The Division of College Readiness and Success

60x30TX
Texas Higher Education Coordinating Board

Accelerating Pathways to College and Careers for Students in Adult Education

May 1, 2016

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Texas Higher Education Coordinating Board

Agency Mission

The Texas Higher Education Coordinating Board promotes access, affordability, quality, success, and cost efficiency in the state's institutions of higher education, through Closing the Gaps and its successor plan, resulting in a globally competent workforce that positions Texas as an international leader in an increasingly complex world economy.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The Coordinating Board's core values are:
Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
Efficiency: We accomplish our work using resources in the most effective manner.
Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.
Excellence: We strive for preeminence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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Acronyms Used In This Report

ABE	Adult basic education
ACE	American Council on Education
AEL	Adult education and literacy
AEFLA	Adult Education and Family Literacy Act
ATX	Accelerate Texas (at the Coordinating Board)
BASE	Basic academic skills education
CBM	Coordinating Board Management data resources
CCRS	College and Career Readiness Standards
CTC	Career and technical colleges
CTE	Career and technical education
DE	Developmental education
EL/Civics	Integrated English Literacy Civics Education
ESL	English as a second language (now called English language acquisition)
GED	General Education Development
GEDTS	GED Testing Service
HiSET	High School Equivalency Test
IHE	Institution of higher education
IPAES	Intensive programs for Adult Education Students
SBOE	State Board of Education
TANF	Temporary Assistance to Needy Families
TASC	Test Assessing Secondary Completion
TEA	Texas Education Agency
TEAMS	Texas Educating Adults Management System
TEC	Texas Education Code
THECB	Texas Higher Education Coordinating Board
TSI	Texas Success Initiative
TxCHSE	Texas Certificate of High School Equivalency
TWC	Texas Workforce Commission
TWIC	Texas Workforce Investment Council
TWIST	Workforce Information System of Texas
WIOA	Workforce Innovation and Opportunity Act

Executive Summary

Rider 27 of the General Appropriations Act, House Bill 1, 84th Texas Legislature, directs the Texas Higher Education Coordinating Board (THECB or Coordinating Board) to collaborate with the Texas Workforce Commission and the Texas Education Agency to prepare a report on the alignment of adult education and literacy (AEL) with postsecondary education. (See Appendix A for the text of Rider 27.) The current report provides the status of, and expands on, recommendations made in a similar report requested under Rider 28 of the General Appropriations Act, Senate Bill 1, 83rd Texas Legislature. This report also discusses the state's progress in integrating AEL students into postsecondary education and training programs, with an emphasis on meeting the state's workforce needs.

To participate in a global economy dependent on skilled and knowledgeable workers, AEL students must directly benefit from our state's diverse postsecondary education and training options by achieving postsecondary credentials of value that will respond to workforce needs. Fully integrating and aligning AEL programs with recognized postsecondary credential attainment and ensuring students develop both the requisite foundational skills, as well as the technical and marketable skills deemed of value by employers, will help ensure that the workforce can adapt and compete at the highest levels to maintain a strong state economy. If fully aligned with postsecondary education opportunities, AEL provides a strategic asset for addressing state objectives. AEL can provide both a no-cost, or low-cost option for academic remediation and can supply a valuable population to support the state's higher education strategies outlined in *60x30TX*, particularly by helping ensure student-credential achievements contribute to the completion goal with limited postsecondary debt in relation to students' starting wages upon exit.

The recommendations included here continue to stress the importance of institutions of higher education having the necessary financial and other resources to design and implement successful systemic changes at their institutions to support the success of their underprepared students. The recommendations also include aligning reporting and accountability measures to help ensure that more underprepared students successfully complete a certificate or degree, thereby supporting the goals of *60x30TX*.

Issue	2014 Recommendations	Status of 2014 Recommendations	2016 Revised/Updated Recommendations
Funding	Legislature should support funding for scaling effective intensive college readiness models (e.g., Intensive programs for Adult Education Students-IPAES) and integrated career pathways models (e.g., Accelerate TX - ATX).	• The 84th Texas Legislature funded the THECB to scale ATX models at CTC, including the expansion of mentor colleges working with newly funded and non-funded ATX colleges. • The TWC funded AEL programs to establish ATX models, in partnership with CTCs and workforce development boards. • The TWC funded $500,000 for career pathways expansion activities to successful ATX organizations to mentor adult education and literacy grantees in career pathways. • The TWC will be funding $500,000 to benefit capacity-building projects in 2016 that support community colleges in developing processes for incorporating the partial reinstatement of Ability to Benefit (AtB) for eligible career pathway programs with best practices disseminated across the state.	• THECB will align funded programs to the goals of *60x30TX* and increase job acquisition. *Data Point: Currently have 29 funded programs.* • The TWC and THECB will work with their grant recipients to encourage cross-referral of low-level DE students into no-cost or low-cost AEL courses to support the *60x30TX* goal of limiting student debt.
	Legislature should support funding for professional development for faculty of adult and developmental education, as well as CTE programs doing integrated pathways such as Accelerate TX.	• The 84th Texas Legislature funded the THECB to support professional development for developmental education faculty, staff, and advisors. • The TWC allocated funding to grant recipients to support professional development for their faculty and staff. • The TWC funds statewide professional development and capacity-building projects to support local and statewide professional development opportunities for both funded and non-funded AEL providers.	• The Texas Legislature should continue to fund THECB-supported professional developmental opportunities with focus on underprepared students to help ensure those students receive effective and targeted instruction and support services. *Data Point: Over 700 faculty and staff received professional development.*
Reporting and Accountability Systems	TWC should expand the existing reporting system or develop a new statewide literacy system that would allow both federally and non-federally funded AEL providers to input student data under commonly agreed upon performance measures.	• The THECB's Accelerate TX program has a new Student Data System that allows colleges awarded THECB ATX grants to input student enrollment data in a more efficient, streamlined way. The THECB will match the enrollment data in the ATX system with the CBM001, and completion data will be reported on the CBM009 to identify the subset of ATX students among all students in CERT 1 programs at awarded colleges. • As part of the Texas Workforce System Strategic Plan, FY 2016-2023 (Texas Workforce Investment Council), the THECB will track outcomes for ATX students under less formal measures. • The TWC has modified TEAMS to better capture data for specialized program models, including career pathways and transition to college programs. • The TWC awarded ATX grants in fall 2015 to four community colleges and will be tracking enrollments and completions in TEAMS or through other supplemental reporting tools. • The TWC has aligned services across more non-federally funded providers to better integrate system resources and capture a wider variety of participant data.	• The TWC, TEA, and THECB will continue to ensure the use of a common definition of ATX across agencies to align and gauge program success across systems. • The TWC and THECB will continue to share data on federally supported AEL to higher education transition. • The THECB and TWC will collaborate to increase access to, referral between, and outcomes of adult education programs and services (Texas Workforce System Strategic Plan, 2016-2023). *Data Point: 100% of the institutions were able to submit their data in the new system.*

Issue	2014 Recommendations	Status of 2014 Recommendations	2016 Revised/Updated Recommendations

Streamlined Advising and Referral Systems	Case management or holistic advising approaches should be used to access students' college and career goals and readiness to reach short-term and long-term goals.	• Basic Academic Skills Education (BASE) learning outcomes were added to the *Academic Course Guide Manual* (ACGM) in 2015.
		• Holistic advising was added to TSI Rules in fall 2013 that included the requirement for all colleges to have in place pre-assessment activities by fall 2014.
		• The new 2016-2023 Texas Workforce Strategic Plan asks that agencies partner to develop and implement a student referral system between federally funded AEL providers and community and technical colleges to assist individuals seeking adult education services with finding a program responsive to their needs (Texas Workforce Strategic Plan, 2016-2023).
		• The TWC funded $1.4 million for career navigators across all 35 grant recipients.
			• The THECB and TWC will coordinate, design, and implement a single cross-referral system and/or resource to support access to adult and higher education services (The Texas Workforce System Strategic Plan, FY 2016-FY 2023).
			  o THECB and TWC will coordinate professional development opportunities to support community colleges to
			    o conduct asset mapping of their college, their community, and their area workforce area to support improved advising and referral processes within and outside the college; and
			    o improve skills/strategies to effectively provide holistic/case management advising.
			
			Data Point: 3,567 students transitioned to post-secondary education.

Aligned Instructional Curricula	Each DE and AEL program should have college readiness curriculum aligned to the Texas Texas College and Career Readiness Standards (CCRS).	• The THECB approved the publication of the *Intensive College Readiness Implementation Guide* in December 2015 to support program development and AEL curriculum alignment to the Texas CCRS. • In 2016, the TWC awarded Texas State University a $500,000 grant to revise the Texas Adult Education Standards to align with the Texas CCRS. • The TWC funded reading and math institutes to build capacity for AEL instruction in reading and mathematics up to the transition level by applying research-based best practices, curriculum frameworks aligned to the TX CCRS, training, and follow-up.	• The TWC, TEA, and THECB will continue to scale college and career pathways to accelerate student completion though recognized postsecondary credentials to support the goals of *60x30TX*. *Data Point: 69.8% of the students who completed a workforce certificate are in the workforce or still in higher education.*

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Introduction

Prior to the mid- and late 1970s, the vast majority of high school graduates were ushered into the middle class through a variety of middle-skilled manufacturing jobs where on-the-job training gave them the education they needed to advance in their careers. Today, however, the types of jobs necessary to enter and advance into the middle class require postsecondary credentials in industries such as healthcare, education, business services, and finance. Embedded in these fields is the design, implementation, and dynamic use of information technology that is "both a substitute for and a complement to human skill" and favors higher-skilled workers (Carnevale and Rose, 2015, p. 21). The economic future of the U.S., as well as Texas, is dependent on an educated and skilled workforce to support this new and growing global economy, and this workforce must be diverse, innovative, and dynamic.

In 2000, to begin addressing this need for a higher-skilled workforce, the Texas Higher Education Coordinating Board (THECB or Coordinating Board) adopted a 15-year higher education strategic plan, *Closing the Gaps by 2015*. The plan focused on increasing the participation and success of more Texas residents in higher education. During the 15 years of *Closing the Gaps*, Texas institutions of higher education (IHEs) have opened the doors of college for 540,000 more students, to include doubling enrollments for Hispanics and African Americans. Annual postsecondary credentials have increased by 61 percent, with postsecondary attainment for Hispanics and African Americans at historic levels (THECB, 2016). Building on the success of this plan and recognizing that Texas still has a long way to go to address the postsecondary completion rates of the majority of its population, the Coordinating Board adopted a new 15-year strategic plan in 2015, called *60x30TX*, with four primary goals: (1) The 60x30 goal and overarching goal of the plan aims for 60 percent of Texans ages 25-34 to have a certificate or degree by 2030; (2) The completion goal focuses on an annual increase in certificate and degree completions at Texas IHEs so that a minimum of 550,000 students earn a certificate, associate, bachelor's or master's in the year 2030; (3) The marketable skills goal states that "by 2030 all graduates will have completed programs with identified marketable skills"; and (4) The student debt goal states that "by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions."

The ambitious goals of *60x30TX* cannot be met without robust partnerships among K-12 districts, institutions of higher education (IHEs), local workforce boards, adult education providers, and employers. All stakeholders must work together to ensure the following:

- The college and career readiness of high school graduates and their pursuit of lifelong learning

- Credential attainment for postsecondary students

- Career readiness for college graduates in fields that contribute to the growth of the Texas economy

To meet the goals of *60x30TX*, colleges must continue not only to support the success of first-time-in-college freshman, but they also must accept the challenge of reengaging and supporting the completion of students who have left higher education without the attainment of a degree or workforce certificate. Colleges also must better address the remediation needs of students who are not college ready through improved assessments and holistic/case management advising. In addition, online resources such as Texas Consumer Resources for Education and Workforce (CREWS) can support advisors as they engage students in programs

relevant to their academic skills, their long-term college and career interests, and the labor market's needs.

Rider 27 of the General Appropriations Act, House Bill (HB) 1, 84th Texas Legislature, directs the THECB to collaborate with the Texas Workforce Commission (TWC) and the Texas Education Agency (TEA) to prepare a report on the alignment of Adult Education and Literacy (AEL) with postsecondary education. (See Appendix A for the text of Rider 27.) To participate in a global economy dependent on skilled and knowledgeable workers, AEL students must directly benefit from our state's diverse postsecondary education and training options by achieving postsecondary credentials of value that will respond to workforce needs. Fully integrating and aligning AEL programs with recognized postsecondary credential attainment and ensuring students develop both the requisite foundational skills, as well as the technical and marketable skills deemed of value by employers, will help ensure that the workforce can adapt and compete at the highest levels to maintain a strong state economy. If fully aligned with postsecondary education opportunities, AEL provides a strategic asset for addressing state objectives. AEL can provide both a no-cost, or low-cost option for academic remediation, and can supply a valuable population to support the state's higher education strategies outlined in *60x30TX*, particularly by helping ensure that student-credential achievements contribute to the completion goal with limited postsecondary debt in relation to students' starting wages upon exit.

