



EDUCATION

2012 Community Impact Report

Travis County Health and Human Services & Veterans Service
Research & Planning Division



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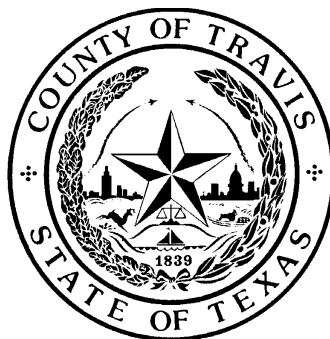


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Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests over \$11 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the critical needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of TCHHS/VS investments in health and human services. The *2012 Community Impact Report* offers highlights of community conditions most pertinent to the services purchased within each issue area in 2012. The report also details investment, programmatic, and performance information on the Department's social service contracts. This information provides a foundation for policy makers, program managers, and others to better understand these investments, recognize and celebrate accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Readers should also consider this report in conjunction with other local analyses and reports^a in order to obtain a more complete picture of the community. The *Travis County Snapshot from the American Community Survey 2011*, in particular, provides complementary contextual information around current demographics and local conditions.^b

Organization of Report

This report addresses nine issue areas plus a summary of Planning and Evaluation investments. (A tenth issue area, Restorative Justice and Reentry, had no investments in 2012.) Each issue area section begins with community conditions information about the issue area and then provides performance highlights about the programs included within that issue area.

Community conditions impact social service providers and the individuals they serve. Economics, demographics, as well as social structures and systems, all influence the level of need within a community

a Data products from the 2010 Census, including a *Travis County Trend Profile* and *Travis County Map Books*, are available at: http://www.co.travis.tx.us/health_human_services/research_planning/documents_CensusData.asp.

b The *Travis County Snapshot from the American Community Survey 2011* is available at: http://www.co.travis.tx.us/health_human_services/pdfs/ACS2011.pdf.

and the resources available to successfully address community needs. Community conditions help determine service delivery approaches that are most effective in addressing community needs and issues. These conditions also inform public stakeholders of progress toward community goals and can help correlate particular program contributions and value in advancing those goals.

Although this report highlights community conditions for individual issue areas separately, each issue area must be considered in a broader context. Community conditions related to a single issue area may have similar or related root causes and broad-level consequences. Current economic conditions also have a global impact on community conditions.

Performance highlights contribute to local knowledge about some of the Department's contracted community-based programs. This report provides detailed information about each program covered by an issue area, including an overview of program goals, services provided, eligibility criteria, and funding. Client demographics and ZIP codes are summarized for each program. Also captured are each program's performance results, compared to its contractual performance goals, and explanations of notable variance (+/- 10%) between the performance results and goals.

An issue area encompasses those programs with goals most aligned with the goals of that issue area. While each program is included in only one issue area, a program may promote the goals of several issue areas. For example, a workforce development program may primarily include work readiness services but also include a small educational component. The principal goals of the program promote the workforce development issue area goals, so the program is categorized in the workforce development issue area rather than the education issue area.

Report Summary

Most social service programs described in this report serve Travis County residents who are in or near poverty. Some programs assist vulnerable populations, such as those experiencing abuse and neglect, irrespective of their income. Current conditions elevate the need for social services for Travis County residents:

- The Travis County population continues to grow rapidly. According to the most recent U.S. Census Bureau population estimates available, 1,063,130 people lived in Travis County in 2011. The county's growth rate of 30% since 2000 (reflecting the addition of 242,203 residents) is faster than the state overall (Texas grew 23% between 2000 and 2011). The county population in areas outside the city of Austin has grown even more rapidly, up 66% since 2000. In 2011, more than one-quarter of county residents (26% or 279,935 people) lived in a city or village other than Austin or in an incorporated area, compared with 21% of residents (168,627 people) in 2000.¹

- The most recent poverty data were collected in 2011. These data estimate that about 18% of Travis County residents (192,436 people) lived in poverty. The 2011 rate is not statistically different from the 2010 poverty rate of 19%. These two most recent poverty rates reflect an increase in poverty in Travis County over what had been a fairly stable rate of 15% during 2006-2008 and 16% in 2009.²
- The poverty rate among children is higher than the overall poverty rate for Travis County. 2011 data indicates that 25% of Travis County children under 18 (63,680 children) lived in poverty.³
- In December 2012, there were 50,458 SNAP (Supplemental Nutrition Assistance Program) cases in Travis County with 113,664 people (about 11% of all Travis County residents) receiving benefits. The number of SNAP cases appears to be leveling off, following a steady increase between 2008 (29,448 average monthly cases) and 2011 (50,970 average monthly cases).⁴
- Close to 159,000 households in Travis County experience a housing cost burden, which is defined as spending 30% or more of household income on housing costs; approximately 77,000 of those households experience a severe housing cost burden (i.e. spending 50% or more on housing costs).⁵ Renters are more likely to be cost burdened than owners.⁶
- A point-in-time snapshot of the Austin area homeless population reported a total of 2,244 homeless individuals, 61% of whom were sheltered (either emergency, transitional, or Safe Haven), and 39% of whom were unsheltered. Almost one-third (30%) of the homeless population is comprised of individuals in households with dependent children.⁷
- National, state and local unemployment rates all follow an improving trend line, with the Austin-Round Rock MSA and Travis County consistently outperforming the state and nation. The unemployment rate for the Austin-Round Rock MSA began the year at 6.5% in January 2012, but dropped to 5.0% in December.⁸ The unemployment rate for Travis County is slightly lower than the MSA, starting at 6.4% in January 2012 and ultimately falling to 4.9% in December. These are the lowest unemployment rates for Travis County and the Austin-Round Rock MSA since November 2008 and remain lower than the state (6.0%) and national (7.6%) rates.⁹
- In 2011, an estimated 19.8% of the Travis County population (209,348 people) lacked health insurance. Travis County's proportion of uninsured residents is higher than that of the U.S. (15.1%) but lower than that of Texas (23.0%).¹⁰
- Between 2000 and 2010, the Austin-Round Rock metropolitan area had the fastest growing "pre-senior" population (age 55 to 64) in the nation, with a 110% change from 2000 to 2010. The Austin-Round Rock metropolitan area was ranked second in senior (age 65 and older) population growth over the same time period, with a 53% change.¹¹ In 2011, there were 79,573 adults aged 65 and older living in Travis County, comprising 7.5% of the population¹² by 2020, a projected 124,750 older adults will make up 10.4% of the county population.¹³

Client Demographics

Service providers collected client demographic data, when possible.^c Overall, demographic data were provided for 67% to 86% of clients, depending on the demographic category. Of clients with known demographics, 55% were female and 45% were male. In terms of race, 64% of these clients were White, 24% were Black or African American, and the remainder were of another race. In terms of ethnicity,^d 41% of clients were Hispanic or Latino. Nearly one-quarter (23%) of clients were ages 25 to 39, and 22% were between 40 and 59 years of age. Children and youth ages 17 and younger accounted for 32% of clients. Close to one-half (43%) of clients had incomes below 50% of the Federal Poverty Income Guideline (FPIG) level, and 25% of clients had incomes between 50% and 100% of FPIG. (See Appendix A for specific guideline income levels.)

