RESULTS OF THE 2012 RESEARCH AND SURVEY OF ADULT EDUCATION PROVIDERS IN TEXAS

Texas Workforce Investment Council
June 2012

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Executive Summary

Adult education serves a critical role in the development of a well educated highly skilled workforce. Adult education providers offer adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL) services to Texans who have low levels of education, do not speak English, or both. These adult education services prepare adults for further academic instruction or skills training that lead to employment and self-sufficiency.

The total number of adult education and literacy providers in Texas is unknown. Additionally, only the numbers of adult learners served by providers that receive funding from the Texas Education Agency (TEA) are tracked. Without knowing the total number of providers in Texas (both those receiving funding from TEA and those who do not receive TEA funding) and how many adults they are serving, calculating the delivery of programs to address the statewide need for adult education is impossible. A comprehensive provider list could also be a valuable tool for referring students to providers and assisting in the coordination and collaboration of adult education providers throughout the state.

This report follows *A Primer on Adult Education in Texas* (Texas Workforce Investment Council, 2010a) and the subsequent companion papers. Research focuses on the development of a comprehensive list of adult education/literacy providers in Texas and the estimation of the delivery of programs to address the statewide need for adult education. This paper details:

- The assumptions, issues, and limitations inherent in this type of research,
- The creation of the comprehensive list of adult education providers,
- The development of the adult education and literacy provider survey,
- The results of the adult education and literacy provider survey, and
- An estimate of program delivery to address the statewide need for adult education.

In order to create a comprehensive list of adult education providers, the numerous adult education provider registries maintained by numerous literacy coalitions and councils throughout the state were identified and combined. Samples from the combined registry were then surveyed to identify any additional providers who were not listed in the registries. The provider information was then carefully reconciled and verified to ensure that multiple entries did not exist for the same provider and combined into a comprehensive list. Following the development of this comprehensive list, providers on the list were surveyed to gather additional information.

A task group was convened to develop the adult education and literacy provider survey. Before administering the survey, the Texas Workforce Investment Council (Council) sent letters to the literacy coalitions and councils that maintained the consolidated provider directories informing them of the survey and asking them to encourage their providers to participate. The adult education providers in the comprehensive list were sent similar letters stressing the importance of the research and encouraging their participation.

The electronic survey was sent to 652 providers throughout the state and the response rate for the entire sample was 50 percent. The survey results were organized into three overall results:

1. In 2011, adult education providers in Texas (both those funded by TEA and those not receiving TEA funding) report serving more ESL students than students in ABE, ASE, or 'other' programs. On average, each ESL student completed a greater number of hours in their program than ABE, ASE, or 'other' adult education students.

2. On average, an adult education provider who received funding from TEA served a greater number of students than a provider who did not receive TEA funding. The students served by a TEA funded provider completed more hours. TEA funded providers, on average, offered services at more sites.

3. Adult education providers who received funding from TEA were more likely to have a waiting list for their programs and had a greater number of students on the waiting list.

The average provider characteristics identified by the survey were utilized to estimate the statewide number of adult education students who received services in 2011. The information contained in the comprehensive provider list was combined with the survey responses for each provider. The two groups of providers (TEA funded providers and providers not receiving TEA funding) were separated and analyzed independently to account for differences between the groups. Missing responses were replaced by the group specific mean values for the providers who did not answer the survey. Finally, all of the responses (both the actual responses and the imputed mean values) were totaled to estimate the statewide number of adult education students served in 2011. The information produced by the statewide estimates was organized into five major results:

1. Estimated statewide totals indicate that adult education providers in Texas (both those funded by TEA and those not receiving TEA funding) served a total of 182,384 ABE, ASE, and ESL students in 2011.

2. In 2011, adult education providers offered services at an estimated 2,336 sites throughout the state.

3. Estimated statewide totals of students served and projections of need illustrate that 4.24 percent of the 4,301,577 individuals who were eligible received adult education services in 2011.

4. An estimated 26,546 to 42,305 individuals were on waiting lists for adult education programs in 2011. Estimates indicate that over half of TEA funded providers and almost one-third of providers not receiving funds from TEA had a wait list in 2011.

5. An estimated 208,930 to 224,689 individuals enrolled or attempted to enroll in adult education in 2011.

In the final section of this report, the numbers of students meeting the eligibility for adult education services under the federal definition in previously excluded programs are also considered in order to provide a more comprehensive picture of the total effort in adult education in Texas. The numbers of these students enrolled in developmental education classes provided by Texas community and technical colleges, classes offered by the Windham School District, and the 'other' adult education programs are combined with the estimated ABE, ASE, and ESL students served by TEA funded and non-TEA funded

providers. In 2011, the estimated number of adult education students served by TEA funded and non-TEA funded providers, 'other' adult education programs, the Windham School District, and developmental education classes was 247,834.

Because of the technical nature this report and the numerous steps required before the statewide number of adult education students served could be estimated, two chapters deal exclusively with methodology and process. Readers concerned about the overall results and findings may wish to read only the results in the final three sections. The "Adult Education and Literacy Provider Survey Technical Results" section details the providers' responses to the survey questions. The "Estimating the Statewide Number of Adult Education Students Served" section utilizes the survey responses to estimate the number of adult education students served throughout the state in 2011. The final section provides the estimated total number of students served by the additional adult education programs discussed above.

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Introduction

The Texas Workforce Investment Council (Council) was created in 1993 by the 73rd Texas Legislature. As an advisory body to the Governor and the Legislature, the Council assists with strategic planning for and evaluation of Texas' workforce system. The Council promotes the development of a well-educated, highly skilled workforce for Texas and advocates for a workforce system that provides quality workforce education and training opportunities. The 19-member Council includes representatives from business, labor, education, community-based organizations and the Council's five member state agencies.

Statutory Directive

Under Title 10 Texas Government Code (TGC) Section 2308.1016, the Council is responsible for facilitating the efficient delivery of integrated adult education and literacy programs in Texas. The Council is charged with evaluating the adult education programs administered by the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC) and identifying duplication of planning, lack of adequate client information sharing, and any other problems that adversely affect the delivery of adult education and literacy programs.

Defining Adult Education

Adult education is often applied as a broad reference for numerous and distinct types of adult learning activities. For the purpose of the Council's work, the definition of adult education is determined by Title II of the 1998 Workforce Investment Act (WIA), the Adult Education and Family Literacy Act. Title II of WIA defines adult education as the instruction and services below postsecondary level provided for individuals:

- Who are 16 years old and older,
- Not enrolled or required to be enrolled in secondary school under state law, and who:
  - Lack basic educational skills to function effectively in society,
  - Do not have a secondary diploma or equivalent, or
  - Are unable to speak, read, or write English.

Adult education programs generally emphasize basic skills in reading, writing, math, and English language competency to prepare adults for jobs or further academic instruction. This definition, though somewhat narrowed by statutory parameters, provides a starting point for understanding the role of adult education in workforce development. In this report, adult education includes adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL). A further discussion of the definition of adult education and its limitations is included in *A Primer on Adult Education in Texas* (*Primer*) (Texas Workforce Investment Council [TWIC], 2010a).

The Council's Previous Work on Adult Education

Building on earlier work presented in *A First Look at Critical Issues Surrounding Adult Education and Literacy in Texas* (TWIC, 2003), the Council examined aspects of adult education focused largely on TEA's adult education programs funded by Title II of WIA. The Council also reviewed the current adult education initiatives at TWC and the Texas Higher Education Coordinating Board (THECB). This research was published in the *Primer* in January 2010. The *Primer* detailed adult education legislation, funding, the service delivery system, current and future populations in need of adult education services, and program reporting and accountability. The *Primer* was written as a foundation upon which further research could provide additional in-depth analyses of specific issue areas.

The first companion paper to the *Primer*, *Identifying the Current and Future Populations in Need of Adult Education* (*Current and Future Populations*) (TWIC, 2010b), was prepared in coordination with the Office of the State Demographer and published in March 2010. The analyses in *Current and Future Populations* utilized updated data that were not available when the *Primer* was published and employed a more detailed projection methodology determined by the Office of the State Demographer. *Current and Future Populations* includes further analyses of the current population in need of adult education services, a more precise estimate of the future need for services based on projections for the Texas population, and the geographic dispersion of both current and projected adult education eligible populations in Texas by local workforce development areas (LWDA).

The second companion paper, *Adult Education Providers: Instructional Approaches and Service Delivery Methods* (*Adult Education Providers*) (TWIC, 2010c), was published in June 2010. *Adult Education Providers* focuses on the instructional approaches and methods utilized to provide adult education throughout the state. A representative sample of adult education providers in Texas was compiled with assistance from various experts in state agencies, community colleges, and literacy organizations. The sample included providers from local education agencies, community colleges, and volunteer/non-profit organizations that do and do not receive funding through TEA. The selected providers were interviewed about specific aspects of their programs such as the student enrollment process, instructional delivery, the classroom materials utilized, average hours per week students attend class, and how the curriculum is developed. After analysis of the gathered information, findings were reported and four observations with corresponding suggested actions were offered.

The third companion paper, *Adult Education Regions and Local Collaboration* (*Adult Education Regions*) was published in January 2011. *Adult Education Regions* builds on the suggested action from the second companion paper calling for collaboration and cooperation at the local level to improve the adult education system in Texas. Funding and coordination of adult education are examined from a regional perspective for those providers that receive funding through TEA. Regional boundaries for the allocation of adult education funds are explored and possible entities such as local workforce development boards, regional and local P-16 councils, GREAT (Getting Results Educating Adults in Texas) centers, and regional education service centers are considered in promoting the coordination of adult education services.

In addition to the *Primer* and its companion papers, the Council also addresses adult education in *Advancing Texas: Strategic Plan for the Texas Workforce System* (*FY2010-FY2015*) (*Advancing Texas*). Because the Council is charged in state and federal law with the responsibility to assist the Governor and Legislature with strategic planning for and evaluation of the Texas workforce system, one of the Council's chief responsibilities is the development of an integrated strategic plan for the workforce system. This system strategic plan focuses on issues that affect multiple parts of the workforce system and intersect various agencies and programs. *Advancing Texas* contains 14 long term objectives focused on enhancing Texas' competitive edge in the global economy. Two objectives focus on improving integration of programs and services and increasing outcomes for individuals in adult education programs:

- Integrated adult education and workforce skills training programs will be designed and implemented to enhance employment outcomes for the English language learner (ELL) population.
- Targeted adult education and workforce skills training programs will be designed and implemented to enhance employment outcomes for populations requiring workplace literacy skills.

Action plans for both the English language learner population and individuals with low literacy levels have been developed in *Advancing Texas* to accomplish the two long term objectives. Both action plans call for describing the characteristics of the target populations, identifying current programs that serve the target populations, developing measures of program effectiveness, and establishing interagency workgroups to develop models of program outreach and delivery.

Scope of Report and Survey Questions

This report follows the *Primer* and the subsequent companion papers. Research focuses on the development of a comprehensive list of adult education/literacy providers in Texas and the estimation of the delivery of programs to address the statewide need for adult education. This paper details:

- The assumptions, issues, and limitations associated with this research,
- The creation of the comprehensive list of adult education providers,
- The development of the adult education and literacy provider survey,
- The results of the adult education and literacy provider survey, and
- An estimate of program delivery to address the statewide need for adult education.

Detailed discussions of methodological issues are also included for every component of this study. In addition to this report, a major final product from this project is a comprehensive list of adult education providers and a count of the individuals who were served by these providers in 2011. The comprehensive list will be provided to TEA.

The survey contained 10 questions addressing different aspects of the adult education and literacy programs conducted in 2011. The questions addressed:

- The number of adult students served in ABE, ASE, ESL, and other adult education programs in 2011,
- The average number of hours completed by each student in each of the programs,
- Funding received from TEA, adult education cooperatives, county funds, city funds, grants from foundations, or donations,
- The programs that have a waiting list and the number of people on the waiting list, and
- The number of locations at which services are offered.

Report Structure and Suggested Reader Focus

This research report describes the various steps required to estimate the number of adult education students served throughout the state in 2011. The methodology required for each step is illustrated in sufficient detail to be replicated or expanded upon by subsequent research. Depending on the reader's specific interest, focus may be placed on specific sections of this report.

Readers concerned about the overall results and findings may wish to read the next section that details and acknowledges the assumptions and limitations inherent in this type of research and then skip to the final two sections. The methodology behind creating the comprehensive list of adult education providers or developing the survey is offered in respective sections and can be reviewed if additional detail is required. The comprehensive list of 715 adult education providers is contained in Appendix C and the online adult education provider survey is in Appendix I.

Assumptions, Issues, and Limitations

This study attempts to quantify an unknown population to estimate the activity addressing the statewide need for adult education: the adult education/literacy providers in Texas and the individuals who are receiving services. Important limitations are inherent in this research and must be acknowledged. Additionally, many of the findings and conclusions in this study rely on the definition of key concepts and numerous underlying assumptions. This section details the assumptions, issues, and limitations associated with this research.