The recommendations included here continue to stress the importance of institutions of higher education having the necessary financial and other resources to design and implement successful systemic changes at their institutions to support the success of underprepared students entering their doors. The recommendations also include aligning reporting and accountability measures and resources to help ensure that more underprepared students successfully complete a postsecondary credential, thereby supporting the goals of *60x30TX*. The current report provides the status of recommendations and actions specific to the integration and transition of adult education and literacy students into postsecondary education, as outlined in Rider 28 of the General Appropriations Act, Senate Bill (SB) 1, 83rd Texas Legislature. This report also provides the status of aligning instructional strategies, innovative programs, and augmented support services at colleges to supporting the success of AEL students. Those students may be assessed at the basic skills levels and found in programs – including continuing education and developmental education – or may be assessed at basic academic skills education (BASE)[1] levels on the Texas Success Initiative (TSI) Assessment.

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[1] BASE represents the level of students who place in reading, writing, and/or mathematics at Levels 3-4 on the TSI Assessment and have academic skills at just below the secondary skills level.

Outreach, Referrals, Persistence Interventions, and Advising

Texas is fortunate to have many avenues for outreach and promoting a statewide college-going culture among its diverse population, including GenTX, Advise TX, and ApplyTexas. These initiatives promote college participation and success among middle and high school students. School districts in the state also provide opportunities for high school students to enroll in college courses while in high school (dual credit) and potentially, to complete an associate degree, or up to 60 semester credit hours toward a bachelor's degree, while completing high school coursework (Early College High Schools).

As part of *60x30TX*, institutions of higher education (IHEs) likewise have outreach opportunities for engaging students who stopped out of college before completing associate or bachelor's degrees. These "stop out" students can use the GradTX portal to connect to community colleges and universities around the state that have advisors specifically trained to support them toward completing their degree. The College Credit for Heroes program is another outreach venue that provides credit for prior military experience to veterans and active service members to support faster degree or certificate attainment. The program is administered by the TWC in coordination with the THECB, IHEs, and local workforce boards. Accelerate TX, developed by the Coordinating Board and jointly expanded with TWC, delivers AEL services integrated and aligned with workforce training, employment services, and supportive services to eligible individuals, allowing them to acquire skills and credentials of value to employers in their regional labor markets.

Some of the same strategies that engage high school students to attend college or that reconnect stop outs to college programs can be used to attract adult learners to college through work-based partnerships; libraries; adult, community, and faith-based education programs; and local Workforce Solutions Offices. When students re-engage with higher education, rules under the Texas Success Initiative statute require IHEs to use holistic advising to assess, advise, and place students in appropriate courses and/or accelerated or contextualized interventions. The TSI Operational plan provides guidance on how colleges might work with students assessed at basic skills' levels on the TSI Assessment, including referral to AEL services. More and more colleges now have transition advisors, success coaches, and college and career navigators to work with students who are assessed at the basic academic skills education (BASE) levels on the TSI Assessment or who are transitioning from a campus or a community AEL program.

College and career navigators at IHEs provide support by connecting students to social service agencies, agency representatives, college personnel, and many additional resources to help eliminate or mitigate barriers to persistence and graduation. Encouraging colleges to strengthen advising by supporting the training of more college and career navigators or success coaches is one important way to address student persistence toward certificate or degree completion to help meet the goals of *60x30TX*. These advisors act as case managers, guides, or college/community asset locators for students to address basic social and personal needs, such as transportation, childcare, homelessness, hunger, and housing.

AEL programs also received funding from the TWC for college and career navigators to work with students who are transitioning to higher education and/or the workforce. Whether these programs take place on a college campus or in a community program, the navigators must work closely with all aspects of the college, including student support, college admissions, academic advising, financial aid offices, continuing education departments, and workforce divisions and Workforce Solutions offices. Navigators also must support students in the transition to employment.

Assessment, Curriculum, and Instruction

Over the last decade, Texas has taken on the challenge of scaling both adult education and literacy and developmental education innovations that support underprepared learners for either college-level coursework or career-technical programs leading to success in careers that are in demand in the state and pay livable wages for individuals and families. Two of the most significant changes in adult and developmental education in the state occurred in 2013 when both colleges and adult education programs were affected by the implementation of the new TSI Assessment and the federally supported AEL programs moving from TEA to TWC.[2]

In the wake of these changes, other significant federal and state policies now promote college readiness and certificate/degree attainment for underprepared students. The federal Workforce Innovation and Opportunity Act (WIOA) of 2014 supports an unprecedented alignment of program services and associated accountability measures to support new opportunities and drive increased student success related to college and career readiness. Under WIOA, adult education and literacy has been expanded to focus on services that promote transitions at all levels to postsecondary education and training or employment. This shift in programmatic philosophy is apparent throughout the law and can be found within the guidance for ESL (now called the English Literacy Acquisition program), a dramatically redesigned EL/Civics program (now called Integrated English Literacy Civics Education) and the performance accountability measure for high school equivalency. Additionally, the law authorizes funding for integrated education and training program models that require contextualized basic academic skills integrated with workforce training, including career and technical education programs leading to workforce certificates of value in the regional and state labor markets. To provide a framework for these service delivery enhancements, states also must align adult education and literacy content standards to college and career readiness standards.

To augment the WIOA support for college readiness and certificate/degree attainment for underprepared students, the U.S. Department of Education published guidance allowing for the partial reinstatement of Ability to Benefit[3] that allows students without a high school diploma or recognized equivalent to enter postsecondary education and become eligible to receive federal financial aid. The TWC, in coordination with the THECB, has dedicated significant resources to support statewide expansion of career pathways to take advantage of these opportunities for increasing student success. With 34 Texas community and technical colleges (CTCs) as either TWC AEL grantees or in AEL grant consortia, Texas is well positioned to maximize access to these federal funds. See Appendix B for AEL Grant Recipient List, 2014-2016.

State-level Accountability Systems

A data sharing agreement between the THECB, TEA, and TWC allows the agencies to track adult learners who transition from AEL programs or receive a Texas Certificate of High School Equivalency (TxCHSE) into public postsecondary institutions within the state. The social security numbers (SSN) of learners enrolled in AEL programs and found in Texas Educating

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[2] While legislative changes in Texas in 2013, made under HB 5 (83rd Texas Legislature, Regular Session), and 2015, made under HB 505 (84th Texas Legislature, Regular Session) also affected curricular opportunities and college course enrollment and completion in secondary school for high school students, the scope of this section will be confined to AEL transition and opportunities for accelerating students scoring at BASE levels on the TSI Assessment.
[3] https://ifap.ed.gov/dpcletters/GEN1509.html

Adults Management System (TEAMS) are matched to students found in Texas Higher Education Coordinating Board Management (CBM) data resources. The match allows the state to see not only the number of adult education students who transitioned to higher education from a particular AEL provider but also where in postsecondary education the students were found one year after exiting AEL programs. Aligning data systems and maintaining robust data sharing agreements across state agencies will allow the Coordinating Board the ability to continue to identify the percentage of students enrolled in higher education each year and to track completers of postsecondary credentials into the workforce and/or further education through 2030.

The 2014 recommendations asked TWC to consider expanding TEAMS to support the inclusion of student-level data from programs not directly receiving federal funds under Title II, the Adult Education and Family Literacy Act (AEFLA). TEAMS must, first and foremost, address required data collection for federal accountability. In addressing required data collection, it must also maintain stringent privacy controls to protect participant data, which in turn restricts the ability to grant TEAMS access to entities for which there is no AEL business relationship or contractual agreement. However, in its 2014 grant competition, the TWC funded providers in local workforce development board area consortia, which included previous volunteer providers funded in partnership with workforce boards, school districts, colleges, libraries, faith-based, and community-based literacy providers. Such consortia better position providers to offer services to more participants and capture student data that were previously not part of TEAMS. (See Appendix B for a list of funded AEL grantees and partnering providers.)

Successful student transition and completion of a postsecondary certificate or degree that supports the goals of *60x30TX* are shared goals of all three agencies in working with underprepared students. With the importance placed on integrated career pathways under the Workforce Innovation and Opportunity Act (WIOA) of 2014 and the implementation of *60x30TX*, the aligned accountability of programs – such as Accelerate TX – across both the TWC and THECB is crucial.

AEL to Postsecondary Transition

The primary purpose of state grants for adult education is threefold: (1) to support the literacy of adults so that they can obtain knowledge and skills that lead to employment and self-sufficiency; (2) to support parents in participating in the educational development of their children; and (3) to support adults without secondary credentials to obtain them. Included in these state grant funds are monies to support linked civics education and quality English language support for English language learners.

AEL to postsecondary transition and success is integral to the economic future of the U.S. The passage of the WIOA of 2014 is evidence of the importance of integrating AEL, workforce, and postsecondary education. Institutions of higher education in the state have built stronger partnerships with their campus-based or community-based AEL partners to accomplish this integration. The state has made progress, too, by implementing the TSI Assessment, issuing the TSI Operational plan in 2014 (THECB, 2014), implementing the THECB Accelerate TX programs at 28 community and technical college systems in the past five years, and moving AEL to the Texas Workforce Commission. The IHE/AEL partnerships include those with their own campus-based or community-based AEL partners to ensure that students who fall far below college readiness can access basic academic support free of charge or at a very low cost. College orientations, intake, assessment, and advising structures must continue to work with students to link them to these no-cost/low-cost programs to keep them from having to use

limited federal or state financial aid on multiple semesters of remediation in developmental education.

The current report retains two recommendations from the 2014 report. First, the state needs a standardized online referral system linked to a benefits bank of eligible services available to students entering postsecondary institutions, adult education programs, and workforce solutions offices. Second, colleges must work with adult education and literacy providers in much the same way they work with high schools feeding into their system since postsecondary education is the next step for the majority of students in AEL programs. Doing so will allow adult education students the opportunity to enter college without the need for remediation. Ideally, students should be able to walk into any college, AEL program, or workforce office.

While a formal, standardized, or state-level cross-referral system does not exist currently between adult education programs and community and technical colleges in Texas, the Texas Workforce Strategic Plan, 2016-2023, includes the development of such a system in coordination between the TWC and THECB.[4] In the meantime, the TWC's AEL program maintains a searchable database of literacy providers, and college advisors have access to this online database, which tells them if there is an adult education program in their own system that supports the successful transition of lower-skilled students into college.

Accelerate TX Data and Program Evaluation

Since 2010, the Coordinating Board has supported community and technical colleges (CTC) in the design, implementation, and evaluation of Accelerate TX. As noted earlier in this report, the program was expanded jointly with TWC in 2013 to support basic skills delivery through AEL. Accelerate TX is an integrated basic education workforce training instructional and advising model designed to support adults and out-of-school youth into CTC career and technical education (CTE) programs that provide credentials of value within regional and statewide labor markets. As a co-enrollment or integrated model, these programs enroll students in a CTE program and receive basic skills support provided by a partnering AEL program, a campus developmental education program, or a college's continuing education department.

An integral part of Accelerate TX-type programs is the intensive and intrusive case management support and advising provided to all students by transition advisors (also called college success coaches, or college and career navigators). These individuals work closely with students from intake and orientation through graduation from a credential or entry-level certificate program, and into workforce entry or transition to further education. College and career navigators provide support by connecting students to social service agencies, agency representatives, college personnel, and many additional resources. The navigators help eliminate or mitigate barriers to students' persistence into postsecondary institutions and through to graduation.