Client Location by ZIP Code

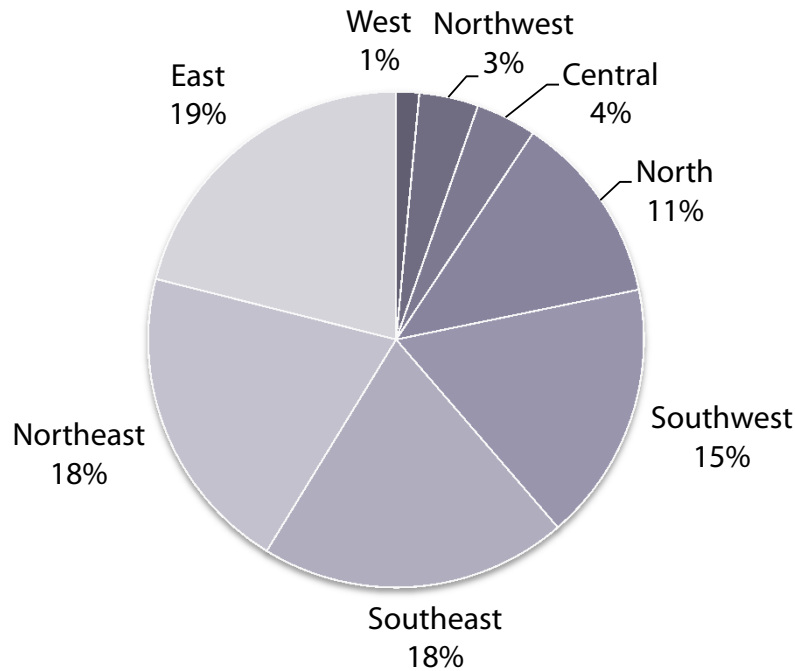
When possible, the contracted service providers also documented the ZIP code where clients resided when they entered the program.^e Service providers collected residential information for 84% of all clients, including clients with ZIP codes within Travis County (75%), clients with ZIP codes outside of Travis County (3%), and clients who were homeless at entry into the program (7%); the remainder (16%) represent clients with unknown ZIP codes. Of clients with known ZIP codes within Travis County, 19% of clients resided in the East area. The Northeast and Southeast areas also had sizeable shares of clients in residence, each with 18% of clients. (See Appendix B for ZIP code classification map.)

c Client demographic data may be unreported for reasons such as protection of client privacy and difficulty obtaining data (e.g., due to services delivered via outreach or at large-scale events). Further, two contracted service providers used different age and/or income categories that did not allow for aggregation with the larger set of demographic data. Clients enrolled in programs that do not collect income information were classified as “unknown” in the income level category.

d For the purposes of tracking reported client data, TCHHS/VS has adopted demographic categories used by the U.S. Census Bureau. The U.S. Census Bureau considers race and Hispanic origin to be two separate and distinct concepts. Hispanics and Latinos may be of any race. Therefore, clients reporting their race, such as White or Black or African American, may also be Hispanic or Latino.

e Client ZIP code data may be unreported for reasons such as protection of client privacy and difficulty obtaining data (e.g., due to services delivered via outreach or at large-scale events).

Areas of Client Residence, 2012

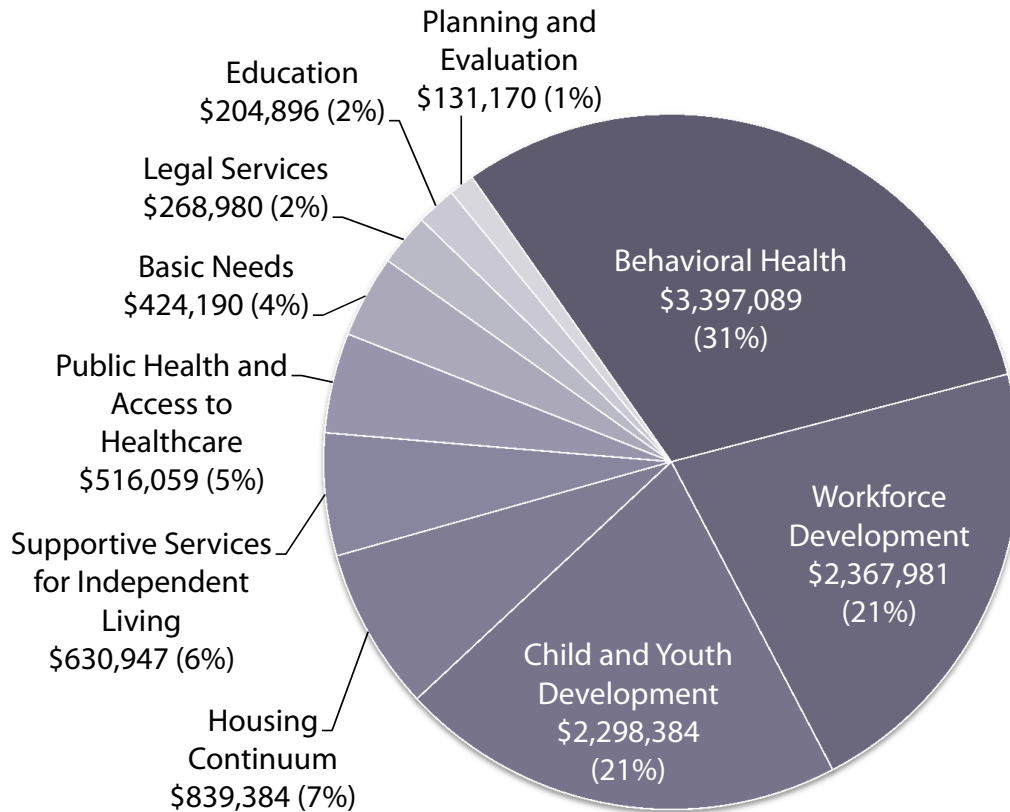


Investment by Issue Area

The following chart does not represent total TCHHS/VS investments and services. It only shows the percent of funding devoted to each issue area for the social service contracts included in this report. These contracts are a subset of the Department's broader investments of general funds in both purchased and direct services. The Department also makes grant-funded program investments.

Behavioral Health contracts accounted for the greatest share (nearly one-third) of the TCHHS/VS investment reflected in this report, followed by Workforce Development and Child and Youth Development contracts (each comprising 21% of the total investment). The Department's investments represented varying percentages of each contracted program's total budget. Investment percentages ranged from 0.6% to 100%, constituting an average of 23.5% of a program's total budget. Actual investment percentages for each social service contract are provided on each program's page.

Investment in Issue Areas for Social Service Contracts, 2012



Performance

The social service contracts included in this report have a wide range of goals, objectives, services, and performance measures. In 2012, most programs met the targeted range of performance across both output and outcome measures. Meeting the targeted range of performance means that the performance measure meets or exceeds at least 90% of the contractual performance goal.

Programs falling short of performance goals were often the result of basic operational issues, such as staffing shortages and turnover or funding cuts. Changes in client populations also impacted performance, including clients requiring additional time in a program, thus reducing new client enrollments. Also, for programs serving smaller numbers of clients, even minor changes can lead to highly volatile performance results. Economic conditions have, in many cases, increased demand but may also create challenges in achieving goals. Significant programmatic or performance measure and methodology changes that occurred in 2012 also contributed to unexpected performance variance. Please note that performance measures reflect the entire program's performance, and not the share of the program funded by TCHHS/VS.

Goals and Services

DEPARTMENT PURPOSE

Travis County Health and Human Services & Veterans Service strives to maximize quality of life for all people in Travis County by:

- Protecting vulnerable populations
- Investing in social and economic well-being
- Promoting healthy living: physical, behavioral, and environmental
- Building a shared understanding of our community

EDUCATION GOALS AND SERVICES

Programs and services within this issue area promote and support academic preparedness (school readiness) as well as educational attainment and success. Some examples of services provided by programs within this issue area include early childhood education; academic support or enrichment; literacy, GED and adult basic education (ABE); English as a Second Language (ESL) classes; out-of-classroom activities or programs whose goals are academic-oriented (e.g. math or science camps), language or literacy fluency and/or proficiency classes; and computer or technology literacy.

