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# **EDUCATION**

## **2013 Community Impact Report**

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

**MARCH 2014**

# EDUCATION

## 2013 Community Impact Report

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

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# TRAVIS COUNTY

## HEALTH and HUMAN SERVICES & VETERANS SERVICE

### PURPOSE

#### Who we are:

A Department of Travis County that serves the community under the guidance of the Commissioner's Court

#### What we do:

Address community needs through internal and external investments and services

#### What we strive to accomplish:

Maximize quality of life for all people in Travis County

- Protect vulnerable populations
- Invest in social and economic well-being
- Promote healthy living: physical, behavioral, and environmental
- Build a shared understanding of our community

### VALUES

#### We value helping people.

- We provide accessible, person-centered services with respect and care.
- We work to empower people through our service to them, always honoring the strengths and differences of the individuals and families of Travis County.

#### We value the accountability and integrity of our staff.

- We value the diversity of our staff and the experience each of us brings to TCHHS/VS.
- We honor our collective service to the public, including the careful stewardship of public funds.
- We value the quality services we provide to the community in a spirit of shared responsibility.

#### We value cooperation and collaboration in the community at large and within TCHHS/VS.

- We are interdependent and connected.
- We treat one another with respect and value effective communication and teamwork.
- We honor our partners in the community and engage with them to more efficiently and effectively serve our clients.

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# Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests over \$15 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

## Purpose of Report

The annual Community Impact Report provides an overview of TCHHS/VS investments in health and human services. The *2013 Community Impact Report* offers highlights of community conditions most pertinent to the services purchased, and details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

## Organization of Report

This report addresses nine issue areas plus a summary of Planning and Evaluation investments. The Investment Overview summarizes information from across all nine issue areas. Each issue area section begins with community conditions information and then provides performance highlights about the programs included within that issue area. Each program is classified into the issue area most closely aligned to its central goals and objectives.

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

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

## Notes on Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing. Most data included in the *2013 Community Impact Report* cover calendar year 2013, because the majority of the social service contracts included in the report follow a calendar year schedule. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

## Considerations When Reading This Report

Performance results provide only a starting point for understanding the impact of these programs. These summary statistics are not necessarily an indication of the programs' overall performance, but rather a snapshot of their performance over a one-year period. Within these reports, service providers offer explanations for variance in performance, which provides context and meaning to summary results.

Performance results do not reflect programs' full value to and impact on the community. Therefore, it is important to keep the following considerations in mind when reviewing program performance.

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

Factors beyond the program's control may also impact the program's performance. For example, the relative scarcity or abundance of jobs in the local economy will impact client employment rates for a workforce development program, regardless of the quality of training and support provided. Without controlling for these factors, the true impact or efficacy of the program on outcomes cannot be discerned.

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

Finally, this report captures a selection of performance measures, which may not reflect the program's full impact on participants and their families, peers, and neighborhood. Performance measures may not all be equal in importance or value to the community.

# Community Conditions

## EDUCATION GOALS AND SERVICES

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

## HIGHLIGHTS OF COMMUNITY CONDITIONS

The goals and services of the Education issue area encompass a wide range of services on the education spectrum. Currently, the Department's investment in Education focuses primarily on Adult Basic Education, which typically refers to any educational program designed to teach adults literacy, development, English as a second language, workforce education, job skills, or life skills.<sup>1</sup>

Literacy is a key determinant of an individual's educational, social, and economic success and overall quality of life.<sup>2</sup> Adult low literacy can be connected to almost every socio-economic issue in the United States.<sup>3</sup> Low levels of literacy can greatly increase chances of unemployment, poverty, poor health, and incarceration.<sup>4</sup> Higher levels of literacy and education lead to a better prepared and more competitive workforce, and adults who are more literate are more likely to be employed full time at a higher income.<sup>5,6</sup> Research also shows that parent literacy is a significant predictor of child academic preparedness and success.<sup>7,8</sup> Thus investing in adult education is also an investment in children.<sup>9,10</sup> Adults who are more literate are not only more likely to read to their children and have stable employment, but they are also more likely to be civically engaged through voting and volunteering.<sup>11</sup> Overall, higher education and literacy levels benefit the entire community.