Twenty-eight community and technical college systems have been funded to design and implement the THECB's Accelerate TX programs since 2010. Over 6,000 students have participated in THECB-funded Accelerate TX programs leading to industry-recognized credentials, marketable skills achievement awards, or Level I certifications within one of the

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[4] The Texas Workforce Investment Council. The Texas Workforce System Strategic Plan, FY 2016-FY 2023. www.gov.texas.gov/twic/

THECB-funded community and technical colleges since fall 2010. See Appendix F for the March 2016 quarterly report. Through July 2015, 77 percent (n = 3,640) of students enrolled in programs completed a workforce certificate. In the quarter or academic semester following completion of a certificate, approximately 70 percent of students were enrolled in further higher education, found in the workforce, or both. See Appendix G for cumulative percentages.[5]

Texas Certificate of High School Equivalency (TxCHSE)

Of the approximately 17 million Texans older than 25, three million or roughly 18 percent of that age group lack a high school diploma or its recognized equivalent.[6] The Texas Education Code (TEC), Section 7.111, authorizes the State Board of Education (SBOE) to provide for the administration of high school equivalency examinations, and through rule, SBOE authorizes TEA to support the administration of approved assessments and to issue the TxCHSE. The certificate is for individuals who did not earn an accredited high school diploma and choose to earn their certificate of high school equivalency by passing examinations that demonstrate proficiency in the foundation curriculum of Texas public secondary schools.

Prior to 2014, there was a single high school equivalency assessment offered in the United States, the General Educational Development (GED®) test. The GED® test began in the 1940s by the American Council on Education® (ACE®). In 2011, ACE partnered with Pearson to form a joint venture, the GED Testing Service® (GEDTS®), to develop a next generation GED assessment. In 2014, GEDTS® launched a new computer-based GED test, which aligned to the Texas Essential Knowledge and Skills (TEKS), the Texas College and Career Readiness Standards (CCRS), and the common core state standards.

As a point of reference, in 2012, 44,876 individuals completed the full battery of tests, and 30,548 of those individuals passed to earn their high school equivalency credential (a 68% pass rate). In 2014 and 2015, individuals who completed the full battery of tests numbered 46,006, and 33,745 of those passed to earn their high school equivalency credential (a 73% pass rate). The SBOE voted in January 2016 to award contracts to three separate companies for high school equivalency assessments to address concerns over the accessibility of high school equivalency in Texas. They did so to give students choices in assessment delivery (e.g., paper/pencil or computer) and the cost for each test's battery. The three companies awarded contracts are Data Recognition Corporation|CTB, for the Test Assessing Secondary Completion (TASC test); the Educational Testing Service®, for the High School Equivalency Test (HiSET®); and the GED Testing Service®. With three options for test takers, Texas joined nine other states that issue state high school equivalency certification upon passing any one of these three assessments.

Another development in high school equivalency certification occurred through GEDTS®. As a result of recent data and analysis, GEDTS® lowered the GED passing score in January 2016 from 150 to 145 and recommended states accept the lower score retroactively from January 2014 when the computer-based test was first made available. The GEDTS® modified the college-ready score from 170 to 165 and set a score of 175-200 as GED® College Ready + Credit (10 SCH issued by ACE Credit Services[7]). According to the GEDTS®, this decision was

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[5] Evaluation was conducted by the Public Policy Research Institute (PPRI) at Texas A&M University, and copies of reports are available upon request from the THECB.
[6] American Communities Survey, Educational Attainment 2014 ACS 1-Year Estimates, http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk
[7] http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-CREDIT.aspx

made after analyzing test taker performance data and test taker outcomes over 18 months. GEDTS® noted that initial outcomes data show that GED® graduates perform at the same level as, and often better than, high school graduates in terms of college readiness without having to take developmental education. In response to this change, TEA began issuing TxCHSE certificates on February 1, 2016, based on the modified passing score. A total of 3,213 individuals who tested in 2014 and 2015 were awarded a Texas Certificate of High School Equivalency.[8]

Grants and Institutional Funding Models

Successful student transition and completion of a postsecondary certificate or degree that supports the goals of *60x30TX* are shared goals of all three agencies in working with underprepared students. High school students in dual credit programs may earn Level 1 Certificates, and still others in Early College High Schools may earn an associate degree while completing high school credits. Under WIOA, workforce boards must engage out-of-school youth and adults in programs that may support co-enrollment in workforce training programs at postsecondary institutions, under Title I and integrated literacy support under Title II.

The state of Texas receives approximately $73,000,000 annually for the delivery of AEL services under Title II, the AEFLA of WIOA. Of this amount, 82.5 percent must be used to provide AEL services, as stipulated in AEFLA §231. Of the 82.5 percent, up to 10 percent may be used to fund programs for corrections education and education for other institutionalized adults. AEL grantees are organized by TWC's 28 workforce development areas, which ideally permits an alignment or linkage of the workforce and adult education data systems and services. With AEL at TWC, services offered in workforce development areas can be identified and aligned to the needs of eligible students. These services include state subsidized childcare, employment support, job readiness, and job-specific skills training under WIOA, Temporary Assistance to Needy Families (TANF), and Supplemental Nutritional Assistance Program Employment and Training (SNAP E&T).

Over the past several sessions, the Texas Legislature has funded the THECB to implement ABE Community College Grants to support the transition and success of students who score at basic skills education levels on the TSI Assessment or the Test of Adult Basic Education. These grants, awarded under Adult Education Innovation Grants, Intensive College Readiness Program Grants, and the Accelerate TX initiative have facilitated partnerships among community colleges, adult education and literacy providers, community-based and public school-based adult education providers, employers, industry associations, and local workforce development boards. These partnerships have resulted in effective postsecondary transition programs that provide learners with opportunities to transition from community- or college-based adult education programs into academic or workforce training programs. The 84th Texas Legislature, Regular Session, provided the THECB $4 million to scale the Accelerate TX initiative under Rider 36, the Accelerate TX Community College Rider. Colleges funded as developing program colleges or established mentor colleges under Accelerate TX are illustrated on the map in Appendix E.

Accelerate TX – Dislocated Worker (THECB-TWC Partnership)

TWC recognized the success of THECB's Accelerate TX initiative and jointly has expanded it with over $8.7 million in federal discretionary funds since 2013. In fall 2014, TWC

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[8] The 2014-2015 numbers - 46,006 and 33,745, respectively - include the 3,213 individuals.

awarded the THECB $1 million to supplement the contracts of five Accelerate TX community colleges through the Workforce Investment Act National Emergency Grants (NEG) (CFDA # 17.277) and Dislocated Worker Formula Grants (CFDA # 17.278). The purpose of the award was to expand college-based Accelerate TX program partnerships with local workforce developmental boards and AEL programs for the purposes of supporting an additional 200 students across five community colleges in Accelerate TX programs in regions TWC had identified as having the largest number of dislocated workers. According to the Workforce Information System of Texas (TWIST), 204 individuals were referred to one of five participant colleges. Of those referred, 87 percent (or 173 individuals) enrolled in an Accelerate Texas program, with at least 82 percent successfully earning a workforce certificate under the Accelerate Texas – Dislocated Worker grant. Expanding on the success of the Accelerate TX/NEG grant, TWC has issued two rounds of Accelerate TX grants under its own competitive processes to further build capacity for the model across the state.

Summary and Update of 2014 Recommendations

Funding

- Legislature should support funding for scaling effective intensive college readiness (e.g., Intensive programs for Adult Education Students-IPAES) models and integrated career pathways models (e.g., Accelerate TX).
- Legislature should support funding for professional development for faculty of adult and developmental education, as well as CTE programs doing integrated pathways such as Accelerate TX.

Update
- The 84th Texas Legislature, Regular Session, funded the THECB to scale Accelerate TX models at two-year public IHEs, including the expansion of mentor colleges working with newly funded and non-funded Accelerate TX colleges.
- The TWC funded AEL programs to establish Accelerate TX models, in partnership with CTCs and workforce development boards.
- The TWC funded $500,000 for career pathways expansion activities to successful Accelerate TX colleges to mentor adult education and literacy grantees in career pathways.
- The TWC will be funding $500,000 to benefit capacity-building projects in 2016 that support community colleges in developing processes for incorporating the partial reinstatement of Ability to Benefit (AtB) for eligible career pathway programs with best practices disseminated across the state.
- The 84th Texas Legislature, Regular Session, funded the THECB to support professional development for developmental education faculty, staff, and advisors.
- The TWC allocated funding to grant recipients to support professional development for faculty and staff.
- The TWC funds statewide professional development and capacity-building projects to support local and statewide professional development opportunities for both funded and non-funded AEL providers.

Reporting and Accountability Systems

- The TWC should expand the existing reporting system or develop a new statewide literacy system that would allow both federally and non-federally funded AEL providers to input student data under commonly agreed upon performance measures.

Update
- The THECB's Accelerate TX program has a new Student Data System that allows colleges awarded THECB Accelerate TX grants to input student enrollment data in a more efficient, streamlined way. The THECB will match the enrollment data in the ATX system with the CBM001, and completion data will be reported on the CBM009 to identify the subset of ATX students among all students in CERT 1 programs at awarded colleges.
- As part of the Texas Workforce System Strategic Plan, FY 2016-FY 2023 (Texas Workforce Investment Council), the THECB will track outcomes for Accelerate TX students under less formal measures.
- The TWC has modified TEAMS to better capture data for specialized program models, including career pathways and transition to college programs.

- The TWC awarded Accelerate TX grants in fall 2015 to four community colleges and will be tracking enrollments and completions in TEAMS or through other supplemental reporting tools.
- The TWC has aligned services across more non-federally funded providers to better integrate system resources and capture a wider variety of participant data.

Streamlined Advising and Referral Systems

- Case management or holistic advising approaches should be used to access students' college and career goals and readiness to reach short-term and long-term goals.

Update
- Basic Academic Skills Education (BASE) learning outcomes were added to the *Academic Course Guide Manual* (ACGM) in spring 2015.
- Holistic advising was added to TSI Rules in fall 2013 that included the requirement for all colleges to have in place pre-TSI assessment activities by fall 2014.
- The new 2016-2023 Texas Workforce Strategic Plan asks that agencies partner to develop and implement a student referral system between federally funded AEL providers and community and technical colleges to assist individuals seeking adult education services with finding a program responsive to their needs (Texas Workforce Strategic Plan, 2016-2023).
- The TWC funded $1.4 million for career navigators across all 35 grant recipients.

Aligned Instructional Curricula

- Each AEL program should have college readiness curriculum aligned to the Texas CCRS.

Update
- In December 2015, the THECB approved the publication of the *Intensive College Readiness Implementation Guide* to support program development and AEL curriculum alignment to Texas CCRS.
- In 2016, the TWC awarded Texas State University a $500,000 grant to revise the Texas Adult Education Standards to align with the Texas CCRS.

2016 Recommendations

Funding

- The THECB will align funded programs to the goals of *60x30TX*.
- The TWC and THECB will work with their grant recipients to encourage cross-referral of low-level DE students into no-cost or low-cost AEL courses to support the *60x30TX* goal of discouraging rising student debt.
- The Texas Legislature should continue to fund THECB professional developmental opportunities with focus on underprepared students to help ensure students receive effective and targeted instruction and support services.

Reporting and Accountability Systems

- The TWC, TEA, and THECB will continue to ensure the use of a common definition of Accelerate TX across agencies to align and gauge program success across systems.
- The TWC and THECB will continue to share data on federally supported AEL to higher education transition.
- The THECB and TWC will collaborate to increase access to, referral between, and outcomes of adult education programs and services (Texas Workforce System Strategic Plan, 2016-2023).

Streamlined Advising and Referral Systems

- The THECB and TWC will coordinate, design, and implement a single cross-referral system and/or resource to support access to adult and higher education services (The Texas Workforce System Strategic Plan, FY 2016-FY 2023).
  - THECB and TWC will coordinate professional development opportunities to support community colleges to
    - conduct asset mapping of their college, their community, and their area workforce region to support improved advising and referral processes within and outside the college; and
    - improve skills/strategies to effectively provide holistic/case management advising.

Aligned Instructional and Curricula Standards

- The TWC, TEA, and THECB will continue to scale college and career pathways to accelerate student completion of recognized postsecondary credentials to support the goals of *60x30TX*.

Conclusion

Integrating adult education students into IHEs to earn, at minimum, a recognized postsecondary credential continues to be an economic imperative for Texas. The higher education strategic plan, *60x30TX*, addresses this imperative. To meet the 60x30 and completion goals of *60x30TX*, adult and developmental education programs have moved away from a linear approach to education. They have embraced co-enrollment or co-requisite models to support and promote students completing not only first college-level courses (e.g., gateway courses) but also students completing credentials that are of value in both higher education and the workforce.