Community Conditions

Current Conditions and Trends

Literacy is a key determinant of an individual's educational, social, and economic success. The acquisition and application of literacy skills is critical in shaping one's job and life opportunities. Research has positively correlated literacy skills to an individual's life, employment, and civic experiences.¹⁴ Conversely, low literacy and/or educational attainment levels may impact other socioeconomic variables such as employability, earnings, and criminal justice involvement. People who lack literacy skills may also experience increased marginalization and vulnerability. Heightened literacy rates can help transform these groups into more vibrant communities, and more aptly prepare individuals for future challenges and demands.

The term adult education typically refers to any educational program designed to teach adults literacy, development, English as a second language, workforce education, job skills, or life skills.¹⁵ Adult education services help people acquire the necessary literacy, life, and developmental skills to become more functional and contributing members of a community.

Eligible Population

According to Title II of the Workforce Investment Act, individuals are eligible for services and instruction if they are: 16 years of age or older and not enrolled in school; lacking 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.¹⁶ The Texas Interagency Literacy Council Report, issued in 2012, estimates that there are approximately 122,428 individuals who are eligible for adult education in Travis County, utilizing a methodology that combines the demographic variables of educational attainment, English fluency, and nativity.¹⁷ The following provides additional detail about each of these variables.

1. Number of Foreign Born in Travis County

- About 18%, or 194,362, of Travis County's total population is foreign born.¹⁸ This number has grown steadily in the last five years. Between 2007 and 2011, the foreign-born population in Travis County grew by 12%, compared with a 9% growth rate for the County's total population.¹⁹

2. English Fluency

- Of those foreign born, about 58%, or 113,208, speak English less than "very well,"²⁰ making these individuals prime candidates for adult education services (specifically English as a Second Language classes).

**Ability to Speak English by Nativity Status
Population 5 Years and Over, Travis County, 2011**

	<i>Native Born</i>		<i>Foreign Born</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Speak only English	644,975	81.6%	23,584	12.2%
Speak English "very well"	116,784	14.8%	56,912	29.4%
Speak English less than "very well"	28,928	3.7%	113,208	58.4%
Total	790,687		193,704	

Created by: Travis County HHS/VS Research & Planning Division, 2013. Source data: 2011 American Community Survey 1-Year Estimates, B06007.

3. Educational Attainment

- Approximately 13% of the County's total population age 25 and older has no high school diploma or GED credential, while nearly 44% hold a bachelor's degree or a graduate or professional degree.²¹ The foreign born have a lower educational attainment than their native-born counterparts, with 39% of the foreign born having less than a high school degree compared to only about 5% of their native-born counterparts.²²

**Educational Attainment by Nativity Status
Adults 25 Years of Age and Older, Travis County, 2011**

	<i>Native Born</i>		<i>Foreign Born</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Less than high school graduate	28,171	5.4%	61,485	39.1%
High School graduate (or equivalency)	84,755	16.2%	30,470	19.4%
Some college or associate's degree	151,790	29.0%	22,408	14.2%
Bachelor's degree	169,263	32.3%	22,409	14.2%
Graduate or professional degree	90,335	17.2%	20,592	13.1%

Created by: Travis County HHS/VS Research & Planning Division, 2013. Source data: 2011 American Community Survey 1-Year Estimates, B06009.

Oversight and Funding

Three state agencies in Texas are responsible for oversight of adult education programs and funding: the Texas Education Agency (TEA), the Texas Workforce Commission (TWC), and the Texas Higher Education Coordinating Board (THECB).²³ Their work in adult education is guided by Title II of the Workforce Investment Act (WIA), the Adult Education and Family Literacy Act (AEFLA). This federal legislation provides guidance and related funding for literacy and adult education providers and partnerships to help adults to gain the knowledge and skills necessary for employment and self-sufficiency, support the educational development of their children, and complete a secondary school education.²⁴

TEA receives and administers Title II federal funds, provides a match, and then sub-contracts its grant administration, professional development, and training responsibilities to third party administrators: the Texas Adult Education and Family Literacy Collaboration (TX LEARNS) and the Texas Center for the Advancement of Literacy and Learning (TCCALL).²⁵ TWC does not have a federal funding allocation, but rather uses its own funds to support efforts to build employability, such as occupational skills training and English as Second Language classes.²⁶ THECB also does not receive federal funding directly, but makes efforts to encourage the transition of students from adult education to secondary education.²⁷

Type of Adult Education Services

Chapter 19, Section 89.21 of the Texas Administrative Code specifies adult education services in Texas as primarily comprised of “instruction in reading, writing, English, and math, including functional context, designed for adults who have minimal competencies; are not competent to speak, read, or write English; or are not competent to meet the requirements of adult life.”²⁸ The three most typical adult education classes are adult basic education (ABE), English as a second language instruction (ESL), and adult secondary education (ASE).²⁹ ABE is basic skills instruction for adults beyond compulsory education who have competencies below high school level in reading, writing, and math. ESL classes are for adults who are lacking competency and/or proficiency in English. ASE is for adults whose competencies are at or below high school level but who do not possess a high school diploma or equivalent. Classes are geared towards assisting individuals with completing their high school degree and/or General Educational Development (GED) test.³⁰

The most popular type of adult education program in Texas, according to the TCCALL Statewide Director of Providers, is ESL. The same holds true in the service area that includes Travis County. Of 35 community based providers surveyed by the Literacy Coalition of Central Texas, 24 offer ESL classes.³¹

Service Providers and Related Service Usage Data

Entities that provide adult education services range from individual providers (paid through adult education cooperatives^f) to community colleges and faith-based and other community-based organizations.³² The array of services provided by each organization depends upon the funding they receive for their programming.

^f An adult education cooperative is defined as “a community or area partnership of educational, workforce development, human service entities, and other agencies that agree to collaborate for the provision of adult education and literacy services. Typically, they serve as a fiscal agent passing through program funding from the state and/or federal funding source.” For more information on adult education cooperatives, see A Primer on Adult Education in Texas at http://governor.state.tx.us/.../A_Primer_on_Adult_Education_in_Texas.pdf.

The largest and primary providers for Title II WIA funded adult education and literacy services in Texas are community colleges,³³ as they receive both state and federal funding for the numerous sub-populations and related interests they serve (e.g. GED, ABE, ESL, Civics, and Workforce Preparation). In Travis County, Austin Community College (ACC) serves as the regional adult education cooperative (fiscal agent) both providing direct services at its own sites and sub-contracting for other adult education programming with entities such as Austin ISD and other local organizations. Typically, ACC's Adult Education receives annual budget allocations estimated at approximately \$2.6 million from a combination of federal, state and local funding.³⁴ For the 2011-2012 academic year, ACC served a total of 4,665 students through its adult education classes.³⁵ This is a 27% noted growth in total students served since the 2009-2010 school year.

The Literacy Coalition of Central Texas has noted a similar growth pattern in adult education over the last three years, as expressed by its 20 community-based organization members in a recent member survey. According to self-reported figures, nearly 3,990 individuals participated in either an Adult Basic Education or English as a Second Language program through their agencies in 2012.^{9,36} This is nearly a 39% growth over the 2,874 students served in 2009.³⁷

This data indicates a large number of eligible adult education students within a context of limited capacity, funding, and other resources.

Emerging Issues

Legislative Context and Climate

In October 2012, the Sunset Advisory Commission issued a Staff Report that highlighted staff findings and related statutory and management recommendations for the Texas Education Agency, the state agency that currently administers the Title II A federal funding for Texas. Sunset Commission staff identified several issues with TEA's administration of adult education.³⁸ The following are highlights from the Staff Report:

1. Inappropriate staffing resources: TEA has only one central office staff person who is assigned, as part of other work responsibilities, to adult education oversight and management. TEA contracts out the primary grants administration and training and technical assistance duties to two third-party administrators.

g The LCCT survey included information on other Adult Education services provided by community-based agencies; however figures provided in this summary only refer to the Adult Basic Education and English as a Second Language classes.