## Demographics

Adult education services are focused on individuals who are 16 years of age or older who: are not enrolled in school; do not have a secondary diploma or equivalent; lack basic educational skills to function effectively

in society; or are unable to speak, read, or write English.<sup>12</sup> The Texas Interagency Literacy Council Report, issued in 2012, estimates that there are approximately 122,428 individuals who are eligible for adult education in Travis County, based on educational attainment, nativity, and English fluency.<sup>13</sup>

## Educational Attainment

According to the U.S. Department of Education, 50% of adults identified as having “below basic” literacy skills did not graduate from high school, compared to 14% of adults in the general population.<sup>14</sup> In 2012, among all U.S. states, Texas tied with California for the lowest percentage of its population 25 years or older who have a high school diploma or GED.<sup>15</sup> In Travis County, 13% of residents (about 94,000) age 25 years or older report having less than a high school diploma or equivalency.<sup>16</sup> The majority of these residents are foreign-born. Overall, the foreign-born<sup>a</sup> population in Travis County has a lower educational attainment than their native<sup>b</sup> counterparts: 35% of the foreign-born population has less than a high school diploma or equivalency, compared to 7% of the native population. Conversely, 32% of the foreign-born population have a Bachelor’s degree or higher, compared to 48% of the native population.

**Educational Attainment by Nativity Status**  
Adults 25 Years of Age and Older, Travis County, 2012

	<i>Native</i>		<i>Foreign-Born</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Less than high school graduate	38,832	7%	55,098	35%
High school graduate (or equivalency)	89,911	16%	29,978	19%
Some college or associate's degree	159,344	29%	19,973	13%
Bachelor's degree	179,744	32%	27,181	17%
Graduate or professional degree	87,246	16%	23,694	15%
Total	555,077	100%	155,924	100%

Note: Native is defined as anyone who was a U.S. citizen or a U.S. national at birth, including people born in the United States, Puerto Rico, a U.S. Island Area (such as Guam), or abroad of American (U.S. citizen) parent or parents. Foreign-born is defined as anyone who was not a U.S. citizen or a U.S. national at birth.

Created by: Travis County HHS/VS Research & Planning Division, 2014

Source data: 2012 American Community Survey 1-Year Estimates, B06009

Higher levels of education and literacy lead to higher worker productivity and lower unemployment, as well as higher wages.<sup>17</sup> It is estimated that a 1% rise in literacy scores leads to a 2.5% rise in labor productivity.<sup>18</sup> In Central Texas, residents who receive their GED earn an additional estimated \$9,153 each year compared to those without a high school diploma or GED, and immigrants who have increased English skills are likely to earn between 13% and 24% more than immigrants who are not English proficient.<sup>19</sup>

a The foreign-born population includes anyone who was not a U.S. citizen or a U.S. national at birth.

b The native population includes anyone who was a U.S. citizen or a U.S. national at birth, including people born in the United States, Puerto Rico, a U.S. Island Area (such as Guam), or abroad of American (U.S. citizen) parent or parents.