Defining Adult Education and the Exclusion of Certain Providers. As previously discussed, the Council relies on the definition of adult education specified in Title II of the 1998 Workforce Investment Act. *Adult education* is often used as a general term to refer to numerous types of adult learning activities such as adult basic education, developmental education, English as a second language, workforce education, job skills, life skills, and almost any postsecondary education. Within the scope of this report, adult education is limited to ABE, ASE, and ESL programs and those adults who are eligible for services under the federal definition as set out in the Workforce Investment Act, Title II: Adult Education and Family Literacy Act of 1998. Therefore, this research focuses on providers that offer ABE, ASE, and ESL programs. Providers that only offer services such as computer literacy, parenting education, or financial literacy may or may not be included and the individuals that they serve may or may not be counted. Additionally, providers who charge for their services (other than a nominal material fee, etc.) were excluded, including community and technical colleges that charge for their adult education classes through continuing education.

Under Counting Providers. The total number of providers offering services in Texas is unknown since only the providers receiving funding through TEA are required to report their outcomes. Although multiple provider directories from literacy coalitions and councils across the state were combined, the total number of adult education providers in this report could be under counted.

Under Counting Individuals Receiving Adult Education Services. Since the adult education providers are relied upon to report the number of individuals that they have served, the possibility of under counting the providers could also lead to an under count of the individuals receiving adult education services in Texas. No economically feasible method exists to ensure that all individuals receiving adult education services are reported. Literacy councils and coalitions were asked to encourage their members to respond to the survey; however, a 100 percent response rate is implausible for any survey.

Employees receiving adult education and literacy services from their employers may not be included in the overall count of individuals receiving services. The most recent indication of how many employers in Texas offer adult education services is provided by the Texas Workforce Investment Council's 2006 Survey of Texas Employers which found that six percent of the 2,414 employers surveyed had worked with adult education providers to offer English language and/or workplace literacy instruction for their employees. However, the number of individuals trained was not reported by the employer respondents.

Because community and technical colleges are open admission institutions, students are not required to have a high school diploma to enroll in a program. Many students, upon enrollment, are placed into developmental education – including those both with and without high school diplomas. While just over 79,000 students were enrolled in developmental education classes at community colleges, technical colleges, or universities in the 2010-2011 school year, determining the number without a high school diploma or equivalent is not possible. Staff at THECB advised that because of data limitations, it is not possible to determine the number of developmental education students that would qualify for adult education services under the federal definition. Therefore, developmental education students have not been included in the overall count of individuals receiving adult education services noted in the results section of this report. However, an estimated number of adult education students in developmental education in Texas community and technical colleges was provided during legislative testimony on June 12, 2012 and is provided in the final section of this paper.

Additionally, many community and technical colleges offer continuing education classes in adult literacy. The number of these students has also been excluded from the overall estimate of number served in the results section because the number is impossible to quantify; colleges are not required to report continuing education student data for adult literacy courses.

The numbers of incarcerated adults over 16 years of age served through the Windham School District are not included in the overall count of individuals receiving adult education services in the results section. While Windham does deliver literacy programs, the district does not track inmate enrollment by age and prior educational attainment. However, an estimated number of students served by Windham who qualify for adult education under the federal definition is provided in the final section.

Over Counting Providers (Providers Versus Locations). Many providers offer services at multiple locations. The distinction between the numbers of providers and service locations is subtle but important. If a directory lists every location and each entry is assumed to be a separate provider, the number of providers will be over estimated. Not accounting for this distinction between providers and locations could explain the wide range of estimates regarding the numbers of adult education providers believed to be operating in Texas.

Over Counting Individuals Receiving Adult Education Services. Since a person can receive services from multiple providers, the same person can appear in the total count multiple times. For example, if an individual has received services from three different providers during the past year, he or she will be counted three times (assuming that the three providers are surveyed and all respond). Over counting can also occur in a situation where a centralized provider offers services at multiple locations. If a provider who offers services at multiple locations reports the total number of students served at all sites and some of the other locations are also unintentionally surveyed and respond with the numbers of students served at the sites, the number of students receiving services would be over counted.

A Point in Time. The comprehensive list of adult education providers used for this research and the resulting total number of adults served are only relevant for a specific period of time since any list of providers will become outdated when organizations throughout the state begin new services and others

discontinue existing services. This research, therefore, provides a snapshot of adult education in Texas at a particular point in time.

Appropriateness of Combining the Counts of Students in Funded and Unfunded Programs. As the Council noted in past publications, the adult education delivery system in Texas can be conceptualized as being bifurcated, or divided into two parts, due largely to differences in provider funding. One part of the adult education delivery system includes the organizations that receive funding through TEA; the other includes the organizations that do not receive funding from TEA. The organizations that do not receive funding from TEA are exempted from many of the requirements associated with the receipt of funds such as testing requirements and the reporting of student outcomes. By combining the participants of the funded and unfunded programs, important differences between the two groups may be obscured by assuming similar progression through the programs and common student outcomes.

All research is based on assumptions, every study has limitations, and no method is perfect. Additionally, research that analyzes almost any population attempts to measure the current location of a moving target. Even if an accurate measurement can be made at a point in time, the population will change by a later date. The issues discussed in this section can affect both the compilation of a comprehensive list of adult education providers and the count of the individuals who were served by these providers in the past year. However, a carefully planned methodology helps to reduce, or at least recognize, the effects of these possible sources of bias. Even when these assumptions, issues, and limitations are considered, this report still serves to advance stakeholder knowledge about the activities, providers, and individuals being served by adult education programs in Texas.

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Creating a Comprehensive List of Adult Education Providers

Developing a comprehensive list of adult education providers in Texas is a complex task. The total number of providers offering services in Texas is unknown since many are not required to report unless they receive funding from TEA. However, individual regional lists of providers are maintained by different organizations throughout the state including regional literacy coalitions and councils. An efficient strategy to create a comprehensive list took advantage of the work that had already been done by utilizing these existing lists.

Several iterative steps were required to create a comprehensive list of adult education and literacy providers in Texas. First, the numerous adult education provider registries were identified and combined. Second, samples from the combined registry were surveyed to identify any additional providers who are not listed in the registries. Careful reconciliation and verification of information after each step was necessary to ensure that multiple entries did not exist for the same provider. This section describes the creation of the comprehensive list of adult education providers in more detail. Table 1 summarizes the steps in the methodology.

Table 1: Steps in Creating a Comprehensive List of Adult Education Providers

Date	Step
August 2011	Verified accuracy and updated primary and satellite registries, combined registries, and ensured that multiple entries for the same providers did not exist. Verified questionable entries by telephone and email to produce clean list.
October 2011	Selected first sample of 189 providers from the combined registries and sent the adult education provider identification survey (Round 1).
November 2011	Selected second sample of 194 providers from the combined registries and sent the adult education provider identification survey (Round 2).
December 2011	All of the additional providers identified by the two rounds of surveys were sent the adult education provider identification survey (Round 3).

Combining the Adult Education Provider Registries

The first step was to combine the numerous existing adult education provider registries. The primary registry of adult education and literacy providers in Texas is the provider directory maintained by the Texas Center for Adult Literacy and Learning (TCALL). As of January 2012, the directory listed 426 providers with their contact information, addresses, cooperative affiliations, and the services offered by each organization. Although the directory is the best source of information on providers in Texas, inclusion in the directory is not mandatory and organizations not receiving TEA funds, such as faith-based and community-based organizations, and for-profit providers, may not be listed. However, satellite directories are maintained by several volunteer and professional associations such as the Collin County Adult Literacy Council, Dallas Baptist Association, DFW International, Dollar General Literacy Foundation, Hope Literacy, Houston Center for Literacy (formerly Houston Read Commission), the

Literacy Coalition of Central Texas, Literacy San Antonio, Literacy Texas, Montgomery County United Way, North Texas Future Fund, ProLiteracy, and Tarrant Literacy Coalition.

With the cooperation of these volunteer and professional associations, their updated registries were consolidated with the TCALL directory. After the provider information was combined, data were verified to ensure that multiple entries did not exist for the same provider. This process was accomplished through multiple comparisons of the organizations' names, physical addresses, main contacts, email addresses, and phone numbers.

This method of combining multiple directories is often used when conducting economic surveys with businesses. Some European countries and Canada have business registries based on tax data and combine them with independent registries of nonprofit businesses to conduct surveys focused on topics such as overall business activity or total contributions to retirement plans. Several papers have been written about this method and are posted at the integrated data bureau in Canada, Statistics Canada (Smith & Perry, 2004).

Sampling Providers

Using the new, combined registry, a sample of 189 providers was selected by alphabetizing all of the providers by their organization's name and choosing every third provider. This sample of providers was contacted via email survey on October 26, 2011 and asked to identify any adult education and literacy providers that they knew, assuming that they might identify providers who were not in the combined registry. The email message and survey are included in Appendices A and B. Approximately one week after the providers received the survey, reminders were sent to anyone who had not completed the survey (reminders were sent after every round of all the surveys). This first identification survey had a 25 percent response rate; however, follow up conversations determined that some providers did not respond because they were not aware of any additional providers. The sample identified 134 providers, of which 38 were not already in the combined registry.

A second sample of 194 providers from the combined registry was surveyed on November 14, 2011. The second sample was chosen by selecting every other provider in the list who was not already included in the first sample. Again, the second identification survey had a 25 percent response rate. The second sample identified 62 providers, of which three were not already in the combined registry.

The third identification survey was sent to the new providers identified in the previous two survey rounds. This snowball sampling technique is used in the social sciences and is an effective way to gather information on an unknown population that is difficult to access. Surveys were sent to the 41 providers on December 12, 2011. This third identification survey had a 32 percent response rate. The third sample identified 29 providers, of which one was not already in the combined registry.

The Comprehensive List of Adult Education and Literacy Providers

After combining the numerous adult education provider registries and including the additional providers collected from the three samples, the comprehensive list of adult education and literacy providers in Texas was completed. Again, the entries were carefully reconciled and verified to ensure that multiple entries did not exist for the same provider. The comprehensive list of adult education providers in Appendix C contains information on 715 adult education providers, including 54 satellite locations, in Texas.

If any adult education provider is not included in the comprehensive list, the Council encourages it to send contact information to twic@governor.state.tx.us.

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Developing and Administering the Provider Survey

After the provider information from the directories and the samples was combined into the comprehensive list, a final verification was needed to ensure the accuracy of the list. An efficient way to verify the contact information of each provider and to ensure that they currently offer adult education services was to survey every provider on the list. This final survey could also be used to determine a count of the individuals who were served by these providers in the past year, as well as information regarding services offered and funding sources.

The Task Group

A task group was convened to create the final adult education provider survey. The goal of the group was to keep the survey short to promote completion and to ensure that the most useful and relevant questions were asked. The team members included:

- Linda Munoz (Senior Program Director, Developmental and Adult Education, Texas Higher Education Coordinating Board),
- Jennifer Jacob (Program Specialist, Texas Education Agency),
- Clint Winters and Phyllis Coombes (Manager, Strategic Workforce Initiatives, and Literacy Analyst, Texas Workforce Commission),
- Ida Acuna-Garza (Executive Director, South Texas Literacy Coalition),
- David Joost (Adult Education Programs Director, Houston Community College), and
- David Borden (Executive Director, Adult Education, Austin Community College).

The process to create the survey consisted of numerous iterative steps in which the questions were developed, compiled, and prioritized. These steps are outlined in Table 2. The team members were asked to formulate three questions that they considered to be essential for the survey. The questions were compiled, consolidated, and returned to each team member for a review of completeness and wording. Team members responded with feedback and edits. The revisions were incorporated and the list of questions was again sent back to each member. Based on a prioritized list of questions, a draft survey was completed and sent to the members for their review. On February 13, 2012, the team members participated in a conference call and finalized the survey.

Table 2: Steps in Developing the Adult Education and Literacy Provider Survey

Date	Step
January 2012	Team members forwarded three questions considered to be essential for the survey.
January 2012	Questions were compiled and returned to team members for review of completeness and wording.
January 2012	Team members sent back their feedback about questions.
January 2012	Revisions were incorporated and the questions were sent back to team members.
February 2012	Based on the prioritized list, a draft survey was completed and sent to team members for review.
February 2012	Team members finalized the survey.

Ensuring a Sufficient Survey Response Rate

The response rate has traditionally been an important consideration when conducting survey-based research. An adequate sample size is necessary to draw valid, statistically significant conclusions about the overall population. In very general terms, a greater percentage of the population that responds to a survey means a smaller confidence interval and more accurate findings.

Considering that one of the goals of this research project was to calculate the total number of students being served by the adult education providers, a high response rate was critical. Several steps were taken to improve the response rate of the survey. These steps consisted of sending the coalitions and providers letters detailing the importance of the research, requesting that the coalitions contact the providers and encourage them to reply to the survey, and sending multiple reminders to the providers encouraging them to complete the survey.

The Council worked closely with the literacy coalitions and councils that maintain the provider directories. A letter was sent to the coalitions from the chairman stressing the importance of the research, identifying adult education research as a priority for the Council, and stating that the research supports goals outlined in *Advancing Texas*. Two weeks later, the coalitions were sent another letter from the Council director detailing more specific information about the survey. This letter also asked the coalitions to email all of the providers in their directories and mailing lists to encourage their participation on the survey. The email included a sample message that the coalitions could send to the providers.