2. Potential for bias: Outsourcing key functions of grants administration and training to third party administrators presents potential conflicts of interest, as both of the third-party administrators designated as the state's official grants administrator and/or training and technical assistance provider are also receiving Title II federal funds and are contractors themselves.
3. Lack of competitive bidding process for contracts: For nearly 10 years, TEA has had the same 55 providers throughout the state, preempting the opportunity for other entities to enter the adult education service arena and as such, not necessarily adapting to the state population's changing needs and demographics. Additionally, this lack of competition may not promote innovation in programmatic planning.
4. Lack of state standards: TEA specifies no designated goals and/or performance measures/benchmarks for contractors. Above and beyond those directives attached to the Title II monies, there exists no state guidance or expectation for contractor performance.
5. Lack of coordinated planning and program coordination: There is a lack of planning and program coordination between TEA and TWC, despite both state agencies having similar target populations served by adult education.

In short, Sunset staff recommended: 1) that TEA transfer responsibility of the Title IIA funding and Adult Education administration to the Texas Workforce Commission; 2) the creation of an advisory committee dedicated to adult education at TWC; and 3) the development of a transition plan for transfer of the adult program from TEA to TWC.³⁹ After reviewing the results and meeting to provide input and response, TEA agreed with all the recommendations, with some minor modifications to encourage greater attention and allocation of resources to areas of greatest need for services (for example, the Texas-Mexico border area).

Since the release of the initial Sunset report, various revisions and approvals have occurred, resulting in the final adoption of the recommendations into TEA's sunset bill, which is pending legislative review, discussion and passage in the 83rd state legislative session. While local literacy providers await the results of the current state legislative session to gauge the implications of pending changes, they are also collaborating on an initiative begun years ago to promote their interests for streamlined service provision, streamlined data collection, and data uniformity. They hope that this move towards streamlined service provision and increased attention to data and associated performance measures may ensure these agencies' competitiveness in the future.⁴⁰

Further Resources

Adult education has connections to other issue areas, including Child and Youth Development and Workforce Development. The County's investments in child and youth development provide wrap-around supports that promote academic and social success for children and youth. Workforce development investments offer vocational and technical training and related services that help translate academic learning into employment success. The social successes realized by children and youth translate to employability skills as adults.

The following selected resources provide more information about adult education:

Sunset Advisory Commission

<http://www.sunset.state.tx.us/>

The Sunset Advisory Commission is a legislatively appointed body that reviews the policies and programs of state agencies every 12 years. It reviews the need for each agency, looks for potential duplication of other public service or programs, and considers new and innovative changes to improve each agency's operations and activities.

Texas LEARNS (Texas Adult Education and Family Literacy Coalition)

<http://www-tcall.tamu.edu/texaslearns/>

This office, housed in the Harris County Department of Education, provides nondiscretionary grant management functions, program assistance, and other statewide support services to Texas Adult Education and Family Literacy Providers, per a contract with the Texas Education Agency.

Texas Center for the Advancement of Literacy & Learning (TCALL)

<http://www-tcall.tamu.edu/>

TCALL is the state literacy resource center housed at Texas A&M's Department of Educational Administration and Human Resource Development. Its purpose is to help reduce the incidence of adult illiteracy in Texas by responding to the needs of adult and family literacy providers. It contracts with TEA to provide delivery of these services.

Texas Workforce Investment Council (TWIC)

<http://governor.state.tx.us/twic/>

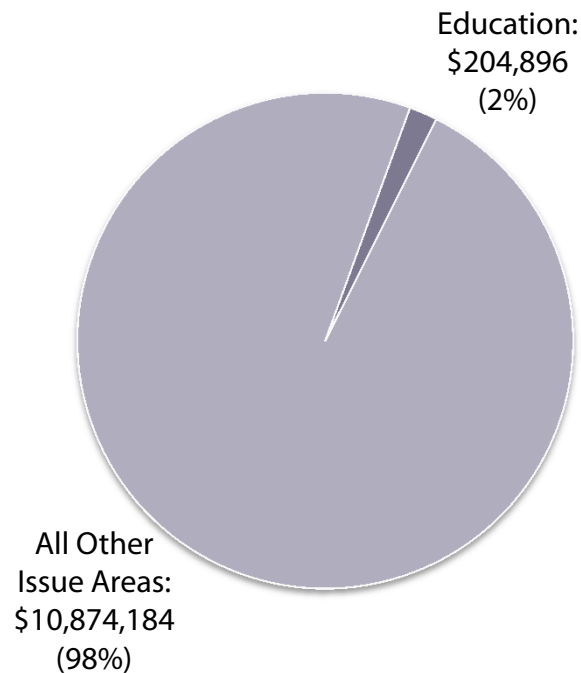
The TWIC is a legislatively appointed state workforce investment board that assists the Governor and state legislature with strategic planning for and evaluation of the Texas workforce system. As part of its duties, it provides information, data, analysis, and recommendations through its research and reports.

Performance Highlights

OUR INVESTMENT

TCHHS/VS has departmental and contracted programs that offer education services. Contracted services in this issue area address literacy-based educational services for both school-aged and adult populations, as literacy is a key component for both employment and educational success.

INVESTMENT IN EDUCATION AND OTHER ISSUE AREAS, 2012



The Department's Education investment includes the following agencies: Austin Independent School District; BookSpring; LifeWorks; and Literacy Coalition of Central Texas.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Adult Education/English Language Learners Program

Program Description

The Adult Education/English Language Learners Program provides English classes to adults in order to improve their proficiency and understanding, to help them to accelerate their assimilation into the community, to assist their children in their educational pursuits and to improve the life outcomes for the residents participating. Classes are held primarily in the evenings at Austin ISD facilities and childcare is provided for parents attending classes.

Funding

The total TCHHS/VS investment in the Adult Education/English Language Learners Program from October 1, 2011 to December 31, 2012 was \$135,187. This investment comprised 24.7% of the total program budget. TCHHS/VS also funds the Travis County Collaborative Afterschool Program, which is described in the Child and Youth Development issue area report.

Eligibility Criteria

Clients served by this program are low-income residents of Travis County; residents who are Limited English proficient; immigrants or foreign born Travis County residents; under-educated persons; persons who use a language other than English in the home; and persons who will be bringing their children while they attend the Instructional English classes.

AUSTIN ISD: ADULT EDUCATION/ENGLISH LANGUAGE LEARNERS PROGRAM

Client Demographics

Over one-half (55%) of clients were male, and 45% of clients were female. Nearly three-quarters (73%) of clients had an unknown age. The remaining clients were children of the adult students served in this program. Most (95%) clients were Hispanic or Latino, and nearly all (99%) clients were White. More than one-quarter (29%) of clients had incomes below 50% of the Federal Poverty Income Guideline level. (See Appendix A for specific guideline income levels.)

Gender	Num.	Pct.
Female	903	45%
Male	1,108	55%
<i>Total</i>	<i>2,011</i>	<i>100%</i>

Ethnicity	Num.	Pct.
Hispanic or Latino	1,917	95%
Not Hispanic or Latino	94	5%
<i>Total</i>	<i>2,011</i>	<i>100%</i>

Race	Num.	Pct.
<i>Population of one race:</i>		
American Indian or Alaska Native	22	1%
Asian	7	0.3%
White	1,982	99%
<i>Total</i>	<i>2,011</i>	<i>100%</i>

Age	Num.	Pct.
Under 5	205	10%
5 to 9	276	14%
10 to 14	63	3%
Unknown	1,467	73%
<i>Total</i>	<i>2,011</i>	<i>100%</i>

Income	Num.	Pct.
<50% of FPIG	583	29%
50% to 100%	45	2%
101% to 150%	91	5%
151% to 200%	15	1%
Unknown	1,277	64%
<i>Total</i>	<i>2,011</i>	<i>100%</i>

Note: Percentages may not total to 100% due to rounding.

