



# Texas Adult Basic Education

Adult Basic Education (ABE) programs are funded by the Texas Education Agency as authorized under Title II of the Workforce Investment Act of 1998, also referred to as the Adult and Family Literacy Act (AEFLA), and the Texas Education Code, Chapter 29, Subchapter H, Section 251-257 along with the Texas Administrative Code, State Board of Education Rule, Chapter 89, Subchapter B.

## Texas Need for Adult Education Services

- 3.8 million adults in Texas without a high school diploma (Census 2006)
- 6.5 million residents who speak a language other than English (Census 2000)
- 95% of Adult Education Students are below and 8<sup>th</sup> Grade Reading Level
- There is currently only approximately 2.7% capacity for those who are in need of adult education

## Funding Flow

- Texas Education Agency funds adult education programs with a combination of state and federal funds with the state responsible for a 25% match to draw down the federal funds. Local programs provide significant in-kind resources.
- Number of Adults Served 2006 - 2007 = 102,366
- Approximately \$53.3 million in state and federal funds were allocated to adult education providers in 2006-2007
- The average cost of services was \$520 per student in Texas
- Federal funding \$46,400,000 per year = \$453 cost per student for program year 06-07
- State funding \$6,886,000 per year = \$67 cost per student for program year 06-07

## Providers

- Adult Education providers are funded by the Texas Education Agency through a rigorous competitive grant process. Currently there are 27 Community Colleges, 42 Independent School Districts, 8 Education Service Centers, 11 Community Based Organizations, 1 Non-Profit Agency and 1 County Department of Education acting as fiscal agents for programs
- 118 funded programs provided services at 1,331 sites serving 102,366 adults in the state of Texas for 2006-2007

## Performance/ Accountability

- Adult Basic Education grantees provide comprehensive English language acquisition, literacy services and basic instruction in reading, writing, and mathematics to adult learners
- Performance indicators include: placement in, retention in, or enrollment in post-secondary education, training, employment or career advancement, in addition to attainment of a high school diploma or GED for adults with these goals
- Programs not meeting enrollment or required performance measures are put on a program improvement plan, and low performing programs are closed by TEA
- Data tracking - Current federal reports underreport the actual performance due to timing of data collection, additionally FERPA rules hinder accurate data matching and reporting between agencies

## Capacity and Enrollment

- Services are provided at schools, churches, community-based organizations, workforce one-stop centers, colleges, and libraries in communities throughout Texas
- In the 2008 program year a waiting list database was created. There are currently 11,270 students and businesses on the waiting list requesting services. It should be noted that this is a presumed undercount for the reason that each program would need one FTE to fully enter waiting list data. Additionally, in many cases signing a waiting list creates false hope that the student will be admitted when there is no space available.

## ABE Five State Funding and Census Data Comparison: California, Florida, Illinois, New York, Texas

	California Population, 2000 = 33,871,648		Number of Adults Served 2003-04 = 591,574		Average cost per student = \$1,223	
<b>California</b>	*Number of persons 24+ years with below 9th grade education and 24+ years 9th-12th grade no diploma = 4,942,743					
	2001	2002	2003	2004	2005	2006
	Actual	Actual	Actual	Actual	Actual	Actual
ABE Federal Grant	\$52,665,928	\$56,712,395	\$63,213,469	\$64,223,365	\$63,714,874	\$63,063,484
EL Civics Federal Grant	\$20,821,914	\$19,608,981	\$18,324,637	\$18,051,837	\$17,667,652	\$17,627,047
<b>Federal Totals</b>	<b>\$73,487,842</b>	<b>\$76,321,376</b>	<b>\$81,538,106</b>	<b>\$82,275,202</b>	<b>\$81,382,526</b>	<b>\$80,690,531</b>
State GR***		\$644,991,515	\$644,516,257	\$596,119,411		
	Florida Population, 2000 = 15,982,378		Number of Adults Served 2003-04 = 370,985		Average cost per student = \$896	
<b>Florida</b>	*Number of persons 24+ years with below 9th grade education and 24+ years 9th-12th grade no diploma = 2,219,948					
	2001	2002	2003	2004	2005	2006
	Actual	Actual	Actual	Actual	Actual	Actual
ABE Federal Grant	\$25,258,267	\$27,188,887	\$27,647,951	\$28,088,633	\$27,867,369	\$27,583,913
EL Civics Federal Grant	\$5,762,799	\$6,284,839	\$6,427,633	\$6,441,430	\$6,163,414	\$5,989,956
<b>Federal Totals</b>	<b>\$31,021,066</b>	<b>\$33,473,726</b>	<b>\$34,075,584</b>	<b>\$34,530,063</b>	<b>\$34,030,783</b>	<b>\$33,573,869</b>
State GR***		\$288,552,972	\$229,915,261	\$316,769,752		
	Illinois Population, 2000 = 12,419,293		Number of Adults Served 2003-04 = 124,404		Average cost per student = \$307	
<b>Illinois</b>	*Number of persons 24+ years with below 9th grade education and 24+ years 9th-12th grade no diploma = 1,480,443					
	2001	2002	2003	2004	2005	2006
	Actual	Actual	Actual	Actual	Actual	Actual
ABE Federal Grant	\$19,313,949	\$20,785,672	\$19,662,472	\$19,975,349	\$19,818,576	\$19,617,731
EL Civics Federal Grant	\$3,479,849	\$3,356,087	\$3,343,542	\$3,247,834	\$3,212,340	\$3,209,212
<b>Federal Totals</b>	<b>\$22,793,798</b>	<b>\$24,141,759</b>	<b>\$23,006,014</b>	<b>\$23,223,183</b>	<b>\$23,030,916</b>	<b>\$22,826,943</b>
State GR***		\$16,227,265	\$16,227,265	\$16,227,265		
	New York Population, 2000 = 18,976,457		Number of Adults Served 2003-04 = 165,618		Average cost per student = \$719	
<b>New York</b>	*Number of persons 24+ years with below 9th grade education and 24+ years 9th-12th grade no diploma = 2,626,324					
	2001	2002	2003	2004	2005	2006
	Actual	Actual	Actual	Actual	Actual	Actual
ABE Federal Grant	\$32,730,637	\$35,238,117	\$32,784,491	\$33,307,381	\$33,044,635	\$32,708,040
EL Civics Federal Grant	\$10,344,946	\$10,138,931	\$9,904,400	\$9,327,812	\$9,054,357	\$8,688,722
<b>Federal Totals</b>	<b>\$43,075,583</b>	<b>\$45,377,048</b>	<b>\$42,688,891</b>	<b>\$42,635,193</b>	<b>\$42,098,992</b>	<b>\$41,396,762</b>
State GR***		\$69,315,762	\$77,805,600	\$76,188,750		
	Texas Population, 2000 = 20,851,820		Number of Adults Served 2003-04 = 122,723		Average cost per student = \$484	
<b>Texas</b>	*Number of persons 24+ years with below 9th grade education and 24+ years 9th-12th grade no diploma = 3,114,561					
	2001	2002	2003	2004	2005	2006
	Actual	Actual	Actual	Actual	Actual	Actual
ABE Federal Grant	\$32,712,918	\$35,219,030	\$40,899,325	\$41,552,090	\$41,223,808	\$40,803,263
EL Civics Federal Grant	\$5,836,130	\$5,616,484	\$5,352,531	\$5,413,363	\$5,378,228	\$5,612,001
<b>Federal Totals</b>	<b>\$38,549,048</b>	<b>\$40,835,514</b>	<b>\$46,251,856</b>	<b>\$46,965,453</b>	<b>\$46,602,036</b>	<b>\$46,415,264</b>
State GR	\$6,886,000	\$6,886,000	\$6,886,000	\$6,886,000	\$6,886,000	\$6,886,000
*** 25% Required Match		\$13,623,498	\$15,427,628			

\*US Census includes immigrants and does not distinguish between legal and illegal immigrants

\*\*\*Texas is not meeting 25% required match with GR funds (GR Cost per student = \$56) (WIA, Section 222)

\*\*Two years of state data available

Source of information: Funds for State Formula, US Dept of Education, and 2000 Census

<b>California</b>	<b>Number of Adults Served 2003-04 = 591,574</b>	
	Federal	<b>\$81,538,160</b>
	State	<b>\$644,516,257</b>
<b>Florida</b>	<b>Number of Adults Served 2003-04 = 370,985</b>	
	Federal	<b>34,075,584</b>
	State	<b>\$229,915,261</b>
<b>Illinois</b>	<b>Number of Adults Served 2003-04 = 124,404</b>	
	Federal	<b>\$23,006,014</b>
	State	<b>\$16,227,265</b>
<b>New York</b>	<b>Number of Adults Served 2003-04 = 165,618</b>	
	Federal	<b>\$42,688,891</b>
	State	<b>\$77,805,600</b>
<b>Texas</b>	<b>Number of Adults Served 2003-04 = 122,723</b>	
	Federal	<b>\$46,251,856</b>
	State	<b>\$6,886,000</b>

81538106

**STATE-ADMINISTERED ADULT EDUCATION  
FISCAL YEAR 2004 EXPENDITURE  
(JULY 1, 2004 - SEPTEMBER 30, 20**

<b>STATE or OTHER AREA</b>	<b>FEDERAL EXPENDITURES</b>	<b>NON- FEDERAL EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>	<b>STATE MATCH</b>
ALABAMA	\$9,367,008	\$6,422,536	\$15,789,544	40.68%
ALASKA	\$1,082,287	\$1,558,600	\$2,640,887	59.02%
ARIZONA	\$9,703,589	\$4,443,817	\$14,147,406	31.41%
ARKANSAS	\$5,687,395	\$18,112,994	\$23,800,389	76.10%
CALIFORNIA	\$82,338,152	\$596,119,411	\$678,457,563	87.86%
COLORADO	\$6,453,947	\$2,658,285	\$9,112,232	29.17%
CONNECTICUT	\$5,856,487	\$37,339,847	\$43,196,334	86.44%
DELAWARE	\$1,543,315	\$1,595,313	\$3,138,628	50.83%
FLORIDA	\$34,552,472	\$316,769,752	\$351,322,224	90.17%
GEORGIA	\$16,241,998	\$8,326,792	\$24,568,790	33.89%
HAWAII	\$2,359,637	\$3,191,915	\$5,551,552	57.50%
IDAHO	\$2,209,641	\$903,503	\$3,113,144	29.02%
ILLINOIS	\$23,234,560	\$16,227,265	\$39,461,825	41.12%
INDIANA	\$10,094,826	\$27,560,762	\$37,655,588	73.19%
IOWA	\$4,302,165	\$8,922,235	\$13,224,400	67.47%
KANSAS	\$4,070,124	\$1,356,708	\$5,426,832	25.00%
KENTUCKY	\$8,879,039	\$15,150,167	\$24,029,206	63.05%
LOUISIANA	\$9,146,209	\$8,644,999	\$17,791,208	48.59%
MAINE	\$2,058,623	\$13,176,711	\$15,235,334	86.49%
MARYLAND	\$9,173,967	\$9,062,220	\$18,236,187	49.69%
MASSACHUSETTS	\$10,529,698	\$28,023,169	\$38,552,867	72.69%
MICHIGAN	\$16,231,786	\$97,463,582	\$113,695,368	85.72%
MINNESOTA	\$6,832,891	\$36,509,000	\$43,341,891	84.23%
MISSISSIPPI	\$6,431,486	\$2,911,043	\$9,342,529	31.16%
MISSOURI	\$9,718,980	\$6,011,986	\$15,730,966	38.22%
MONTANA	\$1,449,698	\$990,823	\$2,440,521	40.60%
NEBRASKA	\$2,633,642	\$877,935	\$3,511,577	25.00%
NEVADA	\$4,203,446	\$1,542,837	\$5,746,283	26.85%
NEW HAMPSHIRE	\$1,892,054	\$2,114,664	\$4,006,718	52.78%
NEW JERSEY	\$16,976,470	\$28,721,000	\$45,697,470	62.85%
NEW MEXICO	\$3,790,257	\$5,123,698	\$8,913,955	57.48%
NEW YORK	\$42,668,072	\$76,188,750	\$118,856,822	64.10%
NORTH CAROLINA	\$15,545,681	\$50,974,112	\$66,519,793	76.63%
NORTH DAKOTA	\$1,227,014	\$531,773	\$1,758,787	30.24%
OHIO	\$18,134,937	\$11,900,138	\$30,035,075	39.62%
OKLAHOMA	\$6,324,217	\$2,315,297	\$8,639,514	26.80%

OREGON	\$5,691,700	\$31,906,101	\$37,597,801	84.86%
PENNSYLVANIA	\$20,730,260	\$20,185,314	\$40,915,574	49.33%
RHODE ISLAND	\$2,328,129	\$3,096,248	\$5,424,377	57.08%
SOUTH CAROLINA	\$8,162,960	\$14,526,210	\$22,689,170	64.02%
SOUTH DAKOTA	\$1,383,610	\$476,406	\$1,860,016	25.61%
TENNESSEE	\$11,714,598	\$3,904,866	\$15,619,464	25.00%
<b>TEXAS</b>	<b>\$46,984,325</b>	<b>\$15,661,442</b>	<b>\$62,645,767</b>	<b>25.00%</b>
UTAH	\$3,282,640	\$8,475,765	\$11,758,405	72.08%
VERMONT	\$1,078,275	\$4,433,246	\$5,511,521	80.44%
VIRGINIA	\$12,979,756	\$5,393,161	\$18,372,917	29.35%
WASHINGTON	\$9,237,521	\$28,643,769	\$37,881,290	75.61%
WEST VIRGINIA	\$3,977,305	\$3,258,460	\$7,235,765	45.03%
WISCONSIN	\$8,034,779	\$7,465,638	\$15,500,417	48.16%
WYOMING	\$914,900	\$885,489	\$1,800,389	49.18%
<b>UNITED STATES</b>	<b>\$549,446,527</b>	<b>\$1,598,055,754</b>	<b>\$2,147,502,281</b>	<b>74.41%</b>
NA - Data Not Available				
Source: U.S. Department of Education				
Office of Vocational and Adult Education				
Division of Adult Education and Literacy				
Aug-07				