To align systems, address challenges, and scale success, TEA, TWC, TWIC, and the THECB will continue to identify and coordinate systems to support the transition and success of underprepared students in postsecondary institutions, regardless of their past educational experiences. The goals of these collaborative efforts will be as follows:

- Cross-agency collaboration to support the increase in the number of English language learners and GED® awardees in Texas who transition successfully from AEL programs to academic or workforce training programs at public two-year colleges

- Legislative support for additional funding to promote, sustain, and scale effective integrated career pathway models, such as Accelerate TX and intensive college bridging programs for adult and developmental education students at all public two-year community colleges

- Cross-agency alignment of systems and services to support the development of a cross-referral process that supports student advising and appropriate placement

- Aligned professional development resources and opportunities to support AEL and developmental education instructors, and college and AEL advisors, working with lower-skilled adults in their respective programs

Aligning cross-agency efforts will minimize duplication of services and help to ensure that all learners transition into higher education academic programs at greater rates and are successful in earning a postsecondary credential.

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Texas Higher Education Coordinating Board. (2015). 60x30TX. Available at: http://www.thecb.state.tx.us/reports/PDF/6862.PDF

Texas Workforce Investment Council (2015). The Texas Workforce System strategic plan, FY 2016-FY 2023. Available at: http://gov.texas.gov/files/twic/Texas_Workforce_System_Strategic_Plan_(FY2016-FY2023).pdf

Appendix A: Rider 27, 84th Texas Legislature

27   **Align Adult Basic Education and Postsecondary Education.** The Texas Higher Education Coordinating Board (THECB) shall coordinate with the Texas Education Agency (TEA) and Texas Workforce Commission (TWC) to prepare a report on the alignment of Adult Education and Literacy (AEL) and postsecondary education.

To increase the number, success and persistence of students transitioning to postsecondary education from AEL programs and students enrolled in basic academic skills education courses and interventions, this report shall address by provider and statewide, as applicable:

a. Outreach, referrals, persistence interventions, and advising;
b. Assessment, curriculum, and instruction aligned to integrated or intensive program models;
c. State-level accountability systems to monitor performance;
d. AEL to postsecondary performance measures;
e. Accelerate Texas data and program evaluation;
f. General Education Development (GED®) test data;
g. Standards to enhance data quality and sharing among state agencies and service-providers; and
h. Grants and other institutional funding models (including Federal Funds and Other Funds) to maximize effective use of limited General Revenue Funds.

For purposes of this rider, the Texas Higher Education Coordinating Board shall be considered the lead agency for this report. The agencies shall also provide recommendations for the continued coordination and alignment of AEL assessments and the TSI Assessment under Sec. 51.3062. Education Code, for the appropriate student placement in AEL basic academic skills or developmental education courses and interventions. The report shall be to the House Committee on Higher Education, House Appropriations Committee, Senate Education Committee, Senate Finance Committee, the Governor, Texas Workforce Commission, and the Legislative Budget Board by May 1, 2016.

Appendix B: AEL Grant Recipients 2014-2016

Workforce Area		Grant Recipient	Consortium/ Sole	Consortium Members	
				Public Education, Workforce and Nonprofit Consortia Members	Community and Technical Colleges Partner
1	Panhandle	Amarillo College	Consortium		Amarillo College, Frank Phillips College, Clarendon College
2	South Plains	Region 17 South Plains	Sole	N/A	
3	North Texas	ESC Region 9	Sole	N/A	
4	North Central	Cleburne ISD	Sole	N/A	
		Weatherford ISD	Sole	N/A	
		Navarro College	Sole	N/A	
		Denton ISD	Sole	N/A	
5	Tarrant County	Ft Worth ISD	Consortium	Ft. Worth ISD, WFS for Tarrant Co, Arlington ISD, Birdville ISD, The Learning Ctr of N. Texas	Tarrant County College District
6	Dallas	Dallas County Local Workforce Dev Board Inc.; WFS Greater Dallas	Consortium	WFS Greater Dallas, Irving ISD, Richardson ISD, Dallas Public Library, Wilkinson Ctr, ESC 10	Dallas County Community College District
7	North East	Texarkana ISD	Sole	N/A	
		Paris Junior College	Consortium	N/A	Paris Jr College, North East Texas Community College
8	East Texas	Literacy Council of Tyler	Consortium	Literacy Council of Tyler, Jacksonville Literacy Council, New Summerfield ISD	Tyler Jr College (Fiscal Agent), Panola College, NE Texas CC, Angelina College
9	West Central	Abilene ISD	Sole	N/A	
10	Upper Rio Grande	Socorro ISD	Consortium	Socorro ISD, Ysleta ISD (fiscal agent), El Paso ISD	
11	Permian Basin	Odessa College	Consortium	N/A	Odessa College, Midland College
		Region 17 Gaines	Sole	N/A	
		Howard Junior College District	Sole	N/A	
12	Concho Valley	Howard Junior College District	Sole	N/A	
13	Heart of Texas	McLennan CC	Sole	N/A	

AEL Grant Recipients, Continued

Workforce Area		Grant Recipient	Consortium/ Sole	Consortium Members	
				Public Education, Workforce and Nonprofit Consortia Members	Community and Technical Colleges Partner
14	Capital Area	Austin Community College	Consortium	Advocacy & Outreach, Austin Learning Academy, ASCEND Ctr for Learning, Austin ISD, Community Action, Inc. Central TX, Communities in Schools of Central TX, LifeWorks Your & Family Literacy Alliance, WFS Capital Area	Austin Community College
15	Rural Capital	Community Action Inc.	Consortium	Community Action Inc.	Austin Community College, Temple College
16	Brazos Valley	Brazos Valley COG	Consortium	Brazos Valley COG, Region 6, BVCOG Housing	Blinn College
17	Deep East	Angelina College	Consortium	N/A	Angelina College, Panola College
18	South East Texas	Region 5 ESC	Sole	N/A	
19	Golden Crescent	Victoria County Junior College	Sole	N/A	
20	Alamo	Region 20 ESC	Consortium	ESC 20, San Antonio ISD, Northside ISD, NE ISD, Each One Teach One, Restore Education, City of San Antonio, WFS Alamo	Alamo Colleges, Southwest Texas Junior College
21	South Texas	Laredo Community College	Sole	N/A	
22	Coastal Bend	Del Mar College	Consortium	Alice ISD	Del Mar College
23	Lower Rio Grande Valley	Region 1 ESC	Sole	N/A	
24	Cameron County	Brownsville ISD	Consortium	Brownsville ISD, Community Development Corporation of Brownsville Youth Build	Texas Southmost College - Brownsville, Texas State Technical College - Harlingen
25	Texoma	Grayson College	Sole	N/A	
22	Coastal Bend	Del Mar College	Consortium	Alice ISD	Del Mar College
23	Lower Rio Grande Valley	Region 1 ESC	Sole	N/A	

AEL Grant Recipients, Continued

Workforce Area		Grant Recipient	Consortium/ Sole	Consortium Members	
				Public Education, Workforce and Nonprofit Consortia Members	Community and Technical Colleges Partner
23	Lower Rio Grande Valley	Region 1 ESC	Sole	N/A	
24	Cameron County	Brownsville ISD	Consortium	Brownsville ISD, Community Development Corporation of Brownsville Youth Build	Texas Southmost College - Brownsville, Texas State Technical College - Harlingen
25	Texoma	Grayson College	Sole	N/A	
26	Central Texas	Temple College ABE Program	Consortium	N/A	Temple College, Central Texas College
		Central Texas College	Sole	N/A	
27	Middle Rio Grande	Southwest Texas Junior College	Sole	N/A	
28	Gulf Coast	Houston Galveston Area Council	Consortium	Houston-Galveston Area Council, Region 6 ESC, Harris County Department of Ed	Brazosport College, Houston CC System, Lone Star College System, San Jacinto CC District, College of the Mainland, Wharton County Junior College

Appendix C: Federal and State Funding by AEL Providers, 2012-2015

Federal and State Funding by AEL Grant Recipient, 2012-2013[9]

AEFLA Service Providers	Federal Funding 2012-2013	State Funding 2012-2013	Federal & State TANF 2012-2013	Total Funding Per Provider
AAMA SANCHEZ CHARTER SCHOOL - EL	102,000	0		**102,000**
ABILENE ISD	390,383	66,492	43,686	**500,561**
ADVOCACY OUTREACH OF ELGIN EL	102,000	0		**102,000**
ALICE ISD	382,630	96,387	0	**479,017**
AMERICAN YOUTHWORKS - AMERICAN YOUTHWORKS CHAR	102,000	0		**102,000**
ANGELINA COLLEGE	401,556	68,303	34,518	**504,377**
ARLINGTON ISD EL CIVICS GRANT	100,239	0		**100,239**
AUSTIN COMMUNITY COLLEGE	1,113,747	239,350	300,151	**1,653,248**
AUSTIN ISD EL CIVICS	102,000	0		**102,000**
AUSTIN LEARNING ACADEMY	238,262	30,941		**269,203**
AVANCE - EL PASO	102,000	0		**102,000**
AVANCE - RGV	98,000	0		**98,000**
BEAUMONT ISD	587,847	118,609	83,951	**790,407**
Birdville ISD EL CIVICS	102,000	0		**102,000**
BRAZOSPORT COLLEGE	102,000	0		**102,000**
BROWNSVILLE ISD	623,709	129,693	124,448	**877,850**
CENTRAL TEXAS COLLEGE	275,247	65,028	65,993	**406,268**
CITY OF SAN ANTONIO EL CIVICS	102,000	0		**102,000**
CLEAR CREEK ISD	94,306	0		**94,306**
CLEBURNE ISD	270,782	44,326	24,431	**339,539**
COASTAL BEND COLLEGE	206,086	49,965	36,969	**293,020**
COLLEGE OF THE MAINLAND	660,435	123,042	45,449	**828,926**
COMMUNITY ACTION INC	504,552	122,918	117,610	**745,080**
CORPUS CHRISTI ISD	908,725	181,779	127,340	**1,217,844**
DALLAS ISD	3,331,824	753,398	600,512	**4,685,734**
DENTON ISD	502,083	121,768	15,308	**639,159**
EL PASO ISD	1,333,106	275,058	151,597	**1,759,761**

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[9] AEL providers awarded funding by TEA.

AEFLA Service Providers	Federal Funding 2012-2013	State Funding 2012-2013	Federal & State TANF 2012-2013	Total Funding Per Provider
FORT WORTH ISD	2,026,224	440,451	308,125	**2,774,800**
GRAYSON COUNTY COLLEGE	434,883	78,348	42,839	**556,070**
HARRIS COUNTY DEPARTMENT OF	3,736,850	822,425	241,502	**4,800,777**
HAYS CISD - EL CIVICS	102,000	0		**102,000**
HOUSTON COMMUNITY COLLEGE	6,062,936	1,292,271	376,531	**7,731,738**
HOUSTON GATEWAY ACADEMY INC	102,000	0		**102,000**
HOUSTON ISD - EL CIVICS	102,000	0		**102,000**
HOWARD COLLEGE	297,896	44,662	16,726	**359,284**
HOWARD COLLEGE IN SAN ANGELO	421,144	98,708	41,108	**560,960**
HUMBLE ISD - EL CIVICS	102,000	0		**102,000**
IRVING ISD EL CIVICS	102,000	0		**102,000**
KILGORE COLLEGE	410,706	97,362	25,577	**533,645**
LA FUENTE - EL CIVICS	102,000	0		**102,000**
LAREDO COMMUNITY COLLEGE	858,833	171,006	75,783	**1,105,622**
LEANDER ISD - EL CIVICS	90,313	0		**90,313**
McLENNAN COMMUNITY COLLEGE	593,189	134,585	70,182	**797,956**
MIDLAND COLLEGE	223,485	52,002	61,571	**337,058**
NAVARRO COLLEGE	371,965	84,832	52,916	**509,713**
NEW SUMMERFIELD ISD - EL CIVICS	102,000	0		**102,000**
NORTH EAST ISD	269,173	70,418	63,643	**403,234**
NORTH HARRIS COLLEGE	1,245,889	273,333	90,389	**1,609,611**
NORTHEAST TEXAS COMMUNITY	280,600	42,380	12,402	**335,382**
NORTHSIDE ISD	679,000	140,216	68,163	**887,379**
ODESSA COLLEGE	486,619	112,763	72,492	**671,874**
OPPORTUNITY CENTER FOR THE	102,000	0		**102,000**
PANOLA COLLEGE	154,835	35,572	19,535	**209,942**
PARIS JUNIOR COLLEGE	238,593	32,623	26,458	**297,674**
PORT ARTHUR ISD	142,768	34,956	26,560	**204,284**
PRESIDIO ISD - EL CIVICS	79,500	0		**79,500**
REGION I EDUCATION SERVICE CTR	1,814,899	394,524	659,057	**2,868,480**
REGION IV EDUCATION SERVICE CTR	520,986	126,088	38,897	**685,971**
REGION IX EDUCATION SERVICE CTR	347,452	80,081	59,466	**486,999**
REGION V EDUCATION SERVICE CTR	262,905	40,076	10,058	**313,039**