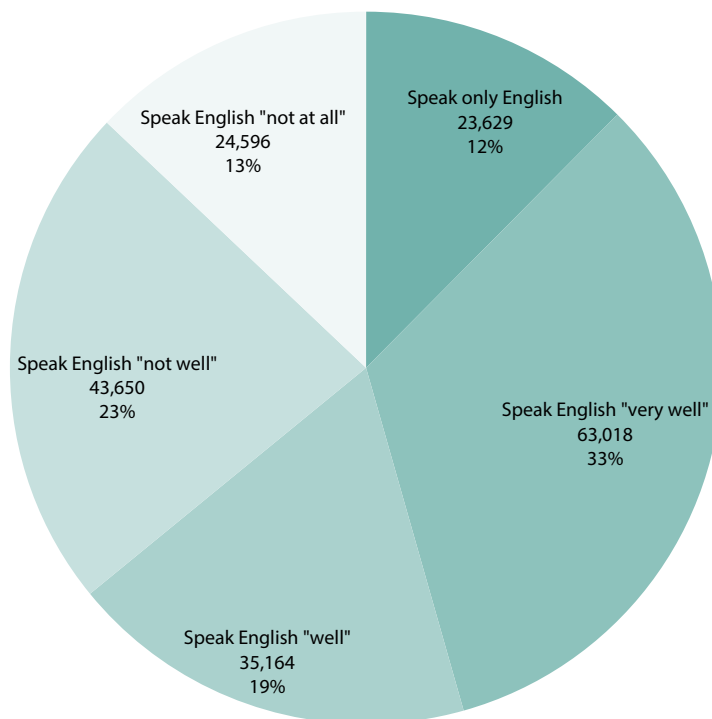


## Nativity and English Fluency

As the overall population in Travis County continues to increase, so does the immigrant community. Approximately 191,200 people in Travis County are foreign-born, reflecting a 5% increase in the foreign-born population since 2008.<sup>20,21</sup> While this increase is about one-half the rate of the total population increase, it still signifies that the Travis County immigrant community continues to grow. Immigrants comprise 17% of the total county population, a proportion that has remained relatively stable over the past five years.<sup>22</sup>

For approximately 78,300 people, or 8% of the total population five years or older in Travis County, their ability to speak English is categorized as “not well” or “not at all.”<sup>23</sup> The vast majority of these (87%) are foreign-born residents.<sup>24</sup> More than one in three foreign-born people five years or older are categorized as speaking English “not well” or “not at all.”<sup>25</sup>

**Ability to Speak English**  
Foreign-Born Population 5 Years and Older, Travis County, 2012



Created by: Travis County HHS/VS Research & Planning Division, 2014  
Source data: 2012 American Community Survey 1-Year Estimates, B16005

## Adult Education Service Types & Delivery

Adult education services typically highlight basic reading, writing, and math skills, as well as English language competency, to help prepare adults for the workforce or for further academic instruction. Adult education includes the following:

- Adult basic education (ABE) is basic skills instruction for adults beyond compulsory education who have competencies below high school level in reading, writing, and math. These classes include functional context such as workplace and family literacy.<sup>26</sup>
- Adult secondary education (ASE) is for adults whose competencies are at or below high school level and who do not possess a high school diploma or equivalent. ASE classes are generally geared towards assisting individuals with completing their high school degree and/or General Educational Development (GED) test.<sup>27</sup>
- English as a second language (ESL) classes are for adults who are lacking competency and/or proficiency in English.<sup>28</sup>

Many of these services include family literacy programs that serve the entire family by including adult education, children's education, and interactive literacy activities between parents and their children.<sup>29,30</sup>

Adult education service providers range from individual providers (paid through adult education cooperatives)<sup>c</sup> to community colleges and faith-based and other community-based organizations.<sup>31</sup> Austin Community College (ACC)—the fiscal agent for Travis County, the largest regional provider of Adult Education, and one of the ten largest providers of Adult Education in the state—served 4,426 Adult Education students in the 2012-2013 academic year.<sup>32</sup> ACC enrollments are directly correlated to funding; therefore, the more money received, the more students ACC can serve, and the inverse is also true (more restricted funding means fewer students served).<sup>33</sup> As a result, ACC served slightly fewer students in the 2012-2013 academic year compared to the previous academic year—nearly a 5% decrease in enrollments—due to a reduction in funding.<sup>34</sup>

Literacy programs in Texas are serving less than 4% of the 3.8 million people in need of adult basic education services.<sup>35</sup> In Central Texas in 2010, approximately 3% of adults in need were able to access ABE or ASE services, while less than 5% of eligible adults were able to access ESL classes.<sup>36</sup> There are many more Texans in need of adult education and literacy services than there is the capacity to serve them.<sup>37</sup> This trend is anticipated to continue. One report estimates that by 2040, almost eight million Texans will be eligible for adult education services.<sup>38</sup> This highlights the need for continued investments in adult education and literacy so that capacity is adequate for demand.

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

## Legislative Climate

Based on recommendations by the Sunset Advisory Commission, Senate Bill 307<sup>d</sup> was passed into law during the 83rd Texas legislature, transferring oversight of Adult Basic Education and literacy programs from the Texas Education Agency (TEA) to the Texas Workforce Commission (TWC), effective September 1, 2013.<sup>39,40,41</sup> The bill was designed to strengthen these programs by linking adult basic education with workforce development to create a more cohesive and coordinated system to serve students, and to create better educational and employment outcomes for those students.<sup>42</sup> Senate Bill 307 requires TWC, in collaboration with TEA and the Texas Higher Education Coordinating Board, to revamp existing policies for adult education assessment and placement tools.<sup>43</sup> The bill also establishes a competitive grant process for administering state and federal funds, as well as authorizing a new adult education advisory committee to develop a strategic plan that promotes career pathways by improving student transitions to postsecondary education and career training.<sup>44</sup>