**PROGRAM**

**ES**

**06)**

<b>2004-2005 ENROLLMENT</b>	<b>TOTAL COST PER STUDENT*</b>	<b>NON-FEDERAL COST PER STUDENT</b>			
19,827	\$796	\$324			
3,791	\$697	\$411			
26,881	\$526	\$165			
37,102	\$641	\$488			
591,893	\$1,146	\$1,007			
15,011	\$607	\$177			
31,958	\$1,352	\$1,168			
6,329	\$496	\$252			
348,119	\$1,009	\$910			
95,434	\$257	\$87			
7,461	\$744	\$428			
7,744	\$402	\$117			
118,296	\$334	\$137			
43,498	\$866	\$634			
11,989	\$1,103	\$744			
9,475	\$573	\$143			
30,931	\$777	\$490			
29,367	\$606	\$294			
8,151	\$1,869	\$1,617			
27,055	\$674	\$335			
21,448	\$1,798	\$1,307			
34,768	\$3,270	\$2,803			
47,174	\$919	\$774			
25,675	\$364	\$113			
37,052	\$425	\$162			
3,291	\$742	\$301			
10,226	\$343	\$86			
9,981	\$576	\$155			
5,804	\$690	\$364			
40,889	\$1,118	\$702			
24,132	\$369	\$212			
157,486	\$755	\$484			
109,047	\$610	\$467			
2,063	\$853	\$258			
50,869	\$590	\$234			
20,447	\$423	\$113			

21,668	\$1,735	\$1,472			
54,274	\$754	\$372			
6,697	\$810	\$462			
65,901	\$344	\$220			
3,517	\$529	\$135			
48,924	\$319	\$80			
<b>119,867</b>	<b>\$523</b>	<b>\$131</b>			
29,320	\$401	\$289			
2,015	\$2,735	\$2,200			
29,222	\$629	\$185			
50,386	\$752	\$568			
9,444	\$766	\$345			
26,029	\$596	\$287			
2,379	\$757	\$372			
<b>2,540,307</b>	<b>\$845</b>	<b>\$629</b>			







# Texas Educating Adults Management System (TEAMS)

**Table XI -Part 2: Achievements of Program Participants (\* Self Reported Data)**

School Year: **2007 - 2008**  
 Reporting Group: **Regular Adult Ed. Reporting**  
 Fiscal Agent: **Statewide**  
 12 Hour Rule: **Yes**  
 Validated: **No**

Achievements of Program Participants	Number of Participants with Goal	Number of Participants with Achievement
<b>Educational</b>		
Learn English - if limited English	54,200	36,729
Improve basic skills	87,984	67,291
Increased involvement in community activities	912	784
Obtain High School Diploma	239	10
Obtain GED	13,596	6,659
Enter College or training	3,393	1,005
<b>Societal</b>		
Become a citizen	2,779	469
Voted or registered to vote	185	104
Achieve citizenship skills	1,101	716
<b>Economic</b>		
Obtain a job	4,501	2,616
Retain job or advance in job	14,099	10,985
Get off public assistance	595	77
<b>Family Literacy Impact</b>		
Increased involvement in children litreacy activity	11,302	7,945
Increased involvement in children education	13,621	9,168
<b>Other</b>		
Other	2,294	1,241

**\*Self reported data only reported if student returns to inform program of achievement.**

The achievement Increased involvement in community activities includes the following Obtained/Improve: government and law, Obtained/Improve: community resource, Obtained/Improve: consumer economics, Obtained/Improve: parenting, Obtained/Improve: occupational knowledge, Obtained/Improve: health care, Obtained/Improve: other.

# Texas Educating Adults Management System (TEAMS)

## Participant Count and Hours By Education Level

School Year: **2007 - 2008**

Reporting Group: **Regular Adult Ed. Reporting**

Fiscal Agent: **Statewide**

12 Hour Rule: **Yes \***

Validated: **No**

Education Level  (A)	Total Number Enrolled  (B)	Total Attendance Hours  (C)
Kindergarten completed in the US	3	218.00
First Grade completed in the US	33	3,745.25
Second Grade completed in the US	51	7,000.25
Third Grade completed in the US	108	13,165.75
Fourth Grade completed in the US	101	11,833.75
Fifth Grade completed in the US	171	16,986.75
Sixth Grade completed in the US	731	74,077.75
Seventh Grade completed in the US	1,002	91,702.25
Eighth Grade completed in the US	4,414	354,402.50
Ninth Grade completed in the US	9,717	744,259.00
Tenth Grade completed in the US	10,511	774,145.25
Eleventh Grade completed in the US	9,784	705,223.75
Twelfth Grade completed in the US	2,853	243,972.25
Completed More than 12 Grades in US	715	68,073.75
Educated in a country other than US	59,099	6,954,701.00
Never attended school	942	89,747.50
<b>Total</b>	<b>100,235</b>	<b>10,153,254.75</b>

**\*12 hour rule is a federal requirement that states students must complete at least 12 hours of class time to be counted in any report.**

# Texas Educating Adults Management System (TEAMS)

## Participant Roster

## SAMPLE OF DATA COLLECTED

School Year: **2007 - 2008**

Reporting Group: **Regular Adult Ed. Reporting**

Fiscal Agent: **ABILENE ISD**

Number of Participants: **482**

Total Contact Hours: **27,824.25**

Funding Source: **Regular Adult Ed (TEA St & Fed)**

Participant Name	SSN	Document No.	Age	Baseline	Date of Baseline	Functioning Level	DOS	Contact Hours	Elapsed Hours	Is Progress Tested in DOS	Is GED Certified	Outcome	Gain
<a href="#">Abdullah, Sabriya</a> ✓	XXXXX2830		23	TABE 7	04/21/2008	A3L - ABE Intermediate Low	Reading	86.00 (86.00)	0.00 (86.00)	Yes	No	Completed Two Levels and Not Separated.	Total Math, Reading
<a href="#">Abusan, Mihai</a> ✓		01LCGED100	28	TABE 7	02/13/2008	S1L - ASE Low	Reading	55.50 (55.50)	0.00 (55.50)	Yes	No	Completed a Level and Not Separated.	Reading
<a href="#">Abusan, Sanda-Maria</a> ✓		01AVESL2852	55	BEST Plus	09/06/2007	E4 - Advanced ESL	Oral	437.50 (437.50)	0.00 (437.50)	Yes	No	Completed Two Levels and Not Separated.	Oral, Reading
<a href="#">Adams, Donovan</a>	XXXXX9650		24	TABE 7	08/27/2007	A3L - ABE Intermediate Low	Reading	10.00 (10.00)	0.00 (10.00)	No	No	Did not complete a level and Not Separated.	NA
<a href="#">Adams, Kalab</a> ✓	XXXXX1043		17	TABE 7	09/05/2007	A3H - ABE Intermediate High	Total Math	35.25 (35.25)	0.00 (35.25)	Yes	No	Completed a Level and Not Separated.	Total Math
<a href="#">Aqbyssi, Alix</a> ✓	XXXXX6257		23	TABE 7	07/11/2007	A3L - ABE Intermediate Low	Language	57.50 (57.50)	0.00 (57.50)	Yes	No	Completed a Level and Not Separated.	Language
<a href="#">Alaniz, Mandi</a> ✓	XXXXX7723		25	TABE 7	12/06/2007	A3L - ABE Intermediate Low	Total Math	39.50 (39.50)	0.00 (39.50)	Yes	No	Completed a Level and Not Separated.	Language, Total Math
<a href="#">Alcala, Gustavo</a>	XXXXX3714		17	TABE 7	04/01/2008	A2 - ABE Beginning Basic Education	Language	28.50 (28.50)	0.00 (28.50)	No	No	Did not complete a level and Not Separated.	NA

✓ - Indicates Participant Completed a Level.

✓ - Indicates Participant completed all domains tested.

Contact hours in paranthesis indicates Total Contact Hours for that participant in all classes.

If the baseline assessment is from a previous reporting year, then Elapsed Hours shows the contact hours between the baseline assessment date and the previous reporting year's end date.

Elapsed Hours in parenthesis is sum of Total Contact Hours and Elapsed Hours.

**Texas Adult Education Initiatives**  
(State Leadership Activities)

Texas has incorporated several federally funded statewide leadership activities/initiatives. Some of these initiatives we recommended and supported by the US Department of Education, Office of Vocational and Adult Education (OVAE), and other were state-driven. **In an effort to provide technical assistance and state leadership projects for adult education programs the following initiatives described attest to that charge.** All of the following programs have been implemented by Texas LEARNS, the Texas Office of Adult Education and Family Literacy and/or its partners. (The projects listed below are followed by short descriptions beginning on page 2.)

1. Adult Education Credential Project for Teachers and Administrators
2. Adult Education Response to Senate Bill 1, Rider 82 (79<sup>th</sup> Regular Session); since referred to as Texas Industry Specific for English Second Language (TISESL).
3. AEGIS (Adult Education Guidance Information System) – Electronic Desk Monitoring and Review
4. Content Standards Implementation for Texas Adult Education
5. CREDITS – Data-base for Credential Project
6. Distance Learning Implementation
7. Leadership Excellence Academies: *Connecting Local Adult Education Leaders to Ideas, Research, and Innovation*
8. Literacy Volunteer Training Initiative
9. Math Initiative
10. Report Card Initiative
11. Shop Talks – Best Practices in Workforce Literacy
12. Special Learning Needs Initiative
13. TCALL (Texas Center for Advancement of Literacy and Learning)
14. Teacher Training Centers-Project GREAT (Getting Results Educating Adults in Texas)
15. TEAMS (Texas Educating Adult Management System) – Management Information System for Adult Education Reporting

16. Texas Education Agency GED Unit and Adult Education Official GED Practice Test Pilot
17. Texas Family Literacy Resource Center
18. TEA-Texas Department of Criminal Justice Partnership Initiative and Agency Memorandum of Understanding
19. TESPIRS (Texas Even Start Program Reporting Information System)- Management Information System for Even Start Reporting
20. WorkforceLitTex Listserv

### **1. Adult Education Credential Project**

Project Description: The Texas Adult Education Credential Project's goal is to develop and implement an optional credentialing process for adult educators in Texas. The program models the best features of effective adult education. It is:

- Soundly grounded in an accepted foundation of theory and practice
- Delivered in flexible formats
- An instrument of empowerment--allowing and encouraging adult education practitioners to take control of their own professional development.

### **2. Adult Education Response to Senate Bill 1, Rider 82 (79<sup>th</sup> Regular Session);** Since referred to as **Texas Industry Specific for English Second Language (TISESL).**

The legislative language is as follows:

**82. Development of Workplace and Workforce Literacy Curriculum.** Out of Federal Funds appropriated above in Strategy A.2.5, Adult Education and Family Literacy, the Commissioner shall allocate an amount not to exceed \$850,000 in fiscal year 2006 for the development of a demand-driven workplace literacy and basic skills curriculum. The Texas Workforce Commission shall provide resources, industry-specific information and expertise identified as necessary by the Texas Education Agency to support the development and implementation of the curriculum.

A pilot was launched and consisted of three industry-related curricula (Sales and Service, Healthcare, and Manufacturing) each consisting of four modules. Each module had five lessons. Each lesson had four components: English as a Second Language (ESL), math, technology, and employability. It was anticipated that most programs would complete one module (5 lessons) in approximately 50 hours. **The overall goal of the 200 hour**

**industry-related curricula was to assist students with learning job related English for employment sectors that are growth industries in their communities.**

The research question guiding this pilot was: **By using the industry-related curricula, can students in NRS levels 2 and 3 learn English and obtain background knowledge about certain industry clusters?** To answer this question, the TCALL research staff gathered information from administrators, teachers, and students from five pilot sites in Texas. Adult literacy programs in McAllen and El Paso piloted the Healthcare curriculum. The Manufacturing curriculum was piloted in Seguin. Adult literacy programs in Mt. Pleasant and Houston piloted the Sales and Service Curriculum. A total of seven teachers and approximately 80 students participated in this pilot.

The TISESL curriculum was copyrighted by the Texas Education Agency may be fully distributed to Texas adult education providers.

### **3. AEGIS (Adult Education Guidance Information System)**

The Adult Education Guidance Information System (AEGIS) is a TEA developed and owned **web-based desk-monitoring computer application** that supports the Texas LEARNS Grant Services Managers in confirming program compliance for grants administered by the state office.

AEGIS performs the following functions:

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

### **4. Texas Adult Education Content Standards Development and Implementation**

Texas LEARNS has drawn on national standards-based framework in developing the *Texas Adult Education Content Standards and Benchmarks*. The USDE developed *Equipped For the Future (EFF)* framework is linked to the three primary roles that motivate adult learners to continue their education: their roles as **family members, workers, and community members**.

The common foundation for adults seeking career path opportunities and gainful employment is a desirable outcome shared by adult education as well as business and industry:



Basic Workplace Skills	Basic Workplace Knowledge	Basic Employability Skills
<ul style="list-style-type: none"> <li>•Reads with Understanding</li> <li>•Listens with Understanding</li> <li>•Writes Clearly &amp; Concisely</li> <li>•Speaks Clearly &amp; Concisely</li> <li>•Observes Critically</li> <li>•Use Technology</li> <li>•Locates and Uses Resources</li> <li>•Applies Mathematical Concepts for Reasoning &amp; Operations</li> </ul>	<ul style="list-style-type: none"> <li>•Applies Health &amp; Safety Concepts</li> <li>•Understand Process &amp; Product</li> <li>•Demonstrates Quality Consciousness</li> <li>•Understands finances</li> <li>•Works within Organizational Structure &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>•Works in Teams</li> <li>•Solves Problems</li> <li>•Makes Decisions</li> <li>•Demonstrates Effective Interpersonal Relations</li> <li>•Demonstrates Self-Management Strategies</li> </ul>
Lifelong Learning Skills (Knows How to Learn, Manages Change, & Applies New Skills & Knowledge)		

**Phase I** (January 2004 - August 2004)

- (1) gauge the adoption and implementation efforts existing curriculum framework and
- (2) convene a taskforce to assess existing curriculum and recommend future directions for Texas LEARNS as they considered adopting standards statewide.

