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3
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TRANSCRIPT OF PROCEEDINGS
BEFORE THE
TEXAS WORKFORCE COMMISSION
AUSTIN, TEXAS

PUBLIC MEETING)
FOR THE TEXAS)
WORKFORCE COMMISSION)

AEL WORK SESSION
TUESDAY, NOVEMBER 3, 2015

BE IT REMEMBERED THAT at 10:31 a.m. on
Tuesday, the 3rd day of November, 2015, the above-entitled
matter came on for hearing at the Texas Workforce
Commission, TWC Building, 101 East 15th Street, Room 244,
Austin, Texas, before ANDRES ALCANTAR, Chairman, RONALD G.
CONGLETON and RUTH R. HUGHS, Commissioners

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7
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17
18
19
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21
22
23
24
25

TABLE OF CONTENTS

PAGE

PROCEEDINGS, TUESDAY, NOVEMBER 3, 2015

OUTLINE OF STRATEGIC PLAN 3
ANSON GREEN

ADVISORY COMMITTEE'S ROLE 5
DAVE LINDSAY and LINDA WEBB

AGENDA ITEM 19 17
TWC

MILESTONE GOAL 18
CARRIE TUPA

STRATEGIES AND OBJECTIVES 22
ANSON GREEN

ADJOURNMENT 56

REPORTER'S CERTIFICATE 57

P R O C E E D I N G S

TUESDAY, NOVEMBER 21, 2015

(10:31 a.m.)

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4 CHAIRMAN ALCANTAR: We'll reconvene and get
5 started. Morning, Anson. You want to get us started this
6 morning?

7 MR. GREEN: Sure, thing. For the record I'm Anson
8 Green, State Director for Adult Education and Literacy.
9 Commissioners, Chairman, Larry Temple, I'm happy to present
10 today and facilitate a work session on the Adult Education
11 and Literacy Strategic Plan.

12 To outline the session, I plan on providing
13 opening remarks, and then we'll be joined by Adult Education
14 and Literacy Advisory Committee members Miss Linda Webb,
15 from Midland College, and Dave Lindsay, a Board member for
16 Literacy Texas, who will share their remarks on the role of
17 the Advisory Committee in developing the draft plan before
18 you.

19 From there, I'll walk through a more detailed
20 review of the plan and open it for your comment and
21 questions. If you have any opening remarks, we can take
22 those now or we can just dive in.

23 CHAIRMAN ALCANTAR: Commissioners, any opening
24 remarks or comments?

25 COMM. CONGLETON: Just dive in.

1 CHAIRMAN ALCANTAR: Well -- well, I -- I'll wait
2 for the committee members to join us before I speak.

3 MR. GREEN: Okay. The plan is required under
4 Rider 32 included in the Appropriation Bill last Legislative
5 session. It requires a statewide strategic plan for adult
6 basic education and literacy to be developed in consultation
7 with the Texas Workforce Investment Council. And the plan
8 shall include goals and objectives to address projected and
9 future demand for adult education in Texas, gaps in the
10 system, improved efficiency of coordinated activities
11 between State agencies, increased education and work-related
12 outcomes for adult ed. students, and the types of programs
13 and instruction necessary to help prepare adults for 21st
14 century work and life.

15 The Commission's required to report on
16 implementation of the -- and progress on the plan to the
17 Texas Workforce Investment Council, the Governor, and the
18 Legislative Budget Board in December of even numbered years.
19 So next December we'll report on the progress of the plan
20 under review today.

21 You'll recall that last year in the Commission
22 Meeting on November 25, 2014, the Commission approved an
23 initial framework for a strategic plan. This framework
24 included a goal, vision, mission, and four strategies
25 related to increasing workforce and post-secondary outcomes,

1 addressing demand, increasing system coordination and
2 integration, and improving performance excellence.

3 The 2014 draft established a foundation that's
4 been augmented in the draft before you today for feedback by
5 outlining a milestone and then more detail tactics and
6 objectives related to the objectives and strategies outlined
7 in the original framework. This framework and the -- and
8 the feedback that we got on this plan came from the adult
9 education literacy field, our regional Workforce integration
10 events that we held across the State during the summer,
11 feedback from the Texas Workforce Investment Council, and
12 then finally feedback from our Advisory Committee whose
13 membership we have represented today with Miss Linda Webb
14 and Dave Lindsay.

15 So I'll have them come up and introduce themselves
16 for the record and provide some remarks related to the
17 Advisory Committee's role.

18 CHAIRMAN ALCANTAR: All right. Good morning.
19 Thank you for joining us this morning. Mr. Lindsay, you
20 want to go forward?

21 MR. LINDSAY: Yes, Sir. I'm Dave Lindsay. I
22 represent the Board of Literacy Texas on the -- this
23 Advisory Committee -- the first Advisory Committee for
24 the -- for adult ed. at this time. And I want to thank you
25 for the Commission support for the volunteer training

1 initiative that's currently being rolled out across the
2 State by Literacy Texas, which is really going to help bring
3 up the professional development and training resources
4 integration of the volunteer community-based organizations
5 and faith-based organizations. So that's a very important
6 initiative, and we appreciate the -- the support.

7 I also come from the past -- the past and
8 background of serving on the -- the previous advisory
9 committee under -- when TEA did it, from back in '04, I was
10 the business representative. And I really have enjoyed
11 watching the evolution of the Strategic Plan through the
12 organizations, and I'm very excited about the -- the
13 Workforce focus that's in the new plan that is going to be
14 reviewed today.

15 MS. WEBB: Good morning and thank you for your
16 time. For the record I'm Linda Webb, and I'm the Chair for
17 the Adult Education Literacy Advisory Committee. The Adult
18 Education Literacy Advisory Committee has worked with Anson
19 and Larry Temple and the staff of the TWC for almost two
20 years. We represent Texas from Amarillo to Texarkana,
21 Laredo to Midland, and the small towns of Austin, Dallas,
22 and Houston.

23 Every member of the committee brings an expertise
24 in business, volunteer organizing, literacy, and practical
25 implementation of adult education programs. My colleagues

1 are a dynamic force who have a vision for where Texas needs
2 to be in the next five years.

3 Within the first three months of our inception,
4 the Advisory Committee joined the Houston Literacy -- the
5 Houston Center for Literacy for a statewide forum on adult
6 education. We heard the voices of Texans across the State
7 who have a commitment to creating an educated workforce-
8 ready population.

9 The good news is is that the Advisory Committee
10 brings forward a very comprehensive and Workforce-focused
11 Strategic Plan for the next five years. The value of the
12 Advisory Board was our ability to look at adult education
13 from the outside with a stakeholder perspective and a vision
14 into this -- vision into this document.

15 For the past 15 years, the Texas Education Agency
16 created advisory committees. And in the past 15 years
17 numerous initiatives have been suggested and implemented.
18 But there hasn't been a significant change in the number of
19 students served or the number of students obtaining a
20 credential. And the need has grown exponentially so that 15
21 percent of the total State population of adults do not have
22 a high school credential.

23 The Texas Workforce Commission needs to understand
24 that Anson and the Advisory Committee have worked very hard
25 over the last year to define and concisely present an

1 in-depth plan. But the hard work lies ahead. And for
2 dramatic change to become a reality, we must focus on
3 implementation. We feel we know what to do but the secret
4 is actually making the Strategic Plan happen.

5 First, all aspects of the Strategic Plan require
6 the commitment and power to change the status quo and
7 paradigms and create the culture and scale needed to address
8 the plan's goals and strategic objectives. In fact, we
9 believe that to integrate and implement the Strategic Plan,
10 we would like to entertain the idea of creating a team or a
11 subcommittee who can make decisions and affect change and
12 create alignment in a timely fashion between TEA, the
13 Coordinating Board, TWC, in all areas of the plan.