## Further Resources

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

### **Texas Workforce Commission**

[www.twc.state.tx.us/svcs/adultlit/adult-basic-education.html](http://www.twc.state.tx.us/svcs/adultlit/adult-basic-education.html)

Texas Workforce Commission (TWC) is charged with overseeing and providing workforce development services to employers and job seekers of Texas. As of September 1, 2013, TWC also has oversight over the Adult Basic Education system (transferred from the Texas Education Agency).

### **Division of Adult Education, Austin Community College**

[www.austincc.edu/abe/](http://www.austincc.edu/abe/)

As the fiscal agent for Travis County, Austin Community College is the largest regional provider of adult education services, as well as one of the ten largest providers in Texas. Classes include GED, ESL and Job Training.

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<sup>d</sup> To see the full text of the bill, please visit <http://www.capitol.state.tx.us/tlodocs/83R/billtext/pdf/SB00307F.pdf#navpanes=0>

## **Literacy Coalition of Central Texas**

[www.willread.org/](http://www.willread.org/)

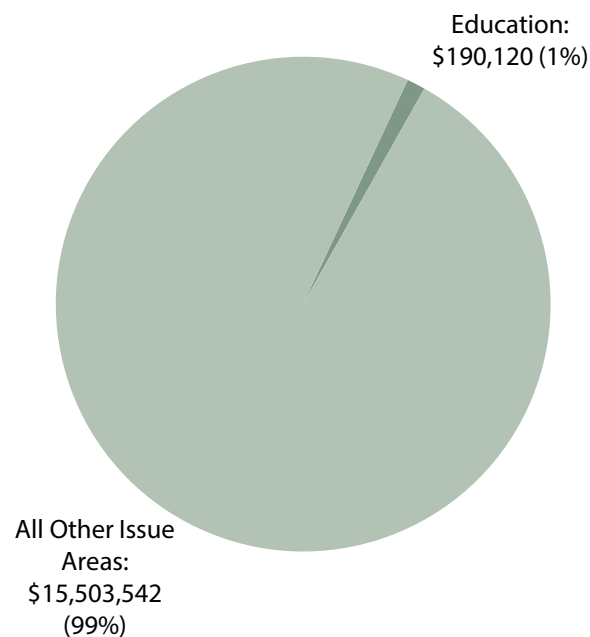
The Literacy Coalition of Central Texas (LCCT) plays a central role in coordinating and supporting high-quality literacy services, including adult basic education, family literacy, workplace literacy, health literacy, and literacy for speakers of other languages, throughout Central Texas. LCCT authored a community conditions review, “Literacy in Central Texas: a Snapshot of Conditions,” which can be found at [www.willread.org/resources/literacy-needs](http://www.willread.org/resources/literacy-needs).