**Phase II** (September 2004 - June 2005)

- 1) Determine the needs of adult learners in Texas.
- 2) Adopted the following five *EFF* standards:
  - Listen Actively,
  - Speak So Others Can Understand,
  - Read With Understanding,
  - Convey Ideas in Writing, and
  - Use Math to Solve Problems and Communicate.

3) Writing Teams Formed (June 2005)

**Phase III** (July 2005 – June 2006)

Four major activities occurred during this phase:

- (1) The draft benchmarks were developed,
- (2) A controlled field test was conducted,
- (3) External reviewers evaluated the benchmarks, and
- (4) The draft benchmarks were modified as a result of the controlled field test and external reviews.

**Phase IV** (July 2006 – June 2007)

The completed goals are:

- (1) recruited participants for the statewide field test,
- (2) conducted the train-the-trainer workshops,
- (3) provided professional development to the statewide field test participants,
- (4) implemented the statewide field test,
- (5) recruited additional standards specialists,
- (6) modified the benchmarks and delivered the final product of the completed benchmarks to Texas LEARNS,
- (7) compiled learning activities,
- (8) conducted a refresher standards specialist training, and
- (9) unveiled the standards and benchmarks and provide professional development during the statewide conference *Texas...Reaching New Standards*.

## **5. CredITS**

The Credential Information Tracking System (CredITS) is a web-based electronic computer application used by Texas LEARNS staff and regional administrators throughout Texas to organize and track the efforts of adult educators to complete course requirements toward credentials. The system supports Texas LEARNS in its efforts to standardize professional development and ensure program quality for educators specializing in adult education.

## **6. Distance Learning**

The Texas LEARNS initiative for distance learning is a USDOE approved method of instruction delivery supported by the University of Michigan's **Project IDEAL**, a national consortium of states supporting distance education delivery for adult learners. The USDE- OVAE, approved Texas's policy and reporting requirements for adult learners enrolled in distance education programs, effective July 1, 2007.

In anticipation of this decision, Texas LEARNS formed a distance education committee with statewide representation to develop state policy that would provide guidance for distance education providers and comply with federal policy.

In brief, state policy:

1. Defines distance education as a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period.
2. Distinguishes between direct contact hours and proxy hours.
  - Direct contact hours are hours where the time and identify of the students can be verified through a sign-in sheets or similar documentation (e.g.—face-to-face instruction or a Webinar).
  - Proxy hours are hours where exact time spent of various activities cannot be directly verified but are calculated, based on an approved distance education curriculum and a specific model for estimating time.
3. Requires that each student enrolled in a distance education curriculum have at least 12 direct contact hours to meet NRS requirements.
4. Requires use of an approved distance education curriculum.

5. Requires that assessments used for establishing baselines and post-tests be administered in person by an experienced proctor.
6. Requires teachers to follow the same assessment policy for distance education students as other students. Both direct contact hours and proxy hours can be counted toward assessment benchmarks.
7. Instructs instructors to set up distance classes separately in TEAMS so that both direct hours and proxy hours can be tracked.
8. Requires instructors and program administrators to complete DL 101, a course providing professional development for distance education, prior to implementation of distance classes.
9. Requires programs to input data for distance education students in TEAMS and also the Distance Student Tracker, a national database sponsored by Project IDEAL for distance education students.

DL 101, an online course providing professional development for teachers and administrators of distance education, is provided by the regional GREAT Centers.

### **7. Leadership Excellence Academies: *Connecting Local Adult Education Leaders to Ideas, Research, and Innovation***

#### National Leadership Excellence Academy

- Joint initiative of National Adult Education Professional Development Consortium (NAEPDC) and ProLiteracy America (PLA)
- Two-year professional development series designed for local program administrators
- Leads to national certification in Program Improvement

#### Responsibilities

- Participate in three 6-hour workshops; Participate in two 1-hour online courses; Participate in three 1-hour Web casts
- Complete and submit interim activities, culminating learning project and evaluations

#### Time required

- Approximately 60 hours of time (4 hours a month)

#### Benefits

- Apply learning gained during participation in the National Leadership Excellence Academy toward Texas Administrator Credential
- Become one of the first program administrators to earn national certification
- Receive new tools and strategies to strengthen your program's performance
- Receive training by experienced leaders in the adult education field
- Potential for future work as a training consultant
- Professional designation after your name (CMPI-Certified Manager of Program Improvement)

#### Leadership Academy Topics

- Using Self-Assessment to Identify Strengths and Needs
- Integrating Research into Program Practice: A Look at Teaching and Learning Research

- Using Data to Guide Program Management

### **8. Literacy Volunteer Training Initiative**

Through the Literacy Volunteer Training Initiative, the Clearinghouse Project at TCALL and Texas LEARNS collaborates with Literacy Texas to support program and professional development for community-based literacy programs and volunteers not currently receiving federal funds for training. That support includes funding of expenses to attend conferences and other trainings.

### **9. Math Initiative**

The state Math initiative is a national GED Mathematics Training Institute in which the findings of an analysis conducted by the GED Testing Service (GEDTS) were revealed. The analysis pointed out the four most commonly-missed areas of the GED mathematics test—

- Geometry and Measurement
- Reading and Interpreting Graphs and Tables
- Application of Basic Math Principles to Calculations
- Problem Solving and Mathematical Reasoning

To target these four problem areas and raise scores on the GED mathematics test across our state, Texas LEARNS and staff from the Texas A&M University-Kingsville South Region GREAT Center, formed The Texas Adult Basic Education Statewide GED Mathematics Institute. It consisted of two three-day training sessions in which master trainers are given the tools necessary for improving math instruction and who, in turn, will be able to train their peers throughout the state of Texas.

### **10. Report Card Initiative**

Texas LEARNS with assistance of the National Reporting System (NRS) and the US DOE has developed a comprehensive report card designed to showcase individual program performance and compare with state and national averages. Training is provided to local programs to complete the report card with the goal to offer programs a chance to build public support for adult education, inform students and others about program quality, and highlight efforts in program accountability. Additionally, implementing the report card will benefit programs by providing a ready source of information about local and state performance over time, assist in addressing the challenges programs face, and inform programs of any needed improvements. The report card not only serves as a catalyst for program improvement but also a performance evaluation tool. A state-wide report has also been created to gauge state performance.

### **11. Shop Talks (Partnering with Workforce)**

Shop Talks, alluded to above under Adult Education Response to Senate Bill 1, Rider 82, is a series of informative releases from Texas LEARNS that has two purposes: to address issues, concerns, and questions raised by adult educators, employers, and local workforce development personnel; and to build awareness and expertise in meeting the educational needs of Texas' emerging, incumbent, and displaced workers. These publications have proven to be a popular additional resource for stakeholders.

## **12. Special Learning Needs Initiative**

A considerable amount of adult learners are thought to have undiagnosed learning disabilities that may have hindered them from being successful in the K-12 learning environment. Realizing this, Texas LEARNS has instituted the Special Learning Needs Initiative.

The first year of the Special Learning Needs Training called “*Effective Instruction for All Adult Education Students Including Those with Special Learning Needs*” successfully produced 33 adult educators who are now called Special Learning Needs Resource Specialist. The training was taught by nationally recognized consultants in the field of learning disabilities. The Special Learning Needs Training Institute provided 90 hours of intensive training which will enable the Resource Specialist to use their training in the classroom and in their local program to practically help adult education students with disabilities and special learning needs along with the many barriers and challenges faced by the adult student population.

## **13. TCALL (Texas Center for Advancement of Literacy and Learning) at Texas A&M University**

The mission of TCALL is to provide leadership and service to those meeting the literacy needs of adult learners and their families. As the state literacy resource center, TCALL provides knowledge, services, information, resources, and research opportunities for the fields of adult and family literacy. In addition, TCALL supports the fields’ pursuit of excellence by anticipating and responding to their needs and national trends, and enable practitioners to connect with each other as well as with state leadership by providing a central communication hub.

## **14. Teacher Training Centers-Project GREAT (Getting Results Educating Adults in Texas)**

The Project GREAT Adult Education and Family Literacy Regional Centers of Excellence are Texas LEARNS' 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 in collaboration with the state office of Adult Education (Texas LEARNS), Texas Education Agency (TEA), and the region's adult education directors. The purpose of this program is to provide the operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Title II, Workforce Investment Act.

## **15. TEAMS (Texas Educating Adult Management System)**

Texas Educating Adults Management System (TEAMS) is a TEA owned and developed management information system for adult basic education. TEAMS is web-based and maintains information about adult education programs throughout the state. Data

collected is used for mandated Federal and state reporting requirements as well as identifying successful programs or those that may need improvement.

#### **16. Texas Education Agency GED Unit and Adult Education Official GED Practice Test Pilot**

Volunteering adult education programs and GED Testing Centers in Texas participated in a pilot project to increase the number of test takers who pass the GED. Of the thousands of adults who take the GED annually, only a fraction participates in an adult basic education class to prepare for the GED test. The rest are walk-ins with not formal preparation. The GED is open to persons beyond compulsory education, i.e., the same population that is served in adult education. Adult education enrollment is not required before taking the GED exam. Between 40,000 and 80,000 persons are administered an official GED test annually in Texas. The passing rate statewide is below the national average.

In Texas, adult education enrolls approximately 15% of the population who take the GED exam in adult secondary education classes with approximately 85-88% passing rate. The GED Official Practice Test is recognized by the American Council on Education's General Educational Development Testing Service™ as a valuable tool in predicting if a person will pass or fail the GED exam. The Texas GED pilot established a requirement that every person who walks in to a GED testing center to take the GED be required to take the Official GED Practice Test and exhibit a passing score before being allowed to take the GED exam. The pilot took place over three years in various parts of the state with volunteering adult education programs partnering with volunteering GED Test Centers.

#### **17. Texas Family Literacy Resource Center**

The Texas Family Literacy Resource Center (TFLRC) is a statewide initiative of Texas LEARNS. TFLRC has been funded through federal Even Start funds under the No Child Left behind Act by the Texas Education Agency. Texas LEARNS created TFLRC to provide a center for statewide professional development and technical assistance for family literacy projects. In addition to increasing the professional development opportunities available to family literacy programs, TFLRC provides guidance and technical assistance for family literacy projects on a day-to-day basis, works to increase coordination between Even Start programs and Adult Education Programs, and coordinates research and policy for family literacy projects in Texas.

#### **18. TEA-Texas Department of Criminal Justice Partnership Initiative and Agency Memorandum of Understanding**

The TEA and the Texas Department of Criminal Justice (TDCJ) have renewed a memorandum of understanding regarding services provided by adult education to recent state prison parolees. Language from the MOU includes:

Statement of services to be performed:

Pursuant to the Texas Government Code, the Texas Department of Criminal Justice (TDCJ) and the Texas Education Agency shall set forth the respective responsibilities of

both agencies in implementing a continuing education program to increase the literacy of releasees.

The objective of this program is to offer releasees choices and opportunities, within the realm of educational services to remain outside of prison and achieve maximum integration in the community. The following are guiding principals to accomplish the objectives of this MOU:

- the releasee will achieve more success outside of prison if a support system is in place to promote educational growth;
- the releasee may be less likely to become a repeat offender if he/she pursues an education; and
- the releasee must be encouraged to recognize the need for increasing his/her educational level to remain in the free world and learn to function as a productive citizen.

Participation:

The Texas Department of Criminal Justice will:

- establish a continuing education system to increase literacy for releasees in the District Resource Centers.
- establish a system whereby TDCJ will inform adult education cooperatives of the process and requirements for continued education of releasees;
- provide adult education cooperatives with assessment and educational profile information that will facilitate student placement in appropriate programs;
- coordinate with adult education cooperatives in implementing a system for identification of student needs and barriers, student referral, outreach activities and releasee's compliance with educational requirements;
- identify resources that assist adult education cooperatives in expanding services for releasees; and
- participate in training necessary to develop the capacity at the local level to access and interact effectively with adult education service providers.

The Texas Education Agency will:

- coordinate with the TDCJ to inform local parole offices of services available through the adult education cooperative system in which local school districts, junior colleges, and education service centers provide instructional programs throughout the state;
- assist TDCJ in identifying barriers to provide adult education services to released offender;
- assist local adult education programs in developing capacity to serve the released offender population;
- coordinate with TDCJ in establishing a referral process between local parole offices and adult education cooperatives whereby releasees will be referred to adult education programs;
- assist adult education cooperatives in providing services to releasees in adult education programs on a first-come, first-served basis and to the extent the funds and classroom space are available;

- assist local education adult education cooperatives in communicating and coordinating with local parole offices on prospective students awaiting referral to education programs, availability of services, identification of financial resources, and other educational programs available for released offenders;
- coordinate with the TDCJ in the development of proof program objectives and collecting data to establish performance standards for released offenders;
- coordinate with TDCJ in providing training to assist local parole officers with the coordination of adult education services to released offenders; and
- monitor program quality and compliance of local adult education programs serving released offenders.

This partnership and MOU effective September 1, 2007 is a renewed effort from the original partnership established in 1995. The MOU will undergo review before August 31, 2011. In 2006-2007, 701 parolees enrolled in adult education classes statewide.

### **19. TESPIRS (Texas Even Start Program Reporting Information System)**

The Texas Even Start Program Information Reporting System (TESPIRS) is a TEA owned web-based application that supports the reporting requirements of the Texas Even Start Family Literacy program. Local providers of Even Start (family literacy) services complete online forms to provide quarterly and annual reports required by the US DOE, Elementary and Secondary Education Act under No Child Left Behind, Texas Workforce Investment Council, and the Legislative Budget Board. Local providers of Even Start services can use the reports feature of TESPIRS as a tool for program improvement. Texas LEARNS administers the application and maintains the application in collaboration with TEA.

