Exhibit Materials for Taylor W. Acee:
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Summary: This technical research report is an example of some of the scholarly work that I have been conducting related to evaluating learning support interventions in adult education contexts. This is an annual report of our preliminary findings. As our research continues on this grant-funded project, we will write an even more in-depth final report as well as manuscripts for publication in academic research journals.

Evaluation Annual Report
Accelerate Texas Program

Texas State University–San Marcos

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Evaluation Annual Report

Accelerate Texas

Executive Summary

The Accelerate Texas[1] program serves underemployed or unemployed individuals who need educational or employment credentials in order to obtain appropriate employment or continue in higher education. Accelerate Texas grantees focus on increasing participation and completion of individuals in career pathway programs in community colleges and public technical institutions in Texas. These career pathway programs include concurrent enrollment in technical certificate course and vocational English as a Second Language (VESL), English as a Second Language (ESL), or General Educational Development (GED) support courses. In addition, some programs offer basic skills and other support for students before they began their technical certificate coursework through on-ramp or bridge coursework. Appropriate to their background and goals, students may take coursework that prepares them to take the GED exam, increases their reading, language, and/or mathematics proficiency levels, and results in certification in a targeted occupational area. The program is a component of *Accelerate TEXAS: Advancing Adult Students Into Careers*, a Texas Higher Education Coordinating Board (THECB)-funded program designed to strengthen and expand the quality and number of access and completion opportunities for adult basic education (ABE) students, a key strategy in the THECB's *Accelerated Plan for Closing the Gaps by 2015* goals (THECB, 2010). This annual evaluation report brings together a number of important evidence-based quantitative outcomes as well as themes that have emerged from site visits to help assess the successes and challenges of the Accelerate Texas program overall. This report is formative, not summative, and it is important to keep in mind that these findings provide a snapshot of the Accelerate Texas program in midstream.

In this report, we discuss certain parts of Washington State's I-BEST program in order to use that literature base as a reference point for some Accelerate Texas career pathway aspects. I-BEST programs form a structured career pathway, so that students work toward a specific workforce credential that offers employment certification in a high-demand field. Students enroll in coursework that integrates basic skills support with specific occupational content in order to facilitate their progress toward credentialed, career-based employment. While I-BEST was described in the grant request for applications, the purpose of the Accelerate Texas program is not to replicate I-BEST. Rather, salient parts of the I-BEST program are important for career pathway programs to be aware of when planning curricular structures, notably, in terms of contextualization and integration of basic skills. In this report, I-BEST literature is used as a point of reference for aspects of the Accelerate Texas career pathway programs. This should not imply that I-BEST is the goal of these programs since it diverges from I-BEST models in key areas, as will be noted in the report.

Highlights

Programmatic Developments

- Accelerate Texas programs offer more than 70 different certificates in six different certificate categories (level 1, marketable skills, state, national, and two types of local certificates).
- There is a range of contextualization and integration levels among different Accelerate Texas programs' certificate course and support course structures, with most programs

[1] Originally called the Adult Basic Education – Innovation Grant program.

adopting a basic skills course structure that is contextualized to the content area of a particular certificate course, with some collaborative integration of basic skills support into some certificate courses.
- The focus of the leadership teams of some of the Accelerate Texas programs on cultural change in their institution is beginning to show promise in areas of institutional perceptions related to supporting the growth of ABE programs and expanding access and lifting restrictions for adult basic education students.
- Students' perceptions of the certificate programs include commendation for the supportive staff and course offerings, but also indicate areas of organization and communication that can be improved.
- Accelerate Texas programs have experienced implementation challenges that include recruitment and enrollment, student barriers to persistence, and college policies.

Student Recruitment and Enrollment
- Accelerate Texas programs are beginning to make progress in recruiting students with background characteristics that are associated with traditionally low levels of access and persistence, and these students have the potential to benefit from ABE support structures and the outcomes they provide.
- Accelerate Texas programs are successfully concurrently enrolling students in technical certificate courses and VESL, ESL, or GED support courses.
- Across all 14 Accelerate Texas programs, 63.5 percent of students recruited into the program enrolled in a certificate program.

Student Output and Outcomes
- Accelerate Texas programs have served 1794 individual students enrolled in 2128 certificate courses.
- Students have earned 1491 certificates to date, providing them with employment credentials in a variety of high-need fields.
- Texas Workforce Commission data that provide employment statistics for the last quarter of 2011 (October-December) and the first quarter of 2012 (January-March) show that 21.3 percent of Accelerate Texas completers have secured employment and 5.3 percent have continued in an institution of higher education. At this point, only 2 percent are employed in the certificate training area, though it is important to understand that there is a large lag time with these data that may not capture actual current employment totals.
- Students in the Accelerate Texas program have significantly increased their language, reading, and mathematics proficiency levels. As measured by the National Reporting System for Adult Education (NRS), students' language proficiencies moved from the High Intermediate Basic Education NRS level to Low Adult Secondary Education NRS level.
- Offering basic skills support (e.g., VESL, ESL, and GED preparation) is worthwhile. The data strongly indicate that enrollment in support courses results in gains in language, mathematics, and reading proficiency compared with not offering support courses.
- Students' experiences in Accelerate Texas programs show strong indications of being highly motivational, both in terms of building confidence and in their understanding of their future employment and further education prospects. Students strongly feel a sense of community and faculty/staff support in their Accelerate Texas programs.

Recommendations

Refine and Expand Accelerate Texas Programs

- Many institutions have contextualized their support courses in limited ways to a certificate area, but there are relatively fewer examples of collaboratively integrating basic skills coursework into certificate courses as is exemplified in contextualized models in the literature base. We recommend institutions work to more fully integrate and contextualize their support courses and certificate courses along these lines, as appropriate.
- Programs that offer basic skills support courses (VESL, ESL, and GED), in on-ramp and concurrent course configurations, are more successful in increasing students' skills in the areas of language, reading, and mathematics than those that do not offer similar courses. Given our findings related to the benefits of offering support courses for Accelerate Texas students, programs that offer a limited number of support courses should consider developing and expanding these support courses to other certificate areas, as well.
- Accelerate Texas programs should recognize the motivational impact of their program on their students and build on these positive experiences by assessing motivation and strategically targeting it in their course offerings.
- Tracking of certificate completion should be completed in a timely fashion and advisors should follow up with students who are falling behind and offer them timely support.
- Efforts to assist certificate completers with obtaining employment in their training area — such as what some call "soft skills" of interviewing, writing resumes, and so on — as well as activities that connect students to prospective employers should continue to be emphasized and expanded to meet the growth of larger enrollments.
- Accelerate Texas programs should continue to focus on moving the students they recruit into certificate programs, prioritizing timely completion of those programs.

Generate and Utilize Internal and External Evaluation Feedback Loops

- Accelerate Texas programs should examine the relative enrollment percentages of their certificate programs to understand where their recruitment efforts should focus.
- Programs should use the analysis of their students' gains in language, mathematics, and reading proficiency levels to inform program changes so that stronger gains will be made in the future; specifically, instruction in basic skills courses is important and should be made available as needed for students.
- Recognizing that students have identified some organizational issues — such as a lack of communication between basic skills and certificate instructors — as drawbacks in some programs, Accelerate Texas staff should continue to communicate with their student population about how to further facilitate their learning experiences and make program modifications based on this feedback.
- Accelerate Texas programs should concentrate on monitoring their enrollment and certificate completion goals as specified in their grants.
- Accelerate Texas programs should continue to collect and report data consistently to the THECB.

Introduction

As the Texas Higher Education Coordinating Board (THECB) notes, adult basic education (ABE) "is designed for adults whose formal primary or secondary school education was interrupted, for whatever reason, or for adult immigrants who speak a language other than English" (THECB, 2012, p. 2). Definitions of ABE found in United States' federal regulations focus on characteristics of ABE learners as having minimal competence in reading, writing, and mathematics: grade level measures for ABE encompasses grades 0 through 8.9, as contrasted with adult secondary education, which spans grades 9 through 12.9 (Adult Education – General Provisions, 2012). The need for ABE programs is great, and often unmet; by some estimates, Texas Adult Basic Education programs serve only about two percent of the individuals who could benefit from such programs (THECB, 2008, p. iii)., and over 20 percent of adults in Texas over the age of 25 do not have a high school degree or its equivalent (Texas Workforce Investment Council, 2010, p. 3). Working toward filling that need, the 81st Texas Legislature, through the THECB Rider 56, provided funds "for the purpose of awarding competitive grants to community colleges and public technical institutions to increase participation in adult basic education" (Texas Association of Community Colleges [TACC], 2009, p. 9). That appropriation funded the Adult Basic Education – Innovation Grants (ABE-IG) program, which was subsequently named Accelerate Texas.

The Accelerate Texas program serves underemployed or unemployed individuals who need educational or employment credentials in order to obtain appropriate employment or continue in higher education. Accelerate Texas programs focus on increasing participation and completion of individuals in career pathway programs in community colleges and public technical institutions in Texas. Career pathway programs generally include the "teaching and learning of basic education and technical skills that are contextualized around a specific employment sector" (Zafft, Kallenback, & Spohn, 2006, p. 24). Through these career pathway programs, students may take coursework that prepares them to take the GED exam, increases their reading, language, and/or mathematics proficiency levels, and results in their receiving certification that leads to employment in a particular occupation. The program is a component of *Accelerate TEXAS: Advancing Adult Students Into Careers*, a THECB-funded program designed to strengthen and expand the quality and number of access and completion opportunities for ABE students, a key strategy in the THECB's *Accelerated Plan for Closing the Gaps* goals (THECB, 2010).

Accelerate Texas program activities focus on entry-level job skills training including obtaining level 1 certification, continuing education certification, and/or third-party certification by professional organizations at community colleges and public technical institutions. Key aspects of the grant projects include performance measures in the areas of success (e.g., program completion, certificates earned, and employment obtained) as well as career pathway programs that include concurrent enrollment in technical certificate courses and VESL, ESL, or GED support courses.

The 14 Accelerate Texas funded institutions included in this report were funded in two main groups. In 2010, the initially-funded group of eight institutions began offering courses in late 2010 or early 2011 and includes:

- Alamo Community College District
- Austin Community College
- El Paso Community College

- Houston Community College System
- Lone Star College System District
- San Jacinto Community College District
- Tarrant County College District
- Texas State Technical College-Harlingen

In 2011, six institutions were funded in a second phase of the program and began offering courses in late 2011 or early 2012 including

- Amarillo College
- Dallas County Community College-El Centro College
- Hill College
- South Texas College
- Tyler Junior College
- Wharton County Junior College

Understanding Accelerate Texas Career Pathways: Contextualization

Contextualized instruction is defined as "the practice of systematically connecting basic skills instruction to a specific content that is meaningful and useful to students" (Perin, 2011, p. 270). There are distinctions within that large definition that are useful to understand. For our purposes we will consider two basic ways to orient skills instruction toward specific content. One is through *contextualization*, in which the basic skills course brings in subject matter from a content course to structure basic skills lessons around; as Perin (2011) notes, contextualization is the venue of the basic skills course instructor. The other is through *integration*, in which the content course introduces basic skills foci into the content course itself, to support students' learning; integration is the domain of the content course instructor (Perin, 2011). The two approaches are not mutually exclusive models, since there are structures in which content course instructors focus on basic skills while students still have an additional support course contextualized to that same content course.

The contextualization approach related in some ways to the Accelerate Texas program is the Integrated Basic Education and Skills Training model (I-BEST). While I-BEST was described in the grant request for applications, the purpose of the Accelerate Texas program is not to replicate I-BEST. Rather, successful aspects of the I-BEST program are important for career pathway programs to be aware of when planning curricular structures. In this report, I-BEST literature is used as a point of reference for aspects of the Accelerate Texas career pathway programs, and does not imply that I-BEST is the goal of these programs, since it diverges from I-BEST models in key areas, as will be noted below.

I-BEST began in Washington State as an approach to increasing the rate at which adult basic education students, including English Language Learners, achieve success in postsecondary workforce programs. After an initial series of pilot programs at ten Washington colleges in 2004-2005, I-BEST was considered successful enough that it was expanded to all 34 of the community colleges in the state by 2007-2008 (Wachen, Jenkins, & Van Noy, 2011; Washington State Board for Community and Technical Colleges, 2008). I-BEST programs form a structured career pathway, so that students work toward a specific workforce credential that offers employment certification in a high-demand field. Students enroll in basic skills courses that are linked to specific occupational program courses in order to facilitate their progress toward career-based employment. In general, a basic skills instructor team-teaches with a technical

course instructor to provide a cohesive educational experience for students as they move through their career pathway. The I-BEST model in Washington State specifically requires that the basic skills instructor and technical course instructor are in the classroom together at least 50 percent of the time. However, that level of integration has not always been possible; as Wachen, Jenkins, and Van Noy found in their 2011 study, "in practice, this intensive team-teaching model is challenging for both instructors, and facility with it often develops on the job, slowly, over a period of time as the instructors learn how to collaborate" (p. 148). The researchers found that fully-integrated instruction was rare.

Within I-BEST there are variations and levels of integration in course structure. In their evaluation of I-BEST programs in Washington State, Wachen, Jenkins, and Van Noy (2011) described four distinct types of integration.

- Integration Model One they termed "non-integrated instruction" and noted that in this structure, the technical course is completely unchanged — delivered as it usually is — and the basic skills instructor supports students within that structure.
- Integration Model Two is "Non-Integrated Instruction with Separate, Contextualized Basic Skills." In this structure, the technical course is taught as it usually is, but the technical course instructor and basic skills instructor together identify the basic skills students need to pass the technical course, but both aspects are then taught separately, with the basic skills instructor supporting students.
- Integration Model Three is "Partially Integrated Instruction," in which the technical course instructor and basic skills course instructor together modify the technical course with the needs of the adult basic education students in mind. While the basic skills instructor is still in a support role, the content of the technical course now incorporates a focus on basic skills as well.
- Integration Model Four, "Fully Integrated Instruction," is what the I-BEST programs aim for, in general. In this structure, the technical course instructor and the basic skills course instructor work together to develop a new curriculum, or revise existing curriculum, for the certificate course that accommodates adult basic education students, and the basic skills instruction is completely integrated into the certificate course.

These models describe distinctions between levels of integration and contextualization that are useful in understanding aspects of a concurrent course approach, like that which is used in most of the Accelerate Texas initiatives. (Below, in the course implementation section, we use the basic distinctions in those four models to describe those levels of integration and contextualization for the Accelerate Texas programs.)

A major difference between I-BEST courses and the courses that many of the Accelerate Texas programs are implementing involves the structure of enrollment: I-BEST students attend one class in which both their basic skills support and their technical content are delivered, while in the Accelerate Texas programs students attend two classes that run concurrently: some type of basic skills support course and a technical/certificate course. Many Accelerate Texas programs also utilize on-ramp type courses in addition to a concurrent structure. While this is a distinct difference, it need not be considered a barrier to what many would consider is the heart of an I-BEST type approach: the contextualization and integration of basic skills and technical content. We consider contextualized (Perin, 2011) curriculum as the important aspect to consider in the concurrent course structures in the Accelerate Texas programs.

Despite some structural differences like those described above, Accelerate Texas certificate programs have some similarities in purpose and approach — in terms of integrated and contextualized course content — to I-BEST programs. In short, I-BEST is a framework that helps us understand institutions' programs based on their degree of integration and contextualization, but it is not an explicit program model. Thus, one of the major touchstones in for understanding the effectiveness of Accelerate Texas initiatives is the body of literature about I-BEST.

Evaluation Methods

We are using a mixed methods approach to evaluation that involves collecting and analyzing both quantitative and qualitative data. As noted above, one of our primary evaluation touchstones is research done on I-BEST programs, and evaluations of I-BEST programs have involved performance measures that included enrollment, credentials earned, college coursework completed, increases in basic skills tests, and employment outcomes (Jenkins, Zeidenberg, & Kienzl, 2009; Wachen, Jenkins, & Van Noy, 2011; Zeidenberg, Cho, & Jenkins, 2010). Our evaluation approach adopts that same frame of evidence-based outcomes in order to evaluate the Accelerate Texas certificate programs. Specifically, we examined the following implementation issues, output variables, and outcome variables:

- Course Implementation (including categories of certificates and level of integration and contextualization in course structure)
- Enrollment (including total number of students served and percentage of recruited students that enroll)
- Increase in academic proficiency levels (including key areas of language, reading, and mathematics)
- Certificates earned (including number of completions and completions by type of certificate)
- Employment and further academic credits (including employment in general and in the field of study, and further college credits earned)
- Emerging Themes from Site Visits (including student motivation, program organizational needs, cultural change, implementation challenges, and program support)

We are collecting these data through a combination of site visits, data provided to us by the programs, access to information provided by the programs to the THECB, Texas Workforce Commission data, and other sources. For further information about evaluation methods, please refer to Appendix A.

Outputs and Findings

Course Implementation

Categories of certificates offered. There were six basic categories of certificates offered through Accelerate Texas initiatives: level 1, marketable skills, state, national, and two types of local certificates. Classification of Instructional Program (CIP) codes are used to identify degree and certificate programs, courses, and declared majors. The first six digits of the CIP code correspond to the CIP codes used by the National Center for Education Statistics and the last two digits are specific to Texas. Both categories of local certificates must still fall under a single industry CIP code.

Level 1. An important certificate goal for many of the programs involves level 1 certificates, such as Tarrant CCD's Central Sterile Processing program, or Hill College's Industrial

Maintenance program. These are certificates that entail at least 15 semester credit hours or at least 360 continuing education contact hours.

Marketable skills. Another is a marketable skills award, which consists of 9-14 semester credit hours or 144-359 continuing education credits; Alamo CCD's Construction Trades program is an example of a marketable skills award.

State. State level certificates — like Amarillo College's Certified Nursing Assistant (CNA) program, and Dallas-El Centro's Allied Health program — involve a standardized exam and may have coursework similar to either the level 1 or marketable skills award certificate structures.

National. Similarly, a national certificate involves an exam and can include coursework requirements similar to level 1 and marketable skills awards; Houston CCS runs a Health Information Specialist program, which is a national certificate, as is Tyler Junior College's Dental Assistant program.

Local. Lastly, there are two types of local certificates Accelerate Texas programs offer, both of which are based on local employer demand. One type of local certificate entails fewer than nine semester credit hours or 144 continuing education hours, like San Jacinto CD's Basic Bookkeeping program and South Texas College' CNA Bridge program. The other involves nine or more semester credit hours or 144 or more continuing education credit hours, but is not recognized as a level 1 certificate or marketable skills award; an example of this type of local certificate is Lone Star CSD's Accounting Assistant program.

Levels of integration and contextualization of course structures. A major goal of our site visits and evaluation rubrics were to more accurately define and describe the core interventions of each Accelerate Texas program. We were especially interested in examining the levels of integration and contextualization within the Accelerate Texas support courses and certificate courses. As noted previously, I-BEST literature (Wachen, Jenkins, & Van Noy, 2011) provides useful touchstones for understanding some of the spectrum of integration within coordinated support course and technical course structures. In this section, we use the basic distinctions in those four models to describe those levels of integration and contextualization for the Accelerate Texas programs.

Integration type: "Model One." In its first iteration, the Office Career Program (OCP) at Tarrant CCD included elements of Model One, non-integrated instruction. The OCP focused on basic office skills like keyboarding, and it was taught through a self-paced approach. Students were also concurrently enrolled in an ABE course, but one that is not contextualized to the OCP technical coursework. For example, it was first run concurrently with a Spanish GED course that the program coordinators stated did not result in many connections between the technical course and the support course. During our site visit at Tarrant CCD, they discussed changing that structure so that a contextualized ESL course is run concurrently with OCP. Tarrant CCD also employs a Transitions to College Success course that students enroll in prior to enrolling in their certificate coursework. In 2012, approximately 14 percent of Accelerate Texas certificate course structures were closely related to Model One.

Integration type: "Model Two." Austin Community College provides an example of a program that includes elements of Model Two — non-integrated instruction with separate, contextualized basic skills — with their pairing of the Network + certificate and a GED course. The two courses are taught separately, with the GED course operating as a support course for the certificate course. While the PC Technician course is largely unaltered, the GED course adopts content aligned to the PC course, contextualizing the GED course in part by including PC

materials and texts as course readings. There are regular meetings between the two instructors to best understand what kind of support the students need to master the PC content; as a result, the GED instructor foregrounds math skills because of the heavy math emphasis of the PC course. The GED instructor also attends the PC instructor's course once a week, focusing on student support; these visits began as largely observational, but progressed to more active, in-class support. Lone Star CSD provides another example, in their CNA program. Each cohort begins with a college readiness course specific to CNA, after which they move on to the certificate course and a contextualized support course. Students are enrolled in both the certificate course and support course concurrently, meeting throughout the week. The instructor of the support course for CNA examined CNA materials, met with certificate instructors, and observed classes en route to constructing a curriculum to support CNA students in their certificate course. In 2012, approximately 59 percent of Accelerate Texas certificate course structures were described by Model Two; this is the largest category.

Integration type: "Model Three." El Paso Community College provides an example of a program that includes elements of Model Three. Through the Accelerate Texas project they have reconfigured a part of the existing CNA program to support students with limited English language proficiency and other basic skills. Working with a curriculum specialist, the CNA instructor and the VESL instructor constructed new curricula designed to integrate basic skills into the CNA classroom. Students first enroll in a career exploration course. In their first iteration, students then had the certificate course in the morning and the VESL course in the afternoon. While the instructors communicated regularly and participated in weekly feedback/debriefing meetings with the curriculum developer, the courses were still taught separately. In the subsequent iteration, however, the certificate course and the VESL course were partially merged. The VESL instructor joined the certificate course and provided a supportive role, providing as-needed interventions based on her observations of students in the class. In addition, students also attended an aligned VESL class every day. In that class, the instructor used her observations of student learning during the certificate class to drive instruction, using the remainder of the ESL/basic skills instructional materials and other resources as needed. In 2012, approximately 24 percent of Accelerate Texas certificate course structures were related to Model Three.

Integration type: "Model Four." We have not observed a course structure that completely fits into Model Four type of integration, fully integrated instruction (though some programs have reported that a small portion of their course offerings are moving in that direction, about three percent in 2012). However, it is useful in this area to draw attention to the program that is most closely linked to I-BEST like structures in Accelerate Texas, Alamo CCD. While the level of contextualization varies as needed across certificate programs that Alamo CCD provides, the Community Health Worker is a good example of what deliberate integration looks like. In this structure, students first attend their Career EASE on ramp course. They then enter a technical class and also concurrently attend a contextualized basic skills (reading) class provided by another instructor. In this configuration, the technical instructor has made modifications to his teaching style to better serve the needs of students with limited English proficiency and basic reading and writing needs. The technical instructor also spends time working with the students on other academic skills. So while there are no complete examples of fully integrated instruction in the sense of the I-BEST models, parts of Alamo CCD's program provide a formal, deliberate integration on both the parts of the basic skills course and the technical class.

Several institutions have more than one configuration, depending on the certificate program, and some institutions have changed from one configuration to another over time. It should be pointed out that differences from descriptions of I-BEST configuration are not necessarily drawbacks. In fact, even within I-BEST categories the actual implementation structure may vary widely, as recent research has discussed: "I-BEST programs exhibited a combination of integrated instruction and contextualized basic skills instruction, which suggests that a high amount of integration may be less essential to the instructional approach than providing this combination of the two forms of instruction" (Wachen, Jenkins, Belfield, & Van Noy, 2012, p. 23). We expect to see further changes to these contextualized approaches in 2013 as well, as programs continue to develop their course offerings. We are tracking this development as we move toward a fine-grained examination of the effect of specific levels or types of contextualized instruction on certificate completion.