AUSTIN ISD: ADULT EDUCATION/ENGLISH LANGUAGE LEARNERS PROGRAM

Client ZIP Codes

Slightly more than one-third (34%) of clients lived in the Northeast area of Travis County. The Southwest (27%), Southeast (19%), and North (18%) areas also had sizeable numbers of clients in residence. (See Appendix B for ZIP code classification map.)

Northeast	Num.	Pct.
78752	555	27.6%
78753	120	6.0%
<i>Total Northeast</i>	<i>675</i>	<i>33.6%</i>

Southeast		
78617	1	0.05%
78741	36	1.8%
78742	10	0.5%
78744	310	15.4%
78747	19	0.9%
<i>Total Southeast</i>	<i>376</i>	<i>18.7%</i>

Northwest	Num.	Pct.
78734	12	0.6%
<i>Total Northwest</i>	<i>12</i>	<i>0.6%</i>

Southwest		
78704	1	0.0%
78745	422	21.0%
78748	113	5.6%
78749	6	0.3%
<i>Total Southwest</i>	<i>542</i>	<i>27.0%</i>

Others		
Unknown	7	0.3%
<i>Total Others</i>	<i>7</i>	<i>0.3%</i>

North	Num.	Pct.
78757	52	2.6%
78758	319	15.9%
<i>Total North</i>	<i>371</i>	<i>18.4%</i>

East		
78721	1	0.0%
78723	8	0.4%
78724	1	0.0%
<i>Total East</i>	<i>10</i>	<i>0.5%</i>

Central		
78751	10	0.5%
78756	8	0.4%
<i>Total Central</i>	<i>18</i>	<i>0.9%</i>

Note: Percentages may not total to 100% due to rounding.

AUSTIN ISD: ADULT EDUCATION/ENGLISH LANGUAGE LEARNERS PROGRAM

Performance Goals and Results

The Adult Education/English Language Learners Program exceeded performance goals across all measures. The first two outcome measures reflect adult students who were provided with 60 hours of instruction before taking a post-test to measure gains in their skills.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients (children in childcare and adult students) served	2,011	1,354	149%
Ratio of children to supervising child care assistants	10:1	10:1	Met Goal
Outcomes			
Percentage of adult students tested in oral proficiency on the BEST Plus test who demonstrate a gain in their usage of English language skills	81% (668/828)	72% (168/235)	112%
Percentage of students who demonstrate a gain in literacy skills	81% (255/314)	67% (40/60)	122%
Percentage of students who indicate satisfaction with the program	95% (1,020/1,071)	90% (211/235)	106%

Reading is Fundamental (RIF) Elementary School Program

Program Description

The RIF Elementary School Program has the following objectives: to mitigate the financial barriers to book ownership; to motivate children to read as a leisure activity; and to ensure that elementary school librarians conducting the RIF event have the most up-to-date information and research available to implement the nationally recognized model effectively and ensure full fidelity to the model.

On RIF day, each elementary school class spends 30 minutes in the library. During this time, they enjoy a motivational activity. Then, students have time to select one book each from the age appropriate books in the collection. Books for students with special needs such as audio, Braille or languages other than English and Spanish are provided. At the conclusion of the activity, children write their names in the book they have chosen. Volunteers then read to individual children from their own book. Each school holds an event in the fall, winter and spring, ensuring that every student receives three books during the year.

Funding

The total TCHHS/VS investment in the Reading is Fundamental (RIF) Elementary School Program for 2012 was \$13,126. This investment comprised 5.7% of the total program budget.

Eligibility Criteria

This program serves children enrolled in elementary schools in Austin ISD in which a large majority of children live in low-income families (defined as being eligible for the free or reduced lunch program). In 2012, the program served 29 elementary schools in which an average of 95% of the population was considered to be low-income. Children range in age from 4 when they enter pre-kindergarten to age 11 or 12 when they are in fifth (and in a few schools, sixth) grade.

Client Demographics and Client ZIP Codes

Individual student demographics and ZIP codes are unavailable.

BOOKSPRING: RIF ELEMENTARY SCHOOL PROGRAM

BookSpring’s performance fell within the targeted range for all but one measure. The program fell slightly short of goals on the percentage of schools meeting performance standards (see the first outcome). Program staff members explain that the performance scale was revised to provide greater clarity on performance and identify problem areas. Schools that did not meet performance standards were given feedback and guidance to encourage improvement.

Staff note that they had a much higher than expected response to their survey because two school librarians went the extra mile and challenged all their teachers to submit the surveys; further, staff believe that the revised survey is more easily understood by the children and more accurately measures motivation (see the second outcome). Finally, parent surveys are held at a select number of schools each year and are rotated so that all schools are surveyed over three years. Staff believe that some schools may have higher parent involvement than other schools (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	18,470	17,000	109%
Number of books distributed	47,649	51,000	93%
Outcomes			
Percentage of schools meeting program standards	83% (24/29)	93% (27/29)	89%
Percentage of students who stated improvement in their motivation to read (i.e. children who stated: “RIF makes me want to read more”)	90% (1,589/1,765)	80% (1,200/1,500)	113%
Percentage of parents who reported RIF’s positive impact on their child (i.e. parents who indicated: “RIF has a high positive impact on my child”)	92% (976/1,062)	90% (630/700)	102%

ABE and ESL

Program Description

The goal of the ABE (Adult Basic Education) and ESL (English as a Second Language) program is to reduce the rate of functional illiteracy in greater Austin by helping adult students learn to read English, which will enable them to improve the quality of their lives and in many instances help them to achieve greater economic stability. The program provides instruction in basic literacy and ESL for adults age 17 and older who read below the sixth grade level. Achieving level 6 reading is adequate preparation for enrollment in pre-GED or vocational classes.

Funding

The total TCHHS/VS investment in the ABE and ESL program for 2012 was \$33,249. This investment comprised 8.7% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks: the Housing program, which is described in the Housing Continuum issue area report; the Youth Development program, which is described in the Child and Youth Development issue area report; and the Counseling program, which is described in the Behavioral Health issue area report.

Eligibility Criteria

Clients served are those adults whose literacy or English communication levels are so low that it limits their ability to compete for even the lowest wage jobs. Services are provided to residents living in the City of Austin and Travis County, and whose incomes are below 200% of the Federal Poverty Income Guideline level.

The ABE and ESL program served more females (54%) than males (46%). One-half (50%) of clients were in the 25 to 39 age group and over one-quarter (28%) were between the ages of 40 and 59. Nearly three-quarters (71%) of clients were Hispanic or Latino, and 68% of clients were White. Clients with incomes below 50% of the Federal Poverty Income Guideline level comprised 61% of the total client population. (See Appendix A for specific guideline income levels.)

Gender	Num.	Pct.
Female	332	54%
Male	286	46%
<i>Total</i>	<i>618</i>	<i>100%</i>

Ethnicity	Num.	Pct.
Hispanic or Latino	436	71%
Not Hispanic or Latino	171	28%
Unknown	11	2%
<i>Total</i>	<i>618</i>	<i>100%</i>

Race	Num.	Pct.
<i>Population of one race:</i>		
American Indian or Alaska Native	3	0.5%
Asian	42	7%
Black or African American	120	19%
Native Hawaiian or Other Pacific Islander	2	0.3%
White	422	68%
Some other race	1	0.2%
<i>Population of two races:</i>		
Black or African American and White	3	0.5%
<i>Other and Unknown:</i>		
Other	5	1%
Unknown	20	3%
<i>Total</i>	<i>618</i>	<i>100%</i>

Age	Num.	Pct.
15 to 17	13	2%
18 to 24	99	16%
25 to 39	308	50%
40 to 59	170	28%
60 to 74	23	4%
75 and over	5	1%
<i>Total</i>	<i>618</i>	<i>100%</i>

Income	Num.	Pct.
<50% of FPIG	380	61%
50% to 100%	126	20%
101% to 150%	64	10%
151% to 200%	22	4%
>200%	20	3%
Unknown	6	1%
<i>Total</i>	<i>618</i>	<i>100%</i>

Note: Percentages may not total to 100% due to rounding.

