking communicative competence to language awareness, and using technology to provide a visual context for ideas. An ESL teacher facilitates situations in which learners become partners in making meaning. ESL classrooms become settings for celebrating diverse individual cultural, and linguistic backgrounds and prior knowledge from the first language and culture which facilitates second language learning.

Active ESL learners engage in hands-on, cooperative, creative interactions with authentic language situations. Instructional conversations promote learning on a certain topic and are conversational in quality, encouraging critical thinking, building on learners' prior knowledge, presenting concepts in context, across the curriculum, involving cognitive,

affective, and socio-cultural domains. They involve a high level of participation by learners and allow teachers to facilitate learning rather than trying to direct it.

Learning in ESL programs is accelerated when adults learning English discover the power of their own stories as they learn to read, write and speak the English language. The Language Experience Approach (LEA) forms the core of beginning-level classes for limited English proficient adults. When written down by or in collaboration with the teachers, these experiences and stories become texts for initial reading, writing, speaking and listening instruction (Rabideau, 1993). Since environmental print can be read in English by most limited English proficient adults, its use in the classroom stimulates discussion as learners share experiences, taps into their prior knowledge, gives them ownership of the class, and presents a meaningful context for learning.

Students at all levels of literacy and language learning express their ideas in print. Teachers and learners help the writer find a topic and revise drafts of a written piece until it conveys the intended meaning. As they continue to work, learners acquire competence in style, syntax, grammar, and surface features of the language. Adult learners publish their writings and have voices both within and beyond the classroom. Strategies such as instructional conversations and process writing and publishing serve to supplement and extend the availability of appropriate instructional materials.

Integrating reading and writing into adult ESL instruction assures that students are not only learning to understand English but are learning to produce English as well. Reading and writing for language acquisition accelerate English learning for adults who have acquired basic literacy in their first language. While oral language proficiency continues to be a primary goal of ESL instruction, reading and writing in English are also critical goals of adult education for second language learners and native speakers. Content area learning is integrated into the ESL classroom rather than being separated from second language acquisition. Studies show that language minority students can develop language skills while acquiring concepts and academic skills needed for success in content area subjects and transferring the academic skills to authentic workplace tasks. Emphasis is placed on developing higher order thinking skills throughout the entire ESL instructional program.

Because most ESL students either work or are preparing for work, curricula offered at all levels address literacy and communication needs faced by ESL students who work. This includes units on pre-employment *and* the integration of actual work contexts so that ESL students can negotiate the communication demands of daily life at work. The use of thematic units derived from learner decisions can help learners meet their goals. Adult learner participation on advisory boards or curriculum committees allows program designers to ensure that the program is learner-centered by taking advantage of the experience and expertise that adult learners bring to the ESL program. Using learner surveys and inviting adult learners to participate in discussion or focus groups are only two ways to discover needs, goals, and levels of satisfaction with the program.

Teaching Strategies at the Secondary Level

The changes in the Texas economic and employment picture suggest that a major goal of literacy programs should be as a support for economic development. *For many, if not most adults in adult education programs, obtaining a secondary level education and an accompanying credential is their primary reason for enrolling.* Another significant reason for enrolling given by many adults is to be able to show their children that education is important to them, both as a role model and to be able to assist their children with schoolwork. An adult secondary education instructional program is considered to be complete when the adult student has achieved a high school equivalency certificate ("a GED") or upon award of an adult high school diploma.

In order to prepare adults for the full benefits of a secondary education and to live full lives, the adult secondary education curriculum integrates content relating to raising families, participating in communities, participating as a citizen, and enjoying leisure. Adult secondary learners are involved in their roles as a citizen, as a family member, and as a worker. Instructional strategies include communication, writing, decision-making, problem solving, setting program and classroom goals, participating in teams and cooperative learning, in order to ensure that instruction is learner-centered.

All language processes -- reading, writing, speaking, and listening, work together. The workplace requires individuals not only to possess the basic skills, but to possess thinking skills. In order to remain productive in the workforce, adult secondary level learners must be aware of new information or skills. In the adult secondary classroom, reading comprehension functions within a context of meaning. Literate adults know the context and structure of printed materials that they are able to read for personal, recreational, and vocational needs. Academic tasks and real world demands require adult secondary students to apply reading competencies independently. Adult secondary education curriculum and instruction involves learners reading longer selections (both narrative and expository) and applying what they read. In order to meet societal needs, adult secondary education learners must apply reading skills in tandem with problem solving and critical thinking.

Transition from Adult Secondary Education to Postsecondary Education and Work
Basic skills are the absolute minimum for anyone who wants to get even a low skill job. Acquisition of basic skills alone does not guarantee a career or access to a college education, but without them, an adult has virtually no opportunity. The Higher order thinking and problem solving skills permit adults to analyze, synthesize, and evaluate complex materials and situations. It is these skills that allow adult workers to master and advance in their work.

In order for adult learners to be able to make the transition from adult secondary education to work or to further training/education, "real-world" adult secondary education programs and curriculum should also include transition content and services. Students need to acquire competence in the *Equipped for the Future* generative skills and content standards, particularly those related to the adult's role as a worker. To provide instructors with the tools to assist participants who have a goal of employment or a goal to retain employment, Texas will develop and implement curricula and programs that utilize industry sector approaches. The development of Content Standards will include

alignment with Equipped for the Future (EFF) standards, Secretary's Commission of Necessary Skills (SCANS), and a workforce strand to assist participants with the soft-skills needed for attaining and keeping employment.

Adult learners also need information and referral services, such as labor market and career information and exploration, employment and training resources, postsecondary education opportunities, financial aid, and child care resources. Therefore, program strategies for collaborative referral partnerships (e.g., collaboration agreements) with job training entities and articulation agreements with postsecondary education entities will permit adult secondary education students to work toward fulfilling their roles as family members, workers, and citizens. TWC anticipates continuing to collaborate with TEA on the Tri-Agency Action plan.

Family Literacy as a Program Strategy

Certain family literacy services are no longer funded, most notably Even Start. With the reduced funding for family literacy, TWC is evaluating how these services are being delivered, including determining how existing workforce programs such as the provision of child care services complement and could be expanded to meet these needs. TWC's child care program is a key component of the supportive services needed by parents to prepare them for work and to ensure that children are in safe, productive environments. TWC is hosting regional stakeholder meetings in order to solicit input from the adult education provider community. Stakeholder input will be very valuable in informing TWC of the need for family literacy services.

Effective September 1, 2013, with the passage of SB 307, 83rd Texas Legislature, Regular Session (2013), the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. This transition period will also allow TWC time to evaluate the need for family literacy activities.

Section 9.0 of this plan provides an extensive description of the previous collaborative planning and implementation of adult education programs in Texas. Family literacy is, of course, a successful strategy for meeting the needs of many of the identified population groups, identified in Section 2.0, particularly low income, educationally disadvantaged single parents. All of the instructional strategies identified in this plan are part of a family literacy program. The evidence of the success of family literacy as a program strategy is derived from the Texas Adult Literacy Survey variable, Early Home Support for Literacy. These data clearly show that individuals whose families read to them as young children, helped them with homework, and had print materials in the home when they were growing up functioned at significantly higher levels of literacy than individuals whose families did not employ any of these strategies.

Family literacy as a program strategy for working with TANF recipients makes particular sense as Texas moved from its waiver under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 into full compliance in 2002, since many more recipients with very young children entered the workforce.

Workplace Literacy as a Program Strategy

Section 2.0 of this plan illustrates the needs of both unemployed and employed adults for adult education services. The Texas Adult Literacy Survey identified that *the literacy proficiencies of Texas adults who are employed lag far behind that of their counterparts in the South and the nation*. Many more Texas adults (20 to 28 percent) who are currently in the workforce (full-time or part-time) performed in the lowest level of literacy. Among unemployed Texas adults who are looking for work, 26 percent performed in Level 1. Workplace literacy strategies that serve both unemployed adults looking for work and employed adults whose literacy skills need upgrading through functional context, including pre-employment and job readiness, are critical for the improvement of literacy skills of both groups. TEA requires adult education programs to coordinate services with Local Workforce One-Stop Partners. This coordination is part of the application submitted for funding. As required by State Board of Education Rules, the advisory committee is composed of a broad spectrum of community representatives, including workforce development representatives. The advisory committee reviews the activities of, and makes recommendations to the fiscal agent in planning, developing and evaluating the adult education program. The fiscal agent is responsible for convening the advisory committee at least twice each year.

Applicants must describe in their applications collaborative efforts or partnerships with workforce entities in determining needs, designing and developing program objectives, and providing/conducting program activities. Applicants must include the name(s) of the collaborative partners and a specific description of the contribution each partner will make to the project. Applicants must also provide an explanation of the **relationship, coordination, and utilization** of other literacy and social services programs in the community, state, and federal resources one-stop workforce centers, job training, **other workforce development agencies** to deliver a comprehensive adult education and literacy program.

Technology Strategies in Adult Education

Technological tools are increasingly being used in adult education classrooms. However, the effectiveness of the use of technology depends upon the way it is used with adult learners. As with all instructional materials, technology should serve to stimulate, engage and accelerate learning. The appropriate use of technology promotes adult learners' active participation in the learning, stimulates collaboration and choice, and accelerates the acquisition of language skills in ESL, adult basic education, and adult secondary education.

Low-cost technology, such as cassette players, video tapes, VCR players, video cameras, televisions, and calculators can accelerate adult learners acquiring integrated language, literacy and numeracy skills. Stand-alone or networked computers and everyday software applications (e.g., word processing and spreadsheets) can provide the basis for integrating reading, writing, and numeracy and foster collaborative problem solving in the adult education and literacy classroom. Online courses can reach students any time of the day or night and dramatically extend time on task.

Technology must support learner-centered instruction and accelerate learning, not drive instruction. High quality use of instructional technology means a high level of learner interactivity, whether the use of the technology involves students publishing their stories using a word processing application to create and revise a work-in-progress, or using electronic mail and web-based forums to communicate with their peers across the state about common themes. For teachers, interactive technology can mean collaborating with other teachers across the state in regard to student projects or improving the quality of professional development through interactive teleconferencing and electronic discussion groups.

The following uses of technology hold promise for adult education and literacy programs:

- Electronic networks where adults improve their reading and writing skills while sharing experiences in computer-based group discussions across town or across the state;
- Online instruction whereby a highly creative teacher can teach a course at any time that is convenient for the student to study;
- Interactive media such as CD-ROMs, which combine speech, video and graphics to create accelerated learning opportunities and broaden adults' experiences;
- Everyday (and relatively inexpensive) computer applications such as word processing or spreadsheets which allow adults to learn basic and computer literacy skills, increase communications (including English) and numeracy skills, and acquire job-related proficiencies simultaneously; and
- Interactive teleconferencing and Internet-based conferencing for professional development where teachers from across states and the nation can discuss, with experts and each other, their experiences in using research-based effective instructional practices.

Condensed language for State Plan:

Texas is a member of Project IDEAL and TWC may fund Distance Education pilot projects. These projects will focus on the ability to develop teacher proficiencies to support the distance learner and to develop strategies to recruit and retain distance education students. These projects will be funded with Section 231 funds, Section 225 funds, or Section 231 b (EL Civics) funds if the contact hour issue is defined by NRS and the State Board of Education allows Texas to count the hours generated with distance education toward the funding allocation formula.

Texas, as a member of Project IDEAL, formed a statewide committee made up of the pilot sites formerly funded through state leadership funds. This committee has made the following recommendations for Distance Education Strategies in Adult Education. This language may be considered for policy development and local guidance if the revised language regarding distance education strategies meets with federal OVAE/DAEL approval.

Distance Education Strategies in Adult Education

1. Definition. Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional

period. Distance learning materials are in a variety of media including but not limited to: print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through the following to include but are not limited to: communication via mail, telephone, e-mail, online technologies and software, or face-to-face instruction.

2. Requirement for Direct Contact Hours. Students in distance education must have at least 12 hours of direct contact with the program before they can be counted for federal reporting purposes.

3. Proxy Contact Hours. In addition to direct contact hours, programs may also report proxy hours to track time students spend on distance learning activities.

4. Distance Education Models: In order to determine a learner's proxy hours a program must use a state approved curriculum and one of the following models:

- *Clock Time Model:* Assigns proxy hours based on the time that a learner is connected to or engaged in an online or stand-alone software program that tracks time.
- *Teacher Certification Model:* Assigns a fixed number of proxy hours for each lesson in a distance curriculum based on teacher determination of the extent to which a learner engaged in or completed the assignment.
- *Learner Mastery Model:* Assigns a fixed number of proxy hours based on learner mastery of each lesson in the distance curriculum and passing a test with a high percentage (usually 70% to 80%) of correct answers.

5. Curriculum: Project IDEAL is a consortium of states working together to explore the potential of distance education to reach adult education learners and influence their educational outcomes. Member states within Project IDEAL have reviewed and documented successful outcomes for various curricula over a period of at least two years. Programs can use these approved curricula to assign proxy hours for distance education activities. A list of approved curricula and the associated model used for calculating proxy hours will be posted on the Literacy Resources page of the TCALL website.

Each curriculum employed for distance education delivery must be approved by the state office before using and before proxy hours can be reported.

Please note:

- Proxy hours calculated through the *Clock Time Model* must utilize curricula that electronically track time the student spends interacting with instructional material and disconnects after a preset period of inactivity.