On-ramp Courses

Several Accelerate Texas institutions are make use of on-ramp or bridge courses. These are courses that provide different combinations of aspects of basic skills instruction often contextualized to particular career pathways, college success information, occupation-specific information, and other preparatory foci that lead into a certificate program. For example, students in Alamo CCD's program enter their Career EASE (Exploratory and Skill Enhancement) bridge course, where they receive basic skills support geared toward the workforce program they are interested in, as well as industry-specific information about workplace and employer expectations. From Career EASE, students then move into Alamo CCD's I-BEST pathway. Lone Star CSD enrolls their students in an on-ramp course called College and Career Readiness that leads to specific career pathways and includes study skills as well as community building. From that on-ramp course, students then enter a technical certificate course and basic skills concurrent course structure. Similarly, students in Texas State Technical College – Harlingen take a GED course contextualized to their career pathway and a college and career success course, before moving into a concurrent technical certificate and basic skills support course structure.

Tyler Junior College's students take 20 hours of instruction in an adult basic education or English as a Second Language support course, and then an orientation, before beginning their concurrent technical certificate and basic skills support course structure. El Paso Community College students enroll in a Career Exploration course prior to enrollment in their certificate and basic skills support course structure. Amarillo ran an on-ramp within the structure of their existing Basic Academic Skills (BAS) lab to provide instruction prior to students beginning their career pathway program.

South Texas College has a contextualized bridge program for those students who test at lower (6th grade) level proficiencies before moving into a certificate program. For example, students move through contextualized GED, ESL, and technical terminology coursework and once they complete that bridge career pathway program, they enroll in a certificate program. Students who test at higher (8th grade) proficiency levels can move directly into a career pathway that includes concurrent technical certificate and basic skills coursework.

Tarrant CCD offers an on-ramp course called Transitions to College Success that they frame as a survival course for GED and ESL students who want to transition into one of their certificate

programs; students take this course, which includes study skills, time management, and instruction in mathematics, reading, and writing, prior to beginning a certificate program. There are elements of concurrent basic skills support that then occur throughout some of Tarrant CCD's certificate programs. In their CNC Machining coursework, for example, the basic skills mathematics instructor attends some of the classes each week to provide assistance to students where needed; knowledge gained from attending the machining classes also allows the math instructor to contextualize his class to the needs of those students.

Enrollment

Recruiting students and enrolling them in appropriate programs are critical first steps that all Accelerate Texas programs must take in order to begin building a successful program. Therefore, we were interested in the number of students who were recruited and enrolled in Accelerate Texas programs. Moreover, we wanted to examine the degree to which students from underrepresented groups were being served by the Accelerate Texas program. We were also interested in the enrollment/recruitment ratio and whether it was higher or lower depending on the type of certificate program that was offered. The results below address these areas.

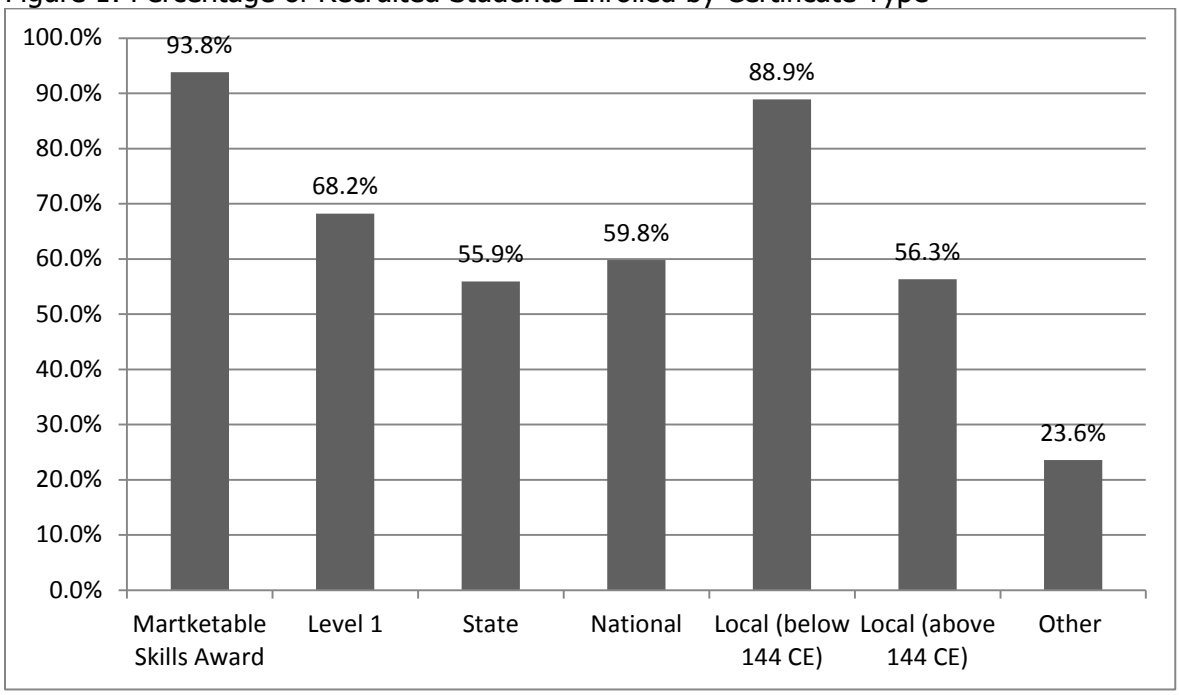
Overall*.* A total of 1,794 individual students enrolled in at least one of the Accelerate Texas programs offered at these 14 institutions. Of the student records with complete demographic data,

- 54.7 percent were female
- 51.0 percent were Hispanic
- 65.8 percent were a first-generation college student
- 41.7 percent never completed 12th grade

These data show that the Accelerate Texas grant was successfully targeting students with background characteristics that are associated with levels of access and persistence that benefit from ABE structures and outcomes. For more detailed demographic information for our sample (i.e., sex, ethnicity, first-generation status, primary language, ESL status, and last grade level completed) see Appendix B.

Recruitment*.* Across all 14 Accelerate Texas institutions, 63.5 percent of students that grantees reported recruiting for the Accelerate Texas program eventually enrolled in a certificate program. Analyzed by certificate type, marketable skills awards had the highest ratio of recruitment to enrollment, followed by local certificates, and then level 1 certificates, as Figure 1 illustrates.

Figure 1: Percentage of Recruited Students Enrolled by Certificate Type



Note. Total number recruited = 3,351. Total certificate enrollment = 2,128 (some students enrolled in more than one program).

Accelerate Texas programs are employing a variety of recruitment efforts. Some of them are formal, like the week of informative seminars that South Texas College and Wharton County Junior College run on their campuses in the spring and fall semesters. Others are informal, utilizing word of mouth through family member and friends. Institutions use a variety of advertisements, like Hill College's and Dallas-El Centro College's newspaper and online advertisements. Austin Community College makes use of its large adult education program already in place at the college, recruiting from that population, while other colleges like Tyler Junior College recruit directly from their GED and other adult education courses. In addition, Accelerate Texas institutions make use of their partnerships to help recruit and disseminate information in general.

Students mentioned formal recruiting strategies that brought them to Accelerate Texas programs, like the student from Amarillo who noted that she "received a flyer in the mail, in an envelope, and they recommended different courses to take. I called the number." But many more cited informal connections that provided the information, frequently naming a "friend who told me" or generally, "friends and family members." There were also combinations of different recruitment vehicles, such as the student who reported "My daughter brought a paper from school that said, 'anyone that wanted a continuing education or GED', and they had a little meeting at her school." And it is important not to discount the power of simply making sure information about the program is visible. As one student from a college in the South Texas region recalled, "By coincidence I just happened to come in one day and saw this advertising on the board, and I said, 'well, I can do this.'" Finally, one student from a college in the South Texas region emphasized the importance of having a person to contact, even when the recruitment vehicle was a friend, saying, "My best friend — she told me about the program. She knew that I had to get my GED and she told me about the program. She gave me [staff

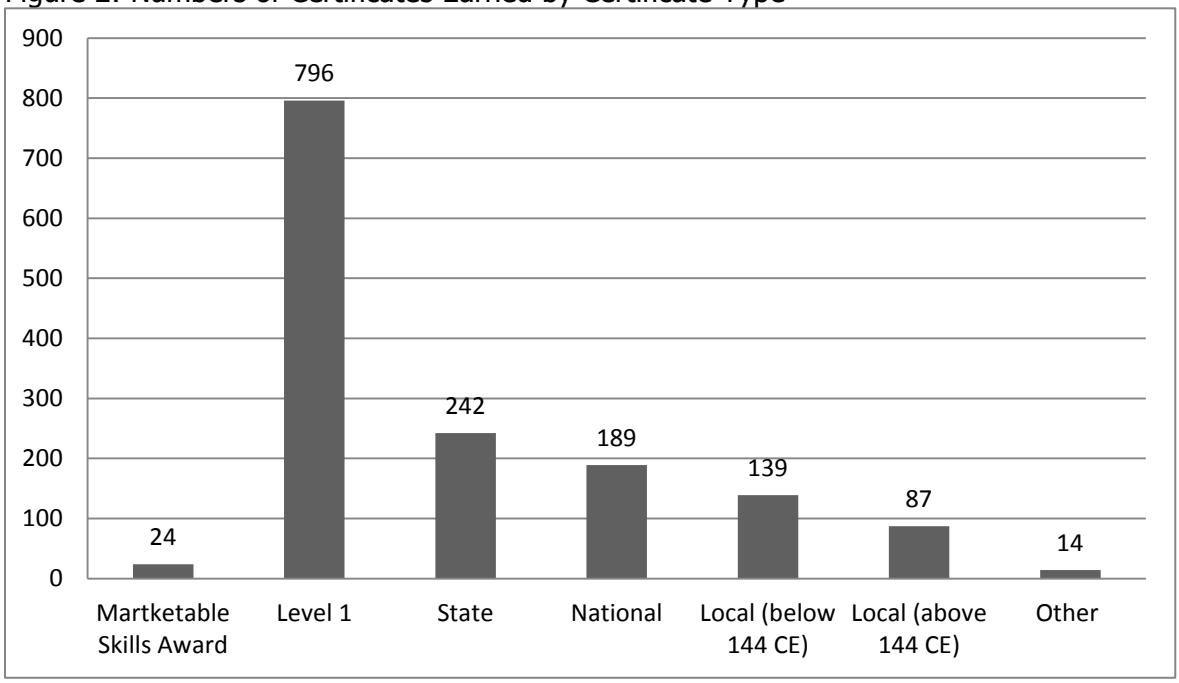
member's] number and I called her. Just hearing [staff member's] voice, I was like 'I want to go for it.' And I did it."

Certificates Earned

The variety of appropriate certificates that programs have offered in a number of different categories, the integrated and contextualized course structure implementation of those certificates, and recruiting and enrollment strategies described above are beginning to result in certificate completions for the Accelerate Texas programs. The following analyses were conducted to examine the certificate completion rates for the Accelerate Texas program overall and by institution for each type of certificate (i.e., marketable skills, level 1, national, state, local with less than 144 continuing education hours, and local with 144 or more continuing education hours).

Certificate Obtaining. Overall, Accelerate Texas students have successfully earned 1,491 certificates, 53.4 percent of which were classified as level 1 certificates. Figure 2 illustrates the numbers of each type of certificate earned.

Figure 2: Numbers of Certificates Earned by Certificate Type



Note. Total number of certificates earned = 1,491. For individual institutions' data, please see Appendix C.

Presently, data in this area are general and incomplete, yielding only general output measures; work in this area is ongoing. We are currently collecting fine-grained data focused on the contextualization and integration levels of each certificate and support course combination of each cohort in each Accelerate Texas program. This level of data collection will yield analyses about the most effective career pathway structure as related to certificate completion.

Accelerate Texas programs are striving to make a difference in preparing students to obtain certification in employment areas. Students appear to recognize the effort that goes into this

work, and its potential benefits. One student from one of the South Texas region colleges shared, "We would go into class, and before you knew it, it was time go home. We had just got here and it was already 4:00. I'm not ready yet! My head hurts, but I'm not ready yet!" Accelerate Texas support course instructors recognize the variety of levels of preparation their students bring to the classroom; as one instructor noted, "My perspective in a classroom is everybody's at a different level... and my job is to get them to learn as much as they could learn while they're with me." In addition, the fact that students are completing certification courses and obtaining those credentials through the Accelerate Texas program are being noticed by those in other parts of the college. This important aspect of the program is described as "cultural change," described in this report below.

Students' Proficiencies in Language, Reading, and Mathematics

One of the outcome measures of I-BEST research is "the question of whether I-BEST helps students improve their basic skills" (Wachen, Cho, & Jenkins, 2010, p. 19). Likewise, this is an outcome measure for the I-BEST-like career pathway courses in Accelerate Texas programs. Gains in academic proficiencies can also be an indicator of readiness for future coursework, vital if students are considering continuing in higher education after completing their certificate. Following I-BEST research in this area that uses point gains on basic skills tests as their outcome measure (see Burn & Gerhard, 2011; Jenkins, Zeidenberg, & Kienzl, 2009; Wachen et al., 2010), we analyzed this measure through students' development on the Test of Adult Basic Education (TABE). The TABE skills assessment is designed specifically for adult learners and assesses several different basic skills, allowing us to focus on students' reading, language, and mathematics skills. The TABE is commonly used to assess readiness to take the General Educational Development (GED) exam and to assess skills for workforce training and employment. Therefore, a core piece of our evaluation involved examining changes in students' TABE scores from before students enrolled in the program (pretest) to when they completed the Accelerate Texas program (posttest), in language, reading, and mathematics.

The National Reporting System for Adult Education (NRS) is the "accountability system for the federally funded, State-administered adult education program [which] addresses the accountability requirements of the Adult Education and Family Literacy Act" (Division of Adult Education and Literacy, 2009). The NRS provides indicators of functional levels in adult education areas including language, mathematics, and reading, and, TABE scores can be directly related to NRS levels. Accordingly, we wanted to know whether the Accelerate Texas program helped students, on average, to increase NRS levels. In addition, we looked at the proficiency gains of students who enrolled in a support course compared to those who did not, in order to see if there was a significant impact of the basic skills support courses on students' reading, mathematics, and language skills.

Across all Accelerate Texas institutions, students made statistically significant gains in language proficiency[2] and mathematics proficiency[3] as measured by TABE pre/posttests, but reading proficiency gains were not statistically significant[4]. However, the sizes of student gains in reading, language, and mathematics proficiency were different depending on whether or not students enrolled in a basic skills support course in VESL, ESL, and/or GED. First, there was no difference in overall basic skills improvements between programs that included an on-ramp

[2] (Pretest Mean = 554.99, Posttest Mean = 566.03, $t(397)=3.56$, $p < .01$, $d = .18$)
[3] (Pretest Mean = 546.15, Posttest Mean = 563.47, $t(528)=7.85$, $p < .01$, $d = .34$)
[4] (Pretest Mean = 578.61, Posttest Mean = 580.03, $t(515)=0.49$, $p = .63$, $d = .02$)

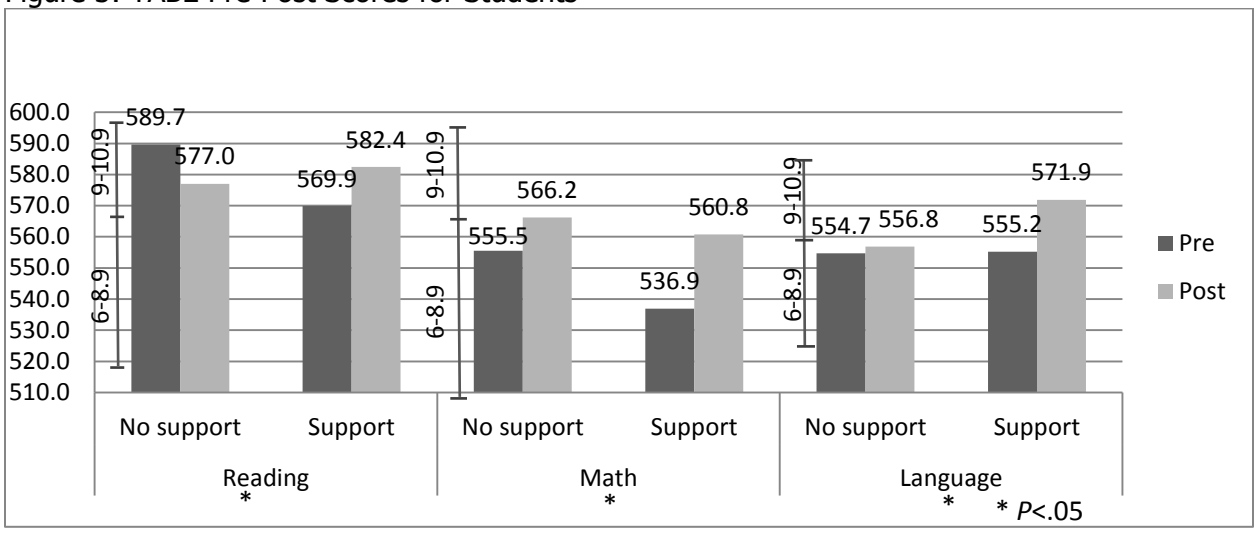
course in addition to a concurrent basic skills configuration and those that only offered a concurrent basic skills configuration[5]. In other words, in general, students who enrolled in a type of support course—in either on-ramp and/or concurrent configurations—made stronger gains in all three proficiency areas compared to students who did not enroll in a one of those courses (see Figure 3). More specifically, Figure 3 shows a statistically significant interaction effect of support course (support versus no support) by time (pretest versus posttest) for each of the three TABE measures: reading[6], mathematics[7], and language[8]. We conducted post hoc analyses to help us further interpret this relationship. In the next two paragraphs, we describe the findings of these post hoc analyses[9].

In regards to proficiency scores in the area of reading, students who enrolled in a support course made statistically significant increases, whereas students who did not enroll in a support course experienced statistically significant decreases (see Figure 3 for statistical information). For mathematics proficiency scores, all students made statistically significant increases; however, students in support courses made more substantial increases than students who were not in support courses. For language proficiency, students in support courses made significant increases from pretest to posttest, whereas students who were not in support courses made no changes over time. As shown by the vertical bars in Figure 3 which indicate NRS grade-level proficiency, students' NRS levels in language increased from High Intermediate Basic (grade level 6-8.9) to Low Adult Secondary (grade level 9-10.9) for students in support courses.

Furthermore, before the program, at pretest, students in support courses had significantly lower reading and mathematics scores than students who did not enroll in support courses, perhaps because programs encouraged students with lower scores to enroll in support courses. However, by the end of the program, at posttest, students who took support courses had similar reading and mathematics scores to students who did not take support courses. For language proficiency, students did not have different scores at pretest, but by the end of the program students in support courses had significantly higher language scores than students not in support courses. For data summarized across all 14 Accelerate Texas institutions and for each individual institutions data, see Appendix D.

[5] $t(379)=1.53$, $p > .05$
[6] ($F(1, 514) = 19.05$, $p < .001$, $\eta_p^2 = .036$)
[7] ($F(1, 527) = 9.10$, $p < .01$, $\eta_p^2 = .017$)
[8] ($F(1, 396) = 5.34$, $p < .05$, $\eta_p^2 = .013$)
[9] Figure 3 presents the post hoc analysis statistical information.

Figure 3: TABE Pre-Post Scores for Students[10]



In summary, all three areas of language, reading, and mathematics skills significantly improved for students who were enrolled in either an on-ramp course and a concurrent basic skills course configuration or only enrolled in a concurrent basic skills course configuration. These results suggest that there are substantial benefits to enrolling in a basic skills support course in VESL, ESL, and/or GED. Importantly, we also found that not taking a support course might even have detrimental effects for students' TABE scores. Specifically, students who did not enroll in one of the program's support courses saw their reading scores actually decrease. Interestingly, students who did not enroll in a support course had significantly higher *pretest* scores in reading and mathematics than students who enrolled in a support course. Programs may be guiding students with higher scores into certificates without mandating basic skills support courses.

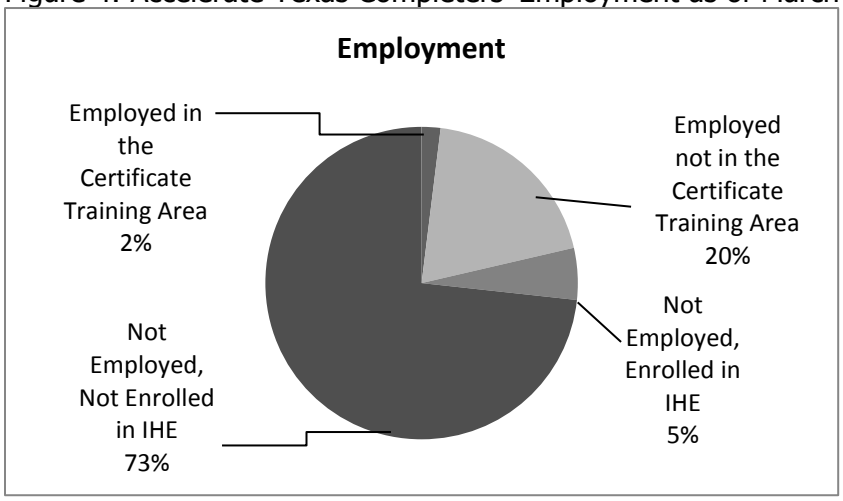
Employment Rates and Rates for Continuing in IHEs

A major outcome of the Accelerate Texas program is to help students obtain jobs in their certificate areas or transfer into a degree program to continue their formal education in institutions of higher education (IHEs). Tracking Accelerate Texas graduates and obtaining employment information on them can be extremely challenging. Data collected by the Texas Workforce Commission (TWC) was made available to us through our partnership with the THECB. Although this TWC dataset is an excellent resource, it is not without limitations and one of them is that there is a significant lag time in obtaining data. Accordingly, reporting of employment rates for students who have completed certificates in the Accelerate Texas program can lag behind actual employment by several months due to the nature of how workforce data are collected and reported. The employment data we present here provides employment statistics for the last quarter of 2011 (October-December) and the first quarter of 2012 (January-March). We included programs that ended by January 30, 2012, in order to provide program completers at least two months in which to procure employment by the end of

[10] *P*-values refer to the statistical significance of the relationship of support course (support versus no support) by time (pretest versus posttest). The y-axis refers to TABE scores, and the vertical bars refer to corresponding grade levels. The sample sizes were as follows: for reading, $N_{\text{no support}} = 228$, $N_{\text{support}} = 288$; for mathematics, $N_{\text{no support}} = 262$, $N_{\text{support}} = 267$; and, for language, $N_{\text{no support}} = 155$, $N_{\text{support}} = 243$.

that time period. Of Accelerate Texas completers, 275 have secured employment as of this workforce data report, and of those who are not employed, 69 have continued in an institution of higher education. Figure 4 presents those results.

Figure 4: Accelerate Texas Completers' Employment as of March 2012



Although relatively few students were employed in their training area by the end of March 2012 (the latest workforce data available for inclusion in this report), this is in part a product of the delay between completing a certificate program, obtaining the certificate, obtaining employment, and the lag time in the employment data being collected and reported. In addition, workforce data matches certificates earned to industry and many jobs can cross industries, so there may be issues of some employment records not recorded when workforce data are analyzed by CIP code and industry information. It is expected that future workforce reports will represent growing numbers of students employed in the training area. To ensure that students present competitive applications for employment, Accelerate Texas programs might consider building in "soft skills" to some of their support course foci — like interviewing skills, resume writing, and other general employment aspects —or career fairs or other employer-employee connection activities, as some programs are involved in.