AEFLA Service Providers	Federal Funding 2012-2013	State Funding 2012-2013	Federal & State TANF 2012-2013	Total Funding Per Provider
REGION VI EDUCATION SERVICE CTR	1,363,635	309,268	136,007	1,808,910
REGION XVI EDUCATION SERVICE CTR	541,065	129,840	81,614	752,519
REGION XVII EDUCATION SERVICE CTR	737,622	166,181	129,111	1,032,914
REGION XX EDUCATION SERVICE CTR	1,003,695	205,076	121,099	1,329,870
RIO GRANDE CITY ISD - EL CIVICS	102,000	0		102,000
ROUND ROCK ISD - EL CIVICS	102,000	0		102,000
SAN ANTONIO ISD	1,305,402	265,398	220,973	1,791,773
SAN MARCOS ISD - EL CIVICS	102,000	0		102,000
Santa Rosa ISD	102,000	0		102,000
SEGUIN ISD	364,424	63,443	12,949	440,816
SOCORRO ISD	471,494	91,298	77,796	640,588
SOUTHWEST TEXAS JUNIOR COLLEGE	885,963	164,310	94,335	1,144,608
TEMPLE COLLEGE	150,722	41,506	50,547	242,775
TEXARKANA ISD	603,886	133,400	31,638	768,924
TRINITY VALLEY COMMUNITY COLLEGE	412,143	76,682	51,148	539,973
TYLER JUNIOR COLLEGE	503,997	95,988	26,076	626,061
VICTORIA COLLEGE	279,696	62,713	61,541	403,950
WEATHERFORD ISD	161,990	42,369	39,105	243,464
WHARTON COUNTY JUNIOR COLLEGE	618,152	144,391	49,268	811,811
YSLETA ISD	937,978	207,066	154,448	1,299,492
STATE	46,457,026	9,385,668	5,569,597	61,412,291

Federal and State funding by AEL Grant Recipient, 2013-2014[10]

AEFLA Service Providers	Federal Funding 2013-2014	State Funding 2013-2014	Federal & State TANF 2013-2014	Total Funding Per Provider
ABILENE ISD	296,147	58,310	26,821	**381,279**
ADVOCACY OUTREACH	92,636			**92,636**
ALICE ISD	266,619	64,258	33,253	**364,129**
AMERICAN YOUTHWORKS	91,789			**91,789**
ANGELINA COUNTY JUNIOR COLLEGE	313,524	54,876	25,592	**393,991**
ARLINGTON ISD	79,024			**79,024**
ASSOCIATION FOR THE ADVANCEMENT OF	91,698			**91,698**
AUSTIN COMMUNITY COLLEGE	955,965	177,825	219,785	**1,353,575**
AUSTIN ISD	98,840			**98,840**
AUSTIN LEARNING ACADEMY	233,273	32,075		**265,348**
AVANCE EL PASO	94,140			**94,140**
AVANCE INC RIO GRANDE	100,609			**100,609**
BEAUMONT INDEPENDENT SCHOOL	491,804	50,739	46,694	**589,237**
BIRDVILLE ISD	98,609			**98,609**
BRAZOSPORT COLLEGE	507,814	105,930	26,286	**640,030**
BROWNSVILLE ISD	560,726	101,001	117,805	**779,532**
CENTRAL TEXAS COLLEGE	252,457	3,669	64,534	**320,660**
CLEAR CREEK ISD	104,225			**104,225**
CLEBURNE ISD	203,278	35,645	17,698	**256,621**
COASTAL BEND COLLEGE	90,160	42,329	62,317	**194,807**
COLLEGE OF THE MAINLAND	559,916	96,891	40,230	**697,037**
COMMUNITY ACTION INC	427,356	122,730	99,591	**649,677**
CORPUS CHRISTI ISD	635,540	124,573	95,652	**855,765**
DALLAS ISD	2,228,857	674,323	496,958	**3,400,138**
DENTON ISD	291,657	102,971	13,613	**408,241**
EL PASO ISD	955,393	203,450	155,205	**1,314,048**
FORMING UNITING & EDUC NEIGH TOW	80,556			**80,556**
FORT WORTH ISD	1,507,309	403,661	190,106	**2,101,075**
GRAYSON COUNTY JUNIOR COLLEGE	291,656	75,017	35,286	**401,959**
HARRIS COUNTY DEPARTMENT OF	2,915,622	421,533	136,832	**3,473,987**

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[10] Funding maintained by TWC during first year of transition of AEL from TEA to TWC.

AEFLA Service Providers	Federal Funding 2013-2014	State Funding 2013-2014	Federal & State TANF 2013-2014	Total Funding Per Provider
HAYS CISD	105,679			105,679
HOUSTON COMMUNITY COLLEGE SYSTEM	3,977,081	1,030,665	284,652	5,292,398
HOUSTON GATEWAY ACADEMY INC	112,727			112,727
HOUSTON ISD	47,050			47,050
HOWARD COUNTY JR COLLEGE DIST	571,775	68,702	42,308	682,784
HUMBLE ISD	81,501			81,501
IRVING ISD	112,727			112,727
KILGORE COLLEGE	325,309	78,453	21,612	425,373
LAREDO COMMUNITY COLLEGE C O ACCT	688,385	138,450	62,343	889,179
LEANDER ISD	76,526			76,526
LONE STAR COLLEGE SYSTEM	993,168	238,773	97,161	1,329,102
MCLENNAN COMMUNITY COLLEGE	440,764	77,559	32,124	550,447
MIDLAND COLLEGE	181,543	53,887	48,830	284,260
NAVARRO COLLEGE	306,974	28,228	35,303	370,506
NEW SUMMERFIELD ISD	98,193			98,193
NORTH EAST ISD	203,101	70,055	52,305	325,460
NORTHEAST TEXAS COMMUNITY COLL	275,063	20,975	6,724	302,761
NORTHSIDE ISD	575,011	102,528	48,626	726,165
ODESSA JUNIOR COLLEGE DISTRICT	438,288	75,598	38,431	552,318
OPPORTUNITY CENTER FOR HOMELESS	79,352			79,352
PANOLA COLLEGE	135,382	42,782	12,233	190,397
PARIS JUNIOR COLLEGE	192,588	27,655	21,518	241,762
PORT ARTHUR ISD	117,982	19,284	20,783	158,050
PRESIDIO ISD	61,935			61,935
REGION I EDUCATION SERVICE CTR	1,626,403	253,541	514,684	2,394,628
REGION V EDUCATION SERVICE CTR	213,776	37,261	4,381	255,418
REGION VI EDUCATION SERVICE CTR	1,188,480	225,410	102,477	1,516,367
REGION IX EDUCATION SERVICE CTR	227,327	79,806	48,498	355,631
REGION XVI EDUCATION SERVICE CTR	386,757	86,708	39,708	513,173
REGION XVII EDUCATION SERVICE CTR	464,658	135,114	92,614	692,386
REGION XX EDUCATION SERVICE CTR	792,877	147,217	66,196	1,006,289
RIO GRANDE CITY CISD	91,902			91,902
ROUND ROCK ISD	79,906			79,906

AEFLA Service Providers	Federal Funding 2013-2014	State Funding 2013-2014	Federal & State TANF 2013-2014	Total Funding Per Provider
SAN ANTONIO ISD	1,121,806	155,199	192,414	**1,469,419**
SAN MARCOS CISD	94,616			**94,616**
SANTA ROSA ISD	97,191			**97,191**
SEGUIN ISD	318,527	63,506	18,368	**400,401**
SOCORRO INDEPENDENT SCHOOL	346,917	85,646	98,449	**531,012**
SOUTHWEST TEXAS JUNIOR COLLEGE	597,412	129,541	54,636	**781,589**
TEMPLE COLLEGE	109,740	43,305	83,307	**236,351**
TEXARKANA ISD	416,796	118,393	22,453	**557,642**
THE VICTORIA COLLEGE	215,360	48,055	22,257	**285,672**
TRINITY VALLEY COMMUNITY COLLEGE	288,697	31,056	25,146	**344,899**
TYLER JUNIOR COLLEGE	443,900	14,233	26,816	**484,949**
WEATHERFORD ISD	112,937	35,518	26,526	**174,981**
WHARTON COUNTY JUNIOR COLLEGE	464,374	142,245	49,541	**656,160**
YSLETA ISD	802,983	161,123	151,423	**1,115,528**
STATE	35,618,645	7,018,277	4,369,102	**47,006,024**

Federal and State Funding by AEL Grant Recipient, 2014-2015[11]

LWDA	LWDA Name	Grant Recipient	AEFLA Federal	State GR Matching Funds	EL Civics	TANF	Program Allocation Total	Professional Development Allocation	AEL Program Grand Total
1	Panhandle	AMARILLO COLLEGE	$701,543.00	$170,461.00	$130,922.00	$70,006.00	$1,072,932.00	$37,680.00	$1,110,612.00
2	South Plains	EDUCATION SERVICE CTR REGION XVII	$654,223.00	$158,964.00	$84,425.00	$157,996.00	$1,055,608.00	$38,847.00	$1,094,455.00
3	North Texas	ESC REGION 9	$330,962.00	$80,418.00	$70,601.00	$68,422.00	$550,403.00	$19,192.00	$569,595.00
4	North Central	CLEBURNE ISD	$359,704.00	$87,401.00	$17,122.00	$49,914.00	$514,141.00	$19,881.00	$534,022.00
4	North Central	WEATHERFORD ISD	$184,642.00	$44,864.00	$9,441.00	$25,160.00	$264,107.00	$10,187.00	$274,294.00
4	North Central	NAVARRO COLLEGE	$591,491.00	$143,721.00	$36,965.00	$80,350.00	$852,527.00	$32,622.00	$885,149.00
4	North Central	DENTON ISD	$901,709.00	$219,099.00	$374,342.00	$93,335.00	$1,588,485.00	$48,566.00	$1,637,051.00
5	Tarrant County	FORT WORTH ISD	$2,447,262.00	$594,638.00	$373,506.00	$430,285.00	$3,845,691.00	$138,885.00	$3,984,576.00
6	Dallas	DALLAS COUNTY LOCAL WDB INC	$4,428,627.00	$1,076,072.00	$666,054.00	$757,665.00	$6,928,418.00	$250,495.00	$7,178,913.00
7	Northeast	PARIS JUNIOR COLLEGE	$286,730.00	$69,670.00	$56,840.00	$36,398.00	$449,638.00	$15,712.00	$465,350.00
7	Northeast	TEXARKANA ISD	$169,424.00	$41,167.00	$21,029.00	$41,537.00	$273,157.00	$10,085.00	$283,242.00
8	East Texas	LITERACY COUNCIL OF TYLER	$1,300,205.00	$315,925.00	$112,634.00	$177,813.00	$1,906,577.00	$71,758.00	$1,978,335.00
9	West Central	ABILENE ISD	$519,737.00	$126,287.00	$78,964.00	$81,502.00	$806,490.00	$29,101.00	$835,591.00
10	Upper Rio Grande	SOCORRO ISD	$1,629,835.00	$396,019.00	$296,225.00	$481,809.00	$2,803,888.00	$100,307.00	$2,904,195.00
11	Permian Basin	ESC REGION XVII	$33,108.00	$8,045.00	$9,711.00	$2,628.00	$53,492.00	$1,751.00	$55,243.00
11	Permian Basin	HOWARD COUNTY JR COLLEGE DIST	$134,799.00	$32,754.00	$3,999.00	$8,761.00	$180,313.00	$7,053.00	$187,366.00

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[11] Funded grantees under TWC AEL solicitation in 2014.