- Proxy hours calculated through the *Teacher Certification Model* and the *Learner Mastery Model* must adhere to reasonable estimates of time necessary to complete assignments or lessons, as pre-determined by teachers or staff with knowledge of the curriculum.

6. Assessment: Students in distance education courses will be posttested after the same amount of instructional time, as other students, according to the approved state assessment policy. Both direct contact hours and proxy contact hours are counted to calculate the amount of instructional time. Students must appear in person at a proctored program site for baseline tests and any subsequent posttests. Assessments must be conducted through face-to-face interaction with a trained test administrator in a secure setting using only state and NRS approved assessments.

7. Registration and Assignment: All of the required NRS data elements will be recorded in TEAMS for distance education students. For data to be reported on Table IV, 12 or more direct hours including a baseline assessment are required. A student will be reported as a distance education student on the federal Table IV, if more than 50% of the hours are proxy hours. A student will be reported as a regular classroom student on the federal Table IV if more than 50% of the hours are direct contact hours.

8. Reporting Hours: Programs will report distance education hours into the state data base (TEAMS) and into Distance Student Tracker (Project IDEAL). Though tracked separately, all hours, whether direct contact or proxy, will be reported and included in NRS Table IV. Table IV will also capture direct contact hours the participant has completed in non-distance courses during the program year.

9. Professional Development. Teachers and administrators planning to offer distance education for the first time must participate in professional development designed to ensure successful program implementation. Other professional development will be based on a needs assessment.

10. Required and Other Training

1. Distance Education 101—(required) provided by the regional GREAT Centers
2. Distance Student Tracker – (required) provided by Project IDEAL to learn processes for entering data
3. Other professional development activities for distance education teachers based on needs assessments – provided by GREAT Centers

Non-Instructional Strategies and Plans Under AEFLA

Non-instructional strategies promoted in Texas involve collaboration, recruitment, retention, and support services and are targeted at servicing those adults who are most in need, as described in Section 2.0 of this plan to include collaborative planning, particularly with community-based organizations which serve educationally disadvantaged adults who are difficult to serve. Collaborative planning may identify

additional strategies, such as collaboration with one-stop workforce centers, for expanding resources for adult education and literacy programs which actually provide the education. As more thoroughly described in Section 12.0, TWC will support technical assistance in community collaboration through State Leadership activities.

Recruitment occurs through referrals from family members, friends, other students, one-stop workforce centers and community organizations; school or child care programs; placement of program brochures in other service agencies, in other sites frequented by the client (e.g., one-stop workforce centers, employers), and sent home with children; and public service (including newspaper) announcements of classes.

Addressing Support Service Needs through Local Collaborative Planning.

Low income adults who are educationally disadvantaged are disproportionately single mothers. Texas adult education programs find that agencies and organizations who serve the same client are resources for support needs and are able to develop contracts, shared use agreements, or memoranda of understanding to alleviate barriers to participation.

Childcare: Through planning with Head Start, local school districts, Even Start, and other local organizations such as local service organizations like the Junior League, churches, colleges, and other agencies, Texas adult education programs leverage child care services. Churches sponsor child care as community service projects. Community colleges have childcare facilities as laboratories for students involved in child development programs and may be able to offer services to the adult education and literacy program participants. TANF adult education participants are supplied childcare through the state's subsidized childcare system. Local workforce development boards' childcare contractors are also able to assist eligible adult education and literacy program participants with childcare services on a sliding scale.

The following is an adult education child care success story: The Corpus Christi Independent School District (CCISD) adult education and literacy program is collaborating with the Corpus Christi Community Action, Inc. -- the local Head Start agency -- to provide parents in need of literacy services with childcare. Head Start has built a new facility next to the adult learning center. The adults enrolled in the learning center program have first priority for eligibility for child care services. CCISD rents the land for \$1 per year to the community action agency for this collaboration. Parents and children eat lunch together through collaboration with the Free and Reduced School Lunch program administered by CCISD.

Transportation: In addition to providing child care for recipients of TANF/Choices and Food Stamps recipients participating in employment and training services, TWC and/or local workforce entities provide a transportation allowance to these participants. Collaborative exploration of the community's possibilities for child care and transportation with an agency that recognizes the importance of support services may yield the opportunity for additional leveraging for adult education and literacy program participants. Many urban municipalities with public transportation systems provide free or reduced-price transportation to economically disadvantaged individuals. Adult

education and literacy programs can provide students with information about accessing such services through the curriculum. The classroom setting can encourage students to share information and assist each other in meeting their transportation needs. This can be formalized through student councils or student advisory committees. In rural areas, community action agencies assist with transportation needs for students. Collaborative planning with other agencies becomes a catalyst for action.

Developing flexible scheduling enables adult learners to continue their education with minimal interruption as they attend to other ongoing responsibilities. Eligible adult education providers are required to address flexible scheduling to meet student needs in the adult education application.

Counseling is recognized as a pervasive need by all adult education and literacy providers. A major obstacle to the provision of counseling is a perceived lack of financial resources for counseling staff. However, adult education programs that have identified and dedicated financial resources to counseling demonstrate increased student attendance and achievement. Other alternatives also exist. Leveraging counselor services is possible through collaboration with public schools, community colleges, universities (where graduate counseling or social work students may be assigned to the adult education and literacy program as interns or for course credit), and one-stop workforce centers. Case management services for adults in need of literacy may be leveraged through collaboration with local workforce partners.

Developing and Evaluating Retention Strategies

Retention strategies include:

- appropriate and realistic goal setting and development of learning plans with each adult learner;
- collaborative program design and implemented by staff and students;
- appropriate intake and initial assessment procedures that value the adult learner's prior experiences;
- curricula that are relevant to adult learners' expressed needs and goals and are correlated to real-life outcomes;
- procedures for the continuous assessment of support service needs and development of strategies to meet those needs;
- inclusion of instructional strategies that address adult learning styles and meet the needs of those with learning differences;
- inclusion of adult learner participation in the planning process;
- continuous assessment of the accessibility of services for adults in need of literacy services;

- coordination with employers and education and training providers in the community, especially postsecondary education, to encourage successful transitions;
- fostering a supportive and non-threatening environment within adult education and literacy programs;
- use of peer support networks and mentoring programs;
- ongoing communication of learner progress with the learners themselves and with other agencies in the community that are providing services to the individual to support retention efforts;
- development of recognition programs for honoring student achievement;
- development and use of a system of follow-up of learners who left the program before completion or have successfully completed and made a successful transition to employment or other education and training; and
- use of anonymous, objective methods to evaluate instructional and program effectiveness.

State Leadership Activities to Address Program Strategies

The GREAT Regional Training Centers will include the following strategies in the menu of professional development activities it sponsors. Texas will put into action a plan to address the professional development needs of adult educators and to provide for other State Leadership Activities that may include but are not limited to:

- Provide research and evidence-based reading strategies for adults;
- Emphasize and expand the on-going coordination with TWC, local workforce boards, and local one-stop workforce centers;
- Expand ESL professional development capacity (particularly at the local program level through a cadre of field-based professional developers);
- Offer research-based ESL professional development;
- Ensure coherence in ESL professional development statewide;
- Emphasize the use of appropriate, interactive technology in accelerating the learning of limited English proficient adults;
- Infuse ESL programs with workplace content;
- Expand expertise in balanced reading programs for adults;
- Develop strategies for a transition curriculum needed in adult secondary education;
- Provide a family literacy technical assistance center;
- Continue collaboration between adult education and Even Start Family Literacy;
- Promote workplace literacy activities through a technical assistance and resource project;
- Promote technology through a technical assistance project to include how adult education programs can infuse their curricula with technology;
- Identifying research-based retention strategies that work in adult education;
- Develop a numeracy professional development curriculum and integrate it into content of professional development institutes; and

- Continue the effort of the Adult Literacy Clearinghouse to identify and disseminate resources.

9.0 Integration with Other Adult Education and Training (Sec. 224 (b) (11))

9.1 Description of Planned Integrated Activities

TWC and TEA have a long and successful history of carrying out adult education and literacy activities with other agencies and organizations that serve individuals with similar needs. The descriptions by agencies and initiatives presented below include the specifics of the collaboration.

Workforce Development Entities:

Texas Workforce Investment Council, the Texas Workforce Commission, including Local Workforce Development Boards and One-Stop Workforce Centers

Workforce Development

Over a decade ago, the Texas Legislature passed legislation requiring the system alignment of ABE services and workforce development activities. Sustaining and expanding this alignment requires the close coordination of all stakeholders both at the State level, between agencies, and locally, between local workforce development boards, colleges, school districts, community based organizations and other partners. The coordination efforts of these entities ensure efficient and effective state-level guidance and local service delivery.

Several state and local agencies collaborate to provide workforce development services to ABE customers. TWC, TEA, and its network of local ABE providers comprise an important service delivery mechanism for workforce development in Texas. Local workforce center contractors compliment and strengthen this network by implementing programs and guidance developed by local workforce development boards. Workforce Adult Literacy initiatives conducted by TWC brings innovation and new models for employer collaboration to the field. Under the leadership of the Texas Higher Education Coordinating Board (THECB) community and technical colleges provide highly valuable workforce education programs and are a significant provider of ABE services. These learning institutions also provide critical infrastructure support such as teacher training and the development of curricula. The Texas Workforce Investment Council (TWIC) provides interagency guidance and planning on the development of goals, objectives, and core performance measures among these partnering agencies and leads the development of the state's strategic plan for workforce development.

The State Board of Education requires that each fiscal agent's advisory committee must include workforce development representation (Texas Administrative Code Chapter 89, Subchapter B. Adult Basic and Secondary Education). In support of this rule, TEA issued a competitive adult education Request for Applications (RFA) encouraging a consortium approach to service delivery. The agency defined a consortium as "a

community or area partnership of educational, workforce development, human service entities, and other agencies that agree to collaborate for the provision of adult education and literacy services." Applicants must describe the written coordination and cooperative agreements in place with local workforce development boards, one-stop workforce centers, and employers. These criteria will be reviewed in the application process and in on-site visits.

SBOE rules will continue to be in effect until superseded by a rule or other appropriate action by TWC.

Temporary Assistance for Needy Families Services

The Texas Legislature has appropriated funds to TEA for adult education to Temporary Assistance for Needy Families (TANF) participants since 1989. Adult education fiscal agents have developed local agreements with Local Workforce Development Boards for the delivery of services to TANF participants. For FY 2004, \$2 million in state funds and \$4 million in TANF funds are being used for adult education services to TANF recipients. TANF participants are referred to adult education programs by Local Workforce Development Board contractors in accordance with the Texas CHOICES program (employment services for TANF recipients). TWC will require adult education providers to develop written collaborative agreements with workforce partners for the delivery of adult education services to TANF recipients.

Additional information on workforce development and TANF Services are provided in the following sections describing activities with TWC and TWIC.

The Texas Workforce Commission (TWC)

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. TWC is the state agency responsible for most employment and training programs, including Title I of the Workforce Investment Act, the employment and training program under the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, and The Trade Act program, which provides training and job search/relocation assistance to people who lose their jobs due to foreign imports.

TEA has long promoted the importance of workforce development within the wide array of services offered through local ABE programs, and this effort continues to be a priority. **On January 5, 2004, Commissioners and Deputy Commissioners from TEA, TWC, THECB, and TWIC met with staff from the Texas Governor's office to discuss and reach agreement on an outline for further enhancing collaboration between the adult basic education and workforce development partners in Texas.**

The paper produced by this collaborative, *Adult Basic Education in Texas-- An Architecture for System Change*, represents a starting place for future efforts by state and local education and workforce agencies to enhance collaborations, develop

further strategies, and implement special projects that will bring value to the students and stakeholders in the ABE system.

The paper presents four goals, one goal on which the ABE system must focus: *Increased Results through Improved Performance.*

Improve Adult Basic Education (ABE) system outcomes and performance for direct customers (students) and other stakeholders (employers, local workforce boards, and communities). Ensure that funding is directly linked to participant outcomes.

This goal will be addressed by implementing four broad strategies:

Collaboratively Plan at both the state and local levels;

1. *Segment Customers and Increase Service Options* so students can access learning alternatives that more directly meet their needs;
2. *Increase Employer Access and Utilize Industry Sector Approaches* to align learning opportunities for students looking for employment that fulfills the needs of employers;
3. *Provide Intensive Professional Development* to ensure that both education and workforce entities are prepared to deliver on these strategies.

Progress to implement initiatives that address these four strategies is outlined below.

Local Level Activity: Locally, TEA has long promoted local cooperation with the over 280 local workforce centers in the state's 28 workforce development areas. Fourteen (14) local adult education and literacy administrators are members of local workforce development boards. In addition, adult education programs are sometimes co-located in local workforce centers. The workforce centers provide unique opportunities for adults to access various services, including career guidance, and childcare and transportation services to eligible customers. In places where workforce centers are located on college campuses, local institutional funds may also support adult education activities. These services include the local agreements between adult education providers and workforce entities for the delivery of services to TANF recipients in the CHOICES program.