Emerging Themes from Site Visits

Some aspects of our evaluation of the Accelerate Texas program — especially in regards to evidence-based quantitative outcomes related to enrollment, increases in academic proficiencies, certificates earned, and employment or transfer to IHEs — are geared toward quantitative analyses. (It is important to remember that this evaluation is formative, not summative, and these findings provide a snapshot of Accelerate Texas programs in midstream.) Other aspects of our analysis approach involve more qualitative methods and draw from interviews of students, faculty, and staff as well as our own observations during site visits at each Accelerate Texas institution. When providing quotations and other person- or site-specific information, we refer to the 14 Accelerate Texas colleges by their THECB-specified region in Texas in order to preserve some confidentiality of student identity. Below, we focus on some common themes that have emerged across the different sites and illustrate these themes with site-specific examples. The emerging themes we identified are critical pieces of our evaluation report because they illuminate successes, challenges, and areas for further exploration and improvement that cannot be gleaned solely from quantitative analyses.

Reasons for enrolling. Most of the evidence for the themes we present in this report include information from a wide variety of programs and students. However, for this first theme, we have chosen to present a single, brief description of one student's reasons for enrolling in the Accelerate Texas program, since her experiences reflect the spirit of many other students' reasons for seeking out the Accelerate Texas program.

Maria (a pseudonym) is a 30 year old female, Hispanic student in a technical certificate program at an urban community college in the northern, Metroplex region of Texas; she is a single mother with two boys, one 10 years old and one 5 years old. According to Maria, her children are a driving force behind her educational persistence. When we met Maria, she had just recently earned her GED, a journey that began as a realization that she wanted to be more active with her sons' schooling. As she said, "the whole point of my going back to get my GED was that I couldn't do my 3rd grade son's homework." Earning that GED has opened doors for Maria. And she recently used her new resources and knowledge to help her older son with some of his math anxiety, bringing him to the college to experience some of the math that's used in her certificate coursework so he might better understand some of the connections between his math homework and, as she said, "the real world." That one act — including her family in her college experience — is a good example of how comfortable Maria now is in a college context, and, indeed, the college is fortunate to have students like her.

GED completion was not the only reason Maria sought out the certificate program. She told us that before coming to the program, she had lost her house and her car because of the scarcity of living-wage work that was available to her. As she explains,

> Being a single parent, I'm trying to form some sort of stability for me and my kids, you know? I grew up in the hood, in 'Worth, with drug dealers and gang bangers. And I was able to pull myself out of there.

Maria saw credentialing as a route toward a career, not just a job, with more stability for her and her children. And she excelled in her certificate program, a fact that she credits to the organization of the program and its authentic and interesting links to specific employability skills. She said, "If it's something that I find interesting, that's gonna keep my attention, then you know, I'm sure I'll do pretty good." As a result of her program, she said with a smile "I feel like I can build a house from the ground up." That enthusiasm comes from a combination of motivation and solid technical skills instruction in her program. Anticipating a bright future, Maria notes that "I never thought that I'd be where I'm at now. And, I mean, the job offers that we're getting now, are not something that I think that I would ever have."

Maria's two reasons for seeking out the program — GED attainment and workforce credentialing — reflect the reasons many other students in Accelerate Texas programs enroll. While each students' circumstances and backgrounds are different, many share a desire to complete missing aspects of their education and gain the credentials and experiences necessary to procure career-oriented employment.

Motivation in the program. Although few Accelerate Texas programs focus on motivation as a core part of their program's focus, motivation is materializing as a powerful construct for students. Two strands emerged as especially prevalent: motivation as related to

confidence, and motivation as related to students' heightened expectations for their future prospects.

***Building confidence*.** In our interviews with students, whether individually or as part of a small focus group, themes of motivation have centered around belonging in college and in providing the impetus and grounding for future work and study. When the CNA student from one of the colleges in the Central Texas region said that "the program has given me the confidence. I never thought I could go to college," she is expressing the same kind of relief that the student in a college in the Upper Rio Grande region felt when she admitted how worried she was about belonging as a student in a college context. Similarly, in a focus group of students at another college, one student spoke for the rest when she said that "We all went in feeling intimidated, like 'we can't do this, we dropped out of school, we don't know anything' pretty much, you know? Especially for some of us who had been out of school." A CNA student from a college in the High Plains region explained this intimidation as a product of her previous educational experiences, saying "I spent my whole life with people telling me I wasn't ever smart enough to do anything like this, that it was too much, that I wouldn't make it." She goes on to note that now, "I have perfect grades, and I have made it. It's shown me that everything that people tell me in my life isn't always true, and they might just want to put me down."

The changed perspectives these students are expressing — noted by one instructor at a college in the South Texas region as a "metamorphosis" — have served to open up possibilities for these students. One student in an instructional technology certificate program at a different college said that her coursework helped her understand that she now wants to continue on in college and get her Associates Degree. A similar goal was also expressed by another student who said "When we first came, we were scared that we couldn't do it, and now that we see that we can, we want to shoot higher for more things." An instructor in the EMT certificate program in another college describes that perspective from the instructional standpoint:

> I really feel like we're doing wonderful things here. The students come in one way and just 15 weeks later they're completely different people. Now they're, you know, almost professionals — they *are* professionals — they've gotten their GED, they have more confidence, they're just different people.

Motivation is a clear outcome of the Accelerate Texas program for these and other students.

Future prospects of Accelerate Texas students. Crossing boundaries in many ways with building confidence, another theme that emerged through interviews and focus groups was the students' orientations toward their own *future prospects.* Students feel strongly that the work they are doing in their Accelerate Texas program will lead to better employment and more opportunities in general. For example, a student in one college expressed this in general terms, saying, "This opportunity helped everybody get *started*, you know?" while another noted that "This is like the foundation. We don't have to stop here."

In some cases, this pathway was treated as technical: as a student in one college noted, a step after the Certified Nursing Assistant certificate — to a higher level credential — "would be nice." This idea that the CNA shouldn't be a stopping point for students, but should lead to further credentials, was echoed by staff at one of the Gulf Coast region colleges. In fact, a focus on "stackable certificates" was raised by several Accelerate Texas staff members at several

colleges, so this idea of building toward higher level credentials is shared by students and staff alike. In other ways, the pathway is specific to more schooling. Students in an interview at a program in the South Texas region said that "Most of us want to go on to college after this," a sentiment echoed by another student who said "I know that I want to come in to the medical field, after this [certificate program]."

Students noted that continuing beyond the Accelerate Texas program can present other problems: tuition, time, family issues, and more. As a student in the customer service certificate in a college in the Upper Rio Grande region said, she "would like the opportunity to continue going to school" but has to stop out to work for a year to pay for school — her preference is to keep her momentum going but references other barriers to continuing once she finishes with the Accelerate Texas program. However, the motivational aspects of being a part of the Accelerate Texas program, in terms of pathways to further work and study, were emphasized by many students. A CNA student from another college sums up the general perspective when she says:

> Before I took this class I didn't really have a future, and I was giving my kids the best future that they were ever going to have which was really sad because it wasn't very much. And now I feel like I don't have a boundary. I don't have a stopping point as of right now. I can see a better future for them than ever, had I not taken this class.

Students in the Accelerate Texas program cite the program's influence in helping them envision themselves in a solid career pathway or degree work.

Organizational needs of the program. Despite the motivational aspects of the program — and the support they felt from staff, as described in a subsequent section — students noted organization as a primary area in need of program improvement. One student in a CNA program cited scheduled travel between class sites as an issue: "I think it could be a little more organized. [For example, on] Mondays we're not going to [specific course location], we're coming here, that kind of threw me off of the time; some people say we're leaving at 11:00, or 2:00, or 1:00." Similarly, a student in a different program indicated that the timing of the courses caused some issues: "When we started our phlebotomy class, it was around spring break, so we felt a little behind…and by the time we started our clinicals, we felt like it had happened too fast. We felt a little unprepared." Students in another college remarked that the schedule for their support courses changed from one semester to the next, from a long semester with a short weekly class time to a shorter, several-week course run with a longer half-day class schedule; students have noted that staying engaged during the long daily schedule has been challenging, especially given their other life commitments. Instructors also mentioned that they were worried about student burn-out given some of the time-intensive scheduling. However, it should be noted that this process of working toward the optimum configuration for support courses is a healthy aspect of program development.

Other students noted that instructor turnover contributed to a general feeling of a lack of organization, and students at one college said that it seemed like they were "still putting it [the program] together" while students at another college said that staff and instructor changes "was an administrative problem that really affected us." Communication between instructors was also raised as an issue. At one college, the support course instructor and certificate instructor had yet to meet, and in a different program the specialized content focus of the

contextualized support course was out of sync with the syllabus of the certificate course it was linked with. In another college, a student noted that one thing she would change about the program involved "communication between students and support teachers and the CNA instructors. I just don't feel like they have a lot of communication." From their unique perspective in the Accelerate Texas courses, these students have highlighted some of the organizational issues that programs should consider while continuing to improve the student experience.

Cultural change within the institution. Specific goals of Accelerate Texas leadership are firmly in the category of *cultural change*: considering how the community college can best serve the adult basic education student. Some of this change is subtle, where faculty and staff hope that the opinions about ABE students held by others in the college can shift. As a staff member in the Accelerate Texas program at one of the colleges in the South Texas region said,

> One of the major challenges was the idea, the concept — this is a new concept for [our college]. Getting support from the administration and the college for providing services. The concept of this program is to integrate the students into the college fabric….and these are GED students, "you're lesser than" and so forth. Well, trying to do that, we did come across some barriers…. [We're] trying to change the mindset of a lot of people here and their understanding of adult education students.

Faculty we interviewed at several colleges noted that this shift has been taking place, that faculty not directly involved with the Accelerate Texas program on their college have noticed that students coming from the Accelerate Texas program are performing to the level of their other students, and that instructors in general have said that there are differences in the work that ABE students produce in their classes, "in a good way."

Other cultural change, in terms of policies or procedures that are being reexamined because of the success of Accelerate Texas students, has been more specific. In many of the colleges, requirements for admission to some of the certificate programs precluded entrance by the majority of Accelerate Texas students. These admission requirements might include, for example, a high school diploma or GED, which many Accelerate Texas students lack. Or there may be minimum standardized test scores needed to enroll — a TABE score that demonstrates an 8th grade reading level, when many Accelerate Texas students' first TABE scores do not initially meet that requirement, or lower levels of English language proficiency. At one of the colleges in the Gulf Coast region, the Accelerate Texas leadership noted that a major focus is constructing a pathway for students without a GED to enroll in the certificate courses, where otherwise departmental policies do not allow that. With a demonstration of successful certificate completion by Accelerate Texas students, there may be possibilities for institutional change of those departmental requirements, where a GED preparatory course would be run concurrently with certificate courses for all students that do not yet have a high school credential.

As another example, a college in the Upper Rio Grande region is working against similar institutional barriers, but in the area of test scores. To enroll in the regular (non-Accelerate Texas) CNA certificate at that college, students must test at an 8th grade reading level. Through their Accelerate Texas program, the college is allowing students who test at a 6th grade reading level to enter the Accelerate Texas CNA program, and their goal is to demonstrate that those students can be just as successful. And at one of the colleges in the Central Texas region,

Accelerate Texas leadership noted that their students' success has resulted in some small changes already. They described a situation where their HVAC certificate classes were scheduled at difficult times in subpar facilities. They report that because of their students' success, they have been able to obtain better facilities for their classes, and that partnerships within the college are forming. They note that "Cultural aspects of the program are probably the most important aspect of making things work at [our college]." The work that Accelerate Texas staff is doing, and the successes of their students, are beginning to give rise to cultural change in the institution.

Support in the program. Another theme that emerged from our interviews and focus groups with students is that of support, and it takes two basic forms. One of those forms is of *community*, or family, that has developed within their programs. Students at a college in the High Plains region told us of a time when one of their classmates did not show up for a few class sessions. The students took notes for her, as students often do when a classmate is absent. But they also wrote her letters asking her to come back, and wrote that they missed her. Said one of the students, "we became a little family." Students in another college described a similar feeling. As one of the students said,

> We work together to insure that everyone succeeds. That's part of learning, and everyone is different....when one of us is like 'oh no, I can't do this' [the others are like] 'yes you can, you *will* do this' because we have to finish this as a group. A lot of mornings I would come in here just for that reason.

Reaching out to classmates in this way is representative of a strong community being formed in the program. This community certainly is affected and stimulated in part by the instructors and staff in the Accelerate Texas programs. Students frequently cite the coordinator of their program as someone they have had a great deal of contact with and feel they can approach with problems that arise. Similarly, students are aware that instructors sometimes "go the extra mile," giving out their cell phone numbers for students to call whenever they need assistance and, in some cases, coming in to campus on days when they are not teaching to provide additional tutoring for students. The approachability of Accelerate Texas instructors and staff clearly contribute to this feeling of community.

The other form of organizational support that has emerged also involves how students are responding to the Accelerate Texas instructional and administrative staff. As one student said,

> They were very supportive of us in answering all the questions we asked, no matter how silly the question was, we needed to know and they provided answers for us. A lot of people were — I wouldn't say scared — but you know...they were shy.

A student in a college in the South Texas region said that "We feel like they're here to help us, to help us to stay in school and be successful." When we asked if the student was expecting that, he replied "I was expecting it out of *some* of them, but it was *all* of them — they're all very nice and very helpful and there for us, like 100 percent. I don't think we would have gotten through it if they weren't helpful, the way they were." These comments also convey the initial feelings of not belonging that Accelerate Texas students have expressed, described in the motivation section above. The support students experienced from instructors and staff was part

of the positive scaffolding that helped them understand that they belonged in the college context and could be successful.

Challenges to implementation. Accelerate Texas institutions have encountered a number of challenges while implementing their programs. Recruitment and enrollment issues are widespread. While institutions are using a variety of measures to advertise their programs, one of the most robust has been "word of mouth" and that is a gradual process. Several institutions have begun to better utilize their community partners for recruiting purposes and have found this to be a promising avenue. Once students are recruited, institutions have had differing levels of success converting those numbers into enrollment. In some cases, students appeared to be "shopping around" for an interesting pathway and so did not enroll in a particular certificate; and in other cases students may not be suited for a particular pathway. For example, if a student indicates interest in phlebotomy and realizes she does not like needles, success in that career pathway is not likely. Increased information about the nature of the career that a particular pathway leads to, at the point of recruitment, can help in this area. The other side of recruitment and enrollment — retention — has been a challenge for programs as well. Sometimes students must withdraw from a program because of life issues, such as work, family, and other responsibilities. In other cases, some programs believe that since this population has not, in general, experienced large degrees of school-based success, they are still acquiring some of the skills and habits that make long-term enrollment possible. The "college knowledge" type information some of the programs have included in on-ramp courses or orientations are positive first steps toward dealing with persistence issues.

Difficulties in communications with the funding agent (THECB) were cited by programs as challenges to program implementation. Specifically, programs have noted their frustration about what they perceive to be a "moving target", or what the funder is interested in having implemented changing as the grant period progresses. Similarly, some programs have noted that they were mandated to change the focus of their program away from what their proposal stated they would do, after they were funded and the project was underway. Several programs noted that many aspects of the grant are unclear and while communication from the funder is present, it does not clarify program direction. Overall, the primary issues here, as described by Accelerate Texas programs, center around programs' interest in the funder making transparent their goals and interests, demonstrating stability and structure on the part of the funder, and the need for clear and consistent communications.

Student barriers in general include juggling work, family, and school schedules and responsibilities, including day care for children, all of which can obstruct program and course completion. Student transportation issues have been a challenge for the majority of the programs. Transportation challenges break down along two main categories. The first is transportation of any kind, in general. Some of the student population in Accelerate Texas programs experience difficulty procuring reliable transportation. Programs have moved toward alleviating some of those issues by, for example, providing bus passes for student use. Still, some of the students may live more than 30 miles from their course location, so transportation remains an issue. Another category of transportation challenges involves courses within one program being offered at different locations, such as when the college campus offers the technical certificate course and the community partner offers the basic skills support course at an off-campus location. This can exacerbate travel issues for the students as they may have to

travel to several different locations during the course of one day. Some programs having these issues are attempting to group their cohort courses in a single location for this reason.

Curricular issues comprise several implementation challenges. Many of these issues center on how to integrate basic skills courses with particular technical certificate classes. This is often a lengthy process, requiring a large amount of collaboration between instructors from each type of course; and this collaboration is not always easy to develop. In other situations, programs have been experimenting with the most effective time/day structure for some of their courses, and are moving toward finding the optimum combination of length per day, days per week, and weeks per term. This is perhaps less of an outright barrier than it is a natural process of forming any curriculum. Especially for those programs that are beginning new ABE offerings with the Accelerate Texas grant — "starting from zero", as one program termed it — this process of development is to be expected.

College policies in general have presented barriers to programs. Where policies stipulate that a student must have a GED prior to enrolling in a certificate program, it has been a major success for programs to secure waivers or other permissions to co-enroll Accelerate Texas students in GED courses and technical certificate courses. Other challenges presented in this area involve "buy-in" from the college at large. Often, while those who work directly with Accelerate Texas programs understand its value and contribution to the college and community, others in the college may not share that view or even be very aware of the program and its students. This can affect things as basic as access for Accelerate Texas students to college services to advising difficulties. Achieving this buy-in is understood to be a critical part of the success of the program for many institutions, and institutions are making headway on this challenge by explicitly seeking connections for their students to different parts of the college, and communicating their students' successes to other aspects of the college whenever possible.

Summary

Accelerate Texas is an ongoing program, with both the first funding group of eight institutions and the second funding group of six institutions continuing in 2013. Accordingly, this is not a final report.

Some of the goals and processes in Accelerate Texas programs are similar to some aspects of Washington State's I-BEST program (THECB, 2012). Accordingly, some measures used for I-BEST evaluation research are used as touchstones for evaluations of Accelerate Texas I-BEST-like aspects. These measures include enrollment, credentials earned, college coursework completed, increases in basic skills tests, and employment outcomes (Jenkins, Zeidenberg, & Kienzl, 2009; Wachen, Jenkins, & Van Noy, 2011; Zeidenberg, Cho, & Jenkins, 2010). This report details findings in those areas so far, with the important caveat that these programs are midstream and data collection is ongoing.

Accelerate Texas programs offer more than 70 different certificates in six different certificate categories, and they have been successful in recruiting students with background characteristics associated with levels of access and persistence that make them likely to benefit from the expanded access, support structures, and workforce training outcomes in adult basic education programs. As of August, 2012, the Accelerate Texas program had served 1,794 individual students, enrolled in 2,128 certificate courses (some students enrolled in more than one program). Students in Accelerate Texas programs have earned 1,491 certificates and have

made significant gains in important basic skills areas. For example, students have significantly increased their language, reading, and mathematics proficiency levels, including moving from the High Intermediate Basic Education NRS level to Low Adult Secondary Education NRS level in the area of language. Furthermore, the data strongly indicated that enrollment in support courses resulted in stronger gains in language, mathematics, and reading proficiency compared with not offering support courses, and that offering support courses is worthwhile. Despite the employment data for this report being substantially delayed and limited to documented employment within Texas, growing evidence suggests that at least 21.3 percent of the graduates of these programs have already gained employment; however, only 2 percent of graduates were found to have gained employment specific to their certificate training area. Additionally, 5.3 percent of program graduates enrolled in a Texas higher education institution.

In addition to the certificate, employment, and basic skills accomplishments, many students have unreservedly noted the motivational aspects of their Accelerate Texas program. Interviews with students and staff suggested that students' confidence in themselves and in their future prospects has grown as a result of matriculating through these innovative and supportive programs. Students feel a strong sense of community and organizational support in their Accelerate Texas programs. While students noted organizational issues that programs need to be aware of and potentially attend to, this may be a function of beginning a set of new course structures. Importantly, the Accelerate Texas programs have started to make inroads in generating cultural change within their institutions, in terms of how ABE students are perceived and given access to institutional offerings.

Just under two-thirds of the students who are recruited are successfully moved into an appropriate certificate program; Accelerate Texas programs should continue outreach and efforts to effectively transition students into a program that aligns with the student's goals and potential. Similarly, efforts to transition students from certificate completion to successfully procuring employment should continue to grow as student demand for this assistance increases. These foci can include strategies such as interviewing and resume-writing skills, as well as activities that put students and prospective employers in contact. Students have recognized positive aspects of their Accelerate Texas programs — like its motivational impact — as well as areas in need of attention, like some organizational issues or communication among instructors. Accelerate Texas staff should continue to communicate with the students in their program about their experiences in order to further facilitate their learning outcomes. Efforts should also be made to refine and formalize the gathering and evaluation of student feedback.

In general, progress has also been made by institutions to more systematically collect and report data, and institutions should continue to work toward a robust and consistent approach to data collection and reporting.

In summary, our findings suggest that the Accelerate Texas programs have begun to carve out career pathways and provide opportunities for a growing number of Adult Basic Education students. Many students would have been unable to access education in these areas and would have had greater difficulty persisting in these certificate programs without the expanded access and programmatic support structures that were funded through Accelerate Texas. Our findings also help to add to the knowledge base about effective practices in educating students in adult education programs.

Limitations

This report is limited by the currency of some of the datasets; for example, workforce data reports lag behind actual employment by half a year. While we had access to data with sufficiently large sample sizes to make meaningful inferences and conclusions about the Accelerate Texas programs that are the subject of in this report, there were still limitations with obtaining complete data on all students enrolled in Accelerate Texas program. Some of the reasons for those limitations include institutional reporting errors, inconsistencies, and noncompliance in reporting data and limited capacity to merge data across multiple institutions and inter-agency databases. However, the Accelerate Texas institutions have responded well to the challenges of implementing and evaluating complex interventions.

Next Steps

The Texas State University Evaluation Team will continue to work with THECB and the Accelerate Texas institutions to insure positive forward momentum, robust tracking of student progress, and accurate data collection. Issues of professional development will be reported; at this point, insufficient or inconsistent data in that area preclude its inclusion. A specific evaluation goal that we intend to address in our final report involves further defining salient features of each program's integrated vocational English as a second language (VESL)/ABE (or basic skills) and technical certificate programs and linking those features as directly as possible to important measures of effectiveness, such as certificate completion.

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Appendices

Appendix A: Evaluation Methods
Appendix B: Demographic Information
Appendix C: Individual Institution's Outputs and Outcomes

Appendix A: Evaluation Methods

Research Design

We are using a mixed methods approach to evaluation that involves collecting and analyzing both quantitative and qualitative data. One of our primary evaluation touchstones is research done on I-BEST programs, and evaluations of I-BEST programs have involved performance measures that included enrollment, credentials earned, college coursework completed, increases in basic skills tests, and employment outcomes (see Jenkins, Zeidenberg, & Kienzl, 2009; Wachen, Jenkins, & Van Noy, 2011; Zeidenberg, Cho, & Jenkins, 2010). Our evaluation approach adopts that same frame of evidence-based outcomes in order to evaluate the Accelerate Texas certificate programs. Specifically, we examined the following implementation issues and outcome variables: course implementation, enrollment, increase in academic proficiency levels, certificates earned, employment and further academic credits, and emerging themes from site visits. Each of these process and outcome variables are discussed in more detail in the measures/indicators section below.