14 Adult education programs and the TWC need to be
15 more flexible and dynamic. We have been on a 15-year
16 learning curve. And we have not implemented dynamic change
17 to the system. Bureaucracy usually doesn't make a quick
18 breakthrough because it doesn't handle change very well
19 unless the leadership is driving it. Integration of the
20 grand ideas presented today will certainly need leadership
21 and cooperation between agencies.

22 Let's not pat ourselves on the back, but let's get
23 down and drill down to the details and the disconnects that
24 keep adult learners from the classroom or from obtaining a
25 GED. We have to address communication between the Texas

1 Workforce Commission and their local Workforce Boards to
2 incentivize referrals to adult education programs as called
3 for in the plan.

4 And third, we need to address sustainability and
5 continuity. The barriers to success for four million adult
6 learners lie in the details. And we would like to review
7 with you some examples of important implementation issues
8 and barriers that have been identified.

9 First, look at the implementation disconnects
10 between the coordinating board, federal financial aid, and
11 the students in the TWC Adult Education Program. There are
12 barriers a student must find a way to navigate and endure,
13 or not, just to obtain some education to pull themselves (sic)
14 from poverty and away from welfare. And we believe that the
15 lack of integration and agency alignment on administration
16 procedures is likely to -- has likely contributed to Texas
17 losing up to 9.6 billion in revenue from undereducated and
18 uneducated Texans each year. It stands in the way of fully
19 realizing the increased Workforce goals identified in
20 Strategy 1 of the plan.

21 Let me give you a quick example that would
22 dramatically change the number of students accessing
23 job-skills training that would not cost the students or AEL
24 programs money, would not involve incentive grants, and
25 would not break the back -- would not create a backlog of

1 paperwork and auditing. I'm not PT Barnum, hawking the
2 greatest show on earth, I'm a local provider who wants
3 students to have an opportunity to learn a skill and earn a
4 higher wage. The Advisory Committee in the Strategic Plan
5 before you recommended that more adult learners have access
6 to workplace skills or college education.

7 Strategy 1. In July of this year, the Federal
8 Government allowed for non-GED complete students to enroll
9 into college and have their college education funded by the
10 PELL Grant. The grant covers up to \$4,500 of college
11 tuition as long as the student passes one of the ability-to-
12 benefit assessments. One of the assessments listed is
13 Accuplacer. Yet, Texas only uses the Texas Success
14 Initiative Assessment, TSI, to allow students to enroll into
15 college.

16 Texas just asked the federal government for a
17 testing waiver to include the TSI, but the process will take
18 months. So none of the four million adults who want a
19 marketable skill or a Level 1 certificate can access the
20 available money provided by the government. Specifically
21 the federal government has allotted \$4500 per student for
22 those who do not have a GED. This represents a huge
23 opportunity that can be realized by the integration and
24 alignment with a cor -- coordinating board called for in
25 Objective 3 of Strategy 4 in the plan.

1 A second very important implementation
2 administrative barrier involves the common application used
3 by Texas. All Texas colleges use Apply Texas. On page 2
4 was a question, what high school did you graduate from? Or
5 question 2, have you completed your GED? A student without
6 a high school equivalency cannot apply to a college in
7 Texas. This represents another alignment issue with the
8 coordinating board and a barrier to Tactic 4 of Objective 1
9 of Strategy 1 in the proposed plan, which calls for
10 developing options for entry into college for customers
11 lacking high school completion.

12 Barrier 3. We believe that although some efforts
13 are underway, there is still a significant lack of
14 operational alignment and communication between local
15 Workforce Boards and AEL programs. As caled -- as called
16 for in Tactic 2 of Objective 1 of the Strategy 1 in the
17 plan, Workforce Boards need to recognize AEL students as
18 customers and refer adults to educational programs for
19 training. We recommend that TWC review its communication
20 with their local Boards and recommend and reinforce the need
21 for referrals to AEL programs and then provide follow-up job
22 placement services.

23 Barrier 4 involves the lack of continuity and
24 sustainability. Again, Workforce Boards need to implement
25 trackable referrals to AEL programs and close the loop by

1 more directly involving business and industry to identify
2 training needs, including those of incumbent workers.
3 Clients need to be referred to AEL programs that are aligned
4 with the -- with the needs of business. These trained
5 adults will get better jobs or join the workforce.

6 We need to change the paradigm from viewing AEL
7 populations as only a burden to a vision where AEL
8 populations are viewed as valuable potential resource for
9 the workforce. Communication is the key to getting the word
10 out about services offered and how clients can access
11 educational opportunities. Adult education programs serve
12 about 100,000 students a year. And we all -- and we will
13 continue to lag far behind the need to serve four million
14 adults unless we go to the heart of where our students visit
15 and access resources and help create positive outcomes that
16 help drive increased demand for services.

17 I'll ask you an administrative question. What
18 does real performance look like? To us, performance is
19 going from not -- a non-productive adult, who cannot change
20 jobs or find a job, to offering the skills to work and begin
21 a productive life in Texas and doing it on a scale that
22 actually matters to the State. The Strategic Plan before
23 you is a road map with a proposal of the first milestone of
24 helping 20,000 adults to enter and -- a career pathway
25 program by 2020. But we need you to see that there are

1 significant barriers that lie in the way of that goal. And
2 we need your help with cross-agency cooperation and
3 coordination.

4 You can reach out across the agencies. We do not
5 have time to postpone action until next year or the next
6 legislative session. Remember, there are four million
7 Texans who do not have a high school credential, and
8 nationally every three seconds another person is dropping
9 out of school. Adult education and literacy is the lifeline
10 for these Texans. We feel the -- feel the urgency to take
11 immediate action. Can we count on your help?

12 The Commission has the ability to affect dramatic
13 change in the lives of four million Texans. As
14 Commissioners, you have the ability to mitigate the enormous
15 tax burden that is looming because Texas does not have the
16 skilled workforce to support our economy. Anson will
17 present the complete plan to you. But as you hear the plan,
18 we believe that you will see that we have lots of work still
19 ahead of us. Thank you.

20 CHAIRMAN ALCANTAR: Thank you. Commissioners, do
21 you have any questions or comments?

22 COMM. HUGHS: No, I just want to thank you for
23 your comments and for your investment. I remember meeting
24 Mr. Lindsay at what I thought was his last meeting. But I'm
25 happy to see he's not here from the past. He's still a part

1 of the future. Thanks for your comments.

2 CHAIRMAN ALCANTAR: Commissioner Congleton?

3 COMM. CONGLETON: Thank you both.

4 CHAIRMAN ALCANTAR: And I also -- I wanted to
5 acknowledge the contributions of our volunteers, people that
6 serve on these committees. Bringing your passion and your
7 ideas to helping us craft the right strategies is essential
8 in meeting the challenges that have been highlighted. And
9 so I just want to thank you for working with Anson and the
10 team, for your years of service, and for all that you do to
11 help us make it a better place for Texans. Thank you.

12 Mr. Lindsay, if you could join us up here. I want
13 to take a picture with you and for all your years of
14 service. You're stepping off the Board but I know like --
15 what did you suggest, you're like an old penny, is that what
16 you said?

17 (Laughter)

18 CHAIRMAN ALCANTAR: And we appreciate all you do.
19 Thank you.

20 (Whereupon photographs were taken)

21 CHAIRMAN ALCANTAR: All right. I did want to ask
22 the Committee members for their thoughts on the -- on the
23 recommendations on professional development. Would one of
24 you mind coming up and sharing your thoughts on the previous
25 Agenda Item, Mr. Lindsay or Miss Webb, either one or both of

1 you?

2 MS. WEBB: (Indiscernible).

3 CHAIRMAN ALCANTAR: Earlier staff laid out an
4 Agenda Item I know that you're familiar with on
5 professional --

6 MS. WEBB: Yes.

7 CHAIRMAN ALCANTAR: -- development. And in
8 particular, could you share your thoughts on that?

9 MS. WEBB: I think the professional development is
10 really going to transform how we -- we work on a day-to-day
11 basis. Just as an example, we are educators and so we know
12 how to -- we know how to teach the reading and the writing
13 part, but in the professional development, when we start
14 talking about workplace skills and implementing them --

15 CHAIRMAN ALCANTAR: I'm listening.

16 MS. WEBB: -- and knowing those fine-line details,
17 it's very complicated. And it's not something that you can
18 do in a 30-minute or 40-minute presentation. So it's --
19 that professional development is going to increase the
20 services, the ability to give the kinds of services to our
21 constituents.