LWDA	LWDA Name	Grant Recipient	AEFLA Federal	State GR Matching Funds	EL Civics	TANF	Program Allocation Total	Professional Development Allocation	AEL Program Grand Total
12	Concho Valley	HOWARD COUNTY JR COLLEGE DIST	$309,039.00	$75,091.00	$68,332.00	$27,599.00	$480,061.00	$16,469.00	$496,530.00
13	Heart of Texas	MCLENNAN COMM. COLLEGE	$555,062.00	$134,870.00	$83,082.00	$104,490.00	$877,504.00	$31,777.00	$909,281.00
14	Capital Area	AUSTIN COM. COLLEGE	$1,282,244.00	$311,561.00	$249,406.00	$235,680.00	$2,078,891.00	$73,179.00	$2,152,070.00
15	Rural Capital	COMMUNITY ACTION INC	$714,117.00	$173,517.00	$140,460.00	$136,594.00	$1,164,688.00	$40,969.00	$1,205,657.00
16	Brazos Valley	BRAZOS VALLEY DEVELOPMENT COUNCIL	$421,259.00	$102,358.00	$89,874.00	$58,910.00	$672,401.00	$23,301.00	$695,702.00
17	Deep East Texas	ANGELINA COUNTY JUNIOR COLLEGE	$638,404.00	$155,120.00	$79,592.00	$74,764.00	$947,880.00	$34,732.00	$982,612.00
18	Southeast Texas	ESC REGION V	$579,491.00	$140,806.00	$89,108.00	$103,697.00	$913,102.00	$32,960.00	$946,062.00
19	Golden Crescent	THE VICTORIA COLLEGE	$356,995.00	$86,744.00	$71,607.00	$18,087.00	$533,433.00	$18,473.00	$551,906.00
20	Alamo	ESC REGION XX	$3,205,971.00	$778,990.00	$302,377.00	$407,297.00	$4,694,635.00	$175,690.00	$4,870,325.00
21	South Texas	LAREDO COMM. COLLEGE C O ACCT DEPART	$697,191.00	$169,405.00	$125,519.00	$102,904.00	$1,095,019.00	$38,780.00	$1,133,799.00
22	Coastal Bend	DEL MAR COLLEGE	$1,089,739.00	$264,786.00	$93,716.00	$236,076.00	$1,684,317.00	$63,624.00	$1,747,941.00
23	Lower Rio Grande	ESC REGION I	$2,288,796.00	$556,134.00	$240,324.00	$416,016.00	$3,501,270.00	$130,438.00	$3,631,708.00
24	Cameron County	BROWNSVILLE ISD	$1,085,676.00	$263,799.00	$149,286.00	$221,411.00	$1,720,172.00	$62,835.00	$1,783,007.00
25	Texoma	GRAYSON COUNTY JUNIOR COLLEGE	$294,184.00	$71,482.00	$70,685.00	$44,642.00	$480,993.00	$16,412.00	$497,405.00
26	Central Texas	TEMPLE COLLEGE	$353,248.00	$85,833.00	$78,497.00	$145,298.00	$662,876.00	$23,375.00	$686,251.00
24	Cameron County	BROWNSVILLE ISD	$1,085,676.00	$263,799.00	$149,286.00	$221,411.00	$1,720,172.00	$62,835.00	$1,783,007.00
25	Texoma	GRAYSON COUNTY JUNIOR COLLEGE	$294,184.00	$71,482.00	$70,685.00	$44,642.00	$480,993.00	$16,412.00	$497,405.00

LWDA	LWDA Name	Grant Recipient	AEFLA Federal	State GR Matching Funds	EL Civics	TANF	Program Allocation Total	Professional Development Allocation	AEL Program Grand Total
26	Central Texas	TEMPLE COLLEGE	$353,248.00	$85,833.00	$78,497.00	$145,298.00	$662,876.00	$23,375.00	$686,251.00
26	Central Texas	CENTRAL TEXAS COLLEGE	$101,268.00	$24,606.00	$13,399.00	$38,064.00	$177,337.00	$6,558.00	$183,895.00
27	Middle Rio Grande	SOUTHWEST TEXAS JUNIOR COLLEGE	$469,445.00	$114,067.00	$95,290.00	$64,855.00	$743,657.00	$25,935.00	$769,592.00
28	Gulf Coast	HOUSTON GALVESTON AREA COUNCIL	$9,304,243.00	$2,260,755.00	$1,564,779.00	$750,529.00	$13,880,306.00	$492,621.00	$14,372,927.00
		TOTALS	$43,561,532.00	$10,584,632.00	$6,698,369.00	$6,557,662.00	$67,402,195.00	$2,428,151.00	$69,830,346.00

Appendix D: AEL Students Transitioning to Postsecondary Education 2013-2015

2012-2013 Cohort Found Enrolled in Higher Education in Academic Year 2013-2014[12]

AEFLA Service Providers	Number in College	Percent in College	Number in Dev Ed	Percent in Dev Ed*	Number in College-Level	Percent in College-Level ‡	Number in CE	Percent in CE*
AAMA SANCHEZ CHARTER SCHOOL - EL CIVICS	*	2.9%	*	100.0%	0	0.0%	0	0.0%
ABILENE ISD	21	3.7%	15	71.4%	6	28.6%	0	0.0%
ADVOCACY OUTREACH OF ELGIN EL CIVICS	0	0.0%	0		0		0	
ALICE ISD	30	7.6%	12	40.0%	10	33.3%	8	26.7%
AMERICAN YOUTHWORKS - AMERICAN YOUTHWORKS CHAR	0	0.0%	0		0		0	
ANGELINA COLLEGE	43	8.4%	28	65.1%	7	16.3%	8	18.6%
ARLINGTON ISD EL CIVICS GRANT	0	0.0%	0		0		0	
AUSTIN COMMUNITY COLLEGE	160	6.3%	109	68.1%	25	15.6%	26	16.3%
AUSTIN ISD EL CIVICS	0	0.0%	0		0		0	
AUSTIN LEARNING ACADEMY	20	13.4%	13	65.0%	*	*	*	*
AVANCE - EL PASO	*	2.1%	*	100.0%	0	0.0%	0	0.0%
AVANCE - RGV	0	0.0%	0		0		0	
BEAUMONT ISD	18	5.6%	15	83.3%	*	16.7%	0	0.0%
Birdville ISD EL CIVICS	0	0.0%	0		0		0	
BRAZOSPORT COLLEGE	*	2.6%	0	0.0%	*	66.7%	*	33.3%
BROWNSVILLE ISD	31	3.1%	16	51.6%	8	25.8%	7	22.6%
CENTRAL TEXAS COLLEGE	50	6.5%	27	54.0%	18	36.0%	5	10.0%
CITY OF SAN ANTONIO EL CIVICS	*	3.8%	0	0.0%	0	0.0%	*	100.0%
CLEAR CREEK ISD	*	5.3%	0	0.0%	0	0.0%	*	100.0%
CLEBURNE ISD	40	10.2%	13	32.5%	24	60.0%	*	*
COASTAL BEND COLLEGE	40	15.4%	4	10.0%	4	10.0%	32	80.0%
COLLEGE OF THE MAINLAND	120	12.5%	63	52.5%	24	20.0%	33	27.5%
COMMUNITY ACTION INC	43	5.5%	26	60.5%	6	14.0%	11	25.6%
CORPUS CHRISTI ISD	70	6.3%	39	55.7%	16	22.9%	15	21.4%
DALLAS ISD	104	4.7%	43	41.3%	18	17.3%	43	41.3%

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[12] Source: Texas Workforce Commission, TEAMS

‡ For Appendix D, the symbol represents percent of Number in College enrolled in higher education.

* For Appendix D, the asterisk represents redaction due to numbers at or below 5, including the percentages they represent.

AEFLA Service Providers	Number in College	Percent in College	Number in Dev Ed	Percent in Dev Ed*	Number in College-Level	Percent in College-Level ‡	Number in CE	Percent in CE*
DENTON ISD	32	7.2%	16	50.0%	7	21.9%	9	28.1%
EL PASO ISD	53	3.7%	33	62.3%	8	15.1%	12	22.6%
FORT WORTH ISD	160	7.1%	64	40.0%	35	21.9%	61	38.1%
GRAYSON COUNTY COLLEGE	26	10.9%	18	69.2%	8	30.8%	0	0.0%
HARRIS COUNTY DEPARTMENT OF EDUCATION	225	3.8%	121	53.8%	50	22.2%	54	24.0%
HAYS CISD - EL CIVICS	0	0.0%	0		0		0	
HOUSTON COMMUNITY COLLEGE DISTRICT	238	5.5%	108	45.4%	55	23.1%	74	31.1%
HOUSTON GATEWAY ACADEMY INC	0	0.0%	0		0		0	
HOUSTON ISD - EL CIVICS	0	0.0%	0		0		0	
HOWARD COLLEGE	12	7.0%	*	*	*	*	8	66.7%
HOWARD COLLEGE IN SAN ANGELO	23	4.5%	12	52.2%	6	26.1%	*	13.0%
HUMBLE ISD - EL CIVICS	*	2.9%	*	100.0%	0	0.0%	0	0.0%
IRVING ISD EL CIVICS	5	13.2%	0	0.0%	0	0.0%	5	100.0%
KILGORE COLLEGE	74	9.0%	42	56.8%	17	23.0%	15	20.3%
LA FUENTE - EL CIVICS	0	0.0%	0		0		0	
LAREDO COMMUNITY COLLEGE	41	4.2%	18	43.9%	6	14.6%	17	41.5%
LEANDER ISD - EL CIVICS	0	0.0%	0		0		0	
McLENNAN COMMUNITY COLLEGE	217	14.0%	142	65.4%	62	28.6%	12	5.5%
MIDLAND COLLEGE	28	5.1%	16	57.1%	7	25.0%	5	17.9%
NAVARRO COLLEGE	39	9.3%	22	56.4%	13	33.3%	*	*
NEW SUMMERFIELD ISD - EL CIVICS	0	0.0%	0		0		0	
NORTH EAST ISD	25	4.6%	18	72.0%	*	*	5	20.0%
NORTH HARRIS COLLEGE	67	5.5%	40	59.7%	9	13.4%	18	26.9%
NORTHEAST TEXAS COMMUNITY COLLEGE	13	7.2%	7	53.8%	*	*	*	*
NORTHSIDE ISD	46	4.8%	27	58.7%	7	15.2%	12	26.1%
ODESSA COLLEGE	40	5.5%	18	45.0%	16	40.0%	6	15.0%
OPPORTUNITY CENTER FOR THE HOMELESS	*	2.4%	0	0.0%	*	100.0%	0	0.0%
PANOLA COLLEGE	25	8.7%	10	40.0%	10	40.0%	5	20.0%
PARIS JUNIOR COLLEGE	45	14.5%	21	46.7%	13	28.9%	11	24.4%
PORT ARTHUR ISD	10	6.9%	7	70.0%	*	*	0	0.0%
PRESIDIO ISD - EL CIVICS	*	2.6%	*	100.0%	0	0.0%	0	0.0%
REGION I EDUCATION SERVICE CENTER	57	4.7%	26	45.6%	11	19.3%	20	35.1%
REGION IV EDUCATION SERVICE CENTER	52	7.4%	23	44.2%	19	36.5%	10	19.2%