Procedures

In addition to a series of virtual and onsite site visits to ABE-IG institutions to observe each program and collect evaluation data, data on program participants were obtained directly from the THECB. THECB gathered data across multiple data sources including: program data reported by each institution (e.g., students' enrollment status, TABE scores, and earned certificate status), THECB datasets (e.g., demographic data), and Texas Workforce Commission TWC) datasets (e.g., employment status). These data were used to conduct analyses related to the research questions focused on in this annual report. Information about data collection tools is provided below.

Data Collection and Analysis Instruments/Tools

Data collection tools included: detailed rubric questionnaires about the program and data collection; virtual pre-site visit webinars for each site; ongoing site visits on each institution's campus; interviews with students, faculty, and administrators; program- and student-level data provided by each institution to the THECB that included demographic data, course enrollment, GED awards, and certificate awards; pre- and post- TABE scores for language, reading, and mathematics; and workforce employment data. Statistical analysis utilized SPSS analytic software and included t tests, Pearson Chi-Square Tests, and effect size analyses. Our qualitative interview data and notes were analyzed through a process similar to Glaser and Strauss' (1967) method of constant comparison for emerging themes (Spradley, 1980) or what Patton (2002) calls "important patterns" (p. 14).

Measures/Indicators

Course Implementation. This includes categories of certificates and levels of integration and contextualization in support courses and certificate courses. Categories of certificates were constructed in cooperation with the THECB and institutions placed each of their certificates within one of the categories. Through site visit observation and collaboration with each institution, we worked to understand the level of integration and contextualization of the course structures in each program.

Enrollment. This includes the total number of students served and percentage of recruited students that enroll. Enrollment and recruitment data were tracked by each institution in a dataset and then reported to the THECB and the Texas State Evaluation Team.

Academic proficiency. Academic proficiency was measured using the Test of Adult Basic Education (TABE) 9 & 10 basic skills assessment which is designed specifically for adult learners. The TABE assesses basic skills in reading, mathematics, language, language mechanics, vocabulary, and spelling. There are three major subscale scores that we investigated: language, reading, and mathematics. The TABE is commonly used to assess readiness to take the General Educational Development (GED) exam and to assess skills for workforce training and employment. In addition, two institutions chose to employ BEST Plus exams, which measure speaking and listening skills of adult English Language Learners.

Certificates earned. There were six basic categories of certificates offered through ABE-IG initiatives: level 1, marketable skills, state, national, and two types of local certificates that differ by the number of credit hours they entail. Descriptions of these categories are provided in the main document.

Employment and further academic credits. This includes employment in general and in the field of study, and further college credits earned. We obtained employment data through data obtained through the Texas Workforce Commission. These data were only available for a subset of our sample. Also, the data are only applicable to students who sought employment within the state of Texas, since employment outside the state of Texas is not tracked within this dataset.

Emerging themes from site visits. We are conducting site visits with each institution in order to enrich our understanding of the goals, interventions, and strategic approaches used within each ABE-IG program. Through the site visits we have had the opportunity to interview administrators, instructors, staff, and students involved in the ABE-IG programs, and report on the themes emerging from this qualitative approach. Emerging themes so far have included student motivation, program organizational needs, cultural change, challenges to implementation, and program support.

Appendix B: Demographic Information

a. Sex

		Frequency	Percent	Valid Percent
Valid	Male	707	39.4	45.3
	Female	855	47.7	54.7
	Total	1562	87.1	100.0
	Unknown	22	1.2	
	Missing	210	11.7	
Total		1794	100	

b. Ethnicity

		Frequency	Percent	Valid Percent
Valid	White	229	12.8	17.7
	Black or African American	306	17.1	23.7
	Asian	75	4.2	5.8
	American Indian or Alaskan Native	4	0.2	0.3
	International	2	0.1	0.2
	Native Hawaiian or Other Pacific Islander	1	0.1	0.1
	Other	15	0.8	1.2
	Hispanic	659	36.7	51.0
	Total	1291	72.0	100.0
	Unknown	503	28.0	
Total		1794	100.0	

c. First Generation College Student

		Frequency	Percent	Valid Percent
Valid	Yes	661	36.8	65.8
	No	344	19.2	34.2
	Total	1005	56.0	100.0
Missing	Unknown	579	32.3	
	System	210	11.7	
Total		1794	100	

d. Primary Language

		Frequency	Percent	Valid Percent
Valid	English	866	48.3	70.3
	Spanish	260	14.5	21.1
	Other	105	5.9	8.5
	Total	1231	68.7	100.0
Missing	Unknown	353	19.7	
	System	210	11.7	
Total		1794	100	

e. ESL or non-ESL Student

		Frequency	Percent	Valid Percent
Valid	Yes	136	7.6	15.0
	No	770	42.9	85.0
	Total	906	50.5	100.0
Missing	Unknown	678	37.8	
	System	210	11.7	
Total		1794	100	

f. Last Grade Level Completed

		Frequency	Percent	Valid Percent
Valid	1st	1	0.1	0.1
	5th	2	0.1	0.3
	6th	12	0.7	1.7
	7th	9	0.5	1.2
	8th	25	1.4	3.5
	9th	60	3.3	8.3
	10th	89	5	12.3
	11th	103	5.7	14.3
	12th	420	23.4	58.3
	Total	721	40.2	100.0
Missing	Unknown	863	48.1	
	System	210	11.7	
Total		1794	100	

Appendix C: Individual Institution's Outputs and Outcomes

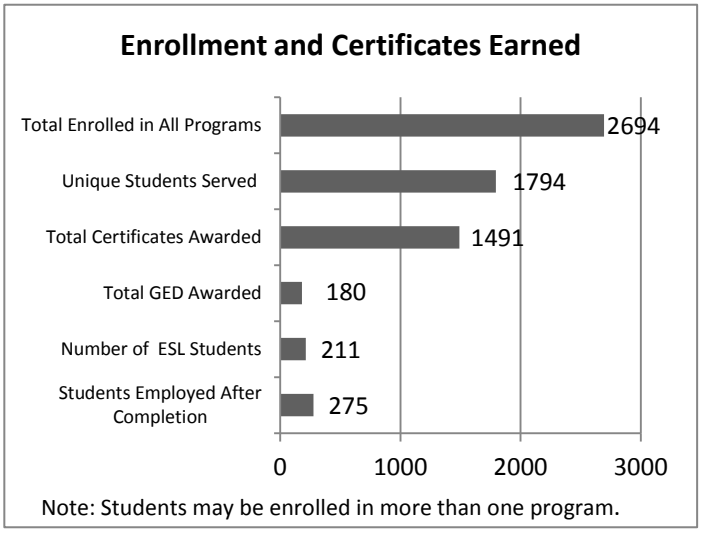
The first page in this section is an aggregate, quantitative overview page of outputs and outcomes across all 14 institutions.

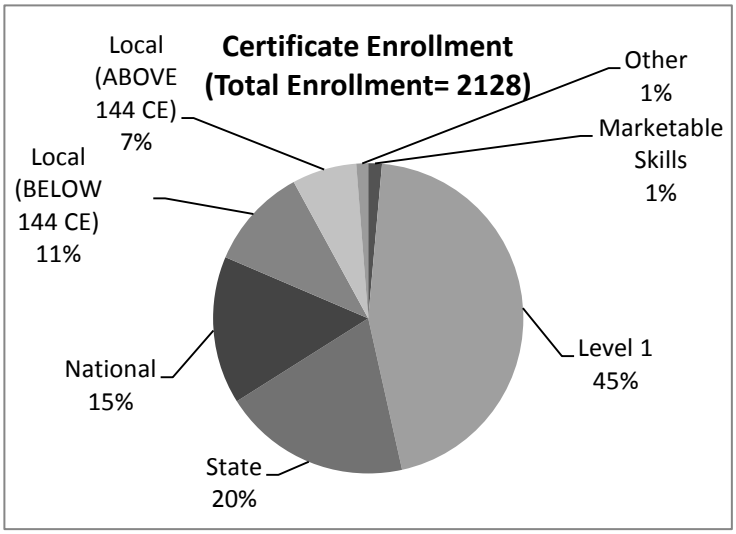
Each institution then has an individual narrative introductory page and an individual quantitative overview page which are specific to that program.

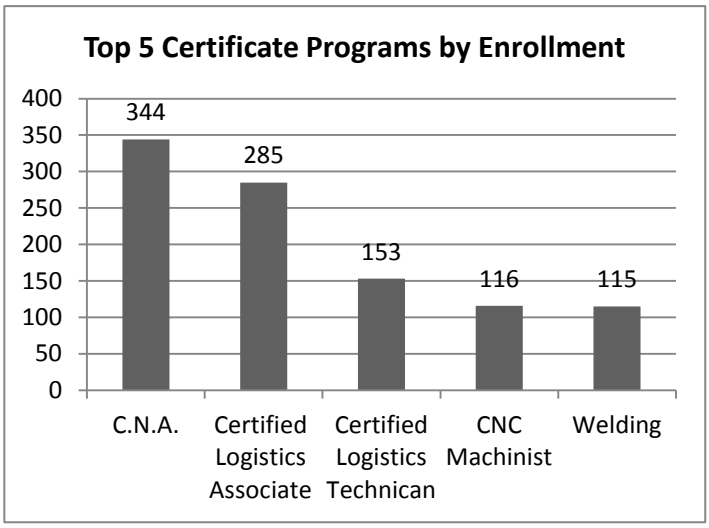
Note: Institutions were funded in two main groups. In addition, within each group institutions began their programs at different times. Therefore, it is not advisable to compare outputs and outcomes across programs midstream.

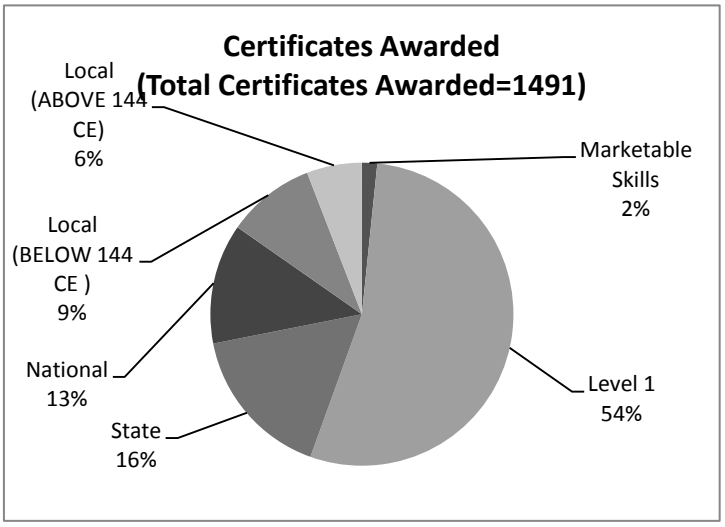
Funding Group	College	First Accelerate Texas Program Course Offered
First Funding Group	Alamo Community College District	January, 2011
	Austin Community College	January, 2011
	El Paso Community College	December, 2010
	Houston Community College System	October, 2010
	Lone Star College System District	January, 2011
	San Jacinto Community College District	May, 2011
	Tarrant County College District	October, 2011
	Texas State Technical College – Harlingen	October, 2010
Second Funding Group	Amarillo College	January, 2012
	Dallas County Community College-El Centro College	January, 2012
	Hill College	October, 2011
	South Texas College	January, 2012
	Tyler Junior College	October, 2011
	Wharton County Junior College	January, 2012

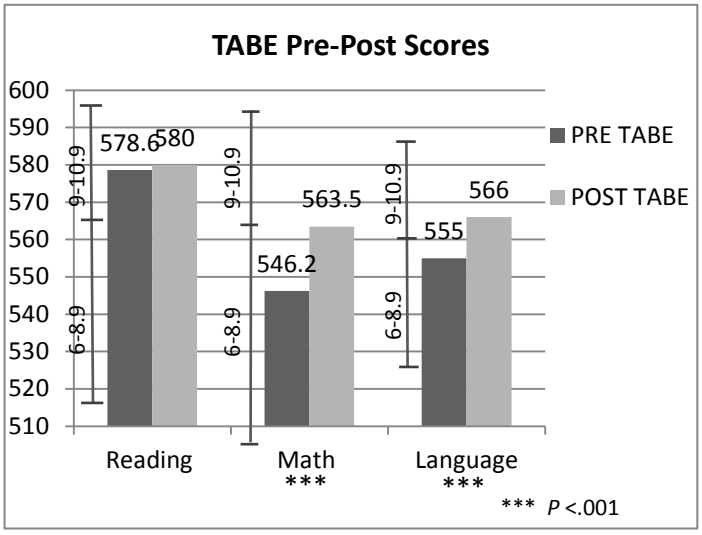
Aggregate – 14 Accelerate Texas Institutions

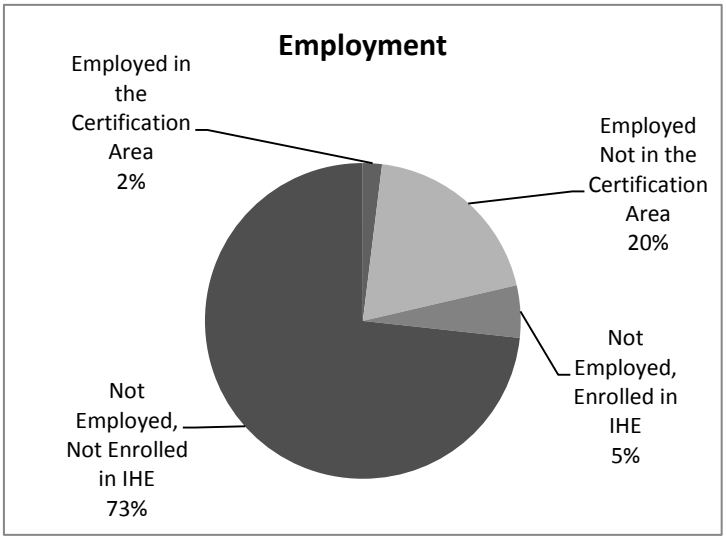












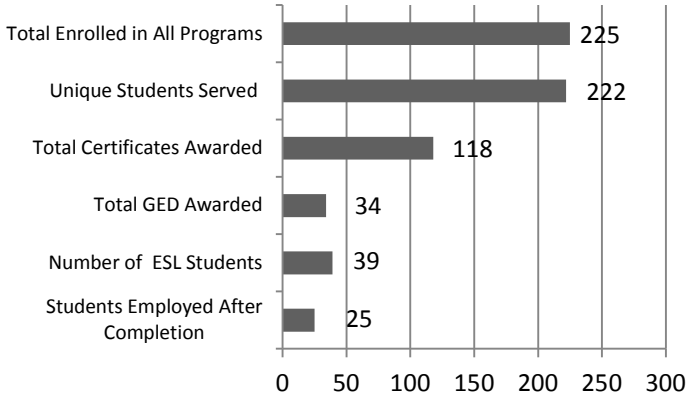
ALAMO COMMUNITY COLLEGE DISTRICT

PROGRAM DATES	Alamo CCD's first Accelerate Texas course offering was in January, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	After an advising segment, students enter the Career EASE (Exploratory and Skill Enhancement) course which provides basic skills, ESL, and information about a specific industry. They then move into the certificate program in which they receive integrated basic skills instruction in their technical certificate class. Integration of basic skills varies across certificate programs; in some areas, students attend a technical certificate class, taught as it usually is, and attend a concurrent basic skills class contextualized to the technical course content. In other areas, the technical certificate class has been modified to take into account students' specific learning needs.
COMMUNITY PARTNERS	Community partners include Career Finders, The Department of Assistive and Rehabilitative Services, Goodwill, Project QUEST, Region 20 ESC, San Antonio Youth, Southwest ISD, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Alamo CCD's challenges have included recruitment of English Language Learners and they are working with their community partners for referrals of appropriate student populations. Other challenges have centered around student barriers to attending and completing the program, including child care and in some cases, living arrangements. Through constant staff and instructor communication, Alamo CCD is finding that addressing these issues quickly and directly is positively impacting students' ability to successfully attend their program. Other experiences Alamo CCD have had with their program involve making changes to current structures in order to further improve student offerings. For example, while their Career EASE course has been received well by students, based on evaluation feedback the Alamo team initiated further evaluation and improvements. That process resulted in in strengthening the core purpose of the course to students through orientations and program information packets for students. Implementation of a dedicated case manager, development of the case manager role within the course, and other instructional modifications, have also been initiated.
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 125 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled 97 more students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2011, students earned 70 certificates in programs that include CNA, Community Health Worker, and Pharmacy Technology. So far in 2012—from January, 2012, through August, 2012—students have earned 48 certificates in programs that include Information Technology Security, CNA, Construction Trades, Health Information Specialist, Industrial Automation Helper, Pharmacy Technology, and Health Information Technology.

Alamo Community College District (continued from previous page)

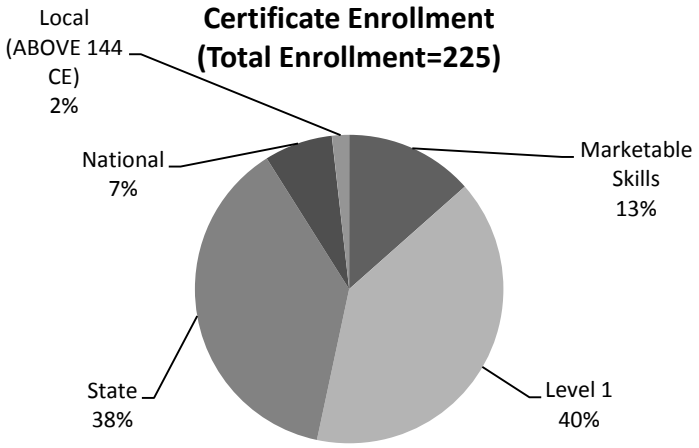
January, 2011 – August, 2012 / First Funding Group

Enrollment and Certificates Earned

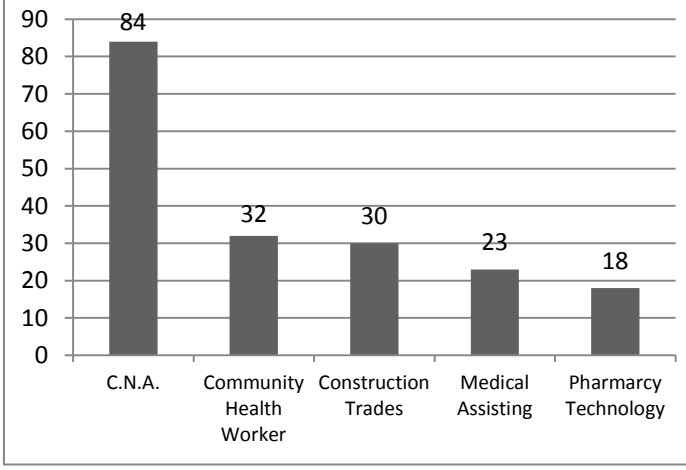


Note: Students may be enrolled in more than one program.

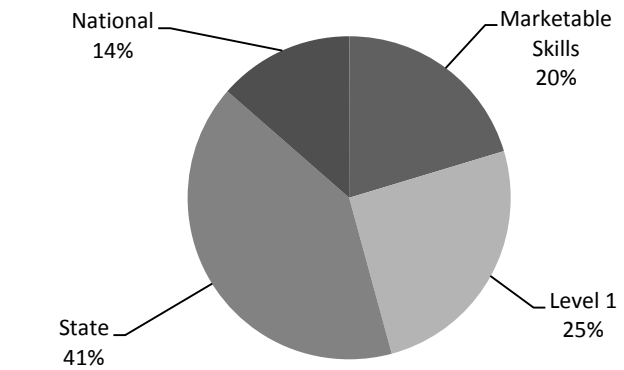
Certificate Enrollment (Total Enrollment=225)



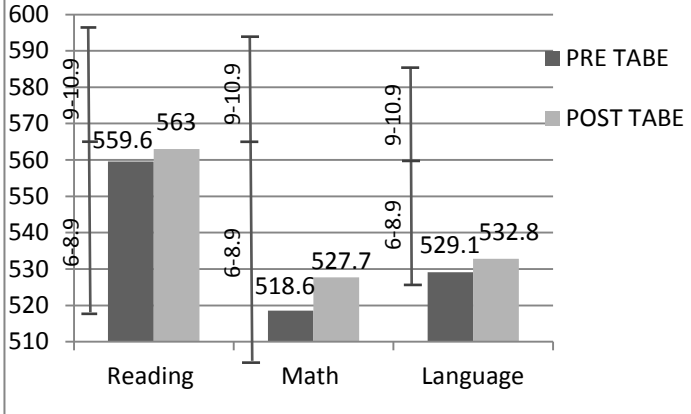
Top 5 Certificate Programs by Enrollment



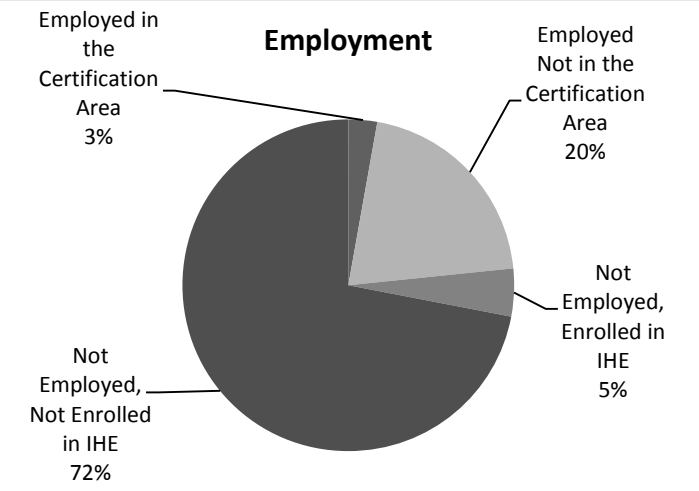
Certificates Awarded (Total Certificates Awarded=118)