LIFEWORKS: ABE AND ESL

Client ZIP Codes

Over one-quarter (28%) of clients were located in the Southeast area of Travis County. The East area also saw a sizeable share of clients in residence, with 27% of the total client population. (See Appendix B for ZIP code classification map.)

Northeast			Northwest			North		
	Num.	Pct.		Num.	Pct.		Num.	Pct.
78621	2	0.3%	78613	4	0.6%	78727	5	0.8%
78653	4	0.6%	78641	1	0.2%	78728	7	1.1%
78660	9	1.5%	78669	1	0.2%	78729	2	0.3%
78664	3	0.5%	78726	2	0.3%	78757	5	0.8%
78752	25	4.0%	78731	2	0.3%	78758	30	4.9%
78753	63	10.2%	78732	1	0.2%	78759	13	2.1%
78754	5	0.8%	78734	2	0.3%	<i>Total North</i>	62	10.0%
<i>Total Northeast</i>	111	18.0%	78750	2	0.3%			
			<i>Total Northwest</i>	15	2.4%			
Southeast			Southwest			East		
	Num.	Pct.		Num.	Pct.		Num.	Pct.
78612	3	0.5%	78652	1	0.2%	78702	62	10.0%
78617	15	2.4%	78704	18	2.9%	78721	35	5.7%
78640	1	0.2%	78735	2	0.3%	78722	1	0.2%
78719	2	0.3%	78736	1	0.2%	78723	34	5.5%
78741	98	15.9%	78745	19	3.1%	78724	25	4.0%
78742	1	0.2%	78748	9	1.5%	78725	12	1.9%
78744	41	6.6%	78749	3	0.5%	<i>Total East</i>	169	27.3%
78747	11	1.8%	<i>Total Southwest</i>	53	8.6%			
<i>Total Southeast</i>	172	27.8%				Central		
							Num.	Pct.
West			Others			78701	4	0.6%
	Num.	Pct.		Num.	Pct.	78751	4	0.6%
78703	2	0.3%	Outside of Travis Co.	19	3.1%	78756	5	0.8%
78733	1	0.2%	<i>Total Others</i>	19	3.1%	<i>Total Central</i>	13	2.1%
78746	1	0.2%						
<i>Total West</i>	4	0.6%						

Note: Percentages may not total to 100% due to rounding.

All ABE and ESL program performance measures met or exceeded the targeted range of goals. Program staff report that literacy services are now housed in their new facility, and with more classroom space, staff have increased outreach to promote program services. Consequently, student enrollment orientations have been well attended, which led to an increase in the number of students receiving services (see the first output) as well as an increase in the number of students with personalized learning goals (see the second output).

Many of the ABE tutors are using more resources from the library. Tutors are also aware of the Test of Adult Basic Education (TABE) individual diagnostic profile. This report helps tutors determine how to improve students' performance, and staff believe that these efforts have had a positive effect on their students' academic progress (see the first outcome). Many of the ESL students had issues with attendance in the last quarter of 2012, and numerous students had to stop attending class to meet employment expectations. Other students did not have childcare or went back to their native country for the holidays. This had a significant effect on the number of students assessed (see the second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	618	500	124%
Number of clients who have personalized learning goals	544	385	141%
Outcomes			
Percentage of clients tested who achieved a 4–point increase in the Test of Adult Basic Education (TABE) score	70% (56/80)	60% (46/77)	117%
Percentage of clients tested who achieved a 4–point increase in the Basic English Skills Test (BEST) score	68% (126/184)	75% (231/308)	91%

LITERACY COALITION OF CENTRAL TEXAS

Literacy Campaign of the Joint Subcommittee

Program Description

The goals of the Literacy Campaign of the Joint Subcommittee program are threefold. The first goal of the campaign is to raise general community awareness and strategic engagement in literacy issues by providing local residents messaging via mass media and social media to encourage volunteerism, donations, and referrals of families in need of services. Second, the campaign works to build the service capacity of adult English as a Second Language (ESL) and Adult Basic Education (ABE) instruction programs and family literacy programs in Travis County by recruiting new volunteers to serve as instructors and conducting strategic, intensive community outreach to refer adults and families in need of services to a quality program. Additionally, the campaign trains agency instructors in evidence-based instruction practices to improve their capacity for high-quality instruction. Finally, the campaign strives to improve the ability of parents with young children to promote high literacy rates among their children through a targeted public education and outreach campaign. The Joint Subcommittee is comprised of members from Travis County Commissioners Court, City of Austin City Council, and Austin Independent School District Board of Trustees.

Funding

The total TCHHS/VS investment in the Literacy Campaign of the Joint Subcommittee program for 2012 was \$23,334. This investment comprised 33.3% of the total program budget.

Eligibility Criteria

The Literacy Campaign initiative targets several diverse populations, depending on the strategy of the campaign. All efforts to refer low-literate adults to services target adults at high risk for low literacy. Adult learners are generally newly immigrated adults from various countries of origin and/or high school dropouts seeking to improve their education and job skills. Most adult literacy students are working-age, low-income adults with young children.

LITERACY COALITION OF CENTRAL TEXAS

Literacy Coalition of the Joint Subcommittee

The campaign provides trainings to case management professionals in City of Austin, Travis County, and Austin ISD programs that provide direct services to vulnerable families. The campaign also recruits and trains instructors at 15 adult ESL, family literacy and ABE programs in Travis County; these instructors are often community volunteers, with varying age, gender, race, ethnic and socioeconomic backgrounds.

Finally, the campaign includes a public education effort to improve family literacy by building skills among parents to foster the literacy development of their children and connect to an array of free, community resources including library programs and community-based early literacy instruction programs. This component of the campaign is focused on at-risk parents with children ages 0 to 6.

Client Demographics and Client ZIP Codes

No direct client services are being conducted through this program; therefore, no client demographic data or client ZIP code data are collected.

LITERACY COALITION OF CENTRAL TEXAS: LITERACY CAMPAIGN

The Literacy Campaign had mixed performance results in 2012, falling short of goals on two output measures but greatly exceeding goals on the remaining two output measures. Staff note that more volunteers registered for trainings than originally predicted, leading to higher numbers of new instructors trained (see the first output).

The referral system changed from the time the contract was developed to the actual implementation of the program. Previously, staff tracked a search of the web-based referral database as one referral. Subsequently, staff improved the referral system to actually track the name of the client being referred, and the program now only counts those referrals for which they have a client name. Many clients did not want their names entered, and the program no longer tracks these referrals. This led to fewer referrals to a quality literacy program (see the second output). This situation also explains the lack of data for the second outcome measure: the vast majority of referrals made were not tracked with client name and phone number, so follow-up surveying could not be completed. This was an unanticipated change in the structure of their referral system, but staff believe that the change is client friendly and necessary due to the sensitive legal residency status of many adult literacy students, and the shame associated with needing adult literacy instruction.