### **20. WorkforceLitTex Listserv**

A TEA/Texas LEARNS and TCALL-sponsored discussion list which was developed in collaboration with Texas Workforce Commission and Texas Higher Education Coordinating Board. The purposes of this list are:

- To facilitate local collaborative planning and partnerships between ABE directors and the workforce development community
- To exchange best practices and to foster and encourage collaborative efforts within the Tri-Agency Partnership (TEA, TWC, and THECB)

The target audience of this email discussion list includes interested parties in the adult education, workforce development and higher education communities, employers and respective staff from each. The original intention of the list serve was to allow adult educators and local workforce development board staff to learn and understand each other's professional language and to describe best practices in each context.



## State to State Performance Comparison

### *12 Literacy Levels of Adult Education*

English as a Second Language Beginning Literacy  
English as a Second Language Beginning Low  
English as a Second Language Beginning High  
English as a Second Language Intermediate Low  
English as a Second Language Intermediate High  
English as a Second Language Advanced  
Adult Basic Education Beginning Literacy  
Adult Basic Education Beginning Basic  
Adult Basic Education Intermediate Low  
Adult Basic Education Intermediate High  
Adult Secondary Education Low  
Adult Secondary Education High



ADULT BASIC EDUCATION BEGINNING LITERACY (Grade Level 0-1.9)				ADULT BASIC EDUCATION BEGINNING BASIC (Grade Level 2-3.9)				ADULT BASIC EDUCATION INTERMEDIATE LOW (Grade Level 4-5.9)				ADULT BASIC EDUCATION INTERMEDIATE HIGH (Grade Level 6-8.9)					
1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT	
FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Kansas	69%	Tennessee	71%	Tennessee	76%	Kansas	64%	North Dakota	75%	Iowa	64%	North Dakota	72%	North Dakota	72%	North Dakota	77%
Tennessee	67%	West Virginia	67%	South Carolina	71%	North Dakota	62%	Kansas	63%	West Virginia	63%	Kansas	64%	Iowa	64%	Connecticut	62%
Colorado	64%	South Carolina	65%	West Virginia	65%	Colorado	59%	West Virginia	62%	Kentucky	58%	Alabama	59%	Iowa	64%	Iowa	66%
South Carolina	62%	North Dakota	64%	Kansas	64%	South Carolina	58%	Colorado	58%	Colorado	58%	West Virginia	58%	West Virginia	61%	Wyoming	59%
North Dakota	60%	Colorado	63%	Alabama	57%	Kentucky	54%	North Dakota	63%	North Dakota	63%	West Virginia	58%	Wyoming	58%	Kansas	56%
South Dakota	60%	Kansas	63%	Ohio	55%	West Virginia	54%	South Carolina	57%	South Carolina	61%	Iowa	57%	Alabama	60%	Kentucky	55%
West Virginia	59%	Ohio	55%	North Dakota	53%	Arizona	53%	Iowa	54%	Colorado	60%	Iowa	57%	Ohio	57%	Indiana	55%
Kentucky	55%	Louisiana	53%	Kentucky	53%	Ohio	50%	Alabama	57%	Alabama	57%	Nevada	53%	Indiana	53%	South Carolina	55%
Oregon	53%	Kentucky	53%	Colorado	53%	Ohio	50%	Ohio	53%	Maryland	56%	Ohio	51%	Colorado	53%	Colorado	53%
Alaska	53%	Alabama	51%	Arizona	51%			Kentucky	50%	Arizona	54%	Arizona	51%	Kentucky	52%	Arizona	53%
Arizona	53%	Iowa	50%	Wisconsin	51%			Arizona	50%	Ohio	53%	Indiana	50%	Wyoming	50%	Kentucky	53%
Arkansas	52%			Virginia	50%					Nevada	52%			Oregon	50%	Indiana	52%
Florida	51%									South Dakota	52%			Nevada	50%		
Texas	50%									Virginia	51%						
2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT	
FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Nebraska	47%	Wyoming	49%	Nevada	49%	Alaska	49%	Delaware	49%	Indiana	49%	Arkansas	49%	Arizona	49%	Maryland	49%
Alabama	47%	Arizona	48%	Maine	48%	Virginia	48%	Virginia	49%	Kentucky	49%	Alabama	49%	South Carolina	49%	Virginia	49%
Louisiana	47%	Texas	47%	Iowa	48%	Iowa	48%	Maine	49%	Wisconsin	49%	Rhode Island	48%	Virginia	49%	Wisconsin	49%
Maryland	47%	Nevada	47%	Illinois	47%	Arkansas	48%	Indiana	48%	Connecticut	48%	Oregon	48%	Louisiana	47%	Nevada	46%
Oklahoma	46%	Oklahoma	47%	Indiana	47%	Oklahoma	47%	Maryland	48%	Montana	45%	Louisiana	48%	Arkansas	45%	New Hampshire	45%
Ohio	46%	Virginia	47%	Oklahoma	46%	Connecticut	47%	Nevada	45%	Tennessee	45%	Virginia	47%	Maryland	45%	Louisiana	48%
Virginia	45%	Nebraska	46%	Louisiana	46%	Maryland	47%	Tennessee	47%	Illinois	44%	Oklahoma	46%	Maine	45%	Connecticut	45%
Montana	44%	Idaho	45%	Texas	45%	Alabama	46%	Connecticut	46%	Maine	44%	South Carolina	45%	Oklahoma	42%	Maine	44%
Georgia	43%	Georgia	44%	Maryland	44%	Indiana	46%	Alaska	46%	Louisiana	43%	Louisiana	44%	South Carolina	42%	Montana	44%
Rhode Island	42%	South Dakota	43%	Missouri	44%	Louisiana	44%	Louisiana	45%	Oklahoma	42%	Oklahoma	42%	Wyoming	44%	Wisconsin	42%
Nevada	40%	Arkansas	42%	South Dakota	43%	South Dakota	43%	Wisconsin	43%	Missouri	41%	Texas	43%	Tennessee	42%	Montana	42%
Missouri	40%	Illinois	42%	Connecticut	40%	Georgia	42%	Alaska	41%	Georgia	42%	Georgia	42%	Texas	42%	Missouri	42%
Iowa	40%	Maryland	42%	Washington	40%	Wyoming	43%	Oklahoma	42%	Minnesota	41%	Maine	42%	Georgia	41%	Tennessee	40%
Illinois	40%	Connecticut	42%	Montana	40%	Nevada	42%	Texas	42%	Pennsylvania	40%	Pennsylvania	41%	Alaska	40%	Illinois	40%
		Wisconsin	42%	Maine	42%	California	41%	California	40%	California	40%	South Dakota	40%	Missouri	40%	Oklahoma	40%
		Missouri	41%	Oregon	42%	Arkansas	41%	Arkansas	41%	South Dakota	40%					North Carolina	40%
		Alaska	40%	Texas	42%	Wyoming	41%	Wyoming	41%							Arizona	40%
		Mississippi	40%	Georgia	41%	Nebraska	40%	Nebraska	40%							Nevada	40%
																Georgia	40%
3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT	
FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Indiana	38%	Indiana	37%	Oregon	38%	Tennessee	39%	Missouri	39%	Wyoming	39%	Alaska	39%	Mississippi	39%	Maryland	38%
Idaho	37%	Minnesota	35%	Mississippi	38%	Pennsylvania	39%	Idaho	39%	New York	39%	Missouri	38%	Delaware	39%	Minnesota	39%
Wyoming	37%	Maine	35%	Minnesota	36%	Illinois	38%	Pennsylvania	39%	New York	39%	California	38%	New Hampshire	39%	Oregon	39%
Wisconsin	36%	Oregon	35%	Georgia	35%	Rhode Island	38%	Illinois	38%	Oregon	37%	Idaho	37%	Nebraska	38%	Pennsylvania	39%
Maine	35%	Montana	35%	Arkansas	34%	Nebraska	37%	New York	38%	Idaho	37%	New Hampshire	37%	Pennsylvania	37%	Idaho	39%
Pennsylvania	32%	New York	35%	New Mexico	34%	Missouri	37%	Mississippi	38%	Arkansas	36%	Tennessee	37%	New York	37%	Arkansas	37%
Delaware	32%	Washington	34%	Pennsylvania	34%	North Carolina	36%	South Dakota	35%	Washington	35%	New Jersey	37%	Illinois	37%	Wyoming	36%
Massachusetts	31%	Florida	32%	Idaho	34%	Wisconsin	36%	New Hampshire	35%	Mississippi	34%	North Carolina	37%	Montana	36%	Alaska	35%
Washington	31%	New Mexico	32%	Wyoming	33%	Montana	35%	Minnesota	35%	New Hampshire	34%	New Hampshire	34%	North Carolina	36%	New Jersey	36%
New York	31%	New Jersey	31%	Idaho	34%	Idaho	34%	Minnesota	35%	Georgia	33%	Montana	36%	Idaho	36%	Idaho	34%
Connecticut	30%	Delaware	30%	New Jersey	33%	Delaware	34%	Oregon	34%	New Jersey	33%	Connecticut	36%	Minnesota	35%	Washington	34%
		Pennsylvania	30%	Alaska	32%	New York	34%	Washington	34%	Delaware	33%	Vermont	35%	California	33%	Mississippi	34%
				New Hampshire	31%	Massachusetts	33%	Massachusetts	34%	Wisconsin	35%	South Dakota	33%	South Dakota	33%	New York	34%
				Michigan	30%	New Mexico	32%	New Mexico	32%	New Mexico	30%	Minnesota	34%	New Jersey	32%	Georgia	33%
						Florida	32%	Florida	31%	Nebraska	30%	Nebraska	34%	Florida	32%	North Carolina	32%
						Mississippi	31%	Utah	31%	New York	33%	New York	33%	Vermont	32%	Michigan	31%
						Washington	30%	New Jersey	30%	Delaware	33%	Delaware	33%	Massachusetts	31%	Florida	30%
										Florida	32%	Florida	32%	Mississippi	31%	Mississippi	33%
										Mississippi	31%	Mississippi	31%	Mississippi	33%	Illinois	32%
										New Mexico	30%	New Mexico	30%	Mississippi	33%	Montana	32%
																South Dakota	31%
																New Jersey	31%
																Minnesota	31%
																Idaho	30%
4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT	
FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007	FY 2004-2005	FY 2005-2006	FY 2006-2007
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Mississippi	29%	Utah	29%	California	27%	New Jersey	28%	Hawaii	29%	Michigan	28%	Washington	29%	Rhode Island	29%	New Mexico	27%
New Mexico	27%	New Hampshire	26%	Rhode Island	25%	Minnesota	26%	Montana	28%	Florida	28%	Washington	28%	Nebraska	28%	New York	26%
New Jersey	25%	Massachusetts	25%	Nebraska	25%	Utah	25%	Vermont	24%	Hawaii	28%	Michigan	25%	Nebraska	25%	Michigan	25%
California	25%	California	24%	Massachusetts	25%	New Hampshire	24%	Michigan	20%	Rhode Island	27%	New Mexico	29%	Massachusetts	27%	Delaware	27%
Minnesota	23%	Michigan	18%	Florida	24%	Michigan	23%	Rhode Island	16%	Massachusetts	25%	Utah	27%	Delaware	25%	Utah	27%
New Hampshire	23%	North Carolina	18%	Utah	20%	Hawaii	23%			Utah	21%	Hawaii	23%	Massachusetts	20%	Connecticut	27%
Michigan	21%	Hawaii	16%	North Carolina	15%	Vermont	20%			Utah	21%	Rhode Island	20%	Hawaii	24%	Michigan	27%
Vermont	20%	Rhode Island	14%	Vermont	13%					Virgin Islands	20%			Utah	24%	Delaware	27%
North Carolina	19%	Vermont	14%	Hawaii	9%					Vermont	13%			Hawaii	24%	Connecticut	27%
Utah	18%			Delaware	9%									Utah	23%	Michigan	27%
Hawaii	10%													Vermont	11%	Hawaii	26%
																New Mexico	24%
																Massachusetts	21%
																Washington	19%
																Rhode Island	17%
																Hawaii	17%
																Utah	21%
																Massachusetts	21%
																New Mexico	20%
																Delaware	18%
																Alaska	18%
																Hawaii	13%
																Vermont	9%