The adult education providers were sent similar letters from the chairman and director stressing the importance of the research, detailing the survey, and encouraging their participation. After the survey was emailed to the providers, three reminders were sent to the organizations that did not respond. These steps are detailed in Table 3 below and copies of all the letters are included in Appendices D through G.

Table 3: Letters and Reminders Sent to Coalitions and Providers

Date	Action
February 2012	Letter from the Council chairman was sent to coalitions stressing the importance of the research.
February 2012	Letter from the Council director to coalitions with details about the survey and a sample letter that the coalitions can use to send to their members.
March 2012	Letter from the Council chairman to providers stressing the importance of the research.
March 2012	Coalitions sent their letters to their lists of providers.
March 2012	Letters from the Council director to providers with details about survey.
March 2012	The final survey was sent to all providers. Providers were asked to respond by April 2012.
April 2012	The first reminder was sent to all providers who had not responded to the survey.
April 2012	The second reminder was sent to all providers who had not responded to the survey.
April 2012	The third reminder was sent to all providers who had not responded to the survey.

Administration of the Survey

The comprehensive list of adult education providers was reviewed a final time before the survey was sent to the providers. Of the 715 entries on the comprehensive list, 54 were excluded because they were determined to be satellite locations operated by centralized providers. The numbers of students served by all of these satellite locations were reported by the central providers. An additional nine providers were deleted from the list because they no longer provided adult education services.

With the exclusion of the satellite locations and the providers who no longer offered services, the final sample size was 652 providers.   On March 26, 2012, an email message was sent to these providers containing a link to the online survey (Appendix H). The survey was administered through the online survey site, SurveyMonkey. The providers were asked to answer the survey by April 9, 2012, but the survey did not close until April 16, 2012 to ensure that everyone had an opportunity to participate. A copy of the provider survey is included in Appendix I.   The respondents were asked questions regarding:

- The number of adult students that they served in ABE, ASE, ESL, and other adult education programs in 2011,
- The average number of hours completed by each student in each of the programs,
- If they received funding from TEA, adult education cooperatives, county funds, city funds, grants from foundations, or donations,
- If they have a waiting list, and
- If they delivered services at multiple sites or locations.

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Adult Education and Literacy Provider Survey Technical Results

After the survey was administered, the responses were available for download from the online survey site. However, before the survey results could be analyzed, several important steps were necessary to ensure the validity of the results. This section details the calculation of the response rate, determination of the survey's confidence interval, and verification of the survey responses. Next, the analysis of the survey is briefly described and the results are noted. Finally, differences between the TEA funded providers and the providers not receiving TEA funding are detailed and considerations are presented.

Response Rate and Confidence Interval

The electronic survey was sent to 652 adult education and literacy providers in Texas. Of those surveyed, 327 responded. Therefore, the response rate for this survey is 50 percent. Because of the high provider response rate, the survey's confidence interval for the complete sample is 3.83 percent (with a 95 percent confidence level). The confidence interval can be interpreted as how accurately the sample represents the population.

Of the 150 TEA funded providers surveyed, 109 responded. The response rate for the TEA funded providers is 73 percent and the confidence interval for the subgroup is 4.92 percent (with a 95 percent confidence level). Of the 502 providers surveyed who do not receive TEA funding, 218 responded. The response rate for the providers not receiving TEA funding is 43 percent and the confidence interval for the subgroup is 5 percent (with a 95 percent confidence level).

Data Verification

After the survey was closed, the responses were downloaded from SurveyMonkey into an Excel spreadsheet. The responses were reviewed for logical inconsistencies and possible erroneous entries. An example of a logical inconsistency is a provider reporting an average number of hours completed by students in a program while reporting that no students were in the program. An example of a possibly erroneous entry is reporting that the average number of hours completed by each student in a particular program is 5,247. Whenever an unusual response was found, the provider was contacted and asked to verify the information. If determined to be incorrect, the survey response was amended using the updated information from the provider.

Two provider responses were not included in the analysis of the mean values. Both of these responses were so large that they unrealistically affected the mean values of all other responses by doubling the values. One of the responses was the number of students in 'other' adult education programs. The provider operated several public computer labs and counted all individuals who utilized the computers regardless of time or activity. The second response was for a particularly large number of students on a waiting list. The waiting list response was excluded in calculating the mean so that it did not over inflate the mean. However, it was used in the count of actual responses in the next chapter since the provider was contacted and verified the value.

Survey Analysis

The survey data in the Excel spreadsheet was imported into the PASW (formerly called SPSS) statistical analysis software program. Descriptive statistics were then calculated for all of the responses. For the questions requiring a number (such as the students in a program, average hours completed, individuals on a waiting list, and the number of additional sites), a mean and a measure of the distribution of the sampling mean were calculated. For the questions requiring a yes or no answer (such as if the provider receives funding from TEA, if the provider receives funding from sources other than TEA, and if the provider has a waiting list), the responses were recoded to 1 for yes and 0 for no. This dichotomous recode allows a mean and the distribution of the sampling mean to be calculated. Additionally, the mean of these responses can be interpreted as the percentage of respondents who answered yes. Finally, for the question asking providers to identify all of their programs that have waiting lists, frequencies were calculated based on the individual responses. This three step analysis was first completed using the entire sample, and then separately for the providers who receive funding from TEA and again for those who do not receive funding from TEA. These separate analyses allow data to be used to compare the two groups.

Overall Numerical Results

Table 4 on page 22 contains the results of the survey analysis for the entire sample, including both TEA funded providers and providers who do not receive funding from TEA. Since the mean can be affected by extreme values, care must be exercised when reviewing the results of the survey. Generally, the distribution of the sampling mean illustrates how closely the sample mean approximates the mean of the overall population. Table 4 lists both the minimum and maximum values of the complete sample and the values for the distribution of the sampling means to gauge the accuracy of the means.

The analysis that utilizes the entire sample illustrates that providers served an average of 88 ABE students, 34 ASE students, 202 ESL students, and 35 'other' program students in 2011. Of course, these results average the numbers of students served across all providers and it must be noted that not all providers offer all four adult education programs. The adult education providers reported that ABE students completed an average of 34 program hours, ASE students completed 45 hours, ESL students completed 69 hours, and other adult education students completed 15 hours.

As previously noted, the mean of the dichotomous responses can be interpreted as the percentage of respondents who responded yes. By directly converting the mean into a percentage (multiplying by 100), 50 percent of respondents reported receiving funds from sources other than TEA such as county or city funds, grants from foundations, or donations. Forty three percent of the respondents stated that they had a waiting list for at least one of their adult education programs with an average of 35 individuals on the list. Forty five percent of the respondents stated that they offered adult education services at multiple sites and the average number of additional sites was eight.

The second analysis that utilizes only the responses from the TEA funded providers illustrates that they each served an average of 244 ABE students, 47 ASE students, 398 ESL students, and 32 'other' program

students in 2011. The TEA funded providers reported that ABE students completed an average of 71 program hours, ASE students completed 71 hours, ESL students completed 104 hours, and 'other' program students completed 16 hours. Forty nine percent of TEA funded respondents reported receiving additional funds from sources other than TEA such as county or city funds, grants from foundations, or donations. Sixty one percent of the TEA funded respondents stated that they had a waiting list for at least one of their adult education programs with an average of 78 individuals on the list. Sixty percent of the TEA funded respondents stated that they offered adult education services at multiple sites, and the average number of additional sites was 11.

The third analysis utilizing only the responses from the providers who do not receive funds from TEA illustrates that they each served an average of 15 ABE students, 31 ASE students, 125 ESL students, and 38 'other' program students in 2011. The providers not receiving TEA funds reported that ABE students completed an average of 19 program hours, ASE students completed 37 hours, ESL students completed 61 hours, and 'other' program students completed 17 hours. Approximately 51 percent of the respondents reported receiving funds from sources such as county or city funds, grants from foundations, or donations. Follow up phone calls indicated that many providers received in-kind donations such as classroom space at churches and volunteer instructors, but did not report these as funding. Given that 49 percent of providers indicated that they did not receive funds, this lack of response could be interpreted to demonstrate the high level of volunteer work in the provision of adult education services in Texas. Thirty three percent of the respondents not receiving TEA funding stated that they had a waiting list for at least one of their adult education programs with an average of 11 individuals on the list. Thirty nine percent of the respondents not receiving TEA funding stated that they offered adult education services at multiple sites. The average number of additional sites was six.

Table 4: Mean Values for Survey Responses

		Complete Sample		TEA Funded		Not TEA Funded	
	Values	Mean	Distribution of the Sampling Mean	Mean	Distribution of the Sampling Mean	Mean	Distribution of the Sampling Mean
Number of Students:							
ABE	0 to 2792	87.54	14.81	244.13	41.82	15.27	3.77
ASE/GED	0 to 504	33.89	4.05	46.93	6.42	31.12	6.12
ESL	0 to 6759	202.23	31.64	397.68	89.91	124.55	19.61
Other	0 to 1913	34.93	8.49	31.97	12.12	38.22	12.34
Average Hours Completed:							
ABE	0 to 464	33.78	3.55	70.85	7.63	19.19	3.73
ASE/GED	0 to 840	44.56	4.75	70.45	9.65	36.81	5.90
ESL	0 to 875	69.38	5.78	104.41	8.46	60.49	8.36
Other	0 to 365	14.76	2.68	15.76	4.57	16.98	3.96
Additional Funding	Yes=1 No=0	0.50	0.03	0.49	0.05	0.51	0.04
Provider has Waiting List	Yes=1 No=0	0.43	0.03	0.61	0.05	0.33	0.04
Number on Waiting List	0 to 1909	35.17	7.87	77.57	20.67	11.4	2.80
Services Offered at Multiple Sites	Yes=1 No=0	0.45	0.03	0.60	0.05	0.39	0.04
Number of Additional Sites	2 to 65	8.19	0.89	11.40	1.63	5.45	0.75
n=		327		105		182	

Table Notes: The distribution of the sampling mean is calculated by dividing the standard deviation by the square root of the sample size.

The survey included a question that asked the respondents who indicated that they had a waiting list to identify all of their specific programs with waiting lists. Table 5 on the following page contains the number of times each specific program with a waiting list was identified (the frequency). To compare the TEA funded providers and the providers not receiving TEA funds, a percentage was calculated by dividing the frequency of each program by the number of providers in each group that reported having a waiting list. For the complete sample, 46 percent of the respondents with waiting lists reported having a waiting list for ABE, 47 percent reported ASE, 78 percent have a wait list for ESL, and 18 percent reported a wait list for other types of adult education programs.

For the TEA funded providers with waiting lists, 63 percent reported having a waiting list for ABE, 56 percent reported ASE, 84 percent have a wait list for ESL, and nine percent reported a waiting list for 'other' types of adult education programs.

For the providers with waiting lists not receiving funds from TEA, 31 percent reported having a waiting list for ABE, 36 percent reported ASE, 71 percent have a wait list for ESL, and 25 percent reported a waiting list for 'other' types of adult education programs.

Table 5: Programs with Waiting Lists

Programs with Waiting Lists:	Complete Sample		TEA Funded		Not TEA Funded	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
ABE	58	46%	40	63%	18	31%
ASE/GED	59	47%	36	56%	21	36%
ESL	98	78%	54	84%	42	71%
Other	22	18%	6	9%	15	25%
Providers Reporting a Waiting List	125		64		59	

Table Notes: Providers could select multiple programs. The percent value was calculated by dividing the frequency of each program by the number of providers who reported that they had a waiting list.

Comparative Results for TEA Funded and Non-TEA Funded Providers

Table 4 illustrates provider differences in the mean values of several survey responses. However, additional tests were needed to determine if these differences between the two groups are statistically significant (i.e. if the difference between the groups cannot be explained by chance alone).

The t-test is a frequently used statistical procedure that compares the mean values of two groups in order to determine statistically significant differences. To compare the survey responses of the TEA funded providers and those not receiving TEA funding, an independent samples t-test was conducted for all of the mean values in Table 4 using PASW. The technical results of the independent samples t-tests are included in Appendix J. Statistically significant differences between TEA funded providers and the providers not receiving TEA funding were found for:

- The number of ABE students served.
- The number of ESL students served.
- The average hours completed by ABE students.
- The average hours completed by ASE students.
- The average hours completed by ESL students.
- Providers having a waiting list.
- The number of students on the waiting list.
- If adult education services are offered at multiple sites.
- The number of additional sites where services are offered.

For the mean values that were identified with statistically significant differences, the mean values for the providers receiving funding from TEA were higher than for the providers not receiving funding from TEA. On average, providers who receive funds from TEA serve more ABE and ESL students. The ABE, ASE, and ESL students served by TEA funded providers also completed more hours, on average. More TEA funded providers have a waiting list with a greater number of students on the list than non-TEA funded providers. More TEA funded providers offer adult education services at multiple sites and they offer services at a greater number of sites than the providers who do not receive funding from TEA.

The two groups of providers did not differ significantly on the number of ASE students served, the number of other adult education students served, the average hours completed by other adult education students, and receiving funding to provide adult education from sources other than TEA. Whereas Table 4 illustrates that the mean values of these four variables are not exactly equal for the two groups of providers and suggests that differences may exist, the differences in the mean values could be due to chance.