TABE Pre-Post Scores



Employment

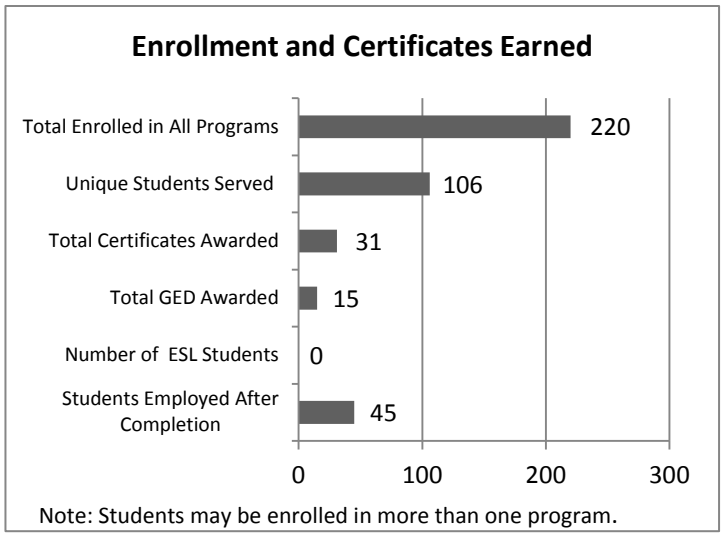


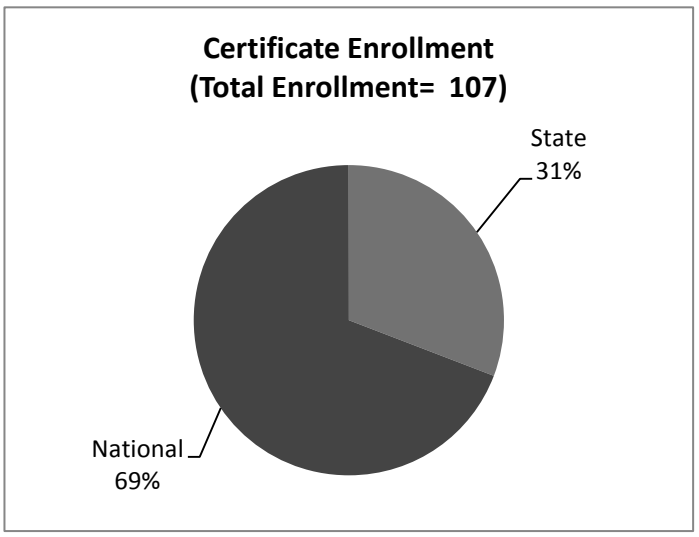
AUSTIN COMMUNITY COLLEGE

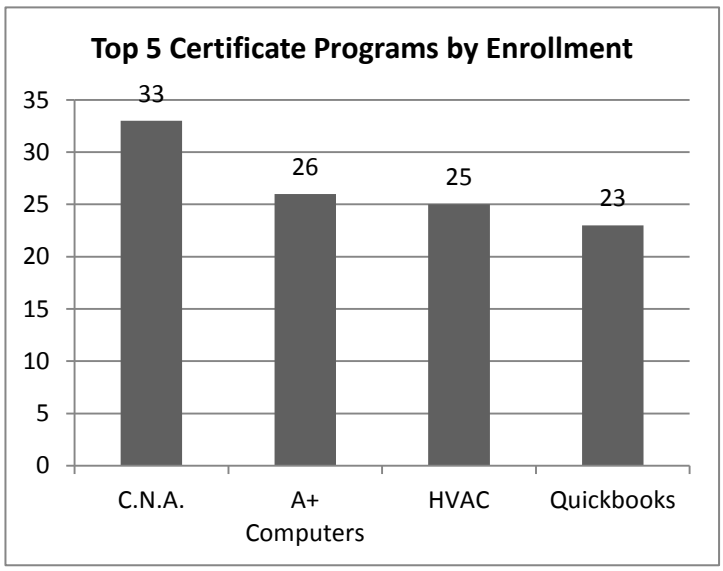
PROGRAM DATES	Austin Community College's first Accelerate Texas course offering was in January, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Students track into certificate pathways that include PC Tech, HVAC, Health, and Business. All students begin their pathway with an information session and then orientation, followed by enrollment in concurrent technical certificate class and a GED course with basic skills contextualized to the technical content. The GED instructor assumes a support role, attends some of the technical certificate class meetings, and integrates technical content materials into the GED class as course readings. The GED instructor and technical certificate instructor also meet regularly to discuss content and approach.
COMMUNITY PARTNERS	Austin Community College's community partners include Capital Idea and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	A primary challenge for the program has been its shift in focus in its first year from GED attainment to certificate attainment, and students noted the disorganized feel during this conversion. In the second year, ACC moved toward a concurrent model of contextualized GED support courses and technical certificate courses. Through this process, the program has gained understanding of the importance of making sure that the goals of the project and those of its internal and external partners are aligned. ACC has also had challenges in selecting the right combination of certificate offerings for their student population. Students have appeared to "shop around" for a course or program they like, so throughput has been an issue when the student decides they are not interested in the program after beginning it. The program is considering ways to orient and prepare students for the realities of particular careers they may be considering. Enrollment has been another challenge; although one of their primary avenues for recruiting students is the college's robust adult basic education program, reaching expected enrollment numbers has been difficult.
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 27 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 79 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2011, students earned 12 certificates in A+ and HVAC programs. So far in 2012—from January, 2012, through August, 2012—students have earned an additional 19 certificates in A+, CNA, HVAC, and Intuit QuickBooks programs.

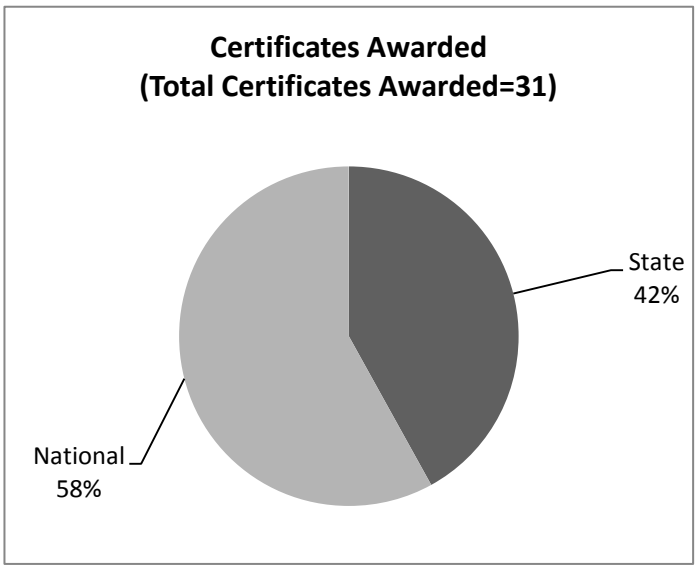
Austin Community College (continued from previous page)

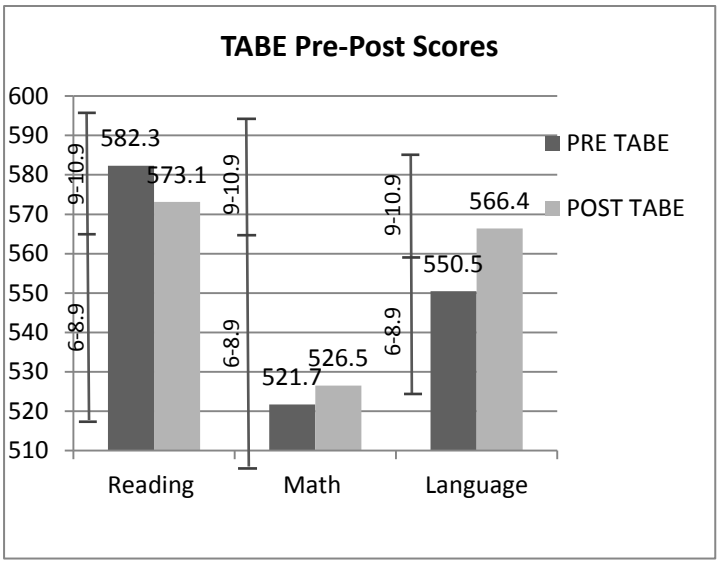
January, 2011 – August, 2012 / First Funding Group

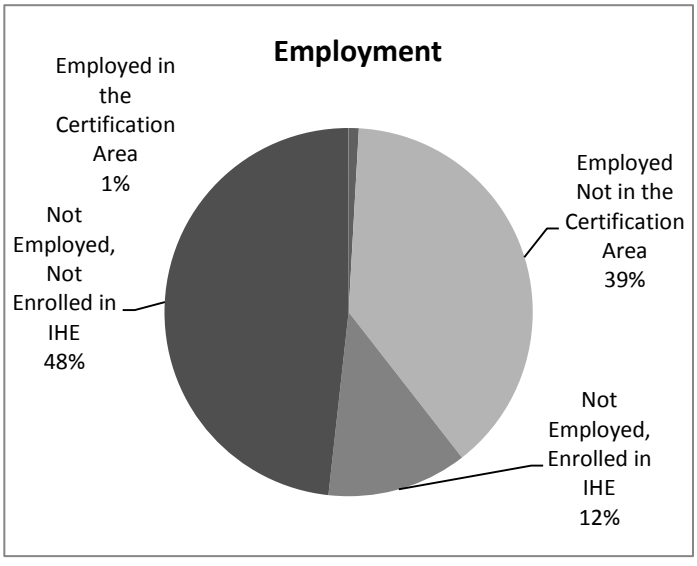












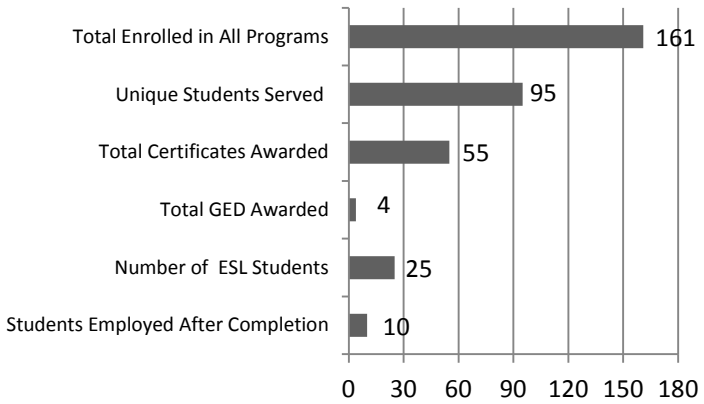
EL PASO COMMUNITY COLLEGE

PROGRAM DATES	El Paso's first Accelerate Texas course offering was in December, 2010. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Major components of El Paso's program include Information Sessions, College and Career Exploration and Readiness courses, and certificates with concurrent VESL support courses. The 1.5 hours workshop titled Information Sessions provides information to students about their potential college and career options. Students then are enrolled in the College and Career Exploration and Readiness course, which includes college knowledge, and contextualized basic skills, and from there into one of several career pathways, each of which has a VESL support component. The VESL support may be concurrent or front-loaded, depending on the technical certificate program.
COMMUNITY PARTNERS	Community partners include San Jacinto Adult Learning Center, Socorro Community Learning Center, Workforce Solutions, and Ysleta Community Learning Center.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	One of El Paso's challenges specific to course implementation has been in the time it takes to successfully integrate basic skills support into their technical certificate curriculum. In early iterations, instructors of the two types of courses communicated regularly, though the two classes were distinct and the technical class was unchanged. In the next iteration of that structure, the two courses were partially merged, with the VESL instructor attending some of the technical class sessions. New instructional materials designed to integrate basic skills support into the technical course were implemented, and the VESL instructor provided support to students as needed. Student challenges include getting to class, and EPCC has worked with a community partner to provide transportation. While this has been beneficial with single destination travel, when students entered aspects of their program that involve travel to more than a single location—like a co-op work program for their certificate, which could involve students placed at a number of locations—transportation again became problematic.
PROGRESS IN ENROLLMENT	In 2010 and 2011, the program enrolled 46 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 49 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2010 and 2011, students earned 40 certificates in CNA, Data Support Specialist, and A+ programs. So far in 2012—from January, 2012, through August, 2012—students have earned an additional 15 certificates in CNA, Community Health Worker, Customer Service, and Truck Driving programs.

El Paso Community College (continued from previous page)

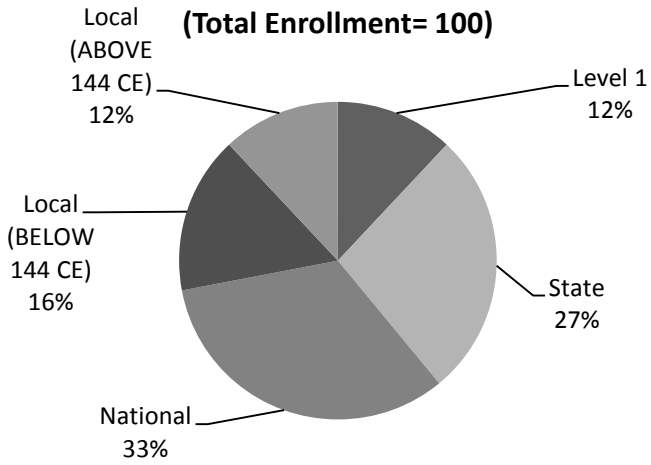
December, 2010 – August, 2012 / First Funding Group

Enrollment and Certificates Earned

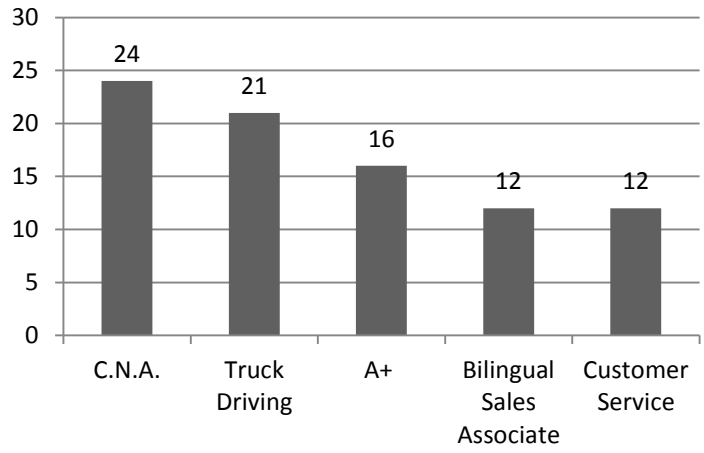


Note: Students may be enrolled in more than one program.

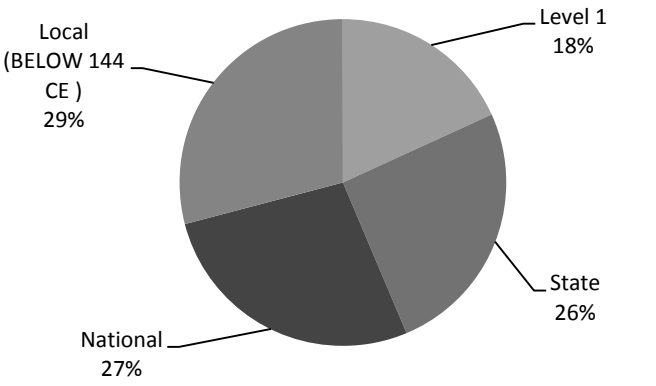
Certificate Enrollment (Total Enrollment= 100)



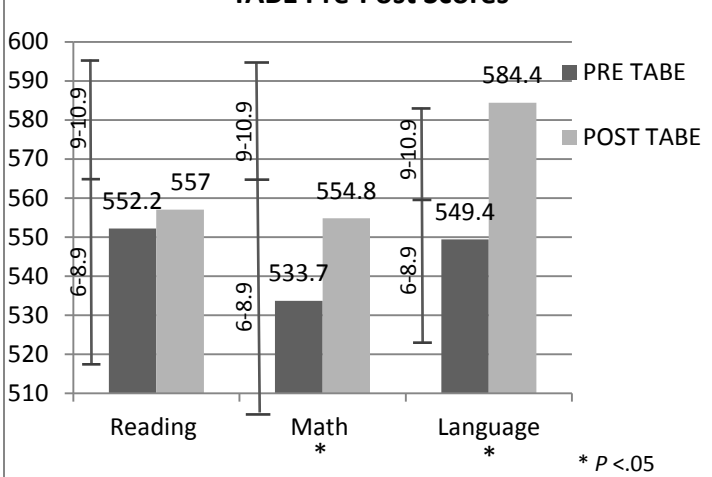
Top 5 Certificate Programs by Enrollment



Certificates Awarded (Total Certificates Awarded= 55)



TABE Pre-Post Scores



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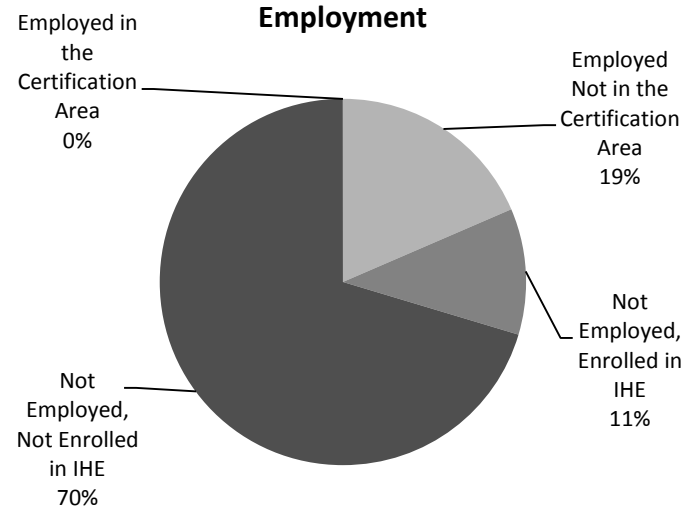
Employment



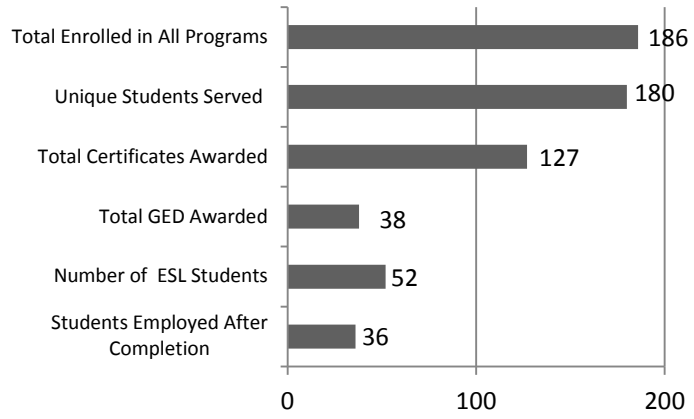
HOUSTON COMMUNITY COLLEGE SYSTEM

PROGRAM DATES	Houston CCS's first Accelerate Texas course offering was in October, 2010. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Students are enrolled in concurrent ABE/ESL classes and certificate training programs using a cohort model and focusing on four different certificate areas. Certificate courses are supported by a concurrent basic skills support course contextualized to the employment area. Students are required to remain concurrently enrolled in both their contextualized basic skill support classes and their technical skill training classes during their entire training period, even after completing the GED. Technical instruction is delivered by separate instructors in classroom or lab settings as they normally would be offered. Integrated instruction is promoted though use of the basic skills instructor and curricula, along with staff who work with students and instructors to identify skills and support needed to strengthen both basic and technical skills acquisition.
COMMUNITY PARTNERS	Community partners include Alliance for Multicultural Community Services, Chinese Community Center, and Gulf Coast Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	An initial challenge for Houston CCS was in constructing a pathway for students without a GED to enroll in the certificate courses, where otherwise departmental policies do not allow that. While a major barrier, HCC has moved toward solutions to these policies in two ways. In the first, they obtained permission to allow students to enroll in a certificate course without having a GED; because students are concurrently enrolled in a GED preparation course, they granted a waiver for that requirement. In the second way, through achievements by the Accelerate Texas students in those courses, they have begun to demonstrate the effectiveness of a cohort model of concurrent enrollment in a technical/certificate course and a contextualized support course on students obtaining both a certificate and a GED. This has led to possibilities for modification of some departmental requirements, where a contextualized GED course would be run concurrently with certificate courses for students without their GED.
PROGRESS IN ENROLLMENT	In 2010, the program enrolled 14 students, and in 2011, 138 students were enrolled. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 28 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2010 and 2011, students earned 105 certificates in HVAC, A+/Network+, Health Information Specialist, and Welding programs. So far in 2012—from January, 2012, through August, 2012—students have earned 22 certificates in A+/Network+ and Health Information Specialist programs.

Houston Community College System (continued from previous page)

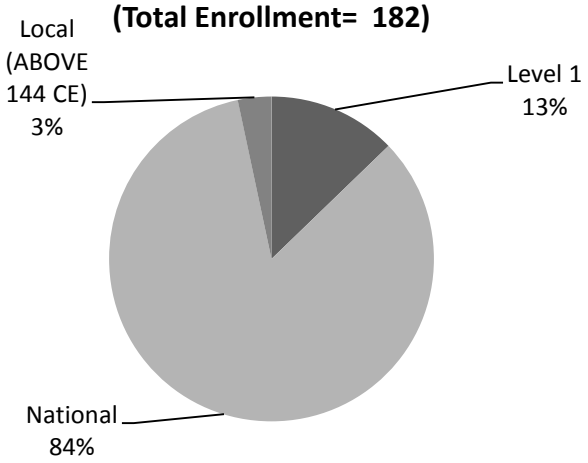
October, 2010 – August, 2012 / First Funding Group

Enrollment and Certificates Earned

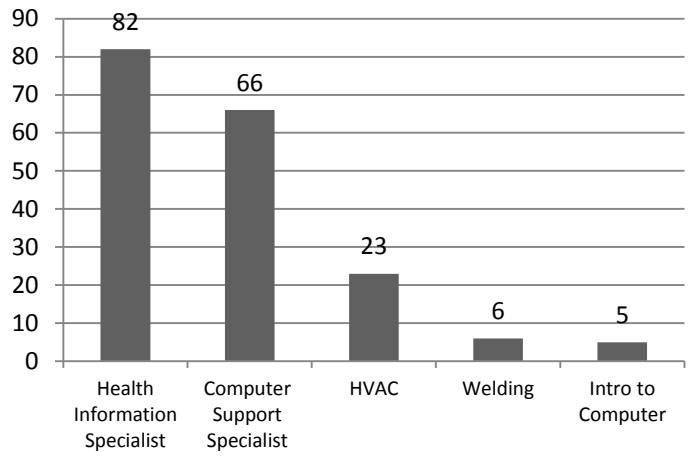


Note: Students may be enrolled in more than one program.