# Investment Overview

## OUR INVESTMENT

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

## INVESTMENT IN EDUCATION AND OTHER ISSUE AREAS, 2013



## FUNDING SUMMARY

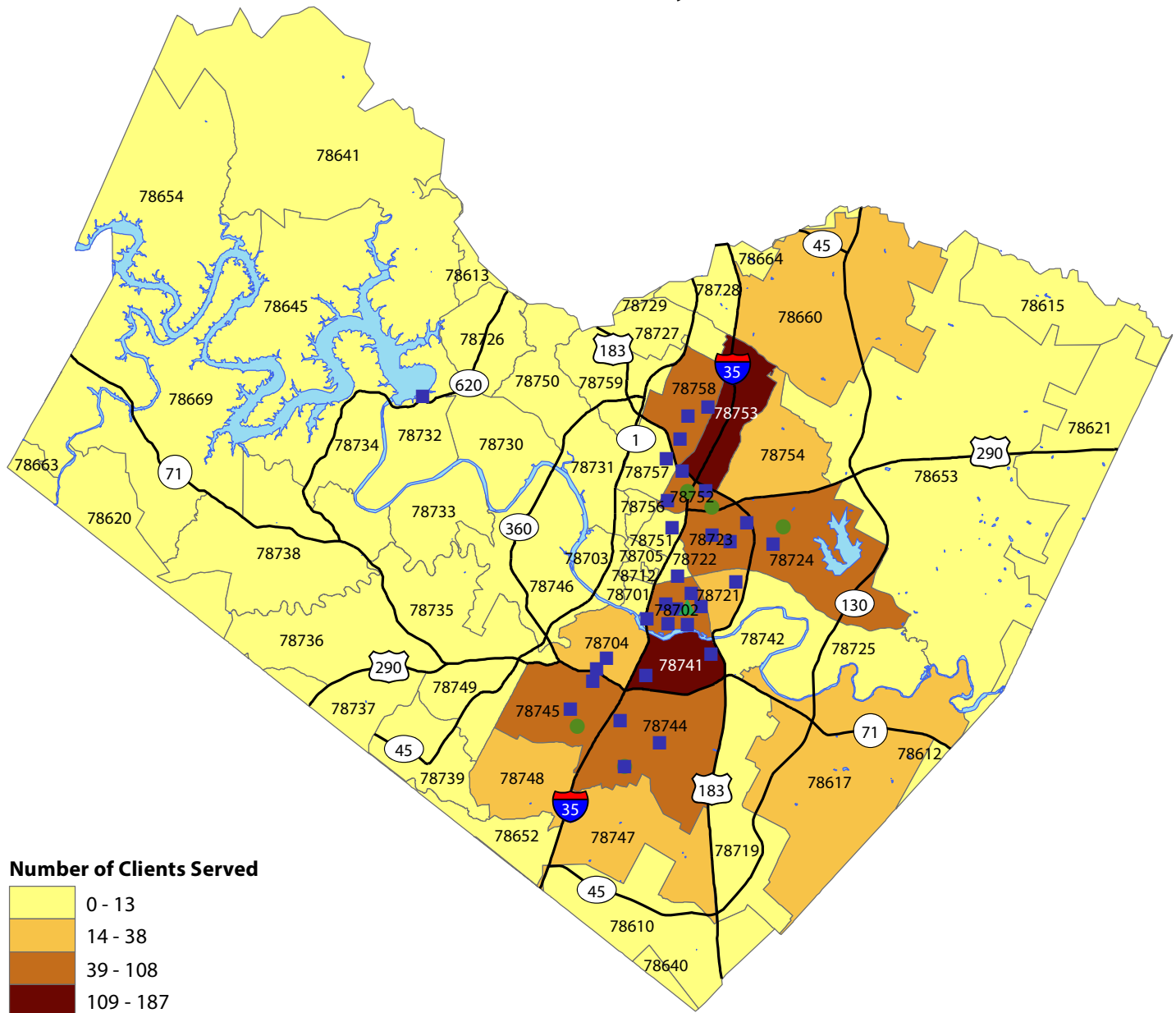
The 2013 Funding Amount reflects calendar year funding (January 1 through December 31, 2013) unless otherwise noted.

Agency Name	Program Name	2013 Funding Amount
Austin Independent School District	Adult Education and English Language Learners Program	\$108,150
BookSpring	Reading is Fundamental (RIF): Elementary School Program	\$13,126
LifeWorks	ABE-ESL	\$33,249
Literacy Coalition of Central Texas	Literacy Illuminates	\$35,595*

\*Funding from July 15, 2013 through December 31, 2013

# Education

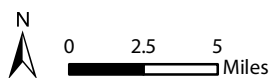
## Service Provision Locations and Clients Served by ZIP Code Travis County, 2013



### Service Providers

- Austin Independent School District
- BookSpring
- ▲ LifeWorks

Service provision locations are not included for the Literacy Coalition.



Notes: This map shows 1,185 clients by ZIP code. 26 (2% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries. Client ZIP codes are not included for BookSpring or the Literacy Coalition as individual client ZIP code data are unavailable.

Source data: Contracted service providers, 2013-2014.  
This map was created using City of Austin shapefiles.  
Created by: Travis County HHS/VS Research & Planning Division, 2014.

# AUSTIN INDEPENDENT SCHOOL DISTRICT

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## Adult Education/English Language Learners Program

### Program Description

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

### Funding

The total TCHHS/VS investment in the Adult Education/English Language Learners Program for 2013 was \$108,150. This investment comprised 23.7% of the total program budget. TCHHS/VS also funds the Travis County Collaborative Afterschool Program, which is described in the Child and Youth Development issue area report.