Currently, all applicants for adult education funds are encouraged to consult and develop written agreements with local workforce development boards and workforce centers. While specific configurations for collaborations between adult education programs, local development workforce boards, and the workforce centers vary, a common arrangement is that of client referral, shared costs, and co-location for the provision of adult education and literacy services to workforce center customers. This includes shared responsibility and fiscal support for assessment and instruction (including teacher salaries, instructional materials, and professional development). Collaboration in some parts of the state is more sophisticated than in others and includes not only the co-location of services, but also a coordinated effort in providing client/student activities and in seeking additional funding for enhanced student services.

Planned Activities under AEFLA. The following are the state and local collaborative activities previously identified by TEA for 2008-2009. TWC is evaluating the status of the local collaborative activities to determine the ongoing need of services. TWC is also hosting regional stakeholder meetings in order to solicit input from the adult education provider community. Stakeholder input will be very valuable in informing TWC of the adult education and literacy program and the need for services.

Effective September 1, 2013, with the passage of SB 307, 83rd Texas Legislature, Regular Session (2013), the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. This transition period will also allow TWC time to evaluate these activities and plan a strategy for continuation of essential activities.

- **State and Local Interagency Planning:** Services under AEFLA will be planned under the guidance of both state and local workforce development participation on ABE advisory groups. The state level Texas Adult Education Advisory Board includes agency-level representation from TWC. In addition, representatives of the Local Workforce Development Boards are members on each Regional Advisory Committee and provide input on regional ABE planning and professional development services conducted by the GREAT Regional Training Centers of Excellence.
- **Curriculum Development:** As mandated by Senate Bill 280, Article V, passed during the 78th Texas legislature, TEA and TWC collaborated on the development of demand-driven workplace literacy and basic skills curricula. This project will include local level collaboration between education providers, employers, and Local Workforce Development Boards. The goal of the legislation is to develop curricula "aimed at assisting local workforce development boards to equip workers and job seekers with the skills necessary to compete for current and emerging jobs in this state." Through this initiative, ABE students who are looking for employment outcomes will be able to take "basic skills" courses connected to the training needs of employers; and ABE providers will be better positioned to offer such courses. Workplace literacy and basic skills curricula are an important factor in getting Texas individuals into the workforce faster. During the transition period, TWC will be evaluating this initiative to determine how to continue and improve upon these training needs.
- **Employer Access:** TWC will work with the Local Workforce Development Boards to pursue efforts to increase employer access to workplace literacy services, as well as all other ABE services funded under AEFLA.
- **Cross-Training:** TWC will use federal adult education funds to provide technical assistance training through eight GREAT Regional Training Centers of Excellence. Collaboration with Local Workforce Development Boards is included in those Centers. These Centers will include "cross-training" activities between local adult education personnel and local workforce development personnel designed to enhance

coordination efforts, particularly with regard to the implementation of workforce literacy programs for TANF participants.

- **Joint Conference Work:** Through its contractor, Texas LEARNS, TWC will show interagency leadership by collaborating in joint conference and meeting presentations. In January 2004, staff from both agencies conducted joint presentations at the TWC Planning Conference and the Texas Association for Literacy and Adult Education Conference. These sessions were aimed at providing both ABE and workforce development stakeholders with updates on policy and guidance, as well as to facilitate discussion on what education and workforce development providers need in order to strengthen this partnership.
- **Services for Customers with Learning Disabilities:** TWC will collaborate with other agencies to strengthen existing services and policies regarding services to Texans with learning disabilities. Interagency cross-training has already been facilitated between the agencies on learning disabilities. In February and March 2004, the ABE provider network was invited to two learning disabilities conferences in Victoria and San Angelo, which were funded by TWC. The goal of this joint training was to better ensure that stronger, interconnected employment and educational services are available for customers with learning disabilities.
- **Collaboration with TANF Services:** TWC will continue to administer the federal and state funds for education services available to TANF eligible participants. Staff in the local workforce centers will continue to collaborate with the ABE network to refer TANF eligible participants for services. These services include adult basic education, adult secondary education, and English as a second language.
- **Common Assessment Parameters:** TWC will explore the possibility of establishing common assessment parameters between ABE providers and the workforce centers. By implementing a mechanism to share assessment results, duplicative efforts will be held to an absolute minimum.
- **Data Sharing:** TWC will pursue efforts to establish communication one-stop linkages between the management information systems used by the service providers. TWC will develop methods for linking TEAMS and The Workforce Information System of Texas (TWIST), which is used by all workforce centers to facilitate data sharing.
- **The long term objective is as follows:** The Texas Education Agency/ Texas LEARNS, Texas Workforce Commission, and the Texas Higher Education Coordinating Board have entered into a Tri-Agency Action Plan. The major tasks and milestones are listed on the next page. The intended outcome of the long term objective is:

Intended Outcomes

Partner agencies participate in collaborative state- and local-level planning and in the development, refinement and standardization of administrative systems and

processes. Technical assistance and training for system partners including teachers and local advisory committees are enhanced. Program content, delivery method and access options are implemented and evaluated. The System recognizes certain participant outcomes as indicative of success. Achievement of this LTO will demonstrate programmatic successes within the greater workforce development system.

A complete list of major tasks and milestones to carry out this long term objective is listed in Section 3.1.

The Texas Workforce Investment Council

The Texas Workforce Investment Council (TWIC) was created by SB 642 passed by the 73rd Texas Legislature. As the state's Human Resource Investment Council and part of the Governor's Office, TWIC has developed goals, objectives and core performance measures for the delivery of quality programs that promote the coordination of employment and training activities at the state and local levels. These goals, objectives and core performance measures drive the planning and coordinating efforts among local education, training, employment and support service providers and apply to all state and federally funded workforce development programs, including WIA, employment service, state welfare reform, welfare-to-work, school-to-careers, and adult education and literacy.

The Commissioner of Education is an ex-officio member of the Council. TEA was one of nine system partner agencies that participated in the strategic planning process facilitated by TWIC (described on page 38). There are 10 Strategic Action Plans (SAP) and 11 Agency Action Plans (AAP) in *Destination 2010: FY2004 – FY2009 Strategic Plan for the Texas Workforce Development System*. Two of the AAP's specifically address adult education. They include an "increase in the percentage of adult education students completing the level enrolled" and an "increase in the percentage of adult education students receiving a high school diploma." As a system partner TEA has a direct role in the implementation and achievement of the system-level objectives over the six-year timeframe of the plan. System partners are required to address the applicable SAP's and AAP's in their agency strategic plans and budgets.

Texas Department of Human Services

TEA has had a relationship with TDHS since 1989 and the inception of the REFOCUS program then JOBS, the CHOICES predecessors. Although the employment and training program for TANF recipients has been consolidated into TWC, TDHS continues to maintain the database for TANF eligible persons in the state and provides that data to TEA on an annual basis for use in the allocation of TANF funds to adult education fiscal agents. Also, representatives of TDHS participated in the state planning process.

Eligibility for TANF is determined by the Texas Department of Human Services as the IV-A Agency. Once a client is certified, he or she is referred to TWC/local workforce boards for participation in the Choices and/or Food Stamp programs. TANF is a time-limited benefit, and the length of benefits is determined by THDS workers.

Planned Activities under AEFLA: Since eligibility workers are the first to come into contact with potential clients, a renewal of information about adult education for those workers is warranted. Information about services available to TANF recipients can be delivered through the TDHS program, Texas Works. TWC anticipates working jointly with TDHS to improve the information flow about adult education to TANF recipients at the earliest possible time.

Texas Department of Criminal Justice (TDCJ) and Texas Juvenile Justice Department (TJJD)

Department of Criminal Justice (TDCJ) manages offenders in state prisons, state jails and private correctional facilities that contract with TDCJ. The agency also provides funding and certain oversight of community supervision (previously known as adult probation) and is responsible for the supervision of offenders released from prison on parole or mandatory supervision.

Windham School District (WSD) provides academic and vocational education to eligible offenders incarcerated within the Texas Department of Criminal Justice (TDCJ). Windham operates in Institutional Division (ID) prisons and State Jail (SJD) facilities. The district, which began operation in 1969, was established by the Texas Legislature. It is the first education system of such scope to be established within a statewide prison system. Classes are conducted in prison units across the state.

WSD education programs operate within the confines of each prison facility, where custody and security are of paramount importance. Each prison may have agriculture and/or industry operations, as well as other support services such as food service, maintenance, laundry, health services, etc. The principal of each school coordinates with other departments of the facility to schedule offenders for classes.

WSD has grown in size proportionally to the Texas prison system. The Texas Board of Criminal Justice serves as the school board of the district which is headed by a Superintendent. The district is divided into four regions. Each WSD region has a regional administrator who reports to the Superintendent of Schools. The mission of the Windham School District is to provide appropriate educational programming and services to meet the needs of the eligible offender population in TDCJ and reduce recidivism by assisting offenders in becoming responsible, productive members of their communities.

The goals of WSD are:

- To reduce recidivism,
- To reduce the cost of confinement or imprisonment,
- To increase the success of former offenders in obtaining and maintaining employment, and

- To provide an incentive to offenders to behave in positive ways during confinement or imprisonment.

The Texas Juvenile Justice Department (TJJD) is the state's juvenile corrections agency. TJJD provides for the care, custody, rehabilitation, and re-establishment in society of Texas' most chronically delinquent or serious juvenile offenders. Texas judges commit these youth to TJJD for mostly felony-level offenses committed when they were at least age 10 and less than age 17. TJJD can maintain jurisdiction over these offenders until their 21st birthdays.

TJJD operates a system of 15 secure institutions and eight residential halfway house programs. The agency also contracts with approximately 30 private or local government providers for a wide range of services to TJJD offenders.

All offenders sent to the TJJD start at the Marlin Orientation and Assessment Unit in Falls County southeast of Temple. During the 50- to 60-day average stay at Marlin, they receive:

- A physical evaluation and survey of medical history
- Educational testing and assessment
- Psychological evaluation
- Social summary
- Introduction to the TJJD Re-Socialization Program and to behavioral expectations
- Assessment of needs for specialized treatment such as sex offender behavior, chemical dependency, mental retardation or violent crime behavior

The evaluations help staff determine placement. Approximately 80 percent of offenders are assigned to a TJJD secure correctional facility, and 20 percent go into facilities and programs run by contract providers. Halfway houses are used for some youth as a transitional assignment after they have completed their stay in a secure setting.

Project COPE (Community Opportunity Programs in Education), which is a consortium of the TDCJ-Parole Division, TJJD, TDCJ Windham Schools, Community Supervision and Corrections Departments, and community adult education providers. COPE's goal is to deliver education services to releasees who have education skills below the sixth grade level and to assist releasees in obtaining General Equivalency Diplomas.

What adult education assistance is available for offenders?

The Texas Department of Criminal Justice (TDCJ) and the TJJD are the state agencies for adult offenders and youth offenders respectively. TEA has a significant history of collaboration with TDCJ, having worked closely with Windham School District, the adult school system for TDCJ, The Division of Pardons and Paroles, and the Community Justice Assistance Division (adult probation) over the years. State funds are appropriated by the Texas Legislature to the Windham School District and the TJJD for education services to inmates. However, no funds are provided for those services once inmates are released.

State Level Activity: TDCJ and TEA collaborated closely in the implementation of Project COPE, a special project funded by TEA that developed a process and procedures for collaboration between Windham Schools, Probation and Parole, and adult education in serving parolees and probationers. Project COPE was originated to respond to a state legislated mandate to serve parolees functioning below the sixth grade level. The project was quickly expanded to include adults on probation. As a result of the project, collaborative efforts for the referral and service of offenders became more systematized across the state. TDCJ is interested in the adult education performance measures and standards. Several TDCJ staff members participated on the state plan advisory committee.

TEA and TDCJ entered into a memorandum of understanding (MOU) that sets out the respective responsibilities of the board and the agency in implementing a continuing education program to increase the literacy and maximum integration in the community of releasees. Under the terms of the MOU, TDCJ established and provided adult education programs with assessment and educational profile information to facilitate placement in the appropriate adult education program(s), and coordinated with the programs to develop a system for identification of releasees' needs and barriers, referral, outreach, and releasees' compliance with educational requirements. TDCJ identified resources that will assist adult education programs in expanding services for releasees. In turn, TEA coordinated with TDCJ to inform local parole offices of services available through the adult education system and assisted that system in developing the capacity to serve released offenders, including a referral process. TEA also coordinated with TDCJ in regard to collecting data to establish educational performance standards for released offenders and provided training to local parole officers to assist them with the coordination of releasees' adult education services. TWC anticipates continuing these efforts.

The criminal justice collaboration benefits adult education due to the various sources of funds and facilities that have been leveraged to expand adult education services. Criminal justice also benefits from the availability of services and continuity of services afforded by adult education as offenders are released into the community. This collaboration has extended into the workforce development arena (during public testimony, one local adult education program described a successful collaboration among adult education, workforce development and adult probation where each entity shares costs for the instructional program).

Local Level Activity: Almost all local adult education fiscal agents participated in Project COPE, and implemented local procedures for collaboration in serving adult parolees and probationers. Under the current MOU between TEA and TDCJ, adult education providers continue to serve releasees. TWC anticipates continuing these efforts.

In addition, more than 30 adult education fiscal agents administer National Literacy Act Section 326 funds in the state, and many of these projects are extensive. The proliferation of federal and state corrections facilities plus the tremendous numbers of

individuals served in county jails in the state has caused significant demand for adult education services within correctional institutions. In addition, this phenomenon also places significant demand on adult education programs in the community as offenders are released and in need of continued educational services, and adult education providers struggle with this tension daily.