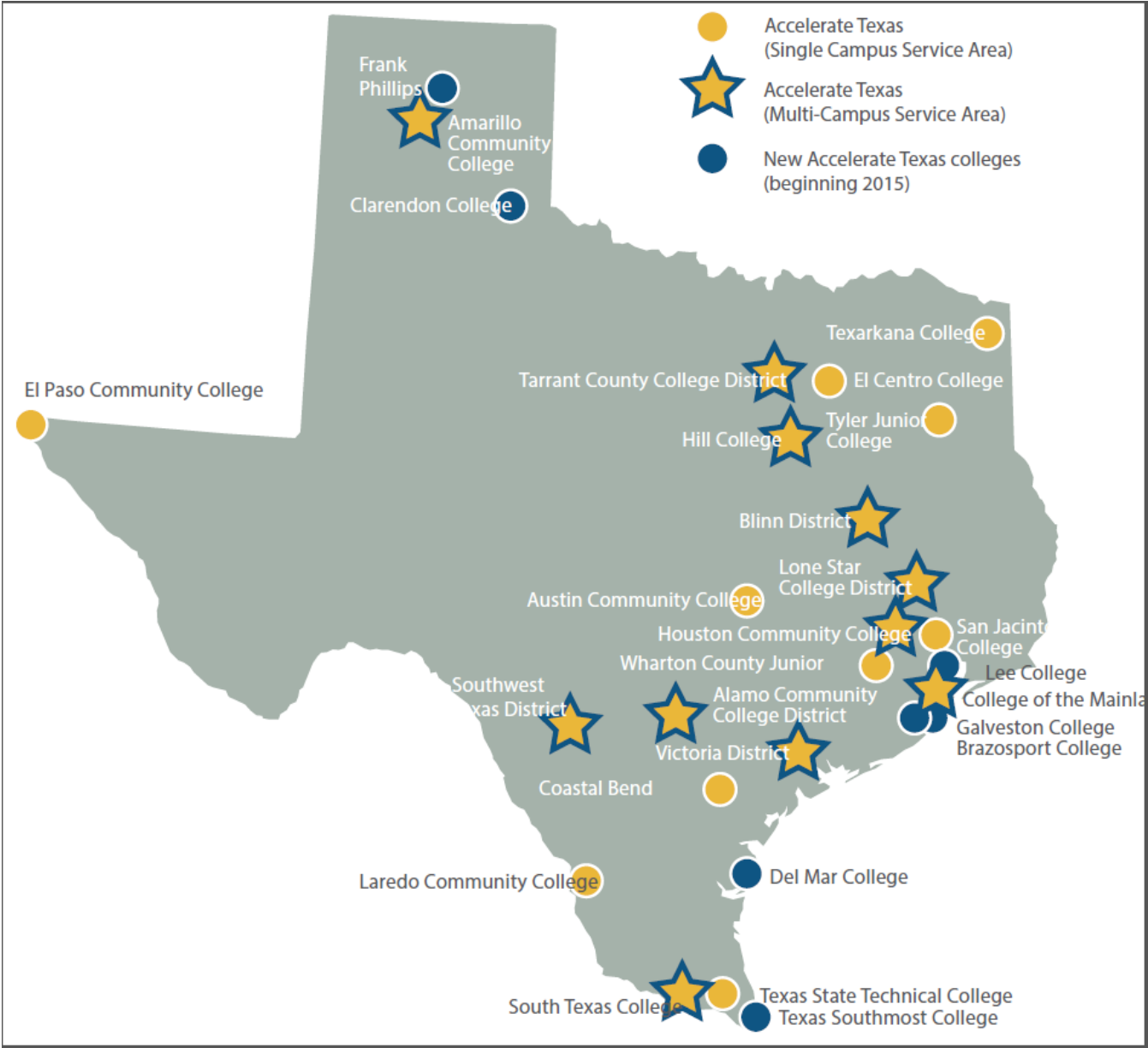| AEFLA Service Providers	Number in College	Percent in College	Number in Dev Ed	Percent in Dev Ed*	Number in College-Level	Percent in College-Level ‡	Number in CE	Percent in CE*
REGION IX EDUCATION SERVICE CENTER	31	6.2%	13	41.9%	7	22.6%	11	35.5%
REGION V EDUCATION SERVICE CENTER	15	7.1%	7	46.7%	5	33.3%	*	*
REGION VI EDUCATION SERVICE CENTER	92	6.2%	53	57.6%	21	22.8%	18	19.6%
REGION XVI EDUCATION SERVICE CENTER	67	10.7%	29	43.3%	10	14.9%	28	41.8%
REGION XVII EDUCATION SERVICE CENTER	87	7.4%	45	51.7%	14	16.1%	28	32.2%
REGION XX EDUCATION SERVICE CENTER	98	5.6%	47	48.0%	32	32.7%	19	19.4%
RIO GRANDE CITY ISD - EL CIVICS	0	0.0%	0		0		0	
ROUND ROCK ISD - EL CIVICS	0	0.0%	0		0		0	
SAN ANTONIO ISD	80	3.0%	56	70.0%	7	8.8%	16	20.0%
SAN MARCOS ISD - EL CIVICS	0	0.0%	0		0		0	
SANTA ROSA ISD	*	8.3%	0	0.0%	0	0.0%	*	100.0%
SEGUIN ISD	29	3.7%	13	44.8%	*	*	12	41.4%
SOCORRO ISD	24	3.6%	16	66.7%	*	*	6	25.0%
SOUTHWEST TEXAS JUNIOR COLLEGE	66	7.3%	43	65.2%	13	19.7%	10	15.2%
TEMPLE COLLEGE	39	12.6%	25	64.1%	9	23.1%	5	12.8%
TEXARKANA ISD	62	9.5%	25	40.3%	27	43.5%	10	16.1%
TRINITY VALLEY COMMUNITY COLLEGE	34	9.7%	16	47.1%	16	47.1%	*	*
TYLER JUNIOR COLLEGE	77	7.1%	29	37.7%	18	23.4%	30	39.0%
VICTORIA COLLEGE	35	6.7%	15	42.9%	*	*	19	54.3%
WEATHERFORD ISD	13	6.5%	9	69.2%	*	*	*	*
WHARTON COUNTY JUNIOR COLLEGE	78	12.4%	28	35.9%	30	38.5%	20	25.6%
WINDHAM ISD	223	2.3%	61	27.4%	104	46.6%	58	26.0%
YSLETA ISD	58	5.3%	33	56.9%	6	10.3%	19	32.8%
STATE	**3,567**	**5.6%**	**1,803**	**50.5%**	**872**	**24.4%**	**887**	**24.9%**

2013-2014 Cohort Found Enrolled in Higher Ed in Academic Year 2014-2015

AEFLA Service Providers	Number in College	Percent in College	Number in Dev Ed	Percent in Dev Ed*	Number in College-Level	Percent in College-Level*	Number in CE	Percent in CE*
AAMA SANCHEZ CHARTER SCHOOL - EL	*	2.6%	0	0.0%	*	100.0%	0	0.0%
ABILENE ISD	18	3.4%	8	44.4%	6	33.3%	*	*
ADVOCACY OUTREACH OF ELGIN EL	0	0.0%	0		0		0	
ALICE ISD	27	8.7%	6	22.2%	13	48.1%	8	29.6%
AMERICAN YOUTHWORKS - AMERICAN YOUTHWORKS CHAR	0	0.0%	0		0		0	
ANGELINA COLLEGE	22	4.4%	12	54.5%	*	*	7	31.8%
ARLINGTON ISD EL CIVICS GRANT	*	9.1%	0	0.0%	0	0.0%	*	100.0%
AUSTIN COMMUNITY COLLEGE	109	5.7%	75	68.8%	19	17.4%	15	13.8%
AUSTIN ISD EL CIVICS	0	0.0%	0		0		0	
AUSTIN LEARNING ACADEMY	0	0.0%	0		0		0	
AVANCE - EL PASO	*	3.0%	*	100.0%	0	0.0%	0	0.0%
AVANCE - RGV	*	3.7%	0	0.0%	0	0.0%	*	100.0%
BEAUMONT ISD	9	5.1%	*	*	5	55.6%	*	*
BIRDVILLE ISD EL CIVICS	*	2.6%	0	0.0%	0	0.0%	*	100.0%
BRAZOSPORT COLLEGE	46	7.2%	8	17.4%	32	69.6%	6	13.0%
BROWNSVILLE ISD	14	1.5%	7	50.0%	5	35.7%	*	*
CENTRAL TEXAS COLLEGE	32	5.1%	17	53.1%	11	34.4%	*	*
CLEAR CREEK ISD	*	9.5%	0	0.0%	*	50.0%	*	50.0%
CLEBURNE ISD	17	5.8%	7	41.2%	6	35.3%	*	*
COASTAL BEND COLLEGE	11	4.0%	*	*	0	0.0%	9	81.8%
COLLEGE OF THE MAINLAND	96	10.5%	34	35.4%	24	25.0%	38	39.6%
COMMUNITY ACTION INC	35	4.8%	17	48.6%	11	31.4%	7	20.0%
CORPUS CHRISTI ISD	87	8.4%	26	29.9%	11	12.6%	50	57.5%
DALLAS ISD	118	5.8%	48	40.7%	26	22.0%	44	37.3%
DENTON ISD	19	5.0%	*	*	9	47.4%	8	42.1%
EL PASO ISD	41	3.7%	19	46.3%	10	24.4%	12	29.3%
FORT WORTH ISD	126	6.4%	33	26.2%	30	23.8%	63	50.0%
GRAYSON COUNTY COLLEGE	14	7.4%	11	78.6%	*	*	*	*
HARRIS COUNTY DEPARTMENT OF	201	3.8%	93	46.3%	64	31.8%	44	21.9%
HAYS CISD - EL CIVICS	0	0.0%	0		0		0	
HOUSTON COMMUNITY COLLEGE	195	5.1%	65	33.3%	54	27.7%	76	39.0%

AEFLA Service Providers	Number in College	Percent in College	Number in Dev Ed	Percent in Dev Ed*	Number in College-Level	Percent in College-Level*	Number in CE	Percent in CE*
HOUSTON GATEWAY ACADEMY INC	0	0.0%	0		0		0	
HOUSTON ISD - EL CIVICS	0	0.0%	0		0		0	
HOWARD COLLEGE	9	8.0%	*	*	*	22.2%	5	55.6%
HOWARD COLLEGE IN SAN ANGELO	25	5.8%	7	28.0%	5	20.0%	13	52.0%
HUMBLE ISD - EL CIVICS	0	0.0%	0		0		0	
IRVING ISD EL CIVICS	*	6.4%	0	0.0%	0	0.0%	*	100.0%
KILGORE COLLEGE	69	9.4%	33	47.8%	23	33.3%	13	18.8%
LA FUENTE - EL CIVICS	0	0.0%	0		0		0	
LAREDO COMMUNITY COLLEGE	64	7.1%	7	10.9%	11	17.2%	46	71.9%
LEANDER ISD - EL CIVICS	0	0.0%	0		0		0	
MCLENNAN COMMUNITY COLLEGE	117	9.5%	51	43.6%	51	43.6%	15	12.8%
MIDLAND COLLEGE	33	6.4%	16	48.5%	13	39.4%	*	*
NAVARRO COLLEGE	16	4.6%	5	31.3%	6	37.5%	5	31.3%
NEW SUMMERFIELD ISD - EL CIVICS	0	0.0%	0		0		0	
NORTH EAST ISD	30	5.1%	10	33.3%	10	33.3%	9	30.0%
NORTH HARRIS COLLEGE	46	5.3%	27	58.7%	7	15.2%	12	26.1%
NORTHEAST TEXAS COMMUNITY	16	10.1%	6	37.5%	6	37.5%	*	*
NORTHSIDE ISD	31	3.9%	15	48.4%	7	22.6%	9	29.0%
ODESSA COLLEGE	40	6.1%	10	25.0%	18	45.0%	11	27.5%
OPPORTUNITY CENTER FOR THE	*	4.1%	*	*	0	0.0%	*	*
PANOLA COLLEGE	10	4.6%	*	*	*	*	6	60.0%
PARIS JUNIOR COLLEGE	24	6.8%	*	*	14	58.3%	6	25.0%
PORT ARTHUR ISD	*	2.8%	*	*	0	0.0%	*	*
PRESIDIO ISD - EL CIVICS	*	3.3%	0	0.0%	*	100.0%	0	0.0%
REGION I EDUCATION SERVICE CENTER	43	3.6%	14	32.6%	13	30.2%	16	37.2%
REGION IV EDUCATION SERVICE CENTER	*	16.7%	0	0.0%	*	*	*	*
REGION IX EDUCATION SERVICE CENTER	16	3.9%	5	31.3%	7	43.8%	*	*
REGION V EDUCATION SERVICE CENTER	8	3.5%	*	*	*	*	*	*
REGION VI EDUCATION SERVICE CENTER	97	7.6%	41	42.3%	29	29.9%	27	27.8%
REGION XVI EDUCATION SERVICE CENTER	38	8.8%	20	52.6%	6	15.8%	12	31.6%
REGION XVII ESC	66	6.5%	34	51.5%	12	18.2%	20	30.3%
REGION XX EDUCATION SERVICE CENTER	59	4.9%	32	54.2%	18	30.5%	8	13.6%
RIO GRANDE CITY ISD - EL CIVICS	0	0.0%	0		0		0	

AEFLA Service Providers	Number in College	Percent in College	Number in Dev Ed	Percent in Dev Ed*	Number in College-Level	Percent in College-Level*	Number in CE	Percent in CE*
ROUND ROCK ISD - EL CIVICS	*	9.1%	*	100.0%	0	0.0%	0	0.0%
SAN ANTONIO ISD	72	3.6%	43	59.7%	15	20.8%	11	15.3%
SAN MARCOS ISD - EL CIVICS	0	0.0%	0		0		0	
SANTA ROSA ISD	0	0.0%	0		0		0	
SEGUIN ISD	10	1.7%	*	*	*	*	*	*
SOCORRO ISD	31	5.0%	12	38.7%	9	29.0%	10	32.3%
SOUTHWEST TEXAS JUNIOR COLLEGE	45	5.5%	26	57.8%	11	24.4%	8	17.8%
TEMPLE COLLEGE	11	4.0%	6	54.5%	5	45.5%	0	0.0%
TEXARKANA ISD	26	4.9%	11	42.3%	12	46.2%	*	*
TRINITY VALLEY COMMUNITY COLLEGE	16	7.0%	5	31.3%	5	31.3%	6	37.5%
TYLER JUNIOR COLLEGE	61	6.5%	23	37.7%	14	23.0%	24	39.3%
VICTORIA COLLEGE	40	6.6%	6	15.0%	*	*	31	77.5%
WEATHERFORD ISD	7	5.1%	*	*	*	*	*	*
WHARTON COUNTY JUNIOR COLLEGE	38	7.1%	13	34.2%	15	39.5%	10	26.3%
WINDHAM ISD	184	1.9%	52	28.3%	84	45.7%	48	26.1%
YSLETA ISD	47	4.1%	29	61.7%	7	14.9%	10	21.3%
STATE	**2,704**	**4.8%**	**1,079**	**39.9%**	**793**	**29.3%**	**825**	**30.5%**