**ADULT SECONDARY EDUCATION LOW (Grade Level 9-10.9)**

**ADULT SECONDARY EDUCATION HIGH (Grade Level 11-12)**

1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT		1st QUADRANT	
FY 2004-2005		FY 2005-2006		FY 2006-2007		FY 2004-2005		FY 2005-2006		FY 2006-2007	
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
North Dakota	82%	North Dakota	87%	North Dakota	91%	Kansas	90%	North Dakota	90%	Kansas	85%
Iowa	77%	Iowa	78%	Iowa	72%	North Dakota	87%	Kansas	84%	Ohio	79%
Wyoming	69%	Wyoming	74%	Ohio	66%	South Dakota	78%	Delaware	79%	North Dakota	76%
Oregon	64%	Tennessee	62%	Tennessee	64%	Rhode Island	78%	Alaska	72%	Utah	75%
Rhode Island	62%	Ohio	60%	Delaware	61%	Ohio	74%	Ohio	69%	Virginia	70%
Florida	61%	Florida	59%	Alabama	60%	New Hampshire	70%	Mississippi	69%	Georgia	69%
Tennessee	61%	Oregon	58%	Mississippi	60%	Oregon	69%	Virginia	66%	Florida	69%
Vermont	60%	Louisiana	58%	Maine	58%	Iowa	67%	South Dakota	65%	Oregon	67%
Ohio	59%	Maine	57%	<b>Texas</b>	<b>55%</b>	Alaska	67%	New Hampshire	65%	Mississippi	64%
Virginia	59%	Alabama	57%	Wisconsin	54%	South Carolina	66%	Iowa	64%	Arizona	64%
South Dakota	58%	Mississippi	56%	Kentucky	54%	Nebraska	64%	Oregon	62%	Wyoming	62%
Kentucky	57%	Delaware	55%	New Hampshire	54%	Delaware	62%	Vermont	61%	South Dakota	62%
Louisiana	55%	Nevada	55%	Kansas	53%	Maryland	61%	Nebraska	61%	Iowa	61%
Maryland	54%	<b>Texas</b>	<b>53%</b>	South Dakota	52%	Georgia	61%	Arizona	60%	Pennsylvania	59%
Maine	54%	West Virginia	52%	Maryland	52%	Vermont	61%	Colorado	59%	New Hampshire	57%
Georgia	53%	Georgia	51%	West Virginia	51%	Oklahoma	60%	Florida	58%	Louisiana	56%
West Virginia	53%	Kentucky	50%	Colorado	50%	Virginia	59%	Louisiana	58%	Tennessee	56%
<b>Texas</b>	<b>52%</b>	Kansas	50%	Missouri	50%	Wyoming	59%	Tennessee	57%	Wisconsin	56%
New Hampshire	52%	New Hampshire	50%			Louisiana	59%	Maine	54%	Maine	55%
Arkansas	52%	Colorado	50%			Florida	58%	Georgia	54%	Maryland	54%
Nevada	51%					Colorado	58%	Maryland	53%	Colorado	54%
Alaska	51%					Tennessee	56%	Wyoming	52%	Alaska	53%
Mississippi	51%					Mississippi	55%	Indiana	50%	Idaho	51%
North Carolina	50%					Maine	53%			Montana	50%
						Connecticut	52%				
						Idaho	51%				
						Pennsylvania	50%				
						Indiana	50%				
2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT		2nd QUADRANT	
FY 2004-2005		FY 2005-2006		FY 2006-2007		FY 2004-2005		FY 2005-2006		FY 2006-2007	
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Florida	49%	Vermont	49%	Florida	49%	Arkansas	49%	Montana	49%	Indiana	49%
Arizona	48%	Maryland	48%	Arizona	48%	North Carolina	49%	Wisconsin	47%	North Carolina	47%
Virginia	47%	Indiana	46%	Virginia	47%	Alabama	48%	<b>Texas</b>	<b>46%</b>	Delaware	46%
Wyoming	43%	Arizona	45%	Wyoming	43%	Montana	43%	North Carolina	45%	<b>Texas</b>	<b>44%</b>
Pennsylvania	43%	South Dakota	44%	Pennsylvania	43%	Wisconsin	42%	Idaho	41%	Alabama	44%
South Carolina	42%	North Carolina	44%	South Carolina	42%	New Jersey	41%	Alabama	40%	New York	43%
Louisiana	42%	Missouri	43%	Louisiana	42%	<b>Texas</b>	<b>40%</b>				
New Jersey	41%	Arkansas	43%	New Jersey	41%						
Arkansas	41%	Wisconsin	43%	Arkansas	41%						
Indiana	41%	Nebraska	42%	Indiana	41%						
		Alaska	41%								
		South Carolina	40%								
3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT		3rd QUADRANT	
FY 2004-2005		FY 2005-2006		FY 2006-2007		FY 2004-2005		FY 2005-2006		FY 2006-2007	
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Nebraska	39%	Oklahoma	38%	Illinois	37%	Kentucky	38%	Massachusetts	38%	Missouri	35%
Illinois	38%	Illinois	38%	Montana	36%	Minnesota	38%	Missouri	36%	Arkansas	33%
Montana	37%	Pennsylvania	34%	Georgia	32%	Nevada	37%	New York	36%	Hawaii	32%
Wisconsin	37%	New Jersey	33%	Nebraska	31%	New Mexico	36%	Illinois	35%	Illinois	31%
Minnesota	36%	Virginia	33%	New York	31%	Illinois	36%	Michigan	34%	Connecticut	31%
New Mexico	35%	Montana	33%	Connecticut	31%	New York	35%	Nevada	33%		
Delaware	33%	Michigan	32%			Michigan	33%	New Jersey	32%		
		New York	31%			Missouri	33%	Arkansas	32%		
						Massachusetts	32%	Connecticut	31%		
						Hawaii	30%				
4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT		4th QUADRANT	
FY 2004-2005		FY 2005-2006		FY 2006-2007		FY 2004-2005		FY 2005-2006		FY 2006-2007	
State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed	State	Percentage Completed
Michigan	29%	New Mexico	29%	Idaho	29%	California	26%	Minnesota	27%	Massachusetts	29%
Hawaii	26%	Connecticut	28%	Minnesota	29%	Arizona	4%	Hawaii	25%	New Mexico	27%
California	25%	Minnesota	27%	Michigan	29%	Utah	0%	California	25%	California	25%
New York	24%	Idaho	26%	Oklahoma	26%	Washington	0%	South Carolina	22%	Oklahoma	20%
Massachusetts	19%	California	22%	Nevada	23%	West Virginia	0%	Oklahoma	20%	South Carolina	20%
Utah	14%	Rhode Island	21%	North Carolina	21%			New Mexico	19%	Minnesota	18%
Washington	8%	Utah	20%	Oregon	21%			Pennsylvania	16%	Rhode Island	14%
		Massachusetts	19%	Rhode Island	20%			Rhode Island	12%	Nevada	8%
		Hawaii	14%	Massachusetts	20%			West Virginia	0%	Vermont	5%
		Washington	10%	New Mexico	18%			Washington	0%	Washington	0%
				Washington	17%			Utah	0%	Washington	0%
				Utah	16%			Kentucky	0%	New Jersey	0%
				California	15%					Nebraska	0%
				Hawaii	13%					Michigan	0%
				Alaska	11%					Kentucky	0%
				Vermont	5%						

2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

Adult Basic Education 2005 Exit Cohort Report

Prepared by Texas LEARNS in Collaboration with the  
Texas Education Agency and the  
Texas Higher Education Coordinating Board

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

## Abstract

The purpose of this report is to summarize the employment, obtainment of the General Educational Development (GED) Certificate, and enrollment in postsecondary education for the Texas 2005 adult basic education exit cohort who attended state and federally supported adult education programs between July 1, 2004 and June 30, 2005. Fifty six percent or 71,599 participants of the 128,376 total enrollments exited to be 2005 Exit Cohort. Participants who exited the program were matched with Unemployment Insurance data for obtained employment, retained employment, and median income. GED Certificate obtainment was a match with Texas Education Agency GED Unit Records. Postsecondary enrollment was a match with Texas Higher Education master enrollment.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

## Adult Basic Education 2005 Exit Cohort Report

Adult educators have always encouraged their adult students to pursue employment and postsecondary education, and current research leaves no doubt as to the importance of these transitions. Kirsch, Braun, Yamamoto, and Sum in their publication “America’s Perfect Storm: Three Forces Changing Our Nation’s Future (2007),” report that the convergence of three powerful sociological and economical forces are changing our nation's future: substantial disparities in skill levels among school-age and adult populations (reading and math), seismic economic changes (widening wage gaps), and sweeping demographic shifts and realities of a more diverse population and workforce (less education, lower skills). Most employment that pays family-sustaining wages and benefits requires some postsecondary education. The research of Levy and Murnane (2006) reinforces findings from 1992 and 2002 adult literacy surveys which show that adults with the lowest levels of literacy work fewer hours, earn lower wages, and are more likely to live in poverty than adults having higher literacy levels. Levy and Murnane found that workers with the lowest levels of literacy have the fewest opportunities for training and employment, and the jobs they obtain are less stable and seldom pay a self-sustaining wage. Based on their review of the literature, Park, Ernst, and Kim (forthcoming) conclude that the lack of literacy skills is a major barrier for low-skilled adults who live in poverty and seek to secure meaningful employment. For a growing number of students who matriculate to the community college and who lack college-level academic competencies, developmental or remedial education is almost always an institutional requirement and sometimes also a mandate of the state (Perin, 2006). A decade ago, Lewis, Farris, and Green (1996) estimated that 30% of new entrants to community colleges were required to enroll in developmental /remedial education, but a more recent study by Adelman (2004) showed remediation rates of community college students as high as 60% to 80%. A newer study by Adelman (2005) focusing on recent high school graduates showed that approximately 60% take more than one remedial course, usually math along with reading or writing and occasionally all three. Washington State’s Student Achievement Initiative rewards its colleges for helping students continue moving forward regardless of where they start or how far they may be from

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

attaining their educational goals. Successful students take many intermediate steps between enrollment and graduation, each accomplishment building a foundation for future success. Washington State's plan recognizes the importance of supporting students as they achieve these intermediate milestones and rewards colleges for doing so. A student who is unable to pass a pre-college math course, for example, cannot continue on to college-level work, much less earn a degree.

According to March 2002 – 2004 U.S. Census Bureau population surveys, 3.4 million Texans live in poverty. Two million, seven hundred thousand adults in Texas are limited in their English language proficiency. In 2005, adult education programs in Texas served 128,376 undereducated adults with 71,599 participants exiting the program. This figure represents approximately three to four percent of the population identified in the 2000 Census below a high school education and in need of adult education. Nationally, one in twenty college freshmen hold a high school credential earned by taking and passing the General Educational Development (GED) tests.

The President's Office of Management and Budgets Program Assessment Rating Tool (PART) (2007) found that Adult Education and Family Literacy Act (AEFLA) programs are more successful than other programs with similar purposes and goals in recruiting and retraining its target population of out-of-school youth and adults who lack a high school diploma or English proficiency; assist more members of this target population in acquiring a GED or high school diploma, obtaining employment, and entering postsecondary education than all other related federal programs combined; and have a significantly lower cost per participant on several of the job training common measures.

The present report was designed to report follow-up information about the Texas 2005 Exit Adult Basic Education (ABE) Cohort's results for obtained employment, retained employment, the number who obtained a General Educational Development diploma (GED), and the number enrolling in postsecondary education. The study also reports the median income, college majors, ethnicity, gender, and types of employment for the 2005 exit cohort.



## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

## Method

*Participants*

To begin the study adult participants who enrolled between July 1 2004 and June 30, 2005 were identified in the state's adult education management information system (Adult & Community Education System (ACES)). Next, the exiting participants were selected. Exiting participants were identified as enrolled participants who did not participate in adult education for 90 days and had given no indication of intent to return the following program year and participants leaving during the last 90 days of the program who gave a reason for not returning. The exiting participants were named the 2005 Exit Cohort. The 2005 Exit Cohort was also sorted to identify those who provided a Social Security Number (SSN). Participants are not required to provide an SSN as a condition to participate in the program; therefore, providing an SSN is optional for participants. The records selected contained employment status, ethnicity, gender, and age reported by the participants at entry into the program and educational functioning levels of participants determined by administering an NRS approved standardized assessment to the participant at program enrollment. Participants sign a release of information form at registration into the program to allow the use of their data in aggregated form for federal and state reports. Points of reference used in the report are as follows: In target quarter, federal definition of poverty in 2004 for an individual supporting three family members equals \$3,917/quarter. and in 2005 equals \$4,150/quarter. (US Department of Health and Human Services, 2004 and 2005 statistics). Full-time, full-quarter employment at minimum wage was \$2,678 ( $\$5.15 \times 40 \text{ hrs/wk} \times 13 \text{ wks/quarter}$ ). Employed status means if located in Texas UI wage record for target quarter (Q+1, earnings > \$0). Quarterly earnings are available for those located through Texas UI wage record linkages only. Not located means the participant was not found in TWC's UI wage database or THECB master enrollment file. 28,051 persons were found to be working or 51.3% of the 2005 Exit Cohort.

*Apparatus*

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

The terms used in the study are defined and where applicable, definitions were taken from the National Reporting System (NRS) Implementation Guidelines (2007). The terms with definitions are: adult education, cohort, entered employment, retained employment, entered postsecondary, exiter, median wage, poverty guidelines, receipt of a GED diploma or certificate, retained employment, and seed records. The definitions are found in the appendix. ACES was the source of self-reported participant information including demographics and educational functioning level. Unemployment Insurance (UI) was used for employment related data matching. Master enrollment at the Texas Higher Education Coordinating Board (THECB) was used for postsecondary enrollment. The GED Testing Unit data base was the source of data matching for passing the GED.

*Procedure*

All seed records prepared for the data matches used participant who had at least 12 contact hours in an adult education program. The funding sources included all funding sources available to adult education providers including: Federal and state regular adult education funds, federal and state match funds for Temporary Assistance to Needy Families, federal English Literacy and Civics funding, federal Even Start funding, and local funding. Varying procedures were followed for the different data matches that were required to determine employment related results, GED obtainment results, and postsecondary enrollment results.

For employment related results, the seed record for the 2005 Exit Cohort participants with SSN was prepared by Texas Education Agency (TEA) systems analyst and developers and was delivered under secure conditions by the TEA per the Memorandum of Understanding with the Texas Higher Education Coordinating Board (THECB) to the THECB. The THECB was provided the Unemployment Insurance (UI) records by the Texas Workforce Commission (TWC) per the Memorandum of Understanding that exists between THECB and TWC. THECB performed the data match between the TEA seed record and the UI data to determine the employment status, the median income, and types of industry sectors where participants were found to be employed. The cohort was enrolled in adult education between July 1, 2004 and June 30, 2005 and exited by

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

June 30, 2005 or before. UI 4<sup>th</sup> Quarter (October –December 2005) data was used for the employment related matching.

Data matching was done by matching the unemployed exiter seed records to the 4<sup>th</sup> quarter 2005 UI to determine if an exiter obtained employment. For retained employment, the TEA seed record for employed exiters was matched to 4<sup>th</sup> Quarter 2005 UI data.

For the GED obtainment results the TEA sent the data electronically and performed a data match with the central database for GED completers housed at the University of Texas (UT) through a data match based on SSN, date of birth, and first and last name. The data match provided the number of 2005 Exit Cohort who obtained a passing score and obtained a GED. Exiters enrolled between July 1, 2004 and June 30, 2005 were matched with GED passing results from July 1, 2004 to December 31, 2005.

For postsecondary enrollment results, a similar seed record was utilized and included the SSN for the 2005 Exit Cohort. This seed record was prepared by Texas Education Agency (TEA) systems analyst and results were sent to THECB for the data matching to the THECB master enrollment records.