Results and Considerations

The adult education provider survey yielded a large amount of data. In order to make sense of the information, the responses from the entire sample must be reviewed to account for any differences in the characteristics of the adult education programs (ABE, ASE, ESL, and 'other'). Additionally, the differences between the providers who receive TEA funding and those who do not receive funding must be considered. Careful attention must also be given to the statistical significance of any differences between the provider groups. The information gathered by the survey can be organized into three overall results:

1. In 2011, adult education providers in Texas (both those funded by TEA and those not receiving TEA funding) report serving more ESL students than students in ABE, ASE, or 'other' programs. On average, each ESL student completed a greater number of hours in their program than ABE, ASE, or 'other' adult education students.

Table 4 illustrates that for the complete sample, each adult education provider served an average of 202 ESL students last year. Additionally, ESL students completed the largest number of hours in any program, averaging 69 hours. These results are consistent across providers who are funded by TEA and those not receiving TEA funding.

2. On average, an adult education provider who received funding from TEA served a greater number of students than a provider who did not receive TEA funding. The students served by a TEA funded provider completed more hours. TEA funded providers, on average, offered services at more sites.

A TEA funded adult education provider served more students, on average, in every program except for 'other' programs. However, only the numbers of ABE and ESL students are statistically significant. ABE, ASE, and ESL students in TEA funded adult education programs completed more hours than students in programs offered by providers who do not receive funding from TEA. The TEA funded adult education providers also offered services at almost twice as many locations as providers not receiving funds from TEA.

3. Adult education providers who received funding from TEA were more likely to have a waiting list for their programs and had a greater number of students on the waiting list.

TEA funded providers were almost twice as likely to have a waiting list for their programs. Additionally, TEA funded providers had approximately six times as many students on their waiting lists as providers

who do not receive funds. Table 4 indicates that greater percentages of both TEA funded providers and providers who do not receive funding from TEA report that their ESL programs have waiting lists.

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Estimating the Statewide Number of Adult Education Students Served

The results presented in the previous section illustrate the average characteristics of the individual providers who responded to the survey. Because the survey response rate was 50 percent, the survey has a relatively small confidence interval and the sample can be assumed to accurately represent the population of providers in the comprehensive list. This section details how the average provider characteristics identified by the survey are utilized to estimate the statewide number of adult education students who received services in 2011.

Methodology

Numerous steps were required before the number of adult education students served by both the TEA funded providers and the providers who do not receive TEA funding could be estimated. Several data sources were combined, the two groups of providers were then divided for separate analysis, responses were determined for the providers who did not answer the survey, and finally all of the responses were totaled to calculate the estimates. This section describes each of these steps.

Preliminary Steps

First, the survey responses were combined with the provider information contained in the comprehensive list of adult education and literacy providers. Since so much program information was available in the comprehensive list, fewer questions were required on the provider survey and its length was limited to promote completion. The Excel spreadsheets containing the 327 survey responses and the comprehensive provider list containing the program information for the 652 providers were opened in Access and connected by matching the unique email addresses of the providers. The combined file was then converted back into an Excel spreadsheet for further analysis.

The second step consisted of dividing the TEA funded providers and the providers who do not receive TEA funding and placing their data into separate spreadsheets. Analyzing the providers independently is necessary to account for any differences between the two groups. Additionally, the t-tests conducted, as noted in the previous section, indicated statistically significant differences between the mean values of the two groups. Table 6 illustrates that of the 150 TEA funded providers, 109 responded to the survey and 41 did not answer the survey. Of the 502 providers that do not receive funding from TEA, 218 responded to the survey and 284 did not answer the survey.

Table 6: Numbers of Providers Responding to Survey by TEA Funding Status

	Total	Responded to Survey	Did Not Answer Survey
TEA Funded Providers	150	109	41
Providers Not Receiving TEA Funds	502	218	284
n=	652	327	325

The providers who received funding from TEA were identified in one of two ways. The providers who responded to the survey were identified with a question that asked them if they received funds from TEA. However, identification of the providers who did not respond to the survey or who skipped the question was more difficult. These providers were identified using information in the comprehensive list of TEA funded adult education and literacy providers that was originally contained in the TCALL directory. The TCALL directory, which was consolidated into the comprehensive list, included an indicator identifying providers as cooperatives or affiliates of adult education co-ops.

Determining the Responses for Providers Who Did Not Answer the Survey

At the conclusion of the second step, two lists of providers were produced in Excel containing the combined program information and survey responses: one for the TEA funded providers and one for the providers who do not receive TEA funding. The actual survey answers were available and used for the providers in both groups that responded to the survey. However, the providers who did not respond to the survey (41 TEA funded providers and 284 providers not receiving TEA funds) had missing values for their survey questions. The third step of the methodology consisted of determining the missing values for the providers who did not answer the survey so that the number of adult education students served in 2011 could be estimated by totaling all responses.

The mean values of the survey responses in Table 4 were substituted for the missing survey answers of the providers who did not respond to the survey. To preserve the differences between the two groups of providers, the separate mean values (for those providers who did and did not receive TEA funding) were utilized for each subgroup. Only the missing values for the providers who did not respond to the survey were substituted, the actual survey answers of the providers who responded to the survey were not modified, even if they had missing responses.

Substituting the mean values of the survey responses is an efficient and logical way to determine the missing survey answers, especially since the separate subgroup means were utilized for each of the two groups of providers. Using the subgroup means to replace missing values is a traditional and commonly used statistical strategy called imputation. Numerous other approaches can be used to handle missing values, such as multiple regression. However, many multivariate techniques utilize the existing values of

other variables to predict a specific missing value. Considering that the missing values are being replaced for the providers who did not respond to any of the questions on the survey, no other values exist for these techniques to use in predicting the missing value.

Calculating the Estimates

With the missing values determined for the providers who did not answer the survey, the actual and imputed survey responses can be totaled using the Excel spreadsheets. These totals approximate the results of the survey if all 652 adult education and literacy providers in the comprehensive list answered the survey and, therefore, estimate the number of the adult education students served in Texas for 2011 for these providers. Table 7 illustrates the totals.

Table 7: Totals of Actual and Estimated Survey Responses for 652 Providers

	Total	TEA Funded	Not TEA Funded
Number of Students:			
ABE	42,971	35,693	7,278
ASE/GED	21,809	6,936	14,873
ESL	117,604	57,814	59,790
Other	23,450	4,646	18,804
Additional Funding	310	71	239
Provider has Waiting List	244	89	155
Number on Waiting List	26,546	11,247	15,299
Services Offered at Multiple Sites	269	87	183
Number of Total Sites	2,336	1,045	1,291

Table Notes: The summarized results illustrate the actual responses of the providers who answered the survey combined with the imputed sample mean values for the providers who did not answer the survey (n=652).

Throughout the state in 2011, all TEA funded providers served an estimated total of 35,693 ABE students, 6,936 ASE students, 57,814 ESL students, and 4,646 'other' adult education students. All providers throughout Texas who did not receive TEA funding served an estimated total of 7,278 ABE students, 14,873 ASE students, 59,790 ESL students, and 18,804 'other' adult education students. An estimated 239 of the providers not funded by TEA (48 percent) received funds from other sources such as counties, cities, grants from foundations, or donations. An estimated 87 TEA funded providers (58 percent) and 183 providers not receiving TEA funding (37 percent) offer services at multiple sites. The estimated number of total sites offering adult education throughout the state is 2,336, TEA funded providers operate an estimated 1,045 sites and providers not receiving funding from TEA operate 1,291 sites.

Estimates indicate that a total of 89 TEA funded providers (59 percent) and 155 providers not receiving funds from TEA (31 percent) have a waiting list. A statewide estimated total of 26,546 individuals were on a waiting list for an adult education program in 2011. However, as discussed in the previous section, a provider's survey response reporting a particularly large number of individuals on a waiting list was used in the count of actual responses but excluded in the calculation of the mean since it overinflated

the value. If the value is used in the mean to calculate the estimate, the statewide estimated total of individuals on an adult education program wait list would be 42,305. These two estimates effectively provide the range that contains the number of individuals in Texas on a waiting list.

Addressing Statewide Need for Adult Education

The estimated number of adult education students served in Texas for 2011 can be used in conjunction with the number of individuals in the state who qualify for adult education services to determine how much of the statewide need for adult education is being met. The need for adult education has previously been defined in Council publications as the number of individuals in Texas who meet the criteria to be eligible for adult education services as defined by Section 203(1) of Title II of the 1998 Workforce Investment Act. Individuals who are not enrolled in secondary school and who are at least 16 years old are eligible for adult education services if they have not earned a high school diploma (or GED) or are unable to speak, read, or write English.

The number of individuals who qualified for adult education services in 2011 can be determined using the data presented in the first companion paper, *Current and Future Populations* (TWIC, 2010b). With assistance from the state demographer, *Current and Future Populations* presents projections of the need for adult education in Texas to 2040. Using this projection data, a linear interpolation indicates that 4,301,577 individuals in Texas qualified for adult education services in 2011.

To determine how many individuals in need of adult education received services in 2011, the estimated numbers of ABE, ASE, and ESL students in Table 7 can be added together. Students in the 'other' adult education programs are not included since the nature of these services cannot be determined and these types of services were not quantified as need in the projections of need (TWIC, 2010b). Table 8 illustrates the aggregated estimated total numbers of ABE, ASE, and ESL students served in Texas for 2011.

Table 8: Aggregated Estimates of ABE, ASE, and ESL Students Served in 2011

	Total	TEA Funded	Not TEA Funded
Number of Students:			
ABE	42,971	35,693	7,278
ASE/GED	21,809	6,936	14,873
ESL	117,604	57,814	59,790
n=	**182,384**	**100,443**	**81,941**

Table Notes: The summarized results illustrate the actual responses of the providers who answered the survey combined with the imputed sample mean values for the providers who did not answer the survey (n=652).

Result and Considerations

The analyses presented in this section aggregate the average characteristics of the individual providers indicated by the survey results to produce statewide estimates of the numbers of adult education

students served. These estimates are based on numerous assumptions and are affected by the issues and limitations previously discussed. With these caveats in mind, the information produced by the statewide estimates can be organized into five main results:

1. Estimated statewide totals indicate that adult education providers in Texas (both those funded by TEA and those not receiving TEA funding) served a total of 182,384 (ABE, ASE, and ESL) students in 2011.

Of the total estimated number of ABE, ASE, and ESL students served in 2011, TEA funded providers served 100,443 (55 percent of the total number of students served) and the providers not receiving TEA funding served 81,941 (45 percent).

2. In 2011, adult education providers offered services at an estimated 2,336 sites throughout the state.

The estimated number of total sites that offered adult education throughout the state in 2011 was 2,336, TEA funded providers operated an estimated 1,045 sites and providers not receiving funding from TEA operated 1,291 sites. An estimated 87 TEA funded providers (58 percent) and 183 providers not receiving TEA funding (37 percent) offered services at multiple sites.

3. Estimated statewide totals of students served and projections of need illustrate that 4.24 percent of the 4,301,577 individuals who were eligible received adult education services in 2011.

Of the projected 4,301,577 individuals in Texas who qualified for adult education services in 2011, 182,384 individuals were served. TEA funded providers served 2.34 percent of the overall need and the providers who do not receive TEA funding served 1.9 percent.

4. An estimated 26,546 to 42,305 individuals were on waiting lists for adult education programs in 2011. Estimates indicate that over half of TEA funded providers and almost one-third of providers not receiving funds from TEA had a wait list in 2011.

Estimates indicate that a total of 89 TEA funded providers (59 percent) and 155 providers not receiving funds from TEA (31 percent) had a waiting list. A statewide estimated total of 26,546 individuals were on a waiting list for an adult education program in 2011. However, if the one provider's survey response reporting a particularly large number of individuals on a waiting list was used to calculate the estimates, the statewide estimated total of individuals on an adult education program wait list would be 42,305. These two values provide the range of the individuals in Texas on a waiting list in 2011.

5. An estimated 208,930 to 224,689 individuals enrolled or attempted to enroll in adult education in 2011.

The projected number of individuals who qualify for services might not be an accurate assessment of how many individuals are actually trying to obtain adult education. The number of individuals on a

waiting list to take a class might be an indicator that could be added to those currently enrolled to arrive at the approximate demand for adult education services. In 2011, an estimated total of 26,546 to 42,305 individuals were on a waiting list for an adult education program. When added to the estimated 182,384 individuals served, 208,930 to 224,689 individuals sought adult education services in 2011.

Estimated Total Number of Students Served by Adult Education Programs in Texas

The previous sections of this report have focused on the development of a comprehensive list of adult education/literacy providers in Texas, the creation and administration of the adult education provider survey, and the estimated number of ABE, ASE, and ESL students served by TEA and non-TEA funded providers. As detailed in the "Assumptions, Issues, and Limitations" section, certain students were excluded from the overall count of individuals receiving adult education services. In this section, the estimated numbers of students in these programs are also considered in order to provide a more comprehensive picture of the total effort in adult education in Texas.