Planned Activities under AEFLA: Until recently, collaboration with the TJJD has been minimal, limited primarily to sharing of curricula and professional development. Currently, state funds are appropriated to TJJD for educational services. However, recent discussions with the superintendent of education at TJJD are indicating the need for collaboration in regard to transition of TJJD youth into the community and their continued need for educational services. Work toward a memorandum of understanding between TEA and TJJD has been initiated.

Other planned activities with the corrections community, including TDCJ, include:

- Collaboration between TEA and TDCJ in the implementation of the MOU activities, including dissemination of information about the renewed MOU and implementation of the agreement by local adult education programs and parole offices;
- Setting aside funds from AEFLA Section 222, not more than 10 percent of the 82.5 percent to carry out programs for corrections education or education for other institutionalized adults. Eligible providers will apply for these funds on a competitive basis and will give priority to serving individuals who are likely to leave the correctional setting within 5 years of participation in the program; and
- Completion of a Memorandum of Understanding regarding educational services available to youth transitioning out of Texas Youth Commission facilities.

TWC anticipates continuing to collaborate with TDCJ and TJJD, continuing the efforts begun by TEA.

Texas Department of Assistive and Rehabilitative Services (DARS)

Four state agencies merged into the Texas Department of Assistive and Rehabilitative Services (DARS), which provided programs and support for people with disabilities and families of children with development delays. DARS was created as a result of House Bill 2292, which called for the restructuring of health and human services in Texas. DARS merged the programs previously provided by the Texas Rehabilitation Commission, Texas Commission for the Blind, Texas Commission for the Deaf and Hard of Hearing and Interagency Council on Early Childhood Intervention. The new agency has 3,300 employees and will serve more than a half a million Texans each year. The department offers clients easier and more convenient access to a broader range of services.

The most critical issue facing adult education today revolves around serving learning

disabled adults in the adult education classroom. DARS provides the major avenue for obtaining diagnostic services for adults to document specific learning disabilities outside of K-12 special education services. Many adult education students have not had the benefit of special education, and inexpensive or free resources for diagnosis are almost nonexistent. Since learning disabilities frequently co-exist with other disabilities, the issue of accommodation for these adults is complicated.

State Level Activities: A resource center for adults with learning disabilities was funded with State Leadership funds. The Adult Literacy Clearinghouse has developed a bibliography of materials available for loan regarding students with learning disabilities, and has also developed an adult education Hot Topic Packet for distribution to teachers without cost. Information about obtaining both the Hot Topic Packet and the bibliography is posted on the Clearinghouse's web page.

Local Level Activities: Local adult education frequently works with DARS local offices in accepting referrals for adult education services. Closer collaboration with DARS regional and local offices is a must for identifying resources for accommodation of adults with disabilities.

Planned Activities under AEFLA: Members of the former Adult Education Professional Development Consortium participated in the Bridges to Practice training available from the National Institute for Literacy funded project sponsored by the National Adult Literacy and Learning Disabilities Center (NALLD). Under AEFLA, this cadre expanded (see State Leadership Activities for details) and worked closely with DARS in developing a state policy and an operational plan, including professional development initiatives, for serving learning disabled adults at the local level. A Learning Disabilities Work Group was formed to assist in this effort.

TEA and Texas LEARNS have worked closely with DARS to identify services available to disabled adults, including learning disabled adults, and implement a plan for disseminating that information to local adult education programs. In addition, Texas LEARNS / TEA have worked with DARS and TWC in assuring services for learning disabled adults who are clients of one-stop career centers. Since the Workforce Investment Act includes legislation that impacts all three agencies, this natural collaboration will enhance the availability and quality of services for learning disabled clients.

TWC anticipates continuing to collaborate with DARS and continue the efforts begun by TEA.

Family Literacy

Certain family literacy services are no longer funded, most notably Even Start. With the reduced funding for family literacy, TWC is evaluating how these services are being delivered, including determining how AEFLA-funded providers, as well as unfunded community based organizations, support family literacy services. TWC is hosting

regional stakeholder meetings in order to solicit input from the adult education provider community. Stakeholder input and review of previous projects such as those described below will be very valuable in informing TWC of how to most effectively provide for family literacy services.

As described in Section 3.0 of this plan, Texas' collaboration for family literacy has been extensive. In addition to collaboration with Even Start programs statewide, adult education programs have sponsored adult education special projects in family literacy and collaborated with Even Start and Head Start entities in the provision of adult education services in family literacy. Representatives from the Governor's Policy Office participated in the state planning process. Also, Even Start Family Literacy and Head Start representatives served on the state plan advisory committees.

State Level Activity: *The Academics 2000 Education Improvement Plan* was the Texas state plan under the nationwide Goals 2000 effort. Objective 1 of the plan was Parent and Community Involvement, and implementation strategies under that objective called for "developing and funding adult literacy programs that build adult reading and communication skills and enable parents to support the education of their children."

TEA funded a family literacy technical assistance center from 1995 through 1998 with National Literacy Act Section 353 funds. In November of 1996, the U.S. Department of Education awarded TEA one of five Even Start Statewide Family Literacy Initiative Grants nationwide. This grant allowed the Agency to promote family literacy through collaboration. The overall goal of the *Families First: Texas Even Start Statewide Family Literacy Initiative* was to improve family literacy services by building the capacity of local providers to coordinate and integrate existing federal, state, and local literacy resources. Planning, implementing, and evaluating the grant activities was a joint responsibility of the Texas Education Agency (the applicant agency) and the Even Start Statewide Family Literacy Initiative Consortium whose members include both state level agencies and organizations, such as the Head Start State Collaboration Project based at the University of Texas at Austin and Texas Tech University, Head Start Technical Assistance and Support Center, as well as local agencies and organizations such as Community Action of Hays, Blanco and Caldwell Counties, the Houston READ Commission and the Austin Area Urban League.

The project objectives of *Families First* included promotion of coordinated and integrated resources for family literacy as well as technical assistance. The primary activities of the project included a series of "Around the Table" workshops, designed to facilitate cross-agency collaboration for family literacy, and technical assistance. It also provided the needed data for a needs assessment which was conducted by the Texas Adult Literacy Clearinghouse. Technical assistance was provided on-site through the family literacy technical assistance center and through a series of interactive audio/video teleconferences (Texas is fortunate to have installed a state-of-the-art, user-friendly, interactive fiber optics telecommunications system which was used for the technical assistance teleconferences). Hundreds of individuals across the state participated. A

series of technical assistance publications which encapsulate the content of the teleconferences were developed.

TEA also collaborated with the First Lady's Family Literacy Initiative for Texas in distributing the grant cycle announcements to adult education fiscal agents and Even Start projects. The First Lady's Family Literacy Initiative for Texas, a program of the Barbara Bush Foundation for Family Literacy, was begun by Texas' First Lady, Laura Bush, and was a partnership with Texas literacy providers. These grants of up to \$20,000 each were given on a one-time basis to enhance existing literacy instructional programs so that a complete family literacy program can be created.

Local Level Activities: As indicated earlier, local adult education programs collaborated in delivering family literacy. Adult education programs in the state were the primary providers of the adult education services component of one or more Even Start projects (Texas had 96 Even Start projects statewide). Collaboration with Even Start projects was part of the requirements for application for adult education funds.

In addition, local adult education programs sponsored other family literacy efforts (for instance, the program sponsors family literacy at a number of elementary campuses within school districts). Each of these family literacy programs differed in its specific configuration, but overall, each involved adult education services for parents, age-appropriate activities for children, and literacy activities for children and parents together. Services for the children were leveraged through the collaboration with the schools and other community resources. Nowhere is the truism "the whole is greater than the sum of its parts" truer than in family literacy. In one program, for example, the principal of a Blue Ribbon elementary school collaborated with the Houston Community College in a family literacy project. She became so involved with it, that she served as an evening adult education supervisor who provided technical assistance in family literacy across the area she supervised.

Planned Activities under AEFLA: As indicated in Section 3.0, Texas planned a family literacy initiative which included family literacy technical assistance resource center, and continued promotion of the benefits of collaboration and integration of various federal state and local resources.

- In regard to technical assistance, TEA used State Leadership funds to again issue a Request for Applications for a family literacy technical assistance center. The center's primary objective was to provide technical assistance services to local communities in establishing and maintaining high quality family literacy programs. Organizations to be served by the center included adult education programs with a family literacy component, Even Start projects, Academics 2000 and/or Reading Academy grantees (as part of their parental involvement initiatives) Head Start, Even Start, Reading Excellence Act grantees, and welfare reform programs.
- The technical assistance center encouraged local school district parental involvement programs to include family literacy. The family literacy technical assistance center

- established a broad-based advisory committee comprised of entities involved in or whose clients benefited from family literacy. Entities such as adult education, Head Start, and clients under No Child Left Behind (NCLB), were included.
- Texas Even Start revised indicators of program quality, required full time coordination in each local program, worked closely with external evaluators, reviewed and revised performance measures, and worked with the committee of practitioners toward excellence.

Texas State Library and Archives Commission

State Level Activity: TEA has a long and successful history of collaboration with the Texas State Library and Archives Commission (TSLAC). In years past, TEA has worked with the State Library in disseminating literacy grant announcements under the Library Services and Construction Act and promoting the use of libraries as natural partners in adult education and literacy. TEA has witnessed the significant contributions that local public libraries make to adult education and literacy programs, including facilities (many times dedicated space for classes), materials, supervision, and planning. Many adult education programs have successfully pursued collaborations with grant funds from both Title VI and Title II. A representative from the State Library served on the state plan advisory committee.

In past years, the Texas State Library and Archives Commission worked with the Department of Education to approve grants through the Library Services and Construction Act (LSCA) funds for literacy as part of the Title VI project. TEA and TSLAC collaborated on promoting the availability of these grants. These funds were discontinued, and for the past four years, the literacy providers in public libraries across the state are finding it difficult to re-fund the project coordinators who were funded with LSCA Title VI funds.

The Texas State Library and Archives Commission, Library Development Division is actively involved in statewide literacy grants funded by the federal agency, the Institute of Museum and Library Services, through the Library Services and Technology Act (LSTA). The Texas State Library and Archives Commission also actively supports statewide literacy projects in public libraries through the ten regional Texas Library Systems, funded through both LSTA funds and state general funds.

Through the ten regional Texas Library Systems, 9,700 persons attend literacy training and tutoring, and, through the System project, *Read for Your Life*, small grants will be available to help public libraries provide literacy services to their service areas. The Texas Library Systems are funded by formula grants (from state general funds and LSTA federal funds) from the Texas State Library and Archives Commission.

The Texas State Library and Archives Commission administer LSTA-funded Special Projects Grants to public libraries. These grants are designed to expand public library services to all members of the library's community by enabling libraries to develop local programs for populations with special needs. One of the service categories established the

provision of literacy programming in special libraries. According to the grant guidelines, libraries may apply for funding for adult, school dropout and correctional facility literacy programming in cooperation with other agencies and organizations, as appropriate.

Local Level Activity: Public libraries are a major resource for adult education and family literacy in Texas. The annual performance report for adult education showed that 242 libraries statewide were used for daytime and evening class sites, with more than 9800 individuals served through these facilities. Libraries are a major resource for adult education, not only for facilities but for materials and opportunities for collaboration in the community.

TSLAC data show that, at this time, there are 214 public libraries (not including branches) in as many counties that offer and fund literacy programs, including Adult Basic Education, GED, English and a Second Language, Family Literacy, and Workplace Literacy. There are 170 small class and tutoring programs for basic literacy, 101 small class and tutoring programs for English as a Second Language programs, and 97 Adult Basic Education programs, all offered at and funded at least in part by Texas public libraries. In addition, public libraries offer their facilities and their resources to locally funded literacy projects.

Planned Activities under AEFLA: Since libraries are specifically mentioned as eligible service providers in AEFLA, TWC will collaborate with the Texas State Library to begin disseminating the notice of AEFLA funds availability to every public library in the state. The Families First Consortium will also include a representative of the State Library.

In addition, TEA collaborated with the Texas State Library, actively promote libraries as a natural resource for adult education. Information about collaborative activities allowable for grants for special populations under the Library Services and Technology Act will be included in that promotion.

TWC anticipates continuing to collaborate with the Texas State Library and continue the efforts begun by TEA.

Texas Higher Education Coordinating Board

State Level Activity: The Texas Higher Education Coordinating Board (THECB) administers institutions of higher education in the state. TEA and THECB coordinate regularly in a number of capacities. In FY 03, of the 56 fiscal agents for adult education consortia, 23 public colleges and universities served as adult education fiscal agents across the state. Virtually all Texas public community and technical colleges serve as adult education partners in the delivery system. Colleges and universities are a significant resource for adult education in Texas, and allow the leveraging of facilities and other collaborations for service provision. In addition, six colleges and universities serve as contractors for the state's Adult Education Professional Development Consortium, allowing additional leveraging of expertise and resources.

THECB has cooperated with TEA in providing data for following adult education students in regard to whether they enrolled in public postsecondary institutions. The Coordinating Board's data is invaluable in knowing the numbers and percentages of adult education students who enter public postsecondary education, which is a vital part of a core indicator of performance under AEFLA.

Local Level Activity: Local adult education programs also integrate activities with institutions of higher education. Local collaboratives of colleges, schools, community-based organizations and other agencies provide an infrastructure for the local provision of services and frequently collaborate in providing workforce development and transition services for adult education students interested in attending college.