22 CHAIRMAN ALCANTAR: Thank you.

23 MR. LINDSAY: I get the -- earlier I referenced
24 the volunteer training initiative and that's really also
25 about professional development. It's a little bit -- a

1 little different but if we don't get the -- the people that
2 are delivering the training -- and in the case of
3 volunteers, they -- they come to this with a -- with a great
4 heart but sometimes not the skills so this is going to help
5 raise those skills.

6 And it -- there's a professional development
7 relationship to workplace skills that we really need to --
8 to -- to bring together and integrate career planning so
9 that there's a little sort of a counselor component of that.
10 But it's how things work in the -- in the real world and
11 then in getting a job somehow we have to bring that into the
12 training and -- and get people comfortable of -- of helping
13 with that and -- and helping with those bridges.

14 CHAIRMAN ALCANTAR: Well, I certainly understand
15 that. The staff's recommendations reflect the thoughts of
16 the Advisory Committee and but they also have been on the
17 road listening in these local forums and trying to gather
18 input. I want to make sure that what -- what they came up
19 with was consistent with what you thought needed to happen,
20 and it sounds like it is.

21 MS. WEBB: It is. And, you know, it's interesting
22 when you -- when you're a practitioner at adult education
23 level, you know, the trainings are very succinct, as we had
24 a very heated discussion about how do we get math scores
25 higher and how do we teach math better, and that is

1 something that ties into what we're doing in developmental
2 education as well as it is to workforce training. And going
3 back to, you know, having these conversations with the
4 Advisory Boards that go to the colleges that are
5 recommending those, you know, specific certificates and
6 marketable skills. So it's going to be a much different
7 animal than just having me learn how to teach reading better
8 to a -- you know, to a student.

9 CHAIRMAN ALCANTAR: Okay. Well -- well, thank
10 you.

11 MS. WEBB: Thank you.

12 CHAIRMAN ALCANTAR: Appreciate your thoughts.
13 Commissioners, we deferred an Item earlier. Commissioner
14 Congleton, do you have a motion on that Item now that we've
15 heard from the stakeholders?

16 COMM. CONGLETON: I do. I move that we approve
17 the policy concept for amending our adult education and
18 general administration rules to establish a stop-gain and
19 clarify the staff qualification and certain definitions.

20 COMM. HUGHS: And I second the motion.

21 CHAIRMAN ALCANTAR: It's unanimous. Thank you for
22 your input. Anson, let's get to work on this, the remaining
23 parts of this Work Session.

24 MR. GREEN: Okay. So --

25 CHAIRMAN ALCANTAR: What page are we starting on?

1 MR. GREEN: We are going to start on page four of
2 the plan actually.

3 CHAIRMAN ALCANTAR: Okay.

4 MR. GREEN: So as we return to the plan, just the
5 outline of what we have in front of us, the first few pages
6 outline some introductory remarks and establishes on page
7 four the vision, mission, goals, and strategies that were
8 adopted back in November of 2014.

9 New on this page is the addition of a milestone
10 developing consultation with the providers, and as Miss Webb
11 mentioned to the Advisory Committee, that establishes a bold
12 goal for the field centered on a marquee objective of the
13 Commission, career pathways. I'll have Carrie Tupa,
14 Strategic Planning and Accountability Coordinator for Adult
15 Education and Literacy, briefly review the milestone.
16 Carrie.

17 MS. TUPA: So as Miss Webb alluded to earlier, we
18 have set a very bold milestone that by 2020 at least 20,000
19 adult learners will enroll in career pathways programs
20 through partnerships between Texas employers --

21 CHAIRMAN ALCANTAR: Can -- can I -- can I stop
22 right there? Or intervene right there. I'm sorry.

23 MS. TUPA: Yes.

24 CHAIRMAN ALCANTAR: I'm having a thought here and
25 it's always a good thing, right? So --

1 (Laughter)

2 COMM. CONGLETON: I'll let you be the judge of
3 that.

4 CHAIRMAN ALCANTAR: I think by 2020's good. But
5 I'd also like for us to work with a co-board on 60X30. And
6 so by -- in the spirit of 60X30, and making sure that we
7 have a comprehensive approach to get there, what -- what
8 does that number look like by 2030?

9 MR. GREEN: We'd have to work with Adam Leonard
10 and the Division of Operational Insight to come up with
11 that. So you're looking for a -- a -- a different target by
12 2030, not 2020?

13 CHAIRMAN ALCANTAR: Oh, we can have both. But I
14 want to do by --

15 MR. GREEN: Both.

16 CHAIRMAN ALCANTAR: But I want to do by --

17 MS. TUPA: We can do that.

18 CHAIRMAN ALCANTAR: In the spirit of 20X30 (sic),
19 how do we help the State get to 60X30 --

20 UNIDENTIFIED SPEAKER: Absolutely.

21 CHAIRMAN ALCANTAR: -- by working with this
22 population?

23 MS. TUPA: Right.

24 MR. GREEN: We can disc -- we've had that disc --

25 COMM. HUGHS: And that's a percentage versus --

1 you know, the 20,000 isn't a percentage.

2 MS. TUPA: Right.

3 COMM. HUGHS: It's a nu -- number of people so --

4 CHAIRMAN ALCANTAR: An -- an -- and the whole idea
5 is --

6 COMM. HUGHS: To have them aligned.

7 CHAIRMAN ALCANTAR: This will be a focus on -- on
8 individuals and career pathways. But in terms of the
9 completion goals, and 60X30, let's include that somewhere
10 and not necessarily here but --

11 COMM. HUGHS: Absolutely.

12 MS. TUPA: Okay.

13 CHAIRMAN ALCANTAR: Okay.

14 MS. TUPA: So we'll still move forward to 20 --
15 20,000 by 2020. And then we'll try to up the numbers to
16 60X30.

17 CHAIRMAN ALCANTAR: We -- we will -- we'll up the
18 numbers to -- so that in terms of having individuals with
19 credentials through their participation in the State --
20 career pathways that we have not only the 20,000 completing,
21 but we have a higher number by 2030 who are also in pathways
22 or in either hybrids that allow us to count those
23 certifications and credentialing towards that overall 60X30
24 goal.

25 MR. GREEN: Understood.

1 MS. TUPA: Great.

2 MR. GREEN: Understood.

3 CHAIRMAN ALCANTAR: Great.

4 MR. GREEN: Yes, we've had that discussion
5 actually internally already with the coordinating board.
6 Their plan kind of came out a little bit earlier than this.
7 But it looked like we are driving to the same objectives
8 so --

9 MS. TUPA: Great.

10 CHAIRMAN ALCANTAR: I think so. I think we can
11 build off of this by 2020 20,000, doing some of the same --

12 MS. TUPA: It sounds good.

13 CHAIRMAN ALCANTAR: Great.

14 MS. TUPA: Sure.

15 CHAIRMAN ALCANTAR: Keep going, Carrie, sorry.

16 MS. TUPA: Sure. So as Anson mentioned
17 previously, we worked with Adam Leonard and the Division of
18 Operational Insight to develop more discrete measures to
19 capture progress towards achieving this ultimate goal and --
20 and we'll definitely consider this, not just towards 2020
21 but towards 2030, per -- per your request.

22 But in areas of utilization, so looking at the
23 number of students and employers participating in career
24 pathways; capacity, so the number of career pathways
25 programs that -- and the number of providers that are

1 participating in career pathways programs, and then post-
2 program employment, which is a critical component of the
3 career pathways model. We think this milestone provides a
4 singular bold target for which the State can set its service
5 delivery and capacity building objectives.