Throughout the *Primer* and the subsequent companion papers, the Council utilized the definition of adult education detailed in Title II of WIA. This definition determined this report's focus on the ABE, ASE, and ESL students served by TEA and non-TEA funded providers while excluding students in other adult education programs to produce accurate estimates. If these other programs are considered, the numbers of adult education students served are greater than previously estimated and reported in this paper. Some of the excluded additional adult education programs include:

- The 'other' adult education programs offered by the TEA and non-TEA funded providers that responded to the survey. These programs include computer literacy, parenting classes, financial literacy, and health literacy.

- The academic and vocational education programs offered by the Windham School District to eligible offenders incarcerated within the Texas Department of Criminal Justice. These programs include GED classes and ESL services.

- Developmental education classes provided by numerous Texas community and technical colleges for a fee to prepare students for college level courses.

- Adult education courses offered by community and technical colleges for a fee through continuing education.

- Adult education classes provided to employees by businesses.

The estimated numbers of students served by these additional programs may not be as accurate, and a possibility exists that more of the individuals served should be excluded by the federal definition. Despite this, Table 9 is presented as an estimate of the total of all adult students served in Texas in 2011. The numbers of students in developmental education classes provided by Texas community and technical colleges, classes offered by the Windham School District, and the 'other' adult education programs were combined with the estimated ABE, ASE, and ESL students served by TEA funded and non-TEA funded providers. Community and technical colleges are not required to report how many students they serve in adult education classes offered through continuing education and the numbers of employees served by adult education classes provided by businesses are unknown. As noted in Table 9, the estimated number of students served by TEA funded and non-TEA funded providers, 'other' adult education programs, the Windham School District, and developmental education classes was 247,834.

Table 9: Estimated Adult Education Students Served by Additional Programs in Texas

Program/Provider	Students Served
TEA Funded Providers	100,443
Providers not Receiving TEA Funding	81,941
'Other' Adult Education Programs (TEA Funded and Non-Funded Providers)	23,450
Windham School District	12,000
Developmental Education in Texas Community and Technical Colleges	30,000
Continuing Education in Texas Community and Technical Colleges	Not Reported
Businesses to Employees	Unknown
Estimated Total	247,834

Table Notes:

1. The numbers of students served by TEA funded providers, providers not receiving TEA funding, and 'Other' adult education programs were estimated using results from Texas Workforce Investment Council adult education and literacy provider survey.

2. The numbers of students meeting the eligibility for adult education services under the federal definition served by Windham School District and developmental education were stated as estimates by a representative of Texas LEARNS in testimony and reported at the Texas Legislature House Appropriations Subcommittee Article III committee hearing on June 12, 2012. Students in developmental education were approximated using the number of students without a high school diploma or GED receiving a Pell Grant in 2009-2010.

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Appendix A: Email Message to Providers about the Adult Education Provider Identification Survey

Good morning.

My name is Kurt Gore and I am from the Texas Workforce Investment Council. We are working with numerous organizations throughout the state to research adult education and literacy (including Literacy Texas, Houston READ, TCALL, and Literacy San Antonio). We are addressing a serious issue regarding adult education in Texas. Currently, the total number of adult education providers in Texas and the numbers of adults they are serving are unknown. This is because a comprehensive list of adult education and literacy providers in Texas does not exist and only the numbers of individuals served by providers who are funded through the Texas Education Agency (TEA) are known.

At this point in our research, we are identifying as many providers as possible in order to send a short electronic survey in the future. We obtained your contact information from a provider directory maintained by one or more of the adult education and literacy organizations mentioned above and you were randomly selected to help identify adult education providers who might not be listed in the directories. Using the link below, we are requesting that you please identify any providers of adult basic education, GED preparation, literacy services, or English as a second language that you know of in Texas.

If you have any questions please do not hesitate to contact me. In the near future, you will also be receiving another email asking you to complete a short survey regarding the number of students you served in the previous year. Thank you very much for your time and your contributions to adult education in Texas.

Here is the link to the survey:
http://www.surveymonkey.com/s.aspx

Kurt Gore
Texas Workforce Investment Council
(512) 936-8111
kurt.gore@governor.state.tx.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
http://www.surveymonkey.com/optout.aspx

Appendix B: The Adult Education Provider Identification Survey

Thank you for responding to the Council's email. Our goal is to develop a comprehensive list of adult education and literacy providers in Texas that includes the total numbers of adults that they serve. We need your assistance to identify additional adult education and literacy providers in Texas. We are especially interested in the providers who may not be listed in the directories maintained by adult education and literacy organizations such as TCALL, Houston READ, and Literacy San Antonio. Please identify any providers that you know of in Texas who offer any of the following adult education services:

•Adult basic education or literacy: instruction in the basic skills of reading, writing, and math.
•Adult secondary education or GED preparation: instruction in reading, writing, and math usually in preparation to take the GED test.
•English as a second language: instruction for adults who lack competence and proficiency in English.

You do not have to fill in all of the information for all the providers, but it would be very helpful to have the organization's name, city, and either phone number or email address. The questions below allow you to identify ten providers, but the final question provides additional space. If you are not aware of any other providers, you may leave all questions blank.

When you have identified all of the providers that you know, please click on the "Done" button at the bottom of the page. Thank you.

1. Provider 1:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

2. Provider 2:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

3. Provider 3:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

4. Provider 4:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

5. Provider 5:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

6. Provider 6:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

7. Provider 7:

Primary Contact's Name:

Name of Organization:

Address:

City/Town:

Zip Code:

Email Address:

8. Provider 8:

Primary Contact's Name: [ ]

Name of Organization: [ ]

Address: [ ]

City/Town: [ ]

Zip Code: [ ]

Email Address: [ ]

9. Provider 9:

Primary Contact's Name: [ ]

Name of Organization: [ ]

Address: [ ]

City/Town: [ ]

Zip Code: [ ]

Email Address: [ ]

10. Provider 10:

Primary Contact's Name: [ ]

Name of Organization: [ ]

Address: [ ]

City/Town: [ ]

Zip Code: [ ]

Email Address: [ ]

11. If necessary, please use the space below to identify additional providers. Please list the organizations' name, primary contact, address, phone number and email (similar to the previous questions).

Appendix C: The Comprehensive List of Adult Education and Literacy Providers

Provider Name and City	Provider Name and City
AAMA-Adelante, Houston	Aberg Center, Dallas
Abilene ISD Adult Education Programs, Abilene	Able Center, Odessa
Academic Realities, Inc., Dallas	ACHIEVE Fort Bend County, Sugar Land
Adult Education Centers of North Texas, Denison	Adult Literacy Council of the Concho Valley, San Angelo
Adult Reading Center, Inc., Pearland	Advocacy Outreach, Elgin
Afrika Community Church, Dallas	Agape Baptist Church, Fort Worth
Aldersgate Methodist Church, Arlington	Alice ISD, Alice
Allen Community Outreach, Allen	Allen ISD Family Literacy, Allen
Alliance for Multicultural Community Services, Houston	Alpine Public Library, Alpine
Alvin Community College, Alvin	Amarillo Area Adult Literacy Council, Amarillo
America Reads/ Family Literacy Program, Denton	American Society for the Deaf, El Paso
American YouthWorks Charter School, Austin	Anderson County Literacy Council, Palestine
Andrews Adult Literacy Council, Inc., Andrews	Angelina College, Lufkin
Anna ISD, Anna	Antioch Community Transformation Network, San Antonio
Any Baby Can Child and Family Resource Center, Austin	Arapaho Road Baptist Church, Garland
Arlington ISD, Arlington	Arlington Reads, Arlington
Asbury United Methodist Church, Lubbock	Ascension Lutheran Church, Garland
Asian American Baptist Church, Richardson	Austin Area Urban League, Austin
Austin Community College, Austin	Austin Free-Net, Austin
Austin Goodwill, Austin	Austin ISD, Austin
Austin Learning Academy, Austin	Austin Learning Academy, Austin
AVANCE Austin, Austin	AVANCE El Paso, El Paso
AVANCE Houston, Houston	AVANCE Rio Grande Valley, McAllen
AVANCE Waco, Waco	AVANCE-Dallas, Dallas
Bannockburn Baptist Church, Austin	Barbara Bush Parent Center, College Station
Bay Area West GED, Corpus Christi	Beaumont ISD, Beaumont
Beautiful Savior Lutheran Church, Arlington	Because Houston Loves You, Houston
Bee County Adult Literacy Council, Beeville	Belmont Baptist Church, Odessa
Beth-Eden Baptist Church, Dallas	Bethel's Place, Houston
Bilingual Education Institute, Houston	Birdville ISD, Haltom City
Blinn Community College - Bryan, Bryan	Boat People Sos Houston, Houston
Boerne ISD, Boerne	Bovina United Methodist Church, Bovina
Bowie-Cass Adult Education Cooperative, Texarkana	Boys and Girls Club, Fort Worth
Brazosport College, Lake Jackson	Brighter Future, Inc., Houston
Broadway Baptist Church, Fort Worth	Brookhaven College, Farmers Branch
Brother Bill's Helping Hand, Dallas	Brownsville Adult Literacy Council, Inc., Brownsville
Brownsville ISD, Brownsville	Bryan College Station Library System, Bryan
Bryan ISD, Bryan	Bulverde/Spring Branch Library, Bulverde