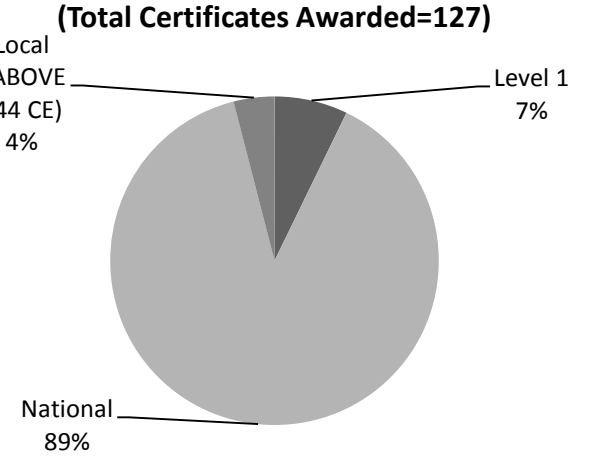
Certificate Enrollment (Total Enrollment= 182)



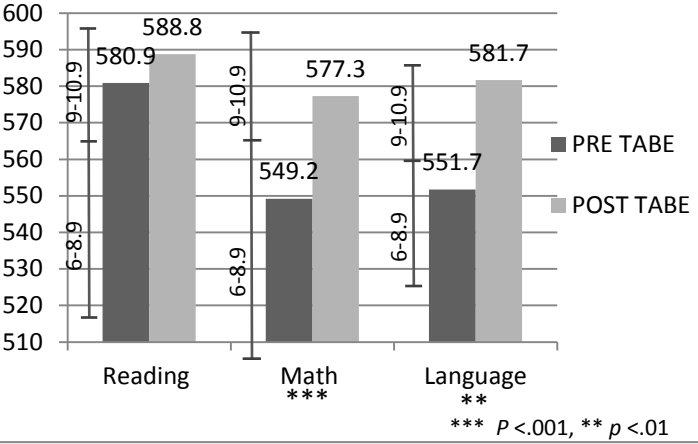
Top 5 Certificate Programs by Enrollment



Certificates Awarded (Total Certificates Awarded=127)



TABE Pre-Post Scores



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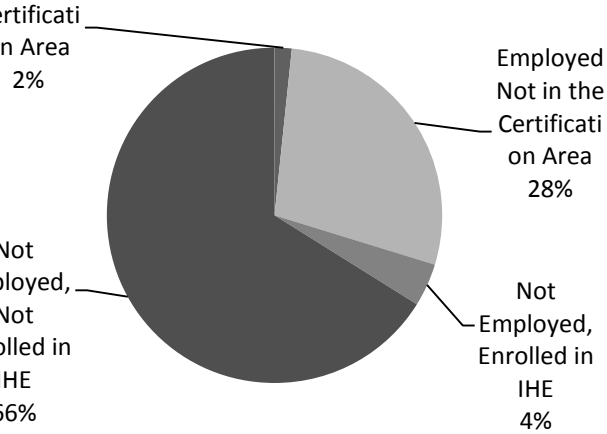
Employment



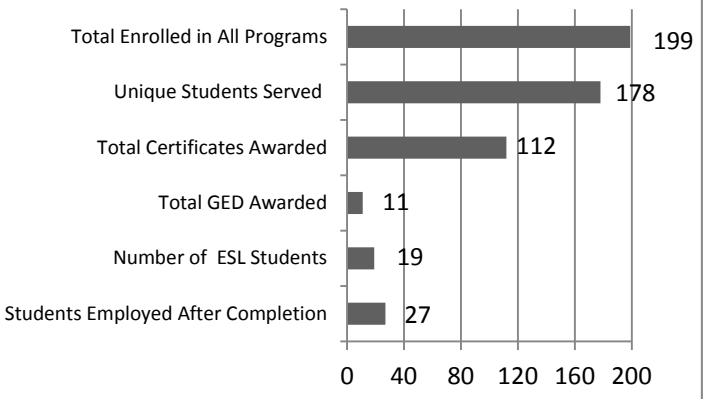
LONE STAR COLLEGE SYSTEM DISTRICT

PROGRAM DATES	Lone Star CSD's first Accelerate Texas course offering was in January, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Students first take a College and Career Readiness class, which focuses on study skills and cohort building, and move from there into a concurrent certificate class and basic skills support class structure. Both the College and Career Readiness class and the basic skills class are contextualized to the content area; for example, for students entering the CNA program, they begin with the College Readiness Class for Certified Nurse Aid course and then take the Contextualized Skills for Certified Nurse Aid while concurrently enrolled in a CNA certificate course. In terms of coursework integration, while the technical certificate courses are not modified, the concurrent basic skills support courses are contextualized to specific technical content.
COMMUNITY PARTNERS	Community partners include Angel Reach, Conroe Economic Development Council, Conroe Homeless Coalition, The Department of Assistive and Rehabilitative Services, Region 6 ESC, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Lone Star faced some early challenges in implementing their contextualized courses. One of those challenges involved ensuring that instructors understand the goals of the course and the program, and increased professional development can assist in that area. In other areas, solutions to some structural challenges have included making a series of changes to course structure. One of these challenges has been in finding the balance between amount of time per day and class meetings per week, while keeping in mind student engagement at one end and student burnout at the other. This process of continuous development has been a productive one. In addition, Lone Star faced challenges with recruitment early in the program. Since that time, they have increased the level of communication and activity with their community partners in terms of how they can provide assistance with recruiting, and they have found that to be a useful avenue for publicizing the program to students .
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 69 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 109 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2011, students earned 57 certificates in CNA, Phlebotomy, and Welding programs. So far in 2012 (from January through August 2012), students have earned 55 certificates in Accounting Assistant, CNA, EKG, Phlebotomy, Pre-Apprentice Machining, and Welding programs.

Lone Star College System District (continued from previous page)

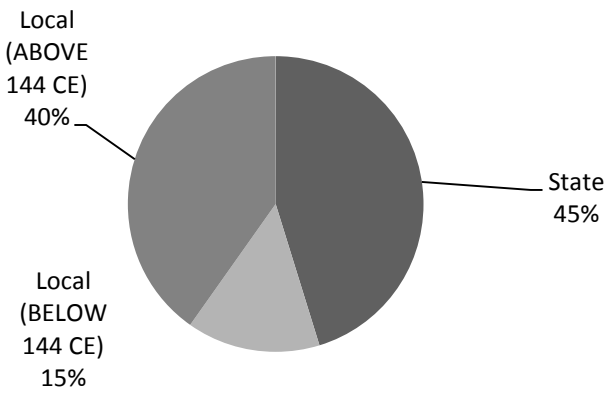
January, 2011 – August, 2012 / First Funding Group

Enrollment and Certificates Earned

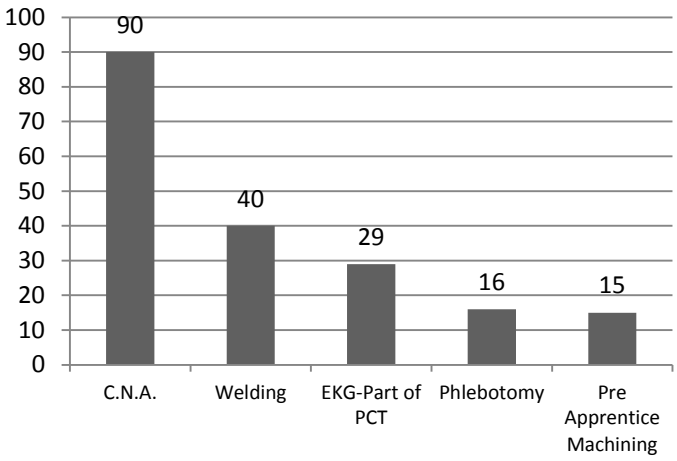


Note: Students may be enrolled in more than one program.

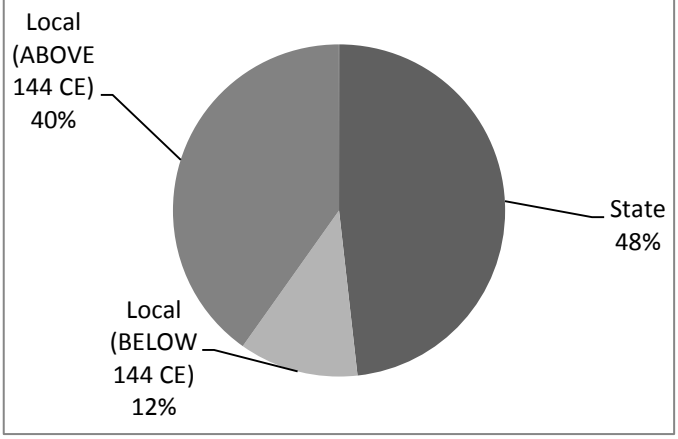
Certificate Enrollment (Total Enrollment= 199)



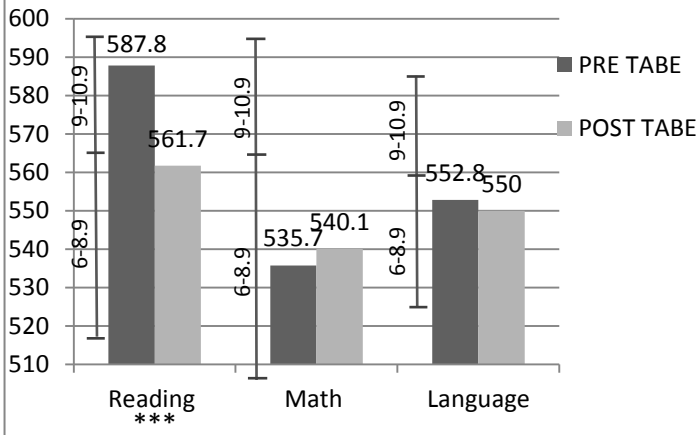
Top 5 Certificate Programs by Enrollment



Certificates Awarded (Total Certificates Awarded=112)



TABE Pre-Post Scores



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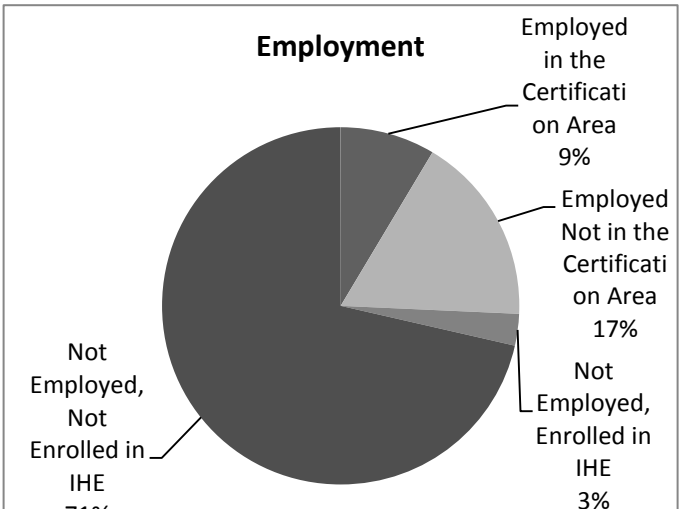
Employment

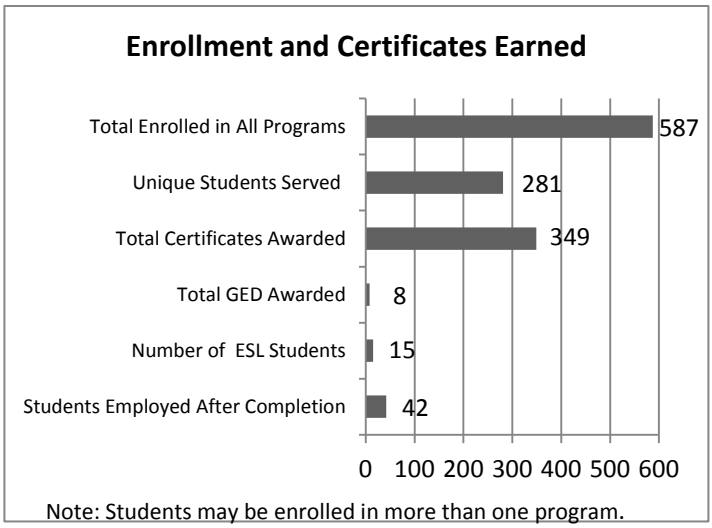


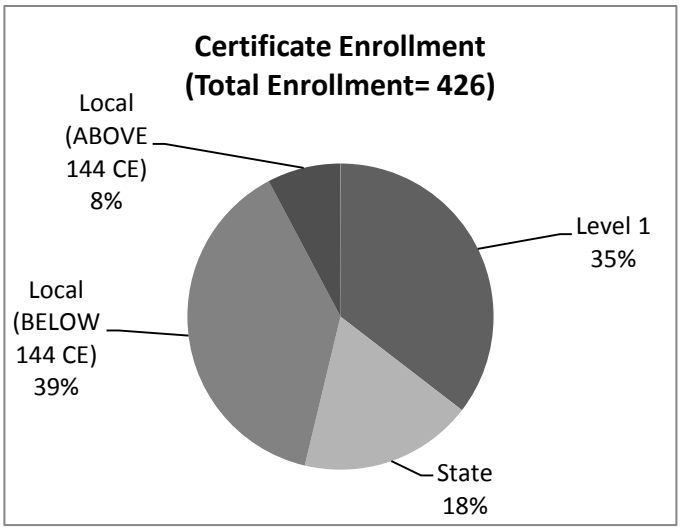
SAN JACINTO COMMUNITY COLLEGE DISTRICT

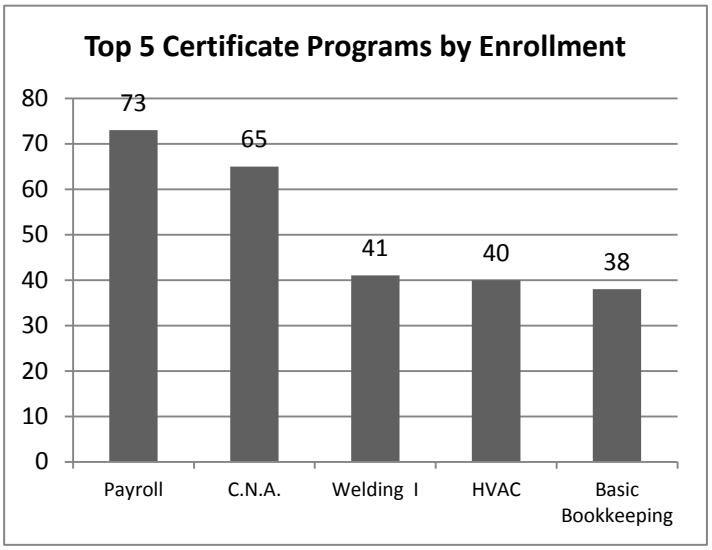
PROGRAM DATES	San Jacinto CD's first Accelerate Texas course offering was in May, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	San Jacinto CD's initial program model included a Student Success Course followed by a concurrent technical certificate and basic skills support class configuration that included mathematics and reading foci. They subsequently changed that program, removing the Student Success Course and the concurrent basic skills support course and planning to embed any basic skills support within the technical certificate course. San Jacinto CD notes that in this model, the technical course faculty are responsible for the integration of basic skills in their courses.
COMMUNITY PARTNERS	Community partners include the Cenikor Foundation, Harris County Department of Education , and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Early course structures planned by San Jacinto CD involved an on-ramp type student success course and matriculated from that course to a technical/certificate program. However, that course was not received well by the students, who did not find it applicable to their career pathway plans. In addition, instructors also noted that it was not as useful as it should have been. They then re-structured their program to embed any basic skills work into the technical certificate course, and removed the Student Success Course from the program. However, instructors may not receive sufficient special training in contextualizing their courses, and some that were interviewed noted that they teach their Accelerate Texas technical certificate courses exactly as they teach their other courses. Another challenge for San Jacinto CD involves the ability for students to have their certificate courses count for further educational options. This was not possible prior to the program, but they have successfully found a route in which students are able to petition for their non-credit certificate courses to be transferred to credit courses after the fact; this allows students a pathway to continue toward a degree after completing a certificate program and successfully entering the workforce.
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 86 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 195 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2011, students earned 84 certificates in Certified Nursing Assistant, Welding, Communication Skills, and other programs. So far in 2012—from January, 2012, through August, 2012—students have earned 265 certificates in Certified Nursing Assistant, HVAC, Truck Driving, Welding, Mammography, and other programs.

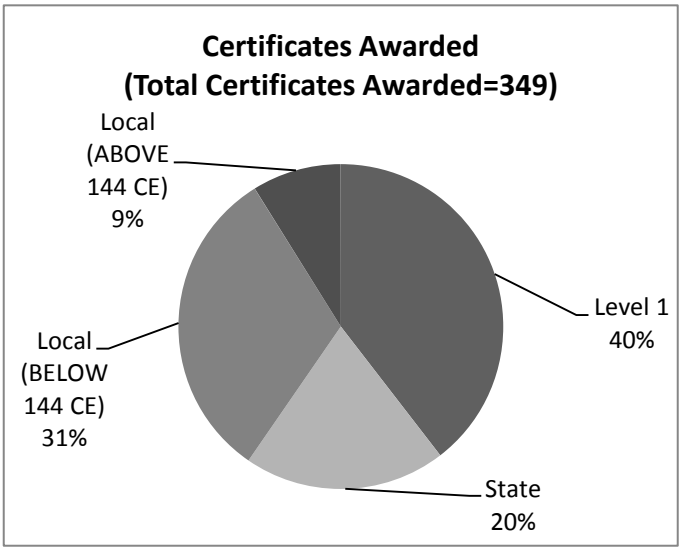
San Jacinto Community College District (continued from previous page)

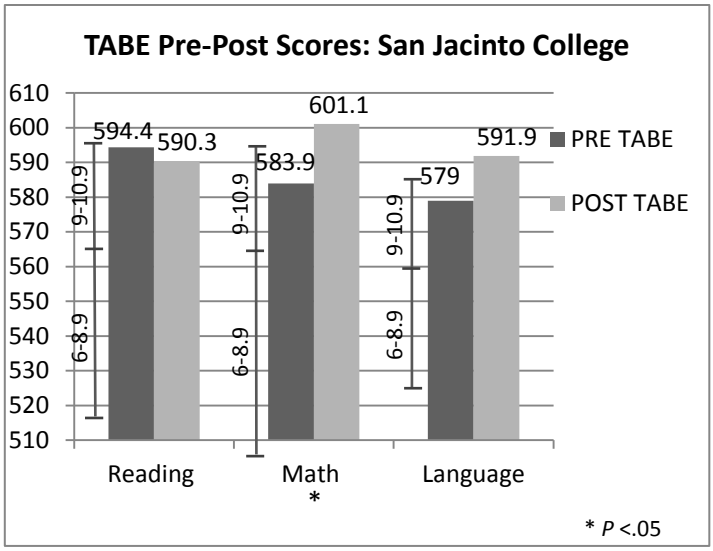
May, 2011 – August, 2012 / First Funding Group

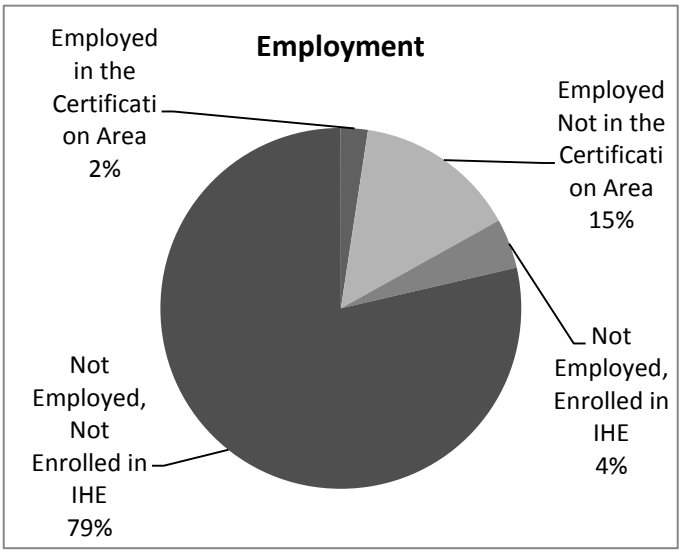












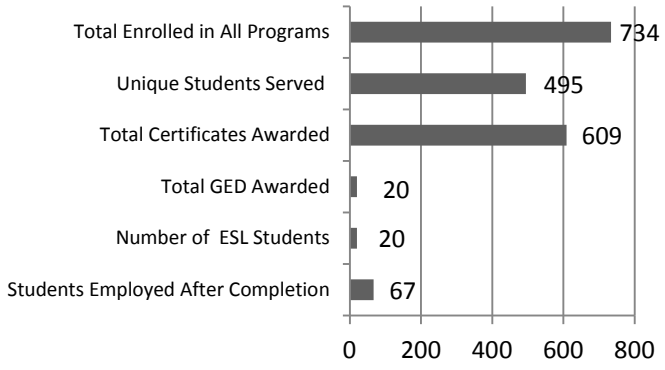
TARRANT COUNTY COLLEGE DISTRICT

PROGRAM DATES	Tarrant CCD's first Accelerate Texas course offering was in September, 2010. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Students enroll in the Transitions to College Success bridge class, from which students interested in obtaining their GED can go on to appropriate certificate programs. The course includes preparation in study skills, time management, and instruction in math, reading, and writing. The students then move on to a certificate program with a basic skills support course structure. Students interested in Computer Numeric Control Machining first take a contextualized machine shop math class and then move into the CNC certificate course; instead of a concurrent structure, this is a sequential approach. At the conclusion of the math course, the math instructor attends some sessions of the certificate course to provide further math support as needed to students.
COMMUNITY PARTNERS	Community partners include Catholic Charities, Fort Worth ISD Adult Basic Education, Tarrant Literacy Coalition, The Women's Center of Tarrant County, United Way, Water from the Rock Enterprises, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Tarrant CCD experienced early issues with converting student applications into actual enrollments. Through a combination of intrusive advising—a core part of Tarrant's program focus—early intervention, and instructor assistance, students were more fully informed of their options and pathways, paving the way for more successful enrollments. The Transitions to Success course is a key part of this pathway, and includes college-readiness aspects. However, Tarrant also envisions modifying this course from a general college-readiness course to one that addresses specific technical areas, which they expect to strengthen their career pathways. Another challenge they have experienced is in terms of student transportation, with some technical certificate courses at one location and some basic skills support courses at another location. For that reason, Tarrant is moving toward having concurrent courses at a single location.
PROGRESS IN ENROLLMENT	In 2010, the program enrolled 299 students, and in 2011, enrolled a further 121 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 75 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2010, students earned 449 certificates and in 2011, students earned a further 96 certificates. So far in 2012—from January, 2012, through August, 2012—students have earned an additional 64 certificates in CNC Machining, Office Careers, Oil & Gas Production, Central Sterile Processing, and others.

Tarrant County College District (continued from previous page)

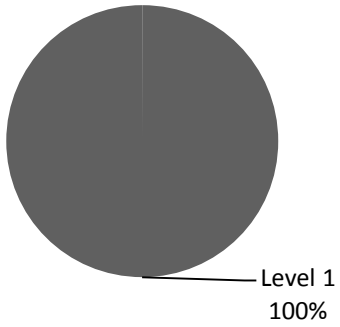
October, 2011 – August, 2012 / First Funding Group

Enrollment and Certificates Earned

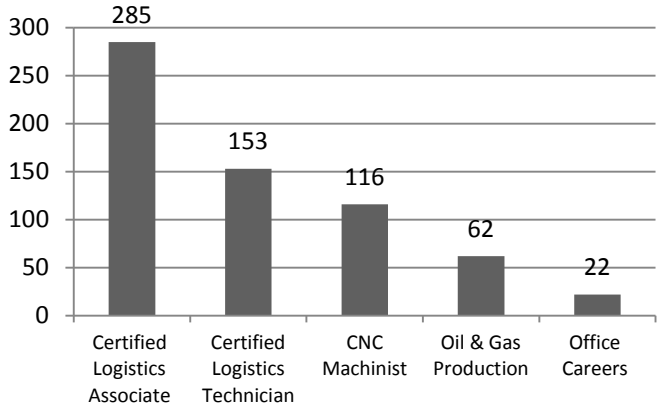


Note: Students may be enrolled in more than one program.