Finally, a higher than anticipated number of agencies asked the program to train their direct care staff. The trainings were very popular, attesting to the awareness of literacy barriers of clients served by area human services professionals and the value of the referral system. Additionally, this is the first time their organization has ever conducted this activity, so it was challenging to accurately predict the demand for this service in the community (see the third output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of new instructors trained in evidence-based ESL, Adult Basic Literacy and Family Literacy instruction	257	150	171%
Number of families referred to a quality literacy program	282	2,000	14%
Number of area human service professionals receiving training in identifying and referring low-literate families to services	283	200	142%

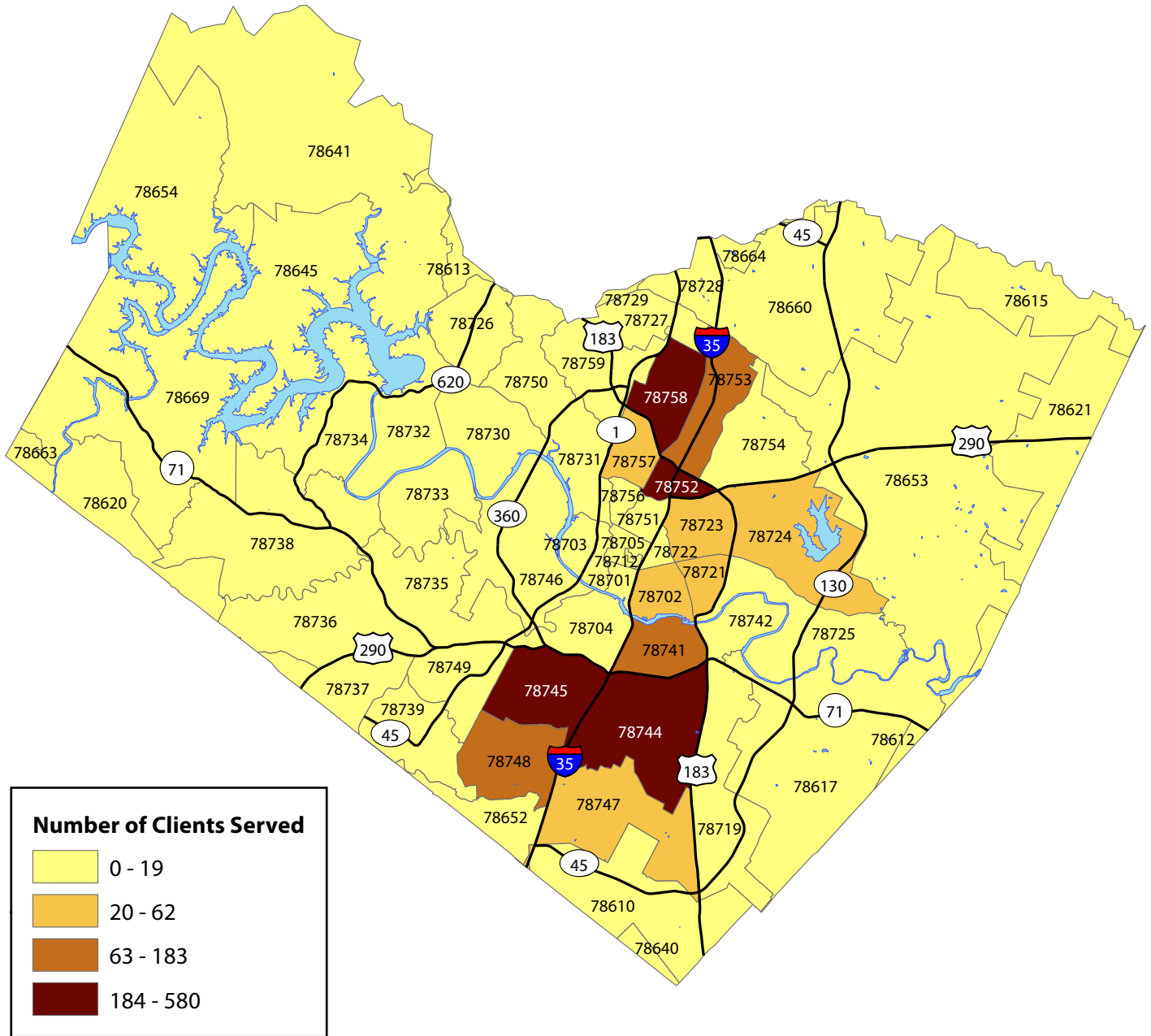
LITERACY COALITION OF CENTRAL TEXAS: LITERACY CAMPAIGN

Performance Goals and Results

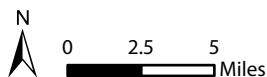
Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Number of parents of children (ages 0-5) who receive evidence-based educational materials	8,800	10,000	88%
Outcomes			
Percentage of literacy instructors retained and using evidence-based teaching strategies at three months	79% (138/174)	86% (129/150)	92%
Percentage of enrolled families who receive literacy instruction	N/A	67% (200/300)	N/A

Client ZIP Code Map

Education Clients Served by ZIP Code Travis County, 2012



Notes: This map shows 2,603 clients by ZIP code. 26 (1% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries. Client ZIP codes are not included for BookSpring or the Literacy Coalition of Central Texas.



Source data: Contracted service providers, 2013.
This map was created using City of Austin shapefiles.
Created by: Travis County HHS/VS Research & Planning Division, 2013.

Appendix A

2012 Federal Poverty Income Guidelines

Most TCHHS/VS contracts require programs to serve participants with household incomes at or below 200% of the Federal Poverty Income Guideline (FPIG) level. Some programs have chosen to follow a more stringent threshold. The following table presents the federal poverty thresholds by household size and income.

Household Size	Income Limits for Threshold Levels					
	50%	100%	125%	150%	200%	250%
1	\$5,585	\$11,170	\$13,963	\$16,755	\$22,340	\$27,925
2	\$7,565	\$15,130	\$18,913	\$22,695	\$30,260	\$37,825
3	\$9,545	\$19,090	\$23,863	\$28,635	\$38,180	\$47,725
4	\$11,525	\$23,050	\$28,813	\$34,575	\$46,100	\$57,625
5	\$13,505	\$27,010	\$33,763	\$40,515	\$54,020	\$67,525
6	\$15,485	\$30,970	\$38,713	\$46,455	\$61,940	\$77,425
7	\$17,465	\$34,930	\$43,663	\$52,395	\$69,860	\$87,325
8	\$19,445	\$38,890	\$48,613	\$58,335	\$77,780	\$97,225

For families/households with more than 8 persons, add \$3,960 for each additional person.

Data source: "2012 HHS Poverty Guidelines," U.S. Department of Health & Human Services, *Federal Register*, Vol. 77, No. 17, January 26, 2012, pp. 4034-4035, <http://aspe.hhs.gov/poverty/12poverty.shtml>.

2012 Austin Median Family Income Guidelines

The Blackland Community Development Corporation and Foundation for the Homeless contracts require participants in their programs to have a household income at or below 50% of the Austin Median Family Income (MFI) level. Other programs may also use the Austin MFI level when measuring client incomes. The following table presents the median family income limits established by the U.S. Department of Housing and Urban Development (HUD) for the Austin-Round Rock Metropolitan Statistical Area.

Household Size	Income Limits for Threshold Levels				
	30%	40%	50%	60%	120%
1	\$15,950	\$21,280	\$26,600	\$31,920	\$42,500
2	\$18,200	\$24,320	\$30,400	\$36,480	\$48,600
3	\$20,500	\$27,360	\$34,200	\$41,040	\$54,650
4	\$22,750	\$30,360	\$37,950	\$45,540	\$60,700
5	\$24,600	\$32,800	\$41,000	\$49,200	\$65,600
6	\$26,400	\$35,240	\$44,050	\$52,860	\$70,450
7	\$28,250	\$37,680	\$47,100	\$56,520	\$75,300
8	\$30,050	\$40,080	\$50,100	\$60,120	\$80,150

Data source: "Rent and Income Limits (Austin, TX)," City of Austin Neighborhood Housing and Community Development, April 17, 2012, http://www.austintexas.gov/sites/default/files/files/Housing/2012_projectIncomeandrenttool.pdf.

Appendix B

ZIP Code Classification Map

ZIP codes located within Travis County are classified into one of the following eight descriptive categories: Central, East, North, Northeast, Northwest, Southeast, Southwest, and West. These categories were designed to provide a frame of reference when locating ZIP codes on the map and are used to highlight client concentrations across geographic areas.