Planned Activities under AEFLA: Because THECB is responsible for coordinating college preparatory and developmental education activities in the state, TEA collaborated with THECB to include the following activities:

- identify an advisory group to facilitate cooperation between adult education programs and developmental education programs in community colleges;
- analyze the content of adult education programs and developmental education programs to identify areas of overlap and appropriate articulation points;
- provide clearer differentiation between adult education students and developmental education students; and
- encourage community college workforce education programs to enhance their outreach and recruitment efforts to students in GED and adult secondary programs.

TWC anticipates continuing to collaborate with THECB and continue the efforts begun by TEA.

Public Housing, Community Action Agencies and Community Services Block Grants

Public Housing

Under the National Literacy Act, states were required to set aside funds for two-year Gateway Grants. In so doing, Texas adult education programs began to build more substantive partnerships with public housing authorities statewide. Collaboration with these agencies expanded the infrastructure of local programs, and provided facilities for classes as well as avenues for student recruitment. Partnerships included such advantages as co-location of services and housing authority staff assisting adult education programs with supervision of the program, as well as other collaborative activities.

Community Action Agencies and Community Services Block Grants

Community Action Agencies (CAAs) exist in many rural areas in Texas to provide services to residents that might otherwise not be provided. A number of CAAs are also local Head Start providers. Since Community Action Agencies attempt to provide

services based on residents' needs, adult education is often a high priority for service. Community Action Agencies and adult education programs are natural partnerships, and the partnerships usually entail mutual referral systems, co-location of services and shared funding of services.

Planned Activities under AEFLA: Since public housing agencies are identified in AEFLA as eligible service providers, notification of the availability of grant funds will be sent to all public housing authorities in the state. Eligible service providers for adult education will continue to plan collaboratively for the provision of services with public housing entities. Collaborations with public housing will also be included as partners in family literacy projects.

Community Services Block Grants, administered by the Texas Department of Housing and Community Affairs, is an umbrella program that can help support literacy programs. CSBGs are a largely untapped resource for adult education; only a few adult education and literacy programs in the state take advantage of this grant program. In collaboration with the Texas Department of Housing Affairs, TEA provided information to adult education providers statewide about this potential funding source and about the benefits of collaborating with Community Action Agencies.

TWC anticipates continuing to collaborate with the Texas Department of Housing and Community Affairs and continue the efforts begun by TEA.

9.2 State Unified Plan

The Texas Education Agency is submitting its State Plan for Adult Education and Family Literacy (Title II of WIA) as a separate plan from the other state plans under WIA. Texas Workforce Commission's plan for Title I and Wagner-Peyser Act has been submitted to the Department of Labor. Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from the TEA to TWC no later than January 1, 2014.

10.0 Description of the Steps to Ensure Direct and Equitable Access (Sec. 224 (b) (12))

As directed by AEFLA, Texas will provide direct and equitable access to funds through a competitive grant procedure (see Section 6.0 of this plan). Further, the same grant announcement process and application process will be used for all eligible providers. Direct and equitable access includes (1) the right to submit applications directly to the eligible state agency; and (2) a process for selecting recipients of funds that gives each applicant a fair chance to receive an award. The eligible state agency will award multiyear grants as required by AEFLA. In 2012-2013, Texas will issue continuation grants. In 2013-2014, TEA will distribute a competitive application for Sections 231 and 225 and EL Civics. Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. Current TEA grants to local providers end on September 15, 2013. TWC

anticipates entering into a contractual relationship with existing program providers as of September 1, 2013. TWC anticipates conducting a competitive procurement in FY2014.

10.1 Description of Steps

The TWC procedures provide direct and equitable access to funds for eligible providers. Eligible providers apply directly TWC to serve as fiscal agents for funds to provide services to areas comprised of a single school district area, a portion of a school district area (based on the numbers of undereducated adults to be served), multiple school district areas, a single county, a portion of a county, or multiple counties as authorized by federal law and by the State Board of Education, *thus providing direct access to federal funds*. Cooperative and consortium projects are encouraged. Further, if two or more applicants are competing for funds allocated to the same geographic area, reviewers of applications will include at least one representative from each category of applicants who are competing. Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. TWC anticipates conducting a competitive procurement in FY2014.

10.2 Notice of Availability

Through the extensive procedures described in Section 6.3 of this plan, the TWC ensures that all eligible providers have direct and equitable access to apply for grants or contracts under this section and that the same grant announcement process and application process is used for all eligible providers in the state (Sec. 231) (c). The public announcement of the availability of funds is posted on several email list serves that reach over 3,500 entities on the Texas LEARNS website hosted by the Texas A&M University. The announcement is officially placed in the *Texas Register*. The announcement of funds will also be placed on TWC's website-at <http://www.twc.state.tx.us/business/market-place.html>. The data base has been expanded to include workforce boards, one-stop workforce centers, public libraries, community action agencies, and faith based agencies. Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. TWC anticipates conducting a competitive procurement in FY2014. The announcement will be placed on the Electronic State Business Daily website, the *Texas Register*, and distributed through e-mail to applicable listservs.

Further Information

Fiscal agents are required by State Board of Education rule to have an advisory committee. This process allows community input in the development and implementation of adult education and literacy activities as well as provides for local control.

In addition, a State Advisory Committee for Adult Education and Family Literacy was established in 2003. Program administrators from each of the eight GREAT regions of the state elected a representative from the region to the board, and the administration of Texas LEARNS appointed additional members to ensure representation from the

workforce development system, the Texas Higher Education Coordinating Board, business interests, and professional organizations including the board of Teaching English to Speakers of Other Languages (TESL) a national literacy organization with a focus on second language learners.

11. Programs for Corrections Education and Other Institutionalized Individuals (Section 225)

Section 225 requires that for each fiscal year, the TWC shall carry out corrections education or education for other institutionalized individuals using not more than 10 percent of the 82.5 percent funds authorized by Section 222 (a)(1). Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014.

11.1 Types of Programs

Funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

1. basic education;
2. special education programs as determined by the Texas Education Agency;
3. English literacy programs;
4. Secondary school credit programs.

11.2 Priority

As required by AEFLA, Texas will give priority to serving individuals who are likely to leave the correctional institutional within five years of participation in the program.

11.3 Types of Institutional Settings

Correctional institution means any:

1. prison;
2. jail;
3. reformatory;
4. work farm;
5. detention center; or
6. halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Further Information

A Request for Application (RFA) will be issued annually for statewide competition in accordance with the process and procedures for funding Section 6.0 of the State Plan.

Applicants for adult education funds under this title will be asked to spend not more than 10 percent of their allocation to serve incarcerated and other institutionalized adults. A financial tracking system has been developed by the Texas Education Agency to account for the expenditures.

12.0 State Leadership Activities (Sec. 223 (a), (b))

12.1 Description of Activities

This section of the plan describes how the eligible agency will use funds made available under Section 222 (a) (2) for state leadership activities. TWC will not use more than 12.5 percent of the grant funds to carry out State leadership activities.

Effective September 1, 2013, with the passage of SB 307, the adult education and literacy program will transfer authority from TEA to TWC no later than January 1, 2014. Various WIA agency and program partners are involved in the transition of the adult education and literacy program from TEA to TWC. These program partners, service providers, and stakeholders will help inform TWC on continuing use of funds. The transition period will allow TWC to evaluate the current services provided and properly plan for procurement of services for FY2014.

Texas is committed to professional development for the adult education workforce as the most effective strategy for improving the quality of local adult education programs. The State Leadership activities pursuant to Section 223 of WIA may include:

- (1) a state system of Regional Professional Development Centers, the GREAT Centers of Excellence, that coordinate with adult education providers, local workforce development boards and other stakeholders to implement a comprehensive coordinated system of professional development to meet the diverse professional development needs of adult education practitioners in Texas;
- (2) a state literacy clearinghouse, TCALL;
- (3) a Resource Center for Family Literacy Partnerships;
- (4) a Center for the Implementation of Faith-Based Adult Education Initiatives;
- (5) a One Stop Partnership and Workforce Literacy Resource Center;
- (6) a Learning Disabilities Technical Resource Center;
- (7) implementation of an Adult Education Credential Model leading to the credentialing and professionalization of adult education teachers;
- (8) Accountability System Activities mandated under AEFLA: As indicated in Section 5.0 of this plan, Texas will continue using State Leadership funds for software development, training, technical assistance, and maintenance of the MIS.
 - Continued development of the adult education accountability system;
 - Continued training and technical assistance in the use of TEAMS; and
 - Technical assistance to be provided to local adult education programs whose performance does not meet the minimum standards established under Section 5.0 of this plan; including monitoring and program evaluation, and
9. professional development grants to local adult education programs to support local professional development activities;
10. Distance Education pilot projects.

Project GREAT Centers of Excellence

Texas has been divided in eight training regions; each region has been awarded a grant funded under Section 223 of WIA Title II to establish and coordinate a GREAT Center of Excellence. The Project GREAT Centers provide professional development, technical assistance, technology implementation support, and follow up to all adult education and family literacy programs in the region including Adult Education and Family Literacy, English Literacy and Civics Education (EL Civics), Correctional Education, Adult Education for Temporary Assistance for Needy Families (TANF) Recipients Program, and Even Start programs in each of the eight regions of the state of Texas.

The training activities of the GREAT Centers include training on the Texas Standardized Curriculum Framework, literacy and basic skills development, workforce literacy training, learning disabilities, and all statewide training needs, e.g., Basic English Skills Tests (BEST), Test of Adult Basic Education (TABE), the state's Adult Education management Information System Adult and Continuing Education System (ACES).

In addition to training activities, the Project GREAT Centers maintain a calendar of trainings using the TCALL website, collaborating with to implement the framework for the Texas Adult Education Credential Model, managing payment to trainers, notifying local programs about trainings, conducting quarterly planning meetings with the region's adult education directors, conducting training evaluation with local adult education directors twice yearly, and providing reports to Texas LEARNS and TWC.

Current GREAT Center activities include:

- professional development programs to improve the quality of adult education instruction (all projects);
- technical assistance to eligible providers of adult education and literacy activities (all projects);
- technology implementation assistance to eligible providers of adult education and literacy activities (all projects);
- development and implementation of a Texas Standardized Curriculum Framework;
- integration of literacy instruction and occupational skill training and promotion of linkages with employers;
- professional development institutes for teachers new to adult education;
- technical assistance in workplace literacy, including collaboration with workforce boards and one-stop workforce centers;
- technical assistance in workplace literacy; and
- teacher inquiry and scientific research based projects to expand local capacity.

Other activities funded under State Leadership include the development, maintenance, and support of a state of the art, web-enabled accountability system that includes an electronic application process, a Management Information System, an electronic

monitoring and evaluation system for each fiscal agent funded under this title, and a database for professional development purposes.

Project GREAT Centers are responsible for ensuring that all training developed for the region includes scientific research-based instructional practices in all trainings for the region for reading, writing, speaking, math, and English language acquisition (Adult Education and Family Literacy Act – Title II, Workforce Investment Act, P.L. 105-220, Section 223, State Leadership Activities).

Project GREAT Centers, through collaborative planning with all adult education administrators/coordinators, will ensure that all regional training is customized to meet the region's needs and follows the Adult Education Indicators of Program Quality (IPQ's) for Professional Development. The following are the two IPQ's pertaining to professional development:

- a. Collaborative Planning Based on Proficiencies. Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes.

This means that:

1. Professional development is a process of constant renewal and improvement;
2. Collaborative planning includes planning with staff and stakeholders;
3. Collaborative planning includes input from students;
4. Professional development includes a comprehensive menu of resources approach, including but not limited to: workshops, conferences, institutes, college courses, or self-directed professional development, and
5. Professional development provides for the acquisition of new proficiencies, the practice of these proficiencies, and the use of a systematic plan for follow-up.

Measure: (i) Evidence indicates a professional development plan based on collaborative needs assessment data for administrative and instructional personnel.

Measure: (ii) Evidence indicates implementation to provide for individual professional development needs by providing a comprehensive menu of staff development resources.

- b. Consistent with Holistic Instruction. The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program.

This means that:

6. Professional development planning is based on a holistic instructional philosophy of adult learning, and
7. Professional development planning is based on assessed student needs and stated program outcomes.

Measure: (i) Evidence indicates that the professional development plan and activities reflect holistic, learner-centered philosophy of education.

Measure: (ii) Evidence indicates that professional development contributes to continuous student progress.

Texas will continue to allocate funds for adult education fiscal agents to implement local professional development activities. Recipients of funds under Section 231 may request an additional amount of up to five (5) percent of their grant award to implement the professional development plan described in their application for funding. A requirement to receive these funds is the inclusion in the application for adult education funds of a local professional development plan that includes provisions for meeting or exceeding minimum requirements under the state's SBOE rules, that provides for an annual assessment of the professional development needs of all staff, and that shows how the local provider will collaborate with the regional GREAT Center to ensure that 1) all instructional staff develop an individualized professional development plan for adult education, and 2) that professional development activities meet the identified needs of the staff of the program.

Finally, each GREAT Center should include all stakeholders and is required to establish an advisory committee in each region made up of at least all adult education directors in the region including work force development representatives. The advisory board meets quarterly to assist in planning the professional development for the region and to give feedback about training.