In addition to the aforementioned data matches and results, the information was sorted using other factors and demographic information. The results included number and percentages of the 2005 Exit Cohort who were enrolled and working simultaneously, working only, or enrolled in postsecondary only; those working and their gender and ethnicity; type of postsecondary enrollment by ethnicity; type of postsecondary enrollment by gender; type of postsecondary enrollment and employment status; GED obtainment and educational functioning level; type of industry sector employment and employment status; employment status and educational functioning level; educational functioning level, employment status and enrollment in postsecondary; and median earnings sorted by employment status at entry into adult education.

### Results

The cohort report based on Tables 1, 2, 3, and 4 revealed that 24,305 or 52% of the 2005 Exit Cohort were found working in December 2005 with a median income of \$3,396. The cohort was 62% female and 38%

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

male with 75% Hispanics or Latinos, 12% White, 9% Black, 3% Asian, and less than 1% American Indian or Alaskan, and less than 1% were Hawaiian or Other Pacific Islander.

The first measure examined was whether or not participants obtained employment. The data used from Table 5 showed participant demographics compared to the data matches for working only and not enrolled in postsecondary with their median earnings. The results of the study revealed that there was **not a difference in obtaining employment** measured after entry into adult education programs based on the **employment status of the participant** (employed, unemployed, or not in the labor force) at the time of entry into adult education programs. However, the **median income** of participants after entry into adult education programs who were employed at the time of enrollment into adult education **was higher** than participants who were unemployed or not in the labor force at the time of entry into adult education programs.

Those employed at time of enrollment **made on the average \$1,923 more quarterly than those who were unemployed or not in the labor force** at the time of enrollment as shown in Table 5. Based on Tables 6, 7, and 8 for “all working” participants including participants working and enrolled in postsecondary plus participants working and not enrolled in postsecondary, the median income was slightly lower (\$21 less) than for participants that were only working and not enrolled in postsecondary. Participants who were working and enrolled (without those participants who were only working and not enrolled in postsecondary) earned \$2,735 which is \$661 less quarterly than those “only working and not enrolled in postsecondary” and \$640 less than all working which combines “those working only with those working and enrolled in postsecondary.”

In addition, Tables 6, 7 and 8 show that the **educational functioning level** of a participant did not show any difference whether or not a participant obtained employment. Adult Basic Education (grade level 0-8), Adult Secondary Education (grade level 9-12) and English language learners had relatively the same percentage of participants per educational functioning level in finding employment.

“Limited-Service Eating Places” were the top industry sector for the 2005 Exit Cohort whether or not the participant was working only or working and enrolled in postsecondary based on Table 9. Other industries

2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

that were on the top ten lists were Employment Services, Full Service Restaurants, Elementary and Secondary Schools, Other General Merchandise Stores, Home Health Care Services, Grocery Stores, Services to Buildings and Dwellings, Nursing Care Facilities, and Traveler Accommodations, Department Stores, General Medical and Surgical Hospitals. The industry sectors participants were found working for those enrolled in postsecondary according to Table 9 were the same as those not enrolled in postsecondary with the exception of two additional industry sectors of Department Stores and General Medical and Surgical Hospital.

Table 9. Top 8 Industry Sectors for 2005 Exit Cohort Found Employed

Industry	Working only count	% Employed only	Industry	Employed and postsecondary enrollment count	% Employed and postsecondary enrollment	Industry	All employed count	% of All employed
Limited-Service Eating Places	2,697	11%	Limited-Service Eating Places	79	11%	Limited-Service Eating Places	2,776	11%
Employment Services	2,269	9%	Full-Service Restaurants	76	10%	Employment Services	2,304	9%
Full-Service Restaurants	1,460	6%	Elementary and Secondary Schools	36	5%	Full-Service Restaurants	1,536	6%
Elementary and Secondary Schools	1,120	5%	Other General Merchandise Stores	36	5%	Elementary and Secondary Schools	1,156	5%
Other General Merchandise Stores	941	4%	Employment Services	35	4%	Other General Merchandise Stores	977	4%
Home Health Care Services	872	4%	Grocery Stores	34	4%	Home Health Care Services	899	4%
Grocery Stores	616	3%	Home Health Care Services	27	3%	Grocery Stores	650	3%
Services to Buildings and Dwellings	597	3%	Nursing Care Facilities	23	3%	Services to Buildings and Dwellings	601	2%
Nursing Care Facilities	561	2%	Department Stores	21	3%	Nursing Care Facilities	584	2%
Traveler Accommodation	482	2%	General Medical and Surgical Hospitals	17	2%	Traveler Accommodation	492	2%

Identifies the top ten industry sectors in which 2005 Exit Cohort were found to be working during the 4<sup>th</sup> quarter of 2005, regardless of their employment status at the time of enrollment (employed, unemployed not in the labor force)

The second measure examined employment retention. Table 10 illustrates that a majority of exit cohort participants who were employed at the time of enrollment into adult education retained their employment. In the Adult Basic Education level (grades 0-8) 7,153 or 72% retained employment; in English as a Second Language

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

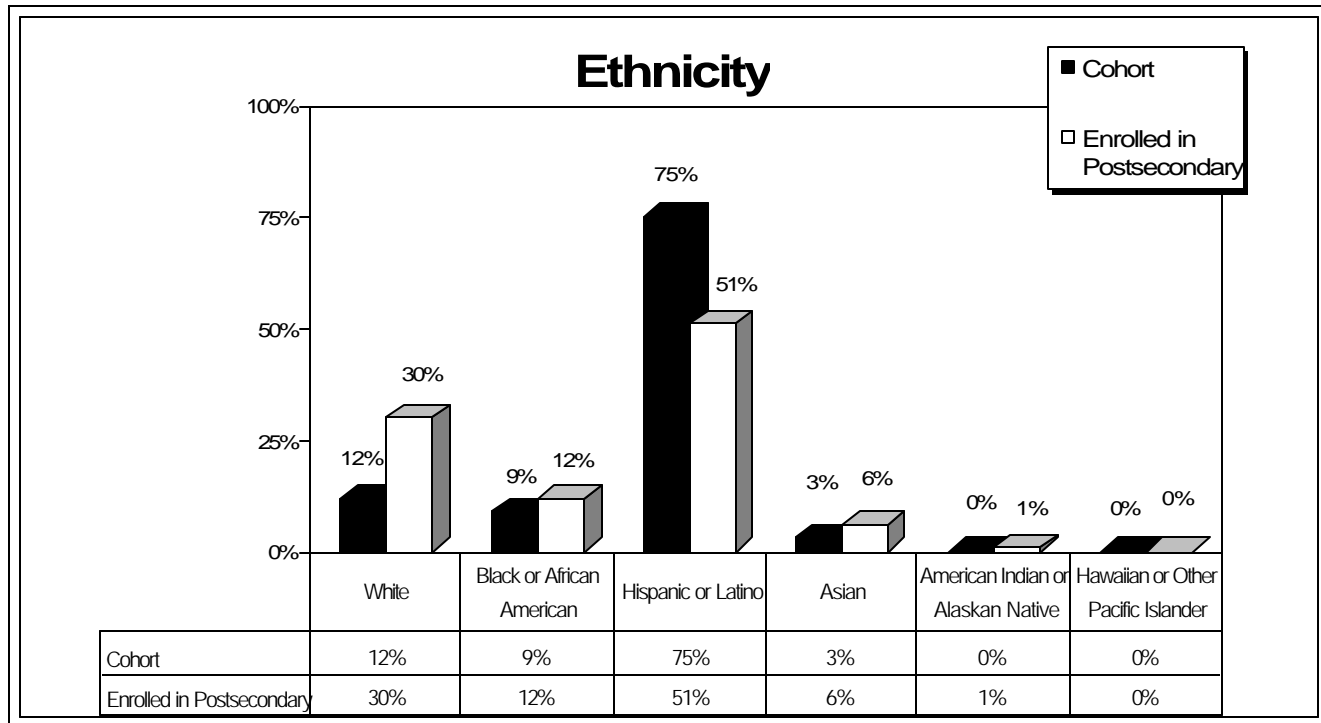
5,070 or 68% retained employment; and in Adult Secondary Education (grades 9-12) 979 or 72% retained employment. Overall for the cohort, **13,190 or 70% retained employment** as matched in the 2005 4<sup>th</sup> UI quarter data (October – December 2005).

The third measure examined was in reference to obtaining a GED as shown on Table 11. A total of **5,276 GED certificates were issued to the 2005 Exit Cohort**. Three-thousand four hundred and thirty-eight of GED certificates were issued to ABE participants (grades 0-8). One-thousand seven hundred and six GED certificates were issued to ASE participants (grades 9-12). One hundred and thirty two GED certificates were issued to ESL participants. Based on the number enrolled in the functioning level sub-category, 41% of ASE participants were issued GED certificates followed by 11% of ABE participants and 2% of ESL participants. Based on Labor Bureau Statistics, on average, individuals with a high school diploma or GED earn an average of \$8,000 more a year in wages than non-graduates. **The potential increased earnings for the 5,276 GED certificates issued to the 2005 Exit Cohort is more than \$42.2 million annually and \$844 million over a 20-year period.** (Source: Mortensen's "Postsecondary Education Opportunity" median earnings in 2004 (U.S.))

The fourth measure examined was enrollment into postsecondary education. The data match provided matches for enrollment in postsecondary showing that 1,454 of 2005 Exit Cohort enrolled in postsecondary. The ethnicity of the 2005 Exit Cohort **is not reflective of the ethnicity of the exiters who enrolled in postsecondary. Chart 1 illustrates the disparity.** Seventy-five percent of the 2005 Exit Cohort was Hispanic or Latino, yet only 51% of Hispanic or Latino exiters enrolled in postsecondary. Whites represent 12% of the cohort and 30% of whites made up the cohort who enrolled in postsecondary. Black or African American represents 9% of the cohort and 12% of blacks or African Americans made up the cohort who enrolled in postsecondary.

2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

Chart 1. *Ethnicity of 2005 Cohort and Ethnicity*



Additional information was matched to show enrolled and working simultaneously (Table 8) revealing that ESL participants had higher earnings quarterly than other functioning levels regardless of employment status at entry into adult education. All ethnicity groups and gender enrolled into all types of postsecondary institutions with less than 5 percentage point difference. The types of postsecondary enrollment matched were public universities, private institutions, community and technical colleges, private community and technical colleges, and health science centers. Ninety-four percent of the 2005 Exit Cohort enrolled in Community or Technical Colleges while 5% enrolled in Public Universities, 3% enrolled in private colleges, and less than 1% enrolled in Private institutions and Health and Science Centers respectively (Table 12).

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

Table 12. 2005 Exit Cohort Type of Postsecondary Institution Enrollment for “Enrolled /Employed” and “Enrolled / Not Employed”

Institution	Postsecondary enrollment only count	% with Postsecondary enrollment only	Postsecondary enrollment and employed count	% with Postsecondary enrollment and employed	All enrolled in postsecondary count	% of all Postsecondary enrolled
Public university	38	6%	27	3%	65	5%
Private institution	6	1%	11	1%	17	1%
Community and technical college	616	93%	749	95%	1,365	94%
Private community and technical college	2	0.3%	1	0.1%	3	0.2%
Health science center	0	0%	4	1%	4	0.3%
Total	662	100	792	100%	1,454	100%

Type of institution matched to employment status with less than five percent difference when matched.

Houston Community College and El Paso Community College were tied for the top postsecondary where the 2005 Exit Cohort enrolled. Other colleges where the most 2005 Exit Cohort participants enrolled were Southwest Junior College, San Antonio College, Del Mar College, Texas State Technical College at Waco, Austin Community College, St. Philip’s College, South Plains College and South Texas College, Laredo College, Lone Star College, Temple College, and Cisco Junior College. The top 10 instructional programs in which exiters enrolled were Liberal Arts and Sciences, General Studies and Humanities; Undeclared; Nursing; Business Administration, Management and Operations; Criminal Justice and Corrections; Allied Health Diagnostic, Intervention, and Treatment Professions; Business/Commerce, General; Vehicle Maintenance and Repair Technologies; Health and Medical Administrative Services; and Basic Skills. The major most declared



## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

by 2005 Exit cohort was Liberal Arts and Sciences, General Studies and Humanities. Male and female participants enrolled similarly into these types of institutions (Table 13).

**Developmental education enrollment in Math, Reading, and Writing was required for 50% of the 1,454 participants who enrolled in postsecondary.** This is lower than the rate cited earlier in Alderman's research. Of the 1,454 enrolled, 724 participants were in Math, Reading, and/or Writing developmental or remedial classes. The enrollment rate in development or remedial education for employment participants was lower than the rate for unemployed and not in labor force participants. Of the 724 enrolled in developmental or remedial education, 75% of employed, 84% of unemployed, and 81% of not in labor force entered developmental or remedial Math. Those required to enroll in Reading were: Employed at 34%, unemployed at 35%, and not in labor force at 37%. Those required to enroll in Writing were: Employed at 40%, unemployed at 38% and not in labor force at 39%. When required to enroll in both Math and Reading, employed enrolled at 18%, unemployed at 27% and not in labor force at 24%. When required to enroll in both Math and Writing, employed were at 22%, unemployed at 27% and not in labor force at 24%. Enrolling in reading and math employed enrolled at 20%, unemployed at 18% and not in labor force at 21%.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

## Appendix A

*Glossary of Terms*

**Adult education: (federal definition)** The term "adult education for individuals - " means services or instruction below the postsecondary level for persons:(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 - (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.

**Cohort:** a group of adult learners

**Entered employment:** Learners not employed at the time of entry into the adult education program who obtain employment as matched during the 4<sup>th</sup> quarter of 2005 with Unemployment Insurance (UI) data. Employment is defined as working in a paid, unsubsidized job or working 15 hours or more in an unpaid job on a farm or in a business operated by a family member or the student. A job obtained while the student is enrolled in adult education can be counted as "entered employment" and is reported in the exit report for the program year. This definition applies to learners who are not employed at the time of entry into an adult education program.