6 The Commission has already dedicated significant
7 discretionary resources in the form of funds for career
8 pathways expansion, Accelerate Texas, worksite employer
9 programs, and board engagement. And one thing that is
10 absolutely critical, that Miss Webb alluded to earlier, is
11 capacity building around federal financial aid
12 ability-to-benefit, so this is individuals without GEDs or
13 high school diplomas accessing that training and ask --
14 accessing PELL funds to pay for training.

15 All of these really support the expansion of
16 services related to providing students success around career
17 and post-secondary objectives. So any other questions or
18 comments related to this section?

19 CHAIRMAN ALCANTAR: Commissioners?

20 COMM. HUGHS: No.

21 CHAIRMAN ALCANTAR: Okay. Keep going.

22 MS. TUPA: Okay.

23 MR. GREEN: Okay. So if we move into the plan
24 strategies themselves on page five, the first strategy is
25 increase workforce and post-secondary education and training

1 outcomes. And this strategy has five objectives that speak
2 to enhanced service delivery and integration.

3 Objective 1 is increasing the work-ready
4 population in the Adult Education and Literacy Program
5 through enhanced -- the tactics -- four tactics include
6 enhancements to recruitment assessment models, coordination
7 with Workforce Solutions offices and lower level community
8 level -- community college developmental education student
9 populations, expanding service capacity and diversity of
10 program offerings across community and faith-based
11 organizations and creating other organizational alignments
12 that build capacity and service delivery locations.

13 And then, as Carrie outlined, developing
14 alternative options for entry into college for customers who
15 have not completed high school or obtained a high school
16 equivalency.

17 CHAIRMAN ALCANTAR: Could -- could we just touch
18 on Tactic 3 a little bit --

19 MR. GREEN: Uh-huh.

20 CHAIRMAN ALCANTAR: -- Anson? Highlight some of
21 the things that are ongoing with the -- with the volunteer
22 organizations out there and some of the umbrella groups in
23 terms of potential partnerships moving forward.

24 MR. GREEN: Sure. Well, we have -- Mr. Lindsay
25 outlined the engagement with Literacy Texas, which is one

1 that was a continuation from previous years and that we've
2 increased -- the Commission's increased funding for really
3 building capacity within that volunteer and -- and faith-
4 based community organizational structure.

5 I think a new area that we will see some very
6 interesting innovation and capacity is in discussions we've
7 been having with OneStar related to expanding the use of
8 volunteers through AmeriCorps and Vista volunteers to engage
9 those populations in augmenting services locally through
10 engagement and a capacity building efforts to help, not only
11 in the service delivery at the Adult Education and Literacy
12 provider level, but also in outreaching to communities that
13 aren't currently accessing adult education services. We've
14 been meeting with OneStar pretty regularly to build some
15 mechanisms there for us to better access their really strong
16 capra -- capacity across the State.

17 CHAIRMAN ALCANTAR: Great. That's wonderful.

18 MR. GREEN: Objective two is increasing employer
19 and business community roles in Adult Education and
20 Literacy. And this actually one of the follow-on pieces of
21 work that the Advisory Committee's last meeting hit on. So
22 we'll be seeing a lot of work from the Advisory Committee in
23 this area.

24 But in the plan itself, we have three tactics
25 outlining increased engagement with businesses, chambers,

1 the Texas Association of Business, and finding different
2 ways to increase employer engagement in adult education and
3 literacy.

4 We've also got something here that I'm very
5 excited about, and that we're seeing great growth in, which
6 is our worksite programs across the State where businesses
7 across Texas are -- are finding resources through our
8 program to bring basic skills, educational services, to
9 lower skilled workers within the workforce or those
10 incumbent workers that are looking for career growth and --
11 and advancement within the business.

12 And then the last Tactic there is engaging
13 employers and employer organizations and the Boards in
14 better understanding work-readiness requirements, and more
15 specifically industry recognized certifications. And a lot
16 of work has been happening in that area to really help build
17 stronger mechanisms beyond just higher education credentials
18 but into actual certifications that are offered by business
19 and industry that have portability and currency in the labor
20 market for businesses and making sure that we better
21 understand the business demand at that lower level skilled
22 worker to help them with a career path progression through
23 their career. Objective 3 --

24 CHAIRMAN ALCANTAR: One -- one of the things
25 that -- Commissioners as you recall, we made the -- the

1 investment with our Boards for more industry-recognized
2 certifications, trying to build these partnerships to allow
3 them to equip more of the individuals that we serve either
4 directly or through our partners, like our AEL grantees, an
5 opportunity to go out there and -- and secure some of these
6 NCCER credentials and MSSC and those portable industry
7 recognized certifications that do have currency, and I hope
8 that we have some good examples from those initial
9 investments being made by our Boards.

10 I know some of -- some of them are creating
11 partnerships with schools, some of them are creating
12 partnerships with other organizations. But I really want to
13 see how that -- how effective that initial investment is and
14 how we can build upon what our local Boards are doing there.
15 And hopefully take some of those lessons to have something a
16 little more focused within this program moving forward based
17 on some of those demonstrations that we're seeing. Go
18 ahead, Anson.

19 MR. GREEN: Yes. Objective 3 speaks to aligning
20 the adult education and literacy curriculum standards and
21 assessments with Commission objectives, expected outcomes,
22 and new external drivers. And this really speaks to making
23 sure that the activities in the classroom are aligning not
24 only with standards that are established for Adult Education
25 and Literacy across the spectrum, but also with the

1 work-readiness requirements of business, the new higher --
2 high school equivalency requirements in the GED 2014 and
3 other tests, and in the Texas College and Career Readiness
4 Standards.

5 And this work is actually proceeding right now.
6 We're in contract development to begin the work of really
7 updating standards for Adult Education and Literacy that
8 haven't been updated since 2007. And there's a lot of new
9 alignments that we look forward to seeing through that. And
10 that really helps drive what happens in the classroom
11 locally.

12 And then the last Tactic there for number --
13 Objective 3 is really funding, training the trainer
14 activities, to make sure that the standards actually -- that
15 the teachers are prepared to implement these standards at
16 the local level. And -- and the Commission's already
17 dedicated some resources in that area also that I'm -- we're
18 real happy to see moving forward in a request for proposals
19 right now.

20 Objective 4 speaks to aligning professional
21 development to best increase workforce transition results.
22 And this is really something that I think has been a large
23 focus of my department and the Agency in -- in really
24 helping better understand performance when it comes to
25 workforce transition, and what it takes to build

1 professional development in those areas. This was probably
2 a new area by and large for Adult Education and we -- and
3 inherited the program. And that is one where we've been
4 putting resources.

5 The Commission's dedicated career pathways
6 expansion dollars and we've been looking at mentoring models
7 and other models to really take the lessons learned from
8 projects like Accelerate Texas and be able to scale those
9 across the State to areas where they have not been as
10 successful in the past in --in developing Workforce
11 transition programs for adult education. So good
12 investments there already made and definitely in the area
13 that we'll need to continue to focus on as we roll out the
14 Workforce Innovation and Opportunity Act and -- and really
15 the need for creating a better skilled workforce out of the
16 adult education population.

17 Objective 5. Advances -- speaks to advances in --
18 in application of technology across the curriculum. And the
19 Commission's been really leading on this with investments in
20 distance-learning, mentoring initiatives, learning
21 management system, funds, and other things to build capacity
22 for the electronic usage of distance learning. This a
23 growth area for us for sure. The adult education
24 population's becoming more and more a population that grew
25 up in an infor -- information economy and demand this type

1 of service delivery. It also helps us increase Time on Task
2 and Reach to areas of the State where brick and mortar
3 services sometimes are difficult to implement.