Other state leadership activities for 2009-2010 include continuation of the Standards in Action project with development of statewide implementation; continued membership in Project IDEAL; Leadership Excellence Academies for local program directors and administrators; Special Learning Needs training to develop statewide capacity through Special Learning Needs Specialists; continuation of the STAR Project; Math Institutes for GED and ABE Teachers; development of a training module for the Management Information System (TEAMS); development of financial literacy and health literacy modules aligned with the Texas Content Standards; printing and dissemination of the Texas Industry Specific ESL Curriculum; development of modules, training, and implementation for Basic Literacy ESL Teachers and Aides; and participation in a pilot with Center for Applied Linguistics (CAL) delivering BEST Plus at a distance.

12.2 Collaboration with Other Related Agencies and Programs

In carrying out this section, TWC will collaborate where possible and avoid duplicating efforts in order to maximize the impact of the activities.

12.3 Descriptions of Activities under Sec. 427 of the General Education Provisions Act (GEPA)

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA). *19 TAC §89.1001(a)*

(1) Actions Texas will take under Section 223 – State Leadership Activities and (2) Actions applicable for Section 231 – Grants and Contracts for Eligible Providers

Section 427 of the General Education Provisions Act (GEPA) requires each applicant for federal funds to include in its application the steps each applicant proposes to take to ensure equitable access to, and equitable participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs. The statute addresses six types of barriers: gender, race, national origin, color, disability, or age. TWC will take all necessary steps to ensure equitable access to, and equitable participation in, its adult education program. TEA will ensure equity by addressing barriers, including barriers of gender, race, national origin, color, disability, or age. Steps to eliminate these barriers include, but are not limited to:

- Provision of professional development opportunities so that barriers to full participation of teachers are removed;
- Inclusion in the funding application of provisions to remove barriers to full participation. Specifically, applicants must address how the adult education program addresses barriers to participation through recruitment and service provision;
- Collaborative planning and service provision at both the state and local levels with other agencies that serve the same client. For example, collaborative planning at the state and local levels with workforce development entities helps remove barriers to participation of economically disadvantaged adults, single parents who are usually female heads of households, and older adults;
- Integration of curricula and student generated projects, which promote decision-making skills within the classroom across the barriers of gender, race, national origin, color, disability, or age;
- Support of specific activities to increase access for limited English proficient adults to participation in adult education and family literacy activities.
- Encouraging, through the application process, practical techniques for recruitment of limited English proficient adults, including bilingual advertising, bilingual public service announcements, and outreach through other agencies that serve the same client. Such practical techniques can also serve to reduce barriers for older adults and for adults with disabilities;
- Supporting professional development and technical assistance, through State Leadership Activities, in working with learning disabled adults in the adult education classroom. Integration of this professional development and technical assistance will be a major initiative of the GREAT Centers throughout the period of the plan. Collaboration with the Department of Assistive and Rehabilitative Services in regard to learning disabled adults will be continued; this collaboration is described in Section 9.0 of this plan;
- Integration of the *Equipped for the Future* framework, generative skills, role maps and content standards into professional development, including interpersonal skills designed to reduce barriers to participation;

- Promotion of learner-centered classrooms, including dynamic curricula based on the needs of adult learners. More about learner-centered strategies can be found in Section 8.0 of this plan, including how such practices can reduce barriers and promote multicultural understanding;
- Development of professional development capacity in regard to transition skills, specifically skills needed in the workplace and post-secondary education. This integration will occur through the professional development delivered by the GREAT Centers including the workplace literacy technical assistance project, as well as through on-going collaboration with workforce development partners;
- Specification of workplace literacy and family literacy as major strategies for program development in Texas adult education programs;
- Continued encouragement of collaboration between adult education programs and Even Start Family Literacy programs to reduce barriers to access for economically disadvantaged parents. Collaborative activities in family literacy are described in Sections 3.0, 9.0 and 12.0 of this plan; and
- Enhanced adult education service provision on a statewide basis for TANF recipients, including welfare-to-work programs. Such programs increase the access of single parents, particularly female heads of households, to adult education and literacy services.

12.4 One-Stop Participation

The Texas Workforce Investment Council (TWIC) has collaboratively developed a strategic plan entitled "Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 – FY2015)."

One of the Council's key responsibilities is the development of an overarching strategic plan for the Texas workforce system. Chapter 2308.104 of the Texas Government Code mandates the Council develop a "single strategic plan that establishes the framework for budgeting and operation of the workforce system."

The Texas workforce system partners include:

- Economic Development and Tourism
- Texas Association of Workforce Boards
- Texas Department of Criminal Justice
- Texas Education Agency
- Texas Health and Human Services Commission and its Department of Assistive and Rehabilitative Services
- Texas Higher Education Coordinating Board
- Texas Veterans Commission
- Texas Workforce Commission
- Texas Juvenile Justice Department

The state's workforce system is comprised of a number of programs, services and initiatives administered by these eight state agencies and local workforce development boards, as well as independent school districts, community and technical colleges and local adult education providers. System partners are responsible for the delivery of over 19 workforce education and training programs and related services, and education programs that support career preparation and advancement.

While the system strategic plan is intended to guide system partners in delivering workforce programs and services, it is not intended to duplicate partner agency strategic plans. Rather, the system plan is strategic in nature and is designed to focus on the critical few long term outcomes that will make significant progress in achieving the system vision.

In September 2009, the Council completed a year-long planning process, culminating with the development of the new strategic plan for the state's workforce system, *Advancing Texas*. The system plan is a compilation of the overarching issues and strategies identified and developed by system partners and the Council. Following Council action in September 2009, the plan was submitted to the Governor for approval. Approved on October 23, 2009, it fulfills the legislative planning responsibilities of the Council, building on the solid foundation of work accomplished under *Destination 2010*. (*Advancing Texas: Strategic Plan for the Texas Workforce System (FY2010 – FY2015)*)

[http://governor.state.tx.us/files/twic/Advancing Texas.pdf](http://governor.state.tx.us/files/twic/Advancing_Texas.pdf)

Appendix A - Certifications and Assurances

Texas Workforce Commission

A Member of Texas Workforce Solutions

Andres Alcantar, Chairman
Commissioner Representing
the Public

Ronald G. Congleton
Commissioner Representing
Labor

Hope Andrade
Commissioner Representing
Employers

Larry E. Temple
Executive Director

September 3, 2013

Dr. Brenda Dann-Messier
Assistant Secretary for Vocational and Adult Education
U.S. Department of Education
Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202

RE: Amendment to Texas State Plan for Adult Education and Family Literacy

Dear Dr. Dann-Messier:

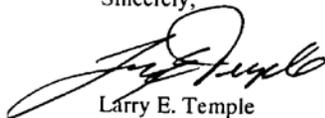
The Texas legislature approved the transfer of the Adult Education and Family Literacy Act (AEFLA) program—including programs under Temporary Assistance for Needy Families—from the Texas Education Agency (TEA) to the Texas Workforce Commission (TWC). The transfer is anticipated to take place September 3, 2013.

TWC and TEA are working closely to ensure a smooth transition, with the goal of minimizing any disruption to service providers. Both agencies have identified necessary amendments to the Texas State Plan for Adult Education and Family Literacy to reflect the transfer of authority. Currently, TEA is the eligible agency and is submitting the amended plan and required certifications and assurances; TWC also has provided the required certifications and assurances to become effective September 3, 2013.

Under 34 CFR §76.104, TWC certifies that, as of September 3, 2013, TWC becomes the eligible agency, and has authority under State law to perform the functions of the State under the program and may legally carry out each provision of the plan. All provisions of the plan, both currently, and as of September 3, 2013, are consistent with State law. Effective September 3, 2013, the Executive Director of TWC has authority to receive, hold and disburse federal funds made available under the plan.

TWC is committed to ensuring a seamless transition of AEFLA. If you have questions, please contact Anson Green at (512) 463-7149 or anson.green@twc.state.tx.us.

Sincerely,



Larry E. Temple
Executive Director

cc: Reagan Miller, Director, Workforce Development Division, TWC
Anson Green, Director, Adult Education and Literacy, TWC

101 E. 15th Street • Austin, Texas 78778-0001 • (512) 463-2222 • Relay Texas: 800-735-2989 (TDD) 800-735-2988 (Voice) • www.texasworkforce.org
Equal Opportunity Employer / Program



ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- a. Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- b. Maintenance of Effort.—
 1. In General.—
 - A. Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - B. Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - i. shall determine the percentage decreases in such effort or in such expenditures; and
 - ii. shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
 2. Computation.—In computing the fiscal effort and aggregate expenditures under

paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

3. Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
4. Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Texas Workforce Commission
(State Agency)

101 East 15th Street Room 618

Austin, Texas 78778-0001
(Address)

By:  _____
(Signature of Agency Head)

_____ Executive Director
(Title)

_____ 9/3/13 _____
(Date)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

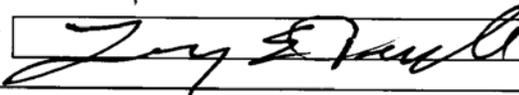
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
Texas Workforce Commission			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	Mr.	* First Name:	Larry
		Middle Name:	E.
* Last Name:	Temple		Suffix:
* Title:	Executive Director		
* SIGNATURE:			* DATE:
			9/3/2013

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

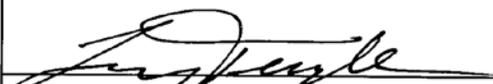
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§460a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

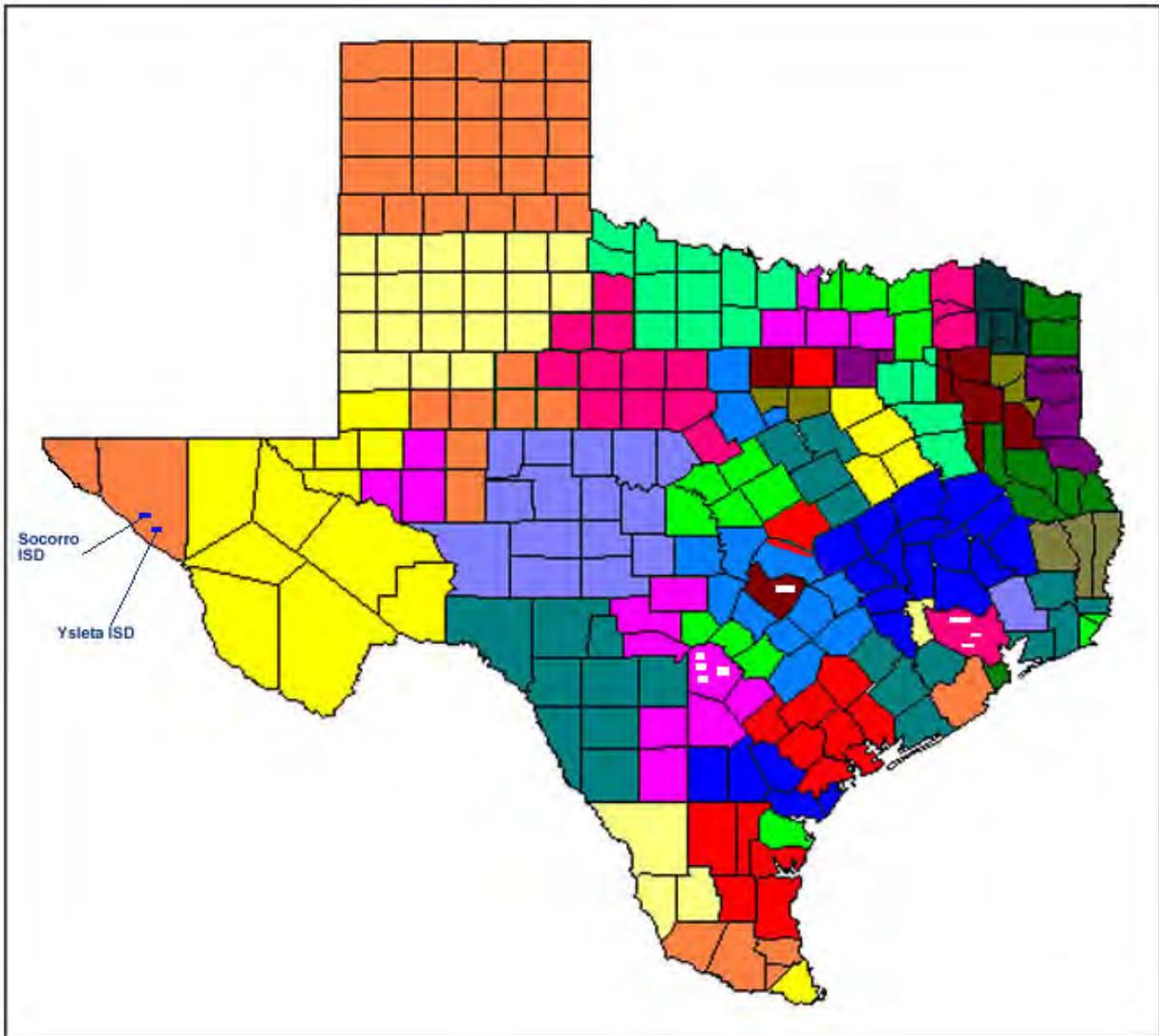
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Executive Director
APPLICANT ORGANIZATION Texas Workforce Commission	DATE SUBMITTED 9/3/13