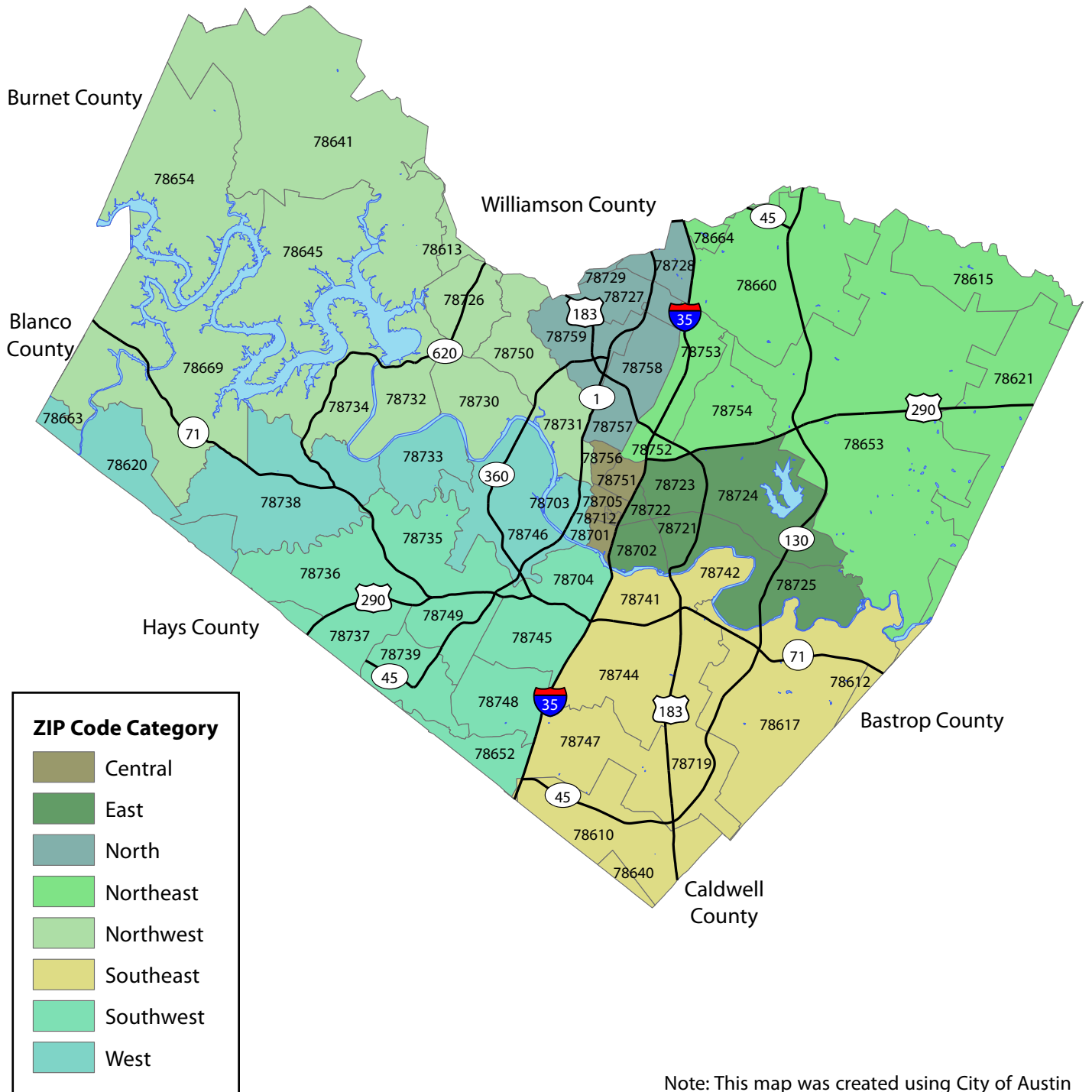
Descriptive categories are loosely based on Multiple Listing Service (MLS) categories. Occasionally, a ZIP code spans multiple MLS areas. For such ZIP codes, categorization was based on where the bulk of the ZIP code area was located. For example, if a ZIP code spanned the West, South, and Southwest areas, but the majority of the ZIP code area was located in the West area, it was classified as “West.”

A number of ZIP codes are located in Travis County and an adjoining county. These ZIP codes were classified by where the area found inside Travis County lines was mostly located. For example, a ZIP code area may be located in the West area of Travis County, but the majority of the ZIP code area outside of Travis County may be in the Southwest area. In this example, the ZIP code would be classified as “West.”

Please note that the 78616 ZIP code has a miniscule portion of its area within Travis County boundaries and thus is not included on the ZIP code classification map.

ZIP Code Categories

Travis County, 2012



Note: This map was created using City of Austin shapefiles. ZIP code categories are loosely based on Multiple Listing Service (MLS) categories.

Created by: Travis County HHS/VS Research & Planning Division, 2013.



Appendix C

Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing (November 2012 through February 2013). Terminology used in the report is based upon the terms used by the original data source. Therefore, terminology may differ within or across issue areas. For example, one data source may use the term “African American” while another may use “Black.” Finally, estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Most data included in the *2012 Community Impact Report* cover calendar year 2012^h and are drawn from contracts and reports provided by contracted service providers. Each contract is classified into the issue area most closely aligned to its central goals and objectives.

Considerations When Reading This Report

Performance results provide only a starting point for understanding the impact of these programs. These summary statistics are not necessarily an indication of the programs’ overall performance, but rather a snapshot and general gauge of their performance over a one-year period. Readers are encouraged to locate the particular programs of interest in each issue area report and review the detailed programmatic and performance information. Within these reports, service providers offer explanations for variance in performance. This information, in particular, is critical to providing context and meaning to these summary results.

These performance results do not reflect the programs’ full value to and impact on the community, which would require formal program evaluations, qualitative studies, and a review of other research. Therefore, it is also important to keep the following considerations in mind when reviewing program performance.

Participant characteristics can significantly influence a program’s performance results. For example, performance results may be lower for programs with clients who face considerable challenges (e.g., serious mental illness or addiction issues) and have little social support. Readers should therefore use caution when comparing output and outcome results across programs.

^h The report covers calendar year 2012 because the majority of the social service contracts included in the report follow a calendar year schedule.

Many additional factors beyond the program's control may also impact the program's performance. For example, if jobs become scarce, an effective workforce development program may experience lower client employment rates, regardless of the quality of training and support provided to their clients. Similarly, if jobs become abundant, a workforce development program may experience higher client employment rates, even if the program provided training that was not marketable. Without controlling for these factors, the true impact or efficacy of the program on outcomes cannot be discerned.

Readers should also use caution when examining outcome results for programs with less than 30 clients. For such small programs, the outcome of just a few clients can greatly affect the program's total outcome result. In these instances, examining percentages may be less helpful than examining raw numbers.

Finally, this report captures a narrow set of performance measures, which may not reflect the program's full impact on participants and their families, peers, and neighborhood. For example, though an individual was unable to obtain employment within the time period analyzed, a program may have increased the readiness and capacity of the individual to succeed on the job once eventually employed. Additionally, performance measures may not all be equal in importance or value to the community. Also, some agencies may have negotiated performance measure goals that were more difficult to achieve than others.

Endnotes

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- 6 Ibid.
- 7 “2012 ECHO Point in Time Homeless Count—Results”, Austin/Travis County Ending Community Homelessness Coalition (ECHO), accessed November 28, 2012, <http://www.austinecho.org/coc-reports/>.
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- 13 “Tables for Texas Population Projections,” Texas State Data Center, 2012, Scenario 0.5, <http://txsdc.utsa.edu/Data/TPEPP/Projections/Tables.aspx>.
- 14 “The Importance of Literacy for Youth Involved in the Juvenile Justice System,” National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk, 2010, 2, http://www.neglected-delinquent.org/nd/docs/literacy_brief_20100120.
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