4 So that's it for Strategy 1, any additional
5 comments on that before we move on?

6 CHAIRMAN ALCANTAR: Commissioners any thoughts or
7 additions or revisions you would like to --

8 COMM. HUGHS: Not at this time.

9 CHAIRMAN ALCANTAR: -- put forward? Commissioner
10 Congleton?

11 COMM. CONGLETON: No.

12 MR. GREEN: Okay. Strategy 2 is addressing demand
13 in implementing strategies that address projected demand for
14 Adult Education and Literacy in Texas. And it has four
15 objectives.

16 The first is really tasking our professional
17 development contractors in the State to help us develop and
18 -- and research and work with our own resources at the LMCI
19 Department to understand and better describe the cost and
20 impacts of a better educated workforce in Texas, and being
21 able to kind of how -- tell the story of what a great value
22 there is to have in a well-educated workforce and a system
23 that provides that training and capacity.

24 Objective 2 is a promotion of models and funding
25 to leverage resources that are available already in

1 communities to help expand our reach. Two tactics there to
2 really speak to, how best to leverage and braid external
3 funding resources such as ability-to-benefit and PELL
4 funding, as well as other grant resources, as well as non-
5 cash local resources and service co-location models with our
6 Workforce partners, businesses, and other organizations.

7 A lot of work underway in this area already
8 through our Texas Adult Completion of Skills Initiative,
9 Accelerate Texas, and discussions underway in co-location
10 under the Workforce Innovation and Opportunity Act
11 infrastructure discussions. So a great area to expand reach
12 and expand the capacity by accessing resources that are
13 available already in the communities.

14 Objectives 3 is reducing waitlist time through
15 alternative student service designs. I know this has been a
16 topic on the minds of many people in terms of coming up with
17 a system that is more aligned to getting to a just-in-time
18 model for service delivery so that students that are in need
19 of services and want to enter classes can do so in a more
20 timely basis. And that service delivery can happen in ways
21 that we still maintain performance but also provide a more
22 responsive service in a just-in-time manner for students
23 rather than putting them on waitlists and having them wait
24 and -- and sometimes not come back for services.

25 So we've got several initiatives already underway

1 but looking to really place this into an objective and --
2 and put some strong focus on it over the next year so that
3 we can use our baseline program numbers from this year and
4 -- and look at the performance behaviors of our system and
5 then see what we can do to help support our local programs
6 in -- in developing some innovative models for engagement
7 and student management. So that's Objective 2.

8 CHAIRMAN ALCANTAR: So, Anson, here, let's talk
9 about open enrollment.

10 MR. GREEN: Uh-huh.

11 CHAIRMAN ALCANTAR: It's an issue that I -- I've
12 heard on a number of occasions, we have individuals who are
13 outreaching, we're trying to get them excited and then they
14 have to wait. And then when -- when it's time, the
15 student's no longer available. They've moved on and that's
16 a pretty significant issue. I understand -- could you give
17 us a background on the Department of Education performance
18 metrics and how that impacts the operations and what some of
19 the options might be. And if you need to invite Adam,
20 that's -- that's fine too.

21 MR. GREEN: Okay, sure. So, essentially, the
22 issue at hand is the fact that the system is largely
23 governed by a program year model that begins on July 1st of
24 every year and ends on June 30th of every year. And within
25 that 12-month period, programs amongst many objectives are

1 looking to increase learning gains of students. And our
2 Department of Education federal partners have designed an
3 assessment model and a performance model that is largely
4 built on a 12-month program year, but really more
5 specifically on more of an academic school year, so that
6 students that enter later in the year fail -- or programs
7 really that enter students late in the year may have a
8 disincentive because those students may not meet the
9 learning outcomes by the June 30th end date.

10 So when we look at the data, we see that for sure
11 by the spring there's a chill when it comes to enrollments
12 because programs are looking at, do they have enough time on
13 task for students to make learning gains by that hard end
14 date of June 30th. And so what that means locally is a
15 student that's getting laid off or interested in getting
16 their GED so they can get a promotion from -- in the last
17 quarter of the year may not have access to services because
18 the program has closed enrollment for the year because
19 they're -- they're just being responsive to making their
20 academic measures and -- and behaving based on the
21 performance here that the federal government has
22 established.

23 So we've looked at that performance and -- and --
24 and -- and behavior in programs and worked with Adam Leonard
25 to kind of look at what might there be in terms of

1 alternatives in that model and how can we influence that.
2 But it's -- it's largely something driven by our -- our
3 federal performance measures and the -- the due diligence of
4 the programs to really want to increase their academic
5 outcome gains.

6 But on the service delivery side for the customer,
7 there is definitely a -- a slowdown in a very dramatic way
8 later in the year, I would say, you know, before spring
9 break really, and then definitely by the summer. And then
10 you have a real steep ramp up in August and September as you
11 would -- might expect for the next program year.

12 CHAIRMAN ALCANTAR: So and that -- do you have
13 a --

14 COMM. HUGHS: And I just have a question about
15 this.

16 CHAIRMAN ALCANTAR: Go ahead.

17 COMM. HUGHS: So really when we see that schools
18 have ongoing enrollment for these types of courses, AEL
19 related course, is that to say then that in theory it's
20 ongoing but in practicality, they need to begin at the
21 beginning of the year or are -- like I know Del Mar, there
22 was something down in Costal Bend where they had a
23 partnership with the Costal Bend Workforce Board. And --
24 and I remember noticing that it said, ongoing enrollment in
25 Del Mar, is that different --

1 MR. GREEN: They will --

2 COMM. HUGHS: -- then what you're describing or
3 are there exceptions?

4 MR. GREEN: Typically we just see a -- I mean,
5 you'll see a wide variety of -- of -- of program models in
6 place. Oftentimes when you see ongoing enrollment -- and --
7 and I ran a program for five years and we did ongoing
8 enrollment, but it was outside of the federal funding model
9 and this June 30th end date. So many schools augment and
10 continue services because they want to address their
11 customer demands.

12 But they may do so with other fundings that --
13 that it doesn't have this governor of a June 30th end date
14 for performance. So it -- it's something that programs kind
15 of by -- bay -- by nature have had to kind of get creative
16 around. And you may recall last year, you know, we -- we
17 put a strong push on a May-mester enrollment, a late-spring
18 enrollment, because we were looking to boost our overall
19 targeted enrollments. And that was something that, you
20 know, was very surprising, very common in colleges of
21 course, but very surprising in adult education. And -- and
22 we had to do a lot of technical assistance around that to
23 support programs and making sure that if they enrolled
24 students in April or May that they could get enough clock
25 hours to get educational outcomes by June 30th.

1 But when we looked back at the data, we see that a
2 lot of programs did not, and -- and that they suffered on
3 the performance side as a result of that. So it -- it's
4 definitely something we're very fortunate to have Adam's
5 shop at hand to help us do that analysis and kind of see
6 what we can do as we look to build a better mousetrap maybe
7 in terms of service delivery and -- and -- and getting
8 around that constraint.

9 CHAIRMAN ALCANTAR: An -- an -- and I do think it
10 has a very powerful effect, not necessarily a positive in
11 terms of individuals who you get to the door, you get them
12 excited, and then you lose them before we're able to
13 actually get them started. And I think in order for us to
14 move forward in a way that leverages and provides efficiency
15 in the effort of trying to get people excited, getting them
16 -- making -- making them aware, get them -- getting them
17 interested, getting them signed up is the important part and
18 that's -- there's a real barrier there given the federal
19 limitation.

20 Notwithstanding that, I still think that that
21 needs to be an objective for us. A -- I don't know if it's
22 -- if it's an objective here, Anson, or if it fits within
23 one of these three objectives that you've laid out on your
24 strategy too -- strategy to the right goal, I guess is the
25 first question. I mean the right strategy, I'm sorry. Mr.

1 Lindsay, you want to come up and join us? You have a
2 thought.

3 MR. LINDSAY: Let me speak to the value of a -- of
4 a better-integrated program with the volunteer side. This
5 is -- this had been a volunteer program issue because of
6 resources and trying to make sure you had trained
7 instructors ready, just like we're talking about here. Only
8 not burdened by the metrics issues with -- you know, you get
9 what you ask for on your metrics.