Standard Form 424B (Rev. 7-97) Back

Adult Education Cooperative Delivery System Map – Appendix B

Providers of Adult Education by Fiscal Agent FY 2009-2010

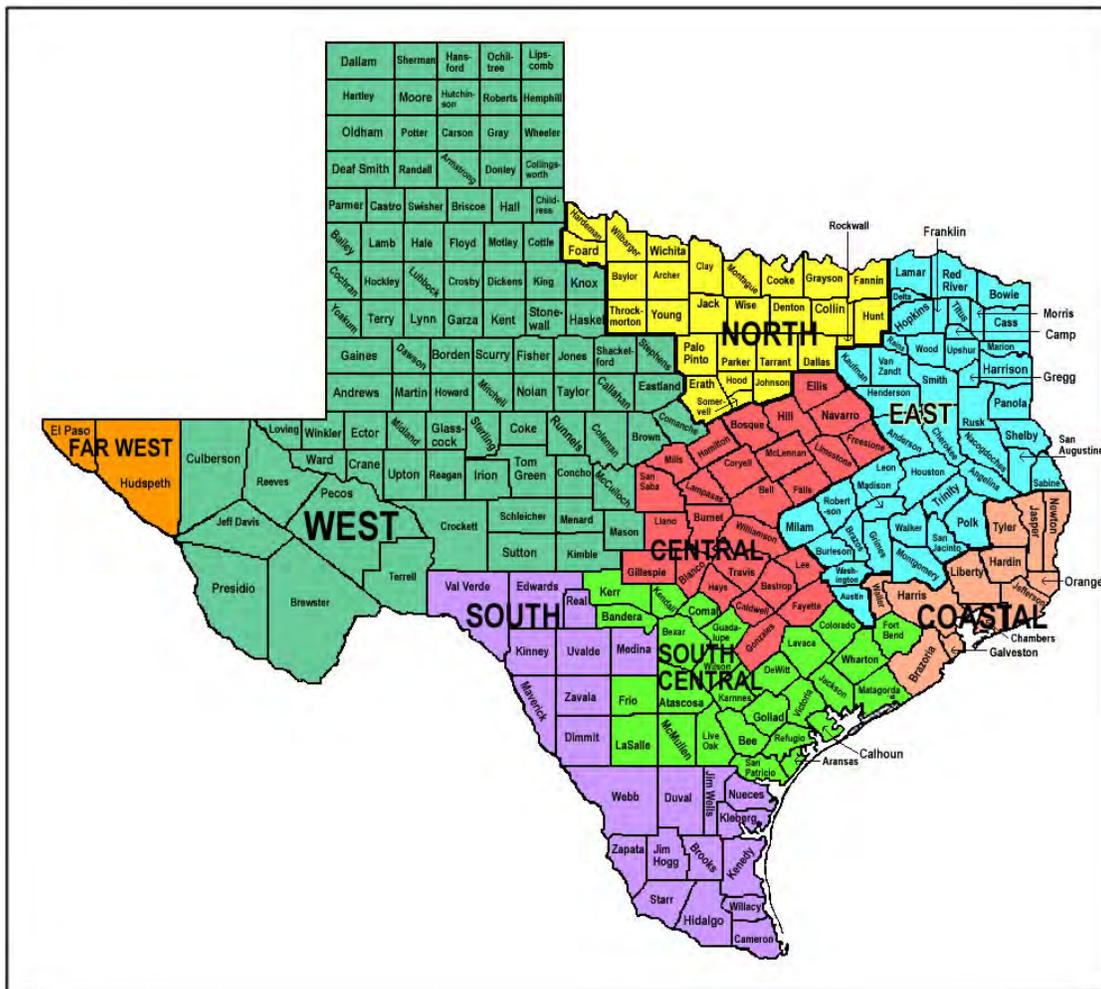
This map shows the 56 fiscal agents or co-operatives (co-ops) which divide the state into 56 geographic service delivery areas. The co-ops on the map are the current primary providers of adult literacy and ESL education (funded under the Workforce Investment Act) for those areas. These service areas and fiscal agents will not change until the next multi-year competition is conducted in Texas in FY2014. After the FY2014 competition, results will be provided to WIA agency and program partners service providers, stakeholders, and other interested parties. At that time, this map will be updated to reflect new boundaries. The applicants who compete and are successfully selected to provide services determine the boundaries.



Service Regions – Appendix C

Adult Education Service Regions

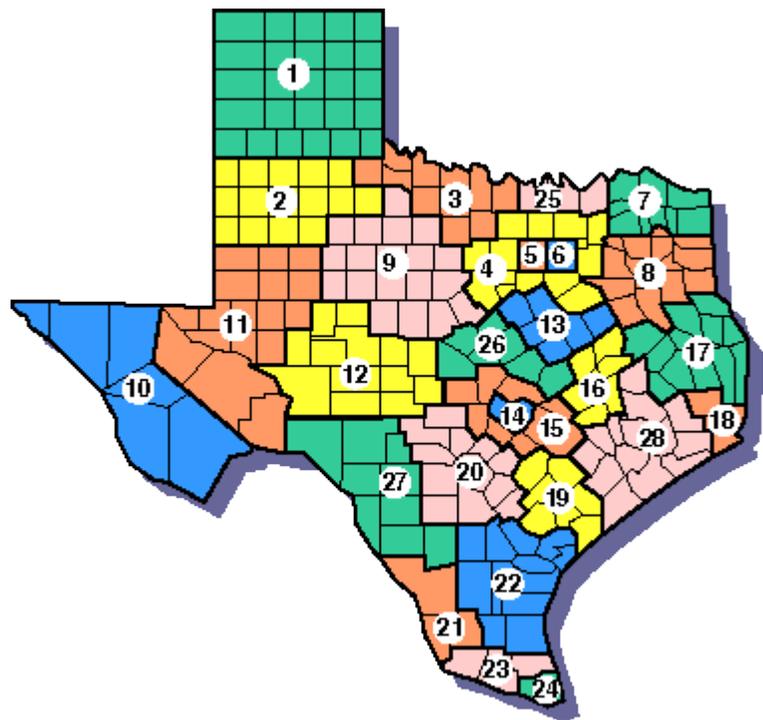
Texas LEARNS administers the non-discretionary functions of the adult education program in Texas under contract with the Texas Education Agency through eight regions indicated in different colors on the map below. Grant Services Managers at Texas LEARNS provide nondiscretionary grant management service and program assistance to adult and family literacy programs divided in each of the eight service regions. TWC and Texas LEARNS are working together to transition the adult education duties and knowledge to TWC staff. Project GREAT -- Getting Results Educating Adults in Texas – The Adult Education and Family Literacy Regional Centers of Excellence are Texas' answer to the professional development needs of adult education and family literacy practitioners in Texas. Eight (8) Project GREAT Centers are funded as federal State Leadership activities by the Texas Education Agency and Texas LEARNS, one in each of eight service regions in the state. The centers are managed by the grantees and each establishes an advisory committee made up of the region's adult education directors.



Local Workforce Development Service Delivery Areas – Appendix D

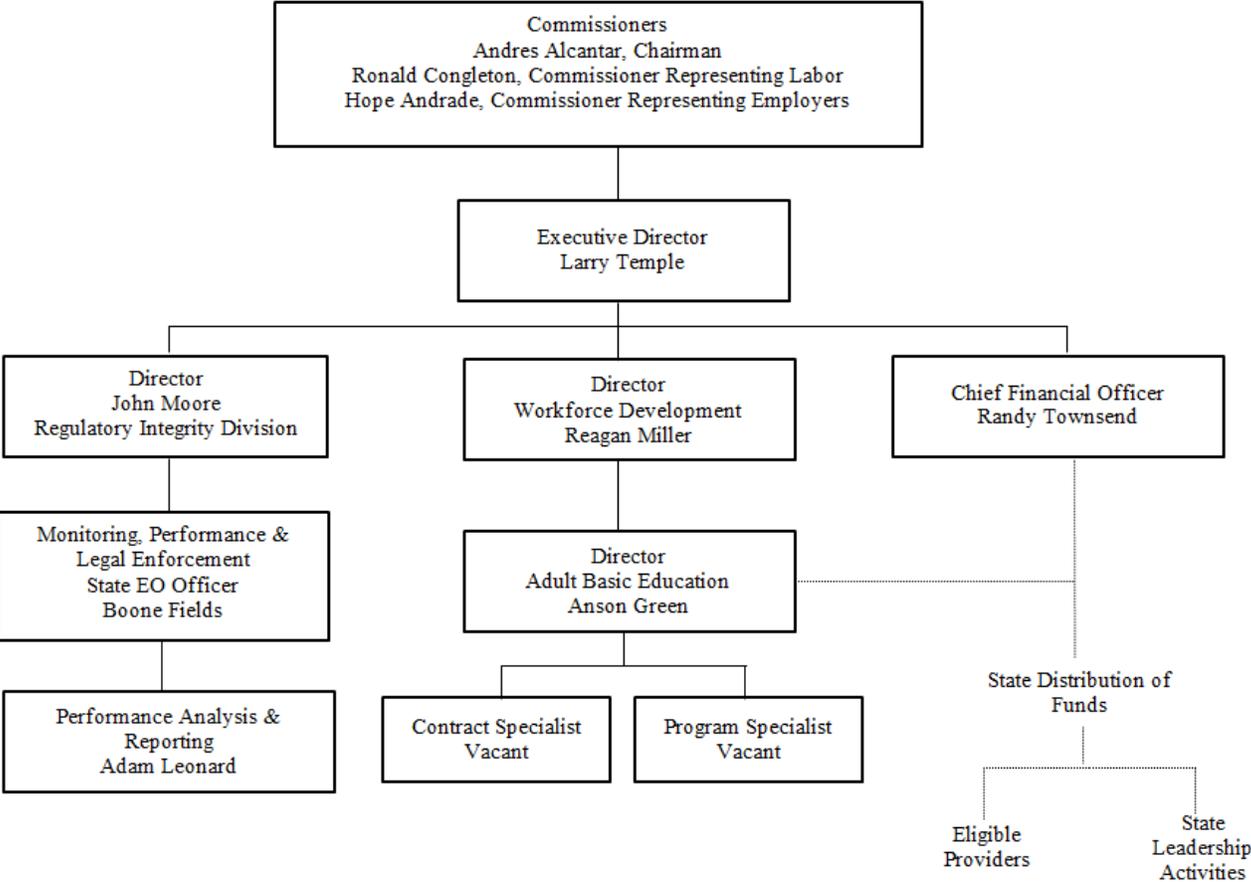
One Stop Partnerships in Texas begin with the 28 Local Workforce Development Service Delivery Areas Texas Local Workforce Development Boards

1. Panhandle
2. South Plains
3. North Texas
4. North Central
5. Tarrant County
6. Dallas
7. North East
8. East Texas
9. West Central
10. Upper Rio Grande
11. Permian Basin
12. Concho Valley
13. Heart of Texas
14. Capital Area
15. Rural Capital
16. Brazos Valley
17. Deep East Texas
18. South East Texas
19. Golden Crescent
20. Alamo
21. South Texas
22. Coastal Bend
23. Lower Rio Grande Valley
24. Cameron County
25. Texoma
26. Central Texas
27. Middle Rio Grande
28. Gulf Coast



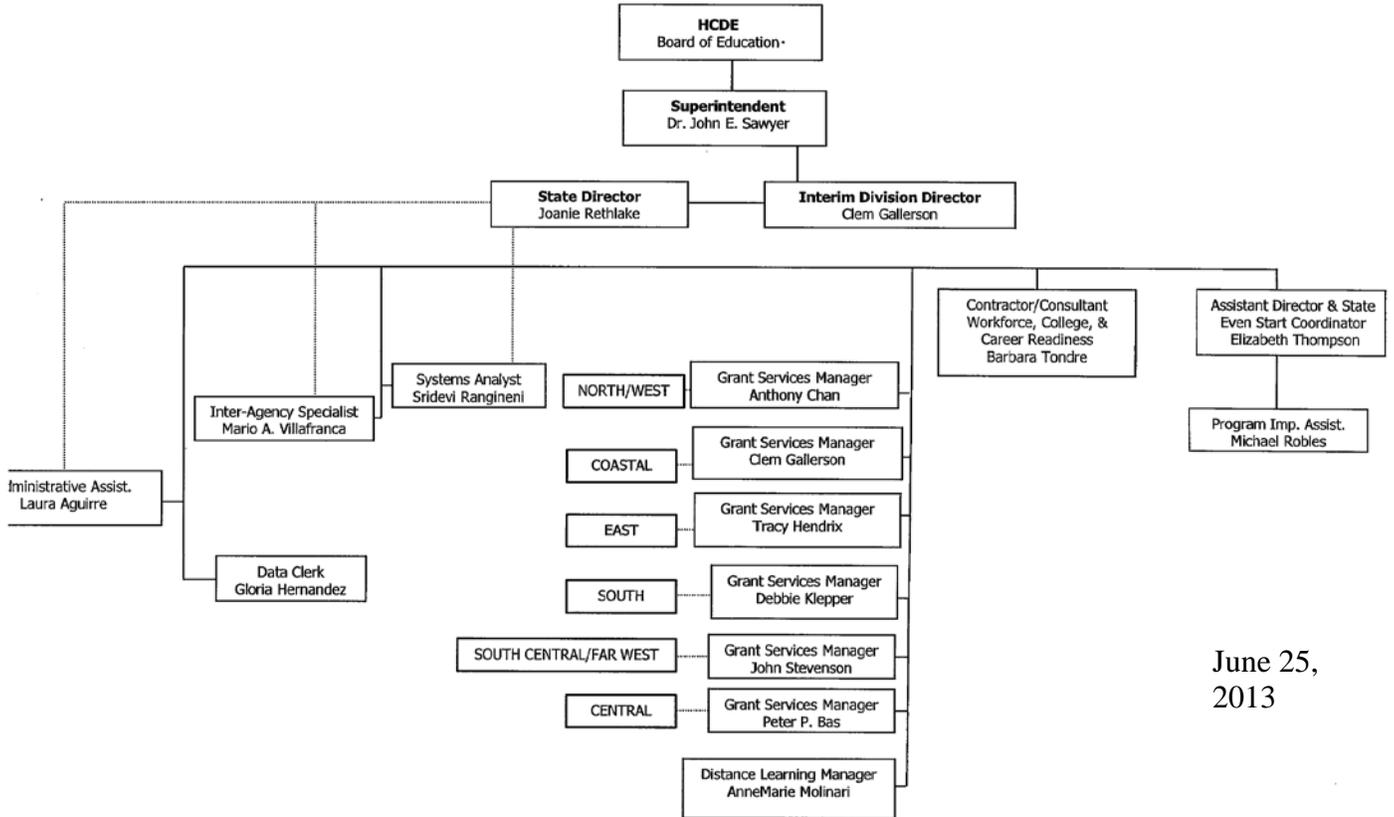
**Texas Workforce Commission
Adult Education and Family Literacy
Line of Authority**