Appendix E: THECB-funded Accelerate TX Colleges 2010-2016

Legend:
- Accelerate Texas (Single Campus Service Area)
- Accelerate Texas (Multi-Campus Service Area)
- New Accelerate Texas colleges (beginning 2015)

Map labels:
- Frank Phillips
- Amarillo Community College
- Clarendon College
- El Paso Community College
- Texarkana College
- Tarrant County College District
- El Centro College
- Tyler Junior College
- Hill College
- Blinn District
- Lone Star College District
- Austin Community College
- Houston Community College
- San Jacinto College
- Wharton County Junior
- Lee College
- Southwest Texas District
- Alamo Community College District
- College of the Mainland
- Galveston College
- Brazosport College
- Victoria District
- Coastal Bend
- Laredo Community College
- Del Mar College
- South Texas College
- Texas State Technical College
- Texas Southmost College

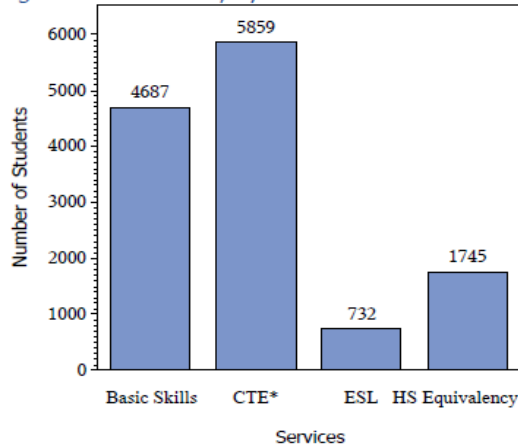# Appendix F: THECB Accelerate TX Standard Quarterly Report, February 2016

Accelerate Texas Program Overview
State Report, August 2010 - January 2016
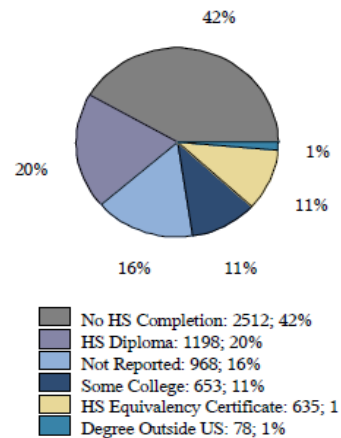Texas Higher Education Coordinating Board

Student Enrollment

Figure 1. Enrollment, by Services Received

*All students were served in workforce training.

Figure 2. Education Level at Intake*

No HS Completion: 2512; 42%
HS Diploma: 1198; 20%
Not Reported: 968; 16%
Some College: 653; 11%
HS Equivalency Certificate: 635; 1
Degree Outside US: 78; 1%

*Based on student self-reported highest education level

Table 1. Student Characteristics at Intake

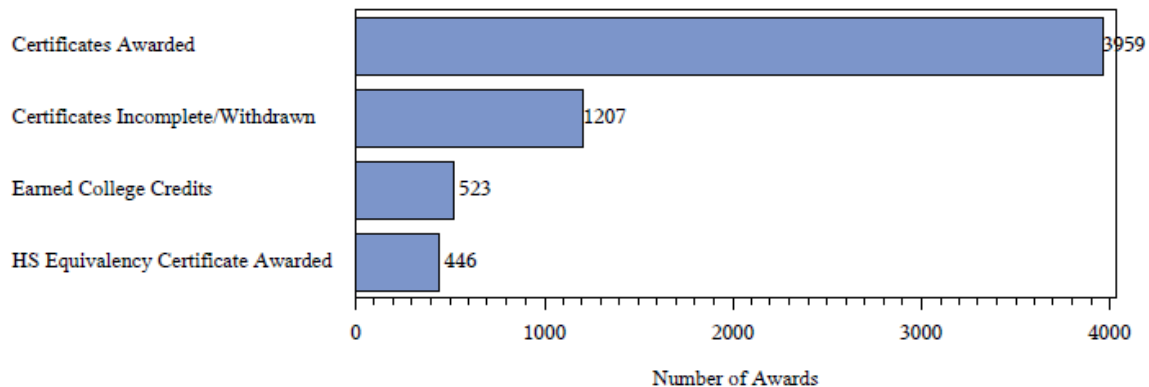| Characteristic	Category	Number	Percentage
Race/Ethnicity	Asian	226	3.7
	Black or African American	1,087	18.0
	Hispanic or Latino	3,201	53.0
	Other/Not Reported	433	7.2
	White	1,097	18.2
Gender	Female	3,432	56.8
	Male	2,476	41.0
	Not Reported	136	2.3
First Generation College (Self-Reported)	Yes	3,170	62.6
Age	16-24	1,954	32.3
	25-34	1,710	28.3
	35-44	1,152	19.1
	45-54	761	12.6
	55-64	305	5.0
	65 and Over	29	0.5
	Not Reported	133	2.2

Certificate Programs

Table 2. Career/Technical Program Enrollment, By Industry CIP Code

CIP	Industry	Number Programs	Students Enrolled	Percentage Enrollment
51	Health Professions	19	2,702	44.8
52	Business, Management	12	960	15.9
48	Precision Production	4	694	11.5
49	Transportation and Materials Moving	1	528	8.8
47	Mechanic and Repair Technology	8	403	6.7
15	Engineering Technologies	10	299	5.0
11	Computer and Information Sciences	6	194	3.2
46	Construction Trades	5	148	2.5
19	Family and Consumer Sciences	2	90	1.5
12	Personal and Culinary Services	2	12	0.2

Table 3. Top 5 Career/Technical Program Enrollment, By Occupation

Rank	Certificate Program	Students Enrolled	Percentage Enrollment
1	Nursing Assistant/Aide and Patient Care Assistant/Aide	1,311	21.7
2	Truck and Bus Driver/Commercial Vehicle Operation and Instructor	528	8.8
3	Welding Technology/Welder	460	7.6
4	Phlebotomy Technician/Phlebotomist	436	7.2
5	Business Administration and Management/General	278	4.6

Figure 3. Student Completions

Students' National Reporting System Test Benchmarks of Educational Functioning Levels (EFL), by Subject Area
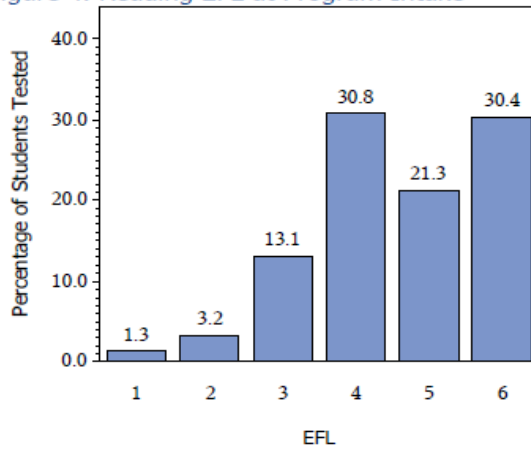
Figure 4. Reading EFL at Program Intake

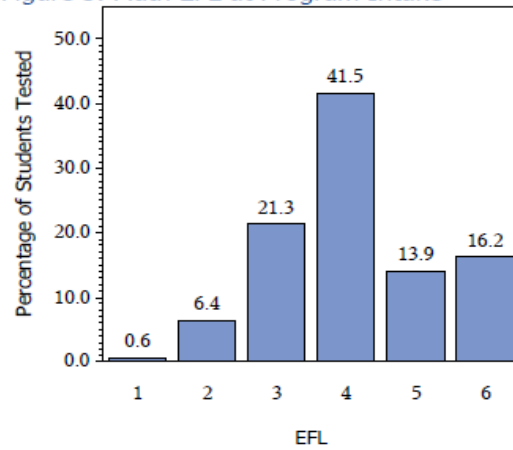### Figure 5. Math EFL at Program Intake
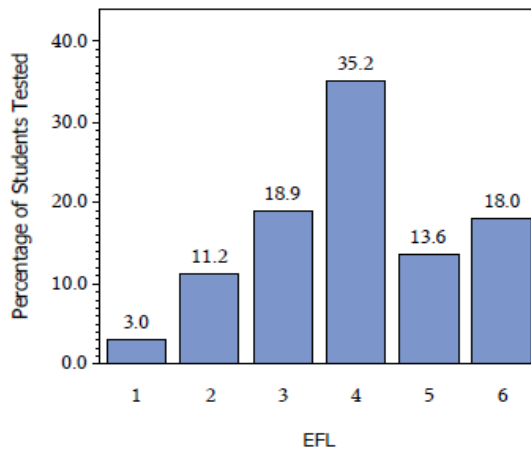

Figure 6. Language EFL at Program Intake

Figure 7. ESL EFL at Program Intake

Table 4. Summary of Non-ESL Students with EFL Scores at Basic Skills Level at Intake

Basic Skills	Number	Percentage
Language only	338	6.5
Lowest EFL 5 or 6	964	18.5
Math only	843	16.2
Reading only	266	5.1
Three areas basic skills	1443	27.7
Two areas basic skills	1350	25.9
Total non-ESL students with scores		5204

End Notes.

In Figure 1, students were served in CTE and at least one other service: basic skills support, GED preparation, or ESL. Basic skills support was contextualized, content-relevant basic skills instruction aligned to CTE.

In Figure 2, students transitioning from an AEL program were not denied eligibility based on self-reported highest education level.

Appendix G: THECB Accelerate TX Higher Education and Workforce Outcomes, 2010-2015

Accelerate Texas Students Who Completed a Workforce Certificate[13] on or Prior to July 2015 and Found in Workforce and/or a Higher Education Institution the following quarter or academic semester after completion

College	Total Students Completing Certificate	Percentage Found only in Workforce	Percentage Found only in Higher Education	Percentage Found in Both Higher Education and Workforce	Percentage in Workforce, Higher Ed., or Both
Alamo Colleges ‡	290	37.2%	20.0%	14.9%	72.1%
Amarillo College	647	36.8%	10.2%	23.2%	70.2%
Austin Community College ‡	218	50.5%	5.0%	6.4%	61.9%
Blinn College	80	63.8%	*	*	68.8%
College of the Mainland	57	54.4%	*	*	68.4%
El Centro College ‡	65	35.4%	10.8%	24.6%	70.8%
El Paso Comm. College District ‡	213	43.2%	14.1%	10.8%	68.1%
Hill College	30	23.3%	26.7%	29%	70.0%
Houston Community College	182	40.7%	9.3%	13.2%	63.2%
Laredo Community College	88	59.1%	*	*	65.9%
Lone Star College System	286	47.2%	11.2%	18.2%	76.6%
San Jacinto College District	311	47.6%	9.6%	17.1%	74.3%
South Texas College	162	48.1%	15.4%	11.2%	74.7%
Tarrant County College District	492	58.3%	6.1%	8.2%	72.6%
Texarkana College	37	*	*	*	59.5%
TSTC-Harlingen ‡	99	44.4%	10.1%	7.1%	61.6%
Tyler Junior College ‡	74	47.3%	12.2%	16.2%	75.7%
Victoria College	63	54.0%	*	*	66.7%
Wharton County Junior College ‡	52	36.5%	*	*	48.1%
All Institutions	**3,493**	**45.5%**	**10.4%**	**13.9%**	**69.8%**

‡ Colleges no longer receiving grant funds for THECB Accelerate TX
* Redacted due to small percentages

Note: The following institutions are redacted due to having fewer than 25 students represented or not having any student completions by July 2015: Brazosport College, Clarendon College, Coastal Bend College, Del Mar College, Frank Phillips College, Galveston College, Lee College, Southwest Texas Junior College, and Texas Southmost College.

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[13] Includes industry recognized credential, Level 1 certifications, and Marketable Skills Achievement Awards (MSAA) reported on the CBM00M.

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