10 How -- what -- what Literacy Advance come up in
11 Houston with was a while-you-are-waiting program. And they
12 staffed a completely new set of volun -- of volunteers that
13 would help people that were waiting while -- to get into the
14 more formal programs and with some of the new software
15 that's available, you teach them how to -- to start using
16 the software. And they can get the training that they may
17 actually get a very large amount of what they're looking for
18 in that early stage. So as -- as we look at how do we
19 better integrate the -- the -- the funded and the integrated
20 -- the -- the non-funded or the volunteer side, the -- this
21 is an opportunity area.

22 And it's -- it -- it's really just getting that
23 just-in-time service. And I don't think the students would
24 necessarily care where it was coming from if they're getting
25 what they need. So that's a -- I think a plus and it's --

1 it's a vehicle that I think with the new, I guess the
2 enhanced integration, the opportunity is there to -- to tap
3 that.

4 CHAIRMAN ALCANTAR: Well, Anson, you want to add
5 anything to that?

6 MR. GREEN: No, I mean, I think that's -- I mean,
7 we've been real fortunate. Dave has brought that model up.
8 We've actually did some surveying with our providers and we
9 do have some innovation happening out there. People that
10 are answering the call to action on looking at different
11 ways to -- to develop more responsive managed enrollment
12 processes.

13 It -- it's -- and anybody that's worked in an
14 educational environment, especially with an under-skilled
15 population, can tell you just telling a student to come back
16 the next day, you'll lose about 50 percent of them is my
17 experience, if you can't give them something the day they
18 come in looking. Definitely if you're putting them off for
19 two, three weeks, a whole semester, you'll probably not see
20 that student again. So it's -- it is definitely something
21 that impacts overall enrollments and overall customer
22 service.

23 CHAIRMAN ALCANTAR: So -- so we have a strategy.
24 Strategy 2 is where this fits.

25 MR. GREEN: Uh-huh.

1 CHAIRMAN ALCANTAR: You have three objectives.
2 Does it fit cleanly in terms of -- well, what we have is a
3 dense -- disincentive, i.e. not getting credit under the
4 federal performance metric, right?

5 MR. GREEN: That's correct.

6 CHAIRMAN ALCANTAR: That's a barrier. That's why
7 people aren't enrolled. And two, we have an opportunity to
8 integrate and leverage the partnerships with non-profits and
9 other volunteer organizations that do it for free or do it
10 without the State/Federal funding. So do we -- do we need
11 to create an objective or do you have enough there under
12 these three and you just add a more clearly stated tactic to
13 remove these disincentives and provide for more --

14 MR. GREEN: Yeah, I think --

15 CHAIRMAN ALCANTAR: -- these open enrollment
16 models?

17 MR. GREEN: I think -- I think Objective 3, which
18 is the reduction of waitlist time through alternative
19 student service delivery designs, I think we can squeeze in
20 there and kind of maybe refine some of the language. Maybe
21 prioritize that one as a Objective 1 also, because I think
22 that's in the last few months really come to the -- to the
23 front of the line in terms of really areas that we think are
24 im -- impacting our overall effectiveness in terms of
25 reaching customers.

1 MR. LINDSAY: There may be a -- be a pony in there
2 with the on -- the new developed more online distance-
3 learning training. I mean in essence what we're trying to
4 do is find out, we've got these -- these cards that we're
5 trying to play, and it's just a matter of timing. When --
6 when might you -- the student is looking for training. The
7 metrics issue is our problem. If -- if we could somehow
8 address that.

9 So if -- if we could also tap the resources that
10 we're building on the distance-learning where they could get
11 into a computer based -- and maybe it doesn't take much --
12 the -- the oversight then is just making sure they can use
13 the computer and get them going.

14 CHAIRMAN ALCANTAR: Yeah, and -- and I think the
15 challenge is, you know, creating that culture where it's
16 understood that the effort is underway to remove the
17 disincentives, but not only the effort underway to remove
18 those things that we have to respond to or to address those
19 things, but to also provide a -- the different operational
20 tactics -- the protocols in terms here's how you enroll, you
21 -- you sign them up here online, you partner up with these
22 local other nonprofit organizations. But -- but we need to
23 really provide that rather than just a general notion that
24 it's -- this is the way it might work. Let's have more of a
25 concrete solution for that.

1 MR. LINDSAY: But Linda's worried about a dynamic
2 system that was adaptive. That's kind of what we were --
3 this is the kind of example that we're talking about,
4 evolving to something that really you're trying to solve a
5 problem. You're not -- try to get where you're not burdened
6 by the -- all the change of the system. How do you meet the
7 students' needs?

8 CHAIRMAN ALCANTAR: Yeah, I agree. Thank you,
9 Sir.

10 COMM. HUGHS: So -- well, are we talking about
11 merging Objective 3 and 5 or keeping them separate but maybe
12 realigning them and changing the wording? Because I think
13 Objective 5 is the application of technology and distance-
14 learning, and I just want to clarify --

15 MR. GREEN: Yeah.

16 COMM. HUGHS: -- if we're just saying that
17 distance-learning is another way of addressing the
18 enrollment --

19 MR. GREEN: It's be one of the tools, I think
20 involved. I think there could be multiple tools that would
21 be involved in kind of getting to more of a jur -- just-in-
22 time service delivery mechanism. And we can -- we can flesh
23 that out on page seven under Objective 3 I think and -- and
24 -- and maybe prioritize that.

25 CHAIRMAN ALCANTAR: So the -- the question you've

1 raised is merging two objectives from two different
2 strategies, Objective 5, under Strategy 1 and Objective 3,
3 under Strategy 2. And what we're proposing is --

4 COMM. HUGHS: Oh, yeah. Okay. I see what you're
5 saying.

6 CHAIRMAN ALCANTAR: What we're proposing here is
7 creating an obj -- a response to your Objective 3 that
8 provides some of the same solutions inherent in the Tactics
9 under Strategy --

10 COMM. HUGHS: Right. You're right. I had my
11 Strategies mixed together. Right, one is in Strategy 1.
12 And one is in Strategy 2. Yeah.

13 CHAIRMAN ALCANTAR: But I -- but I -- but I think
14 for us, as Commissioners, or certainly from, you know, in
15 terms of setting the -- the path moving forward and having a
16 plan, our plan needs to address this fundamental issue of --
17 of enrolling people when they -- when we've outreached them
18 and identified them. And I think I'd like to ask staff to
19 craft an objective or a -- if that's what needs to happen --

20 MR. GREEN: Okay.

21 CHAIRMAN ALCANTAR: -- to really highlight it or
22 -- or some tactics under one of these strategies that
23 clearly offers up the approach to getting it done. And --
24 and maybe it's sufficient enough -- it's important enough to
25 just create its own objective for it, Anson, if it's too --

1 if it waters down the other existing objective.

2 MR. GREEN: Sure.

3 CHAIRMAN ALCANTAR: All right.

4 MR. GREEN: We'll look at that. I think we have
5 enough information to act on.

6 CHAIRMAN ALCANTAR: All right, Sir. Would
7 everybody be comfortable with that?

8 COMM. HUGHS: Absolutely.

9 CHAIRMAN ALCANTAR: Commissioner Congleton? All
10 right, let's go to Strategy 3.

11 MR. GREEN: Okay. Strategy 3 has five objectives.
12 All are related to increasing system coordination and
13 integration, the theme that's been with us today. And here
14 we have five objectives.

15 The first one related to alignment with Boards.
16 And this is an area that the Commission has -- has put ample
17 resources into over the last year in facilitating that
18 Workforce Board engagement through our integration events
19 and now investments in helping Boards in adult education
20 programs build those kind of referral mechanisms and
21 reporting mechanisms that Linda Webb had mentioned in her
22 comments earlier, as well as looking at local policies that
23 might support increased engagement in referrals to Adult
24 Education and Literacy.