### Eligibility Criteria

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



# AUSTIN ISD: ADULT EDUCATION/ENGLISH LANGUAGE LEARNERS PROGRAM

## Performance Goals and Results

The Adult Education/English Language Learners Program met or exceeded all performance measure goals. The two outcome measures reflect adult students who were provided with 60 hours of instruction before taking a post-test to measure gains in their skills. Staff reported that the BEST Plus assessment was administered to more students than in previous years. A larger percentage demonstrated a gain in oral proficiency than anticipated (see the first outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
<b>Outputs</b>			
Number of unduplicated adult students served	563	600	94%
Number of unduplicated children watched while parents attend class	323	300	108%
<b>Outcomes</b>			
Percentage of students demonstrating a gain in oral proficiency, as measured by the BEST Plus assessment	82% (310/377)	74% (333/450)	111%
Percentage of students demonstrating a gain in literacy proficiency, as measured by the BEST Plus assessment	65% (137/212)	70% (95/135)	92%

## Reading is Fundamental (RIF): Elementary School Program

### Program Description

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

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

### Funding

The total TCHHS/VS investment in the Reading is Fundamental (RIF): Elementary School Program for 2013 was \$13,126. This investment comprised 5.9% of the total program budget.

### Eligibility Criteria

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

# BookSpring: RIF ELEMENTARY SCHOOL PROGRAM

## Performance Goals and Results

BookSpring's program performance met or exceeded all performance targets. Staff explained that the number of books distributed was underestimated due to the contract year encompassing two program years, as well as the timing of the contract renewal process (see the second output). Estimates for the second program year are not determined until 8-9 months after the contract renewal process so performance goals were based on the fiscal year numbers at the time of renewal. All schools except one met the program standards (see the first outcome), which was higher than anticipated. Staff reported that there was uncertainty on whether some new schools included in the RIF program would meet program standards. Program staff noted that while survey results were on target (see the second and third outcomes), fewer surveys were distributed to parents and children than initially planned, in response to the recommendations of an evaluation specialist.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
<b>Outputs</b>			
Number of unduplicated clients served	17,837	17,647	101%
Number of new books distributed	49,930	39,182	127%
<b>Outcomes</b>			
Percentage of schools meeting program standards	97% (30/31)	88% (28/32)	111%
Percentage of students who stated improvement in their motivation to read (i.e., children who stated: "RIF makes me want to read more")	88% (748/847)	88% (1,500/1,700)	100%
Percentage of parents who reported RIF's positive impact on their child (i.e., parents who indicated: "RIF makes my child want to read more")	83% (406/490)	90% (900/1,000)	92%

### Program Description

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

### Funding

The total TCHHS/VS investment in the ABE–ESL program for 2013 was \$33,249. This investment comprised 7.9% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks: the Housing program, which is described in the Housing Continuum issue area report; the Youth Development program, which is described in the Child and Youth Development issue area report; and the Counseling program, which is described in the Behavioral Health issue area report.

### Eligibility Criteria

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

All ABE-ESL program performance measures met or exceeded the targeted range of goals. Staff reported that they continued to engage in outreach efforts and distribute program information in the community, which helped to increase the number of clients served (see the first output), as well as the number of clients who had personalized learning goals (see the second output). While the program achieved its goal for clients who achieved a 4-point increase on the BEST score (see the second outcome), staff noted that several ESL students experienced challenges attending class due to life circumstances outside of class. As a result, fewer academic assessments were completed than projected.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
<b>Outputs</b>			
Number of unduplicated clients served	648	500	130%
Number of unduplicated clients who have personalized learning goals	605	385	157%
<b>Outcomes</b>			
Percentage of clients tested who achieved a 10–point increase in the Test of Adult Basic Education (TABE) score	63% (93/148)	60% (46/77)	105%
Percentage of clients tested who achieved a 4–point increase in the (Basic English Skills Test) BEST score	69% (132/190)	75% (231/308)	93%

# LITERACY COALITION OF CENTRAL TEXAS

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## Literacy Illuminates

### Program Description

The Literacy Illuminates program is a public awareness and education campaign for literacy. The goals of the program are twofold. The first goal is to connect families in need of literacy instruction to a high quality program. This is done by training area human service professionals who come in contact with low literate families in how to identify a literacy barrier and make a warm referral to a free instruction program. The second goal is to improve the ability of parents with young children to promote high literacy rates among their children. This is achieved by providing at-risk parents of young children with targeted information to help them support their children's literacy development.