**Entered postsecondary education or training:** 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.

**Exiter:** As per federal guidelines, an exiter is an enrolled participant who has not participated in adult education for 90 days and with no indication of intent to return the following program year. Additionally, if the learner leaves during the last 90 days of the program and gives reason for not returning, the learner is included as an exiter in the exit cohort.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

**Median wage:** The 50<sup>th</sup> percentile wage— 50 percent of workers earn less than the median and 50 percent earn more; also may indicate a measure of what the average worker might expect to make.

**Poverty guidelines:** The measure of need, based on number of family members and family income. The 2004 poverty level in Texas was set at \$15,670 annually for a family of three.

**Receipt of a GED diploma or certificate:** A General Educational Development (GED) Diploma or Certificate is awarded after the learner attains passing scores on 5 GED Tests. The GED Test battery includes the following subject area tests: Language Arts and Reading, Writing, Social Studies, Science, and Mathematics. The score ranges from a minimum of 200 to a maximum of 800 on each subject section. The minimum required on each section is 410. The total minimum scale score required for all subject sections is 2,050.

**Retained employment:** Learners who are employed at the time of entry into an adult education program, and are still employed during the 4th quarter of 2005 according to Unemployment Insurance (UI) records.

**Seed records:** a collection of related items of information treated as a unit by a computer, e.g. in a database. The seed records used for the data match for the adult education exit cohort are social security numbers (SSN). Records for adult learners who have provided social security numbers, completed a minimum of 12 hours of instruction, and exited the program are matched. Note: participants are not required to provide an SSN to enroll in the program.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 1. 2005 Cohort by Ethnicity, Gender and Educational Functioning Level

Educational Functioning Level	American Indian or Alaskan		Asian		Black or African American		Hispanic or Latino		White		Hawaiian or Other Pacific Islander		Total Across
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Beginning Literacy ABE <sup>a</sup>	14	13	52	89	661	607	1,372	1,394	464	403	7	4	5,080
Beginning ABE	46	49	83	211	1,354	1,553	3,451	4,590	1,045	1,077	10	9	13,478
Intermediate Low ABE	45	51	104	200	1,425	2,110	3,878	6,493	1,437	2,080	8	19	17,850
Intermediate High ABE	38	98	78	133	1,202	1,769	3,765	5,969	2,016	3,109	10	10	18,197
Beginning Literacy ESL <sup>b</sup>	4	5	250	506	44	104	7,593	15,874	52	95	8	6	24,541
Beginning ESL	4	14	399	999	64	98	8,566	15,056	85	166	7	14	25,472
Intermediate Low ESL	0	6	122	338	25	45	2,619	4,769	40	68	3	7	8,042
Intermediate High ESL	2	4	102	324	13	22	2,208	4,130	32	78	3	4	6,922
Advanced Low ESL	0	2	47	136	8	14	617	1,266	27	44	3	2	2,166
Advanced High ESL	0	0	5	8	0	0	35	92	2	8	0	0	150
ASE <sup>c</sup> Low	14	22	17	19	233	265	792	1,094	705	829	4	8	4,002
ASE High	7	11	18	22	136	129	462	493	617	576	1	4	2,476
Total by Gender	174	275	1,277	2,985	5,165	6,716	35,358	61,220	6,522	8,533	64	87	128,376

<sup>a</sup>ABE – Adult Basic Education, <sup>b</sup>ESL - English as a Second Language, <sup>c</sup>ASE – Adult Secondary Education

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 2. *Educational Functioning Level and Percentage of Enrollment*

Educational functioning level	Total enrollment	Percent of total enrollment
Beginning Literacy ABE	5,080	4%
Beginning ABE	13,478	10%
Intermediate Low ABE	17,850	14%
Intermediate High ABE	18,197	14%
Subtotal ABE	54,605	43%
Beginning Literacy ESL	24,541	19%
Beginning ESL	25,472	20%
Intermediate Low ESL	8,042	6%
Intermediate High ESL	6,922	5%
Advanced Low ESL	2,166	2%
Advanced High ESL	150	0%
Subtotal ESL	67,293	52%
ASE Low	4,002	3%
ASE High	2,476	2%
Subtotal ASE	6,478	5%
Total	128,376	100%

2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 3. 2005 Cohort by Ethnicity

American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	White	Hawaiian or Other Pacific Islander	Totals
449	4,262	11,881	96,578	15,055	151	128,376
0%	3%	9%	75%	12%	0%	100%

Seventy-five of the 2005 Cohort is Hispanic or Latino

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

Table 4. 2005 Exit Cohort Records Located in Data Match with UI and Postsecondary Enrollment

Total 2005 Cohort	128,376
2005 Exit Cohort with or without SSN	71,599
2005 Exit Cohort with SSN	47,990
2005 Exit Cohort without SSN	23,609

Participants with SSN: match to UI data and postsecondary enrollment	Number of Participants	
	Matched	% of Exiter
Working only	24,305	51%
Enrolled in postsecondary only	662	1%
Working and enrolled in postsecondary	792	2%
All working (24,305 + 792)	25,097 <sup>d</sup>	52%
All enrolled in postsecondary (662+792)	1,454	3%
Record not located	22,231 <sup>e</sup>	46%
Total number of students in seed record	47,990	100%

Of the 128,376 total enrolled, 56% exited

Of the 71,599 who exited 67% provided an SSN

Of the 71,599 who exited 33% did not provide an SSN

<sup>d</sup> Of the 47,990 exiters, 25,759 records were matched with UI and postsecondary enrollment

<sup>e</sup> Of the 47,990 exiters, 22,231 records were not located

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 5. *Median Earnings of 2005 Exit Cohort (Employed, Unemployed, and Not in Labor Force)*

Employment status of students self-reported when enrolled in adult education	ESL <sup>f</sup>	ABE <sup>g</sup>	ASE <sup>h</sup>	All
Unemployed	\$3,307	\$2,072	\$2,037	\$2,242
Employed	\$4,945	\$4,149	\$3,883	\$4,473
Not in labor force	\$3,010	\$2,000	\$2,191	\$2,260

Indicates the median **monthly** earnings during the 4<sup>th</sup> quarter of 2005 for exiters whose records were located.

Median **quarterly** earnings ranged from \$2,037 to \$4,945 for all exiters.



## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 6. 2005 Exit Cohort Count Working Only with Median Earnings by Educational Functioning Level and Employment Status

Employment status by functioning level	Total exit cohort seed record count	Record not located count	% of record not located	Working only count	% Working only	Working only median earnings
ESL Employed	7,456	2,354	32%	5,004	67%	\$4,959.28
ABE Employed	9,941	2,725	27%	6,921	70%	\$4,168.28
ASE Employed	1,342	356	27%	853	64%	\$3,993.45
SUB TOTAL	18,739	5,435	29%	12,778	68%	\$4,473.00
ESL Unemployed	1,527	900	59%	588	39%	\$3,349.28
ABE Unemployed	7,481	3,733	50%	3,549	47%	\$2,076.03
ASE Unemployed	1,017	440	43%	509	50%	\$2,059.68
SUB TOTAL	10,025	5,073	51%	4,646	46%	\$2,242.00
ESL Not in Labor Force	5,066	3,449	68%	1,483	29%	\$3,025.00
ABE Not in Labor Force	12,359	7,369	60%	4,648	38%	\$2,016.00
ASE Not in Labor Force	1,801	905	50%	750	42%	\$2,209.70
SUB TOTAL	19,226	11,723	61%	6,881	36%	\$2,260.00
GRAND TOTAL	47,990	22,231	46%	24,305	51%	\$3,396.18

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 7. 2005 Cohort Count for All Working (Working and Enrolled in Postsecondary plus Only Working) with Median Earnings by Educational Functioning Level and Employment Status

Employment status by functioning level	Total exit cohort seed record count	Record not located count	% of record not located	Subtotal for all working count	% of subtotal for all working	Subtotal for all working median earnings
ESL Employed	7,456	2,354	32%	5,078	68%	\$4,945.39
ABE Employed	9,941	2,725	27%	7,153	72%	\$4,149.01
ASE Employed	1,342	356	27%	959	72%	\$3,883.18
SUB TOTAL	18,739	5,435	29%	13,190	70%	--
ESL Unemployed	1,527	900	59%	613	40%	\$3,306.94
ABE Unemployed	7,481	3,733	50%	3,644	49%	\$2,072.46
ASE Unemployed	1,017	440	43%	540	53%	\$2,036.56
SUB TOTAL	10,025	5,073	51%	4,797	48%	--
ESL Not in Labor Force	5,066	3,449	68%	1,534	30%	\$3,010.25
ABE Not in Labor Force	12,359	7,369	60%	4,770	39%	\$2,000.48
ASE Not in Labor Force	1,801	905	50%	806	45%	\$2,190.89
SUB TOTAL	19,226	11,723	61%	7,110	37%	--
GRAND TOTAL	47,990	22,231	46%	25,097	52%	\$3,375.40

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

Table 8. 2005 Cohort Count both Working and Enrolled in Postsecondary with Median Earnings by Educational Functioning Level and Employment Status

Employment status by functioning level	Total exit cohort seed record count	Record not located count	% of record not located	Both working & enrolled in postsecondary count	% Both working & enrolled in postsecondary	Both working & enrolled in postsecondary median earnings
ESL Employed	7,456	2,354	32%	74	1%	\$4,418.99
ABE Employed	9,941	2,725	27%	232	2%	\$3,888.45
ASE Employed	1,342	356	27%	106	8%	\$2,805.92
SUB TOTAL	18,739	5,435	29%	412	2%	--
ESL Unemployed	1,527	900	59%	25	1%	\$2,054.06
ABE Unemployed	7,481	3,733	50%	95	2%	\$1,984.75
ASE Unemployed	1,017	440	43%	31	3%	\$1,477.57
SUB TOTAL	10,025	5,073	51%	151	2%	--
ESL Not in Labor Force	5,066	3,449	68%	51	1%	\$2,537.66
ABE Not in Labor Force	12,359	7,369	60%	122	1%	\$1,691.90
ASE Not in Labor Force	1,801	905	50%	56	3%	\$1,564.01
SUB TOTAL	19,226	11,723	61%	229	1%	--
GRAND TOTAL	47,990	22,231	46%	792	2%	\$2,735.35

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 9. *Top 8 Industry Sectors for 2005 Exit Cohort Found Employed*

Industry	Working only count	% Employed only	Industry	Employed and postsecondary enrollment count	% Employed and postsecondary enrollment	Industry	All employed count	% of All employed
Limited-Service Eating Places	2,697	11%	Limited-Service Eating Places	79	11%	Limited-Service Eating Places	2,776	11%
Employment Services	2,269	9%	Full-Service Restaurants	76	10%	Employment Services	2,304	9%
Full-Service Restaurants	1,460	6%	Elementary and Secondary Schools	36	5%	Full-Service Restaurants	1,536	6%
Elementary and Secondary Schools	1,120	5%	Other General Merchandise Stores	36	5%	Elementary and Secondary Schools	1,156	5%
Other General Merchandise Stores	941	4%	Employment Services	35	4%	Other General Merchandise Stores	977	4%
Home Health Care Services	872	4%	Grocery Stores	34	4%	Home Health Care Services	899	4%
Grocery Stores	616	3%	Home Health Care Services	27	3%	Grocery Stores	650	3%
Services to Buildings and Dwellings	597	3%	Nursing Care Facilities	23	3%	Services to Buildings and Dwellings	601	2%
Nursing Care Facilities	561	2%	Department Stores	21	3%	Nursing Care Facilities	584	2%
Traveler Accommodation	482	2%	General Medical and Surgical Hospitals	17	2%	Traveler Accommodation	492	2%

Identifies the top ten industry sectors in which 2005 Exit Cohort were found to be working during the 4<sup>th</sup> quarter of 2005, regardless of their employment status at the time of enrollment (employed, unemployed not in the labor force).