25 Objective 2 speaks to the continued support for

1 the nonprofit community and the library communities that
2 offer a footprint across the State of Texas and great
3 service delivery nodes that can be leveraged, as well as a
4 workforce of volunteers and community supporters to help
5 bring service delivery capacity as well as engagement in
6 one-on-one tutoring.

7 Objective 3 is one that we've been very busy with
8 this year related to engagement and strengthening the career
9 and technology training program alignments with our
10 community colleges in coordination with our sister agency,
11 the Texas Higher Education Coordinating Board. Here we
12 outline Tactics to -- to increase and augment those efforts
13 that have already had great outcomes related to shared
14 initiatives such as -- as Accelerate Texas, and I think
15 great work we will have ahead working on the ability-to-
16 benefit rollout in Texas between the two agencies.

17 And then Objective 4, continued coordination with
18 the Texas Education Agency, definitely an area that we will
19 see a lot of activity on related to potential rollout of a
20 new high school equivalency test in the State that's under
21 review right now by the State Board of Education, as well as
22 continued work on addressing high school dropouts and the
23 work that we've done as a shared initiative on the Texas
24 Adult and Skills Completion Initiative funded through the
25 Commission.

1 And then Objective 5 I'm very excited about, as
2 this is a -- a growth area for us, which would be our
3 engagement with the Texas Department of Assistive and
4 Rehabilitative Services to increase counseling and support
5 services for students with disabilities. If you look at any
6 data on adult education population, there is a high
7 proportion of students that have unidentified or identified
8 learning needs as well as other disabilities. And I think
9 our alignments with DARS will bring great leverage and
10 support to provide better services for that population of
11 students.

12 Any comments on Strategy 3?

13 CHAIRMAN ALCANTAR: Let me ask you this, you
14 touched on it, in terms of enhancing, improving in terms of
15 equivalency outcomes, is that an objective referenced in
16 here?

17 MR. GREEN: Yes, that would be Objective 4,
18 working on the work related to the high school equivalency
19 testing requirements.

20 CHAIRMAN ALCANTAR: So strengthen alignments --

21 MR. GREEN: Yeah, and then that one also probably
22 speaks to performance objective, probably in one, related
23 to --

24 CHAIRMAN ALCANTAR: Yeah, that's --

25 MR. GREEN: -- the outcomes.

1 CHAIRMAN ALCANTAR: Yeah, I -- I -- I think it's a
2 very general objective. Do we want to be more specific
3 about -- it's about outcomes at the end of day, right?

4 MR. GREEN: Right.

5 CHAIRMAN ALCANTAR: And so where's -- where's the
6 -- it's -- if it's not a strategy, it should at least be an
7 objective. And then we can get into tactics in terms of how
8 we go about enhancing completion and pass rates for these
9 equivalency tests at some point. Was there discussion on
10 that on the part of the Committee, staff with the Committee
11 and --

12 COMM. CONGLETON: Ms. Ba -- Baker wants to speak
13 to this one.

14 COMM. HUGHS: Miss Webb.

15 MR. GREEN: Yeah, I think that's been -- it's been
16 on our minds everywhere in terms of changes on that high
17 school equivalency. And I know Miss Webb here has got a lot
18 of thoughts on that in terms of the Texas Success Initiative
19 Assessment.

20 MS. WEBB: Right. I -- right. One of the things
21 that -- I think that's been one of the biggest involvements
22 both from the literacy providers all across the State, not
23 just the ones that are receiving funding, was this summer
24 when we addressed the State Board of Education about the GED
25 equivalency or high school equivalencies. And I don't think

1 that we can give an outcome until we know -- after the RFP
2 is completed, and we know which tests are going to be
3 available and used by Texas.

4 We -- we strongly recommended that there is more
5 than one option of high school equivalency to be offered to
6 the -- to the students in the State, that there would be a
7 pen-to-paper model as well as there would be an electronic
8 model. So when -- as -- as an Advisory Committee, this has
9 been a hot topic. And we want to make sure that all of our
10 students, incarcerated, in class, just in general, have an
11 opportunity to -- to really be able to perform at their very
12 best on the test.

13 COMM. CONGLETON: I've had --

14 CHAIRMAN ALCANTAR: And --

15 COMM. CONGLETON: -- several complaints in my
16 office from people who took a GED and failed it, about the
17 math portion --

18 MS. WEBB: Yes, Sir.

19 COMM. CONGLETON: -- said it had calculus in it.

20 MS. WEBB: Yes, it did.

21 COMM. CONGLETON: Because I remember when I was in
22 high school, I might've got through Algebra I and II and
23 maybe a little geometry, but I never had calculus.

24 MS. WEBB: Well, that -- that is a grade that my
25 father is most unhappy with that I have is my college

1 calculus grade, D twice in two semesters. Let's just tell
2 you, I quit -- I changed my major quickly. But I understand
3 that -- that calculus is, you know, not one of the -- the
4 skill sets that our population will normally use. So we --
5 we heard lots of testimony when we visited with the State
6 Board of Education. We do feel like that there will be more
7 options that will be available to us. And they will be more
8 practical and workforce related.

9 That's what we want is so that when you -- when
10 you complete your high school equivalency, where are you in
11 the continuum of either going to college or going into a
12 Level 1 certificate. Remember Level 1 certificates do not
13 require that you have to complete or pass the TSI Assessment
14 in Texas. It is purely for you to start into the getting
15 your hands dirty and learning a skill.

16 MR. GREEN: Thank you.

17 CHAIRMAN ALCANTAR: The -- my question still
18 remains the same.

19 MR. GREEN: Uh-huh.

20 MS. WEBB: Okay.

21 CHAIRMAN ALCANTAR: My question is if we're about
22 outcomes, if we're about working towards certain objectives,
23 we at some point -- because on Strategy 1, Objective 1, we
24 talked about workforce and economic outcomes. That's the
25 fundamental objective, you know, getting people into a

1 situation where they go to work. That's why the program got
2 moved over here. Perfect.

3 The one thing we don't have here is -- I guess
4 under there we talk about -- Tactic 4, support and promote
5 efforts to develop alternative options for entering who have
6 not completed high school or obtained a GED. We touch -- we
7 mention it, but we still don't have it as an objective --

8 MR. GREEN: No --

9 CHAIRMAN ALCANTAR: -- improving outcomes
10 equivalency --

11 MR. GREEN: I think it might be something if we
12 look at the Strategy, we could -- we could enhance this. It
13 says, increase workforce. We could have, increase
14 workforce, secondary and post-secondary education, and then
15 add an objective related to high school equivalency
16 completion. Because it's really embedded all over the
17 place, but it's not just standing on its own as something we
18 could point to.

19 CHAIRMAN ALCANTAR: Yeah, the -- the
20 collaborations under the Strategy where we just were --

21 MR. GREEN: 3, yeah.

22 CHAIRMAN ALCANTAR: -- I think or just that. But
23 when we got to the Objective 4 that's when I really asked
24 myself the question --

25 MR. GREEN: Yeah.

1 CHAIRMAN ALCANTAR: -- where's the focus on having
2 an objective, notwithstanding current performance or -- or
3 whether it's the existing test or hybrids or having
4 alternatives like some -- like as a potential. Then -- then
5 what are we focused on? Higher pass rates, doing the things
6 that are necessary over time, responding and aligning to
7 whatever action the State Board takes so that we have more
8 students enrolling and completing these equivalency tests in
9 a positive way. So can we build that in somewhere, Anson?
10 Could you work --

11 MR. GREEN: I think building it into Strategy 1,
12 adding secondary completion in there, which really aligns
13 with the language that you see in the Workforce Innovation
14 and Opportunity Act also would give us something that gives
15 it some more presence in the plan.

16 CHAIRMAN ALCANTAR: And I think our tactic needs
17 to be to work with -- with our partners at the State, local
18 level, to develop approaches and models that -- that enhance
19 the ability or increase ability of students to complete --
20 to not only enroll and -- but to complete these tests with a
21 satisfactory outcome.