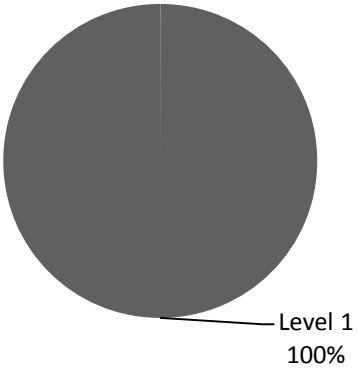
Certificate Enrollment (Total Enrollment= 652)



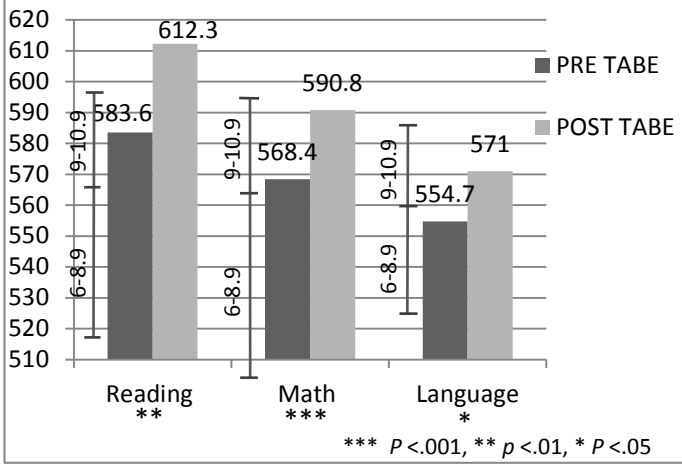
Top 5 Certificate Programs by Enrollment



Certificates Awarded (Total Certificates = 609)

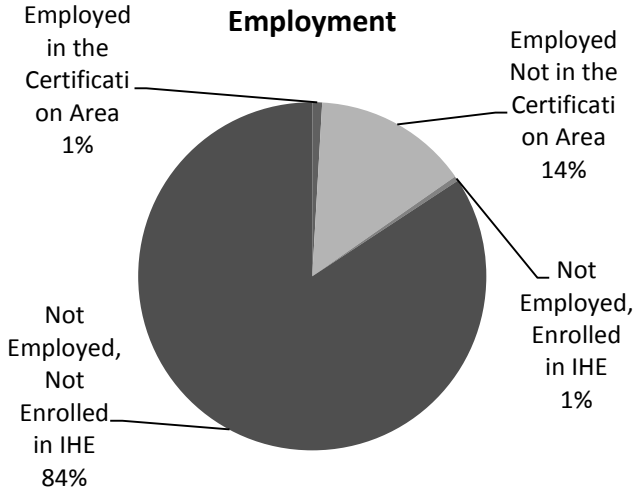


TABE Pre-Post Scores



*** $P < .001$, ** $p < .01$, * $P < .05$

Employment



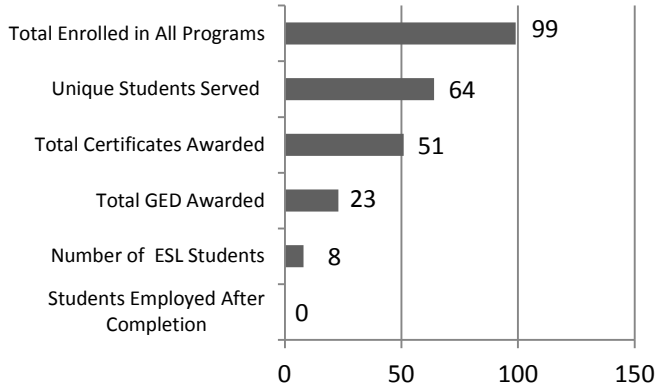
TEXAS STATE TECHNICAL COLLEGE – HARLINGEN

PROGRAM DATES	TSTC-Harlingen's first Accelerate Texas course offering was in March, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	TSTC-Harlingen groups its students into cohorts by occupation. As an on-ramp, students first attend a GED course contextualized to their field and a college and career success course. During this time they prepare for the GED test, acquire some foundational knowledge, such as vocational terminology, about their career path, and learn study skills. They then enter the certificate course along with a concurrent basic skills support course. In terms of integration, the support courses were developed in part by the technical certificate and basic skills instructors jointly identifying the basic skills needed to succeed. The technical certificate courses are taught as they normally are, while the basic skills support courses are contextualized to some degree to each pathway's specific technical content.
COMMUNITY PARTNERS	Community partners include the Department of Assistive and Rehabilitative Services, Valley Initiative for Development and Advancement, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Challenges in students' lives, including economic hardship, child care, transportation, and other stressors have affected their ability to progress through the program, as have low expectations of the level of commitment that would be needed to be successful. TSTC-Harlingen has moved toward their college and career success course including knowledge about the career path to provide students with a realistic view of the time and effort needed for success. In addition, the program has faced difficulties in buy-in from the college at large; while those who directly work with the Accelerate Texas program support it and promote it, there have been challenges raising awareness of, and garnering support for, the program and how it fits with the overall focus of the college. Within the program, they have also had challenges in the curricular focus of the basic skills support courses, with varying degrees of input from technical instructors and basic skills instructors. TSTC-Harlingen noted that they would benefit from sustained professional development in the area of best practices, and that would promote their work in contextualizing their basic skills courses as well.
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 36 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 28 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2011, students earned 29 certificates in EMT and Phlebotomy programs. So far in 2012—from January, 2012, through August, 2012—students have earned 22 certificates in EMT and Phlebotomy programs.

Texas State Technical College-Harlingen (continued from previous page)

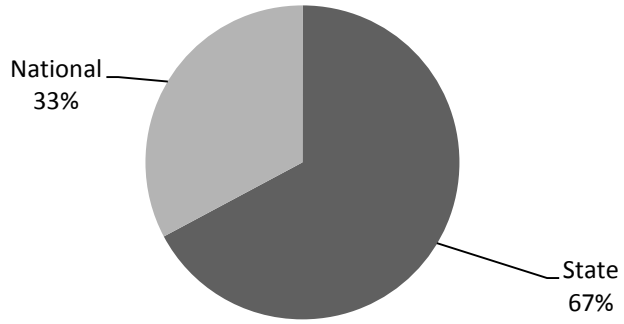
October, 2010 – August, 2012 / First Funding Group

Enrollment and Certificates Earned

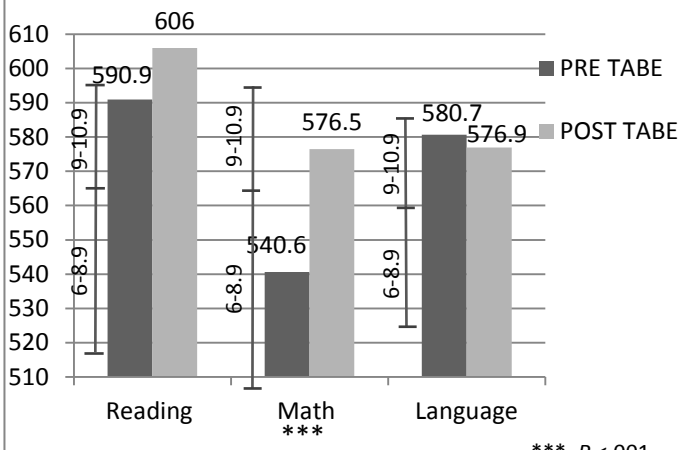


Note: Students may be enrolled in more than one program.

Certificate Enrollment (Total Enrollment= 64)

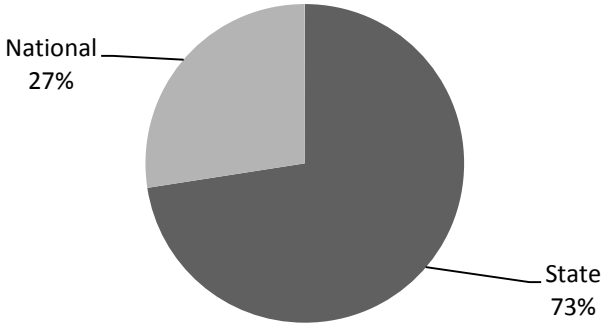


TABE Pre-Post Scores

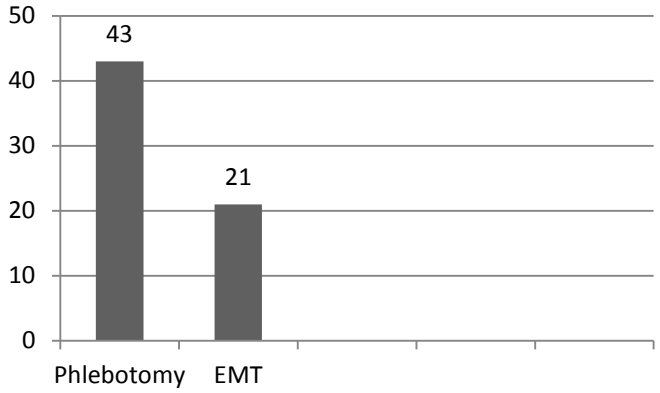


*** $P < .001$

Certificates Awarded (Total Certificates Awarded=51)



Top 5 Certificate Programs by Enrollment

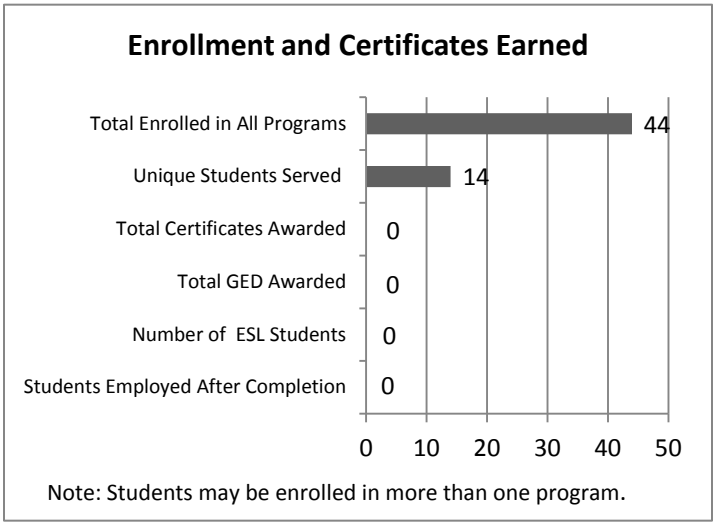


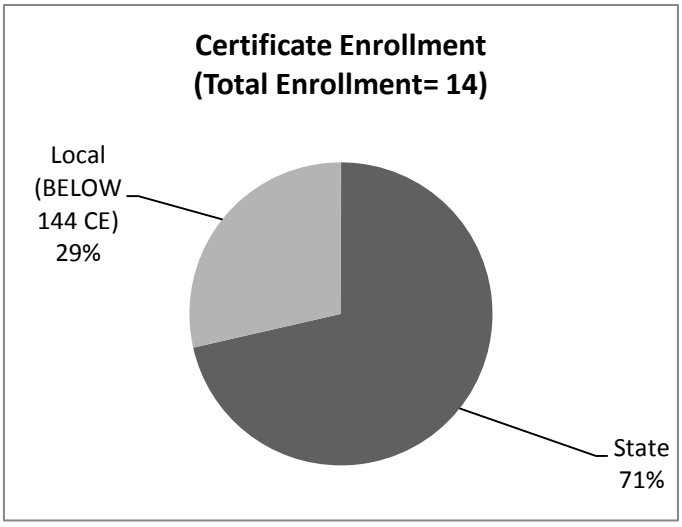
AMARILLO COLLEGE

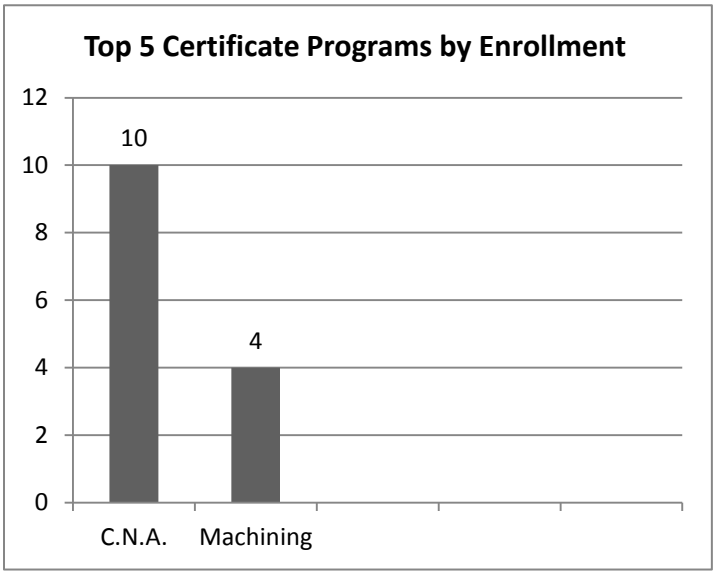
PROGRAM DATES	Amarillo's first Accelerate Texas course offering was in January, 2012. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	After Amarillo students attend an orientation and receive advising, they are then able to enroll in concurrent GED / basic skills classes and technical certificate classes. For example, students pursuing a Certified Nursing Assistant pathway would attend a CNA course taught by a technical instructor on Mondays and Wednesdays. On Tuesdays and Thursdays, the students would attend a basic skills support course for CNA, taught by a basic skills instructor. The basic skills instructor attends a portion of the technical certificate course, and both instructors meet for planning purposes. Amarillo also recently initiated an on-ramp course for students within their existing Basic Academic Skills (BAS) lab.
COMMUNITY PARTNERS	Community partners include Amarillo ISD, Region 16 ESC, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Student barriers are a general challenge for Amarillo, as with many Accelerate Texas programs. Negative previous educational experiences, limited formal education, and in some cases, learning disabilities have provided some academic challenges. Equally important are the responsibilities and financial constraints students experience outside of class. Amarillo has taken a wrap-around services approach to supporting students in both their academic needs and outside stressors, and have found this to be important to students' ability to persist in the program. In terms of program implementation, Amarillo struggled with recruitment early on but has found more success by giving the program's community partners a more active role in recruiting students. Another initial challenge was coming to an agreement with one of their community partners to provide GED instruction, and this entailed the development of alternative plans. Subsequently, however, this partnership was solidified and Region 16 ESC will provide GED instruction.
PROGRESS IN ENROLLMENT	So far in 2012—from January, 2012, through August, 2012—the program has enrolled 14 students.
PROGRESS IN CERTIFICATE COMPLETIONS	As of August, 2012, the program is anticipating certificate attainment by its first cohort of students.

Amarillo College (continued from previous page)

January, 2012 – August, 2012 / Second Funding Group





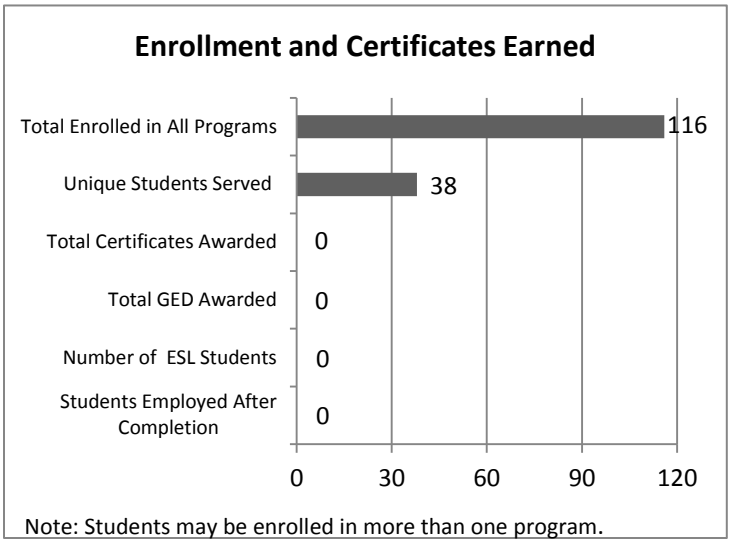


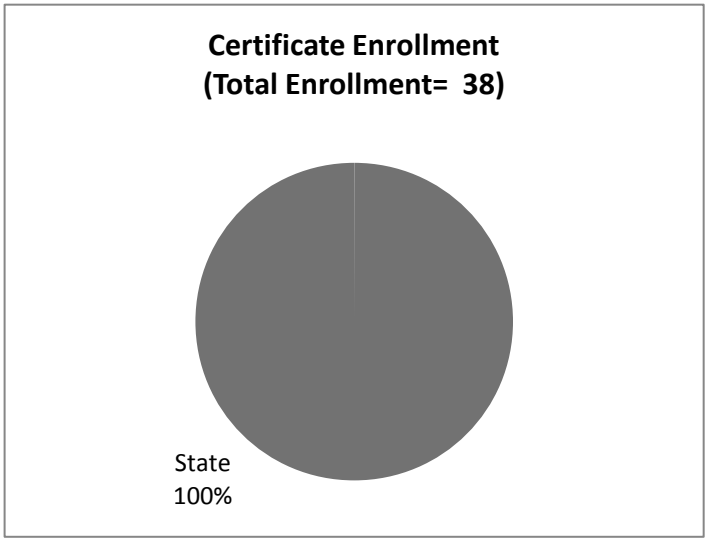
DALLAS COUNTY COMMUNITY COLLEGE-EL CENTRO COLLEGE

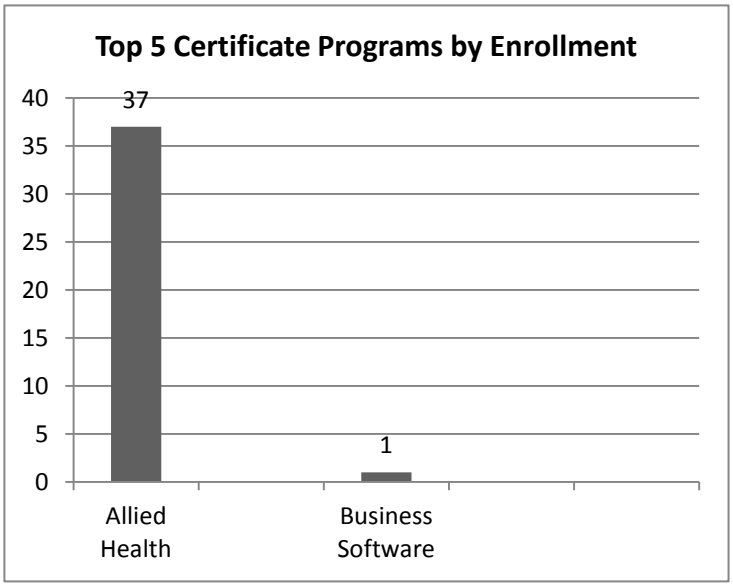
PROGRAM DATES	Dallas-El Centro's first Accelerate Texas course offering was in January, 2012. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	After attending an orientation and meeting with a case manager to discuss requirements, students take a placement career exploration and aptitude assessment. Depending on their test scores and level of support needed, students can then move into either a concurrent GED/basic skills and technical certificate course structure or into a technical certificate program without basic skills support. The support course combines GED preparation with support for the technical course. Certificate programs include Certified Nursing Assistant, Welding, and Business.
COMMUNITY PARTNERS	Community partners include Sharing Life, the Urban League of Greater Dallas, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Dallas-El Centro has experienced some challenges with support at the campus level for some program elements. For example, in the technical certificate courses there has been some reluctance to modify instruction toward Accelerate Texas student needs. However, recent work in the Allied Health program has seen basic skills support instructors and technical instructors work together to discuss students' needs and integrate some basic skills into the technical certificate classes. Student hardships have presented challenges as well. In particular, transportation is a barrier to many students. Dallas-El Centro has provided bus passes to their students to help alleviate this issue. Recruitment has been another challenge. The program has looked at places where they may have been "over screening" by enrolling only students that needed academic support in all areas of math, reading, and language. They have since widened their screening process and are finding more success recruiting appropriate student populations.
PROGRESS IN ENROLLMENT	So far in 2012—from January, 2012, through August, 2012—the program has enrolled an 38 students.
PROGRESS IN CERTIFICATE COMPLETIONS	As of August, 2012, the program is anticipating certificate attainment by its first cohort of students.

Dallas County Community College - El Centro College (continued from previous page)

January, 2012 – August, 2012 / Second Funding Group





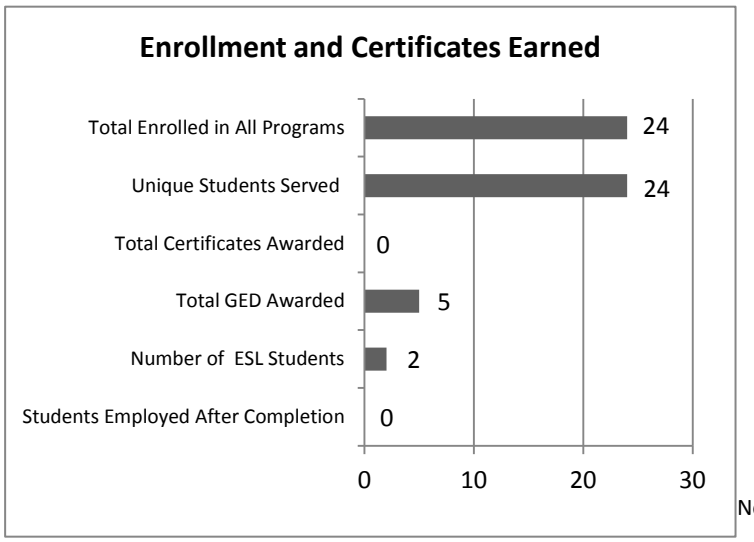


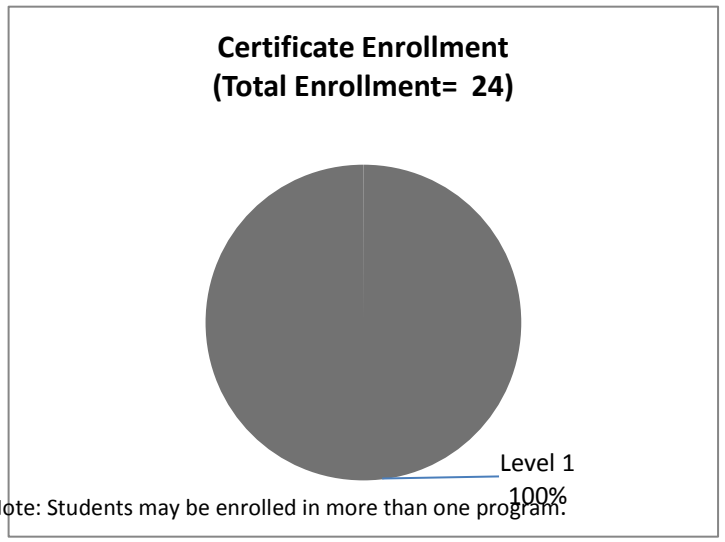
HILL COLLEGE

PROGRAM DATES	Hill College's first Accelerate Texas course offering was in October, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Hill College's Accelerate Texas program employs a concurrent technical certificate course and GED/basic skills support course configuration. Students first attend a two-day orientation that introduces the programs available, financial aid information, and college success and learning skills. Students then enroll in a GED-oriented support course or English language support while taking a technical certificate course in Office Administration or Industrial Maintenance Technology, with additional technical areas being added. In addition, instructors from the basic skills support classes are in the technical certificate class for a portion of the instructional time, providing individual skills instruction as needed for Accelerate Texas students.
COMMUNITY PARTNERS	Community partners include Cleburne ISD Adult Education and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Recruiting has been a challenge, an issue even noted by the students currently in Hill College's program. Recruiting issues have been especially problematic with English Language Learners—while there is interest in the program, some prospective students do not yet fit the grant requirements for employment eligibility so can not begin the program. Hill College has increased their recruitment efforts through adult education classroom visits, working with college advisors to raise awareness of the program, and utilizing print ads in local newspapers. Other challenges have included helping students understand the degree of commitment that undertaking their certificate program entails, and how outside stressors can affect their progress and completion. The program is moving toward having those discussions with students during their orientation days.
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 8 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 16 students.
PROGRESS IN CERTIFICATE COMPLETIONS	As of August, 2012, the program is anticipating certificate attainment by its first cohort of students.

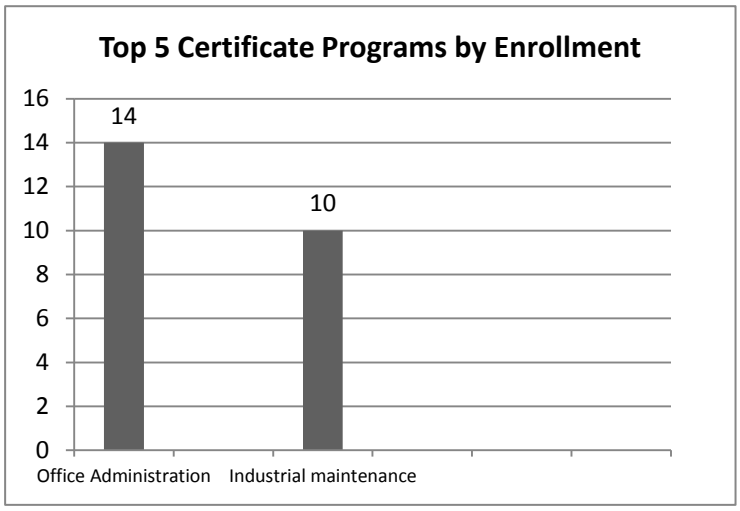
Hill College (continued from previous page)

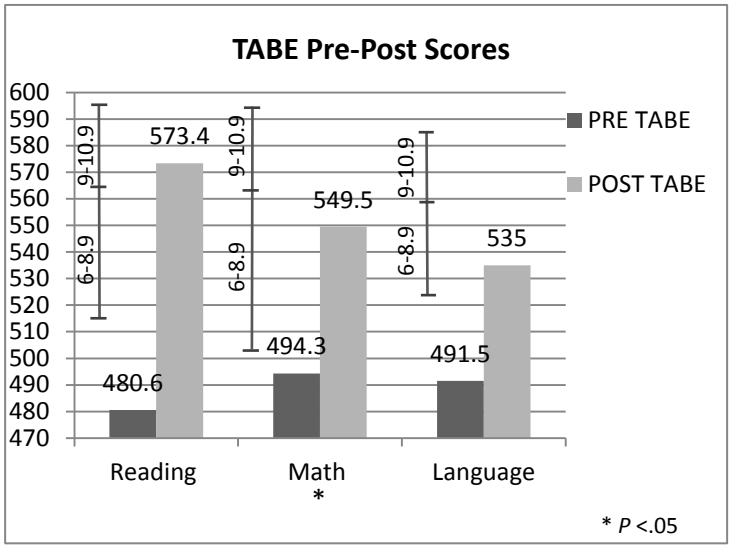
October, 2011 – August, 2012 / Second Funding Group





Note: Students may be enrolled in more than one program.