Provider Name and City

Calvary Baptist Church, Waco

Canutillo ISD Student Support Division, Canutillo

Career and Recovery Services, Houston

Carrizo Springs CISD, Carrizo Springs

Casa De Amigos, Midland

Casa Emanu-El United Methodist Church, Dallas

Casa Linda United Methodist Church, Dallas

Casa View Baptist Church, Garland

Catholic Charities Community Services, Odessa

Catholic Charities, Diocese of Fort Worth, Inc., Fort Worth

Cedar Valley College, Lancaster

Center of Hope, Weatherford

Centro de Salud Familiar La Fe, El Paso

Centro Mujeres de la Esperanza, El Paso

Channelview ISD, Channelview

ChildreNinos Bilingual Education, College Station

Chinese Community Center, Houston

Christ the Servant Lutheran Church, Houston

Christian Community Action, Lewisville

Christian Women's Job Corps, Austin

City of Allen Joe Farmer Recreation Center, Allen

City Wide Outreach Learning Center, Houston

Cleburne ISD, Cleburne

Clint ISD, Clint

College of the Mainland, Texas City

Collin County Adult Literacy Council, Plano

Columbus Avenue Baptist Church, Waco

Comanche Trail Church of Christ, Amarillo

Commerce Library Literacy Program, Commerce

Communities In Schools-Central Texas, Austin

Community Action of Hays, Caldwell & Blanco, San Marcos

Community Family Center, Houston

Community Fellowship - Church of the Nazarene, Waco

Community Outreach Center, Grapevine

Como Community Center, Fort Worth

Coppell ISD, Coppell

Cornerstones of Life, Richmond

Corpus Christi Literacy Council, Corpus Christi

Covenant House, Houston

Crockett Public Library Adult Literacy, Crockett

Crystal City ISD, Crystal City

Provider Name and City

Calvary Learning Center, Dallas

Capital Idea, Austin

Caritas, Austin

Carrollton-Farmers Branch ISD, Carrollton

CASA del Llano, INC, Hereford

Casa Guanajuato, Dallas

Casa Marianella, Austin

CASSATA Learning Center, Fort Worth

Catholic Charities of Dallas Refugee Empowerment, Dallas

Cedar Creek High School, Cedar Creek

Center Against Family Violence, El Paso

Central Texas College, Killeen

Centro Familiar Cristiano, Sugar Land

Champion Forest Baptist Church, Houston

Chapelwood United Methodist Church, Houston

Chinese Baptist Church, Houston

Christ Church Assembly of God, Fort Worth

Christ United Methodist Church, Farmers Branch

Christian Outreach Center Houston, Houston

Christian Womens Job Corps, El Paso

City of San Antonio Resource/Learning Division, San Antonio

Clear Creek ISD, League City

Cliff Temple Baptist Church, Dallas

Coastal Bend College, Beeville

Collin College, Plano

Collin Creek Free Will Baptist Church, Plano

Comal ISD, New Braunfels

Come Read With Me, Euless

Commerce Library Literacy Program, Commerce

Community Action Training Center, San Marcos

Community Enrichment Center, Fort Worth

Community Family Center: Southwest Location, Houston

Community Learning Center, Fort Worth

Community Outreach 121 Center, Grapevine

Cooking Up English, Austin

Cornerstone Assistance Network, Fort Worth

Corpus Christi ISD Adult Learning Center, Corpus Christi

Cottonwood Baptist Church, Dublin

Crestview Baptist Church, Georgetown

Crossroads-Community of Pflugerville, Austin

Cultural Arts Center, Fort Worth

Provider Name and City	Provider Name and City
Cypress Assistance Ministries, Houston	Dallas Baptist Association Literacy Ministries, Dallas
Dallas Community Lighthouse, Dallas	Dallas ISD, Dallas
Dallas Public Library - Bachman Lake Branch, Dallas	Dallas Public Library - Dallas West Branch, Dallas
Dallas Public Library - Forest Green Branch, Dallas	Dallas Public Library - Grauwyler Park Branch, Dallas
Dallas Public Library - North Oak Cliff Branch, Dallas	Dallas Public Library, Martin Luther King, Jr. Branch, Dallas
Day Resource Center, Fort Worth	DCET "La Escuelita" Literacy Programs, Irving
Deer Park ISD, Pasadena	Del Mar College, Corpus Christi
Denton ISD, Bridgeport	Denton ISD, Denton
Denton ISD, Princeton	Diboll ISD, Diboll
Douglass Recreation Center, Plano	DOVE Family Life Center, Houston
Dripping Springs ISD, Dripping Springs	Duncanville Trinity Church of the Nazarene, Duncanville
Each One Teach One San Antonio, San Antonio	East Dallas Christian Church, Dallas
East Fort Worth Montessori- HIPPY Enhance., Fort Worth	East Side University Village, Houston
East Side Village Learning Center, Houston	East Texas Literacy Council, Longview
Eastfield College, Mesquite	Eastfield College- Pleasant Grove, Dallas
Eastside Community Connection, Austin	Educational Depot, McAllen
Egypt Chapel Baptist Church, Dallas	El Buen Samaritano, Austin
El Centro College, Dallas	El Paso Community College District, El Paso
El Paso ISD, El Paso	El Paso Public Library, El Paso
Elgin Administration Complex, Elgin	Elgin Public Library, Elgin
Emanuel Community Center, Dallas	Emmanuel Baptist Church, Henderson
Emmanuel Baptist Church, Waco	Empowerment Plus, Inc., Houston
English at Work, Austin	Euless Public Library, Euless
Everman ISD, Everman	Fairview Baptist Church, Grand Prairie
Faith Center Houston First Baptist Church, Houston	Faith Family Academy Charters, DeSoto
Faithway Fellowship Baptist Church, Dallas	Families and Literacy, Inc., Kerrville
Family Services Center, Brownwood	Fannin Literacy Council Bonham, Bonham
Fannin Literacy Council Honey Grove, Honey Grove	Farmers Branch Manske Library, Dallas
Ferguson Road Baptist Church, Dallas	Fielder Road Baptist Church - LIFT, Arlington
First Baptist Church - Amarillo, Amarillo	First Baptist Church - Arlington, Arlington
First Baptist Church - Belton, Belton	First Baptist Church - Carrollton, Carrollton
First Baptist Church - College Station, College Station	First Baptist Church - Corsicana, Corsicana
First Baptist Church - Decatur, Decatur	First Baptist Church - Duncanville, Duncanville
First Baptist Church - El Paso, El Paso	First Baptist Church - Flower Mound, Flower Mound
First Baptist Church - Garland, Garland	First Baptist Church - Grapevine, Grapevine
First Baptist Church - Groveton, Groveton	First Baptist Church - Lake Jackson, Lake Jackson
First Baptist Church - Nacogdoches, Nacogdoches	First Baptist Church - Rosenberg, Rosenberg
First Baptist Church Dallas, Dallas	First Baptist Church Euless, Euless
First Baptist Church Hutchins, Hutchins	First Baptist Church of Canyon, Canyon
First Baptist Church of Georgetown, Georgetown	First Baptist Church of Richardson, Richardson
First Baptist Church of San Antonio, San Antonio	First Baptist Church Round Rock, Round Rock

Provider Name and City	**Provider Name and City**
First Chinese Baptist Church Of Dallas, Dallas	First Command Educational Foundation, Fort Worth
First Laotian Baptist Church, Dallas	First Presbyterian Church, McKinney
First Presbyterian Church - Bryan, Bryan	First United Methodist Church, Plano
First United Methodist Church - Mansfield, Mansfield	First United Methodist Church- Eagle Pass,
First United Methodist Church of Alvin, Alvin	First United Methodist Church-Austin, Austin
Fort Bend County Libraries, Richmond	Fort Bend ISD, Sugar Land
Fort Worth Hope Center, Fort Worth	Fort Worth ISD, Fort Worth
Fort Worth Public Library - Priority Literacy, Fort Worth	Foundation Communities, Austin
Foundation Communities, Arlington	Frank Phillips College, Borger
Franklin County Public Library, Mount Vernon	Freeman Heights Baptist Church, Garland
Fresh Start Community Baptist Church, Dallas	Fresh Start Literacy Inc., Fort Worth
FreshStart Literacy, Inc., Fort Worth	Friendship International, Austin
Frisco ISD, Frisco	Galveston College, Galveston
Garland ISD, Garland	Gary Job Corps Community, San Marcos
Getsemani Community Center, Georgetown	Gillespie County Literacy Council, Fredericksburg
Gonzales Learning and Career Center, Gonzales	Goodwill Industries of Central East Texas, Lufkin
Goodwill Industries of Dallas, Dallas	Goodwill Industries of El Paso, Inc, El Paso
Goodwill Industries of Fort Worth, Fort Worth	Goodwill Industries of Houston, Houston
Goodwill Industries of Lubbock, Lubbock	Grace Community Church, Arlington
Grace Temple Baptist Church, Dallas	Grand Prairie ISD, Grand Prairie
Grandbury- First United Methodist Church, Granbury	Grapevine Church of Christ, Grapevine
Grayson Literacy Team, Sherman	Greater East Texas Community Action, Nacogdoches
Greater Orange Area Literacy Services, Inc. (GOALS), Orange	Green Acres Baptist Church, Tyler
Green Acres Baptist Church Missions Office, Tyler	Greenville Adult Learning, Greenville
Greenville Adult Learning Center, Greenville	Gulf Coast Community Services Association, Houston
Hale County Literacy Council, Plainview	Haltom City Public Library, Haltom City
Harris County Department of Education, Houston	Harris County Public Library, Houston
Harris County Public Library: Aldine Branch, Houston	Harris County Public Library: Atascocita Branch, Humble
Harris County Public Library: Baldwin Boettcher, Houston	Harris County Public Library: Barbara Bush, Spring
Harris County Public Library: Cy Fair College, Cypress	Harris County Public Library: Bear Creek, Houston
Harris County Public Library: Kingwood Branch, Kingwood	Harris County Public Library: Maud Smith Marks, Katy
Harris County Public Library: North Channel, Houston	Harris County Public Library: Octavia Fields, Humble
Harris County Public Library: Parker Williams, Houston	Harris County Public Library: Spring Branch, Houston
Harris County Public Library: Baldwin Boettcher, Humble	Harris County Public Library: Fairbanks, Houston
Hays CISD, Kyle	Head Start of Greater Dallas- Brooks, Dallas
Health Literacy Dallas, Dallas	Hearne ISD, Hearne
Heart of Texas Goodwill Industries, Waco	Heritage Center, Irving
Highland Baptist, Waco	Hill Country Bible Church, Austin
Hillcrest Baptist Church, Bryan	Holy Covenant United Methodist Church, Carrollton
Holy Spirit Catholic Parish, McAllen	Holy Trinity Catholic Church, Dallas
Hope After the Journey, Houston	HOPE Fellowship Church, Fort Worth

Provider Name and City	**Provider Name and City**
HOPE Literacy, Inc, Fort Worth	HOPE, Inc., Fort Worth
Hosanna Lutheran Church ESL Program, Houston	House of Neighborly Service, San Antonio
Houston Can! Academy, Houston	Houston Community College System, Houston
Houston Gateway Academy, Houston	Houston International University, Houston
Houston ISD, Houston	Houston ISD ESL Services, Houston
Houston ISD Even Start, Houston	Houston ISD Family Literacy, Houston
Houston ISD - Crockett Elementary School, Houston	Houston ISD Patterson Literature Magnet School, Houston
Houston Public Library, Houston	Houston READ Commission, Houston
Howard College - Big Spring Campus, Big Spring	Howard College - San Angelo Campus, San Angelo
Humble ISD, Humble	Hunters Glen Baptist Church, Plano
Huntsville Area Literacy Council, Huntsville	Huntsville Public Library Literacy Program, Huntsville
Hutchinson County Literacy Council, Borger	I.B. Christian Fellowship, Dallas
I.B. Ebenezer, Dallas	Indian Hills Baptist Church, Grand Prairie
Interfaith Action of Central Texas, Austin	International Friends at Countryside, Southlake
International Friends at Riverbend, Austin	International Friends First Baptist Church, Universal City
International Rescue Committee, Dallas	Irving ISD - Irving.Net, Irving
Irving Public Library, Irving	Jacksonville Literacy Council, Jacksonville
Jewish Family Services, Fort Worth	Johnson City Library, Cedar Creek
Jubilee Family Literacy Project, Dallas	Judson Adult Community Education, Live Oak
Julia C. Hester House, Houston	Just Do It Now Dawson Resource Center, Wharton
Keller Springs Baptist Church, Carrollton	KEYS Learning Center- Hearst-Euless-Bedford ISD, Euless
Kilgore College, Longview	Kleberg County Adult Literacy Council, Kingsville
Klein ISD, Houston	Knowledge First Empowerment Center, Missouri City
KommunityKeys Language Acquisition, Sherman	Krum ISD, Krum
Kyle Learning Center, Kyle	La FUENTE Learning Center, Austin
La RAZA United, Houston	Ladders To Literacy, Buffalo
Lake Cities Public Library, Lake Dallas	Lakeside Baptist Church, Dallas, Dallas
Lamar Baptist Church, Wichita Falls	Lamar CISD, Rosenberg
Lamar University, Beaumont	Laredo Community College, Laredo
Latino Learning Center, Inc, Houston	Laubach Literacy Of El Paso, El Paso
Leander ISD, Leander	Learn English Ministry, Inc., Richmond
Lee College - Harris County Dept of Education, Baytown	Legacy Church, Plano
Lewisville ISD, Lewisville	Libraries for Literacy, Saginaw
LifeWorks, Austin	LIFT -Literacy Impacts the Future Today, Austin
Linking Languages, Austin	Literacy @ Work, Jacksonville
Literacy Advance of Houston, Houston	Literacy Advance of Houston: Bay Area Location, Houston
Literacy and Mission Partnership (LAMP), Fort Worth	Literacy Center of Harlingen, Harlingen
Literacy Coalition of Central Texas, Austin	Literacy Coalition of Greater Dallas, The Colony
Literacy Council of Bowie and Miller Counties, Texarkana	Literacy Council of Fort Bend County, Sugar Land
Literacy Council of Williamson County, Georgetown	Literacy First, Conroe, Conroe
Literacy Highland Lakes, Burnet	Literacy Instruction for Texas (LIFT), Dallas