22 MR. GREEN: Okay.

23 CHAIRMAN ALCANTAR: If we could do that, I'd
24 feel --

25 MR. GREEN: Yeah, we can make those changes.

1 Absolutely.

2 CHAIRMAN ALCANTAR: Great. Let's go to Strategy
3 -- any more questions on Strategy 3, Commissioners?

4 COMM. CONGLETON: No, I'm fine.

5 CHAIRMAN ALCANTAR: Okay. And Strategy 4.

6 MR. GREEN: In Strategy 4 is improving --

7 CHAIRMAN ALCANTAR: I thank you, Ms. Webb.

8 MR. GREEN: Uh-huh.

9 CHAIRMAN ALCANTAR: Thank you.

10 MR. GREEN: Yes. And Strategy 4 has three
11 objectives related to perfume -- per -- improving
12 performance excellence and supporting increased performance
13 accountability, communicating impact, and ensuring fiscal
14 integrity across the program. So this strategy really
15 speaks to the heart of something we've put a lot of effort
16 in this year and feel like there's still lots of areas that
17 we're learning and growing in. And also speaks to our
18 fantastic support from several departments within this
19 agency, the -- the Division of Operational Insights,
20 (indiscernible) Monitoring and Finance related to our
21 performance excellence model.

22 So Objective 1 is really developing and
23 communicating a measurable program outcome goals and uniform
24 data collection and reporting criteria that reflect the
25 goals and objectives of the Agency, establishing program

1 success based on our baseline objectives for the Agency that
2 Adam's shop has helped us communicate, beginning realignment
3 and training to prepare local providers before performance
4 measures shift under the Workforce Innovation and
5 Opportunity Act.

6 And as you know, we've spent a lot of time this
7 year in really working with our providers in -- in becoming
8 more responsive in a more just-in-time manner when it comes
9 to performance management, looking at reporting monthly
10 rather than quarterly and even yearly as it was done in the
11 past, and -- and -- and making mid-course corrections
12 earlier rather than later in the year because education in
13 general is a little bit slower to move so the quicker we can
14 look at things like enrollment and educational gains in --
15 it helps us make those mid-course corrections and apply
16 technical assistance or additional professional development.

17 Objective 3 is related to expanding the capacities
18 and uses of our data management systems, in particular
19 TEAMS, and finding ways to tell the story of what we're
20 doing in adult education through our data. TEAMS and our
21 data systems and even the systems and the requirements of
22 the Department of Education sometimes are really not built
23 for where we want to be, they're built on an educational
24 model. And so we've done a lot of years -- Carrie on my
25 team has done a lot work in -- in working with our IT

1 Department to make changes to TEAMS and then thus provide
2 training within the system related to rolling out a
3 different performance model.

4 So the tactics there really are looking at
5 doubling down on finding efficiencies and collecting data
6 and finding ways also to capture data that may already exist
7 in local communities or through the Higher Education
8 Coordinating Board, and maximizing the story that we can
9 tell through data, which I think is critical for us.

10 And then Objective 3 really talks to the quality
11 and the accuracy and the speed of data sharing across
12 agencies and organizations to help us increase that
13 integrity and tell the story of what we're doing in Adult
14 Education and Literacy. And I think this is definitely an
15 area that we're going to grow together with with the
16 Coordinating Board as they roll out 60X30 because things
17 such as industry recognized certifications and other types
18 of credentials that get mentioned in the 60X30 plan and that
19 we are -- are -- are on our tongues every day in the
20 different projects that we roll out within this Agency, are
21 sometimes difficult to capture in data because there's
22 sometimes third-party data by independent accrediting
23 agencies.

24 And so I think both agencies have been in
25 discussions about, you know, if the data isn't reported to

1 the Coordinating Board, isn't necessarily reported to TWC,
2 how do we get third-party data to tell the story of a
3 certification that's offered by an industry organization.

4 And that's a -- that's a discussion happening at a
5 national level. But I think we're kind of the tip of the
6 spear in -- in really asking the right questions and getting
7 that story told because those are the -- the credentials and
8 certifications that have great currency in the business
9 community, and that's where we got to be.

10 CHAIRMAN ALCANTAR: Great.

11 MR. GREEN: So that's Strategy 4. Any questions?

12 CHAIRMAN ALCANTAR: Commissioners?

13 COMM. CONGLETON: No questions.

14 COMM. HUGHS: No.

15 CHAIRMAN ALCANTAR: Any questions on any of the --
16 anything you would like to add or clarify on any of these
17 strategies and tactics, Commissioners?

18 COMM. CONGLETON: What I'd like to know who is
19 moving the quickest with these dueling enrollment or open
20 enrollments? Where -- those programs they talked about --

21 MR. GREEN: Uh-huh.

22 COMM. CONGLETON: -- and how we could look at that
23 as quick as possible.

24 MR. GREEN: Sure, okay. Well, we've got some
25 leads right now. I'm actually going to do a visit with one

1 of them in the next few weeks. And a lot of those efforts
2 just got underway this fall so there -- they're still just
3 rolling them out. But I know Victoria College and Howard
4 College were two of the programs, Dave Lindsay mentioned the
5 program out in Pearland, Texas. Got some -- got some good
6 insights into what they've developed and then I want to go,
7 you know, check out how they're rolling it out, but we'll
8 get that information back to you.

9 Because I think right now we're looking for
10 champions that are taking some risks and doing something
11 different and seeing if we can -- if the data supports it,
12 we'll con -- scale those kind of efforts up so we can get
13 into a more responsive model for the customer.

14 CHAIRMAN ALCANTAR: Okay.

15 COMM. CONGLETON: Thank you.

16 COMM. HUGHS: Thank you.

17 CHAIRMAN ALCANTAR: Two things. Let's do what we
18 can to mitigate -- mitigate the fallout for ignoring, if we
19 need to, some of these things, Adam, on the DOL -- DOE
20 measure. Let's also, in the spirit of the flexibility
21 provided, see what we can do to account for really
22 encouraging innovation. And by that I mean the -- with the
23 flexibility to create more of these integrated models with
24 the funding formula, let's make sure that our performance
25 expectations allow for the free exercise of building some of

1 these integrated models at the local level with these
2 allocated dollars.

3 So it's a balance, but we -- if we maintain these
4 high performance metrics, with lower cost assumptions, then
5 it's awfully hard for them to exercise some innovation and
6 build these integrated models. And I know Adam and I have
7 talked about that. Finally -- thank you.

8 MR. GREEN: Okay.

9 CHAIRMAN ALCANTAR: I think it's important to say
10 thank you for all the hard work. Committee, if you could
11 share with the Advisory Committee, Ms. Webb, our gratitude
12 for all the hard work. We're at a really good starting
13 place. There's a lot of hard work to do. But we have a
14 team that's committed to doing it and we have local Boards
15 and other partners that are very forthcoming with ideas in
16 terms of how we improve. With that, if there's no
17 objection, we will end this Work Session.

18 And then the second thing we'll do is we'll have a
19 motion to adjourn for today from -- for the --

20 COMM. CONGLETON: Which one you want to do, the
21 first one or the second one?

22 CHAIRMAN ALCANTAR: Let's go -- you want to
23 adjourn. Do we have a motion to adjourn?

24 COMM. CONGLETON: So made.

25 COMM. HUGHS: Second.

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CHAIRMAN ALCANTAR: We are adjourned. Thank you.

COMM. HUGHS: Thank you.

(Proceedings concluded at 11:40 a.m.)

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C E R T I F I C A T E

STATE OF TEXAS)
COUNTY OF TRAVIS)

I, Kimberly C. McCright, Certified Vendor and Notary in and for the State of Texas, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 10th day of November, 2015.

/s/ Kimberly C. McCright
Kimberly C. McCright
Certified Vendor and Notary Public

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