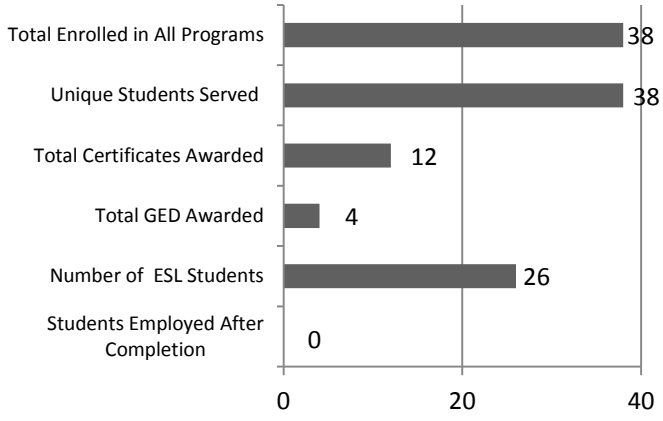
SOUTH TEXAS COLLEGE

PROGRAM DATES	South Texas College's first Accelerate Texas course offering was in January, 2012. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	In South Texas College's Accelerate Texas program, students may enter one of two pathway structures, depending on their level of academic proficiency. Students who test at the 6th grade level proficiency in the assessments are eligible to apply to one of the bridge programs, such as Certified Nursing Assistant Bridge. The bridge career pathways consist of contextualized GED, contextualized ESL and technical terminology, and Spanish instruction. Once students complete the bridge career pathway program they are able to apply for financial aid and enroll into a college certificate program. Students who test at the 8th grade level proficiency in the assessments are eligible to apply to one of the concurrent career pathways. The concurrent career pathways consist of a GED course and a credit bearing certificate course. Once students complete the concurrent career pathway they can choose to begin employment or continue to a higher level certificate.
COMMUNITY PARTNERS	Community partners include Motivation Education and Training, Valley Initiative for Development and Advancement, Region 1 ESC, and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	South Texas cites the personal barriers that many of their students face as one of the most serious challenges the program faces. Transportation, child care, home and work responsibilities, financial difficulties, negative previous educational experiences, and other struggles present problems needing to be overcome on a daily basis. Part of the program's challenge in this area has been understanding which services should be designated for student support, and helping students understand how to best utilize them. This also involved the construction of policies and procedures that would provide students with the structure needed to be successful in the program. Some of the accomplishments in this area include understanding that clarity of program expectations is important for students if they are to be successful; that persistence is one of the more important attributes to develop; and that intrusive case management is a key part of student throughput success.
PROGRESS IN ENROLLMENT	So far in 2012—from January, 2012, through August, 2012—the program has enrolled 38 students.
PROGRESS IN CERTIFICATE COMPLETIONS	So far in 2012—from January, 2012, through August, 2012—students have earned 12 certificates in CNA Bridge and CNA/GED programs.

South Texas College (continued from previous page)

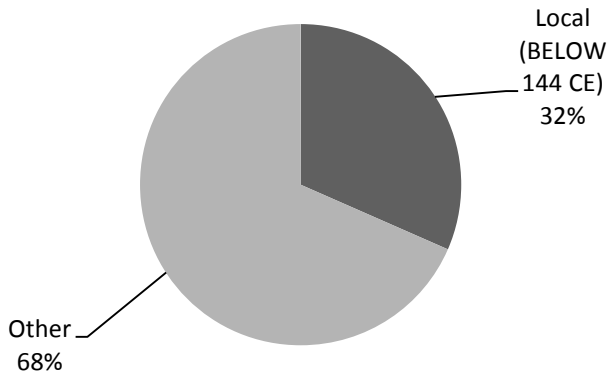
January, 2012 – August, 2012 / Second Funding Group

Enrollment and Certificates Earned

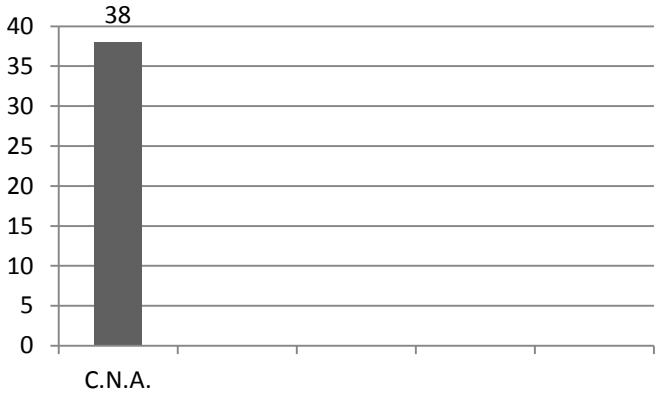


Note: Students may be enrolled in more than one program.

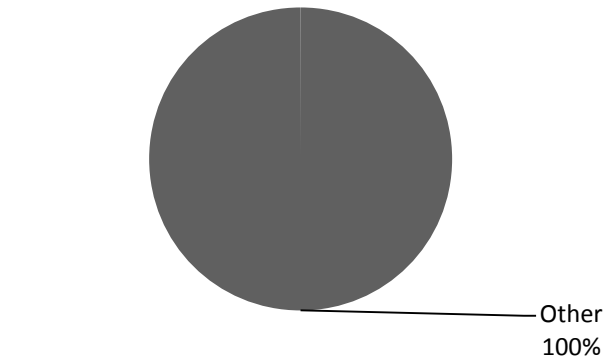
Certificate Enrollment (Total Enrollment= 38)



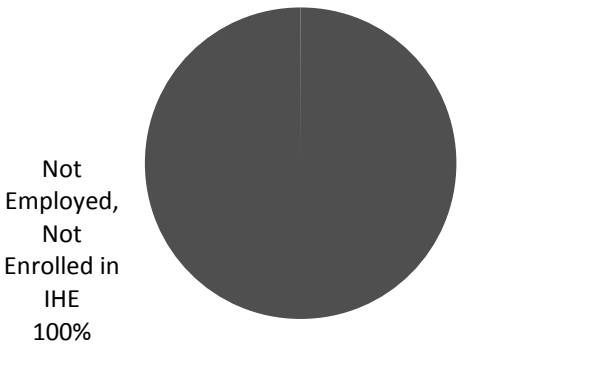
Top 5 Certificate Programs by Enrollment



Certificates Awarded (Total Certificates Awarded=12)



Employment

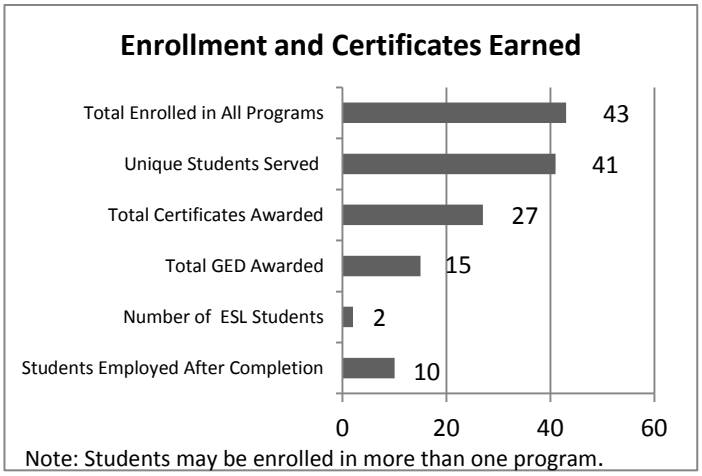


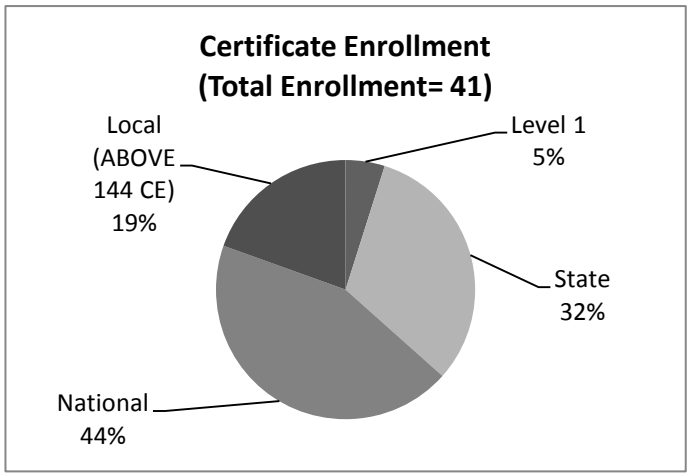
TYLER JUNIOR COLLEGE

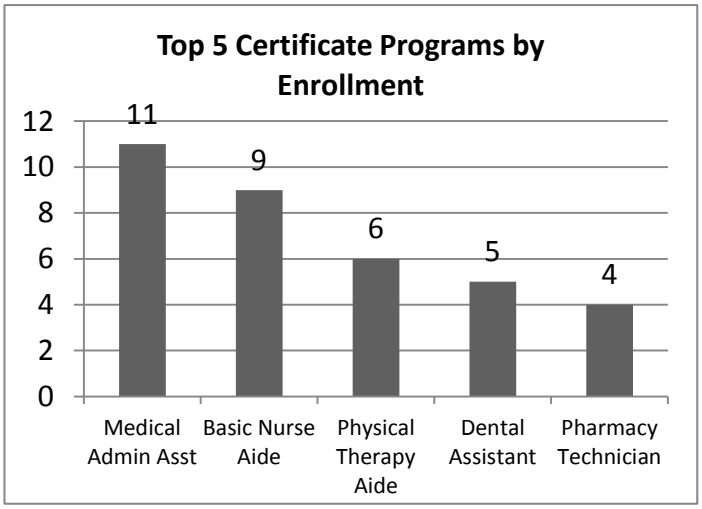
PROGRAM DATES	Tyler's first Accelerate Texas course offering was in October, 2011. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	Recruited mainly from GED and Pre-GED classes, students apply for the Accelerate Texas program and then attend at least 20 hours of ABE or ESL instruction before beginning a separate orientation that focuses on study skills, time management, and career goal setting. They then move into a concurrent technical certificate course and basic skills support course structure. The technical certificate course is not modified for Accelerate Texas students, but the support course uses materials from the technical course as focal points for contextualizing instruction to a degree. Support course instructors attend some of the technical class sessions in order to familiarize themselves with the content. In addition, once in the concurrent course structure, students attend weekly group tutoring sessions overseen by the Accelerate Texas coordinator.
COMMUNITY PARTNERS	Community partners include the Literacy Council of Tyler and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Transitions to the credit side of the college have been problematic. For example, students are not as comfortable utilizing academic advisors from areas of the college outside of the Accelerate Texas program, so program staff have directly addressed this issue with students, ensuring that they know they are able to avail themselves of the same services as other Tyler students. In addition, while students can enroll in Accelerate Texas pathways without (or while earning) their GED, they are not able to enroll in programs on the credit side of the college without a high school diploma or its equivalent. Tyler has also struggled with where the cutoff for TABE scores should be for entry to their programs; for example, if the cutoff is too low, it may take students too long to complete the program.
PROGRESS IN ENROLLMENT	In 2011, the program enrolled 16 students. So far in 2012—from January, 2012, through August, 2012—the program has enrolled an additional 25 students.
PROGRESS IN CERTIFICATE COMPLETIONS	In 2011, students earned 10 certificates in Certified Nursing Assistant, Medical Administrative Assistant, Pharmacy Technician, and Physical Therapy Aide programs. So far in 2012—from January, 2012, through August, 2012—students have earned an additional 17 certificates in Certified Nursing Assistant, Accounting Technology, Book Keeping, Clinical Medical Assistant, Dental Assistant, Physical Therapy, and other programs.

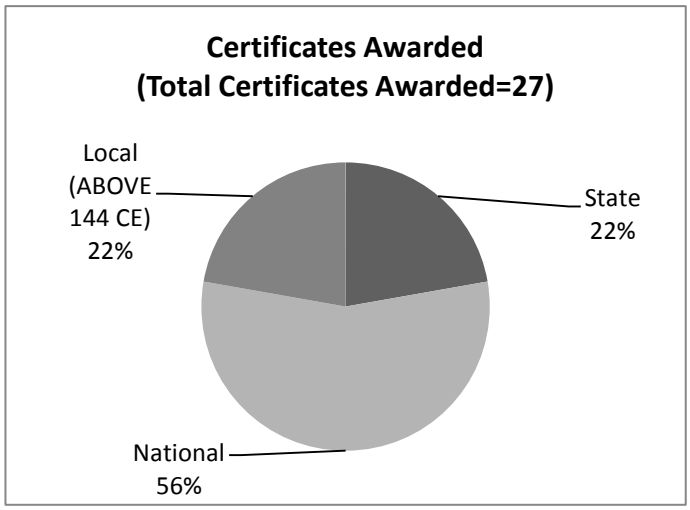
Tyler Junior College (continued from previous page)

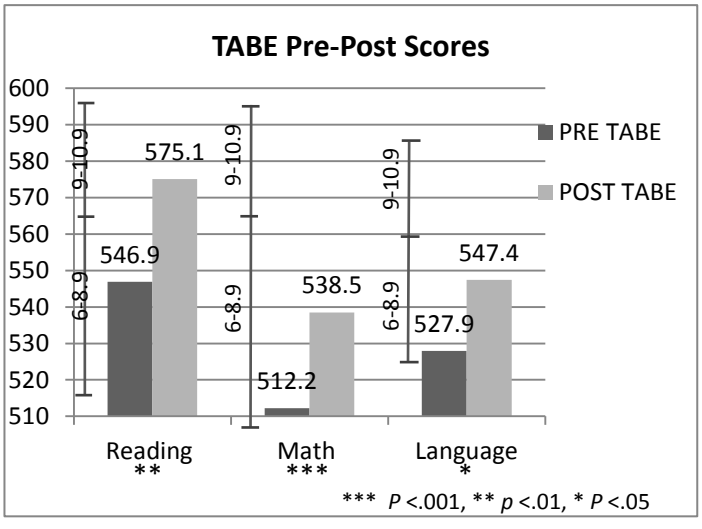
October, 2011 – August, 2012 / Second Funding Group

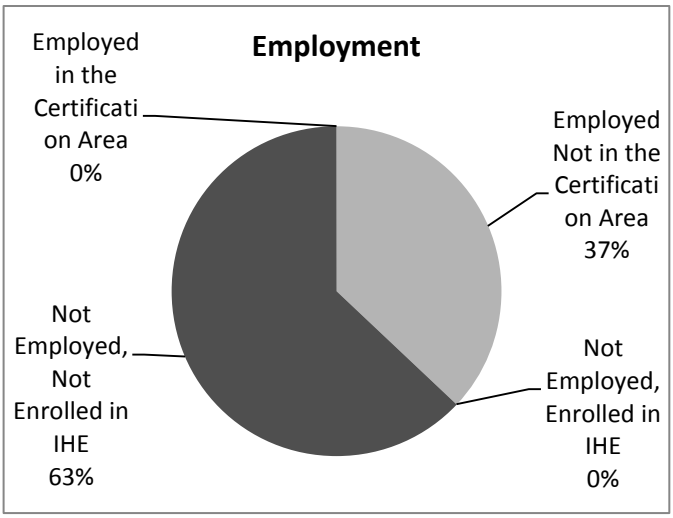






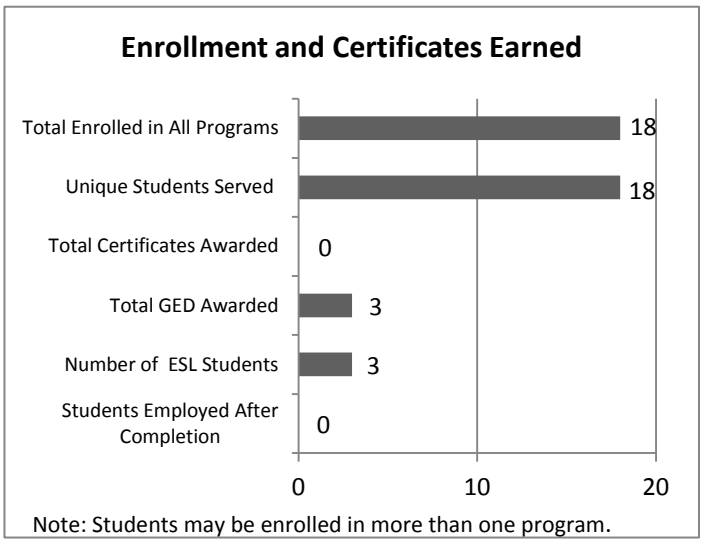
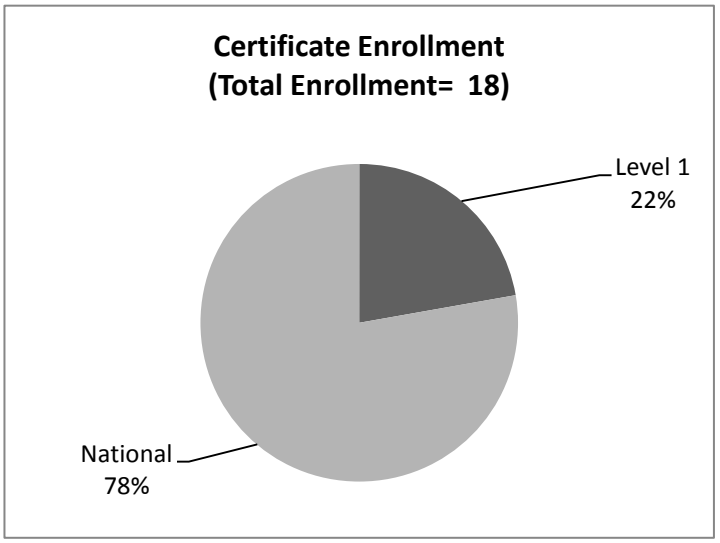
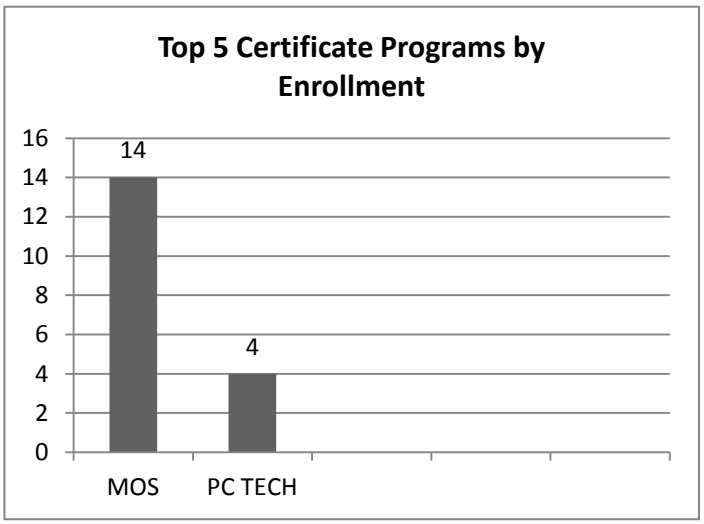
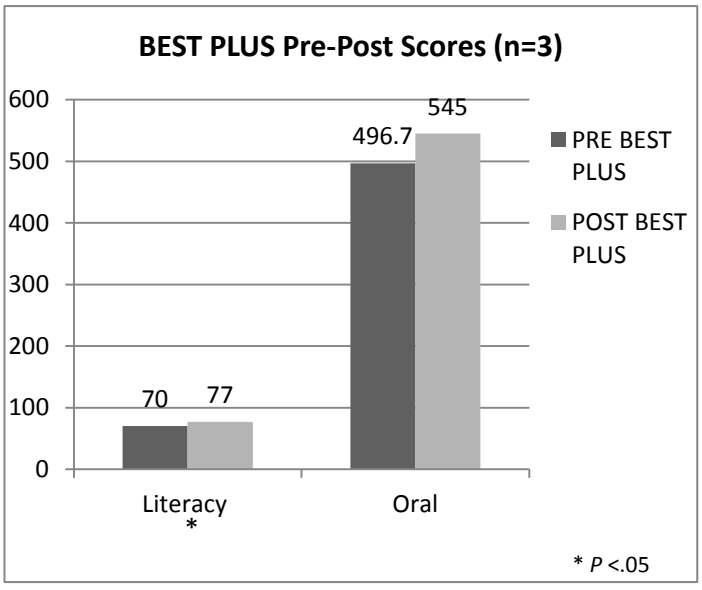






WHARTON COUNTY JUNIOR COLLEGE

PROGRAM DATES	Wharton's first Accelerate Texas course offering was in January, 2012. This report includes data through August, 2012.
ASPECTS OF PROGRAM COURSE STRUCTURE	In Wharton's Accelerate Texas program, students begin with a preliminary orientation that involves qualifying measures, like TABE testing, and move on to a two-day orientation to the program. Once students are accepted into the program, they begin concurrent enrollment in a technical certificate course and a GED/basic skills course that focuses on writing and reading. The GED/basic skills portion of the program meets two days a week and the technical certificate course is held two days a week, alternating days throughout the week. The technical certificate instructor and basic skills instructor schedule in-person meetings every 2 weeks and communicate through email on a more frequent basis.
COMMUNITY PARTNERS	Community partners include Lamar CISD and Workforce Solutions.
IMPLEMENTATION CHALLENGES & PROBLEM - SOLVING	Implementation challenges for Wharton have revolved around low enrollment. For example, while the Medical Office Specialist program has a large enough enrollment to have a section of a basic skills support course contextualized to that content area, the PC Tech program has a lower enrollment and students are supported in a basic skills support course that is not contextualized toward their certificate area. Overall, small numbers make forming content-specific support classes difficult. In addition, when students are at more than one location, class formation again becomes difficult. The program is working with other parts of the college—such as developmental education—to coordinate approaches where appropriate. In addition, the program is noting that some students could benefit from a more structured study-skills review before beginning their program. To that end, the program is communicating with the psychology program to look at adapting one of their existing learning frameworks courses as an on-ramp course for their students.
PROGRESS IN ENROLLMENT	So far in 2012—from January, 2012, through August, 2012—the program has enrolled 18 students.
PROGRESS IN CERTIFICATE COMPLETIONS	As of August, 2012, the program is anticipating certificate attainment by its first cohort of students.

Wharton County Junior College (continued from previous page)

January, 2012 – August, 2012 / Second Funding Group