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 10. 2005 Exit Cohort Employment Retention by Functioning Level in 2005 4<sup>th</sup> Quarter UI Data

Employment status of participants at enrolled in adult education	Total working sorted by educational functioning level	Number working in 4th quarter of 2005 as matched with UI Data	% of Retained Employment
ESL Employed	7,456	5,078	68%
ABE Employed	9,941	7,153	72%
ASE Employed	1,342	959	72%
All Employed	18,739	13,190	70%

Note. According to 2005 UI data match to the 2005 exit cohort, 70% of the cohort who reported being employed at the time of enrollment in adult basic education were found to be working and/or had retained employment during the 4<sup>th</sup> quarter of 2005.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

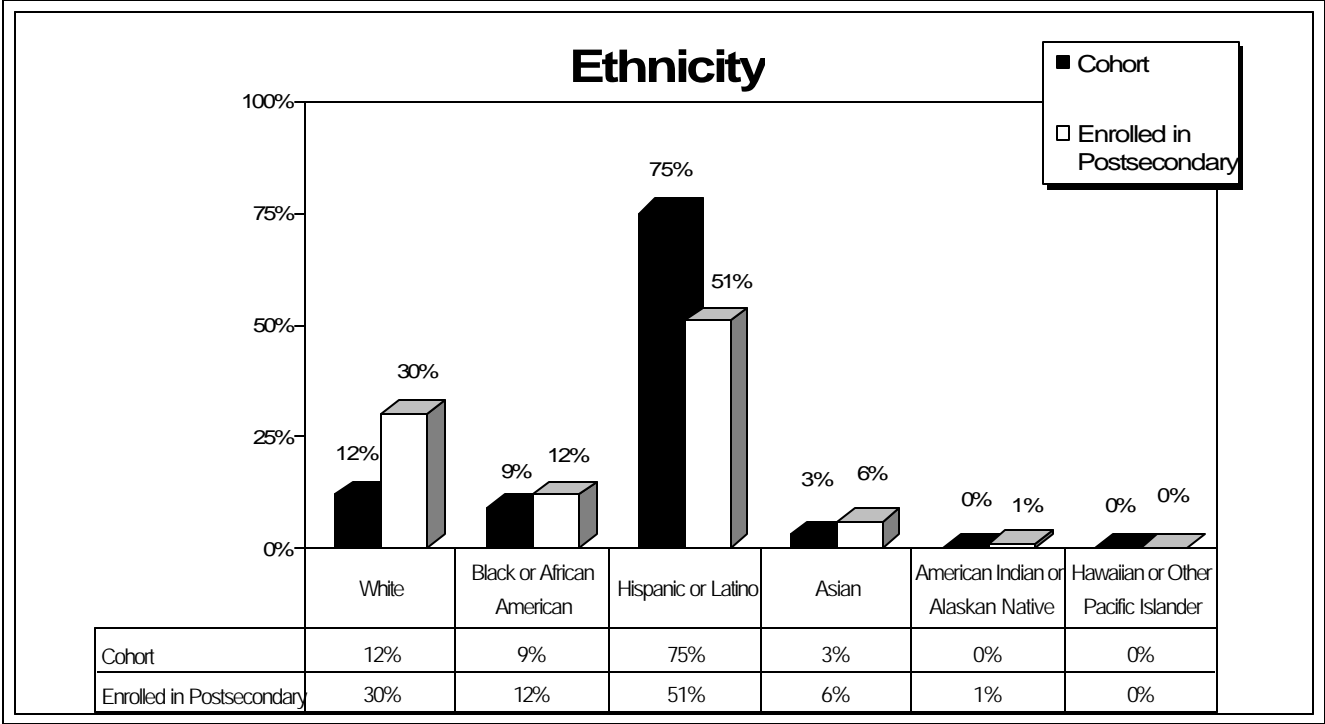
Table 11. *GED Obtainment Count and Percent by Educational Functioning Level and Employment Status*

Employment status by functioning level	Total exit cohort seed record count	Records not located count	% of Record not located	GED count	% Obtaining GED
ESL Employed	7,456	2,354	32%	35	0.4%
ABE Employed	9,941	2,725	27%	1,077	11%
ASE Employed	1,342	356	27%	554	41%
SUB TOTAL	18,739	5,435	29%	1,666	--
ESL Unemployed	1,527	900	59%	17	1%
ABE Unemployed	7,481	3,733	50%	830	11%
ASE Unemployed	1,017	440	43%	409	40%
SUB TOTAL	10,025	5,073	51%	1256	--
ESL Not in Labor Force	5,066	3,449	68%	80	2%
ABE Not in Labor Force	12,359	7,369	60%	1,531	12%
ASE Not in Labor Force	1,801	905	50%	743	41%
SUB TOTAL	19,226	11,723	61%	2,354	--
GRAND TOTAL	47,990	22,231	46%	5,276	11%

Indicates that 5,276 of the 2005 Exit Cohort obtained GED certificates.

2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Chart 1. *Ethnicity of 2005 Cohort and Ethnicity*



The ethnicity of the 2005 Exit Cohort is not reflective of the ethnicity of the exiters who enrolled in postsecondary.

Whites represent 12% of the cohort and 30% of whites made up the cohort who enrolled in postsecondary.

Black or African American represents 9% of the cohort and 12% of blacks or African Americans made up the cohort who enrolled in postsecondary.

Hispanics or Latinos represent 75% of the cohort and only 51% of Hispanics or Latinos made up the cohort who enrolled in postsecondary

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 12. 2005 Exit Cohort Type of Postsecondary Institution Enrollment for “Enrolled /Employed” and “Enrolled / Not Employed”

Institution	Postsecondary enrollment only count	% with Postsecondary enrollment only	Postsecondary enrollment and employed count	% with Postsecondary enrollment and employed	All enrolled in postsecondary count	% of all Postsecondary enrolled
Public university	38	6%	27	3%	65	5%
Private institution	6	1%	11	1%	17	1%
Community and technical college	616	93%	749	95%	1,365	94%
Private community and technical college	2	0.3%	1	0.1%	3	0.2%
Health science center	0	0%	4	1%	4	0.3%
Total	662	100	792	100%	1,454	100%

One thousand, four hundred fifty-four cohort exiters were found to have continued their education in postsecondary institutions..

Ninety-four percent of those who pursued higher education were found to be enrolled in community and technical colleges.



## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 13. *Type of Postsecondary Institution Enrollment for 2005 Exit Cohort by Gender*

Gender	Total enrolled	Public university	% in Public university	Private institution	% in Private institution	Institution community and technical college	% in institution community and technical college	Private (SPL)	% in private SPL	Health and science center	% in health and science center
Male	515	32	6%	8	2%	471	92%	1	0.2%	3	1%
Female	939	33	3%	9	1%	894	95%	2	0.2%	1	0.1%
Total	1,454	65	5%	17	1%	1,365	94%	3	0.2%	4	0.3%

Female exiters enrolling in postsecondary education accounted for 65% of the cohort, while male exiters represented 35%.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 14. *Type of Postsecondary Institution Enrollment for 2005 Exit Cohort by Ethnicity*

Ethnicity	Total enrolled count	Public university count	% in Public university	Private institution count	% in Private institution	Community and technical college count	% in Community and technical college	Private (SPL) count	% in Private (SPL)	Health and science center count	% in Health and science center
White	440	12	3%	3	1%	422	96%	3	1%	0	0%
Black	169	12	7%	3	2%	154	91%	0	0%	0	0%
Hispanic	741	36	5%	10	1%	694	94%	0	0%	1	0%
Asian	89	4	5%	0	0%	82	92%	0	0%	3	3%
Native American	11	1	9%	0	0%	10	91%	0	0%	0	0%
Hawaiian / Pacific Islander	4	<1%	<1%	1	2%	3	75%	0	0%	0	0%
Total	1,454	65	5%	17	1%	1,365	94%	3	0.2%	4	0.3%

Fifty-one percent of the exiters who enrolled in postsecondary studies were Hispanic; 30% were White; 12% were Black; and 6% Asian. Native Americans and Hawaiian/Pacific Islanders accounted for less than 1%.

2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 15. *Top 10 Postsecondary Institutions Where 2005 Exit Cohort Enrolled by: Enrolled Only; Employed and Enrolled; All Enrolled*

Institution Name	Enrolled Only Count	% Enrolled Only	Institution Name	Working And Enrolled Count	% Working and Enrolled	Institution Name	All Enrolled Count	% All Enrolled
El Paso Community College	63	10%	Houston Community College	91	12%	Houston Community College	150	10%
Houston Community College	59	9%	El Paso Community College	43	5%	El Paso Community College	106	7%
Southwest Texas Junior College	23	4%	Del Mar College	33	4%	Del Mar College	53	4%
San Antonio College	21	4%	Austin Community College	20	3%	San Antonio College	40	3%
Del Mar College	20	3%	Laredo Community College	20	3%	Austin Community College	38	3%
Texas State T. C. Waco	20	3%	St. Philip's College	20	3%	Southwest Texas Junior College	37	3%
Austin Community College	18	3%	NHMCCD North Harris College	19	2%	St. Philip's College	36	3%
St. Philip's College	16	2%	San Antonio College	19	2%	NHMCCD North Harris College	32	2%
South Plains College	14	2%	Temple College	18	2%	Temple College	32	2%
South Texas College	14	2%	Cisco Junior College	16	2%	South Plains College	28	2%
	268	18%		299	21%		552	40%

The table identifies the top 10 postsecondary institutions in which exiters were found to be enrolled and only going to school; enrolled and working; and total enrolled working and not working between July 2004 and December 2005.

One-thousand, four hundred fifty-four exiters enrolled at 116 postsecondary institutions/campuses.

Forty percent of “all enrolled” of the 2005 Exit Cohort attended the institutions listed in Table 15.

## 2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

Table 16. *Top 10 Majors for All Enrolled in Postsecondary Education*

Instructional Program	All Enrolled Count	% of All Enrolled
Liberal Arts and Sciences, General Studies and Humanities	371	26%
Undeclared	271	19%
Nursing	114	8%
Business Administration, Management and Operations	41	3%
Criminal Justice and Corrections	34	2%
Allied Health Diagnostic, Intervention, and Treatment Professions	33	2%
Business/Commerce, General	30	2%
Vehicle Maintenance and Repair Technologies	29	2%
Health and Medical Administrative Services	26	2%
Basic Skills	25	2%
Total	974	67% of all enrolled

Identifies the top ten instructional programs in which adult education exiters enrolled at the postsecondary level.

Seed records were matched to higher education enrollment data from July 2004 to December 2005.

The top ten areas of study in Table 13 represent 67% of the total enrolled in postsecondary (1,454).

## 2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Table 17. 2005 Exit Cohort Required Enrollment in Developmental or Remedial Education

Employment status of student when enrolled in adult education	Enrolled in developmental or remedial education count	Math count	% in Math	Reading count	% in Reading	Writing count	% in Writing	Math & reading count	% in Math & reading	Math & writing count	% in math & writing	Reading & writing count	% in reading & writing
Employed	255	192	75%	86	34%	101	40%	45	18%	55	22%	50	20%
Unemployed	170	142	84%	59	35%	65	38%	46	27%	45	27%	31	18%
Not in Labor Force	299	241	81%	111	37%	116	39%	71	24%	73	24%	63	21%
Subtotal counts	724	575	--	256	--	282	--	162	--	173	--	144	--
Percent of the 1,454 total enrolled in postsecondary	50%	40%	--	18%	--	19%	--	11%	--	12%	--	10%	--

One thousand, four hundred and fifty four of the 2005 Exit Cohort enrolled in postsecondary.

Fifty percent of the cohort enrolling in postsecondary was required to enroll in one or more developmental or remedial education courses (reading, writing, and /or math).

2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

**References and Resources**

- Adelman, C. (2004). *Principal indicators of student academic histories in postsecondary education, 1972-2000*. Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved October 8, 2007, from [www.ed.gov/rschstat/research/pubs/prinindicat/prinindicat.pdf](http://www.ed.gov/rschstat/research/pubs/prinindicat/prinindicat.pdf)
- Adelman, C. (2005). *Moving into town—and moving on: The community college in the lives of traditional-age students*. Washington, DC: U.S. Department of Education. Retrieved October 8, 2007, from <http://www.ed.gov/rschstat/research/pubs/comcollege/movingintotown.pdf>
- America's Perfect Storm: Three Forces Changing Our Nation's Future*, ETS Policy Evaluation and Research Center, January 2007. <http://www.ets.org/stormreport>
- Extension of Texas State Plan for Adult Education and Family Literacy*, Texas Education Agency, July 1, 2006–June 30, 2007. <http://www-tcall.tamu.edu/docs/stateplan>
- Levy, F., & Murnane, R. (2006). Why the changing American economy calls for twenty-first century learning: Answers to educators' questions. *New Directions for Youth Development*, 110, 53–62.
- Lewis, L., Farris, E., & Greene, B. (1996, October). *Remedial education at higher education institutions in fall 1995*. Washington, DC: National Center for Education Statistics. Retrieved October 8, 2007, from <http://nces.ed.gov/pubs/97584.pdf>
- Murdock, Steve (2006). *Population Change in the United States: Implications for Human and Socioeconomic Resources in the 21<sup>st</sup> Century*. Institute for Demographic and Socioeconomic Research, University of Texas at San Antonio. <http://www.txsdcr.utsa.edu>

2005 ABE EMPLOYMENT, POSTSECONDARY, AND GED RESULTS

*National Adult Literacy Survey (NALS)*, 1992; renamed *The National Assessment of Adult*

*Literacy (NAAL)* when conducted again in 2003. U.S. Department of Education. National Center for Education Statistics. <http://www.edpubs.org>

*NRS Implementation Guidelines, Measures and Methods for the National Reporting System for*

*Adult Education*, Division Of Adult Education And Literacy, Office Of Vocational And Adult Education, U.S. Department Of Education, Contract No: ED-01-CO-002, July 2006

*Occupational & Employment Statistics: Wage Information Network.*

<http://www.texasindustryprorecords.com>

Office of Vocational and Adult Education (OVAE) Division of Adult Education and Literacy (DAEL), US Department of Education, Washington, DC

Park, R., Ernst, S., & Kim E. (forthcoming). *Moving beyond the GED: Low-skilled adult transition to occupational pathways at community colleges leading to family-supporting careers research synthesis*. St. Paul: University of Minnesota, National Research Center for Career and Technical Education.

Perin, D. (2006). Can community colleges protect both access and standards? The problem of remediation. *Teachers College Record*, 108(3), 339–373.

Rethlake, Joanie, 2006. *ABE Five State Funding and Census Data Comparison of California, Florida, Illinois, New York, and Texas*. Presentation to Texas Senate Committee on International Relations and Trade, Austin, TX.

*Texas Adult Literacy Survey (TALS)*, conducted in 1993 to provide state-specific information not provided by the *National Adult Literacy Survey (NALS)*. <http://www.edpubs.org>

2005 ABE EMPLOYMENT, POSTSECONDARY, ANE GED RESULTS

Texas Education Agency, Adult and Community Education Management Information System

(ACES), Table IV, 2002-2003. <http://www.tea.state.tx.us>

*Texas Poverty 101*, 2005. Center for Public Policy Priorities. <http://www.cppp.org>

Tondre, Barbara (2006). *Charting A Course: Responding to the Industry-Related Instructional*

*Needs of the Limited English Proficient*. In response to Education Rider 82, 2005, 79<sup>th</sup>

State Legislative Session. <http://www-tcall.tamu.edu>

U.S. Census Bureau, 2000 Census. <http://www.census.gov/main/www/cen2000.html>

*Washington State Board for Community and Technical Colleges. Integrated Basic Education and*

*Skills Training (I-BEST), Olympia, Washington.*

*Workforce Investment Act Eligibility Income Guidelines Desk Reference.*

[http://www.state.tx.us/boards/wia/wia\\_guidelines.pdf](http://www.state.tx.us/boards/wia/wia_guidelines.pdf)

*Workforce Investment Act, P.L. 105-220, TITLE II--Adult Education and Family Literacy*