### Funding

The total TCHHS/VS investment in the Literacy Illuminates program from July 15, 2013 through December 31, 2013 was \$35,595. This investment comprised 66.4% of the total program budget.

### Eligibility Criteria

Literacy Illuminates serves a diverse population, depending on the strategy of the campaign. The training for case management professionals component serves area non-profits, City of Austin, Travis County, and AISD programs that provide direct services to vulnerable families, including Travis County rent and utility assistance programs, City of Austin neighborhood centers, and AISD parent support specialists. The information dissemination component is focused on at-risk parents with children ages 0 to 6. All efforts to refer low-literate adults to services will target adults at high risk for low literacy. Adult learners are generally newly immigrated adults from various countries of origin and/or individuals who dropped out of high school and who are seeking to improve their education and job skills. Most adult literacy students are working-age, low-income adults with young children.

# LITERACY COALITION OF CENTRAL TEXAS: LITERACY ILLUMINATES

## Performance Goals and Results

The Literacy Illuminates program had mixed results on performance measures, surpassing one goal but falling short on the remaining two. Program staff explained that end-of-year scheduling changes resulted in two training sessions being postponed until early 2014, at the request of the service agency (see the first output). According to staff, these trainings would have engaged an additional 50 social service professionals, thereby meeting the program's performance goal. More parents received educational materials than projected (see the second output); staff attributed this to the production and distribution of the "Summer Activity Packet," which included a variety of educational information. Staff explained that when respondents received the post-training surveys within 2-3 weeks of receiving training, they may not have encountered an individual that needed referral to literacy services at that point (see the outcome measure). According to staff, some modifications are being made to the survey tool so that future reports will accurately reflect the usefulness of the program's resources after 3 months have passed.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
<b>Outputs</b>			
Number of area human service professionals receiving training in identifying and referring low-literate families to services	94	150	63%
Number of parents of children (ages 0 to 5) who receive educational materials	10,650	9,000	118%
<b>Outcomes</b>			
Percentage of trained professionals who report making a successful literacy program referral	28% (26/94)	63% (95/150)	44%

# Appendix

## 2013 Federal Poverty Income Guidelines

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

Household Size	Income Limits for Threshold Levels				
	50%	100%	125%	150%	200%
1	\$5,745	\$11,490	\$14,363	\$17,235	\$22,980
2	\$7,755	\$15,510	\$19,388	\$23,265	\$31,020
3	\$9,765	\$19,530	\$24,413	\$29,295	\$39,060
4	\$11,775	\$23,550	\$29,438	\$35,325	\$47,100
5	\$13,785	\$27,570	\$34,463	\$41,355	\$55,140
6	\$15,795	\$31,590	\$39,488	\$47,385	\$63,180
7	\$17,805	\$35,610	\$44,513	\$53,415	\$71,220
8	\$19,815	\$39,630	\$49,538	\$59,445	\$79,260
<b><i>For families/households with more than 8 persons, add \$4,020 for each additional person.</i></b>					

Data source: "2013 Poverty Guidelines," U.S. Department of Health & Human Services, *Federal Register*, Vol. 78, No. 16, January 24, 2013, pp. 5182-5183, <http://aspe.hhs.gov/poverty/13poverty.cfm>.

## 2013 Austin Median Family Income Guidelines

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

Household Size	Income Limits for Threshold Levels		
	30% (Extremely Low)	50% (Very Low)	80% (Low)
1	\$15,400	\$25,650	\$41,000
2	\$17,600	\$29,300	\$46,850
3	\$19,800	\$32,950	\$52,700
4	\$21,950	\$36,600	\$58,550
5	\$23,750	\$39,550	\$63,250
6	\$25,500	\$42,500	\$67,950
7	\$27,250	\$45,400	\$72,650
8	\$29,000	\$48,350	\$77,300

Data source: "Austin-Round Rock-San Marcos, TX MSA FY 2013 Income Limits Summary," U.S. Department of Housing and Urban Development, <http://www.huduser.org>.



# Endnotes

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