Provider Name and City

Literacy Lubbock, Lubbock

Literacy Volunteers of Washington County, Brenham

LITERACY-San Antonio, Inc., San Antonio

Little Elm Library, Little Elm

Lockhart Adult Learning Center, Lockhart

Lone Star College - North Harris, Houston

Lone Star College-Montgomery, Conroe

Lufkin Adult Learning Center Inc, Lufkin

LuPaul Human Development Agency, Houston

LVA - Laredo, Laredo

LVA - Montgomery County, Conroe

MacArthur Blvd Baptist Church, Irving

Manos de Cristo, Austin

Margaret H. Ley Adult Literacy Program, Bellaire

MATT /Distance Learning ESL Program, San Antonio

Mayfield Road Baptist Church- HOPE Literacy, Arlington

McCulloch County Adult Literacy Council, Brady

McKinney ISD, McKinney

McLennan Community College, Waco

Medical Center Baptist Church, San Antonio

Merced Housing Texas, San Antonio

Midland College, Midland

Midland Need to Read, Midland

Mission Arlington, Arlington

Mission de Paz, Fort Worth

Moody Memorial First United Methodist, Galveston

Mountain View College, Dallas

Nacogdoches Adult Learning Center, Nacogdoches

Neighborhood Centers Inc, Bellaire

New Braunfels ISD, New Braunfels

New Immigrants Center- Cepeda, Austin

New Immigrants Center- Little Walnut Creek, Austin

New Immigrants Center- Southeast Austin, Austin

New Immigrants Center- Terrazas, Austin

New Summerfield ISD, New Summerfield

North Central Texas College, Gainesville

North East ISD, San Antonio

North Garland Baptist Fellowship, Garland

North Richland Hills Baptist Church, North Richland Hills

Northlake College, Irving

Northside Inter-Community Agency, Fort Worth

Provider Name and City

Literacy Volunteers of Bastrop, Bastrop

Literacy Volunteers of Wimberley, Wimberley

Little Elm ISD, Little Elm

Living Word Vietnamese Evangelical Church, Grand Prairie

Lone Star College - Cyfair, Cypress

Lone Star College - Tomball, Tomball

Lord of Life Lutheran Church, Plano

Luling ISD, Luling

Lutheran Inter-City Network Collaboration, Houston

LVA - Matagorda County, Bay City

Lyford CISD, Lyford

Main Street Baptist Church, Grand Saline

Marble Falls ISD, Marble Falls

Marshall-Harrison County Literacy Council, Marshall

Maurine Gray Literacy Depot, Beaumont

McAllen ISD, McAllen

McKinney Housing Authority, McKinney

McKinney Library ESL, McKinney

Meadowbrook Baptist Learning Center, Houston

Mentor4Him, Fort Worth

Messiah Lutheran Church, Plano

Midland ISD, Midland

Mimosa Lane Baptist Church, Mesquite

Mission Central- HOPE Literacy, Hurst

Mission Hale Center, Hale Center

Mount Pleasant ISD, Mount Pleasant

My Brother's Keeper, Houston

Navarro College, Corsicana

Neighborhood Centers, Inc., Houston

New Friends New Life, Dallas

New Immigrants Center- Faulk, Austin

New Immigrants Center- Ruiz, Austin

New Immigrants Center- St. John, Austin

New Immigrants Center- University Hills, Austin

Nixon-Smiley High School, Smiley

North Dallas Shared Ministries, Dallas

North Fort Worth Baptist Church, Fort Worth

North Pasadena Community Outreach, Pasadena

Northeast Texas Community College, Mount Pleasant

Northside Education Center, El Campo

Northside ISD, San Antonio

Northside ISD, San Antonio	Northway Baptist Church, Angleton
Northwest Arlington ESL Center, Arlington	Northwest Assistance Ministries, Houston
Northwest Vista College, San Antonio	Oak Cliff Bible Fellowship Literacy ReFocused, Dallas
Oak View Baptist Church, Irving	Odem-Edroy ISD, Odem
Odessa College, Odessa	Open Door Mission, Houston
Opportunity Center for the Homeless, El Paso	Orchard Hills Baptist Church, Garland
Our Redeemer Lutheran Church, Irving	P.U.S.H. to Win Outreach, Inc., Houston
Palo Alto College, San Antonio	Pampa ISD, Pampa
Panola College, Marshall	Paramount Baptist Church, Amarillo
Paris Junior College, Paris	Park Central Baptist Church, Dallas
Park Cities Baptist Church, Dallas	Park Cities Presbyterian Church, Dallas
Parker County Center of Hope - East Parker County, Aledo	Pearland ISD, Pearland
Perpetual Help Home, Victoria	Pharr-San Juan - Alamo ISD, Pharr
Plano Baha'i Center, Plano	Plano Family Literacy, Plano
Plano Senior Recreation Center, Plano	Plaza Comunitaria Richardson Public Library, Richardson
Pleasant Valley Baptist Church, Amarillo	Plymouth Park Baptist Church, Irving
Poly United Methodist Church, Fort Worth	Port Arthur ISD, Port Arthur
Prairie Creek Baptist, Plano	Pre-GED School, Dallas
Presa Community Service Center, San Antonio	Presidio ISD, Presidio
Prestonwood Baptist Church, Plano	Prince of Peace Christian School, Carrollton
Progresso ISD, Progreso	Project Learn To Read, San Antonio
Project LIFT, Houston	Project One Focus, Houston
Project Vida, El Paso	Rapoport Academy Charter School, Waco
Read to Succeed/Amarillo Public Library, Amarillo	Read with Rotary, Arlington
Region 1 Education Service Center, Edinburg	Region 16 Education Service Center, Amarillo
Region 17 Education Service Center, Lubbock	Region 20 Education Service Center, San Antonio
Region 4 Education Service Center, Houston	Region 5 Education Service Center, Jasper
Region 6 Education Service Center, Huntsville	Region 9 Education Service Center, Wichita Falls
Rehoboth Foundation, Houston	Research and Development Indochinese Comm., Houston
Research and Development in St. Joseph, Houston	Research and Development Thai Xuan Condo, Houston
Research and Development in Walter Library, Houston	Restore Education, San Antonio
Richardson Adult Literacy Center, Richardson	Richardson ISD Family Literacy Program, Dallas
Richland Community College, Dallas	Rio Grande City ISD, Rio Grande City
Rio Grande City Library ESL, Rio Grande City	River Oaks Baptist Church, Houston
Riverside Community Center, Fort Worth	Robstown Community Education Center, Robstown
Rockwall County Library, Rockwall	Rockwall ISD Parent Education Center, Rockwall
Round Rock ISD Community Education, Austin	Rowlett Public Library, Rowlett
Sacred Heart, El Paso	Sacred Heart Parish, Rockport
Saint Mark Catholic Church, Plano	Salvation Army Emergency Family Center, San Antonio
Salvation Army International Corps, Houston	Samaritan House, Fort Worth
San Antonio ISD, San Antonio	San Antonio Public Library, San Antonio

Provider Name and City	**Provider Name and City**
San Antonio Youth Centers, San Antonio	San Antonio Youth Centers, San Antonio
San Antonio Youth Centers, San Antonio	San Antonio Youth Centers, San Antonio
San Antonio Youth Centers, San Antonio	San Antonio Youth Centers, San Antonio
San Antonio Youth Centers, San Antonio	San Antonio Youth Centers, San Antonio
San Antonio Youth Centers, San Antonio	San Antonio Youth Centers(mult locations), San Antonio
San Benito CISD, San Benito	San Jacinto College North Campus, Houston
San Jacinto College-Central Campus, Pasadena	San Jacinto College-South Campus, Houston
San Marcos CISD, San Marcos	San Marcos Public Library, San Marcos
San Patricio County Adult Literacy Council, Sinton	Santa Rosa ISD, Santa Rosa
SEARCH HomelessServices, Houston	Second Baptist Church, Houston
Second Mile Mission Center, Stafford	Seguin ISD, Seguin
Seminole Adult Learning Center, Seminole	Si Se Puede at Cristo Rey Catholic Church, Austin
Sisters of Charity - St. Austin, Houston	Smithville Public Library, Smithville
Snyder ISD, Snyder	Social and Cultural Research Development Institute, Houston
Socorro ISD, El Paso	Somali Community Development, Houston
Sophia Women's Learning Center, San Antonio	South Texas Adult Resource & Training Center, San Benito
South Texas Literacy Coalition, Edinburg	Southcliff Baptist Church, Fort Worth
Southland Baptist Church, San Angelo	Southside Community Center, Fort Worth
Southwayside Baptist Church- HOPE Literacy, Fort Worth	Southwest ISD Community Education, San Antonio
Southwest Texas Junior College, Uvalde	Splendora ISD Community Education, Splendora
Spring ISD, Houston	St Frances Cabriny Catholic Church, Granbury
St. Clements, El Paso	St. Francis of Assisi Catholic Community, Frisco
St. Henry De Osso Family Project, Uvalde	St. Ignatius Catholic Church, Austin
St. John United Methodist Church, Houston	St. John's Catholic Church, North Richland Hills
St. Jude Catholic Church, Mansfield	St. Luke United Methodist Church, Haltom City
St. Mary Catholic Church, Wimberley	St. Matthew's Lutheran Church, Fort Worth
St. Philip's Bright Zone Ministry, Frisco	St. Philip's United Methodist Church, Houston
St. Phillip's College, San Antonio	St. Rita's Catholic Church, Fort Worth
St. Stephen Catholic Church, Weatherford	St. Vincent de Paul Thrift Store, Dallas
Star of Hope, Houston	Stoneplace Ministries, Newark
Su Casa de Esperanza, Las Milpas	Sunray Baptist Church, Sunray
SWIFT, Shulenburg	T.R.E.E. Foundation, Fort Worth
Tallowood Baptist Church, Houston	Tarrant County College, Fort Worth
Tarrant Literacy Coalition, Fort Worth	Technology for all Houston Mission Milby, Houston
Tejano Center for Community Concerns, Houston	Temple College, Temple
Temple Literacy Council, Temple	Texas A&M International High School Equivalency, Laredo
Texas Education Foundation, Inc./Job Corps, San Marcos	Texas Re-Entry Services, Inc., Fort Worth
Texas State University-San Marcos, San Marcos	The Austin Academy, Austin
The Colony Public Library, The Colony	The Crossing Baptist Church, Mesquite
The House of Amos, Inc., Houston	The Ladder Alliance, Fort Worth
The Learning Center of North Texas, Fort Worth	The Pharr Literacy Project & Cultural Arts Center, Pharr

Provider Name and City	**Provider Name and City**
The Salvation Army Dallas/F.W. Metroplex Command, Denton	The Salvation Army Dallas/F.W. Metroplex Command, Irving
The Salvation Army Dallas/F.W. Metroplex Command, Plano	The Salvation Army Dallas/F.W. Metroplex Com., Garland
The Salvation Army Dallas/F.W. Metroplex, Waxahachie	The Salvation Army Dallas/F.W. Metroplex Command, Dallas
The University of Texas-Pan American, Edinburg	The Women's Center of Tarrant County, Fort Worth
Titus County Literacy Advisory Council, Inc., Mount Pleasant	Tom Green Elementary, Buda
Travis Avenue Baptist Church, Fort Worth	Tree of Life Community Church, Odessa
Tri-County Literacy Coalition, Bay City	Trinity River Mission, Dallas
Trinity Valley Community College, Athens	Twin Oaks Apartments, Pasadena
Tye Preston Memorial Library, Canyon Lake	Tyler Junior College, Tyler
Union Gospel Mission of Tarrant Co., Fort Worth	United ISD, Laredo
University Baptist Church, Fort Worth	University of TX at Arlington, Arlington
Upshur County Literacy Program, Gilmer	Urban League Garland Community Service Center, Garland
Urban League of Greater Dallas & N.C. Texas, Dallas	Valley Ranch Baptist Church, Coppell
Vickery Meadow Learning Center, Dallas	Victoria Adult Literacy Council, Victoria
Victoria College, Victoria	Victoria ISD Family Connection Center, Victoria
Village Sensei, San Marcos	Walnut Hill Lutheran Church, Dallas
Watauga Community Center, Watauga	Watauga Public Library Learning for Life, Watauga
Water From The Rock, Arlington	Watson Learning Center, Fort Worth
Weatherford ISD, Weatherford	Webb Chapel Church of Christ, Dallas
Weslaco Public Library Resource Center, Weslaco	West Houston Assistance Ministries, Houston
West Side Social Services, Houston	West University Baptist Church, Houston
Western Hills Baptist Church, Fort Worth	Western Hills United Methodist Church, Fort Worth
Western Texas College, Snyder	Westminster Presbyterian Church, Dallas
Wharton County Junior College, Wharton	White Settlement ISD- Adult Education, Fort Worth
White Settlement Public Library, White Settlement	Wichita Adult Literacy Council, Inc. (WALC), Wichita Falls
Wilkinson Center - Dallas, Dallas	Willow Meadows Baptist Church, Houston
Wimberley Danforth Junior High, Wimberly	Windsor Park Baptist Church, DeSoto
Wings: A Community Education Project, Terrell	Women's Education Foundation, Quinlan
Woodlake Baptist Church, Carrollton	Woodland West Church of Christ, Arlington
Workers Defense Project, Austin	Workforce Solutions Humble GED, Humble
Workforce Solutions/South Texas College, McAllen	Wright Place Leadership Center, Houston
Wylie ISD, Wylie	Yoakum First United Methodist, Yoakum
Ysleta ISD, El Paso	

The Council encourages any adult education provider that is not on this list to send contact information to twic@governor.state.tx.us.

Appendix D: Letter to Coalitions from Chairman

Good afternoon:

I am writing you on behalf of the Texas Workforce Investment Council, of which I am Chairman. The Council is an advisory body to the Legislature and is researching an issue regarding adult education in Texas. While we know that many Texans are in need of adult education and literacy programs, we do not know the total number of adult education providers in Texas and the numbers of adults they are serving. This is because a comprehensive list of adult education and literacy providers in Texas does not exist and only the numbers of individuals served by providers who are funded through the Texas Education Agency (TEA) are reported.

Researching adult education is a priority for the Council and supports goals outlined in the strategic plan for the Texas workforce system: *Advancing Texas*. The Council's research will enable much more accurate calculations of both the number of adult education providers and the number of Texans served. Additionally, a comprehensive list of adult education providers will be a valuable tool for referring students to providers and assisting in the coordination of adult education throughout the state.

In two weeks, you will receive a message from the Council's director, Lee Rector. This message will provide you with more specific information about our research and how your coalition can contribute. If you need any further information or have any questions, please contact Kurt Gore at (512) 936-8111 or kurt.gore@governor.state.tx.us.

Your contribution to adult education in Texas is invaluable. Thank you in advance for assisting the Council in this important research.

Sincerely,

Wes Jurey, Chair

Appendix E: Letter to Coalitions from Director

Good afternoon:

Two weeks ago, you received a message from the Texas Workforce Investment Council Chairman, Wes Jurey, detailing the importance of the Council's research on adult education in Texas. In short, the total number of adult education providers in Texas and the numbers of adults they are serving are unknown. This is because a comprehensive list of adult education and literacy providers in Texas does not exist and only the numbers of individuals served by providers who are funded through the Texas Education Agency (TEA) are reported.

To identify the adult education providers in Texas, Council staff has combined the adult education provider directories maintained by numerous literacy coalitions and councils into one consolidated directory. We will be sending an email with a link to an online survey to all of the adult education providers in the consolidated directory asking them important questions about their programs including the number of students they served in the past year. The survey is very short and will take less than 10 minutes to complete. All individual responses will be confidential and only aggregated statewide totals will be published in a report this spring. Once the Council releases the report, we will send you a link so that you can access it.

I would like to request your assistance in conducting this research. Since this research depends on the providers responding to our survey, we request that you contact the adult education providers in your directory or listserv and send them a message encouraging them to respond. For your convenience, I have included a draft message that you can send to the providers. Please feel free to use the message as written or edit it to your liking. We are planning to send the survey to all providers on March 26, 2012 and request that you please send your message before that date. Thank you very much for your assistance. If you need any further information or have any questions, please contact Kurt Gore at (512) 936-8111 or at kurt.gore@governor.state.tx.us.