Appendix E



Harris County Department of Education's Organizational Charts – Appendix F

 **Texas LEARNS**
Organizational Chart



June 25,
2013

Texas Workforce Commission

A Member of Texas Workforce Solutions

Andres Alcantar, Chairman
Commissioner Representing
the Public

Ronald G. Congleton
Commissioner Representing
Labor

Tom Pauken,
Commissioner Representing
Employers

Larry E. Temple
Executive Director

July 15, 2013

Mr. Joel Pardue
Office of the Governor
P.O. Box 12428
Austin, Texas 78711

RE: Texas State Plan for Adult Education and Family Literacy

Dear Mr. Pardue:

The Texas legislature has approved the transfer of the adult education program from the Texas Education Agency (TEA) to the Texas Workforce Commission (TWC). Senate Bill 307 mandates the transfer no later than January 1, 2014. The transfer is anticipated to take place September 1, 2013.

As required by the U.S. Department of Education Office of Vocational and Adult Education, revisions to the Texas State Plan for Adult Education and Family Literacy must be submitted to the governor for review and comment.

TWC and TEA are cooperating closely on the transition of the program, including updates to the required plan, which reflect the transition from TEA to TWC and the anticipated actions to be implemented once authority is transferred.

The plan is enclosed for the governor's review and comment. Please submit comments or questions to Anson Green at (512) 463-7149 or anson.green@twc.state.tx.us.

Sincerely,



Larry E. Temple
Executive Director

Enclosure

Indicators of Program Quality – Appendix H

INDICATORS OF PROGRAM QUALITY FOR ADULT EDUCATION AND LITERACY PROGRAMS

Area: Learner Outcomes

- (A) 1. Academic Development: Adult learners demonstrate increased proficiency in oral and written communication, problem-solving, and numeracy in the context of real world competencies.

This means that:

- oral and written communication proficiencies are an established part of the program;
- problem solving proficiencies are an established part of the program;
- numeracy proficiencies, as appropriate, are an established part of the program; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in oral and written communication, problem-solving, and numeracy in the context of real world competencies.

- (B) 2. Real World Applications: Adult learners demonstrate improved capacity to participate responsibly and productively as lifelong learners.

This means that:

- real world competencies are an established part of the program outcomes; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined real world competencies.

3. Preparation for Transition: Adult learners demonstrate progress toward attainment of skills and/or credentials that will allow them access to further education or training opportunities.

This means that:

- outcomes for transition are an established part of the program; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined transition proficiencies.

Learner Outcomes (continued)

(C) 4. Work Force Development: Adult learners demonstrate increased proficiency in academic skills needed to enter the work force and/or progress in the high performance work place of the 21st century.

This means that:

- outcomes for participation in the work force are an established part of the program;
- measurement is directly related to outcomes; and
- instruction addresses competencies outlined in SCANS -- resources, interpersonal, information, systems, and technology

Measure: Assessment demonstrates student progress toward collaboratively defined work force proficiencies.

(D) 5. Personal Development: Adult learners demonstrate increased proficiency in setting personal goals, assessing their own progress, and incorporating changes as needed.

This means that:

- personal development outcomes are an established part of the program; and
- measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in setting personal goals, assessing their own progress, and incorporating changes as needed.

Area: Program Planning

(E) 1. Needs Assessment. The program planning process is guided by an extensive needs assessment of the target population to be served.

This means that:

- the needs assessment reflects the community demographics;
- the needs assessment includes local work force requirements;
- the needs assessment reflects perceived needs of learners;
- the needs assessment considers available resources; and
- the needs assessment considers barriers to access to adult education and literacy programs.

Measure: (a) The needs assessment indicates that community demographics, perceived needs of learners, data about available resources, and data about barriers to access to adult education and literacy programs is used.

Measure: (b) The program's plan of action is based on the needs identified by stakeholders in the needs assessment process.

(F) 2. Participatory, Evaluation-Based Planning. The program planning process is ongoing, participatory, and based on formative and summative evaluation.

This means that program planning:

- reflects collaborative input from representatives in the community, including both public and private sectors;
- is broad-based;
- reflects the need for upgrading learner's work force skills;
- reflects input from the targeted population.

This means that evaluation:

- is collaboratively developed;
- determines the accomplishment of program goals and objectives;
- is timely and provides managers with feedback about implementation and the need for mid-course corrections;
- includes students in evaluation procedures; and
- involves both quantitative and qualitative measures.

Measure: (a) Evidence indicates that the program plan results from on-going collaboration with stakeholders, including, but not limited to, employers.

Measure: (b) Evidence indicates that the program goals, objectives, outcomes, and implementation procedures are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation.

Area: Recruitment of Educationally Disadvantaged Adults and Other Undereducated Adults

(G) 1. Identified Needs. Program recruitment is based on identified needs of educationally disadvantaged adults and other undereducated adults.

This means that:

- recruitment reflects outreach efforts to adults who may have been unaware of or reluctant to use adult education and literacy services;
- recruitment reflects the needs of unemployed adults;

- recruitment reflects the needs of individuals who are unable to function independently in society;
- recruitment reflects the personal development needs of adult learners, including, but not limited to, parenting skills.

Measure: Evidence indicates that recruitment is the result of an organized, on-going collaboration among stakeholders.

(H) 2. Appropriateness. Recruitment strategies are appropriate for the target group(s) being recruited.

This means that:

- recruitment strategies are proven to be effective in recruiting specific targeted groups; and
- recruitment strategies are consistent with program outcomes.

Measure: Evidence indicates that the identified target learner groups are being recruited through effective, appropriate activities.

Area: Curriculum and Instruction

(I) 1. Adult Learning Theory: Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.

This means that:

- the instructional program is built upon the language, experience, and prior knowledge of the learners;
- learners have input into and help make program choices;
- grouping is flexible and exists to facilitate learner collaboration;
- learning is active and interactive;
- the language skills of listening, speaking, reading, and writing are integrated holistically;
- literacy instruction and mathematics instruction are integrated holistically;
- administrators, teachers, and curriculum developers articulate what they are teaching, why they are teaching it, and how they are teaching it;
- practitioners/administrators account for their instructional choices, methods, and content; and
- there is a rationale for the curriculum based on the theory and informed practice.

Measure: Evidence indicates that curriculum and instruction are based on learner outcomes and are consistent with holistic adult learning.

2. Learner Centered and Participatory: Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.

This means that:

- language is always presented in context;
- problem solving and other meta-cognitive outcomes (e.g., learning to learn, team work, interpersonal skills) are emphasized;
- the higher order cognitive skills are emphasized regardless of the functional skill levels of learners;
- curricula are dynamic and evolving;
- learners are actively involved in making decisions about curriculum content;
- curricula reflects learners' identified goals and needs; and
- curricula reflects the diversity of the learner population.

Measure: Evidence indicates that learners articulate their needs and goals which are linked to curriculum and instruction.

(J) 3. Functional Contexts: Curricula content and instructional practices are based on functional contexts within a holistic framework;

This means that:

- curriculum content and materials are based on meaningful life situations that reflect learners needs and interests;
- curriculum addresses work force competencies: resources, interpersonal, information, systems, and technology.
- curriculum is integrated and related to the whole person and attends to such dimensions as affective, cognitive, and social.

Measure: Evidence indicates that lessons, materials, and activities are functional and holistic.

4. Thinking and Problem Solving: Curricula and instructional processes contribute to the development of independent problem-solvers and thinkers.

This means that:

- curricular content includes such areas as metacognitive strategies, survival skills, life long learning strategies, collaborative learning processes, and self-determination strategies.

Measure: Evidence indicates that problem solving and critical thinking processes are developed.

(K) 5. Curriculum and Instruction are Dynamic: Curriculum and instruction are adapted according to evaluation information.

This means that:

- curricula are dynamic, and changes are based on the most recent formative and summative evaluation information.

Measure: Evidence indicates that curriculum and instruction are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation.

(Note: this is essentially a "subset" of the Program Planning 2b measure).

6. Holistic Assessment: Curricular and instructional assessment are consistent with and supportive of a holistic, learner-centered instructional approach.

This means that:

- assessment is directly related to identified proficiencies, curriculum, and desired outcomes;
- assessment procedures make use of authentic language in a variety of approaches, such as observation and other informal assessments, and performance based assessment;
- student assessment procedures are used to determine progress; and
- there is an on-going system of collaborative assessment of progress with students.

Measure: Evidence indicates that curricular and instructional assessment are learner outcome-based, integrate learner goals and objectives in a functional context, and contribute to the development of independent problem solvers and thinkers.

Area: Support Services for Educationally Disadvantaged Adults and Other Undereducated Adults

(L) 1. Identification of Support Needs. The program identifies support service needs of students and their families that affect participation in the program and promotes student access to these services.

This means that:

- there is a user-friendly system established to identify support service needs.

Measure: Evidence indicates that there is a system to identify and refer learners to needed support services.

(M) 2. Community Resources. The program educates students concerning community resources and methods for accessing services.

This means that:

- curricula includes community resources components; and
- information about community resources is reflected in professional development planning.

Measure: Evidence indicates that curriculum and professional development include information about community resources and how to access them.

(N) 3. Support Service Agreements. The program has collaborative, current agreements with community resources for the delivery of support services that are available.

This means that:

- the program negotiates written agreements with social services and other community resources for the provision of support services to adult students; and/or
- the program develops systematic procedures with community resources for the delivery of support services to adult students.

Measure: Evidence indicates collaborative, current agreements with social services and other community resources for the delivery of support services for adult learners.

4. Family Support Services. The program participates with community resources for the whole family.

This means that:

- the program participates in an existing system of community support services for the whole family; or
- the program participate in efforts to organize systems of community support services for the whole family.

Measure: Evidence indicates active participation in existing systems of community support services for the whole family, or in efforts to organize such a system.

Area: Professional Development

1. Collaborative Planning Based on Proficiencies. Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes.

This means that:

- professional development is a process of constant renewal and improvement;
- collaborative planning includes planning with staff;

- collaborative planning includes input from students;
- professional development includes a comprehensive menu of resources approach; including, but not limited to, workshops, conferences, institutes, college courses, or self-directed professional development; and
- professional development provides for the acquisition of new proficiencies, the practice of these proficiencies; and the use of a systematic plan for follow-up.

Measure: a) Evidence indicates a professional development plan based on collaborative needs assessment data for administrative and instructional personnel.

Measure: (b) Evidence indicates implementation to provide for individual professional needs by providing a comprehensive menu of staff development resources.

(O)2. Consistent with Holistic Instruction. The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program.

This means that:

- professional development planning is based on a holistic instructional philosophy of adult learning; and
- professional development planning is based on assessed student needs and stated program outcomes.

Measure: (a) Evidence indicates that the professional development plan and activities reflect a holistic, learner-centered philosophy of education.

Measure: (b) Evidence indicates that professional development contributes to continuous student progress.

Area: Student Retention

(P) 1. Achievement of Goals. The program is designed to enable undereducated adult students to remain in the program long enough to achieve their goals and/or make a successful transition.

This means that:

- the program has a process to assist students in realistic goal setting;
- the program encourages a peer support network of participants and an atmosphere of caring;
- the program provides for recognition of student accomplishments and achievement;
- a plan for retention is collaboratively designed and implemented by staff and students;
- the program components are coordinated to ensure continuity and timeliness; and

- program retention strategies are reflected in professional development planning.

Measure: (a) Evidence indicates that the program provides the learner with a supportive and encouraging learning environment.

Measure: (b) Evidence indicates that learners are assisted in realistic personal goal setting.

Measure: (c) Evidence indicates that various educational and training services are coordinated to enable learners to make a timely transition between or among components.

Measure: (d) Evidence indicates that adult students remain in the program long enough to achieve their goals and/or make a successful transition.