Lee Rector

Lee Rector

Director

Texas Workforce Investment Council

Sample Message to Providers

Good morning.

We have recently been contacted by the Texas Workforce Investment Council. This Council assists the legislature with strategic planning for and evaluation of the Texas workforce development system to promote the development of a well educated, highly skilled workforce for Texas. The Council has requested our assistance in their efforts to determine the contributions made by all adult education and literacy providers in Texas, including nonprofit, volunteer, and religious organizations. On March 26, 2012, you will receive an email containing a link to a short, online survey asking specific questions about your program including the number of students that you served last year.

We encourage you to complete this survey so that the Council can accurately determine the amount of statewide adult education and literacy activities that support those in need of adult education services. The Council is interested in the services you provide to adults (age 16 and older) who are not enrolled in secondary school. These do not include parenting, wellness, bible study classes, or tutoring services for students enrolled in school.

If you have any questions please contact Kurt Gore at (512)-936-8111 or kurt.gore@governor.state.tx.us. Thank you.

Appendix F: Letter to Providers from Chair

Good afternoon:

I am writing you on behalf of the Texas Workforce Investment Council, of which I am Chairman. The Council is an advisory body to the Legislature and is researching an issue regarding adult education in Texas. While we know that many Texans are in need of adult education and literacy programs, we do not know the total number of adult education providers in Texas and the numbers of adults they are serving. This is because a comprehensive list of adult education and literacy providers in Texas does not exist and only the numbers of individuals served by providers who are funded through the Texas Education Agency (TEA) are reported.

Researching adult education is a priority for the Council and supports goals outlined in the strategic plan for the Texas workforce system: *Advancing Texas*. The Council's research will enable much more accurate calculations of both the number of adult education providers and the number of Texans served. Additionally, a comprehensive list of adult education providers will be a valuable tool for referring students to providers and assisting in the coordination of adult education throughout the state.

In two weeks, you will receive a message from the Council's director, Lee Rector. This message will provide you with more specific information about both our research project and a short survey that you will be receiving in the future. If you need any further information or have any questions, please contact Kurt Gore at (512) 936-8111 or kurt.gore@governor.state.tx.us.

Your information and contribution to adult education in Texas is invaluable. Thank you in advance for answering the survey that you will receive in four weeks.

Sincerely,

Wes Jurey, Chair

Appendix G: Letter to Providers from Director

Good morning:

One week ago, you received a message from the Texas Workforce Investment Council Chairman, Wes Jurey, detailing the importance of the Council's research on adult education in Texas. In short, the total number of adult education providers in Texas and the numbers of adults they are serving are unknown. This is because a comprehensive list of adult education and literacy providers in Texas does not exist and only the numbers of individuals served by providers who are funded through the Texas Education Agency (TEA) are reported.

To identify the adult education providers in Texas, Council staff has combined the adult education provider directories maintained by numerous literacy coalitions and councils into one consolidated directory. We will be sending an email with a link to an online survey to all of the adult education providers in the consolidated directory. The survey is very short and contains important questions about your program including the number of students you served in the past year, 2011.

I would like to request your assistance in this research. With your participation and response to the survey, we can more accurately calculate the adult education services provided in Texas. **The Council is interested in the services you provide to adults (age 16 and older) who are not enrolled in secondary school.** These services include instruction in:

- basic reading, writing, and math skills;
- GED preparation;
- ESL instruction for adults who lack proficiency in English; and
- other types of basic education services such as financial and computer literacy.

These services do not include parenting, wellness, bible study classes, or tutoring services for students enrolled in school.

You will receive the email containing the survey link on March 26, 2012. It should take you less than 10 minutes to complete the survey. Thank you for assisting in this important research. All individual responses will be confidential and only aggregated statewide totals will be published in a report this summer. Once the Council releases the report, we will send you a link so that you can access it. Thank

you again for your participation in this important research. If you need any further information or have any questions, please contact Kurt Gore at (512) 936-8111 or at kurt.gore@governor.state.tx.us.

Lee Rector

Lee Rector

Director

Texas Workforce Investment Council

Appendix H: Letter to Providers Containing Link to Online Survey

Good afternoon:

During the past two weeks, messages were sent from the Texas Workforce Investment Council (Council) to adult education providers in Texas. These messages detailed the importance of the Council's research on adult education in Texas and stated that the total numbers of adult education providers in Texas and the adults they are serving are unknown. Council staff developed a consolidated list of adult education and literacy providers in Texas and a short survey to learn more about the programs and how many individuals are being served.

The Council is interested in the services you provide to adults (age 16 and older) who are not enrolled in secondary school. These services include instruction in basic reading, writing, and math skills; GED preparation; ESL instruction for adults who lack proficiency in English; and other types of basic education services such as financial and computer literacy. These services do not include parenting, wellness, bible study classes, or tutoring services for students enrolled in school.

A link to the online survey is below. The survey is very short and contains important questions about your program including the number of students you served in the past year (2011). The Council requests your assistance in this research and asks that you please complete the survey. With your participation and response to the survey, we can more accurately calculate the adult education services provided in Texas.

Here is a link to the survey:

http://www.surveymonkey.com/s.aspx

It should take you less than 10 minutes to complete the survey. If your organization does not offer any of the adult education services described above, please indicate this on the first question and skip through the remaining questions to finish the survey. Thank you for assisting in this important research. All individual responses will be confidential and only aggregated statewide totals will be published in a report this summer. Once the Council releases the report, we will send you a link so that you can access it. Thank you again for your participation in this important research. If you need any further information or have any questions, please contact Kurt Gore at (512) 936-8111 or at kurt.gore@governor.state.tx.us.

Thank you for your participation.

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list. http://www.surveymonkey.com/optout.aspx

Appendix I: Online Adult Education Provider Survey

Survey Instructions

INTRODUCTION TO SURVEY:
Thank you for taking time to complete this short survey. The Texas Workforce Investment Council is an advisory body to the Legislature and we are researching the total number of adult education providers in Texas and the numbers of adults they are serving. The results from this survey will be used to determine entities who are actively providing adult education and literacy activities, as well as the number of adults being served. Your responses are confidential. Any reports based on the data gathered by this survey will present aggregated data (such as averages, totals, etc.), and details regarding your organization will not be specifically identified.

This survey will remain open until April 9, 2012. After that date, providers who have not responded will receive reminders to complete the survey.

SURVEY FOCUS:
Adult Education Programs and Students- Definition
An adult education student is an adult (age 16 and older and not enrolled in secondary school) that attended at least one class meeting OR completed an orientation and necessary assessments (if required by your program).

GENERAL INSTRUCTIONS:
This survey contains ten questions and will take approximately ten minutes to complete. The person who answers this survey must know specific details about your adult education program such as the number of students served last year, the average number of hours completed by students, if your organization delivers services at multiple sites, etc. If you do not know this information, please forward the email containing the survey link to the appropriate person.

You will be asked several questions about your program for 2011 (January through December). You can exit this survey and come back to finish it. Your progress will be saved up to the point where you last clicked the "Next" button at the bottom of the page.

If your organization does not offer any of the adult education services described above, please indicate this on the first question, skip through the remaining questions, and click "Done" to finish the survey. If you have any questions about this survey please contact Kurt Gore at 512-936-8111 or kurt.gore@governor.state.tx.us

Please click the "Next" button at the bottom of the page to begin the survey.

1. Please report the NUMBER OF UNIQUE STUDENTS in 2011 (adults age 16 and older and not enrolled in secondary school) that attended at least one class meeting OR completed the orientation and necessary assessments (if required by your program) for each of the programs below that you offered. Enter zero (0) if you did not enroll any students in a particular program.

Adult Basic Education (ABE): instruction in basic reading, writing, and math skills (below the high school level).

Adult Secondary Education (ASE) or GED Preparation: instruction for adults with competencies at the high school level but who do not have a high school diploma or equivalent (usually prepares adults for high school completion or the General Educational Development (GED) test).

English as a Second Language (ESL) Literacy: instruction for adults who lack competence and proficiency in English.

Other types of adult education and literacy services: such as financial and computer literacy.

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2. What is the AVERAGE NUMBER OF HOURS COMPLETED BY EACH UNIQUE STUDENT in each of the programs that you offer? Enter zero (0) if you did not enroll any students in a particular program.

Adult Basic Education (ABE): instruction in basic reading, writing, and math skills (below the high school level).

Adult Secondary Education (ASE) or GED Preparation: instruction for adults with competencies at the high school level but who do not have a high school diploma or equivalent (usually prepares adults for high school completion or the General Educational Development (GED) test).

English as a Second Language (ESL) Literacy: instruction for adults who lack competence and proficiency in English.

Other types of adult education and literacy services: such as financial and computer literacy.

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3. Do you receive funding to provide adult education programs through the Texas Education Agency (TEA) or through a Texas Education Agency funded adult education cooperative?

○ Yes   ○ No

Prev | Next

4. Do you receive funding to provide adult education programs from sources other than the Texas Education Agency (TEA) or TEA funded adult education cooperatives such as county or city funds, grants from foundations, donations, etc.?

○ Yes   ○ No

| Prev | Next |

5. Do any of your programs have a waiting list?

○ Yes   ○ No

| Prev | Next |

6. Approximately how many people are on the waiting list?

People on the waiting list: [   ]

| Prev | Next |

7. Which of your programs have a waiting list? Check all that apply:

☐ Adult Basic Education (ABE): instruction in basic reading, writing, and math skills (below the high school level).

☐ Adult Secondary Education (ASE) or GED Preparation: instruction for adults with competencies at the high school level but who do not have a high school diploma or equivalent (usually prepares adults for high school completion or the General Educational Development (GED) test).

☐ English as a Second Language (ESL) Literacy: instruction for adults who lack competence and proficiency in English.

☐ Other types of adult education and literacy services: such as financial and computer literacy.

| Prev | Next |

8. Do you deliver services at multiple sites or locations?

○ Yes   ○ No

| Prev | Next |

9. At how many sites or locations do you deliver services?

Total Sites: [   ]

| Prev | Next |

10. To ensure that we can contact you in the future and have your most up to date information to update our list of providers, please provide your contact information below:

First Name: _____

Last Name: _____

Email: _____

Phone: _____

Thank you very much for taking the time to complete this survey and thank you for your contributions to adult education in Texas. When a report is published using aggregated data gathered from this survey, you will be notified.

Prev   Done

Appendix J: Independent Samples T-Test for Equality of Means

Table 10: T-Tests to Compare Means between TEA Funded Providers and Providers not Receiving TEA Funding

	t	d.f.	Sig. (2-tailed)
Number of Students:			
ABE	7.127	285	0.000
ASE/GED	1.681	284	0.094
ESL	3.758	284	0.000
Other	-0.335	281	0.738
Average Hours Completed:			
ABE	6.816	281	0.000
ASE/GED	3.148	281	0.002
ESL	3.432	280	0.001
Other	-0.194	283	0.846
Additional Funding	-0.290	283	0.772
Provider has Waiting List	4.841	284	0.000
Number on Waiting List	4.096	281	0.000
Services Offered at Multiple Sites	3.376	283	0.001
Number of Additional Sites	3.467	131	0.001

Table notes: This analysis assumes equality of variances as indicated by Levene's Test. Statistical significance is determined at $p \leq .05$.

Texas Workforce Investment Council

System Partners

Economic Development and Tourism
Texas Department of Criminal Justice
Texas Education Agency
Texas Health and Human Services Commission

Texas Higher Education Coordinating Board
Texas Juvenile Justice Department
Texas Veterans Commission
Texas Workforce Commission

Council Members

Business and Industry Representatives

Wes Jurey, Arlington Chamber of Commerce (Chair)
Mark Dunn, Dunn Construction, LLC
Matthew Maxfield, Seton Medical Center Harker Heights
Paul Mayer, Garland Chamber of Commerce
Joyce Delores Taylor, Js Dynamic Transformations

Education Representatives

Blas Castañeda, Laredo Community College
    (Retired)
Carmen Olivas Graham, Desert Wind School
Larry Jeffus, Educational Consultant and Author

Ex Officio Members Representing State Agencies

Aaron Demerson, Economic Development and Tourism
Raymund Paredes, Texas Higher Education
    Coordinating Board
Texas Education Agency
Thomas Suehs, Texas Health and Human Services
    Commission
 Larry Temple, Texas Workforce Commission

Labor Representatives

James Brookes, Texas Carpenter and Millwrights
    Regional Council
Robert Cross, Houston Area Plumbing J.A.C.
Richard Hatfield, Airline Pilots Association (Retired)
Robert Hawkins, United Association of Plumbers and
    Pipe Fitters Local 529 (Retired)
Danny Prosperie, Beaumont Electrical J.A.T.C.

Community-Based Organization Representative

Sharla Hotchkiss, Consultant and Trainer (Vice Chair)

The Mission of Texas Workforce Investment Council

*Assisting the Governor and the Legislature with strategic planning for
and evaluation of the Texas workforce development system to promote
the development of a well-educated, highly skilled workforce for Texas.*